

CH-1

MANY CULTURES MEET

Biography

Portugal's location on the Atlantic Ocean and its proximity to Africa proved favorable for trade and exploration. As a result, Portugal took the lead in early exploration of the Atlantic. Beginning in 1419, Portugal's sailing program fell under the direction of Prince Henry the Navigator, who advanced Portuguese efforts to navigate the ocean and locate valuable sources of wealth. ♦ *As you read the following biography, consider the importance of Prince Henry the Navigator's contributions. Then, on a separate sheet of paper, answer the questions that follow.*

Prince Henry the Navigator (1394–1460)

Prince Henry the Navigator was born in 1394, the son of King John of Portugal. Along with his older brothers, Duarte and Pedro, Henry persuaded his father to carry out a campaign against the Moroccan city of Ceuta in 1415. The campaign was successful, and Henry was named governor of the city. He later returned to Portugal, where he was made a duke.

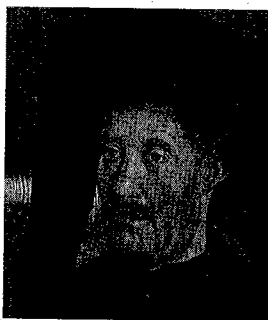
At this time, Prince Henry began to develop a strong interest in navigation and exploration. In 1416, he established a navigational school in the Portuguese city of Sagres. At the school, students could learn about the latest developments in geography, astronomy, mapmaking, and sailing technology. Henry helped oversee the development of the caravel, a new type of Portuguese ship, as well as navigational tools such as the astrolabe and the quadrant.

Navigators from Prince Henry's school made many important voyages. They sailed to the Madeira Islands and eventually began exploring the coast of West Africa. Henry had heard of large supplies of gold in West

Africa, and through trade in this region, the Portuguese began to acquire some of this gold. Their success demonstrated that West Africa represented a valuable source of wealth and boosted the popularity of exploration in the region. Portuguese explorations sponsored by Prince Henry also opened the slave trade between European nations and Africa.

Under the commission of Prince Henry, Portuguese navigators continued to venture farther down the coast of West Africa. In 1460, they reached their farthest point, near present-day Sierra Leone.

Although Prince Henry himself never took part in a voyage of exploration, he had a significant influence on European navigation and exploration. His contributions to these fields and his support of navigators helped Portugal become a powerful and important colonial nation. Prince Henry's work also helped launch the age of European exploration and colonization of the rest of the world.



Prince Henry the Navigator,
The Art Archive / Museo de
Arte Antiga Lisbon / Dagli Orti

Questions to Think About

1. What advances in navigational technology were developed with Prince Henry's support?
2. What was the farthest point on the coast of West Africa reached by Prince Henry's navigators?
3. **Analyze Cause and Effect** How did Prince Henry's actions affect European exploration?

CH-2

EUROPEANS ESTABLISH COLONIES

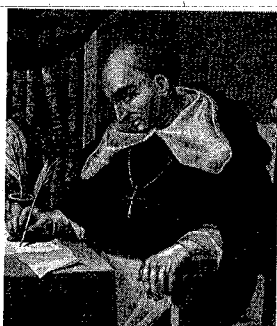
Biography

During the 1500s, the Spanish explored and colonized much of the Americas. The term *conquistador* means "conqueror" and refers to any one of the leaders of Spanish conquests in the Western Hemisphere. Spanish conquests opened the Americas to European colonization but also led to the deaths of millions of native people and to the growth of the African slave trade. ♦ As you read the biographies below, think about what each explorer hoped to accomplish. Then, on a separate sheet of paper, answer the questions that follow.

Spanish Explorers and Conquistadors

Bartolomé de Las Casas (1484–1566)

Las Casas was a friend of Christopher Columbus's family. He sailed to the New World for the first time in 1502, when he was just 18 years old. He participated in a number of expeditions, or journeys, as



Bartolomé de Las Casas,
©Bettmann/CORBIS

a soldier and an explorer. While in the Americas, Las Casas was ordained a priest. In 1514, upset by the treatment of Native Americans, he released the natives he had received as a reward for his work.

He then returned to Spain to argue for reform of the colonial system.

Las Casas spent the rest of his life traveling between Spain and the colonies. In 1520, he formed a farming colony in South America where Spanish and native farmers would live and work together as equals. Although the experiment failed, Las Casas continued investigating the abuse and enslavement of Native Americans. Las Casas wrote many books about his experiences in the Americas and about the effects of colonization on native peoples.

Francisco Vázquez de Coronado (1510?–1554)

Coronado came to the Americas in 1535 during the conquest of Mexico. For a time, he served as governor of part of Mexico before being sent north to look for gold.

Other explorers had brought back stories of cities of gold in what is now the southwestern United States.



Francisco Vasquez de Coronado,
©Bettmann/CORBIS

In 1540, Coronado led a large expedition northward. His group included hundreds of Spanish soldiers and Native Americans.

Coronado and his men explored all the way from present-day California to Kansas but found no cities of gold. However, during their journey, they did become the first Europeans to see the Grand Canyon in present-day Arizona. After two years of unsuccessful exploration, Coronado and his group returned to Mexico.

Because he failed to find gold, Coronado lost his position as governor, but he remained in Mexico until his death. Forty years passed before the Spanish returned to the area that Coronado had explored.

Questions to Think About

1. Which conquistador explored the southeastern region of the present-day United States?
2. Which explorer became a priest?
3. **Contrast** How did Las Casas's goals differ from those of Coronado?

CH. - 2

EUROPEANS ESTABLISH COLONIES

Biography

During the 1500s, the Spanish explored and colonized much of the West Indies, South America, and North America. Spanish conquistadors such as Francisco Vásquez de Coronado opened the Americas to European colonization but their conquests led to the deaths of millions of native people and to the growth of the African slave trade. ♦ As you read the biography below, think about what Coronado hoped to achieve. Then, on a separate sheet of paper, answer the questions that follow.

Francisco Vásquez de Coronado (1510?–1554)

In the early 1500s, rumors of wealthy civilizations and vast amounts of gold to the north of Mexico spread rapidly throughout the new Spanish colonies. In 1540, the Spanish ruler of Mexico, Antonio de Mendoza, sent Coronado north to find and seize this gold. Coronado, a conquistador who had come to Mexico with Mendoza in 1535 and become governor of the province of Nueva Galicia, was eager to discover the legendary Seven Golden Cities.

Coronado led more than 300 Spanish soldiers, 1,000 Native Americans, and 1,500 animals on an expedition into the area that became the southwestern United States. They spent two years searching for the storied riches, but they found only modest Native American groups living off the land. Each time they met with disappointment, the Native Americans they encountered told Coronado to travel farther north to find the riches he sought. As a result, Coronado and his men continued their quest until

they reached present-day Kansas. In the process, they became the first Europeans to see the Grand Canyon.

Two years of fruitless wandering in deserts over difficult terrain left Coronado both humiliated and outraged. In a letter to Mendoza, Coronado wrote a scathing attack on Marcos de Niza, a priest who had assured Mendoza that the Seven Golden Cities were located in the kingdom of Cevola, north of Mexico.

"I can assure you that in reality he has not told you the truth in a single thing he said . . .," Coronado wrote. "The Seven Cities are seven little villages."

In 1542, Coronado and most of his men returned to Mexico.

Although his expedition had gathered much information about the geography of the land to the north and about its people, the Spanish rulers did not value this knowledge and deemed Coronado a failure. Coronado lost his position as governor and faced trial for his conduct during the expedition. He spent the rest of his life in Mexico City. Forty years passed before the Spanish returned to the area that Coronado had explored.



Francisco Vasquez de Coronado,
©Bettmann/CORBIS

Questions to Think About

1. When did Coronado explore the present-day southwestern United States?
2. What was Cevola?
3. **Apply Information** Why do you think rumors spread about cities of gold north of Mexico?

CH-3

THE AMERICAN COLONIES TAKE SHAPE

Biography

Olaudah Equiano [pronounced o lah oo' day ek wee ah' no] was an enslaved African who bought his freedom and later published his autobiography. He hoped that his story would help people understand the horror of slavery. ♦ *As you read, think about the tragedies and triumphs of Equiano's life. Then, on a separate sheet of paper, answer the questions that follow.*

Olaudah Equiano (c. 1745–1797)

Olaudah Equiano was born in an African village on the Niger River. His father was an Ibo chieftain, and Equiano's family expected him to achieve similar greatness. His family even owned other enslaved Africans. However, when he was 11 years old, members of a rival tribe captured Equiano and his sister. The captors separated the children and sold them as slaves.

One after another, his African masters sold Equiano to other Africans. Each transaction moved him closer to the coast and away from customs and languages familiar to him. When he reached the coast, Equiano saw things he had never seen before: the ocean, a ship, and people with pale complexions who handled him roughly when he boarded the vessel. Equiano also saw a copper furnace and fellow Africans bound in chains. Convinced that the white people planned to kill him, Equiano fainted on deck. However, he survived the voyage to Barbados and a passage to Virginia, where he was sold again.

Michael Henry Pascal, a British naval officer, became Equiano's second white master. It was he who renamed Equiano Gustavus Vassa, after the first king of

Sweden. As Pascal's slave, Equiano traveled to England and learned to read and write. He served Pascal about seven years, sailing the world and fighting naval battles during the Seven Years' War.

Yet another new master transported Equiano back to the West Indies, where he was purchased by Robert King, a sea captain from Philadelphia. Equiano sailed with King, who traded supplies from the southern American colonies for new arrivals of slaves to the West Indies. On the side, Equiano sold fruit and glasses. In 1766, he had made enough money to purchase his freedom from King.



Olaudah Equiano, ©The British Library/HIP/The Image Works

Although he faced discrimination, Equiano exercised his freedom by exploring new ventures, such as hairdressing and Arctic exploration. Eventually, he became a business partner in a Caribbean plantation and owned slaves himself. Later, Equiano eventually became an abolitionist, or someone who works to end slavery. His autobiography—*The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African*—helped promote his cause. Equiano died in London in 1797.

Questions to Think About

1. What tragedies did Equiano experience throughout his life?
2. What were Equiano's major accomplishments?
3. **Draw Conclusions** Do you think Equiano's parents would have been proud or ashamed of his life? Explain your answer.

CH-4
THE AMERICAN REVOLUTION

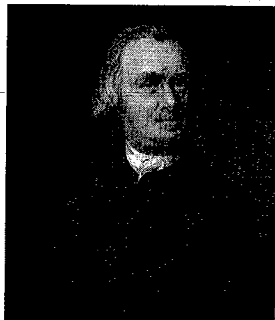
Biography

Many men and women contributed to the movement for the independence of the American colonies. Their efforts came at great personal risk to themselves and their families. The 56 men who signed the Declaration of Independence and all those who took up arms against the British risked charges of and punishment for treason. ♦ *As you read the following biographies, consider the ideas that motivated each Patriot. Then, on a separate sheet of paper, answer the questions that follow.*

American Patriots

Samuel Adams (1722–1803)

Born in Boston, Samuel Adams studied at Harvard University and wrote his master's thesis on the principle of popular sovereignty, or the idea that government is subject to the will of the people. After college, he pursued several unsuccessful business ventures. Both Adams and his father suffered financially under British rule, and Adams quickly came to oppose British taxes and regulations.



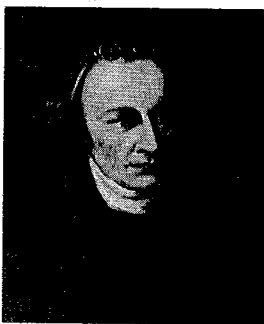
Samuel Adams,
Hulton Archive/Getty Images

Devoted to the colonies, Adams turned his attention to politics. Adams was at the forefront of many protests, and he is believed to have helped organize the Boston Tea Party. He attended both the First and Second Continental Congresses, and signed the Declaration of Independence.

Initially, Adams opposed the Constitution proposed in 1787 on the grounds that it gave too much power to a national government. He decided to support the Constitution when a Bill of Rights was added.

Patrick Henry (1736–1799)

Patrick Henry gained early notice as a skilled but radical lawyer. His statements reflected a commitment to Enlightenment ideals of liberty and natural rights. In 1763, Henry stunned a courtroom of officials



Patrick Henry,
Library of Congress

and colonists by condemning as a tyrant any king who overrode laws made by locally elected governments.

Throughout the 1760s, Henry appealed to his fellows to rally behind a cry for independence. In 1775, he called for the arming of the colony's militia to fight the British, and he briefly led the Virginia militia when the fighting started.

Henry refused to attend the Constitutional Convention in 1787 and opposed ratification of the Constitution because, like Samuel Adams, he believed that the document did not adequately protect states' or citizens' rights. Later, he promoted successfully the inclusion of a Bill of Rights and supported the federal government.

Questions to Think About

1. On what subject did Adams write his master's thesis?
2. In what way did Henry gain attention in a 1763 case?
3. **Compare** What ideas inspired both Adams and Henry?
4. **Draw Inferences** Why did Adams and Henry disapprove of the Constitution in its initial form?

CH-5

CREATING THE CONSTITUTION

Biography

Daniel Shays fought for American independence during the Revolutionary War. Later, he took up arms against the state government on behalf of poor farmers in Massachusetts. Shays' Rebellion demonstrated that the government under the Articles of Confederation was not working for everyone because the national government lacked the power to intervene in state policy on behalf of the farmers. ♦ *As you read, think about why Shays fought for the Continental Army and why he later opposed his government. Then, on a separate sheet of paper, answer the questions that follow.*

Daniel Shays (1747–1825)

Daniel Shays was a farm laborer in Massachusetts, but he joined the local militia at the onset of the American Revolution. He fought in the war for five years, during which time he participated in the Battle of Bunker Hill and rose to the rank of captain in the 5th Massachusetts Regiment. In 1780, Shays resigned from the Continental Army and returned to Massachusetts.

In Pelham, Massachusetts, Shays became a property holder and was elected to serve in town offices. The war ended in 1783, and the economy of the newly independent nation started out strong. That prosperity soon ended. Shays became one of the many Americans who lost their possessions because of unpaid debts. The young nation had acquired large debts from the war, and many citizens had a difficult time paying taxes. Courts threatened debtors with land and property seizures and confinement in debtors' prison. Farmers suffered more than most because they would lose their land if they could not pay their debts. If the farmers lost their land, they would also lose their right to vote, because suffrage was based on property ownership.



Daniel Shays, The Granger Collection, New York

In September 1786, Shays joined with other local leaders to organize a resistance to the stiff taxes and penalties. The farmers hoped to prevent officials from hearing the debtors' cases until new officials could be elected. This effort succeeded, and the court adjourned without hearing the cases. Several months later, fearing charges of treason, the rebels regrouped and a force of about 1,200 attacked the federal arsenal in Springfield. That stage of the revolt failed. The Massachusetts Supreme Court condemned Shays and several other rebels to death, and Shays fled to

Vermont. While there, Shays applied for a pardon, which was granted in 1788. Shays chose not to return to Massachusetts. After his pardon, he moved west to New York.

Although the government succeeded in stopping Shays' Rebellion, the rebels' actions generated sympathy for farmers and prompted the Massachusetts legislature to pass laws relieving debtors. The revolt also emphasized the weakness of the national government and contributed to the movement to grant the central government more powers.

Questions to Think About

1. How long did Shays serve during the American Revolution?
2. What did Shays do after the war?
3. **Analyze Cause and Effect** Why did Shays turn against the government for which he had fought?

CH-6
THE NEW REPUBLIC**Biography**

John Adams was an important leader in the early years of the United States. After serving two terms as George Washington's Vice President, Adams became the second President of the United States. As President, Adams faced many challenges, both within the new nation and around the world. ♦ *As you read, think about how Adams addressed the foreign policy challenges of his presidency. Then, on a separate sheet of paper, answer the questions that follow.*

John Adams (1735–1826)

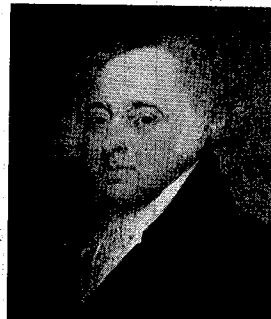
John Adams was born in Massachusetts in 1735. He graduated from Harvard and became a lawyer during the colonial period. Adams served as a delegate to both the First and Second Continental Congresses in 1774 and 1775 and strongly supported the movement toward independence. In fact, it was Adams who selected Thomas Jefferson to write the Declaration of Independence.

During the Revolutionary War, Adams served as a diplomat in France. He was also responsible for overseeing the creation and outfitting of an army to battle the British. At the war's conclusion, Adams participated in the negotiations that resulted in the Treaty of Paris.

Following the conflict, Adams once again worked as a diplomat before eventually becoming the nation's first Vice President. During his two terms as Vice President, Adams found his lack of responsibilities frustrating, once calling the Vice Presidency "the most insignificant office that ever the invention of man contrived or his imagination conceived." When George Washington decided against seeking a third term, Adams ran as the Federalist

Party candidate. He narrowly defeated his Democratic Republican opponent, Thomas Jefferson, to become the second President of the United States.

A war between Britain and France presented a significant challenge to the Adams administration. After the French began seizing American merchant ships, many Federalists wanted to wage war against France. Yet Adams was convinced that the United States should remain neutral, and he called a session of Congress for the specific purpose of determining how to keep the United States out of war. Even after the XYZ Affair, and after French and American ships had engaged in several battles, Adams sent a secret envoy to France to negotiate a treaty without first consult-



John Adams; The Art Archive /
Château de Blerancourt /
Dagli Orti

ing Congress. Although this move cost Adams the support of his fellow Federalists—and this loss, combined with dissatisfaction over the Alien and Sedition Acts, eventually led to his defeat in the election of 1800—Adams believed that preventing war was his greatest priority as President.

After serving one term as President, Adams retired to Massachusetts, where he died in 1826.

Questions to Think About

1. How did Adams contribute to the movement for American independence from Great Britain?
2. What major foreign policy challenge did Adams face during his presidency? What was the effect of that challenge?
3. **Draw Conclusions** Why was Adams dissatisfied with his role as Vice President?

CH-8
RELIGION AND REFORM

Biography

Over time, women reformers realized that they lacked many of the same rights that they were seeking for others, and began to work for expanded rights, including the right to vote.

◆ *As you read the following biographies, compare and contrast the experiences and ambitions of the women described. Then, on a separate sheet of paper, answer the questions that follow.*

Women Reformers

Lucretia Mott (1793–1880)

Lucretia attended a Quaker boarding school at which she later became a teacher. Mott's interest in women's rights grew when she



Lucretia Mott,
©Bettman/CORBIS

realized that she was paid only half of what the male teachers earned. She joined Elizabeth Cady Stanton in organizing the Seneca Falls Convention. Mott worked tirelessly for women's rights, and her house was a station in the Underground Railroad. She remained

active in the feminist, temperance, and peace movements throughout her life.

Sojourner Truth (c. 1797–1883)

Sojourner Truth (Isabella Van Wagener)



Sojourner Truth,
Library of Congress

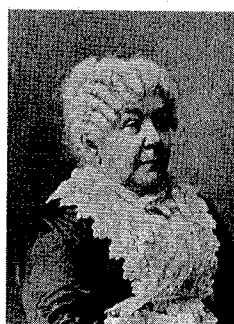
was born into slavery in New York in about 1797. The mother of several children, she earned a living by working as a cook and a maid in New York City. In the 1840s, she changed her name to Sojourner Truth and began traveling along

the east coast, working for abolition as she spread the word of God. Truth supported herself with the sale of her book, *The Narrative of Sojourner Truth*, which a friend had transcribed for her. In 1850, Lucretia Mott encouraged Truth to join the women's movement, which she did. Following the Civil War, Truth helped freed people adjust to their new lives.

Elizabeth Cady Stanton

(1815–1902)

Elizabeth Cady Stanton was born in New York City. She was formally schooled and became aware of women's rights while working in her father's law office. Family



Elizabeth Cady Stanton,
Library of Congress

members active in the abolition and temperance movements exposed her to those causes as well. Stanton cowrote the Declaration of Sentiments and worked for suffrage with Susan B. Anthony for 50 years. Stanton proposed legislation throughout her life,

most notably the suffrage amendment in 1878, which was introduced into Congress each year until it passed in 1920, nearly 20 years after Stanton's death.

Questions to Think About

1. What steps did these reformers take to advance women's rights?
2. **Compare** Do you think Truth was limited by her lack of formal education? Explain your answer.
3. **Draw Inferences** After working in other movements, each of these reformers turned to the women's movement. Why did they do so?

C4-9
MANIFEST DESTINY**Biography**

Politician and military leader Sam Houston influenced American relations with Native Americans and helped make Texas part of the United States. His victory over Mexican general Antonio López de Santa Anna secured Texan independence from Mexico, setting the stage for the later Mexican-American War. ♦ *Read the following biography of Sam Houston. Then, answer the questions that follow on a separate sheet of paper.*

Sam Houston (1793–1863)

In 1807, Sam Houston relocated from his native Virginia to Tennessee. Two years later, he ran away from his family farm, spending the next three years living among the Cherokees and learning their customs and language.

At age 18, he joined the U.S. Army to fight in the War of 1812. His courage brought him to the attention of General Andrew Jackson, and the two developed a friendship that would later aid Houston's political career. After the war, Houston worked for the federal government relocating Cherokees to Arkansas. In 1823, Houston was elected to the U.S. House of Representatives. He left that post in 1827 to become Tennessee's governor.

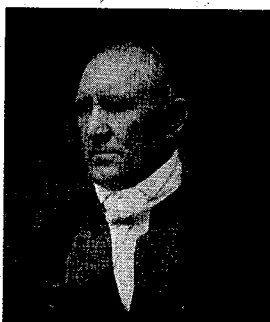
In 1829, Houston left his governorship to again live with the Cherokees. He received tribal citizenship and went twice to Washington, D.C., to argue for Native American rights. In 1832, Andrew Jackson—now President—sent Houston to Texas, then under the control of Mexico. There, Houston became prominent among

the settlers, who chose him as their military commander when they revolted against Mexican rule in 1835. Within weeks, Houston and his forces achieved a stunning victory over the Mexican army.

After the revolt, Texans elected Houston the first president of the Republic of Texas. He served two terms while working to gain admission to the United States for the republic. When Texas became a state in 1845, Houston was elected one of its first two senators.

As a senator from 1846 to 1859 and as Texas's governor from 1859 to 1861, Houston spoke out against breaking with the Union, arguing that "To secede from the Union . . . would cause war. If you go to war with

the United States, you will never conquer her. . . . It will take the flower of the country—the young men." When Texas seceded from the United States, Houston refused to take an oath supporting the Confederacy. Texans removed him from office and Houston retired to Huntsville, Texas, where he died a few years later.



Sam Houston,
Library of Congress

Questions to Think About

1. With which Native American tribe did Houston have a long relationship?
2. How did Houston help Texas become part of the United States?
3. **Identify Points of View** Why might Houston have considered himself a loyal Texan despite his refusal to support the Confederacy?

CH-10
THE UNION IN CRISIS**Biography**

Harriet Tubman was a fugitive slave and conductor on the Underground Railroad who led more than 300 other slaves to freedom. Her successful efforts earned her the nickname "Moses" and prompted southerners to offer large rewards for her capture. ♦ *As you read, think about why Harriet Tubman risked her own freedom to help others gain theirs.*

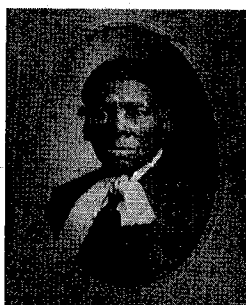
Harriet Tubman (c. 1820–1913)

Harriet Tubman was born into slavery in about 1820. Her parents named her Araminta. As a young child, her masters hired her out to other families for housework and child care. She never learned to read or write. As a teenager, Tubman worked the fields, which she preferred to domestic labor. She grew strong from working outdoors and learned to appreciate nature. She also experienced and witnessed cruelty, including the sale of two sisters who were carried off by slave traders to unknown destinations.

In 1844, Araminta married a free African American named John Tubman. By law, she remained a slave, as would any children born to her. Tubman wondered about her own mother's legal status. With the help of a lawyer, she learned that her master's family had not honored a will setting her mother free at age 45. That betrayal and the prospect of being sold herself prompted Tubman to flee north in 1849. Following tradition, Tubman took a new name upon obtaining freedom: Harriet, her mother's name.

About a year after her escape from Maryland, Tubman returned to rescue

a niece and the niece's children. In the spring of 1851, she rescued a brother and two other men. In the fall, she returned



Harriet Tubman, ©Syracuse Newspapers/Dick Blume/The Image Works

for her husband. Because he had taken a new wife, he refused to come with her. Tubman made her fourth trip on behalf of the Underground Railroad, leading two family members as well as nine strangers to freedom. In all, Tubman made 19 trips into the South, including an 1857 foray to bring her parents north. Rewards up to \$40,000 were offered for her capture.

Tubman didn't just work on the Underground Railroad. She also helped abolitionist John Brown plan his raid on Harper's Ferry. When the Civil War started, she followed Union soldiers to Virginia where she helped fugitive slaves encamped near Fort Monroe. She later assumed an official role as a spy and scout for the Union army in South Carolina. The information and guidance she provided helped Union soldiers conduct a raid that freed more than 750 slaves. After the war, Tubman helped emancipated African Americans who were orphaned, ill, disabled, or old. She also supported women's suffrage until her death in 1913.

Questions to Think About

1. In what ways did Tubman help enslaved African Americans?
2. What obstacles did Tubman face in her quest to help free other slaves?
3. **Make Inferences** Why do you think Tubman risked her own freedom to help others obtain theirs?
4. **Evaluate** How important a role did Harriet Tubman play in the defeat of slavery?

CH-11

THE CIVIL WAR

Biography

While several factors such as cultural, economic, and political differences all contributed to the war between the North and South, the fundamental cause of the Civil War was slavery. African Americans, both free and runaway slaves, joined the Union Army and Navy to aid in the fight. More than 180,000 African Americans served in 163 units of the Union Army, while more than 18,000 African Americans served in the Navy, making up approximately 15 percent of its total force. These soldiers proved to be valuable and courageous fighters. ♦ *As you read, think about how African Americans contributed to the Union war effort. Then, on a separate sheet of paper, answer the questions that follow.*

African American Soldiers

As Union soldiers moved into the South, thousands of African American slaves converged upon Union camps, having fled from their owners in search of freedom and ready to aid the war effort. However, it was not until President Lincoln's Emancipation Proclamation went into effect that African American soldiers were allowed to officially participate in the war.

Originally, President Lincoln feared that if he allowed the recruitment of African American soldiers, border states would secede from the Union. Two years into the Civil War, however, African Americans marched next to their white counterparts in battle. Those joining the ranks of the Union military faced a great amount of discrimination. Many African American soldiers were assigned support duties as cooks or laborers. African American soldiers were paid \$10 per month with \$3 deducted for clothing, while white soldiers were paid \$13 per month with no clothing deduction. In addition, African American soldiers who were involved in combat fighting faced being caught by Confederate soldiers and treated as fugitive slaves.



African American Soldiers,
State Library and Archives
of Florida

Yet, even in the face of discrimination and added danger, African American soldiers refuted those who believed they lacked courage or skill in fighting by attacking the Confederates with fervor and bravely withstanding the heat of battle. For example, the 54th Massachusetts, an

African American regiment fought the assault on Fort Wagner in July 1863. The regiment volunteered to lead the assault, marching through shell blasts until they were able to penetrate the fort's walls before being driven back after hand-to-hand combat.

African American soldiers repeatedly proved their allegiance to the Union and to the cause of liberty. Many soldiers engaged in hand-to-hand combat.

Although African American soldiers were originally treated unequally, they proved themselves as valuable assets to the Union military. Their efforts did not go unrecognized. Twenty-three African Americans became Medal of Honor recipients because of their brave contributions in the Civil War.

Questions to Think About

1. Why did President Lincoln fear allowing the recruitment of African American soldiers?
2. How were African American soldiers discriminated against?
3. **Summarize** What were some ways in which African American soldiers aided the Union military?

CH-12

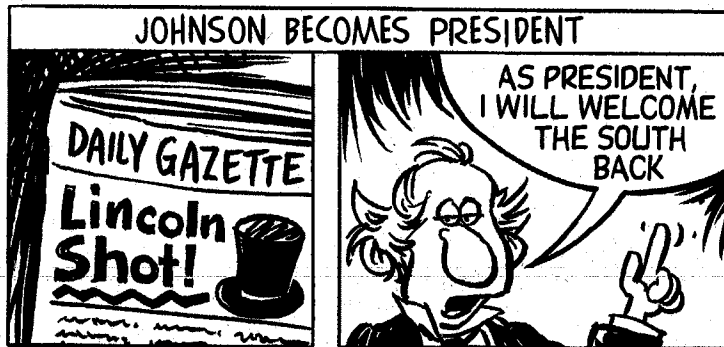
THE RECONSTRUCTION ERA

History Comics

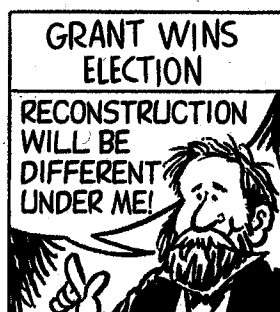
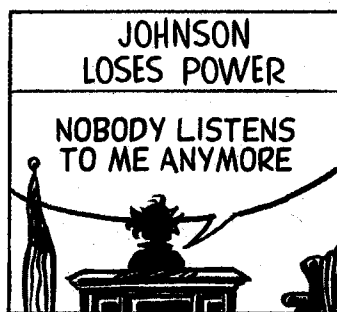
Johnson's Impeachment

In March 1868, Congress put President Andrew Johnson on trial in an attempt to impeach him. Republicans thought Johnson had been too lenient during Reconstruction.

◆ Read the subsection "Congress Impeaches the President" in your text, and write a caption for each cartoon. Then on a separate sheet of paper, answer the question.







Cause and Effect

How did Johnson's impeachment trial lead to his loss of control in Reconstruction?

CH-13

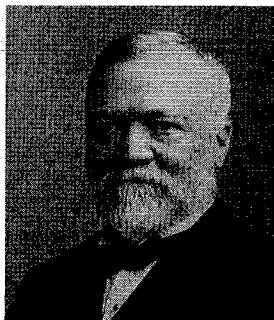
THE TRIUMPH OF INDUSTRY

Biography

The late 1800s saw the rise of big business and big business leaders, often called tycoons. A tycoon is defined as a businessman of exceptional wealth and power. ♦ *As you read the following biographies, compare and contrast the experiences of the businessmen described. Then, on a separate sheet of paper, answer the questions that follow.*

Tycoons**Andrew Carnegie (1835–1919)**

Andrew Carnegie was born into a poor family in Scotland. He came to the United States with his parents as a child and soon went to work in a cotton factory at the age of 12. During that time, he educated himself and

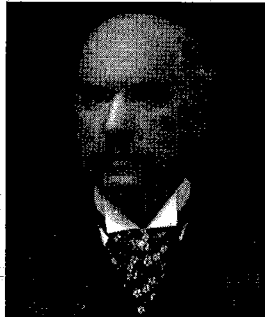


Andrew Carnegie, Private Collection, New York/The Bridgman Art Library International

attended night school. Later, he joined the Pennsylvania Railroad, where he was promoted several times and began investing in the steel and oil industries. In 1865, he left the railroad to run his own business. By 1900, Carnegie Steel Corporation controlled most of the U.S. steel industry. Carnegie sold the company in 1901 and spent the rest of his life setting up charitable foundations.

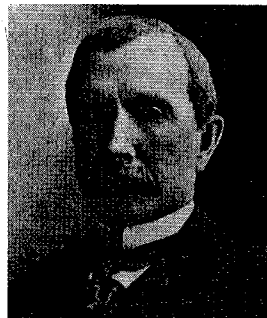
J. P. Morgan (1837–1913)

J. P. Morgan was born into a wealthy American banking family. Morgan attended esteemed schools in Boston and Switzerland and then followed in his father's footsteps, first joining his father's bank in London and later starting the private bank J. P. Morgan & Co. in New York. After the Civil War, Morgan helped reorganize the railroad industry. He also helped finance



J.P. Morgan, The Granger Collection, New York

U.S. Steel, the company created from Carnegie Steel Corporation after Carnegie sold it. Morgan devoted much of his money and time to patronage of the arts. Upon his death, Morgan donated his art collection and his book collection.

John D. Rockefeller (1839–1937)

John D. Rockefeller, Time Life Pictures/Getty Images

John D. Rockefeller started his career as a clerk and bookkeeper in Cleveland, Ohio, but later became interested in oil refining. In 1865, he and his brother William started Standard Oil Works. The Rockefellers quickly bought up

most other oil refining companies and formed the Standard Oil Trust. The corporation so dominated the industry that both the Supreme Court of Ohio and the U.S. Supreme Court ordered the breakup of the trust. Rockefeller balanced his vast accrual of wealth with philanthropic donations.

Questions to Think About

1. In what industries did the tycoons make their fortunes?
2. **Compare** Which tycoons started with little and worked their way up the economic ladder?
3. **Link Past and Present** Identify two modern tycoons in industries such as computer technology and entertainment. In what ways are they similar to Carnegie, Morgan, and Rockefeller?

CH-14
IMMIGRATION AND URBANIZATION**Enrichment****Oral History**

When a historian interviews a person who was a witness to or a participant in an historical event, that interview is called an oral history. Oral histories can provide interesting perspectives and details about events that happened long ago. When conducting an oral history interview, historians usually record the session. They also follow certain steps that help the interview proceed smoothly.

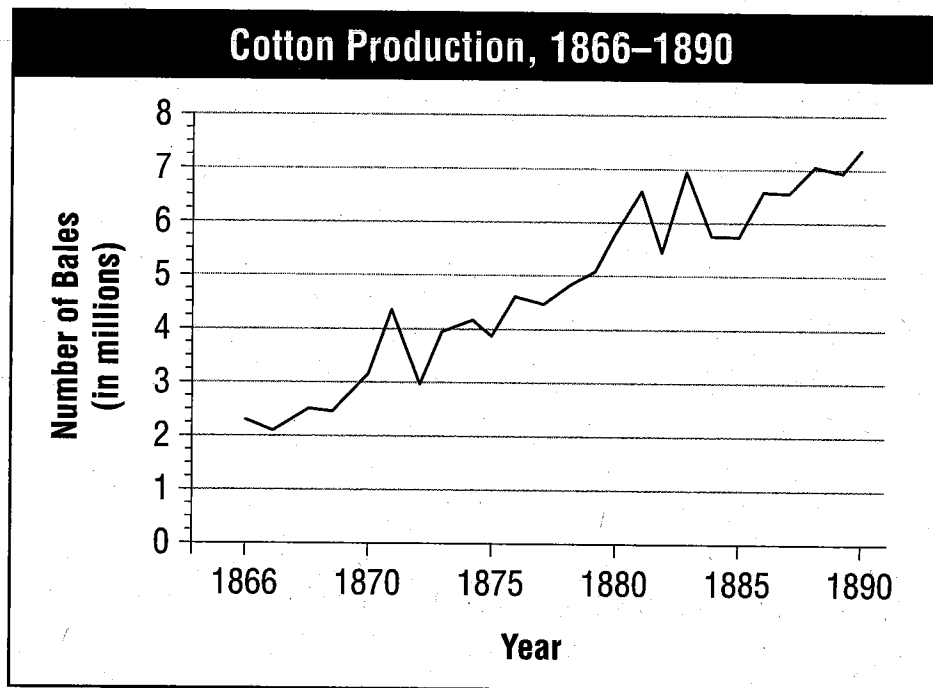
Your assignment: Look at the photograph below. It shows recently arrived immigrants at Ellis Island. Choose one of the people in the photograph, and work with a partner to create an oral history of the immigrant experience. One of you should create questions to be asked during an interview. Be sure to think like a historian as you create your questions. The other should answer the questions in the role of one of the people in the photograph, years or even decades after the picture was taken. You might choose to take on the role of the woman in the photograph or one of the children. Use library resources and school-approved websites to learn more about the Ellis Island experience.



Immigrants of Ellis Island, The Granger Collection, New York

CH-15
THE SOUTH AND WEST TRANSFORMED**Reading a Chart**

Production of cotton expanded in the years following the Civil War. However, increased cotton production did not automatically mean an improved economy. Before 1865, southern plantations used forced, unpaid labor of enslaved Africans to cultivate and harvest cotton. Despite emancipation, landowners found new ways to turn a profit with cotton after the war. They developed tenant farming and sharecropping, systems that took unfair advantage of African American and poor white farmers. These systems left thousands of farm families in debt and hopeless poverty as the price of cotton dropped after the Civil War. ♦ *Examine the line graph below and compare it to the line graph titled "Wholesale Price of Cotton, 1865–1890" in Section 1 of your textbook. Then answer the questions on a separate sheet of paper.*

Southern Economic Recovery

SOURCE: Statistical Abstract of the United States: 1880 and 1891

Questions to Think About

1. How many bales of cotton were produced in 1880?
2. Using the line graph above and the one in your book, calculate about how much the entire cotton crop was worth in 1880, if a bale of cotton weighed 450 pounds.
3. **Draw Conclusions** What factors might have caused the price of cotton to drop while cotton production increased?

CH - 16

ISSUES OF THE GILDED AGE

Biography

W.E.B. Du Bois was a highly educated man who became the first African American to earn a doctoral degree from Harvard University. His research into and writing about the experiences of African Americans helped fuel the growth of the civil rights movement in the United States. ♦ *As you read this biography, think about the importance of education in the African American struggle for equality. Refer to the subsection entitled "African Americans Oppose Injustices" in Section 1 of your textbook to compare Du Bois's ideas with those of Booker T. Washington. Then, on a separate sheet of paper, answer the questions that follow.*

W.E.B. Du Bois (1868–1963)

Born and raised in Massachusetts, W.E.B. Du Bois did not experience the racism and violence rampant in the South during the late 1800s. He did well in school and graduated from high school at the age of 16. Du Bois won a scholarship to Fisk University in Tennessee. There, he learned firsthand about the poverty and oppression experienced by southern African Americans. What he saw shocked and upset him.

When Du Bois graduated from Fisk, he won another scholarship to Harvard University, where he studied the political, economic, and social conditions of African Americans. Dismayed by the conditions he observed in the South and opposed to the approach of Booker T. Washington, Du Bois founded the Niagara Movement in 1905 to organize African American scholars, business leaders, and activists to work toward full recognition of their rights as citizens. This movement later led to the formation of the National Association for the Advancement of Colored People (NAACP) in 1910.

Du Bois was a founding officer of the NAACP and edited its magazine,

The Crisis, for almost 25 years, publishing many articles and editorials advancing the cause of civil rights. He worked hard to counter the efforts of Washington.

Unlike Washington, Du Bois firmly believed that African Americans must obtain full political rights before they could hope for economic success. He encouraged African Americans to use protest and organization to overturn discriminatory laws.

In *The Souls of Black Folk*, Du Bois writes, "It is utterly impossible . . . for workingmen

and property-owners to defend their rights and exist without the right of suffrage."

In 1934, Du Bois left the NAACP because of a difference in racial philosophy between himself and other members of the group. He went back to Atlanta University in Georgia, where he continued to research and write for many years. Following World War II, Du Bois became involved in the international peace movement and worked for nuclear disarmament. At the end of his life, Du Bois left the United States to live in Ghana in West Africa.



W.E.B. Du Bois
Library of Congress

Questions to Think About

1. Why did Du Bois not experience the violence and racism of the South during his childhood?
2. What connection did Du Bois have with the NAACP?
3. **Draw Conclusions** In what way did Du Bois disagree with Washington?
4. **Link Past and Present** What work do you think Du Bois would still want to do today?

CH - 16

ISSUES OF THE GILDED AGE

Biography

After the Civil War, Congress ratified the Thirteenth, Fourteenth, and Fifteenth Amendments, ending slavery and guaranteeing African Americans equal protection under the law and voting rights for males. Unfortunately, the reality for African Americans fell far short of this ideal. As violence and discrimination against African Americans grew, many African Americans began to organize and demand change. ♦ *As you read these biographies, think about what each person hoped to achieve. Refer to the subsection entitled "African Americans Oppose Injustices" in Section 1 of your textbook for further information. Then, on a separate sheet of paper, answer the questions that follow.*

African American Leaders

Booker T. Washington was born into slavery in Franklin County, Virginia, in 1856. At the end of the Civil War, he went to work in salt and coal mines, attending school when he



Booker T. Washington
Library of Congress

could. He worked throughout his early life to become educated. As an adult, he became an educator himself and turned the Tuskegee Institute into an acclaimed school for vocational and industrial education. The school focused on teaching

African Americans specific trades such as farming, carpentry, and printing. Washington also became a famous public speaker. He urged African Americans to set aside political demands and focus on making economic gains. Washington's position earned him the trust and support of many white businessmen and politicians, including President Theodore Roosevelt, but it angered many of his fellow African American citizens.

Among those who opposed Washington's compromising approach was **W.E.B. Du Bois**. Unlike Washington, Du Bois was born

in the North after the end of the Civil War and received an excellent education, graduating from high school at the age of 16. He won a scholarship to Fisk University in



W.E.B. Du Bois
Library of Congress

Tennessee, where he first witnessed the poverty, violence, and discrimination that many African Americans experienced in the South. What Du Bois observed led him to commit his life to education and activism. Critical of Wash-

ington's focus on vocational education and disregard for political rights, Du Bois began writing and speaking out against racist practices. He urged African Americans to organize and demand full recognition of their rights as citizens. In 1905, he formed the Niagara Movement to work for civil rights, and four years later, he helped start the National Association for the Advancement of Colored People (NAACP). Over the course of his life, Du Bois wrote 20 books and hundreds of articles on history, politics, and other matters.

Questions to Think About

1. Which leader was born into slavery? Which was born in the North after the end of the Civil War?
2. What kind of education did Washington emphasize?
3. **Compare and Contrast** What goals do you think the two leaders had in common? In what ways did they pursue their goals differently?

CH-17

THE PROGRESSIVE ERA

Biography

One important movement of the Progressive Era was the campaign for women's suffrage. In the 1890s, Carrie Chapman Catt began rising through the ranks of the suffrage movement and was elected president of the National American Women Suffrage Association (NAWSA) in 1900. In this role, Catt campaigned across the United States, reaching out to women of many backgrounds and urging them to demand the right to vote. ♦ *As you read, think about the challenges that Catt faced as she worked to gain women's suffrage. Refer to the passage entitled "Catt Takes Charge of the Movement" in Section 2 of your textbook for more information on Catt's work with and leadership of NAWSA. Then, on a separate sheet of paper, answer the questions that follow.*

Carrie Chapman Catt
(1859–1947)

Carrie Chapman Catt said that one of the most influential moments of her life came when she was 13 years old. Catt asked her mother why she was not getting dressed to go cast her vote in an important election with Catt's father. Both parents laughed and explained that women were not allowed to vote. This inequality angered young Catt.

When Catt graduated from high school, she taught school until she had earned enough money to attend college. In 1880, she graduated from Iowa State Agricultural College, the only woman in her class, and went on to become a school principal and superintendent. In 1885, she married newspaper editor Leo Chapman and began writing columns on women's rights for his newspaper, *the Mason City Republican*. Following Chapman's death in 1886, Catt dedicated her time to organizing the Iowa Woman Suffrage Association.

Over the next decade, Catt remarried and continued to devote her time to the

cause of women's suffrage. Her dedication led other women to elect her to succeed Susan B. Anthony as president of NAWSA. Catt used her position to focus the efforts of women across the nation on fighting for suffrage at both the state and national levels. She traveled frequently, training other women to campaign, appealing to the public for support, and lobbying legislators.

In the early 1900s, several state governments began granting women suffrage, and Catt continued to push for a constitutional amendment. In 1920, the Nineteenth Amendment, guaranteeing women the right to vote, was ratified. After this victory, Catt renamed NAWSA, which became known as the League of Women Voters, and

began to lobby on behalf of other progressive causes. Today, the League of Women Voters continues to encourage citizen participation in government and to work for reform.



Carrie Chapman Catt,
National Archives and
Records Administration

Questions to Think About

1. What early event influenced Catt's outlook on women's suffrage?
2. In what ways did Catt focus efforts to gain women's suffrage?
3. **Draw Inferences** How might Catt's experiences as an educator have helped her as a leader of the women's suffrage movement?

CH-18
AN EMERGING WORLD POWER**Biography**

William Seward, statesman, abolitionist, cabinet member, and lifelong public servant, is best remembered for his role in the purchase of Alaska. ♦ *As you read, think about the lasting impact that Seward had on his country. Then, on a separate sheet of paper, answer the questions that follow.*

William Seward (1801–1872)

William Seward, a New Yorker born in 1801, held many roles in government. He began serving under President Abraham Lincoln as secretary of state in 1861. In 1865, on the night that Lincoln was assassinated, a conspirator with John Wilkes Booth stabbed Seward in the throat. Seward recovered and continued his role as secretary of state under President Andrew Johnson until 1869. His most important act during this time was his purchase of Alaska.

Seward saw potential in Alaska as early as 1860 and refused to give up on his desire to increase the size of the United States. Buying this land would almost double the size of the United States. In 1867, Seward and the Russian minister to the United States stayed awake until 4 a.m. to work out the final deal for the United States to buy 586,412 square miles for \$7.2 million, which was equivalent to \$94 million in 2005. Essentially, Seward purchased the land that is now the state of Alaska for about two cents per acre.

Seward still had to persuade both the Senate and the House of Representatives to accept the deal. Seward faced opposition not only from Congress but also from Americans who questioned the need for large tracts of land unconnected to the continental United States. Many people

wondered what good could come from such a frozen wasteland. Seward was ridiculed in the press. Public outrage against the deal was so strong that both senators and representatives, concerned about their political futures, worried about voting in favor of it.

Despite public and political pressure, Seward persisted, and the Russian minister actually bribed members of Congress to ensure that they voted for the deal. Finally, in July 1868 the United States purchased Alaska. Seward, however, died in 1869, well before Americans realized the importance of his purchase.



William Seward,
©CORBIS

In 1872, gold was discovered in Alaska and over the years, oil, fish, and lumber in Alaska have become major exports. In 1959, Alaska became the forty-ninth state. Tourists visit Alaska every year to experience the natural beauty and wildlife of this diverse region. Alaskan national parks cover millions of acres of land. Despite these benefits, transportation difficulties cause Alaska to remain a largely untapped resource for the United States.

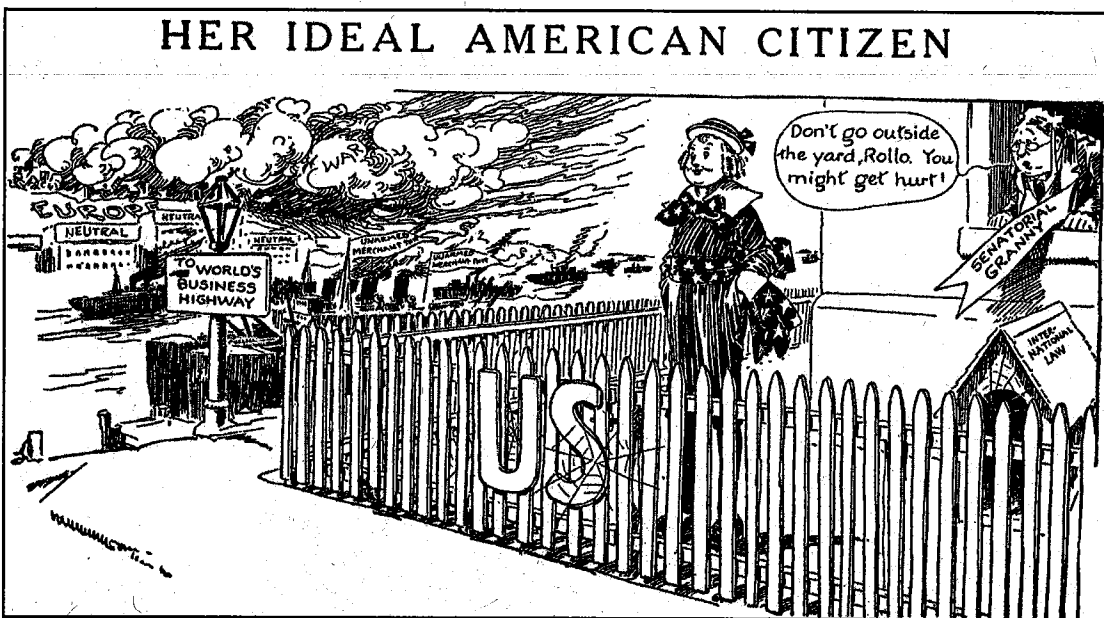
This developing region has not forgotten the impact of William Seward. Alaska celebrates Seward's Day on the last Sunday in March. Although many people doubted Seward, his purchase has turned out to be much more than just an icebox.

Questions to Think About

1. What deal did Seward and the Russian minister develop?
2. What benefits have arisen from Seward's idea to purchase Alaska?
3. **Link Past and Present** If the U.S. Congress were buying Alaska today, how might the use of modern technology affect that purchase?

C/H-19
WORLD WAR I AND BEYOND**Interpreting a Political Cartoon**

Three distinct positions on World War I were held by Americans. The isolationists believed that the United States should isolate itself from the war, while the interventionists thought the war did affect American interests and the United States should intervene on the side of the Allies. The third group, the internationalists believed that the United States should play a role in world affairs and work toward achieving peace, but not enter the war. As an internationalist, Wilson believed that the United States had the right to trade noncontraband goods with all of the warring nations. ♦ *Study the cartoon, and think about how the incident portrayed illustrates why the United States Senate was opposed to American intervention into World War I. Then, on a separate sheet of paper, answer the questions that follow.*

World War I

©The Granger Collection, New York

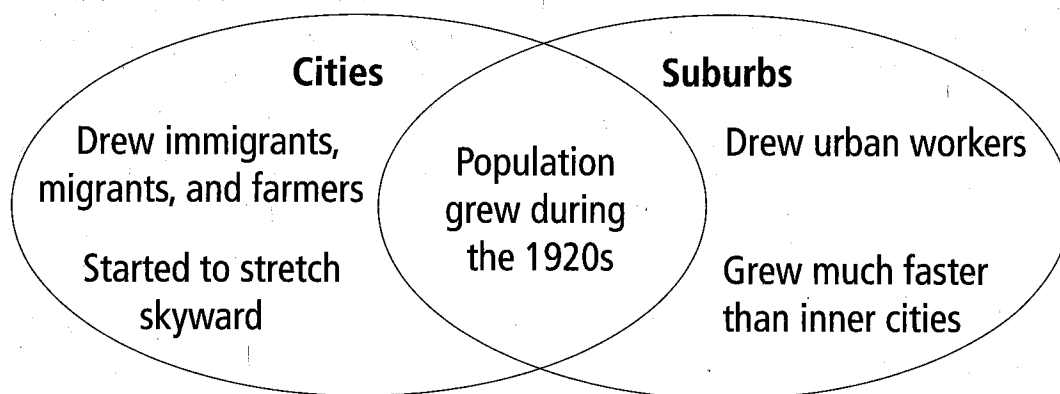
Questions to Think About

1. Who is speaking from the window?
2. What position does she likely hold regarding American intervention in the war?
3. **Summarize** What main point or message does this cartoon illustrate?
4. **Draw Conclusions** What role might cartoons such as this have played in American citizens' views of going to war?

Reading Strategy**Compare and Contrast**

Comparing and contrasting helps you sort information as you read. To compare information means to look for similarities between ideas, people, places, objects, or events. To contrast information is to recognize differences.

To compare and contrast, you must first identify which two aspects of a subject you are going to analyze. For instance, if you are writing a paper about threats to the world's population, you might compare and contrast the effects of disease with those of natural disasters. A Venn diagram is a helpful tool for comparing and contrasting information. Look at the Venn diagram below.

Cities and Suburbs During the 1920s

Directions: Read *The Harding Administration* in Section 2. On a separate sheet of paper, use a Venn diagram to compare and contrast the policies of Woodrow Wilson and Warren G. Harding. Then, on the same sheet of paper, answer the questions below.

Hint: Look for main ideas and supporting details for each subject to be compared and contrasted when deciding what to include in your Venn diagram.

1. Which president favored a more traditional laissez-faire approach?
2. Which president do you think had more support from workers? Why?
3. How did both the Wilson and Harding administrations work toward social goals?

CH-21

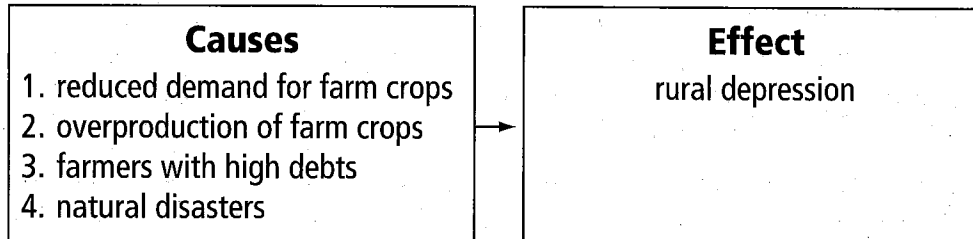
THE GREAT DEPRESSION

Reading Strategy**Recognize Multiple Causes**

Many important historical events result from more than one cause. A **cause** is a reason that something happens. Recognizing and understanding the multiple causes of historical events will help you better understand how events happen and relate to one another. To recognize multiple causes, first identify their effect, or the event that you want to investigate. Then read for details, such as other events and conditions, that contributed to the event.

Read the following paragraph. Then look at the causes listed in the graphic organizer below.

After World War I, the demand for American crops fell sharply. Despite this drop, postwar production remained high because of increasingly mechanized farm equipment and more intensive farming methods. Farms were getting bigger and yielding bumper crops, but farmers were failing to sell of their huge crop surpluses and pay their debts. The result was a rural depression that affected millions of Americans. Hard-pressed to pay their debts, forced to sell in a glutted [oversupplied] and competitive world market, and confronted by several natural disasters, farmers did not share in the boom times of the 1920s.



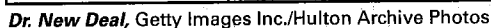
Directions: Read the passage entitled "The Great Depression Begins" in Section 1 of your textbook. Then, on a separate sheet of paper, make a cause and effect graphic organizer for the Great Depression and answer the questions below.

Hint: Note the critical event identified below. Look for other events and conditions in the passage that helped lead to this event.

1. What conclusions can you draw about the causes of the Great Depression?
2. Read the final passage in Section 1 of your textbook under the heading "What Caused the Great Depression?" How do your conclusions compare with the conclusions drawn in this passage?

Interpreting a Political Cartoon

The New Deal



3. Make Inferences Does this cartoonist support New Deal programs? Explain your answer.

CH-23
THE COMING OF WAR**Interpreting a Political Cartoon**

As Germany and Japan made aggressive advances toward other nations, Americans debated the wisdom of becoming involved in another war. Isolationists advised complete neutrality while Interventionists argued that providing aid to the Allies would keep war from America's shores. Political cartoonists helped bring the debate to life.

◆ Examine the political cartoon below. Then answer the questions on a separate sheet of paper.

Neutrality

Herb Block's 1935 cartoon "No Foreign Entanglements". Image courtesy of the Prints & Photographs Division, Library of Congress, LC-DIG-ppmsc-03382

Questions to Think About

1. What do you think the man standing on American soil represents? Explain.
2. Why do you think the man is holding up his hand?
3. What do you think all the boats and airplanes represent? Why?
4. What do you think the cartoonist was saying about the involvement of the United States in foreign affairs?

CH-24

WORLD WAR II

Biography

Many different groups of people came together in the United States to aid the Allied war effort during World War II. One such group was a corps of about 400 Navajos who served as radio operators and transmitted messages in code, using the Navajo language and a series of other terms that they created themselves. ♦ *As you read, think about how the Navajo code talkers contributed to the Allied war effort. Then, on a separate sheet of paper, answer the questions that follow.*

Navajo Code Talkers

In the Pacific theater of World War II, the Japanese became highly skilled at decoding American military messages. The Japanese military featured a group of English-speaking soldiers who used intercepted messages to thwart the operations of American troops. As a result, military officials went to great lengths to develop increasingly complex codes.

Philip Johnston, the son of a missionary, had grown up on a Navajo reservation and believed that the Navajo language could be useful for relaying coded messages for two reasons. One, Navajo was an oral language of great complexity. Two, very few people outside of Navajo lands could understand it. Johnston took his idea to the Marines in 1942, and the Marines agreed to begin recruiting Navajo men as radio operators and code talkers.

The first group of code talkers included 29 Navajo Marines. The code included about 200 terms, most of which were common Navajo words that were given new meanings related to military operations. For instance, the code used the Navajo

term *da-he-tih-hi*, which meant "hummingbird" in Navajo, to refer to a "fighter plane." Similarly, the Navajo word *gini*, or "chicken hawk" became the code word for "dive bomber." The Navajo code also included a method of transmitting words that were not included in the group of approximately 200 military terms.



Navajo code talkers, © CORBIS

Navajo code talkers played an important role in many key battles in the Pacific during World War II. During the first two days of battle at Iwo Jima, code talkers transmitted more than 800 messages without making an error. Following the battle, one military official recalled, "Were it not for the Navajos, the Marines would never have taken Iwo Jima."

Despite their important contributions, the Navajo code talkers went largely unrecognized for many years. Because the code was so valuable to the military, it remained a classified secret until 1968. In recent years, government leaders have begun to officially recognize the significance of the code talkers to the Allied victory in World War II.

Questions to Think About

1. How did the code talkers develop the original version of the Navajo code?
2. Why were the contributions of the Navajo code talkers unrecognized for many years following the war?
3. **Explain Problems** Why would Japanese code breakers have had difficulty deciphering the Navajo code?

CH-24

WORLD WAR II

Biography

In February and March 1945, United States Marines took part in one of the fiercest battles of the war's Pacific campaign. On the small island of Iwo Jima, marines battled with Japanese forces for 36 days. Only about 650 miles from Japan's capital of Tokyo, the Japanese forces were determined to not lose ground. Despite more than 23,000 marine casualties, American forces won. A photograph of six soldiers raising an American flag on the island remains a symbol of the American victory and the troops who gave their lives for it. One of the soldiers pictured was Ira Hayes, a young Pima Indian marine.

◆ *As you read, think about how Ira Hayes' life changed during his service in World War II. Then, on a separate sheet of paper, answer the questions that follow.*

Ira Hayes (1923–1955)

A full blood Pima Indian, Ira Hayes was born on the Pima Reservation in Sacaton, Arizona, on January 12, 1923. He had rarely left the boundaries of the reservation at the time he enlisted in the United States Marines in 1942. After joining the marines, Hayes trained to be a paratrooper, and in 1943 he was sent to the Pacific.

Hayes became well known for his role in the battle on the island of Iwo Jima. It was here that Hayes took part in the flag raising captured in a famous photograph of the battle. Joseph Rosenthal, a photographer covering the war for the Associated Press, took the picture on February 23, 1945. Hayes and his fellow soldiers planted the flag on top of Mount Suribachi, where it could be seen from all around the island.



Ira Hayes, © Bettmann/CORBIS

Eventually, Rosenthal's photograph became a defining image of the battle, and Ira Hayes became a hero of World War II. As a result of his role in raising the flag, President Roosevelt asked Hayes and the other surviving soldiers in the photograph to return to the United States to participate in a war bond drive.

Hayes remained humble even though he was often praised for his heroic role in such an important event. He pointed out that his role in this event did not make him feel heroic or proud: "How could I feel like a hero when only five men in my platoon of 45 survived, when only 27 men in my company of 250 managed to escape death or injury?" Hayes even went so far as to suggest, "sometimes I wish that guy had never made that picture."

Questions to Think About

1. What was Hayes' life like before he joined the Marines?
2. Where did Hayes and his fellow soldiers raise the American flag on Iwo Jima?
3. **Detect Points of View** Why do you think Hayes said he did not feel like a hero? Why might he have said that he wished the photograph had never been taken?

CH-24

WORLD WAR II

Biography

As their strategy of island hopping brought Allied troops closer to the Japanese mainland, the small island of Iwo Jima was to become a valuable stronghold from which aircraft could take off and make emergency landings. Winning the island was a bitter struggle.

◆ As you read, think about the sacrifices made by the marines who fought at Iwo Jima. Then, on a separate sheet of paper, answer the questions that follow.

The Marines at Iwo Jima

As approximately 70,000 United States troops prepared for an invasion of the Japanese-controlled island of Iwo Jima, a force of more than 20,000 Japanese soldiers had entrenched themselves in the island's mountains and built tunnels throughout the island. As a result, when the first U.S. troops began to land on Iwo Jima on February 19, 1945, they encountered strong resistance from the Japanese. Defending themselves against enemy fire proved difficult as they stormed the island from the sea.

However, in the coming days marines began to make progress in their efforts to win the island. By February 23, they had captured Mount Suribachi, a tall volcanic mountain that provided a strategic defensive location for Japanese troops. Photographer Joseph Rosenthal took the famous picture of six American soldiers raising the United States flag at the top of Mount Suribachi. This photograph has come to represent the heroism of the soldiers who fought at Iwo Jima. After more than a month of fighting, the United States won the battle for the island.



Iwo Jima flag raising, © CORBIS

The victory came at a significant cost. Approximately 6,000 were killed in the battle, while more than 20,000 were injured. The battle for Iwo Jima became one of the most costly battles of the war for the United States. About one-third of all marines that lost their lives during World War II did so at Iwo Jima. Such significant loss of American lives at Iwo Jima and in other similar battles in the Pacific contributed to the later decision to use the atomic bomb rather than launch an invasion of mainland Japan.

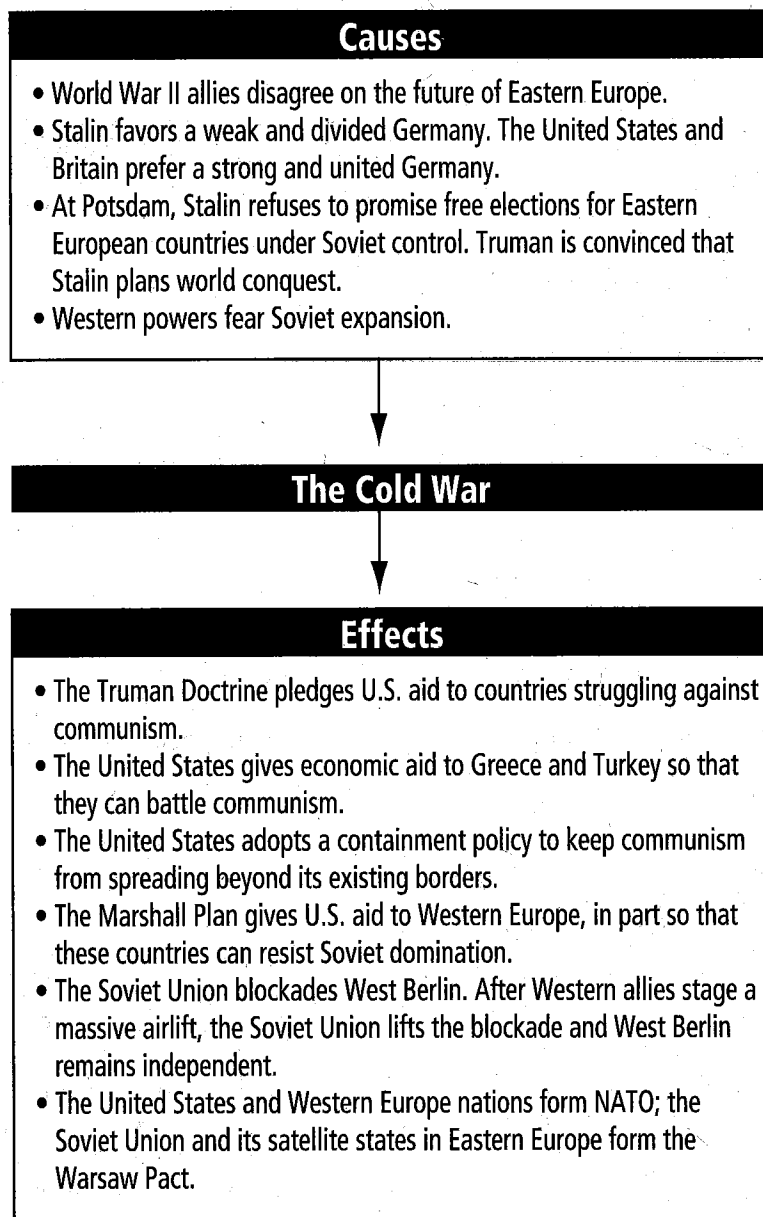
Despite the costliness of the fighting at Iwo Jima, the victory did prove to be a significant one for American forces. The subsequent use of the island for carrying out air attacks against Japan, as well as for landing damaged planes returning from such attacks, proved especially valuable. The victory also provided a rallying point for the American public. Chester Nimitz, commander of the United States Navy in the Pacific said of the soldiers, "Among the men who fought on Iwo Jima, uncommon valor was a common virtue."

Questions to Think About

1. Why was it difficult for American forces to defend themselves against Japanese fire?
2. What event did Joseph Rosenthal capture in his famous photograph?
3. **Summarize** Why was Iwo Jima an important strategic location for the United States campaign in the Pacific?

CH-25
THE COLD WAR**Reading a Chart**

This chart shows some of the major causes and effects of the Cold War. ♦ *Study the chart, and answer the questions on a separate sheet of paper.*

Causes and Effects of the Cold War**Questions to Think About**

1. Why did President Truman believe the Soviet Union wanted world conquest?
2. How did Western allies combat Soviet aggression in Berlin?
3. **Analyze Cause and Effect** What were some of the effects of the Western powers' fear of communist expansion?

CH-26

POSTWAR CONFIDENCE AND ANXIETY

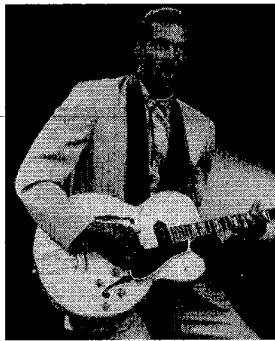
Biography

Rock-and-Roll Musicians

Rock-and-roll was not an entirely new development. Instead, it was a new way of combining existing musical styles. ♦ *As you read, think about how early rock-and-roll musicians influenced one another and about how rock-and-roll music fit into the cultural context of the 1950s.*

Chuck Berry (born 1926)

According to the Rock and Roll Hall of Fame, "While no individual can be said to have invented rock and roll, Chuck Berry comes the closest."



Frank Driggs Collection/Getty Images

Berry took pieces of rhythm and blues and country-western traditions and combined them into a whole new style noted for its quick rhythms and thrilling guitar sounds.

Berry also wrote jazzy and fun lyrics that appealed to teenagers. Famous songs, such as "Johnny B. Goode," "Sweet Little Sixteen," and "School Days," focused on music, dancing, dating, and cruising through high school. Berry influenced a wave of rock-and-roll musicians who followed after him.

Little Richard (born 1932)



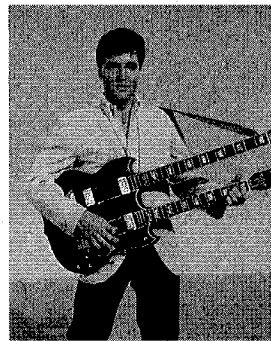
Frank Driggs Collection/Getty Images

In typical flamboyant style, the man behind the spunky "Tutti Frutti" and "Good Golly Miss Molly" calls himself "the architect of rock and roll." Although the most famous rock-

and-roll musicians of the 1950s were guitar players, Little Richard banged out his music on a piano. Strongly influenced by the gospel traditions of his youth, Little Richard added a funky and intense style to rock-and-roll that included lyrics that he often shouted rather than just sang.

Elvis Presley (1935-1977)

Elvis Presley will always be known as the King of Rock and Roll. According to a writer for the Rock and Roll Hall of Fame, Presley's early recordings were of well-known blues and country songs delivered "in a crackling, uptempo style that stands as the blueprint for rock and roll."



Hulton Archive/Getty Images

Presley's hit songs ranged from ballads to raucous hits, including "Don't Be Cruel," "Hound Dog," "Love Me Tender," "All Shook Up," and "Jailhouse Rock." Much more than a musician,

Presley became a teen idol, a movie star, and a pop icon. Thirty years after his death, he still holds the record for the most consecutive number one hits (10), more Top Ten hits (38), and more Top Forty hits (107) than any other rock-and-roll artist.

Questions to Think About

1. What musical genres contributed to the development of rock-and-roll?
2. How did each of these men add to rock-and-roll?
3. **Synthesize Information** In what way was rock-and-roll a reflection of American culture in the 1950s?

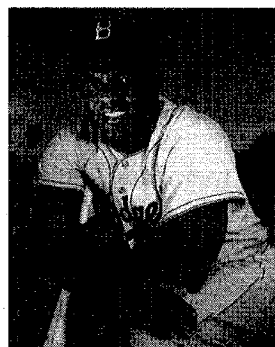
CH-27
THE CIVIL RIGHTS MOVEMENT**Biography**

Jack Roosevelt Robinson broke major league baseball's "color barrier" in 1947, when he became the first African American to play in the major leagues. His success helped open the door for many other African American athletes. ♦ *As you read, think about the importance of Robinson's breaking into major league baseball at a time when only whites were allowed to play. Then, on a separate sheet of paper, answer the questions that follow.*

Jackie Robinson (1919–1972)

Jackie Robinson was born to a family of sharecroppers in Georgia. When he was still young, his family moved to California. Robinson excelled in sports at school and attended college at UCLA, where he displayed an exceptional athletic ability in several sports. In 1941, he joined the U.S. Army. The army was still segregated at this time, and Robinson became a second lieutenant in a black unit. He was arrested by military police in Texas for refusing to move to the back of a bus, but was later acquitted. He left the army in 1944.

In 1945, Robinson began playing baseball in the Negro Leagues. His excellent playing led to his being called up in 1947 to play for the Brooklyn Dodgers, making Robinson the first African American player in an all-white baseball league. Many fans and other professional players strongly resisted the notion of an African American player. Although his own teammates and his coach supported him, Robinson received death threats, endured racial slurs from fans as he played, and was spat upon by members of rival teams. Robinson never fought back or even acknowledged the abuse. Instead, he focused his attention on being the best baseball player that he could be.



Jackie Robinson,
Associated Press, AP

That same year (1947), the Dodgers won the National League pennant, and Robinson was named Rookie of the Year. He won over critics by being a good sportsman and excellent athlete. Two years later he was named the National League's most valuable player. He played with the Dodgers for 10 years, helping them win the 1955 World Series. He retired from baseball in 1956. By 1959, just 12 years after Jackie Robinson broke the color barrier, every major league baseball team had at least one African American player. In 1962, Robinson became the first African American to be inducted into the Baseball Hall of Fame.

After retiring from baseball, Robinson became an advocate for civil rights. He helped black businesses in New York's Harlem neighborhood and served as a special assistant for civil rights to New York's governor.

Before Robinson died in 1972, he wrote the epitaph, or inscription, that appears on his gravestone: "A life is not important except in the impact it has on other lives." These words are a fitting tribute to a great athlete who inspired so many African Americans to follow their dreams.

Questions to Think About

1. What event in Robinson's life was similar to the event that sparked the Montgomery bus boycott?
2. How did Robinson deal with the mistreatment he received after joining the Dodgers?
3. **Draw Inferences** What does the epitaph on Robinson's gravestone say about his life?

CH-27

THE CIVIL RIGHTS MOVEMENT

**Landmark Decisions of the Supreme Court:
How Does Segregation Affect Education?*****Brown v. Board of Education***

Linda Brown was a seven-year-old African American girl in Topeka, Kansas, who was forced to attend an African American school 21 blocks from her home, while the white children in her neighborhood attended a school only 7 blocks from where they all lived. Linda was forced to walk six blocks, which included a dangerous railroad yard, to a bus stop. From there, she had to take a bus ride lasting 1 hour and 20 minutes to get to her school. While Linda's school was comparable to the local school for white children, some African American schools were poorly funded and equipped. Linda's father and others filed suit to permit their children access to the better, closer school. The 1954 suit became known as *Brown v. Board of Education*. In its decision, the Supreme Court ruled that the "separate but equal" principle established earlier in *Plessy v. Ferguson* was unconstitutional.

Directions: Look at this political cartoon, which was published in Chicago following the *Brown v. Board of Education* decision. Then answer the questions on a separate sheet of paper.



Political cartoon from Chicago Defender, Used with permission

Questions to Think About

1. What action is shown in this cartoon? What does it mean?
2. Why is the person in chains African American?
3. **Detect Bias** Do you think that the cartoonist was for or against the Supreme Court's decision in *Brown v. Board of Education*? Explain your answer.

CH-28

THE KENNEDY AND JOHNSON YEARS

Landmark Decisions of the Supreme Court: Can a Poor Person Get a Fair Trial?

Gideon v. Wainwright (1963)

In 1963, defendant Clarence Gideon asked a Florida judge to appoint a lawyer to represent him on the breaking and entering charges that Gideon faced. The judge declined, and Gideon was convicted. Gideon complained to the Supreme Court, and the Court ruled that states must provide access to a public defender to accused people who cannot afford a lawyer. However, some people argue that court-appointed lawyers have not solved the issue of due process. In 1999, America's 100 most populous counties spent about \$1.2 billion defending an estimated 4.2 million criminal cases, or approximately \$285 per case. ♦ *Examine the political cartoon below, as well as Landmark Decisions of the Supreme Court: Can a Poor Person Get a Fair Trial? in your textbook. Then, answer the questions that follow.*



*"Hi, I'm your court-appointed lawyer—whoa!
Don't tell me you've been executed already."*

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cartoonbank.com. All Rights Reserved.

Questions to Think About

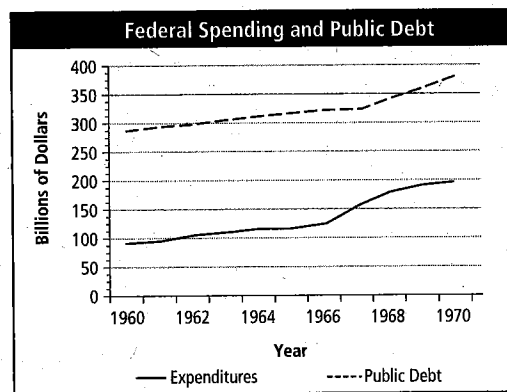
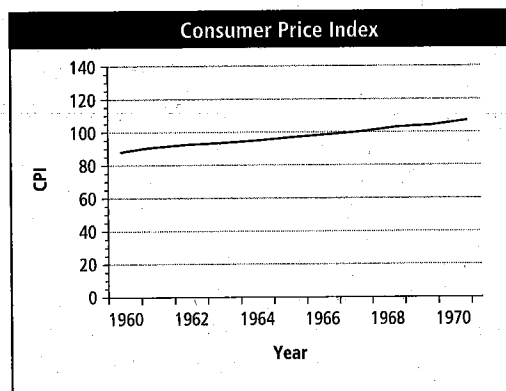
1. How can court-appointed lawyers help their clients?
2. What are two problems that face public defenders as detailed in *Landmark Decisions*?
3. **Interpret Political Cartoons** According to the cartoon, does the artist believe that public defenders are effective? What reasons are given?
4. **Explain Problems** Do you think a poor person can get a fair trial? Explain.

CH-29
THE VIETNAM WAR ERA

Reading a Chart

Estimates indicate that the total cost of the Vietnam War to the United States amounted to more than \$150 billion. During the war, federal spending continually increased, driving up the public debt and raising the price of goods. The charts below illustrate the change in federal expenditures, or spending, as well as changes in the public debt and the Consumer Price Index from 1960 to 1970. The Consumer Price Index, commonly called the inflation rate, measures the average change in prices paid by consumers. Prices go up as demand for items increases and supply decreases. ♦ Study the charts below and re-read the passage entitled "The War Weakens the Economy" in Section 2 of your textbook. Then, on a separate sheet of paper, answer the questions that follow.

War Weakens the Economy



SOURCE: Historical Statistics of the United States: Colonial Times to 1970, U.S. Bureau of the Census: Washington, D.C., 1975

Questions to Think About

- What do these charts indicate about federal expenditures, public debt, and inflation rates during the 1960s?
- Which figure rose the fastest and the most?
- Interpret Charts** From the data above, what can you conclude about the relationship between federal expenditures and public debt?
- Draw Conclusions** Why do you think federal spending and the price of goods increased during the Vietnam War?

CH-30

AN ERA OF PROTEST AND CHANGE

Biography

Gloria Steinem played an important role in the women's rights movement of the 1960s. She wrote articles and books promoting women's rights. She also helped found a feminist magazine called *Ms.* ♦ *Read the following biography. As you read, think about the ways in which Gloria Steinem helped the women's rights movement. Then, on a separate sheet of paper, answer the questions that follow.*

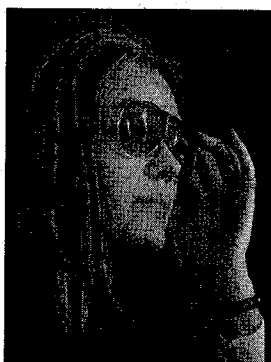
Gloria Steinem (born 1934)

Gloria Steinem loved to write. She was born in 1934 and after graduating from college, she spent two years in India. She came back to the United States and worked as a journalist. However, she didn't often get to report about serious news like her male colleagues did. She also didn't get paid as well. She believed that she just wasn't quite as good as the male reporters.

Steinem's opinion about her reporting skills changed when she attended her first feminist meeting in 1968. At this meeting she heard women talking about the different ways that they had been abused, used, or dismissed. Steinem began to realize that her problems had less to do with her skills and more to do with the way society looks at women. At that point, she decided to use her skills to promote the women's rights movement.

Steinem's first feminist news story appeared in *New York Magazine* in 1969. Entitled "After Black Power, Women's Liberation," it was one of the first stories about the women's movement to appear in a mainstream newspaper. Steinem won an important award for this story. She began

to look for other opportunities to report similar stories. Because male editors did not take this kind of news story seriously, she decided the women's movement needed a publication of its own. In the early 1970s, Steinem helped found *Ms.* magazine.



Gloria Steinem,
Library of Congress

In addition to writing feminist news articles, Steinem wrote books that encouraged people to think about important issues facing women. She also toured the nation, working with other women to give lectures and lead discussions about women's rights. Giving lectures challenged Steinem because public speaking frightened her. With practice, she overcame her fears and developed strong public speaking skills.

Steinem also worked with organizations to help women. In 1971, she helped found the National Women's Political Caucus and the Women's Action Alliance. In 1977, she helped plan the National Women's Conference in Houston, Texas. Steinem used her skills to generate awareness about women's issues and helped foster a shift in attitudes about roles and opportunities for women.

Questions to Think About

1. List five ways that Gloria Steinem helped promote the women's movement.
2. What skills did Gloria Steinem bring to the women's movement? What skills did she develop in her work with the movement?
3. **Recognize Cause and Effect** Why do you think Gloria Steinem joined the women's movement?

CH-30

AN ERA OF PROTEST AND CHANGE

Biography**Women's Rights Activists**

Elizabeth Cady Stanton, Gloria Steinem, and Shirley Chisholm played prominent roles in the women's movement that began in 1848. Their willingness to overcome obstacles and pay the price of participation helped generate awareness of women's rights as well as legislative action. ♦ *Read the following biographies. As you read, think about the experiences that motivated these activists. Then, on a separate sheet of paper, answer the questions that follow.*

Elizabeth Cady Stanton (1815–1902) believed women should be full participants in society. In 1840, she attended an international anti-slavery convention, but event



Elizabeth Cady Stanton,
Library of Congress

organizers banned Stanton and other female delegates from the convention floor. Eight years later, she and four other women planned the first women's rights convention. Stanton helped organize and drive the women's

suffrage movement despite her husband's opposition. She also advocated coeducation, liberal divorce laws, and dress reform. Stanton toured the nation promoting her views until she died in 1902.

As a journalist, Gloria Steinem (born 1934) had trouble getting serious reporting assignments and earning wages comparable to male reporters. She assumed she just wasn't good enough until she attended her first feminist meeting in 1968. After hearing stories about other women's experiences, Steinem concluded that society systematically discriminated against women. She decided to use her writing skills to advance the feminist movement. Her first feminist article appeared in 1969 in

New York Magazine. Because male-dominated news establishments did not support her



Gloria Steinem,
Library of Congress

reporting interests, Steinem helped found *Ms. magazine* in the early 1970s so she could continue to report on the women's movement.

As an educator, Shirley Chisholm (1924–2005) observed daily the effects of poverty. These observations led her to run for the New York State legislature, where she served from 1964 to 1968. In 1968, Chisholm became the first African American woman elected to Congress. She considered the distinction



Shirley Chisholm,
Library of Congress

foolish because it reflected the views of a society that was neither just nor free. From 1969 to 1983, she served in the House of Representatives, where she advocated for the poor, opposed the Vietnam War, and supported women's

rights. In 1972, she competed for the Democratic nomination for president.

Questions to Think About

1. What examples of discrimination did Stanton and Steinem experience?
2. Why did Gloria Steinem help found *Ms. magazine*?
3. **Draw Conclusions** How successful do you believe Stanton, Steinem, and Chisholm were in achieving their goals? Explain your answer.

CH-31
A CRISIS IN CONFIDENCE**Biography**

One of the greatest challenges of Jimmy Carter's presidency was the Iran hostage crisis. The 1979 invasion of the U.S. Embassy in Iran led to the capture of 66 Americans. Although some of the hostages were released after a short time, most of the hostages remained in captivity for more than a year. ♦ *As you read, think about what life was like for the American hostages in Iran. Then, on a separate sheet of paper, answer the questions that follow.*

The American Hostages

The 66 Americans who were held during the seizure of the U.S. Embassy in Tehran came from many different parts of the nation. They ranged in age from 21 to 65 and worked in a variety of military and government positions in Iran.

In the early stages of the crisis, the hostages faced very difficult conditions. They were blindfolded and tied to chairs. Their captors did not allow them to communicate, and the hostages received little information regarding outside events. Soon after the crisis began, the Iranian students released 13 captives. These hostages were all women or African Americans. The remaining hostages continued in captivity and struggled to receive adequate supplies, food, and medical care.

As the crisis continued, hostages who had worked in lower-ranking positions were gathered into a basement in the embassy complex. They were placed in small cells and directed to sleep on floor mats. Hostages who had served in higher-ranking offices were separated from the others and interrogated. Some received beatings during the questionings.



American hostage from Iran hostage crisis.
©Bettmann/CORBIS

In April 1980, the United States attempted to carry out a military rescue of the hostages. However, the operation encountered many problems and a planned raid of the embassy compound never took place. As U.S. forces attempted to withdraw, a helicopter crashed into another aircraft, resulting in the deaths of eight soldiers. After the failed rescue attempt, the hostages were taken to a number of new secret locations throughout Iran.

Although the hostages' communication with the outside world was sporadic and difficult, they were able to maintain occasional correspondence with friends and family in the United States. Hostage Robert C. Ode exchanged letters with his wife, Rita Muth Ode, during the crisis. After several

months in captivity, Ode was also permitted to keep a diary, in which he recorded the experiences he faced as a hostage.

The Iran hostage crisis came to an end with the release of the remaining hostages in January 1981, on the first day of Ronald Reagan's presidency. The hostages were flown from Iran to Germany, where former President Carter greeted them.

Questions to Think About

1. What difficulties did the hostages face during the crisis?
2. How did the failed U.S. rescue attempt affect the hostages?
3. **Draw Conclusions** Why do you think Robert C. Ode wanted to keep a diary during the hostage crisis?

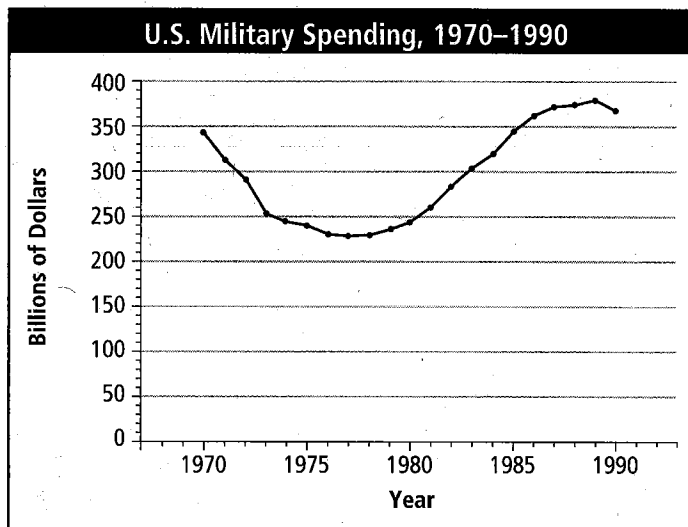
CH-32

THE CONSERVATIVE RESURGENCE

Reading a Chart

Military Spending

President Ronald Reagan opposed big government and worked to cut taxes and reduce government spending on social programs. At the same time, however, Reagan urged Congress to increase defense and military spending. Reagan believed that the United States had to engage in a massive arms buildup in order to tip the balance of power between the United States and the Soviet Union. He also engaged U.S. troops, arms, and funds in nations around the globe in order to prevent the spread of communism and to maintain American influence. ♦ Study the chart below and the chart entitled *Federal Defense Spending, 1978–1990*, in Section 3 of your textbook. Then, on a separate sheet of paper, answer the questions that follow.



Source: Center for Defense Information

Questions to Think About

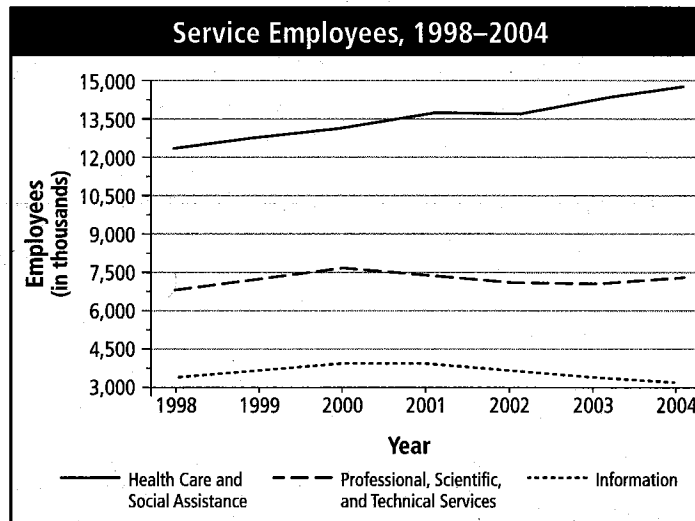
1. Approximately how much did the federal government spend on the military the year before Reagan became President?
2. In what year did both military and defense spending peak?
3. **Interpret Charts** What do the data in both charts tell you about military and defense spending during President Reagan's administration?
4. **Draw Conclusions** Why do you think military spending decreased steadily in the early 1970s?

CH-33

INTO A NEW CENTURY

Reading a Chart

Globalization has moved Americans away from industrial and farming industries toward a service economy. Jobs within the service industry include those in hospitals, museums, and movie production. While the service sector has expanded consistently, not all industries within the service sector have grown at the same pace. ♦ *Study the bar graph below showing three kinds of service industries. Then, on a separate sheet of paper, answer the questions that follow.*

A Service Economy

Information from U.S. Census Bureau

Questions to Think About

1. What industry added the most jobs since 1998?
2. Under which heading would you expect to find publishers?
3. **Interpret Graphs** How do you think the aging baby boomer generation will affect jobs in health care services in the future?