These chapter outlines go with your *A People and a Nation* book and may prove to be a useful tool. Be sure to study by chapter title, rather than chapter number; students use a variety of editions in my class, so I try to make the outlines match multiple editions. After each chapter outline, you’ll find some study questions that may help you understand the information better.

Chapter one, “three old wolrd’s create a new”

chapter Outline

. Introduction

The desire for treasure and trade led the European kingdoms of the fifteenth century to an interest in establishing colonies and trading posts that might strengthen the emerging nation states. This expansionist sentiment introduced Europeans to African and American societies that had evolved over centuries, and the cultural interaction that followed initial contacts between these civilizations profoundly influenced western history.

. American Societies

. Ancient America

The ancestors of Paleo-Indians possibly arrived in the Americas in three successive waves beginning some 30,000 years ago. Because of climate change accompanied by rising sea levels, the descendants of these earliest migrants were separated some 12,500 years ago from Asia, Africa, and Europe. Paleo-Indians survived by hunting large game and gathering wild plants and gradually spread throughout North and South America. As the prehistoric animals disappeared, however, people grew more dependent on agriculture, a change that allowed for the emergence of more sophisticated civilizations.

By 9,000 years ago, the inhabitants of Central and South America began cultivating various crops, and wherever agriculture dominated the economy, complex civilizations flourished.

. Mesoamerican Civilizations

Early civilizations emerged in what is now Mexico as early as 4,000 years ago. A number of powerful and complex societies developed, including the Olmecs, the Mayas, and Teotihuacán.

. Pueblos and Mississippians

Besides the empires of Mesoamerica, great civilizations arose further north, including the Hohokam, Mogollon, and Pueblo peoples of the modern states of Arizona and New Mexico, and the Mississippian culture of the Midwestern and Southeastern United States.

. Aztecs

The Aztecs moved into the Valley of Mexico in the twelfth century where they ultimately established an empire built on a warrior tradition that included human sacrifice and conquered people's tribute.

. North America in 1492

. Gendered Division of Labor

Native Americans living north of Mexico adapted their cultures to the climate and terrain in which they lived. Hunting societies assigned the task of hunting to men, while women prepared the food, made clothing, and raised children. In the agricultural tribes of the West, the men farmed, but in the East, women performed that task.

. Social Organization

The social organizations of the agricultural peoples of the southwest and east were similar, with extended families being defined matrilineally. The nomadic Indians of the Prairies and Great Plains, by contrast, were usually related patrilineally.

. War and Politics

The Indians of North America engaged in wars with each other long before the coming of Europeans. Native American political structures, including the role of women, varied widely from tribe to tribe. Civil and war leaders divided political power in all North American Indian cultures.

. Religion

Although all Native Americans in North American were polytheistic, their most important beliefs and deities were tied to a group’s means of subsistence.

. African Societies

. West Africa (Guinea)

Upper Guinea had a culture that reflected contact with the Islamic Mediterranean region, while the peoples of Lower Guinea practiced traditional African religions.

. Complementary Gender Roles

In West Africa men and women shared agricultural duties, with the men also hunting or herding while the women performed household tasks and managed local commerce. In Lower Guinea, society developed based on the “dual-sex principle.” Throughout Guinea religious beliefs stressed complementary male and female roles.

. Slavery in Guinea

Slavery existed in West Africa primarily as a means of accumulating wealth. The degree to which slaves were exploited varied considerably.

. European Societies

. Gender, Work, Politics, and Religion

Most Europeans lived in small villages. All shared in the work but men did most of the farming and herding; women’s duties were primarily domestic. Men dominated European society as women were relegated to inferior positions and children were tightly controlled.

Christianity was the dominate religion with authority centered in the Catholic Church.

. Effects of Plague and Warfare

Bubonic plague first struck Europe in 1346, then struck again in the 1360s and 1370s, killing a third of the continent's population. The Hundred Years’ War (1337–1453), which disrupted overland trade routes, led merchants in the eastern Mediterranean to establish maritime links with Antwerp. This led to the use of the triangular sail and the perfection of the astrolabe and the quadrant.

. Political and Technological Change

European leaders took advantage of the chaos resulting from the Black Plague and the Hundred Years’ War to engender nationalism as a means of consolidating power. Along with this political innovation, technological change ushered in movable type and the printing press, which made information more accessible. The publication of Marco Polo’s *Travels* in 1477 led many European to believe they could trade directly with China by sea rather than relying on overland routes.

. Motives for Exploration

Developments in Europe made possible an era of exploration designed both to gain access to markets and to spread Christianity.

. Early European Explorations

. Sailing in the Mediterranean Atlantic

European sailors learned much of navigation, winds, and currents by sailing in the Mediterranean Atlantic, a region bounded by the Canaries, the Azores, and the Madeiras. The most important concept was sailing “around the wind” or picking up westerly breezes that allowed ships to return safely to port.

. Islands of the Mediterranean Atlantic

In the fifteenth century, Europeans, particularly Portuguese and Spanish, settled the Azores, Madeiras, and Canary islands and began plantation economies.

. Portuguese Trading Posts in Africa

The Portuguese established trading posts in West Africa, which were mutually beneficial to the Portuguese and to the African kingdoms.

. Lessons of Early Colonization

On São Tomé in the 1480s, the Portuguese established sugar plantations dependent on slave labor from the African interior.

Europeans learned that they could transplant crops and livestock successfully to new lands, that the inhabitants of these new regions could be conquered, and that slave-based plantations could be profitable.

. The Voyages of Columbus, Cabot, and Their Successors

. Columbus’s Voyage

Christopher Columbus sailed west in an effort to reach Asia. Instead of reaching Asia, he encountered the Bahamas a month after starting.

. Columbus’s Observations

Columbus made obvious his intentions by asking the natives about gold, pearls, and spices. He also marveled at the new plants and animals he encountered and described how they could be exploited. Columbus also reported that the human inhabitants he encountered would be useful as converts and as laborers.

Even though Columbus died believing he had found Asia, map makers named the new region America in honor of Florentine explorer, Amerigo Vespucci, who was the first to publish the idea that a new continent had been discovered.

. Norse and Other Northern Voyages

Leif Ericsson had established a short-lived settlement in modern Newfoundland in the year 1001.

Because of the winds they confronted, northern mariners who sailed to the region that was to become the United States and Canada followed a route different from those who sailed to the south.

. John Cabot’s Explorations

John Cabot deserves credit for the first formal exploration of North America’s northern coast. Other mariners added to Europe’s knowledge of the Western Hemisphere.

. Spanish Exploration and Conquest

. Cortés and Other Explorers

Having first arrived in the West Indies in 1506, Cortés embarked for the mainland in 1519. Malinche, one of twenty slaves given to Cortés by the Mayas, became his mistress and translator.

. Capture of Tenochtitlán

The Aztecs were weakened by a smallpox epidemic. Largely as a result, the Aztec capital of Tenochtitlán fell to the Spaniards in 1521.

. Spanish Colonization

Spanish conquerors established a colonial system that stressed strict royal control, the predominance of male settlers, and exploitation of Americans and Africans.

. Gold, Silver, and Spain’s Decline

The Spaniards extracted great wealth from their colonies, to the detriment of both the American and the Spanish cultures. The influx of such wealth into Spain led to rapid inflation, to the overpricing of Spanish goods in international markets, and to lavish spending by Spanish monarchs. Ultimately, the Spanish economy crumbled and Spain lost international importance.

. The Columbian Exchange

. Smallpox and Other Diseases

Hundreds of thousands of Native Americans died from European diseases, particularly smallpox, to which they had no immunity.

Syphilis apparently traveled from America to Europe, with the first recorded case occurring in 1493.

. Sugar, Horses, and Tobacco

By the 1520s, sugar was being transported from the Greater Antilles to Spain. By the 1570s, the Portuguese cultivated sugar in Brazil for sale in the European market, and after 1640, sugar was produced in the English and French colonies in the Caribbean.

The introduction of horses into the Americas by the Spanish in 1493 ultimately led to changes in the subsistence cultures of North American natives.

Europeans believed that tobacco had beneficial medicinal effects.

. Europeans in North America

. Trade Among Indians and Europeans

Rich fishing banks off the coast of North America attracted many Europeans to the New World. The English also developed a lucrative fur trade with the Indians. The Indians, in turn, desired European goods. This mutually beneficial trade arrangement not only affected Indian cultures but had serious ecological consequences as well.

. Contest Between Spain and England

Geopolitical conflict with Spain led England to desire colonies in North America.

. Roanoke

Early efforts by the English to settle the region they called Virginia had disastrous results.

. Harriot’s *Briefe and True Report*

Harriot, a noted scientist, publicized the benefits of Virginia, including its natural resources like copper, iron, furs, grapes, and people.

discussion questions

Present the following list to the students and have them say where the item originated. Discuss the implications of the exchange of each item: beans (New World); chocolate (New World); corn (New World); cotton (both); horses (Old World); potato (New World); pumpkin (New World); turkeys (New World); wheat (Old World); wool (Old World). See also the section of Chapter 1 entitled "Links to the Past: Maize."

2. Native Americans had a variety of complex cultures. What factors led to such a wide range of civilizations? Describe some of the important differences between Indian culture groups. Describe any significant similarities. Do Americans today understand the sophistication of the pre-Columbian world? Why or why not?

3. What factors led to the relatively rapid conquest of the Caribbean and Mexico? Why did the Spaniards prove less interested in, or less successful at, colonizing other areas of North America?

4. An overarching theme in Mexican history is the degree to which the culture reveals an Indian heritage and the degree to which it reflects a European legacy. Why might some Mexicans want to deny or criticize the European influence on their society? What positive contributions did the Spaniards make that Mexicans might embrace?

5. Use the information in the "Visualizing the Past: Naming America" section for an in-class discussion. Use the following two questions, to start the discussion: (1) Look at how the world is represented in Waldseemüller’s map, with Africa shown as the center of the known world. Why do you think he chose to represent the world in this way? (2) Based on what we know about Columbus, Vespucci, Waldseemüller, and the Columbian Exchange, should the new be called America? Why or why not?

CHAPTER 2, “Europeans Colonize North America”

Chapter Outline

. Introduction

Europeans arrived in North America for a variety of reasons. The English, however, hoped to recreate the society they had left behind, with some reforms and improvements. In any case, Europeans enjoyed little success until they adapted to the alien environment and developed viable relations with Native Americans and with each other.

. Spanish, French, and Dutch North America

A. New Mexico

Spaniards under Juan de Oñate invaded and conquered the Pueblo country. Although the colony they established turned out to be poor and indefensible, Spanish authorities decided to maintain a small military outpost and a few Christian missions.

B. Quebec and Montreal

By the middle of the seventeenth century, France had founded Quebec and Montreal, outposts that served as that nation's claim to what is now Canada.

C. Jesuit Missions in New France

Missionaries from the Society of Jesus (Black Robes) eventually converted thousands of natives to the Catholic faith and introduced them to European culture.

D. New Netherland

In 1614, the Dutch established a post near present Albany, New York. The presence of the Dutch traders helped spawn competition and war among the various Native American tribes.

III. England’s America

. Social and Economic Change

The doubling of the English population between 1530 and 1680 led to geographical and social mobility, and many viewed the New World as a siphon for surplus population.

. English Reformation

The English Reformation, which King Henry VIII initiated in 1533, set the stage for large numbers of English dissenters to leave their homeland.

. Puritans, Separatists, and Presbyterians

Puritans wanted to reform the Church of England, while Separatists thought the Church of England was too corrupt to be saved.

English Calvinists (Puritans and Separatists) wanted to abolish the church hierarchy, wanted the church to be free from political interference, and wanted to confine church membership to the “elect.”

. Stuart Monarchs

James I established a new dynasty in England in 1603. The Stuart monarchs believed in the divine right of kings and had little respect for representative government. They were also intolerant of Puritans, Separatists, and Catholics.

Conflict between the Stuart monarchs on the one hand and English Calvinist dissenters (Puritans and Separatists) and Catholics on the other hand caused thousands of settlers to leave England in the 1630s.

I. The Founding of Virginia

A. Jamestown and Tsenacommacah

Great difficulties beset Jamestown, the first permanent settlement in Virginia.

Jamestown survived largely as a result of aid from the Algonquian Indians, but problems arose between the Englishmen and members of the Powhatan Confederacy.

B. Algonquian and English Cultural Differences

The Indians and the Europeans had many differing views, but the Englishmen’s attitude of cultural superiority led to the greatest problems between the two peoples.

C. Tobacco Cultivation

Tobacco provided Virginia with a cash crop that guaranteed the colony’s survival.

D. Opechancanough’s Rebellion

Fearful of English encroachment, Powhatan's successor Opechancanough attacked Jamestown on March 22, 1622, killing 347, or one quarter of its inhabitants. This sparked warfare that ended only with the subjugation of the Powhatan Confederacy.

E. End of the Virginia Company

Under the Virginia Company and later under James I, settlers to Virginia could claim 50 acres of land as a headright. In 1619 the Virginia Company allowed major landowners to elect representatives to an assembly called the House of Burgesses.

James I revoked the charter of the Virginia Company in 1624, making Virginia a royal colony.

V. Life in the Chesapeake

A. Demand for Laborers

Tobacco cultivation required a large number of laborers, and Virginians experimented with several solutions, including Indian and African workers.

Virginians eventually met their labor needs by bringing indentured servants to the colony.

B. Conditions of Servitude

Life for these migrants proved difficult, but opportunities existed for those who fulfilled their contracts.

C. Standard of Living

For everyone in the Chesapeake, life was severe with material wealth in short supply.

The predominance of males, the economic conditions, and high mortality rates in the Chesapeake led to fewer, smaller, and shorter-lived families in Virginia and Maryland.

D. Chesapeake Politics

A native-born elite with local ties and interests did not emerge in Virginia and Maryland until the eighteenth century. Because immigrants composed a majority of the Chesapeake population in the seventeenth century, the region experienced political instability.

VI. The Founding of New England

. Contrasting Regional Demographic Patterns

In 1635, around three-fifths of all migrants from England to the British colonies were between the ages of 15 and 24. However, of those going to New England, people aged 15 to 24 constituted less than one-third of the total.

Most migrants to New England traveled in family groups, brought more goods and livestock, and often traveled with others from the same regions.

. Contrasting Regional Religious Patterns

Most immigrants to the Chesapeake did not travel to the New World for religious reasons. By contrast, religion motivated many people who moved to the New England colonies.

. Separatists

Separatists were the first to move to New England, establishing the Plymouth settlement in 1620.

. Pilgrims and Pokanokets

The Pokanokets served as allies to the Pilgrims, ensuring their success.

. Massachusetts Bay Company

When Charles I ascended to the throne in 1625, his anti-Puritan policy led many Puritan Congregationalists to the conclusion that they should pursue their aim of reforming the Church of England in America. The Congregationalist merchants who controlled the Massachusetts Bay Company decided to transfer the company’s headquarters to New England.

. Governor John Winthrop

John Winthrop, first elected governor of Massachusetts Bay Colony in 1629, envisioned a communal society based on Christian charity that put the common good before the needs of the individual.

 . Covenant Ideal

The communal ideal of the Puritans was expressed in the doctrine of the covenant. The concept of a covenanted community permeated Puritan society. This faith in mutual consent manifested itself in the colony’s political institutions.

. New England Towns

Puritan ideas influenced land distribution in the New England colonies. Massachusetts often gave land to groups rather than to individuals, grants that led to the growth of communities rather than to large personal holdings.

. Pequot War and its Aftermath

English migration into the Connecticut valley ended the Puritans’ freedom from clashes with Indians.

Pequot power over regional trading networks ended with the arrival of English settlers. The founding of Puritan settlements in the Connecticut valley spawned conflict with the Pequot tribe.

. Missionary Activities

John Eliot attempted to Christianize and civilize the Algonquians by establishing “Praying Towns,” but he met with little success.

In contrast, Jesuit missions in New France enjoyed far more success than the Puritans in converting Native Americans to Christianity.

. Life in New England

. New England Families

Longer life expectancy and large families were characteristics of New England.

. Labor in a New Land

 Because of the demographics of early New England, where there were many young people, early New England farms produced more for subsistence and local sale. Despite the importance of family labor, there were slaves (both Native American and African) in New England.

C. Impact of Religion

Religion permeated every facet of New England life. Church membership was a prerequisite for voting in colony elections in Massachusetts and New Haven. The Puritan colonies had strict codes of moral conduct. Religious intolerance was also a characteristic in New England.

D. Roger Williams

Roger Williams advocated Indians’ rights, separation of church and state, and religious tolerance. Williams was banished from Massachusetts Bay Colony, and in 1635 he founded the town of Providence in what became Rhode Island. There he adopted a policy of tolerating all religions.

E. Anne Hutchinson

Anne Hutchinson emphasized the covenant of grace and direct communication with God. Her ideas threatened Puritan religious orthodoxy and traditional gender relationships. She was banished from Massachusetts Bay Colony in 1638.

VIII. The Caribbean

. Sugar Cultivation

European wrangling over the Caribbean islands was motivated by a desire to establish sugar plantations to satisfy the demand of the European market.

The Caribbean provided the area of greatest conflict between European powers, especially as the lucrative sugar industry emerged in the region. Hurricanes were a major danger faced by settlers on the islands of the Caribbean.

study questions

How did the European nations differ in their approach to settlement? Did they share any substantive similarities? What benefits did the New World provide for each "mother country"?

2. Why did the French and the English have different policies toward Native Americans? What were the long-term consequences of those policies?

3. What differences existed between the southern and northern colonies? Did any similarities exist? What role did geography play in emigration? What part did religion play?

4. What environmental problems did the colonists in Jamestown face? What about the site of the town might have encouraged illness? What economic difficulties plagued the colony? What cultural characteristics seemed inappropriate, even dangerous, to the settlement?

5. Did the Puritans succeed in achieving their purpose of establishing a “city on a hill”? Why or why not? Does any legacy of this concept remain in American culture? Do any other elements of the Puritan ethic continue to shape the United States?

CHAPTER 3, “North America in the Atlantic World”

Chapter Outline

. Introduction

Between 1640 and 1720, the mainland colonies became increasingly involved in a network of trade and international contacts that led to territorial expansion and economic growth. The introduction of slavery, changing relations with England, and conflicts with their neighbors shaped this colonial development.

. The Growth of Anglo-American Settlements

A. New York

Charles gave his younger brother, James, the duke of York, claim to the area the Dutch had previously settled as New Netherland. The Netherlands permanently ceded the colony to James in 1674.

The Duke’s Laws, proclaimed by the duke of York in 1665, tolerated the maintenance of Dutch legal practices and allowed each town in New York to decide which church to support with its tax revenues. However, no provision was made for a representative assembly.

B. New Jersey

The duke of York re-granted much of his land to two friends, thereby limiting the geographical extent and economic growth of New York.

To attract settlers, the proprietors of the Jerseys offered generous land grants, limited freedom of religion, and a representative assembly.

C. Pennsylvania

Charles II gave William Penn a grant in 1681 to repay a debt he owed Penn’s father. A leading member of the Society of Friends, William Penn sought to establish a tolerant, humane, and dynamic colony.

Penn attempted to treat Indians fairly, which in turn attracted many Indian immigrants to his colony. These newcomers often clashed with Europeans also attracted by Penn’s policies.

D. Carolina

Charles II granted Carolina to a group of proprietors in 1663. The northern region remained linked to Virginia and developed differently than did the area around Charleston.

E. Jamaica

Like Carolina, Jamaica absorbed numerous migrants from Barbados in the late seventeenth century. Due in part to political instability and profiteering, Jamaica was both a volatile and economically profitable colony.

E. Chesapeake

When immigration to the Chesapeake colonies resumed after the English Civil War, tobacco planters imported increasing numbers of English indentured servants and also began to acquire small numbers of slaves.

F. New England

Natural increase was the major reason for the continued population growth of the Puritan colonies. The population increase in the New England area placed great pressure on available land.

Witchcraft accusations and trials increased in older New England communities after about 1650.

G. Colonial Political Structures

Each of the colonies had a governor and some form of council that advised the governor. Each colony also had a judiciary, and local political institutions, such as town meetings or appointed magistrates, also emerged.

. A Decade of Imperial Crisis: The 1670s

. New France and the Iroquois

The French claimed the Great Lakes and the Mississippi Valley. This expansion brought France into conflict with the Iroquois Confederacy, which exerted great influence in what became the northeastern United States. Competition for European trade sparked a series of wars in the region that lasted until 1701.

B. Pueblo Peoples and Spaniards

Resentment over Spanish treatment prompted a shaman named Popé to lead a revolt among the Pueblo peoples in 1680. This uprising was the most successful Indian resistance in North America.

By establishing forts and missions, Spain expanded its holdings to include California and Texas.

C. King Philip’s War

Concerned by the encroachment of English settlers, King Philip, chief of the Wampanoags, led a bloody war in New England in 1675–1676. The victory by New Englanders broke the power of the southern coastal tribes. Although the colonists were victorious, about one-tenth of the able-bodied white male population of New England was killed or wounded.

D. Bacon's Rebellion

Conflict between English settlers and Indians in Virginia turned into a political struggle between dissatisfied colonists (led by Nathaniel Bacon) and Governor William Berkeley.

. The Atlantic Trading System

A. Why African Slavery?

Slavery had been practiced in Europe (although not in England) for centuries. European Christians also believed that enslaving heathen peoples was justifiable.

B. Atlantic Slave Trade

The traffic in slaves became the linchpin of a complicated web of exchange that tied the peoples of the Atlantic world together.

Europeans benefited the most from the slave trade, and their economies shifted away from trade in Asia and the Mediterranean to the Atlantic trade. Furthermore, attempts to control the slave trade caused rivalries among European nations.

C. West Africa and the Slave Trade

West Africa experienced profound demographic changes because of the slave trade. Also, some African kings consolidated their political power as a result of the role they played in the commerce.

D. New England and the Caribbean

The sale of New England foodstuffs and wood products to Caribbean sugar planters provided New Englanders with a major source of income.

E. Slaving Voyages

The middle passage, the voyage that transported Africans to the Americas, proved particularly deadly, with high percentages of newly enslaved Africans and white sailors dying at sea.

. Slavery in North America and the Caribbean

A. African Enslavement in the Chesapeake

Slaves lived in quarters on Chesapeake plantations and their lives were filled with toil and loneliness.

The transition from indentured to enslaved labor increased the distance between richer and poorer planters. Over time, Chesapeake society became more and more stratified.

By 1710, Africans made up twenty percent of the population in the Chesapeake.

B. African Enslavement in South Carolina

Beginning in 1670, Africans were brought by their masters from Barbados to South Carolina. These slaves brought many skills with them that were useful in the South Carolina environment.

The large number of slaves in South Carolina, along with similarities in the climates of West Africa and the colony, helped ensure the survival of African culture.

C. Rice and Indigo

South Carolina developed a rice economy based mostly on skills brought in by enslaved Africans. Indigo, too, flourished because of knowledge bought by slaves from the Caribbean.

D. Indian Enslavement in North and South Carolina

Indians were among the many people held in slavery in both the Carolinas. Bitterness over the trade in Indian slaves caused the Tuscarora War.

The abuses associated with the trade in Indian slaves also led to the Yamasee War in South Carolina.

E. Enslavement in the North

Involvement of the northern colonies in the slave trade ensured that many people of African descent lived in that region.

F. Slave Resistance

Slaves most commonly resisted their masters by pretending to be ill or running away.

Occasionally slaves planned rebellions. There were seven major revolts in the English Caribbean before 1713. In 1712 New York was the site of the first slave revolt on the mainland.

. Forging and Testing the Bonds of Empire

. Colonies into Empire

England used its colonies in an attempt to become self-sufficient while maintaining a favorable balance of trade with other countries – an economic theory known as mercantilism.

Parliament sought to advance its mercantilist policies through a series of trade laws passed between 1651 and 1673. These acts, which made England the center of all trade, met with resistance in North America.

. Mercantilism and the Navigation Acts

By the 1680s New England had become accustomed to a certain amount of autonomy. King James II and his successors attempted to tighten the reins of government and reduce any independent colonial political activity.

The monarchy attempted to strengthen royal control over all the colonies from New Jersey to Maine by creating the Dominion of New England in 1686.

. Glorious Revolution in America

News of the Glorious Revolution encouraged New Englanders to overthrow Governor Edmund Andros. The government of Maryland was overthrown by the Maryland Protestant Association. In New York, Jacob Leisler gained control of the government.

William and Mary, like James II, believed England should have more royal control over its American colonies. Only in Maryland did the rebellion receive royal approval. Leisler was hanged for treason. Massachusetts became a royal colony.

. King William’s War

A war with the French and their Algonquian allies added to New England’s problems.

. The 1692 Witchcraft Crisis

A witch hunt broke out in Salem, Massachusetts, in 1692. The intense but short-lived incident reflected the social and political stresses of the day.

. New Imperial Measures

In 1696, Parliament hoped to improve its administration over the colonies when it established the Board of Trade and Plantations.

Although the colonists resented the new imperial order, they adjusted to its demands and restrictions.

study questions

1. What led to the founding of the proprietary colonies? Did fundamental similarities exist among these colonies? What differences existed? How does the emergence of these colonies mark a fundamental shift from the creation of the earlier settlements?

2. Why might the English have engaged in little or no debate over the moral issue of slavery? What concerns shaped the development of slavery in the mainland colonies? How did the presence of a large number of Africans influence the southern settlements? Why did so many fewer slaves live in the North?

3. In which of the “original” thirteen colonies would each student prefer to have lived? Why? Which colony would be least attractive? Why?

4. What advantages did the British system of mercantilism offer the mainland colonies? What advantages existed for the mother country? What disadvantages did each group face? What made mercantilism such a contentious issue?

5. How did the Glorious Revolution influence Americans’ views of their world? How did it alter their perceptions of the Empire? Did the Glorious Revolution “foretell” American independence? If so, why and how? Or, why not?

6. What were the causes of the witchcraft crisis at Salem Village? Why did people believe the accusations? Are there other examples of witch-hunt hysteria in American history?

CHAPTER 4, “Becoming America” or “american society transformed” (1720-1760)

Chapter Outline

. Introduction

After 1720, the American colonies expanded to cover most of the territory between the Atlantic coast and the Appalachian Mountains. Also, the population came to include a larger number of non-English people and a variety of ethnic groups and religious sects.

. Geographic Expansion and Ethnic Diversity

 A. Spanish and French Territorial Expansion

 Spanish and French territory expanded over broader regions of North America than the
British, although their populations were smaller. Nevertheless, Spanish and French settlements had an immense impact on the native peoples of the regions.

B. France and Mississippi

 French posts up and down the Mississippi River served as the “glue” of New France. French commerce extended from Quebec in the north to New Orleans in the south, and included trade in furs, hides, guns, and grain.

C. Involuntary Migrants from Africa

About 260,000 Africans, taken from many different ethnic groups and regions in Africa, had been imported into England’s mainland colonies by 1775.

Because of natural increase, American-born people of African descent eventually dominated the enslaved population numerically.

D. Newcomers from Europe

Some 500,000 Europeans moved to North America during the eighteenth century, with most arriving after 1730.

E. Scots-Irish, Scots, and Germans

One of the largest groups of immigrants—about 150,000—came from Ireland and Scotland. They were joined by about 85,000 Germans.

F. Maintaining Ethnic and Religious Identities

By 1775, half of the population south of New England was of non-English stock. Assimilation of these migrants into Anglo-American culture depended on patterns of settlement, the size of the group, and the strength of the migrants’ ties to their cultural roots.

To retain power, the English elites sometimes fostered antagonism among ethnic groups. However, in the 1770s the elites realized they needed the support of non-English Americans in their rebellion against Great Britain.

. Economic Growth and Development in British America

. Commerce and Manufacturing

Large populations made British colonies economically stable, while the widely scattered people of the French and Spanish colonies left them weak and vulnerable and often dependent on foreign colonies for goods.

Population growth in the British colonies in North America generated an ever-increasing demand for goods and services. Small-scale colonial manufacturing developed as did a network of internal trade.

. Wealth and Poverty

Generally, the American economy improved, which lead to a better standard of living for many people. Economic stratification, on the other hand, also shaped social and economic structures.

New immigrants usually faced fewer opportunities for advancement than had the earliest arrivals. Although rural poverty remained limited, a poor class did begin to emerge in urban areas.

C. City Life

Urban dwellers had much more contact with the outside world than their rural counterparts, but sometimes the benefits of city life were overshadowed by epidemics.

D. Regional Economies

 Varied economies had developed in the British colonies by the mid-eighteenth century. New England exported timber and fish to the Caribbean; the Chesapeake produced wheat, corn, and tobacco; and South Carolina’s rice and indigo harvests were shipped directly to continental Europe. Georgia eventually developed similarly to South Carolina.

I. “Oeconomical” Households: Families, Production, and Reproduction

. Indian and Mixed-Race Families

Pressure from European settlers forced most Indians to change their traditional marriage views and roles.

Sexual liaisons occurred among European men and Indian women, producing a mixed-race population. The offspring of mixed unions were generally accepted in New France and in the Anglo-American backcountry, but they were considered degraded individuals in the Spanish Borderlands.

. European American Families

In these more stable households, men held dominion over family external affairs but women ruled the home.

. African American Families

The shape of African Americans’ family lives were determined by the setting in which African Americans lived.

. Forms of Resistance

Since slavery existed in all of the English colonies, slaves had few options if they considered running away. The extended family helped African Americans deal with the uncertainties associated with the institution of slavery, and slave families struggled to gain some sort of autonomy.

. Provincial Cultures

. Oral Cultures

The majority of Anglo-Americans could not read, and conversation provided the primary means of communication. Consequently, the exchange of information remained slow and restricted.

The culture of ordinary colonists tended to be oral, communal, and localized.

B. Rituals on the “Middle Ground”

Relations with Indians led to innovative rituals, including those relating to trade, crimes, and punishment.

C. Civic Rituals

Many cultural identities grew out of public rituals, including attendance at church. These gatherings reinforced local attitudes, morés, and hierarchies.

Important public rituals included church festivals, militia musters, and, especially in the Chesapeake, court days and political events.

D. Rituals of Consumption

The growth of prosperity led to shopping and conspicuous consumption.

E. Tea and Madeira

Tea drinking was an important consumption ritual.

Madeira became the favorite drink of the elite, and elaborate ceremony accompanied its consumption.

F. Polite and Learned Culture

Well-to-do Americans formed the core of a genteel elite that constructed a culture different from that of the seventeenth century and from that of ordinary colonists in the eighteenth century.

Men from wealthy families prided themselves on their level of education and their intellectual connections to Europe.

G. The Enlightenment

In the eighteenth century, Europeans’ fascination with natural law led to an emphasis on acquiring knowledge through reason. This movement—known as the Enlightenment—affected American culture and politics, particularly among the elite.

John Locke and other Enlightenment philosophers advanced the theory that governments were created by men and existed for the good of the people. A ruler who did not fulfill his contract with the people could be ousted from power.

. A Changing Religious Culture

. George Whitefield

A religious revival movement – the Great Awakening – spread throughout the colonies between the 1730s and the 1760s. Beginning in New England, and furthered by the preaching of Jonathan Edwards, it was actually George Whitefield, an Anglican minister from England, who played the dominant role in spreading the excitement to all corners of the colonies.

B. Impact of the Awakening

Many congregations splintered as a result of the Awakening, but the revival also led to more toleration of religious diversity.

By challenging traditional modes of thought, the Awakening introduced a strain of egalitarianism to the colonies.

C. Virginia Baptists

These religious dissenters challenged the status quo in Virginia by condemning the lifestyle of the gentry and by preaching equality of races in the eyes of the church.

I. Stability and Crisis at Midcentury

. Colonial Political Orders

American political leaders sought to increase the powers of elected assemblies relative to the powers of the governors and other appointed officials.

By the middle of the century, Americans expressed a belief in balanced government, and they viewed assemblies as the people’s protectors.

Assemblymen saw themselves as acting defensively to protect colonists’ liberties, but they rarely responded to the concerns of the poor.

. Slave Rebellions and Internal Disorder

The first in a series of colonial crises occurred with the Stono Rebellion in South Carolina in 1739, an uprising that led to stiffer laws regarding slaves throughout British America.

News of the Stono Rebellion was one factor that led to fears in New York of a conspiracy to foment a slave insurrection.

. European Rivalries in North America

In addition to their internal divisions, Britain’s mainland colonies also had local Indians, the Spanish, and the French contributing to tensions in the region.

D. The Fall of Louisbourg

 After Queen Anne’s War, William Shirley, the royal governor of Massachusetts, hatched a plan to seize the French fort of Louisbourg. Many questioned this decision, but after a two-month-long siege, the fort fell to a ragtag group of militia.

E. The Ohio Country

 When King George’s War ended lands west of the Appalachians and east of the Mississippi, known as the Ohio Country, became the crucible of imperial rivalries. There was tension because both Pennsylvania and Virginia claimed this land, the French sought to benefit from it as well, and Iroquois, Shawnee, and Delaware Indians were already living there.

F. Iroquois Neutrality

 During Queen Anne’s War and King George’s War, the Iroquois skillfully maintained their neutrality. Conflict over the region west of the Iroquois, however, touched off a war that spread from the colonies to Europe.

study questions

1. Discuss some of the more important of the demographic shifts that occurred in the middle of the eighteenth century. What effect did the “new” immigration have? Why did the colonies attract such emigrants? Why at this time and not earlier? What were the characteristics of the involuntary migrants who were brought into the colonies in the eighteenth century? How did the slave holding societies of South America and the Caribbean differ from such societies in the British colonies in North America?
2. How did local economies develop between 1720 and 1750? How did the colonies remain tied to international commerce? What differences existed between rural and urban Americans? How did the different regions display different economic developments?
3. How did the colonial household differ from modern families? What, if any, similarities exist? Discuss some of the important elements of rural life and of urban life in mid-eighteenth-century America. How did slaves’ daily lives reflect their place in America?
4. What role did rituals play in the colonies between 1720 and 1770? Why? Which rituals do you think had the greatest influence on Americans? Why? What role did education play in America? How did the Enlightenment affect Americans then and now?
5. What crises marked mid-eighteenth-century America? How did these events reveal underlying social tensions? What were some of those tensions? Why can the Great Awakening, which was not violent, be considered a crisis?

CHAPTER 5, “The ends of empire” or “severing the bonds of empire” (1754-1774)

Chapter Outline

. Introduction

An ever-widening split developed between America and England. The Seven Years War played an important role in events, because the absence of the French altered relations between colonials and the English. Also, Britain levied taxes to pay for the war, and resistance to those taxes brought on the movement for independence.

. From the Ohio Country to Global War

A. Albany Congress

In response to the French threat to the west, delegates from seven colonies met in Albany, New York, in 1754. They failed to convince the Iroquois to abandon their traditional neutrality towards the French. The delegates adopted a Plan of Union; the Plan was rejected by the delegates’ colonial governments.

. Seven Years’ War

William Pitt enacted policies that brought about a British victory. As a result of the Treaty of Paris, England gained Canada and Florida, and French holdings west of the Mississippi went to Spain.

. 1763: A Turning Point

. Neolin and Pontiac

Angered over British policy, an Ottawa war chief named Pontiac accepted ideas expressed by the shaman Neolin and led a violent uprising against western forts and settlements. The Indians, defeated in battle at Bushy Run, Pennsylvania, negotiated a treaty in 1766.

. Proclamation of 1763

Pontiac’s war showed the English the difficulties they faced in governing their new territories, and Parliament outlawed any settlement beyond the Appalachians.

. George III

King George III, a man of mediocre intelligence and mediocre education, was an erratic judge of character. He chose George Grenville as prime minister in 1763, and assigned him the task of finding a way to pay the huge debt incurred by the British government in the Seven Years War. Grenville believed the Americans should bear more of the cost of running the empire.

. Theories of Representation

The English believed that Parliament collectively represented the people (virtual representation), while Americans advocated individual representation. Americans also preferred limited government, but many Englishmen insisted on tighter controls.

. Real Whigs

Americans identified themselves with theorists opposing centralized governments. Many Americans began to use the ideas of the Real Whigs to interpret British actions, and they began to see oppressive designs behind those actions.

. Sugar and Currency Acts

Many Americans believed that the Sugar and Currency Acts revealed the potential threat from the British government. Still, the laws met with feeble resistance in the colonies.

. The Stamp Act Crisis

. James Otis’s *Rights of the British Colonies*

James Otis Jr. cogently argued that Americans had to obey laws passed by Parliament even though they believed those laws to be unconstitutional. Otis contended that Parliament was the sole, supreme authority in the empire.

Many colonists reluctantly prepared to accept the Stamp Act.

. Patrick Henry and the Virginia Stamp Act Resolves

Patrick Henry proposed a series of resolutions protesting Parliament’s policy toward the colonies. Passed in a limited form, they revealed the difficulty Americans faced in working out their relationship to Parliament.

. Continuing Loyalty to Britain

Though willing to argue for their rights, most colonists remained loyal British subjects.

Daniel Dulany argued in his 1765 pamphlet, *Considerations on the Propriety of Imposing Taxes on the British Colonies*, that, though the colonies may be dependent on Great Britain, Great Britain did not have the right to take their property without their consent.

. Anti-Stamp Act Demonstrations

In 1765, a Boston social club organized a demonstration against the Stamp Act that succeeded in getting Andrew Oliver to promise not to collect the tax. This victory encouraged a more violent demonstration against Lieutenant Governor Thomas Hutchinson, which met with general disapproval.

. Americans’ Divergent Interests

The colonial elite wanted effective, but controlled, protest against unpopular laws. Many ordinary people, however, felt empowered as they demonstrated in street protests, and they expressed themselves in ways that often threatened local leaders.

. Sons of Liberty

In an effort to channel the resistance of the masses into an acceptable form, merchants and artisans created the Sons of Liberty to protest the Stamp Act. Although the Sons of Liberty could influence events, it could not always control them.

. Opposition and Repeal

Lord Rockingham oversaw the repeal of the Stamp Act because he thought it was unwise and divisive, but to ensure the power of Parliament he also gained passage of the Declaratory Act.

. Resistance to the Townshend Acts

A. John Dickinson’s *Letters*

In these widely published essays, Dickinson contended that Parliament could regulate trade but could not do so for the purpose of raising revenue.

The Massachusetts assembly responded to the Townshend Acts with the passage of the Massachusetts Circular Letter. When representatives refused to follow Governor Francis Bernard’s order to recall the Circular Letter, he dissolved the assembly.

B. Rituals of Resistance

Resistance leaders relied heavily on public rituals to gain the support of illiterate Americans and to involve ordinary folks in the protests.

C. Daughters of Liberty

Women took an active role in the resistance by creating the Daughters of Liberty. They also performed public rituals, such as spinning cloth and denouncing tea, as expressions of their support for the American cause.

D. Divided Opinion over Boycotts

Differing economic interests led to a split in the alliance of groups that had reacted to the Stamp Act.

In response to the Townshend Duties, artisans mounted successful boycotts, but they were not fully supported by merchants.

The use of coercion and violence by supporters of the boycott to force others to join the movement angered and frightened many Americans. Many among the dominant elite felt that their power was being threatened by ordinary colonists.

A new prime minister, Lord North, persuaded Parliament to revoke duties on trade within the empire. The tea tax and the other Townshend Acts remained in force, but the repeal of taxes appeared to make the laws less offensive.

VI. Confrontations in Boston

A. Boston Massacre

Unrest in Boston resulting from the *Liberty* riot in June 1768 led to the stationing of British troops in Boston.

On March 5, 1770, a group of soldiers facing an unruly crowd opened fire and killed five Bostonians. Patriot leaders used this “massacre” as effective propaganda, but they also worked to ensure a fair trial to keep the soldiers from becoming martyrs for the loyalist cause.

. A British Plot?

Patriot writers editorialized that Britain planned the political enslavement of America.

When the North ministry took steps to enforce the Townshend Act, which provided for governors and judges to be paid from customs revenues, Boston patriots created a Committee of Correspondence to publicize the move.

. Samuel Adams and the Committees of Correspondence

This outspoken patriot worked to build anti-British consensus in Massachusetts.

Committees of Correspondence were established throughout the colonies.

The Boston Committee of Correspondence sought to establish a consensus that recognized the need to protect American liberties. The *Boston Statement of Rights and Grievances* was published as a pamphlet and distributed to Massachusetts towns. The document placed American rights first, loyalty to Great Britain second.

. Tea and Turmoil

. Reactions to the Tea Act

In May of 1773, Parliament approved the Tea Act, which was designed to save the East India Company from bankruptcy.

The Tea Act gave the British East India Company a monopoly on the distribution and sale of tea in the American colonies. The tax on tea, left over from the Townshend Duties, would apply to the sale of this tea.

Patriots feared the subtle implications of the law.

As tea ships arrived, different things happened at different ports.

In Boston, protesters “disguised” as Indians dumped 342 chests of tea into the harbor.

. Coercive and Quebec Acts

Parliament responded to the Tea Party by passing four Coercive, or Intolerable, Acts to punish Boston and Massachusetts. At the same time, Parliament approved a bill that allowed the Catholic Church and French civil law in Quebec, while also increasing the size of that territory.

Americans became convinced that the British had embarked on a deliberate plan to oppress them.

The colonies agreed to send delegates to Philadelphia to attend the First Continental Congress.

VIII. The Unsettled Backcountry

1. Land Riots in the North

Growing competition for good farmland resulted in a number of violent disputes in New Jersey and along the Hudson River.

1. “Regulators” in the South

In the Carolinas, frontier people’s unhappiness with the colonial governments led to violence in the 1760s and 1770s.

1. Renewed Indian Warfare

Not only did frontier dwellers not trust the wealthy eastern elite, few viewed the region’s native peoples positively. Clashes ultimately led to Lord Dunmore’s War and thousands more settlers flooding into what would become the state of Kentucky.

IX. Government by Congress and Committee

1. First Continental Congress

The Congress had to define its grievances and define a plan of resistance. A third goal—outlining constitutional relations with England—proved more troublesome.

The Congress accepted the Declaration of Rights and Grievances, which declared that the colonies would obey bona fide acts of Parliament and would resist taxes in disguise.

1. Continental Association

The Congress also adopted the Continental Association, which called for non-importation of British goods, non-consumption of British products, and non-exportation of American goods to Britain and the British West Indies.

1. Committees of Observation

Congress called for the creation of committees of observation and inspection to enforce its economic proposals. These committees became de facto governments and developed elaborate spy networks to identify opponents of American resistance.

1. Provincial Conventions

By the early spring of 1775, many colonial governments were collapsing in the face of patriot challenges to their authority. Popularly elected provincial conventions took over the task of governing in most colonies.

study questions

1. Why might some scholars call the Seven Years War the “Great War for Empire”? Is it accurate to describe the Seven Years War as the "Great War for Empire" and as the "First Worldwide War"? What role did Indians play in the causes and consequences of the war? Did the war set the stage for the American Revolution?

2. How did imperial policy toward western lands offend many Americans? What did the Proclamation of 1763 do and how did Americans respond? Why did Americans resent the Quebec Act?

3. How did demonstrations against imperial policy include obvious violations of the law? How did colonists justify their actions? Are those justifications valid? Did they have any legal means of expressing discontent?

4. What role did pamphlets play in the development and spread of the American resistance movement? What constitutional ideas were advanced in the major pamphlets associated with the resistance movement? Did the ideas presented in the protest pamphlets consistently move in a more radical direction? Did pamphlets prepare the mind of the colonists for the idea of independence?

5. What role did legislative resolutions (protest resolutions passed by the lower houses of colonial assemblies) play in the development and spread of the American resistance movement? Did legislative resolutions borrow ideas from pamphlets associated with the resistance movement? How did the ideas expressed in legislative resolutions change in the period from 1765 to the signing of the Declaration of Independence in 1776? What caused these changes?

6. What role did crowd action play in the development and spread of the colonial resistance movement? What dangers did crowd action pose? How did the middle- and upper-class leaders of the resistance movement attempt to minimize these dangers? Were they successful?

7. What role did women play in the development and spread of the colonial resistance movement?

CHAPTER 6, “American revolution” or a “revolution indeed,” (1775-1783)

Chapter Outline

. Introduction

The American Revolution required patriot leaders to establish a coalition in favor of independence, to gain foreign recognition, and to ensure the survival of the army by avoiding decisive battle loses at the hands of the British army.

. Toward War

. Battles of Lexington and Concord

General Thomas Gage moved to confiscate weapons the patriots held. Militiamen awaiting the British at Lexington and Concord drove the troops back to Boston with heavy losses.

. The Siege of Boston

 Approximately 20,000 American militiamen gathered around Boston, effectively containing Gage’s forces within the town. For nearly a year the two armies stared at each other across battlements. The only confrontation occurred on June 17th when the British drove the American’s from their trenches atop Breed’s Hill. Despite the military loss, the Americans gained a moral victory as they lost half as many men as the British.

. First Year of War

Both sides used a year-long lull in the fighting to plan their future strategies.

 British leaders assumed, erroneously, that the Americans would not stand up to professional troops, that the English could fight a conventional war, and that military victory would achieve the goal of retaining the colonies’ allegiance.

. Second Continental Congress

The Second Continental Congress quickly moved to establish a viable government. One of its most important decisions resulted in the creation of the Continental Army and the subsequent appointment of its generals.

The Congress unanimously chose George Washington as commander-in-chief of the army.

 E. George Washington

George Washington, commander-in-chief of the army, had attributes essential to an American victory: moral integrity, physical stamina, and intense patriotism.

The arrival of American cannon from Ticonderoga in March 1776 convinced Sir William Howe to evacuate Boston.

. Forging an Independent Government

. Varieties of Republicanism

 Three definitions of republicanism emerged in the United States: one based on classical political thinking, one that emphasized individuals’ pursuit of rational self-interest, and one that called for broad popular political participation.

. *Common Sense*

Thomas Paine stridently attacked English mistreatment of the colonies, and he unequivocally advocated creation of an independent republic. His popular pamphlet helped many Americans accept separation from Britain.

Congress began debate on Richard Henry Lee’s resolution calling for independence from England and directed a five-man committee to draft a declaration of independence. The committee assigned the task of writing the declaration to Thomas Jefferson.

C. Jefferson and the Declaration of Independence

 Congress approved Thomas Jefferson's Declaration of Independence, which contained a list of grievances against King George III and a stirring statement of American political ideals.

 D. Colonies to States

Shortly before adopting the Declaration, Congress encouraged individual provinces to replace their colonial charters with state constitutions. Reflecting their colonial experience, writers of state constitutions were primarily concerned with the distribution of and limitations on government power.

Most state constitutions limited the power of the governor and expanded the power of the legislature. In addition, most state constitutions broadened the base of American government by lowering property qualifications for voting

 E. Limiting State Governments

Framers of state constitutions put deliberate and clear limits on the powers of government, with some having formal bills of rights. More emphasis was placed on preventing tyranny than on making state governments effective wielders of political authority.

 F. Articles of Confederation

The Articles of Confederation established a weak, unwieldy, sometimes inefficient national government.

 G. Funding a Revolution

 The British were able to fund their war efforts with a well-developed fiscal-military state. The newly created United States had no such state, and finances posed a constant problem. Congress borrowed from the Dutch, Spanish, and French and eventually printed paper money, or Continentals, which ultimately proved worthless.

 H. Symbolizing a Nation

Congress devised an array of symbols and ceremonies to embody the new nation, as promoting a sense of “we” in the everyday interactions of ordinary citizens was one of Congress’ most crucial tasks.

. Choosing Sides

A. Patriots

Those who became active revolutionaries constituted about forty percent of the population and came primarily from those who had dominated colonial society.

. Loyalists

About twenty percent of Americans recognized dangers in resistance and remained loyal to England. One thing that loyalists had in common was their opposition to men who became patriot leaders.

. Neutrals

Another forty percent chose to be neutral and, along with loyalists, suffered persecution at the hands of the patriots.

E. Native Americans

 The British victory over France in 1763 destroyed the Indians’ most effective means of maintaining their independence: playing one side off the other. In new times Indians found it difficult to develop new methods, and while the Colonists courted them, most native villages either remained neutral or aligned themselves with the British due to longstanding grievances with American colonists flooding the backcountry.

F. African Americans

Colonies with the highest percentages of African Americans expressed the lowest support for the revolution.

Slaves generally sought to escape their bondage by supporting the English. Lord Dunmore’s Proclamation offered freedom to slaves and indentured servants who left their patriot masters and joined the British forces.

V. The Struggle in the North

. New York and New Jersey

The Americans faced potential disaster in defending New York. Although Washington deserted the city, he managed to hold the core of the army together.

British plundering of New Jersey rallied many reluctant Americans to the patriot cause and convinced Washington to strike. Victories at Trenton and Princeton cheered American spirits as the army settled in for the winter.

. Campaign of 1777

General John Burgoyne planned a three-pronged invasion of New York that required close cooperation between all commanders but gave Burgoyne the glory.

Ignoring Burgoyne's plan and operating independently, Howe moved against Philadelphia in 1777, but logistical delays and American resistance prevented him from gaining any real advantage when he captured the city in September.

. Iroquois Confederacy Splinters

The Battle of Oriskany on August 6, 1777, revealed a split in the three-hundred-year-old Iroquois Confederacy. Despite pledges of neutrality, several tribes supported the British; others fought for the Americans.

. Burgoyne’s Surrender

General John Burgoyne suffered a disastrous defeat in 1777. He hoped to divide the colonies by marching through New York, but he was forced to surrender with six thousand men near Saratoga on October 17.

E. Franco-American Alliance of 1778

The victory at Saratoga led to French recognition of American independence, and a Treaty of Alliance brought France into the war in support of the new nation.

VI. Battlefield and Home Front

. Militia Units

 “Citizen soldiers” manned the revolutionary army in the first few months of the war only, as they shortly returned home to their farms. They then re-enlisted only if the contending armies neared their farms and towns.

B. Continental Army

The Continental Army was made up primarily of young, single, and propertyless men who signed up for long periods or for the duration of the war. The army also included immigrants and, after Lord Dunmore’s proclamation, Congress decided to allow the enlistment of African Americans.

Women worked as cooks, nurses, and launderers for which they received rations and low wages.

C. Officer Corps

Officers developed a powerful sense of pride and commitment to their cause.

D. Hardship and Disease

Life in the American army was difficult for everyone, but enlisted men suffered more hardships than officers.

Diseases often spread thorough the army. In 1777, Washington ordered that the entire regular army and all new recruits be inoculated for smallpox.

E. Home Front

Women had to assume additional responsibilities to keep farms running during the war.

Americans had to endure shortages of necessities as well as severe inflation.

. The War Moves South

. South Carolina and the Caribbean

Charleston fell in May 1780, but the English never really established control over South Carolina, and they remained vulnerable to the French navy. After 1778, the French navy picked off British Caribbean islands one by one.

. Greene and the Southern Campaign

Nathanael Greene assumed command of American forces in South Carolina, and he instituted effective policies toward the British, loyalists, and Indians.

. Surrender at Yorktown

Lord Cornwallis led his troops into Virginia and encamped at Yorktown, where American and French operations forced him to surrender.

As a result of Cornwallis’s surrender at Yorktown, the North ministry fell from power and Parliament voted to cease offensive operations and to authorize peace negotiations.

Washington defused the “Newburgh Conspiracy” and at war’s end formally resigned his commission as commander-in-chief. As a result of such actions, Washington established the precedent of civilian control of the American military.

Over 25,000 American men lost their lives in the war, the South’s economy was shattered, and indebtedness soared.

VIII. Uncertain Victories

1. Saving Jamaica

With the American victory the British turned their attention to their most prized American possession: Jamaica. Jamaica produced two-fifths of Britain’s sugar and nine-tenths of its rum. With the British distracted at Yorktown, the French sought to renew its influence in the Caribbean, but the British proved victorious at the Battle of the Saintes in April 1872.

1. Treaty of Paris

The war ended with a treaty signed on September 3, 1783. England recognized American independence; accepted the Atlantic Ocean, the Mississippi River, Canada, and Florida as the American boundaries; and gave up fishing rights off of Newfoundland.

study questions

1. What groups in America gained the most from the war? What groups lost the most? For which groups, if any, did things stay just about the same? How did the war influence the place of slaves in America? Of Indians? Women?

3. How did the Americans defeat the British, who arguably had the premier military in the world? What mistakes did the British make? Did they do anything right? What errors did the Americans make? How did they overcome any tactical or strategic blunders?

4. How did the Battle of Saratoga mark a turning point in the war? Beyond the international implications, what did the campaign reveal about British strategy and tactics? What did it reveal about English attitudes toward Americans, the war, and each other? What ramifications did the defeat have for the conduct of the war?

5. In 1783, the Americans had won their independence, but they also had treaty obligations. Discuss the provisions of the Treaty of Amity and Commerce with France and the provisions in the Treaty of Alliance with France? Did America live up to its agreements? How might the treaties provide benefits to either side after the war? Beyond independence, discuss the implications of the Treaty of Paris.

6. Use the section in Chapter 6 entitled "Legacy for A People and A Nation: Revolutionary Origins" to discuss how divergent groups in America often claim to represent the "true" meaning of the American Revolution.

CHAPTER 7, “Forging a nation” or “forging a national republic,” (1783-1800)

Chapter Outline

. Introduction

Americans sought to “settle the Revolution” by attempting to make one nation of many peoples and establish a republic based on the concepts of a representative government and a virtuous citizenry. Problems arose, however, because people understood the fragility of republics and they realized many problems needed resolution to ensure the survival of the nation.

. Trials of Confederation

. Foreign Affairs

The Confederation Congress was denied the power to establish a national commercial policy. As a result, members of Congress watched helplessly as other nations restricted American trade with their colonies and as British manufactured goods flooded the United States.

When Spain closed the Mississippi to American navigation, U.S. leaders failed to agree on a national reaction.

B. Order and Disorder in the West

The United States signed a series of treaties with the Indians in order to validate government claims to tribal lands. Many tribes accepted these agreements only in the face of America’s overwhelming power.

C. Ordinance of 1785

The Northwest Ordinances of 1784, 1785, and 1787 outlined the process through which land in the Northwest Territory could be sold and formal governments organized.

The Northwest Ordinance of 1785 specified the specific way in which land was to be surveyed and sold. Proceeds from the sale of western lands provided revenue for the national government.

D. Northwest Ordinance

The Northwest Ordinance of 1787 was the most important of the three land policies passed by the Confederation Congress. It contained a bill of rights, nominally prohibited slavery, and specified the process by which residents could organize state governments and seek admission to the Union.

E. The First American Depression

 The Revolution brought sudden and permanent changes to the American economy, and the Articles of Confederation were not equipped to handle them. During the war, trade with Europe nearly ceased entirely, and the plummeting value of the Continental dollar weakened purchasing power. Diminished European trade forced American manufacturers to pick up the slack and farmers to find new markets. This period saw the stirrings of American industrial development.

III. From Crisis to the Constitution

1. Annapolis Convention

The inability of Congress to deal with economic concerns led Virginia and Maryland to call a convention to discuss trade policy. This successful meeting resulted in an invitation to other states to meet in Annapolis, MD in 1786. Delegates from only five states attended, however, forcing a call for a new convention to be held in Philadelphia the following year.

1. Shays’ Rebellion

This armed rebellion in Massachusetts in 1787 convinced doubters that reform was necessary.

1. Constitutional Convention

 Delegates to the Constitutional Convention, held in Philadelphia, were generally reform-minded property owners who wanted a more powerful central government.

Madison gained recognition as the Father of the Constitution. Well-prepared when he arrived in Philadelphia, he set forth the principle of checks and balances

1. Virginia and New Jersey Plans

Virginians wanted a powerful central government. The New Jersey delegation advocated limited national authority. The convention spent much of its time reconciling these positions.

The issue of representation and election complicated debate over a bicameral legislature.

1. Slavery and the Constitution

Delegates accepted a “three-fifths clause” to define the place of slaves in regards to taxation and representation.

This compromise, and other provisions, implicitly recognized the institution of slavery

1. Congressional and Presidential Powers

The framers agreed that Congress should have the power to tax and to regulate commerce. Congress was granted all authority “necessary and proper” to carry out its enumerated powers.

Foreign affairs, the military, and federal appointments became the domain of a chief executive, the President. To ensure the independence of the president from the national legislature, the chief executive was to be elected by the Electoral College.

The key to the Constitution was the distribution of political authority by a separation of powers among three co-equal branches of government and a division of powers between states and the nation.

1. Federalists and Antifederalists

Ratification required the approval of special conventions in at least nine states. Those who favored the Constitution called themselves Federalists—the opposition became Antifederalists.

1. Bill of Rights

Opponents of the Constitution believed the document needed guarantees of certain rights and advocated a bill of rights to protect individual liberties.

1. Ratification

The arguments presented in *The Federalist* and the promise of a bill of rights led to ratification of the Constitution with New York's approval on July 26, 1788.

Parades in many cities to celebrate ratification of the Constitution also served as political lessons for both literate and illiterate Americans.

IV. Promoting a Virtuous Citizenry

1. Virtue and the Arts

Americans expected the republic to replace the corruption of Europe with the virtues associated with republicanism. They believed that the painting, literature, drama, and architecture should convey messages of nationalism and virtue to the public.

However, to many the fine arts themselves were a corrupting influence. As artists attempted to embody moral values in their works, some Americans began to detect signs of luxury and corruption by the mid-1780s. Some were especially concerned about the establishment of the Society of the Cincinnati in 1783.

1. Educational Reform

Education served to inculcate virtue. In the North, public schools emerged, and, throughout the nation, educational opportunities for girls improved.

1. Judith Sargent Murray

Judith Sargent Murray argued that women and men had the same intellectual capabilities. Her contentions reflected a post-revolutionary rethinking of traditional gender roles.

1. Building a Workable Government
2. First Congress

The First Congress had the tasks of raising money, creating a bill of rights, setting up the executive departments, and organizing the federal judiciary. James Madison persuaded Congress to adopt the Revenue Act of 1789.

Madison also took the lead in presenting the constitutional amendments that came to be called the Bill of Rights. The states ratified ten amendments, which became part of the Constitution on December 15, 1791.

1. Executive and Judiciary

Congress organized the executive branch with three main departments—War, State, and Treasury—and granted the President the authority to dismiss appointed officials.

The Judiciary Act of 1789 established a Supreme Court, defined federal jurisdiction, created district and appeals courts, and allowed for appeals from state courts to federal courts.

During its first ten years, the Supreme Court handled few cases of importance. The most notable cases were *Ware* v. *Hylton*, *Hylton* v. *U.S.*, and *Chisholm* v. *Georgia*.

1. Washington’s First Steps

Washington understood the importance his actions would have as precedents, and he moved cautiously at first. He created the president's cabinet by using the heads of the executive departments collectively as his chief advisers.

1. Alexander Hamilton

Hamilton's zeal had attracted the favor of Washington, who appointed him Secretary of the Treasury. Loyalty to the nation and cynicism about human nature shaped Hamilton’s policies. His fiscal policies were always designed to consolidate power at the national level. His cynicism about human nature led him to believe that people were motivated primarily by self interest.

1. National and State Debts

Hamilton wanted the government to repay its debt at full value and to assume the war debts of the states.

1. Hamilton’s Financial Plan

Hamilton hoped to extend the authority of the national government and gain the support of securities holders.

James Madison led the opposition against assumption of state war debts. However, after some political deals were struck, Hamilton’s financial program became law in August 1790.

1. First Bank of the United States

Hamilton advocated a national bank, which touched off an intense constitutional debate.

Madison argued that the creation of a national bank by Congress was unconstitutional. Hamilton's brilliant defense of what became known as “broad constructionism” eventually assured creation of the bank.

Hamilton’s *Report on Manufactures* outlined a plan intended to encourage and protect the nation’s infant industries. The report was rejected by Congress. However, Congress accepted Hamilton’s proposal that an excise tax be levied on all whiskey distilled in the United States.

1. Whiskey Rebellion

When farmers protested the federal tax on whiskey, which they distilled from their grain, Washington showed restraint until violence erupted in western Pennsylvania. He then led a force of some 13,000 troops to quell the “rebellion,” thus demonstrating that the national government would not tolerate violent resistance to its laws.

VI. Building a Nation Among Nations

1. Republicans and Federalists

Supporters of Hamilton and Jefferson gradually divided into opposing camps.

1. French Revolution

News of the French Revolution was at first welcomed in the United States, but soon the excesses of the revolution caused some to point to France as a perversion of republicanism. Thus the American people began to divide over whether to support France or Great Britain. Commercial interests tied the U.S. to Great Britain, enemy of the French Revolution.

Disagreements over the American response to the French Revolution led to partisanship.

President Washington was faced with a dilemma when Edmond Genêt, a representative of the French government, arrived in Charleston, SC, and began to make his way toward New York City.

Washington received Genêt but issued a proclamation of neutrality with regard to the war between France and Great Britain.

1. Democratic Societies

Democratic societies, sympathetic to the French Revolution, expressed opposition to the administration’s fiscal and foreign policy and thereby generated the first formal political dissent in the United States.

Many Federalists believed the Democratic Societies were a subversive element in the republic, and Washington accused them of having instigated the Whiskey Rebellion.

Washington, Hamilton, and Federalist in general had not yet accepted the presence of a “loyal opposition” within the republic

1. Jay Treaty Debate

In 1794, John Jay negotiated a treaty with Great Britain in an effort to resolve several differences between the two nations. The treaty faced strong opposition but was ratified by the Senate and signed by Washington.

The House of Representatives had to appropriate funds to carry out the provisions of the Jay Treaty. Federalists encouraged that petitions supporting the treaty be sent to House members. The Federalists also successfully linked the Jay Treaty to the more popular Pinckney’s Treaty.

The House approved appropriations for the Jay Treaty by a vote of 51–48, with the vote divided along partisan and regional lines.

Republicans, generally from the southern and middle states, tended to be optimistic, to espouse democracy, and to embrace individualism. Non-English ethnic groups found the democratic rhetoric of the Republicans attractive.

Federalists, mostly from New England, expressed more fears for the future and tended to come from English stock and from the commercial class

1. Washington’s Farewell Address

As he left office, Washington encouraged Americans to maintain commercial ties but not political relations with other nations and to avoid permanent alliances. He also expressed sorrow over factional divisions within the republic. In effect, Washington was calling on his fellow countrymen to rally behind the Federalist banner and to reject the Republicans in the upcoming elections.

1. Election of 1796

Federalist John Adams won the presidency in 1796, but the constitutional means of determining a vice president led to the election of Thomas Jefferson, a Republican.

1. XYZ Affair

When Americans learned that French agents had demanded a bribe of American negotiators, anti-French sentiment swept the United States, and Congress formally abrogated the Treaty of Alliance with France.

1. Quasi-War with France

The U.S. fought an undeclared naval war with France, mostly in Caribbean waters.

1. Alien and Sedition Acts

Federalists hoped to capitalize politically on Americans’ anger toward France by passing four laws to suppress dissent and limit the growth of the Republican party.

Jefferson and Madison responded to the Alien and Sedition Acts by claiming that since a compact among the states created the Constitution, the states could judge the constitutionality of federal actions.

1. Convention of 1800

Negotiations between French and American diplomats ended the Quasi-War and freed the United States from its alliance with France.

VII. The West in the Nation

1. War in the Northwest Territory

An Indian confederacy under Little Turtle scored major victories over American troops in the Northwest Territory in 1790 and 1791. An Indian defeat at Fallen Timbers led to the Treaty of Greenville that opened up much of Ohio to settlement, but the accord also protected some Indian claims.

Pinckney’s Treaty established the boundary between the United States and Florida.

The Southwest Ordinance of 1790 attempted to organize the Old Southwest. It made the region attractive to slaveholders by permitting slavery.

1. “Civilizing” the Indians

The Indian Trade and Intercourse Act of 1793 was a well-intentioned plan to “civilize” Native Americans, but the plan ignored the cultural traditions of the eastern Indian peoples.

The Cherokees adapted some of the teachings of Quaker missionaries and Indian agents to their own culture.

Iroquois culture, due largely to the influence of Handsome Lake, adapted to European patterns to survive in the midst of changing circumstances.

VIII. Created Equal?

1. Women and the Republic

Abigail Adams advocated legal reform to protect the rights of married women. Others wanted female suffrage.

In the young republic, women assumed great responsibility for the welfare of the community. This role allowed men to pursue more individualistic goals. Therefore, the ideal republican man was seen as an individualist seeking advancement for himself and his family. The ideal republican woman always put the welfare of others ahead of her own.

1. Emancipation and Manumission

In the North, states outlawed slavery, but representatives favored gradual emancipation. In the South, legislators approved some reforms in the legal status of slaves, but slavery remained entrenched.

1. Congress Debates Slavery

In 1790 three groups of Quakers petitioned Congress to end the foreign slave trade and to abolish the institution of slavery.

Southerners contended that Congress should not discuss such petitions. Congress accepted a committee report that it could not abolish the foreign slave trade before 1808 and that it could not act to emancipate slaves since that authority resided with the states alone

1. Growth of Free Black Population

Before the Revolution, there had been few free blacks, but by 1800, nearly 108,000 lived in the United States. Several factors led to an increase in manumissions in the Chesapeake.

1. Freed People’s Lives

In the 1780s, freed blacks from rural areas often moved to port cities in the North. Probably as a result of discrimination, they began to occupy distinct neighborhoods.

Laws discriminated against free African Americans and whites seldom accepted them as equals.

Because they faced pervasive discrimination, free blacks created their own economic, religious, and social institutions.

1. Development of Racist Theory

To defend slavery in light of the Revolutionary idea that all men were equal, southerners developed theories on the inherent inferiority of Africans and African Americans.

African Americans such as Benjamin Banneker challenged developing racist notions

1. A White Men’s Republic

Some scholars believe that racism emerged in the new republic because discrimination against blacks enhanced the sense of equality for whites.

1. Revolutions at the End of the Century
2. Fries’ Rebellion

In 1798–1799, German-American farmers in Pennsylvania’s Lehigh Valley protested against the taxes levied by Congress to finance the Quasi-War by sending petitions to Congress and non-violently preventing tax assessors from measuring their homes.

After a federal judge order the arrest of twenty of the resisters, John Fries led a contingent of 120 militiamen and surrounded the tavern where the prisoners were being held temporarily.

Although the prisoners were released, Fries and many of his neighbors were arrested. Fries and two other were convicted of treason and sentenced to be executed. They were subsequently pardoned by President Adams.

1. Gabriel’s Rebellion

Africans Americans took the revolutionary ideas of liberty and equality seriously. They learned the benefits of fighting collectively from the slave revolt in St. Domingue in 1793.

Gabriel Prosser led an unsuccessful revolt in Virginia in 1800 that he hoped would bring equality for African Americans.

In the aftermath of Gabriel’s Rebellion, there was a hardening of the institution of slavery in the South.

1. Election of 1800

In the presidential election of 1800, Thomas Jefferson and Aaron Burr were the Republican nominees for president and vice-president and ran against Federalists John Adams and Charles C. Pinckney.

Because Jefferson and Burr received the same number of votes in the Electoral College, the election was decided by the out-going House of Representatives, controlled by Federalists. Jefferson was elected president on the 36th ballot.

President John Adams attempted to strengthen Federalist control over the judiciary by naming John Marshall chief justice of the Supreme Court and by appointing “midnight justices” to new positions created by the Judiciary Act of 1801

study questions

1. What did Americans mean by a “virtuous republic”? What precedence for this concept existed in colonial America? Are there any inherent problems or contradictions in the concept? How did Americans go about establishing the virtuous republic? Did they achieve their goals?

2. How did republicanism affect minorities in America? What role did women play in republican society? Children? African Americans? How did the majority, that is, white males, reconcile any paradoxes between republican ideology and social realities?

3. How did the Articles of Confederation reflect the colonial experience in America? Did the Confederation achieve any positive results? What and how? Discuss the shortcomings of the Articles government.

4. What specific problems led the Constitutional Convention in Philadelphia? What economic issues did the Confederation fail to resolve? What diplomatic concerns? Are there other domestic problems that the Confederation could not redress?

5. Does the Constitution advance any group over the interests of others? What interests does the Constitution protect? Are there any interests the Constitution ignores? Does the document have any flaws? If so, what? If so, how has it survived for so long?

6. What steps did Washington and Hamilton take to ensure the strength of the new government? What groups might have approved of these measures? What groups would have opposed them? How have the precedents they set continue to influence American government?

7. On what issues of foreign policy did Federalists and Republicans diverge? Did they concur on any diplomatic matters? What implications did foreign affairs have for domestic policies? What domestic concerns became embroiled with international affairs?

CHAPTER(s), “Defining the nation” and/or “the early republic: conflicts at home and abroad” [depending on what edition you have of the book], (1801-1823)

Chapter Outline

. Introduction

Thomas Jefferson’s inauguration heralded a change from the previously Federalist-controlled government. The nation’s political system became better defined and its nationalistic and international positions grew clearer in the period from 1801 to 1823. Further westward expansion of the nation continued in the aftermath of the War of 1812. However, this expansion ultimately led to North–South divisions over the question of statehood for Missouri and over the expansion of slavery into the territories.

. Political Visions

A. Separation of Church and State

In Jefferson’s 1801 letter to the Baptist association in Danbury, Connecticut, Jefferson declared that the First Amendment to the Constitution supported a “wall of separation between church and state.” This idea caused New England Federalists to believe their worst fears had been realized.

B. Religious Revivals

 Religious revivalism characterized this period, especially among Methodists and Baptists, who preached all humans were equal in God’s eyes. This encouraged a growing democratic political culture.

C. Political Mobilization

Despite the fact that the electorate was by and large confined to property-holding men, partisan politics captured the imagination of most Americans.

D. The Partisan Press

The *National Intelligencer*, which served as the official voice of the Democratic-Republicans, and the *New-York Evening Post*, which served as the voice of the Federalists, helped to build the party system and a national political culture.

E. Limited Government

Jefferson refused to recognize any of Adams’s late-term Federalist appointments and, where possible, filled government positions with loyal Democratic-Republicans. Secretary of the Treasury Albert Gallatin cut the budgets of both the army and the navy and moved to reduce the national debt. Congress, controlled by Democratic-Republicans, repealed all internal taxes.

Jefferson chose not to use the Alien and Sedition Acts against his opponents and pardoned those convicted under the provisions of those acts. Both acts were allowed to expire.

Congress replaced the Naturalization Act of 1798 with the Naturalization Act of 1802, which made it easier for aliens to become naturalized citizens.

F. Judicial Politics

The Democratic-Republican Congress impeached and removed Federal District Judge John Pickering. However, the failure of Congress to remove Supreme Court Justice Samuel Chase preserved the independence of the Supreme Court and established the precedent that only criminal actions justified impeachment.

G. The Marshall Court

As Chief Justice of the Supreme Court, John Marshall upheld federal supremacy over the states and protected the interests of commerce and capital. Under Marshall, the Court became an equal branch of the government.

H Judicial Review

In *Marbury v*. *Madison*, John Marshall ended criticism that the Supreme Court functioned as a partisan instrument. By ruling that a section of the Judiciary Act of 1789 was unconstitutional, he also advanced the concept of judicial review and enhanced the independence of the judiciary.

I. Election of 1804

Jefferson carried fifteen of seventeen states in the 1804 election.

Personal animosity between Hamilton and Burr led to the Hamilton-Burr duel. In the famous duel, Burr killed Hamilton. Burr then conspired to create a political empire in the Southwest. Tried for treason, he was acquitted and fled to Europe.

J. Nationalism and Culture

 A wave of nationalism characterized American culture in the early nineteenth century. Paintings depicted great events in U.S. history, construction projects used domestic building materials, and spelling was “Americanized” by Noah Webster.

. Continental Expansion and Indian Resistance

. New Orleans

Spain’s decision to deny Americans the right to store their products at New Orleans prior to transshipment to foreign markets, and the subsequent transfer of the Louisiana Territory to the French, threatened the American economy.

. Louisiana Purchase

James Monroe joined Robert Livingston in France with orders from Jefferson to buy the port of New Orleans and as much land as possible in the Mississippi Valley. Napoleon offered all 827,000 square miles of the Louisiana Territory to the United States for $15 million.

. Lewis and Clark Expedition

Meriwether Lewis and William Clark were commissioned by President Jefferson to head an exploratory expedition to the Pacific coast.

The Corps of Discovery was a diverse group consisting of immigrants, Clark’s slave York, and a female guide and translator, Sacagawea. The expedition brought valuable information on the West to an expansion-minded United States.

Land-hungry white Americans generally ignored the presence of Native Americans.

. Divisions Among Indian Peoples

Some Indian nations were “accommodationists” who adopted white customs, while others were “traditionalists” who preferred to adhere to traditional ways.

Shawnee brothers Tenskwatawa (called Lalawethika as a youth) and Tecumseh led a traditionalist revolt against American encroachment on their Ohio land and attempted to create an Indian federation.

. Tenskwatawa and Tecumseh

Tenskwatawa (called The Prophet by whites) claimed to have returned from the dead, and he encouraged Indians to abandon white culture and return to their traditional ways.

The Prophet and Tecumseh encouraged resistance against American aggression. Tecumseh turned Prophet’s religious message into a political one and traveled widely in an attempt to unify northern and southern Indians to resist white occupation.

In the Battle of Tippecanoe, the supporters of Prophet and Tecumseh were dispersed.

. The Nation in the Orbit of Europe

. First Barbary War

The United States refusal to pay tribute to Tripoli for safe passage of its ships, sailors, and passengers through the Mediterranean led the *Bashaw* of Tripoli to declare war on the United States in 1801.

A treaty ended the war in 1805, but the U.S. continued to pay tribute to Algiers, Morocco, and Tunis until 1815.

The U.S. economy relied heavily on shipping in the early years of the republic. The United States paid a heavy price when, as a result of the Napoleonic wars, France and Britain launched a commercial war and blockaded each other’s trade.

. Threats to American Sovereignty

Britain resorted to stopping American ships to remove “deserters,” many of whom had actually become American citizens, and impress them into the British navy.

Britain blocked goods the U.S. believed were part of neutral trade. Congress passed the Non-Importation Act in 1806, which barred British manufactured goods from entering American ports.

In 1807, the crew of the H.M.S. *Leopard* attacked and boarded the U.S.S. *Chesapeake* in American waters. The incident led many Americans to demand war, but Jefferson responded instead with “peaceable coercion.”

. The Embargo of 1807

The Embargo of 1807 forbade virtually all exports from the United States and became extremely unpopular as the American economy collapsed.

Domestic manufacturing was made profitable by the embargo, and merchants began to shift capital from shipping to manufacturing.

In 1807 Congress passed an act that ended the international slave trade as of January 1, 1808.

Believing that slaves would bring higher prices once the law went into effect, slave traders withheld slaves from the market in the months after the law was passed.

. Early Abolitionism and Colonization

Free African Americans organized at least fifty abolitionist societies in the United States by 1830.

Early white antislavery advocates fought for the gradual abolition of slavery and helped African Americans who attempted to end slavery through judicial decisions.

The American Colonization Society advocated gradual emancipation and the removal of former slaves to Africa.

. Election of 1808

Jefferson, emulating Washington, declined a third term. This led to the contested nomination of Democratic-Republican James Madison, who later won the election. However, Federalists gained seats in Congress.

. Women and Politics

The wives of politicians hosted social events at which political and diplomatic negotiations were encouraged among people of divergent interests. Dolley Madison cultivated good will for President Madison by visiting Congressmen’s wives.

In the era of the embargo, the buying power of women proved very important.

. Failed Policies

The Non-Intercourse Act of 1809 resumed trade with all countries except Britain and France. In 1810, Congress substituted Macon’s Bill Number 2, which Napoleon used to trick the United States into declaring non-intercourse with Great Britain.

. Mr. Madison’s War

The debate over a declaration of war against Great Britain in 1812 revealed a deeply partisan Congress.

. The War of 1812

A. Invasion of Canada

The British captured Fort Dearborn and turned back American troops north of Niagara and near Lake Champlain, thwarting American efforts to invade Canada.

B. Naval Battles

Although the American navy experienced some victories on the Atlantic in the first year of the war, the British continued to rule the waves. By 1814, the Royal Navy had put into effect a blockade that covered almost all American ports along the Atlantic and Gulf coasts.

Oliver Hazard Perry’s victory gave the Americans control of Lake Erie.

C. Burning Capitals

William Henry Harrison’s forces won the Battle of the Thames, killing Tecumseh. The Americans proceeded to raze the Canadian capital of York and to burn the Parliament building.

In August 1814, the British occupied and burned Washington, D.C. In September 1814, the Americans held firm at Baltimore and Francis Scott Key wrote “The Star Spangled Banner.”

D. War in the South

Andrew Jackson’s forces defeated the Creek nation at the Battle of Horseshoe Bend. By the Treaty of Fort Jackson, the Creeks ceded 23 million acres of their land.

Andrew Jackson became a national hero when his troops defeated six thousand British soldiers near New Orleans. Ironically, the battle occurred two weeks after diplomats had signed the Treaty of Ghent.

E. Treaty of Ghent

The treaty, signed on December 24, 1814, restored the status quo antebellum. European conflicts had ended, so both sides could afford to accept the accord.

F. American Sovereignty Re-Asserted

The War of 1812 affirmed the independence of the United States and ensured Canada’s independence from the United States.

With the end of the war, America again turned its attention to the Barbary Coast where the Dey of Algiers had declared war on the United States.

As a result of the treaty ending the Second Barbary War, the U. S. would never again have to pay tribute for passage in the Mediterranean. The war also helped reaffirm American sovereignty as well as its commitment to the principle of freedom of the seas.

G. Domestic Consequences

Made up of Federalist delegates from New England, the convention that met in Hartford, Connecticut, in the winter of 1814–1815 endorsed radical changes to the constitution. The timing of the convention led to the demise of the Federalist faction.

The war destroyed Indian resistance, opened vast new tracts of farmland in the old Southwest and in the old Northwest, and stimulated economic growth. The conclusion of the war also accelerated westward expansion, industrial takeoff, and the entrenchment of slavery.

VI. Early Industrialization

. Preindustrial Farms

At the beginning of the nineteenth century most farmers practiced mixed agriculture. Their main source of labor was family members, with work divided along gender lines. Farmers often cooperated with one another and often repaid debts in kind rather than in money.

Many farmers engaged in both a local economy and, when they had a surplus of farm products, in long-distance trade. Only in the long-distance trade were credit and debt calculated in monetary value.

B. Preindustrial Artisans

Most artisans lived in seaport towns. Master craftsmen supervised apprentices and journeymen. There was little specialization of labor in the workshop, and the pace of work was uneven and unregimented.

C. Early Industrialization

The “putting-out” system in which women worked their looms for wages rather than primarily for their families, developed in the Northeast in the late eighteenth and early nineteenth centuries. Early factories emerged in tandem with the putting-out system.

I. Sectionalism and Nationalism

. American System

President Madison’s nationalist program included the recommendation for a national bank, improved transportation, and a protective tariff.

Congress chartered the Second Bank of the United States in 1816 and enacted the Tariff of 1816. However, Madison vetoed an internal improvements bill out of the belief that the federal government did not have the constitutional authority to build local roads and canals.

. Early Internal Improvements

Despite Madison’s veto of Calhoun’s “Bonus Bill,” both Republicans and Federalists agreed on the need for internal improvements.

In 1806 Congress approved funding for the National Road from Cumberland, Maryland, to Wheeling, Virginia. The road was ultimately extended into Indiana.

Investments in roads, canals, and railroads caused northeastern seaboard cities to become the center of American commerce. New arteries opened east-west travel in the 1820s.

The state of New York began construction on the Erie Canal in 1817. Upon its completion in 1825, it linked the Great Lakes to the Atlantic seaboard. The building of canals began to re-orient Midwestern commerce through the North.

The South relied mostly on steamboats, which dominated river trade after Fulton’s successful trial of a steamboat in 1807.

C. Panic of 1819

The American economic expansion immediately after the War of 1812 was built on easy credit.

Europeans began to experience economic recovery, and Great Britain passed the Corn Laws. Prices of agricultural exports from the United States fell as did the price of cotton.

The Second Bank of the United States demanded that state banks repay loan in specie. State banks began to call in their loans and mortgages. Farmers could not pay their mortgages. Ultimately, the nation’s banking system collapsed.

D. Missouri Compromise

The slavery question resurfaced in 1819 when Missouri petitioned to enter the Union as a slave state, a move that would have pushed slavery farther northward and tilted the political balance in the Senate toward the slave states.

Henry Clay proposed the compromise that let Maine enter the Union as a free state and Missouri enter as a slave state. The agreement prohibited slavery in the rest of the Louisiana Territory north of 36º 30’.

E. The Era of Good Feelings

Monroe was elected president in 1816 and continued Madison’s domestic program.

In *McCulloch v. Maryland*, a case regarding the Second Bank of the United States, the Supreme Court, under the leadership of chief justice John Marshall, reaffirmed the power of the national government over the states. In ruling that it was within Congress’s power to charter the Second Bank, Marshall ruled that a law was constitutional if the ends were legitimate and the means not prohibited.

F. Government Promotion of Market Expansion

Several additional Supreme Court rulings provided a legal foundation for government promotion of economic development and encouraged business enterprise and risk taking.

Federal and state courts encouraged the proliferation of corporations by granting limited liability to corporation owners.

The federal government assisted the development of a commercial economy through the expansion of the United States Post Office and by the passage of patent laws.

G. Boundary Settlements

John Quincy Adams served brilliantly as Secretary of State.

Adams successfully negotiated the Rush-Bagot Treaty with Great Britain, which limited the naval forces of the two nations on the Great Lakes.

Adams was in large measure responsible for the Convention of 1818, which fixed the United States–Canadian border from Lake of the Woods to the Rockies along the 49th parallel. The U.S. and Great Britain also agreed to jointly occupy the Oregon Country for 10 years.

The Adams-Onís Treaty called for Spain to cede Florida to the United States and defined the southwestern border of the Louisiana Territory. America assumed $5 million worth of claims against Spain and gave up claim to Texas.

Between 1808 and 1822, a number of states in Latin America declared their independence from Spain. The U.S. feared that France would aid Spain by attempting to return these states to Spanish rule.

H. The Monroe Doctrine

The Monroe Doctrine demanded non-colonization in the hemisphere by European nations, nonintervention in the affairs of New World nations, and pledged noninterference by the United States in European affairs.

study questions

1. The election of 1800 is often called the “Revolution of 1800.” Was this election revolutionary? Why or why not? Did the federal government undergo any fundamental changes as a result of it?

2. What were the guiding principles of John Marshall in the cases discussed in this chapter? Was he following a partisan agenda, a personal ideology, or was he simply looking to empower the federal government? How does the Court still reflect his influence?

3. What was the social, economic, and political importance of the Louisiana Purchase to the new American republic and to its future?

4. Some scholars have described the War of 1812 as the “Second War for American Independence.” Is this a fair assessment? What unresolved issues from 1783 helped bring on the war?

5. Discuss the role of the West and migration on settlement and the economy of the United States during this era. Why did people want to move west? What difficulties did they face? What role did banks and credit play in westward migration?

6. Discuss the developing labor problems with the coming of the factory system. What different types of problems did women workers face? What problems did men workers face? What types of solutions did both groups work toward? What caused divisions among workers?

7. Discuss the changes brought to the United States with the advent of a market economy. What effect did this have on Jefferson’s agrarian view of America? What did it do for agriculture? What was the relationship between the market economy and territorial expansion?

CHAPTER, “Rise of the south,” (1815-1860)

Chapter Outline

. Introduction

Between 1815 and 1860, the South emerged as the world’s most extensive commercial agricultural economy—an economy built on a foundation of slave labor. Southerners—white and black, slaveholders and nonslaveholders—developed a culture quite different from their northern counterparts. Slavery influenced not only southern economics, values, customs, and laws, but also the region’s relationship to the nation and to the world.

. The “Distinctive” South?

. South-North Similarity

North and South were similar in geographic size. Both regions shared the experience of the American Revolution, had a common language, lived under the same Constitution, and believed in the American mission. Both regions also shared in the economic booms and busts of the nation.

. South-North Dissimilarity

North and South had different climates and growing seasons. The South emerged as a biracial society in which there was brutal inequality, and it became a society in which the wealth of whites was based on slave labor. The North was far ahead of the South in industrial growth. Although both northerners and southerners were influenced by the Second Great Awakening, evangelical Christianity in the North gave rise to major social-reform movements while in the South religious leaders adopted a hands-off policy toward slavery and reform focused on personal behavior.

. A Southern World-View and the Proslavery Argument

The southern world-view was one of its most distinctive characteristics. At the heart of the South’s defense of slavery was a deep and abiding racism. By the 1820s, southerners defended slavery as a “positive good” and as part of the natural social order.

. A Slave Society

By the 1830s the South had become a slave society as opposed to merely a society with slaves. Slavery and race affected everything in the South from the social structure to politics.

. Southern Expansion, Indian Resistance, and Removal

. A Southern Westward Movement

After the 1820s, the heart of cotton cultivation shifted from the coastal states to Alabama and the Mississippi valley. As white southerners carried slaves and the slave system westward they believed, as did white northern migrants, they had a natural right to displace the native inhabitants of the land onto which they moved.

. Indian Treaty Making

Although the federal government followed international protocol in entering into treaties with Indian leaders, treaty making was in reality simply a tactic to acquire Indian land.

C. Indian Accommodation

As many Indian nations attempted to adjust to the market economy, they fell into a cycle of debt, land cessions, and dependency. The government initially followed a policy of assimilating American Indians through education and Christianity, but the pace of westward expansion continued to put Indian lands at risk.

D. Indian Removal as Federal Policy

The southeastern tribes had maintained much of their land after the War of 1812. The government eventually forced these tribes to move to the West.

E. Cherokees

During the Cherokee renaissance, the tribe became economically self-sufficient and politically self-governing. However, the Cherokees faced removal when the state of Georgia declared sovereignty over them.

F. *Cherokee Nation v*. *Georgia*

Chief John Ross successfully sued Georgia in federal court, but President Andrew Jackson ignored the decision.

G. Trail of Tears

The government forced the southeastern Indians to move west, and nearly one-quarter of them died along the way.

H. Seminole Wars

When Seminole Indians under the leadership of Osceola resisted removal, federal troops moved to subdue them. Eventually, many Seminoles migrated west, but a number of them remained in the Florida swamps.

. Social Pyramid in the Old South

. Yeoman Farmers

Yeoman farmers made up the majority of the white southern population. Although a numerical majority, they did not control the political or economic direction of the South.

. Yeoman Folk Culture

Yeoman folk culture was based on family, church, and local region.

. Yeomen’s Livelihoods

John F. Flintoff serves as an example of a yeoman farmer who aspired to become a slave owner. Ferdinand L. Steel serves as an example of a more typical yeoman farmer. He never became a slave owner; family and religion remained the focus of his life.

. Landless Whites

Depending on the state, some 25 to 40 percent of white southerners owned no land.

. Yeomen’s Demands and White Class Relations

In the 1820s and 1830s, many small farmers worked to enact electoral and other reforms in the planter-dominated government. As a result, southern government became more democratic.

Despite the unequal distribution of wealth, the dream of upward social mobility tended to prevent class conflict. However, after 1830, as the gap between the classes widened and land became less available, nonslaveholders had fewer economic prospects of upward social mobility. Although planters became more fearful of the loyalty of nonslaveholders, they remained relatively secure because of their control over government in the Old South.

. Free Blacks

The lives of free blacks were worse than that of yeomen and little better than that of slaves, although some prospered and even owned slaves.

. Free Black Communities

In some regions the mulatto population was recognized as a distinct class, and in many southern cities free black communities formed.

. The Planters’ World

. The Newly Rich

The planter class stood at the top of the social pyramid in the South.

Although the richest planters attempted to model a life of genteel sophistication, most planters in cotton-boom states such as Alabama and Mississippi were newly rich and of humble origins.

. Social Status and Planters’ Values

Slavery served as the basis of wealth and social standing, and the institution therefore had a profound influence on southern values and mores.

The aristocratic values of lineage, privilege, pride, and refinement gained a substantial foothold among all levels of southern society. In the recently settled areas, however, frontier values of courage and self-reliance remained the norm.

. King Cotton in a Global Economy

The fate of southern planters depended on the continuation of world demand for cotton.

. Paternalism

Slaveholding men accepted a paternalistic ideology to justify their dominance over white women and black slaves.

With regard to their slaves, slaveholders saw themselves as the benevolent guardians of an inferior race.

Women of the planter class were raised to be wives, mothers, and subordinate companions to men.

. Marriage and Family Among Planters

Young white women often approached marriage and childbearing with anxiety. Women also had to play “the ostrich game” with regard to sexual liaisons between white men and slave women.

. Slave Life and Labor

. Slaves’ Everyday Conditions

Although slaves usually received adequate nourishment, they had a plain and monotonous diet. They owned few clothes, and typically they lived in small, one-room cabins.

. Slave Work Routine

Long hours in large work gangs characterized the slave work regime. Planters aimed to keep their hands busy all the time. In South Carolina and Georgia, slaves worked under the task system.

. Violence and Intimidation Against Slaves

Whippings occurred throughout the South, although generally more often on large farms than on small ones. The mental cruelty of slavery—the hopeless sense of bondage and coercion with no hope for the future—provided the cruelest element of the system.

. Slave-Master Relationships

Most slaves felt antagonism and hatred toward whites, feelings that bred resistance, bitterness, and distrust.

. Slave Culture and Resistance

. African Cultural Survival

Their culture was the resource that allowed slaves to maintain an attitude of defiance.

African influence remained strong in the slave community, with slaves’ appearance, entertainment, and superstitions helping to provide them with a sense of their past. Increasingly, slaves began to view themselves as a single group unified by race.

. Slaves’ Religion and Music

Christianity offered slaves an important means of coping with bondage, and their faith helped them attain a sense of racial identity. Music, with its rhythm and with physical movement, became central to slaves’ religious experience.

. The Black Family in Slavery

Despite the fear of separation, slaves attempted and often succeeded in forming stable and healthy families. Kinship networks and extended families often held life together in many slave communities.

. The Domestic Slave Trade

Family provided a central part of slaves’ existence, and they lived in the fear that members of their families might be sold to other masters.

Many white southerners made their living from the slave trade.

. Strategies of Resistance

Despite some examples of violent rebellions, most slaves practiced nonviolent forms of resistance, such as occasionally stealing food, negotiating for better working conditions, or temporarily running away.

. Nat Turner’s Insurrection

An educated black preacher, Nat Turner led a bloody but unsuccessful rebellion. In the aftermath of this rebellion, the state of Virginia held a legislative and public debate over the possibility of gradual emancipation.

study questions

1. Elite women in the South had to give up several personal rights to their husbands. In what ways did these women live lives similar to those of slaves? In what ways did they differ from slaves? What institutions or experiences provided sources of strength for women in their subordinate role?

2. Would the plantation system have survived had there been less demand for cotton? Should northern and English textile manufacturers be held partially responsible for the slave South? Why or why not?

3. In 1860, three-fourths of the whites in the South owned no slaves, yet they supported the institution of slavery. Why would they support slavery so rigorously? What social and cultural factors went into this support? What role did social mobility play in the general support of slavery?

4. How did slaves learn to cope with their bondage? Which of these coping mechanisms do you think seemed most successful? Why? How could slaves resist their bondage? Which of these ways proved most successful? Why?

5. Have the class picture themselves as Cherokee Indians in Georgia in the 1830s. Have them discuss strategies and arguments for or against their removal to the West.

6. Why did the national policy of assimilating the Indian tribes fail? What arguments did the government use to justify removal? What could the Indians have done differently? Would more aggressive tactics have proven more persuasive? Why or why not?

7. Have an in-class discussion on the *Amistad* case. This case is dealt with in "Links to the World: The Amistad Case" in Chapter 9 of the text. There is also a feature film, *Amistad*, which was directed by Steven Spielberg and stars Morgan Freeman and Anthony Hopkins.

8. You may also want to have a class discussion based on the present day question on how the United States should come to terms with 250 years of racial slavery. See the section in Chapter 9 of the text entitled "Legacy for A People and A Nation: Reparations for Slavery."

CHAPTER(s), “The restless north” (if you have the 9th edition this outline will also be used for chapter 12 “reform and politics,” (1815-1860))

Chapter Outline

. Introduction

After the War of 1812, the North experienced a transportation revolution that led to increased westward migration, an expansion of the market economy, further industrial and commercial development, and urbanization. The nation’s economy during the era was characterized by periods of boom and bust, with wage earners being especially hard hit by the economic downswings. Some began to worry that the market expansion of the period could threaten the moral fiber of the nation. By extolling the virtues of the “free-labor ideology,” commercially minded Americans attempted to justify the negative aspects of market expansion and promoted the North’s labor system as being superior to that in the South.

. Or Is It The North That Was Distinctive?

. The Transportation Revolution

. Roads

The lack of a road system slowed the movement of troops and supplies during the War of 1812. As a result, for defense purposes, the war prompted renewed interest in building roads.

. Steamboats

In 1807, Robert Fulton’s *Clermont* demonstrated the feasibility of using steam engines to power boats.

. Canals

Prior to 1817, small canals were built by private companies to transport goods and produce.

The success of the Erie Canal sparked an explosion of canal construction. By 1840, more than 3,000 miles of canals had been built. High construction costs and a constricting economy caused an end to the canal era in the 1850s.

D. Railroads

Railroad development started in the 1830s and quickly came to compete with canals. By 1860, there were more than 60,000 miles of track, most of it in the North.

E. Regional Connections

While internal improvements in the South were local in nature, internal improvements in the North established economic, cultural, and political links between the Northeast and Northwest.

By 1852 over 23,000 miles of telegraph lines made it possible to coordinate market conditions, production, and supply across great distances.

F. Ambivalence Toward Progress

While many people welcomed the new opportunities afforded them by internal improvements, others viewed the consequences of such improvements in a negative light.

. Factories and Industrialization

. Factory Work

The hierarchical control structure and formal rules of the factory system worked to reduce factory workers’ sense of autonomy.

Americans contributed new manufacturing ideas, such as machine-made interchangeable parts and machine-tools. The American System reduced the time and skill involved in manufacturing and permitted mass production at low cost.

. Textile Mills

After 1815, the New England cotton mills developed into modern factories.

To find the people necessary to staff their mills, many managers adopted the Waltham Plan. Inducements were offered to New England farm daughters, and the managers accepted responsibility for their living conditions. Many teenage girls became factory workers because they wanted some degree of independence.

The Rhode Island Plan, in which mills hired entire families, was more common than the Waltham Plan.

. Labor Protests

In the hard times from 1837 to 1843, the race for profits led to a deterioration of working conditions in the Lowell mills.

Poor working conditions gave rise to organized protests and a concerted effort to lobby the government for labor laws. As fewer New England daughters entered the mills, they were replaced by Irish immigrant women in the 1850s.

Some workers also formed labor parties and became active in reform politics.

. Labor Unions

In response to changes in the workplace, some workers began to organize in an attempt to regain control of their work and their lives.

Although workers enjoyed some successes, such as overcoming the threat of conspiracy charges, permanent labor organizations proved difficult to maintain.

. Consumption and Commercialization

. The Garment Industry

Advances in the textile industry gave birth to the ready-made clothing industry, which had a profound effect on what Americans wore.

Initially, the greatest demand for ready-made clothes was in the cotton South where planters bought such shoes and garments for slaves.

. Specialization of Commerce

Beginning with the cotton industry, commerce expanded in conjunction with manufacturing. Commercial specialization transformed brokers into powerful components of the market economy. In big cities, some traders became virtual merchant princes.

Improvements in transportation and the growth of towns led even small-town merchants to specialize.

. Commercial Farming

In response to problems such as soil erosion and competition from western farmers, many in the Northeast either moved west or went to work in factories. Those who stayed on their farms, however, successfully adapted to changing methods of agriculture.

. Farm Women’s Changing Labor

The commercialization of agriculture meant that women’s earnings became essential for the survival of the family farm.

. Rural Communities

The social life of farm men and women continued to consist of trips to the market and meeting at church and at such events as barn raisings and husking bees.

However, farmers became more likely to settle debts in dollars rather than in kind.

. Cycles of Boom and Bust

Economic growth proved uneven. Periods of contraction and deflation often countered times of prosperity.

The new market economy was a direct cause of boom-and-bust cycles.

. Families in Flux

. The “Ideal” Family

The family was idealized by middle-class Americans as a moral and cultural institution separated from the world of the workplace. Men were to provide for and protect the family, while women were to nurture and guard the family’s morality. This ideal of the family is known as the separate-sphere ideology or the cult of domesticity.

. Shrinking Families

The birthrate declined, partly because smaller families seemed more economical in the market economy.

More Americans employed forms of contraception. If other means of birth control failed, abortion was also an option.

. Women’s Paid Labor

Women from working-class families worked to support their families.

Many women from middle-class families viewed working in mills, department stores, or schools as temporary occupations before marriage.

. The Growth of Cities

. Urban Boom

During the period from 1820 to 1860 there was rapid urbanization, with most of the growth taking place in the Northeast and Midwest.

Cities not only experienced population growth but geographic expansion as well. Mass transit made city expansion possible.

. Market-Related Development

Nineteenth-century cities began serving as transportation hubs, commercial centers, and manufacturing sites. In the South, most cities were seaports; in the North, many formed inland because of transportation improvements. The rapid growth of cities led to sanitation and waste disposal problems. Sanitation and other services depended on the ability of residents to pay. City governments were eventually forced to take over supplying residents with clean water.

. Extremes of Wealth

The gap between rich and poor widened in the United States during the first half of the nineteenth century.

Growing cities did not have adequate housing for their residents, and many of the urban poor lived in slums.

The urban elite thrived in this period, often using inherited wealth to increase their power and riches.

A distinct middle class existed in urban America and enjoyed the fruits of the expanding market economy.

. Immigration

Some 5 million immigrants came to the United States between 1830 and 1860. Many, such as the Irish and some Germans, were escaping starvation and despair in their native countries, while others were political refugees. Many immigrants grew dissatisfied with life in the United States, and thousands of them returned home.

By 1860, most immigrants gravitated toward cities.

. Ethnic Tensions

Non-British, non-European, non-Protestant people were often described in negative, racial terms by the white, Anglo-Saxon majority.

There was also widespread anti-Catholicism and anti-Irish sentiment. German immigrants generally fared better than the Irish.

Immigrants often clustered together in ethnic enclaves.

. People of Color

The free black population in the North grew to some 250,000 by 1860. Black churches and preachers helped forge a sense of community, which helped free blacks cope with their hardships.

In the North, African Americans faced exclusion from or segregation in public places. They also suffered hiring and wage discrimination.

In cities African Americans became targets of urban violence.

. Urban Culture

The growth of cities encouraged people to form private clubs and associations, while growing neighborhoods created distinctive youth cultures.

Recreation and sports in the city became a commodity to be purchased.

The theater provided an important source of enjoyment in the urban environment. Minstrel shows were particularly popular, but they furthered racial divisions because of the stereotypical manner in which blacks were portrayed.

 H. The Penny Press

 The penny press emerged in the 1830s as a new form of urban journalism. In contrast to the established press, the penny press was non-partisan and covered a wider variety of news and human interest stories. Its cheap price enabled working-class people to buy newspapers regularly.

I. Cities as Symbols of Progress

Many northerners saw cities as a symbol of progress and as representing the moral triumph of civilization over savagery.

At the same time, others saw cities as a symbol of decay and moral decline. Middle-class reformers attempted to purify cities of their disease and vice and emphasized that upward mobility was possible if one worked hard and lived a virtuous life. By the 1850s many northerners had accepted this free-labor ideology as the antithesis of the South’s slave-based economic system.

VIII. From Revival to Reform

A. Revivals

The most famous revival of the era was at Cane Ridge, Kentucky, in August 1801. The call to personal conversion associated with the Second Great Awakening invigorated Protestant churches throughout the South.

As the debate over slavery heated up, southern Presbyterian, Baptist, and Methodist churches seceded from their national conferences.

Northern revivalists emphasized communal improvement. Evangelists of the age such as Lyman Beecher and Charles Finney preached that all could achieve salvation, emphasized the concept of human perfectibility, and the doing of good deeds. This message gave rise to social reform movements in the North.

B. Moral Reform

Through the financial support of wealthy men, evangelists made use of new technologies such as the steam press and the railroad to spread their message.

Women proved to be the most ardent supporters of evangelism and reform. This work expanded the role of women from the domestic sphere to the public realm.

The 1830 report on prostitution in New York City caused women to revive the fight against prostitution. Women soon transformed the emotionalism of revivals into an enthusiasm for moral reform by establishing organizations such as the Female Moral Reform Society.

C. Penitentiaries and Asylums

Asylums and penitentiaries also came under scrutiny as reformers worked to improve these institutions. Dorothea Dix was especially important in the work to reform treatment of the mentally ill. Through her work, she moved from reform to politics and helped create a new public role for women.

D. Temperance

One of the earliest and strongest concerns for reform resulted in a campaign against the use of alcohol. The American Society for the Promotion of Temperance moved from the goal of moderation to that of prohibition.

The movement against drinking led to a sharp decline in the use of alcohol.

E. Public Schools

Horace Mann helped generate widespread interest in a secular system of education.

F. Engineering and Science

 More Americans were beginning to look to science and engineering to remedy the nation’s problems. National scientific institutions were established to disseminate knowledge. Scientific discoveries were seen as progress even by some religious sects who believed them to be signs of the approaching millennium.

IX. Utopian Experiments

. Mormons

 The Church of Jesus Christ of Latter-day Saints developed into the most successful communal group. Originating in 1830, they were persecuted for polygamist practices and were driven from Ohio to Missouri to Illinois, before finally settling in the Utah territory.

B. Shakers

 The Shakers were the largest group of Americans to experiment with utopian communities. Founded by Mother Ann Lee in England in 1772, the Shakers emphasized agriculture, handcrafts, and self-sufficiency. Men and women lived in segregated quarters and celibacy was the norm.

 C. Oneidans, Owenites, and Fourierists

 These utopian communities rejected individualism in favor of communal living, child-rearing, property ownership and (sometimes) sexual relationships.

 D. American Renaissance

The American Renaissance was a proliferation of literary accomplishment by American authors of the 1830s and 1840s. The style was a more distinctly American literature employing American settings and characters. Authors of the time included Ralph Waldo Emerson, Herman Melville, Nathaniel Hawthorne, and Henry David Thoreau.

X. Abolitionism

. Evangelical Abolitionism

William Lloyd Garrison and other more radical white abolitionists demanded immediate emancipation. Garrison founded the American Antislavery Society in 1833.

A number of reformers agreed with Garrison’s call for immediate emancipation. Immediatists tended to be young evangelicals who believed slaveholding was a sin. Garrison and other immediatists believed in using the tactic of “moral suasion.”

B. The American Antislavery Society

The American Antislavery Society welcomed men and women of all races and social classes.

Through the American Antislavery Society, women took a more prominent role in the immediatist movement than in any previous reform.

C. African American Abolitionists

In the 1840s and 1850s, African Americans continued their independent efforts to end slavery and to improve the lives of free African Americans.

Harriet Tubman, Sojourner Truth, and others participated in the Underground Railroad to help slaves escape to freedom.

D. Opposition to Abolitionism

Many white Americans responded violently to abolitionism.

E. Moral Suasion versus Political Action

Some immediatists, such as James G. Birney, favored a more practical, political solution to the abolition of slavery. These political abolitionists stood against the involvement of women in the American Anti-Slavery Society.

Arthur Tappan and Theodore Weld broke with William Lloyd Garrison, an ardent supporter of women’s rights, in 1840 and founded the American and Foreign Anti-Slavery Society. This society formed the Liberty Party.

study questions

1. Why did canal building boom and then collapse so quickly? What advantages did railroads have over canals? What were some of the problems with railroads and how could they be overcome? What was the benefit of steamboat travel? The disadvantages?

2. What aspects of reform movement attracted women? How influential could women have been in this time period? In what ways did other reforms help the women’s rights movement?

3. The Utopian experiments described in Chapter 10 all focused on a critique of modern society at the time, whether an overemphasis on materialism or a desire to encourage individualism. Think about issues or problems you have with American society today, in the 21st Century, and defend the need for a new Utopian experiment that seeks to address these problems.

chapter, “The contestsed west,” (1815-1860)

Chapter Outline

. Introduction

Most whites and free blacks who were part of the westward movement of the Americans during the first half of the nineteenth century believed that the West offered better opportunities for themselves and their families. Many white northerners wanted the West to remain free of slavery, while many white southerners believed it was their right to own slaves in the region. Eventually, it became difficult to disentangle the issues of westward expansion and slavery.

. The West in the American Imagination

. Defining the West

For most white Americans, the West represented the future and was a place where they could seek economic and social betterment for themselves and their families. Slaves were forced by their masters to move west. The same was true for eastern Indians removed from their homes by the Indian Removal Act.

. Frontier Literature

Daniel Boone was the archetypical frontiersman in the minds of white Americans. James Fenimore Cooper’s “Leatherstocking Tales” helped mythologize the West. Western adventure stories turned Davy Crockett into a mythical hero.

. Western Art

The work of many artists often represented an idealistic depiction of the West. The lithographs and engravings of the West’s plants, animals, and people done by Samuel Seymour and Titian Ramsay Peale, who were part of the Long Expedition, were printed in reports of the West published by Congress.

George Catlin is an example of one artist who painted the West with a moral in mind.

. Countering the Myths

Rebecca Burlend’s autobiographical account, *A True Picture of Emigration*, of her experience as an English immigrant who settled in Illinois sought to present a realistic description of what awaited western settlers.

. Expansion and Resistance in the Trans-Appalachian West

. Deciding Where to Move

Many western migrants often traveled with people they knew and settled in communities where they had relatives or friends.

For many western migrants, the decision of where to move depended on the status of slavery and the availability of transportation, land, and economic opportunity.

. Indian Removal and Resistance

In the Midwest and Southwest, the expansion of white American settlement depended on the removal of Indians.

. Black Hawk War

The attempt by Black Hawk and his people to return to their ancestral lands led to the Black Hawk War. Many of Black Hawk’s people were slaughtered. The capture of Black Hawk ended militant Indian uprisings in the Old Northwest.

. Selling the West

Land speculators, steamboat companies, and manufacturers of farming implements promoted the Midwest as peaceful and as a land of opportunity.

Labor-saving devices such as the McCormick reaper and the steel plow made the West more appealing.

. Clearing the Land

Most white western migrants were farmers. Clearing the land was an arduous task.

Single young men were attracted to the West by the lumbering and mining industries.

. The Federal Government and Westward Expansion

. The Fur Trade

Fur trappers were among the first white Americans to settle in the trans-Appalachian West.

. Transcontinental Exploration

Many of the early western explorers were attempting to find quicker and safer routes for the transportation of furs and other goods. Such explorers helped chart the Santa Fe Trail and re-discovered the South Pass.

The Corps of Discovery was only the first of many federally sponsored expeditions to chart the trans-Mississippi West.

. A Military Presence

The army helped ready the West for settlement, and 90 percent of the U.S. military was stationed west of the Mississippi River by the 1850s.

 . Public Lands

The federal government controlled large tracts of land in the West. The General Land Office oversaw the distribution of those lands controlled by the federal government. Its policies favored speculators over individuals.

Congress did not pass a general preemption bill until 1841 with the passage of the Log Cabin Bill. The right of preemption was further extended by the Homestead Act of 1862.

. The Southwestern Borderlands

. Southwestern Slavery

Slavery had existed in the Southwest for centuries by the time white Americans became interested in the northern reaches of Mexico.

Southwestern slavery was built on racial mixing, which was denounced by most white Americans.

. The New Mexican Frontier

Most of the peoples of New Mexico engaged in irrigated agriculture.

The Santa Fe Trail would cause a commercial explosion in New Mexico.

. The Texas Frontier

When Mexico gained its independence in 1821, indigenous Indians were the dominant group in Texas

D. The Comanche Empire

 As Anglos moved west, the pressure on the Comanche of the southwest mounted. Natives clashed not only with whites but with new Native American arrivals to the region. The U.S. formed a treaty with the Comanche in 1835 that allowed further immigration in exchange for trade opportunities.

. American *Empressarios*

American began settling in Texas under the *empressario* system in the 1820s.

Stephen Austin persuaded the Mexican government to honor the land grant of some 200,000 acres originally given to his father. Despite the promise by Austin of no slaves, some 400 black “contract laborers” were brought into Texas.

To attract more settlers, the Mexican government passed the Colonization Law in 1824.

. Texas Politics

Calls for an independent Texas began in 1826. Attempts by the Mexican government to weaken the American presence in Mexico failed.

. The Lone Star Republic

Through armed rebellion, Texas won its independence from Mexico and declared itself the Lone Star Republic in 1836.

 H. Wartime Losses and Profits

 The U.S. went to war with Mexico in 1846. Many civilians suffered property destruction and person atrocities as a result. Others, however, profited by selling provisions to the military. Gambling and prostitution were also profitable.

. Cultural Frontiers in the Far West

. Western Missionaries

Catholic missionaries had a strong presence in the Far West.

In the Pacific Northwest, Catholic and Protestant missionaries competed for the soul of Indians.

The Whitmans undertook missionary work among the Cayuse Indians. The Spaldings undertook similar work among the Nez Perce.

. Mormons

Under the leadership of Brigham Young, Mormons sought sanctuary in the Great Salt Lake Valley in 1847.

National animosity toward Mormons increased when they sanctioned polygamy in 1852.

In the Mountain Meadows Massacre of 1857, Mormons and Paiute Indians attacked a wagon train of non-Mormons.

. Oregon and California Trails

The encounters that most western migrants had with Indians were peaceful.

Settlers often had to worry about the theft of their livestock. One such incident resulted in the Grattan Massacre, which laid the groundwork for some 20 years of warfare between the Lakota and the U.S. Army.

. Indian Treaties

The Indian office attempted to negotiate treaties with the goal of keeping Indians from interfering with western migration and commerce.

. Ecological Consequences of Cultural Conflict

Disease took far more lives along western trails than did armed conflict.

Many Native Americans blamed western migrants for the disappearance of the buffalo.

Prairie fires were a frequent problem.

. Gold Rush

Tens of thousands of “Forty-Niners” poured into California after the discovery of gold in 1848.

Most of the Forty-Niners did not find enough gold to pay their expenses, and many eventually took jobs with mining companies.

The arrival of the Forty-Niners led to an agricultural boom in California.

. Mining Settlements

There was a commercial and industrial boom in mining areas as merchants attempted to supply, feed, and clothe the new settlers.

As new inhabitants poured into the region, the Indian population experienced devastation. “An Act for the Government and Protection of Indians,” passed by the California legislature, legalized the enslavement of Indians.

. The Politics of Territorial Expansion

. Manifest Destiny

Manifest Destiny was the label given to the belief that American expansion westward and southward was inevitable, just, and divinely ordained. The desire for territorial expansion was furthered by the continuing American hunger for land, national pride, racism, and the desire to secure the nation from external threats.

 . Fifty-Four Forty Or Fight

Expansionists demanded the entire Oregon Country for the United States, up to the northernmost border of 54°40'.

. Polk and the Election of 1844

Democrat James K. Polk won election over Henry Clay on a platform call for the occupation of the entire Oregon territory and the annexation of Texas.

. Annexation of Texas

Texas was annexed by joint resolution of Congress in 1845.

study questions

1. Discuss the role of the West and migration on settlement and the economy of the United States. Why did people want to move west? What difficulties did they face? What role did banks and credit play in westward migration?

2. Discuss the idea of ethnocentrism and the role it played in the interaction between western Indians and white American western migrants. Does ethnocentrism continue to play a role in American society? Has ethnocentrism played a role in America’s international relations?

chapter, “Politics and the Fate of the Union” or “slavery and america’s future: the Road to war,”

Chapter Outline

. Introduction

The enormous transformation of the United States after the War of 1812 and the religious revival movement known as the Second Great Awakening sparked a fervor for reform beginning in the 1830s. The “second political system,” made up of the Whig Party and the Jacksonian Democrats, emerged during the era and was characterized by strong party organizations, intense party loyalty, and religious and ethnic voting patterns.

II. Jacksonianism and Party Politics

. Expanding Political Participation

By 1840, only 7 of 26 states retained property restrictions for voters.

By 1824, 18 out of 25 states chose presidential electors by popular vote.

. Election of 1824

Popular participation in politics led to the demise of nominating the president by congressional caucus.

A supposed “corrupt bargain” led to the election of John Quincy Adams.

. Election of 1828

Jackson, the first president from the West, gained his popularity from a lifetime of bold achievements.

The Democratic Party became the first well-organized national political party as a result of Jackson’s leadership in this election.

. Democrats

The Democrats enjoyed widespread support and fostered a Jeffersonian agrarian viewpoint. Fearing the concentration of economic and political power, the Democrats wanted to restore the independence of the individual by ending federal support of banks and corporations.

Jacksonians considered themselves reformers when they sought to limit the influence of government and promote individualism.

. King Andrew

As president, Jackson strengthened the executive branch of government and made the veto an effective weapon against Congress.

III. Federalism at Issue: The Nullification and Bank Controversies

. Nullification

The South opposed the Tariff of 1828 and referred to it as the Tariff of Abominations. To defend their interests against the power of the federal government, South Carolina’s political leaders used the doctrine of nullification.

In 1830, Daniel Webster of New Hampshire debated Robert Y. Hayne of South Carolina in the Senate on the issue of nullification.

. The Force Bill

When South Carolina nullified the Tariff of 1832, Jackson responded by issuing the Nullification Proclamation and by having Congress issue the Force Act. He also recommended tariff reduction, which temporarily ended the crisis.

. Second Bank of the United States

The rechartering of the Second Bank of the United States became the central issue in the 1832 election.

 D. Political Violence

 Political violence was common in this era. Elections often involved fraud, coercion, and intimidation. Riots left party members injured and even dead on occasion.

E. Anti-Masonry

Opponents attacked the Masonic order as antidemocratic and antirepublican. Evangelicals labeled the order sacrilegious.

As Anti-masons gained wider support, they organized politically, introducing the nominating convention.

F. Election of 1832

Jackson denounced the Second Bank of the United States as undemocratic, and in 1832 he vetoed a bill to recharter the bank.

G. Jackson’s Second Term

Jackson tried to ensure that the national bank would never be rechartered, and he deposited federal funds in “pet” state banks. Land speculation, however, soon threatened the economy.

H. Specie Circular

Jackson’s “hard-money” policy that required payment in specie to buy federal lands failed to stop speculation.

IV. The Second Party System

A. Democrats and Whigs

The Whigs sought to re-charter the national bank, create an active federal government, and promote humanitarian and moral reform. Whig policies embodied the beliefs of many reform organizations, and the Whig Party became the vehicle of revivalist Protestantism.

In an effort to avoid answering abolitionist petitions, the House of Representatives passed the “gag rule,” which automatically tabled such petitions from 1836 to 1844.

 B. Political Coalitions

The parties’ platforms attracted odd coalitions of voters. Democrats attracted yeoman farmers, wage earners, frontier slave owners, and immigrants. The Whigs attracted groups as diverse as black New Englanders and well-settled slave owners. These broad coalitions allowed for a wide spectrum of beliefs in each party, especially as it related to slavery.

 C. Election of 1836

In 1836, Democrat Martin Van Buren, enjoying broad-based support, won the presidency. Van Buren managed to head off the as-yet unorganized Whig opposition, but Congress had to decide the vice-presidential race.

D. Van Buren and Hard Times

Just after the election of 1836, the American credit system collapsed. Van Buren’s hard money policies sent the economy spiraling downward.

E. William Henry Harrison and the Election of 1840

The Whig William Henry Harrison conducted a people’s crusade and presented himself as an ordinary farmer in his successful campaign for the presidency in 1840. He died within a month of taking office, however, and John Tyler became president.

. Women’s Rights

. Legal Rights

Women made some gains in property and spousal rights beginning in the 1830s.

. Political Rights

Elizabeth Cady Stanton, Lucretia Mott, and Mary Ann McClintock, Martha Wright, and Jane Hunt organized the Woman’s Rights Convention at Seneca Falls in July 1848. They protested women’s legal disabilities and their social restrictions and issued the Declaration of Sentiments.

VI. The Politics of Territorial Expansion

A. President Tyler

Tyler opposed his own party’s congressional agenda. With the exception of Secretary of State Daniel Webster, Tyler’s entire cabinet resigned after the President’s second veto of a bill aimed a reviving the Bank of the United States.

B. Texas and Manifest Destiny

Manifest Destiny was the label given to the belief that American expansion westward and southward was inevitable, just, and divinely ordained. The desire for territorial expansion was furthered by the continuing American hunger for land, national pride, racism, and the desire to secure the nation from external threats.

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E. Annexation of Texas

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VII. The War with Mexico and Its Consequences

. Oregon

The Oregon Treaty of 1846 established the northernmost boundary of the Oregon County at the 49th parallel.

. “Mr. Polk’s War”

After failing in his attempt to buy land to the Pacific from Mexico, Polk waited for war. After Mexican cavalry struck against an American cavalry unit on the north side of the Rio Grande, Polk drafted a war message to Congress. Congress voted in favor of a declaration of war on May 13, 1846.

. Foreign War and the Popular Imagination

There were public celebrations that accompanied the declaration of war. It was seen as a fulfillment of Anglo-Saxon-Christian destiny.

. Conquest

Due to steady progress on the part of American forces, and after a daring invasion at Vera Cruz that led to the capture of Mexico City, the United States was victorious.

. Treaty of Guadalupe Hidalgo

A treaty with Mexico gave the United States possession of California and the New Mexico Territory and recognized the Rio Grande as the Texas border. The United States agreed to pay the claims of American citizens against Mexico and to give Mexico another $15 million.

There was sharp regional division concerning the war, with Southwesterners largely supporting the war and New Englanders opposing it. Whigs charged that it was an “unnecessary war” and that Polk had “usurped the power of Congress.” Abolitionists and some antislavery Whigs saw the war as a plot to extend slavery.

. “Slave Power Conspiracy”

Many northerners opposed the Mexican War, insisting that its causes could be found in a slaveholding oligarchy who intended to ensure the institution of slavery.

. Wilmot Proviso

Congressman David Wilmot proposed a bill that outlawed slavery in territories gained from Mexico, but his proposal failed in the Senate.

Southerners used the Fifth Amendment to justify their right to take their slaves into the territories.

The Proviso subsequently became a rallying cry for abolitionists.

Although most white northerners were not abolitionists, they wanted the West free of slavery and of blacks. Most white northerners believed that slavery in the western territories would destroy the ideal of free labor.

. The Election of 1848 and Popular Sovereignty

Slavery in the territories emerged as the primary issue in the 1848 election. The Democrat Lewis Cass supported popular sovereignty, allowing Whig slaveholder Zachary Taylor to win the presidency with the southern vote.

VIII. 1850: Compromise or Armistice?

. Debate Over Slavery in the Territories

California’s request to enter the Union as a free state sparked the first major political conflict following the Mexican War. When Henry Clay’s omnibus bill did not pass, Stephen Douglas introduced each measure separately. Douglas was able to gain a majority for each separate bill that made up the compromise, and the Compromise of 1850 became law.

. Compromise of 1850

By the Compromise of 1850, California entered the Union as a free state; Texas gave up its boundary claims; the New Mexico and Utah territories were organized on the basis of popular sovereignty; the fugitive slave law was strengthened; and the slave trade was abolished in Washington, D.C.

The two basic flaws in the Compromise of 1850 were: (1) popular sovereignty in all its vagueness had been written into the act, and (2) the Fugitive Slave Act.

. Fugitive Slave Act

An important facet of the compromise strengthened southerners’ ability to capture escaped slaves. Abolitionists sharply protested this law. Protests and violent resistance to slave catchers occurred in many northern towns from 1850 to 1854.

Harriet Beecher Stowe’s book enthralled northerners by painting a portrait of the suffering of slaves, a portrayal that appalled white southerners.

D. The Underground Railroad

Southerners were especially disturbed by the Underground Railroad.

E. Election of 1852 and the Collapse of Compromise

Franklin Pierce’s victory gave southerners hope because he believed that each section’s rights should be defended and because he supported the Fugitive Slave Act. Those same stands appalled many northerners. Pierce’s foreign policy decisions caused a further rift between southerners and northerners.

IX. Slavery Expansion and Collapse of the Party System

. The Kansas-Nebraska Act

This bill, proposed by Stephen A. Douglas, exposed the complexity of popular sovereignty. By throwing open to slavery Louisiana Purchase territory north of 36˚ 30’, the bill in effect repealed the Missouri Compromise. Discord over the bill helped split the Whigs, and the party fell apart.

. Birth of the Republican Party

The Kansas-Nebraska Bill encouraged antislavery Whigs and Democrats, Free-Soilers, and other reformers to form the Republican Party, which grew rapidly in the North. In the 1854 Congressional elections, Republicans captured a majority of northern House seats.

 . Know-Nothings

The American Party, called Know-Nothings, started as an anti-immigrant, anti-Catholic party that exploited fears of foreigners.

. Party Realignment and the Republicans’ Appeal

The Republicans, Democrats, and Know-Nothings all sought to attract former Whigs. The Republicans appealed to those voters interested in internal improvements, federal land grants, higher tariffs, and the economic development of the West.

. Republican Ideology

To broaden their ideology beyond antislavery, the Republicans trumpeted “Free Soil, Free Labor, Free Men.”

. Southern Democrats

Southern Democrats attracted slaveholders from among the former Whigs. The party used racial fears to keep the political alliance between yeomen and planters intact.

. Bleeding Kansas

When the Kansas-Nebraska Act passed, thousands of proslavery and antislavery people poured into Kansas, leading to massive bloodshed in the territory.

Passions led to violence in the Senate in the form of the Sumner-Brooks affair (the caning of Senator Sumner).

. Election of 1856

With southern support, James Buchanan was elected president in 1856.

X. Slavery and the Nation’s Future

. *Dred Scott* Case

In this case, the Supreme Court ruled that Dred Scott was not a citizen of the United States or of Missouri; that residence in free territory did not make Scott free; and that Congress had no power to bar slavery in the territories.

The decision seemed to confirm northern fear of an aggressive Slave Power.

. Abraham Lincoln on the Slave Power

Lincoln stressed that slavery in the territories affected all citizens of the United States because, if left unchecked, slavery would soon grow into a nationwide institution.

. The Lecompton Constitution and Disharmony Among Democrats

Douglas’s stand against the Lecompton Constitution infuriated southern Democrats.

D. John Brown’s Raid on Harpers Ferry

Hoping to bring about a slave rebellion, Brown led a band of men in an attack on the federal arsenal at Harpers Ferry, Virginia. This act struck fear into the South.

study questions

1. Why did the Antimasonry movement enjoy such popularity? Why did it fall apart so quickly? What lasting changes did the Antimasons introduce to American society and American politics?

2. Some historians have described the 1830s and 1840s as the Age of Jackson. Is this an accurate description? Why or why not?

3. What arguments can you make to defend Andrew Jackson’s dismantling of the Second Bank of the United States? What arguments can you make to condemn his actions?

4. Did a border dispute in Texas offer a legitimate cause for war with Mexico? Why or why not? What other causes of the war existed? Does the Wilmot Proviso suggest anything about American motives beyond the issue of slavery? Should the Senate have accepted the Treaty of Guadalupe Hidalgo? Why or why not?

5. The Compromise of 1850 preserved the Union only for a short time. What concerns led to this compromise? Why did the compromise eventually fail? What alternatives might have prevented secession? What factors entered the picture during the subsequent decade that no one foresaw in 1850?

6. Did popular sovereignty offer any benefits to the United States? Did popular sovereignty create specific problems? Stephen Douglas, a northerner, is most associated with the idea, but who did popular sovereignty favor more—the North or the South? Why?

7. Did the Supreme Court have any constitutional basis for the *Dred Scott* decision? Was the decision justified according to legal interpretations of the day, or did this case just offer an example of a slaveholding Supreme Court Chief Justice protecting his section? Discuss the consequences of the decision.

chapter, Transforming fire: the civil war, (1860-1865)

Chapter Outline

. Introduction

Northerners and southerners supported the war for a variety of reasons, such as ending slavery, preserving the Union, defending states’ rights, or protecting the Confederacy. Whatever the purpose of the war, it brought tremendous change to the United States as the conflict spawned new social and racial arrangements in the nation.

II. Election of 1860 and Secession Crisis

A. Secession and the Confederate States of America

On December 20, 1860, South Carolina seceded from the Union, a step that enticed other southern states to follow.

By February 1861, seven states had formed the Confederate States of America. Upon inauguration, Lincoln worked to uphold federal authority without war.

B. Fort Sumter and Outbreak of War

At Fort Sumter in South Carolina, the Confederates could acquiesce to Lincoln’s intent to supply the federal installation or they could attack the garrison. In April, Confederates bombarded the fort and forced its surrender.

 C. Causation

 Without slavery there would have been no war. Republicans wanted to extend the North’s free labor economy westward; slave-owners wanted to do the same with slavery. Neither northerners nor southerners would state that slavery (or abolition) was the cause, but the issue was continually at the center of sectional disagreements.

I. America Goes to War, 1861–1862

. First Battle of Bull Run

Upon Lincoln’s call for volunteers to restore the Union, four additional states from the Upper South seceded. Southerners faced the war with an optimism that grew stronger following the Confederate victory at Bull Run.

. Grand Strategy

Union strategy—the “Anaconda Plan”—called for a blockade of southern ports and the capture of the Mississippi. The Confederacy pursued an “offensive defensive” strategy—attack when possible; otherwise, prevent conquest.

In the West, the Civil War began almost thirty years of offensive warfare against Indians.

. Union Naval Campaign

Early in the war, Federal ships began to blockade the South, a tactic that enjoyed mixed results. Union coastal victories off South Carolina resulted in a stream of runaway slaves as planters abandoned their lands.

. War in the Far West

Southern control in Indian Territory ended with the Union victory at Elkhorn Tavern, Arkansas. Confederate forces also failed to take the New Mexico Territory.

. Grant’s Tennessee Campaign and the Battle of Shiloh

The first great campaign of the war unfolded as Ulysses S. Grant led troops into Tennessee, capturing Fort Henry and Fort Donelson, which guarded the Tennessee and Cumberland Rivers. The shocking casualties of the two-day Battle of Shiloh revealed the true nature of the war.

. McClellan and the Peninsula Campaign

Slow to move, McClellan finally advanced on Richmond, moving within 7 miles of the Confederate capital. Lee moved in behind Union forces, threatening Washington, D.C. The Seven Days Battles followed, which forced McClellan to retreat.

. Confederate Offensive in Maryland and Kentucky

Following early southern victories, President Jefferson Davis ordered his armies to engage in offensive tactics. The attempt to lure Maryland and Kentucky into the Confederacy failed.

Confederate victory in the battle of Second Bull Run was followed by Confederate defeat at the Battle of Antietam. McClellan, again slow to move against Lee’s retreating forces, was removed from command by Lincoln.

IV. War Transforms the South

. The Confederacy and Centralization

In the South, the tradition of localism and states’ rights gave way to centralization as the Confederacy fought to preserve itself. When the South failed to achieve a quick victory, the Confederacy resorted to conscription.

. Confederate Nationalism

Confederates created a culture and an ideology of nationalism.

. Southern Cities and Industry

Wartime needs led to a new bureaucracy and an emerging industrialism in the South.

. Changing Roles of Women

With men off to fight, women began to assume many of the responsibilities males had previously held.

. Human Suffering, Hoarding, and Inflation

The war caused economic dislocations in the South that resulted in great suffering for many people.

The Federal blockade created shortages of important commodities in the South, while Confederate financial policies generated intense price inflation.

. Inequities of the Confederate Draft

Wealthier southerners seemed immune to many of the problems that others faced, and anger over the elite’s exemptions from conscription led to tensions in the South.

V. Wartime Northern Economy and Society

. Northern Business, Industry, and Agriculture

The war generally spurred economic activity in the North, but the initial loss of southern markets caused some disruptions for the Union. Federal spending helped many businessmen and farmers because the government needed vast amounts of materiel to win the war. Fiscal policy, especially the sale of war bonds, also shaped the northern economy.

 B. The Quartermaster and Military-Government Mobilization

 Government and business interests merged in the creation of the Quartermaster Department. Supplying food, clothing, horses, weapons, ammunition, etc. for the war, it grew to be the largest employer in the U.S.

C. Northern Workers’ Militancy

Inflation and a tight job market produced problems for the working class, difficulties that led to a growing interest in trade unionism.

D. Economic Nationalism and Government-Business Partnership

Railroads and other companies with government contracts earned especially high profits. New land policies and high tariffs encouraged economic activity.

Through the Morrill Land Grant Act Congress authorized sales of large parcels of public lands, the proceeds to be used for public universities promoting education in agriculture, engineering, and military science. The Homestead Act of 1862 offered cheap land to people who would settle the West. A national banking system was created and higher tariffs were enacted.

E. The Union Cause

Northerners rallied to the Union cause. While some northerners ostentatiously displayed their new wealth, others advanced more idealistic values.

F. Northern Women on Home Front and Battlefront

Northern women assumed new roles during the war.

G. Walt Whitman’s War

In his poetry, Walt Whitman celebrated the sacrifices of common soldiers.

I. The Advent of Emancipation

. Lincoln and Emancipation

Lincoln understood the political dangers of the slavery issue and at first shied away from advocating abolition. Eventually, he began suggesting that southerners gradually free their slaves. He also promoted a plan to colonize blacks outside the United States.

. Confiscation Acts

Radical Republicans demanded immediate emancipation. One of their first efforts to achieve it came with laws allowing the confiscation of slaves as “contraband.”

. Emancipation Proclamations

In September 1862, Lincoln announced a plan to free slaves in the Confederate states. In his proclamation of January 1, 1863, all areas in the Confederacy that were under Union control were exempted, the border states included. This ambiguous proclamation provided Lincoln with some political benefits.

. African American Recruits

Because of the need for men, the Lincoln administration began to recruit northern and southern blacks for the Union Army.

In 1864, with thousands of blacks in the Union Army, Lincoln gave his support to a constitutional ban on slavery.

. Who Freed the Slaves?

Emancipation came as the result of two forces: one, Lincoln’s policy; and two, the will and courage of slaves who fled for freedom.

. A Confederate Plan of Emancipation

Jefferson Davis proposed emancipation of the slaves in exchange for military service against the Union. Southern resistance to abolition proved powerful, however, and Davis could only make a limited effort to free the slaves.

I. The Soldiers’ War

 A. Ordinary Soldiers and Ideology

 Common soldiers fully understood the ideologies behind the war. Letters reveal that while “duty,” “honor,” “union,” “freedom,” “liberty,” “states’ rights,” etc. were important, they also recognized slavery as being at the heart of the conflict.

B. Hospitals and Camp Life

Soldiers endured unsanitary conditions, unsafe water supplies, and badly managed hospitals. In addition, they witnessed mass violence and bloodshed.

C. The Rifled Musket

Development of the rifled musket and the “minie ball” made rifles accurate to 400 yards and useful up to 1,000 yards.

D. The Black Soldier’s Fight for Manhood

Thousands of blacks served with honor and distinction in the Union army, but discrimination persisted.

I. 1863: The Tide of Battle Turns

. Battle of Chancellorsville

On the battlefield, the southern army began the 1863 campaign with a victory at Chancellorsville, Virginia. However, the Confederate army suffered the loss of Stonewall Jackson.

 . Siege of Vicksburg

This Confederate defeat divided the southern states in two and gave control of the Mississippi to the Union.

. Battle of Gettysburg

In July 1863, the Union army scored a major victory at Gettysburg, Pennsylvania, inflicting heavy losses on Lee’s army.

IX. Disunity, South, North, and West

. Union Occupation Zones

Three military-occupation zones were used by Union forces when they invaded: (1) garrisoned towns; (2) the Confederate frontier; and (3) the land between the two armies (“no man’s-land”).

. Disintegration of Confederate Unity

Planters, unable to adjust to changed circumstances, increasingly opposed the Confederate government.

. Food Riots in Southern Cities

Food riots occurred in several cities in 1863. Ordinary rural southerners resisted by refusing to cooperate with conscription, tax collection, and impressments of food. Meanwhile, Davis failed to communicate with the masses.

. Desertions from the Confederate Army

As conditions at home deteriorated, many southern soldiers reacted by deserting from the army.

. Antiwar Sentiment, South and North

From 1863 on, military defeats and social disruptions fueled a growing discontent among southerners with the war. For many people, the solution seemed to be simply to give up on the southern cause.

Opposition to the war in the North was less severe than in the South. Lincoln, unlike Davis, had the ability to stay in touch with ordinary citizens.

. Peace Democrats

Some northerners expressed unhappiness with the war, but much of the northern discord reflected political party differences rather than support for the Confederacy.

. New York City Draft Riots

One sharp statement of northern anger over the war came in the New York City draft riots. In theory aimed at conscription, these violent demonstrations revealed powerful underlying class and racial tensions.

. War Against Indians in the Far West

U.S. forces waged a ruthless war against Indians in the Great Plains and in the Southwest.

. Election of 1864

Although Lincoln feared that he would not be reelected, the fall of Atlanta and Union victories in the Shenandoah Valley in early September led to a decisive victory for Lincoln in 1864. His reelection caused further deterioration of southern morale.

X. 1864–1865: The Final Test of Wills

. Northern Diplomatic Strategy

Lincoln understood the importance of European relations, and he worked diligently to prevent European support of the Confederacy.

. Battlefield Stalemate and a Union Strategy for Victory

Grant proposed raids into the South on a massive scale to lay waste to all resources useful to the military and to the civilian population of the Confederacy.

. Fall of Atlanta

Sherman’s occupation of Atlanta boosted northern morale and ensured Lincoln’s reelection in 1864.

. Sherman’s March to the Sea

Sherman adhered to a “burned earth” policy in his march to the sea.

. Virginia’s Bloody Soil

During the spring and summer of 1864, Grant continually hurled Union forces against Lee’s army in Virginia. Even though losses were appalling, these battles prepared the way for Union victory.

. Surrender at Appomattox

Lee could not stand up to the Union forces, leading him to surrender the Army of Northern Virginia on April 9, 1865. On April 14, 1865, Lincoln was assassinated by John Wilkes Booth.

. Financial Tally

The costs of the war ranged into the billions of dollars, while the social burden to the South remains incalculable.

. Death Toll and Its Impact

About 600,000 Americans died, which was more deaths than occurred in all other American wars combined prior to Vietnam. Still, the war left unresolved the crucial issue of the place of African Americans in the United States.

study questions

1. Did the election of Abraham Lincoln truly present a threat to South Carolina? Why or why not? What factors led the South to secede? How important a role did the election of 1860 play in those factors? How did it sharpen southern concern over slavery?

2. Was the Anaconda Plan a viable strategic option? Why or why not? Should the South have been more or less aggressive in its military policies? Could the North have pursued a more effective strategy? Militarily, how might the South have won the war?

3. Discuss “King Cotton Diplomacy.” How did southerners perceive diplomacy as a war measure? What might the South have done differently to gain foreign recognition or support? Would a different policy by Britain or France have made any difference in the course of the war? Why or why not?

4. How does the existence of “Border States” reveal attitudes toward the war? Did the crisis of secession justify Lincoln’s suspension of constitutional guarantees of justice? How did northerners express discontent with the war? Why did so many Confederate soldiers “vote with their feet” by deserting?

5. To what degree did slavery constitute a cause of the war? How did it serve to justify the war to northerners? To southerners? How might emancipation have been handled differently? What effect would a different approach have had?

6. The Civil War has been described as a “Second American Revolution.” Is such a characterization accurate? Why or why not?

chapter, Reconstruction: an unfinished revolution, (1865-1877)

Chapter Outline

. Introduction

The end of the Civil War brought profound changes to the United States. Reconstruction changed some things, but it did little regarding social equality and political turmoil. In the end, the government established black suffrage, but this reform proved insufficient to remake the South or to guarantee human rights.

. Wartime Reconstruction

. Lincoln’s 10 Percent Plan

Lincoln planned for a swift and moderate Reconstruction process. Under his 10 percent plan, he proposed that as soon as 10 percent of the voting population in the 1860 election took an oath to the United States and established a government, it would be recognized.

. Congress and the Wade-Davis Bill

Responding negatively to Lincoln’s Reconstruction plan, Thaddeus Stevens advocated a “conquered province” theory. In July 1864, Congress passed the Wade-Davis bill by which the process of readmission to the Union was to be harsh and slow. Lincoln pocket-vetoed the bill.

. Thirteenth Amendment

Congress passed the Thirteenth Amendment on January 31, 1865. The Amendment abolished slavery and gave Congress the power of enforcement.

. Freedmen’s Bureau

On March 3, 1865, Congress created the Bureau of Refugees, Freedmen, and Abandoned Lands to aid southern refugees. During its four-year history, the Bureau supplied food and medical services, built schools and colleges, negotiated employment contracts between freedmen and former masters, and tried to manage confiscated land.

. Ruins and Enmity

At the end of the Civil War, America was in ruins and many white refugees faced starvation.

. The Meanings of Freedom

. The Feel of Freedom

Many former slaves began to explore freedom by searching for family members or exercising their right of mobility. Others reacted more cautiously. Most settled as workers on their former farms or plantations but attempted to control the conditions of their labor.

. Reunion of African American Families

Relying on the black community in the South, thousands of former slaves began odysseys to find family members.

. Blacks’ Search for Independence

Many blacks tried to avoid contact with overbearing whites by abandoning their slave quarters and relocating their houses. Some even established all-black settlements.

. Freedpeople’s Desire for Land

Next to freedom, blacks wanted land most of all. Since they could not secure solid support in the North, however, few obtained their dream of economic independence.

. Black Embrace of Education

Many African Americans eagerly sought an education. Federal aid and northern charity helped start thousands of schools for freedmen in the South.

. Growth of Black Churches

In an effort to gain more independence from whites, African Americans established their own churches, which became the social center of their new freedom.

. Rise of the Sharecropping System

Blacks could not get credit, and sharecropping became widespread. Owners often cheated their tenants.

Most southern farmers grew cotton, but a weak market created low prices that made dependence on cotton a mistake. Many white farmers lost their land as a result, and joined the ranks of sharecroppers.

. Johnson’s Reconstruction Plan

. Andrew Johnson of Tennessee

Johnson was the only senator from a seceded state (Tennessee) who refused to follow his state out of the Union. At heart he was really a Jacksonian Democrat, not a Republican. He believed in limited government.

. Johnson’s Racial Views

Johnson was a white supremacist and did not favor black civil and political rights. Johnson’s belief that black suffrage could never be imposed on a southern state by the federal government put him on a collision course with the Radical Republicans.

. Johnson’s Pardon Policy

At first it appeared that Johnson hoped to keep prewar leaders from participating in the Reconstructed South.

. Presidential Reconstruction

Nevertheless, Johnson ended up pardoning most southern aristocrats and former rebels, thus allowing the old elite to return to power. Only eight months after Appomattox, Johnson declared Reconstruction complete. In December 1865, many former Confederate congressional representatives traveled to Washington to take their seats in the new U.S. Congress.

. Black Codes

Johnson’s pardons upset many Republicans, but the discriminatory black codes revealed the depth of southern defiance.

. The Congressional Reconstruction Plan

. The Radicals

The Radicals wanted to transform the South, and they were willing to exclude it from the Union until they had achieved their goal. By refusing to work with conservative and moderate Republicans, Johnson and the Democrats forced them to work with the Radicals.

. Congress Versus Johnson

Congress worked to extend the Freedmen’s Bureau and to pass a civil rights law counteracting the black codes. Johnson vetoed these bills, ending hopes of compromise.

. Fourteenth Amendment

This amendment gave citizenship to freedmen, prohibited states from interfering with constitutional rights, declared the Confederate war debt null and void, barred Confederate leaders from holding state and federal office, and punished any state that restricted extension of the right to vote to black men.

. The South’s and Johnson’s Defiance, 1866

At the urging of President Johnson, all southern states except Tennessee rejected the Fourteenth Amendment. Having won overwhelmingly in the 1866 congressional elections, Republicans decided to form new southern state governments.

. Reconstruction Acts of 1867–1868

Congress set up five military districts in the South, guaranteed freedmen the right to vote in elections for state constitutional conventions, required congressional approval of all new state constitutions, and declared that southern states must accept the Fourteenth Amendment.

. Failure of Land Redistribution

Thaddeus Stevens failed to win approval for his plan to confiscate and redistribute land in the former Confederate states.

. Constitutional Crisis

Congress passed a number of controversial laws, including the Tenure of Office Act, by overriding presidential vetoes. Johnson proceeded to take several belligerent steps, including removal of Secretary of War Stanton.

. Impeachment of President Johnson

After Johnson removed Secretary of War Stanton, Congress impeached the president. Although acquitted in the Senate, Johnson suffered politically.

. Election of 1868

Grant, a supporter of congressional Reconstruction and of black suffrage in the South, won the 1868 presidential election.

. Fifteenth Amendment

In 1869, Radicals succeeded in passing the Fifteenth Amendment, which prohibited denying the right to vote based on “race, color, or previous condition of servitude.” Voting rights of women could still be denied.

. Politics and Reconstruction in the South

. White Resistance

Whites in the South resisted Reconstruction. Some denied freedom to their slaves, while others prevented blacks from getting land. White resistance also included the use of violence.

. Black Voters and the Southern Republican Party

Thanks to a large black voter turnout and restrictions on prominent Confederates, a new southern Republican Party controlled the state constitutional conventions of 1868–1870. The new state constitutions were more democratic. The constitutional conventions broadened women’s rights in property and divorce.

. Triumph of Republican Governments

Republican victory in the South meant that for the first time black citizens gained political office. Southern Republicans worked to build white support for the party and condemned itself to defeat if white voters would not cooperate.

. Industrialization and Mill Towns

Republican governments tried to industrialize the South, but higher taxes for that purpose drew money away from education and other reforms. Many whites were impoverished. As farming became less desirable, whites and blacks moved to cities and mill towns.

. Republicans and Racial Equality

Economic progress remained uppermost in the minds of most southern blacks. They accepted segregated facilities in return for other opportunities.

. Myth of “Negro Rule”

Southern Conservatives used economic and social pressure on blacks as well as inflammatory racist propaganda to undermine congressional Reconstruction. Despite the charge of “black domination,” African Americans did not dominate or control events.

. Carpetbaggers and Scalawags

In their propaganda, Conservatives labeled northerners seeking economic opportunity as “carpetbaggers” and white southerners who supported the Republicans as “scalawags.”

. Tax Policy and Corruption as Political Wedges

Although an increase in taxes was necessary just to maintain traditional services, Republican tax policies aroused strong opposition. The corruption with which Republicans were charged was often true.

. Ku Klux Klan

The Ku Klux Klan terrorized black leaders in an effort to curb their support for the Republicans. This campaign of terror was often organized by the wealthy and the powerful in an effort to retake political control.

A number of things brought about the collapse of the Republican regimes, forcing them out of office before they instituted social and economic reforms.

. Retreat from Reconstruction

. Political Implications of Klan Terrorism

Congress passed two Enforcement Acts in 1870 and 1871 in an effort to counteract Klan violence. The laws were enforced selectively. Congressional opponents of these laws charged that Congress was infringing on states’ rights.

. Industrial Expansion and Reconstruction in the North

Both industrialization and immigration surged in the years immediately after the Civil War. Political corruption ran rampant.

There was gross economic inequality that polarized American society, and the struggle between labor and capital intensified. Then came the Panic of 1873.

. Liberal Republican Revolt

Although Grant won reelection in 1872, the revolt of the Liberal Republicans in conjunction with opposition from the Democrats reinforced Grant’s desire to avoid confrontation with white southerners.

. General Amnesty

In 1872, Congress offered amnesty to most remaining former Confederates, and in 1875 it offered a watered-down Civil Rights Act that the Supreme Court eventually struck down.

. The West, Race, and Reconstruction

The federal government pursued a policy of containment against Native Americans in the West. Hispanics in the Southwest and the Chinese in California were subjected to racial prejudice and persecution.

. Foreign Expansion

In 1867, the United States purchased Alaska from Russia and also took control of the Midway Islands.

. Judicial Retreat from Reconstruction

Supreme Court decisions, by narrowing the meaning of the Fourteenth Amendment and by denying equal rights, encouraged the northern retreat from Reconstruction.

. Disputed Election of 1876 and the Compromise of 1877

The disputed election between Rutherford B. Hayes and Samuel Tilden resulted in the Compromise of 1877, effectively ending Reconstruction in the South.

Tens of thousands of southern African Americans felt betrayed by the election of 1876.

study questions

1. Andrew Johnson’s Reconstruction plan was harsher than Lincoln’s, but he still came under fire from the Radicals. Why? What components of his plan did they deem too lenient? Why? Was any of Johnson’s plan too harsh? Why or why not?

2. Why did many southerners act as if they had not lost the Civil War? What made these southerners think they could get away with these actions? What role did the federal government take in fostering this type of behavior?

3. Why could African Americans not retain the political power they held after the war? What nonpolitical factors went into their loss of power? What steps did Congress take to secure the rights of African Americans? What role did the Supreme Court play in the extension of equality to African Americans? What led to great distrust between the races? Was the southern white attitude for these blacks purely racial?

4. How much responsibility do white southerners bear for the “failure” of Reconstruction? Do white northerners deserve any criticism? How could Reconstruction efforts have been improved?

5. What problems plagued the southern economy during the Civil War and Reconstruction? Why did southern planters concentrate so much on cotton production? What problems did this specialization create?