

GED 232

Early U.S. History



925 North Spurgeon Street, Santa Ana, CA 92701
Phone: 714-547-9625 Fax: 714-547-5777
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Rev. 04/16

Tracking Your Academic Activities

Verifying an accurate course completion time is essential for accreditation. To meet both accreditation requirements and award academic credit, educational institutions must document the total number of hours students spend completing designated academic activities related to their coursework.

The total hours are then translated into academic credit based on a prescribed method of measuring educational attainment known as the Carnegie Unit. 90 hours of student preparation time and 45 hours of student engagement time are required for a 3 credit hour course.

Using the attached form as an example, keep track of the time you spend on each lesson, pre-test, self-test, unit test, writing assignment, reading assignment, outside reading, final examination, etc. You will not be required to turn in the worksheet; however, at the end of the course you will receive a Student Course Survey and the final question will ask how long it took you to complete the course. Your assistance in completing this requirement and providing the university with this valuable data is greatly appreciated.

As you fill out the worksheet, please keep in mind that your **Academic Engagement Activities** should total approximately 45 hours. Some **examples** of this type of activity may include:

| | |
|-------------------------|------------------------------------|
| Lesson Review Exercises | Unit Examinations |
| Key Term Reviews | Proctored Final Examination |
| Analysis | Course Academic Online Discussions |
| Study Guide Review | Student/Instructor Interaction |
| Writing Assignments | Documents/Student Resources |
| Review Grading Rubric | |

As you fill out the **Academic Preparation Activities**, please keep in mind that these should total approximately 90 hours. Some **examples** of this type of activity may include:

| | |
|---------------------------|-------------------------------|
| Pre-Test | Review Grading Rubric |
| Reading Assignments | Study Lesson Review Exercises |
| Key Term Reviews | Internet/Web Research |
| Studying for Examinations | Reading Websites |
| Writing Assignments | Suggested Outside Reading |

Sample Worksheet for Tracking Your Academic Activities

This worksheet was developed to help you track your time. You are not required to turn it in.

Upon completion of this course, you will be asked to complete a survey. The last question on the survey will ask you the number of hours it took to complete the course. Course credit is based on the Carnegie Unit - a prescribed method of measuring educational attainment. For each 3 unit semester course, students will complete a variety of academic activities including:

45 hours of Academic Engagement and **90 hours of Academic Preparation** = **135 hours** in total.

| | Time to Complete Unit 1 | Time to Complete Unit 2 | Time to Complete Unit 3 | Time to Complete Unit 4 | Time to Complete Final | Total Time Spent |
|-----------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|------------------------|------------------|
| Academic Engagement Activities | | | | | | |
| Lesson Review Exercises | | | | | | |
| Key Term Review Exercises | | | | | | |
| Study Guide Review | | | | | | |
| Student Resources | | | | | | |
| Review Grading Rubric | | | | | | |
| Case Studies/Critical Analysis | | | | | | |
| Writing Assignments | | | | | | |
| Complete Unit Examinations | | | | | | |
| Course Academic Online Discussions | | | | | | |
| Student/Instructor Interactions | | | | | | |
| Total Academic Engagement required for a 3 unit course = 45 hours | | | | | Total = | |
| Academic Preparation Activities | | | | | | |
| Pre-Test | | | | | | |
| Reading Assignments | | | | | | |
| Review Case Studies/Critical Analysis | | | | | | |
| Key Term Review Exercises | | | | | | |
| Study for Examinations | | | | | | |
| Suggested Outside Readings | | | | | | |
| Web Research | | | | | | |
| Review Writing Assignments | | | | | | |
| Review Completed Examinations | | | | | | |
| Review Grading Rubric | | | | | | |
| Reading Websites | | | | | | |
| Study Lesson Review Exercises | | | | | | |
| Total Academic Preparation required for a 3 unit course = 90 hours | | | | | Total = | |
| Total hours: Academic Engagement and Academic Preparation related to this course. | | | | | Grand Total | |
| Other Activities/Comments - (Please note all time for additional course related activities): | | | | | | |
| | | | | | | |

Pre-test Instructions

Thank you for taking the time to complete the required pre-test. The purpose of the pre-test is to measure your knowledge of the subject matter at the beginning of each course.

Please be assured, your score on the pre-test will not be part of your course grade. We do not want you to try to study for it or be worried about doing well on the pre-test. It is simply a measure of your “starting place,” that will be used for improving course content and to meet accreditation requirements.

If you receive your course materials online:

- Please log-in to your Coast Connection student portal to complete your pre-test.

If you receive your course materials by mail:

- You will receive your answer sheets for the pre-test by mail.
- Once you have completed your pre-test, please mail or fax your answer sheet to the University at:

California Coast University
925 N. Spurgeon Street
Santa Ana, CA 92701
Fax: 714-547-1451

If you have any questions, please feel free to contact the Student Services Department. Thank you for your cooperation.

1. King Henry VIII and Queen Elizabeth first targeted _____ for colonization.
 - a. France
 - b. North Africa
 - c. Ireland
 - d. Cuba

 2. By the 1640s, the principal crop grown in Barbados went from being tobacco to _____.
 - a. sugar
 - b. corn
 - c. wheat
 - d. barley

 3. What is the meaning of the term filles du Roi?
 - a. prostitutes
 - b. orphan girls
 - c. girls of the valley
 - d. king's daughters

 4. Northern farmers primarily relied upon _____ for labor.
 - a. slaves
 - b. indentured servants
 - c. hired hands
 - d. their children

 5. Family ties for slaves made life more tolerable, but hindered _____.
 - a. escape plans
 - b. the work structure
 - c. relationships with masters
 - d. education

 6. In the early eighteenth century, which group controlled California and Texas?
 - a. Spanish
 - b. French
 - c. English
 - d. Portuguese
-

7. How did the British respond to Braddock's defeat at Fort Duquesne?
- They surrendered, ending the French and Indian War.
 - They attacked French settlements in Canada.
 - They paid the Iroquois to attack the French.
 - They installed a new commander and sent more troops.
8. What was the primary difference between the Stamp Act and the Sugar Act?
- The Stamp Act was passed by Parliament, while the Sugar Act was passed by a colonial legislature.
 - The Stamp Act regulated commerce, while the Sugar Act was a tax.
 - The Stamp Act was imposed directly by the King, while the Sugar Act was passed by Parliament.
 - The Stamp Act was a direct tax inside the colonies, while the Sugar Act was an external trade duty.
9. Patriots made an effort to spread the news of the Battle of Lexington and Concord so that _____.
- they could garner support
 - the British would back off
 - British enemies would attack in Europe
 - they could raise market prices on exported goods
10. Why is the Continental Army's winter at Valley Forge famous?
- It was the first time the soldiers were able to rest in comfort.
 - It was the site of an epic battle and victory against the British.
 - George Washington was elected President there.
 - Thousands of soldiers died from cold, disease, and starvation.
11. The most ethnically and religiously diverse region in early America was _____.
- New England
 - the Carolinas
 - the Deep South
 - the mid-Atlantic region
12. Fries' Rebellion was spurred by _____.
- opposition to the Alien Acts
 - anger over the Direct Tax of 1798
 - discontent over trade policies with England
 - the XYZ affair
-

13. Newspaper reporters used the term “era of good feelings” to describe the presidency of _____.
- Thomas Jefferson
 - James Monroe
 - John Quincy Adams
 - John Adams
14. The first presidential candidate of the Democratic Party was _____.
- James Monroe
 - Andrew Jackson
 - John C. Calhoun
 - Henry Clay
15. In the election of 1844, _____.
- James Polk expressed expansionist ideas
 - Henry Clay suffered a landslide defeat
 - the Whigs held onto the presidential office
 - pro-slavery voters supported the Whigs
16. Poor living conditions and insufficient diets caused frequent outbreaks of _____ among slaves.
- malaria
 - small pox
 - dysentery
 - scurvy
17. Which of the following was America's first large-scale, planned city for the sole purpose of manufacturing?
- Rochester, New York
 - Reading, Pennsylvania
 - Buffalo, New York
 - Lowell, Massachusetts
18. The Married Women's Property Act of 1860 allowed women in New York to _____.
- inherit property from their fathers
 - sue their husbands for an equal division of marital property in the event of divorce
 - establish bank accounts in their own names
 - sue their fathers and husbands if they deprived them of control of their wage income
-

19. The greatest cause of the 5,000 deaths that occurred on the Oregon Trail was _____.
- lack of water
 - disease
 - starvation
 - Indian raids
20. The greatest significance of California's desire to enter the Union was _____.
- the large tax revenue it would provide to the federal treasury
 - the impact of California gold on the value of the dollar
 - how Mexico would react
 - the concern of Southerners that it would upset the balance of free and slave states
21. Abraham Lincoln earned the Republican nomination for president by upsetting _____.
- Horace Greeley
 - Stephen Douglas
 - William Seward
 - James Buchanan
22. When Joseph Johnston was badly wounded at the Battle of Seven Pines, he was replaced by _____.
- Ulysses S. Grant
 - Thomas Jackson
 - Robert E. Lee
 - Ambrose Burnside
23. After the election of 1864, the Republicans _____.
- controlled the presidency, the Senate, and the House
 - controlled only the presidency
 - controlled only the presidency and the Senate
 - controlled only the presidency and the House
24. President Johnson, like most white northerners, believes that African Americans _____.
- should have a voice in government
 - lacked a free man's will
 - deserved reparations
 - were inferior
-

25. In the late 1870s, black economic status _____ while white economic status _____.

- a. remained stable; experienced a depression
- b. decreased; increased
- c. increased; decreased
- a. d. remained unchanged; declined

GED 232

Early U.S. History

Text: ***The American Journey: A History of the United States, Volume 1***

7th Edition, 2014

ISBN-13: 978-0205960965

Author(s): David Goldfield, Carl Abbott, Virginia Dijon Anderson, Jo Ann E. Argersinger, Peter H. Argersinger, and William Barney

Publisher: Pearson



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Welcome to California Coast University. I hope you will find this course interesting and useful throughout your career.

This course was designed to meet the unique needs of students like you who are both highly motivated and capable of completing a degree program through distance learning.

Our faculty and administration have been involved in distance learning for over forty years and understand the characteristics common to successful students in this unique educational environment.

This course was prepared by CCU faculty members who are not only outstanding educators but who have real world experience. They have prepared these guidelines to help you successfully complete your educational goals and to get the most from your distance learning experience.

Again, we hope that you will find this course both helpful and motivating. We send our best wishes as you work toward the completion of your program.

Sincerely,

Thomas M. Neal
President

| | |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Number | GED 232 |
| Course Title | Early U.S. History |
| Course Description | Early U.S. History explores the history of the United States from Native American societies before 1492 to the year 1877, with an in-depth analysis of the transition in United States history from pre-colonial beginnings to an independent national state. This course will survey the historical, cultural, political and economic events that shaped early United States history. |
| Units of Credit | 3 Units of Credit |
| Course Objectives | Upon successful completion of this course, students will be able to: <ul style="list-style-type: none">• Discuss the various groups of Europeans that immigrated to the American colonies during the eighteenth century, and understand how these groups added to the complexity and diversity of the American colonial population.• Explain the impact of the American Revolution on the status of women, African Americans, and Native Americans.• Outline the major points of both the religious and racial justifications for slavery, and explain the circumstances in which each argument was more likely to be used.• Explain the long-term impact of the Fourteenth and Fifteenth Amendments as protections against racial discrimination. |
| Learning Resources | Textbook: <i>The American Journey: A History of the United States, Volume 1</i> David Goldfield, Carl Abbott, Virginia Dijon Anderson, Jo Ann E. Argersinger, Peter H. Argersinger, and William Barney 7th Edition, 2014 Pearson ISBN-13: 978-0205960965 |

All course examinations are based on the contents of the textbook required for this course. To successfully complete the examinations, you will need the textbook. You may rent the textbook from the CCU rental library or you may purchase the textbook from another source.

Although this study guide is developed by California Coast University, it does contain materials provided by the publisher of the textbook.

The Study Guide

The study guide was designed to help you further understand the materials in the textbook and master the course content. Each study guide chapter corresponds to a chapter in the textbook.

Additional Readings and Online Resources

When reading your textbook, you may notice images/references/links to additional text materials. If so, these images/references/links may be part of the publisher's "pay-for-access" online platform. Our courses are not designed to incorporate these additional resources and you will NOT need to purchase these additional features to be successful in this course.

For other relevant, helpful resources and learning activities designed to enhance your understanding of the topics in this course, simply log into your student portal.

The Library Information and Resources Network, Inc. (LIRN)

Students are provided access to the Library and Information Resources Network, Inc. (LIRN). LIRN provides a centralized management of electronic information resources that allow students to access multiple research databases through one portal. Detailed information on the Library and Information Resources Network, Inc. is available on the California Coast University website under the Resources tab. For additional information on using the network, LIRN provides a User Guide to help students search for the needed information. This helpful resource is available on the LIRN website. For information on accessing LIRN, please contact California Coast University - library@calcoast.edu or (714) 547-9625.

Your Course Grade

Your grades on course examinations are determined by the percentage of correct answers. The university uses the following grading system:

- A = 90% – 100% correct
- B = 80% – 89% correct
- C = 70% – 79% correct
- D = 60% – 69% correct
- F = 59% and below correct

Your grade in this course will be based on the number of points you earn. Grades are based on the percentage of points you earned out of a total of 500 points:

Four Unit Examinations

100 points each 400 points total 80% of your grade

Final Examination

100 points 100 points total 20% of your grade

Mastering the Course Content

In order to successfully complete this course, we recommend that you do the following before beginning:

- Be sure that you have the correct edition of the course textbook. Check the ISBN number of your textbook with the ISBN number listed on the cover page of this study guide.
- Review the Table of Contents at the end of this syllabus.
You will only be responsible for the chapters in the textbook that are listed in the Table of Contents.

Each study guide contains several components selected and developed by the faculty to help you master the content of the course. Each chapter in the study guide corresponds to a chapter in the textbook. Study guides vary depending on the course, but most will include:

- Learning Objectives
- Overviews
- Self-Tests
- Summaries
- Key Terms

The most efficient way to complete this course is to read the material in both the study guide and textbook in the sequence in which it appears, generally from beginning to end.

Read the Overviews and Summaries

Before reading a chapter of your textbook, review the corresponding learning objectives, overview, key terms and summary sections in the study guide. These were prepared to give you a preview of the content to be learned.

Read and Review the Chapter

Once you have the scope and organization of the chapter in mind, turn to the corresponding chapter in the textbook and read the material carefully. Keep the learning objectives, key terms, and self-test questions in mind as you read.

Highlight important concepts and information in your study guide and write notes in the study guide as you read the textbook. These notes will help you study for the unit and final examinations.

Check Your Mastery of Each Chapter

When you feel that you have mastered the concepts presented in the chapter, complete the study guide self-test questions without referring to the textbook or your notes. Correct your responses using the answer key provided in the study guide. Your results will help you identify any areas you need to review.

Unit Examinations

Each course contains four unit examinations and a final examination. Unit examinations consist of 25 objective (multiple choice) test questions. The final examination consists of 100 objective (multiple choice) questions.

Unit examinations are open-book, do not require a proctor and are not timed. This will allow you to proceed at your own pace. As you go through the study guide, it will prompt you on when to complete a unit exam (approximately after every three to six chapters). The Table of Contents in this study guide will also give you an overview of which textbook chapters are covered in each of the four unit exams.

Writing Assignments

Each unit examination includes a written component. The writing assignments give students the opportunity to demonstrate a level of subject mastery beyond the objective unit examinations, which reflects his/her ability to analyze, synthesize, evaluate and apply his/her knowledge.

Writing assignments are judged on the quality of the response. Word count is NOT one of the criteria that is used in assigning points to writing assignments. However, students who are successful in earning the maximum number of points tend to submit writing assignments that are 350-500 words (1-2 pages) per question.

Plagiarism

All work must be free of any form of plagiarism. ***Put written answers into your own words.*** Do not simply cut and paste your answers from the Internet and do not copy your answers from the textbook.

Plagiarism consists of taking and using the ideas, writings or inventions of another, without giving credit to that person and presenting it as one's own. This is an offense that the university takes very seriously. An example of a correctly prepared written response may be found by visiting the Coast Connection student portal. You can find this in the portal by clicking on *Student Resources* and then *Writing Basics*.

Citation Styles

The ***majority*** of your response should be your own original writing based on what you have learned from the textbook. However, students may also use outside materials if applicable. Be sure to provide a citation and a reference for any materials used, including the required textbook. The following points are designed to help you understand how to provide proper citations and references for your work:

- Sources are listed in two places.
- The first, a citation, is briefly listed within your answer. This includes identifying information that directs the reader to your list of references at the end of your writing assignment.

- The second, a reference, is at the end of your work in the list of references section.
- All sources cited should follow APA style and provide enough identifying information so that the reader can access the original material.

More detailed information about citations and references can be located on the Coast Connection student portal. You can find this in the portal by clicking on *Student Resources* and then *Writing Lab*.

Submitting Your Unit Examinations and Writing Assignments via the Internet

Students may access the online testing features via the Coast Connection student portal. Unit examinations may be completed and submitted online.

Go to the California Coast University homepage at www.calcoast.edu and click on the *Student Login* icon at the upper right hand corner. After logging into your account, click on *My Academic Plan* and select the course you are working on to complete the unit examination. More detailed instructions on completing the examination online will be provided on that page. Remember to keep a copy of your answers for your own personal records.

Writing assignments may be submitted online as well. After logging into the student portal, click on *My Academic Plan* and select the course you are working on to complete the writing assignments. Here, you will find further information and instructions on how to submit writing assignments through the student portal. Remember to keep a copy of your writing assignments for your own personal records.

Alternatively, if you experience difficulty submitting your writing assignments through the student portal, then you may email your assignments as a Word document attachment to the following email address:

essays@calcoast.edu

When doing so, please adhere to the following guidelines:

- Always submit your **name, student number, course number, course title and writing assignment number (i.e. writing assignment 1, 2, 3, or 4)** with your writing assignment.

- Begin each writing assignment by identifying the question number you are answering followed by the actual question itself (in bold type).
- Use a standard essay format for responses to all questions (i.e., an introduction, middle paragraphs and conclusion).
- All responses must be typed double-spaced, using a standard font (i.e. Times New Roman) and 12 point type size for ease of reading and grading.

Submitting Your Unit Examinations by Mail or Fax

Send your completed unit examinations and/or any writing assignments to the following mailing address:

California Coast University
Testing Department
925 N. Spurgeon Street
Santa Ana, CA 92701

Unit examination answer sheets can also be faxed to the Grading Department at (714) 547-1451. Please do not resize your fax.

The Grading Department **WILL NOT** accept faxed writing assignments.

Challenging a Test Item

We make every effort to ensure that all examination items are fair and can be answered by reading and understanding the material in your textbooks. However, problems sometimes arise in the selection or interpretation of test items. For example, you might argue that two alternatives could be correct, based on the material you read, or that the correct answer is not among the choices. Occasionally, a typographical error might make a question difficult to answer.

If you encounter a problem with a test item while taking your exam, you may “challenge” it by providing a brief explanation along with the page number(s) from the textbook in which the correct answer can be found. Likewise, you may also submit a test item challenge after your exam has been graded if you feel a test item was scored incorrectly. Students may submit up to two test item challenges for each unit exam and up to four test item challenges for the final exam. Test item challenges are not permitted for the pre-test. You may submit test item challenges via the Coast Connection student portal or by U.S. mail.

Submitting Your Test Item Challenges via the Internet

Please log into the Coast Connection student portal for specific instructions on challenging a test item. You will submit your test item challenges directly through the student portal.

Submitting Your Test Item Challenges by Mail

- For each test question you wish to challenge, fill in option “F” on the answer sheet for that question.
- On a separate sheet of paper, indicate your name and student ID number, identify the examination you are working on (i.e., Unit Exam 1, 2, 3, etc.), and the specific question number you are challenging.
- Write out the question and its given choices and explain why you are “challenging” the test item.
- Provide a page reference from the textbook to support your answer. **If you do not provide a page reference, we may not be able to give you credit.**
- Mail your multiple choice answer sheet and test item challenge documents to the Testing Department.

The information you provide is important to us. It will help us further validate and correct any possible errors in the testing materials.

If you follow the Test Item Challenge procedure, your challenge will be reviewed and if correct, you will be given credit. You should allow an additional week for the review and scoring of your examination.

Repeating a Unit Exam

Requests to retake a unit examination will only be honored if the final exam has NOT been sent.

Students may retake one unit examination per course, free of charge. The cost for each additional, repeated exam will be \$90. Payment must be paid in full prior to repeating a unit exam and can be done via the student portal or by submitting a Repeat Unit Exam form.

Please contact the Testing Department for more information. When repeating a unit exam through the student portal, the original grade will be cleared out once you click *Re-take*.

Final Examination

Scheduling a Final Examination

Final examination requests can be submitted online through the Coast Connection student portal, via U.S. mail, or by calling the Testing Department at (714) 547-9625.

If you would like to request a final exam online, log into the Coast Connection student portal and click on *My Academic Plan*. Select the course you are working on and submit the Final Exam Request form located at the bottom of the page. **ALL INFORMATION MUST BE FILLED IN.**

A final exam scheduling form is also located on the last page of this study guide and can be mailed or faxed to the university. Please fill out **ALL** required fields if you choose to submit your final exam request using this form.

After we receive the Final Examination Request Form, CCU will send your final examination to your designated proctor via email or mail, along with further instructions.

Proctors

California Coast University requires that all undergraduate students complete all final examinations—with the exception of general elective courses—under the supervision of a proctor.

The proctor is selected by the student and approved by the university. A proctor can be any reputable person **EXCEPT** *a relative, someone who resides with the student, or a current/former California Coast University student*. Typical examples of approved proctors include friend, neighbor, job supervisor, co-worker, librarian, counselor, etc.

Proctors will have the following responsibilities:

- Ensure that all final examination materials are kept secure and confidential.
- Ensure that the student completes the examination without any outside assistance of any kind other than the course textbook, notes and other study materials.
- Verify the student's identification based on a government-issued photo ID. Proctors will need to verify the student's name and date of birth.
- Sign the final examination answer sheet (unsigned answer sheets will not be graded).
- Return the signed and completed answer sheet to California Coast University for grading and evaluation via the student portal, mail, or fax.

Submitting Your Final Examination

Submitting Final Examinations via the Internet

For online submissions, once you have logged into the student portal, click on *My Academic Plan*, select the course you are working on, and then click *Take Exam* to complete the final examination. Your proctor must input the unique password he/she was sent in order to unlock your final examination questions. Remember to keep a copy of your answers for your own personal records.

Submitting Final Examinations by Mail or Fax

Mail your completed and **signed** final examination answer sheet to:

California Coast University
Testing Department
925 N. Spurgeon Street
Santa Ana, CA 92701

Final examination answer sheets can also be faxed to the Grading Department at (714) 547-1451. Please do not resize your fax.

Your Overall Grade Point Average (G.P.A.)

In addition to receiving a passing grade for each course, all undergraduate students must maintain a required overall G.P.A. of 2.0 (C) on a 4.0 scale in order to graduate.

A = 4 grade points
B = 3 grade points
C = 2 grade points
D = 1 grade point
F = 0 grade points

Students who do not meet the overall G.P.A. requirement by the end of their program must pay the current cost of tuition to repeat courses until they improve their overall G.P.A.

Be sure to keep a copy of all work you submit to the university.

If you have any questions about how to proceed through the course or regarding any California Coast University policies and procedures, the easiest way to get help is to send us a message through the student portal, via email, or phone the university.

University office hours are Monday through Friday from 8:00 a.m. to 4:30 p.m., Pacific Standard Time.

California Coast University

925 N. Spurgeon Street, Santa Ana, California 92701

Phone: (714) 547-9625 Fax: (714) 547-5777

Test Answer Sheet Fax Line: (714) 547-1451

Email: testing@calcoast.edu

Don't forget: You are not alone! We are here to help you achieve your dream!



Learning Objectives

The learning objectives for this course are listed below:

Chapter 1: Worlds Apart

1. Explain how the precontact histories of Native Americans, especially in the centuries just before 1492, shaped their encounters with Europeans.
2. Discuss the key characteristics of West African society.
3. Describe how the events in Europe both shaped and inspired exploration of the Americas.
4. Discuss the biological consequences of contact between Europeans and Native Americans.
5. Identify the reasons why early French and English efforts at colonization faltered.

Chapter 2: Transplantation and Adaptation 1600-1685

1. Explain how the French used Indian alliances to create their North American empire.
2. Discuss how significant New Netherland was as part of the Dutch global empire.
3. Discuss why the English had such difficulties establishing colonies in the Chesapeake.
4. Explain why the English colonies in New England were so different from those in the Chesapeake.
5. Explain why the first biracial colonial societies appeared in the Caribbean.
6. Explain how influential the ideas of the different proprietors of the Restoration colonies were in shaping the development of their settlements.

Chapter 3: A Meeting of Cultures

1. Explain how the different patterns of interaction between Europeans and native peoples shaped colonial development in the Spanish borderlands, New France, and the English colonies.
2. Describe how race-based slavery developed in British North America.
3. Discuss the methods Europeans employed to acquire and manage labor in colonial America.

Chapter 4: English Colonies in an Age of Empire 1660s-1763

1. Explain how trade policy shaped the relationship between Britain and the colonies.
2. Describe in what ways colonial culture changed in the eighteenth century.
3. Explain how the Glorious Revolution affected colonial politics.
4. Explain the ways in which British, Spanish, and French expansion into new territories reflect patterns established earlier.
5. Discuss the significance of imperial wars in shaping colonial society and which one had the most important impact on North America.

Chapter 5: Imperial Breakdown 1763 – 1774

1. Explain the new challenges the British government faced in North America after 1763.
2. Discuss how republican ideology informed the colonists' view of their relationship to Britain.
3. Explain why the Stamp Act and Townshend Duty Act sparked widespread unrest in the colonies.
4. Describe the issues and interests that divided the colonists.
5. Describe what pushed the colonists from protest to rebellion.

Chapter 6: The War for Independence 1774-1783

1. Explain why reconciliation between the colonies and Britain was virtually impossible by the beginning 1775.
2. Explain what functions the Congress fulfilled as it sought to manage the American rebellion.
3. Describe the key differences between the British and American forces.
4. Discuss why the alliance with France was a key turning point in the war.
5. Describe the affect of the War for Independence on women, African Americans, and Native Americans.
6. Name the key factors in the American victory in the Revolutionary War.

Chapter 7: The First Republic 1776-1789

1. Discuss which people were deemed to have political rights in the new order of republicanism.
2. Explain how economic problems led to political conflict in the 1780s.
3. Explain what steps the British and Spain took to block American expansion.
4. Explain the call for a stronger centralized government and the divisions which emerged over the ratification of the new Constitution.

Chapter 8: A New Republic and the Rise of Parties 1789-1800

1. Discuss the distinguishing features of the early republic's four major regions.
2. Outline the challenges faced by the Congress that assembled in New York between 1789 and 1791.
3. Discuss the forces that shaped the development of party politics in America.
4. Explain how the crises at home and abroad shaped the administration of John Adams and helped the Republicans win the election of 1800.

Chapter 9: The Triumph and Collapse of Jeffersonian Republicanism 1800-1824

1. Describe why the expansion of the United States was so important to Jefferson.
2. Outline the factors that pushed Madison into a war with Britain.
3. Discuss the consequences of the War of 1812.
4. Discuss how rising nationalism contributed to the spirit of the Era of Good Feelings.
5. Explain why slavery became such a divisive issue in the years preceding the Missouri Compromise.

Chapter 10: The Jacksonian Era 1824-1845

1. Identify the factors that contributed to the democratization of American politics and religion in the early nineteenth century.
2. Explain how the Jacksonian Democrats capitalized on the new mass politics.
3. Discuss the challenges that Van Buren faced during his presidency.
4. Identify the basis of Whig popularity and outline what they claimed to stand for.
5. Explain why William Henry Harrison's death was such a blow to the Whig agenda.

Chapter 11: Slavery and the Old South 1800-1860

1. Explain how the increasing demand for cotton shaped the development of slavery in the Lower South.
2. Identify what caused the decline of slavery after 1800 in the Upper South.
3. Describe what life was like for African American slaves in the first half of the nineteenth century.
4. Describe how the free society in the South was structured.
5. Outline how the southern defense of slavery changed between the early nineteenth century and the 1850s.

Chapter 12: The Market Revolution and Social Reform 1815-1850

1. Explain how industrialization contributed to growing inequity and the creation of new social classes.
2. Discuss the role that religion played in the reform movements that followed the War of 1812.
3. Outline the Enlightenment ideas that shaped the reform of institutions for the poor, criminals, and the mentally ill.
4. Discuss the relationship between abolitionism and the women's rights movement.

Chapter 13: The Way West 1815-1850

1. Describe the economic and demographic pressures in the East that spurred migration to the West.
2. Define the strategies that the Sioux used to maintain their power on the Great Plains.
3. Describe what forces contributed to the Americanization of Texas.
4. Explain why James K. Polk was so eager to provoke a war with Mexico.

Chapter 14: The Politics of Sectionalism 1846-1861

1. Discuss how slavery transformed from a political issue to a moral crusade.
2. Explain how the intrusion of religion into the political process contributed to the rise of the Republican Party.
3. Describe how the elevation of slavery to a moral issue polarized the North and South during the 1850's.

Chapter 15: Battle Cries and Freedom Songs: The Civil War 1861-1865

1. Define the North's key advantages at the outset of the War.
2. Discuss how the two sides' objectives dictated their strategies in the early years of the War.
3. Discuss how the Emancipation Proclamation changed the nature of the War.
4. Describe how the changing nature of the War affected soldiers on both sides.
5. Explain the impact that the War had on the North's economy.
6. Describe the War's effect on civilian life in the South.
7. Explain Grant's strategy for ending the War.

Chapter 16: Reconstruction 1865-1877

1. Describe how white southerners responded to defeat.
2. Identify the reasons why black aspirations generated southern white violence.
3. Discuss how Congressional Reconstruction changed the status of the former slaves in the South.
4. Explain why white northerners and the federal government were complicit in denying freed slaves the basic rights of American citizenship.
5. Describe how and why Reconstruction ended.

Resources and Learning Activities

Learning extends beyond the textbook, exams, and writing assignments. To help you find out more about the course you are completing, we have developed some learning activities and course resources that will accompany each course. Our intention is to encourage you to explore new ideas and concepts. You will find these located in your student portal.

We suggest you spend about 5 hours per Unit exploring and engaging in the learning activities and the course resources listed on the student portal. As we will be adding new material on a regular basis, we encourage you to check back frequently.

To give you an idea, here are some of the types of resources we've included in the student portal:

- Learning activities to help you explore the subject in some different ways.
- Suggested Readings.
- Websites related to your course.
- Professional organizations you might investigate.
- Videos to watch.

Lastly, education goes beyond just courses and degree programs. Hopefully, as a student, you are consistently learning and expanding your knowledge with education that transcends what you learn at the University.

To expand awareness and appreciation for the larger scope of education, we have included resources on the following:

- Critical Thinking
- Ethical Reasoning
- Social Responsibility
- Global Citizenship
- Civic Engagement
- Lifelong Learning

We wish you success on your educational journey!

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Chapter One

Worlds Apart

Learning Objectives

Upon successful completion of this chapter, you should be able to:

1. Explain how the precontact histories of Native Americans, especially in the centuries just before 1492, shaped their encounters with Europeans.
2. Discuss the key characteristics of West African society.
3. Describe how the events in Europe both shaped and inspired exploration of the Americas.
4. Discuss the biological consequences of contact between Europeans and Native Americans.
5. Identify the reasons why early French and English efforts at colonization faltered.

Instructions to Students

- Read pages 1 - 28 of your textbook
- Reference: *The American Journey: A History of the United States, Volume 1* by Goldfield, Abbott, Anderson, J. Argersinger, P. Argersinger, and Barney 7th edition, 2014



Chapter 1 provides an introduction to United States history by exploring the backgrounds of the three major cultures that came together to create the New World. Topics discussed include descriptions of Native American, West African, and European societies on the eve of contact; the motivations for European exploration and settlement in the New World; early Spanish, French, and British settlements; and the impact of contact with Native Americans, Africans, and Europeans during the sixteenth century.

The key terms listed below are terms with which you should be familiar.
Write your definition below each item. Check your answers at the end of this chapter.

Culture areas:

Aztecs:

Cahokia:

Great League of Peace and Power:

Songhai Empire:

Reconquista:

Reformation:

Protestants:

Predestination:

Columbian Exchange:

Treaty of Tordesillas:

Prior to European contact, North America contained a large and diverse Native American population, with different cultures, subsistence practices, and political organizations. Over the course of centuries, various native societies had flourished, but by the time Europeans arrived, some of the most powerful empires were in decline.

West African societies varied in size from small kingdoms to large empires. Most people lived by farming, but there were also many skilled artisans. Religion and family ties were central to West African life. Although contact with Europe was limited, Europeans were aware of the African gold trade.

By the end of the fifteenth century, Western Europe had recovered from the warfare and epidemics of earlier years, but it would soon be fragmented by religious divisions stemming from the Protestant Reformation. Such divisions led to renewed conflict and competition among European states that would affect New World exploration.

Columbus's effort to reach Asia via a westward voyage across the Atlantic led to the European discovery of America. Spanish soldiers quickly conquered the Aztec and Incan empires, abetted by the deaths of Native Americans lacking immunity to European diseases. The transmission of germs was one of many biological consequences of contact.

Multiple Choice Questions (Circle the correct answer)

1. Which of the following was among the foods that sustained the Inuit and Aleut tribes?
 - a. quinoa
 - b. deer
 - c. olives
 - d. seals

2. What was the name of the Aztec capital?
 - a. Teotihuacán
 - b. Tenochtitlán
 - c. Mesoamerica
 - d. Mexico City

3. Most African immigrants to the Americas came from _____.
 - a. West Africa
 - b. East Africa
 - c. North Africa
 - d. South Africa

4. The Renaissance originated in the city-states of _____.
 - a. Italy
 - b. Portugal
 - c. Greece
 - d. Spain

5. Who opened a sea route from Europe to India?
 - a. Dias
 - b. Columbus
 - c. da Gama
 - d. Drake

6. Conquistadores came from _____.
 - a. Portugal
 - b. West Africa
 - c. Spain
 - d. Italy

7. Where was the Inca empire primarily located?
 - a. Peru
 - b. Chile
 - c. Brazil
 - d. Mexico

8. The “Black Death” killed what fraction of Europe’s population?
 - a. three-fourths
 - b. one-half
 - c. one-third
 - d. one-fifth

9. The Treaty of Tordesillas affected which countries?
 - a. England and France
 - b. England and Spain
 - c. Portugal and Spain
 - d. Portugal and France

10. Which British monarch formed the Church of England separate from the Catholic Church?
 - a. Mary, Queen of Scots
 - b. Elizabeth I
 - c. Henry VIII
 - d. Victoria

Key Term Definitions

Culture areas: Geographical regions inhabited by peoples who share similar basic patterns of subsistence and social organization.

Aztecs: A warrior people who dominated the Valley of Mexico from about 1100 until their conquest in 1519–1521 by Spanish soldiers led by Hernán Cortés.

Cahokia: Located near modern St. Louis, this was one of the largest urban centers created by Mississippian peoples, containing perhaps 30,000 residents in 1250.

Great League of Peace and Power: Confederation of five Iroquois nations—the Mohawks, Oneidas, Onondagas, Cayugas, and Senecas—formed in the fifteenth century to diminish internal conflict and increase collective strength against their enemies.

Songhai Empire: A powerful West African state that flourished between 1450 and 1591 when it fell to a Moroccan invasion.

Reconquista: The long struggle (ending in 1492) during which Spanish Christians reconquered the Iberian Peninsula from Muslim occupiers, who first invaded in the eighth century.

Reformation: Sixteenth-century movement to reform the Catholic Church that ultimately led to the founding of new Protestant Christian religious groups.

Protestants: Europeans who supported reform of the Catholic Church in the wake of Martin Luther's critique of church practices and doctrines.

Predestination: The belief that God decided at the moment of Creation which humans would achieve salvation.

Columbian Exchange: The transatlantic exchange of plants, animals, and diseases that occurred after the first European contact with the Americas.

Treaty of Tordesillas: Treaty negotiated by the pope in 1494 to resolve the territorial claims of Spain and Portugal. It drew a north–south line approximately 1,100 miles west of the Cape Verde Islands, granting all lands west of the line to Spain and all lands east of the line to Portugal. This limited Portugal's New World empire to Brazil but confirmed its claims in Africa and Asia.

Answers to Self Test

1. d
2. b
3. a
4. a
5. c
6. c
7. a
8. c
9. c
10. c

Chapter Two

Transplantation and Adaptation 1600-1685

Learning Objectives

Upon successful completion of this chapter, you should be able to:

1. Explain how the French used Indian alliances to create their North American empire.
2. Discuss how significant New Netherland was as part of the Dutch global empire.
3. Discuss why the English had such difficulties establishing colonies in the Chesapeake.
4. Explain why the English colonies in New England were so different from those in the Chesapeake.
5. Explain why the first biracial colonial societies appeared in the Caribbean.
6. Explain how influential the ideas of the different proprietors of the Restoration colonies were in shaping the development of their settlements.

Instructions to Students

- Read pages 29 - 56 of your textbook
- Reference: *American Journey: A History of the United States, Volume 1* by Goldfield, Abbott, Anderson, J. Argersinger, P. Argersinger, and Barney 7th edition, 2014



This chapter provides a survey of the early European settlement of North America. The topics discussed include the establishment of New France, the nature of early British settlement in the Chesapeake and New England, the emergence of plantation societies in the Caribbean and the Carolinas, and the establishment of the Middle Colonies.

The key terms listed below are terms with which you should be familiar.
Write your definition below each item. Check your answers at the end of this chapter.

Coueurs de bois:

Indentured servant:

Quakers:

Joint-stock company:

Headright system:

House of Burgesses:

Proprietary colony:

Puritans:

Act for Religious Toleration:

Anglican:

Separatists:

Pilgrims:

Covenant:

Pequot War:

Slave codes:

Fundamental Constitutions of Carolina:

Frame of Government:

France's New World empire lay primarily along the St. Lawrence River valley in Canada. Its economic focus was the fur trade, carried out in partnership with local Indians. This economic tie also required the French to form military alliances with their Native American trading partners.

By the early seventeenth century, the Dutch had become the preeminent commercial power in Europe, with an overseas empire extending from the New World to Asia. In North America, the Dutch colony of New Netherland relied mainly on the fur trade conducted by the colonists' Iroquois allies.

In 1607, Virginia became England's first permanent colony in North America. Its first settlers struggled with endemic disease and conflict with Indians. Tobacco production became its lifeline and led to massive importations of young, male indentured servants. In 1634, Maryland joined Virginia as another tobacco-growing Chesapeake colony.

The New England colonies were founded by Puritans, who sought refuge from persecution by English authorities. The settlers established close-knit communities governed by their religious principles. Lacking a cash crop like tobacco, New Englanders grew food crops and raised livestock, relying on their families for labor.

Many European nations competed for control of Caribbean islands, where sugar soon became a lucrative cash crop. Planters imported African slaves to labor on sugar plantations under harsh conditions. Africans, subject to restrictive slave codes, soon outnumbered white settlers on the islands.

After 1660, Carolina and Pennsylvania were founded by proprietors with grand visions. Carolina's founders hoped to create an orderly, hierarchical society, while William Penn envisioned his colony as a harmonious Quaker refuge. In neither case did the founders' plans work out as they had hoped.

Multiple Choice Questions (Circle the correct answer)

1. What does filles duRoi mean?
 - a. prostitutes
 - b. orphan girls
 - c. girls of the valley
 - d. king's daughters

2. By 1600, which group had become the leading economic power in Europe?
 - a. the French
 - b. the Dutch
 - c. the English
 - d. the Irish

3. The Virginia Company was composed primarily of merchants from _____.
 - a. London
 - b. Williamsburg
 - c. Manchester
 - d. Norfolk

4. What did indentured servants receive for their labor?
 - a. a steady wage
 - b. nothing
 - c. a portion of the crops they harvested
 - d. free passage to America

5. Widows in the English colonies _____.
 - a. were barred from inheriting their husbands' lands
 - b. controlled their deceased husbands' lands until their eldest son reached 21
 - c. usually never remarried
 - d. usually returned to Europe

6. The first New England settlement, founded in 1620, was _____.
 - a. Plymouth Colony
 - b. Chesapeake Bay Colony
 - c. Sagadahoc River Colony
 - d. Connecticut Valley Colony

7. Freeman in the General Court in Massachusetts were those male property holders who _____.
- a. were church members
 - b. owned slaves
 - c. had royal titles
 - d. were church clergy
8. Anne Hutchinson held religious meetings in _____.
- a. Providence
 - b. Manhattan
 - c. Boston
 - d. Plymouth
9. The Spanish began importing African slaves to Santa Domingo to grow sugar cane, because _____.
- a. many Indians had died from disease
 - b. the Indians refused to work
 - c. the Indians were treated as business partners
 - d. the Indians fled when the Spanish arrived
10. The first Europeans in the Caribbean concentrated on _____.
- a. exporting slaves
 - b. mining for precious metals
 - c. agriculture
 - d. timber export

Key Term Definitions

Coueurs de bois: French for “woods runners,” independent fur traders in New France.

Indentured servant: An individual—usually male but occasionally female—who contracted to serve a master for a period of four to seven years in return for payment of the servant’s passage to America. Indentured servitude was the primary labor system in the Chesapeake colonies for most of the seventeenth century.

Quakers: Members of the Society of Friends, a radical religious group that arose in the mid-seventeenth century. Quakers rejected formal theology and an educated ministry, focusing instead on the importance of the “Inner Light,” or Holy Spirit, that dwelt within them. Quakers were important in the founding of Pennsylvania.

Joint-stock company: Business enterprise in which a group of stockholders pooled their money to engage in trade or to fund colonizing expeditions. Joint-stock companies participated in the founding of the Virginia, Plymouth, and Massachusetts Bay colonies.

Headright system: A system of land distribution during the early colonial era that granted settlers 50 acres for themselves and another 50 acres for each “head” (or person) they brought to the colony.

House of Burgesses: The legislature of colonial Virginia. Initially organized in 1619, it was the first institution of representative government in the English colonies.

Proprietary colony: A colony created when the English monarch granted a huge tract of land to an individual or group of individuals, who became “lords proprietor.” Many lords proprietor had distinct social visions for their colonies, but these plans were hardly ever implemented. Examples of proprietary colonies are Maryland, Carolina, New York (after it was seized from the Dutch), and Pennsylvania.

Puritans: Individuals who believed that Queen Elizabeth’s reforms of the Church of England had not gone far enough in improving the church, particularly in ensuring that church members were among the saved. Puritans led the settlement of Massachusetts Bay Colony.

Act for Religious Toleration: The first law in America to call for freedom of worship for all Christians. It was enacted in Maryland in 1649 to quell disputes between Catholics and Protestants, but it failed to bring peace.

Anglican: Of or belonging to the Church of England, a Protestant denomination.

Separatists: Members of an offshoot branch of Puritanism. Separatists believed that the Church of England was too corrupt to be reformed and hence were convinced that they must “separate” from it to save their souls. Separatists helped found Plymouth Colony.

Key Term Definitions

Pilgrims: Settlers of Plymouth Colony, who viewed themselves as spiritual wanderers.

Covenant: A formal agreement or contract.

Pequot War: Conflict between English settlers (who had Narragansett and Mohegan allies) and Pequot Indians over control of land and trade in eastern Connecticut. The Pequots were nearly destroyed in a set of bloody confrontations, including a deadly English attack on a Mystic River village in May 1637.

Slave codes: Sometimes known as “black codes.” A series of laws passed mainly in the southern colonies in the late seventeenth and early eighteenth centuries to define the status of slaves and codify the denial of basic civil rights to them. Also, after American independence and before the Civil War, state laws in the South defining slaves as property and specifying the legal powers of masters over slaves.

Fundamental Constitutions of Carolina: A complex plan for organizing the colony of Carolina, drafted in 1669 by Anthony Ashley Cooper and John Locke. Its provisions included a scheme for creating a hierarchy of nobles who would own vast amounts of land and wield political power; below them would be a class of freed men and slaves. The provisions were never implemented by the Carolina colonists.

Frame of Government: William Penn’s 1682 plan for the government of Pennsylvania, which created a relatively weak legislature and strong executive. It also contained a provision for religious freedom.

Answers to Self Test

1. d
2. b
3. a
4. d
5. b
6. a
7. a
8. c
9. a
10. b

Chapter Three

A Meeting of Cultures

Learning Objectives

Upon successful completion of this chapter, you should be able to:

1. Explain how the different patterns of interaction between Europeans and native peoples shaped colonial development in the Spanish borderlands, New France, and the English colonies.
2. Describe how race-based slavery developed in British North America.
3. Discuss the methods Europeans employed to acquire and manage labor in colonial America.

Instructions to Students

- Read pages 57 - 84 of your textbook
- Reference: *American Journey: A History of the United States, Volume 1* by Goldfield, Abbott, Anderson, J. Argersinger, P. Argersinger, and Barney 7th edition, 2014



This chapter introduces the student to the nature and impact of contact among Native Americans, Africans, and Europeans in the New World. The topics emphasized include relations between Native Americans and the French, Spanish, and British colonists, the development of the institution of slavery in America and the emerging African American community within that system, other institutions of unfree labor in America, and late colonial patterns of European immigration.

The key terms listed below are terms with which you should be familiar.
Write your definition below each item. Check your answers at the end of this chapter.

Encomienda:

Repartimiento:

Beaver Wars:

King Philip's War:

Bacon's Rebellion:

Pueblo Revolt:

Middle Passage:

Stono Rebellion:

Redemptioner:

Where Europeans mainly sought to trade with Indians, as in New France, intercultural relations were fairly peaceful. Spanish efforts to convert Indians to Catholicism produced more contention. The greatest conflict occurred in the English colonies, where settlers soon outnumbered Indians and proceeded to dispossess them of their land.

A tremendous need for labor, especially to produce staple crops such as sugar, tobacco, and rice, led English colonists to acquire African slaves. Appearing first in the West Indies, slavery spread to Carolina and the Chesapeake. White colonists' racial prejudice led to a system that deprived slaves of the most basic human rights.

Slavery was the most oppressive extreme in a spectrum of labor practices. Colonists also used legal contracts to control indentured servants, redemptioners, and English convict laborers. Some landowners rented land to tenant farmers. In New England, the practice of fathers using their control of land to compel their sons to work for them was prominent.

Multiple Choice Questions (Circle the correct answer)

1. One of the Spaniards' most important methods of labor control was the _____.
 - a. encomienda
 - b. repartimiento
 - c. recate
 - d. conquistador

2. During the Beaver Wars, the Dutch supplied the _____ with guns.
 - a. British
 - b. Iroquois
 - c. Hurons
 - d. Algonquians

3. Spain's religious missionaries to America represented which religion?
 - a. Catholicism
 - b. Protestantism
 - c. Quakerism
 - d. Lutheranism

4. Where did King Philip's War take place?
 - a. New England
 - b. Carolina
 - c. Pennsylvania
 - d. Virginia

5. Popé was a leader within which Indian tribe?
 - a. Apaches
 - b. Navajos
 - c. Sioux
 - d. Pueblos

6. Arab slave traders frequently sought slaves in _____.
 - a. West Africa
 - b. Sub-Saharan Africa
 - c. North Africa
 - d. the Caribbean

7. Georgia was founded as a refuge for _____.
- a. Christians
 - b. runaway slaves
 - c. English debtors
 - d. newly-free indentured servants
8. Which slave population lived longer than African immigrants?
- a. Creole slave population
 - b. the charter slave population
 - c. the female slave population
 - d. Seneca slave population
9. What was the largest slave uprising?
- a. Stono Rebellion
 - b. Yoruba Rebellion
 - c. Nat Turner's Rebellion
 - d. Shay's Rebellion
10. Chesapeake planters often relied upon _____ as another source of unfree laborers.
- a. English convicts
 - b. Irish convicts
 - c. children
 - d. unwed mothers

Key Term Definitions

Encomienda: In the Spanish colonies, the grant to a Spanish settler of a certain number of Indian subjects, who would pay him tribute in goods and labor.

Repartimiento: In the Spanish colonies, the assignment of Indian workers to labor on public works projects.

Beaver Wars: A series of bloody conflicts, occurring between the 1640s and 1680s, during which the Iroquois fought the Hurons and French for control of the fur trade in the east and the Great Lakes region.

King Philip's War: Conflict in New England (1675–1676) between Wampanoags, Narragansetts, and other Indian peoples against English settlers; sparked by English encroachments on native lands.

Bacon's Rebellion: Violent conflict in Virginia (1675–1676), beginning with settler attacks on Indians but culminating in a rebellion led by Nathaniel Bacon against Virginia's government.

Pueblo Revolt: Rebellion in 1680 of Pueblo Indians in New Mexico against their Spanish overlords, sparked by religious conflict and excessive Spanish demands for tribute.

Middle Passage: The voyage between West Africa and the New World slave colonies.

Stono Rebellion: Uprising in 1739 of South Carolina slaves against whites; inspired in part by Spanish officials' promise of freedom for American slaves who escaped to Florida.

Redemptioner: Similar to an indentured servant, except that a redemptioner signed a contract in America rather than in Europe.

Answers to Self Test

1. a
2. b
3. a
4. a
5. d
6. a
7. c
8. a
9. a
10. a

Chapter Four

English Colonies in an Age of Empire 1660s-1763

Learning Objectives

Upon successful completion of this chapter, you should be able to:

1. Explain how trade policy shaped the relationship between Britain and the colonies.
2. Describe in what ways colonial culture changed in the eighteenth century.
3. Explain how the Glorious Revolution affected colonial politics.
4. Explain the ways in which British, Spanish, and French expansion into new territories reflect patterns established earlier.
5. Discuss the significance of imperial wars in shaping colonial society, and which one had the most important impact on North America.

Instructions to Students

- Read pages 85 - 116 of your textbook
- Reference: *American Journey: A History of the United States, Volume 1* by Goldfield, Abbott, Anderson, J. Argersinger, P. Argersinger, and Barney 7th edition, 2014



Chapter 4 explores the transformation of the colonies' relationship with Britain between 1660 and the end of the French and Indian War. The closeness between the mother country and the colonies during the late seventeenth and early eighteenth centuries is examined with a look at such issues as the British imperial trade system, cultural and social connections between Britain and the colonies, and the nature of political thought in the colonies and Britain. By the mid-eighteenth century, tensions mount with renewed competition in North America among Britain, France, and Spain. The chapter ends by examining imperial warfare in the eighteenth century—with a special emphasis on the French and Indian War and its impact on relations between the colonies and Britain.

The key terms listed below are terms with which you should be familiar.
Write your definition below each item. Check your answers at the end of this chapter.

Mercantilism:

Enumerated products:

Age of Enlightenment:

Halfway Covenant:

Great Awakening:

New Lights:

Dominion of New England:

Glorious Revolution:

Virtual representation:

Actual representation:

King William's War:

Queen Anne's War:

Country, or "Real Whig," ideology:

Grand Settlement of 1701:

King George's War:

Treaty of Lancaster:

Albany Plan of Union:

French and Indian War:

Treaty of Paris:

Parliament enacted a series of laws, known as the Navigation Acts, to knit Britain and the colonies into a prosperous commercial empire. Colonial raw materials flowed into Britain while British manufactured goods were made available on favorable terms to colonial consumers.

Colonial elites, worried about their provincial status, imported goods and cultivated genteel manners to become more like Britain. Some educated colonists took great interest in Enlightenment ideas about science and human progress. At the same time, evangelical religion flourished on both sides of the Atlantic, due to the revivals of the Great Awakening.

The overthrow of James II in England and the end of the Dominion of New England symbolized the triumph of representative government over tyranny. Colonists came to see their legislatures as colonial equivalents of Parliament itself. They also understood their membership in the empire to be voluntary, not coerced.

In the eighteenth century, as in the seventeenth, British imperial expansion stemmed from a dramatic increase in its colonial population. The French continued to rely on trade and alliances with key Indian peoples, while the extension of Spanish colonization into Texas and California continued to involve Catholic missionaries.

The imperial wars were significant in incorporating colonies into European diplomatic calculations. The most important conflict was the French and Indian War. The British victory in 1763 deprived France of its North American empire and inspired strong British patriotism in the colonies, whose soldiers had fought alongside British troops.

Multiple Choice Questions (Circle the correct answer)

1. The Navigation Act of 1651 required that all _____.
 - a. trade carried out in the English empire had to be conducted in English ships
 - b. maps be taxed at a high rate
 - c. explorers register their voyages with Parliament
 - d. colonial vessels sail under the English flag

2. In the eighteenth century, nearly _____ percent of colonial tobacco was reexported to continental Europe.
 - a. fifty
 - b. thirty
 - c. ninety
 - d. seventy

3. Once an apprentice completed his training, he became a _____.
 - a. senior apprentice
 - b. journeyman
 - c. master
 - d. unionist

4. Of the following, the man who made the greatest scientific contributions was _____.
 - a. Cotton Mather
 - b. William Byrd
 - c. John Locke
 - d. Benjamin Franklin

5. The Halfway Covenant allowed whom to be baptized?
 - a. Indians
 - b. the children of those who had been baptized but had not experienced conversion
 - c. the children of those who had never been baptized themselves
 - d. Catholics

6. George Whitefield belonged to the clergy of which religion?
 - a. the Anglican religion
 - b. the Puritan religion
 - c. the Quaker religion
 - d. the Catholic religion

7. What was the name of the body formed in 1675 to oversee colonial affairs?
 - a. Colonial Council
 - b. Colonial Trade Organization
 - c. Lords of America
 - d. Lords of Trade

8. William of Orange took over the throne of England after the _____.
 - a. Glorious Revolution
 - b. Great Revolution
 - c. Bloodless Revolution
 - d. Battle of Hastings

9. The Bill of Rights passed by the British Parliament in 1689 declared that _____.
 - a. future monarchs were to be bound by the rule of law
 - b. colonists had the same rights as those living in England
 - c. all subjects retained the freedom of religion
 - d. those living in England had greater political freedom than their colonial counterparts

10. During the first half of the eighteenth century, England's holdings in America _____.
 - a. grew
 - b. shrank
 - c. remained constant
 - d. disappeared

Key Term Definitions

Mercantilism: Economic system whereby the government intervenes in the economy for the purpose of increasing national wealth.

Enumerated products: Items produced in the colonies and enumerated in acts of Parliament that could be legally shipped from the colony of origin only to specified locations.

Age of Enlightenment: Major intellectual movement occurring in Western Europe in the late seventeenth and early eighteenth centuries.

Halfway Covenant: Plan adopted in 1662 by New England clergy to deal with problem of declining church membership, allowing children of baptized parents to be baptized whether or not their parents had experienced conversion.

Great Awakening: Tremendous religious revival in colonial America striking first in the Middle Colonies and New England in the 1740s and then spreading to the southern colonies.

New Lights: People who experienced conversion during the revivals of the Great Awakening.

Dominion of New England: James II's failed plan of 1686 to combine eight northern colonies into a single large province, to be governed by a royal appointee with no elected assembly.

Glorious Revolution: Bloodless revolt that occurred in England in 1688 when parliamentary leaders invited William of Orange, a Protestant, to assume the English throne.

Virtual representation: The notion that parliamentary members represented the interests of the nation as a whole, not those of the particular district that elected them.

Actual representation: The practice whereby elected representatives normally reside in their districts and are directly responsive to local interests.

King William's War: The first Anglo-French conflict in North America (1689–1697), the American phase of Europe's War of the League of Augsburg.

Queen Anne's War: American phase (1702–1713) of Europe's War of the Spanish Succession.

Country, or "Real Whig," ideology: Strain of thought first appearing in England in the late seventeenth century in response to the growth of governmental power and a national debt. The main ideas stressed the threat to personal liberty posed by a standing army and high taxes and emphasized the need for property holders to retain the right to consent to taxation.

Key Term Definitions

Grand Settlement of 1701: Separate peace treaties negotiated by Iroquois diplomats at Montreal and Albany that marked the beginning of Iroquois neutrality in conflicts between the French and the British in North America.

King George's War: The third Anglo-French war in North America (1744–1748), part of the European conflict known as the War of the Austrian Succession.

Treaty of Lancaster: Negotiation in 1744 whereby Iroquois chiefs sold Virginia land speculators the right to trade at the Forks of the Ohio.

Albany Plan of Union: Plan put forward in 1754 calling for an intercolonial union to manage defense and Indian affairs. The plan was rejected by participants at the Albany Congress.

French and Indian War: The last of the Anglo-French colonial wars (1754–1763) and the first in which fighting began in North America. The war ended with France's defeat.

Treaty of Paris: The formal end of British hostilities against France and Spain in February 1763.

Answers to Self Test

1. a
2. c
3. b
4. d
5. b
6. a
7. d
8. a
9. a
10. a

The Unit Examination

The unit examination contains 25 multiple choice questions, as well as a writing assignment.

Your grade on the examination will be determined by the percentage of correct answers. The university utilizes the following grading system:

| | |
|---------------------------|----------------|
| A = 90% – 100% correct | 4 grade points |
| B = 80% – 89% correct | 3 grade points |
| C = 70% – 79% correct | 2 grade points |
| D = 60% – 69% correct | 1 grade point |
| F = 59% and below correct | 0 grade points |

Completing Unit One Examination

Before beginning your examination, we recommend that you thoroughly review the textbook chapters and other materials covered in each unit and follow the suggestions in the *Mastering the Course Content* section of the syllabus.

This unit examination consists of objective test questions as well as a comprehensive writing assignment selected to reflect the learning objectives identified in each chapter covered so far in your textbook.

Additional detailed information on completing the examination, writing standards and how to submit your completed examination may be found in the syllabus for this course.

Multiple Choice Questions (Enter your answers on the enclosed answer sheet)

1. In 1492, how many people lived on the continents of North and South America?
 - a. 50 million
 - b. 70 million
 - c. 80 million
 - d. 100 million

2. Which group dominated Mexico from 900 to 1100 C.E.?
 - a. Aztecs
 - b. Toltecs
 - c. Mayans
 - d. Olmecs

3. Which of the following is an example of a “mound-building” society?
 - a. Mississippian
 - b. Cree
 - c. Toltecs
 - d. Cherokee

4. Which religion took root in West Africa in the eleventh century?
 - a. Christianity
 - b. Buddhism
 - c. Islam
 - d. ancestor worship

5. Calvin emphasized the doctrine of _____.
 - a. salvation through faith
 - b. salvation through works
 - c. predestination
 - d. apostolic succession

6. Which European country funded Columbus’s voyages?
 - a. Italy
 - b. Spain
 - c. Portugal
 - d. England

7. Which disease devastated the Mexican population?
- smallpox
 - typhoid
 - malaria
 - Dutch elm disease
8. Who founded a permanent settlement in Quebec in 1608?
- Thomas Dudley
 - Jesuit missionaries
 - Samuel de Champlain
 - Vasco de Gama
9. The Dutch Republic was _____.
- predominantly Catholic
 - predominantly Protestant
 - about an equal mix of Catholics and Protestants
 - predominantly a secular country
10. The first permanent Dutch settlers on mainland North America arrived in 1624 to set up _____ at Fort Orange.
- farms
 - fur trading
 - merchant trade
 - ship building
11. What was the House of Burgesses?
- a large trading center in Virginia
 - the home of the colonial governor
 - the first legislative body in English America
 - the colonial courthouse
12. Which law, passed in 1649, called for freedom of worship for all Christians?
- the Act for Religious Toleration
 - the Separatist Act
 - the Freedom of Religion Act
 - the Scrooby Act

13. Which of the following was a common disease in the Chesapeake colonies?
- a. malaria
 - b. syphilis
 - c. smallpox
 - d. influenza
14. Which European settlers sought the greatest amount of direct control over Indian laborers?
- a. French
 - b. Spanish
 - c. Russians
 - d. English
15. Which European group was the most successful in adapting to the Native American understanding of trade?
- a. the French
 - b. the English
 - c. the Spanish
 - d. the Italians
16. Property rights among the Indians were held _____.
- a. collectively
 - b. by the chief only
 - c. privately by individuals
 - d. by oral agreement
17. Franciscan missionaries insisted that Indian converts _____.
- a. live as brothers
 - b. go to church every Sunday
 - c. abandon their former ways of life and adopt everything from Spanish culture and life
 - d. go to confession regularly
18. Where did Bacon's Rebellion occur?
- a. New England
 - b. Pennsylvania
 - c. Carolina
 - d. Virginia

19. The Arabic word for slave, *abd*, became synonymous with _____.
- black man
 - infidel
 - non-Muslim
 - African
20. England's economic system between 1651 and 1733 could best be described as _____.
- feudal
 - mercantilist
 - socialist
 - physiocratic
21. Which of the following was an enumerated product?
- indigo
 - silk
 - tea
 - fish
22. Merchants brought sugar byproducts back to New England to be distilled into _____.
- schnapps
 - vodka
 - gin
 - rum
23. Courtesy books _____.
- contained the rules of polite behavior
 - were used as advertisements for merchants who sold wares to the colonial elite
 - were left as "calling cards" by wealthy colonial women when they went visiting
 - listed families with high social status
24. Most Congregationalist ministers were trained at _____.
- The University of Pennsylvania
 - The College of William and Mary
 - Princeton University
 - Harvard University

25. A 1691 royal charter granted “liberty of conscience” to _____.
- a. all Christians
 - b. people of all faiths
 - c. all Protestants
 - d. Anglicans

Writing Assignment for Unit One

- Include your **name, student number, course number, course title and unit number** with your writing assignment.
- Begin each writing assignment by identifying the question number you are answering followed by the actual question itself (in bold type).
- Use a standard essay format for responses to all questions (i.e., an introduction, middle paragraphs and conclusion).
- Responses must be typed double-spaced, using a standard font (i.e. Times New Roman) and 12 point type size.

Word count is NOT one of the criteria that is used in assigning points to writing assignments. However, students who are successful in earning the maximum number of points tend to submit writing assignments that fall in the following ranges:

Undergraduate courses: 350 - 500 words or 1 - 2 pages.
Graduate courses: 500 - 750 words or 2 - 3 pages.
Doctoral courses: 750 - 1000 words or 4 - 5 pages.

Plagiarism

All work must be free of any form of plagiarism. **Put written answers into your own words.** Do not simply cut and paste your answers from the Internet and do not copy your answers from the textbook. Be sure to refer to the course syllabus for more details on plagiarism and proper citation styles.

Please answer **ONE** of the following:

1. Which was a stronger force in New World colonization, economics or religion? Support your answer with specific examples.
2. Analyze the different attempts at conversion made by Protestants and Catholics in the New World. Which group was more successful and why?
3. Analyze the effects of the mercantilist economic system. Who benefited, who was hurt, and why?

You have just completed Unit 1 of this course.

You are off to a great start!

Keep up the good work!



Chapter Five

Imperial Breakdown 1763 – 1774

Learning Objectives

Upon successful completion of this chapter, you should be able to:

1. Explain the new challenges the British government faced in North America after 1763.
2. Discuss how republican ideology informed the colonists' view of their relationship to Britain.
3. Explain why the Stamp Act and Townshend Duty Act sparked widespread unrest in the colonies.
4. Describe the issues and interests that divided the colonists.
5. Describe what pushed the colonists from protest to rebellion.

Instructions to Students

- Read pages 117 - 140 of your textbook
- Reference: *American Journey: A History of the United States, Volume 1* by Goldfield, Abbott, Anderson, J. Argersinger, P. Argersinger, and Barney 7th edition, 2014



Chapter 5 addresses the road toward colonial unity and resistance to British imperial administration after the French and Indian War. The topics explored in this chapter include the challenges facing Britain in North America after the French and Indian War; heightened tensions between Native Americans and American colonists after the war; changes in British imperial administration, including taxation of the American colonists; the impact of the changing political scene on tensions among colonists, particularly the Regulator Movement in the Carolinas; and the colonial movement toward unity—culminating with the convening of the First Continental Congress.

The key terms listed below are terms with which you should be familiar.
Write your definition below each item. Check your answers at the end of this chapter.

Proclamation of 1763:

Quartering Acts:

Sugar Act:

Republicanism:

Country (Real Whig) Ideology:

Sovereignty:

Stamp Act:

Declaration of Rights and Grievances:

Sons of Liberty:

Declaratory Act:

Townshend Duty Act of 1767:

Boston Massacre:

Regulators:

Tea Act of 1773:

Boston Tea Party:

Coercive Acts:

Intolerable Acts:

First Continental Congress:

Whigs:

Tories:

After 1763, Britain had to find ways to govern its enlarged territorial empire in North America and to pay off its enormous postwar debt. Indian conflict on the frontier and unregulated colonial settlement posed major challenges. Additionally, the passage of the Sugar Act, intended to help address Britain's debt, sparked colonial protest.

Republican ideology encouraged colonists to be wary of excessive power and to protect their liberties. Many colonists regarded British imperial reforms, especially the passage of new taxes, as infringements on colonial liberty, since colonists did not elect representatives to the Parliament that imposed such taxes.

Colonists did not believe that Parliament had the constitutional right to tax them without their consent. They protested against the Stamp Act tax and the Townshend duties on imported goods in an attempt to preserve colonial liberties. Their protests included petitions for redress, trade boycotts, and violent mob actions.

Some colonists, especially on the Carolina frontier, worried that local leaders were just as guilty as Parliament of encroaching on settlers' liberties. Groups like the Regulators fought back to protect their property rights and to call for political representation. Other colonists also began to question the legitimacy of the institution of slavery.

Parliament's passage of the Coercive Acts in response to the Boston Tea Party convinced many colonists that Britain aimed to rule the colonies by force. Thus colonists responded with another trade boycott and the calling of a Continental Congress to coordinate American resistance in an increasingly polarized political environment.

Multiple Choice Questions (Circle the correct answer)

1. The Quartering Acts required _____.
 - a. colonial assemblies to be reduced in size by 75 percent
 - b. colonial assemblies to provide barracks for British troops
 - c. colonial assemblies to remit one-fourth of tax revenues to England
 - d. colonial assemblies to maintain local militias

2. Neolin, who urged Indians to reject European goods and influence, was known as _____.
 - a. the Pennsylvania Prophet
 - b. the Ohio Prophet
 - c. the Maryland Prophet
 - d. the Delaware Prophet

3. The Paxton Boys massacred a group of which Indians?
 - a. Delawares
 - b. Oneidas
 - c. Conestogas
 - d. Cherokees

4. Violations of the Sugar Act were tried in vice-admiralty courts in _____.
 - a. Charleston
 - b. New York
 - c. Halifax
 - d. Philadelphia

5. Colonists generally believed that _____ could participate meaningfully in self-government.
 - a. all free citizens
 - b. all men
 - c. all property holders
 - d. all British subjects

6. The colonists generally believed that they could be taxed only by _____.
 - a. the King
 - b. Parliament
 - c. colonial legislatures
 - d. the House of Commons

7. Which group led the opposition to the Stamp Act?
 - a. Daughters of Liberty
 - b. Sons of Liberty
 - c. Land of Liberty
 - d. Legion of Liberty

8. The Stamp Act Congress adopted the _____.
 - a. Declaration of Rights and Grievances
 - b. Bill of Rights
 - c. Declaration of Independence
 - d. Declaration Against Taxes

9. In 1767, Parliament passed an act suspending which colonial legislature?
 - a. New York
 - b. Massachusetts
 - c. Pennsylvania
 - d. Virginia

10. The first significant attacks on slavery were generated by _____ concerns.
 - a. economic
 - b. political
 - c. religious
 - d. philosophical

Key Term Definitions

Proclamation of 1763: Royal proclamation setting the boundary known as the Proclamation Line that limited British settlements to the eastern side of the Appalachian Mountains.

Quartering Acts: Acts of Parliament requiring colonial legislatures to provide supplies and quarters for the troops stationed in America.

Sugar Act: Law passed in 1764 to raise revenue in the American colonies. It lowered the duty from six pence to three pence per gallon on foreign molasses imported into the colonies and increased the restrictions on colonial commerce.

Republicanism: The idea that governments must exercise power, but simultaneously cautioning that power could easily overwhelm liberty.

Country (Real Whig) Ideology: Strain of thought first appearing in England in the late seventeenth century in response to the growth of governmental power and a national debt. The main ideas stressed the threat to personal liberty posed by a standing army and high taxes and emphasized the need for property holders to retain the right to consent to taxation.

Sovereignty: The supreme authority of the state, including both the right to take life (as in the case of executions for capital crimes) and to tax.

Stamp Act: Law passed by Parliament in 1765 to raise revenue in America by requiring taxed, stamped paper for legal documents, publications, and playing cards.

Declaration of Rights and Grievances: Asserted that the Stamp Act and other taxes imposed on the colonists without their consent were unconstitutional.

Sons of Liberty: Secret organizations in the colonies formed to oppose the Stamp Act.

Declaratory Act: Law passed in 1766 to accompany repeal of the Stamp Act that stated that Parliament had the authority to legislate for the colonies “in all cases whatsoever.”

Townshend Duty Act of 1767: Imposed duties on colonial tea, lead, paint, paper, and glass.

Boston Massacre: After months of increasing friction between townspeople and the British troops stationed in the city, on March 5, 1770, British troops fired on American civilians in Boston.

Regulators: Vigilante groups active in the 1760s and 1770s in the western parts of North and South Carolina. The South Carolina Regulators attempted to rid the area of outlaws; the North Carolina Regulators were more concerned with high taxes and court costs.

Key Term Definitions

Tea Act of 1773: Permitted the East India Company to sell through agents in America without paying the duty customarily collected in Britain, thus reducing the retail price.

Boston Tea Party: Incident of December 16, 1773, in which Bostonians, disguised as Indians, destroyed £9,000 worth of tea belonging to the British East India Company in order to prevent payment of the duty on it.

Coercive Acts: Legislation passed by Parliament in 1774; included the Boston Port Act, the Massachusetts Government Act, the Administration of Justice Act, and the Quartering Act of 1774.

Intolerable Acts: American term for the Coercive Acts and the Quebec Act.

First Continental Congress: Meeting of delegates from most of the colonies held in 1774 in response to the Coercive Acts. The Congress endorsed the Suffolk Resolves, adopted the Declaration of Rights and Grievances, and agreed to establish the Continental Association.

Whigs: The name used by advocates of colonial resistance to British measures during the 1760s and 1770s.

Tories: A derisive term applied to loyalists in America who supported the king and Parliament just before and during the American Revolution.

Answers to Self Test

1. b
2. d
3. c
4. c
5. c
6. c
7. b
8. a
9. a
10. c

Chapter Six

The War for Independence 1774-1783

Learning Objectives

Upon successful completion of this chapter, you should be able to:

1. Explain why reconciliation between the colonies and Britain was virtually impossible by the beginning 1775.
2. Explain what functions the Congress fulfilled as it sought to manage the American rebellion.
3. Describe the key differences between the British and American forces.
4. Discuss why the alliance with France was a key turning point in the war.
5. Describe the affect of the War for Independence on women, African Americans, and Native Americans.
6. Name the key factors in the American victory in the Revolutionary War.

Instructions to Students

- Read pages 141 - 168 of your textbook
- Reference: *American Journey: A History of the United States, Volume 1* by Goldfield, Abbott, Anderson, J. Argersinger, P. Argersinger, and Barney 7th edition, 2014



Chapter 6 surveys the final conflicts that led the American colonies to declare independence from Britain, the ensuing military conflict, and the terms of the peace treaty that granted them freedom. The topics discussed include the last failed attempts at resolution of the conflicts between the colonies and Britain; the accomplishments of the Second Continental Congress, including the adoption of the Declaration of Independence; the military history of the War for Independence; the nature of the peace agreement ending the war; and the impact of the war on American society.

The key terms listed below are terms with which you should be familiar.
Write your definition below each item. Check your answers at the end of this chapter.

Conciliatory Proposition:

Committee of Safety:

Minute Men:

Battles of Lexington and Concord:

Second Continental Congress:

Continental Army:

Olive Branch Petition:

Declaration of the Causes and Necessity of Taking Up Arms:

Declaration of Independence:

Contract theory of government:

Republican:

Valley Forge:

Peace of Paris:

The combination of Parliament's refusal to consider conciliatory measures, Lord North's contradictory policies, and the Americans' decision to gather military supplies and form volunteer forces for self-defense left little room for reconciliation. The Continental Congress assumed executive functions the Crown had once performed. It took command of the army, authorized the creation of a navy, ran the post office, conducted Indian diplomacy, and printed paper money.

The British had far greater experience with maintaining a well-disciplined professional army. The Americans, realizing that their militias would not suffice, had to create their own Continental Army and learn how to train its soldiers.

The French alliance provided Americans with key military and financial support. It also led other European nations to ally against Britain, forcing Britain to defend itself on multiple fronts in America, the Caribbean, and Europe.

Although women supported the war effort on the home front, their political status scarcely changed. Some African Americans gained freedom through military service, but slavery persisted. Many Native Americans supported Britain and suffered when America's victory let loose a flood of settlers onto their lands.

Despite their military prowess, the British suffered from overconfidence, inefficiency, and an inability to control the American countryside. Washington's leadership, the tenacity of the Continental Army, and the French alliance contributed to America's victory.

Multiple Choice Questions (Circle the correct answer)

1. The Committee of Safety _____.
 - a. sought to disband the Minutemen
 - b. organized a militia
 - c. called for the creation of a Provincial Congress
 - d. was most active in the Lower South

2. Gage and his troops were given orders to arrest John Hancock and whom on April 18, 1775?
 - a. John Adams
 - b. Ethan Allen
 - c. Paul Revere
 - d. Samuel Adams

3. The Second Continental Congress was held in _____.
 - a. Boston
 - b. New York
 - c. Philadelphia
 - d. Annapolis

4. At the start of the Revolutionary War, who commanded militia forces from Massachusetts?
 - a. Ethan Allen
 - b. Benedict Arnold
 - c. John Adams
 - d. Paul Revere

5. What document asserted American patriots would “die freemen, rather than live as slaves”?
 - a. the Olive Branch Petition
 - b. the Declaration of Independence
 - c. the Constitution
 - d. the Declaration of the Causes and Necessity of Taking Up Arms

6. Benedict Arnold offered to surrender what to the British?
 - a. West Point
 - b. Annapolis
 - c. Valley Forge
 - d. Providence

7. What kept professional soldiers in line?
 - a. money
 - b. food
 - c. discipline
 - d. women

8. Whose nickname was “Gentleman Johnny”?
 - a. John Adams
 - b. John Jay
 - c. John Howe
 - d. John Burgoyne

9. Who received the British surrender at the Battle of Saratoga?
 - a. Washington
 - b. Gates
 - c. Jones
 - d. Arnold

10. The Ladies Association of Philadelphia was established to raise money for _____ for soldiers.
 - a. guns
 - b. food
 - c. blankets
 - d. shirts

Key Term Definitions

Conciliatory Proposition: Plan whereby Parliament would “forbear” taxation of Americans in colonies whose assemblies imposed taxes considered satisfactory by the British government.

Committee of Safety: Any of the extralegal committees that directed the revolutionary movement and carried on the functions of government at the local level in the period between the breakdown of royal authority and the establishment of regular governments.

Minute Men: Special companies of militia formed in Massachusetts and elsewhere beginning in late 1774.

Battles of Lexington and Concord: The first two battles of the American Revolution, which resulted in a total of 273 British soldiers dead, wounded, and missing and nearly 100 Americans dead, wounded, and missing.

Second Continental Congress: Convened in Philadelphia on May 10, 1775, the Second Continental Congress called for the patchwork of local forces to be organized into the Continental Army, authorized the formation of a navy, established a post office, and printed paper continental dollars to meet its expenses.

Continental Army: The regular or professional army authorized by the Second Continental Congress and commanded by General George Washington during the Revolutionary War.

Olive Branch Petition: A last effort for peace that avowed America’s loyalty to George III and requested that he protect them from further aggressions.

Declaration of the Causes and Necessity of Taking Up Arms: Declaration of the Second Continental Congress that Americans were ready to fight for freedom and liberty.

Declaration of Independence: The document by which the Second Continental Congress announced and justified its decision to renounce the colonies’ allegiance to the British government.

Contract theory of government: The belief that government is established by human beings to protect certain rights—such as life, liberty, and property—that are theirs by natural, divinely sanctioned law and that when government protects these rights, people are obligated to obey it.

Republican: Used to describe a theory derived from the political ideas of classical antiquity, Renaissance Europe, and early modern England. Republicanism held that self-government by the citizens of a country, or their representatives, provided a more reliable foundation for the good society and individual freedom than rule by kings. The character of republican government depended on the virtue of the people, but the nature of republican virtue and the conditions favorable to it became sources of debate that influenced the writing of the state and federal constitutions as well as the development of political parties.

Key Term Definitions

Valley Forge: Area of Pennsylvania approximately 20 miles northwest of Philadelphia where General George Washington's Continental troops were quartered from December 1777 to June 1778 while British forces occupied Philadelphia during the Revolutionary War.

Peace of Paris: Treaties signed in 1783 by Great Britain, the United States, France, Spain, and the Netherlands that ended the Revolutionary War.

Answers to Self Test

1. b
2. d
3. c
4. b
5. d
6. a
7. c
8. d
9. b
10. d

Chapter Seven

The First Republic 1776-1789

Learning Objectives

Upon successful completion of this chapter, you should be able to:

1. Discuss which people were deemed to have political rights in the new order of republicanism.
2. Explain how economic problems led to political conflict in the 1780s.
3. Explain what steps the British and Spain took to block American expansion.
4. Explain the call for a stronger centralized government and the divisions which emerged over the ratification of the new Constitution.

Instructions to Students

- Read pages 169 - 196 of your textbook
- Reference: *American Journey: A History of the United States, Volume 1* by Goldfield, Abbott, Anderson, J. Argersinger, P. Argersinger, and Barney 7th edition, 2014



Chapter 7 explores the early American efforts to create a national government. Topics covered in this chapter include an examination of the political philosophy of republicanism; the nature and content of the early state constitutions; the nature and content of the Articles of Confederation and the document's inability to produce effective government for the United States; British and Spanish threats to American security under the Articles; and the movement toward a stronger national government, culminating in the drafting and adoption of the United States Constitution.

The key terms listed below are terms with which you should be familiar.
Write your definition below each item. Check your answers at the end of this chapter.

Suffrage:

Natural rights:

Bill of rights:

Articles of Confederation:

Nationalists:

Shays's Rebellion:

Land Ordinance of 1785:

Northwest Ordinance of 1787:

Southwest Ordinance of 1790:

Annapolis Convention:

Constitutional Convention:

Constitution of the United States:

Virginia Plan:

New Jersey Plan:

Great Compromise:

Judicial review:

Federalism:

Federalist:

Antifederalist:

Republican political thought in the 1780s was radical in its rejection of rule by divine right by monarchs but conservative in its belief that only those who held a property stake in society should hold actual political power. In practice, this thinking limited political rights to white male property holders at the exclusion of the vast majority of women, working-class Americans, and free African Americans.

The Congress under the Articles of Confederation lacked the power to tax, and there was not nearly enough hard money, gold, or silver to pay off the debts incurred in waging the Revolutionary War and the large trade imbalance with Britain. Efforts led by debt-ridden farmers to inflate the currency with paper money were opposed by the holders of the national and state debts and led to bitter political conflicts in the states.

By shutting off markets in its trading empire and flooding the new republic with cheap imports, Britain aimed to make the United States into an economic dependent with little real political independence. Spain stirred up separatist plots among American settlers south of the Ohio River and struck alliances with Native Americans in an attempt to check American expansion.

To many in the nation's elite, as well as the military and political leaders of the Revolution, the Articles of Confederation left the republic helpless to deal with the threat of foreign encroachments and the problems of unpaid debts, a weak economy, and social unrest. They pushed through the drafting and ratification of the Constitution over the opposition of backcountry farmers and state-centered politicians who feared that a more centralized government would be a threat to their individual liberties.

Multiple Choice Questions (Circle the correct answer)

1. Voting power in Congress in 1785 was _____.
 - a. based on population
 - b. concentrated in the New England states
 - c. divided equally among the thirteen states
 - d. based on how much states had contributed to the war effort

2. From 1776 to 1807, property-holding women had the right to vote _____.
 - a. in New Jersey
 - b. only in local elections in the United States
 - c. in England
 - d. if their husbands allowed them to vote

3. Regarding trade between Britain and the United States between 1783 and 1789, it is true that _____.
 - a. exports approximately equaled imports
 - b. America imported more from Britain
 - c. Britain imported more from America
 - d. Britain imposed a total trade ban on its former American colonies

4. After the Revolution, British merchants _____.
 - a. canceled all debts owed to them by American merchants
 - b. continued to close their markets to American goods
 - c. refused to sell goods to consumers in America
 - d. eagerly accepted Continental money as a means of payment

5. The leader of the economic nationalists was _____.
 - a. Thomas Jefferson
 - b. Robert Morris
 - c. Patrick Henry
 - d. William Paterson

6. Chesapeake planters refused to pay their debts to Britain because _____.
 - a. the Treaty of Paris did not require payment of debts
 - b. the planters were all bankrupt and without assets
 - c. Britain had freed many slaves without compensation to slave owners
 - d. the planters argued that they never incurred financial debts to British merchants

7. Spain contested American land expansion _____.
- in New England
 - along the Mississippi River
 - east of the Appalachian Mountains
 - near the Canadian border
8. Delegates met at the Annapolis Convention to _____.
- create a new federal government
 - call for a regulated land policy for the Northwest
 - challenge the institution of slavery
 - devise a universal system of commercial regulation
9. The two main leaders who called for a Constitutional Convention were James Madison and _____.
- Patrick Henry
 - Thomas Jefferson
 - Samuel Adams
 - Alexander Hamilton
10. The New Jersey Plan _____.
- was the basis for voting in the Senate
 - avored large states
 - would not allow the national government to levy taxes
 - was excluded from the Great Compromise

Key Term Definitions

Suffrage: The right to vote in a political election.

Natural rights: Political philosophy that maintains that individuals have an inherent right—found in nature and preceding any government or written law—to life and liberty.

Bill of rights: A written summary of inalienable rights and liberties.

Articles of Confederation: Written document setting up the loose confederation of states that comprised the first national government of the United States from 1781 to 1788.

Nationalists: Group of leaders in the 1780s that spearheaded the drive to replace the Articles of Confederation with a stronger central government.

Shays's Rebellion: An armed movement of debt-ridden farmers in western Massachusetts in the winter of 1786–1787. The rebellion shut down courts and created a crisis atmosphere, strengthening the case of nationalists that a stronger central government was needed to maintain civil order in the states.

Land Ordinance of 1785: Act passed by Congress under the Articles of Confederation that created the grid system of surveys by which all subsequent public land was made available for sale.

Northwest Ordinance of 1787: Legislation passed by Congress under the Articles of Confederation that prohibited slavery in the Northwest Territories and provided the model for the incorporation of future territories into the Union as coequal states.

Southwest Ordinance of 1790: Legislation passed by Congress that set up a government with no prohibition on slavery in U.S. territory south of the Ohio River.

Annapolis Convention: Conference of state delegates at Annapolis, Maryland, that issued a call in September 1786 for a convention to meet at Philadelphia in May 1787 to consider fundamental changes to the Articles of Confederation.

Constitutional Convention: Convention that met in Philadelphia in 1787 and drafted the Constitution of the United States.

Constitution of the United States: The written document providing for a new central government of the United States, drawn up at the Constitutional Convention in 1787 and ratified by the states in 1788.

Key Term Definitions

Virginia Plan: Proposal of the Virginia delegation at the 1787 Constitutional Convention calling for a national legislature in which the states would be represented according to population. The national legislature would have the explicit power to veto or overrule laws passed by state legislatures.

New Jersey Plan: Proposal of the New Jersey delegation at the 1787 Constitutional Convention for a strengthened national government in which all states would have equal representation in a unicameral legislature.

Great Compromise: Plan proposed by Roger Sherman of Connecticut at the 1787 Constitutional Convention for creating a national bicameral legislature in which all states would be equally represented in the Senate and proportionally represented in the House.

Judicial review: A power implied in the Constitution that gives federal courts the right to review and determine the constitutionality of acts passed by Congress and state legislatures.

Federalism: The sharing of powers between the national government and the states.

Federalist: A supporter of the Constitution who favored its ratification.

Antifederalist: An opponent of the Constitution in the debate over its ratification.

Answers to Self Test

1. c
2. a
3. b
4. b
5. b
6. c
7. b
8. d
9. d
10. a

Chapter Eight

A New Republic and the Rise of Parties 1789-1800

Learning Objectives

Upon successful completion of this chapter, you should be able to:

1. Discuss the distinguishing features of the early republic's four major regions.
2. Outline the challenges faced by the Congress that assembled in New York between 1789 and 1791.
3. Discuss the forces that shaped the development of party politics in America.
4. Explain how the crises at home and abroad shaped the administration of John Adams, and helped the Republicans win the election of 1800.

Instructions to Students

- Read pages 197 - 222 of your textbook
- Reference: *American Journey: A History of the United States, Volume 1* by Goldfield, Abbott, Anderson, J. Argersinger, P. Argersinger, and Barney 7th edition, 2014



Chapter 8 provides a survey of the early national period, focusing on the regional diversity of the United States in 1789; the rise of the Federalist party during the Washington administration, including special emphasis on early legislation and the Hamilton financial policy; the emergence of opposition to the Federalist agenda and the rise of the Republican party; the decline of the Federalists during the Adams administration; and the election of Thomas Jefferson in 1800.

The key terms listed below are terms with which you should be familiar.
Write your definition below each item. Check your answers at the end of this chapter.

Pietists:

Judiciary Act of 1789:

Tariff Act of 1789:

Treaty of Greenville:

Whiskey Rebellion:

Jay's Treaty:

Treaty of San Lorenzo:

XYZ Affair:

Quasi-War:

Alien and Sedition Acts:

States' rights:

Nullification:

Franco-American Accord of 1800:

Deism:

Americans in the 1790s were a diverse people divided into four regional cultures and economies. Each of these regions—New England, the mid-Atlantic states, the South, and the West—had its own distinctive blend of ethnic and racial groups, labor systems, religious affiliations, and versions of republicanism.

The first Congress had to give substance to the governing guidelines in the Constitution by establishing executive departments, creating federal courts, and putting the nation's credit in good standing by agreeing on a plan to pay back the national debt. At the same time, it had to fashion a sense of national purpose without impinging on the needs and interests of the states.

The reaction to Hamilton's economic program sparked the first debates over interpreting the Constitution and produced early political divisions over the extent of federal powers. Conflicting views on the French Revolution and Jay's Treaty broadened and intensified these divisions into rival partisan parties, the Federalists and the Republicans.

The Federalists divided into pro-Adams and pro-Hamilton factions in their response to the crisis in foreign policy produced by French raids on American shipping and the XYZ Affair. The unpopularity of the new Federalist legislation raising taxes and enlarging the military benefited the Republicans, who also proved far more adept in mobilizing voters on their behalf.

Multiple Choice Questions (Circle the correct answer)

1. There was little use of indentured servants or slaves in New England because _____.
 - a. Quakers had the strongest influence of governments in the region
 - b. most of the region's people were involved in manufacturing
 - c. it was an impractical place to cultivate cash crops
 - d. the government of Massachusetts never allowed either practice

2. The most ethnically and religiously diverse region in early America was _____.
 - a. New England
 - b. the mid-Atlantic region
 - c. the Carolinas
 - d. the Deep South

3. The _____ Amendment addresses the power balance between the national government and states.
 - a. First
 - b. Fourth
 - c. Sixth
 - d. Ninth

4. Sectional differences arose over the debate about _____.
 - a. nominations to Washington's cabinet
 - b. Thomas Jefferson's appointment as ambassador to France
 - c. including the right to free expression in the Bill of Rights
 - d. specific aspects of the Tariff Act of 1789

5. What bold plan did Hamilton create in an effort to address the Revolutionary War debt?
 - a. Paying the debt with duty taxes and refusing to levy internal taxes.
 - b. Forcing the individual states to pay off their own accrued debts.
 - c. Refusing to have any financial relations with Great Britain.
 - d. Having the federal government fund the national debt at its full value.

6. Federalists were alarmed by _____.
 - a. the Republicans' call for a stronger central government
 - b. growing support for the Direct Tax Act of 1798
 - c. the growing intensity of violence in the French Revolution
 - d. leaders who expressed broad constructionist views of the Constitution

7. Jay's Treaty was especially unpopular with _____.
- northern manufacturers
 - creditors
 - Federalists
 - Southerners
8. In his Farewell Address, Washington devoted most of his time to _____.
- denouncing partisan politics
 - calling for foreign alliances
 - praising Alexander Hamilton
 - reminiscing about the Revolution
9. The XYZ Affair almost caused _____.
- a declaration of war against France
 - the impeachment of John Adams
 - a trade embargo against England
 - the deportation of immigrants
10. The Sedition Act can easily be seen as a violation of _____.
- the election promises made by Adams
 - Hamilton's political ideals
 - the belief in a strong national government
 - First Amendment rights

Key Term Definitions

Pietists: Protestants who stress a religion of the heart and the spirit of Christian living.

Judiciary Act of 1789: Act of Congress that implemented the judiciary clause of the Constitution by establishing the Supreme Court and a system of lower federal courts.

Tariff Act of 1789: The first national tariff was designed primarily to raise revenue and not to protect home industries.

Federalist: A supporter of the Constitution who favored its ratification.

Treaty of Greenville: Treaty of 1795 in which Native Americans in the Old Northwest were forced to cede most of the present state of Ohio to the United States.

Whiskey Rebellion: Armed uprising in 1794 by farmers in western Pennsylvania who attempted to prevent the collection of the excise tax on whiskey.

Jay's Treaty: Treaty with Britain negotiated in 1794 in which the United States made major concessions to avert a war over the British seizure of American ships.

Treaty of San Lorenzo: Treaty with Spain in 1795 in which Spain recognized the 31st parallel as the boundary between the United States and Spanish Florida.

XYZ Affair: Diplomatic incident in 1798 in which Americans were outraged by the demand of the French for a bribe as a condition for negotiating with American diplomats.

Quasi-War: Undeclared naval war of 1797 to 1800 between the United States and France.

Alien and Sedition Acts: Collective name given to four acts passed by Congress in 1798 that curtailed freedom of speech and the liberty of foreigners resident in the United States.

States' rights: Favoring the rights of individual states over rights claimed by the national government.

Nullification: A constitutional doctrine holding that a state has a legal right to declare a national law null and void within its borders.

Franco-American Accord of 1800: Settlement reached with France that brought an end to the Quasi-War and released the United States from its 1778 alliance with France.

Deism: Religious orientation that rejects divine revelation and holds that the workings of nature alone reveal God's design for the universe.

Answers to Self Test

1. c
2. b
3. d
4. d
5. d
6. c
7. d
8. a
9. a
10. d

The Unit Examination

The unit examination contains 25 multiple choice questions, as well as a writing assignment.

Your grade on the examination will be determined by the percentage of correct answers. The university utilizes the following grading system:

| | |
|---------------------------|----------------|
| A = 90% – 100% correct | 4 grade points |
| B = 80% – 89% correct | 3 grade points |
| C = 70% – 79% correct | 2 grade points |
| D = 60% – 69% correct | 1 grade point |
| F = 59% and below correct | 0 grade points |

Completing Unit Two Examination

Before beginning your examination, we recommend that you thoroughly review the textbook chapters and other materials covered in each unit and follow the suggestions in the *Mastering the Course Content* section of the syllabus.

This unit examination consists of objective test questions as well as a comprehensive writing assignment selected to reflect the learning objectives identified in each chapter covered so far in your textbook.

Additional detailed information on completing the examination, writing standards and how to submit your completed examination may be found in the syllabus for this course.

Multiple Choice Questions (Enter your answers on the enclosed answer sheet)

1. The Proclamation of 1763 forbade white settlement _____.
 - a. west of the Appalachians
 - b. in Louisiana
 - c. in Canada
 - d. west of the Rockies

2. The Cherokee War took place in _____.
 - a. the southern Virginia highlands
 - b. New England
 - c. Florida
 - d. the Mississippi River valley

3. Pontiac, who led the Indians against the colonists and British troops, was a(n) _____ chief.
 - a. Ottawa
 - b. Cherokee
 - c. Delaware
 - d. Oneida

4. The American Revenue Act was commonly known as the _____.
 - a. Sugar Act
 - b. Navigation Act
 - c. Stamp Act
 - d. Corn Act

5. Republicanism finds its roots in the writings of ancient _____.
 - a. Rome
 - b. Greece
 - c. Turkey
 - d. Egypt

6. Under the British Constitution, which of the following had to consent to laws in order for them to go into effect?
 - a. House of Lords
 - b. House of Commons
 - c. House of Lords and the King
 - d. House of Lords and House of Commons

7. Which act was the first to impose an internal tax on the colonies?
- the Sugar Act
 - the Navigation Act
 - the Stamp Act
 - the Tea Act
8. Who headed the Massachusetts Committee of Safety in 1774?
- Samuel Adams
 - John Hancock
 - John Adams
 - Paul Revere
9. The Conciliatory Proposition pledged not to tax the colonists if they _____.
- swore allegiance to the king
 - purchased all of their finished goods from England
 - quartered British troops in America
 - voluntarily contributed to the defense of the empire
10. During the Revolutionary War, loyalists made up about _____ percent of the colonial population.
- 3
 - 5
 - 10
 - 20
11. In its early days, one of the acts of the Second Continental Congress was to _____.
- establish the Supreme Court
 - set up shelters for war veterans
 - accept North's Conciliatory Proposition
 - create the Continental Army
12. Fort Ticonderoga was _____.
- a British fort taken over by Americans
 - an American fort taken over by the British
 - the site of a significant victory against the Native Americans
 - the location of a major slave rebellion

13. German mercenaries were called what by the Americans?
- Prussians
 - Badens
 - Bavarians
 - Hessians
14. Benedict Arnold offered to surrender what to the British?
- West Point
 - Annapolis
 - Valley Forge
 - Providence
15. State constitutions tended to _____.
- increase the power of the national government
 - exclude a formal bill of rights
 - lower property requirements for the right to vote
 - strengthen ties between the state and the Anglican Church
16. Official state constitutional support for religions in the 1780s was strongest in _____.
- the middle Atlantic states
 - New England
 - the Lower South
 - the Chesapeake region
17. The number of free African Americans was highest in _____.
- 1730
 - 1750
 - 1790
 - 1800
18. The American economy in the mid-1780s was _____.
- highly inflationary
 - growing at a slow rate
 - growing at a rapid rate
 - in a depression
19. By the end of the war, Continental money was _____.
- actively invested in the London stock exchange
 - used to effectively pay off the nation's war debts
 - virtually worthless
 - more valuable than the British pound

20. The Land Ordinance of 1785 encouraged a certain type of settler by _____.
- requiring a minimum purchase of 640 acres
 - allowing Indians to remain settled in their ancestral lands
 - prohibiting the spread of Catholicism west of the Appalachian Mountains
 - requiring new states to pay for all the costs of education in new territories
21. In 1790, the highest percentage of people of English descent lived in _____.
- the West
 - the mid-Atlantic
 - the South
 - New England
22. What was different about the population of New England compared to other regions?
- It had the largest number of free blacks in America.
 - Women outnumbered men in parts of the region.
 - Catholics and Quakers made up a great deal of the population.
 - New Englanders exhibited the widest range of social diversity.
23. The _____ Amendment discussed the need for a well-regulated militia.
- First
 - Second
 - Fourth
 - Fifth
24. The first government's base of support was strengthened by _____.
- stopping Fries' Rebellion
 - repealing the Sedition Act
 - passing the Bill of Rights
 - calming Southerners with Jay's Treaty
25. The first Secretary of Treasury was _____.
- Thomas Jefferson
 - Alexander Hamilton
 - James Madison
 - John Jay

Writing Assignment for Unit Two

- Include your **name, student number, course number, course title and unit number** with your writing assignment.
- Begin each writing assignment by identifying the question number you are answering followed by the actual question itself (in bold type).
- Use a standard essay format for responses to all questions (i.e., an introduction, middle paragraphs and conclusion).
- Responses must be typed double-spaced, using a standard font (i.e. Times New Roman) and 12 point type size.

Word count is NOT one of the criteria that is used in assigning points to writing assignments. However, students who are successful in earning the maximum number of points tend to submit writing assignments that fall in the following ranges:

Undergraduate courses: 350 - 500 words or 1 - 2 pages.

Graduate courses: 500 - 750 words or 2 - 3 pages.

Doctoral courses: 750 - 1000 words or 4 - 5 pages.

Plagiarism

All work must be free of any form of plagiarism. **Put written answers into your own words.** Do not simply cut and paste your answers from the Internet and do not copy your answers from the textbook. Be sure to refer to the course syllabus for more details on plagiarism and proper citation styles.

Please answer **ONE** of the following:

1. How did most colonists hope to handle America's difficulties with England? Why did they hold these views and why did they think such tactics would be successful?
2. What major problems did the young republic face after its victory over Great Britain? How did these problems motivate members of the elite to call for a federal constitution?
3. What developments of the 1790s resulted in the rise of the Republican Party? What mistakes did the Federalists make?

With Unit 2 complete, you are half way through the course.
**Take a break and reward yourself
for a job well done!**



Chapter Nine

The Triumph and Collapse of Jeffersonian Republicanism 1800-1824

Learning Objectives

Upon successful completion of this chapter, you should be able to:

1. Describe why the expansion of the United States was so important to Jefferson.
2. Outline the factors that pushed Madison into a war with Britain.
3. Discuss the consequences of the War of 1812.
4. Discuss how rising nationalism contributed to the spirit of the Era of Good Feelings.
5. Explain why slavery became such a divisive issue in the years preceding the Missouri Compromise.

Instructions to Students

- Read pages 223 - 248 of your textbook
- Reference: *American Journey: A History of the United States, Volume 1* by Goldfield, Abbott, Anderson, J. Argersinger, P. Argersinger, and Barney 7th edition, 2014



Chapter 9 offers a survey of the Republican era from 1800–1824, including the presidential administrations of Thomas Jefferson, James Madison, and James Monroe. Topics discussed in this chapter include the final collapse of the Federalist Party, the domination and eventual transformation of the Republican Party, early nineteenth-century territorial expansion, the War of 1812, the tensions between nationalism and sectionalism, the initiation of the national debate on slavery with the Missouri Compromise, and the collapse of the Republican Party in the election of 1824.

The key terms listed below are terms with which you should be familiar.
Write your definition below each item. Check your answers at the end of this chapter.

Impressments:

Chesapeake Incident:

Embargo Act of 1807:

Pan-indian resistance movement:

War Hawks:

War of 1812:

Battle of Put-in-Bay:

Battle of Plattsburgh:

Treaty of Ghent:

Battle of New Orleans:

Era of Good Feelings:

Second Bank of the United States:

Rush-Bagot Agreement:

Anglo-American Accords:

Trans-Continental Treaty of 1819:

Monroe Doctrine:

Missouri Compromise:

Jefferson believed that political independence in a republican form of government depended on a property-holding citizenry, especially farmers who owned their own land. Without an increasing supply of land acquired through expansion, he feared that Americans would become wage laborers dependent on others for their livelihood and incapable of independent political decisions.

Madison was faced with a Britain that refused to respect the independence and sovereignty of the United States. British policies of restricting U.S. global trade, impressing American sailors, and relying on Native Americans as allies to check American expansion stirred up popular resentments against the British and led to calls for a second war of independence.

The War of 1812 smashed the power of Native Americans in the Old Northwest and strengthened nationalist feelings on both sides of the newly solidified boundary across the Great Lakes between British Canada and the United States. The war also convinced both the British and the Americans of the need each had of the other as a vital trading partner.

Jackson's victory at the Battle of New Orleans eliminated the pro-British Federalists as a major political power. As the economy boomed until 1819 in a period of political and sectional harmony, known as The Era of Good Feelings, improved relations with the British made possible a more aggressive foreign policy that soon made the United States a transcontinental power.

The steady expansion of slavery in the early nineteenth century put an end to earlier hopes in the North that slavery would gradually wither and die. Northerners also grew increasingly frustrated over southern dominance of the federal government through the administrations of slaveholding presidents. Missouri, part of the Louisiana Purchase, seemed poised to enter the Union as another slaveholding state. As a result, northern congressmen decided to take a stand against the extension of slavery.

Multiple Choice Questions (Circle the correct answer)

1. The cornerstone of the Republican domestic policy was _____.
 - a. retrenchment
 - b. fiscal responsibility
 - c. the creation of a large armed force
 - d. egalitarianism

2. Prior to the Louisiana Purchase, Thomas Jefferson _____.
 - a. secured approval to send Lewis and Clark on an expedition through upper Louisiana
 - b. withdrew all American troops from the Mississippi Valley
 - c. tried to slow the migration of American farmers into the Louisiana Territory
 - d. attempted to make an anti-British alliance with Napoleon

3. President Jefferson failed in his attempt to _____.
 - a. purchase West Florida from Spain
 - b. always be a loose constructionist
 - c. be reelected in 1804
 - d. have explorers travel into western lands

4. Relations with England worsened after President Madison _____.
 - a. sponsored the Embargo Act of 1807
 - b. issued the Orders in Council declaration
 - c. accepted a trade agreement with Napoleon
 - d. was replaced by James Monroe

5. The Treaty of Vincennes added which territory to the United States?
 - a. Southeastern Florida
 - b. Western Pennsylvania
 - c. North Great Lakes region
 - d. Southern Indiana

6. Support for the War of 1812 was strongest in _____.
 - a. New England
 - b. the Federalist Party
 - c. areas unaffected by the depression
 - d. the South and the West

7. During the War of 1812, most Canadians _____.
- fought with Americans
 - remained neutral
 - fled the country
 - fought against the Americans
8. In the War of 1812, Andrew Jackson also defeated _____.
- British forces near Detroit
 - the Creek Indians in the old Southwest
 - Britain's Mexican allies
 - the British navy at Put-in-Bay
9. The Second Bank of the United States was _____.
- opposed by most Republicans
 - created, in part, because of the financial chaos prevalent during the War of 1812
 - designed to increase the influence of state banks
 - one of the country's smaller banks
10. The Rush-Bagot Agreement _____.
- opened navigation of the Mississippi River to the United States and France
 - helped to destroy the last vestiges of the Republican Party
 - removed the Creek Indians from their ancestral homeland
 - signaled a new era of cooperation between the United States and England

Key Term Definitions

Impressments: The coercion of American sailors into the British navy.

Chesapeake Incident: Attack in 1807 by the British ship *Leopard* on the American ship *Chesapeake* in American territorial waters.

Embargo Act of 1807: Act passed by Congress in 1807 prohibiting American ships from leaving for any foreign port.

Pan-indian resistance movement: Movement calling for the political and cultural unification of Indian tribes in the late eighteenth and early nineteenth centuries.

War Hawks: Members of Congress, predominantly from the South and West, who aggressively pushed for a war against Britain after their election in 1810.

War of 1812: War fought between the United States and Britain from June 1812 to January 1815 largely over British restrictions on American shipping.

Battle of Put-in-Bay: American naval victory on Lake Erie in September 1813 in the War of 1812 that denied the British strategic control over the Great Lakes.

Battle of Plattsburgh: Victory of Commodore Thomas McDonough over a British fleet in Lake Champlain, September 11, 1814.

Treaty of Ghent: Treaty signed in December 1814 between the United States and Britain that ended the War of 1812.

Battle of New Orleans: Decisive American War of 1812 victory over British troops in January 1815 that ended any British hopes of gaining control of the lower Mississippi River Valley.

Era of Good Feelings: The period from 1817 to 1823 in which the disappearance of the Federalists enabled the Republicans to govern in a spirit of seemingly nonpartisan harmony.

Second Bank of the United States: A national bank chartered by Congress in 1816 with extensive regulatory powers over currency and credit.

Rush-Bagot Agreement: Treaty of 1817 between the United States and Britain that effectively demilitarized the Great Lakes by sharply limiting the number of ships each power could station on them.

Key Term Definitions

Anglo-American Accords: Series of agreements reached in the British-American Conventions of 1818 that fixed the western boundary between the United States and Canada, allowed for joint occupation of Oregon, and restored American fishing rights.

Trans-Continental Treaty of 1819: Treaty between the United States and Spain in which Spain ceded Florida to the United States, surrendered all claims to the Pacific Northwest, and agreed to a boundary between the Louisiana Purchase territory and the Spanish Southwest.

Monroe Doctrine: In December 1823, Monroe declared to Congress that the Americas “are henceforth not to be considered as subjects for future colonization by any European power.”

Missouri Compromise: Sectional compromise in Congress in 1820 that admitted Missouri to the Union as a slave state and Maine as a free state and prohibited slavery in the northern Louisiana Purchase territory.

Answers to Self Test

1. a
2. a
3. a
4. c
5. b
6. d
7. d
8. b
9. b
10. d

Chapter Ten

The Jacksonian Era 1824-1845

Learning Objectives

Upon successful completion of this chapter, you should be able to:

1. Identify the factors that contributed to the democratization of American politics and religion in the early nineteenth century.
2. Explain how the Jacksonian Democrats capitalized on the new mass politics.
3. Discuss the challenges that Van Buren faced during his presidency.
4. Identify the basis of Whig popularity and outline what they claimed to stand for.
5. Explain why William Henry Harrison's death was such a blow to the Whig agenda.

Instructions to Students

- Read pages 249 - 278 of your textbook
- Reference: *American Journey: A History of the United States, Volume 1* by Goldfield, Abbott, Anderson, J. Argersinger, P. Argersinger, and Barney 7th edition, 2014



Chapter 10 discusses the development of democratic ideals during the presidency of Andrew Jackson. Topics covered in the chapter include the rise of the second national political party system; the expansion of democratic political rights to white males; the limited meaning of Jacksonian democracy for women and African Americans; the revival of evangelical Christianity with the Second Great Awakening; the growing debate over the issue of slavery; and the rise of the Whig party during the 1840s.

The key terms listed below are terms with which you should be familiar. Write your definition below each item. Check your answers at the end of this chapter.

Second Great Awakening:

Democratic Party:

Albany Regency:

Spoils system:

Indian Removal Act:

Trail of Tears:

Black Hawk's War:

Nullification crisis:

Bank War:

Abolitionist movement:

Whig Party:

Specie Circular:

Independent Treasury System:

Gag rule:

Second party system:

Anti-Masons:

Webster–Ashburton Treaty:

After the War of 1812 Americans increasingly demanded an end to elitist dominance in their political and religious affairs. The greatest expression of this rejection of elitism in politics was the expansion of suffrage to include virtually all adult white males, as traditional property qualifications for voting were dropped. A quest for equality transformed American Christianity as a series of revivals spiritually empowered common Americans, especially women and African Americans.

A rising generation of career politicians led by Martin Van Buren linked their fortunes to the popularity of Andrew Jackson and developed new techniques of party organization and voter mobilization that enabled them to appeal to the mass electorate that had formed by the 1820s.

Enflamed sectional tensions over the rise of the abolitionist movement and the worst economic depression to date hampered all of Van Buren's efforts to exercise effective leadership. He never succeeded in convincing many Americans that his party was not to blame for their economic troubles.

The Whigs offered a vision of social progress and moral control. Their program of economic development was promoted by the government and appealed to Americans who embraced economic change and expected to benefit from it. The Whigs' support of moral reform won them the backing of Protestants who were anxious to establish a Christian republic.

Most Whigs expected the politically inexperienced Harrison to go along with Henry Clay's package of congressional measures that were intended to revive the economy and associate the Whigs with renewed prosperity. Harrison's death upended all of Clay's plans. Harrison's successor, John Tyler, used his veto powers to crush Clay's program.

Multiple Choice Questions (Circle the correct answer)

1. Which group was an active participant in the Second Great Awakening?
 - a. Traditional Calvinists
 - b. Roman Catholics
 - c. Baptists
 - d. Congregational Presbyterians

2. The first presidential candidate of the Democratic Party was _____.
 - a. James Monroe
 - b. John C. Calhoun
 - c. Henry Clay
 - d. Andrew Jackson

3. Jackson dominated his presidency with _____.
 - a. republican ideals
 - b. fear and retribution
 - c. the sheer force of his personality
 - d. ideals from the French Revolution

4. Which policy was supported by Andrew Jackson?
 - a. wide use of protective tariffs
 - b. internal improvements that benefited the general public
 - c. support of a strong national bank
 - d. large government subsidies to bolster manufacturing

5. The term Trail of Tears refers to the _____.
 - a. slaughter of the Sauk and Fox Indians in Northern Illinois
 - b. plight of the yeoman farmer in the face of industrial power
 - c. horrifying conditions experienced by Cherokees during their removal
 - d. system of separating families through the slave trade in the Deep South

6. In the case Worcester v. Georgia, the Supreme Court ruled that _____.
 - a. the Bank of the United States was unconstitutional
 - b. slavery was an issue left to the discretion of individual states
 - c. the state of Georgia had violated the Constitution in their treatment of Indians
 - d. Jackson's Indian policies were constitutional and well within his rights of executive action

7. The first crisis that besieged the administration of Martin Van Buren was the _____.
- outbreak of the Mexican War
 - dissolution of the Democratic Party
 - Panic of 1837
 - threat of secession by South Carolina
8. Andrew Jackson issued the Specie Circular, which prevented _____ from being purchased with anything but specie.
- cotton
 - slaves
 - substantial amounts of weapons
 - large tracts of public land
9. The Independent Treasury System _____.
- established the Democratic Party as a spokesman for big government and industry
 - was an economic success, but a political failure
 - reduced the nation's money supply and prolonged the depression
 - was not passed by Congress after President Van Buren refused to support it
10. The Anti-Masons called for _____.
- an end to slavery
 - equal rights for all freemen
 - a return to rule by the privileged elite
 - the right of states to nullify federal law

Key Term Definitions

Second Great Awakening: Series of religious revivals in the first half of the nineteenth century characterized by great emotionalism in large public meetings.

Democratic Party: Political party formed in the 1820s under the leadership of Andrew Jackson; favored states' rights and a limited role for the federal government, especially in economic affairs.

Albany Regency: Popular name after 1820 for the state political machine in New York headed by Martin Van Buren.

Spoils system: The awarding of government jobs to party loyalists.

Indian Removal Act: Legislation passed by Congress in 1830 that provided funds for removing and resettling eastern Indians in the West. It granted the president the authority to use force if necessary.

Trail of Tears: The forced march in 1838 of the Cherokee Indians from their homelands in Georgia to the Indian Territory in the West; thousands of Cherokees died along the way.

Black Hawk's War: Short 1832 war in which federal troops and Illinois militia units defeated the Sauk and Fox Indians led by Black Hawk.

Nullification crisis: Sectional crisis in the early 1830s in which a states' rights party in South Carolina attempted to nullify federal law.

Bank War: The political struggle between President Andrew Jackson and the supporters of the Second Bank of the United States.

Abolitionist movement: A radical antislavery crusade committed to the immediate end of slavery that emerged in the three decades before the Civil War.

Whig Party: Political party, formed in the mid-1830s in opposition to the Jacksonian Democrats that favored a strong role for the national government in promoting economic growth.

Specie Circular: Proclamation issued by President Andrew Jackson in 1836 stipulating that only gold or silver could be used as payment for public land.

Independent Treasury System: Fiscal arrangement first instituted by President Martin Van Buren in which the federal government kept its money in regional vaults and transacted its business entirely in hard money.

Key Term Definitions

Gag rule: Procedural rule passed in the House of Representatives that prevented discussion of antislavery petitions from 1836 to 1844.

Second party system: The national two-party competition between Democrats and Whigs from the 1830s through the early 1850s.

Anti-Masons: Third party formed in 1827 in opposition to the presumed power and influence of the Masonic order.

Webster–Ashburton Treaty: Treaty signed by the United States and Britain in 1842 that settled a boundary dispute between Maine and Canada and provided for closer cooperation in suppressing the African slave trade.

Answers to Self Test

1. c
2. d
3. c
4. b
5. c
6. c
7. c
8. d
9. c
10. b

Chapter Eleven

Slavery and the Old South 1800-1860

Learning Objectives

Upon successful completion of this chapter, you should be able to:

1. Explain how the increasing demand for cotton shaped the development of slavery in the Lower South.
2. Identify what caused the decline of slavery after 1800 in the Upper South.
3. Describe what life was like for African American slaves in the first half of the nineteenth century.
4. Describe how the free society in the South was structured.
5. Outline how the southern defense of slavery changed between the early nineteenth century and the 1850s.

Instructions to Students

- Read pages 279 - 304 of your textbook
- Reference: *American Journey: A History of the United States, Volume 1* by Goldfield, Abbott, Anderson, J. Argersinger, P. Argersinger, and Barney 7th edition, 2014



Chapter 11 explores the society and culture of the antebellum American South, focusing on slaveholding as the unifying characteristic in this otherwise diverse region. Among the issues discussed in this chapter are the cultural, social, and economic distinctions between the Upper South and the Lower South, the characteristics of slave life and culture, the divisions in free white Southern society, and the emerging proslavery arguments used by white Southerners to defend the institution of slavery.

The key terms listed below are terms with which you should be familiar.
Write your definition below each item. Check your answers at the end of this chapter.

Gang system:

Slave code:

Gabriel Prosser's Rebellion:

Denmark Vesey's Conspiracy:

Nat Turner's Rebellion:

Underground Railroad:

Black codes:

The increasing demand and rising price for cotton acted as an incentive for southern whites to shift slaves out of the Upper South and use them as plantation laborers on the cheap and fertile lands that opened up as the United States expanded to the south and west. Cotton and slavery became linked as a new cotton kingdom spread across much of the Lower South.

Declining soil fertility on overworked tobacco fields and falling land prices led to an exodus of whites and their slaves as new plantation regions were established in the Old Southwest. The economic recovery that set in by the mid-nineteenth century was based on a pattern of agricultural diversification that increasingly relied on free labor.

Material conditions in diet and housing improved as slave owners had a strong incentive to promote better living conditions once the congressional ban on the foreign slave trade closed off the market in cheap slaves from Africa. However, hard physical labor enforced by frequent whippings remained the lot of most slaves, and all slave families lived in dread of the possibility that family members would be separated through sales in the domestic slave trade.

Only a tiny minority of whites ever reached the status of a large planter, and in the slave states as a whole, only one in four white families owned slaves, generally fewer than ten. Most southern whites were part of a class of landowning farmers who rarely owned any slaves. Towns and cities contained a small middle class of professionals and businessmen along with white artisans who increasingly opposed competition from slave labor.

Primarily in response to the moral indictment of slavery by the abolitionists, southern whites shifted the defense of slavery from that of a necessary evil to a positive good. Evangelical ministers took the lead in depicting slavery as a benevolent institution ordained by God for the material improvement and moral uplift of an inferior race.

Multiple Choice Questions (Circle the correct answer)

1. Before 1800, slavery was associated with which of the following cash crops?
 - a. rice
 - b. corn
 - c. short-staple cotton
 - d. soybeans

2. What percentage of the white southern population belonged to the plantation-owning class?
 - a. 5 percent
 - b. 12 percent
 - c. 20 percent
 - d. 32 percent

3. What was the average rate of return on capital invested in a slave?
 - a. 5 percent
 - b. 10 percent
 - c. 25 percent
 - d. 50 percent

4. Which of the following crops caused severe soil depletion in the Upper South?
 - a. tobacco
 - b. cotton
 - c. corn
 - d. rice

5. Which of the following states experienced growth in the use of slaves during the 1850s?
 - a. Delaware
 - b. Virginia
 - c. Arkansas
 - d. Maryland

6. _____ displaced slaves in most of the Border South.
 - a. Free blacks
 - b. Indentured servants
 - c. Immigrant workers
 - d. Former slaves

7. Poor living conditions and insufficient diets caused frequent outbreaks of _____ among slaves.
- a. dysentery
 - b. malaria
 - c. small pox
 - d. scurvy
8. Which of the following states legally recognized slave marriages?
- a. Tennessee
 - b. Virginia
 - c. Louisiana
 - d. South Carolina
9. Which religious group was largely involved in beginning the Underground Railroad?
- a. southern Presbyterians
 - b. Baptists
 - c. Quakers
 - d. Irish Catholics
10. What percentage of southern white families owned slaves in 1860?
- a. 75 percent
 - b. 15 percent
 - c. 25 percent
 - d. 50 percent

Key Term Definitions

Gang system: The organization and supervision of slave field hands into working teams on southern plantations.

Slave code: A series of laws passed mainly in the southern colonies in the late seventeenth and early eighteenth centuries to defend the status of slaves and codify the denial of basic civil rights to them.

Gabriel Prosser's Rebellion: Slave revolt that failed when Gabriel Prosser, a slave preacher and blacksmith, organized a thousand slaves for an attack on Richmond, Virginia, in 1800.

Denmark Vesey's Conspiracy: The most carefully devised slave revolt in which rebels planned to seize control of Charleston in 1822 and escape to freedom in Haiti, a free black republic, but they were betrayed by other slaves, and thirty-five conspirators were executed.

Nat Turner's Rebellion: Uprising of slaves led by Nat Turner in Southampton County, Virginia, in the summer of 1831 that resulted in the death of up to sixty white people.

Underground Railroad: Support system set up by antislavery groups in the Upper South and the North to assist fugitive slaves in escaping the South.

Black codes: Laws passed by states and municipalities denying many rights of citizenship to free black people before the Civil War.

Answers to Self Test

1. a
2. a
3. b
4. a
5. c
6. c
7. a
8. c
9. c
10. c

Chapter Twelve

The Market Revolution and Social Reform 1815-1850

Learning Objectives

Upon successful completion of this chapter, you should be able to:

1. Explain how industrialization contributed to growing inequity and the creation of new social classes.
2. Discuss the role that religion played in the reform movements that followed the War of 1812.
3. Outline the Enlightenment ideas that shaped the reform of institutions for the poor, criminals, and the mentally ill.
4. Discuss the relationship between abolitionism and the women's rights movement.

Instructions to Students

- Read pages 305 - 338 of your textbook
- Reference: *American Journey: A History of the United States, Volume 1* by Goldfield, Abbott, Anderson, J. Argersinger, P. Argersinger, and Barney 7th edition, 2014



Chapter 12 discusses the transformation of the American North during the period from 1815 to 1850. Topics discussed in this chapter include the growth in American industry, transportation, and urbanization; German and Irish immigration during the 1840s; and the rise of nineteenth-century reform movements. These movements include educational reform; the development of institutions for the poor, criminal, and insane; and the rise in experimental utopian communities. The women's rights movement and the role of women in other reform movements are also examined, with a particular focus on the interconnections between women's rights and opposition to slavery.

The key terms listed below are terms with which you should be familiar. Write your definition below each item. Check your answers at the end of this chapter.

Putting-out system:

Rhode Island system:

Waltham system:

American system of manufacturing:

Temperance:

Cult of domesticity:

Sabbatarian movement:

American Temperance Society:

American Female Moral Reform Society:

Church of Jesus Christ of Latter-day Saints (Mormon Church):

Workingmen's movement:

Shakers:

Communism:

Socialism:

Transcendentalism:

Seneca Falls Convention:

Declaration of Sentiments:

Slave Power:

As the transportation revolution sharply lowered the cost and increased the speed of moving goods in the economy, manufacturing expanded to meet the growing domestic demand. Once employment was no longer tied directly to the land, new social classes emerged—a wealthy commercial elite, a middle class of retailers and salaried employees, and a working class of laborers all but impoverished by low wages and irregular employment.

The series of revivals known as the Second Great Awakening stressed that all individuals had a free choice in determining their salvation. Once converted, the evangelical Christian had a moral responsibility to combat sin on both an individual and a social level. The result was a surge of religious benevolence expressed in a host of reform societies committed to the moral purification and betterment of society.

Confidence in the ability of human reason to promote social progress was at the core of the Enlightenment ideas that came out of eighteenth-century Europe. When linked to the Enlightenment belief that environmental factors shaped character, these ideas inspired reformers to believe that new institutions could reform the character of social deviants and mold them into responsible, productive citizens.

Involvement in abolitionism made women more aware that they, like slaves, lacked any legal individuality of their own and were assigned subordinate roles based on gender in their marriages and public life. Out of this awareness came a determination to launch a movement for women's rights and legal equality.

Multiple Choice Questions (Circle the correct answer)

1. Which of the following (groups) provided half of all capital for early railroads?
 - a. wealthy southern investors
 - b. the federal government
 - c. European investors
 - d. state governments

2. St. Louis was ideally located for urban growth because _____.
 - a. it was the closest western city to the Erie Canal
 - b. it was located on both the Mississippi and Missouri Rivers
 - c. it served as a transport center for the coalfields of western Missouri
 - d. it served as the immediate outlet to the Atlantic for southern cotton

3. Why did many Irish people come to America in the 1840s and 1850s?
 - a. poor business conditions for Ireland's large middle class
 - b. England's success at stopping the practice of Roman Catholicism in Ireland
 - c. the government's tendency to prefer Irish rather than German immigration
 - d. domination of Protestant landlords and starvation in Ireland

4. Which nation pioneered most of the technological methods and advances of industrialization?
 - a. the United States
 - b. France
 - c. Great Britain
 - d. Russia

5. Western manufacturers improved their business conditions by _____.
 - a. refusing to trade with southern states
 - b. enacting stiff tariffs against eastern goods
 - c. turning to steam power after 1840
 - d. investing in industries that did not need interchangeable parts

6. A supporter of temperance believed _____.
 - a. that immigration should be stopped
 - b. in separation of church and state
 - c. in the prohibition of alcoholic beverages
 - d. that church attendance should be mandatory

7. The Sabbatarian movement _____.
 - a. increased in power throughout the nineteenth century
 - b. was timid in the pursuit of its goals
 - c. wanted to curtail government and commercial activities on Sundays
 - d. was founded by Catholics

8. The Mormons believed strongly in _____.
 - a. rugged individualism
 - b. community centered on male authority
 - c. sharing spiritual authority with women
 - d. promoting capitalism

9. Which state was the first to establish a state board of education?
 - a. Virginia
 - b. New Hampshire
 - c. Massachusetts
 - d. Louisiana

10. Who was the author of *Walden*?
 - a. Henry David Thoreau
 - b. Ralph Waldo Emerson
 - c. Nathaniel Hawthorne
 - d. Edgar Allen Poe

Key Term Definitions

Putting-out system: System of manufacturing in which merchants furnished households with raw materials for processing by family members.

Rhode Island system: During the industrialization of the early nineteenth century, the recruitment of entire families for employment in a factory.

Waltham system: During the industrialization of the early nineteenth century, the recruitment of unmarried young women for employment in factories.

American system of manufacturing: A technique of production pioneered in the United States in the first half of the nineteenth century that relied on precision manufacturing with the use of interchangeable parts.

Temperance: Reform movement originating in the 1820s that sought to eliminate the consumption of alcohol.

Cult of domesticity: The belief that women, by virtue of their sex, should stay home as the moral guardians of family life.

Sabbatarian movement: Reform organization founded in 1828 by Congregationalist and Presbyterian ministers that lobbied for an end to the delivery of mail on Sundays and other Sabbath violations.

American Temperance Society: National organization established in 1826 by evangelical Protestants that campaigned for total abstinence from alcohol and was successful in sharply lowering per capita consumption of alcohol.

American Female Moral Reform Society: Organization founded in 1839 by female reformers that established homes of refuge for prostitutes and petitioned for state laws that would criminalize adultery and the seduction of women.

Church of Jesus Christ of Latter-day Saints (Mormon Church): Church founded in 1830 by Joseph Smith and based on the revelations in a sacred book he called the Book of Mormon.

Workingmen's movement: Associations of urban workers who began campaigning in the 1820s for free public education and a 10-hour workday.

Shakers: The followers of Mother Ann Lee, who preached a religion of strict celibacy and communal living.

Communism: A social structure based on the common ownership of property.

Key Term Definitions

Socialism: A social order based on government ownership of industry and worker control over corporations as a way to prevent worker exploitation.

Transcendentalism: A philosophical and literary movement centered on an idealistic belief in the divinity of individuals and nature.

Seneca Falls Convention: The first convention for women's equality in legal rights, held in upstate New York in 1848.

Declaration of Sentiments: The resolutions passed at the Seneca Falls Convention of 1848 calling for full female equality, including the right to vote.

Slave Power: A key concept in abolitionist and northern antislavery propaganda that depicted southern slaveholders as the driving force in a political conspiracy to promote slavery at the expense of white liberties.

Answers to Self Test

1. d
2. b
3. d
4. c
5. c
6. c
7. c
8. b
9. c
10. a

The Unit Examination

The unit examination contains 25 multiple choice questions, as well as a writing assignment.

Your grade on the examination will be determined by the percentage of correct answers. The university utilizes the following grading system:

| | |
|---------------------------|----------------|
| A = 90% – 100% correct | 4 grade points |
| B = 80% – 89% correct | 3 grade points |
| C = 70% – 79% correct | 2 grade points |
| D = 60% – 69% correct | 1 grade point |
| F = 59% and below correct | 0 grade points |

Completing Unit Three Examination

Before beginning your examination, we recommend that you thoroughly review the textbook chapters and other materials covered in each unit and follow the suggestions in the *Mastering the Course Content* section of the syllabus.

This unit examination consists of objective test questions as well as a comprehensive writing assignment selected to reflect the learning objectives identified in each chapter covered so far in your textbook.

Additional detailed information on completing the examination, writing standards and how to submit your completed examination may be found in the syllabus for this course.

Multiple Choice Questions (Enter your answers on the enclosed answer sheet)

1. Jefferson believed that the _____ promoted aristocratic pretensions and courtly intrigue through such practices as weekly levees, or formal receptions, for presidential guests.
 - a. Whigs
 - b. Nationalists
 - c. Federalists
 - d. Republicans

2. By the time Jefferson left the presidency in 1809, _____ held nearly all the appointive offices.
 - a. Republicans
 - b. Federalists
 - c. Arch-Federalists
 - d. Whigs

3. France's inability to reconquer _____ helped convince Napoleon to sell Louisiana.
 - a. Saint-Dominique (Haiti)
 - b. Cuba
 - c. Puerto Rico
 - d. Florida

4. Members of the Essex Junto believed that _____.
 - a. the federal government should do nothing about slavery
 - b. the Louisiana Purchase would weaken the political power of the Northeast
 - c. President Jefferson should have run for a third term in 1808
 - d. there was no real threat from the Barbary pirates

5. The pan-Indian resistance movement focused its efforts on _____.
 - a. promoting the peaceful westward migration of white settlers
 - b. bargaining to get constitutional rights for Indians
 - c. uniting Indian opposition to white settlement in the West
 - d. drawing Indians into the capitalist economy

6. Tecumseh and the prophet Tenkwatawa originally urged a policy of _____.
 - a. military alliance with Great Britain
 - b. peace
 - c. violent raids on small western communities
 - d. submission to whites' claims on Indian lands

7. Which group strongly supported the American cause in the War of 1812?
- Congregationalists
 - Federalists
 - Methodists
 - Canadians
8. The demand for equality made republicanism by the 1820s synonymous with _____.
- restriction
 - availability
 - simple majority rule
 - none of the above
9. Many evangelical preachers of the Second Great Awakening _____.
- were wealthy Federalists
 - directly challenged slavery
 - emphasized a solemn approach to religion
 - saw no connection between religion and the common person
10. The Albany Regency, a tightly disciplined political machine, was run by _____.
- John Quincy Adams
 - Nelson Biddle
 - John Tyler
 - Martin Van Buren
11. The spoils system features a strategy in which _____.
- government jobs are given to supporters of the victorious party
 - large land speculators have the strongest influence in government
 - the military is aggressively used as a factor in foreign relations
 - the Bank of the United States is the central facet of the economy
12. The Cherokee Indians _____.
- never experienced significant grievances with white political authorities
 - were seen by whites as the most savage tribe in the South
 - always refused to assimilate with white culture
 - had their own newspaper and a constitution

13. The Indian Removal Act _____.
- did not affect the Cherokee tribe
 - focused on Indians west of the Mississippi
 - passed over Jackson's veto
 - included Indians living in Florida
14. Which of the following was a part of the Lower South?
- Georgia
 - North Carolina
 - Virginia
 - Maryland
15. The plantation system spread to the _____ after the War of 1812.
- north
 - west
 - east
 - south
16. The _____ system involved a division of labor in which teams of field hands worked at a regimented pace.
- plantation
 - group
 - gang
 - planter
17. In 1860, _____ of white southerners lived in the Upper South.
- two-thirds
 - three-fourths
 - one-third
 - three-fifths
18. Which of the following people was a leader in the push for agricultural diversification in the Upper South?
- Edmund Ruffin
 - James Hammond
 - Albert Tidewater
 - George Mason

19. Which of the following crops replaced tobacco in many parts of the Virginia and North Carolina Tidewater?
- wheat
 - rice
 - sugar
 - potatoes
20. Who first demonstrated the practical commercial use of the steamboat?
- Samuel Slater
 - Robert Fulton
 - Samuel Morse
 - Walt Whitman
21. In *Gibbons v. Ogden*, the Supreme Court held that _____.
- rail companies could not purchase farmland without the consent of farmers
 - the right to compete under the national license took legal precedence.
 - monopolies were better for the public good than open competition
 - the national government had no say in supervising interstate commerce
22. Which of the following was America's first large-scale, planned city for the sole purpose of manufacturing?
- Rochester, New York
 - Lowell, Massachusetts
 - Reading, Pennsylvania
 - Buffalo, New York
23. The putting-out system _____.
- did not develop until the years just before the Civil War
 - created a business relationship between merchants and household artisans
 - gave property owners the right to evict tenants from specific ethnic groups
 - was the foundation of the first large-scale factories in Pittsburgh
24. The Rhode Island system of employment was based on _____.
- the recruitment of adolescent girls as millworkers
 - the use of children as laborers in mills
 - the use of German immigrants in factories
 - the recruitment of workers through the promise of unionization

25. Where was the growing middle class most likely to find jobs during the Industrial Revolution?
- a. western towns
 - b. northern cities
 - c. southern rural areas
 - d. southern cities

Writing Assignment for Unit Three

- Include your **name, student number, course number, course title and unit number** with your writing assignment.
- Begin each writing assignment by identifying the question number you are answering followed by the actual question itself (in bold type).
- Use a standard essay format for responses to all questions (i.e., an introduction, middle paragraphs and conclusion).
- Responses must be typed double-spaced, using a standard font (i.e. Times New Roman) and 12 point type size.

Word count is NOT one of the criteria that is used in assigning points to writing assignments. However, students who are successful in earning the maximum number of points tend to submit writing assignments that fall in the following ranges:

Undergraduate courses: 350 - 500 words or 1 - 2 pages.
Graduate courses: 500 - 750 words or 2 - 3 pages.
Doctoral courses: 750 - 1000 words or 4 - 5 pages.

Plagiarism

All work must be free of any form of plagiarism. **Put written answers into your own words.** Do not simply cut and paste your answers from the Internet and do not copy your answers from the textbook. Be sure to refer to the course syllabus for more details on plagiarism and proper citation styles.

Please answer **ONE** of the following:

1. What were the main causes and consequences of the War of 1812?
2. How did the annexation of Texas emerge as an important political issue? Why were the Democrats more in favor of expansion than the Whigs?
3. How did southern whites attempt to defend slavery and reconcile it with their Christian beliefs? Why did they feel compelled to express these defenses?

Unit 3 is done!

You're close to the finish line
and we're cheering you on to victory!



Chapter Thirteen

The Way West 1815-1850

Learning Objectives

Upon successful completion of this chapter, you should be able to:

1. Describe the economic and demographic pressures in the East that spurred migration to the West.
2. Define the strategies that the Sioux used to maintain their power on the Great Plains.
3. Describe what forces contributed to the Americanization of Texas.
4. Explain why James K. Polk was so eager to provoke a war with Mexico.

Instructions to Students

- Read pages 339 - 366 of your textbook
- Reference: *American Journey: A History of the United States, Volume 1* by Goldfield, Abbott, Anderson, J. Argersinger, P. Argersinger, and Barney 7th edition, 2014



Chapter 13 offers an introduction to American westward expansion during the first half of the nineteenth century. Topics covered in this chapter include the economic and demographic pressures in the East that led to western migration, the development of large-scale farming in the Old Northwest, the extension of the plantation society into the Old Southwest, the philosophy of Manifest Destiny and its impact on westward expansion, the treatment of Native Americans and Hispanics by American settlers, and the acquisition of Texas and the Southwest from Mexico.

The key terms listed below are terms with which you should be familiar.
Write your definition below each item. Check your answers at the end of this chapter.

Oregon Trail:

Claims clubs:

Santa Fe Trail:

Tejano:

Empresario:

Alamo:

Californios:

Mexican Cession of 1848:

Manifest Destiny:

The population in the East continued to grow as land became increasingly scarce and declined in fertility. The West provided an outlet for a surplus rural population no longer able to settle on their own family farms. Areas opened to white settlement after 1815 offered land that was far cheaper and more fertile than was available in the East.

As shown by their blending of the horse and the gun into a new culture of nomadic warrior-hunters, the Sioux were a resourceful and innovative people. They used their military dominance on the northern Plains to expand the range of their buffalo hunts and to force other tribes to rely on them for meat and trading goods. They sought an accommodation with the U.S. army as long as they considered it in their best interests.

The Mexican province of Texas was very sparsely settled when large numbers of Americans began moving in after Mexico encouraged settlement in the 1820s. Within a decade, Americans easily outnumbered native-born Mexicans. Tensions over religion, slavery, and political rights exploded into conflict when Mexico attempted to tighten its control in the mid-1830s. By 1836, Texas was an independent republic anxious to join the United States.

Polk was intent on acquiring the Mexican province of California for the United States. Unwilling to wait for a pro-American revolt to break out, and frustrated when Mexico refused to consider any of his offers to purchase California, Polk fell back on the option of acquiring California in a war he incited by ordering U.S. troops into disputed territory claimed by Mexico.

Multiple Choice Questions (Circle the correct answer)

1. Local associations known as claims clubs _____.
 - a. worked to stop slavery from spreading to the West
 - b. promoted an increase in profits for speculators
 - c. enforced extralegal property rights for squatters
 - d. showed the national government's commitment to promoting slavery

2. Which state was the last one to gain statehood in the Old Northwest?
 - a. Ohio
 - b. Indiana
 - c. Illinois
 - d. Wisconsin

3. The Southwest Ordinance allowed slavery in all territories south of the _____ River.
 - a. Platte
 - b. Ohio
 - c. Colorado
 - d. Missouri

4. Which two tribes were defeated by whites in Black Hawk's War?
 - a. the Sioux and the Cheyennes
 - b. the Pawnees and the Chippewas
 - c. the Cherokees and the Creeks
 - d. the Sauks and the Foxes

5. What was the white man's most profitable trading good?
 - a. beaver pelts
 - b. tobacco
 - c. textiles
 - d. whiskey

6. Which town was a starting point on the Oregon Trail in 1842?
 - a. Milwaukee, Wisconsin
 - b. Terre Haute, Indiana
 - c. Independence, Missouri
 - d. Amarillo, Texas

7. Mestizos were usually people who had a mixture of _____ ancestry.
- African-American and European-American
 - Indian and African-American
 - Indian and Spanish
 - Spanish and English
8. In Arizona and New Mexico, the major farming Indians were the _____ people.
- Mestizo
 - Pueblo
 - Sioux
 - Paiutes
9. The Mexican army annihilated defenders at _____.
- the Alamo and San Jacinto
 - San Jacinto and Mexico City
 - the Alamo and Goliad
 - the Nueces River and the Alamo
10. Prior to the Mexican-American War, President Polk attempted to purchase _____ from Mexico.
- California and New Mexico
 - New Mexico and Arizona
 - Texas and Arizona
 - California and Texas

Key Term Definitions

Oregon Trail: Overland trail of more than two thousand miles that carried American settlers from the Midwest to new settlements in Oregon, California, and Utah.

Claims clubs: Groups of local settlers on the nineteenth-century frontier who banded together to prevent the price of their land claims from being bid up by outsiders at public auctions.

Santa Fe Trail: The 900-mile trail opened by American merchants for trading purposes following Mexico's liberalization of the formerly restrictive trading policies of Spain.

Tejano: A person of Spanish or Mexican descent born in Texas.

Empresario: An agent who received a land grant from the Spanish or Mexican government in return for organizing a settlement.

Alamo: Franciscan mission at San Antonio, Texas, that was the site in 1836 of a siege and massacre of Texans by Mexican troops.

Californios: Persons of Spanish descent living in California.

Mexican Cession of 1848: The addition of half a million square miles to the United States as a result of victory in the 1846 war between the United States and Mexico.

Manifest Destiny: Doctrine that the expansion of white Americans across the continent was inevitable and ordained by God; first expressed in 1845.

Answers to Self Test

1. c
2. d
3. b
4. d
5. d
6. c
7. c
8. b
9. c
10. a

Chapter Fourteen

The Politics of Sectionalism 1846-1861

Learning Objectives

Upon successful completion of this chapter, you should be able to:

1. Discuss how slavery transformed from a political issue to a moral crusade.
2. Explain how the intrusion of religion into the political process contributed to the rise of the Republican Party.
3. Describe how the elevation of slavery to a moral issue polarized the North and South during the 1850's.

Instructions to Students

- Read pages 367 - 402 of your textbook
- Reference: *American Journey: A History of the United States, Volume 1* by Goldfield, Abbott, Anderson, J. Argersinger, P. Argersinger, and Barney 7th edition, 2014



Chapter 14 discusses the turbulent political environment in the United States during the decade and a half leading to the Civil War. Topics discussed in this chapter include debates and attempts to reach compromises regarding slavery in the territories; the impact of the publication of *Uncle Tom's Cabin*; the significance of "Bleeding Kansas;" the Dred Scott decision; the Lincoln-Douglas debates; the election of 1860; and the challenges facing Abraham Lincoln during the period of southern secession.

The key terms listed below are terms with which you should be familiar.
Write your definition below each item. Check your answers at the end of this chapter.

Compromise of 1850:

Wilmot Proviso:

Popular sovereignty:

Fugitive Slave Act:

Ostend Manifesto:

Kansas-Nebraska Act:

“Bleeding Kansas”:

Know-Nothing Party:

Dred Scott decision:

Lecompton Constitution:

Panic of 1857:

Lincoln-Douglas debates:

John Brown’s Raid:

Constitutional Union Party:

Confederate States of America:

Fort Sumter:

Settling the West would enable Americans to fulfill their destiny of a continental empire. Northerners interpreted this blessing as establishing a region for free labor. For southerners, it meant an opportunity to bring their property to new lands. In these similar economic but divergent moral objectives lay the seeds of conflict.

Religious bigotry and the controversy over slavery tore apart the Second American party system. The new party structure merged religion and politics, a toxic blend. Eventually, the slavery issue overwhelmed ethnic and religious conflicts to create a sectional antislavery party, the Republicans, leaving the Democrats as America's only national party.

The political system could not resolve the controversy over slavery. As the political center eroded, the extremes rendered compromise less likely. North and South believed that they each possessed the moral high ground and the nation's legacy of constitutional government and that the other subverted both morality and democracy.

Multiple Choice Questions (Circle the correct answer)

1. The revolutions of 1848 were triggered by street protests beginning in _____.
 - a. France
 - b. Britain
 - c. Austria
 - d. Hungary

2. Ultimately, the revolutions of 1848 were _____.
 - a. victorious
 - b. victorious in some countries, but defeated in others
 - c. defeated
 - d. the catalyst for the reelection of James Polk as president

3. The Compromise of 1850 established which of the following?
 - a. the Fugitive Slave Act
 - b. rejection of California as a free state
 - c. popular sovereignty in Idaho
 - d. admission of New Mexico as a slave state

4. One of the effects of the Fugitive Slave Act was to _____.
 - a. create harmony between north and south
 - b. cause many escaped slaves to flee to Mexico
 - c. intimidate abolitionists
 - d. polarize north and south further

5. The election of 1852 _____.
 - a. was the first contested by the Republican Party
 - b. saw the strongest showing ever for the Whigs
 - c. focused primarily on troubles with Mexico
 - d. was won by a northern Democrat

6. Who was an antislavery agitator in the middle of the violent confrontation in Kansas?
 - a. Hinton Rowan Helper
 - b. Frederick Douglass
 - c. John Brown
 - d. Charles Sumner

7. The Republican Party's first candidate in a presidential election was _____.
- Abraham Lincoln
 - William H. Seward
 - Thomas Hart Benton
 - John C. Fremont
8. In the Dred Scott decision, Roger Taney argued that _____.
- free blacks were citizens
 - slavery could not be banned in any territory
 - all of the Founding Fathers intended for the rights of blacks to increase over time
 - President Pierce had exceeded his authority regarding slavery in Kansas
9. Abraham Lincoln was a popular politician in Illinois for many reasons, including _____.
- his sophisticated humor
 - his charismatic speaking style
 - his crafty avoidance of the issue of slavery
 - his firm stand that slavery should spread to the territories
10. Abraham Lincoln earned the Republican nomination for president by upsetting _____.
- Horace Greeley
 - William Seward
 - Stephen Douglas
 - James Buchanan

Key Term Definitions

Compromise of 1850: The four-step compromise that admitted California as a free state, allowed the residents of the New Mexico and Utah territories to decide the slavery issue for themselves, ended the slave trade in the District of Columbia, and passed a new fugitive slave law to enforce the constitutional provision stating that a slave escaping into a free state shall be delivered back to the owner.

Wilmot Proviso: The amendment offered by Pennsylvania Democrat David Wilmot in 1846 which stipulated that “as an express and fundamental condition to the acquisition of any territory from the Republic of Mexico . . . neither slavery nor involuntary servitude shall ever exist in any part of said territory.”

Popular sovereignty: A solution to the slavery crisis suggested by Michigan senator Lewis Cass by which territorial residents, not Congress, would decide slavery’s fate.

Fugitive Slave Act: Law that required authorities in the North to assist southern slave catchers and return runaway slaves to their owners; part of the Compromise of 1850.

Ostend Manifesto: Message sent by U.S. envoys to President Pierce from Ostend, Belgium, in 1854, stating that the United States had a “divine right” to wrest Cuba from Spain.

Kansas-Nebraska Act: Law passed in 1854 creating the Kansas and Nebraska Territories but leaving the question of slavery open to residents, thereby repealing the Missouri Compromise.

“Bleeding Kansas”: Violence between pro- and antislavery forces in Kansas Territory after the passage of the Kansas-Nebraska Act in 1854.

Know-Nothing Party: Anti-immigrant party formed from the wreckage of the Whig Party and some disaffected northern Democrats in 1854.

Dred Scott decision: Supreme Court ruling, in a lawsuit brought by Dred Scott, a slave demanding his freedom based on his residence in a free state and a free territory with his master, that slaves could not be U.S. citizens and that Congress had no jurisdiction over slavery in the territories.

Lecompton Constitution: Pro-slavery draft written in 1857 by Kansas territorial delegates elected under questionable circumstances; it was rejected by two governors, supported by President Buchanan, and decisively defeated by Congress.

Panic of 1857: Banking crisis that caused a credit crunch in the North; it was less severe in the South, where high cotton prices spurred a quick recovery.

Lincoln-Douglas debates: Series of debates in the 1858 Illinois senatorial campaign during which Democrat Stephen A. Douglas and Republican Abraham Lincoln staked out their differing opinions on the issue of slavery in the territories.

Key Term Definitions

John Brown's Raid: New England abolitionist John Brown's ill-fated attempt to free Virginia's slaves with a raid on the federal arsenal at Harpers Ferry, Virginia, in 1859.

Constitutional Union Party: National party formed in 1860, mainly by former Whigs, that emphasized allegiance to the Union and strict enforcement of all national legislation.

Confederate States of America: Nation proclaimed in Montgomery, Alabama, in February 1861 after the seven states of the Lower South seceded from the United States.

Fort Sumter: Begun in the late 1820s to protect Charleston, South Carolina, it became the center of national attention in April 1861 when President Lincoln attempted to provision federal troops at the fort, triggering a hostile response from on-shore Confederate forces, opening the Civil War.

Answers to Self Test

1. a
2. c
3. a
4. d
5. d
6. c
7. d
8. b
9. b
10. b

Chapter Fifteen

Battle Cries and Freedom Songs: The Civil War 1861-1865

Learning Objectives

Upon successful completion of this chapter, you should be able to:

1. Define the North's key advantages at the outset of the War.
2. Discuss how the two sides' objectives dictated their strategies in the early years of the War.
3. Discuss how the Emancipation Proclamation changed the nature of the War.
4. Describe how the changing nature of the War affected soldiers on both sides.
5. Explain the impact that the War had on the North's economy.
6. Describe the War's effect on civilian life in the South.
7. Explain Grant's strategy for ending the War.

Instructions to Students

- Read pages 403 - 448 of your textbook
- Reference: *American Journey: A History of the United States, Volume 1* by Goldfield, Abbott, Anderson, J. Argersinger, P. Argersinger, and Barney 7th edition, 2014



Chapter 15 discusses the Civil War. Special emphasis is given to the relative advantages and disadvantages of each side on the eve of war; the capabilities and limitations of Presidents Lincoln and Davis; each side's military strategies and attitudes about the length and nature of the war; the major battles of the years from 1861 to 1863; the events culminating in Lincoln's decision to issue the Emancipation Proclamation; the impact of the Civil War on the economy, political life, and social life (particularly gender roles, race relations, and faith) in the Union and the Confederacy; the military accomplishments of Grant and Sherman during 1864 and 1865; and an assessment of the overall impact of the war on the United States.

The key terms listed below are terms with which you should be familiar.
Write your definition below each item. Check your answers at the end of this chapter.

Emancipation Proclamation:

First Confiscation Act:

Second Confiscation Act:

Copperheads:

Radical Republicans:

Homestead Act:

Land Grant College Act:

New York Draft Riot:

Thirteenth Amendment:

Neither side was prepared for a major war. The Confederacy lacked a national army and the Union had a regular army of only 16,000 men. Mobilization required the recruitment of soldiers to fight and bureaucrats to manage the war effort. How both sides went about these efforts reflected both their different objectives and the distinctive personalities of their leaders.

The North's offensive strategy dictated the course of the first two years of the war in both the eastern and western theaters. The Confederates adopted a mostly defensive strategy, only occasionally mounting direct attacks on Union forces. By the end of 1862, the outcome of the war remained uncertain.

Military necessity and Lincoln's private moral objection to slavery propelled the president to abolish the institution. Although The Emancipation Proclamation had a limited practical impact, it joined freedom for the slaves to the salvation of the Union as dual objectives of the Federal war effort, thereby changing the nature of the war.

Despite Confederate successes holding the Union armies at bay in the East, the protracted nature of the war drained precious resources and convinced southern strategists to undertake risky invasions of the North. The outcomes of these battles combined with Federal victories in the West tilted the course of the war in the Union's favor.

Republican dominance in Congress and military victories in 1863 enabled the Lincoln administration to pass legislation expanding the federal government's role in economic development. The wartime economic boom allowed women to enter the workforce in record numbers, though it also produced labor and racial conflict.

Mounting battlefield losses after 1863 shredded the southern economy, creating increasing misery for the civilian population, and reduced support for the war. Southern leaders hoped that their defensive strategy would ultimately encourage a war-weary North to call for an end to the conflict before the Confederacy ran out of resources to wage it.

Despite Union successes, Confederate armies remained operative in both the West and the East in the spring of 1864. President Lincoln's appointment of General Ulysses S. Grant as commander of all the Union armies produced a coordinated military strategy designed to bring the long and bloody war to a swift end. The Union prevailed in 1865.

Multiple Choice Questions (Circle the correct answer)

1. In the spring of 1862, the Confederacy _____.
 - a. had to turn away recruits because so many had volunteered
 - b. enacted the first general draft in American history
 - c. was recognized by the government of England
 - d. exiled thousands of pro-Union southerners

2. Which of the following states initially joined the Confederacy?
 - a. Maryland
 - b. Kentucky
 - c. Delaware
 - d. North Carolina

3. In the West, General Ulysses S. Grant employed the wise strategy of _____.
 - a. guerrilla war tactics
 - b. deceptive stalling tactics
 - c. recruiting dissatisfied southerners
 - d. combined land and river attacks

4. Robert E. Lee _____.
 - a. was born in Georgia
 - b. came from an impoverished background
 - c. had a famous father who fought in the Revolutionary War
 - d. had avoided military service until the outbreak of the Civil War

5. The Emancipation Proclamation _____.
 - a. was widely opposed in the North
 - b. did not provide any military advantages for the Union
 - c. emancipated only the slaves of the border states
 - d. freed the slaves of all states in rebellion

6. The bloodiest single day of fighting in American history occurred at _____.
 - a. Vicksburg
 - b. Antietam
 - c. Fredericksburg
 - d. Seven Pines

7. The Union captured Vicksburg by _____.
 - a. not using their navy as the Confederates expected
 - b. launching a guerrilla attack in the swamps of Mississippi
 - c. surrounding it and laying siege with artillery fire
 - d. recruiting disgruntled southerners to the Union cause

8. The Homestead Act _____.
 - a. granted 40 acres to settlers
 - b. was passed during the last days of the Civil War
 - c. required settlers to cultivate the land and build a house
 - d. was opposed by President Lincoln

9. Which state was formed when it seceded from the Confederacy?
 - a. North Carolina
 - b. West Virginia
 - c. Missouri
 - d. Arkansas

10. Who did President Lincoln name as commander of all Union forces in March, 1864?
 - a. William T. Sherman
 - b. Ulysses S. Grant
 - c. George McClellan
 - d. Ambrose Burnside

Key Term Definitions

Emancipation Proclamation: Decree announced by President Abraham Lincoln in September 1862 and formally issued on January 1, 1863, freeing slaves in all Confederate states still in rebellion.

First Confiscation Act: Law passed by Congress in August 1861 which liberated only those slaves who had directly assisted the Confederate war effort or whose masters were openly disloyal to the Union.

Second Confiscation Act: Law passed by Congress in July 1862 giving Union commanders the right to seize slave property as their armies marched through Confederate territory.

Copperheads: A term Republicans applied to northern war dissenters and those suspected of aiding the Confederate cause during the Civil War.

Radical Republicans: A shifting group of Republican congressmen, usually a substantial minority, who favored the abolition of slavery from the beginning of the Civil War and later advocated harsh treatment of the defeated South.

Homestead Act: Law passed by Congress in 1862 providing 160 acres of land free to anyone who would live on the plot and farm it for five years.

Land Grant College Act: Law passed by Congress in July 1862 awarding proceeds from the sale of public lands to the states for the establishment of agricultural and mechanical (later engineering) colleges; also known as the Morrill Act, after its sponsor, Congressman Justin Morrill of Vermont.

New York Draft Riot: A mostly Irish-immigrant protest against conscription in New York City in July 1863 that escalated into class and racial warfare that had to be quelled by federal troops.

Thirteenth Amendment: Constitutional amendment ratified in 1865 that freed all slaves throughout the United States.

Answers to Self Test

1. b
2. d
3. d
4. c
5. d
6. b
7. c
8. c
9. b
10. b

Chapter Sixteen

Reconstruction 1865-1877

Learning Objectives

Upon successful completion of this chapter, you should be able to:

1. Describe how white southerners responded to defeat.
2. Identify the reasons why black aspirations generated southern white violence.
3. Discuss how Congressional Reconstruction changed the status of the former slaves in the South.
4. Explain why white northerners and the federal government were complicit in denying freed slaves the basic rights of American citizenship.
5. Describe how and why Reconstruction ended.

Instructions to Students

- Read pages 449 - 480 of your textbook
- Reference: *American Journey: A History of the United States, Volume 1* by Goldfield, Abbott, Anderson, J. Argersinger, P. Argersinger, and Barney 7th edition, 2014



Chapter 16 presents an overview of the Reconstruction era, focusing on the following topics: the disparity between southern white and African American expectations for the post-war South, federal programs for Reconstruction, the successes and failures of Republican state governments in the South during Reconstruction, and the circumstances and decisions that brought an end to the Reconstruction era.

The key terms listed below are terms with which you should be familiar.
Write your definition below each item. Check your answers at the end of this chapter.

Lost Cause:

Freedmen's Bureau:

Field Order No. 15:

Southern Homestead Act:

Sharecropping:

Fourteenth Amendment:

Congressional Reconstruction:

Tenure of Office Act:

Fifteenth Amendment:

Scalawags:

Carpetbaggers:

Union League:

Ku Klux Klan:

Redeemers:

Compromise of 1877:

Slaughterhouse cases:

United States v. Cruikshank:

White southerners confronted a devastated homeland after the war. In order to cope with defeat and devastation, they rationalized their efforts during the war. The Lost Cause provided personal relief, affirmed their faith, and offered collective justification for their attitudes and policies toward former slaves and northerners.

Former slaves viewed the war's outcome very differently from their white neighbors. Freedom was just the beginning. They hoped to build productive and independent lives and exercise the rights of citizenship. Their hopes depended to a great extent on how much support they would receive from the federal government.

White southerners reacted to President Andrew Johnson's mild Reconstruction program by oppressing the freed slaves and returning leading Confederates to power. Northern voters retaliated in 1866, sending strong Republican majorities to the Congress where members enacted a series of measures to guarantee freedmen's rights and limit the influence of former Rebels.

White southerners responded violently to Congressional Reconstruction, engaging in acts of terror to limit African American participation in southern governments and in economic life. Northern whites grew increasingly indifferent to black aspirations and sympathized with southern white allegations of black fraud and incompetence. This period is known as Counter-Reconstruction, 1870 – 1874.

The Republican Party, fearing a backlash from their northern constituents, abandoned Reconstruction policy. Paramilitary groups roamed the South in support of white Democratic candidates, effectively suppressing black political power. The election of 1876 and the subsequent Compromise of 1877 restored white southerners and white supremacy to power in the South.

Multiple Choice Questions (Circle the correct answer)

1. Which of the following was an act that white southerners interpreted as northern interference?
 - a. gun laws
 - b. education for poor children of all races
 - c. economic reforms
 - d. assistance to southern blacks

2. By the 1880s, the value of black-owned farms was _____ the value of white-owned farms.
 - a. half
 - b. a third
 - c. two-thirds
 - d. three-quarters

3. The majority of rural southern blacks worked as _____.
 - a. foremen
 - b. merchants
 - c. carriage drivers
 - d. unskilled laborers

4. The immediate response to President Johnson's Reconstruction plan included _____.
 - a. opposition by the majority of northern Democrats
 - b. resistance by white southerners to various provisions
 - c. the loss of Johnson's reputation as a moderate
 - d. the call for elections in which southern blacks voted

5. Congress successfully managed to override President Johnson's veto of the _____.
 - a. Thirteenth Amendment
 - b. Civil Rights Act of 1875
 - c. American Equal Rights Act
 - d. Civil Rights Act of 1866

6. The winner of the 1868 presidential election was _____.
 - a. Rutherford B. Hayes
 - b. Andrew Johnson
 - c. Horatio Seymour
 - d. Ulysses S. Grant

7. Of the following, who was/were most conciliatory to the desires of white southerners to deny rights and privileges to blacks?
- President Johnson
 - radical Republicans
 - moderate Republicans
 - abolitionists
8. The Colored Monitor Union club was _____.
- an organized confederation of northern black religious leaders
 - organized for blacks to have an alternative to the Republican Party
 - a strong voice in favor of universal manhood suffrage
 - a major supporter of separate but equal facilities
9. The Liberal Republicans of the early 1870s _____.
- splintered their party and weakened Reconstruction policies
 - strengthened the national dominance of the Republican Party
 - called for more radical democratic reforms in the South
 - rejected ideas that espoused the “scientific” superiority of whites
10. To challenge the state’s Republican government in Louisiana, a group of elite Democrats in New Orleans organized a military organization called _____.
- Redeemers
 - Anti-Reconstructionists
 - the White League
 - Orleans for Justice

Key Term Definitions

Lost Cause: The phrase many white southerners applied to their Civil War defeat. They viewed the war as a noble cause and their defeat as only a temporary setback in the South's ultimate vindication.

Freedmen's Bureau: Agency established by Congress in March 1865 to provide social, educational, and economic services, advice, and protection to former slaves and destitute whites; lasted seven years.

Field Order No. 15: Order by General William T. Sherman in January 1865 to set aside abandoned land along the southern Atlantic coast for 40-acre grants to freedmen; rescinded by President Andrew Johnson later that year.

Southern Homestead Act: Largely unsuccessful law passed in 1866 that gave black people preferential access to public lands in five southern states.

Sharecropping: Labor system that evolved during and after Reconstruction whereby landowners furnished laborers with a house, farm animals, and tools and advanced credit in exchange for a share of the laborer's crop.

Fourteenth Amendment: Constitutional amendment passed by Congress in April 1866 incorporating some of the features of the Civil Rights Act of 1866. It prohibited states from violating the civil rights of their citizens and offered states the choice of allowing black people to vote or losing representation in Congress.

Congressional Reconstruction: Name given to the period 1867–1870 when the Republican dominated Congress controlled Reconstruction era policy. It is sometimes known as Radical Reconstruction, after the radical faction in the Republican Party.

Tenure of Office Act: Passed by the Republican-controlled Congress in 1867 to limit presidential interference with its policies, the act prohibited the president from removing certain officeholders without the Senate's consent. President Andrew Johnson, angered at what he believed to be an unconstitutional attack on presidential authority, deliberately violated the act by firing Secretary of War Edwin M. Stanton. The House responded by approving articles of impeachment against a president for the first time in American history.

Fifteenth Amendment: Passed by Congress in 1869, guaranteed the right of American men to vote, regardless of race.

Scalawags: Southern whites, mainly small landowning farmers and well-off merchants and planters, who supported the southern Republican Party during Reconstruction for diverse reasons; a disparaging term.

Key Term Definitions

Carpetbaggers: Pejorative term to describe northern transplants to the South, many of whom were Union soldiers who stayed in the South after the war.

Union League: A Republican Party organization in northern cities that became an important organizing device among freedmen in southern cities after 1865.

Ku Klux Klan: Perhaps the most prominent of the vigilante groups that terrorized black people in the South during Reconstruction Era, founded by Confederate veterans in 1866.

Redeemers: Southern Democrats who wrested control of government in the former Confederacy from Republicans, often through electoral fraud and violence, beginning in 1870.

Compromise of 1877: The congressional settling of the 1876 election that installed Republican Rutherford B. Hayes in the White House and gave Democrats control of all state governments in the South.

Slaughterhouse cases: Group of cases resulting in one sweeping decision by the U.S. Supreme Court in 1873 that contradicted the intent of the Fourteenth Amendment by decreeing that most citizenship rights remained under state, not federal, control.

United States v. Cruikshank: Supreme Court ruling of 1876 that overturned the convictions of some of those responsible for the Colfax Massacre, ruling that the Enforcement Act applied only to violations of black rights by states, not individuals.

Answers to Self Test

1. d
2. a
3. d
4. b
5. d
6. d
7. a
8. c
9. a
10. c

The Unit Examination

The unit examination contains 25 multiple choice questions, as well as a writing assignment.

Your grade on the examination will be determined by the percentage of correct answers. The university utilizes the following grading system:

| | |
|---------------------------|----------------|
| A = 90% – 100% correct | 4 grade points |
| B = 80% – 89% correct | 3 grade points |
| C = 70% – 79% correct | 2 grade points |
| D = 60% – 69% correct | 1 grade point |
| F = 59% and below correct | 0 grade points |

Completing Unit Four Examination

Before beginning your examination, we recommend that you thoroughly review the textbook chapters and other materials covered in each unit and follow the suggestions in the *Mastering the Course Content* section of the syllabus.

This unit examination consists of objective test questions as well as a comprehensive writing assignment selected to reflect the learning objectives identified in each chapter covered so far in your textbook.

Additional detailed information on completing the examination, writing standards and how to submit your completed examination may be found in the syllabus for this course.

Multiple Choice Questions (Enter your answers on the enclosed answer sheet)

1. By 1850, the population of the United States had grown to _____ million.
 - a. twelve
 - b. twenty-three
 - c. fifty-five
 - d. one hundred

2. Which product became the Old Northwest's major cash crop for the northern market?
 - a. corn
 - b. hogs
 - c. soybeans
 - d. wheat

3. By the 1840s, there was an extraordinary demand for _____.
 - a. corn
 - b. wheat
 - c. rice
 - d. cotton

4. In 1840, approximately _____ Native Americans lived in the plains and mountains of the Trans-Mississippi West.
 - a. 250,000
 - b. 500,000
 - c. 350,000
 - d. 100,000

5. What were the two products traded by branches of the Sioux tribe at the yearly trade fair?
 - a. buffalo robes and corn
 - b. beaver pelts and buffalo robes
 - c. horses and beaver pelts
 - d. corn and rifles

6. A treaty signed in 1818 created joint control of the Oregon Territory by the United States and _____.
 - a. Great Britain
 - b. the Nez-Perces Indians
 - c. the Sioux Indians
 - d. France

7. The greatest cause of the 5,000 deaths that occurred on the Oregon Trail was _____.
- lack of water
 - starvation
 - disease
 - Indian raids
8. Which of the following was one of the proposed solutions to slavery in the territories that dominated the debate from the late 1840s until 1861?
- extension of the Missouri Compromise line to Utah
 - popular sovereignty
 - temporary protection of the right to own slaves
 - gradually legislating an end to slavery
9. The revolutions of 1848 were driven by _____.
- peasant laborers
 - the working and middle classes
 - the Protestant clergy
 - high-ranking army officers
10. In January of 1848, gold was discovered in _____.
- New Mexico
 - California
 - Texas
 - Florida
11. Reaction against the Fugitive Slave Act was strongest among _____.
- members of the Free-Soil Party
 - northern blacks
 - working-class ethnic groups
 - conscience Whigs
12. The influential novel Uncle Tom's Cabin was written by _____.
- Hinton Rowan Helper
 - Angelina Grimke
 - Frederick Douglass
 - Harriet Beecher Stowe

13. Stephen Douglas supported which of the following ideas?
- limiting the nation's rail system
 - popular sovereignty
 - the Oklahoma-Nebraska Act
 - immediatism
14. Which state refused the call when President Lincoln called for troops?
- Kentucky
 - Virginia
 - South Carolina
 - All of the above
15. Several counties in the western part of _____ supported the Union and eventually became the 35th state.
- Kentucky
 - Tennessee
 - West Virginia
 - Missouri
16. At the beginning of the war, the North controlled _____ percent of the nation's industrial capacity.
- 25
 - 50
 - 77
 - 90
17. When Joseph Johnston was badly wounded at the Battle of Seven Pines, he was replaced by _____.
- Ulysses S. Grant
 - Thomas Jackson
 - Robert E. Lee
 - Ambrose Burnside

18. The Confiscation Act of 1862 _____.
- a. earned French support for the Union's cause
 - b. ordered the seizure of land from disloyal southerners
 - c. was unpopular among northern abolitionists
 - d. extended the naval blockade of the South
19. The Thirteenth Amendment to the Constitution outlawed _____.
- a. slavery in just the Deep South
 - b. slavery in just the border states
 - c. slavery everywhere in the United States
 - d. illegal trade with the Confederacy
20. Following the Civil War, most southern whites resisted African Americans as _____.
- a. equals
 - b. foreigners
 - c. neutral to their interests
 - d. none of the above
21. In the early years of Reconstruction, the Freedmen's Bureau was successful at _____.
- a. permanently securing suffrage for black males
 - b. stopping all violence committed against ex-slaves
 - c. raising black literacy above 30 percent
 - d. convincing southern whites to accept the Wade-Davis Bill
22. After the Civil War, many southern blacks _____.
- a. received job training through federal programs
 - b. voted for Democrats in national elections
 - c. migrated to southern cities
 - d. objected to passage of the Fifteenth Amendment
23. President Johnson, like most white northerners, believes that African Americans _____.
- a. were inferior
 - b. should have a voice in government
 - c. lacked a free man's will
 - d. deserved reparations

24. The first United States president to be impeached in the House of Representatives was _____.

- a. John Adams
- b. Andrew Jackson
- c. Andrew Johnson
- d. Bill Clinton

25. Which statement about the Fourteenth Amendment is true?

- a. It guaranteed all citizens equality before the law.
- b. It weakened the Civil Rights Act of 1866.
- c. It was supported by President Johnson.
- d. It guaranteed all females the right to vote.

Writing Assignment for Unit Four

- Include your **name, student number, course number, course title and unit number** with your writing assignment.
- Begin each writing assignment by identifying the question number you are answering followed by the actual question itself (in bold type).
- Use a standard essay format for responses to all questions (i.e., an introduction, middle paragraphs and conclusion).
- Responses must be typed double-spaced, using a standard font (i.e. Times New Roman) and 12 point type size.

Word count is NOT one of the criteria that is used in assigning points to writing assignments. However, students who are successful in earning the maximum number of points tend to submit writing assignments that fall in the following ranges:

Undergraduate courses: 350 - 500 words or 1 - 2 pages.
Graduate courses: 500 - 750 words or 2 - 3 pages.
Doctoral courses: 750 - 1000 words or 4 - 5 pages.

Plagiarism

All work must be free of any form of plagiarism. **Put written answers into your own words.** Do not simply cut and paste your answers from the Internet and do not copy your answers from the textbook. Be sure to refer to the course syllabus for more details on plagiarism and proper citation styles.

Please answer ONE of the following:

1. Discuss the ways in which the North and South had become far different cultures in the areas of politics, economics, and social customs.
2. What were the vital factors that led to a Union victory in the Civil War?
3. Historians are divided in opinion regarding Reconstruction's events and outcomes. What do you feel were the events that best expressed the Reconstruction period? Why do you feel Reconstruction reforms were ended in 1877?

Congratulations!

You have completed Unit 4.

Now let's sharpen our pencils for the Final Exam.

We are confident you will do well.



About the Final Examination

After you have successfully completed all of the unit examinations and writing assignments, it will be time for you to take the final examination.

The final examination will be provided by student services only after you have completed all four unit examinations and submitted all four writing assignments.

Scheduling a Final Examination

Final examination requests can be submitted via U.S. mail, online through the Coast Connection student portal, or by calling the Testing Department at (714) 547-9625.

A final exam scheduling form is located on the last page of this study guide. Please fill out ALL required fields and mail it to the university.

If you would like to request a final exam online, log into the Coast Connection student portal and click on My Academic Plan. Select the course you are working on and submit the Final Exam Request form located at the bottom of the page. ALL INFORMATION MUST BE FILLED IN.

Final exams will only be sent if you have completed all four unit examinations and submitted all four writing assignments.

Submitting Your Final Examination

Final Examinations can be submitted by mail, fax or online through the Coast Connection student portal.

After you have completed your exam, you or your proctor can fax it to the Grading Department at (714) 547-1451 or mail it to the university. When faxing exams, please do not resize your fax.

For online submissions, once you have logged into the student portal, click on My Academic Plan and select the course you are working on to complete the final examination. You must input the unique password that was sent to your proctor in order to unlock your final examination questions. Remember to keep a copy of your answers for your own personal records.

The university requires all final examinations to be completed under the supervision of a proctor. A proctor can be any reputable person other than a relative, someone who resides with you or a current/former CCU student.

It is your responsibility, as the student, to inform your proctor of the following duties:

- The proctor must assure that all final examination material is kept secure and confidential.
- Verify the student's government issued identification.
- Assure that the student completes the examination without any outside assistance of any kind other than the course textbook, notes and other study materials.
- Follow all online instructions for submitting the final examination, **or**
- Return the signed and completed answer sheet to CCU for grading and evaluation via mail or fax.

Today's Date: _____ Student I.D.: _____

Student's Name: _____

Student's Email: _____

Daytime Telephone: _____ Evening Telephone: _____

Course Number: _____ Course Title: _____

Please send the Final Examination to:

Proctor's Name: _____

Relationship to the Student: _____

Street Address: _____

City: _____ State: _____ Zip Code: _____

Proctor's Email: _____

Proctor's Telephone Number: _____

Student's Signature _____

All information must be filled in, otherwise, your request will not be processed.

