Yoruba carving of Catholic missionary arriving in West Africa, late 1800s

Medicines to conquer the diseases that hindered colonization of Africa

- 1784: Russian settlement of Kodiak Island
- 1804: Haiti becomes independent
- 1822: Mexico becomes independent
- 1839: Opium War in China
Organizing Information Study Foldable  Make the following foldable to help you organize what you learn about the nation and empire building during the 1800s.

**Step 1** Collect 2 sheets of paper and place them about 1 inch apart.

**Step 2** Fold up the bottom edges of the paper to form 4 tabs.

**Step 3** When all the tabs are the same size, crease the paper to hold the tabs in place and staple the sheets together. Label each tab as shown.

**Reading and Writing** As you read the unit, write the main ideas presented in each of the three chapters under the tabs of your foldable. Note details that support the main ideas.

**Primary Sources**

See pages 694–695 for another primary source reading to accompany Unit 11.

Read “Victory at Waterloo” from the World History Primary Source Document Library CD-ROM.

**Journal Notes**

How did world governments and ideas about democracy change during the 1800s? Note details about these changes as you read.
The Americas
1800 A.D.–1875 A.D.

1803
U.S. buys the Louisiana Territory

1804
Haiti becomes first independent country in Latin America

1822
Mexico wins independence

1861
U.S. Civil War begins

Covered wagons carrying U.S. settlers westward

Native American dress
SECTION 1  The United States

In the years after winning independence, the Americans set up a democratic government and expanded the boundaries of their country. They fought each other in a civil war and then worked to reunite the nation after the war ended. Industry grew and brought about many changes in daily life. By 1900, the United States had become a powerful country.

Government  One thing that helped the United States become powerful was its government. Americans developed a tradition of **stable government**, or a government that rules from year to year without great changes.
By 1800, two political parties, or groups with different ideas about government, had come into being. One was the Federalist (fed’ uhr uh list) party. It favored a strong federal, or national, government. Most Federalists believed that only people of wealth and education should hold office. They thought the economy should be based more on industry than on trade or agriculture. The other political party was the Democratic-Republican party. It favored more power for the states. Most Democratic-Republicans believed that average people should lead the country. They thought the economy should be based more on agriculture than on industry or trade.

Although in other countries wars were often fought when political power changed hands, in the United States the government changed hands through peaceful elections. For example, in 1800, Thomas Jefferson, who was a Democratic-Republican, was elected President. He took the place of John Adams, who was a Federalist. This was the first peaceful passing of power from one political group to another in the United States.

The United States also had a tradition of representative government. This is a government in which officials are elected by the people. In 1800, however, only white males who owned property could vote. This changed over the next 30 years. New states in the West began to allow all adult white males to vote. Other states soon followed. By 1830, the number of voters had greatly increased. Although women, enslaved people, and Native Americans were not allowed to vote, the United States government was one of the most democratic in the world at the time.

With the growing number of voters, election campaigns changed. They became filled with entertainment and advertising. People sang songs and wore ribbons to show which candidates they supported. Political parties held parades, rallies, and dinners. Presidential races in particular were noted for slogans and symbols. For example, Andrew Jackson, who became President in 1829, was known as “Old Hickory.” So, during his campaign, the newly formed Democratic party planted hickory trees in town squares and gave out hickory brooms and canes.

The Westward Movement At the end of the American Revolution, the United States claimed most of the land east of the Mississippi River. Soon, thousands of Americans were putting their belongings into farm wagons and traveling across the Appalachian Mountains to find new homes. When they came to the Ohio River and other water routes, they loaded their goods and animals on flatboats and floated downstream.

The settlers were careful about choosing a spot for their new home. It had to be near a stream for water. It also had to be near a large settlement or fort for safety. After choosing a place, the settlers would clear the land of trees and build a log cabin. It
usually had one room, with a dirt-packed floor and a door made of wood planks. Each cabin had one or two tiny windows covered with deerskin. There was a fireplace that supplied heat for warmth and cooking.

The settlers’ way of life was generally different from that of the Native Americans in the area. The settlers were farmers, while most Native Americans were hunters. The settlers claimed land for themselves. The Native Americans believed land belonged to everyone.

The Native Americans and the settlers did learn from one another, however. Many of the settlers wore Native American clothing, such as moccasins and deerskin leggings. They used Native American herbs as medicine and paddled Native American canoes. Many of the Native Americans used rifles, iron pots, and woolen blankets that were made in Great Britain.

The Native Americans tried to defend their lands against the settlers. However, there were many more settlers than Native Americans. Also, many Native Americans died from such diseases as measles and smallpox brought by the whites. Over time, the Native Americans were slowly pushed farther and farther west. In the 1830s, the United States government began forcing the Native Americans to live on reservations.

**Territorial Expansion**

Many settlers chose land newly acquired by the United States. In 1803, the United States doubled its size by buying the Louisiana Territory from France for $15 million. The Louisiana Purchase, as it was called, provided an

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**NATIVE AMERICAN LIFE**

Many Native Americans west of the Mississippi were nomadic and hunted the great migrating herds of buffalo. The Native Americans depended on the buffalo’s meat for food and its hide for clothing and shelter. Why were the Native Americans unable to stop the movement of the settlers?
area rich in farmland, minerals, and forests. It also gave the United States control of the Mississippi River and the important seaport of New Orleans.

In 1819, the United States and Spain signed a treaty. This treaty, called the Adams-Onís Treaty, gave Florida to the United States and set the boundary between the Louisiana Purchase and the Spanish lands to the south and west.

One of the Spanish lands was Mexico. It became independent in 1821. The Mexicans wanted more people to settle in their territory, especially in Texas. So, they offered people from the United States large areas of free land if they would swear loyalty to Mexico and become Catholic. By the early 1830s, there were 30,000 Americans living in Texas. Most were from the South, and many owned enslaved people.

Enslavement and other issues soon led to quarrels between the Americans who moved to Texas and the Mexican government. Mexico had outlawed enslavement in 1824, and it objected to Texans enslaving people. It also began wondering whether American settlers were loyal to Mexico or to the United States. So, the Mexican government tried to stop more Americans from entering Texas. The Texans then asked for more control over their local affairs. Finally, in 1835, the Texans revolted. The following year, they declared their independence.

Many Americans believed in the **manifest destiny** (man’ uh fest des’ tuh nē) of the United States, or the idea that it was the fate of the United States to stretch from the Atlantic Ocean to the Pacific Ocean. They wanted the federal government to allow the

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**Fun Facts**

**Manifest Destiny**

The spirit of manifest destiny was captured in this 1821 speech by Francis Baylies, a Massachusetts Congressman. “Our natural boundary is the Pacific Ocean. The swelling tide of our population must and will roll on until that mighty ocean . . . limits our territorial empire.”

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**Reading Check**

What was the principle of **manifest destiny**?
annexation of Texas. **Annexation** (an ek sā’ shuhn) is the act of taking over a territory and combining it with an existing country or state. In 1845, the United States annexed Texas. This greatly angered Mexico. A dispute over the Texas-Mexico boundary caused more trouble. By the following year, the two countries were at war. American soldiers invaded California, which was part of Mexico. They also marched into Mexico City.

In 1848, Mexico signed the Treaty of Guadalupe Hidalgo (gwah dl ú’ pā hū duh lu’ go). It gave the United States almost one half of Mexico’s land. It also set the Rio Grande (rē’ ō gran’ dā) as the boundary between Texas and Mexico.

Five years after the treaty, in 1853, the United States bought a piece of land from Mexico in order to build a railroad to the Pacific. This was called the Gadsden (gadz’ duhn) Purchase after James Gadsden, the American who arranged the purchase.

Meanwhile, the United States acquired the Oregon Territory. During the 1840s, thousands of American settlers made the long, hard trip over the Rocky Mountains to Oregon, which both the United States and Great Britain claimed. The presence of these settlers gave the United States control of much of the area. In 1846, the two countries agreed to divide the Oregon Territory at the 49th parallel.
Later, another large area of land, Alaska, was added to the United States. In 1784, Russian fur hunters had established a permanent settlement at Kodiak (kō’dē̅ək) Island off the Alaskan coast. From there, they set up hunting and trading settlements as far south as California. After a time, however, Russia lost interest in Alaska and sold the territory to the United States in 1867.

Civil War and Reunion  
As the United States expanded westward, different ways of life developed in the northern and southern states. The northern states were industrialized. They had most of the nation’s factories, railroads, and canals. Labor in the North was done by hired workers. About 20 percent of the people lived in cities. Education was widespread, and immigration brought in all different kinds of people. Northern leaders wanted a strong national government. They also wanted the government to aid industry and improve transportation. They believed that enslavement should not be allowed in new areas of the country.

The southern states depended on agriculture. Tobacco, rice, sugar cane, and especially cotton were important. These crops

ABRAHAM LINCOLN  
As President during the Civil War, Abraham Lincoln led the United States through one of the most critical periods in the nation’s history. Lincoln was assassinated by a southern sympathizer shortly after the North and South were reunited. **What did the southern states that seceded call their new government?**

Cotton  
Cotton remains a vital part of the Southern economy, providing $6.4 billion in annual revenue. Cotton is the largest cash crop in Alabama and is also important to the economies of Mississippi, Arkansas, Louisiana, Tennessee, and Georgia.

**Student Web Activity**  
Visit the Human Heritage Web site at humanheritage.glencoe.com and click on Chapter 34—Student Web Activities to find out more about the Civil War.
were grown on large plantations that used enslaved labor. Enslaved people made up about one third of the South’s population. Only 10 percent of the people lived in cities. There were few immigrants. Southern leaders believed that the rights of the states were more important than those of the federal government. They also believed that as the country grew, enslavement should be allowed in new areas.

In 1860, Abraham Lincoln was elected President. Southerners feared he would try to do away with enslavement and destroy their way of life. Seven southern states announced that they were seceding (si sēd’ ēng), or withdrawing, from the nation. They formed a new government called the Confederate States of America or the Confederacy (kuhn fed’ uhr uh sē). Soon, four more states seceded and joined the Confederacy. Northerners did not think the southern states had a right to secede. By 1861, the North and the South were fighting a civil war. In 1865, the North won, and the country was once more politically united.

The Civil War settled the question of whether or not states have the right to secede. It also led to freedom for nearly 4 million enslaved African Americans. The country began to build itself up again. By 1870, it was on its way to becoming a strong industrial country and a world power.

Cultural Changes As the United States expanded and industrialized, many cultural changes took place. The rise of industry led to urbanization, or the growth of cities. During the late 1800s and early 1900s, many Americans left the farm and moved to the city. At the same time, a large number of immigrants came to America. Most settled in cities. City life provided jobs, education, and new ways for people to enjoy themselves. Not everyone lived in the same way in the cities. The lives of the lower, middle, and upper classes differed greatly from one another. One way in which people’s lives differed was in housing. The lower class, which included most immigrants, lived in old houses or commercial buildings that had been made into apartments. These were called tenements and were generally rundown. Areas with large numbers of tenements were called slums.

The middle class lived in various types of housing. One was the apartment house. It was often six to eight stories high, with at least two apartments on each story. Another kind of house was the row house. It was a private house that shared its side walls with its neighbors. Some members of the middle class lived in homes built for two families or in single-family residences. The upper class generally lived in huge homes staffed with servants.

Another way in which people’s lives differed was in jobs. Lower-class men, women, and children worked in factories. Middle- and upper-class men held business and professional jobs, and their wives rarely worked outside the home.

Reading Check Why did seven southern states announce that they were seceding from the nation in 1861? What were some of the reasons for urbanization in the United States? Which groups of people generally lived in tenements? What were slums?
People’s lives also differed in education. By the late 1800s, there were tax-supported public schools that all children could attend. However, it was generally middle- and upper-class children who benefited. Lower-class children, who had to work, rarely went past elementary school.

Technological advances changed daily life during the late 1800s and early 1900s. For example, the invention of the refrigerator ended the need for daily shopping. Labor-saving machines gave many Americans time to read books, newspapers, and magazines. They also enjoyed music and the theater. City governments began to set aside land for parks.

Section 1 Assessment

1. Define: stable government, political parties, federal, representative government, manifest destiny, annexation, seceding, urbanization, tenements, slums.
2. How did election campaigns change by the 1830s?
3. What were two results of the Civil War?

Critical Thinking

4. Demonstrating Reasoned Judgment
   Do you agree with the settlers’ or the Native Americans’ ideas about land ownership? Explain.

Graphic Organizer Activity

5. Draw this diagram, and use it to show the causes and effects of the war between Mexico and the United States.

   ![Diagram](image)

SECTION 2 Latin America

While the United States was expanding and settling its internal differences, the European-ruled colonies of Latin America were moving toward independence. The American and French Revolutions stirred the people of Latin America to action. Everywhere, colonists tried to take charge of their own affairs.

The First Revolt

The first major successful revolt against European rule took place in the French West Indies on Saint Domingue (san duh man’j’), the western part of the island of Hispaniola. There, a few French plantation owners used the labor of 500,000 enslaved Africans to grow sugarcane, coffee, cotton, and indigo (in’ duh g6), or a kind of plant that yields a blue dye.
Then, Pierre Dominique Toussaint-L’Ouverture (pē auhr’ dom uh nēk’ tuh san’ lü vuh tye’uh’) appeared on the scene. The grandson of an African chief, Toussaint was born enslaved around 1743. His white slaveholder, however, taught Toussaint to read and write and, in 1777, gave him his freedom. When news of the French Revolution reached Saint Domingue, Toussaint was inspired. In 1791, he led a revolt of enslaved people. In 1794, the French government agreed to abolish enslavement. Toussaint became governor-general of Saint Domingue in 1801. Two years later, he issued a constitution. The French then tried to regain control of Saint Domingue but were unsuccessful. In 1804, Saint Domingue became the first free country in Latin America. It changed its name to Haiti, a Native American word meaning “mountainous.”

Revolution Spreads The fight for independence in South America was led by the Creoles. They were well educated and had enough power to make changes. The Creoles resented the peninsulares, who held the most important government posts.

Soon after the French Revolution began, a Creole named Antonio Nariño (ahn to’ nē o’ nah rēn’ yō) translated into Spanish the Declaration of the Rights of Man and the Citizen. This helped spread French democratic ideas throughout the Spanish colonies. Before long, the people there began to revolt.

In the northern part of South America, Simón Bolívar (se’ mōn’ bō lē’ vahr), another Creole, led the fight for freedom. Known as “the Liberator,” Bolívar was the son of a rich family in New Granada, or what is today Colombia and Venezuela. In 1805, he went to Europe. There, he learned about the French Revolution and its ideas. He then returned home, vowing to free his people.

In 1810, Bolívar and other leaders of New Granada organized a junta (hun’ tuh), or political committee, to take over the government. Spanish officials soon crushed the movement, however. Bolívar then went into exile where he formed and trained an army. In 1817, he successfully invaded what is today Venezuela. In August 1819, he defeated the Spanish in what is today Colombia (kuh lum’ bē uh). Later that year, he became the first president of Gran Colombia, Ecuador (ek’ wuh dor’), and Panama. In 1824, Bolívar freed Peru from Spanish rule. He also sent one of his generals to free a Spanish colony called Upper Peru. After declaring its independence in 1825, the new nation was named Bolivia (buh liv’ ē uh).

While Bolívar was fighting for freedom in the north, another Creole, José de San Martín (hō sā’ dā san mahr tēn’), was fighting for freedom in the south. In 1810, Creole leaders in La Plata (luh plaht’ uh) organized a junta to take over the government. In 1812, San Martín joined the struggle for independence. A professional
soldier, San Martín organized an army. He was aided by his wife, who persuaded the women of Buenos Aires (bwā’ nuhs er’ ēz) to give their jewels to help buy supplies for her husband’s troops. He was also aided by Father Luis Beltrán (lū ēs’ bel trahn’), who melted down church bells to make guns and bullets. In 1816, the part of La Plata that is now Argentina (ahr juhn tē’ nuh) won its independence.

In 1817, San Martín led his army across the Andes Mountains into what is now Chile. The crossing was difficult, and many soldiers died from the cold and the lack of oxygen. Most of their horses and pack mules also died. However, San Martín was able to take the Spanish forces in Chile by surprise. He and another soldier, Bernardo O’Higgins (ber nahr’dō o hig’ enz), defeated the Spanish. Chile became independent a year later.

**Mexico, Central America, and Brazil**

A fight for independence went on in Mexico as well. Father Miguel Hidalgo y Costilla (mē gel’ ē dahl’ gö ē kahs tē’ yuh) played an important part in this struggle. He had long been upset about the way the Native Americans were treated. Now, he urged his congregation not to submit any longer to Spanish rule.

Led by Hidalgo, the Native Americans revolted in 1810. Frightened by the Native Americans, the Creoles joined with the peninsulares to crush the revolt. Hidalgo himself was caught and put to death. Three years later, another priest, Father José María Morelos y Pavón (hō sā’ mah rē’ ah mō rā’ lōs ē pah vōn’), led a second revolt. It was no more successful than the first. Morelos, like Hidalgo, was caught and put to death.

In 1820, there was a revolt in Spain. The rebels there wanted to stop forced labor in Mexico and divide the land among the peasants. This greatly upset the Creoles, church leaders, and army officers. So, they joined together and revolted against Spanish rule in Mexico. Two years later, Mexico was declared to be independent. It was ruled by Agustín de Iturbide (ah gūs tēn’ dā ē tur bē’ thā), a Creole army officer, who served as emperor. Iturbide, however, refused to share power with the Mexican legislature. He was also a poor administrator. The Mexicans soon tired of his rule and in 1823, they overthrew him. In 1824, after a new constitution was written, Mexico became a republic.

Moved by what had happened in Mexico, the people of Central America also revolted. In 1821, they declared their independence and two years later joined together to form the United Provinces of Central America. Not long after, the United Provinces split into the present-day countries of Costa Rica (kos’ tuh rē’ kuh), El Salvador (el sal’ vuh dor), Guatemala, Honduras (hon dū’ uhs), and Nicaragua (nik uh rah’ gwuh).

A struggle for independence also took place in Brazil. Many Brazilians could see no reason to remain a part of the Portuguese
Empire. They were angry that Portugal tried to control their trade. They also did not like the way the Portuguese parliament treated Brazilian representatives. In 1822, the Brazilians declared their independence from Portugal. Pedro (pā’ drō), their Portuguese ruler, agreed to accept a constitution and became their emperor. Brazil was the only country in South America to become a monarchy after independence.

Rule by Caudillos Most people in Latin America hoped the newly independent countries would become democratic. Spanish rule had given the people little training in self-government, however. The mestizos, Native Americans, and African Americans had received no opportunity for education. Also, the Creoles were not willing to share power with other groups.

A new kind of leader called a caudillo (kau thē’ yō), or strong man, rose to power. Caudillos were backed by the army. Most were also backed by large landowners and church leaders, who did not want their lands divided among the peasants.

Generally, a caudillo took over a government by force. He ruled until he was overthrown by another caudillo. With each change in government, there was a violent revolution and much bloodshed. Because of this, most Latin American countries did not have stable governments.

Most caudillos ruled as dictators. They did not care about improving the lot of the people. One such caudillo was Antonio López de Santa Anna (ahn tō’ nyō lō’ päs da san’ tuh an’ uh) of Mexico, who had been a commander in Iturbide’s army. One historian described Santa Anna as “a fortune hunter and a glory

**BRAZILIAN INDEPENDENCE** Brazil gained its independence from Portugal in 1822. Here, Pedro I, Brazil’s first emperor, is shown raising his sword and crying out “Independence or death.” **What was unusual about Brazil’s independence?**
hound.” In 1833, Santa Anna led his troops into Mexico City and had himself elected president. He ruled Mexico six times between 1833 and 1855. During his rule Mexico lost almost one half of its land to the United States through the Treaty of Guadalupe Hidalgo.

A different type of caudillo eventually took Santa Anna’s place. Benito Juárez (ba né’ tō hwahr’ ez) proved that a caudillo could care about the people. A lawyer, Juárez was the first Native American to rule Mexico since the fall of the Aztec. Juárez was officially elected president in 1861, after several years of civil war. At the time, Mexico owed money to several countries, including France. Juárez asked these countries to wait two years for their money. France refused. Instead, it sent troops and made a European prince named Maximilian emperor. Juárez refused to give up, and finally defeated the French.

Juárez was again elected president in 1867. He held office until his death in 1872. As president, he worked to hold democratic elections. He reduced the power of the Roman Catholic Church by selling its land to the peasants. He started free schools to educate Native American children.
Section 2 Assessment

1. Define: junta, caudillo.
2. What inspired the people of Latin America to move toward independence?
3. Why did caudillos rule most of the newly independent nations of Latin America?

Critical Thinking

4. Making Inferences Why do you think Simón Bolívar was known as “The Liberator”?

Graphic Organizer Activity

5. Draw this diagram, and use it to show the accomplishments of key leaders in the Latin American struggle for independence.

<table>
<thead>
<tr>
<th>Independence</th>
<th>Leader</th>
<th>Accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Chapter Summary & Study Guide

1. A stable, independent government helped the United States grow in power.
2. In 1800, political power in the United States passed from one party to another through a peaceful election, rather than through war.
3. In 1830, most adult white males in the United States were able to vote, making it one of the world’s most democratic governments at the time.
4. As settlers moved westward, they came into conflict with the Native Americans, who eventually were forced to live on reservations.
5. By 1867, the United States had acquired the Louisiana Territory, Florida, the Oregon Territory, almost half of Mexico’s land, and Alaska.
6. Different ways of life in the northern and southern states led to the Civil War in the United States between 1861 and 1865.
7. The Civil War resulted in freedom for enslaved African Americans and the preservation of the Union.
8. Urbanization changed life in the United States in the late 1800s and early 1900s.
9. The American and French revolutions inspired the people of Latin America to fight for independence.
10. In 1804, Haiti became the first independent nation in Latin America. Other Spanish colonies and Brazil soon followed its example.
11. The newly independent Latin American nations lacked a tradition of self-government. As a result, most were ruled by caudillos.

Self-Check Quiz
Visit the Human Heritage Web site at humanheritage.glencoe.com and click on Chapter 34—Self-Check Quiz to assess your understanding of this chapter.
CHAPTER 34 Assessment

Using Key Terms

Write a newspaper article that gives an overview or summary of the major changes in government that took place in the United States and Latin America during the 1800s. Use the following words in your article.

stable government  seceding
political parties  urbanization
federal  tenements
representative government  slums
manifest destiny  junta
annexation  caudillo

Understanding Main Ideas

1. What was important about the American election of 1800?
2. What did the United States gain by the Louisiana Purchase?
3. What happened to Native Americans as the United States expanded its borders?
4. How did city life differ for lower-, middle-, and upper-class Americans?
5. How did Antonio Nariño help spread French democratic ideas throughout the Spanish colonies?
6. Why did Father Hidalgo revolt against Spanish rule?

Critical Thinking

1. What do you think are some ways the creation of public schools changed American life?
2. If you lived in Brazil in 1822, would you have supported the Portuguese government or the monarchy? Explain your answer.
3. How did the revolution in Brazil compare to the revolution in Mexico? Explain your answer.

Graphic Organizer Activity

Citizenship  Create a diagram like the one shown, and use it to compare voting rights in the United States in 1830 with voting rights today. (Think of the groups who can vote today but could not vote in 1830.)

Geography in History

Places and Regions  Refer to the map of Latin America on page 555. The three battle sites marked show that they were all fought near large cities. What other things do these battle sites have in common? Describe them in a paragraph.

Using Your Journal

Review the people who helped bring about changes in the United States and Latin America in the 1800s. Write a journal entry describing what characteristics these leaders had in common. Do you think these people would be leaders if they lived today? Explain.