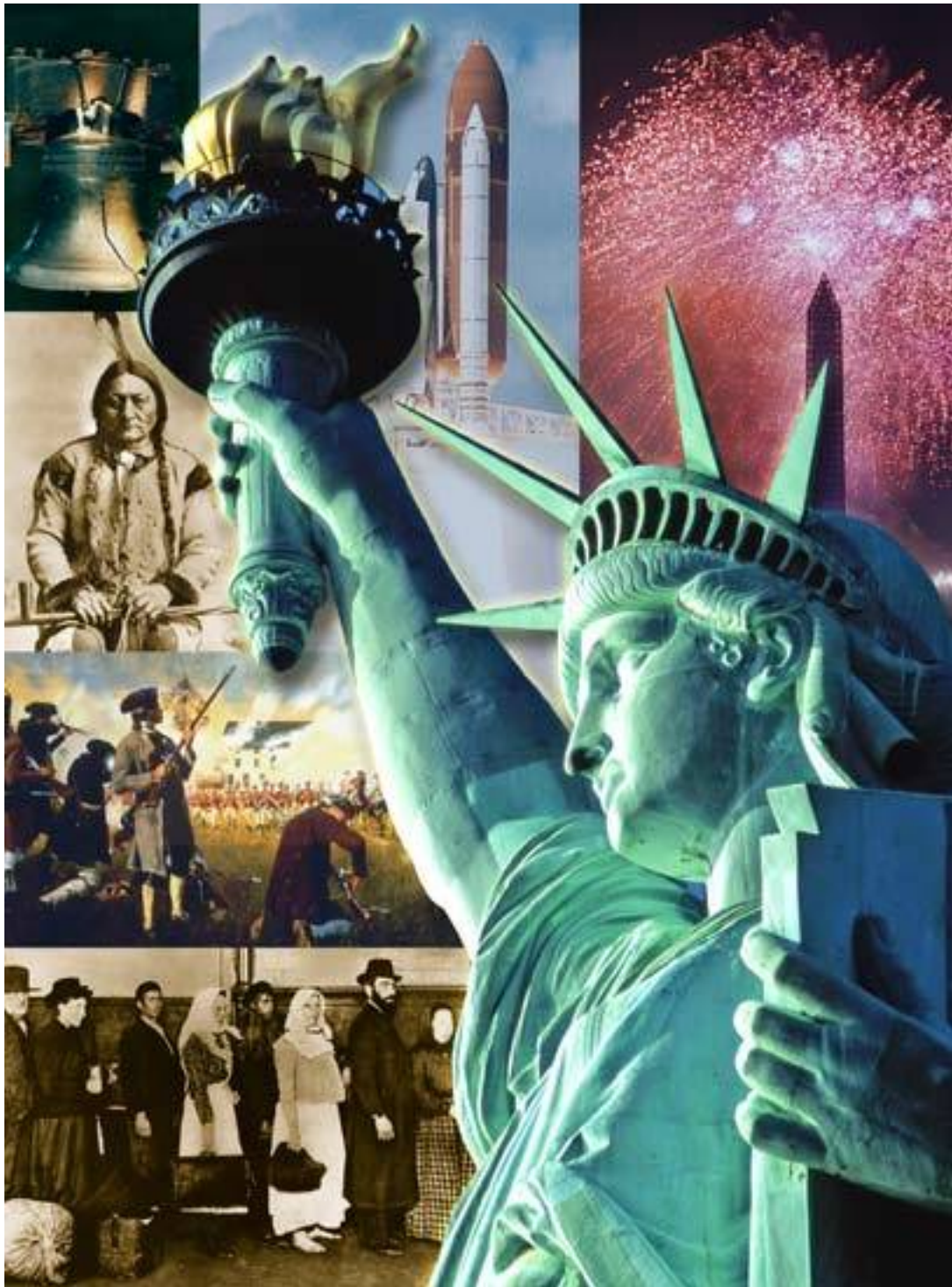


# U.S.A. HISTORY I N B R I E F



**The Learner English Series**  
for students of English as a Second Language



# U.S.A. HISTORY IN BRIEF

LEARNER ENGLISH SERIES

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## U.S.A. History in Brief

Learner English Edition

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# FOREWORD



**T**his book is the learner's edition of our *U.S.A. History in Brief*. It will teach you about important events in the history of the United States. You also will find many beautiful pictures of the events and people who shaped that history.

This is the first in a series of books to help people learn the English language. Each of our Learner English books will have a different topic that teaches readers about the United States and helps them understand new words.

Some words will appear in **boldface** type. You will find their meanings, or definitions, in a brightly colored box on the same page, along with examples of how to use the word.

As in other languages, English has many words that may have two, three, or more meanings. In this book, only the meaning of a word as it is used on that page is listed.

If you want to learn other meanings or ways the words in this book can be used, and if you have access to the Internet, free dictionaries are available. All the definitions in this book come from *Merriam-Webster's Learner's English Dictionary*, at



their website [www.learnersdictionary.com](http://www.learnersdictionary.com). There you will find every form and meaning of each word and many examples in sentences.

Also, along with this book you may have received a CD. On it is a person reading the entire book. If you listen while you read, you can hear exactly how each word is pronounced when you see it. In addition, the International Phonetic Alphabet spelling is provided to help you say the words.

If you are an English teacher, you can use this book as another tool to help your students learn new words and the different ways they are used. If you use the Internet, you can play the entire recording online and pause it wherever you like. You also can find a portable document file (PDF) of the book.

We hope you enjoy the features of this book. We plan to provide many more. You can find more information about this book at [www.america.gov/publications/books/learner\\_english.html](http://www.america.gov/publications/books/learner_english.html). We want your feedback about this book and your suggestions for future titles. Write us at [learnerenglish@state.gov](mailto:learnerenglish@state.gov).

# A PRONUNCIATION GUIDE

for the International Phonetic Alphabet (IPA) Symbols

Use the following link (for Merriam-Webster's English Learner's Online Dictionary website) [http://www.learnersdictionary.com/help/faq\\_pron\\_ipa.htm](http://www.learnersdictionary.com/help/faq_pron_ipa.htm) to hear audio files of the pronunciations of these words using the International Phonetic Alphabet (IPA) symbols.

## Vowels

---

æ	ask, bat, glad
ɑ	cot, bomb, caught, paw
ɛ	bet, fed
ə	about, banana, collide
i	very, any, thirty
i:	eat, bead, bee
ɪ	id, bid, pit
ʊ	foot, should, put
u:	boot, two, coo
ʌ	under, putt, bud
ə	merge, bird, further
eɪ	eight, wade, bay
aɪ	ice, bite, tie
aʊ	out, gown, plow
ɔɪ	oyster, coil, boy
oʊ	oat, own, zone, blow
ɑə	car, heart, bizarre
eə	bare, fair, wear
iə	near, deer, mere, pier
oə	boar, port, door, shore
uə	boor, tour, insure

## Consonants

---

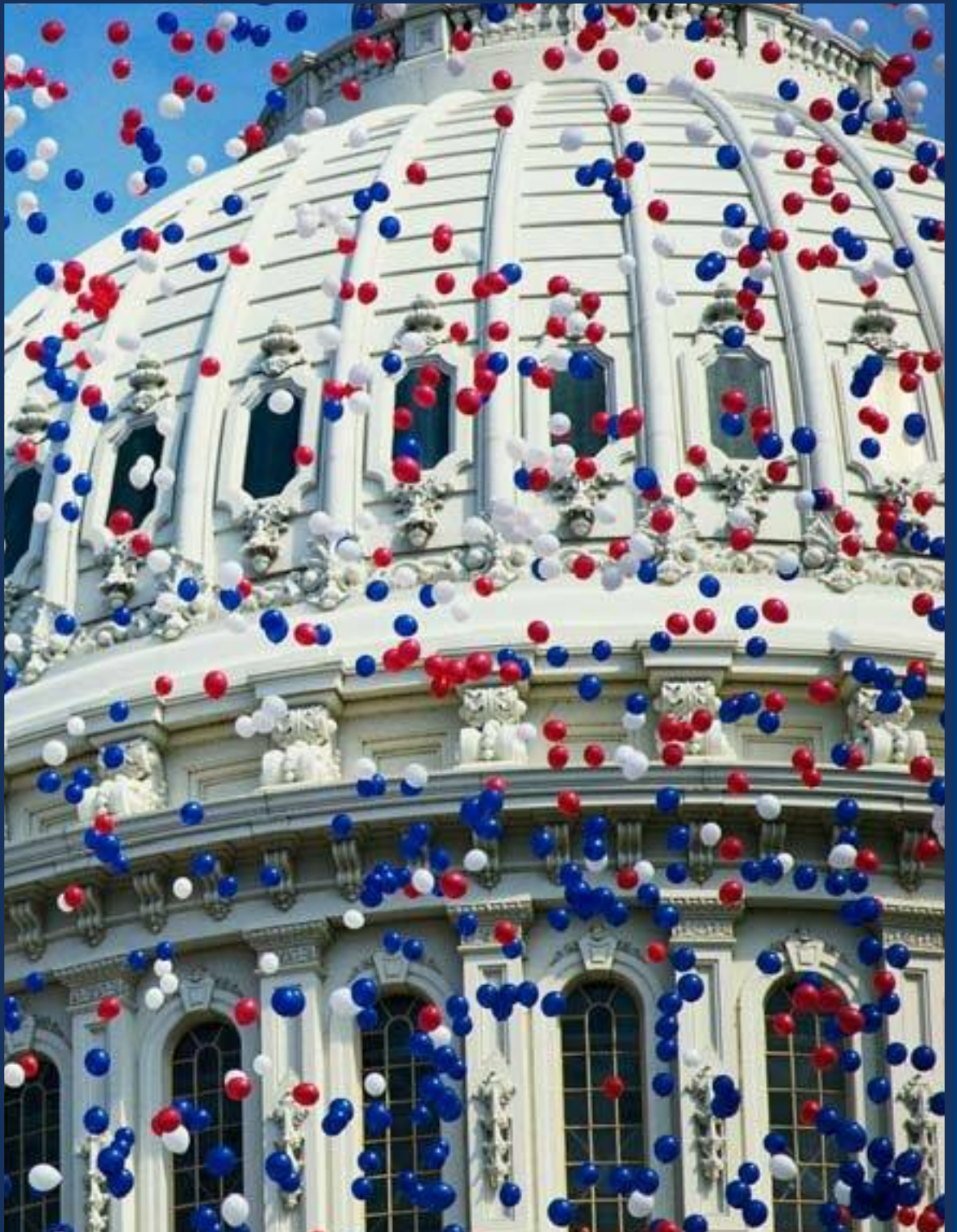
b	<b>b</b> aby, labor, cab
d	<b>d</b> ay, kid
dʒ	<b>j</b> ust, badger, fudge
ð	<b>th</b> en, either, bathe
f	<b>f</b> oe, tough, buff
g	<b>g</b> o, dagger, bag
h	<b>h</b> ot, ahead
j	<b>y</b> es, vineyard
k	lacquer, flock, skin
k <sup>h</sup>	cat, <b>k</b> ee <b>k</b> , account
l	law, hollow
l̩	pedal, battle, final
l̩	pool, boil
m	<b>m</b> at, hemp, hammer, rim
n	<b>n</b> ew, tent, tenor, run
n̩	button, satin, kitten
ŋ	rung, hang, swinger
p	lapse, top, lip, speed
p <sup>h</sup>	pay, pet, appear
r	rope, arrive
s	sad, mist, kiss
ʃ	shoe, mission, slush
t	mat, stick, late
t <sup>h</sup>	toe, attack
r	later, catty, riddle
tʃ	batch, nature
tʃ <sup>h</sup>	choose, chin, achieve
θ	thin, ether, bath
v	vat, never, cave
w	wet, software
z	zoo, easy, buzz
ʒ	vision, azure, beige
?	button, kitten, satin

## Other Symbols

---

'	high stress: pen <b>m</b> anship
,	low stress: penman <b>sh</b> ip

# INTRODUCTION



**T**he United States of America has been a **democracy** for more than 200 years. Issues that were important in its early years remain so today: big government versus small government, individual **rights** versus group rights, free markets versus controlled trade, and connection with the world versus focusing on internal affairs.

The U.S. tries to be a **fair** and **just** society, and much of the time it succeeds. Through **compromise** and change, the country has grown, prospered, and made progress toward its **ideals**.

**de-moc-ra-cy** / dK' ma: krəsi /  
**noun plural -cies**

: a form of government in which people choose leaders by voting • The nation has chosen *democracy* over monarchy.  
: a country ruled by democracy  
• In a *democracy*, every citizen should have the right to vote.  
• Western *democracies*

**right** / 'raɪt / **adjective plural rights**

: something that a person is or should be morally or legally allowed to have, get, or do  
• women fighting for equal *rights*  
• The government has denied the people their *rights*. [=has not allowed the people to do the things that they should be allowed to do]

**fair** / 'feə / **adjective fair-er; fair-est**

: agreeing with what is thought to be right or acceptable • *fair* elections • The workers claim that they are not being paid *fair* wages. [=they are being paid less than they should be paid]  
: treating people in a way that does not favor some over others • a *fair* and impartial jury • All she wants is a *fair* chance. [=the same chance everyone else gets]

**just** / 'dʒʌst / **adjective [more just; most just]**

: agreeing with what is considered morally right or good : fair • a *just* society  
• a *just* cause for war • a *just* decision : treating people in a way that is considered morally right • a *just* man

**com-pro-mise**  
/ 'kɑ:mprə,məɪz / **noun plural com-pro-mis-es**

: a way of reaching agreement in which each person or group gives up something that was wanted in order to end an argument or dispute • To avoid an argument, always be ready to seek *compromise*. • The two sides were unable to reach a *compromise*. [=unable to come to an agreement]

**ide-al** / aɪ'di:l / **noun plural ideals**

: an idea or standard of perfection or excellence • The organization has remained true to its *ideals*. [=has continued to work for and support the goals that it considers most worthwhile and important] • He hasn't lived up to his high *ideals*.

**Opposite:** Multitudes of red, white, and blue balloons were released over the U.S. Capitol during the Bicentennial of the Constitution celebration in 1987.



BERINGIA

# EARLY AMERICA



**Opposite:** The hatched area of this polar view of the globe shows a land bridge of Beringia which once joined Asia and North America.

**Above:** The Mesa Verde settlement in Colorado was built in the 1200s.

**T**he most recent Ice Age was about 35,000 years ago. Much of the world's water was frozen into big sheets of ice. A land bridge—as wide as 1,500 kilometers—joined Asia and North America. By 12,000 years ago, humans lived throughout much of what now are the Americas.

The first “Americans” crossed the land bridge from Asia. Historians believe that they lived in what now is Alaska for thousands of years. They moved south into today's mainland United States. They lived by the Pacific Ocean in the Northwest, in the mountains and deserts of the Southwest, and along the Mississippi River in the Midwest.



These early groups are known as Hohokam, Adenans, Hopewellians, and Anasazi. They built villages and grew crops. Their lives were connected to the land. Family and community were important to them. History shows they told stories and shared information mostly by talking, not writing. Some used a form of picture writing called hieroglyphics. Nature was important to their **spiritual** beliefs. Some groups built big piles of earth in the shapes of snakes, birds, or pyramids. The different groups traded with each other, but they also fought.

No one knows why, but these groups disappeared. Other groups, Hopi and Zuni, later came to this land and prospered. By the time the first Europeans arrived, about two million native people lived in what now is the United States.

**spir-i-tu-al** / 'spɪrɪtʃəwəl /  
**adj** [more ~; most ~]  
: of or relating to a person's spirit • Doctors must consider the emotional and *spiritual* needs of their patients. • I'm working on my *spiritual* growth/development. [=the growth of my mind and spirit]

**Above:** People of the Native-American fort known as Ancient Culture built the Great Serpent Mound in Adams County, Ohio. They erected the 403-meter monument between A.D. 1000 and 1550.

**Below:** About 4,000 Native Americans lived in Lakota Village near Pine Ridge, South Dakota. (circa 1891)





**Above:** *Christopher Columbus at the Royal Court of Spain* Chromolithograph by Masters Cromwell and Kirkpatrick, circa 1884. Christopher Columbus is presenting his request to Queen Isabella I and King Ferdinand V and a gathering of courtiers.

Historians believe that the Norse may have been the first Europeans to arrive. They came from Greenland, where Erik the Red had started a settlement around 985. In 1001, Erik’s son, Leif, explored the northeast coast of what now is Canada. Remaining pieces of Norse houses were found in northern Newfoundland.

It took almost 500 years for other Europeans to reach North America, and another 100 for them to build permanent settlements. The first explorers did not know about America. They were looking for a way to go to Asia from Europe by sea. Other Europeans who arrived later—mostly Spanish and Portuguese, but also Dutch, French, and British—came for land and the riches of the “New World.”

The most famous explorer was Christopher Columbus. He was Italian, but Queen Isabella of Spain paid for his trips. Columbus landed on islands in the Caribbean Sea in 1492. He never reached what is now the United States.



In 1497, John Cabot, an explorer sailing for England, landed in eastern Canada. His arrival established a British claim to land in North America.

During the 1500s, Spain explored and claimed more land in the Americas than did any other country. In 1513, Juan Ponce de León landed in Florida. Hernando De Soto landed in Florida in 1539 and then explored all the way to the Mississippi River.

Spain conquered Mexico in 1522. In 1540, Francisco Vázquez de Coronado wanted to find the **mythical** Seven Cities of Cibola. He started looking in Mexico and then traveled north to the Grand Canyon in Arizona and into the Great Plains.

Other Europeans, such as Giovanni da Verrazano, Jacques Cartier, and Amerigo Vespucci, explored further north. The two American continents were named after Amerigo Vespucci.

The first permanent European settlement in North America was Spanish. It was built in St. Augustine in Florida. Thirteen British colonies to the north

**myth-i-cal** / 'mɪθɪkəl /  
*adjective*

: based on or described in a myth • Hercules was a *mythical* hero who was half man and half god. • gods fighting in a *mythical* battle in the sky • a *mythical* beast/creature : existing only in the imagination : imaginary • The sportswriters picked a *mythical* all-star team.

**Above:** John Cabot and his son Sebastian sailed from England and landed in Newfoundland, Canada, in 1497.

**Right:** San Juan Capistrano Mission is one of nine missions founded by Fray Junipero Serra, a Franciscan priest who led the Spanish settlement of California.





would later form the United States. Virginia and Massachusetts were the two earliest.

It wasn't just explorers who settled in the New World. People started to come to the New World to live. These people were immigrants from Europe.

## Quiz

1. How did the first people reach the Americas?
  - A. Sailing from Asia
  - B. Walking across a frozen bridge of ice
  - C. Sailing from Spain
2. Who are believed to be the first Europeans to arrive in the New World?
  - A. Spanish
  - B. English
  - C. Norse
3. What was Christopher Columbus looking for when he sailed to the New World?
  - A. Gold
  - B. Asia
  - C. Spanish settlements

**Above:** The Spanish built the Castillo de San Marcos between 1672 and 1695 to guard St. Augustine, Florida.

**Below:** Hernando de Soto of Spain led a European expedition in 1540 with plans to colonize North America.

Answers: 1. B; 2. C; 3. B



# COLONIAL PERIOD



**M**ost people who came to the British colonies in the 1600s were English. Others came from The Netherlands, Sweden, Germany, France, Scotland, and Northern Ireland. By 1690, 250,000 people lived in the New World. By 1790, there were 2.5 million people.

People came for different **reasons**. Some left their homes to escape war. Others **sought** political or religious freedom. Some had to work as servants to pay back the cost of their trip before gaining their freedom. Some, like black Africans, arrived as slaves.

In time, the 13 colonies developed within three distinct regions.

**rea-son** / 'ri:zən / *noun*  
**plural rea-sons**  
: a statement or fact that explains why something is the way it is, why someone does, thinks, or says something, or why someone behaves a certain way • I can't give you the report for the simple *reason* that it isn't finished yet.

**seek** / 'si:k / *verb* **seeks;**  
**sought** / 'sa:t / **seek-ing**  
: to search for (someone or something) : to try to find (someone or something) • He is *seeking* employment. [=he is looking for a job]

**trea-ty** / 'tri:ti / *noun*  
**plural trea-ties**  
: an official agreement that is made between two or more countries or groups • The country's warring factions have signed a peace *treaty*. [=an agreement to stop fighting a war]

**Opposite:** A Puritan husband and wife walk to church in this print of a painting by G. H. Boughton from 1884.

**Below:** American artist Benjamin West (1738-1820) painted William Penn's **treaty** with the Native Americans of Pennsylvania. Pennsylvania was safe for Quakers and others who wanted religious freedom. Penn treated the Indians well.





**di-verse** / dɑɪ'və:s /  
**adjective** [more di\*verse;  
most di\*verse]

: different from each other  
• The magazine covers topics as *diverse* [=varied] as chemistry and sculpture. • people with *diverse* interests : made up of people or things that are different from each other  
• His message appealed to a *diverse* audience. • The group of students is very *diverse*. [=the students are different ages, races, etc.] • a *diverse* group of subjects

**so-phis-ti-cat-ed**  
/ sə'fɪstə,keɪtəd / **adjective**  
[more so\*phis\*ti\*cat\*ed;  
most so\*phis\*ti\*cat\*ed]

: having or showing a lot of experience and knowledge about the world and about culture, art, literature, etc.  
• She was a *sophisticated* and well-traveled woman. • She has *sophisticated* tastes. : attractive to fashionable or sophisticated people • a swank and *sophisticated* restaurant

**Above:** William Penn established Pennsylvania, named for his recently deceased father William Sr., as a Quaker colony tolerating various faiths and races in 1682.

**Right:** Pilgrims sign the Mayflower Compact on the ship in 1620.

**Opposite above:** A devout Puritan elder (right) confronts patrons drinking ale outside a tavern.

**Opposite below:** Cotton Mather was one of the leading Puritan figures of the late 17th and early 18th centuries.

The first settlements were along the Atlantic coast and on rivers that flowed into the ocean. In the Northeast, trees covered the hills and stones filled the soil, but water power was available. The Northeast was called New England, and it included Massachusetts, Connecticut, and Rhode Island. The economy was based on timber, fishing, shipbuilding, and trade.

The middle colonies included New York, New Jersey, Pennsylvania, Delaware, and Maryland. The weather was milder and the countryside was more varied. People worked in industry and agriculture. The society was more **diverse** and **sophisticated**. People living in New York came from all over Europe.

The Southern colonies included Virginia, Georgia, and North Carolina and South Carolina. The growing season was long and the soil was fertile. Most people were farmers. Some owned small farms that they worked themselves. The wealthy farmers owned large plantations and used African slaves as workers.

The relationships between settlers and Native Americans (also called Indians) were good and bad. In some areas, the two groups traded and were





friendly. In most cases, as the settlements grew bigger, the settlers **forced** the Indians to move.

As time went on, all the colonies developed governments based on the British tradition of citizen **participation**. In Britain, the Glorious Revolution of 1688–1689 limited the **power** of the king and gave more power to the people. The American colonists closely observed these changes. Colonial assemblies claimed the right to act as local parliaments. They passed **laws** that limited the power of the royal governor and increased their own authority.

Disagreements between the royal governors and the assemblies continued. The colonists realized that their interests often were different from Britain's interests. At first, the colonists wanted self-government within a British **commonwealth**. Only later did they want independence.

## Quiz

- How many original colonies were there?
  - 50
  - 13
  - 17
- Which European country owned the colonies?
  - Spain
  - The Netherlands
  - Britain

**force** / 'fɔːs / *verb* **forces; forced; forcing**  
 : to make (someone) do something that he or she does not want to do • They *forced* us to work long hours without pay. • He was *forced* to resign from office. = He was forced out of office.

**par-tic-i-pate**  
 / pɑː'tɪsə,peɪt / *verb*  
**par-tic-i-pates; par-tic-i-pat-ed; par-tic-i-pat-ing**  
 : to be involved with others in doing something : to take part in an activity or event with others • Most people joined the game, but a few chose not to *participate*.  
 —**par-tic-i-pa-tion**  
 / pɑː'tɪsə'peɪʃən / *noun*  
 • The show had a lot of audience *participation*.

**pow-er** / 'paʊə / *noun*  
**plural powers**  
 : the ability or right to control people or things • She is from a very wealthy family with a lot of social *power*. • The company abused its *power*, forcing workers to work overtime without pay. • He has no *power* over me.

**law** / 'lɑː / *noun*  
**plural laws**  
 : a rule made by the government of a town, state, country, etc. [count] • A *law* requires that schools provide a safe learning environment. = There is a *law* requiring schools to provide a safe learning environment.

**com-mon-wealth**  
 / 'kɑːmən,welθ / *noun*  
**plural common-wealths**  
 : a group of countries or states that have political or economic connections with one another — often + of  
 • a *commonwealth* of states  
 —**the Commonwealth** : the countries that were once part of the British Empire

Answers: 1. B; 2. C





**lib-er-al-ism** / 'lɪbərə,lɪzəm,  
'lɪbrə,lɪzəm / *noun*  
: belief in the value of social  
and political change in order  
to achieve progress • political  
*liberalism*

**em-pire** / 'em,pajə / *noun*  
**plural em-pires**  
: a group of countries or  
regions that are controlled  
by one ruler or one govern-  
ment ; especially • the Roman  
*Empire*

**pol-i-cy** / 'pɑ:ləsi / *noun*  
**plural pol-i-cies**  
: an officially accepted set  
of rules or ideas about what  
should be done [count]  
• They voted to adopt/pursue  
more liberal trade *policies*.  
• American foreign *policy*

**il-le-gal** / ɪ'li:gəl / *adjective*  
: not allowed by the law  
: not legal • *illegal* [=illicit,  
unlawful] drugs

**Opposite:** A print by famous revo-  
lutionary Paul Revere shows Brit-  
ish soldiers firing into a crowd of  
people in 1770.

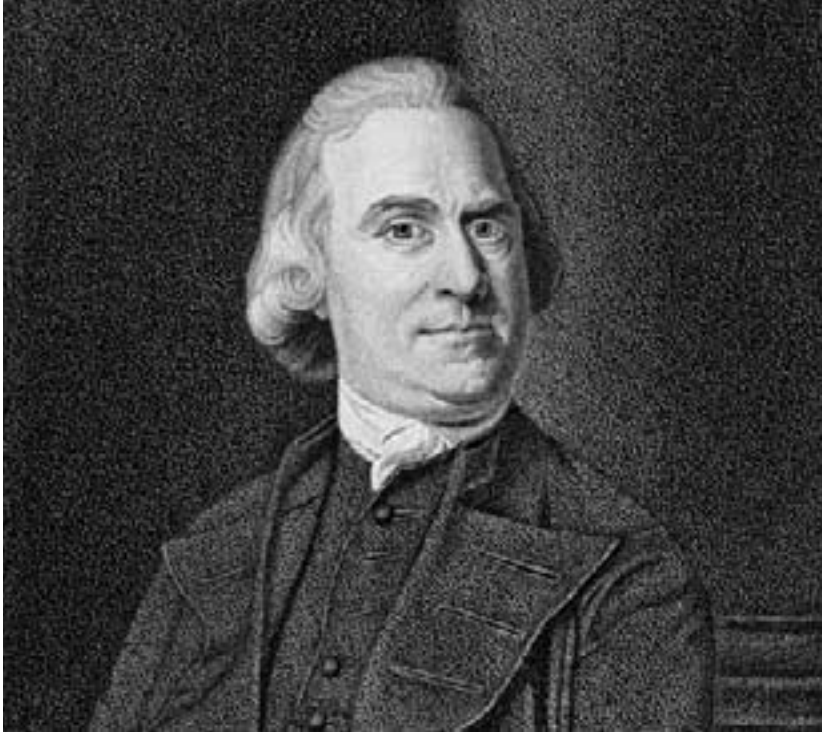
**Below:** The protest against British  
taxes in 1773 was known as the  
Boston Tea Party.

**T**he ideas of **liberalism** and democ-  
racy are the basis of the U.S. politi-  
cal system. As the colonists built  
their new society, they believed more strongly  
in these ideas. Britain's 13 colonies grew in  
population and economic strength during  
the 1700s. Although ruled by a distant  
government, the colonists governed many  
local affairs.

After Britain won a costly war with France in the  
1750s, the colonists were asked to help pay for the  
war, and for Britain's large **empire**. These **policies**  
restricted the colonists' way of life.

For example, the Royal Proclamation of 1763  
restricted the colonists from settling new land.  
The Currency Act of 1764 made it **illegal** to print  
paper money in the colonies. The Quartering Act





of 1765 forced the colonists to provide food and housing for the royal soldiers. The Stamp Act of 1765 taxed all legal papers, licenses, newspapers, and leases.

The Stamp Act united the colonists in an organized **resistance**. The main problem was that they weren't allowed to participate in the government that taxed them.

In October 1765, 27 **delegates** from nine colonies met in New York. They passed **resolutions** saying that the individual colonies should have the right to **impose** their own taxes. This satisfied most of the delegates, but a small number of **radicals** wanted independence from Britain.

One of those people was Samuel Adams of Massachusetts. He wrote newspaper **articles** and made speeches. The groups he helped to organize became a big part of the revolutionary **movement**.

By 1773, colonial traders, who were angry with British regulation of the tea trade, were interested in Sam Adams's ideas. In December 1773, a group of men sneaked on three British ships in Boston harbor and threw the cargo of tea overboard. This event became known as the Boston Tea Party.

**re-sis-tance** / rɪ'zɪstəns /  
*noun*  
: effort made to stop or to fight against someone or something • The troops met heavy/stiff *resistance* as they approached the city.

**del-e-gate** / 'dɛlɪgət / *noun*  
**plural del-e-gates**  
: a person who is chosen or elected to vote or act for others : representative  
• He's been chosen as a *delegate* to the convention.

**res-o-lu-tion** / ,rɛzə'lu:ʃən /  
*noun* **plural res-o-lu-tions**  
: a formal statement that expresses the feelings, wishes, or decision of a group • The assembly passed a *resolution* calling for the university president to step down.

**im-pose** / ɪm'pəʊz / *verb*  
**im-pos-es; im-posed;**  
**im-pos-ing**  
: to cause (something, such as a tax, fine, rule, or punishment) to affect someone or something by using your authority • The judge *imposed* a life sentence.  
• *impose* [=levy] a tax on liquor

**rad-i-cal** / 'rædɪkəl / *noun*  
**plural radicals**  
: a person who favors extreme changes in government : a person who has radical political opinions • He was a *radical* when he was young, but now he's much more moderate.

**ar-ti-cle** / 'ɑ:ɪkəl / *noun*  
**plural ar-ti-cles**  
: a piece of writing about a particular subject that is included in a magazine, newspaper, etc. • He has published numerous *articles* in scholarly journals.

**move-ment** / 'mu:vmənt /  
*noun* **plural move-ments**  
: a series of organized activities in which many people work together to do or achieve something  
• She started a *movement* [=campaign] for political reform. : the group of people who are involved in such a movement • They joined the antiwar/peace/feminist *movement*.

**Above:** Samuel Adams, cousin of John Adams, second U.S. president, is known for his strong support of the U.S. revolutionary movement.

**pun-ish** /'pʌnɪʃ/ *verb*  
**pun-ish-es; pun-ished;**  
**pun-ish-ing**

: to make (someone) suffer for a crime or for bad behavior • I think that murderers should be *punished* by/with life imprisonment.

: to make someone suffer for (a crime or bad behavior)  
• State law *punishes* fraud with fines. • The law states that treason shall be *punished* by death. [=that the punishment for treason is death]

**rep-re-sen-ta-tive**  
/ˌrɛprɪˈzɛntətɪv/ *noun*

**plural representatives**  
: someone who acts or speaks for or in support of another person or group • a sales *representative* [=a salesperson] • the actor's personal *representative* [=agent] : a member of the House of Representatives of the U.S. Congress or of a state government

**state** /'steɪt/ *noun plural states*

: a way of living or existing  
• We must keep our armed forces in a constant *state* of readiness.  
: the things that affect the way you think or feel : your physical or mental condition  
• her mental/emotional *state* —often + of • the current/present *state* of the economy  
• The country is in a *state* of war. [=the country is at war]

**sub-ject** /'sʌbdʒɪkt/ *noun plural sub-jects*

: a person who lives in a country that is ruled by a king or queen : a citizen of a monarchy • British *subjects*

**mod-er-ate** /'mɑ:dəɪt/ *noun plural mod-er-ates*

: a person whose political ideas are not extreme : a person who has moderate opinions or is a member of a moderate political group  
• *Moderates* from both political parties have agreed on an economic plan.

The British Parliament **punished** Massachusetts by closing Boston's port and by restricting local authority. Colonists called these new laws the Intolerable Acts and united to oppose them. All the colonies except Georgia sent **representatives** to Philadelphia in September 1774 to talk about their “present unhappy **state**.” It was the First Continental Congress.

Colonists were angry with the British for taking away their rights, but not everyone agreed on the solution. Loyalists wanted to stay **subjects** under the king. **Moderates** wanted to compromise and build a better relationship with the British government. The revolutionaries wanted complete independence. They began collecting weapons and getting men ready—waiting for the fight for independence.

## Quiz

1. Which act caused the greatest reaction from the colonists?  
A. The Currency Act  
B. The Stamp Act  
C. The Quartering Act
2. What did the colonists throw into Boston Harbor?  
A. Stamps  
B. British paper money  
C. Tea
3. What did moderates in the colonies wish for in their relationship to Britain?  
A. For everything to stay the way it was  
B. To move to Britain and leave the colonies  
C. A compromise and a better relationship with the British government

Answers: 1. B; 2. C; 3. C

# REVOLUTION





**am-mu-ni-tion** /,æmjə'niʃən  
/ noun

: the objects (such as bullets and shells) that are shot from weapons • The troops were supplied with weapons and *ammunition*.

**pro-test** / prə'test / verb  
**pro-tests; pro-test-ed;**  
**pro-test-ing**

: to show or express strong disapproval of something at a public event with other people [no obj] • Students *protested* at the civil rights rally. • They were *protesting* against the death penalty.

**Opposite:** Patrick Henry, standing on the right, said these famous words: "Give me liberty or give me death."

**Above:** The first shots of the American Revolution were fired when the Minutemen faced the British at Lexington, Massachusetts, on April 19, 1775.

**T**he American Revolution and the war for independence from Britain began with a small fight between British troops and colonists on April 19, 1775. The British troops left Boston, Massachusetts, planning to take weapons and **ammunition** from revolutionary colonists.

At Lexington, they met armed colonists who were called Minutemen because they could be ready to fight in a minute. The Minutemen planned to **protest** silently and not shoot unless the British shot first.

The British ordered the Minutemen to leave. The colonists obeyed, but as they left, someone fired a

shot. The British troops attacked the Minutemen with guns and bayonets.

Fighting broke out in other places along the way as the British soldiers in their bright red uniforms returned to Boston. More than 250 “redcoats” were killed or wounded. The Americans lost 93 men.

Colonial representatives hurried to Philadelphia for the Second Continental Congress. More than half **voted** to go to war against Britain. They decided to form one army from the colonial **forces**. George Washington of Virginia became the commander-in-chief.

At the same time, they sent King George III a peace resolution to try to avoid a war. The king rejected it. On August 23, 1775, the king said the American colonies were in **rebellion**.

The desire for independence increased in the next few months. Thomas Paine, a **radical** political thinker, argued for independence and against hereditary **monarchy** in his **pamphlet** *Common*

**vote** /'vout/ *verb* **votes;**  
**vot-ed; vot-ing**  
: to make an official choice for or against someone or something by casting a ballot, raising your hand, speaking your choice aloud, etc. • The committee hasn't yet *voted* on the matter. • Congress *voted* 121 to 16 to pass the bill.

**force** /'foəs/ *noun* **plural forc-es**  
: a group of soldiers trained to fight in a war • a *force* of 20,000 soldiers • The enemy *forces* had us surrounded.  
• allied/rebel *forces*

**re-bel-lion** /rɪ'beljən/ *noun* **plural re-bel-lions**  
: an effort by many people to change the government or leader of a country by the use of protest or violence  
• The unfair tax laws sparked a *rebellion*. • The peasants rose in *rebellion*.

**rad-i-cal** /'rædɪkəl/ *adjective* [**more rad\*i\*cal; most rad\*i\*cal**]  
: having extreme political or social views that are not shared by most people  
• *radical* liberals/conservatives  
• a *radical* wing of extremists

**mon-ar-chy** /'mənəki/ *noun* **plural mon-ar-chie**  
: a form of government in which a country is ruled by a monarch • the French *monarchy* of the 18th century

**pam-phlet** /'pæmflet/ *noun* **plural pam-phlets**  
: a small, thin book with no cover or only a paper cover that has information about a particular subject

**Right:** James Madison, the fourth president of the United States, was named the Father of the Constitution.





*Sense.* He described two possible **conditions** for America. The people could remain unequal citizens under a king, or they could live in an independent country with hopes of **liberty** and happiness.

The Second Continental Congress created a committee to write a document that outlined the colonies' complaints against the king and explained their decision to separate from Britain. The reasons were based on French and British ideas. Thomas Jefferson was the main writer of the Declaration of Independence.

The Declaration of Independence told the world of a new nation and its beliefs about human freedom. It argued that political rights are basic human rights and are **universal**.

The Second Continental Congress accepted this document on July 4, 1776. The Fourth of July became Independence Day in the United States.

**con-di-tion** / kən'diʃən / *noun*  
**plural con-di-tions**  
: a way of living or existing  
• Happiness is the state or *condition* of being happy. • The need to be loved is simply part of the human *condition*. [=being human]

**lib-er-ty** / 'lɪbə-ti / *noun* **plural lib-er-ties**  
: the state or condition of people who are able to act and speak freely : freedom  
• a nation that values *liberty* and democracy • soldiers willing to die in defense of *liberty*

**uni-ver-sal** / ju:nə'vɜ:səl / *adjective* [**more uni\*ver\*sal; most uni\*ver\*sal**]  
: existing or true at all times or in all places • *universal* truths/laws • a pattern that is *universal* across all cultures

**Above:** Thomas Jefferson was author of the Declaration of Independence and third president of the United States. Jefferson also founded the University of Virginia and built one of America's most celebrated houses, Monticello, in Charlottesville, Virginia.

**de-feat** / dɪ'fi:t / *verb*  
**de-feats; de-feat-ed;**  
**de-feat-ing**

: to win a victory over (someone or something) in a war, contest, game, etc.  
• We must be ready to *defeat* our enemies in battle. • He *defeated* his opponent.

**flee** / 'fli: / *verb* **flees;**  
**fled** / 'flɛd / **flee-ing**

: to run away from (a place) • He was accused of trying to *flee* the scene of the accident. • Many people *fled* the city to escape the fighting. • He was forced to *flee* the country.

**rec-og-nize** / 'rɛkɪg.naɪz / *verb*  
**rec-og-niz-es;**  
**rec-og-nized; rec-og-niz-ing**

: to accept and approve of (something) as having legal or official authority • The U.S. government has now *recognized* the newly formed country. • They refused to *recognize* the treaty.

**en-e-my** / 'ɛnəmi / *noun*  
**plural en-e-mies**

: a group of people (such as a nation) against whom another group is fighting a war —usually singular  
• Some of the soldiers went over to the *enemy*. • He found himself behind *enemy* lines.

: a military force, a ship, or a person belonging to the other side in a war —usually singular • They targeted the *enemy* at close range.

**Above:** Lord Cornwallis and the British army surrendered to American and French forces commanded by George Washington at Yorktown, Virginia, on October 19, 1781. The Battle of Yorktown led to the end of the war and to American independence, secured in the 1783 Treaty of Paris.



The colonies and Britain went to war. British soldiers **defeated** General Washington's forces in New York and took control of Philadelphia, forcing the Second Continental Congress to flee. The Continental Army won at Saratoga in New York and at Princeton and Trenton in New Jersey. George Washington had problems getting the men and materials he needed to fight the war.

In 1778, France **recognized** the United States as an independent country and signed a treaty of alliance. France helped the United States as a way to weaken Britain, its long-time **enemy**.

There were battles from Montreal, Canada, to Savannah, Georgia. A huge British army surrendered at Yorktown, Virginia, in 1781. The war ended when a peace treaty was signed in Paris on April 15, 1783. In this treaty, Britain and other nations recognized the United States as an independent nation.

The Revolution affected more than North America. The idea of **natural** rights became stronger throughout the Western world. Famous men, such as Thaddeus Kosciusko (Poland), Friedrich von Steuben (Prussia), and the Marquis de Lafayette (France) took the ideas of freedom to their own countries.

The Treaty of Paris turned the 13 colonies into states, but the job of becoming one nation remained.

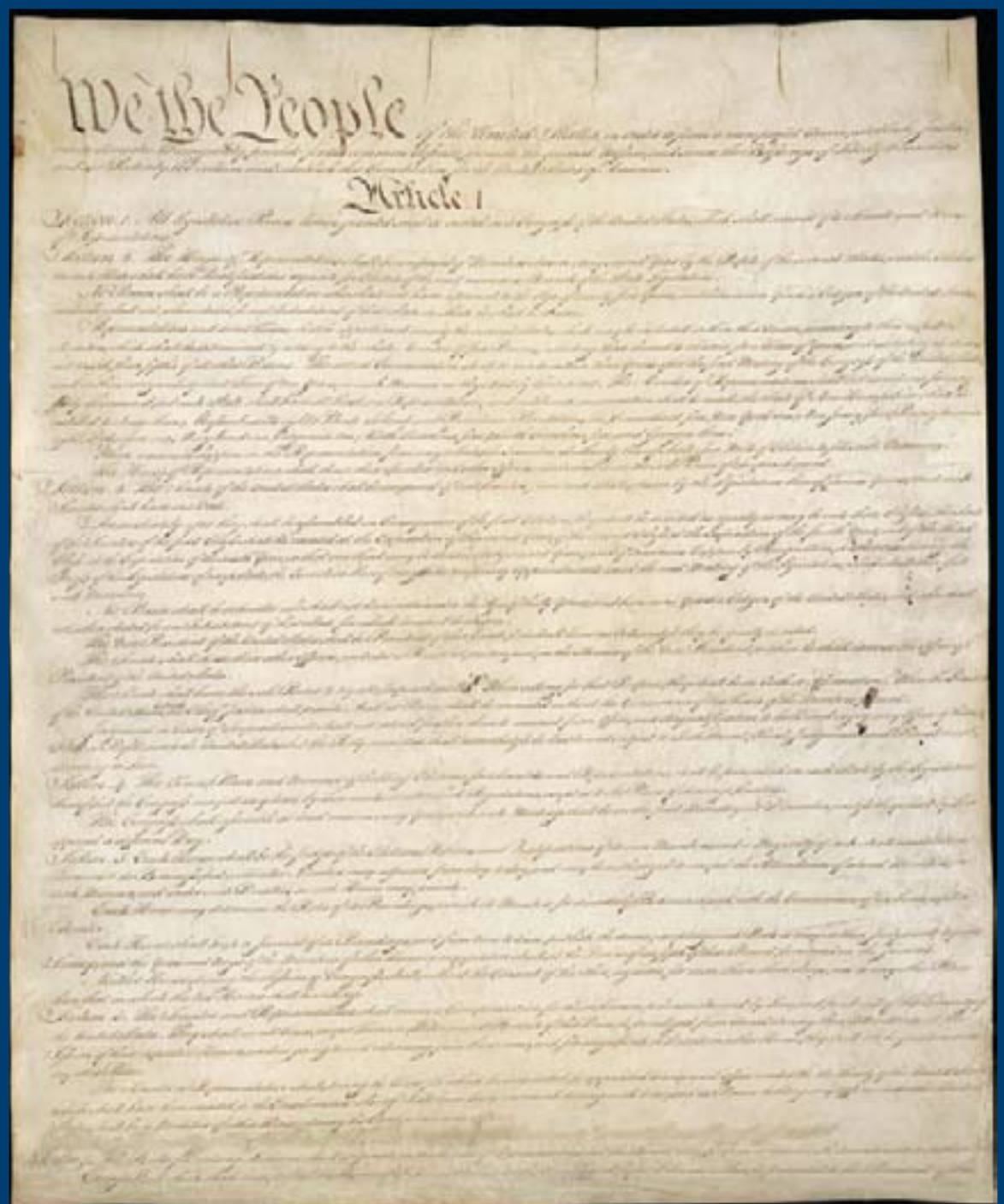
## Quiz

1. The British soldiers were also called what?
  - A. Redcoats
  - B. Minutemen
  - C. Roundheads
2. Who was the commander-in-chief of the colonial army?
  - A. Thomas Paine
  - B. Thomas Jefferson
  - C. George Washington
3. What American holiday celebrates the colonists' victory?
  - A. Veteran's Day
  - B. Declaration Day
  - C. Fourth of July

**nat·u·ral** / 'nætʃərəl /  
*adjective*  
[always used before a noun  
formal] : based on a sense  
of what is right and wrong  
• *natural* justice/law

Answers: 1. A; 2. C; 3. C

# FORMING A NATIONAL GOVERNMENT



In 1783, the 13 colonies became the United States. Before the war ended, the colonies had developed the Articles of **Confederation**, a plan to work together as one nation, but the connections among the 13 states were loose.

Each state had its own money, army, and navy. Each state traded and worked directly with other countries. Each state collected taxes in its own way. Each state believed its way was the right way.

It was a nation of 13 countries.

**con-fed-er-a-tion**  
/ kən,fədə'reɪʃən / *noun* **plural**  
**con-fed-er-a-tions**  
: a group of people, countries, organizations, etc., that are joined together in some activity or effort • a loose *confederation* [=coalition] of businesses

**Opposite:** The original U.S. Constitution was signed by the delegates in Philadelphia on September 17, 1787.

**Below:** Historical documents are on display in the Exhibition Hall of the National Archives in Washington, D.C.





Alexander Hamilton from New York believed that the 13 states needed to rethink the Confederation. He and others suggested a large meeting to do this.

In May 1787, 55 delegates met in Philadelphia. They knew about history, law, and political **theory**. They understood colonial and state government. Most did not think the Articles of Confederation worked very well. They proposed a constitution describing a new form of government based on separate legislative, executive, and judicial authorities.

The delegates did not agree on all the details. Many delegates wanted a strong national government that would limit a state's rights. Others believed that a weak national government was better. They wanted the states to have more power.

Some delegates wanted fewer people to have the right to vote; they believed that most people **lacked** the education to make good decisions. Delegates from small states wanted each state to

**the-o-ry** / 'θi:jəri / *noun*  
**plural the-o-ries**  
: the general principles or ideas that relate to a particular subject • He is a specialist in film *theory* and criticism. • music *theory*

**lack** / 'læk / *verb* **lacks; lacked; lack-ing**  
: to not have (something) [+ obj] • They *lack* a good strategy for winning the election.

**Above:** Delegates wrote the Constitution at Independence Hall in Philadelphia during the summer of 1787.

**de-mand** / dɪ'mænd / *verb*  
**demand**s; **demand-ed**;  
**demand-ing**  
: to say in a forceful way that something must be done or given to you : to say that you have a right to (something) • The customer *demand*ed a refund. • The reporter *demand*ed to see the documents.

**un-law-ful** / ʌn'lɑ:fəl /  
*adjective*  
: not allowed by the law : illegal • The sale of alcohol to minors is *unlawful*. • an *unlawful* search

**re-fuse** / rɪ'fju:z / *verb*  
**re-fus-es**; **re-fused**; **re-fus-ing**  
: to say or show that you are not willing to do something that someone wants you to do • They asked her to help but she *refused*.

**frame-work** / 'freɪm,wə:k /  
*noun plural frame-works*  
: a set of ideas or facts that provide support for something • The book provides a general *framework* for understanding modern politics.

**wage** / 'weɪdʒ / *verb*  
**wages**; **waged**; **wag-ing**  
: to start and continue (a war, battle, etc.) in order to get or achieve something • They *waged* a guerrilla war against the government. • They have *waged* [=fought] a battle against the proposed new law.

**di-vide** / də'vaɪd / *verb*  
**di-vides**; **di-vid-ed**; **di-vid-ing**  
: to separate (people) into groups that disagree • The war *divided* the nation.

**ty-ran-ni-cal** / tə'rænikəl /  
*adjective*  
[**more ty\*ran\*ni\*cal**; **most ty\*ran\*ni\*cal**]  
: using power over people in a way that is cruel and unfair • a *tyrannical* dictatorship

have equal representation in the new Congress. Delegates from big states **demand**ed that their states have more influence.

Some delegates from states where slavery was illegal or not widely used wanted slavery to be **unlawful** throughout the nation. Delegates from states where slave labor was important **refused**. Some delegates wanted the newly settled lands to the West to be states. Others disagreed. The delegates debated four months before reaching a compromise.

The Constitution provided the **framework** for the new government. The national government could create money, impose taxes, deal with foreign countries, keep an army, create a postal system, and **wage** war. To keep the government from becoming too strong, the U.S. Constitution divided it into three equal parts—a legislature (Congress), an executive (president), and a judicial system (Supreme Court). Each part worked to make sure the other parts did not take power that belonged to the others.

On September 17, 1787, most of the delegates signed the new Constitution. They agreed the Constitution would become the law of the United States when nine of the 13 states ratified, or accepted, it.

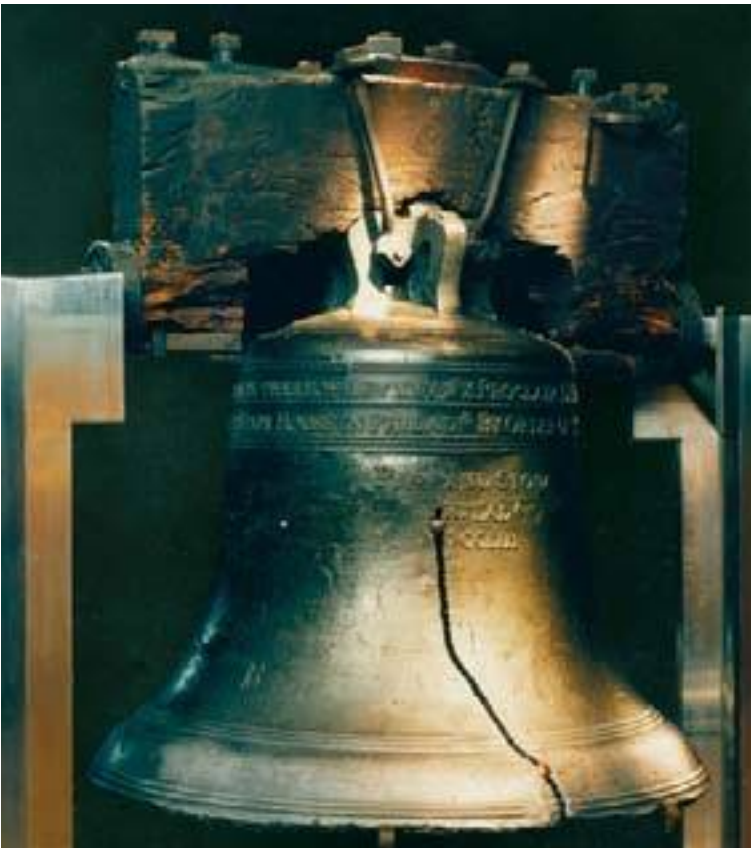
It took about a year to ratify the Constitution. The country was **divided** into two groups. The Federalists wanted a strong central government. They supported the Constitution. The anti-Federalists wanted a loose group of states. They feared that a strong central government would become **tyrannical**. They were against the Constitution.

After it was accepted, some Americans said the Constitution did not list the rights of individuals. When the first U.S. Congress met in New York



City in September 1789, the delegates proposed a number of **amendments** to the Constitution to list these rights. They added 10 amendments, known as the Bill of Rights.

The First Amendment promises freedom of speech, **press**, and religion, and the right to protest, meet peacefully, and demand changes. The Fourth Amendment protects against unreasonable



**amend-ment** / ə'mendmənt  
/ *noun plural*  
**amend-ments**  
: a change in the words or meaning of a law or document (such as a constitution) • The first 10 *Amendments* to the Constitution of the United States are called the Bill of Rights.

**press** / 'pres / *noun plural*  
**press-es**  
: newspapers, magazines, and radio and television news reports • American/foreign/local *press* • freedom of the *press* [=the right of newspapers, magazines, etc., to report news without being controlled by the government]

**Above:** John Marshall was chief justice of the U.S. Supreme Court from 1801 to 1835.

**Left:** The Liberty Bell in Philadelphia is a symbol of freedom and was first rung on July 8, 1776, to celebrate the adoption of the Declaration of Independence. It cracked in 1836 during the funeral of John Marshall.



searches and arrest. The Fifth Amendment promises due process of law in **criminal** cases. Since the Bill of Rights, only 17 amendments have been added to the Constitution in more than 200 years.

## Quiz

1. Where did the delegates meet to discuss the new national government?
  - A. New York
  - B. Philadelphia
  - C. Boston
2. What is the document that contains the system of government of the United States?
  - A. Declaration of Independence
  - B. Common Sense
  - C. The Constitution
3. What are the three branches of government?
  - A. Congress, president, and a court system
  - B. Military, a court system, and president
  - C. Tax office, Congress, and president

**crim-i-nal** / 'krɪmənəl /  
*adjective*

: relating to laws that describe crimes rather than to laws about a person's rights

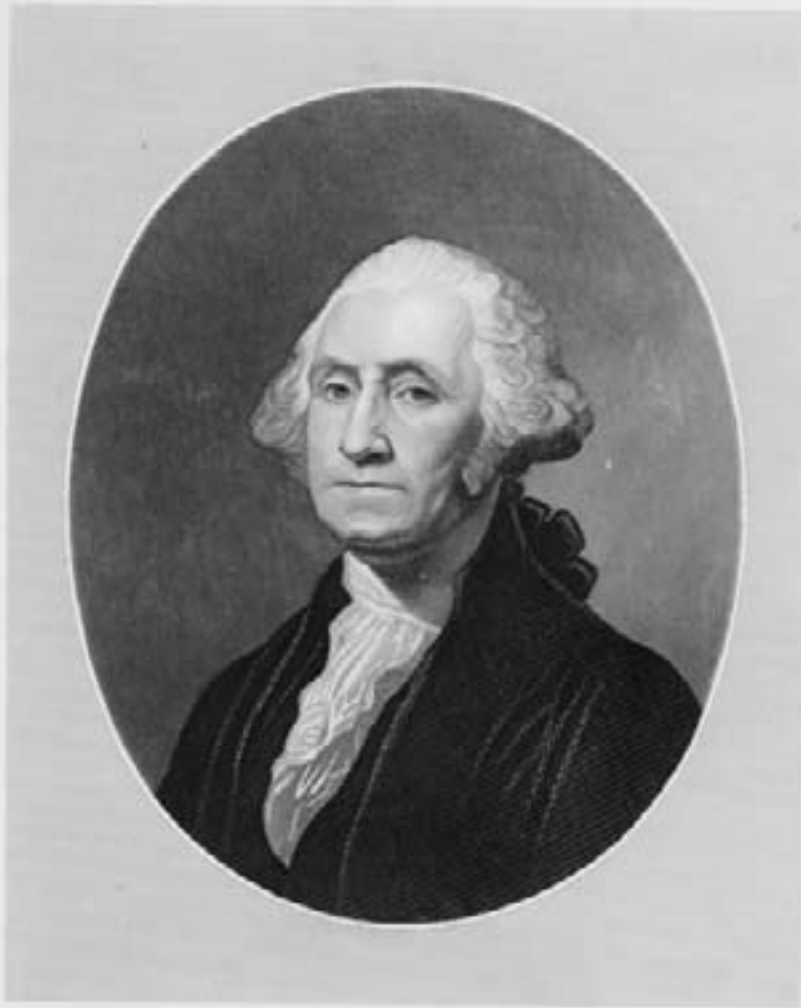
- the *criminal* justice system
- a *criminal* court/case/trial

**Above:** This U.S. postage stamp celebrates the 200th anniversary of the Lewis and Clark journey that mapped parts of North America as far west as Oregon. Thomas Jefferson was president.

**Below:** Benjamin Franklin was a scientist, inventor, writer, newspaper publisher, leader of Philadelphia, diplomat, and signer of the Declaration of Independence and the Constitution.

Answers: 1. B; 2. C; 3. A





*George Washington*

EARLY YEARS,  
WESTWARD EXPANSION,  
AND  
REGIONAL DIFFERENCES

**jus-tice** / 'dʒʌstɪs / *noun*  
**plural jus-tic-es**

: the process or result of using laws to fairly judge and punish crimes and criminals • They received *justice* in court. • the U.S. Department of *Justice*

**cab-i-net** / 'kæbɪnɪt / *noun*  
**plural cab-i-nets**

: a group of people who give advice to the leader of a government • the British *cabinet* • a member of the President's *Cabinet*

**term** / 'tɜ:m / *noun* **plural terms**

: the length of time during which a person has an official or political office  
• The governor will run for a second *term*. • He is currently serving his third *term* in the U.S. Senate.

**elect** / ɪ'lekt / *verb* **elects; elect-ed; elect-ing**

: to select (someone) for a position, job, etc., by voting  
• She was *elected* (as) senator. = She was *elected* to the Senate. • He hopes to be *elected* to the committee. • an *elect-ed* official

**par-ty** / 'pɑ:ti / *noun*  
**plural par-ties**

: an organization of people who have similar political beliefs and ideas and who work to have their members elected to positions in the government • political *parties* with opposing agendas • the ruling *party* [=the *party* that is in power]

**Opposite:** George Washington, first president of the United States, is shown in a print from a portrait by artist Gilbert Stuart painted between 1840 and 1860.

**G**eorge Washington became the first president of the United States on April 30, 1789. He had been in charge of the army. As president, his job was to create a working government.

With Congress, he created the Treasury, Justice, and War departments. Together, the leaders of these departments and the others that were **founded** in later years are called the **cabinet**.

One chief justice and five (today eight) associate justices made up the Supreme Court. Three circuit courts and 13 district courts were created. Policies were developed for governing the western territories and bringing them into the Union as new states.

George Washington served two four-year **terms** as president before leaving office. (Only one U.S. president, Franklin D. Roosevelt, has served more than two terms. Today, the Constitution says that no one may be **elected** president more than twice.) The next two presidents—John Adams and Thomas Jefferson—had different ideas about the role of government. This led to the creation of political **parties**.

John Adams and Alexander Hamilton led the Federalists. Their supporters included people in trade and manufacturing. They believed in a strong central government. Most of their support was in the North.

Jefferson led the Republicans. Their supporters included many farmers. They did not want a strong central government. They believed in states having more power. They had strong support in the South.

For about 20 years, the United States was friendly to other countries and neutral toward their disputes, but France and Britain again were at war. The British navy **seized** American ships going to France. The French navy seized American ships going to Britain.

After years of unsuccessful **diplomacy**, the United States went to war with Britain in 1812. The battles took place mostly in the Northeastern states and along the East Coast. One part of the British army reached Washington, D.C., the new U.S. capital. Soldiers set fire to the president's mansion. President James Madison fled as the White House burned.

The Americans won important battles on land and sea. Weakened and in **debt** from its recent war with France, Britain signed a peace treaty with the U.S. in 1815. The U.S. victory made sure that Britain wouldn't establish colonies south of the Canadian border.

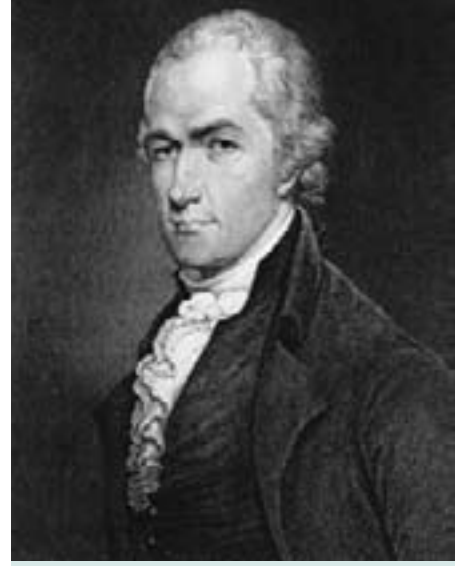
**seize** / 'si:z / *verb* **seiz-es; seized; seiz-ing**  
: to get or take (something) in a forceful, sudden, or violent way • The army has *seized* control of the city. • to attack and take control of (a place) by force or violence  
• The soldiers *seized* [=captured] the fort.

**di-plot-ma-cy** / də'plouməsi / *noun*  
: the work of maintaining good relations between the governments of different countries • She has had a long and distinguished career in *diplomacy*.  
• The government avoided a war by successfully resolving the issues through *diplomacy*.

**debt** / 'det / *noun plural debts*  
: an amount of money that you owe to a person, bank, company, etc. • She's finally paid off her mortgage *debt*. [=the money that she owed the bank to pay for her house] • the nation's growing foreign *debt* [=the amount of money that a country owes other countries]

**Right:** Henry Clay was never president, but he was one of the most important politicians of the middle 19th century. His Missouri Compromise of 1820 temporarily solved the problem of admitting territories with slaves to the United States.





By 1815, many of the new nation's problems had eased. Under the Constitution, the United States had a balance between liberty and **order**. The country had a low national debt. Much of the continent was left to explore. The country had peace, **prosperity**, and social progress.

An important addition to foreign policy was the Monroe Doctrine. President James Monroe's announcement of **solidarity** with newly independent nations in Central and South America was a warning to Europe not to seek colonies in Latin America.

The U.S. doubled in size when it bought the Louisiana Territory from France in 1803 and Florida from Spain in 1819. From 1816 to 1821, six new states were created. Between 1812 and 1852, the population tripled.

As the country grew, differences among the states became more obvious. The United States was a country of civilized cities and lawless frontiers. The United States loved freedom but also tolerated slavery. The differences began to create problems.

## Quiz

1. Who was the third president of the United States?
  - A. John Adams
  - B. Alexander Hamilton
  - C. Thomas Jefferson
2. What did the British set on fire during the War of 1812?
  - A. Executive mansion
  - B. American ships
  - C. Supreme Court
3. What territories did the United States buy in the 1800s?
  - A. Louisiana
  - B. Florida
  - C. All of the above

**or-der** / 'oʊ.də / *noun plural or-ders*

: a social or political system  
: the way that a society is organized or controlled  
• These young activists dared to challenge the established social order. • calling for the end of the old order • a new world order

**pros-per-i-ty** / pra'spɛrəti / *noun*

: the state of being successful usually by making a lot of money • a period of prosperity for our nation • economic prosperity

**sol-i-dar-i-ty** / ,sɑ:lə'dɛrəti / *noun*

: a feeling of unity between people who have the same interests, goals, etc. • national solidarity • The vote was a show of solidarity.

**Above:** Alexander Hamilton was the secretary of the treasury for President George Washington. Hamilton believed in a strong federal government.

Answers: 1. C; 2. A; 3. C

# CONFLICT WITHIN THE UNITED STATES



In 1850, the United States was a large country, full of **contrasts**. New England and the Middle Atlantic states were the centers of finance, trade, shipping, and manufacturing. Their products included lumber, machinery, and textiles. Southern states had many farms that used slave labor to grow tobacco, sugar, and cotton. The Middle Western states also had farms, but they were worked by free men.

In 1819, Missouri asked to become a state. Northerners were against this because 10,000 slaves lived there. Because the Constitution allowed each new state to elect two senators, new states could change the political balance between “free” and “slave” states. Congressman Henry Clay

**con-trast** / 'ka:n,træst /  
*noun plural con-trasts*  
: a difference between people or things that are being compared • We talked about the *contrasts* between his early books and his later books. [=the ways in which his early and later books are different]

**Opposite:** Harriet Tubman, photographed two years before she died in 1913, led hundreds of slaves to freedom through the Underground Railroad, a secret network of safe houses where runaway slaves could stay.

**Right:** Some slave families worked together in the cotton fields as this one did in the early 1860s.



suggested a way to make the North and South happy. Missouri would become a state with slaves. Maine would become a state without slaves. The Missouri Compromise was accepted.

In the following years, each side held its beliefs more strongly. Many Northerners thought slavery was wrong. Others saw it as a threat to free workers. Most white Southerners considered slavery part of their way of life.

Thousands of slaves escaped to the North with help from people along secret routes called the Underground Railroad. In 1860, however, one-third of the total population of slave states was not free.

Most Northerners did not care about slavery in the South, but they did not want slavery in the new territories. The Southerners believed that these territories had the right to decide for themselves whether slavery would be allowed.

A young politician from Illinois believed that this was not a local issue, but a national one. His name was Abraham Lincoln. He agreed that the South could keep its slaves, but he fought to keep slavery out of the territories. Lincoln thought that over time



Harriet Tubman (1825-1913)  
Nurse, spy and scout

**Above:** Harriet Tubman in a photograph taken between 1860 and 1875, also served as a spy for Union forces in South Carolina during the Civil War and worked as a nurse.  
**Below:** With the help of many Americans opposed to slavery, African Americans in the South rushed from one safe place to the next to find freedom in the North through the Underground Railroad.





slavery would end. “A house divided against itself cannot stand,” he said. “This government cannot **endure** permanently half-slave and half-free.”

The South **threatened** to leave the Union if Lincoln became president. After Lincoln won the election, some Southern states began leaving the Union before he started working as president.

Could Lincoln hold the country together?

## Quiz

- Who proposed the Missouri Compromise and which states did it include?
  - Henry Clay and it included Missouri and Maine
  - Henry Clay and it included Missouri and Kentucky
  - Abraham Lincoln and it included Missouri and Maine
- What was the Underground Railroad?
  - Trains that ran under the ground
  - Secret routes for runaway slaves
  - A road system that connected mines
- What did the Southern states threaten to do if Lincoln became president?
  - Separate from the United States
  - Return to British rule
  - Impeach Lincoln

**en-dure** / ɪnˈdʊr / *verb*

**en-dures; en-dured;**  
**en-dur-ing**

: to continue to exist in the same state or condition

• This tradition has *endured* [=lasted] for centuries. • She wants to make sure her legacy will *endure*.

**threat-en** / ˈθreɪt / *verb*

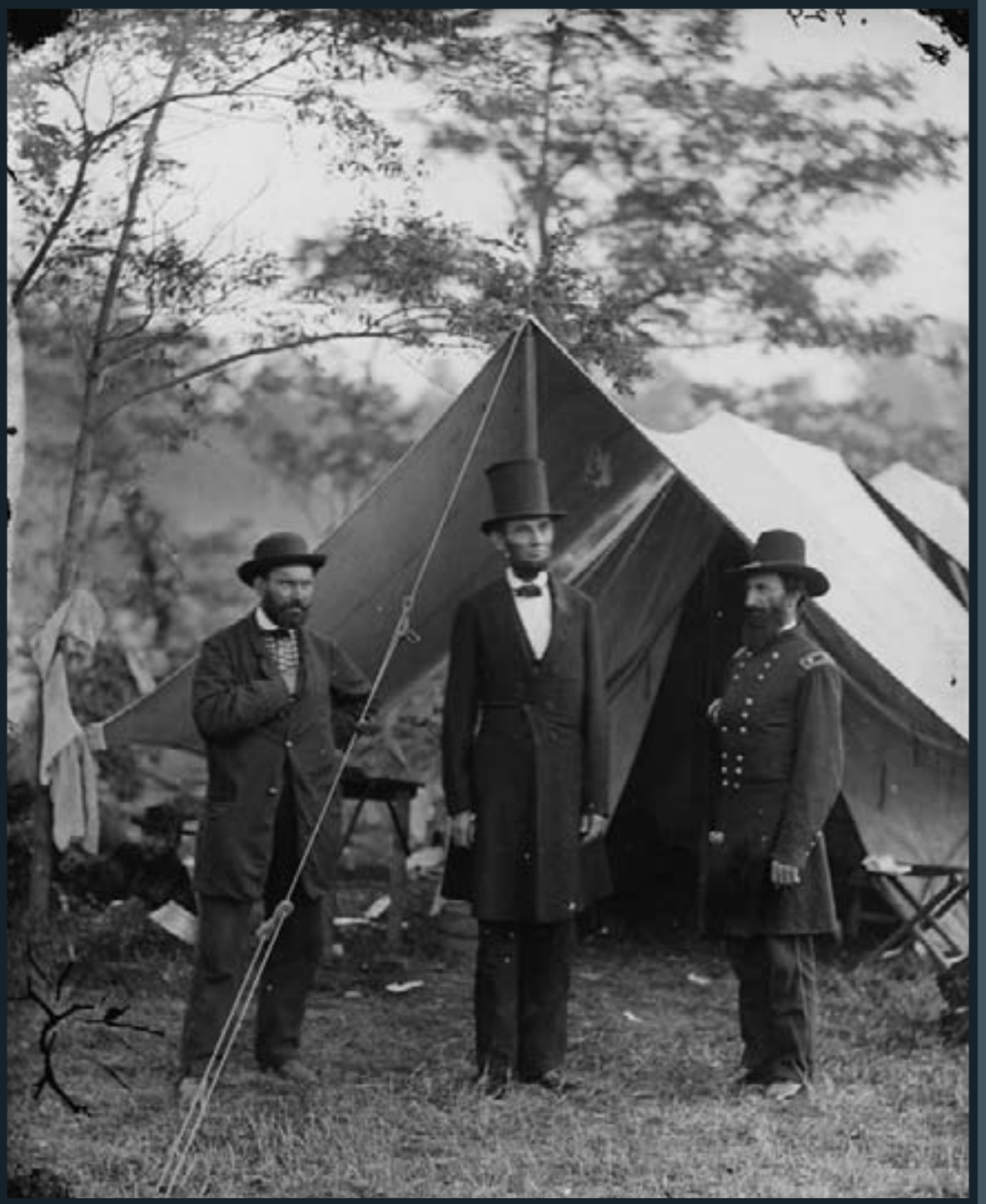
**threat-ens; threat-ened;**  
**threat-en-ing**

: to say that you will harm someone or do something unpleasant or unwanted especially in order to make someone do what you want

• The workers have *threatened* to strike if their demands are not met. = The workers have *threatened* a strike if their demands are not met.

**Right:** In a political cartoon, Abraham Lincoln is shown towering above his rival presidential candidate Stephen Douglas, who is taunted by an African American youth, in campaign “race.” Slavery was a central issue in the election.

Answers: 1. A; 2. B; 3. A



# CIVIL WAR AND POST-WAR RECONSTRUCTION

**T**he American Civil War started in April 1861. The South claimed the right to leave the United States, also called the Union, and form its own Confederacy. President Lincoln led the Northern states. He was determined to stop the rebellion and keep the country united.

The North had more people, more raw materials for producing war supplies, and a better railway system. The South had more experienced military leaders and better knowledge of the battlefields because most of the war was fought in the South.

The war lasted four years. Tens of thousands of soldiers fought on land and sea.

September 17, 1862, was the bloodiest day of the war. The two armies met at Antietam Creek in

*Opposite:* President Abraham Lincoln visited a Union Army camp after the battle of Antietam.

*Below:* Many Confederate soldiers died at Chancellorsville, Virginia, in May 1863 even though the Confederate Army won this battle.



Maryland. Gen. Robert E. Lee and his Confederate Army failed to force back the Union troops led by Gen. George McClellan. Lee escaped with his army. The battle was not **decisive**, but it was politically important. Britain and France had planned to recognize the Confederacy, but they **delayed**. The South never received the help it desperately needed.

Later in 1862, President Lincoln issued a preliminary Emancipation Proclamation that freed all slaves in the Confederate states. It also allowed African Americans into the Union Army. The North fought to keep the Union together and to end slavery.

**de-ci-sive** / di'saɪsɪv /  
*adjective*  
: very clear and obvious • a *decisive* victory/win/advantage

**de-lay** / di'leɪ / *verb delays; delayed; delay-ing*  
: to wait until later to do something : to make something happen later [+ obj]  
• They *delayed* [=put off] having children until their late 30s. • He *delayed* too long, and now it's too late.

**Right:** President Lincoln issued the Emancipation Proclamation on January 1, 1863, declaring that all slaves in the rebel states were free.





The North began winning important battles. Gen. William T. Sherman left a path of **destruction** (known as the **scorched-earth** policy) as his army marched across Georgia and South Carolina in 1864. In Virginia in April 1865, Gen. Lee surrendered to Union Gen. Ulysses S. Grant. The Civil War was over. More Americans died in the Civil War than in any other U.S. **conflict**.

Less than a week after the South surrendered, a Confederate **sympathizer** killed President Lincoln. Vice President Andrew Johnson became president with the job of uniting the country. Johnson was a Southerner. He gave **pardons** to many Southerners, giving them back their political rights.

By the end of 1865, most of the former Confederate states canceled the acts of **secession** but refused to **abolish** slavery. All the Confederate states except Tennessee refused to give full citizenship to African American men.

In response, the Republicans in Congress would not let rebel leaders hold office. The Union generals who governed the South blocked anyone who

**de-struction** / dɪ'strʌkʃən /  
*noun*  
: the act or process of damaging something so badly that it no longer exists or cannot be repaired : the act or process of destroying something • War results in death and widespread destruction.

**scorched-earth**  
/ 'skoʊtʃt'ɜːθ / *adjective*  
—used to describe a military policy in which all the houses, crops, factories, etc., in an area are destroyed so that an enemy cannot use them  
• The retreating army adopted a *scorched-earth* policy.

**con-flict** / 'kɑːn,flɪkt / *noun*  
**plural conflicts**  
: a struggle for power, property, etc. • an armed *conflict*

**sym-pa-thize** / 'sɪmpə,θaɪz /  
*verb* **sym-pa-thiz-es;**  
**sym-pa-thized; sym-pa-thiz-ing**  
: to feel or show support for or approval of something  
— + with • She sympathized with their cause.  
—**sym-pa-thiz-er** *noun plural*  
**sym-pa-thiz-ers** • The group has many *sympathizers*. [=supporters]

**par-don** / 'pɑːdn / *noun*  
**plural pardons**  
: an act of officially saying that someone who was judged to be guilty of a crime will be allowed to go free and will not be punished • She received a presidential/royal *pardon*. [= a pardon from a president or a king or queen]

**se-ces-sion** / sɪ'seɪʃən / *noun*  
**plural se-ces-sions**  
: the act of separating from a nation or state and becoming independent  
• the *secession* of the Southern states

**abol-ish** / ə'baːlɪʃ / *verb*  
**Inflected forms: abol-ish-es;**  
**abol-ished; abol-ish-ing**  
: to officially end or stop (something, such as a law) : to completely do away with (something) • *abolish* slavery/*apartheid*  
**crim-i-nal** / 'krɪmənəl / *adjective*  
: relating to laws that describe crimes rather than to laws about a person's rights • the *criminal* justice system • a *criminal* court/case/trial

**Above:** Gen. William T. Sherman is best known for his “March to the Sea,” on which he burned Atlanta, Georgia, and laid waste to vast areas of farmland during the American Civil War.



would not take an **oath** of loyalty to the Union from voting. Congress strongly supported the rights of African Americans.

President Johnson tried to stop many of these policies. The House of Representatives **impeached** Johnson, but the Senate was one vote short of the two-thirds majority required to remove Johnson from office. He remained president but began to give in more often to the Republican Congress. The Southern states were not allowed to send representatives to Congress until they passed constitutional amendments **barring** slavery, **granting** all citizens “equal **protection** of the laws,” and allowing all male citizens the right to vote regardless of **race**.

**oath** / 'ouθ / *noun plural oaths* / 'ouðz /

: a formal and serious promise to tell the truth or to do something • They were required to take/swear an *oath* of loyalty. [=promise formally to remain loyal] • an *oath* to defend the nation

**im-peach** / ɪm'pi:tʃ / *verb im-peach-es; im-peached; im-peach-ing*

: to charge (a public official) with a crime done while in office • Congress will vote on whether or not to *impeach* the President.

**bar** / 'bɑː / *verb bars; barred; bar-ring*

: to prevent or forbid (someone) from doing something • The judge will *bar* the jurors from talking to reporters. : to prevent or forbid (something) • forms of punishment *barred* by the Constitution

**grant** / 'grænt / *verb grants; grant-ed; grant-ing*

: to agree to do, give, or allow (something asked for or hoped for) • The court *granted* the motion for a new trial. : to give (something) legally or formally • The government has agreed to *grant* the refugees asylum. = The government has agreed to *grant* asylum to refugees. • The country was *granted* independence in 1950.

**pro-tection** / prə'tekʃən / *noun plural pro-tec-tions*

: the state of being kept from harm, loss, etc. : the state of being protected —often + from • The law ensures your *protection* from illegal searches.

**race** / 'reɪs / *noun plural races*

: one of the groups that people can be divided into based on certain physical qualities (such as skin color) • The company does not *discriminate* on grounds of race, age, sex, or religion.

**Above:** The crumbled remains of buildings were left in Charleston, South Carolina, after Gen. William T. Sherman forced most people to leave the city in February, 1865.

**Left:** The enactment of the 15<sup>th</sup> Amendment to the U.S. Constitution is celebrated in this print. The amendment granted African American men the right to vote.



For a time, these **reforms** led to real advances for African Americans in the South. When the North withdrew its army from the Southern states, especially during the late 1870s, white Southerners regained political power and began to **deprive** Southern blacks of their new rights. Southern blacks were free, but the local laws **denied** them their rights. They had the right to vote, but the threat of violence made them afraid to use it. Southern states introduced “segregation,” a system that required blacks and whites to use separate public facilities, from schools to drinking fountains. Not surprisingly, the “black” facilities were not as good as the “white” facilities. The races lived separately in the South for the next 100 years. In the 20th century, this would become a national issue.

## Quiz

- When did the American Civil War start?
  - April 1860
  - April 1861
  - April 1862
- Who led the Confederate Army?
  - George McClellan
  - William T. Sherman
  - Robert E. Lee
- What did not happen after the Civil War?
  - President Lincoln was **assassinated**
  - Southern blacks had the right to vote
  - All states except Tennessee granted full citizenship to African American men

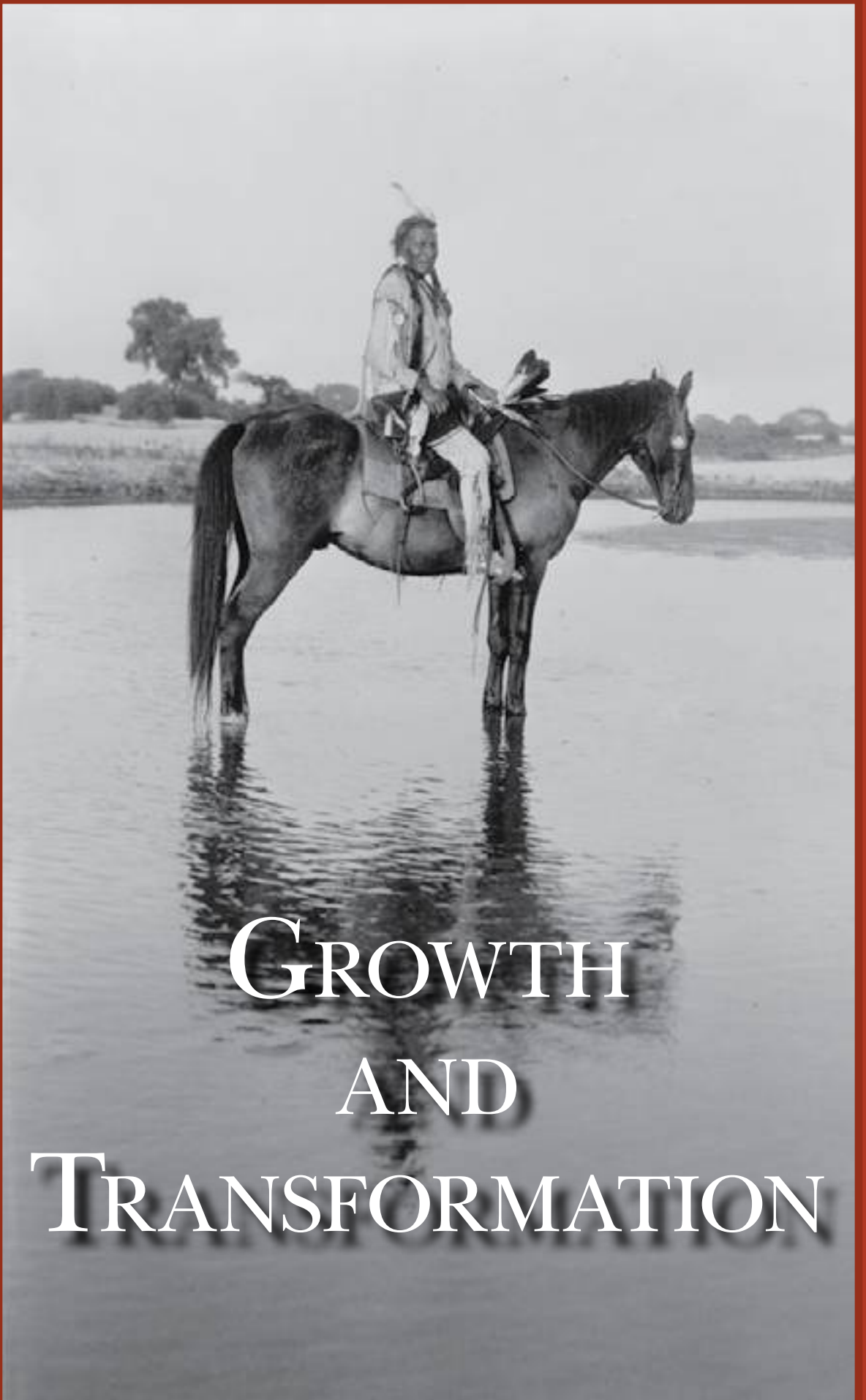
**re-form** / rɪ'foʊm / *noun*  
**plural reforms**  
 : an action, plan, rule, etc., that is meant to improve something • He has proposed a list of political *reforms*.

**de-prive** / dɪ'praɪv / *verb*  
**de-prives; de-prived; de-priv-ing**  
 : to take something away from someone or something : to not allow (someone or something) to have or keep (something) • The new environmental law will *deprive* some fishermen of their livelihood.

**de-ny** / dɪ'naɪ / *verb* **de-nies; de-nied; de-ny-ing**  
 : to refuse to give (something) to someone  
 : to prevent someone from having or receiving (something) • The judge *denied* their request. • a government that *denies* its citizens basic freedoms

**as-sas-si-nate** / ə'sæsə,neɪt / *verb* **as-sas-si-nates; as-sas-si-nat-ed; as-sas-si-nat-ing**  
 : to kill (someone, such as a famous or important person) usually for political reasons  
 • President John F. Kennedy was *assassinated* in 1963.

Answers: 1. B; 2. C; 3. C



GROWTH  
AND  
TRANSFORMATION

**T**he United States changed after the Civil War. The frontier became less wild. Cities grew in size and number. More factories, steel mills, and railroads were built. Immigrants arrived in the United States with dreams of better lives.

This was the age of **inventions**. Alexander Graham Bell developed the telephone. Thomas Edison invented the light bulb. George Eastman made the moving picture, later called a movie. Before 1860, the government issued 36,000 patents. From 1860 to 1890, the government issued 440,000.

Separate companies merged to become larger companies, sometimes called trusts. This happened especially in the steel, rail, oil, and communications industries. With fewer companies, buyers had fewer

**in-ven-tion** / In'venʃən / *noun*  
**plural in-ven-tions**  
: something invented: such as **a**: a useful new device or process • The light bulb was one of the most important *inventions* of the 19th century.

**Opposite:** Photographer Edward Curtis captured a portrait of a lone Cheyenne American Indian around 1927. Native Americans sometimes fought for their lands but were largely defeated.

**Below:** Immigrants arrive at Ellis Island in New York City. From 1890 to 1921, almost 19 million people entered the United States.





choices and businesses had more power. An **anti-trust** law was passed in 1890 to stop **monopolies**, but it was not very effective.

Farming was still America's main occupation. Scientists improved seeds. New machines did some of the work that men had done. American farmers produced enough grain, meat, cotton, and wool to ship the surplus overseas.

The Western regions still had room for exploration and for new settlements. Miners found ore and gold in mountains. Sheep farmers settled in river valleys. Food farmers settled on the Great



**an-ti-trust** / ˌæntaɪˈtrʌst /  
*adjective always used before a noun*  
 law : protecting against unfair business practices that limit competition or control prices • *antitrust* laws • an *antitrust* violation [=a violation of an *antitrust* law]

**mo-nop-o-ly** / məˈnɑ:pəli /  
*noun plural mo-nop-o-lies*  
 : complete control of the entire supply of goods or of a service in a certain area or market • The company has gained/acquired a (virtual/near) *monopoly* of/on/over the logging industry in this area.  
 : a large company that has a *monopoly* • The government passed laws intended to break up *monopolies*.

**Above:** Thomas Edison looks at film used in the motion picture projector that he invented with George Eastman.

**Left:** Alexander Graham Bell (seated) speaks into the telephone, which he invented, during the grand opening celebration of the long-distance line between New York and Chicago.

Plains. Ranchers let their cattle graze on the vast grasslands. **Cowboys** drove great herds of cattle to the railroad to ship to the East. The “Wild West” pictured in many cowboy books and movies lasted only about 30 years.

When Europeans first arrived on the East Coast, they pushed the native people west. Each time, the government promised new land for the native people so they would have a home. Each time, the promises were broken while white settlers took the land. In the late 1800s, Sioux tribes in the Northern plains and Apaches in the Southwest fought back. Although they were strong, the U.S. government forces defeated them. Many tribes would live on reservations, which are federal lands administered by Indian tribes. Today there are more than 300 reservations.

**cow-boy** / 'kaʊ,bɔɪ / *noun*  
**plural cow-boys**  
: a man who rides a horse and whose job is to take care of cows or horses especially in the western U.S.  
• a movie about cowboys in the old West • He worked for several years as a cowboy on a ranch in Texas.

**Right:** Sitting Bull was the Sioux chief who led the last great Native American battle against the U.S. Army. He defeated Gen. George Custer at the Battle of Little Bighorn in 1876.



**im-pe-ri-al-ism**

*/ ɪmˈpɪrjə,lɪzəm / noun*  
: a policy or practice by which a country increases its power by gaining control over other areas of the world • British imperialism created the enormous British Empire.

**Right:** The 1<sup>st</sup> United States Volunteer Cavalry of the Spanish American War of 1898 arrives in Florida on the way to fighting in Cuba. Theodore Roosevelt, who later became the 26<sup>th</sup> president of the U. S. was a member of the unit, which became known as the Rough Riders.  
**Below:** Mulberry Street in New York City in the early 1900s also was known as “Little Italy” because so many Italian immigrants moved there to live and work.



Toward the end of the 1800s, European powers colonized Africa and fought for rights to trade in Asia. Many Americans believed that the United States should do the same. Many other Americans did not like any action that seemed **imperialistic**.

After a brief war with Spain in 1898, the U.S. controlled several Spanish colonies—Cuba, Puerto Rico, Guam, and the Philippines. Officially, the



United States encouraged them to become self-governing. In reality, the United States kept control.

**Idealism** in foreign policy co-existed with the desire to prevent European powers from acquiring territories that might enable them to project military power toward the United States. Americans also sought new markets in which they could sell their goods. By the end of the 19th century, the U.S. was beginning to emerge as a growing world power.

## Quiz

1. Who invented the telephone?
  - A. George Eastman
  - B. Alexander Graham Bell
  - C. Thomas Edison
2. What Native American tribes fought to save their way of life?
  - A. Leni Lenape and the Sioux
  - B. Apache and the Cherokee
  - C. The Sioux and Apache
3. The true Wild West **era** lasted how many years?
  - A. 40 years
  - B. It's still going on today
  - C. 30 years

**ide-al-ism** / aɪ'diːjə,lɪzəm /  
*noun*

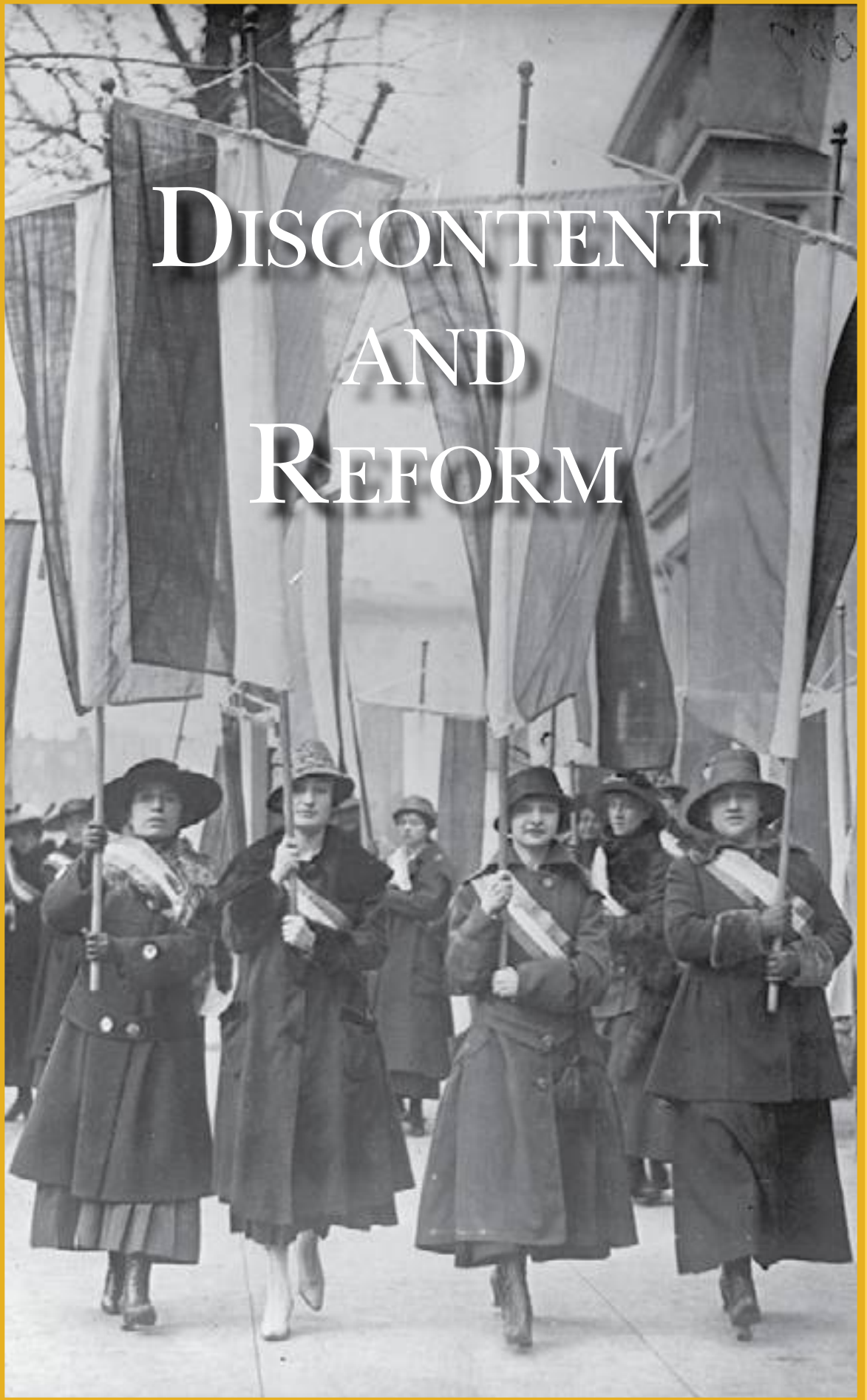
: the attitude of a person who believes that it is possible to live according to very high standards of behavior and honesty • youthful *idealism* • political/religious/romantic *idealism*

**era** / 'erə / *noun plural eras*

: a period of time that is associated with a particular quality, event, person, etc. • the Victorian *era* • the *era* of the horse and buggy

Answers: 1. B; 2. C; 3. C

# DISCONTENT AND REFORM



**neg-a-tive** / 'negətv /  
*adjective* [more **neg\*a\*tive**;  
most **neg\*a\*tive**]  
: harmful or bad : not  
wanted • Car exhaust has a  
*negative* effect/impact on the  
environment. • the *negative*  
effects of the drug

**cor-rupt** / kə'rʌpt / *adjective*  
[more **corrupt**; most **corrupt**]  
: doing things that are  
dishonest or illegal in order  
to make money or to gain  
or keep power • The country's  
justice system is riddled with  
*corrupt* judges who accept  
bribes. • *corrupt* politicians/  
officials

**en-act** / ɪ'nækt / *verb*  
**en-acts**; **en-act-ed**; **en-act-ing**  
: to make (a bill or other  
legislation) officially become  
part of the law • Congress  
will *enact* legislation related to  
that issue. • The law was finally  
*enacted* today.

**Opposite:** Women seeking the right  
to vote march for their cause in 1917.  
They won the right in 1920.

**Below:** A goal of the Progressive  
Movement was **enacting** laws to end  
child labor, such as these children  
working at the Indiana Glass Works  
in 1908.

**B**y 1900, the United States had seen growth, civil war, economic prosperity, and economic hard times. Americans still believed in religious freedom. Free public education was mostly accessible. The free press continued.

On the **negative** side, it often seemed that political power belonged to a few **corrupt** officials and their friends in business. In response, the idea of Progressivism was born. Progressives wanted greater democracy and justice. They wanted an honest government to reduce the power of business.

Books by Upton Sinclair, Ida M. Tarbell, and Theodore Dreiser described unfair, unhealthy, and dangerous situations. These writers hoped their books would force the government to make the United States safer and better for its citizens.





President Theodore Roosevelt (1901–1909) believed in Progressivism. He worked with Congress to **regulate** businesses that had established monopolies. He also worked hard to protect the country's **natural** resources.

Changes continued under the next presidents, especially Woodrow Wilson (1913–1921). The Federal Reserve banking system set interest rates and controlled the money supply. The Federal Trade Commission dealt with unfair business practices. New laws improved working conditions for sailors and railway workers. Farmers got better information and easier credit. Taxes on imported goods were lowered or **eliminated**.

**reg-u-late** / 'regjə,leɪt /  
*verb* **reg-u-lates**;  
**reg-u-lat-ed**; **reg-u-lat-ing**  
: to bring (something) under the control of authority • We need better laws to *regulate* the content of the Internet. • Laws have been made to *regulate* working conditions.

**nat-u-ral** / 'nætʃərəl /  
*adjective*  
: existing in nature and not made or caused by people : coming from nature  
• a country rich in *natural* resources [=a country that has many valuable plants, animals, minerals, etc.]

**elim-i-nate** / ɪ'lɪmɪ,neɪt /  
*verb* **elim-i-nates**;  
**elim-i-nat-ed**; **elim-i-nat-ing**  
: to remove (something that is not wanted or needed) : to get rid of (something) • The company plans to *eliminate* more than 2,000 jobs in the coming year.

**Above:** Writer Upton Sinclair (on right) became known for a style of journalism called "muckraking." One of his most famous books, *The Jungle*, exposed the terrible conditions in the meat-packing industry.

**Below:** The Federal Commission on Industrial Relations meets to hear testimony from John Pierpont Morgan, regarded as one of the most powerful businessmen in the country, in 1915. May reforms were put in place in the early 1900s to reduce the power of large businesses.



During the Progressive Era, more immigrants settled in the United States. Almost 19 million people arrived between 1890 and 1921 from Russia, Poland, Greece, Canada, Italy, Mexico, and Japan.

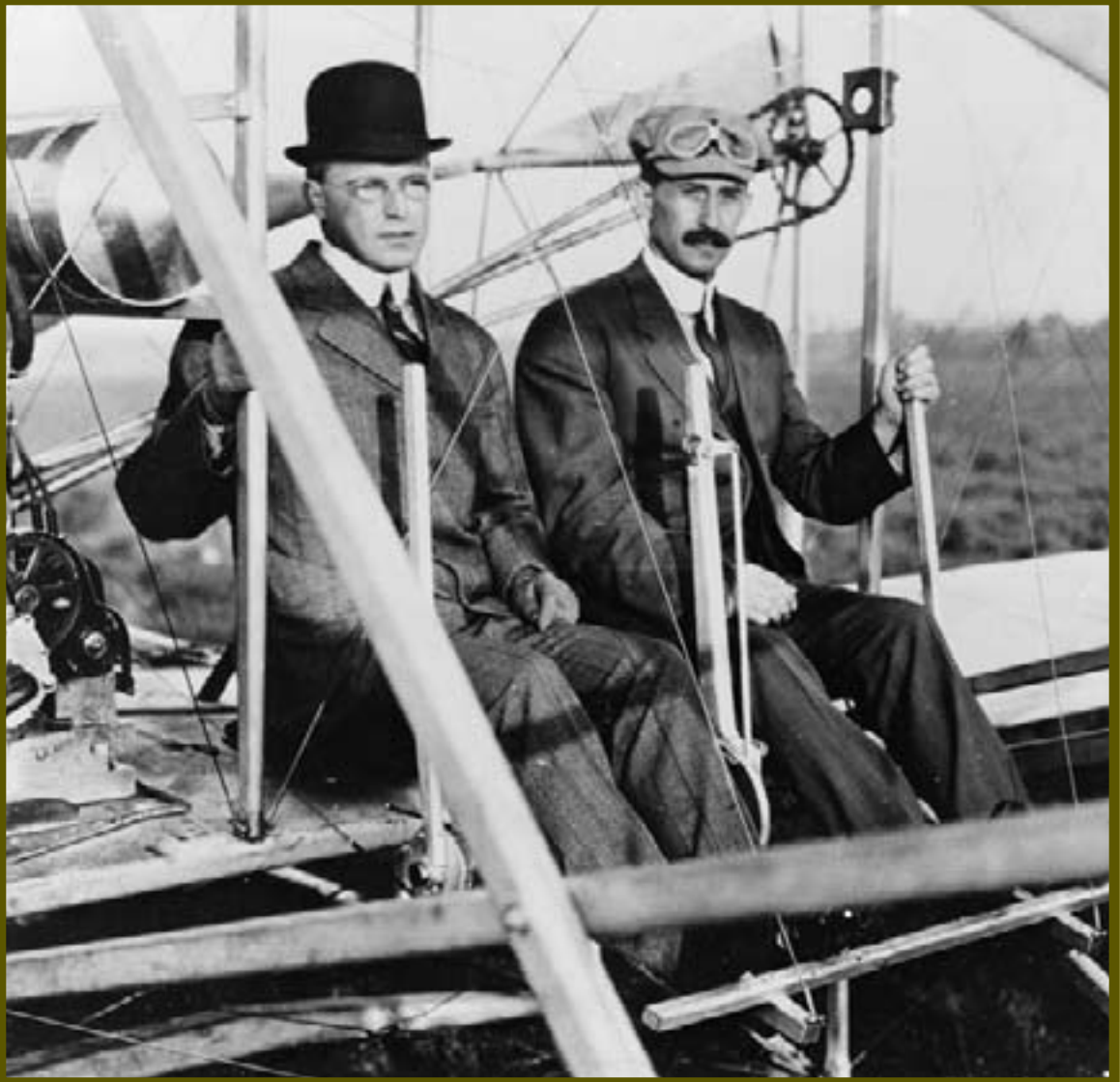
By the 1920s, citizens worried that the immigrants might take their jobs and change the culture of the United States. Although the government created quotas to restrict immigration, it relaxed those restrictions in the 1960s, assuring that the United States would remain a nation in which many different people and cultures could **forge** an identity as Americans.

## Quiz

1. How many immigrants arrived between 1890 and 1921?
  - A. 3 million
  - B. 14 million
  - C. 19 million
2. What is the U.S. government office that regulates money and banking?
  - A. The Commerce Department
  - B. The Federal Reserve
  - C. The Federal Trade Commission
3. What did Progressive Era President Theodore Roosevelt not do?
  - A. He wrote a book about the unhealthy situations for children in the workplace.
  - B. He worked with Congress to end the practice of monopolies.
  - C. He advocated laws to protect the country's natural resources.

**forge** /'foʊɑːdʒ/ *verb*  
**forg-es; forged; forg-ing**  
: to form or create (something, such as an agreement or relationship) through great effort • The two countries have *forged* a strong alliance. • They were able to *forge* a peaceful relationship.

Answers: 1. C; 2. B; 3. A



WORLD WAR I,  
1920s PROSPERITY,  
AND THE  
GREAT DEPRESSION

In 1914, Germany, Austria-Hungary, and Turkey fought Britain, France, Italy, and Russia. Other nations joined the conflict, and the war reached across the Atlantic Ocean to affect the United States. The British and German navies blocked American shipping. In 1915, almost 130 Americans died when a German submarine sank the British ocean liner *Lusitania*. President Woodrow Wilson demanded an end to the German attacks. They stopped but started again in 1917. The United States declared war.

More than 1,750,000 U.S. soldiers helped to defeat Germany and Austria-Hungary. The war officially ended on November 11, 1918, when a **truce** was signed at Versailles in France.

**truce** / 'tru:s / *noun plural truces*

: an agreement between enemies or opponents to stop fighting, arguing, etc., for a certain period of time

- They called/proposed a *truce*.
- They broke the *truce*. [=they began fighting when there was an agreement not to fight]

**Opposite:** Orville Wright is shown here at the controls of a later model plane with Albert Lambert at Simms Station in Dayton, Ohio in 1910. The Wright brothers built and flew the first heavier-than-air airplane at Kitty Hawk, North Carolina in 1903.

**Below:** More than 1,750,000 U.S. Army soldiers helped defeat Germany and Austria-Hungary in World War I through battles like this one against German forces in 1918.



**guar-an-tee** / ,gerən'ti: / *verb*  
**guarantees; guaranteed;**  
**guarantee-ing**  
: to make (something) certain  
• We can't *guarantee* your safety.  
= We can't *guarantee* (you) that you'll be safe.

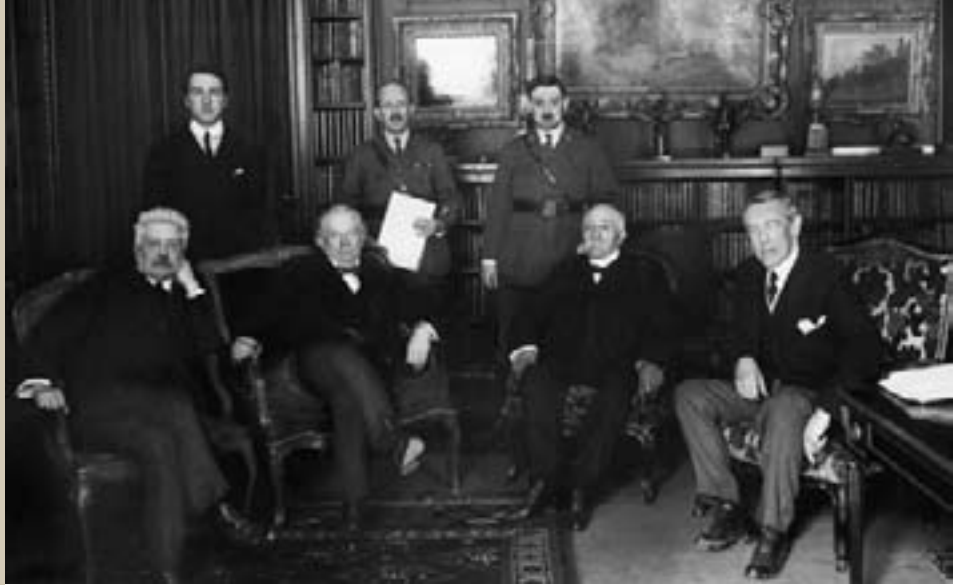
**vic-tor** / 'vɪktə: / *noun plural*  
**vic-tors**  
: a person who defeats an enemy or opponent  
: winner • the *victors* in the battle/game • Who will emerge the *victor* [=be the winner] in this contest?

**ten-sion** / 'tɛnʃən / *noun*  
**plural ten-sions**  
: a state in which people, groups, countries, etc., disagree with and feel anger toward each other • Political *tensions* in the region make it unstable. • The book describes the *tension*-filled days before the war.

**un-rest** / ,ʌn'rest / *noun*  
: a situation in which many of the people in a country are angry and hold protests or act violently • The country has experienced years of civil/social/political *unrest*.

**Above:** The "Big Four" attended the Paris Peace Conference in 1919, following the end of World War I. Despite strenuous efforts, President Wilson (far right) was unable to persuade the U.S. Senate to agree to American participation in the new League of Nations established in the aftermath of the war.

**Right:** Fashionable and daring young women, called "flappers," were seen at parties in the 1920s.



President Wilson had a 14-point peace plan, including the creation of a League of Nations. He hoped the League would **guarantee** the peace, but in the final Treaty of Versailles, the **victors** of the war insisted on harsh punishment. Even the United States did not support the League of Nations. Today, most Americans accept the United States taking an active role in the world, but at that time they believed otherwise.

After the war, the United States had problems with racial **tension**, struggling farms, and labor **unrest**. After Russia's revolution in 1917, Americans feared the spread of communism. This period is often known as the Red Scare.



Yet, the United States enjoyed a period of prosperity. Many families purchased their first automobile, radio, and refrigerator. They went to the movies. Women finally won the right to vote in 1920.

In October 1929 the good times ended with the collapse of the stock market and an economic depression. Businesses and factories shut down. Banks failed. Farms suffered. By November 1932, 20 percent of Americans did not have jobs.

That year the candidates for president debated over how to reverse the Great Depression. Herbert Hoover, the president during the collapse, lost to Franklin Roosevelt.



## Quiz

1. What did most Americans desire after World War I?
  - A. The creation of the League of Nations
  - B. Allowing more immigrants into the country
  - C. Isolationism
2. What event signaled the Great Depression?
  - A. Women getting the right to vote
  - B. The stock market collapse of 1929
  - C. Herbert Hoover losing the presidency to Franklin Roosevelt

**Above:** Henry Ford and his son stand with one of his early automobiles and the 10 millionth Ford Model-T. The Model-T was the first car whose price and availability made car ownership possible for large numbers of people.

Answers: 1. C; 2. B



# THE NEW DEAL AND WORLD WAR II

**P**resident Roosevelt believed that democracy had failed in other countries because of unemployment and insecurity. In the early 1930s, he proposed a “New Deal” to end the Great Depression.

The New Deal included many programs. Bank accounts were insured. New rules applied to the stock market. Workers could form **unions** to protect their rights. Farmers received financial aid for certain crops. The government hired people to plant trees, clean up waterways, and fix national parks. Skilled workers helped build dams and bridges. The government provided flood control and electric power for poor areas. The Social Security system helped the poor, disabled, and elderly.

**Opposite:** During the Great Depression, many banks failed, and depositors stood in long lines in hopes of getting their money out. Many did not.

**Below:** President Franklin D. Roosevelt signs the Social Security Act of 1935. This is one of the government’s largest programs.





**un-easy** /ˌʌn'i:zi/ *adjective* [more **un\*easy**; most **un\*easy**]

: worried or unhappy about something • Rain made the crew *uneasy*. • I'm (feeling) *uneasy* about/with the change.

**draft** /'dræft/ *verb*  
**drafts; draft-ed; draft-ing**

: to officially order (someone) to join the armed forces • The legislature debated *drafting* more soldiers. —often used as (be/get) *drafted* • He was *drafted* for the war. • He got *drafted* into the army.

**Above:** People stand in line for free food during the Great Depression in the 1930s.

**Below:** World War II demanded heavy production of fighter planes.

Many Americans were **uneasy** with big government, but they also wanted the government to help ordinary people. These programs helped, but they didn't solve the economic problems. The next world war would do that.

The United States remained neutral while Germany, Italy, and Japan attacked other countries. Although many people wished to stay out of these conflicts, Congress voted to **draft** soldiers and began to strengthen the military.

As Japan conquered territories in China and elsewhere in Asia, it threatened to seize raw materials used by Western industries. In response, the United States refused to sell oil to Japan. Japan received 80



percent of its oil from the United States. When the United States demanded that Japan withdraw from its conquered territories, Japan refused. On December 7, 1941, Japan attacked the American fleet at Pearl Harbor, Hawaii. The United States declared war on Japan. Because Germany and Italy were allies of Japan, they declared war on America.

American industry focused on the war effort. Women built many of the 300,000 aircraft, 5,000 cargo ships, and 86,000 tanks while the men became soldiers.



**Left:** A Japanese plane falls in flames during an attack on a U.S. fleet in 1944. Mostly air and naval battles were fought in the Pacific.



The United States fought with Britain and the Soviet Union against the German Nazi threat in Europe. From the time that Germany and the Soviet Union invaded Poland in 1939 (Germany invaded the Soviet Union in 1941) until the German surrender in 1945, millions of people died. Millions more were killed in the Holocaust, the Nazi **regime's** mass murder of Jews and other groups.

Fighting continued in Asia and the Pacific Ocean even after the war ended in Europe. These battles were among the bloodiest for American forces.

**re-gime** / reɪˈzi:m / *noun*  
**plural re-gimes**  
: a form of government  
• a socialist / Communist / military *regime* : a particular government • The new *regime* is sure to fall.

**Above:** Gen. Dwight Eisenhower, the supreme commander in Europe, talks with soldiers before the Normandy invasion on June 6, 1944.

**Right:** U.S. marines climb Mt. Suribachi on Iwo Jima island in Japan. Capture of the island was an important U.S. victory in World War II.



Japan refused to surrender even as U.S. forces approached the Japanese home islands. Some Americans thought invading Japan would cause larger numbers of U.S. and Japanese deaths. When the atomic bomb was ready, President Harry S. Truman decided to use it on two Japanese cities—Hiroshima and Nagasaki—to bring the war to an end without an invasion.

World War II was finally over in August 1945. Soon the world would fear nuclear weapons far more powerful than the bombs used against Japan.

## Quiz

1. What was Roosevelt's plan called to help the country recover from the Great Depression?
  - A. New Way
  - B. Real Deal
  - C. New Deal
2. Why did the United States enter War World II?
  - A. The Japanese attack on Pearl Harbor
  - B. The sinking of the *Lusitania*
  - C. The attack on isolationism
3. What did Harry Truman do to end the war against Japan?
  - A. Organized the building of fighter planes
  - B. Dropped the atomic bomb on Hiroshima and Nagasaki
  - C. Accepted the League of Nations



# THE COLD WAR, KOREAN CONFLICT, AND VIETNAM

**A**fter World War II, the United States and Great Britain had long-term disagreements with the Soviet Union over the future of Europe, most of which had been freed from Nazi rule by their joint effort. Each wanted to establish governments friendly to its own interests there.

Russia had been invaded twice in the past 40 years, and the United States twice had been dragged into European wars not of its making. Each believed that its system could best ensure its security, and each believed its ideas produced the most liberty, equality, and prosperity. This period of disagreement between the United States and Russia often is called the Cold War.

**Opposite:** U.S. troops witness a nuclear test in the Nevada desert in 1951. The threat of nuclear weapons remained a constant and ominous fact of life throughout the Cold War era.

**Below:** President Harry Truman holds a newspaper wrongly announcing his defeat by Republican nominee Thomas Dewey in the 1948 presidential election.



After World War II, many empires fell, and many civil wars occurred. The United States wanted stability, democracy, and open trade. Because it feared that postwar economic weakness would increase the popularity of communism, the U.S. offered European nations including the Soviet Union large **sums** of money to repair the war damage and help their economies. The Soviet Union and the communist nations of Eastern Europe turned down the offer. By 1952, through a program to rebuild Western Europe (called the Marshall Plan), the United States had invested \$13.3 billion.

The Soviet military forced communist governments on nations in Central and Eastern Europe. The United States wanted to limit Soviet expansion. It demanded Soviet withdrawal from northern Iran. America supported Turkey and helped Greece fight against communist revolts. When the Soviets blockaded West Berlin, a U.S. airlift brought millions of tons of supplies to the divided city.

In 1949, the communist forces of Mao Zedong took control of China. Communist North Korea invaded South Korea with the support of China and the Soviet Union in 1950. The United States got support from the United Nations, formerly the League

**sum** / 'sʌm / *noun* **plural sums**  
: an amount of money • They spent large/considerable *sums* (of money) repairing the house. • We donated a small *sum* (of money) to the charity.

**Right:** U.S. infantry fire against North Korean forces invading South Korea in 1951 in a conflict that lasted three painful years.



of Nations, for military **intervention**, and a bloody war continued into 1953. Although an **armistice** eventually was signed, U.S. troops remain in South Korea to this day.

In the 1960s, the United States helped South Vietnam defend itself against communist North Vietnam. All American troops withdrew by 1973. In 1975, North Vietnam conquered South Vietnam. The war cost hundreds of thousands of lives, and many Vietnamese “boat people” fled their nation’s new communist rulers. Americans were divided over the war and not eager to get into other foreign conflicts.

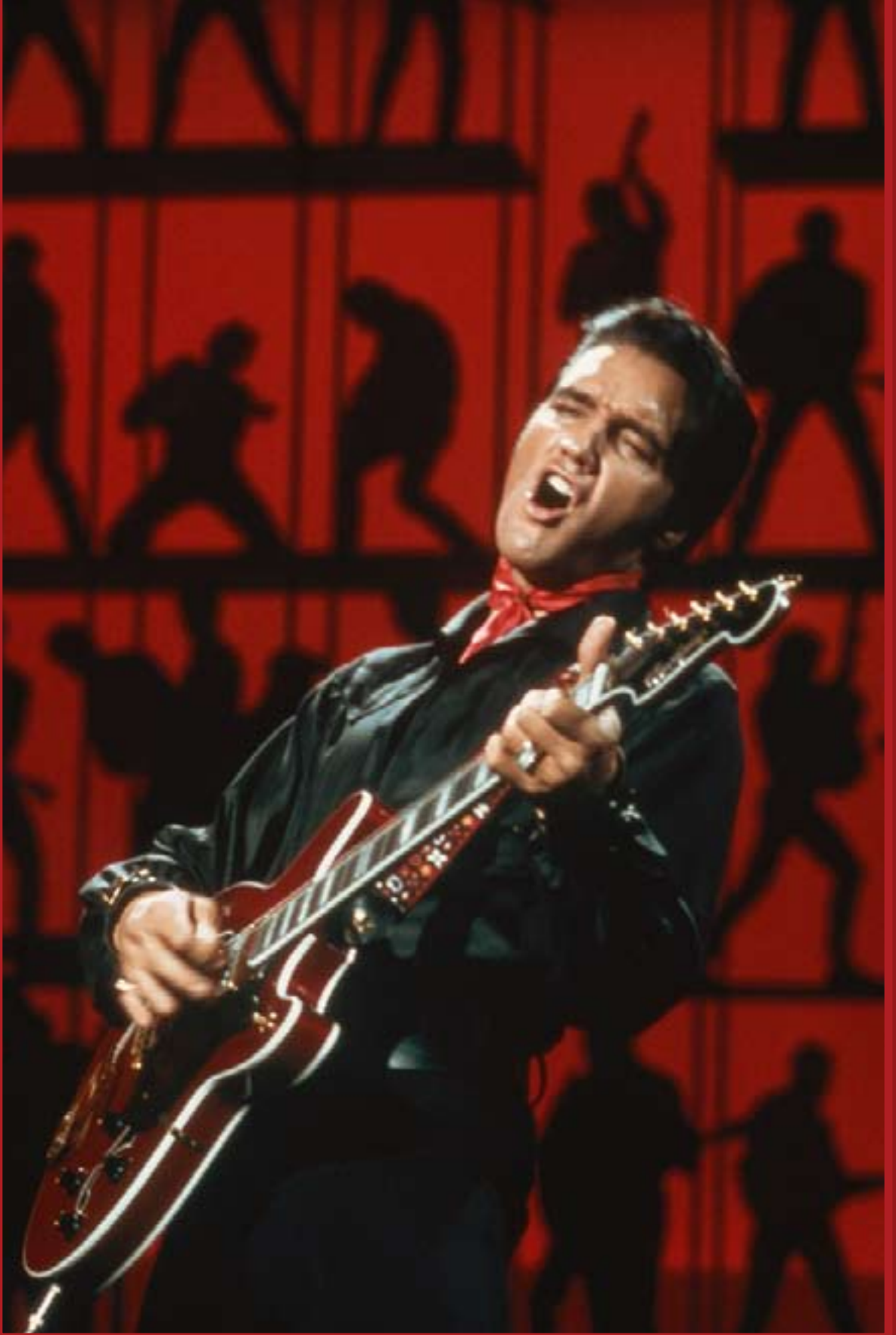
## Quiz

1. What was the Cold War?
  - A. A short-lived war against Canada
  - B. The melting of icebergs
  - C. The disagreement between the United States and the Soviet Union about their systems of government
2. The Marshall Plan
  - A. Gave \$13.3 billion to rebuild Western Europe
  - B. Gave \$13.3 billion to rebuild Japan
  - C. Gave \$13.3 billion to rebuild Vietnam

**in-ter-vene** / ,ɪntəˈviːn / *verb*  
**in-ter-venes; in-ter-vened;**  
**in-ter-ven-ing**  
: to become involved in something (such as a conflict) in order to have an influence on what happens  
• The military had to *intervene* to restore order. —often + in • We need the courts to *intervene* in this dispute.  
—**in-ter-ven-tion** / ,ɪntəˈvenʃən /  
*noun plural in-ter-ven-tions*  
• This situation called for military *intervention*. • military *interventions*

**ar-mi-stice** / ˈɑːməstɪs / *noun plural ar-mi-stic-es*  
: an agreement to stop fighting a war : truce

Answers: 1. C; 2. A



# CULTURAL CHANGE 1950-1980

**A**t home, some Americans began to have easier lives. Families grew and some moved from the cities into outlying areas where they could purchase larger homes. Not all Americans were so successful. African Americans started a movement to gain fair treatment everywhere.

In 1954, the Supreme Court ruled that separate schools for black children were not equal to those for white children and must be **integrated**. President Lyndon Johnson supported the Rev. Martin Luther King Jr. in his peaceful fight for **civil rights** and voting rights for African Americans. Some

**in-te-grate** / 'ɪntəˌɡreɪt / *verb*  
**in-te-grates; in-te-grat-ed;**  
**in-te-grat-ing**  
: to end a policy that keeps people of different races apart in (a place, such as a school)  
• She has been a leader in the efforts to *integrate* [=desegregate] public schools. • a law requiring schools to *integrate*

**civil rights** / 'sɪvəl 'raɪt /  
noun [plural]  
: the rights that every person should have regardless of his or her sex, race, or religion  
• Martin Luther King, Jr., fought for *civil rights*. • The U.S. *civil rights* movement achieved equal rights legislation for African-Americans.

**Opposite:** Elvis Presley, performing on television in 1969, was America's first rock 'n' roll star.

**Below:** President Lyndon B. Johnson introduced far-reaching national laws through Congress.





**prej-u-dice** /'prɛdʒədəs/ *noun*  
**plural prej-u-dic-es**

: an unfair feeling of dislike for a person or group because of race, sex, religion, etc. • The organization fights against racial *prejudice*.

**op-por-tu-ni-ty**  
/,ɑ:pə'tu:nəti/ *noun plural*  
**op-por-tu-ni-ties**

: an amount of time or a situation in which something can be done : chance [count]  
• There are fewer job/employment *opportunities* this year for graduates. • There is plenty of *opportunity* for advancement within the company.

**Above right:** Martin Luther King walks with children who are going into what was an all-white school in Mississippi in 1966.

black leaders, such as Malcolm X, believed in less peaceful means to reform. New laws ended segregation and guaranteed African Americans the right to vote. Many black Americans worked toward joining the more prosperous middle class. While racial **prejudice** was not gone, African Americans had a better chance to live freely and well.

During the 1960s and 1970s, many American women grew angry that they did not have the same **opportunities** as men. Betty Friedan and Gloria Steinem were leaders of a movement that worked to change



laws so women could compete equally with men in business and education. A proposed constitutional amendment promising equal rights for women failed when not enough states ratified it, but many new laws did grant equal rights.

Native Americans fought for the government to keep its past promises. They won back control of

**Above left:** Among the leaders of the women's movement in the 1960s were Kate Millett (left), author of a controversial book of the time, *Sexual Politics*, and journalist and activist Gloria Steinem.  
**Below:** Jackie Robinson was the first black professional baseball player. He is sliding into home base in a 1948 game for the Brooklyn Dodgers.





tribal lands and water rights. They fought for assistance for housing and education. In 1992, Ben Nighthorse Campbell became the first Native American elected to the Senate.

Hispanic Americans from Mexico, Central America, Puerto Rico, and Cuba were politically active too. They fought against **discrimination**. They were elected to local, state, and national positions. César Chávez organized a nationwide boycott of California grapes that forced growers to work with the United Farm Workers union.



**dis-crim-i-na-tion**  
 / dɪˌskrɪməˈneɪʃən / noun  
**plural dis-crim-i-na-tions**  
 : the practice of unfairly treating a person or group of people differently from other people or groups of people • racial/sexual/religious discrimination = discrimination based on race/sex/religion = discrimination on the basis of race/sex/religion • The law prohibits discrimination in hiring.

**Above left:** One of the highlights of the youth movement was the three-day outdoor rock concert at Woodstock, New York, in 1969.  
**Above right:** This poster was for the three-day outdoor rock concert at Woodstock in 1969.  
**Left:** Mexican-American activist César Chávez (center) talks with grape pickers in the field in 1968.



**ne-go-ti-a-tion**

/ni.gouʃi'eɪʃən / *noun*

**plural ne-go-ti-a-tions**

: a formal discussion between people who are trying to reach an agreement • *Negotiations* between the two governments have failed to produce an agreement. • *Negotiations* with the protesters began today.

**pol-lu-tion** /pə'lu:ʃən / *noun*

: the action or process of making land, water, air, etc., dirty and not safe or suitable to use • industrial practices that have caused *pollution* of the air and water

**des-ig-nate** /'dezɪg,neɪt /

*verb* **des-ig-nates;**

**des-ig-nat-ed; des-ig-nat-ing**

: to officially choose (someone or something) to do or be something

: to officially give (someone or something) a particular role or purpose • It might be difficult to *designate* [=select] an appropriate place for the event.

**mul-ti-cul-tur-al**

/ˌmʌlti'kʌltʃərəl/ *adjective*

**[more mul\*ti\*cul\*tur\*al; most mul\*ti\*cul\*tur\*al]**

: relating to or including many different cultures

• a *multicultural* society

Answers: 1. B; 2. C; 3. A

Students protested the war in Vietnam, and President Johnson began peace **negotiations**. Long hair, rock 'n' roll music, and illegal drugs were visible symbols of the “counter-culture” thinking of some young people during this time.

Americans became more concerned about **pollution**. The first Earth Day was **designated** in 1970. The Environmental Protection Agency was created. New laws cut down on pollution.

American society was changing. Slowly, the United States was embracing its **multicultural** population.

## Quiz

1. Who regained control of tribal lands and water rights?
  - A. Malcolm X
  - B. Native Americans
  - C. Cuba
2. César Chávez led a nationwide boycott against what group?
  - A. Environmental Protection Agency
  - B. Railroad
  - C. California grape growers
3. Interest in reducing pollution led to the creation of what agency?
  - A. Environmental Protection Agency
  - B. United Farm Workers
  - C. Pollution Reducing Agency

# END OF THE 20TH CENTURY



**ac-tiv-ist** / 'æktɪvɪst / *noun*

**Inflected forms:** plural

**ac-tiv-ists**

[*count*] : a person who uses or supports strong actions (such as public protests) to help make changes in politics or society • Antiwar *activists* were protesting in the streets.

• an environmental *activist*

• political *activists*

—**ac-tiv-ism** / 'æktɪvɪzəm /

*noun* [*noncount*] • political *activism*

**con-ser-va-tism**

/ kən'səvə,tɪzəm / *noun*

: belief in the value of established and traditional practices in politics and society • political *conservatism*

: dislike of change or new ideas in a particular area

• cultural/religious *conservatism*

**bit-ter** / 'bɪtə / *adjective*

[**more bit\*ter; most bit\*ter**]

: causing painful emotions

• *bitter* disappointments • a *bitter* defeat

: angry and unhappy because of unfair treatment • His betrayal had made her *bitter*.

**Opposite:** The Freedom Tower, the planned replacement for the two World Trade Center towers, is depicted in this rendering of the New York City skyline after the tower is built. It is scheduled for completion in 2018.

**Below:** Firefighters work beneath destroyed sections of the World Trade Center after the September 11, 2001, terrorist attacks.

The United States always has been a place where different ideas and views compete to influence law and social change. The liberal **activism** of the 1960s–1970s gave way to **conservatism** in the 1980s.

Conservatives wanted limited government, strong national defense, and tax cuts. Supporters of President Ronald Reagan (1981–1989) believe his policies helped to speed the collapse of the Soviet Union and the end of the Cold War. American politics, however, can change quickly: In 1992, Americans elected the more liberal Bill Clinton as president.

Politics became more **bitter** than usual when the election was very close in 2000. A Supreme Court ruling about disputed ballots in Florida ensured that George W. Bush won the election over Al Gore.





President Bush expected to focus on education, the U.S. economy, and Social Security. On September 11, 2001, everything changed. Foreign terrorists crashed four passenger airplanes into the two World Trade Center towers in New York, the Pentagon in Washington, D.C., and a rural field in Pennsylvania.



**back** /'bæk/ *verb* **backs; backed; back-ing**  
: to give help to (someone)  
: support • I'm *backing* him (against the Establishment) in his struggle for reform. • I'm *backing* him for President.

**Above:** President George W. Bush (center) meets with British Prime Minister Tony Blair (left), National Security Advisor Condoleezza Rice, and Secretary of State Colin Powell (right) at the White House during his first term. Great Britain has been a key U.S. ally in the fight against terrorism.

**Left:** Iraqis stand in line to vote for a Transitional National Assembly at a polling station in the center of Az Kubayr, Iraq, January 30, 2005.



Bush declared war on worldwide terrorism and sent U.S. troops into Afghanistan and Iraq. At first, most Americans **backed** President Bush, but many grew uncomfortable with his policies. In 2008, Americans chose Barack Obama for the presidency. Obama became the first African American to hold the nation's highest office. He faces serious economic difficulties—the worst, many think, since the Great Depression of the 1930s.

It is too early to know how the new president's administration will face the challenges of the 21st century. Regardless, Americans know that theirs will remain a land of freedom and opportunity.

**Above:** The Biden and Obama families pose on their inaugural whistle-stop train trip from Philadelphia, Pennsylvania, to Washington, D.C., on January 17, 2009.

# CONCLUSION



**T**he United States has dramatically changed from its beginnings as 13 little-known colonies. Its population of 300 million people represents almost every national and ethnic group in the world. Progress continues in economics, technology, culture, and society. Americans live in an **interdependent, interconnected** world.

The United States still is connected to the **values** of its early days. Among these are a belief in individual freedom and democratic government and the promise of economic opportunity and progress for all people.

The work for the United States is to keep its values of freedom, democracy, and opportunity secure and vital in the 21st century.

**in-ter-de-pen-dent**  
/ ,ɪntəˈdɪpəndənt / *adjective*  
[**more in\*ter\*de\*pen\*dent;**  
**most in\*ter\*de\*pen\*dent**]  
: related in such a way that each needs or depends on the other : mutually dependent • The two nations are politically independent but economically *interdependent*.

**in-ter-con-nect** / ,ɪntəˈkɒnɛkt /  
*verb* **in-ter-con-nects;**  
**in-ter-con-nect-ed;**  
**in-ter-con-nect-ing**  
: to connect (two or more things) with each other  
[+ obj] • The systems are *interconnected* with/by a series of wires. • These political issues are closely *interconnected*. [=related]  
[no obj] • The lessons are designed to show students how the two subjects *interconnect*.  
• a series of *interconnecting* stories • *interconnecting* rooms  
[=rooms that are connected to each other]

**val-ue** / ˈvælju / *noun plural*  
**val-ues**  
: a strongly held belief about what is valuable, important, or acceptable —usually plural  
• cultural/moral/religious *values*  
• America was founded on the *values* of freedom and justice for all.

**Opposite:** President Barack Obama and First Lady Michelle Obama wave to the crowd as they walk part of the route during the Inaugural Parade on January 20, 2009.

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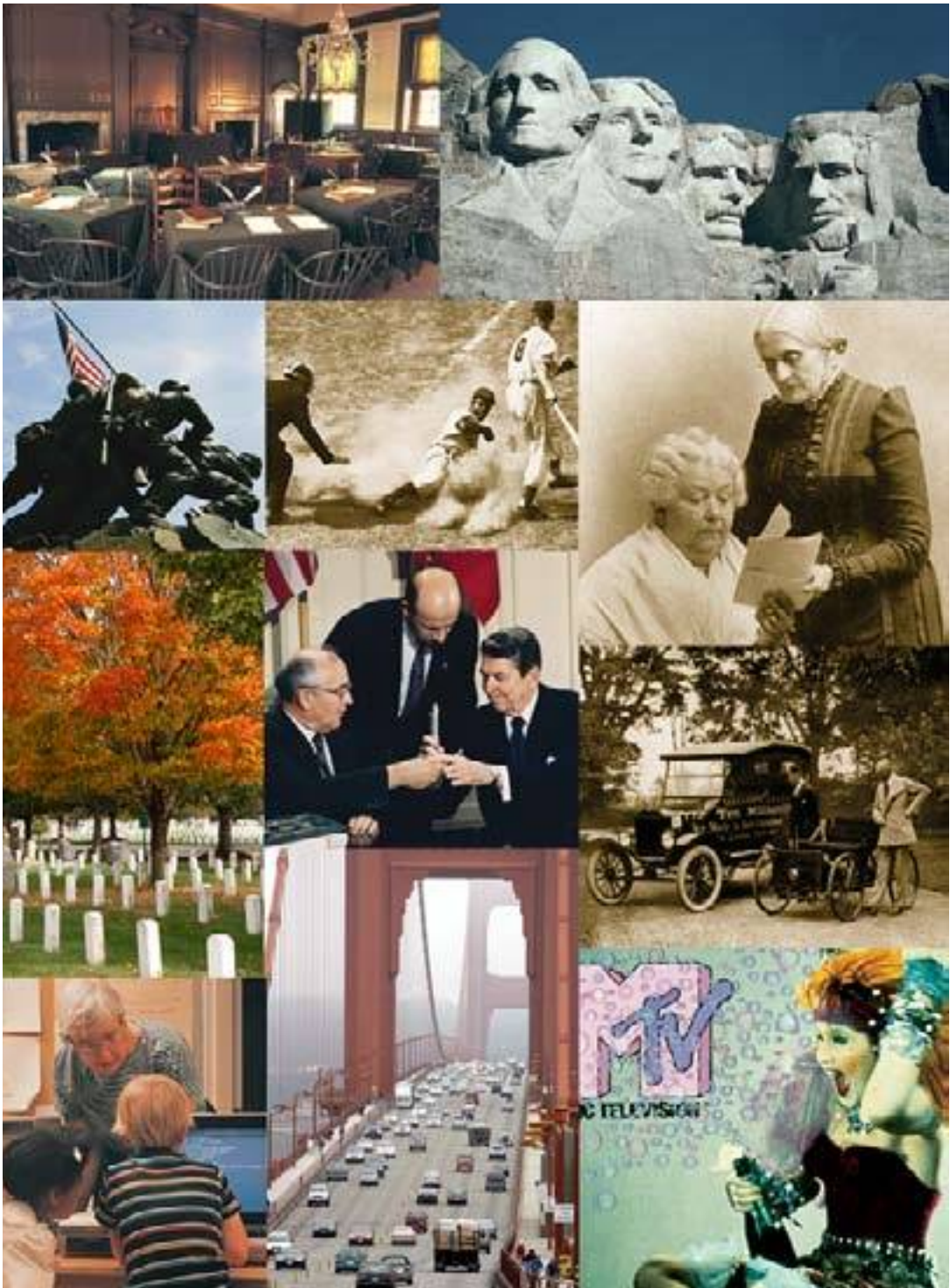
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