

American History I
Outlines, Charts,
and
Study Guides



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16th & 17th Century European Colonizing Efforts

European Nation	Geographical Range of Colonies	Emphasis/Focus of Colonies	Of Special Note
Spain	Widest range of colonization, from the tip of South America to the current American southwest and throughout the Caribbean Sea.	Early attempts at discovering rich Indian cities diminished by 1560 as Spanish sought to defend their colonies and pacify tribes through Franciscan missionary efforts.	First established colonies by Columbus who brought slavery to the New World by sending Indians to Europe and importing Africans to work in Spanish settlements.
Portugal	Brazil	Vast world empire taken over by Spain's King Philip II in 1580. Relying more on agriculture than gold-mining, Portuguese colonial leaders often returned home within 10 years.	Earliest explorers of the 15 th century were Portuguese, but Portugal was the least influential European nation in the New World
The Netherlands	New York, Delaware, Caribbean islands, Dutch Guiana in South America.	Focused almost exclusively on commerce, the Dutch brought few settlers (only 1500 by 1665 in New Netherland—New York). Sugar and slave trade in Caribbean and South America dominated Dutch interests.	Because Dutch Governor Stuyvesant ruled arbitrarily, when English invaded in 1664, residents provided little resistance.
France	1 st permanent settlement at Quebec in 1608. Small colonies in Central and South America and the Caribbean.	Colony of New France (Canada) developed slowly with only 15,000 residents by 1700. Fur-hunting, rather than farming, became the chief economic activity. Jesuit missionaries attempted to bring humane treatment to Indians.	Contact with Indians resulted in death by disease (perhaps 90% of Great Lakes region killed) and by inter-tribal wars caused by the fur trade.
England	British Guiana, Central America, Caribbean, and east coast of the present U.S.	Early focus: search for wealth. Most successful of European nations at establishing self-sustaining colonies following early disasters in Virginia. 17 th century colonial emphasis was on the sugar trade in the Caribbean.	Personal economic advancement and religious freedom provided the main impetus to colonial growth. Price Revolution of 16 th century and crop failures forced many peasants and yeoman farmers to seek new lives.

Colonial Beginnings



John Winthrop, Puritan leader of Massachusetts Bay Colony

I. European Models for Colonizing America

A. Spain--colonization with conversion

1. Earliest colonies in America (St. Augustine 1565, Santa Fe 1610), though most outposts were destroyed by Indian attacks
2. Spain turned to Franciscan missionaries to control Indians, placing land grants in the hands of *encomenderos*. Spanish rule was cruel, used slavery, and was limited, except for New Mexico. California was virtually ignored until the late 1700s.
3. By 1560, the main goal of Spanish colonial policy was keeping other Europeans from establishing colonies.

B. France--fur-trading empire

1. Indian wars developed as tribes fought for the French fur trade.
2. French missionaries did not enslave Indians and attempted to limit trading of alcohol
3. Though few in number, French settlers brought diseases that wiped out up to 90% of the Indians in the Great Lakes region.

C. Netherlands--commerce and farming

1. Colonization was slow and small-scale, with only one proprietor (Rensselaer) able to attract 50 tenants
2. Rejecting representative rule, the Dutch lost the settlement of New Amsterdam (New York) to the British in 1664

D. The English model--tobacco and settlers

1. Causes for English Colonizing in North America
 - a. Fall of Spanish Armada in 1588 opened North Atlantic to English expansion
 - b. England infused with a spirit of self-confidence and enthusiasm for adventure.
 - c. England could plant, supply, and protect colonies easily.
2. Changes in English economy.
 - a. Rise of merchant class to provide business leadership and wealth for colonial investment.
 - b. Joint-stock company allowed for pooling of capital with limited risk.
 - c. Surplus population in cities as farmers were pushed off lands converted to sheep herding
3. Protestant Reformation
 - a. Priesthood of all believers inspired religious dissidents
 - b. Anti-"Popish" believers (Puritans) felt that the Church of England was not Protestant enough in its beliefs and practices.
 - c. Persecution of Puritans, Catholics, and Quakers led to conflict with religious and political authorities

d. America was seen as a desirable haven for these groups.

II. Jamestown and Virginia

A. Virginia Company received charter (guaranteeing settlers the same rights as Englishmen at home) from King James I for settlement in America (1607). Goals:

1. Gold and wealth
2. Convert Indians to Christianity
3. Find a passage to the Indies

B. Early group suffered from laziness, starvation, and malaria. Saved by leadership of John Smith and enterprise of tobacco planter John Rolfe, who perfected methods of raising and curing tobacco

1. Tobacco brought capital and workers to Virginia. Exports rose to 10 million pounds by 1660. The Virginia Company provided land, established a headright system and courts, and allowed self-government by planters.

2. Problems with tobacco farming

- a) Chained prosperity of Virginia to one crop
- b) Exhausted the soil
- c) Promoted large-acreage plantations which needed large amounts of cheap labor. First indentured servants with few rights or chances to advance and then slaves with fewer rights and no chance to advance.

C. Bacon's Rebellion

1. Attacks on Indians by poor whites led to the killing of 300 whites. A defensive military strategy failed as Nathaniel Bacon attacked Indians and then seized control of the colony.

2. Bacon died in 1676, but his followers pushed for tax cuts, voting rights for landless whites, and an end to corruption.

3. The planter class sought to limit the number of white servants who might rebel again, thus opening the way for slavery's expansion.

D. Contributions of early Virginia

1. Provided model for further economic investment in America
2. First representative self-government (House of Burgesses--1619)
3. Demand for slaves (1st slaves sold by Dutch to settlers in 1619)

III. New England Colonies--settled most frequently by families

A. Separatists (Pilgrims) arrived at Plymouth in 1620 on Mayflower after initial settlement in Holland.

1. Mayflower Compact--first document of self-government in America.

2. After difficult first winter (44 out of 102 survived), Pilgrims survived under the leadership of Governor William Bradford.

B. Puritans established Massachusetts Bay in 1630 (John Winthrop and 900 settlers) for economic and religious reasons.

1. Large numbers of middle class settlers, many of whom were educated.

2. Successful as fur traders, fishermen, and shipbuilders.

3. Great Puritan Migration of 1629-1640 brought many new settlers.

4. Ruled as 'Bible Commonwealth' with franchise restricted to male members of Puritan (later Congregational) church--probably 1/5 of adult white male population.

C. Puritans and Pequots--series of disastrous contacts

1. Smallpox epidemic of 1633 killed over 10,000 Pequots

2. 500 Pequots killed by Puritans in 1636

3. Disease, military force, and religion (praying towns) essentially pacified Indians of New England by 1670.

D. Metacom's Rebellion. Wampanoag leader organized neighboring tribes to attack settlements in 1675, resulting in 1000 white and 4500 Indian deaths.

American Colonies



Colony	Founded	Region	Founder	Religion	Government	Original Purpose	Economics	Note
Roanoke	1585	Southern	Sir Walter Raleigh			Establish English colony in New World		Colonists disappeared without a trace.
Virginia	1607	Southern	John Smith	Anglican	Royal	Trade and profits	Tobacco	Founded as joint-stock company. House of Burgesses (1619). Only 60 of 1st 900 colonists survived.
Plymouth	1620	New England	William Bradford	Puritan	Corporate	Religious freedom for Separatists	Mixed farming	Mayflower Compact. Led by William Bradford
New York	1626	Middle	Peter Minuit	None	Proprietary, then royal	Trade and profits	Mixed farming, furs	Set up as Dutch colony, taken over by English in 1664
Massachusetts Bay	1630	New England	John Winthrop	Puritan	Corporate	Religious freedom for Puritans	Mixed farming, fishing, shipbuilding	Led by John Winthrop. 18,000 settlers by 1642
New Hampshire	1630	New England	John Mason	Puritan	Corporate, then royal	Escape for those constricted by religious	Mixed farming	Puritan harshness led these settlers north and inland.

						and economic rules		
Maryland	1634	Middle	George Calvert	None (Anglican after 1692)	Proprietary	Religious freedom for Catholics	Tobacco	Founded by George Calvert. Slow growing (only 600 by 1650. Maryland Toleration Act (1649)
Connecticut	1636	New England	Thomas Hooker	Puritan	Corporate	Religious and economic freedom	Mixed farming	Leaders of Massachusetts asked Hooker and followers to leave.
Rhode Island	1636	New England	Roger Williams	None	Corporate	Religious freedom	Mixed farming	Williams set up most tolerant colony
Delaware	1638	Middle	Peter Minuit	None	Proprietary	Trade and profits.		Established by Sweden; taken by Dutch, then English.
North Carolina	1653	Southern	Group of proprietors	Anglican	Proprietary	Trade and profits	Rice	Joint business venture
New Jersey	1660	Middle	Lord Berkeley	None	Proprietary	Trade and profits	Mixed farming	Established by Sweden; taken by English in 1664
South Carolina	1670	Southern	Group of proprietors	Anglican	Proprietary	Trade and profits	Rice	Rice major crop.
Pennsylvania	1682	Middle	William Penn	None	Proprietary	Religious freedom for Quakers; trade and profits	Wheat, mixed farming	Originally Quaker, this colony became home to many European immigrants
Georgia	1733	Southern	James Oglethorpe	Anglican	Royal	Debtor colony.	Rice	Buffer for Spanish colonies Originally outlawed slavery and restricted size of land grants to 500 acres.

Based on several sources, including *The American Journey* by Goldfield

American Puritanism



The Puritan by Augustus Saint-Gaudens (1887)
Brookgreen Gardens, South Carolina

I. Key Puritan Beliefs and Values

A. Godly people were sober, hardworking, and responsible. English society had been corrupted by foreign influences and by disorder and needed to be purified.

B. Catholicism had undermined the relationship between God and the individual

1. Rituals and sacraments administered by a powerful and complicated hierarchy
2. Insistence on Latin as the only language of religion
3. Confession only through the priest and the confessional booth

C. Election & predestination--God chooses who is saved and who is damned. No one can earn salvation through works. Yet the saints are responsible for their actions.

D. The congregation of saints chooses its members, hires and fires its ministers, and recognizes no other religious authority.

E. Worship should be plain, lack mystery, and be focused on God, No stained glass, instrumental music, or art.

C. Value of education

1. The Bible should be read by everyone. New England in the 17th century was the most literate place in the world (probably 70% literacy)
2. Publicly supported schools needed to oppose Satan ("Old Deluder" laws).

Each town with 50 families was required to support a teacher. 3

3. Harvard founded in 1636 to train ministers

D. Intolerance--error must be opposed and driven out

1. Persecution and expulsion of Anne Hutchinson (1638)

- a) Criticized ministers for not preaching covenant of grace
- b) Held religious meetings in her home
- c) Challenged the political and religious leadership of Massachusetts Bay.

2. Roger Williams expelled for "new and dangerous opinions" ((1638)

- a) Preached complete separation of church and state--the state should have no influence over a person's conscience
- b) Religious groups should be supported by voluntary tithes, not taxes
- c) Indians should be paid for lands.
- d) Settled Rhode Island and established complete freedom of religion (including Jews, Catholics, and Quakers)

3. Puritans persecuted and expelled Baptists (opposed to child baptism) and killed Quakers (such as Mary Dyer) for preaching "inner light" doctrines and opposing any religious authority (no ministers or sermons).

II. Puritan Political Life

A. Freemen (adult male heads of families) ruled in church meetings and town meetings.

B. Blurring of political and religious authority--theocracy, not democracy was the goal. Winthrop's vision of a "City Upon a Hill."

C. Halfway Covenant developed to allow unbaptized members (children of Puritans) to vote and thus preserve influence of Puritan authorities.

III. Salem Witchcraft Crisis (1692)

A. Group of girls accused fellow villagers of witchcraft

B. Trials (featuring "spectral evidence" and body searches for birthmarks) resulted in convictions of many and executions of 20 people and 2 dogs.

C. Goal was restoration of the disciplined community. No confessed witches were hanged or burned.

C. Reaction resulted in anti-Puritan sentiment, weakening of Puritan authority, and apologies from some religious leaders

IV. Puritan Contributions

- A. Self-government and community responsibility
 - 1) Democracy in church rule led to democracy in town meeting
 - 2) All community members responsible for conduct of citizens
- B. Education critical for individual and community success
- C. Hard work and thrift demanded of all
- D. High standards of moral excellence and conscience
- E. The family is the central element of the community

Slavery in the American Colonies



The Old Plantation
Abby Aldrich Rockefeller Folk Art Center,
Williamsburg, Virginia

I. Slavery's Early Presence

A. First African-Americans that arrived in Jamestown in 1619 were brought as servants, not slaves.

B. Very small numbers of slaves in the Southern colonies in the early years. Indentured servants were cheaper and available. By 1650, only 300 blacks lived in Virginia

1. After 1660, white servants became harder to obtain as English economy improved.
2. Slaves became seen as a better long-term investment and were more easily recaptured.

C. Slavery formally established by the House of Burgesses in 1670 with law declaring "all servants not being Christians imported into this colony by shipping shall be slaves for their lives."

D. By 1700 there were 25,000 slaves in the American colonies and by 1750 there were 100,000 slaves in Virginia, far outnumbering indentured servants.

1. Breaking of the Royal African Co. monopoly in 1697 opened the slave trade to competition, forcing prices down and increasing the number of slaves
2. In some southern areas, slaves were beginning to outnumber whites.

II. Slavery, Race & Economics

A. Slavery, though originally adopted for economic reasons, eventually was justified by Southern whites on the basis of race.

1. Whites concluded that extermination of Indians and enslavement of Africans was logical in that whites were civilized and others were barbaric.

2. Language used to describe blacks and Indians was similar: "brutes, heathen, naked, etc." It also was how educated Englishmen described poor members of society.

B. Legal codes gradually made racism the official policy of the colonial governments

1. It was made a crime for a slave to insult any white, regardless of position

2. Slaveowners were allowed to punish, maim, or even kill slaves

C. Informal social bargain between wealthy and poor whites sought to prevent class rebellion, which erupted in Bacon's Rebellion (1676).

III. Plantation Culture

A. Some plantations were enormous (40,000 acres, hundreds of slaves), but most were small, self-contained communities.

B. Over three-fourths of all blacks lived on plantations of at least 10 slaves; over half lived in communities of 50 slaves or more

C. Family relationships

1. Marriage not encouraged among slaves by owners

2. Slaves attempted to construct strong families, though any member could be sold at any time

3. Creation of kinship networks and surrogate "relatives" unrelated to families

D. Language development--Gullah (hybrid of English and African languages) allowed connection with ancestry and conversations that whites could not understand.

E. Work patterns

1. Most slaves (men and women) worked as field hands.

2. House servants lived in better circumstances, but were isolated from other slaves on the plantation.

3. On larger plantations slaves learned trades and crafts--blacksmithing, carpentry, shoemaking, midwifery

F. Economically, plantations were often efficient and productive. Socially they achieved stability at the cost of human freedom and dignity

Early American Colonial Life: Politics & Economics



Baltimore Town in 1752 by John Moale
(Maryland Historical Society)

I. Mercantilist system

A. Colonies exist as a market for home-country's goods and a supplier of raw materials

B. All trade with other nations needs to go through the home-country. Series of Navigation Acts began in 1651

1. All trade had to be on English or colonial ships
2. Enumerated products (tobacco, sugar, indigo, cotton, etc.) could be shipped only to England or another English colony
3. Certain English-made goods (gunpowder, silk) were subsidized to undercut European competitors

C. In general, the colonies prospered with the Navigation Acts and cities like Philadelphia, New York, and Boston grew, though some tobacco and rice planters complained

D. Some Americans viewed the mercantilist laws as excessive and were sometimes ignored. James II responded by removing New England's charter in 1688 and establishing the Dominion of New England, a royal province that ignored previous land grants and outlawed town meetings.

II. Glorious Revolution of 1688

A. Fearing persecution, Protestants in Parliament carried out a bloodless coup, fearing that James II would return England to Catholicism.

1. James daughter Mary and her husband William of Orange were enthroned.
2. John Locke's *Two Treatises on Government* argued that power flows from the consent of the governed, not from God and that citizens have inalienable natural rights (life, liberty, property)
3. Revolts in Massachusetts, Maryland, and New York asserted the right of voluntary allegiance to the crown and self-government
4. England entered a period of *salutary neglect* towards the colonies, effectively allowing the colonies to grow in wealth, population, and self-government

III. Four Major Regions (Plantation South, Middle Colonies, New England, and Frontier)

A. Plantation South

1. Tidewater region featured wide coastal plain, wide rivers, and rich soil particularly well-suited to tobacco farming.

- a) Large plantations became economically more successful as soil was exhausted, leading to self-sufficing economic units.
- b) As indentured servants became harder to obtain (and retain), demand for slaves increased (400,000) in colonies by 1776

2. Only children of planters were educated and higher education was only for those who could afford it.

3. Plantation owners became the leading economic, political, and social forces of the South. Democracy limited to wealthy landowners.

B. Middle Colonies--farming, manufacturing center

1. Three large rivers (Hudson, Delaware, and Susquehanna) flowed north to south and served as trade paths.

2. Large numbers of immigrants

- a). Dutch in Hudson Valley
- b). Germans in Pennsylvania
- c). Scotch-Irish in Pennsylvania

C. New England--rapid rivers and rocky soil

1. 95% English immigrants, most from villages

2. Came in groups and settled in self-governing towns. New England town meeting as center of power at first, but shifted to selectmen in time.

3. Occupations included farming (scarce labor, tough conditions), fishing, and commerce

- a) Shipbuilding became major supplement to fishing and trade
- b) Slavery, rum and the triangular trade with West Indies and Africa brought economic wealth to New England

D. Backcountry/Frontier--continually moving region: "The West."

- 1. Large families, exhausted soil encouraged westward movement
- 2. Religious dissenters, immigrants, and criminals all found "refuge" in the West.
- 3. Vigorous spirit of democracy and emphasis on individual freedom
 - a) Strenuous objection to any governmental interference in daily life
 - b) Anti-aristocratic tradition and resentment of urban areas

IV. Growth of Colonial Assemblies

A. Following the lead of the Whigs who had established limits on the power of the crown with the Glorious Revolution, American colonial assemblies sought to limit royal authority and assert local control over

- 1) taxes
- 2) appointment of local officials
- 3) setting the governor's salary

B. In fact, the assemblies were elitist rather than democratic, with rich men standing for office, though most property-owning men had the right to vote.

C. Following the Glorious Revolution, mobs often exerted local control in defiance of both the governor and the local assembly.

D. British policy of *salutary neglect* allowed local control to grow as the crown focused on trade and military issues. Later, when the British tried to re-assert the powers in mercantilist policies, they found strong colonial resistance.

British Colonial Trade Regulations, 1651-1764



Boston Harbor in the 18th century

Act/Regulation	Date	Significance/Features
Navigation Act	1651	<ul style="list-style-type: none"> • Required all crews to be at least 1/2 English in nationality • Most goods must be carried on English or colonial ships • Goal: eliminate Dutch competition from colonial trading routes
Navigation Act	1660	<ul style="list-style-type: none"> • Required all colonial trade to be on English ships • Master and 3/4 of crew must be English • Long list of "enumerated goods" developed, including tobacco, sugar, rice, that could only be shipped to England or an English colony
Staple Act	1663	<ul style="list-style-type: none"> • Required goods bound for the colonies shipped from Africa, Asia, or Europe to first be landed in England before shipping to America.
Plantation Duty Act	1673	<ul style="list-style-type: none"> • Required colonial ship captains to guarantee that they would deliver enumerated goods to England or suffer financial penalties. • Colonial arm of English customs

		offices established
Navigation Act	1696	<ul style="list-style-type: none"> • Further tightened earlier Navigation Acts • Created system of admiralty courts to enforce trade regulations and punish smugglers • Customs officials given power to issue writs of assistance to board ships and search for smuggled goods
Woolens Act	1699	<ul style="list-style-type: none"> • To prevent competition with English producers, prohibited colonial export of woolen cloth.
Hat Act	1732	<ul style="list-style-type: none"> • Prohibited export of colonial-produced hats.
Molasses Act	1733	<ul style="list-style-type: none"> • All non-English imported molasses taxed heavily to encourage importation of British West Indian molasses.
American Revenue Act (Sugar Act)	1764	<ul style="list-style-type: none"> • Lord Grenville institutes new policies to generate revenue by combining new duties on imported goods with strict collection provisions. Tax on French West Indies molasses was actually lowered, but enforcement attempted to end bribes and smuggling.

America's Great Awakening



George Whitefield,
early America's greatest preacher

I. Elements of the Great Awakening

A. Enthusiasm--emotional manifestations(weeping, fainting, physical movements) in contrast to staid and formal Anglican and Congregational worship. Whitefield would preach to crowds as large as 30,000 with great emotion.

B. Itinerancy--preachers roamed rural and urban areas and held meetings

C. Democratic religious movement

- 1) insisted that all should have the religious experience
- 2) Stirred impulse towards independence among colonists
- 3) Broke down strong denominational ties
- 4) Challenged religious authority. Baptists in the South preached to slaves and against the ostentatious wealth of the planter class

II. Content of Message

A. Salvation came through faith and prayer, not rituals or good works

B. The individual, not any religious authority, judged his or her own behavior based on one's understanding of God and the Bible

C. Personal piety--break away from the constraints of the past and start fresh.

Revivals resulted in changed behaviors (decrease in card-playing, drunkenness, increase in church attendance, Bible study)

D. Individual revival--rejection of cold rationalism of Puritanism and Anglicanism and more reliance on the "heart" rather than the "head."

E. Leading preachers: George Whitefield, Jonathan Edwards, William and George Tennent. Originally welcomed by local ministers, they often harshly criticized local religious leaders.

III. Impact of the Great Awakening

A. Creation of new colleges to train "new light" ministers--Princeton, Brown, Rutgers

B. Divisions in denominations and a sharpening of the differences between those who defined religion as a rational process (old lights) and those who focused on experience (new lights)

C. Religious challenges to authority strengthened political challenges to authority. Many Revolutionary War soldiers were "new light" believers, particularly Methodists, Presbyterians, and Baptists

D. Development of revivalism tradition in American religion. Future outbreaks:

1) Second Great Awakening in first half of 19th century--camp meetings and frontier revivals featuring emotional appeals and spontaneous religious expressions

2) Charles G. Finney and Dwight Moody--19th century urban revivalism with campaigns in many cities

3) Billy Sunday, Billy Graham and mass meetings--20th century revivalism

America's Colonial Wars, 1689-1763

War (Name in Colonies)	Name in Europe, Dates	Dates in America	Results
King William's War	War of the League of Augsburg, 1688-1697	1689-1697	<ul style="list-style-type: none"> The balance of power between England and France is maintained
Queen Anne's War	War of Spanish Succession, 1702-1714	1702-1713	<ul style="list-style-type: none"> Nova Scotia becomes British possession
King George's War	War of Austrian Succession, 1739-1748	1744-1748	<ul style="list-style-type: none"> Louisbourg returns to French control British settlers begin westward movement Iroquois neutrality challenged
French & Indian War	Seven Years' War, 1756-1763	1754-1763	<ul style="list-style-type: none"> All territory east of Mississippi is transferred from French to British control Florida goes from Spain to Britain British debt mounts

*Based on *The American Journey: A History of the United States* by Goldfield, et al.

Key Events & Battles, French & Indian War



The Death of Wolfe by Benjamin West, 1770
(National Gallery of Canada at Ottawa)

Event	Date	Location	Notes/Significance
British defeated at Ft. Duquesne	1755	Western Pennsylvania (present-day Pittsburgh)	Gen. Braddock's force of 1450 men surrounded and defeated by Indian and French-Canadian forces
American colonists refuse to serve under British commander	1757	American colonies	New British commander (Lord Loudoun) closely managed the war effort, demanding exact numbers of recruits and money from colonies. Colonial assemblies began to refuse to cooperate.
French take Ft. Oswego	1756	Upstate New York	French commander Montcalm takes fort, but is horrified to discover that his Indian allies kill wounded soldiers, take scalps, and make slaves of captives.
Massacre at Ft. William Henry	1757	Upstate New York	Following surrender of British and colonial garrison to Montcalm (who promised safe passage back to England), Indians killed 185 and took 310 British captive.
William Pitt guides British war effort	1757-1761	London	As Secretary of State, Pitt sought to reduce tension with colonists by promising payment in proportion to support of war effort, giving colonial assemblies control of recruitment, sending thousands more British soldiers, and replacing Lord Loudoun with a more reasonable commander
Louisbourg and Ft. Duquesne captured by British	1758	Quebec & Western Pennsylvania	British-American-Indian forces overwhelm French who abandon Louisbourg and burn Ft. Duquesne before retreating north.
Battle of Quebec	1759	Quebec	Through British commander Gen. Wolfe is killed (along with French commander Montcalm), British

			forces sieze Quebec in dramatic uphill attack.
Battle of Quiberon Bay	1759	Off France	British victory restricted French navy's ability to resupply forces in Canada.
Iriquois join British-American alliance	1760	American colonies	Balance of power tips towards British with this addition
French surrender Montreal	1760	Quebec	Greatly outnumbered French forces are defeated in war's final battle in the Americas.
British capture Havana, Manila from Spain	1762	Cuba, Philippine Islands	As Spain enters the war as a French ally, it suffers defeats from British naval forces.
Treaty of Paris	1763	Paris, France	France gives up claims to all of its North American possessions. All land west of the Mississippi and New Orleans goes to Spain. All land east of the Mississippi River and Canda goes to England.

Major Results of the French & Indian War

1. British territorial claims greatly expanded in America.
2. British debt grew in an attempt to finance an ever-expanding war.
3. Resentment towards American colonists grew in Parliament among those who saw Americans as unwilling to financially support a war on their behalf.
4. American colonists unified for the first time against a common enemy.
5. Colonial militias saw themselves as volunteers or a "people's army" in contrast to the authoritarian and coercive British army.
6. France's influence in development of North American dwindled mightily.

Prologue to Revolution



"Give me liberty or give me death"
Patrick Henry before the Virginia House of Burgesses
by Peter Rothermel
(Red Hill, Patrick Henry National
Memorial Brookneal , Virginia)

I. The New Imperial Policy (1763-1770)

A. French & Indian War altered the relationship between Britain and American colonies, bringing conflict and increased taxes to pay off Britain's national debt

1. Strict enforcement of Navigation Acts
2. Peacetime army of 10,000 remains in America, indicating willingness to use force to retain authority
3. Higher import duties on tobacco and sugar were imposed and excise taxes were increased

B. Early measures (1763-1766)

1. Grenville taxation program.

- a) Reform of custom service (prosecution of smugglers)
- b) **Sugar Act** threatened triangular trade by interfering with French molasses imports
 - i) Some colonists argued that Sugar Act was illegal, that all taxes needed to arise from the people
 - ii) Violators would be tried by Admiralty Courts, not juries (which often resulted in acquittals)
- c) Bureaucracy doubled in size to collect taxes and arrest smugglers
- d) **Currency Act** forbade the issue of paper money

2. Western problems

- a) Ottawa Indian leader Pontiac led an uprising against settlers, killing over 2000 and destroying British forts
- b) Proclamation of 1763 prevented western migration past the Appalachian Mountains
- c) Need for defense of frontier

C) Stamp Act (1765) sought to raise funds for defense of America by requiring all legal documents, as well as newspapers, playing cards, etc. to bear a government stamp.

1. Colonial opposition to new program

- a) Postwar depression left Americans short on cash
- b) Custom reform, Sugar Act, and currency limits cut flow of currency into the colonies
- c) Stamp Act affected lawyers, merchants, editors most heavily.
- d) Unlike the Sugar Act, this was the first internal tax intended to raise revenue
- e) Stamp Act Congress met to call for boycott of British goods and state that Parliament had no right to tax colonies without consent.
- f) Sons of Liberty used mob violence to force all stamp agents to resign.

2) Important constitutional issues

- i. Were the colonies represented in Parliament
- ii. Did Parliament have the right to tax the colonists if they had the right to regulate trade?

3. Parliament repealed Stamp Act but asserted its rights (with Declaratory Act) to regulate colonies "in all ways whatsoever."

D. Townshend Acts (1767-1770)--new duties placed on a number of goods (paper, paint, glass, and tea) led to protests against the collection of customs duties.

1. Samuel Adams led radicals in urging a renewed boycott of British goods

and provided an issue to unify American sentiment

2. Boston Massacre resulted in deaths of four persons (1770) when soldiers sent to protect agents were attacked by a mob.

3. By 1770 all duties except that on tea were repealed. Tea tax was seen as symbolic of Parliament's supremacy

II. The Move Toward Independence (1770-1775)

A. Key factors

1. Constitutional factor--colonists demanded the right to examine the purpose for each law passed, refusing to obey those that raised revenue.,

2. Social conflicts factor

a) Lower class discontent resulted from limited franchise, established churches, inheritance laws.

b) Upper class colonists welcomed protest support from lower classes at first, but became alarmed with mob violence. England now had two groups of protestors to deal with.

B. Tea Act (1773)

1. In an attempt to support the East India Tea Company, Parliament removed the tax on tea and allowed it to be sold in the colonies through its own agents, not American retailers. British tea was cheaper, but to buy it was to pay a Townshend duty.

2. Mobs turned back tea ships in several ports and dumped shiploads into Boston Harbor.

3. Parliament responded with Coercive (Intolerable) Acts which

a) Closed Boston Harbor

b) Removed trials involving royal officials out of New England

c) Allowed for quartering of troops in colonists' homes

d) Extended Quebec's boundaries south, convincing colonists that liberty was threatened.

C. First Continental Congress (1774)

1. Radical delegates favored active resistance while moderates argued for conciliation.

2. Declaration of Rights and Grievances condemned Coercive Acts, denied Parliament's right to tax colonies, but promised obedience to the king

3. Set up Continental Association to prohibit importation of English goods and later the export of American goods to England.

D. As British control of Massachusetts dwindled to the area around Boston, colonists moved to protect military supply depots at Concord and Worcester. When British attempted to capture Concord, Minutemen responded with gunfire at Lexington and Concord

1. 73 British soldiers killed, 176 wounded
2. Armed conflict between England and the colonists had now begun

American Revolution



The Spirit of '76 by Archibald McNeal Willard
U.S. State Department, Washington, D.C.

I. Strengths and Weaknesses of Opposing Sides

A. Great Britain

1. Strengths

- a) Population (7.5 million to 2.5 million colonists)
- b) Monetary wealth
- c) Naval forces
- d) Professional army armed with 6' muskets with bayonets attached
 - i) 50,000 British
 - ii) 30,000 Hessians
 - iii) 30,000 American Loyalists

2. Weaknesses

- a) Unrest in Ireland
- b) British government inept and confused, led by King George III and Lord North
- c) Lack of British desire to crush American cousins. Whigs cheered American victories.
- d) Military difficulties
 - i) Second-rate generals
 - ii) Brutal treatment of soldiers (one lashed 800 times for striking an officer)
 - iii) Inadequate, poor provisions (old, rancid, wormy). Undernourished
 - iv) Need for clear victory. A draw would be a colonial victory.
 - v) Armies were 3000 miles from home. Orders took months to

reach the front.

vi) Vast colonial territory (1000 by 600 miles) to subdue. No urban nerve center to conquer.

B. American

1. Strengths

- a) Outstanding leadership
 - i) Military--Washington
 - ii) Diplomatic--Franklin
 - iii) European imports--Lafayette, Kosciuzko
- b) Colonists fighting defensively
- c) Self-sustaining agricultural base
- d) Colonists were better marksmen (Americans accurate at 200 yds.)
- e) Moral advantage. Americans were supporting a just cause with a positive goal.

2. Weaknesses

- a) Colonies were badly organized, disunited for war.
- b) Continental Congress debated, but took little action and exercised less leadership
- c) No written constitution (Articles of Confederation) not adopted until 1781.
- d) Colonies were jealous of Congress, each other's region
- e) Economic difficulties
 - i) Little metallic currency available
 - ii) Fearful of taxation, Congress issued virtually worthless Continental currency
 - iii) Inflation led to increased prices, desertions from army.
- f) Limited military supplies
 - i) Inadequate firearms and powder
 - ii) Clothing and shoes scarce. At Valley Forge, 2800 men barefooted
- g) American soldiers were numerous but unreliable
- h) Profiteers used greed and speculation to weaken morale and aid the British

II. American Secession

A. Second Continental Congress (May 1775) called Washington to head colonial army.

- 1) While not a military genius (he lost more battles than he won), he was trusted implicitly by his soldiers
- 2) He refused to be paid, though his records indicate expenses of over \$100,000
- 3) Shrewd political choice by Congress: Virginian, wealthy, aristocratic, above reproach.

B. Following Bunker Hill (costly victory for British), King George III proclaimed colonies in rebellion and hired Hessians to crush rebels.

C. Thomas Paine published *Common Sense*, a pamphlet selling 120,000 copies.

- 1) Appealed to natural law ("an island should not rule a continent")
- 2) King George was brutish and undeserving of colonials' respect
- 3) America had a moral obligation to the world to be independent and democratic.

D. Second Continental Congress declared independence July 2, 1776.

1. Jefferson headed the committee drafting the written statement. Arguments were based on John Locke's contract theory of government:

- a) All people have natural rights ("Life, liberty, and the pursuit of happiness")
- b) When a government abuses rights, the people have a right to "alter or abolish" it
- c) King George has acted tyrannically. Long list of wrongs done by King to colonists.
- d) The colonies are independent.

2. Declaration gave a clear position for rebellious colonists, forcing others to choose rebellion or declare as Loyalists.

III. See the American Revolution [chart](#) for a summary of the war's major battles.

IV. Treaty of Paris (1783)

A. American negotiators (Franklin, Jay, John Adams) sought to advance American interests in lengthy negotiations

1. Original demands were for independence, large territorial concessions (Franklin wanted all of Canada), and fishing rights in North Atlantic.
2. Americans feared the French and Spanish would bargain with British at the expense of the U.S.
3. Ignoring the instructions of Congress, they made a separate peace with the British before full negotiations took place.

B. Major provisions

1. Britain formally recognized independence of U.S.
 2. Boundaries set from Great Lakes on the North to the Mississippi River on the West to Florida on the South. No access to the Gulf of Mexico
 3. No further persecution of Loyalists and restitution for confiscated property "recommended" to states.
 4. Fishing access for Americans in waters off East Canada
 5. No reference to ending slave trade, an original goal of the Americans
-

Key Events in the Revolutionary War



British surrender at Yorktown by John Trumbull
(Yale Art Gallery)

Event	Date	Location--	Significance
Lexington-Concord	April 1775	Massachusetts	First armed conflict. British destroy supplies at Concord but suffer numerous casualties on way back to Boston. Propaganda victory for U.S. Casualties: U.S.:95. British: 273.
Ft. Ticonderoga	May 1775	Lake Champlain	Ethan Allen and Benedict Arnold captured fort and 60 cannon later dragged 300 miles and used in defense of Boston
Breed's Hill (Bunker Hill)	June 1775	Boston	British succeed but suffer huge losses (1000 casualties) 1/6 of all British officers killed in war die here. Americans lose 400 dead and wounded. Only battle in long siege of Boston.
Invasion of Quebec	Winter 1775-76	Maine/Canada	Gens. Arnold and Montgomery attack Quebec prematurely and fail in invasion attempt of Canada
Dorchester Heights	March 1776	Boston	British forced to evacuate New England after cannon put in place.
Declaration of Independence	July 1776	Philadelphia	Following the success of Thomas Paine's <i>Common Sense</i> , many colonists urged their delegates to the 2nd Continental Congress to call for independence. The Declaration starts with an assumption (all people have equal, inalienable rights), states two premises (people establish governments to protect rights & George III has failed to defend American rights), and concludes with an assertion: Americans can rightfully overthrow British rule.
New York (Brooklyn Heights-- Long Island, White Plains)	August 1776	New York	U.S. forces forced to retreat to Manhattan, then New Jersey. British General Howe offered generous terms of surrender to the Americans, but they demanded independence and talks broke down.
Trenton	December 1776	New Jersey	Hessian army crushed in Washington's raid across the Delaware River. Casualties: U.S. :4, British: 900
Princeton	January 1777	New Jersey	U.S. recovers New Jersey from British in 10 days. British retreat to New York, where they remain for the war.
Brandywine Creek Germantown	September 1777 October 1777	Pennsylvania	British seize Philadelphia after these victories.

Saratoga	October 17, 1777	Upstate New York	Turning point of war. Convinced French of U.S. strength. Burgoyne surrenders 5800 men.
Monmouth	June 1778	New Jersey	U.S. army almost captured British but cowardice allowed British forces to escape
Savannah	December 1778	Georgia	Beginning of British push in the South. British are at first welcomed in Savannah and colonial government is restored.
Kaskaskia and Vincennes	February 1779	Western territories	Clark captures British forts which proved important in negotiations with British after the war
Charleston	December 1779	South Carolina	British gain control of South with victory here. 5000 Americans surrender and the single largest loss of troops until the Philippines in 1942.
Camden	August 1780	South Carolina	Gen. Gates loses 2000 men all of his artillery in a huge victory for Gen. Cornwallis. Gates is relieved of duty and replaced by Gen. Greene
King's Mountain	October 1780	South Carolina	Bloody victory for U.S.
Cowpens	January 1781	South Carolina	Gen. Greene divided his forces and scored a victory over Cornwallis, who had a larger army.
Guilford Court House	March 1781	North Carolina	In fierce fighting, Americans frustrate British, who control Southern cities, but not the rural areas. While winning the field, Cornwallis finally gives up attempt to defeat Greene's army and plans to link up with British supplies and reinforcements in Virginia.
Yorktown	October 19, 1781	Virginia	With 7800 French soldiers and the French fleet in the harbor, Washington accepts Cornwallis' surrender as major fighting ends.

Articles of Confederation ("The Rope of Sand")



Shays' Rebellion--Western Massachusetts, 1786

I. New Social Fabrics

A. Pro-democracy efforts gained.

1. Expulsion of 80,000 Loyalists robbed the nation of leadership and a conservative balance to revolutionaries.

2. Entail and primogeniture repealed, weakening aristocracy.

<> 3. Slavery weakened

a) Forbidden in many new state constitutions

b) Some northern states abolished slavery or provided for phased emancipation

B. Religious Change

1. Church of England ruined, replaced by Episcopal Church, separate from England.

2. Democratic spirit encouraged spread of frontier faiths (Methodism, Baptists).

3. Strong statement of separation of church and state written by Jefferson in Virginia in 1786.

II. Economic Stresses

A. Because economic democracy preceded political democracy, little retributive violence occurred following the war. Some Loyalist land was broken up into parcels for farming.

<> B. Postwar economic problems resulted from severing ties with Britain

- 1) Commerce with Britain almost completely halted
- 2) Speculation and profiteering during the war had led to inflation with Congress unable to control its effects
- 3) New class of profiteers emerged
- 4) Economic causes of war had led to distaste for taxes, further weakening Congress' ability to take action.

III. Articles of Confederation

A. Created by the 2nd Continental Congress in 1777, but not approved by the states until 1781.

B. Congress was the dominant force (no executive or federal courts), but it was hobbled by rules:

1. All bills required 2/3 vote for passage
2. Any amendment to the Articles required a unanimous vote
3. Each state had 1 vote.
4. No power to regulate commerce
5. No tax enforcement power (states paid taxes voluntarily).

C. Land Ordinance of 1785

1. Northwest territory land sold to pay off debt.
2. Land divided into townships six miles square (then into 36 sections of one square mile each).
3. One section reserved for a public school.

D. Northwest Ordinance of 1787

1. Territories established, which could eventually become states on an equal basis with the original 13. Needed a minimum of 60,000 inhabitants.
2. Slavery forbidden in Northwest.

IV. Foreign and Domestic Problems

A. The U.S. had difficulty commanding respect from allies or enemies

1. Britain refused to send an ambassador, to make a commercial treaty, or repeal the Navigation Laws. Trading posts along Canadian border source of trouble with Indians.
2. Spain seized lands granted to the U.S. by Britain and harassed trade on the Mississippi River.
3. France demanded repayment of loans made during the Revolution and restricted trade with the West Indies.

B. Domestic disputes arose over economic and political weakness

1. Some states refused to pay any taxes, while interest on the public debt grew and the nation's credit dwindled.
2. States began levying duties on each other's products and quarreling over boundaries.
3. Shays' Rebellion (1786) broke out in western Massachusetts with frustrated farmers losing their farms due to mortgage foreclosures and tax delinquencies.

a) Massachusetts authority put down the uprising with force (killing three) b)
Leaders throughout the nation worried about the potential of domestic unrest.

V. The Call for Reform of the Articles

A. Annapolis Convention, called to deal with interstate commerce squabbling, instead requested a convention to meet in Philadelphia to deal with reforming the Articles.

B. 55 representatives from 12 states (Rhode Island boycotted) assembled in Philadelphia in May 1787 to "make a more perfect union."

Articles of Confederation vs. the Constitution

The following chart compares some of the provisions of the Articles of Confederation with those in the Constitution. It's important to note that most commentators see the Articles period (1781-1789) as a weak one in terms of governmental power. Whether that is a positive or negative for the United States depends on one's point of view regarding the size and influence of a national government. Those favoring a limited government, (Libertarians, for example) would view the Articles period as the pinnacle of American freedom, while those favoring a strong central government would see it as a failure.

	Articles of Confederation	Constitution
Levying taxes	Congress could request states to pay taxes	Congress has right to levy taxes on individuals
Federal courts	No system of federal courts	Court system created to deal with issues between citizens, states
Regulation of trade	No provision to regulate interstate trade	Congress has right to regulate trade between states
Executive	No executive with power. President of U.S. merely presided over Congress	Executive branch headed by President who chooses Cabinet and has checks on power of judiciary and legislature
Amending document	13/13 needed to amend Articles	2/3 of both houses of Congress plus 3/4 of state legislatures or national convention
Representation of states	Each state received 1 vote regardless of size	Upper house (Senate) with 2 votes; lower house (House of Representatives) based on population
Raising an army	Congress could not draft troops and was dependent on states to contribute forces	Congress can raise an army to deal with military situations
Interstate commerce	No control of trade between states	Interstate commerce controlled by Congress
Disputes between states	Complicated system of arbitration	Federal court system to handle disputes between states and residents of different states.
Sovereignty	Sovereignty resides in states	Constitution was established as the supreme law of the land

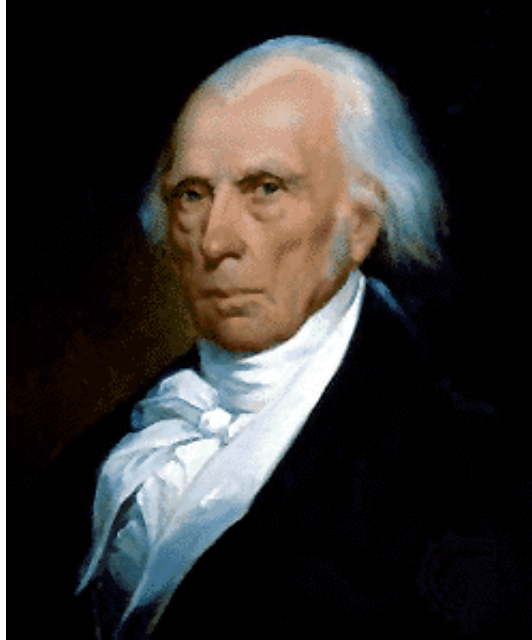
Passing laws	9/13 states needed to approve legislation	50%+1 of both houses plus signature of President
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Federalist & Antifederalist Positions

Issue	Federalists	Antifederalists	Notes
A Constitution establishing a strong central government	Favored	Opposed	<ul style="list-style-type: none"> The chief worry of the Antifederalists was that the states would lose influence with the growth in the national government's power
Power of thirteen states	Favored limiting state power. Argued that Senate (with two representatives per state) adequately represented state interests	Strong supported power and influence of states	<ul style="list-style-type: none"> Local control was key to Antifederalist concept of democracy. This issue would boil up in states' rights fights in 1800s
Bill of Rights	Not necessary	Supported as essential	<ul style="list-style-type: none"> The absence of a Bill of Rights in the original Constitution was seen as a real threat to individual citizens' liberties
Articles of Confederation	Opposed as ineffectual as a governing document. Congress' power was limited to requesting cooperation from states.	Articles needed to be amended, not abandoned	<ul style="list-style-type: none"> The decision at the Annapolis Convention (1786) to suggest a national convention to modify the Articles proved to be crucial.
Size of the nation	A large republic was seen as the best protection for individual freedoms	Only a small republic could protect rights	<ul style="list-style-type: none"> No experiment in democracy on a scale of America had ever been attempted.
Supporters	Large farmers, merchants, artisans	Small farmers, often from rural areas	<ul style="list-style-type: none"> Only a few wealthy men (Mason and Randolph of Virginia, Gerry of Massachusetts) joined the Antifederalists.

*Based on *The American Journey: A History of the United States* by Goldfield, et al.

Miracle at Philadelphia: The Constitutional Convention



James Madison, Father of the Constitution

I. The Setting of the Philadelphia Convention

- A) Early decision to re-write, rather than tinker with the Articles of Confederation
- B) Open agreement secretly arrived at--Washington's plea
- C) Intent of the Convention
 - 1) Economic --Charles Beard--protect property rights and make America safe from democracy.
 - 2) Idealistic--make a perfect Union
 - 3) Pragmatic--dealing with the question of sovereignty. Placing common interests over regional or personal concerns.

II. The Participants

- A. 55 delegates from 12 states
 - 1) Young (average age 42), professional (over half were lawyers), men of economic substance
 - 2) Many were Revolutionary War veterans

3) Absent: Thomas Jefferson, Patrick Henry, other Revolutionary War heroes.

B. Key Participants

1) Washington--president of the convention

2) Madison--researched every previous republic

a) Large republic is not only possible, it's preferred

b) Popularly elected officials with sovereignty in the hands of the people, not the states

3) Franklin--81 years old. The steadying influence

III. The Compromises

A. Great Compromise (bicameral legislature representing both people and states)

1. Virginia Plan or Large States Plan(Edmund Randolph)

a) 2 house legislature with representation based on population for both

b) President and courts chosen by legislature

2. New Jersey Plan (William Patterson)

a) Congress with each state having 1 vote

b) separate executive and judicial branches

c) increased powers of Congress

3. Great Compromise

a) Lower house membership dependent on population

b) Upper house with two members from each state

c) All revenue bills must begin in lower house

B. Three-Fifths Compromise (60% of slaves counted for representation and taxation; no Congressional interference with slavery for 20 years)

1. Non-slavery states wanted slaves counted for taxation, but not representation and wanted an end to importation of slaves

2. Slave states wanted slaves counted for representation, but not

taxation and no interference with slave trade by the federal government

C. Commerce Compromise (no tax on exports, simple majority needed to pass commerce bills)

1. Cotton and tobacco producing states wanted restriction of taxes on exports and all commerce bills to be passed by a two-thirds vote of Congress

2. Northern industrial states wanted federal tariffs to keep up out cheaper European products and raise revenues for the government.

IV. Ratification

A. Because of fear of opposition from states, only 9 of the 13 were needed for the Constitution to take effect

B. Because of opposition from state legislatures, conventions elected by the people were given authority to approve or reject Constitution.

C. Federalists vs. Antifederalists

1) Most Federalists were wealthy and well-educated and sought the creation of a more powerful central government

2) Most Antifederalists were farmers who were loyal primarily to their state governments

a) Feared taxation power of federal government

b) Republican government could not rule a large nation

D. Federalist Papers--most influential political literature of the time

1) Argued that limitations on governmental power were built into the Constitution

2) Need for strength to earn respect abroad

E. Promise of Bill of Rights added to the Constitution helped persuade opponents to ratify it.

The Federalist Era (1789-1800)



National Bank of the U.S.

I. Hamiltonians vs. Jeffersonians

A. Hamilton's views--Man is irrational, corrupt, and guided by base instincts.

- 1) Sovereignty must rest with a strong central government insensitive to the popular will
- 2) Government's function is maintain order in a potentially chaotic society. It needs to be remote and secure from the people's emotional uprisings.

B. Jefferson's views--man is rational, capable of self-improvement.

- 1) Government exists to protect man's natural rights to life, liberty, and happiness.
- 2) The greatest threat to man's freedom is tyrannical government. It needs to be limited in its powers and completely responsive to the needs and desires of the people.
- 3) State governments should have greater power because they are less likely to be despotic.

II. Hamilton's Financial Plan

A. Protective tariff to stimulate industry

B. Willingness to assume debts of states

C. Willingness to assume Confederation's debts

D. Establishment of a national bank. Purposes:

- 1) Repository of national assets
- 2) Issue paper money based on assets
- 3) Source of investment capital

E. Whiskey Excise Tax--burden fell on western farmers

- 1) Whiskey Rebellion (1794)--2000 armed men

2) Washington leads militia to put down revolt

III. Jeffersonian Opposition to Hamilton's Plans

A. Strict constructionist view--creation of U.S. Bank exceeded Congressional authority

B. 10th Amendment forbids the national government exercising powers not delegated to it.

C. Commercial and manufacturing interests favored over farming interests.

IV. Foreign Problems

A. French Revolution--Early sympathy and support turned to divisive feelings following Louis XVI's execution.

1) Democrat-Republicans were strongly pro-French and formed Republican clubs advocating war with England and Spain

2) Federalists viewed England as the defender of property rights against French anarchy.

3) Citizen Genet lands in pro-French South, begins building revolutionary armies to attack Spanish Florida and Louisiana, and outfits privateers to attack British shipping

a) Washington sees Genet officially, but expresses America's intention of remaining neutral

b) Internal divisions between Federalists and Democratic-Republican societies increased.

B. Jay Treaty (1794)

1) Trouble with Great Britain arose over fur trading posts in the Northwest and interference with American shipping

2) Jay negotiated with British who agreed to:

a) Abandon posts

b) Limit seizures of American cargoes

C. Pinckney Treaty (1795) gave Americans the right to navigate freely on the Mississippi River.

D. XYZ Affair--French demands for a bribe before negotiating with Americans so angered citizens that they called for war. Congress armed privateers, commissioned an army, and ordered new ships built

1) Naval war with France raged for two years, with 90 French ships captured.

2) France agreed to American terms in the Convention of 1800.

V. Fall of the Federalists

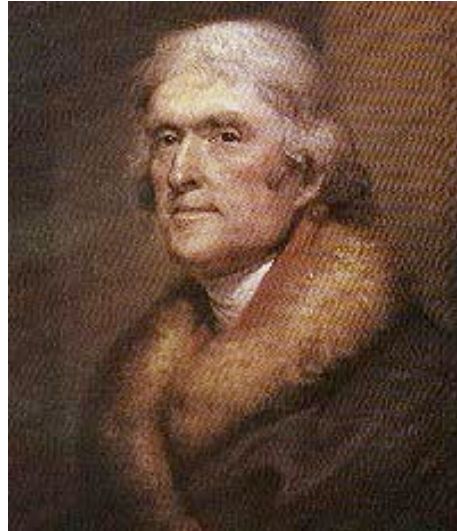
A. Alien & Sedition Acts (1798) sought to lessen criticism of the Federalists

- 1) Alien Acts made it more difficult to become a citizen, provided for detention of aliens in time of war, and allowed the president to deport any alien
- 2) Sedition Act outlawed criticism of the government or the president (10 convictions obtained)
- 3) Jefferson and Madison wrote the Kentucky & Virginia Resolutions which stated right of states to disobey Congress if laws exceeded Constitutional authority. First statement of nullification.

B. Jefferson's election in 1800 ended the reign of the Federalists.

- 1) Jefferson and Burr ended up with 73 electoral votes each
- 2) Hamilton cast his support to Jefferson, ending the tie
- 3) 12th Amendment allows for president and vice-president to run on the same ticket.

Jeffersonian Era



Portrait of Thomas Jefferson by Rembrandt Peale

I. Jeffersonian Democracy

A. Until masses could be educated, political rule needed to be entrusted to agrarian aristocracy.

B. Jefferson's election in 1800 shifted regional power to South and West from mercantile aristocracy of Northeast

C. Jefferson's views:

- 1) Faith in the perfectability of man
- 2) Insistence on strong local governments
- 3) Each generation should remake its laws to stimulate democracy

II. Domestic Problems

A. Midnight judges & judicial review

1. Marbury and 15 other Federalist judges were appointed as Adams' term expired.

2. John Marshall rejected their claim, contending that the Judiciary Act of 1789 was unconstitutional.

- a) Victory for DRs--Federalists ousted

b) Victory for Federalists--greatly expanded power of Supreme Court by establishing precedent of court ruling laws unconstitutional.

B. Burr Conspiracy

1. Federalists seek his election as New York governor to attempt secession from Union. Hamilton opposes plan.
2. Aaron Burr kills Hamilton in duel
3. Burr moves west to avoid prosecution and conspires with Wilkinson, the military governor of Louisiana, to establish a western nation with British help
4. Wilkinson betrayed Burr and arrested him for treason. A jury found Burr not guilty, but sectional tensions persisted.

III. Foreign Problems

A. Louisiana Purchase

1. France acquires Louisiana from Spain in 1801 and restricts American access to New Orleans
2. Jefferson sent agents in Paris to purchase New Orleans.
3. Short on cash and faltering in an invasion of Haiti, Napoleon offers entire territory for \$15 million
4. Jefferson's vision of an American continent outweighed his belief in a strict interpretation of the Constitution and the Louisiana Territory was added to the U.S.
5. Two expeditions sent out to explore new land:
 - a) Lewis & Clark (1804-6) ascended Missouri to source, then crossed the Rockies to the Pacific.
 - b) Zebulon Pike (1805) explored headwaters of Mississippi and southern Rocky Mountains.

B. Conflict over neutral rights

1. British and French ships seized American cargoes and sailors
 2. Jefferson responded with Embargo Act which prohibited all American trade with foreign ports
 - a) Greatly harmed American shipping
 - b) Jefferson became object of hate in New England
 3. Non-intercourse Act replaced Embargo Act
 - a) Reopened trade with all nations except England and France
 - b) Provided for re-opening of trade with England and France if interference ended
- C. Western demands for war. Reasons for western pressure
1. Depression in Ohio Valley
 - 2.) Desire for land in Canada and Florida
 - a) Future fur-trading
 - b) Region needed for expansion of settlers
 - 3) Indian warfare with confederation organized by Tecumseh. Battle of Tippecanoe convinced war hawks of British assistance to Indians.

The Legacy of the Marshall Court (1801-1835)



Chief Justice John Marshall
by William Wetmore Story
*John Marshall Park,
District of Columbia*

I. Major Goals of Marshall, who was appointed by Pres. Adams in 1801

- A. Increase the powers of the national government
- B. Diminish the powers of the states
- C. Perpetuate the Federalist principle of centralization.
- D. Property rights of individuals need to be protected from government interference

II. Strengthening the National Government

A. Cases expanding the authority of the Supreme Court

1. **Marbury v. Madison** (1803) gave the Court the power of judicial review. First overturning of a law (Judiciary Act of 1789).
2. **U.S. v. Peters** (1809) established the Court's right to coerce a state legislature
3. **Martin v. Hunter's Lessee** (1816) confirmed the Court's right to overrule a state court
4. **Cohens v. Virginia** (1821). States were no longer sovereign in all respects since they had ratified the Constitution. State courts must submit to federal jurisdiction.

B. Cases expanding the powers of Congress

1. **McCullough v. Maryland** (1819) upheld the right of Congress to charter a national bank and be free from taxation by a state, thus putting into national law the doctrine of implied powers. Maryland's lawyers argued that Congress did not have the right to charter a national bank. "The power to tax involves the power to destroy," responded Marshall, upholding the bank's right to exist and be free from taxes.
2. **Gibbons v. Ogden** (1824) gave the national government undisputed control over interstate commerce by ruling invalid a steamboat monopoly chartered by New York state. This freed internal transportation from state restraint.

III. Weakening the States

- A. **Fletcher v. Peck** (1810) established the principle that state laws were invalid when in conflict with the Constitution and that contracts must be upheld. A land grant given by the Georgia legislature to speculators was revoked by a later legislature. Marshall ruled for the speculators, giving federal protection to purchasers of state-owned lands.
- B. **Dartmouth College v. Woodward** (1819) -- By forbidding the state legislature to alter the college charter, Marshall established the principle that charters were contracts which could not be impaired.
- C. **Martin v. Mott** (1827) denied a state the right to withhold its militia from service.

IV. Legacy of Marshall

- A. Established the primacy of federal government over states in exercising control of economy
- B. Opened the way for an increased federal role in promoting economic growth
- C. Affirmed protection for corporations and other private economic institutions from local governmental interference. This allowed for the growth of the new industrial capitalist economy.

War of 1812



Constitution and Guerriere, 1812

I. Breakdown of Peaceful Coercion

A. America dropped its embargo with France, only to be tricked by Napoleon into losing more ships.

B. Britain, stung by food shortages and an economic recession due to lack of cotton for mills, attempted to make concessions in June 1812.

C. British support of Shawnee Confederation led by Tecumseh and the Prophet was verified at the battle of Tippecanoe (1811).

D. War Hawks in Congress call for war. Issues:

1) Land hunger

2) British impressment

3) Indian atrocities

E. Despite pleas from New England to remain calm, Madison asked Congress for a war declaration on June 18, 1812.

II. Military Campaigns of 1812-13

A. Three-pronged attack of Canada failed due to American incompetence.

B. US burn York (now Toronto), leading to later British burning of Washington, D.C.

C. Naval victories on Lake Erie and Lake Champlain prevented British counterattack.

D. Sea action

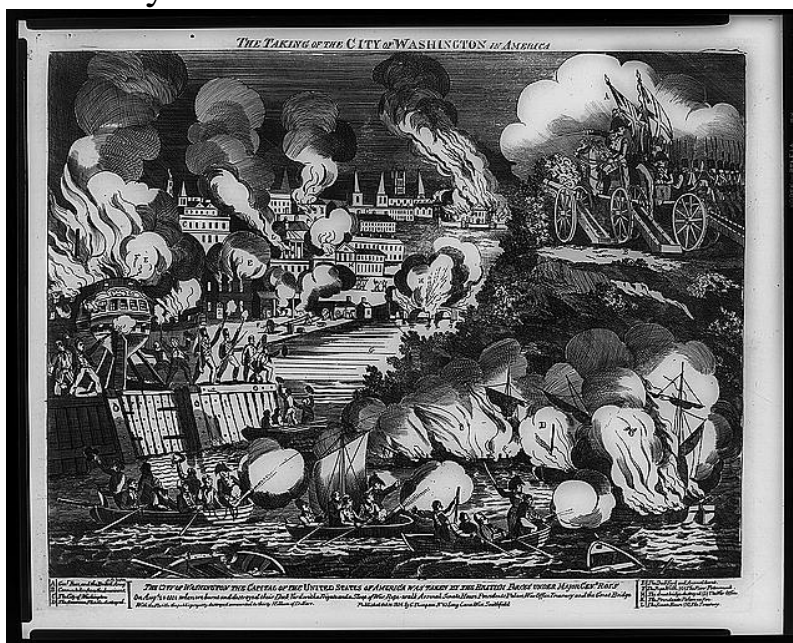
1) American privateers damaged British shipping in early months

2) British navy overwhelmed US ships and blockaded coast from New England to Georgia.

III. War's Conclusion

- A. Attack on Washington--4000 British troops burn White House, other buildings.
- B. Napoleon abdicates in April 1814, leaving America alone to fight the British.
- C. At Treaty of Ghent, American and British negotiators agree to end fighting on December 24, 1814
- D. British invade New Orleans, only to be defeated by American troops under Andrew Jackson's command in January 1815

Key Events & Causes: War of 1812



Burning of Washington, D.C.
(Library of Congress Memory Collection)

Event	Date	Location	Significance
Napoleon excludes British goods from "fortress Europe"	1806	Europe	American ships caught in middle as British respond with blockade. British seize 1000 U.S. ships, French ca. 500.
British impress American sailors	1803-1812	High seas	British captains took over 10,000 American citizens to man ships.
Chesapeake -Leopard fight	June 1807	3 miles off Norfolk, Virginia	Chesapeake fired on by Leopard after refusing to be boarded. 3 Americans killed, 18 wounded.
Embargo Act	December 1807	Washington, D.C.	Jefferson's attempt at "peaceful coercion" resulted in economic disaster for merchants.
War Hawks elected to Congress	1810	U.S.	Calhoun, Clay, others bothered by insults to U.S. and Indian presence
Battle of Tippecanoe	1811	Ohio River Valley	Tecumseh's brother (the Prophet) led attack on Harrison's army of 1000.
Congress declares "Mr. Madison's War"	June 18, 1812	Washington, D.C.	Pushed by War Hawks, Madison asked for declaration. All Federalists oppose it.
British capture Ft. Mackinac	August 16, 1812	Michigan	U.S. lost fort as British invade American territory.
Invasion attempts of Canada	1812	U.S.-- Canadian border	3 attempts of U.S. to invade Canada all fail.
Constitution vs. Guerriere	1812	Atlantic Ocean	Victory by U.S. ship ("Old Ironsides"). Other privateers captured or burned British ships.
Battle of Frenchtown	January 1813	Michigan	Kentucky troops repelled by British and Indians in bloody fighting. American survivors killed in Raisin River Massacre.
Battle of York (Toronto)	April 1813	Toronto, Canada	U.S. troops took control of Great Lakes, burn York. This action later returned by British burning of Washington, D.C.
Battle of Lake Erie	September 1813	Put-in-Bay	British naval attack repulsed by Capt. Perry.
Battle of Thames	October 1813	Ontario, Canada	Tecumseh killed in U.S. victory. NW Indians weakened by battle.
	March	Mississippi	

Battle of Horseshoe Bend	March 1814	Mississippi Territory	Andrew Jackson defeated Creek Indians.
British plan 3-part invasion of U.S.: Chesapeake Bay, Lake Champlain, & mouth of Mississippi River	1814		British successful in Chesapeake, but fail at Lake Champlain and at New Orleans
Battle of Chippawa	July 1814	Ontario, Canada	U.S. troops under command of Winfield Scott force British to retreat in invasion of Canada.
Battle of Lundy's Lane	August 1814	Ontario, Canada	A bloody but inconclusive battle. Americans eventually retreat to Fort Erie, but demonstrate discipline and effectiveness while under fire.
British burn Washington, D.C.	August 1814	District of Columbia	Sailing up Patuxent River, British burn Capitol and White House. Dolley Madison saves Washington's portrait.
Battle of Plattsburgh	September 1814	Lake Champlain	U.S. secured northern border with victory over larger British force.
Hartford Convention	December 15, 1814	Hartford, Connecticut	Group of Federalists discussed secession, propose 7 amendments to protect influence of Northeast states.
Treaty of Ghent	December 24, 1814	Ghent, Belgium	British and American diplomats agreed on status quo ante bellum
Battle of New Orleans	January 1815	New Orleans	Jackson's forces defeated British. 700 British killed, 1400 wounded. U.S. losses: 8 killed, 13 wounded

The “Era of Good Feelings”: 1816-1824

- I. U.S. emerged from the War of 1812 with a heightened sense of nationalism
- A. Madison more popular when leaving office in 1817 than in 1809
 - B. Causes
 1. Victories in War of 1812, especially Battle of New Orleans
 - U.S. now capable of defending itself against a world power.
 2. Death of Federalist party: temporarily reduced sectionalism & states' rights sentiment
 3. Decline of economic and political dependence on Europe
 4. Westward expansion and optimism about the future
 - C. Americans began to see themselves as Americans first and state citizens second.
- II. **Henry Clay's American System: BUS, tariffs, internal improvements**
- A. **Second National Bank (BUS)** voted by Congress in 1816.
 1. Lack of national bank during the War of 1812 hurt the economy.
 - a. Local banks sprung up all over the country
 - b. Country flooded by depreciated bank notes that hurt the war effort.
 2. Modeled after first National Bank but with 3.5 times more capital.
 3. Jeffersonians supported the new BUS.
 - a. Used same arguments that Hamilton had used in 1791.
 - b. Ironically, Federalists denounced it as unconstitutional.
 - B. **Tariff of 1816**
 1. Purpose: protection of U.S. manufacturing from British competition.
 - a. After the war, Britain flooded U.S. with cheap goods, often below cost to undercut new U.S. industries.
 - Americans saw this as British attempt to crush U.S. factories.
 - b. First protective tariff in U.S. History
 - i. Imposed roughly 20-25% duties on imports
 - ii. Not really high enough to provide effective protection.
 - c. Started a protective trend in U.S. trade.
 2. Sectional battle over the tariff represented by the three great Congressional leaders of the era: Calhoun, Webster, and Clay (the "Great Triumvirate")
 - a. John C. Calhoun (from South Carolina) represented southern views.
 - i. Recent war hawk and strong nationalist.
 - ii. After initially supporting 1816 tariff, he opposed it claiming it enriched New England manufacturers at South's expense

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- b. Daniel Webster (from New Hampshire) represented northern views.
 - i. Opposed the 1816 tariff.
 - ii. Shippers in NH feared tariff would damage their industry.
 - iii. New England not completely industrial yet.
- 3. Clay saw tariffs as a way to develop a strong domestic market.
 - a. Eastern trade would flourish under tariff protection.
 - b. Tariff revenues would fund roads & canals in the West, especially the Ohio Valley
 - Frontier settlers criticized the horrible road system.
 - c. Foodstuffs & raw materials from the South and West would flow into the North and East

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C. Internal Improvements (failed to pass)

1. Congress passed Calhoun's Bonus Bill in 1817; would have given funds to states for internal improvements.
 - a. Madison vetoed it claiming it was unconstitutional
 - b. His successor, James Monroe, also vetoed the legislation.
 - c. Jeffersonians opposed direct federal support of intrastate internal improvements; saw it as a states' rights issue
 - d. New England opposed federally built roads & canals; feared it would drain away population and create competing states in the West.
2. Prior to Civil War, most internal improvements (except railroads) were done at the expense of state and local governments.
 - The Erie Canal in New York (1826) is a good example

Memory Aid for Henry Clay's American System: "BIT"

Bank of the U.S. (BUS)
Internal Improvements
Tariff of 1816

III. Era of Good Feelings (1817-1825)

- A. James Monroe elected President in 1816
 1. Continued Virginia dynasty (4 of first 5 U.S. presidents were Virginian; 32 of first 36 yrs)
 2. Death of Federalist party resulted after the election.
 - a. Federalist liabilities
 - i. "Disloyalty" during the War of 1812
 - ii. Extremely sectional regarding the interests of New England
 - iii. Jefferson had adopted many of their most important ideas (e.g. Hamilton's financial plan, expansion, loose construction in certain cases)

- b. Ironically, Federalists reversed many of their initial positions
 - i. Originally nationalistic; now opposed to Republican nationalism
 - ii. Became strict constructionists especially regarding internal improvements
 - 3. "Era of Good Feelings": a term coined by a newspaper writer following Monroe on his 1817 inspection tour of military bases
- B. "Era of Good Feelings" somewhat of a misnomer; serious issues divided the nation.
- 1. Emerging sectionalism (east, west and south)
 - 2. Tariff issue (east and south opposed; west in favor)
 - 3. Internal improvements (east and south opposed; west in favor)
 - 4. BUS: west and south opposed; eastern bankers in favor
 - 5. Sale of public lands (east opposed; west and south in favor)
 - 6. Panic of 1819 caused western hostility toward eastern bankers.
 - 7. Issue of slavery in Missouri created increased sectionalism (north vs. south); resolved by Missouri Compromise of 1820
 - 8. Republican party enjoying 1-party rule began developing factions eventually leading to the 2nd Party System in the 1830s.
 - Clay, Calhoun, Jackson, John Quincy Adams
- C. Monroe's presidency oversaw two major events:
- 1. Panic of 1819
 - 2. Missouri Compromise of 1820

Use space below for notes:

IV. Panic of 1819

- A. Economic panic and depression hit in 1819
 - 1. First financial panic since the "Critical Period" of the 1780s under Articles of Confederation.
 - 2. Henceforth, panics and depressions would occur about every 20 years: 1837, 1857, 1873, 1893, 1907, 1929
- B. Causes of 1819 panic:
 - 1. Immediate cause: Overspeculation on frontier lands by banks (especially BUS)
 - 2. Inflation from 1812 war + economic drop-off after war (especially cotton) = vulnerable economy
 - 3. Significant deficit in balance of trade with Britain meant U.S. drained of vital specie (gold and silver coin)
 - 4. BUS forced "wildcat" western banks to foreclose on western farms
 - a. BUS stopped allowing payment in paper; now demanded payment in specie
 - b. State banks affected & called in loans in specie
 - c. Many farmers didn't have specie so they lost their farms.

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- C. Resulted in calls for reform and pressure for increased democracy.
1. Western farmers viewed the bank as an evil financial monster.
 2. Hard hit poor classes looking for more responsive gov't (beginnings of "Jacksonian democracy")
 3. New land legislation resulted in smaller parcels being sold for lower prices.
 - By the Civil War, western land given away nearly for free.
 4. Widespread sentiment to end horrible practice of imprisoning debtors.
 - Some states passed legislation reducing debtor prisons.
- D. Monroe reelected in 1820 with nearly unanimous electoral vote
1. Only president in history to be elected after a major panic.
 2. Demonstrates "Era of Good Feelings"

V. The Growing West

- A. New states' characteristics
1. Were not focused states' rights issues (like the South and East)
 2. Depended heavily on federal gov't where it had received most of its land.
 3. Contained a wide diversity of peoples immigrating from the east.
- B. 9 new western states joined the union between 1791 & 1819
1. Most had been admitted alternately free and slave.
 2. Maintaining a sectional balance in Congress was a supreme goal.
- C. Reasons for westward expansion
1. Westward movement had been significant since colonial era.
 2. Cheap lands in Ohio territory attracted thousands of European immigrants.
 3. Land exhaustion in older tobacco states drove people westward.
 4. Speculators accepted small down payments & made purchase of land easier.
 5. Economic depression during the embargo years sparked migration westward.
 6. Defeat of Amerindians in previous decades cleared away much of the frontier.
 - a. Battle of Fallen Timbers (1794)
 - b. Battle of Tippecanoe (1811)
 7. Transportation Revolution improved land routes to Ohio Valley.
 - a. Cumberland Road begun in 1811; from Maryland to Illinois.
 - b. Advent of steamboat in 1811 made upstream travel possible.
 - c. Canals beginning in 1826 allowed for increased trade between west and east.

- D. West still remained weak in population and influence
 - 1. Allied with other sections regarding national political issues.
 - 2. Demanded land reform & cheap transportation, cheap money, created its own "wildcat" banks, & fought the BUS.

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VI. Missouri Compromise of 1820

- A. Missouri asked Congress to enter the union in 1819
 - 1. **Tallmadge Amendment** thus passed House of Representatives
 - a. No more slaves could be brought into Missouri
 - b. Gradual emancipation of children born to slave parents already there.

- B. Southerners viewed Tallmadge Amendment as huge threat to sectional balance.
 - 1. Jefferson: The crisis rang like "a firebell in the night."
 - 2. Concerned by fast increase in northern population and economy, and political balance in the House of Representatives.
 - Senate still balanced 11 free to 11 slave states
 - 3. Future of the slave system intensely concerned southerners
 - a. Missouri first state entirely west of Mississippi made from Louisiana Territory.
 - b. Tallmadge Amendment might set a precedent for rest of the region to be free.
 - c. If Congress could abolish slavery in Missouri, it might try in southern states.
 - d. Small group of abolitionists in the North protested
 - 4. Senate refused to pass the amendment; national crisis loomed

- C. **Missouri Compromise of 1820**
 - 1. Henry Clay led the mediation of a compromise
 - 2. Provisions:
 - a. Congress agreed to admit Missouri as a slave state.
 - b. Maine was admitted as a free state.
 - Balance kept at 12 to 12 for the next 15 years.
 - c. Future slavery prohibited north of 36° 30' line, the southern border of Missouri.
 - Ironically, Missouri was north of the 36-30 line.
 - 3. Compromise was largely accepted by both sides
 - a. South got Missouri
 - b. North won concession that it could forbid slavery in the remaining territories above the 36° 30' line
 - i. North had an advantage as Spanish territory in southwest prevented significant southern expansion westward.
 - ii. Southerners not too concerned about lands north of 36° 30' as climate not conducive to cash crop agriculture requiring slave labor.

D. Legacy of the Compromise

1. Lasted 34 years and preserved the union (until Kansas-Nebraska Act in 1854)
2. Henceforth, slavery became a dominant issue in American politics.
-- Serious setback to national unity
3. South began to develop a sectional nationalism of its own.
-- Looked to the western states who were seeking allies as well.
4. Clay later criticized unfairly by Northerners as an "appeaser"

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VII. **John Marshall** and Judicial NationalismA. Marshall most important chief justice in U.S. history (1801-1835)

1. Significantly strengthened the Supreme Court in *Marbury v. Madison* (1803) and other cases.
2. His decisions greatly increased power of the federal government over the states.
 - a. Strengthened the federal gov't and helped create a stable, nationally uniform environment for business.
 - b. Checked excesses of the popularly elected state legislatures
 - c. Yet, his decisions at times hampered democracy at a time when America was becoming much more democratic during the Jacksonian era.
3. Examined cases from a Federalist philosophy and found legal precedents to support his Hamiltonian views.
 - a. Jeffersonian attempts to balance the Court with Republicans failed.
 - b. Republicans came to accept the Federalist ideal of strong central gov't.

B. ***Fletcher v. Peck*** (1810) (protection of property rights against popular pressures)

1. Issue: new Georgia legislature canceled a contract which granted 35 million acres in the Yazoo River country (Miss.) to land speculators as a form of graft.
-- Previous legislature had made the grant in what was called "Yazoo Land Controversy" during Jefferson's presidency.
2. Significance: Court ruled Constitution forbids state from "impairing contracts".
 - a. One of earliest examples of Court asserting its right to invalidate state laws.
 - b. Court stated the legislative grant was a contract (albeit fraudulently secured)

C. *Martin v. Hunter's Lessee* (1816)

1. Issue: Did Supreme Court (as stated in Judiciary Act of 1789) have the right to review decisions of state supreme courts where federal statutes or treaties were involved or when state laws had been upheld under the federal Constitution?
 - Virginia sought to disregard Treaty of Paris (1783) and Jay's Treaty (1794) regarding confiscation of Loyalist lands.
2. Decision: Supreme Court rejected "compact theory" and state claims that they were equally sovereign with the federal gov't.
3. Significance: Upheld Supremacy Clause of the Constitution and federal judicial supremacy over the states.

D. *McCulloch v. Maryland* (1819) (Blow to states' rights)

1. Issue: Maryland tried to destroy its branch of the BUS by taxing its notes.
2. Marshall declared BUS constitutional invoking Hamilton's doctrine of implied powers (elastic clause of the constitution – "necessary & proper").
 - a. "Loose construction" given major boost.
 - b. Argued the Constitution derived from the consent of the people and thus permitted the gov't to act for their benefit.
3. Denied Maryland the right to tax the bank: "the power to tax involves the power to destroy" and "that a power to create implies the power to preserve."

E. *Dartmouth College v. Woodward* (1819) (protection of property rights from the states)

1. Issue: New Hampshire had changed a charter granted to the college by the British king in 1769. Republicans sought to remove "private" aspect of school & make it a state institution.
 - Dartmouth appealed; defended by Daniel Webster, an alumnus.
2. Ruling: Charter was a contract; states could not invalidate it.
3. Significance:
 - a. Positive: safeguarded business from domination by the states.
 - b. Negative: set precedent giving corporations ability to escape gov't control.

F. *Cohens v. Virginia* (1821) (Blow to states' rights)

1. Significance: Supreme Court had the power to review decisions of the state supreme courts in issues involving powers of the federal gov't.
 - Similar to *Martin v. Hunter's Lessee* case (see above)
2. Issue: Virginia courts convicted Cohens for selling lottery tickets illegally.
 - a. State supreme court upheld the decision
 - b. Marshall overturned it.

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G. **Gibbons v. Ogden**, 1824 ("steamboat case") (Blow to states' rights)

1. Significance: Only Congress had the right to regulate interstate commerce.
2. Issue: NY tried to grant a monopoly of river commerce between NY & NJ to a private company (owned by Ogden). Gibbons had congressional approval to conduct business on the same river.
3. Court ruled interstate rivers were to be regulated by Congress, not individual states.

Use space below for notes:

H. **Daniel Webster** an important influence in Marshall's decisions.

1. Argued Federalist and nationalist views before the Court.
 - He actually "ghost wrote" some of the Marshall's opinions.
2. Classic speeches in the Senate, challenging states' rights and nullification, were similar to arguments he earlier made to the Supreme Court.

VIII. Foreign Policy after the War of 1812

A. **Rush-Bagot Treaty** (1817) – during Madison's presidency

1. Significantly limited naval armament on the Great Lakes.
2. By 1870, U.S. & Canada shared longest unfortified border in the world (5,500 mi)

B. **Treaty of 1818 (Convention of 1818)** with England (during Monroe's presidency)

1. Negotiated by John Quincy Adams, one of the nation's great sec. of states.
2. Provisions:
 - a. Fixed the American-Canadian border at the 49th parallel from Lake of the Woods to the Rocky Mountains.
 - b. 10-year joint occupation of Oregon Territory without surrender of claims.
 - c. Americans could share Newfoundland fisheries with Canada.

C. **Florida Purchase Treaty (Adams-Onis Treaty)**

1. U.S. already claimed West Florida where settlers forcibly arrived in 1810 and Congress ratified the conquest during War of 1812.
2. Revolutions in South America forced Spain to move its troops out from Florida.
 - a. Indians, runaway slaves, and white outcasts poured across the border into U.S. territory to attack settlers and then retreat south of the border.
 - b. Monroe ordered Andrew Jackson to attack the Indians and, if necessary, pursue them back into Florida.
 - He was to respect all Spanish posts.

3. Jackson swept through central and eastern Florida during the First Seminole War (1816-1818).
 - a. Captured Spanish cities and deposed the Spanish Governor (thus disobeying Monroe's orders)
 - b. Jackson executed 2 Amerindian chiefs and British supporters of Spain.
4. John Quincy Adams convinced Monroe's cabinet to offer an ultimatum to Spain.
 - a. Control the outlaws of Florida (which Spain was not equipped to do) or cede Florida to the U.S.
 - b. Spain realized it would lose Florida in any case; decided to negotiate.
5. **Adams-Onis Treaty (Florida Purchase Treaty) of 1819**
 - a. Spain Ceded Florida as well as claims to Oregon to the U.S.
 - b. U.S. abandoned claims to Texas (later become part of Mexico).

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D. **Monroe Doctrine & John Quincy Adams: Secretary of State**

1. Certain European monarchies were concerned about Latin America's democratic revolutions and Europe's emerging democratic movements.
 - a. Saw democracy as a threat to absolute monarchy.
 - b. Sought to restore newly independent Latin American republics to Spanish rule.
2. Americans alarmed at European hostility to democracy in Western Hemisphere
3. Great Britain sought an alliance with U.S. to protect its interests in Latin America
 - a. 1823, British foreign secretary, George Canning, proposed a joint declaration to warn European despots to stay away from Latin American republics.
4. Secretary of State John Quincy Adams believed Britain wanted alliance to keep U.S. from taking Latin American territory and jeopardizing Britain's territories in the Caribbean.
 - a. Believed alliance would hamper U.S. expansion and was unnecessary.
 - b. Realized Europeans did not really pose an immediate threat to region.
5. **Monroe Doctrine** (1823) -- written by John Quincy Adams
 - a. President's annual message to Congress warned Europeans
 - i. Colonial powers could keep existing colonies but gain no new ones.
 - ii. Leave America alone; let new republics govern themselves
 - iii. Directed largely at Russia had designs on the Pacific coast
 - b. Nationalistic Americans widely supported it..

-- Maintained Washington's tradition of avoiding an "entangling alliances."

- c. Foreign reaction
 - i. British reaction mixed.
 - Canning concerned Monroe Doctrine aimed at Britain as well.
 - British press favored protection of Latin American markets
 - ii. European monarchs angered and offended at U.S. position
 - iii. Latin American countries saw the U.S. merely protecting its own interests.
- e. Immediate impact of Monroe Doctrine was small
 - i. U.S. army and navy remained small and relatively weak
 - ii. Not until 1845 did Polk revive it and did it become more important
- f. Long-term impact: Monroe Doctrine became cornerstone of U.S. foreign policy during last half of 19th century and throughout 20th century.
- 6. John Quincy Adams one of most significant secretaries of state in U.S. history.
 - a. Oversaw Convention of 1818 establishing U.S.-Canadian Border
 - b. Adams-Onis Treaty: acquisition of Florida from Spain
 - c. Monroe Doctrine

Use space below for notes:

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Sectionalism & National Growth



Furtraders Descending the Missouri by George Caleb Bingham

I. Sectional Specialization following War of 1812 (Era of Good Feelings)

A. Industrialization of the Northeast

1) Factory system expanded quickly after Embargo Act and War of 1812 cut off competition from England. Factors assisting expansion:

- a) Water power from streams and rivers
- b) Capital accumulated by merchants and shipbuilders
- c) Plentiful labor supply
- d) Poor agricultural conditions
- e) Lowell (or Waltham) system brought girls to factories for a few years. No permanent working class. Strike in 1834 to protest 25% wage cut

2) New England became center of textile mills, while Pennsylvania led in production of iron.

3) Inventions

- a) Oliver Evans completely mechanized a flour mill
- b) Eli Whitney
 - i) Cotton gin to remove seeds from fiber
 - ii) Interchangeable parts in production of rifles

4) Goals of Northeast section

- a) protective tariffs
- b) high-priced public lands to keep workers from migrating
- c) federally built internal improvements to expand home markets

B. Plantation agriculture of South

- 1) Cotton gin's invention increased productivity (in 10 years production increased 800%)
- 2) Removal of Indians from Southeastern US allowed expansion
- 3) Success of cotton led to one-crop economy
- 4) Goals of Southern section
 - a) low tariffs to encourage exchange with England
 - b) no internal improvements
 - c) public lands available for sale in large chunks

C. Diversified farming in the West

- 1) Small farms slowly gave way to specialized farms:
 - a) Wheat in northern plains
 - b) Corn and livestock in Ohio Valley
 - c) Tobacco in Kentucky
- 2) Improved transportation allowed for marketing of surpluses
- 3) Goals of the Western section
 - a) low-priced public lands to encourage settlement
 - b) protective tariffs to stimulate growth of a home market
 - c) federally built internal improvements

II. Improvements in Transportation

A. Demands were created for better roads and canals:

- 1) Northeast needed Southern cotton, western food

2) South and West needed manufactured goods

3) South needed food from the West

B. Many turnpikes (toll roads) built by private companies from 1800-1825. Most famous: Cumberland Road which allowed wagon traffic from the seaboard and the Ohio River.

C. Canal Era(1825-35)--need for cheaper, faster freight transportation

1) Erie Canal--350 miles and 88 locks--linked New York City (eventually) with New Orleans. Paid for itself in 7 years.

2) Numerous other canals were constructed by private companies.

D. Steamboat traffic along the Hudson, Mississippi and Ohio Rivers became extensive in the 1820s and 30s.

1) New York City to Albany--150 miles in 32 hours

2) Stimulated agricultural economy of West by providing better access to markets at lower cost.

III. Missouri Compromise (1820)

A. Missouri, populated mainly by Southerners, applied for statehood in 1819.

B. Northern states opposed adding a new slave state to the Union, which would upset the balance of 11 free and 11 slaves in the Senate

C. Compromise reached which stated

1) Missouri would enter Union as slave state

2) Maine would enter as free state

3) Line drawn at 36 °30' with slavery banned in the portion of the Louisiana Purchase north of that line.

IV. Monroe Doctrine (1823)

A. Statement of foreign policy, not a treaty or law

B. Problems leading to development of doctrine

1) Recognition of Latin American republics

2) European interference (Metternich's principle of intervention)

C. Elements of doctrine

- 1) Western hemisphere not open to colonization by any European power
- 2) U.S. would not intervene in European wars

D. Impact of doctrine not immediate, but it signalled America's emergence as a power strong enough to prevent European meddling in western hemisphere's affairs

Jacksonian Era & The Rise of the Common Man



Andrew Jackson portrayed by his enemies as a monarch, trampling on the Constitution and abusing the veto power
(Bettman Archives)

I. Era of Good Feelings

A. Period following War of 1812 free from partisan battles. Tradition of Secretary of State succeeding to the presidency established (Washington--Jefferson; Jefferson--Madison; Madison--Monroe; Monroe--J.Q. Adams)

B. Election of 1824

- 1) End of caucus system of selecting candidates
- 2) Jackson receives more electoral and popular votes than Adams, Clay, and Crawford, but not a majority
- 3) House chooses Adams because of Clay's support
 - a) Clay a rival of Jackson in the West
 - b) Adams and Clay agreed on American System
 - c) Jackson's followers accused Clay of Adams of a "Corrupt Bargain" when Clay was named Secretary of State

C. Adams' presidency

II. Jacksonian Democracy

A. Jackson's election in 1828 signalled rise of common man

- 1) Elected by western farmers and eastern workers
- 2) Property qualifications for voting eliminated in most states

3) Changing nature of political campaigns

4) Jackson's inauguration symbolic of new age

B. Jackson viewed himself as the spokesman of the people

C. Indian policy

1) Worcester v. Georgia (1832) ruled that Indians were not subject to the laws of a state. Jackson refused to enforce ruling

2) Trail of Tears--Cherokees and other Indian tribes in Southeast U.S. forced to march 1200 miles to Oklahoma territory

D. Nullification Crisis--South Carolina 1832

1) South Carolina stated its opposition to tariff in 1832 which continued high rates of Tariff of Abominations (1828)

2) Jackson appealed to people of South Carolina to obey national law, obtained authority from Congress (Force Act) to enforce laws any way necessary, and worked out a compromise tariff

III. War Over the U.S. Bank

A. Jackson opposed re-charter of the Bank because banks

1) Were seen as tools of the rich oppressing the poor

2) Foreclosed mortgages on farmers

3) Restricted the issuance of paper money by state banks

4) Biddle made a number of loans to anti-Jackson politicians

B. Jackson removed government deposits and placed them in local (pet) banks, destroying the bank

C. Wildcat banks created in wake of U.S. Bank's failure

1) Money in circulation increased 300%

2) Loans made increased 400%

3) Inflation rose as loans were made to land speculators

4) Sales of western land increased from 4 million acres in 1832 to 20 million acres in 1836

D. States borrowed vast sums for internal improvements, increasing state indebtedness

E. Jackson distributed federal government surpluses to states, which stimulated spending and inflation

F. To check the inflationary spiral, Jackson issued the specie circular which required gold and silver for land purchases.

G. Panic of 1837 resulted when

1) English bankers called in loans to states and investors

2) Gold supplies were depleted, preventing banks from making payments and forcing failures

Expansionism & Manifest Destiny



Emmanuel Leutze, "Westward the Course of Empire"(1861).
Smithsonian American Art Museum

I. Background of U.S. Foreign Policy

- A. Washington's Proclamation of Neutrality and Farewell Address ("avoid entangling alliances") established a tradition of non-interference
- B. Jefferson's frustrations with the Tripolitan pirates (1801-1804)
- C. Monroe Doctrine (1823) signaling America's emergence as a power strong enough to prevent European meddling in western hemisphere's affairs

II. Causes of American Expansion in 1830s and 1840s

- A. Economic factors

- 1) Exhaustion of good soil by cotton farmers led to search for new land
- 2) Effects of the Panic of 1837. Many settlers pushed west as they faced economic losses.

B. Psychological factors--manifest destiny. Sentiment that the U.S. should rule from coast to coast (and maybe pole to pole) became a key part of national thinking.

C. Attractive regions for new settlement--east Texas, California, Oregon

D. Advertising the West

- 1) Santa Fe traders brought back tales of the West
- 2) Mountain men--fur trappers and traders

III. Texas

A. American colonization began in the 1820s under Austin. 20,000 settlers by 1830

B. Mexican independence from Spain in 1821 led to restrictions on American settlers (slavery prohibited; settlers required to convert to Catholicism)

C. Texans remained loyal to US but became increasingly frustrated by Mexican rule

D. Santa Anna abolished local rule and set up himself as dictator (1835)

- 1) Texans responded by declaring independence and establishing their own government as the Lone Star Republic (March 1836)
- 2) Alamo--defeat of greatly outnumbered Texan forces
- 3) San Jacinto--Mexicans defeated, Santa Anna captured, Texas independence recognized by Mexico

E. Jackson refused to annex Texas

F. Texas admitted to Union in 1845

IV. Oregon Territory

A. Expansionists urged seizure of Oregon from England

B. "54 40 or Fight" became the propaganda cry of those wanting war with England

C. Oregon Treaty (1846) set boundary at 49th parallel

V. Mexican-American War

A. Major causes of the war

1. American grievances against Mexico
2. Mexican grievances against the U.S.
3. Snub of the Slidell mission to buy New Mexico and California
4. Nueces/Rio Grande River dispute

B. Opposition to the war

1. Lincoln's spot resolutions (as a Whig congressman, he stated "Show me the spot on American soil where American blood was spilt.")
2. Enlistments from northeast and southeast were low because of unpopularity of war
3. Thoreau's statement of civil disobedience: he was jailed for refusing to pay taxes, contending that to do so would support the war effort and the expansion of slave territory in the South.

C. Campaigns

1. Northern Mexico
2. California
3. Mexico City

D. Results

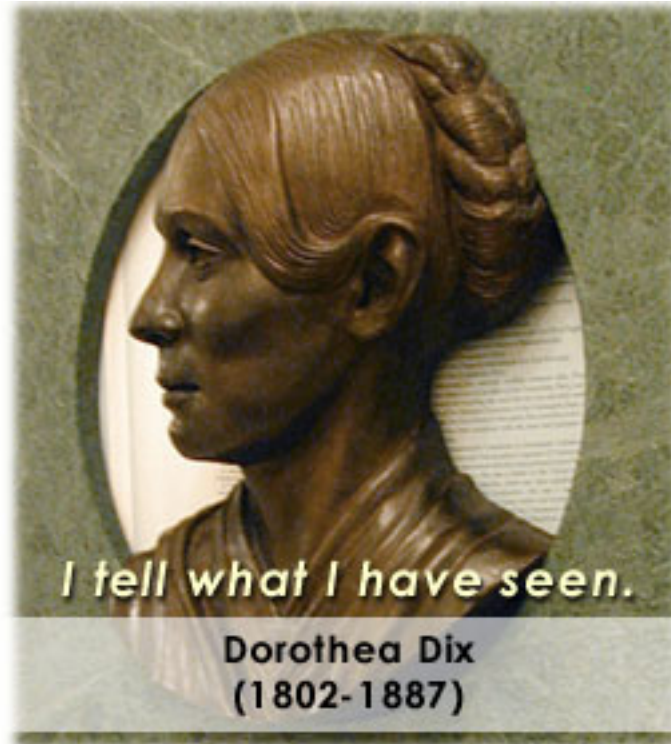
1. [Treaty of Guadalupe Hidalgo](#)
 - a) California and New Mexico territories added to U.S. (All or part of the states of California, Nevada, Arizona, New Mexico, Colorado, and Utah)
 - b) Texas border at Rio Grande accepted
 - c) U.S. pays Mexico \$15 million

2. Renewal of slavery conflict

a) Wilmot Proviso sought to restrict slavery from new territories. Never passed, it indicated the anti-slavery sentiments of some in the North.

b) Southerners (led by Calhoun) stated that Congress had no right to restrict slavery's expansion.

Reform Movements in 19th Century America



America's greatest mental health reformer

I. Religious Sources of Reform

A. Second Great Awakening--religious revivals among Protestants.

1. Unlike Puritans, who emphasized election, Arminian theology stated that salvation was a matter of individual choice. Individuals needed to repent, confess sins, and accept God's gift of salvation.
2. Focus on the Second Coming of Christ. Need for reform of society to hasten the new Kingdom of God.
3. Biggest impact among women. Evangelical mission to save others gave women more status, purpose.
4. Frontier revivals featured emotional appeals while providing social meetings for settlers

B. New religious groups formed as instruments of reform

1. Utopian societies created in reaction to urban growth and industrialization. Emphasis on community and withdrawal from society

2. Shakers--socially radical. Abolished families, practiced celibacy and full equality between sexes.

3. Mormons--Organized by Joseph Smith in 1830 as a cooperative theocracy with himself as the Prophet. Because of persecution, Smith and his followers moved from New York to Ohio to Missouri to Illinois, where he was murdered by opponents. Succeeded by Brigham Young, who led migration to Utah.

II. Non-Religious Utopian Communities

A. New Harmony, Illinois. 1825. Socialist center founded by Robert Owen to be self-sufficient and existing without currency. Failed after several years.

B. Brook Farm Experiment. Transcendentalist in orientation, rejecting society's standards and Enlightenment thought, emphasizing individualism and the mysteries of nature. Famous contributors: Emerson, Thoreau, Hawthorne, Melville.

III. Other Areas of Early Social Reform

A. Temperance--religious basis in violation of the Sabbath. Movement moved from moderation to abstinence to prohibition in its goals. Led by women but supported by factory owners who had massive absenteeism on Mondays.

B. Education--compulsory education in every state by 1860. Led by Horace Mann, who secularized the curriculum and made it more practical to train citizens.

C. Women's Rights--women were considered so inferior to men that they were not allowed to obtain higher education, vote, or control their own property

1. Grimké sisters (1838) began with abolitionism, then turned to attacking the subordinate position of women. Similarities to position of slaves noted.

2. Seneca Falls Statement (1848)--statement of women's mistreatment by men.

3. Improvement made possible by:

a) Democratic spirit of Jacksonian period, which caused reformers to call for women's suffrage

b) Industrial revolution demonstrated to women that they could enter occupations

c) Reform movements, where women could crusade equally with men.

D. Abolitionism

1. American Colonization Society formed (1816) to gradually emancipate blacks and settle them in Africa.

2. Abolitionism rose in the 1830s with an emphasis on racial equality. Intent on freeing, then educating blacks.

a) William Lloyd Garrison The Liberator demanded immediate abolition.

b) Theodore Weld worked for gradual emancipation through religious conversion. Used Oberlin College as training ground for abolitionists

c) Organized abolitionists smuggled 2,000 slaves a year out of the South to Canada and deluged Congress with petitions despite the gag rule (1836) which forbid the discussion of slavery in Congress.

E. Humane Treatment of Individuals

1) Dorothea Dix investigated and reported treatment of insane and led to creation of humane institutions

2) Legal code reforms

a) Reduction in crimes punishable by death

b) Abolishing of public hangings in many states

c) Abandoning flogging and other cruel punishments

3) Prison reform--rehabilitation of criminals attempted to counter the tendency of prisons to create more hardened criminals. Work seen as way to reform criminals.

Chart: Reforms & Reformers of Antebellum America

Reforms & Reformers of Antebellum America

Issue	Reform Target	Key Reformers/Organizations	Methods
Abolitionism	Enslavement of 4,000,000 blacks	William Lloyd Garrison, Theodore Weld, American Anti-Slavery Society	Petitions, newspapers, mail campaigns
Institutional improvement	Treatment of criminals, delinquents, insane	Dorothea Dix, Auburn System	Lobbying of state legislatures, separate asylums for the mentally ill, efforts to rehabilitate, discipline prisoners
Temperance	Alcoholism (7.1 gallons of pure alcohol consumed per person over 14 per year in 1830)	Lyman Beecher, American Temperance Society, churches	Sermons, tracts, rallies, abstinence pledges, prohibition laws resulted in consumption dropping to 2 gallons per person by 1845
Women's rights	Legal subordination of women	Lucretia Mott, Elizabeth Cady Stanton, Susan B. Anthony, Seneca Falls Convention	Lobbying, petitions, speaking tours
School reform	Low literacy, school attendance rates	Horace Mann, state school boards	Lobbying, rewarding good behavior rather than using corporal punishment, hiring women as teachers. By 1850, 50% of white children were enrolled in schools--highest in the world.
Moral improvement	Breakdown in social order seen with the growth of cities, industrialization, and westward migration	Charles G. Finney, American Bible Society, Sabbatarian movement	Growth in Sunday Schools, literature, speaking tours, laws against work on Sunday, petitions

While abolitionism gets the most attention among reforms advocated in the first half of the nineteenth century, in fact a large number of issues became the object of reformist zeal. Spurred by religious fervor in the Second Great Awakening and secular concerns raised by the increase in industrialization and urbanization, reformers attacked societal problems on a number of fronts.

Based on *The American Journey (1998)* by David Goldfield, et al.

Southern Society at 1860



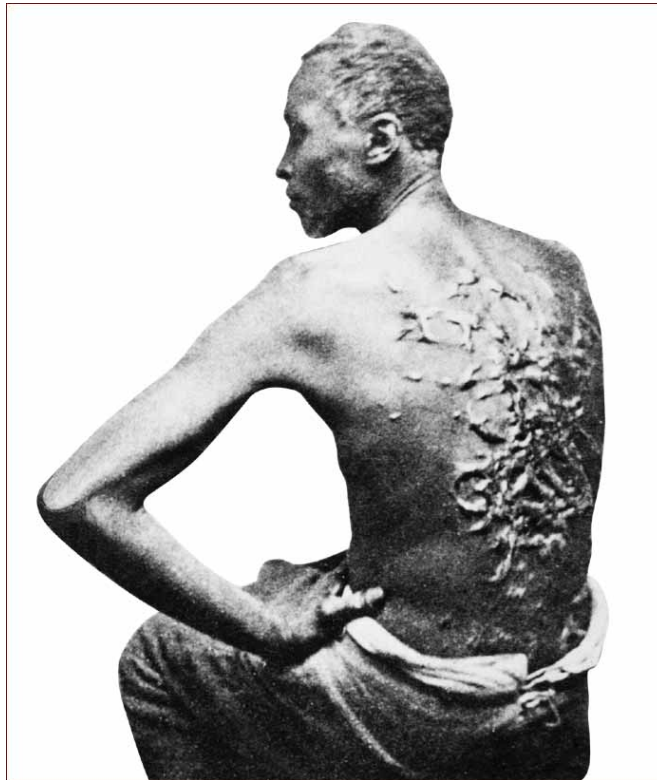
A Ride for Liberty—the Fugitive Slaves by Eastman Johnson
(Brooklyn Museum of Art)

Group	Size	Notes
Large planters (1000 or more acres)	Less than 1% of the total number of white families	The wealthiest class in all of America, the large planters exercised social and political power far beyond their percentage of the population. Most owned 50 slaves or more.
Planters (100-1000 acres)	Perhaps 3% of white families	Usually owned 20-49 slaves. Provided many political leaders and controlled much of the wealth of the South
Small slaveholders	About 20% of white families	Owning fewer than 20 slaves, the small slaveholders were primarily farmers, though some were merchants in Southern towns.
Nonslaveholding whites	About 75% of white families	Yeoman farmers. They owned their small pieces of land and produced enough food for the family. 20% did not own either slaves or land and squatted on poor lands where they often grazed livestock or raised corn. Some were day laborers in towns.
Free blacks	3% of all free families	Usually in upper South, such as Virginia, Maryland, and Kentucky. Many were either tenant-farmers or day laborers. Legally and socially restricted in terms of mobility and economic advancement.
Slaves	4 million in 1860. In some Southern states,	Almost all native born, 75% worked on plantations and medium-sized farms. Another

	slaves outnumbered whites	10% were laborers at hard physical labor considered "below" whites.
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*Based on *The American Journey: A History of the United States* by Goldfield, et al.

The Peculiar Institution of American Slavery



Slavery scarred everyone associated with it,
both black and white

The whole commerce between master and slave is a perpetual exercise of the most unremitting despotism on the one part, and degrading submission on the other. Indeed I tremble for my country when I reflect that God is just; that his justice cannot sleep forever.

Thomas Jefferson, 1782

I. Slavery's Economic Base

A. Whitney's cotton gin (1793) allowed cotton to become the dominant Southern crop, more important economically than tobacco, rice, and sugar

B. Both the North and the South profited from the prosperity of cotton

1. Cotton's huge profitability caused planters to buy more slaves and more land to take advantage of the economic potential

a) 1800 18 million lbs. of cotton exported (\$5,000,000 value), 7% of total exports

b) In 1830, 300 million lbs. of cotton exported (\$30,000,000 value), 41% of total exports

c) In 1860, 1,700 million lbs. of cotton exported (\$191,000,000 value), 57% of total exports

2. 80% of the world's cotton came from the South in 1860. Most went to factories in England

II. Slavery's Social Base

A. While a small number of whites owned slaves (only 1750 families owned over 100 slaves in 1850), they exerted enormous political and social power in the South

B. Dominance by the aristocracy was basically undemocratic

1. It widened the gap between rich and poor

2. It hampered state-supported public education

3. It attempted to preserve the "cavalier" tradition--courteous, hospitable, and chivalrous

C. Beneath the plantation slave owner were poor whites with less status

1. Lowland whites--mechanics, tradesmen, small cotton farmers. Owning no slaves, they were strong defenders of slavery

2. Poor whites--suffering from malnutrition and intense poverty

3. Mountain whites--lived in semi-isolation in Appalachian Mountains. Independent small farmers resenting both planters and slaves.

D. Beneath the poor whites were the 250,000 free blacks of the South. Free blacks were resented by Southern whites as examples of emancipation and many Northern whites because of their competition for work

E. Bottom of social pyramid: 4,000,000 slaves.

1. Legal importation of slaves ended in 1808.

2. Slaves mostly concentrated in "black belt" of the Deep South

3. Slaves were bought or sold at auctions

4. Slavery was degrading to the dignity of victims and to the humanity of the whites

III. Abolitionist Responses to Slavery

A. Abolitionists differed from early antislavery movements in their emphasis on racial equality and were divided into two main camps:

1. Gradualists (Theodore Weld) who favored a gradual erasure of slavery by Southern legislatures

a) Some suggested financial compensation to the owners

b) They believed serious social and economic problems could be avoided with gradual emancipation

2. Militants (William Lloyd Garrison) who argued that no compromise with the evil of slavery was possible

- a) Demanded immediate emancipation without compensation
 - b) Opposed the Constitution as a "covenant with death and an agreement with hell."
 - c) Garrison published a powerful newspaper entitled *The Liberator* which attacked slavery and the government's collusion with the institution
3. Organized abolitionists
- a) Set up an Underground Railroad that smuggled 2000 slaves a year to Canada and freedom
 - b) Barraged Congress with antislavery petitions despite a "gag rule" designed to prevent the discussion of slavery
 - c) Entered politics directly by establishing the Liberty Party

B. While abolitionists always remained small in number, their constant single-issue approach to slavery as a political and moral issue kept it in the public's eye

IV. Southern Defenses of Slavery

- A. Slavery was ordained by God, permitted in the Bible ("Slaves, obey your masters")
- B. Greek and Roman cultures each featured slavery
- C. Essential to the southern economy
- D. Preferable to the "wage slavery" of the North
- E. Beneficial to the blacks who had traded the barbarism of Africa for the blessings of security and Christianity

1850s: Decade of Controversy



John Brown in 1846

I. Economic Prosperity of 1850s

A. Railroad building expanded tremendously

1. Mileage increased from 9000 to 36,600 miles in 1860
2. Most expansion concentrated in Northeast section of nation
3. First federal land grants (6 sections of land for each mile of track) set pattern of government assistance
4. By 1860 Northeast and Northwest sections linked by lines. Southern railroads formed a distinct unit with few links to northern rail lines.

B. Northern industrial growth

1. Market expansion for northeast manufacturers
 - a) Railroads for domestic markets
 - b) Clipper ships and steamships opened European markets. Faster and cheaper than sailing vessels
2. California gold rush added capital (\$50 million in gold shipped east yearly)
3. Expansion of labor supply
 - a) Northeastern farmers unable to compete with western goods sent more workers to cities
 - b) Immigrants from Ireland and Germany as a result of famines and unrest in Europe

C. Spread of Southern plantation system. Slavery seen as indispensable for South's prosperity.

1. Expansion of cotton production

a) Price rose from 6 cents/lb. in 1845 to 14 cents/lb. in 1857

b) U.S. produced 7/8 of world cotton supply by 1860

2. Expansion of tobacco market (200 million lbs. in 1850 to 430 million lbs. in 1860).

D. Western agriculture expanded as a result of railroad growth and opening of European markets. Results:

1. Westerners became aware of world hostility to slavery

2. Westerners became convinced of importance of Northeast to their prosperity rather than the South which purchased a much smaller share of their produce

II. Persistence of the Slavery Controversy

A. Compromise of 1850 angered extremists on both sides

1. Admission of California as a free state

2. Remaining western territories organized with no restriction on slavery

3. End of all slave trade in the District of Columbia

4. Strict federal fugitive slave law

5. Assumption of Texas' debt by the national government

B. Southerners expressed interest in new potential slave regions

1. Cuba. U.S. sought to purchase Cuba from Spain. Ostend Manifesto stated U.S. "right" to seize Cuba if Spain refused to sell it.

2. Nicaragua. William Walker led a group of Tennessee volunteers who seized nation and ruled it for two years (1854-1856)

3. Mexico. Gadsden Purchase in SW Arizona territory in 1853 for \$10 million for possible railroad route.

C. Harriet Beecher Stowe's Uncle Tom's Cabin (1852) convinced many northerners of the evil of slavery

III. Kansas-Nebraska Act (1854)

A. Stephen Douglas proposed that

1) Kansas and Nebraska territories be divided into two sections

2) Missouri Compromise be repealed, with settlers in each territory choosing whether or not they wanted slavery (popular sovereignty)

B. Effects of the Kansas-Nebraska Act

1) Party realignments

a) Whig Party collapsed

b) Know-Nothing Party (anti-immigrant, anti-Catholic) emerged

c) Republican Party, organized in support of keeping slavery out of the territories, gained strength in northwestern states

2) Bleeding Kansas violence as pro- and anti-slavery forces rushed in to Kansas territory.

IV. Dred Scott Case (1857)

A. Chief Justice Taney ruled that Scott (Dred Scott v. Sanford) could not sue for his freedom

1. Missouri Compromise was unconstitutional (Congress had no right to restrict slavery from territories)
2. Constitution and citizenship did not apply to blacks

B. Northerners feared that slave power might extend further, perhaps including German and Irish immigrants

V. Illinois Senate Election of 1858

A. Stephen Douglas and Abraham Lincoln debated throughout the state, focusing on slavery and its expansion

1. Freeport Doctrine (Douglas): people could keep slavery out by refusing to enact black codes and other laws necessary for its survival
2. Lincoln: "A house divided against itself cannot stand." Slavery should not be extended into territories

B. Lincoln loses election, but gains national prominence for his arguments

VI. John Brown's Raid--1859

A. Brown and his followers planned a slave insurrection to begin in western Virginia.

B. Seized federal arsenal at Harper's Ferry, but was quickly captured, tried, and hanged.

C. Impact of Brown

1. Northern abolitionists (Emerson and Thoreau) viewed him as a martyr, taking action against the evil of slavery
2. Southerners generally viewed Brown as a madman, symbolizing the fanatical hatred of the North
3. Moderates (Lincoln) condemned Brown's action, while admiring his commitment to countering slavery

VII. Election of 1860

A. Democrats split into northern and southern factions and nominated two candidates (Douglas and Breckenridge)

B. Former Whigs nominated Bell in an attempt to preserve Union with Constitutional Union Party. Strong only in Virginia and upper South

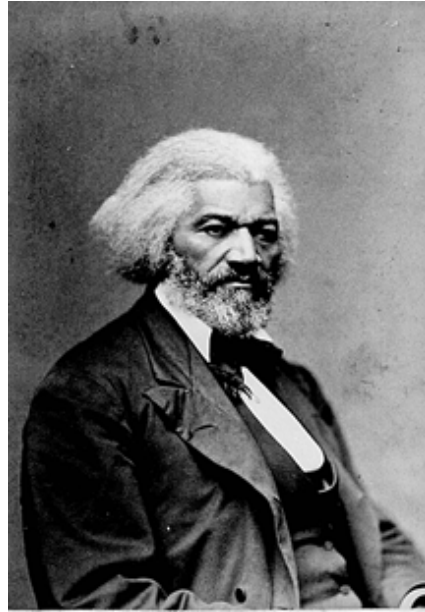
C. Republicans nominated Lincoln as a moderate compromise candidate.

D. Results:

- 1) Bell wins three states (Virginia, Kentucky, Tennessee)
- 2) Breckenridge carried the South

- 3) Lincoln carried the Northern states and won the electoral vote, though earning less than 40% of all votes cast
- 4) On December 20, 1860, South Carolina seceded from the Union

Secession and Civil War



"Am I not a man..." Frederick Douglass,
an ex-slave who bought his freedom

Lincoln's election in 1860 brought the Southern states to the point of secession and Lincoln to a fateful question: Should he allow peaceful secession or should he coerce the rebels to stay in the Union?

I. Secession of the South

A. Reasons for secession

1. Emotional--the North wants to establish black rule in the South. Their goal is not equality, but the reversal of roles for the races.
2. Economic--the policies of a Republican president--protective tariffs, free homesteads in the west, etc.--will prevent the South from prospering.

B. Northern reaction to secession

1. Most opposed forcing the South to return to the Union
2. Pres. Buchanan refused to act when a federal supply ship was attacked in Charleston Harbor in January 1861
3. Crittenden Compromise proposed the prohibition of slavery north of the Missouri Compromise line (36 30), but allowing it south of the line in addition to compensation to owners for runaway slaves

C. Lincoln decided to employ force because the South was denying the democratic principle that formed the basis of the Union.

1. Supplies are sent to Ft. Sumter in Charleston Harbor (April 12, 1861)
2. Confederates opened fire on the fort, starting the war

II. The North and the South Compared

A. North's advantages over the South

1. Potential fighting and working force: 20 million citizens
 - a) Population: 2.5:1
 - b) Free male population (ages 18-60): 4.4:1
2. Wealth produced: 3:1
 - a) Factory production: 10:1
 - b) Textile goods produced: 14:1
 - c) Iron production: 15:1
 - d) Coal production: 38:1
 - e) Farm acreage: 3:1
 - f) Draft animals: 1.8:1
 - g) Livestock: 1.5:1
 - h) Wheat production: 4.2:1
 - i) Corn production: 2:1

3. Transportation--superior in every respect

- a) Railroad mileage: 7:1
- b) Naval tonnage: 25:1
- c) Merchant ship tonnage: 9:1

B. South's advantages over the North

1. Fighting a defensive war. Local support and familiarity with terrain
2. Positive goal: seeking independence
3. Short communication lines and friendly population
4. United public in contrast to the North. Nonslaveholders eager to volunteer to fight
5. Experienced officer corps--many veterans of the Mexican-American War joined the Confederacy
6. Cotton (24:1 advantage over North)--necessary for textile factories of England and France

III. Early Strategies of the Opposing Sides

A. North

- 1) Capture Richmond and force surrender
- 2) Expel Confederates from border states
- 3) Control the Mississippi River
- 4) Blockade southern ports and stop cotton shipments

B. South

- 1) Capture Washington, D.C.
- 2) Control border states
- 3) Gain England's support
- 4) Expel Union troops from South

For a quick view of key events and battles, see the [Chart: Key Civil War Events](#)

IV. Northern Domestic Issues

A. Prosperity and expansion--the war provided a stimulant to Northern economic interests

1. Homestead Act (1862)--160 acres of land virtually free to any citizen willing to occupy it for five years
2. Morrill Land Grant Act (1862)----30,000 acres of land for each Congressional representative granted to each state. Proceeds of land sales to be used to finance public colleges
3. High tariffs passed to protect Northern industries
4. Transcontinental railroad promoted with creation of federally chartered corporations receiving free public lands and generous loans
5. National Bank Act (1863)--created national banking system. Stabilized currency and reduced confusing state bank note system

B. Financing the war

1. First income tax (1861): 3% on incomes above \$800
2. Borrowing. \$6.2 billion through the issuance of bonds
3. Greenbacks--paper currency not supported by specie reserve. Value fluctuated with success of Northern armies. Caused serious inflation problems

C. Raising the Union army

1. Lincoln issues call for 75,000 volunteers in 1861 to supplement 16,000 man army.
2. Although volunteer call succeeded at first, by 1863 Congress turned to a draft to fill units. States could avoid draft by filling quotas of volunteers. Draft opposed by Peace Democrats, laborers, and immigrants
3. Draft riots resulted in New York City in July 1863, causing hundreds of

deaths, mostly of blacks

D. Lincoln's enormous political problems

1. Seen as inexperienced and unfit, he was challenged by members of his own cabinet, including Chase and Seward
2. Expansion of war powers
 - a) Call for troops to repress rebellion without declaration of war
 - b) Arrest of unfriendly newspaper editors
 - c) Suspension of habeas corpus
 - d) Proclamation of naval blockade without Congressional approval
 - e) 13,000 political opponents arrested for varying periods
 - f) Refusal to obey writ issued by Chief Justice Taney (*Ex parte Merryman*)
3. Presidential Election of 1864
 - a) Abolitionists urged the Republicans to choose a candidate who would wage total war against the South
 - b) Lincoln chose Andrew Johnson as his running mate to attract "War Democrats" and formed the Union Party
 - c) Democrats nominated McClellan and a platform which called for a truce and settlement with the South
 - d) Lincoln once again won in the electoral college, but only had a 400,000 vote majority in the popular vote

V. Northern Foreign Issues

A. Relations with England

1. English support for the Confederacy
 - a) Upper class feared leveling effect of Union victory on English society, felt socially close to the Southern plantation aristocracy, and needed cotton
 - b) Some liberals and lower-class English favored the South, seeing the Civil War as a rebellion against Northern tyranny or as a struggle to preserve the Union
2. English support for the Union
 - a) Many English workers favored the North because a Northern victory would mean emancipation of the slaves
 - b) Others felt western wheat was more critical to England than Southern cotton
3. Trent Affair (November 1861)--American warships stopped a British ship and removed two Confederate diplomats.

a) Britain threatened war unless they were released

b) Sec. of State Seward ordered the men released, although Northern sentiment opposed backing down

B. Relations with France--Union defeats in 1861 and 1862 convinced France that the South would win.

1) Lincoln delayed both France and England's recognition of the Confederacy by issuing the Emancipation Proclamation

2) France placed Archduke Maximilian on the Mexican throne in challenge to Monroe Doctrine

Key Events and Battles of the Civil War

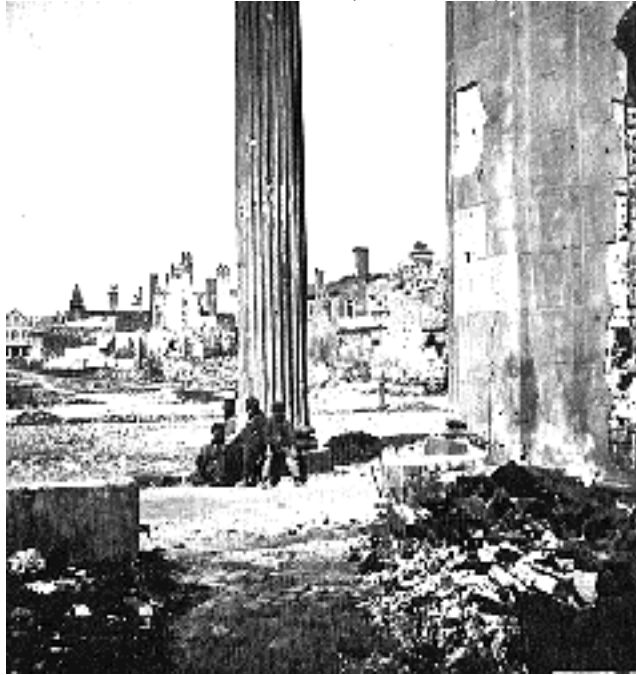
The Civil War was the most costly in American history

Event	Date	Location	Significance
Lincoln elected president	November 1860	U.S.	Though winning in the electoral college, Lincoln's lack of a popular majority (1.9 million out of 4.7 million votes cast) is an indication of the problems he would face with a divided nation
South Carolina secedes	December 1860	South Carolina	On news of Lincoln's election, South Carolina (site of nullification fight in 1830s) secedes
Confederacy formed	February 1861	Montgomery, Alabama	Seven states form Confederacy, write their own constitution, and plan for an independent nation
Lincoln inaugurated	March 1861	Washington, D.C.	Lincoln enters Washington D.C. in disguise because of unrest. Southerners begin seizing federal posts.
Ft. Sumter attacked	April 1861	Charleston, South Carolina	Lincoln decides to supply Ft. Sumter, but wants the South to fire the first shot.
Bull Run (Manassas), 1st battle	July 21, 1861	Northern Virginia	Gen. McDowell leads 30,000 men against Gen. Johnston's 22,000 Southern troops in an attempt to crush the rebels and go "On to Richmond." South scores victory as Union troops flee back to Washington in disarray. McDowell replaced by Gen. McClellan
Ft. Henry & Ft. Donelson	February 1862	Tennessee rivers	Gen. Grant captures two forts on the Tennessee and Cumberland Rivers. Confederates forced out of Kentucky and yield much of Tennessee
Monitor vs. Merrimac	March 1862	Off Hampton Roads, Virginia	First ironclad battle in history ends in a draw as the Merrimac withdraws after daylong exchange of fire. Union blockade of South is maintained

Shiloh (Pittsburgh Landing)	April 1862	Tennessee	Grant overcomes Southern forces with heavy losses for each side: 13,000 Union casualties, 11,000 for South
New Orleans	April 1862	Louisiana	Farragut seizes New Orleans for Union after boldly attacking Southern position. 11 Southern ships sunk
Peninsular Campaign (Yorktown, Seven Days' Battle, Fair Oaks)	March-July 1862	Southern Virginia	After continual prodding by Lincoln, McClellan decides to attack Richmond via the South. He moves his large army down the Potomac, marches on Richmond, and then assumes a defensive position rather than pushing for victory. Gen. Lee takes command of Southern troops
Bull Run (Manassas) 2nd battle	August 1862	Northern Virginia	McClellan replaced by Gen. Pope. Lee and Gen. Stonewall Jackson defeat Union troops again at Manassas and Pope is replaced by McClellan
Antietam	September 1862	Maryland	Heavily outnumbered, Lee's troops face McClellan in bloody fighting. Over 23,000 casualties (more than all previous American wars combined). Lee retreats to Virginia
Emancipation Proclamation	September 23, 1862	Washington, D.C.	With victory at Antietam, Lincoln announces that on 1/1/63, all slaves in the rebelling states would be free. Does not affect border states. Forces European nations to recognize that choosing sides in the Civil War is to take a stand on slavery
Fredericksburg	December 1862	Central Virginia	Gen. Burnside attacks Lee's fortified position and suffers 10,000 casualties (to Lee's 5000).
Chancellorsville	May 1863	Northern Virginia	Gen. Hooker defeated by Lee, but Jackson is mistakenly shot by his own men and killed.
Vicksburg	July 1863	Mississippi	After a long siege, Vicksburg surrenders to Grant. All of Mississippi River is now in Union control

Gettysburg	July 1863	Pennsylvania	Over 165,000 soldiers participate in the largest battle in the Western Hemisphere. After three days of fighting, Lee retreats, leaving 4,000 dead Confederates. Total casualties: 23,000 Union, 28,000 Confederates
Chattanooga	November 1863	Tennessee	Reinforced with troops from the East, Grant is able to push Southern troops back and prepare for assault on Atlanta and the heart of the Confederacy
Grant promoted to Lt. General and given command of all Union troops	March 1864	Washington, D.C.	Grant prepares for assault on Richmond. When Lincoln's Cabinet complains that Grant is a drunk and seeks to interfere with his command, Lincoln gives him unconditional support and asks not to notified of his plans.
Wilderness & Spotsylvania	May 1864	Central Virginia	Lee stops Union troops at the Wilderness, but Grant resumes march to Richmond. Though suffering huge losses (55,000 men to South's 31,000), Grant states "I propose to fight on this line if it takes all summer"
Petersburg	June 1864-- April 1865	South of Richmond, Virginia	Grant focuses on important railroad junction and communication outside Richmond. Long siege of Petersburg begins with troops living in trenches which stretched for 50 miles
Atlanta to Savannah	September- December 1864	Georgia	Gen. Sherman destroys Atlanta and then sends troops on 300 mile destructive march to the sea. Railroads torn up, buildings destroyed, crops burned in an attempt to break the will of the South
Lee surrenders	April 9, 1865	Appomattox Court House, Virginia	Lee, refusing to see his troops suffer any further, surrenders to Grant. Southern troops given generous terms of surrender

Reconstruction (1865-1877)



Charleston, 1865 (Library of Congress)

I. Problems Facing Post Civil War America

- A. Political re-entry of formerly rebellious states
- B. Economic devastation of the South
- C. Education and support of freedmen

II. Presidential Reconstruction

A. Lincoln's plan

- 1. Amnesty to Confederates taking loyalty oath
- 2. If 10% of voters took the oath, statehood would be re-established
- 3. Major goal: to strengthen Republican Party in the South

B. Opposed by some Republicans who offered the Wade-Davis Bill

- 1. Military governors to rule Southern states
- 2. Majority of citizens required to take loyalty oath
- 3. Attitude: South should be treated as conquered territory

C. Johnson's plan

- 1. Confederate leaders and wealthy Southerners would have to ask presidential permission to take the loyalty oath
- 2. 13th Amendment (abolishing slavery) would have to be approved by state
- 3. Viewed as too soft on the South by Radical Republicans

II. Southern Reaction to Reconstruction

- A. Former Confederate officials elected to public office when eligible

B. Resentment of Freedmen's Bureau and occupying troops

C. Passage of black codes limiting rights of blacks

III. Radical Reconstruction

A. Civil Rights Act of 1865 defined citizenship and outlawed discrimination on the basis of race

B. 14th Amendment providing due process of law and applying Bill of Rights to state governments

C. Johnson opposed Radical plans, arousing their ire

D. Motives of the Radicals

1) Punishment of the South

2) Retain Republican power

3) Protect industrial growth with high tariffs

4) Aid the freed slaves

E. South divided into five military districts

F. Radical governments formed in Southern states composed of blacks, northern carpetbaggers, and Southern scalawags

G. Violence rose with the creation of the Ku Klux Klan and other vigilante groups

IV. Attack on the Presidency

A. As Johnson attempted to counter Radical moves, they planned his impeachment

1. Passed Tenure of Office Act, requiring Senate approval to remove Cabinet officials

2. Fell one vote short of convicting Johnson (35-19)

B. Inability of Radicals to convict Johnson helped preserve the balance of power between the executive and legislative branches of the government

V. The End of Reconstruction

A. Republican interest in Reconstruction waned as old abolitionists were replaced by Liberal Republicans with different interests.

B. Compromise of 1877 settling disputed 1876 Hayes-Tilden election

1. Removed all federal troops from the South

2. Republican governments turned out of state offices 3. Hayes elected as president though receiving fewer popular votes