The Statue of Liberty

Under the appropriate columns.

As you read this section, list key events.

Create a chart like the one below. As you read this section, fill key events under the appropriate columns.

<table>
<thead>
<tr>
<th>Event</th>
<th>Before Civil War</th>
<th>After Civil War</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expansion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amendment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Checkpoint** Describe the United States’ physical expansion during the 1800s.

**Vocabulary Builder**

Use the information below and the following resources to teach the high-use word from this section.

**Expansion**

- **Dominant, p. 381**
  - to rule or control by superior power or influence
  - White settlers dominated Native Americans during the 1800s and continued to push them off their lands.

**High-Use Word**

- Definition and Sample Sentence

**Objectives**

- Describe how the United States developed before and after the Civil War.
- Summarize how American democracy grew before and after the Civil War.
- Analyze the impact of economic growth and social reform on the United States.

**Prepare to Read**

Build Background Knowledge

Point out that in 1800, the U.S. was a small, isolated country of farmers and merchants. Ask students to predict how the U.S. would develop into a large, highly developed country with a mixed population.

Set a Purpose

_**Witness History**_ Read the selection aloud or play the audio. Ask students to predict how people might have felt when they saw the Statue of Liberty? 

**Ask** How do you think people might have felt when they saw the Statue of Liberty? (Sample: hopeful, relieved, welcomed) Ask students to predict the effects of the large number of immigrants entering the United States.

**Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 4 Assessment answers.)

**Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.

**Note Taking** Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students fill in the chart listing key events before and after the Civil War.

**Step-by-Step**

Section 4 Assessment answers.

**Chapter 11 Section 4 377**
Territorial Expansion

Instruct

- Introduce Display Color Transparency 141: Expansion of the United States. Have students identify when their community became part of the United States. Ask students to predict what challenges would arise when settling this new territory.
- Color Transparencies, 141
- Teach Sharie with students the History Background note at the bottom of this page. Then ask Who benefited from American expansionism? (white settlers who settled the captured lands) Who was hurt by this expansionism? (Native Americans who lost their land or who died fighting for it)
- Quick Activity Refer students to the Traveler’s Tales on Lewis and Clark on this page. Have students work in groups to discuss the costs and benefits of an expedition like Lewis and Clark’s. Using the Numbered Heads strategy (TE, p.723), have students share their conclusions with the class.

Independent Practice

Traveler’s Tales To help students learn more about the Lewis and Clark expedition, have them read the selection From the Journals of Lewis and Clark and complete the worksheet.

Monitor Progress

As students fill in their charts, circulate to make sure they are placing key events under the correct headings. For a completed version of the chart, see Note Taking Transparencies, 159

Answers

It extended its boundaries by buying the Louisiana territory, adding Florida and territories west of Louisiana, buying Alaska, and annexing the Hawaiian Islands.

Thinking Critically

1. There was a river, and the ocean had a rocky shore.
2. Sample: He was willing to trade fairly with the Indians and trust the guide.

History Background

Settling the West During the 1800s, settlers flocked to newly acquired western lands. The discovery of gold in California drew a flood of easterners. Other people, like the Mormons, sought a place to practice their religion freely. Still others headed west in the spirit of adventure.

Thewaves of settlers brought tragedy to Native Americans. Following a pattern that began in colonial days, newcomers pushed the Indians off their lands, sometimes by treaty, but more often by force. Some Native Americans resisted the invaders, but they were outgunned and outnumbered. As settlers moved westward, they destroyed the buffalo herds on which the Plains Indians depended.

378 Growth of Western Democracies
Challenges for African Americans

During the war, Lincoln issued the Emancipation Proclamation, by which enslaved African Americans from the North fought against the Confederate Army of the South. This scene shows the black 54th Massachusetts Regiment of the Union Army attacking Fort Wagner in South Carolina.

The American Civil War, 1861–1865

The Civil War and Its Aftermath

Economic differences, as well as the slavery issue, drew the Northern and Southern regions of the United States apart. The division reached a crisis in 1860 when Abraham Lincoln was elected president. Lincoln opposed extending slavery into new territories. Southerners feared that he would eventually abolish slavery altogether and that the federal government would infringe on their states' rights.

North vs. South

Soon after Lincoln's election, most southern states seceded, or withdrew, from the Union and formed the Confederate States of America. This action sparked the Civil War, which lasted from 1861 to 1865. The South had fewer resources, fewer people, and less industry than the North. Still, Southerners fought fiercely to defend their cause. The Confederacy finally surrendered in 1865. The struggle cost more than 600,000 lives—the largest casualty figure of any American war.

Challenges for African Americans

During the war, Lincoln issued the Emancipation Proclamation, which outlawed African Americans in the South. They were allowed to vote. After the war, three amendments to the Constitution banned slavery throughout the country and granted political rights to African Americans. Under the Fifteenth Amendment, African American men won the right to vote.

Still, African Americans faced many restrictions. In the South, state laws imposed segregation, or legal separation of the races, in hospitals, schools, and other public places. Other state laws imposed conditions for voter eligibility that, despite the Fifteenth Amendment, prevented African Americans from voting.

Checkpoint: What changes did the Civil War bring about for African Americans?

Expanding Democracy

Instruct

- Introduce: Write the opening statement of the Seneca Falls Declaration on the board: “We hold these truths to be self-evident: that all men and women are created equal.” Ask: What does this sentence remind you of? (The opening of the Declaration of Independence)
- What is different about it? (It includes women, whom the Declaration did not.) Explain that in the 1800s, some women began a campaign to gain equal rights and that they based their claim on the basic documents of American life—the Declaration and the Constitution.
- Teach: Ask: What goals did American reformers of the early 1800s seek? (end to the sale of alcohol, better treatment of the mentally ill, free public education, an end to slavery, equal rights for women) How were the last two movements related? (Many women took part in the abolitionist movement, but two grew frustrated when they were not allowed to speak at a major meeting because they were women; soon after, they held the first meeting in favor of women’s rights.)

Quick Activity: Display Color Transparency 142: Expansion of Suffrage in the United States. Have students compare the women’s suffrage movement in the United States to those of Britain and France.

Independent Practice

Viewpoints: To help students learn more about abolitionism, have them read Two Approaches to Abolition and complete the worksheet.

Monitor Progress

To check student understanding, ask them to explain how women and enslaved people sought greater rights in the United States.

Answers

- They pointed out that some people—slaves and women—did not have all the rights that white males enjoyed.
- The Civil War ended slavery, and new amendments to the Constitution granted them political rights and the right to vote.

Chapter 11 Section 4
The Civil War and Its Aftermath/Economic Growth and Social Reform

Instruct

- Introduce: Vocabulary Builder
  Have students read the Vocabulary Builder term and definition on the next page. Point out that one cause of the Civil War was that the South did not want the North to dominate, or control, its way of life.

- Teach
  Last the divisions that existed in the U.S. in the years leading up to the Civil War. Then ask What led to the outbreak of the Civil War? (The South resisted the abolition of slavery and the encroachment on states’ rights.) What happened as a result of the Civil War? (The South lost, slavery was ended, and 600,000 people lost their lives.) Why was the Civil War an incomplete victory for African Americans? (Although slavery was ended, governments in the South moved to take away their rights through segregation and also caused them to live in poverty as tenant farmers.) How did the U.S. change after the war? (It grew to become a world leader in agriculture and industry.)

- Quick Activity
  Web Code: nbp-2345
  will take students to an interactive map. Have students complete the interactivity and then answer the questions in the text.

Independent Practice

Have students fill in the Outline Map The Expansion of the United States and label the territories added to the country.

- Teaching Resources, Unit 3, p. 55

Monitor Progress

- Circle make sure students are filling in their Outline Maps accurately. Administer the Geography Quiz.
- Teaching Resources, Unit 3, p. 56
- Check Reading and Note Taking Study Guide entries for student understanding.

Answers

Map Skills
1. Review locations with students.
2. France, Mexico, Russia
3. Sample treaty, purchase, or settled before 1783

Photography
Photography began in the 1800s. The earliest photographers, like those today, took portraits in their studios and brought their equipment outside to record the events of the day. Although technology has changed, photographers continue to work to record people in all walks of life and capture the moments of history. Many photographers still use film for their work, but digital cameras are becoming more popular, and computer skills—to handle editing software—are highly valuable. Some photographers work for news organizations, retail stores, or studios. The majority, though, are freelancers. These self-employed people must use contacts and advertising to find work. Some photographers earn additional income by licensing their pictures to stock agencies, which charge publishers fees to use them in books, magazines, and other media.

Careers

Photographer
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Economic Growth and Social Reform

After the Civil War, the United States grew to lead the world in industrial and agricultural production. A special combination of factors made this possible including political stability, private property rights, a free enterprise system, and an inexpensive supply of land and labor—supplied mostly by immigrants. Finally, a growing network of transportation and communications technologies aided businesses in transporting resources and finished products.

Business and Labor


The growing prosperity was not shared by all. In factories, wages were low and conditions were often brutal. To defend their interests, American workers organized labor unions such as the American Federation of Labor. Unions sought better wages, hours, and working conditions. Struggles with management sometimes erupted into violent confrontations. Slowly, however, workers made gains.

Populists and Progressives

In the economic hard times of the late 1800s, farmers also organized themselves to defend their interests. In the 1890s, they joined city workers to support the new Populist party. The Populists became a major party, but their platform of reforms, such as an eight-hour workday, eventually became law.

By 1900, reformers known as Progressives also pressed for change. They sought laws to ban child labor, limit working hours, regulate monopolies, and give voters more power. Another major goal of the Progressives was obtaining voting rights for women. After a long struggle, American suffragists finally won the vote in 1920, when the Nineteenth Amendment went into effect.

Checkpoint Describe the factors that helped the United States become an industrial and agricultural leader.

Section 4 Assessment

1. Terms, People, and Places
   1. Place each of the key terms at the beginning of the section into one of these two categories: geography or pol- itics. Explain your choices.

2. Reading Skill: Categorize Use the completed chart to answer the focus questions. How did the United States develop during the 1800s?

3. Summarize and Critical Thinking
   Describe how the United States grew in each of these areas in the 1800s: (a) territory, (b) population, (c) economy.

4. Identify Central Issues
   Describe two ways that democracy expanded.

5. Draw Conclusions
   (a) How did immigrants benefit from economic growth in the United States after the Civil War? (b) What problems did workers face?

Vocabulary Builder

anorah (an uh rahn) v. to rule or dominate

Writing About History

Quick Write: Write a Thesis Statement Conduct research to learn more about American entrepreneur, Andrew Carnegie. While some historians have portrayed Carnegie in which you summarize your information into a multimedia presentation.

Thesis statements should take a clear position on Carnegie’s career and suggest the reasons for that position.

For additional assessment, have students access Progress Monitoring Online at Web Code nba-2346.

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