

# Reforms, Revolutions, and War

## THE BIG PICTURE

Major reforms took place in Europe and the Americas during the 1800s. Both Great Britain and France made democratic reforms. In Latin America, colonies won independence from Europe. The United States abolished slavery after a bloody Civil War.



## California Standards

### History-Social Sciences

**10.2** Students compare and contrast the Glorious Revolution, the American Revolution, and the French Revolution.

**10.3** Student analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

**11.1** Students analyze the significant events in the founding of the United States.

The Awarding of the Invincible Flag of Numancia, by Arturo Michelena, 1800s



## TIME LINE

### CHAPTER EVENTS

1800

**1803**

U.S. president Thomas Jefferson purchases the Louisiana Territory from France, doubling the size of the United States.

1820

**1821**

Mexico declares independence from Spain.

1840

**1832**

The Reform Act doubles the number of voters in Great Britain.

### WORLD EVENTS

**1804** Napoleon is crowned emperor of France.

**1812** Egyptian forces capture Mecca and Medina.

**1829** The Ottoman Empire recognizes Greece's independence.

**1852** The Republic of South Africa is formed.



## History's Impact video program

Watch the video to understand the impact of the women's suffrage movement.



## Reading like a Historian

This painting shows Simón Bolívar and members of the Venezuelan army after they defeated Spanish troops at the Battle of Carabobo on June 24, 1821. Bolívar is shown congratulating one of his generals by presenting him with a flag of liberation.

**Analyzing Visuals** How did the artist make Simón Bolívar the focal point of this painting? Explain your answer.

See **Skills Handbook**, p. H26

**1861**  
The Civil War begins in the United States.

**1863**  
U.S. president Abraham Lincoln signs the Emancipation Proclamation, freeing slaves in the Confederate states.

**1860**

**1864** The Taiping Rebellion in China leaves 20 million Chinese dead.

**1880**

# GEOGRAPHY Starting Points



**Starting Points** In 1800 Great Britain, France, Spain, and Portugal controlled territories around the world. Most of the Americas was colonial territory that provided valuable natural resources to European nations.

- Analyze** How do you think Spain was able to control much of Latin America?
- Predict** How might the people in far-away colonies like India react to being ruled by a European country?



## Listen to History

Go online to listen to an explanation of the starting points for this chapter.

[go.hrw.com](http://go.hrw.com)

Keyword: SHL REF

# Reforms in the British Empire

## BEFORE YOU READ

### MAIN IDEA

During the 1800s Great Britain passed many democratic reforms that changed the way people lived and worked.

### READING FOCUS

1. How did social and political reforms change life in Britain during the early 1800s?
2. What reforms helped to shape the Victorian Era?
3. What changes transformed the British empire?

### KEY TERMS AND PEOPLE

Queen Victoria  
Victorian Era  
Benjamin Disraeli  
suffrage  
Emmeline Pankhurst



CALIFORNIA

**HSS** 10.3.4 Trace the evolution of work and labor.

### THE INSIDE STORY

*What did British women have to endure to gain the right to vote?* Some British women took

extreme measures in their fight for voting rights. In the late 1800s and early 1900s, hundreds of British women protested Parliament's refusal to grant women voting rights through criminal acts. They broke windows, set fires, and assaulted police officers. As a result, British police arrested the women and brought them to the Holloway prison in London. In prison, some of the women went on hunger strikes and refused to eat. They thought they would have to be released from prison if they starved themselves. But to their surprise, instead of releasing them, prison officials force fed them, holding the women down and sticking feeding tubes up their noses.

Some British citizens protested this harsh treatment. As a result, Parliament passed an act that allowed women who were sick from hunger to leave prison to recover. Once they were well, the police would then take them back to the prison. Still, this act ensured that the women could not use hunger strikes to shorten their prison times. ■

## STARVING FOR THE VOTE



A group of British women celebrate their release from Holloway prison in 1908. ►

## TAKING NOTES

Take notes on the three types of reforms discussed in this section.

Reforms	
Social	
Political	
Voting	

## Social and Political Reforms

Before the 1800s Britain was dominated by the interests of wealthy landowners and aristocrats. During the 1830s, however, industrialization led to rapid changes in society. The growth of factories created a new class of workers, but these new industrial workers were not well represented in government. Recognizing the changing times, some British citizens began to call for social and political reform.

**Reform Act of 1832** The growing prosperity of the working and middle classes produced by the Industrial Revolution in Britain led to greater demands for political reform. In 1800 landowning aristocrats made up most of Parliament. Some industrial cities, such as Birmingham and Manchester, had no representatives at all. Throughout Britain, only wealthy male property owners could vote. Catholics, Jews, and other minority groups could hold few political offices. In addition, members of Parliament's House of Commons were not paid for their services, so public office was largely restricted to men of great wealth.

By the 1830s, however, demands for reform became too strong to ignore. In Britain, as in the rest of Europe, liberals were challenging the old aristocratic and conservative order. Unrest increased throughout the country as

ordinary people demanded greater political participation. Finally, Parliament agreed to change the electoral laws.

The Reform Act of 1832 gave industrial cities representation in Parliament for the first time. The bill also gave the vote to middle-class men, which increased the number of eligible voters by about 50 percent and significantly reduced the power of the aristocracy. However, political leaders continued to assume that only men with property and education would be responsible voters. Consequently, the bill stated that only men with a certain amount of property could vote. This requirement effectively prevented many working-class men from voting. Furthermore, British law continued to exclude women from voting.

**Sadler and the Factory Act** At the same time Parliament was debating the Reform Act of 1832, one of its members set out to investigate the treatment of children in Britain's textile factories. This member of Parliament, Michael Sadler, showed the harmful conditions endured by child workers—including physical mistreatment, long hours, and low wages.

In Sadler's report, one former child worker, who had worked in a mill in the early 1830s, remembered what it was like to work 13-hour days as a young boy.

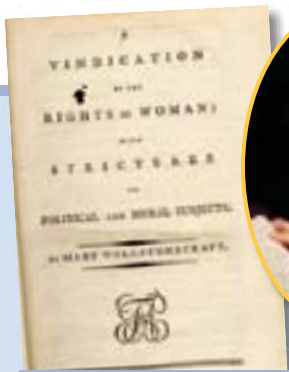
## ACADEMIC VOCABULARY

**liberal** supporter of political and social reform

## Themes Through Time

### Women's Suffrage

**SOCIETY** It was not until the late 1800s and early 1900s that women began to receive the right to vote. Before that, women fought to gain equal voting rights with men. Today, women exercise the freedom to vote in democratic countries around the world.



**1848** Elizabeth Cady Stanton and Lucretia Mott organize the first women's rights convention in Seneca Falls, New York.

**1792** Mary Wollstonecraft publishes a book advocating women's rights in Britain.

1800

1900

**1888** Supporters of women's voting rights from Europe and the United States meet in Washington, D.C.

**1893** New Zealand becomes the first country to grant women voting rights.



## HISTORY'S VOICES

“My school life came to an end when I was about eight years old . . . I now went to work at John Sharpe’s mill at the bottom of the town and close to the school I had left . . . We could count whole families of children who worked with us who had gone to an early grave.”

—Thomas Wood, child mill worker,  
quoted in *Useful Toil*

Because of Sadler’s report, Parliament passed the Factory Act in 1833. This act limited the working hours of children in textile factories. The act made it illegal for teenagers to work more than 12 hours a day. In addition, children between the ages of 9 and 13 had to receive two hours of schooling a day.

**Other Reforms** As workers gained more rights, the British Parliament also passed other social reforms. In 1833 Parliament abolished slavery in Great Britain and all of the British Empire. However, the Slavery Abolition Act did not immediately free slaves. For another four years, slaves over the age of six remained only partly free. In addition, the act stated that the British government would compensate slave owners depending on how many slaves they freed. Parliament also passed new public health and crime laws to improve living conditions in industrial cities.

**Chartism** By 1839 many people still could not vote. To remedy this problem, a group called the Chartists worked for universal manhood suffrage: voting rights for all men.

The Chartists got their name from the People’s Charter, a petition sent to Parliament in 1839. The People’s Charter demanded voting rights for all men, vote by secret ballot, annual elections, and pay for representatives in Parliament. The secret ballot was important because it meant people could not be intimidated to vote in a certain way. Pay for representatives in Parliament meant that working people could become members.

Parliament rejected the People’s Charter. In response, the Chartists gained wide popular support and staged uprisings, including one large revolt in 1848. Based on the number of signatures on the 1848 petition, there may have been several million Chartist supporters.

Although the Chartists did not see immediate results of the petition they sent to Parliament, they did draw attention to their cause. By the end of the 1800s, many reforms in the original People’s Charter had been passed in Parliament.

## READING SKILLS

**Identifying Implied Main Ideas** What is the main idea of this paragraph?

## READING CHECK Compare

How did the demands of Chartism compare to the voting reforms passed in 1832?

**1914** Activist Emmeline Pankhurst is arrested in London for speaking out on women’s rights.



**2006** Kuwaiti women vote for the first time in their country’s national election.



2000

Skills  
FOCUS

## UNDERSTANDING THEMES

**Identify Cause and Effect** What early events in the history of the women’s suffrage movement affected voting rights for women around the world?

**1920** American women gain the right to vote with the passage of the Nineteenth Amendment.



## BRITISH REFORMS

### QUICK FACTS

During the 1800s and early 1900s, the British Parliament passed a series of reforms that gave more rights and freedoms to its citizens.

**Reform Act of 1832** Redrew political boundaries to give more equal representation in Parliament

**Abolition of Slavery, 1833** Abolished slavery in both Britain and its colonies

**Factory Acts of 1833 and 1839** Limited the working hours of women and children in factories

**People's Charter, 1839** Charter sent to Parliament that called for voting rights for all men and for voting by secret ballot

**Voting Reforms, 1867–1885** Several different acts that gave more men of all classes voting rights

**Women's Suffrage, 1918 and 1928** Granted women over 30 the right to vote (1918) and all British women the right to vote (1928)

## Victorian Era Voting Reforms

In 1837 **Queen Victoria** became the ruler of Great Britain. Her reign, the longest in British history, lasted until 1901 and is known as the **Victorian Era**. It was a time of great change in Britain, including voting reforms that made the country more democratic. Britain had long been a constitutional monarchy, but the voting reforms of the Victorian Era made it increasingly democratic.

**Disraeli and Gladstone** During the years 1868–1885, two influential prime ministers, **Benjamin Disraeli** and **William Gladstone**, were elected prime minister several times. Disraeli was a member of the Conservative party, which wanted to preserve the best traditions of the past. The Conservatives were slow in accepting modern reforms. Gladstone was a member of the Liberal party, which adopted a more progressive approach to solving society's problems.

**Voting Rights for Men** Disraeli put forth a new reform bill that would extend voting

rights to more working men. Passed in 1867, the bill meant about one out of every three men could now vote. Another law created the secret ballot, to ensure voters would not be bribed or intimidated. In 1885 Gladstone pushed through a reform bill that extended voting rights still further.

**Women's Suffrage** While Gladstone and Disraeli were trying to extend voting rights for men, some members of Parliament were also pushing for women's **suffrage**, or the right to vote. The question of women's rights had first been raised during the Enlightenment. But during most of the 1800s, women were still not seen as equals. They could not own property and they were not even considered the legal guardians of their children.

Many women thought the right to vote could increase their power in society. In contrast, Queen Victoria was against women's suffrage, calling it “mad, wicked folly.”

In spite of the Queen's opposition, Disraeli argued in favor of women's voting rights in a speech before the House of Commons in 1866. He argued that if a woman could be queen or own land, she should be able to vote:

### HISTORY'S VOICES

“I say that in a country governed by a woman . . . [and] where a woman by law may be a churchwarden and overseer of the poor—I do not see, when she has so much to do with the state and the Church, on what reasons . . . she has not a right to vote.”

—Benjamin Disraeli, speech before House of Commons, 1866

Disraeli and other members of Parliament tried to add women's suffrage to the 1867 reform bill. But they did not succeed.

For nearly 40 years, suffragists—people who work to achieve voting rights for women—made little progress, but not from lack of trying. One group of suffragists, led by **Millicent Garrett Fawcett**, used a gradual approach to winning the vote. They lobbied members of Parliament, signed petitions, and worked on educating the public. But the government largely ignored their efforts.

By the early 1900s, some women grew frustrated with the slow pace of the suffrage movement. **Emmeline Pankhurst**, founder of the **Women's Social and Political Union (WSPU)**,

said that in order to achieve reform, “You have to make more noise than anybody else.” As the government continued to ignore the issue of women’s suffrage, the WSPU adopted more destructive tactics, such as breaking windows and arson. For these acts, many suffragists went to prison.

Finally, in 1918, Parliament granted the vote to women over the age of 30. Not until 1928, however, did British women gain the right to vote on the same basis as men.

**READING CHECK Summarize** What reforms were passed during the late 1800s?

## Changes in the British Empire

Beyond Britain, people living in other parts of the British Empire were also moved by the spirit of reform. In the mid-1800s people in Ireland, Canada, Australia, and New Zealand took steps to rule themselves.

**Ireland** Since 1801 Ireland had been part of the United Kingdom after the Act of Union joined it with England, Scotland, and Wales. Some Irish hated their British rulers, especially British landlords. These landlords owned much of Ireland’s land and had the power to evict Irish farmers. In addition, policies created to help British industry hurt Irish agriculture.

Several times in the mid-1800s, the potato crop failed. Because many Irish peasants depended on potatoes as their main food source, famine swept Ireland. The failure of the potato crop left many with no food and no income. Without the money to pay rent, many peasants were evicted from their homes.

### HISTORY’S VOICES

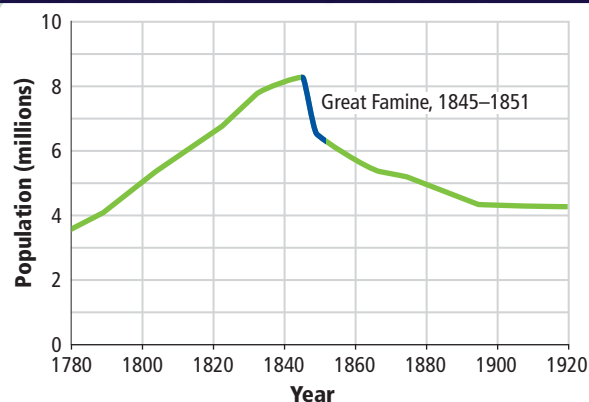
“In many places the wretched people were seated on the fences of their decaying gardens, wringing their hands and wailing bitterly the destruction that had left them foodless.”

—Father Matthew, Irish priest, in a letter to Prime Minister Trevelyan

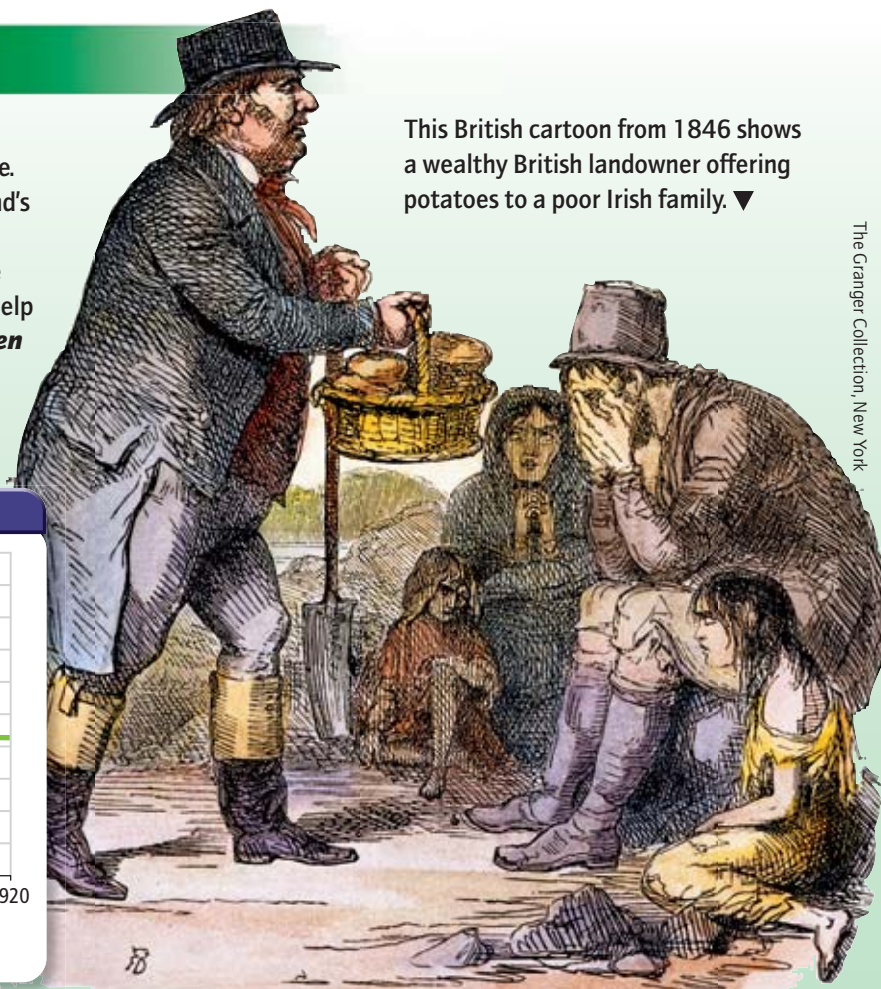
## Ireland’s Potato Famine

In the early 1800s, about half of Ireland’s population depended on potatoes as their main food source. Beginning in 1845, a disease, or blight, struck Ireland’s potato crop. As a result, about 1 million people died from starvation or famine-related diseases. To make matters worse, the British government did little to help the starving Irish. **Based on the graph below, when did the Irish population finally stop declining after the famine?**

POPULATION OF IRELAND, 1780–1920



Source: Hearth Tax Returns, Irish Census



This British cartoon from 1846 shows a wealthy British landowner offering potatoes to a poor Irish family. ▼

“Union is Strength,” *Punch*, 1846

The Granger Collection, New York



During the years of the famine, about 1 million people starved, and about 1.5 million others emigrated—many to the United States.

Tragically, Ireland continued to export food throughout the famine years. Food shipments left Irish ports for England under heavy guard by British soldiers. British officials encouraged this trade because they believed that interfering with this trade would harm the British economy.

The famine left many Irish people more resentful of British rule than ever. By the 1860s, many Irish began to fight for change. Some wanted independence and staged violent protests. Others struggled for home rule, in which Ireland would govern itself within the United Kingdom. Parliament debated several bills to grant home rule to Ireland in the 1800s, but they did not pass. Ireland did not receive limited self-government until 1920.

**Canada** Like Ireland, Canada was also controlled by Britain. Britain's colonies in Canada were very different, however. Some were mainly French-speaking, and others were mainly English-speaking. This diversity created a lack of unity in Canada and led to calls for reform.

Rebellions in the Canadian colonies in 1837 convinced the British that reform was necessary. In 1838 the British government sent Lord Durham to serve as governor-general to Canada. Durham wanted the Canadian colonies to unite to form "a great and powerful people."

By 1867 the British Parliament united several Canadian colonies and granted them the power to govern themselves. With this act, Canada became a dominion, or a self-governing colony. For Canada, this was the first step toward independence from Britain.

The new dominion continued to expand westward until it eventually reached the Pacific coast. Although Canada was developing its own identity, it remained closely tied to Britain.

**Australia and New Zealand** Canada became a model for self-government in other British colonies on the other side of the globe—Australia and New Zealand. Since the late 1700s, Britain had used Australia as a place to send its criminals. In the mid-1800s, however, other British colonists, attracted by the discovery of rich copper and gold deposits, began to settle in Australia. In 1901 Britain granted self rule to the Commonwealth of Australia, which established its own parliament but still remained part of the British empire.

In New Zealand, the British government made an agreement with the local Maori people for land in exchange for self rule. In this way, New Zealand became a dominion of Great Britain. In 1893 New Zealand became the first country to give women the vote.

**READING CHECK** Compare and Contrast

How did self-rule come about in Ireland, Canada, Australia, and New Zealand?

HSS 10.3.4

**SECTION 1 ASSESSMENT**

go.hrw.com

Online Quiz

Keyword: SHL REF HP

**Reviewing Ideas, Terms, and People**

- a. Recall** What was Chartism?

**b. Analyze** Why did the Chartists fail to gain universal manhood suffrage in 1848?

**c. Evaluate** Why do you think the first labor reforms dealt with child labor?
- a. Identify** Name two reforms of the late 1800s.

**b. Explain** What reforms did Benjamin Disraeli argue for?

**c. Evaluate** Do you think Emmeline Pankhurst was right when she said reformers had to "make more noise than anybody else" in order to be successful? Why or why not?
- a. Recall** What was the purpose of the Act of Union?

**b. Compare and Contrast** How were New Zealand and Australia similar and how were they different?

**Critical Thinking**

- 4. Categorize** Copy the graphic organizer below and use it to list social, political, and voting reforms in Great Britain during the 1800s. Identify how each reform affected people's lives.

Social	Political	Voting
--------	-----------	--------

**FOCUS ON WRITING**

ELA W2.1

- 5. Exposition** Choose a reform discussed in the section and decide whether you think it was a beneficial reform or not. Write a paragraph explaining the reasons for your decision.

# Revolution and Change in France

## BEFORE YOU READ

### MAIN IDEA

During the 1800s opposing groups in France struggled to determine what kind of government France would have—a republic, a constitutional monarchy, or an absolute monarchy.

### READING FOCUS

1. What happened during the Revolution of 1830?
2. What were the results of the birth of the French republic?
3. How did the Dreyfus affair reveal divisions within French society?

### KEY TERMS AND PEOPLE

Louis Philippe  
Louis Napoleon  
Dreyfus affair  
anti-Semitism  
Theodor Herzl  
Zionism



CALIFORNIA

**HSS 10.2.5** Discuss how nationalism spread across Europe until the Revolutions of 1848.

## DOWN WITH THE KING!

### THE INSIDE STORY

#### *What led France to revolution again?*

The year was 1830. Fifteen years had passed since the Congress of Vienna. Charles X—the last of the French Bourbon monarchs—was now king of France.

Liberals had just won a majority of seats in the French legislature, but Charles was a conservative. To prevent the liberals from exercising power, he passed laws that broke up the legislature and called for new elections. The new laws also limited the freedom of the press.

The king's actions reminded some people of the absolute monarchs who had ruled before the French Revolution. In 1830 the people revolted, and protesters took over the center of Paris. They built large barricades and waved the tricolor flag, shouting “Down with the Bourbons!” Another revolution was underway. ■

Combat Before the Hotel de Ville, July 28, 1830, by Victor Schmetz, 1800s



During the Revolution of 1830, Parisians built barricades in the streets. ▲

## TAKING NOTES

Take notes on the different eras in French history during the 1800s.

Years	
Leader	
Key events and policies	

## The Revolution of 1830

At the end of the Napoleonic era, the Congress of Vienna restored Louis XVIII to the French throne. The French had a constitution and a legislature, but most power remained with the king. The French people would not remain content with their government for long.

**A King Abdicates** After Louis XVIII died, his brother Charles X inherited the throne. Charles tried to rule as an absolute monarch. But when he suspended the power of the legislature, angry citizens revolted in an uprising known as the Revolution of 1830. Within days they controlled Paris. Charles abdicated, or gave up the throne, and fled to England.

News of the revolution in France quickly reached Klemens von Metternich in Austria. “My life’s work is destroyed!” he exclaimed. The reactionary ideals and absolute monarchies he had supported at the Congress of Vienna were beginning to crumble. Metternich feared that revolution threatened to spread throughout the continent. His fears would soon come true.

**The Reign of Louis Philippe** Having rid the country of King Charles, moderate liberal leaders formed a constitutional monarchy and chose **Louis Philippe** to be the new king. Louis Philippe was an aristocrat who was popular with the middle class. He dressed like them, wearing long pants rather than the knee-length breeches worn by the nobility. Because he appeared to live simply, like ordinary citizens, many French people referred to him as the “citizen king.”

Over time, however, Louis Philippe seemed less like a citizen and more like a king. He increased the number of voters—but only by extending the vote to more wealthy citizens. To protect the power of the government, he limited the freedom of the press. His rule became increasingly repressive, and he silenced most people who opposed him.

During Louis Philippe’s reign, working people grew poorer, while the middle class and aristocracy became more prosperous. The popularity of the king deteriorated rapidly in 1846 when an economic depression made life even more difficult for all but the wealthiest French people. Discontent would lead France to revolution once more.

### READING CHECK Identify Cause and Effect

What were the effects of the Revolution of 1830?

## Birth of a Republic

The economic troubles and general unhappiness simmered in France until 1848. Then revolution exploded again, and another republic was born.

**The Revolution of 1848** The Revolution of 1848 was sparked when the French government banned a banquet planned by reformers. Angry protesters, both middle and working class, took to the streets.

Louis Philippe quickly abdicated and the monarchy came to an end. The French citizens formed a new government, a republic headed by a president. Voters elected Napoleon’s nephew, **Louis Napoleon** as president.

## TIME LINE

# Changes in France’s Government

**1830** King Charles X flees France during the Revolution of 1830. Louis Philippe is crowned king.

**1852** Louis Napoleon dissolves the National Assembly and is elected emperor by the people.

**1870** After the Franco-Prussian War, a democratic government is restored during the Third Republic.

**1848** In the Revolution of 1848, Louis Philippe abdicates and the Second Republic is formed with Louis Napoleon as president.

Second Republic

Second Empire

Third Republic

Skills FOCUS

### INTERPRETING TIME LINES

In which year did the French government replace a king with a president?

# Reading like a Historian

## The Dreyfus Affair

**Interpreting Political Cartoons** In 1894 the French government put Alfred Dreyfus, a captain in the French army, on trial for spying for Germany, even though he was innocent. At the time, many French were anti-Semitic, or prejudiced toward Jews. Because Dreyfus was Jewish, he suffered from this anti-Semitism.

To interpret what this cartoon suggests about anti-Semitism, think about

- the details of the cartoon
- the message or point of the cartoon
- the message versus known facts

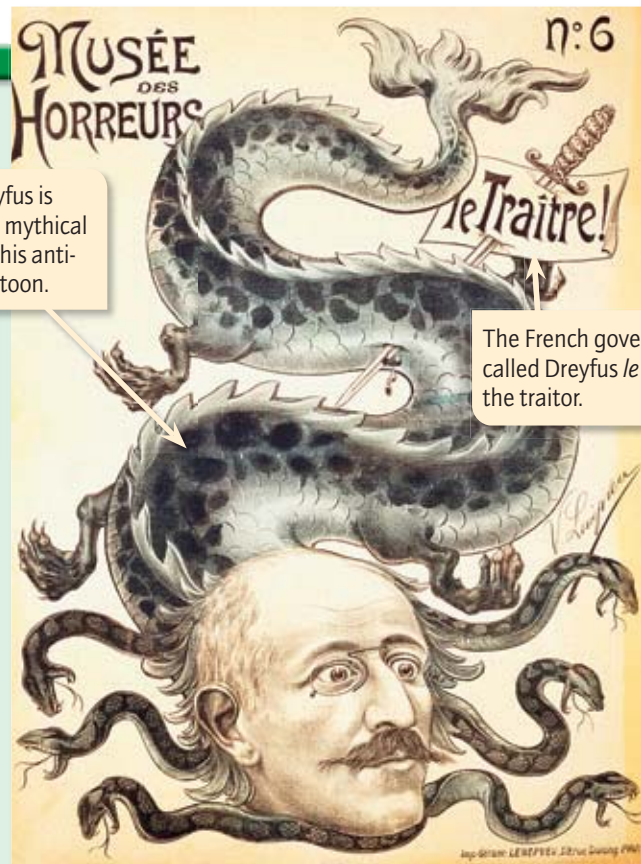
**Skills  
FOCUS**

**HSS** Analysis HR1

**READING LIKE A HISTORIAN**

- 1. Details** What details do you see in the cartoon? How do the details dehumanize Dreyfus?
- 2. Message** What is the message of the cartoon? How is that message contradicted by facts?

See **Skills Handbook**, p. H27



Alfred Dreyfus is shown as a mythical dragon in this anti-Semitic cartoon.

The French government called Dreyfus *le traître*, the traitor.

The era that followed was known as the Second Republic; the First Republic had existed during the years between the French Revolution and the reign of Napoleon.

The Revolution of 1848 had far-reaching effects. From that point on, all adult French men had the right to vote and never lost it again. The Revolution of 1848 also created support for republican government, fueled a new women's rights movement, and inspired other revolutions across Europe.

### Napoleon III and the Second Empire

The French constitution allowed the president to serve only four years, but Louis Napoleon wanted to remain in office. In 1851 he sent his troops to Paris and arrested members of the National Assembly who opposed him. Then he called for a national vote to decide whether he should be given the power to draft a new constitution. Voters approved the measure.

In another vote the following year, the French people elected him emperor Napoleon III. Thus began the period known as the Second Empire. During the Second Empire Napoleon III made some reforms, such as

increasing voting rights, but he always kept absolute power as emperor. He ruled during a time of economic prosperity and built many miles of railroads, which helped increase trade and improve communications in France.

**The Third Republic** In 1870 Napoleon III drew France into a war with Prussia. In the Franco-Prussian War, Napoleon III was captured in battle and surrendered to the Prussians. This shameful defeat led the French Assembly to depose Napoleon and proclaim the Third Republic. The new republic immediately faced a crisis as the Prussians invaded France and began a siege of Paris.

Despite this troubled beginning, the Third Republic made some important reforms. In 1882 the government made primary education available for children between the ages of 6 and 13. In 1884 trade unions were legalized, and by 1900 working hours had been reduced. In addition, in 1906 a new act required employers to give their workers one day off per week.

**READING CHECK** **Draw Conclusions** Why did the French elect Louis Napoleon as their president?

# The Dreyfus Affair

These reforms did not solve all of France's problems. Divisions continued to split French society. In 1894 these divisions came to a head over the controversial court case known as the **Dreyfus affair**. The Dreyfus affair revealed the extent of **anti-Semitism**, or prejudice toward Jews, in France.

In 1894 Alfred Dreyfus (DRAY-fuhs), a captain in the French army who was Jewish, was falsely accused and convicted of betraying French military secrets to Germany. Even though they knew he was not guilty, anti-Semitic military officers let Dreyfus take the blame rather than admit their error.

A month after Dreyfus was found guilty a public military ceremony was held to humiliate him. The stripes on his uniform were removed, and his sword was broken. A crowd that had gathered to watch shouted, "Kill him! Kill him!" Later evidence suggested that another officer may actually have done the spying. But the second officer, who was not Jewish, was found not guilty in court. A few years later army officers came forward with the real story, but Dreyfus was not cleared until 1906.

The Dreyfus affair divided people in France. One famous French writer, Émile Zola came to Dreyfus's defense. Zola published a letter in 1898 called "J'accuse" (I accuse). This letter accused the French government of anti-Semitism and led the French courts to reopen Dreyfus's case.

## HISTORY'S VOICES

“It is a crime to poison the minds of the lowly and the humble, to exasperate the passions of reaction and intolerance, while seeking shelter behind odious [horrible] anti-Semitism, which, if not suppressed, will destroy the great liberal France of the Rights of Man.”

—Émile Zola, "J'accuse"

Zola's letter set off anti-Semitic riots in more than 50 towns. Zola eventually went to trial himself and was found guilty of libel, or publishing false information.

The Dreyfus affair had an important effect on the growth of Jewish nationalism. **Theodor Herzl** was a Hungarian-born Jewish journalist who covered the trial. He was shocked by the anti-Semitism he saw in France and in other parts of Europe. Herzl came to believe that the root of the problem was that Jews in Europe did not have a nation of their own. In 1896 Herzl published *The Jewish State*, which outlined plans for an independent Jewish country developed with the support of the international community. Herzl's work helped spark **Zionism**, a Jewish nationalist movement to re-create a Jewish state in its original homeland.

By the early 1900s, a growing number of Jews were returning to their ancient homeland in the eastern Mediterranean. These settlements encouraged other Jews to follow, and the Zionist movement gained strength.

## READING CHECK Identify Cause and Effect

What were two major effects of the Dreyfus affair?

HSS 10.2.5

## SECTION 2 ASSESSMENT

go.hrw.com

Online Quiz

Keyword: SHL REF HP

### Reviewing Ideas, Terms, and People

- a. Identify** Who was Louis Philippe?

**b. Analyze** Why was it significant that Louis Philippe wore long pants and lived more simply than other aristocrats?

**c. Develop** Why do you think it was important to some people that the new king be a "citizen king"?
- a. Recall** What reforms were made during the Second and Third republics?

**b. Identify Cause and Effect** What effect did the Revolution of 1848 have on the rest of Europe?

**c. Evaluate** In your opinion, was Napoleon III a good leader for France? Why or why not?
- a. Describe** Describe the events of the Dreyfus affair.

**b. Analyze** What is Zionism and how was it related to anti-Semitism in Europe?

### Critical Thinking

- Compare and Contrast** Use your notes and the graphic organizer below to compare achievements of each era of French government. How do they compare with one another?

Government	Achievement

## FOCUS ON SPEAKING ELA W.2.1

- Narration** Using information in the section, write a short speech that tells the story of the creation of the Third Republic and its goals.

# Independence in Latin America

## BEFORE YOU READ

### MAIN IDEA

Revolutionary ideas took hold in Latin America as colonies fought for independence from Europe.

### READING FOCUS

1. How did early struggles in Latin America affect Haiti and other colonies?
2. What events led to independence in Mexico?
3. Who were the key revolutionary leaders in South America, and what did they achieve?

### KEY TERMS AND PEOPLE

Toussaint L'Ouverture  
creoles  
*peninsulares*  
Miguel Hidalgo  
José María Morelos  
Simón Bolívar  
José de San Martín  
Pedro I



CALIFORNIA

**HSS 10.2.1** Compare the major ideas of philosophers and their effects on democratic revolutions in Latin America (Simon Bolívar).

## FROM SLAVE To SOLDIER

### THE INSIDE STORY

*How did a former slave become a military hero?*

Toussaint L'Ouverture (too-san loo-vehr-tooer) was born into slavery in a French colony on the Caribbean island of Hispaniola. As a young man, Toussaint was chosen to be a house servant. He learned to read and write in the slaveholder's home. Toussaint read about Enlightenment philosophers and their ideas of liberty and equality, as well as about military heroes such as Julius Caesar and Alexander the Great.

In 1771 Toussaint was legally freed. His life changed dramatically in 1791 when a major slave revolt broke out on the island. Toussaint helped his former slaveholder escape, then joined the rebellion. Soon afterward, he became a soldier in the Spanish army. During that time Toussaint took the last name L'Ouverture, which means "an opening" in French. Toussaint went on to become a military leader. Well respected for his leadership, he soon commanded a force of more than 4,000 men. ■

◀ Toussaint L'Ouverture presents a document to French army officers.

## TAKING NOTES

Take notes on independence movements and revolutionary leaders in Latin America during the 1800s.

Independence Movements

Revolutionary Leaders

## ACADEMIC VOCABULARY

**export** item sent to other regions for trade

## Early Struggles in Latin America

By the early 1800s growing tensions among the different ethnic and social groups of Latin American society, as well as reforms imposed by colonial authorities in Europe, were leading to demands for change. The Enlightenment and the American and French Revolutions also inspired some in Latin America to seek greater freedom. Soon new nations began to emerge from colonial domination throughout Latin America.

**Haiti Becomes Independent** The first Latin American territory to break its ties with Europe was Saint Domingue, located on the western half of the Caribbean island of Hispaniola. Sugar exports had made Saint Domingue one of France's richest possessions. But this prosperity was built on slave labor.

The French Revolution had had a dramatic effect on Saint Domingue. The Declaration of the Rights of Man and of the Citizen gave the right to vote to all free men, including mulattoes, people of mixed African and European ancestry. French settlers on Saint Domingue, however, resisted the new law. As tensions rose, **Toussaint L'Ouverture**, a former enslaved African, led a group of mulattoes and slaves in a bloody revolt against the French settlers.

Toussaint's military and political actions made him a hero in Hispaniola. Back in France, the emperor Napoleon was worried. Napoleon sent a French general to Hispaniola to take control of the colony away from Toussaint. The island forces struggled for months, but in 1802 Toussaint agreed to an armistice. The French broke the agreement and sent him to prison in France, where he died in 1803.

Still the fight for independence continued. In 1804 the revolutionaries of Saint Domingue declared their independence from France and named their new nation Haiti.

**Colonies of Spain and Portugal** At the same time, another kind of independence movement was beginning to form in the colonies of Spain and Portugal. In the 1800s, Spain controlled most of Latin America, including what is today Mexico and a large portion of Central and South America. Portugal governed the huge colony of Brazil.

In the 1700s Spanish kings had made improvements in their colonies, building roads and regulating trade. As a result, the colonies grew in wealth and prosperity. This wealth gave some in Latin America greater access to education and new ideas. As a result, educated colonists read the works of Enlightenment philosophers and learned about revolutions in France and America. One scholar named Antonio Nariño translated the Declaration of the Rights of Man and of the Citizen into Spanish.

At the same time, tensions were growing between two groups in Latin America: **creoles** (KREE-ohlz), people of European descent who were born in the colonies, and **peninsulares** (peh-neen-soo-LAHR-ayz), colonists who were born in Spain. A similar distinction was made between Brazilian-born and Portuguese-born colonists. Creoles were excluded from the highest-level government or church positions, which were reserved for *peninsulares*. Together, creoles and *peninsulares* made up the highest social class; lower on the social scale were people of mixed race, Africans, and Indians.

As their prosperity grew, creoles began to resent the *peninsulares*. Creoles also resented their faraway Spanish rulers. One bishop said that if the Creoles "could empty their veins of the Spanish part of their blood, they would gladly do so."

In 1807 the French emperor Napoleon invaded Spain and Portugal. The king of Spain went to prison and the king of Portugal fled to Brazil. This invasion seriously weakened the power of Spain and Portugal in Latin America. Some creole revolutionaries decided the time was right to fight for independence.

**READING CHECK** **Sequence** How did Haiti win independence from France?

## Independence in Mexico

Napoleon's conquest of Spain was the spark for independence in the colony of New Spain, as Mexico was known at the time. Mexico was a Spanish colony with a mixture of creoles, *peninsulares*, Indians, and people of mixed race.

**Father Hidalgo** In 1810 in a small town in southern Mexico, a creole priest named Father **Miguel Hidalgo** (mee-GEHL ee-DAHL-goh) made the first public call for Mexican independence.

# INDEPENDENCE IN LATIN AMERICA



During the early 1800s, revolutionary leaders Simón Bolívar and José de San Martín led independence movements across South America. Inspired by their efforts, other revolutions flared up across the region, and neither Spain or Portugal could hold onto their empires in the Americas. By 1831 a dozen nations had declared their independence.

## LATIN AMERICA, 1790



- Independent nations
- 1811 Year of Independence
- San Martín's route
- Bolívar's route
- Major battle

Panel of the Independence, by Juan O'Gorman, 1961



In 1810 Father Miguel Hidalgo inspired Mexicans to fight for independence from Spain.

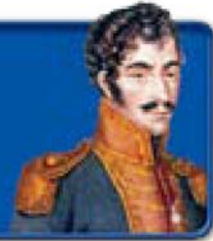
### GEOGRAPHY SKILLS INTERPRETING MAPS

- 1. Regions** Which areas of South America remained under European control in the 1800s?
- 2. Movement** Describe the routes of Bolívar and San Martín.



**Simón BOLÍVAR**

1783–1830



Known as the “George Washington of South America,” Simón Bolívar was a revolutionary general. In the early 1800s he liberated several South American colonies from Spanish rule.

Beginning in 1811 Bolívar helped free his native Venezuela. He was president of Gran Colombia (present-day Venezuela, Colombia, Panama, and Ecuador) and then Peru. Because Bolívar also helped free Bolivia, the country was named in his honor. Today Bolívar’s birthday is a national holiday in both Venezuela and Bolivia.

**Summarize** What were Bolívar’s accomplishments?

**José de SAN MARTÍN**

1778–1850



José de San Martín was the son of a royal official in the colony of La Plata, which later became Argentina. San Martín was the main leader against Spanish rule in southern South America. By 1821 he had liberated not only La Plata but also Chile and much of Peru. As Spanish resistance continued, San Martín helped fellow revolutionaries such as Simón Bolívar.

San Martín is perhaps best known for skillfully leading his troops into Chile through the difficult terrain of the Andes Mountains. There, he defeated royalist troops and liberated Chile.

**Analyze** How did San Martín liberate Chile?

**Draw Conclusions** What impact did the accomplishments of Bolívar and San Martín have on Latin America?

Granger Collection, New York

Hidalgo had a history of challenging authority. He had been investigated by Spanish authorities for leading discussions of literature and art in his home. Hidalgo invited many people to these discussions, including creoles, *peninsulares*, Indians and people of mixed race. Eventually he met creoles who wanted to take power from the *peninsulares*. Hidalgo became a leader and helped to plan a rebellion.

On September 16, 1810, Hidalgo rang a bell in his home town, calling the members of his church to the churchyard. There he delivered a famous speech calling on peasants to fight for their independence against the Spanish *peninsulares* in Mexico. He shouted, “Death to bad government and death to Spaniards!”

Hidalgo was calling for the peasants to revolt against the *peninsulares*, not against Spain. In fact, in his speech he said he was loyal to the Spanish king. But the Spanish authorities realized Hidalgo was behind the growing revolution. He was captured and executed, but the Mexican independence movement had begun. Hidalgo would later become known as the Father of Mexican Independence.

**Morelos Continues the Revolution**

After the death of Hidalgo, another creole priest, **José María Morelos**, became the leader of the revolutionary movement. He organized a Mexican congress with representatives from many places in Mexico. Morelos wanted all people born in Mexico, whether they were Indian, mixed race, or creole, to be called Americans. He also wanted Mexico to be an independent republic with guaranteed freedoms.

Morelos was a strong military leader. He led troops and took control of parts of Mexico for the independence movement. But eventually he too was captured. The Spanish authorities found him guilty of treason and executed him.

**A Creole King for Mexico**

Not all creoles in Mexico wanted independence from Spain. Some remained royalists, people who were loyal to the Spanish king. One of these creole royalists was a military officer named Agustín de Iturbide (ah-goos-TEEN day ee-toot-BEE-day).

In 1820 the Spanish authorities asked Iturbide to lead a final battle against the revolutionaries. They believed he could end the Mexican independence movement for good.

**THE IMPACT TODAY**

Mexicans celebrate Mexican Independence Day on September 16.

However, that same year a liberal revolution was underway in Spain. Iturbide believed this revolution might take away some of his power, so he decided to switch sides and fight for the Mexican revolutionaries.

Iturbide made a three-part proposal to the leader of the revolution. First, Mexico would gain its independence but would be ruled by a monarch. Second, creoles and *peninsulares* would have equal rights. Third, the Roman Catholic Church would be the official church of Mexico. This independence proposal was very different from the ideas of Hidalgo and Morelos. But after 10 years of fighting, the compromise brought together many different groups, including the creoles and the *peninsulares* and the revolutionaries and the royalists. Both royalist and rebel troops joined Iturbide to win independence from Spain.

In 1821 Mexico declared its independence from Spain. That same year Mexico named as its emperor the creole military leader who had made independence happen. Iturbide became Emperor Agustín I of Mexico.

#### READING CHECK Compare and Contrast

How were the goals of Hidalgo, Morelos, and Iturbide different, and how were they similar?

## Revolutionary Leaders in South America

The revolutions in Haiti and Mexico, as well as earlier revolutions in the United States and France, inspired leaders in South America. Soon, independence movements began to form in these colonies, and several capable revolutionary leaders emerged.

**Simón Bolívar** The most influential leader in the South American independence movement was **Simón Bolívar** (see-MOHN boh-LEE-vahr). He is known as simply “the Liberator” because of his key role in liberating Spain’s colonies in South America.

Bolívar was born into a wealthy creole family in what is now Venezuela. He often traveled to Europe and was an admirer of Napoleon’s leadership. Once, while in Rome, he made a famous pledge to liberate South America.

In 1811 Venezuela declared independence from Spain. For the next 10 years, Bolívar led a series of military campaigns against Span-

ish forces. Finally, in 1821, Bolívar’s troops had defeated the Spanish in most of northern South America.

Bolívar had a dream for the newly independent South America. He wanted to form one large, united country called the Federation of the Andes. That dream, however, never became reality. Bolívar did set up the state of Gran Colombia, which included what are now Venezuela, Colombia, Panama, and Ecuador. But other leaders set up separate countries in Peru, Bolivia, and other places. “America is ungovernable,” Bolívar complained.

**José de San Martín** While Simón Bolívar was fighting for independence in the north, **José de San Martín** was fighting for independence from Spain in the south. San Martín was a soldier who had fought against Napoleon in Spain. Born in Argentina, he returned home when he learned that his country was rising up against Spanish rule. Eventually, San Martín would lead the independence movement not only in Argentina, but in most of southern South America.

#### READING SKILLS

**Identifying Implied Main Ideas** What is the main idea of this paragraph?

#### PRIMARY SOURCES

## Bolívar’s Message to the Congress of Angostura

In 1819 Simón Bolívar wrote to members of Congress in the city of Angostura asking for the abolition of slavery.

“Americans by birth and Europeans by law, we find ourselves engaged in a dual conflict: we are disputing with the natives for title of ownership, and at the same time we are struggling to maintain ourselves in the country that gave us birth against the opposition of the invaders . . . As our role has always been strictly passive and political existence nil, we find our quest for liberty is now even more difficult to achieve; for we, having been placed in a state lower than slavery, had been robbed not only of our freedom but also of the right to exercise an active domestic tyranny.”

Skills FOCUS

#### READING LIKE A HISTORIAN

**Draw Conclusions** Who is Bolívar referring to when he mentions the “invaders”?

See **Skills Handbook**, p. H25



## CAUSES AND EFFECTS OF REVOLUTION IN LATIN AMERICA

### CAUSES

- Tensions between ethnic and social groups
- The French Revolution and American Revolution
- Limited freedoms under Spanish rule



### EFFECTS

- Independence from Spain
- New nations and governments formed
- Ethnic and social groups work together

After declaring independence for Argentina in 1816, San Martín moved on to Chile. There he helped lead troops over a 15,000-foot summit in the Andes Mountains. The feat helped his forces surprise the Spanish troops and win independence for Chile.

Next San Martín moved on to Gran Colombia. There he met the northern revolutionary leader Simón Bolívar. Historians do not agree on what the two men discussed when they met. What is known is that San Martín resigned his position after the meeting. This left Bolívar in power. San Martín returned to Europe, where he lived until his death in 1850.

**Pedro I** The story of independence was a bit different in the Portuguese colony of Brazil. When Napoleon invaded Portugal in 1807, the reigning Portuguese monarch John VI and his family fled. They took a long journey to their colony in Brazil, where they lived for more than 10 years. Having the Portuguese monarch in Brazil raised the status of the colony. John VI named the Brazilian city of Rio de Janeiro as the capital of the entire Portuguese empire. He also allowed Brazil to trade directly with the rest of the world, rather than through Portugal.

After a revolution in Portugal in 1820, John VI returned to Portugal. He left his son Pedro to rule Brazil. Then, at about the time that Bolívar and San Martín were liberating the rest of South America, Brazil-

ian-born colonists began to protest their colonial status. Brazil wanted independence too. But the transition to independence happened more smoothly in Brazil than anywhere else in Latin America. In September 1822, Prince Pedro simply declared Brazil independent. Soon afterward, he was crowned Emperor **Pedro I** of Brazil. Brazil had achieved independence with very little violence.

### READING CHECK

**Contrast** In what ways was the independence movement in Brazil different from independence movements elsewhere in South America?

[go.hrw.com](http://go.hrw.com)

Online Quiz

Keyword: SHL REF HP

## SECTION 3

HSS 10.2.1

## ASSESSMENT

### Reviewing Ideas, Terms, and People

- a. Identify** Who was Toussaint L'Ouverture?

**b. Identify Cause and Effect** What effect did Napoleon's invasion of Spain and Portugal have on independence movements in Latin America?
- a. Identify** Whose speech launched the Mexican independence movement?

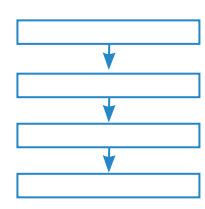
**b. Interpret** Why was the congress organized by José María Morelos important?

**c. Evaluate** Why do you think Agustín de Iturbide's plan for Mexican independence worked?
- a. Identify** Which two generals led independence movements in much of South America?

**b. Infer** What do you think happened in the meeting between Simón Bolívar and José de San Martín?

### Critical Thinking

- 4. Sequence** Use the graphic organizer below to show the sequence of events that led to Latin American nations gaining independence.



### FOCUS ON WRITING



ELA W.2.1

- 5. Description** Choose a revolutionary leader from this section and write a paragraph on his life, his achievements, and his goals for revolution.

# Expansion and War in the United States

## BEFORE YOU READ

### MAIN IDEA

As the United States began to expand west, conflicts erupted over territory and slavery.

### READING FOCUS

1. How did the United States expand during the first half of the 1800s?
2. What issues led to civil war in the United States?

### KEY TERMS AND PEOPLE

Louisiana Purchase  
 Monroe Doctrine  
 manifest destiny  
 Trail of Tears  
 abolition  
 Abraham Lincoln  
 secession  
 Emancipation Proclamation



CALIFORNIA

**HSS 11.1.4**  
 Examine the effects of the Civil War and Reconstruction.

### THE INSIDE STORY

*Did the president of the United States have the power to purchase foreign territory?* That was the

question on Thomas Jefferson's mind in 1803. The French emperor, Napoleon, had offered to sell the enormous Louisiana Territory to the United States for about \$15 million. Napoleon no longer wanted to build a French empire in North America, and the United States wanted to expand westward. It seemed like the perfect deal. But did the U.S. Constitution give the president the power to buy it?

Jefferson, who believed in a strict interpretation of the Constitution, thought that buying territory was "an act beyond the Constitution." He wanted to amend the Constitution to include such a purchase. Others in the government, however, believed there was no need for an amendment. Eventually, American diplomats in Paris signed the Louisiana Purchase treaty on April 30, 1803. The treaty gave more than 800,000 square miles of land to the United States and doubled the size of the young country. ■

## A PRESIDENT'S PURCHASE

▲ The Louisiana Purchase included this stretch of land near the edge of the Great Plains.

## TAKING NOTES

Take notes on the causes and effects of westward expansion and civil war in the United States.

## Growth of the United States

In 1803 the United States completed the **Louisiana Purchase** with France, an agreement that gave the United States a huge territory in central North America. During the rest of the 1800s, the United States would continue to grow and expand westward.

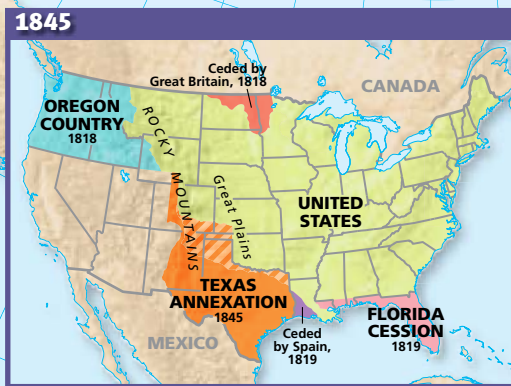
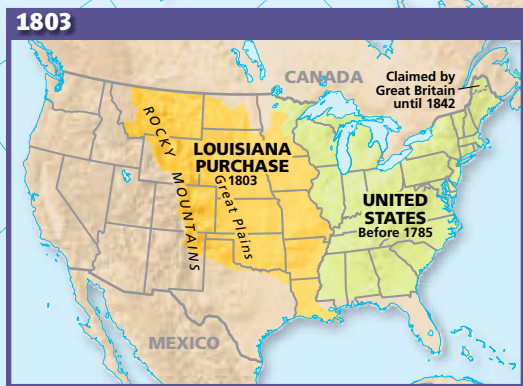
**A Young Nation** At the beginning of the 1800s the United States was still a young nation. It had only recently won independence from Great Britain. Yet Britain was still harassing its former colony, seizing American sailors to use in its naval war against Napoleon. This angered Americans. In addition, Britain was helping Native Americans fight American settlers in the Northwest. As a result, Great Britain and the United States went to war in 1812. When the fighting ended, no territory had changed hands, but some Americans felt they had proved their country to be an independent nation.

By the 1820s the young nation was growing in national pride and beginning to build a world reputation. President James Monroe went so far as to declare the Americas off limits to further European colonization. This policy became known as the **Monroe Doctrine**.

**Texas and Mexico** In 1820 an American named Moses Austin got permission from Spain to found small settlements in Texas. Texas was a part of Mexico at this time. But when Mexico gained its independence from Spain, strict laws were imposed on the settlers in Texas. Eventually these settlers fought for and achieved independence for the Republic of Texas.

In 1845 the United States admitted Texas as a state. The Mexican government, however, claimed Texas was still part of Mexico. This dispute and others led to the Mexican-American War from 1846 to 1848, which the United States won. The result of the war was that the United States gained a large territory that is now the southwestern United States.

## Westward Expansion of the United States



From 1803 to 1853, the United States expanded westward all the way to the Pacific Ocean. Some new territories were bought, while others were acquired through annexation and war.



### GEOGRAPHY SKILLS

#### INTERPRETING MAPS

- 1. Movement** What major physical feature did people moving west have to cross over?
- 2. Regions** Which region did the United States acquire from Mexico?

**The Move West** By 1850 the westward expansion of the United States had been ongoing for more than half a century. The United States had claimed territory all the way to the Pacific Ocean, including the Louisiana Territory, Florida, Texas, the Mexican Cession, and the Oregon Territory.

This rapid expansion led some Americans to believe that they had a God-given right to settle land all the way to the Pacific Ocean. One journalist arguing for Texas annexation came up with the term **manifest destiny** to describe this belief:

#### HISTORY'S VOICES

“Other nations have tried to check . . . the fulfillment of our manifest destiny to overspread the continent allotted by Providence [God] for the free development of our yearly multiplying millions.”

—John O’Sullivan, editorial, 1845

Settlers headed west for many reasons. In 1848 gold was discovered in California, which led to massive immigration. In addition, a national law promised 160 acres of free land to anyone who made the trip west. Thousands of Americans packed all of their belongings into covered wagons and traveled west.

**Effects on Native Americans** By moving west, American settlers were often moving onto land that had been inhabited for thousands of years by Native Americans. Conflict between Native Americans and settlers was frequent. Some people believed the solution was to push Native Americans further west.

In 1830 the Indian Removal Act called for the relocation of five Indian nations to Indian Territory, part of the Louisiana Territory in the Great Plains. Under the control of the United States army, Indians from the Cherokee, Choctaw, Chickasaw, Seminole, and Creek nations were forced from their homes and moved into Indian Territory.

The Cherokee march to the Indian Territory was so deadly that it became known as the **Trail of Tears**. It is estimated that a quarter of the Cherokees who made the trip died. As Americans moved further west, subsequent laws moved Native Americans into designated areas, called reservations.

**READING CHECK Summarize** What territories did the United States acquire between 1803 and 1850?

## CAUSES AND EFFECTS OF WESTWARD EXPANSION

QUICK FACTS

### CAUSES

- United States acquires new territories
- Desire for land and opportunity
- Discovery of gold in California

### EFFECTS

- Millions of people move to new territories
- Native Americans are forcibly relocated
- Population of California explodes

## The Civil War

As the United States expanded west, the issue of slavery became a national problem. Since colonial times Americans had used enslaved Africans and African Americans as unpaid workers. Slave labor helped support the American economy, especially in the South. Yet many Americans believed denying freedom to enslaved people was wrong. Some fought for **abolition**, or the end of slavery.

**The Road to War** As new territories and states were added to the country, Americans had to decide whether the new states would allow slavery or not. Some Southerners worried that new states where slavery was not allowed might cause a shift of power in congress, which could end slavery in all states. For the first half of the 1800s, however, a series of compromises preserved the balance between slave states and free states.

In 1854 the Kansas-Nebraska Act created two new territories in the west, Kansas and Nebraska. The decision of whether to allow slavery or not in each state was left to the residents. This act set off a bitter debate. Tensions were so great between antislavery and proslavery Americans that after the election of **Abraham Lincoln** as president, South Carolina decided to secede, or separate from the Union. This separation is called **secession**.

# A Nation Divided

From 1861 to 1865 the Civil War between the North, or Union states, and the South, or Confederate states, tore the country apart. **What were some main causes and results of the Civil War?**



## Causes of the Civil War

- Conflicts over slavery and states' rights
- Lincoln's election as president
- The secession of southern states
- The attack on Fort Sumter



Battle of Lookout Mountain, by Kurz and Allison, 1889

**The Civil War** In November 1863 the Union army defeated the Confederate army in battles near Chattanooga, Tennessee.

## Results of the Civil War

- The end of slavery
- More than 500,000 dead
- The South left in ruins
- A reunited nation

Other states soon followed. The states that seceded from the Union adopted the name the Confederate States of America and elected Jefferson Davis as their president. Soon after, the leaders of the Confederate states drafted a constitution.

**War Begins** President Lincoln did not believe that the Constitution gave states the right to secede. In April 1861 he gave orders to bring supplies to an American fort in South Carolina. There, at Fort Sumter, the first shots of the Civil War were fired.

The Civil War continued for four years. During the war more than 500,000 soldiers died from battle or disease—more soldiers than in any other American war before or since. As the deadly conflict grew and spread, the future of the country was in the balance.

**The Emancipation Proclamation** In January 1863 Lincoln took a historic step. With the **Emancipation Proclamation**, Lincoln declared all slaves free in some areas of the Confederate states. The proclamation did not apply to areas that had already been conquered by Union armies.

The Emancipation Proclamation helped the North in several ways. First, many Southern slaves fled to the North, which hurt the Southern economy. The proclamation also gave renewed purpose to Union soldiers, who now saw their cause as abolition as well as the preservation of the Union. In addition, the Emancipation Proclamation caused European powers to withdraw support for the Confederacy.

**The Union Prevails** Later in 1863, the Battle of Gettysburg in Pennsylvania represented a turning point in the war. In this battle, Union soldiers defeated Confederate troops and began to believe they could actually win the war. Later that year Lincoln delivered a famous speech at a cemetery dedication ceremony for the soldiers killed in the Battle of Gettysburg.

## HISTORY'S VOICES

“We here highly resolved that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.”

—Abraham Lincoln, Gettysburg Address, 1863

The war continued for about one and a half more years with the Union forces gradually gaining an advantage. Finally, after several significant Union victories in the South, Confederate general Robert E. Lee surrendered to Union general Ulysses S. Grant at Appomattox, Virginia, in 1865. The Civil War was over, but the issues that caused it still plagued the United States.

**Effects of the Civil War** After the Civil War much of the South lay in ruins. Large areas were destroyed, and economies were ruined. The final battles of the war had also damaged railroads, roads, and bridges. Many Americans wondered how the federal government would treat the former Confederate states.

How would the slavery issue be resolved? How would the South rebuild? In an era known as Reconstruction—the period of rebuilding in the South—congress and the president sought to answer these questions.

Reconstruction was a difficult time for the United States because people had different ideas on how to solve the problems caused by the war. Despite these disagreements, however, the government passed several important laws and constitutional amendments.

The Civil Rights Act protected some rights of formerly enslaved people. The Fourteenth Amendment granted citizenship to all freed African Americans and “equal benefit of all laws and proceedings for the security of person and property, as is enjoyed by white citizens.”

## FACES OF HISTORY

**Abraham LINCOLN**  
1809–1865



Abraham Lincoln is considered one of the best presidents in U.S. history. He kept the Union together during the war and ended slavery.

Before his presidency, Lincoln ran against Senator Stephen Douglas for a senate seat in Illinois. In a series of debates with Douglas, Lincoln expressed his views on slavery and defended democracy and the Union. As president, Lincoln opposed extending slavery into the territories. In addition, in the Emancipation Proclamation, he proclaimed the freedom of slaves in the Confederate states. As a result, about 180,000 African-American men volunteered to fight in the Union army during the Civil War.

**Find the Main Idea** How did Lincoln’s efforts help end slavery?

The Fifteenth Amendment stated that voting rights could not be denied based on race.

Reconstruction did not fully achieve the goal of equal rights for former slaves, however. Some Southern states continued to pass discriminatory laws. In reality many freed African Americans were still prevented from making a decent living after the war. Nevertheless, the constitutional amendments passed during Reconstruction did provide a foundation for the later civil rights movement in the United States during the 1900s.

### ACADEMIC VOCABULARY

**amendment** a written change to a legal document

**READING CHECK Contrast** In what ways did Reconstruction succeed and in what ways did it fail?

## SECTION 4 ASSESSMENT

HSS 11.1.4

go.hrw.com  
Online Quiz

Keyword: SHL REF HP

### Reviewing Ideas, Terms, and People

- a. Define** What is manifest destiny?

**b. Analyze** Why did President James Monroe issue the Monroe Doctrine?

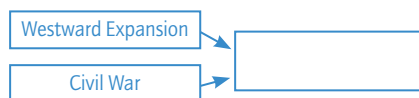
**c. Elaborate** How do you think the idea of manifest destiny influenced the settlement of the west?
- a. Recall** What did the Kansas-Nebraska Act say about expansion and slavery?

**b. Analyze** What were the main causes of the Civil War, and what were the war’s effects?

**c. Evaluate** How successful was Reconstruction? Provide reasons for your answer.

### Critical Thinking

- Analyze** Use the graphic organizer below and your notes to analyze ways in which westward expansion and the Civil War were related.



### FOCUS ON WRITING

ELA W2.1

- Persuasion** Using information from the section, write a paragraph persuading others how the expansion of the United States will be good for the country.



# Independence in Latin America



CALIFORNIA

HSS 10.2.1

**Historical Context** These four documents are accounts of several Latin American revolutions by people involved in or affected by these revolutions.

**Task** Study the documents and answer the questions that follow. After you have studied all the documents, you will be asked to write an essay outlining similarities and differences between several Latin American revolutions.

## DOCUMENT 1

### Mexico's History Reflected in Art

In the 1900s Mexican artist Diego Rivera painted enormous murals throughout Mexico City. This section of Rivera's mural in the city's National Palace shows the history of Mexico. Rivera depicts Father Hidalgo and other prominent figures in Mexico's struggle for independence standing above the eagle in the center of the mural.



From the Conquest to 1930, by Diego Rivera, 1900s

## DOCUMENT 2

### Freedom in Haiti

Several months after he seized power in France in 1799, Napoleon issued a proclamation to the people of Haiti promising to respect the rights of the colony's free black citizens. He decreed that the words "Remember, brave blacks, that the French people alone recognize your freedom and equality of rights" should be written on the flags of the colony. But Toussaint L'Ouverture refused to follow the order and responded with the following words.

It is not a circumstantial freedom conceded to ourselves alone that we want. It is the absolute adoption of the principle that any man born red, black or white cannot be the property of his like. We are free today because we are the stronger party. The Consul maintains slavery in Martinique and Bourbon; we will thus be slaves when he will be stronger.

## DOCUMENT 3

### A Bolivian Supports Independence

In 1885 Bolivian writer and statesman Nataniel Aguirre published *The Memoirs of Juan de la Rosa*, a novel about a fictional soldier in the Bolivian revolution. In the excerpt below, de la Rosa's teacher tells him about some of the motivations behind the revolution.

The country where we were born, as well as many other countries in this part of the world, obey a king who is two thousand leagues away, on the other side of the ocean. It takes one year for our complaints to reach his feet, and we never know when—if at all—the resolutions that his Council dictates, or even his sovereign dispositions, will arrive here. His agents believe that they are demigods, high above us. His subjects who come from there consider themselves nothing more and nothing less than our masters and lords. Those of us who are their very children—the criollos [Bolivian-born people with only Spanish blood]—are looked upon with disdain; they think that we should never aspire to the honors and public positions that are reserved just for them. The mestizos [people with mixed Spanish and Indian blood], whose blood is half like theirs, are scorned and condemned to suffer innumerable humiliations.

## DOCUMENT 4

### A Cuban's View of San Martín

José Martí, a supporter of the Cuban revolution, published an article in 1891 describing José de San Martín. In the article Martí describes the life of the liberator of Argentina, Chile, and Peru through the eyes of a Cuban revolutionary.

His veins flowed with the blood of a soldier from León and a granddaughter of conquistadors; his father was governor of Yapeyú on the banks of one of America's great rivers. He learned to read on the mountain slopes and grew up in the town as a gentleman's son in the shade of the palms and the urundays [kinds of trees]. He was taken to Spain to learn dancing and Latin in a school for the sons of noblemen. At the age of 12 the child "who seldom laughed" became a cadet. When as a Spanish lieutenant-colonel of 34 he returned to fight against Spain, he was no longer the man forged by the wind and rain of the pampas [grasslands] deep in his America, but the soldier who, in the glow of his native memories, had nurtured in the shadows of the Masonic Lodge of Lautaro, among young patricians and noblemen from Madrid, the will to work systematically and according to plan for American independence.

**Skills  
FOCUS**

**HSS** Analysis HR.4, HI.2 **ELA** R.2.4

## READING LIKE A HISTORIAN

### DOCUMENT 1

- a. Describe** How does Rivera represent the leaders of the Mexican Revolution?
- b. Analyze** How does Rivera represent the people of Mexico in this mural?

### DOCUMENT 2

- a. Interpret** Why did Toussaint L'Ouverture refuse to follow Napoleon's order?
- b. Analyze** How do Toussaint L'Ouverture's words indicate that a rebellion in Haiti might occur in the future?

### DOCUMENT 3

- a. Interpret** How does Aguirre characterize the Spanish?
- b. Identify Main Ideas** Why should Bolivians support the revolution, according to Aguirre?

### DOCUMENT 4

- a. Interpret** Do you think Martí respects San Martín? Why or why not?
- b. Compare and Contrast** What are some similarities and differences between San Martín and other revolutionaries you have read about?

## DOCUMENT-BASED ESSAY QUESTION

People supported independence in the Americas for many reasons. What were some of these reasons, and how did they affect Latin American independence? Using the documents above and information from this chapter, form a thesis that expresses your opinion. Then write a short essay to support your opinion.

See **Skills Handbook**, pp. H25, H28

## VISUAL STUDY GUIDE

## Reforms, Revolutions, and War

**Great Britain**

- The British Parliament passes many social reforms.
- British women gain the right to vote.
- About 1 million Irish die from starvation in the potato famine, and more than 1 million emigrate.

**France**

- Louis Philippe is crowned king in 1830.
- The Second Republic is established in 1848.
- Louis Napoleon becomes emperor in 1852.
- The Third Republic passes reforms in the late 1800s.
- Alfred Dreyfus is falsely accused of spying in 1894.

**Latin America**

- Haiti gains independence from France in 1804.
- Tensions grow between creoles and *peninsulares*.
- Mexico gains independence from Spain in 1821.
- Other nations gain independence.

**United States**

- The United States expands in the 1800s.
- Americans move westward.
- The North defeats the South in the Civil War.

## Key People

**Queen Victoria**

- Ruled Great Britain from 1837 to 1901 during an era of reform

**Benjamin Disraeli**

- Influential British prime minister who argued for women's suffrage

**Emmeline Pankhurst**

- Led the British women's suffrage movement

**Louis Philippe**

- French monarch who expanded voting rights

**Louis Napoleon**

- Ruled France during the Second Republic

**Toussaint L'Ouverture**

- Liberated Haiti from the French

**Miguel Hidalgo**

- Mexican priest who made the first public call for independence from Spain

**José María Morelos**

- Mexican military leader who led the fight for independence

**Simón Bolívar**

- Leader of several independence movements in South America

**José de San Martín**

- Leader of independence movements in southern South America

**Pedro I**

- Declared Brazil independent in 1822

## Review Key Terms and People

Identify the correct term or person from the chapter that best matches each of the following descriptions.

1. Venezuelan leader who was called "the Liberator"
2. American Civil War document that freed slaves in states that were in rebellion
3. disaster that killed nearly 1 million Irish
4. term for a colonist of European descent who was born in the Americas
5. the belief that Americans had a God-given right to settle the North American continent all the way to the Pacific Ocean
6. supporter of political and social reform
7. the right to vote
8. the British monarch who had the longest reign
9. prejudice towards Jews
10. the movement to end slavery



## Comprehension and Critical Thinking

### SECTION 1 (pp. 287–292) HSS 10.3.4

11. **a. Recall** How did the Factory Act of 1833 change working conditions?
- b. Explain** What extreme measures did women take to gain the right to vote in Britain?
- c. Predict** How might British colonies be different today if they had not become independent?

### SECTION 2 (pp. 293–296) HSS 10.2.5

12. **a. Identify** Who was Klemens von Metternich?
- b. Explain** In what ways did Louis Philippe change France?
- c. Evaluate** What do you think about how the French government treated Alfred Dreyfus?

### SECTION 3 (pp. 297–302) HSS 10.2.11

13. **a. Describe** How did Toussaint L'Ouverture free Haiti from French rule?
- b. Identify Cause and Effect** How did Simón Bolívar gain independence for South America?
- c. Evaluate** What do you think of the peninsulares' role in Latin American society during the 1800s?

### SECTION 4 (pp. 303–307) HSS 11.1.4

14. **a. Recall** What effect did manifest destiny have on the westward expansion of the United States?
- b. Cause and Effect** How did the Indian Removal Act change the way Native Americans lived?
- c. Elaborate** In what ways did the Civil War affect the United States?

## Reading Skills ELA R.2.0

**Identifying Implied Main Ideas** Read the passage below and use what you know about identifying implied main ideas to answer the questions that follow.

“Because of Sadler’s report, Parliament passed the Factory Act in 1833. This act limited the working hours of children in textile factories. The act made it illegal for teenagers to work more than 12 hours a day. In addition, children between the ages of 9 and 13 had to receive two hours of schooling a day.”

15. What is the implied main idea of this paragraph?
16. What details help you find the implied main idea?

## Interpreting Political Cartoons

**Reading Like a Historian** The 1863 cartoon below shows Lady Liberty representing the Union by defending herself against members of Congress who are represented by snakes.



The Granger Collection, New York

17. **Draw Conclusions** Why do you think the cartoonist chose to use Lady Liberty to represent the Union?
18. **Explain** Why are the members of congress attacking the Union?

[go.hrw.com](http://go.hrw.com)

**Practice Online**

Keyword: SHL REF

## Using the Internet

19. Beginning in the early 1800s, Mexicans fought for their independence from Spain. Several leaders led the fight, including Father Miguel Hidalgo, José María Morelos, and Agustín de Iturbide. Using the Internet, research more about one of these revolutionary leaders. Then write a report about how the leader helped Mexico gain its independence from Spain.

## WRITING ABOUT HISTORY

ELA W.2.3

**Exposition: Analyzing Causes and Effects** In *Great Britain during the 1800s political and social reforms changed people’s lives for the better.*

20. **Assignment:** In an essay, analyze the causes and effects of British reforms during the 1800s. To provide support for your essay, use specific examples from the chapter and from other research sources if needed.