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.

Social Studies Objectives
4.01 Analyze the causes and assess the influence of seventeenth to nineteenth century political revolutions in England, North America, and France on individuals, governing bodies, church-state relations, and diplomacy.

Language Arts Objective
2.01.3 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print information texts appropriate to grade level and course by providing textual evidence to support understanding of and reader’s response to text.

TIME LINE
1803 U.S. president Thomas Jefferson purchases the Louisiana Territory from France, doubling the size of the United States.
1821 Mexico declares independence from Spain.
1832 The Reform Act doubles the number of voters in Great Britain.
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.

CHAPTER EVENTS
1800
1820
1840

WORLD EVENTS
Watch the video to understand the impact of the women’s suffrage movement.

History’s Impact video program

1880

1860

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.

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

1861

1863

1864

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.

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.

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

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

Before You Read

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.

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

Starving for the Vote

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

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

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

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 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.

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

—2000 Kuwaiti women vote for the first time in their country’s national election.

**Reading Skills**

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

**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?
Chapter 23

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 guardian 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

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**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**

![Graph showing population of Ireland, 1780–1920.](image)

Source: Hearth-Tax Returns, Irish Census

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

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

**Section 1 Assessment**

Reviewing Ideas, Terms, and People

1. 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?

2. 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?

3. 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.

   ![Graphic Organizer]

   **Social**  **Political**  **Voting**

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.

**Focus on Writing**
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.
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.

**Identification Cause and Effect**

**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.
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.
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.

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.

Identify Cause and Effect

What were two major effects of the Dreyfus affair?
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

How did a former slave become a military hero?

Toussaint L’Ouverture (too-san luh-vehr-toor) 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.
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.

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.
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.

1. **Regions** Which areas of South America remained under European control in the 1800s?

2. **Movement** Describe the routes of Bolivar and San Martín.
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-goose-teen day ee-toor-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.
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.

**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.”

**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 Spanish forces. Finally, in 1821, Bolívar’s troops 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.
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 Bolivar 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 Bolivar and San Martín were liberating the rest of South America, Brazilian-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.

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

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 inside story

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

**CAUSES AND EFFECTS OF WESTWARD EXPANSION**

**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**.

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

**Contrast**

In what ways did Reconstruction succeed and in what ways did it fail?

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**Finding the Main Idea**

How did Lincoln’s efforts help end slavery?

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

**Face of History**

Abraham Lincoln (1809–1865)

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.

**Reading Check**

Contrast

In what ways did Reconstruction succeed and in what ways did it fail?

**Section 4 Assessment**

**Reviewing Ideas, Terms, and People**

1. **Define**
   - What is manifest destiny?
   - Why did President James Monroe issue the Monroe Doctrine?
   - How do you think the idea of manifest destiny influenced the settlement of the west?

2. **Recall**
   - What did the Kansas-Nebraska Act say about expansion and slavery?
   - What were the main causes of the Civil War, and what were the war’s effects?
   - How successful was Reconstruction? Provide reasons for your answer.

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

4. **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**

**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.

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**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.

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**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.
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.

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.
Chapter Review

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. 685–690)
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. 691–694)
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. 695–700)
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. 701–705)
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
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.

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?

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

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.