

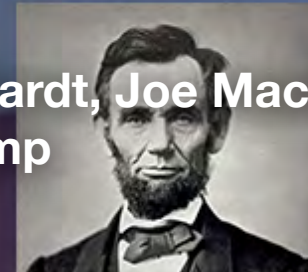
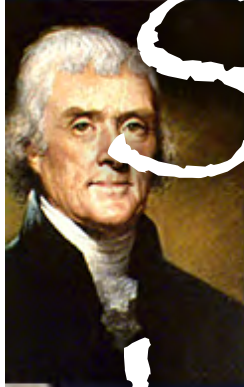
MI OPEN BOOK PROJECT

United

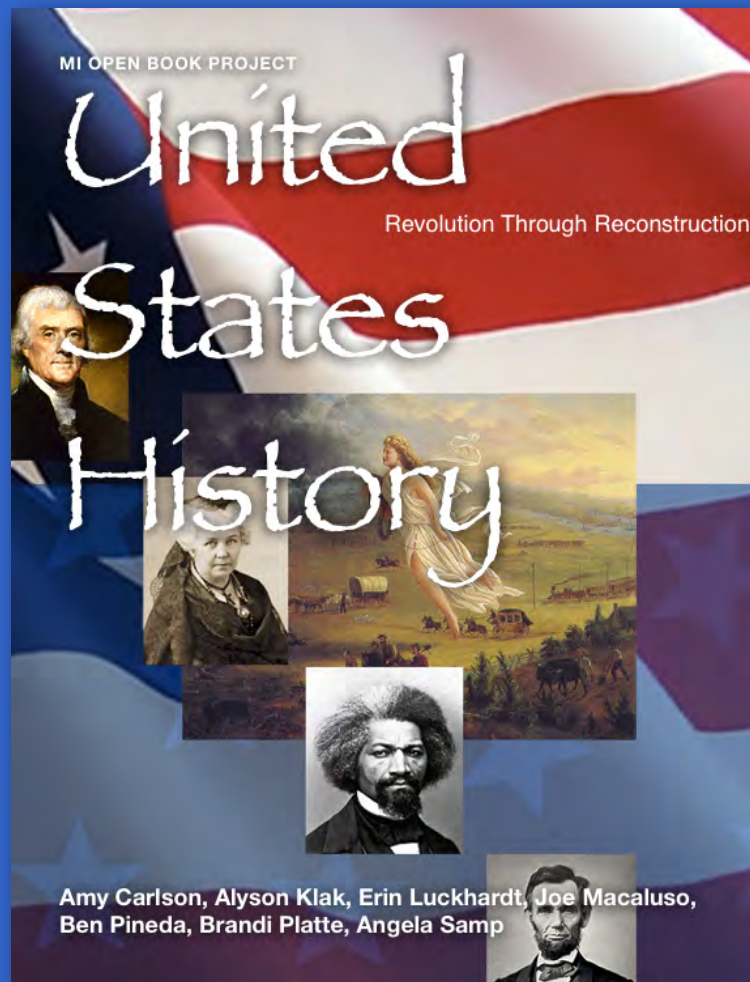
Revolution Through Reconstruction

States

History



Amy Carlson, Alyson Klak, Erin Luckhardt, Joe Macaluso,
Ben Pineda, Brandi Platte, Angela Samp



This is version 1.0.9 of this resource, released in August 2018

Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



MICHIGAN OPEN BOOK PROJECT

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MICHIGAN
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Amy Carlson

Thunder Bay Junior High

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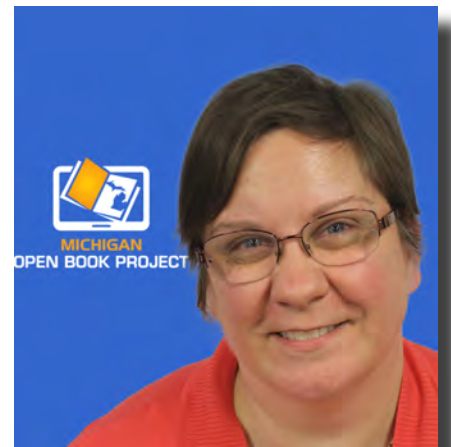
Amy has taught in Alpena Public Schools for many years. When not teaching or working on interactive Social Studies resources like this one she enjoys reading, hunting and fishing with her husband Erich, and sons Evan and Brady.

Allyson Klak

Shepherd Middle School

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Bio Forthcoming



Erin Luckhardt

Boyne City Middle School

Boyne City Public Schools

Erin is an 8th grade social studies teacher at Boyne City Middle School in Boyne City, MI. She formerly served as the district's technology coach when they were integrating their 1:1 iPad initiative. Before teaching in Boyne City, she taught high school social studies in the Lansing area for 4 years. Erin has her master's in Educational Technology and Educational Leadership, both from GVSU, and has an interest in effective integration of technology into the classroom for teachers as well as students.





Joe Macaluso

Elk Rapids Schools

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Joe earned his Bachelor of Arts from the University of Michigan in 2000 with a major in History concentrating on early United States History. He minored in Social Studies and earned his Certificate of Secondary Education. He graduated from Michigan State University in 2004 with a Masters in Curriculum and Teaching. During his career at Cherryland Middle School in Elk Rapids, MI, Joe has served as Social Studies department head, technology coach, student council advisor, student senate advisor, YMCA Michigan Youth in Government trip coordinator and volleyball coach. He is passionate about using technology in the classroom to engage and enrich student learning. Joe lives with his wife, Amanda, and his two daughters in Elk Rapids. As a family they love traveling and spending their sum-

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Haslett Middle School

Haslett Public Schools

MSU graduate - Go Green! Life is busy and life is good! Ben is a... teacher of 28 years, lead mentor teacher for the TE Social Studies department at MSU, workshop/conference professional development speaker, organization-skills tutor, writer, storyteller, V-ball and Ultimate player, fisherman, camper, cyclist, and MOST importantly, blessed with a loving wife, Meghan, and four amazing children, Emily, Matt, Conner, and Catherine.



Brandi Platte

Central Middle School

L'Anse Creuse Public Schools

Brandi Platte teaches Social Studies and Language Arts at Middle School Central in Macomb, Michigan. She holds a Bachelor of Science degree in education from Oakland University, and a graduate degree in Curriculum and Instruction from Concordia University. She spends a great deal of time writing curriculum for the Macomb Intermediate School District and the National Parks Service. She is a sponsor for the National Junior Honor Society at her school, and in her free time she enjoys spending time outdoors with her family, especially her two sons, Ethan and Ryan.

The Michigan Open Book Project Team would like to thank the following individuals for their help in reviewing some content in the book and guiding the development process.

Keith Erikson - The Church of Jesus Christ of Latter Day Saints

Eric Hemenway - Director of Repatriation, Archives and Records, Little Traverse Bay Bands of Odawa Indians

Jim Cameron, Michigan Department of Education



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Angie Samp

Thunder Bay Junior High

Alpena Public Schools

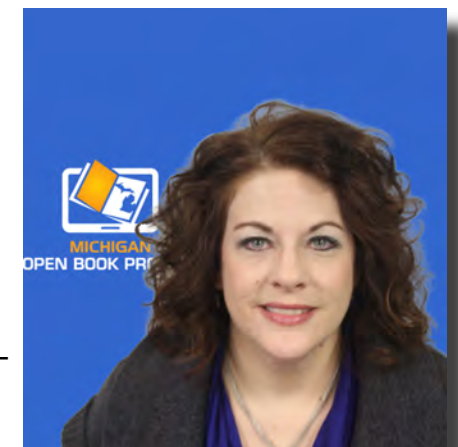
Angie has enjoyed teaching many grades in Alpena Public Schools over the last 13 years. Her passion lies in teaching history to 8th graders. Angie has a Bachelor of Arts in Group Social Studies from Grand Valley State University and a Masters in Education from Marygrove College. When she's not teaching, Angie enjoys many outdoor adventures including camping, traveling, and attending sporting events with her husband Gene, and sons Avery and Eli.

Rebecca Bush

Instructional Consultant

Ottawa Area Intermediate School District

Rebecca Bush is currently the Social Studies Consultant at the Ottawa Area Intermediate School District (OAISD), where she assists K-12 social studies teachers in developing curriculum, modeling instructional strategies in social studies literacy, and designing district-level formative and summative assessments. Additionally, as Project Director, she has written and received multiple Teaching American History grants, working with teachers throughout an eight-county radius. She has presented at various national conferences on multiple topics surrounding social studies instruction as well as innovative techniques and topics in formative and summative assessment design. Currently she is Co-Project Director of The Performance Assessments of Social Studies Thinking (PASST) Project and assists with the professional development of teacher writers for the MI Open Book Project where she serves as an editor of several of the project's texts. Rebecca currently leads the Michigan Social



David A. Johnson

Project Manager

Michigan Open Book Project

Dave began his career teaching 8th grade United States History in Mesick, Michigan. After almost a decade in the classroom, he took a job at Wexford-Missaukee Intermediate School District (WMISD) as an Instructional Consultant for Social Studies. He is shared across 11 ISDs in Northern Michigan that form the Northern Michigan Learning Consortium. He completed his Masters in Educational Leadership through Central Michigan University in 2011 and is Co-Project Director of the Performance Assessments of Social Studies Thinking (PASST) Project in addition to his duties as the Project Manager for MI Open Book.



Chapter 1

Were the Compromises Reached at the Constitutional Convention Fair?

Supporting Questions:

1. Why did the Articles of Confederation not work for the new nation?
2. How did the internal conflicts that the nation faced lead to a new government?
3. Was the decision by the Framers to throw out the Articles of Confederation and create a new form of government justified?
4. Did compromise help or hurt the development of our government at the Constitutional Convention?
5. Which group of Framers' arguments about the ratification of the Constitution were stronger?



Using A Digital SS Textbook

QUESTIONS TO GUIDE INQUIRY

1. Why did the Articles of Confederation not work for the US?
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TERMS, PLACES, PEOPLE

The Michigan Open Book Project began in 2014 as part of a grant from the Michigan Department of Education. Many classrooms were beginning to go digital, and in Social Studies in particular, a dusty book on the shelf was the only resource available.

This book was designed by teachers like your own. People who have taught this class for years and felt that there was a need for both a digital tool and for something that was specific to the great state of Michigan! Because of that, this “book” is different in many different ways:

- **It is digital.** You may be using this book on a Chrome Book, an iPad, a Windows computer, your phone...the list of possibilities are endless.
- **It is kept current.** When our teams finished putting things together, some of the places we take you may have disappeared. As soon as we discover this, we take steps to fix it!
- **Your teacher can edit it.** This represents a resource that a small team of educators envisioned. Your teacher may want to add things to it, rearrange the order, or split things up. They're free to do all of these things.

Using a MI Open Book Resource:

Taking Notes:

In many ways, formatting is very similar to an older print textbook. The first major difference however is that you can write all over this text! Whether you’re using the Kami plugin on a Chrome Device, or opening this in Adobe Reader or iBooks, you don’t have to turn a digital textbook in at the end of the year. You can use your finger or mouse (depending on what you’re reading this on!) to highlight text and take notes!

Try it now! If you’re using a touch enabled device, tap on this paragraph and use the highlighting tool to highlight it. Not on a touch screen device or tablet? Use your mouse to highlight text! If you’re reading this on a Chrome Book using the Kami plugin you can highlight and take notes right here.

Stop and Think

Often times our teacher writers want you to take a moment before moving on and have you answer a question to focus your thinking. This year we’re introducing “Stop and Think” boxes. You’ll recognize the stop sign logo and from there you can either take notes in the blue box (as you just practiced above) or turn and talk with a partner about your thoughts if your teacher wants you to. These “Stop and Think” boxes



will appear all throughout the text.

Inquiry Based Questions:

Each chapter is set up around an inquiry question. We consider these questions to be “Compelling Questions”. That means we want you to be thinking about this question throughout the entire chapter. You’ll notice that most of them are open ended. By investigating each question over the course of a chapter you’ll come to a conclusion that you should be able to support with evidence before moving on to your next inquiry.



Take a moment to scroll back to the title graphic for this chapter. What is the inquiry question you’ll be studying in this first chapter?

Each chapter also includes some smaller questions which usually have a right/wrong answer. These questions are known as “Supporting Questions” and are the basis for the sections within a chapter. That means that these supporting questions are the content around which the sections in a chapter are about. Each of these questions is a puzzle piece. As you begin trying to answer the inquiry question for a chapter, you’ll need to answer each of these questions to assemble the whole “puzzle”.

How did President Jefferson deal with Foreign Policy?

QUESTIONS TO GUIDE INQUIRY

1. Were President Jefferson's foreign policy decisions reflective of his philosophy of limited governmental power or in sharp contrast to his philosophies?
2. Were President Madison's war-hawkish foreign policy decisions aligned with his domestic policy decisions?
3. Was the Monroe Doctrine a policy of U.S. expansion or a policy of U.S. self-defense?

TERMS, PLACES, PEOPLE

blockade--a closing of a port or road to prevent supplies or people from entering or exiting an area

By 1803, America was getting tangled up in a war between Great Britain and France once again. Both countries were taking American ships to their enemy. President Jefferson tried hard to follow Washington's lead and remain neutral.



Image source: <http://www.theburningplatform.com/2015/05/29/1812-the-inconsequential-war-that-changed-america>

The British Navy controlled much of the Atlantic Ocean and created a blockade of American ships. British ships began to search the American ship deserters. Work on the British ships was horrible and many men were sent away from the navy. However, many American sailors were wrong.

Terms, Places, and People

Underneath the “Questions to Guide Inquiry” box at the start of each section is a smaller section called “Terms, Places, and People.” These are the important vocabulary terms to know, as well as important places and people who may factor into the section. This portion of the book is a way for you to keep track of the words, locations, and people who will make up your study of a chapter.

Widgets

A **widget** is a small interactive piece of content that is embedded into the book. This is another important difference between a MI Open Book resource and a traditional textbook. A widget will always be labeled with the word “Interactive” as it is in the picture to the right. What widgets do depend on the type of widget it is. In some cases (like the green one to the right) it will take you to a website where you can experience a primary source document first hand, do a piece of interactive content, etc. Some of the widgets are videos. They’ll take you to places like YouTube, TeacherTube, Vimeo, etc. Both a browser widget and a video widget usually require that you have an internet connection to use.

Another type of widget is an interactive that lives in the book itself. Special mini programs designed by the teacher writers and put together by the project teams. These could be quizzes. They could be an embedded Google Doc. Sometimes they are analyzing and sorting activities. All of these can be updated relatively easily should something go wrong.

“Light-Horse Harry” Lee, the father of future Civil War general Robert E. Lee.

Interactive 5.3 An Exact and Authentic Narrative of the 2nd Baltimore Riot

Beginning of the War

The war didn’t come at a great time for either belligerent, or nation involved in a war or conflict. Britain was still at war with France. This meant that many British soldiers and warships were already deployed to serve the country in that conflict. The economic policies of President Thomas Jefferson, which had cut military spending, had weakened the



A small book giving various eye witness accounts of the “Second Baltimore Riot”, one of the most violent anti-federalist attacks during the War of 1812.

Reporting a Problem

We do have a small team working regularly to update content, but it is probably a given that at some point you'll come across a browser widget that has "gone dead." We have a stockpile of additional sites available for many of these, and all you have to do (if you're on a Chrome or Windows device) is click on the "Page not working?"

Broken link?" link at the bottom

of a widget page to report the problem. In iBooks you can use the same form by returning here and clicking on the widget below. We'll get things fixed as quickly as possible.

There are lots of great features in your MI Open Book - have fun exploring them all!

One other thing to note: This resource is part of a series on United States History. The fifth grade edition covered early American history through the Revolutionary War. This edition will cover the founding of our country through Reconstruction. The final

Interactive 1.1 Bug Report



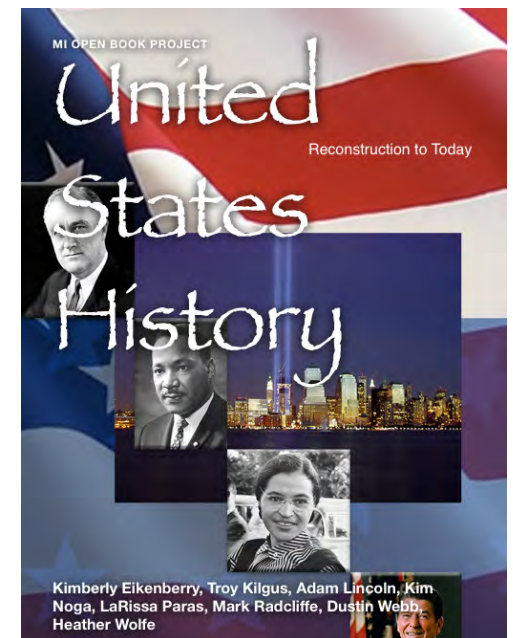
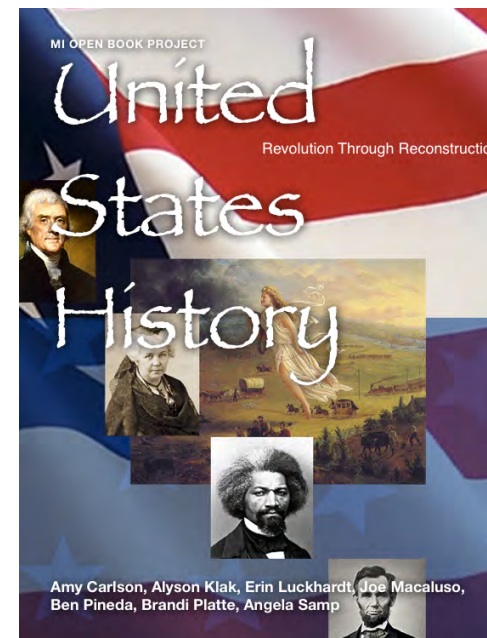
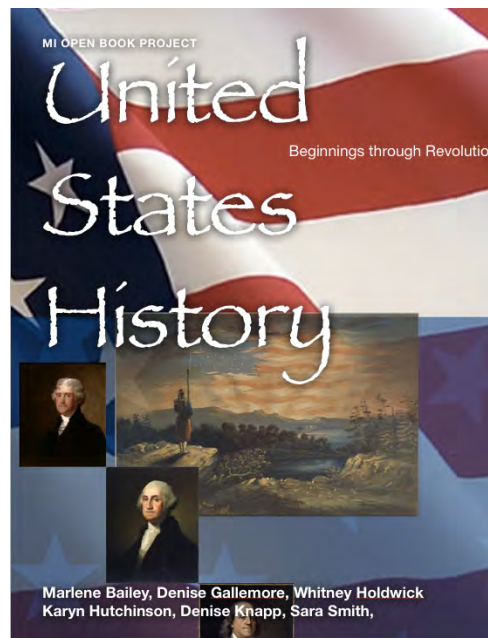
If you're on an Apple device and come across a problem, have your teacher return here and report it! We'll get it fixed as quickly as possible!

edition at the high school level will cover Reconstruction through today. If you need to review any material from previous grades, feel free to head to our website and download a copy for free:

<http://textbooks.wmisd.org>



MICHIGAN OPEN BOOK PROJECT



Section 2

The Articles of Confederation

QUESTIONS TO GUIDE INQUIRY

1. Why did the Articles of Confederation not work for the US?
2. How did the internal conflicts that the US faced lead to a new government?
3. Was the decision by the Framers to throw out the Articles of Confederation and create a new form of government justified?
4. Did compromise help or hurt the development of our government at the Constitutional Convention?
5. Which group of Framers' arguments about the ratification of the Constitution were stronger?

TERMS, PLACES, PEOPLE

ratify

confederation

rebellion

arsenal

During the American Revolution, the colonists formally declared themselves free from the British with the Declaration of Independence. You learned about the Revolutionary War in fifth grade, and are free to download the fifth grade version of this resource for further review. The Continental Congress created the Articles of Confederation and sent them to the states to **ratify** on November 15, 1777. The Articles of Confederation served as the foundation document of the nation's first form of government from March 1, 1781 to 1789.

The colonists knew that they did not want the strong central government that they had under King George III. It is for this reason that they created a weak central government under their

Interactive 1.2 Too Late To Apologize



Learn more about the Colonists' decision to declare independence from the British in this video.



first attempt at uniting the new nation, the Articles of **Confederation**. The Articles were looked at as a “firm league of friendship” among the states. Under the articles, each state kept its state’s independence and power and had one vote in all matters brought forth to the confederation.

The central government was given some powers under the articles such as: the declaration of war and subsequently peace, establishing and maintaining an army and navy, making treaties with foreign countries, borrowing money, and establishing a post office.

There were many weaknesses with the Articles of Confederation as well. The first major weakness was that Congress was not allowed to regulate trade as a rule. They were allowed to regulate

trade with Indigenous Peoples, but only if it wasn’t interfering with the state’s own trade. They were completely unable to negotiate trade with foreign powers. That power was left to the states, and each state was able to create their own individual policies relating to foreign trade. There was very little consistency from state to state.

Money was another problem. Both the Federal and State governments were allowed to create their own forms of currency. The ability to trade, both within the confederation and beyond was severely limited by the lack of consistent currency.

The national government could not tax states or citizens. In order to receive money, the national government was required to request funds from the states themselves. Often times this money was not raised, or, the national government received it very late. With no solid source of income coming in, the national government was in danger of defaulting on its debt and certainly couldn’t pay for the other services that a government often provides.

You may remember that the Articles intentionally did not create a powerful figurehead leading the government. Most of the power was centered at the state level. There was no national level court system, and no one to serve as the “chief executive” in matters of trade and foreign relations.

With power concentrated at the state level, several other weaknesses sprang up. Each state had one vote. This greatly benefitted smaller states, but the states with a large population felt that this was unfair.

It was difficult to pass laws as well. To pass a law, nine states had to approve it. With vast differences in populations in a state, the five states with the smallest population could effectively

Interactive 1.3

Weaknesses of the Articles

WEAKNESS	OUTCOME
Congress had no power to levy or collect taxes	Quarrels broke out among states and trading with other countries was difficult
Approval of nine states was needed to enact laws	The government depended on the states for law enforcement
The government had no executive branch	There was no practical way to change the powers of government
	The central government had no way to settle disputes among the states

Congress had no power to enforce its laws

Congress had no power to regulate foreign trade

There was no practical way to change the powers of government

It was difficult to enact laws

There was no national court system

There was no effective way to coordinate the work of government

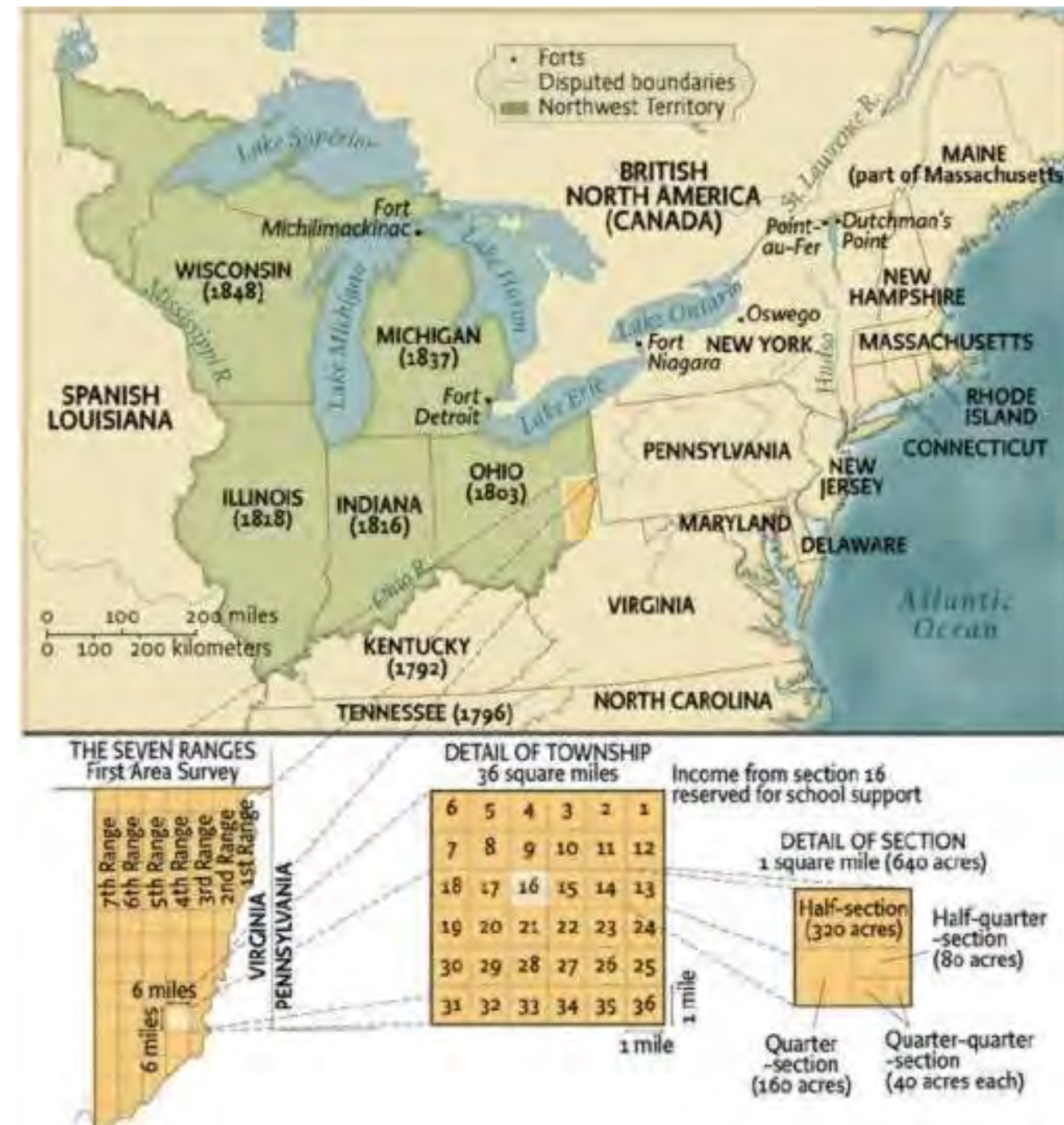
The government was always short of money

Use this interactive sort to determine the weaknesses and outcomes of the Articles.

cancel out the vote of a state like Virginia which had more people than all of those small states put together.

For the most part, because of the glaring weaknesses of the Articles of Confederation, they tend to be seen as a failure by political scientists and historians. Every failure is a learning opportunity however. The colonists operated under the Articles of Confederation for several years and would eventually replace them with a stronger system. While the Articles provided for a weak central government, it was under the Articles that The Treaty of Paris, Land Ordinances of 1785, and The Northwest Ordinance of 1787 were all passed..

The Treaty of Paris ended the Revolutionary War and established initial boundaries for the United States. The Land Ordinance of 1785 provided a system to survey and divide new land into townships. The Northwest Ordinance of 1787 detailed the steps necessary to apply for statehood as far as population and government. Women and Indigenous Peoples were not counted as part of the population until the final phase of statehood. Also, slavery was banned in the Northwest Territories.



As the country expanded, new problems about governance surfaced. One example of this was Shay's **Rebellion**. Daniel Shays was a member of the Continental Army during the Revolutionary War. Because the Articles provided no way to raise taxes for the country the government was unable to pay back its war debts, which also included checks to the soldiers. When farmers could not pay their debts, state courts started to take over their livestock and property.

Farmers were outraged! They had put their lives on the line for the country and now that same country was going to take their property. First, the farmers banded together to take over the Northampton Courthouse. They thought if they closed the courthouse the state could not take their farms. Next, the farmers took over the federal **arsenal** in Springfield, Massachusetts. The rebellion was put down by the state militia but only after 20 citizens were wounded and four were killed.

This was not the only rebellion that took place. Similar rebellions happened all over the new country. It was one of the major tipping points that encouraged the founding fathers to revise the articles to better fit the needs of the country.



Think about why the Articles of Confederation did not work for the citizens. How could citizens let the government know a change needed to happen?

Interactive 1.4 Shays' Rebellion



Click here to learn more about Shays' Rebellion.

Interactive 1.5 Shays' Rebellion White-Out



Analyzing images: This Google Document contains a secondary cartoon source with some information missing. Determine what information is missing and then justify the answer you choose.



Section 3

The Constitutional Convention is Called

QUESTIONS TO GUIDE INQUIRY

1. Why did the Articles of Confederation not work for the US?
2. How did the internal conflicts that the US faced lead to a new government?
3. Was the decision by the Framers to throw out the Articles of Confederation and create a new form of government justified?
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TERMS, PLACES, PEOPLE

framers

convention

The founding fathers had a difficult task ahead of them when they decided they needed to fix the Articles of Confederation. Many realized that if they did not strengthen the government's power, everything they fought so hard to save in the American Revolution would be lost.

The Founding Fathers or **Framers** returned to the drawing board during the Constitutional **Convention** to create the government that continues to govern the nation today. Those that worked on creating the Constitution of the United States were called "Framers" because their main task was to build the framework of the country (THINK: a blueprint) for the generations that would follow.

The Constitution is unique and has been working for the country's citizens for over 200 years. The original document is located in the National Archives in Washington DC. It is a living document because the country can make changes to the original document to fit the times and needs of the country and its citizens. Amazingly enough, the Constitution has only had 27 changes or amendments. The founding fathers were more on the mark with creating a lasting government than anyone could have ever predicted.

The Constitutional Convention took place at Independence Hall in Philadelphia, Pennsylvania. Philadelphia was chosen to hold the convention. The plan was that those working on drafting a more effective government document would do so without any public intervention. The convention ran from May to September 1787.

Delegates arrived by horseback or carriage on rough roads.

Twelve states sent delegates or representatives to the convention. Rhode Island was the only state choosing to not have any representation. A total of 55 delegates were pooled together in one room to create a lasting form of government. Some of the delegates who made substantial contributions to the document were: James Madison, George Washington, Benjamin Franklin and Alexander Hamilton. Thomas Jefferson and John Adams were both absent at the convention because they were serving overseas during this time. It is amazing that the delegates ranged in age from 26 to 81. No women, slaves, Indigenous Peoples or minorities were invited to be part of the convention--only the "well-bred, well-fed, well-read, well-led, and well-wed." ~James MacGregor Burns (historian), *The Crosswinds of Freedom*.

So much is known about the convention because of James Madison. Madison was famous for the detailed notes he took during the convention. Not only did he leave a record of the convention, he shared his knowledge of other governments with

the other members of the convention. Madison had studied other governments and his influence at the convention was the first of many ways that Madison helped develop the country. He would also contribute greatly to the drafting of the Bill of Rights, as well as some of the Federalist Papers and The Virginia Plan with regard to representation in Congress at the federal level.

Interactive 1.7 Madison's Notes



See the original Madison letters at this page from the Library of Congress



Would the convention's delegates be able to create the perfect document to run the country? Could you create a perfect government? Learn more about the struggles at the link below then return here to answer the question.

Interactive 1.6 Creating the New Nation



Compromise at the Convention

QUESTIONS TO GUIDE INQUIRY

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TERMS, PLACES, PEOPLE

compromise

electoral college

The first order of business was to elect a president for the convention. George Washington was selected. It was a hot, humid summer to be kept indoors, but secrecy was a must. Most of the founding fathers wore wigs, long socks, and jackets over their shirts--can you imagine how they felt with no air conditioning? How about the smell? The founding fathers took secrecy to a whole new level by keeping the windows and curtains shut.

"That nothing spoken in the house be printed, or otherwise published or communicated without leave,"

-from Madison's notes during the convention.

The founding fathers knew that if the public found out that a brand new government was being formed, there could be a rebellion.

A good portion of work time at the Constitutional Convention involved proposal, debate, and finally, agreement upon a number of compromises as many of the Framers had specific ideas about which policies and procedures could benefit government at a national level.

Issues at the Convention:

Representation

One of the first plans suggested at the convention was the Virginia Plan written by none other than James Madison. The proposed plan set up a strong central government with three branches: legislative, executive and judicial. The legislative branch would be broken into two houses and the number of representatives in each state would be based on the state's population. The greater the population, the more votes a state would have and the larger states at this time, like Virginia, favored this plan, particularly because they had not held this advantage under the Articles of Confederation.

The smaller states were not happy with the Virginia Plan and came back with their own proposal: the New Jersey Plan, created by William Paterson. This plan called for a one-house legislature. Representation would be equal for each state so no one state could become too powerful. This was similar to the structure created by the Articles of Confederation. This plan, like the Virginia Plan, also called for three branches of government as most Framers agreed that the separation of power of the new government was essential.

Neither group was happy about the other plan but knew they needed to compromise to keep the convention moving. The Great **Compromise** otherwise known as the Connecticut Compromise

was put together by Roger Sherman and Oliver Ellsworth and passed by only one vote. According to this plan, the House of Representatives would be based on population (the Virginia Plan) and the Senate would be equal representation (the New Jersey



Interactive 1.8 The New Jersey Plan



Interactive 1.9 The Virginia Plan



Plan). Both sides were satisfied to have part of what they wanted in the new plan.

Slavery

As the convention continued, the debate over slavery raised even more questions and arguments than the issue of representation. There were two very different viewpoints about how slaves should be counted for representation and taxes. The south wanted slaves to count towards representation but did not want to give them any rights or be taxed on them. The north felt that the south could not have it both ways--if slaves were to be counted as part of the population, rights should be granted; if they were not to be counted and instead viewed as property, rights would not have to be granted. As far as the majority of the people in the north were concerned, slaves should be taxed as property because they had not been granted rights such as those for free white men.

The idea of counting the slaves as $\frac{3}{5}$ ths of a person has roots back to the Articles of Confederation. James Madison proposed the idea. The founding father compromised to count $\frac{3}{5}$ th of the state's slaves toward population. Population was used for representation, electoral votes and the amount of taxes that each state would pay.

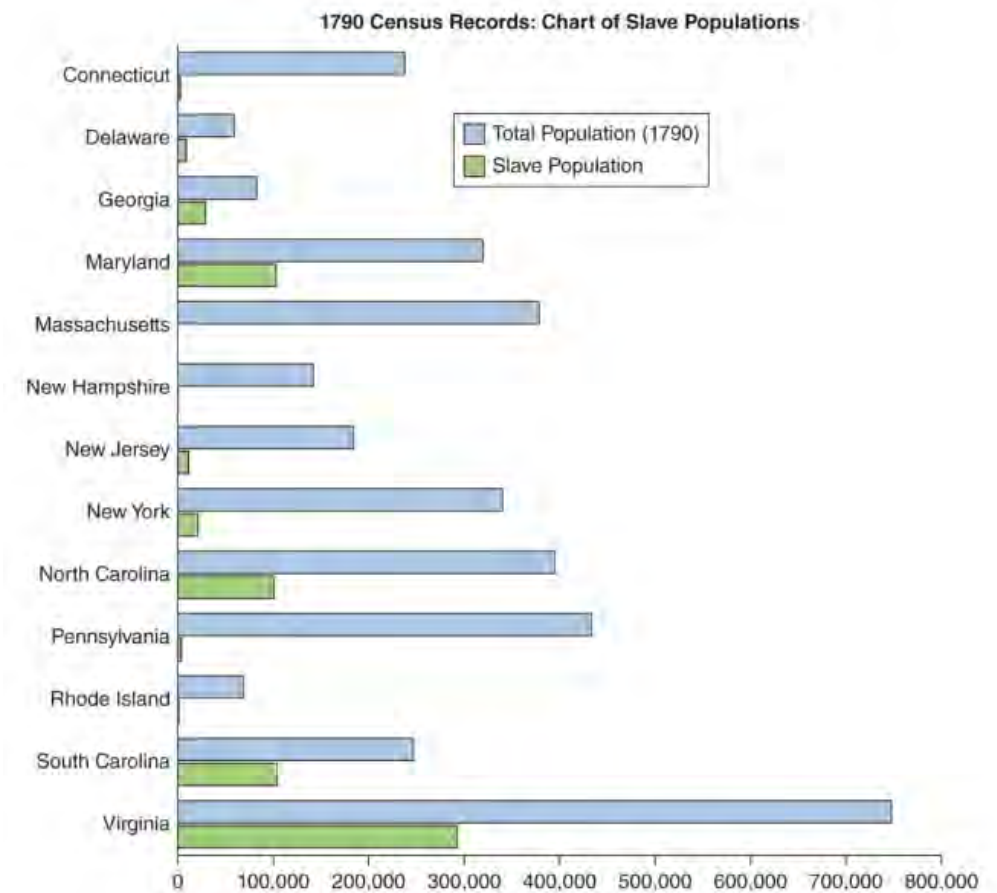


Image source: Created for the New York State K–12 Social Studies Toolkit by Agate Publishing, Inc., 2015. Data from <http://www.archives.gov/research/census/publications-microfilm-catalogs-census/1790-1890/part-01.html> and <http://mrkash.com/activities/slavery.html>.



Look at the census data above. Using this data explain why the $\frac{3}{5}$ ths Compromise was so important to the Southern States.

Foreign slave trade

The founding fathers were very careful about both the words they used in the Constitution as well as the words they did not. For example, the word “slave” does not appear in any part of the original Constitution. Some historians argue that the omission of the word “slave” was because almost half of the founding fathers were slave owners even though many of the members of the convention had moral issues against slavery. As the Constitutional Convention continued to take place it became clear to its participants that if compromises were not made on the issue of slavery, the south would threaten not to sign the Constitution once the document had been completed.

Madison identified the source of much of the strife when he said, "It seems now to be pretty well understood that the real difference of interests lies not between the large and small but between the northern and southern states. The institution of slavery and its consequences form the line of discrimination."

The compromise came between the southern states and the northern states. If the Northern states would allow the Atlantic Slave trade to continue for 20 more years (ending in 1808); then the Southern states would stop adding shipping laws that hurt the North. Part of the compromise reached included agreement by framers from the southern states that shipping laws intent on punishing the North would cease. Around the same time, fugitive slave laws were the source of great disagreement as well. Under

the fugitive slave laws people were required to return a runaway slave to their owner.

Many people wonder why slavery wasn't ended during this time of compromise and creation. They pondered how the Framers could build a nation on a statement like “all men are created equal.” Pushing aside the issue of slavery was a difficult choice for the founding fathers, but they hoped that one day the country would be stronger and more ready to deal with such a tough issue.



WHAT DO YOU THINK? Should the founding fathers have pushed harder for the elimination of slavery to occur? Why or why not?

Presidential Elections

Electing the President was a big deal for the founding fathers. They were hesitant to make the president too powerful like King George III had been. On the other hand, the President also had to have some power. Many believed a President should be the head of the country and should not be chosen by the members of Congress, state legislatures or voted on by the people. The system that was decided upon is what became known as **the Electoral College**.

The Electoral College can be a difficult concept for citizens to understand, mostly because the process of electing the President is an indirect process. Each state has as many electors as the number of representatives and senators in Congress. The District of Columbia also has three votes.

Many states have an all or nothing system where the candidate that wins the most popular votes receives all the states electoral votes. Maine and Nebraska are two exceptions, the electoral votes are split based on popular votes received by candidate. Today, there are 538 total votes; in order to become president a candidate must secure at least 270 electoral votes.

Interactive 1.10 Electing a President in Plain English



Learn more about how the President is elected today in this short video.


The electors for each state are decided upon by the state. The meeting for the electors to vote for the president is the first Monday after the second Wednesday in December. If a candidate does not get the required 270 votes, representatives in the House then vote among the top three candidates for the President. This has happened once in the nation’s history. In the election of 1824, no presidential candidate received a majority of the the necessary 131 electoral votes. The U.S. House of Representatives voted to elect John Quincy Adams as the 6th President of the United States.

Interactive 1.11 Building a Silent Conversation



Read the topic at the top of the document and respond with your questions or concerns about the topic. Make sure to read all the information before you add your information to the document. Make sure your name is after your comments.

Interactive 1.12 270 to Win - Interactive Electoral College Map



Explore the American Electoral College system with this interactive United States Map.

Federalists and AntiFederalists

QUESTIONS TO GUIDE INQUIRY

1. Why did the Articles of Confederation not work for the US?
2. How did the internal conflicts that the US faced lead to a new government?
3. Was the decision by the Framers to throw out the Articles of Confederation and create a new form of government justified?
4. Did compromise help or hurt the development of our government at the Constitutional Convention?
5. Which group of Framers' arguments about the ratification of the Constitution were stronger?

TERMS, PLACES, PEOPLE

Federalist

Anti Federalist

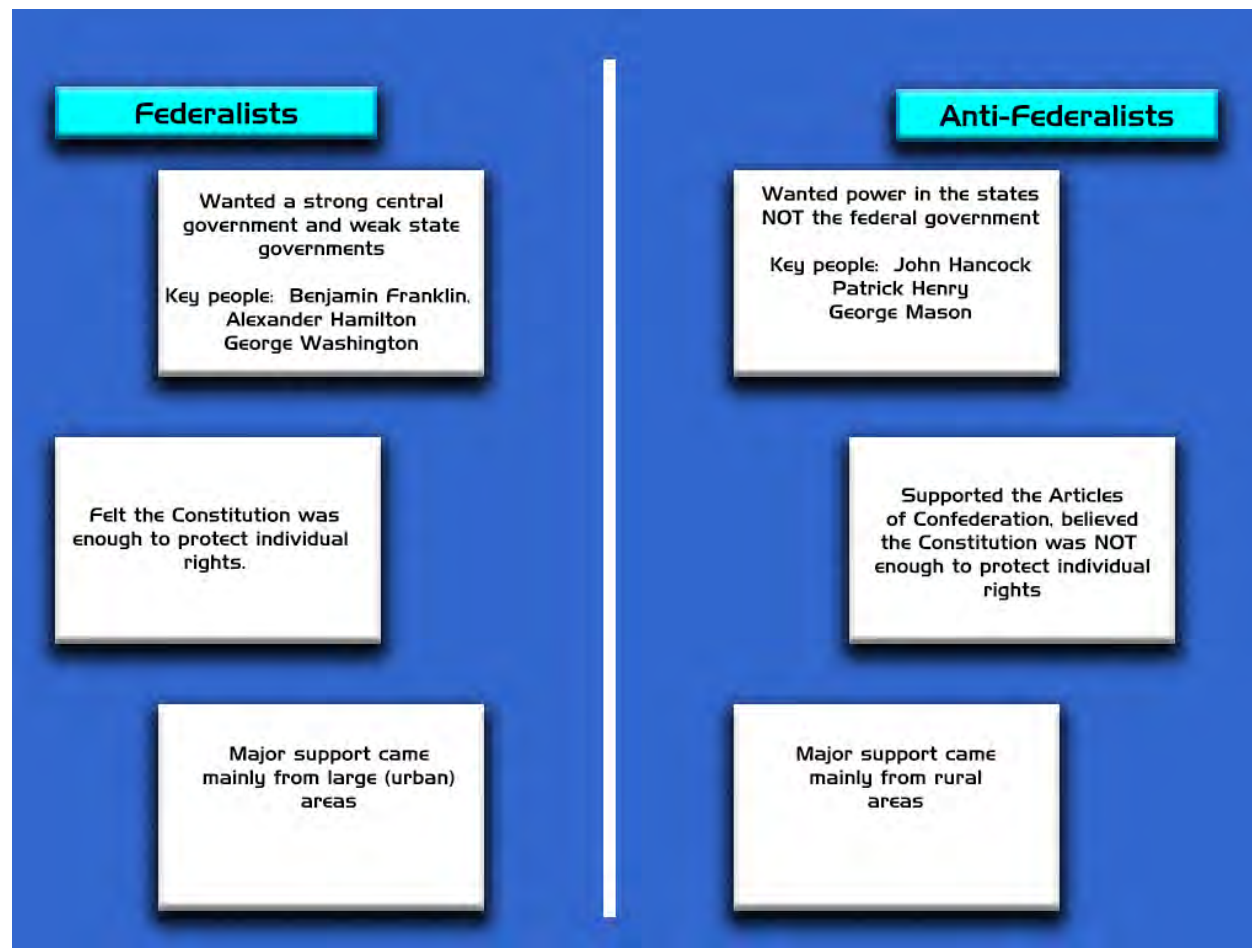
ratification

Anti Federalist/Federalist

After the founding fathers signed the Constitution, they had to convince the rest of the country that this was the best document to govern the nation. Two vocal groups formed as their views on the new Constitution became more and more public. The Federalists supported the Constitution and the Anti-Federalists were against ratification of the Constitution unless specifically a Bill of Rights was added.

The **Federalists** desired a strong national government and didn't see the need for a Bill of Rights to be added to the Constitution. Some of the most famous federalists were John Jay, Alexander Hamilton, and James Madison. These three also wrote The Federalist Papers which were essays to encourage citizens to ratify the constitution.

The **Anti Federalists**, led by Patrick Henry, George Mason, and Richard Henry Lee believed that the government needed to remain small in its size to help ensure that power was shared with state governments. To them, the Articles of Confederation, with a few changes including a Bill of Rights, were all that was necessary for the country to run smoothly.



Ratification

The Constitutional Convention concluded on September 17, 1787 but only 38 of the 41 delegates who remained at the convention signed it. This was seen by some of the delegates as a sign that it would be difficult to get citizens of the new nation to support the Constitution and the establishment of a new government; after all, if every delegate who had participated at the convention couldn't stand behind the document, how would the general citizenry?

In order for the Constitution to become the law of the land, 9 of the 13 states had to **ratify** the document. Five states jumped on board and ratified it quickly. Massachusetts did not feel like the people had enough individual rights with this document, but agreed to sign it if certain rights were added to the Constitution. Other states agreed with Massachusetts, but New Hampshire was the 9th state to ratify on June 21, 1788 making the Constitution the new government of the United States. The Federalists agreed to work on a Bill of Rights and earned support from states like Massachusetts.

Although a Federalist, Madison decided to get involved with the drafting of the Bill of Rights. He promised that if he was elected to Congress that he would work to speed along the process of creating one. Making this promise was a good move on Madison's part. He was elected to congress and helped to draft them.

Interactive 1.13 Federalists and Anti Federalist White Out



Explore some of the arguments on each side with this White Out Activity.

“If we can make the Constitution better in the opinion of those who are opposed to it, without weakening its frame, or abridging its usefulness in the judgment of those who are attached to it, we act the part of wise and liberal men to make such alterations as shall produce that effect.”

-James Madison, speech in Congress, June 8, 1789

Convincing the country to take a chance on a new government was difficult, but with determination, the founding fathers gave the United States a new start to build a great country. Reflect on the following question:



Were the Compromises reached at the Constitutional Convention fair? Find evidence in the chapter to help you support your stance.

Chapter 2

How is the Constitution Organized to Balance Conflicting Interests?

1. Would the Constitution be as powerful a document without the Preamble?
2. To what extent does the structure of the Constitution ensure the separation of powers between the three branches of government ?
3. How does the Constitution guarantee the principle of federalism?
4. How do the rights and responsibilities expressed in the Constitution balance tensions between personal rights and responsibilities as well as individual rights and the common good?



Section 1

The Constitution - The Preamble

QUESTIONS TO GUIDE INQUIRY

1. Would the Constitution be as powerful a document without the Preamble?
2. To what extent does the structure of the Constitution ensure the separation of powers between the three branches of government?
3. How does the Constitution guarantee the principle of federalism?
4. How do the rights and responsibilities expressed in the Constitution balance tensions between personal rights and responsibilities as well as individual rights and the common good?

TERMS, PLACES, PEOPLE:

preamble

We know much about the creation and implementation of the Constitution as the law of the land because of the extensive writings of James Madison. Because of this, Madison is referred to as the Father of the Constitution, due to the detailed amount of notes he took during the convention. You learned about this in the previous chapter.

Interactive 2.1 Convention Debates



Explore this site to learn more about some of the many debates that took place during the Constitutional Convention.



Image source: https://upload.wikimedia.org/wikipedia/commons/6/6c/Constitution_of_the_United_States_page_1.jpg

The framers of the Constitution designed three branches of government. The role of the legislative branch was to make the laws, the role of the executive branch was to enforce the laws and the judicial branch was to interpret the laws. (graphic)The constitution is set up in seven sections or articles and also has an introduction called the preamble.

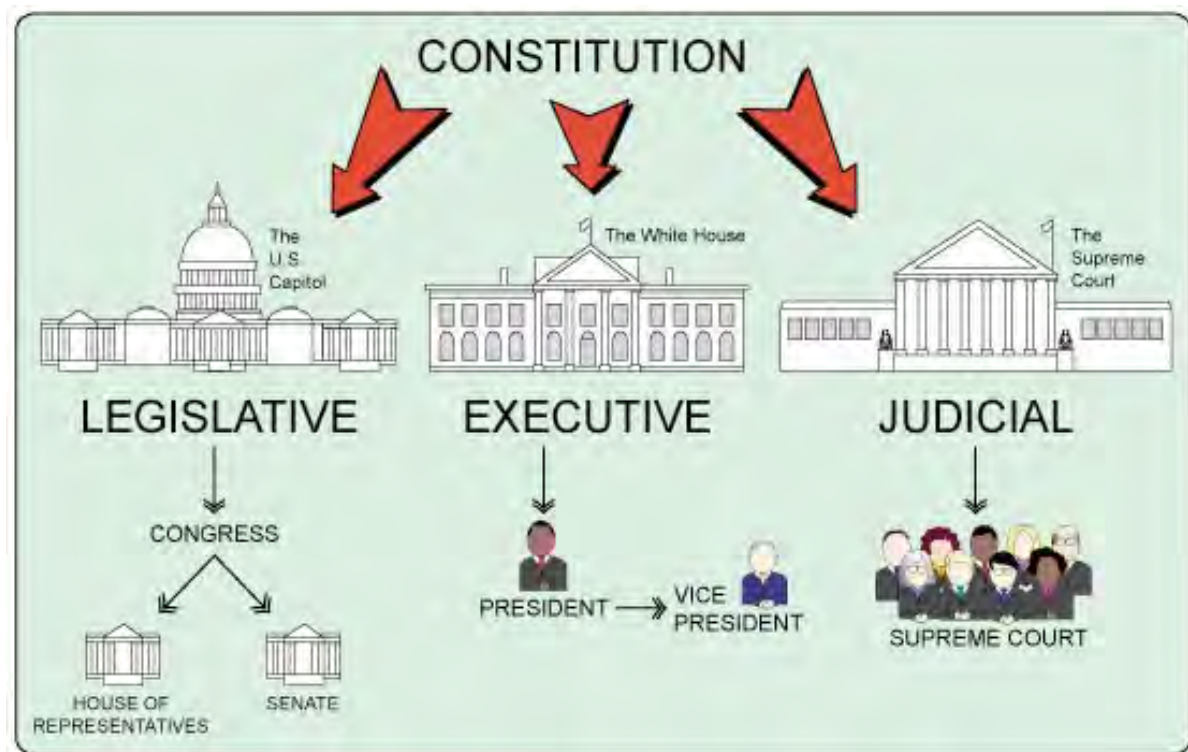


Image source: https://upload.wikimedia.org/wikipedia/commons/8/84/Branches_US_gov.jpg

The Preamble

“We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”

THE PREAMBLE

The Constitution starts with **the Preamble** and it explains why the founding fathers thought a Constitution was needed. The interesting thing is that the Preamble was added at the last minute. It was never discussed at the convention and was written by Governor Morris from Pennsylvania. Also, the wording of the Preamble has no legal standing or laws to back it in court. Still, it effectively introduces the principles that are outlined within the Constitution itself.

To best understand the Preamble, it is helpful to break down each of the key phrases. “We the people” refers to all the citizens in the United States. Even though this means all, women, Indigenous Peoples, and slaves were left out of this document. It would take many years (more than any of our founding fathers

Interactive 2.2 Preamble Cloze activity

Complete the Preamble by dragging the words below into the blank spaces.

We the _____ of the United States, in order to form a more _____ union, establish _____, insure domestic _____, provide for the common _____, promote the general _____ and _____ the blessings of _____ to ourselves and our _____, do ordain and _____ this _____ for the United States of America.

perfect justice Welfare Constitution tranquility Liberty establish secure defense People

OPEN BOOK PROJECT

were alive to see) for this phrase to apply to everyone legally living within the United States. “In order to form a more perfect union” was included to emphasize the belief that the Framers held about the importance of developing a new document (as opposed to the Articles of Confederation) that would be a better way to govern the country.

The phrase, “Establish justice” was included as a reminder of the injustices that colonists had endured under the British crown before declaring independence and was to serve as a lasting guarantee that justice would also be the key to a successful democratic government. Shay’s Rebellion was fresh in everyone’s mind, so to ensure peace inside the country’s borders the phrase, “to insure domestic tranquility” was added. In order to address the concern that the new nation was still vulnerable to foreign attack, the phrases, “provide for the common defense” was included. The phrase, “promote the general welfare” was added to insure to citizens that the well-being of the general citizenry would be taken care of by the federal government.

The point of the next phrase, “secure the blessings of liberty to ourselves and our posterity” was to protect the nation’s hard-earned rights and core democratic values such as liberty, freedom from a tyrannical government, and from unjust laws. The last phrase of the Preamble, “ordain and establish the Constitution for the United States of America” is a powerful statement reinforcing the principle of democracy--that the people

of the country give the government its power. By the time you finish this chapter you will have read and explored the entire original constitution as well as the Bill of Rights. As additional amendments appear throughout United States History, both in this class and its accompanying high school resource, you will be introduced to, read, and explore the remaining 17 amendments.

Interactive 2.3 Newspaper Headline Match



Use this Google Doc as a check for understanding regarding the Preamble to the Constitution.

The Constitution - The Legislative Branch

QUESTIONS TO GUIDE INQUIRY

1. Would the Constitution be as powerful a document without the Preamble?
2. To what extent does the structure of the Constitution ensure the separation of powers between the three branches of government ?
3. How does the Constitution guarantee the principle of federalism?
4. How do the rights and responsibilities expressed in the Constitution balance tensions between personal rights and responsibilities as well as individual rights and the common good?

TERMS, PLACES, PEOPLE:

legislative

The Legislative Branch

The **legislative** branch is outlined in the first article which is also the lengthiest in the Constitution. Another name for this branch is Congress and it is made up of two houses or parts: the Senate and the House of Representatives. The main job for the legislative branch is to make laws.

The Senate has two members from each state totaling 100. They are elected for a six year term and have to be 30 years old or older. They also need to live in the state they represent and be a united States Citizen for at least 9 years.

The House of Representatives has 435 members. States with higher populations have more members in the house. They are elected every two years and have to be more than 25 years old. They also need to live in the state they represent and live in the US for 7 years. The leader of the House is the Speaker of the House. The Speaker of the House is third in line for the Presidency. You will recall from the previous chapter that the Great Compromise created this two house system.

Although there are many powers and jobs of members of Congress, the main job of Congress is to make laws. There is a process for a bill to become a law called the Legislative Process. It starts as an idea. The idea eventually makes it to a congressman who can suggest this to congress and then sends it to committee for review. Both houses have debates about the bill and make changes. If it get

passed by a majority then it goes to the president. The president has two choices: to sign it into law or veto (reject) the bill. If congress feels strongly about the bill becoming a law they can override the president's veto by having two thirds of congress vote for the proposed bill.

Congress has the power to do all the following: declare war, tax, borrow money, regulate foreign trade, laws on becoming a citizen, bankrupt laws, coin money, establish roads, post offices and patents, punish pirates, raise an army, approve treaties and approve presidential appointments.

This article also explains how the Necessary and Proper Clause works in Congress. The Constitution gives Congress the power to do what they need in order to carry out their jobs or powers even if it is not listed in the Constitution. This is also known as the Elastic Clause because it stretches the powers listed in the Constitution. Many believe this was a brilliant addition to this article as the Framers had the foresight to know that many things would come about in the future that they couldn't have imagined when drafting the Constitution.

Interactive 2.4 How a Bill Becomes a Law



After watching this video, place the markers in the correct order on the graphic organizer.

Interactive 2.5 The Elastic Clause



To watch a short video that explains the Elastic Clause and provides relevant examples, click here:

CLASSROOM ACTIVITY:

You will be in one of 8 groups which will be responsible for reading a portion of Article 1 of the Constitution from [this website](#).

Group 1: Sections 1-2

Group 2: Section 3

Group 3: Sections 4-5

Group 4: Section 6

Group 5: Section 7

Group 6: Section 8

Group 7: Section 9

Group 8: Section 10

Read and interpret the section assigned to you and create a visual (poster, media presentation, etc.) which explains your section. Be prepared to present to the whole class.



Why do you think the framers set up the Legislative branch as the first in the constitution?

The Constitution - The Executive Branch

QUESTIONS TO GUIDE INQUIRY

1. Would the Constitution be as powerful a document without the Preamble?
2. To what extent does the structure of the Constitution ensure the separation of powers between the three branches of government ?
3. How does the Constitution guarantee the principle of federalism?
4. How do the rights and responsibilities expressed in the Constitution balance tensions between personal rights and responsibilities as well as individual rights and the common good?

TERMS, PLACES, PEOPLE:

executive

cabinet

The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows:

Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

-Article II, the Constitution

The **executive branch** is made up of the President of the United States, and the Vice-President of the United States. The President is the leader of the United States. The President and Vice President run together for office. This is not how the Constitution was originally set up. It was changed with the 12th amendment.

Interactive 2.6 The 12th Amendment



Learn more about the 12th Amendment in this article from Social Studies for Kids

Interactive 2.7 Presidents of the United States



Explore this site to learn more about the past and current Presidents.

No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

-Article II, the Constitution

In order to become the President of the United States you need to be 35 years old. The President needs to live in the US for the last 14 years and be a natural-born citizen. The President is elected for a four year term and may serve two terms if elected.

The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to grant Reprieves and Pardons for Offenses against the United States, except in Cases of Impeachment.

-Article II, the Constitution

The President also has the power of Commander in Chief or head of the military. He can grant pardons for crimes, make treaties with foreign countries, and appoint ambassadors, his advisors (cabinet) and Supreme Court justices.

He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

-Article II, the Constitution

The Constitution also requires that the President give a periodic “State of the Union” to talk about their policies and suggested course for the country. Today the State of the Union is broadcast live across the country every year.

The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

-Article II, the Constitution

There is a process for removing the President from Office should it become necessary to do so. This is explored in a little greater detail in the next sections of the text.

In addition to the cabinet, Article II Section II also outlines that the Executive branch is in charge of nominating ambassadors, judges, and other officers of the United States when necessary.

He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

-Article II, the Constitution

Section II of Article II establishes a group that helps advise the President. The President is an incredibly important role, but no one can be an expert on everything. The President appoints knowledgeable people to serve on his **cabinet**.

The role of the Cabinet is to advise the President on any subject he may require advice on. It dates back to President Washington but has grown and expanded over time. Today there are 15 executive departments with people advising the President on each specific role.

Interactive 2.8 Presidential Cabinet



Learn more about each of the cabinet positions in this interactive graphic.



Why would the President need a cabinet? How is the executive branch the most important branch of government? Support your answer.

The Constitution - the Judicial Branch

QUESTIONS TO GUIDE INQUIRY

1. Would the Constitution be as powerful a document without the Preamble?
2. To what extent does the structure of the Constitution ensure the separation of powers between the three branches of government ?
3. How does the Constitution guarantee the principle of federalism?
4. How do the rights and responsibilities expressed in the Constitution balance tensions between personal rights and responsibilities as well as individual rights and the common good?

TERMS, PLACES, PEOPLE:

judicial

The Judicial Branch

The judicial Power of the United States, shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behaviour, and shall, at stated Times, receive for their Services, a Compensation, which shall not be diminished during their Continuance in Office.

The **judicial branch** is different than the other two branches. This branch is not elected by the people, but rather, as you read in the previous section, is appointed by the Executive branch.

The justices are appointed by the President and confirmed by the Senate. Another thing that is different for the judicial branch is the requirements to become a justice. Early on many justices didn't even have a law degree. They also do not have any term restrictions. They can serve for life.

The highest court in the United States is the Supreme Court. This court has nine members and the head of this group is called the Chief Justice. The Supreme Court only hears about 150 cases a year. They select what cases they hear. The Supreme Court was set up to have the final say in legal issues for the country.

The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority;--to all Cases affecting Ambassadors, other public Ministers and Consuls;--to all Cases of admiralty and maritime Jurisdiction;--to Controversies to which the United States shall be a Party;-- to Controversies between two or more States;--between a State and Citizens of another State;-- between Citizens of different States;--between Citizens of the same State claiming Lands under Grants of different States, and between a State, or the Citizens thereof, and foreign States, Citizens or Subjects.

Article III, The Constitution

The federal courts decide arguments over how to interpret the Constitution, laws passed by Congress, disputes between states, disputes between citizens of different states, and between the state and federal government. There have been many cases over the years where the Supreme Court has made decisions that effectively interpret laws for the rest of the country.

Three Branches - Working Together (Checks and Balances, Separation of Power)

Each branch also has checks to keep the government powers balanced. We call this systems checks and balances or separation of power so that one branch of government cannot become too powerful. For example, Congress can override a

President's veto with a $\frac{2}{3}$ vote in both houses, Congress approves Presidential appointments, and although members of The House of Representatives can bring impeachment charges against the President or Vice-President, and it is the responsibility of the members of the Senate to convict, both houses of Congress do share this responsibility.

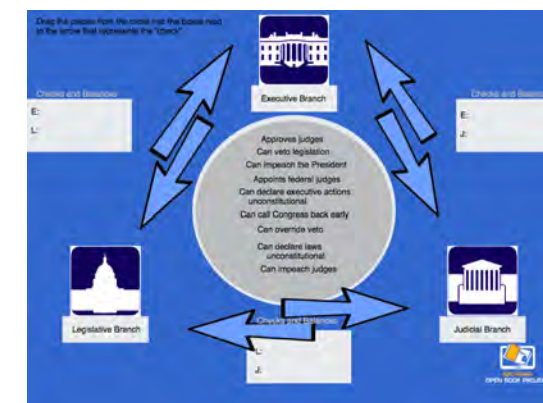
Within the executive branch, the President also has the ability to check other branches with his powers. He can veto a law passed by Congress, appoint justices, and make treaties.

And within the judicial branch, the Supreme Court can declare a law passed by Congress unconstitutional.



Why would the Constitution need a system of checks and balances? Give an example with information from the text.

Interactive 2.9 Checks and Balances



Check your understanding with this interactive widget.

Let's look at the impeachment procedure to see an example of how the three branches work together but still hold their own power.

In the history of the U.S. three presidents have been brought up on impeachment charges. President Andrew Johnson in 1868 was brought up on impeachment charges for removing a government official from office. President Bill Clinton was impeached for lying on the stand about engaging in a personal relationship in 1998. And most recently, President Donald Trump was brought up on charges of alleged collusion during an election. President Richard Nixon resigned prior to Impeachment charges being brought against him. Even though these three presidents were brought up on impeachment charges, none of them were found guilty and removed from office.

The Supreme Court or judicial branch also has some checks and balances but it was not given to this branch in the Constitution. This power was given through the famous court case Marbury vs. Madison in 1803 and allows for judicial review or the power to declare laws unconstitutional. This is the most impactful check the judicial branch has on the other two branches of government.

Interactive 2.10

Presidential Impeachment Proceedings



Learn about the Impeachment process [here](#).

The Constitution - Articles 4-7

**NATIONAL
POWERS**

- Maintain military
- Declare war

**SHARED
POWERS**

- Collect taxes
- Establish courts

**STATE
POWERS**

- Establish local governments

QUESTIONS TO GUIDE INQUIRY

1. Would the Constitution be as powerful a document without the Preamble?
2. To what extent does the structure of the Constitution ensure the separation of powers between the three branches of government ?
3. How does the Constitution guarantee the principle of federalism?
4. How do the rights and responsibilities expressed in the Constitution balance tensions between personal rights and responsibilities as well as individual rights and the common good?

TERMS, PLACES, PEOPLE:

federalism

Articles 4-7

The remaining four articles deal with how government functions and operates. Article four deals with the states, and article five is about the amendment process. Article six establishes the Constitution as being the supreme law of the land while Article seven clarifies the ratification process for amending it.

Full Faith and Credit shall be given in each State to the public Acts, Records, and judicial Proceedings of every other State. And the Congress may by general Laws prescribe the Manner in which such Acts, Records and Proceedings shall be proved, and the Effect thereof.

Article IV, the Constitution

Article four clarifies the relationship between the federal government and the states. It contains a carry-over from the Articles of Confederation known as the Full Faith and Credit Clause which stipulates that states must honor the laws, records, and court decisions of other states.

For a brief video that clearly explains the clause and provides excellent examples, visit the widget on the right (Interactive 2.11)

Interactive 2.11 Full Faith and Credit Clause



View the introduction to this video for more information.

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.

Article V, the Constitution

Almost 10,000 amendments have been proposed to be added to the Constitution over the years. Currently, there are 27 amendments.

The twenty seventh amendment deals with Congressional pay raises starting on the next term was originally proposed in 1789 with the Bill of Rights. It was finally added with enough votes over 200 years later in 1992. And Michigan was the state to end that 200+ year wait for ratification.



Image source: <http://www.thisnation.com/media/figures/amendments.jpg>

All Debts contracted and Engagements entered into, before the Adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstanding.

The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States.

Article VI, The Constitution

Article six reinforces the principle of federalism by establishing the supremacy of the national government. Often referred to as the supremacy clause, the US Constitution and other federal laws are the “supreme Law of the Land.” For a clear definition and examples of the supremacy clause in action, watch the following video:

Interactive 2.12 The Supremacy Clause



For a clear definition and examples of the supremacy clause in action watch the video at this website.

Interactive 2.13 Article VI



Debts, Supremacy, Oaths, and Religions Tests

The Ratification of the Conventions of nine States, shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.

-Article VII, the Constitution

Article seven explains how the Constitution is ratified. When nine of the thirteen states ratified or agreed to the Constitution, it

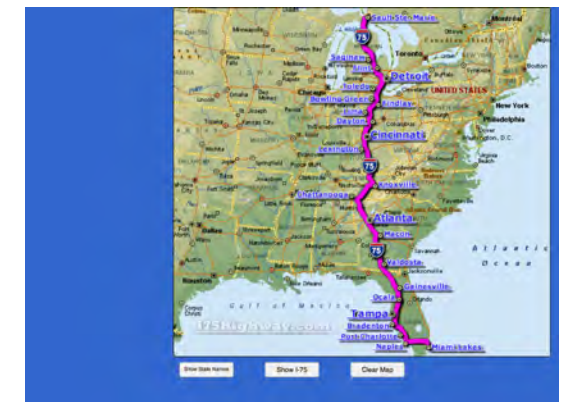
became the new guiding governmental document. Ratification did not come easily because some states wanted individual rights stated in the Constitution. When states were promised that a Bill of Rights would be added, reluctant states like Massachusetts ratified the Constitution.

Federalism

The founding fathers decided that the power of the government needed to be split between the federal and state government. This form of government is called **federalism**. With federalism both the federal and states government have specific powers and share other powers.

Both federal and state government can collect taxes, make and enforce laws, borrow money and build roads. Did you ever wonder why roads have different labels like M-32 and I-75? This is an example of federalism the M in M-32 stands for Michigan road and I in I-75 stands for interstate or national road.

Interactive 2.14 I-75 Map



What is the most important section in the constitution? Why? Is there a reason why the sections were placed where they are? How is federalism important to you? Why?

The federal government was given the sole power to print money, declare war, and make treaties with foreign governments. It both established and still controls the Army and Navy.

State governments have the power to create local governments, issue licenses (marriage, professional, hunting), control trade within a state, ratify US amendments, and run elections, among other powers.

Separating and designating powers in this fashion went a long way to winning over some of the holdouts when it came time to ratify the Constitution.

The Bill of Rights

QUESTIONS TO GUIDE INQUIRY

1. Would the Constitution be as powerful a document without the Preamble?
2. To what extent does the structure of the Constitution ensure the separation of powers between the three branches of government ?
3. How does the Constitution guarantee the principle of federalism?
4. How do the rights and responsibilities expressed in the Constitution balance tensions between personal rights and responsibilities as well as individual rights and the common good?

TERMS, PLACES, PEOPLE:

amend

repeal

The Bill of Rights are the first ten amendments to the Constitution. These ten changes to the Constitution were promised to help states that wanted individual rights ratify the Constitution. James Madison was given the job of making these **amendments**. It was difficult for Madison take the 189 suggestions and choose 17 to bring to Congress to vote on. Congress supported 12 but only 10 were ratified by the states. The Bill of Rights was passed and added to the Constitution in 1791.

Over the years thousands of amendments have been suggested. We have had only 27 amendments added to the Constitution and of those one was **repealed**. In order for an amendment to be added to the Constitution it needs to be ratified by 3/4 of the states. The only time multiple amendments were added was with the Bill of Rights. These first ten rights protect our individual freedoms.

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment I, the Constitution

The First Amendment protects the rights of all American citizens. It defines several basic freedoms including the freedom to practice your own religion, freedom to speak freely, protections for the press to do the same.

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment II, the Constitution

The Second Amendment guarantees that every American has the right to bear arms or own guns.

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment III, the Constitution

The Third Amendment prevents the government from forcing citizens to house soldiers in their homes. This was a problem during the days prior to the Revolutionary War and a very important amendment when it was written.

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

-Amendment IV, the Constitution

The Fourth Amendment protects the privacy of American Citizens. It prevents unnecessary or unreasonable searches of a person's property.

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

-Amendment V, the Constitution

The Fifth Amendment guarantees all Americans protection from testifying against themselves. Maybe you've seen a movie where someone is on trial and they "plead the fifth" - This is what they mean.

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment VI, the Constitution

The Sixth Amendment guarantees that citizens have a right to a speedy trial.

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

Amendment VII, the Constitution

The Seventh Amendment guarantees the right to a trial by jury in civil or private legal cases where damages are more than \$20

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

-Amendment VIII, the Constitution

The Eighth Amendment protects us from unreasonable bail being set when you are accused of a crime.

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

-Amendment IX, the Constitution

The Ninth Amendment guarantees Americans that they have rights not listed in the Constitution.

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

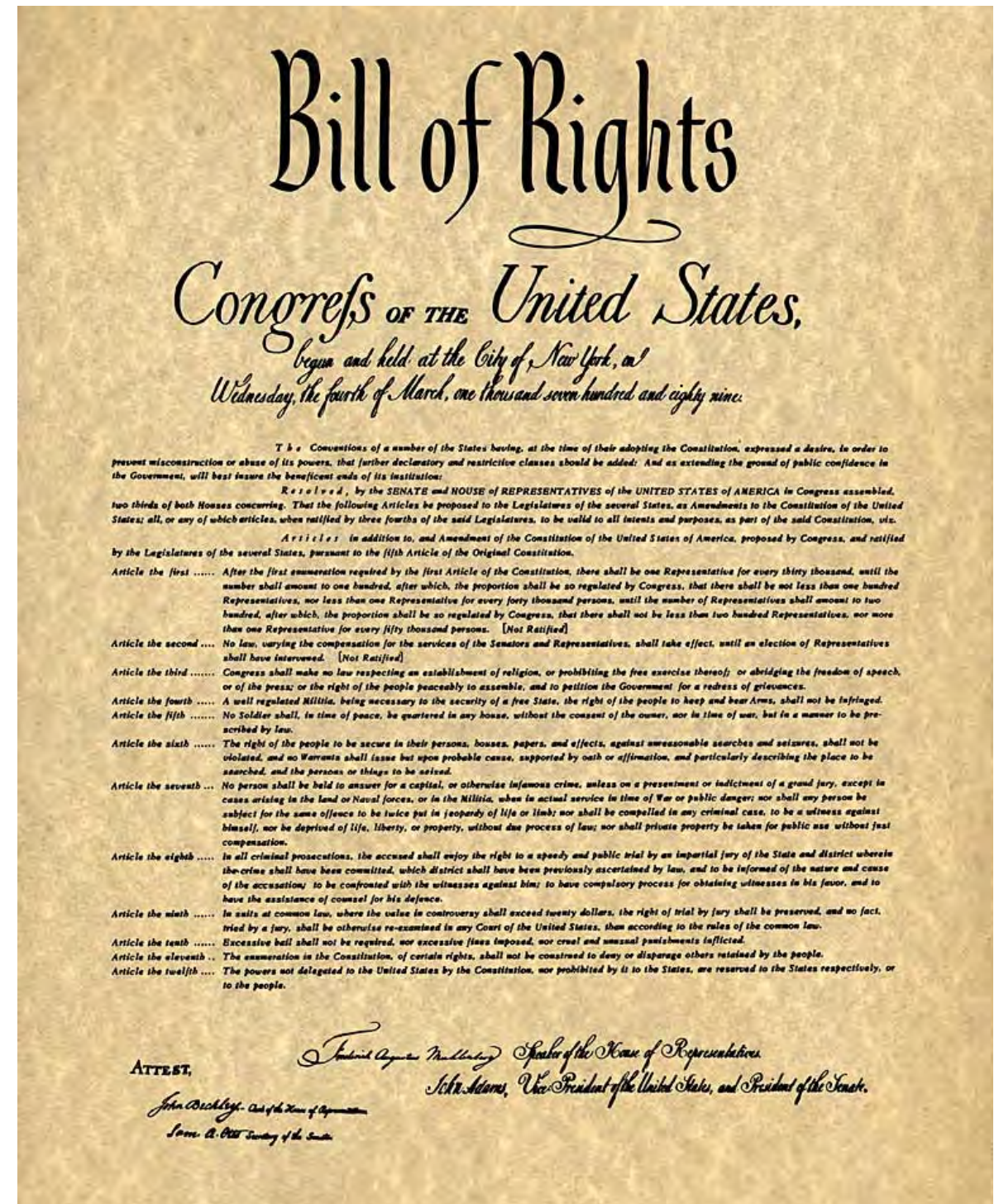
-Amendment X, the Constitution

The Tenth Amendment designates powers not expressly written into the Constitution would go to the states. This is a very forward thinking amendment as it allows for flexibility as the nation matures and encounters problems that the framers were unable to foresee.

Throughout the course of this text you'll learn more about the 11th-15th Amendments as they are added throughout your historical studies. The High School resource will introduce Amendments 16-27.



How is the Constitution organized to balance conflicting interests? Create an argument with evidence from the chapter to support your claim.



Chapter 3

Were the First Presidents More Reactive or Proactive in Dealing with the New Nation's Growing Pains?

1. What details did President Washington and the first Congress need to work out for the new government to function the way the Framers had intended?
2. How did challenges the new country faced build a model for future governments?
3. Was Adams' Presidency a continuation of Washington's Presidency or an entirely different interpretation of the role of President?
4. Did the emergence of political parties significantly influence Adams' and Jefferson's handling of the foreign and domestic challenges facing the young nation?



Section 1

A New Nation

QUESTIONS TO GUIDE INQUIRY

1. What details did President Washington and the first Congress need to work out for the new government to function the way the Framers had intended?
2. How did challenges the new country faced build a model for future governments?
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Terms, Places, People

cabinet

excise

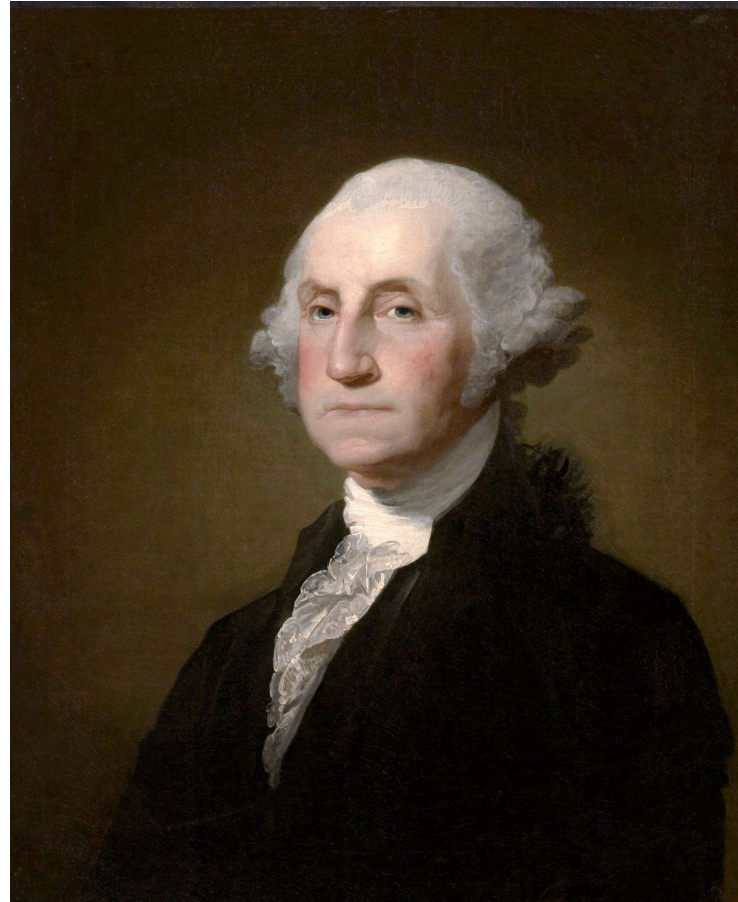


Image source: https://upload.wikimedia.org/wikipedia/commons/b/b6/Gilbert_Stuart_Williamstown_Portrait_of_George_Washington.jpg

George Washington served the country for many years before becoming President. He was a general during the American Revolution and served as president of the Constitutional Convention, where the Constitution was written. After all that, he was ready to retire. The electoral college had different plans for George Washington though. All 69 electors chose him to be the first President of the United States of America. George Washington was the only President to receive all of the electoral college's votes. Americans supported the choice for President and celebrated Washington as he traveled from his home in Mount Vernon to New York City, then onto the nation's capital. On April 30, 1789

George Washington, at age 57, took the first oath of office as President of the United States under the Constitution. John Adams was his vice president.



Image source: <http://s3.amazonaws.com/mtv-main-assets/files/resources/entrytonyc.jpg>

As the first President of the United States of America, Washington knew that he would be an example for future presidents. One of the first decisions to be made was how the first President was to be addressed. Vice President John Adams wanted people to call him “His Highness the President of the United States”. Congress debated the issue and many other title ideas were shared. In the end, they chose the simplistic title “Mr. President”.

Setting up the Executive and Judicial Branches

The President would need to be surrounded by trusted people in with whom he could discuss issues. Article 2 section 2 of the Constitution addressed this with the following phrase, “...may require the Opinion, in writing, of the principal officer in each of the executive Departments, upon any subject relating to the Duties of their respective Offices.” The Constitution does not dictate how many departments there will be, what they will be called or what their roles will be. The President’s trusted group of advisors is called his **cabinet**.

In 1789, Congress established three executive departments: a Department of State to manage foreign affairs, a Department of the Treasury to handle the nation’s finances, and a Department of War to manage the military. Congress also established the Attorney General’s office to handle the government’s legal issues. The office of the postmaster general was organized to direct the postal service. Washington's cabinet would be made up of four members. Over time the number of executive cabinet members has grown.

The people Washington chose to lead the departments were people he trusted. He chose people from different regions of the country to balance the executive branch. Washington chose Thomas Jefferson as Secretary of State, Alexander Hamilton as Secretary of Treasury, Henry Knox as Secretary of War and Edmund Randolph as Attorney General. These men met with

Washington regularly, but there was often tension in the meetings because Jefferson and Hamilton disagreed on many issues.

by the Supreme Court were final. The law also created a lower court system.



Image source: <http://image.slidesharecdn.com/presidentialapptmts-140209200609-phpapp02/95/presidential-appointments-4-638.jpg?cb=1391976427>

Congress passed the Judiciary Act of 1789 to create the court systems of the judicial branch. The law provided for six Supreme Court members. Because Washington was the first President, he selected all six justices. The Judiciary Act made it official that the Supreme Court could settle disputes between states. Decisions

The Whiskey Rebellion

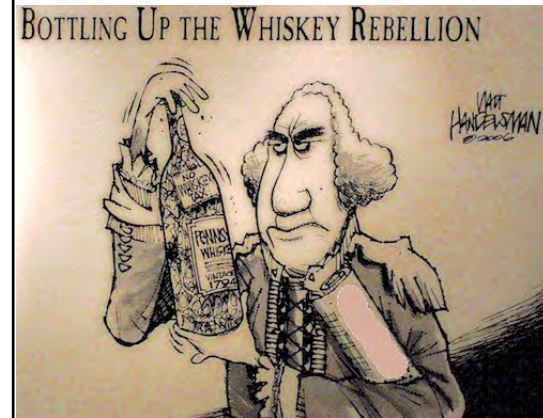
The national debt, left over from the American Revolution, was a problem that weighed on everyone's mind in the early days of the country.

President Washington, with the help of Secretary of Treasury, Alexander Hamilton, proposed a tax to Congress. This was known as an **excise** tax, a tax on the sale or production of goods.

Although some people, including Thomas Jefferson, opposed this tax, Congress passed it. To Washington and Hamilton, this seemed like a simple way to reduce the national debt. In the West, many didn't see it that way. People living on the frontier in western Pennsylvania made whiskey to make use of leftover corn. It was also an easy way to transport grain to sell at market.

Whiskey was also used as form of payment instead of money. The new tax hurt their income, and these small farmers claimed the whiskey tax was no different than the Stamp Act tax. Many farmers in the region were angry and refused to pay the tax. Trouble brewed for several years. In 1794, settlers became

Interactive 3.1 Bottling Up the Whiskey Rebellion



After reading this section check to see if you can answer these analysis questions.

violent. This rebellion quickly became the first challenge to the federal government.

President Washington had to act. On the advice of his advisors, Washington gathered a militia. Washington himself lead more than 12,000 men to western Pennsylvania. By the time they arrived most of the protesters were gone. The militia had been successful in ending the Whiskey Rebellion. Washington's message was loud and clear: force would be used to maintain order and citizens had to follow the steps in the Constitution to get laws changed. For a succinct but thorough explanation of the Whiskey Rebellion view the following video:

Interactive 3.2 The Whiskey Rebellion



For a succinct but thorough explanation of the Whiskey Rebellion view the following video.

Domestic Changes

QUESTIONS TO GUIDE INQUIRY

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Terms, Places, People

treaty

Trouble in the Northwest Territory

The American Revolution was over but the new nation was challenged by multiple domestic battles. One of the most prevalent was an ongoing series of strained and sometimes hostile relationships between American settlers and Indigenous peoples. Many tribes felt threatened by expansion which led them to form an alliance with the British. Due to a loophole in the **Treaty** of Paris, British troops were allowed to remain in the Northwest Territory until the U.S. settled land disputes with indigenous peoples. Also because of the Treaty of Paris, Britain gave up its claim to Ohio. American settlers rushed across the Appalachian Mountains to the Northwest Territory. Many tribes lived in the Northwest Territory and were pushed from their land. Some tribes attempted to fight back to remain on the land they had occupied. Several battles ensued. President Washington responded by sending troops and militia to try and resolve tensions between white settlers and Indigenous peoples. Many indigenous peoples villages were burned and destroyed, and innocent people were killed. Both sides suffered many casualties. The lands of present day Ohio and Indiana became battle grounds and with each battle the hostility and tension rose.



What reasons would have made it difficult for these groups to live on the same land?

In 1790, President Washington sent General Josiah Harmar with 1,400 men to end threat of indigenous attacks in western Ohio. Harmar and his men burned several indigenous villages. To end the attacks, Miami Indian leader Little Turtle and future Shawnee Chief Tecumseh led an ambush on U.S. troops. Harmar eventually retreated. 183 of his men were missing - some were dead, others had run away from the fighting.

Americans continued to try to remove the indigenous tribes from the western frontier, causing both sides to suffer greatly. American troops suffered heavy losses again when General St. Clair led two thousand soldiers against the indigenous peoples in western Ohio, in 1791. Little Turtle led groups of Great Lakes warriors, including some from the Odawa, Potawatomi, and Ojibway tribes in Michigan, to defeat the Americans. St. Clair's regiment suffered almost 1,000 casualties. One survivor recalled, "The ground was literally covered with the dead." The indigenous people had defeated American troops again and tensions continued to rise.

Washington then selected Anthony Wayne to lead a newly trained army to face the indigenous peoples, led by Chief Blue Jacket. In the summer of 1794, General "Mad" Anthony Wayne's troops met what may have been the largest combined group of indigenous people to battle the U.S. The groups met in an area where many trees had been knocked down by a tornado, so the battle was called the Battle of Fallen Timbers. When Wayne and his men

reached the area, a large group consisting of tribes of Chippewa, Miami, Ottawa, Potawatomi, Shawnee, Delaware, and a few other tribes were waiting. The battle was quick and the U.S. declared a victory. The indigenous tribes lost almost twice as many men as the Americans. The British had given supplies to the indigenous peoples before the battle. After the battle the British refused to let them find safety in their fort, Fort Miami. They were afraid to start another war with the U.S. Wayne led his men down the banks of the Maumee River, destroying villages and fields owned by the indigenous peoples. The people who had lived in this area for hundreds of years were forced to find a new home.

On August 2, 1795, the Treaty of Greenville was signed after eight months of negotiation. The treaty was meant to end years of fighting. Several indigenous tribes agreed to live in the Northwest part of present day Ohio, giving up many hundreds of acres they had lived on. Little Turtle encouraged them to live peacefully with the Americans.

Interactive 3.3 The War of the Northwest



An often forgotten piece of American history is the series of hostilities that led to full-fledged war in the Ohio valley during the end of the 18th century. This war has gone by many names but the combatants were always the same; A coalition of tribes from the Ohio Valley and Great Lake versus the United States. [Learn more here](#)

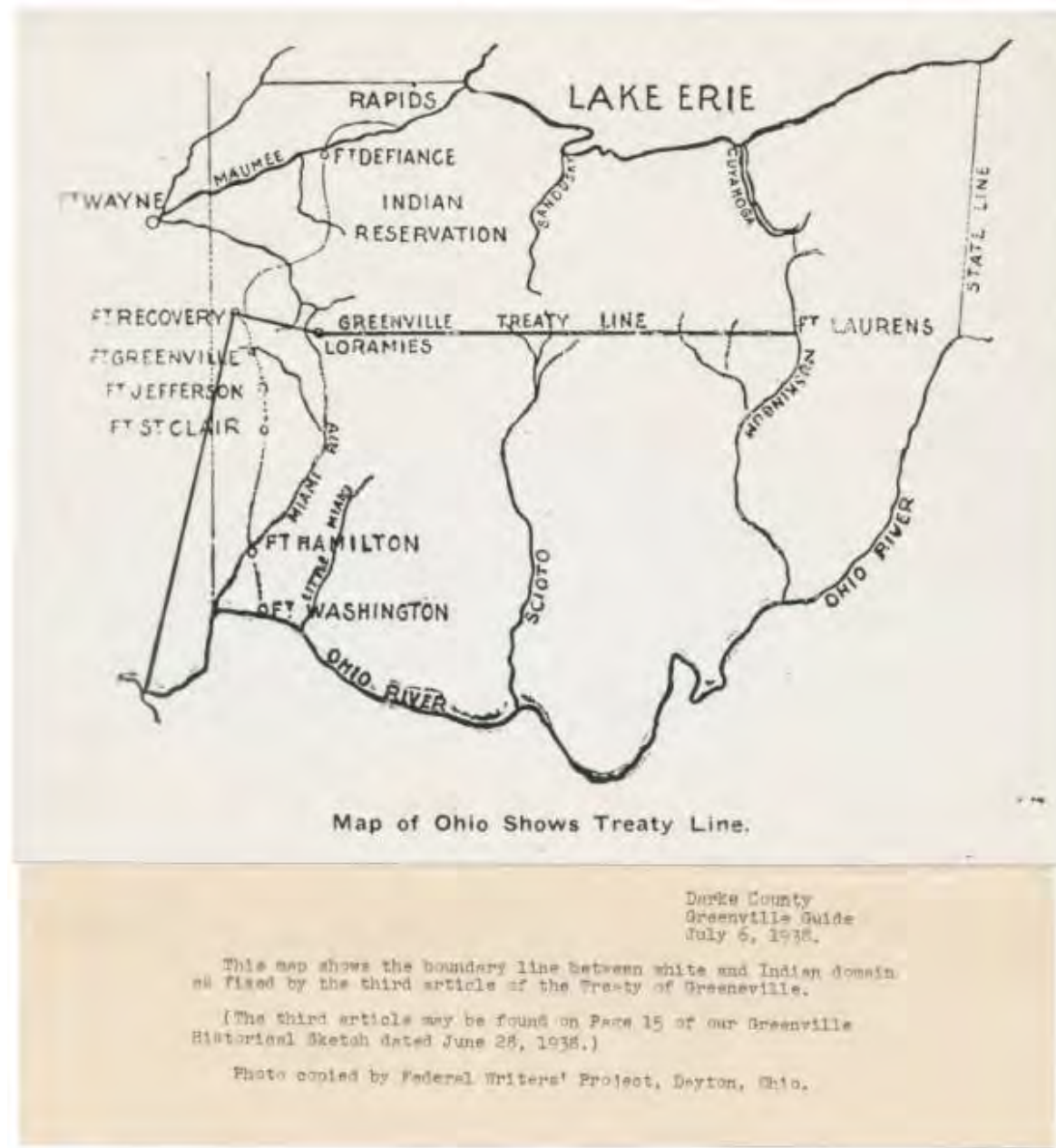


Image source: <http://cdm16007.contentdm.oclc.org/cdm/ref/collection/p267401coll34/id/2637>

In spite of the Treaty of Greenville, white settlers continued to push into the region, and onto land reserved for tribes. More battles occurred and several more treaties were formed, each pushing the indigenous tribes further west. The end result was that many Great Lakes and East coast tribes were pushed off of

their land and to survive, used land of other tribes. The U.S. government and the indigenous people struggled for control over the land for the next 20 years. Tribes felt threatened and had great concern for their future.

In 1812, America declared war on Great Britain as an attempt to end the attacks on American ships and end British restrictions on American trade. At this point the Great Lakes tribes saw an opportunity to fight for their land and succeed. They formed an alliance with the British. Warriors, lead by Shawnee war Chief Tecumseh, fought with the British against Americans in the War of 1812. Would the Great Lakes warriors be able to defeat the American army one more time? You will learn more about this in a future chapter.

Interactive 3.4 Treaty of Greenville



Learn more about the uneasy peace created by the Treaty of Greenville.

Trouble Brewing in Europe

At the same time these events were taking place in the United States, The French lower class had rebelled against their leaders in France. Inspired by the overthrow of King George III by American colonists, French rebels were confident they would be successful in their attempt to do the same. The French Revolution lead to war between Britain and France in 1793.

President Washington had dealt with many domestic issues, but now he would have to make decisions that involved foreign relations with other nations too. Should America stand by France as they had stood by colonists during the American Revolution?

Thomas Jefferson thought so. Jefferson and his followers agreed with the French rebels and supported the uprising of the lower classes. Alexander Hamilton disagreed. He felt America should support England and the upper class Europeans.

Hamilton also worried that supporting France would upset the business American ships did with Britain. President Washington declared the United States would not get involved in the conflict between France and Great Britain. In his Proclamation of Neutrality, Washington warned American citizens not to help either side.



Make a prediction. What event happened because of the Citizen Genet affair?

A - A French spy was captured in the United States and turned over to Great Britain.

B - Americans felt a greater divide in their opinions and began to take sides with like minded people.

C - Citizen Genet invited Thomas Jefferson to visit him in France.

D - America gains control of Florida.

Why do you think so? Then...read on to find the answer!

Citizen Genet Affair

French Representative Edmond Genet arrived in the United States in 1793. When he arrived, Thomas Jefferson and people who supported the French Revolution, believed Genet came to build the relationship between the U.S. and France. Alexander Hamilton did not trust Genet and thought America would be best served staying away from European troubles. Instead of going

directly to meet the President, Genet traveled the South to gather supporters of France who were willing to fight against Spain and Britain. Citizen Genet, as he referred to himself, was welcomed by many Americans who celebrated him with fanfare and parades. He convinced some Americans to join France in the war against Britain even though President Washington had warned citizens not to get involved. He encouraged Americans to fight against Spain in Florida. At the time, Spain was an ally of Britain.

Genet took his time reaching the nation's capital, and continued to ask Americans to fight with France. Though just a guest in the country, Edmond Genet encouraged American citizens to defy the President of the United States. President Washington did not want to get pulled into a foreign war. He had already warned Americans not to get involved with the problems of foreign countries. Washington was angry with Genet and, when they finally met, did not give him a warm welcome.

Genet's actions completely disregarded President Washington's Neutrality Proclamation. The executive cabinet demanded Citizen Genet stop convincing Americans to fight with France and to stop arming French ships with Americans. Genet ignored the request and sailed a ship, The Little Democrat, filled with Americans who were ready to attack British ships. The members of Washington's cabinet wanted Edmond Genet removed from his duties. Even Hamilton and Jefferson agreed it was time for Genet to go back to France. President Washington demanded France recall Genet.

Due to a change in leadership in France, however, Genet would have faced the guillotine if he returned. President Washington allowed him to remain in the United States. Edmond Genet lived the remainder of his life quietly in the United States.

Interactive 3.5 The Citizen Genet Affair



Learn more at this video from HistoryCentral

Interactive 3.6 The Citizen Genet Affair



Test your knowledge with this interactive widget!



Explain why the Citizen Genet affair was an important event in American history.

Jays Treaty

The relationship between Great Britain and the United States was rough for years after the American Revolution. Washington sent Chief Justice John Jay to Britain to attempt to smooth it out.

Britain agreed to leave forts in the Northwest Territory, which it had already agreed to do after the American Revolution, but never had. They also agreed to stop encouraging attacks from indigenous tribes. Jay's Treaty was highly unpopular in the United States because it left many of the United States' wishes unresolved. President Washington, Alexander Hamilton and the Federalist party supported it and the treaty made it through the Senate. The Jay Treaty put off another war with Britain until 1812.

Pinckney's Treaty

The Mississippi River was an efficient way to move goods in the 1700's and 1800's. Unfortunately, Spain controlled the southern section of the river. The United States and Spain argued over nearby land. Spain would not let Americans use the river for shipping. In 1795, President Washington sent Thomas Pinckney to negotiate with Spain. Spain's hold on the region was slipping and population was growing in Tennessee and Kentucky. Spain was ready to make a deal and a treaty was reached quickly.

Americans were given the right to use the Mississippi River and the port of New Orleans. The countries agreed that the 31st parallel would be the United States-Florida border. This treaty is also known as the Treaty of San Lorenzo.



Image source: <http://image.slidesharecdn.com/washingtondaytwo-131213115020-phpapp02/95/washington-day-two-17-638.jpg?cb=1386935511>

The First Political Parties

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Terms, Places, People

political parties

President Washington was careful when he selected the members of his first cabinet. They would head important departments in the new government and help make powerful decisions. He chose people with different backgrounds and from different regions of the country. When the president chose Alexander Hamilton and Thomas Jefferson, he knew their influences and beliefs would greatly impact the nation but he had no idea that Americans would choose to side with one or the other, thus giving birth to the nation's first **political parties**.

Alexander Hamilton's Personal Background

Alexander Hamilton was born in the West Indies and raised by his mother. He was educated by his mother and a local clergyman. He had high hopes of attending college. He took his first job at a young age, determined to create a better life for himself. One boss saw Alexander's effort and intelligence. He helped raise money for young Hamilton to go to New York. In New York, Hamilton attended college and made a better life for himself. He married Elizabeth Schuyler, whose family was

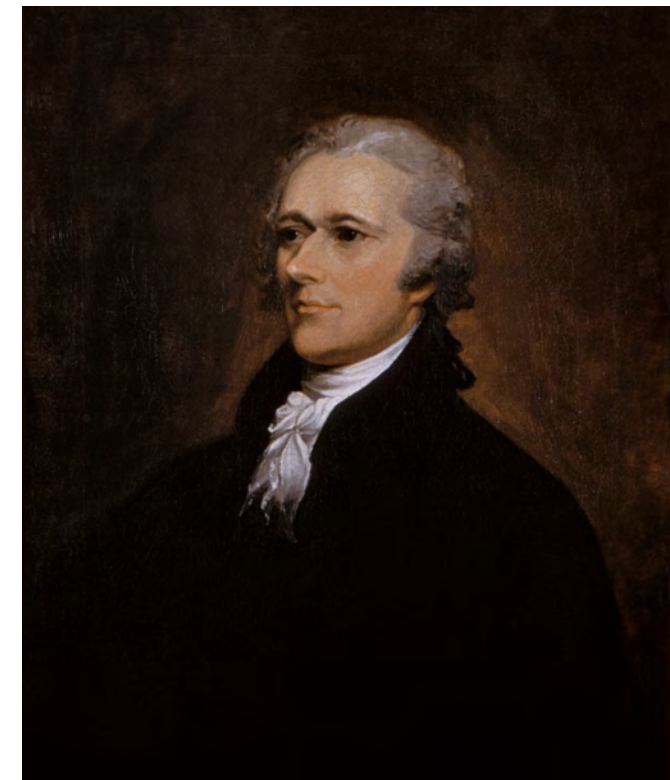
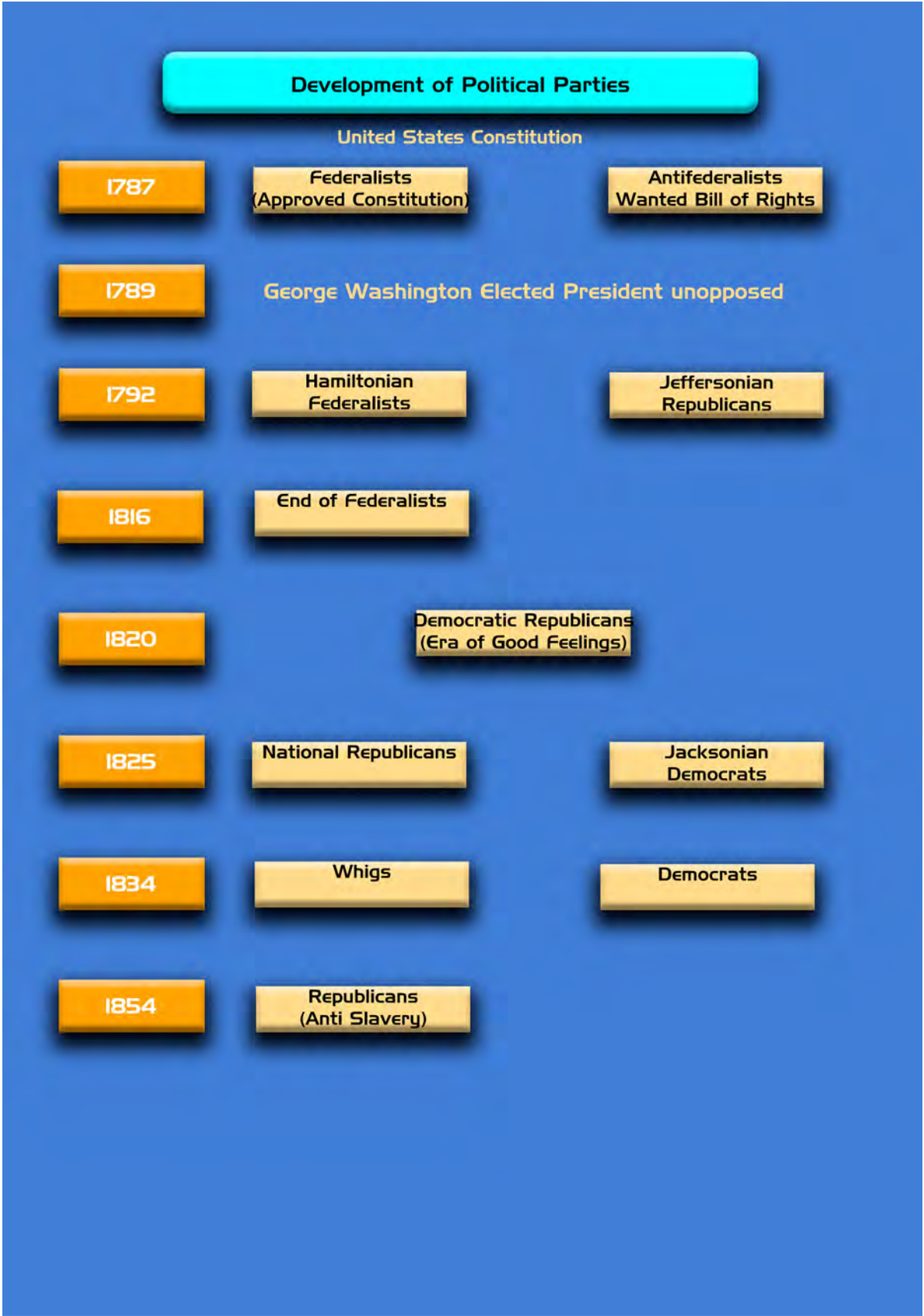


Image source: https://en.wikipedia.org/wiki/Alexander_Hamilton

wealthy and had many connections. Family connections helped Hamilton advance his political career.

Hamilton served America in many ways. Hamilton served in the American Revolution as General George Washington’s personal assistant at the age of 20. Hamilton worked in Congress for a year, was a lawyer in New York, and was a delegate from New York to the Constitutional Convention. Hamilton wrote at least half of the Federalist papers, a series of essays urging states to ratify the constitution. Then Hamilton was then selected by Washington to serve on the first presidential cabinet as Secretary of the Treasury. Hamilton had strong ideas about how the American government should run.

The more he shared his ideas, the more like-minded people gathered around him. Soon Hamilton was a leader of the Federalist Party, one of America’s first political parties. The meaning of the word “federalist” changed over time. In the 1790’s the word was used to describe a group of people who shared views on how the country should be governed. Most members of the Federalist party were New Englanders who made a life working as bankers, merchants, or manufacturers. Some wealthy Southern plantation owners were also Federalists. Most Federalists had a good education and owned land. They favored banking and business, a strong central government, and they admired Britain’s stability. They gained their support from people



in the Northeast and from wealthy plantation owners of the South. Though President Washington denied party association, he often agreed with the Federalist viewpoint.

In opposition to the Federalist party, the Democratic-Republican party formed. Thomas Jefferson was the party leader. This early political party is not the same as any present day political parties.

This party is sometimes referred to as the Jeffersonian Republicans or the Republicans. They were mostly shopkeepers, small farmers, artisans, and frontier settlers. Many Democratic-Republican were uneducated and could not read or write. The Democratic-Republicans usually favored the common man and state governments. They gained support from the Middle Atlantic states, small Southern farmers, and from the West.

Thomas Jefferson's Personal Background

Thomas Jefferson was born and raised in Virginia. His family owned a plantation and many slaves, several of which Jefferson eventually inherited. As a young boy Thomas Jefferson enjoyed practicing the violin, playing in the woods, horseback riding and reading. He began getting his education at age 9, from a boarding school. He studied Latin, Greek and French. In 1760 he went to the College of William and Mary. He studied many topics, and was fascinated with history, politics, culture, and understanding people. Jefferson was fortunate to receive a high quality education that many people of the times could not afford.

Jefferson began his career as a lawyer. His job changed many times before he retired.

Jefferson spoke powerfully with his pen but was a poor public speaker. He was chosen to write the Declaration of Independence because of his great writing ability. During the American Revolution, Jefferson was the governor of Virginia.

President Washington chose Jefferson to be in the his presidential cabinet and serve as the first Secretary of State. In this position

Jefferson helped President Washington deal with other countries. During this time Jefferson really began to disagree with Alexander Hamilton's ideas. Jefferson would go on to serve as Vice President to President John Adams and then become the third President of the United States.

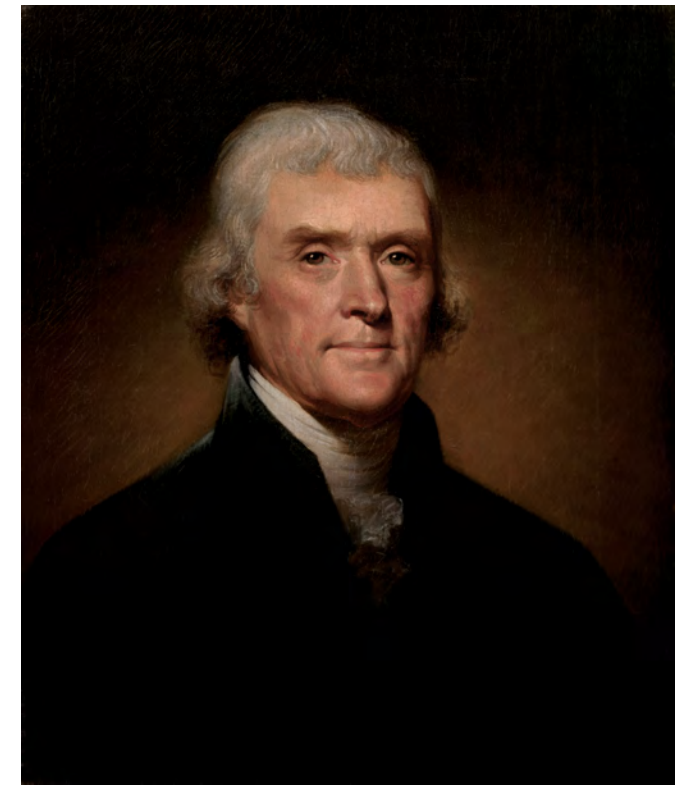


Image source: [https://upload.wikimedia.org/wikipedia/commons/0/07/Official_Presidential_portrait_of_Thomas_Jefferson_\(by_Rembrandt_Peale,_1800\).jpg](https://upload.wikimedia.org/wikipedia/commons/0/07/Official_Presidential_portrait_of_Thomas_Jefferson_(by_Rembrandt_Peale,_1800).jpg)

Debate About the National Bank

Hamilton felt that the national government should pay off the debt of the states from the Revolutionary War. Most states owed a lot of money and people did not have much trust that debts would be paid. Hamilton argued that by paying off debt for the states, citizens would work harder to help the national government succeed.

Hamilton believed that a national bank would help steady the economy. The Bank of the United States would be a place to store tax money collected by Congress and keep it safe. The bank would create a national currency - one type of money for the entire country. Business and manufacturing would increase because of the national bank's ability to loan money. The bank could also loan money to the government. Under Hamilton's plan, the Bank of America would be authorized for 20 years. Like many of Hamilton's plans, the Democratic Republicans were against it.

Many people thought creating a national bank was unconstitutional. Hamilton argued that the Constitution gave Congress the power to do anything "necessary and proper" to carry out its jobs. As one duty of Congress was to collect taxes, Hamilton argued that Congress needed a bank to keep the collected money safe. The Constitution's meaning would stretch to allow for the creation of a national bank.

Jefferson and the Democratic Republicans disagreed with the national bank. They felt that the national bank would favor

wealthy business owners but not help farmers. Jefferson believed it would give wealthy people too much control over the nation's finances. Having a national bank would make it more difficult for state banks to open. The national bank was unfair to farmers. It would loan money to business owners, but not to farmers to purchase land.

The Constitution did not specifically address the creation of a national bank; therefore Jefferson said Congress did not have the power to create one. He argued with amendment 10--if the Constitution did not give the power to the federal government or specifically deny it to the states, then that power remains with the states and the people. Both Hamilton and Jefferson presented their beliefs about the national bank to Washington. The President eventually sided with Hamilton and the Bank of America was chartered by Congress on February 25, 1791.

Interpreting the Constitution

The main question about whether a national bank could be established was whether or not it was Constitutional. Hamilton and Jefferson had different views on how the Constitution should be interpreted. Hamilton believed that the government could do anything it needed to do in order to carry out its responsibilities, unless a specific action was prohibited in the Constitution. Hamilton is said to have believed in a loose interpretation of the Constitution. Jefferson and the Democratic Republicans believed in a strict interpretation of the Constitution--powers of the

government were expressly detailed in the document itself and powers should only be stretched when absolutely necessary.

Interactive 3.7 The National Bank Quiz



Test your knowledge of the National Bank controversy with this one question quiz.

Differing Views

Hamilton and the Federalist party favored a strong national government. The Constitution was a guide that could be stretched and molded to allow the government to perform its duty. A loose construction of the Constitution would allow federal power to grow. A strong national government could bring all the states together and build up federal power.

Federalists believed only the best men should run the country. Those men would have been men like themselves--wealthy and educated. The belief was that American government should be modeled after the British government, with a strong nation government and elite leaders.

Jefferson and the Republicans favored democracy over any other form of government. Common men were capable of governing themselves. The national government should be limited and weaker--state governments should be stronger. The central government should be limited to the powers specifically listed in the Constitution. A national government that grew too strong could lead to loss of individual and states' rights. Jeffersonian Republicans believed state governments were closer to the people. Because they had a better understanding of what the people wanted and needed. Jefferson and the Republicans thought the state government would govern the people better than a far removed federal government.

Hamilton and the Federalists thought the best type of economy was one based on business and manufacturing. They wanted the national government to promote business, manufacturing and trade. This would increase the nation's wealth and help with national debt.

The Republican party favored the common man and an economy based on farming, particularly the small farmer. They typically disagreed with ideas that promoted business and manufacturing.

In a letter to President Washington, Thomas Jefferson shared how he valued farmers, "Agriculture....is our wisest pursuit, because it will in the end contribute most to real wealth, good morals and happiness".

Washington’s Farewell Address

President Washington was a man ready for retirement when he was chosen to become the nation’s first President. After serving

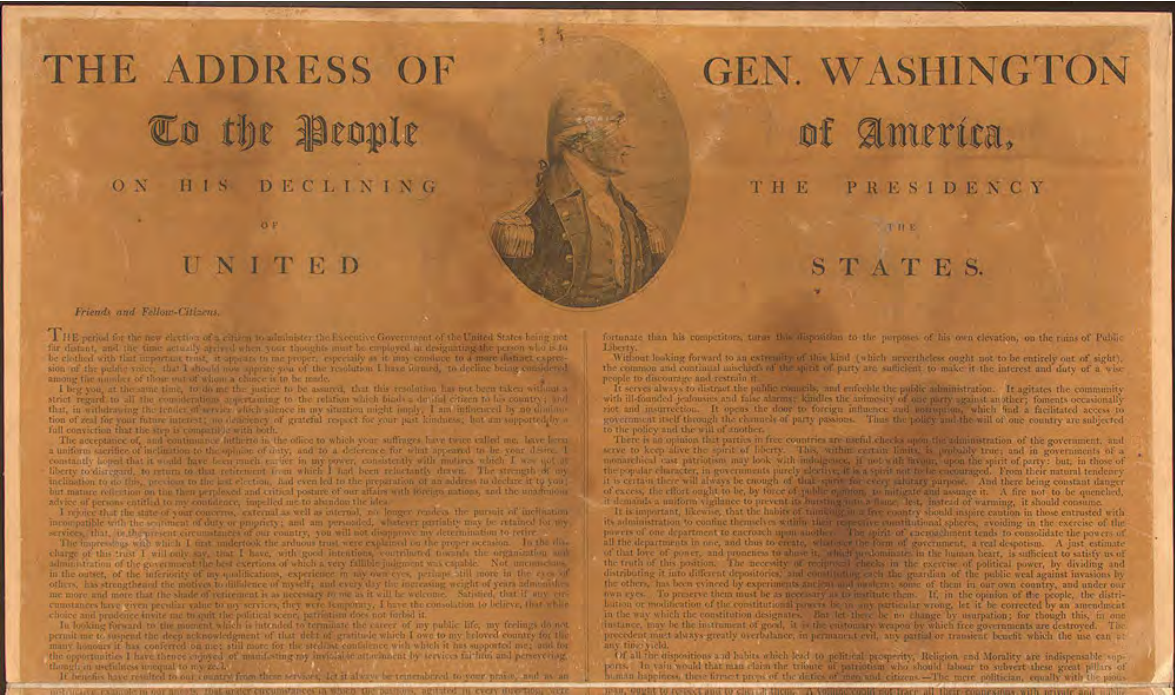


Image source: <https://www.loc.gov/exhibits/religion/images/vc006505.jpg>

one term he was once again ready to retire but was elected president once again. Washington realized that the country had many challenges, and was worried who would take office after him. After his second term, Washington gave his farewell address, telling the nation his time as President was over.

Washington’s Farewell Address was printed in a newspaper. He hoped Americans would read his address in the years to come, and remember its message. First, President Washington addressed the importance of keeping the country unified. Second, he warned the nation of the dangers of political parties,

cautioning American that party loyalty could distract Americans from running a successful government and drive the country apart. Washington also warned about another threat to America. He thought America should stay away from permanent alliances with other countries. A war was brewing between Britain and France, and Washington believed that the young nation should not get involved.

After two terms, Washington had much to be proud of. As the first leader of the United States of America, he had shown the world what the Presidency could be like, both socially and politically, earning the love and deep respect of most Americans.

Washington set one last precedent by leaving after two terms. America had a government that was up and running successfully. The young nation was growing quickly. During Washington’s presidency five new states were added to the country - Kentucky, Tennessee, Vermont, Rhode Island and North Carolina.

As you learn about the presidents that followed Washington, ask yourself if they followed the advice given in his farewell address.

Interactive 3.8 Letters to Washington



President Adams

QUESTIONS TO GUIDE INQUIRY

1. What details did President Washington and the first Congress need to work out for the new government to function the way the Framers had intended?
2. How did challenges the new country faced build a model for future governments?
3. Was Adams' Presidency a continuation of Washington's Presidency or an entirely different interpretation of the role of President?
4. Did the emergence of political parties significantly influence Adams' and Jefferson's handling of the foreign and domestic challenges facing the young nation?

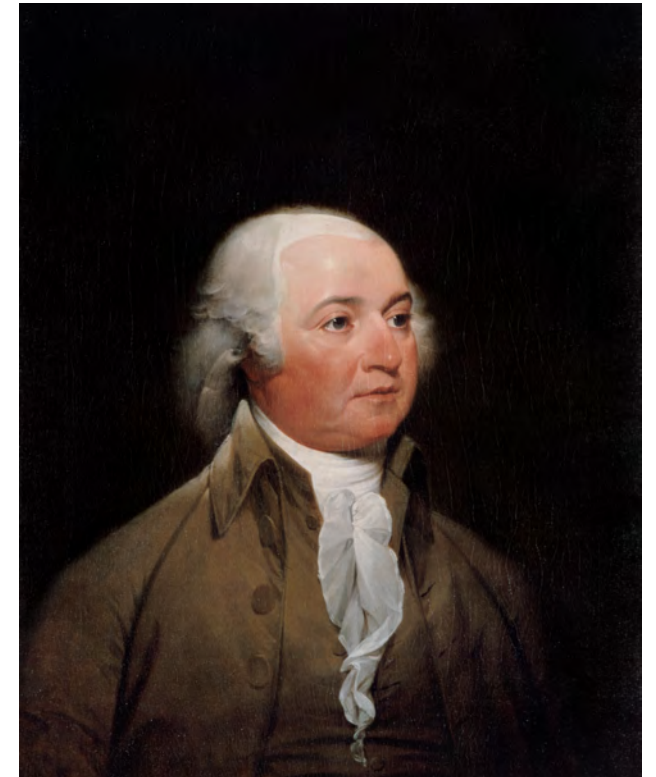
Terms, Places, People

states' rights

nullify

John Adams becomes President

The Presidential election to fill Washington's shoes was an unique one. For the first time voters were influenced by political parties. The Federalists chose to support Vice President John Adams in the race for the Presidency, and the Democratic Republicans chose Thomas Jefferson. Both parties worked hard to get voters to take their side. In an attempt to improve their chances of winning, both parties also presented the opponent as a disgrace. One Federalist claimed that Jefferson was so dazzled by France that he could not focus on doing what was best for America.



[https://upload.wikimedia.org/wikipedia/commons/d/df/Official_Presidential_portrait_of_John_Adams_\(by_John_T_rumbull_circa_1792\).jpg](https://upload.wikimedia.org/wikipedia/commons/d/df/Official_Presidential_portrait_of_John_Adams_(by_John_T_rumbull_circa_1792).jpg)

John Adams won the election. He had three more electoral votes than Thomas Jefferson. At this time, the candidate who received the most votes won the Presidency and the candidate receiving the second highest number of votes became the Vice President. The country had a President from one political party and a Vice President from another. These two men were leading a country together but they often did not see eye to eye. Would both men be able to set

aside their personal feelings toward one another and work together to do what was in the best interest of the young nation?

How did President Adams deal with foreign countries?

As you read earlier, from 1794-1795 President Washington had sent John Jay to make a treaty with Great Britain in an effort to prevent war. The Jay Treaty is known for delaying another war between the United States and Great Britain. However, the French did not like the treaty and saw it as a betrayal by the United States, justifying an attack on U.S. ships headed to Britain.

President Adams sent Elbridge Gerry, Charles Cotesworth Pinckney, and John Marshall to negotiate with the French.

Attacking American ships had to stop. Foreign Minister Talleyrand refused to meet with the Americans. Instead he sent 3 men in his place. They would later be known as X Y and Z. The French men demanded the United States pay \$250,000 and give France a loan of \$10 million. No money was given to France. All but one of the Americans left France, upset with the events.

Elbridge Gerry remained in France and tried to prevent a war.

Many people were angry about the “XYZ Affair” and wanted Congress to declare war on France. A popular slogan was “Millions for defense, not a penny for tribute”. The word tribute referred to paying for peace. The Federalist-controlled Congress started to prepare. They gathered an army and called President

Washington out of retirement to lead it. They decided to pay to have 40 more ships built. President Adams did not want to go to war with France, and he stood his ground with Congress. The Federalist party threatened to stop supporting Adams.



Given what you’ve read about the XYZ Affair, predict what happens next.



Image source: <http://www.johnadams.us/p/john-adamsspecial-session-message-to.html>

It turned out that a war was not necessary. Talleyrand invited the Americans back to France to work out a deal. No deal was made, however, because Napoleon Bonaparte came to power in France, and wasn't interested in the issue with the Americans.

France and the United States reached an agreement at the Convention of 1800. The agreement eliminated the alliance between the two countries that dated back to the American Revolution. France did not have to pay for any of the damages done to American ships. The United States had avoided war with France and maintained neutral status in the conflict between France and Britain.

Interactive 3.9 XYZ Affair



Learn more about the XYZ Affair in this video.

Do you agree with the way President Adams handled this problem? Use specific examples to explain why or why not.

The Alien and Sedition Acts

The Federalist party controlled the Presidency and Congress. Like Jefferson, many Democratic Republicans struggled with having the opposite party in control. In some states the members of the Democratic Republican party refused to enforce some laws.

Others called for secession, or wanted their state to leave the United States. Some worried about another revolution, like the one in France. The Federalists feared losing power. The United States had reached an agreement with France, but many people still felt there was a threat of war with France. All of this led to Congress passing the Alien and Sedition Acts. The Federalists claimed the laws were to guard against people who made trouble for the government. These acts were divided into 4 parts.

The first part was called the Naturalization Act. It focused on aliens becoming citizens of the United States. This law said immigrants would have to live in the the U.S. for fourteen years before they could become a citizen. Before this law, immigrants only needed to live in the U.S. for five years. Most immigrants voted for Democratic Republican candidates. Now immigrants would not be allowed to vote for 14 years. Jefferson and his party saw this act as a move to strengthen the Federalist party.

The other two Alien Acts allowed the president to remove foreigners from the country. Any alien that was from a country the United States was at war with could be removed. If the President had reason to believe a person was dangerous to the country,

that person could also be removed. These two laws were to protect the United States during wartime.

Next President Adams signed a bill that went against the first amendment. The Constitution was just over 10 years old and the government was struggling to follow it.

The Sedition Act made it a crime for a person to write or say anything negative about the government. The act of sedition--encouraging rebellion against the government, was defined as “printing, writing or speaking in a scandalous or malicious (hateful) way against the government....Congress...or the President”. There was no mention of protecting Vice President Thomas Jefferson. Some thought it was because he was from the opposite party.

The Alien and Sedition Acts were meant to quiet and weaken the Democratic-Republicans. Several Democratic Republican newspaper writers were arrested. Instead of sitting back quietly, some leading Democratic -Republicans went to work to fight these laws. Eventually the Naturalization Act was repealed, but not while John Adams was President. The other sections of the law were allowed to expire on March 3, 1801 - the last day of President Adams’ term.

Two Democratic-Republicans that felt strongly that the Alien and Sedition Acts were unconstitutional were Thomas Jefferson and James Madison. If the federal government wouldn’t protect

America’s right of freedom of speech and freedom of press then the states needed to. They saw the Constitution as a compact, or strong agreement, between the states. Therefore, the states could decide if an act of Congress was unconstitutional. This theory is known as **state’s rights**. (Remember that the Supreme Court’s power to declare laws as unconstitutional was not specifically addressed in the Constitution and that important detail had not been worked out yet.) To get their points across, Jefferson and Madison wrote resolutions and asked the states to approve them. The resolutions were a group of statements opposing the acts. By passing the resolutions, states would **nullify** the laws, or declare them ineffective. The only states to adopt the resolutions were Kentucky and Virginia.

Though no other states passed the Kentucky and Virginia Resolutions, many people thought less of President Adams and the Federalist party. The Alien and Sedition Acts are believed to have helped Thomas Jefferson win the presidential election of 1800.

Election of 1800

President John Adams was on the ballot for a second term. His opponent was Vice President Thomas Jefferson. Also running for the Democratic Republicans was Aaron Burr. Even though the campaigning and the competition were strong, the election ended in a tie. Thomas Jefferson and Aaron Burr, from the same party, were tied for President. The House of Representatives was

supposed to break the tie, but they were evenly split too. Since Thomas Jefferson had been Vice President and was a party leader, Aaron Burr could have voluntarily accepted the position of Vice President. Instead, he held on to the hope of becoming President. Alexander Hamilton encouraged the Federalist Congress to vote for Jefferson. Hamilton saw Jefferson as the smaller threat. On February 17, 1801 Congress decided that Thomas Jefferson would be the third President of the United States. Leadership in the United States had changed from one party to another without any violence.

The election of 1800 illustrated a flaw in the Constitution. When voting for President, each elector voted twice. The person with the most votes became President and the runner-up became the Vice President. The framers of the Constitution never considered what might happen if there was a tie. They also did not think about political parties and how the President and Vice President could be from opposite parties, as in the election of 1796.

Congress solved this problem by passing the twelfth amendment in 1804. The 12th amendment changed the voting process. The electoral college would each still have two votes but one would be for the President specifically and one would be for the Vice President.

State	Jefferson	Burr	Adams	Clinton
New Hampshire			6	6
Massachusetts			16	16
Rhode Island			4	3
Connecticut			9	9
Vermont			4	4
New York	12	12		
New Jersey			7	7
Pennsylvania	8	8	7	7
Delaware			3	3
Maryland	5	5	5	5
Virginia	21	21		
Kentucky	4	4		
North Carolina	8	8	4	4
Tennessee	3	3		
South Carolina	8	8		
Georgia	4	4		
Total	73	73	65	64

Image source: <http://www.archives.gov/global-pages/larger-image.html?i=/legislative/features/1800-election/images/1800-election-l.jpg&c=/legislative/features/1800-election/images/1800-election.caption.html>



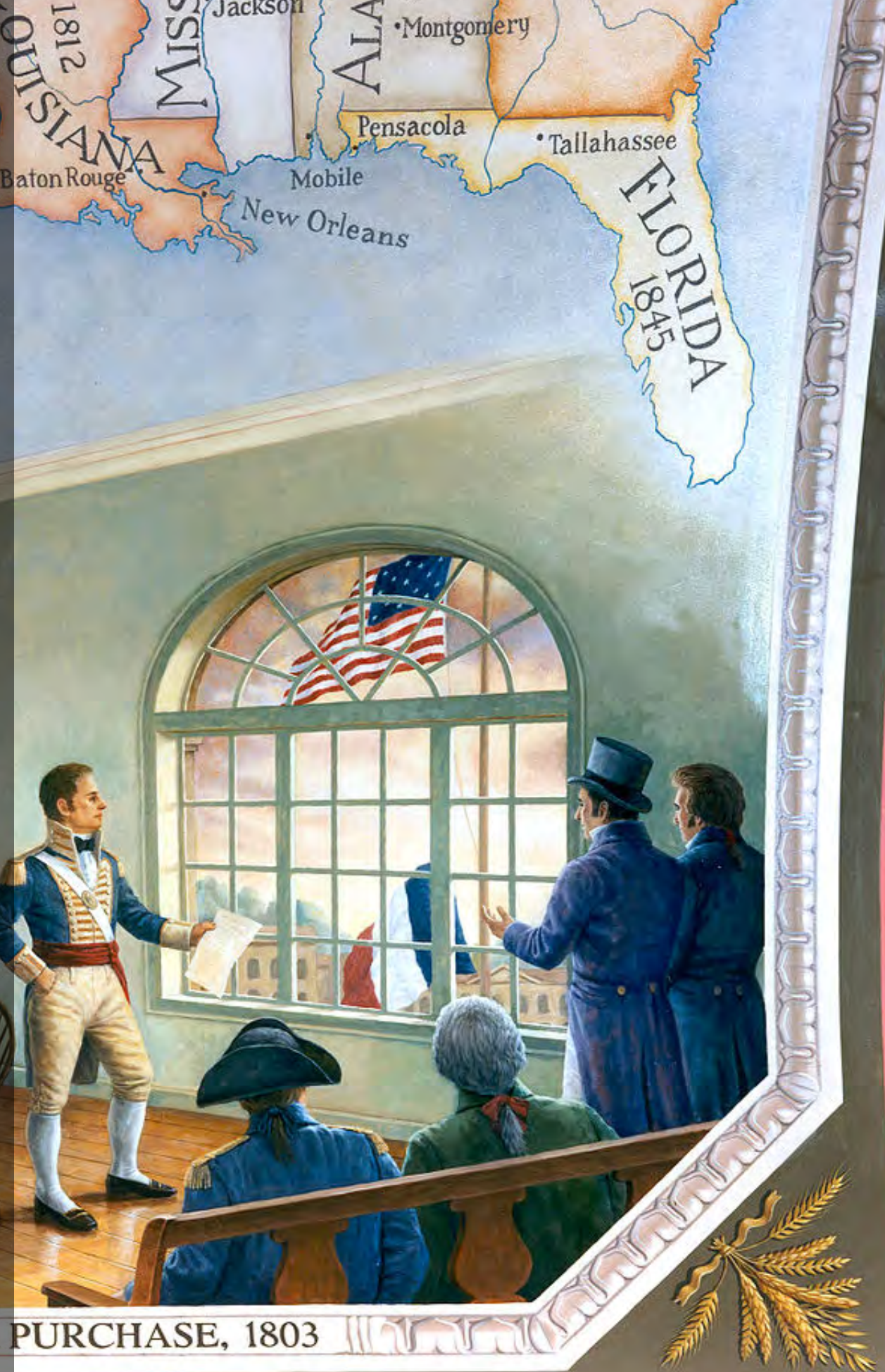
Were the First Presidents More Reactive or Proactive in Dealing with the New Nation's Growing Pains?

Create an argument with evidence from the chapter to support your claim

Chapter 4

To what Extent Did Presidents Following Washington Heed Domestic Policy Advice From His Farewell Address?

1. Did President Jefferson's vastly different beliefs in the role of the federal government ensure that Washington's domestic policy advice would be ignored?
2. How did Jefferson's strict constructionist interpretation of the Constitution impede his plan to acquire additional U.S. territory?
3. How was Madison's support of the re-chartering of the Bank of the U.S. hypocritical of his political party affiliation?
4. Did President Monroe overstep his bounds by working with Congress in the Missouri Compromise or was he merely a strong leader of the executive branch?



Section 1

Thomas Jefferson Becomes President

QUESTIONS TO GUIDE INQUIRY

1. Did President Jefferson's vastly different beliefs in the role of the federal government ensure that Washington's domestic policy advice would be ignored?
2. How did Jefferson's strict constructionist interpretation of the Constitution impede his plan to acquire additional U.S. territory?
3. How was Madison's support of the re-chartering of the Bank of the U.S. hypocritical of his political party affiliation?
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TERMS, PLACES, PEOPLE

judicial review

This chapter as well as the next one will focus on the same eras of time but is divided to focus on domestic issues facing the new nation (this chapter) and foreign policy issues facing the new nation (Chapter 5)

Jefferson's Inauguration

President Jefferson's style was very different from that of Adams and Washington; because of that, many Americans looked forward to his inauguration. As people from across the nation gathered in the new capital to listen to Jefferson's inaugural address, many wondered if the less formal president did in fact, want to limit the powers of government. They didn't have to wait long. From the excerpt of

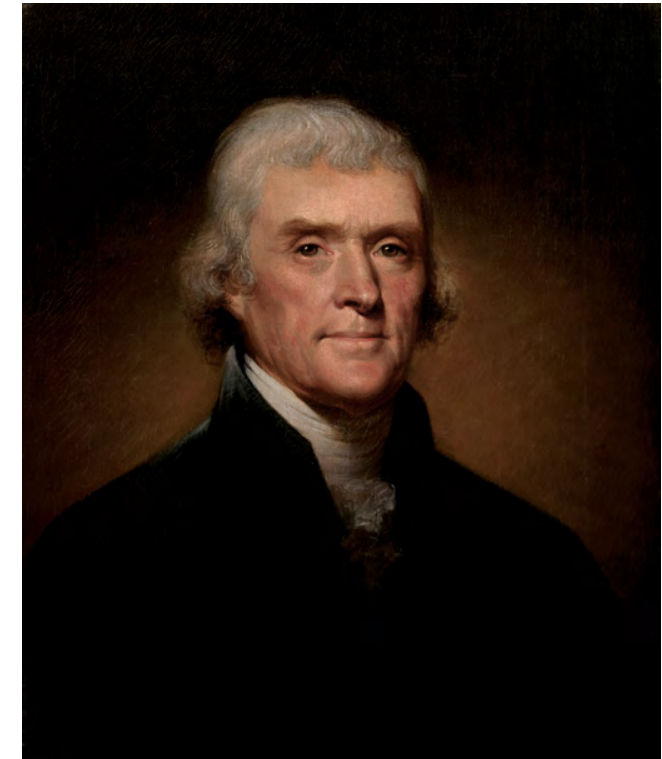


Image source: [https://upload.wikimedia.org/wikipedia/commons/0/07/Official_Presidential_portrait_of_Thomas_Jefferson_\(by_Rembrandt_Peale,_1800\).jpg](https://upload.wikimedia.org/wikipedia/commons/0/07/Official_Presidential_portrait_of_Thomas_Jefferson_(by_Rembrandt_Peale,_1800).jpg)

“Still one thing more, fellow-citizens -- a wise and frugal Government, which shall restrain men from injuring one another, shall leave them otherwise free to regulate their own pursuits of industry and improvement, and shall not take from the mouth of labor the bread it has earned. This is the sum of good government...”

Jefferson's Inaugural Address below, what words and phrases indicate his support for a small national government?

Jefferson in Office

As President, Jefferson believed strongly that the primary functions of government were to:

- Protect the nation from foreign threats,
- Deliver the mail, AND
- Collect customs duties,

Jefferson hit the ground running with his attempts to put his republican ideas into practice. He urged the newly won Democratic-Republican controlled Congress to allow the Alien and **Sedition** Acts to expire. Jefferson then lowered military spending and reduced the size of the U.S. Army, reduced the number of Navy ships, and urged newly appointed Secretary of Treasury Albert Gallatin to find ways to get rid of domestic taxes.

Some believed that Jefferson's first actions as President flew in the face of Washington's domestic advice delivered in his Farewell Address in 1796. For example, some of Washington's key tenants of advice with regard to domestic policy addressed the following topics:

- Preservation of the Union should be maintained first and foremost
- Internal factions (presence of political parties) should be avoided
- Stable public credit should be maintained through the collection of taxes
- Maintenance of the level of power of the Constitution is essential
- Beware of the consolidation of power in any department of government



This case happened over 200 years ago. How is it still influencing the United States today?

Judicial Review - Marbury v. Madison

The case of Marbury v Madison is considered a very important case in US History. Why was it so important? Read to find out, and think about the following question:

Marbury v Madison

Although the Democratic-Republican party controlled both the executive and legislative branches of government, the Federalist party still controlled the federal judiciary. In an attempt to continue to control the federal judiciary, in the final days and hours of his presidency, John Adams passed the Judiciary Act of 1801, which restructured the judicial branch. Part of this act created several new judges who would be picked by Adams.

Adams selected the judges and his Secretary of State, John Marshall, filled out the important papers for the judges. When the judges received their papers, they could begin the new position.

These judges are known as the midnight judges because Adams picked them at the last minute. John Marshall did not get all of the papers delivered to the new judges but he figured James Madison, the next Secretary of State, would finish the job. When Jefferson took office, he told Madison not to finish delivering the papers. Jefferson did not want more judges, especially from the Federalist party.

William Marbury was one of the judges that did not receive his paperwork. Without the papers in hand, Marbury could not officially take his job as judge. Marbury felt he was being treated unfairly, and took his case to the Supreme Court. In the case of Marbury v. Madison, William Marbury sued James Madison for not delivering the paperwork to make him a judge. He hoped the court would make Madison hand over the papers.

Strangely enough, the Chief Justice of the Supreme Court was none other than John Marshall. Chief Justice Marshall used the case of Marbury v. Madison (1803) to declare the court's power of Judicial Review. Marshall explained that the Judicial Act of 1789, which spelled out how the paperwork for judges should be handled, was

unconstitutional. It gave the Supreme Court power which was denied to it in Article III of the Constitution. This was the first time that the Supreme Court struck down a law passed by Congress.

The power of the Supreme Court to declare a law unconstitutional is known as **judicial review**.

Interactive 4.1 Crash Course Episode 21 - Judicial Review



Learn more about the Marbury v Madison case in this Crash Course video.

“It is emphatically the province and duty of the judicial department to say what the law is... the Constitution is superior to any ordinary act of the legislature...”

John Marshall

In summary, the Marbury v. Madison case was important for several reasons. First, it reinforced the Court's power of judicial review; in doing so, the Court was established as the final authority on the Constitution. For the first time in the new nation's short history, the judicial branch of government was equal to the other two branches.



Are the three branches of government truly equal?

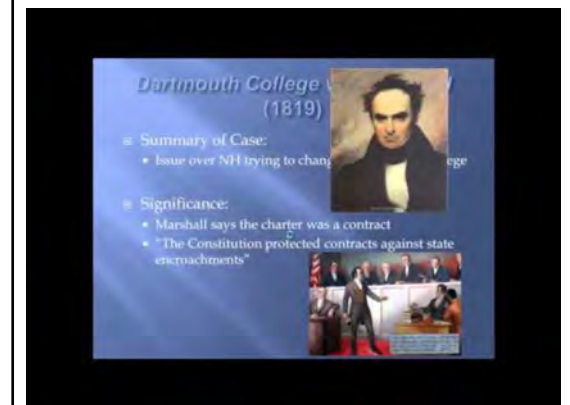
Marshall Court Impacts the U.S.

John Marshall was Chief Justice from 1801 to 1835. During that time he made many decisions that affected the way the United States was run. The first was establishing Judicial Review, and therefore making the Supreme Court the final say in deciding what the Constitution means. Another well-known decision by Marshall was in the case McCulloch v Maryland (1819). In 1812 there was a bank of the United States, and one branch operated out of Baltimore, Maryland. The state of Maryland passed a law saying that banks had to pay taxes to the state. James McCulloch, manager of the Baltimore branch, refused to pay the tax. Maryland sued McCulloch for the taxes but McCulloch

took the case to the Supreme Court. John Marshall and the Supreme Court made two important decisions. First the Bank of the United States was constitutional (this had been debated since the beginning of the bank). Second, the states could not tax the federal government. Once again John Marshall gave more power to the federal government.

Other important cases during the Marshall Court also gave the federal government more power than the state government. In Dartmouth v Woodward (1819), the court ruled that the state of New Hampshire could not change a written agreement to make the private college a state university. In Gibbons v. Ogden (1824) the Supreme Court struck down a state law in New York that gave one company the sole right to operate steamboats in New York waters. The Court decided that all business that took place across state lines fell under the Constitution's commerce clause. This decision was a gateway for Congress to become involved in most areas of the national economy.

Interactive 4.2 Key Court Cases - The Marshall Court



Learn more about key cases in this video.

Section 2

Westward Expansion Begins

QUESTIONS TO GUIDE INQUIRY

1. Did President Jefferson's vastly different beliefs in the role of the federal government ensure that Washington's domestic policy advice would be ignored?
2. How did Jefferson's strict constructionist interpretation of the Constitution impede his plan to acquire additional U.S. territory?
3. How was Madison's support of the re-chartering of the Bank of the U.S. hypocritical of his political party affiliation?
4. Did President Monroe overstep his bounds by working with Congress in the Missouri Compromise or was he merely a strong leader of the executive branch?

TERMS, PLACES, PEOPLE

specimen:

commissioned:

Keelboat:

Corps:

In 1790, as Thomas Jefferson looked to the West, he saw a land of possibility where America could become an agrarian (farming) economic powerhouse in North America. He called this new, expanded America an "Empire of Liberty" that would be an "extensive and fertile Country." Once Jefferson ascended to the Presidency in 1801, he would see that vision fulfilled by the largest land purchase in United States history. This land, the Louisiana Purchase, would become a part of a contentious issue in American going forward as the nation grappled with the future of slavery in the West.

Mississippi River and the Port of New Orleans

As Americans began to move west past the Appalachian Mountains in the early 1800s, many were in search of new land and economic opportunity. Kentucky and Tennessee had become states in 1792 and 1796 respectively



Image source: <https://commons.wikimedia.org/wiki/File:LouisianaPurchase.png>

followed by Ohio in 1803. New settlers in the region needed ways to get their goods such as flour, tobacco and pork to market. Crossing the Appalachian Mountains proved very difficult. Rivers provided the easiest method of travel for cargo as goods could be floated down the river cheaply and easily. New Orleans sat at the mouth of the Mississippi and served as the gateway for goods moving into the Gulf of Mexico and on to Europe. New Orleans had been settled by Europeans, indigenous peoples, and Africans and was a thriving city.



IMAGE: In this painting from 1803, what evidence is there that New Orleans was thriving as a city?

https://commons.wikimedia.org/wiki/Category:Under_My_Wings_Every_Thing_Prospers#/media/File:View_of_New_Orleans_Under_My_Wings_Every_Thing_Prospers_Crop_1.jpg "Under My Wings Every Thing Prospers" by New Orleans artist J. L. Bouqueto de Woiseri, to celebrate his pleasure with the Louisiana Purchase and his expectation that economic prosperity would result under U.S. administration." -- Wikipedia

The city of New Orleans was so important to the economy in the West that, after it was closed to American shipping by the Spanish in 1802, Jefferson sought to have New Orleans and the surrounding territory purchased by the United States. Soon after closing the port, the Spanish, who had been frustrated for years with Americans moving into Spanish territory, sold the territory to France and its ruler, Napoleon Bonaparte, who had dreams of building a French empire in America. He sent Robert Livingston, U.S. Ambassador to France and James Monroe to France to negotiate the purchase.

Jefferson's Incredible Luck

Upon their arrival, Livingston and Monroe were offered a deal they were shocked to receive from the French foreign minister Charles Talleyrand. Instead of purchasing the city of New Orleans, the pair were faced with the offer to purchase all of the Louisiana Territory for \$15 million, or only four cents per acre! Why was France offering this huge



Image source: IMAGE: https://en.wikipedia.org/wiki/French_Consulate#/media/File:Bonaparte_premier_Consul_G%C3%A9rard_Chantilly.jpg (Napoleon Bonaparte as First Consul, February 1803 by François Gérard - Wikipedia)

territory at such a low price? Napoleon's plans for a French empire in North America had been dashed when he lost the island of St. Domingue in the Caribbean Sea in a slave uprising.

Napoleon no longer saw the need for the land in North America and needed money for an upcoming war with England.

Livingston and Monroe knew a good deal when they saw it and accepted the offer. Now they needed to explain the purchase to their boss, President Jefferson.

Upon receiving the news, Jefferson was overjoyed. He saw the future of America in its westward expansion and this purchase did just that. "I confess I look to this duplication of area for the extending of a government so free and economical as ours, as a great achievement to the mass of happiness which is to ensue" Jefferson stated after the purchase. But, Jefferson was faced with the fact that, as a strict constructionist, he knew that the Constitution didn't allow him or the government to purchase land. Jefferson's attempts during his Presidency to lower government spending did not align with this huge government purchase. Yet, this was an undeniably good deal and now Jefferson needed Congressional approval and funding. Federalists were against the deal, worrying that they might be funding a French war against

the Spanish and that the cost was too high. Fisher Ames, a former Federalist Congressman said, "we are to give money of which we have too little for land of which we already have too much." Only one Federalist supported ratification, but on October 20, 1803, the Senate passed the treaty to approve the Louisiana Purchase and the House authorized the funding, doubling the size of the United States and securing America's future expansion westward.



Washington's advised that stable public credit should be maintained through the collection of taxes. When President Jefferson cut taxes did he intentionally ignore Washington's advice?

Interactive 4.3 The Haitian Revolution



Sidebar: To learn more about the Haitian Revolutions that resulted in the one of the most successful slave rebellions in world history, check out John Green's CrashCourse Video!



Contemporary Map of Louisiana Purchase: https://commons.wikimedia.org/wiki/File:Louisiana_Purchase.png

How many present day states were a part of the Louisiana Purchase?

Post video questions:

What power did Jefferson ultimately use to support the Purchase of Louisiana?

Do you feel that leaders should change their beliefs if it benefits society as a whole?

Interactive 4.4 The Historical Audacity of the Louisiana Purchase



As you watch this video, do you think that Thomas Jefferson, as a strict Constructionist, would have supported the the purchase of Louisiana had he not been President?

The Lewis and Clark Expedition

Jefferson and the nation now needed to know what lay in the land that they had just purchased. Americans knew that indigenous people lived in the territory but they knew little about them or the ecology and geography of the lands west of the Mississippi. Jefferson **commissioned** his personal assistant, former army captain Meriwether Lewis to lead the **Corps** of Discovery expedition of 50 men westward, Lewis chose his friend Lieutenant William Clark to co-

lead the journey. In addition to learning more about the people and environment of the west, they wanted to see if there was an all water route to the Pacific Ocean which could provide a key trading route to the west.



https://commons.wikimedia.org/wiki/Meriwether_Lewis#/media/File:Meriwether_Lewis.jpg



https://commons.wikimedia.org/wiki/Meriwether_Lewis#/media/File:William_Clark.jpg



Supply List: What might you take on an expedition West to an unknown land? What did Lewis and Clark and the Corps of Discovery take with them?
<http://www.lewis-and-clark-expedition.org/lewis-clark-supplies.htm>

What would you bring with you if you were heading on a trip west for years? Now, imagine that you are not fully aware of the path you'll take, what supplies you will need and what challenges you will encounter. This is what faced the Corps of Discovery that headed out in May of 1804 to head up the Missouri River, a challenge in itself. They took a 55 foot keelboat and two smaller canoes along with supplies including camping equipment, clothing, medicine, arms and gifts for indigenous tribes they'd meet on the way. Clark stayed on the boat mainly, mapping their course and looking out for obstacles in the water while Lewis remained on land looking at rocks, soil and animals they encountered along the way. Through July, they had made no contact with any indigenous peoples. Through the rest of that first year, the Corps had friendly exchanges with tribes such as the Oto and the Missouri. Jefferson had instructed the Corps to inform any indigenous groups that the land they were on was now owned by the United States and that Jefferson was their new leader. The group built Fort Mandan and stayed there

until the following April, trading with the Mandan Indians and meeting

French trapper Toussaint Charbonneau and his wife, Sacagawea who would serve as an interpreter for the Corps as they continued.



Image source: https://en.wikipedia.org/wiki/Sacagawea#/media/File:Detail_Lewis_%26_Clark_at_Three_Forks.jpg

Interactive 4.5 Lewis and Clark Expedition Journals



Access to Lewis and Clark Journals: http://www.pbs.org/lewisandclark/archive/idx_jou.html

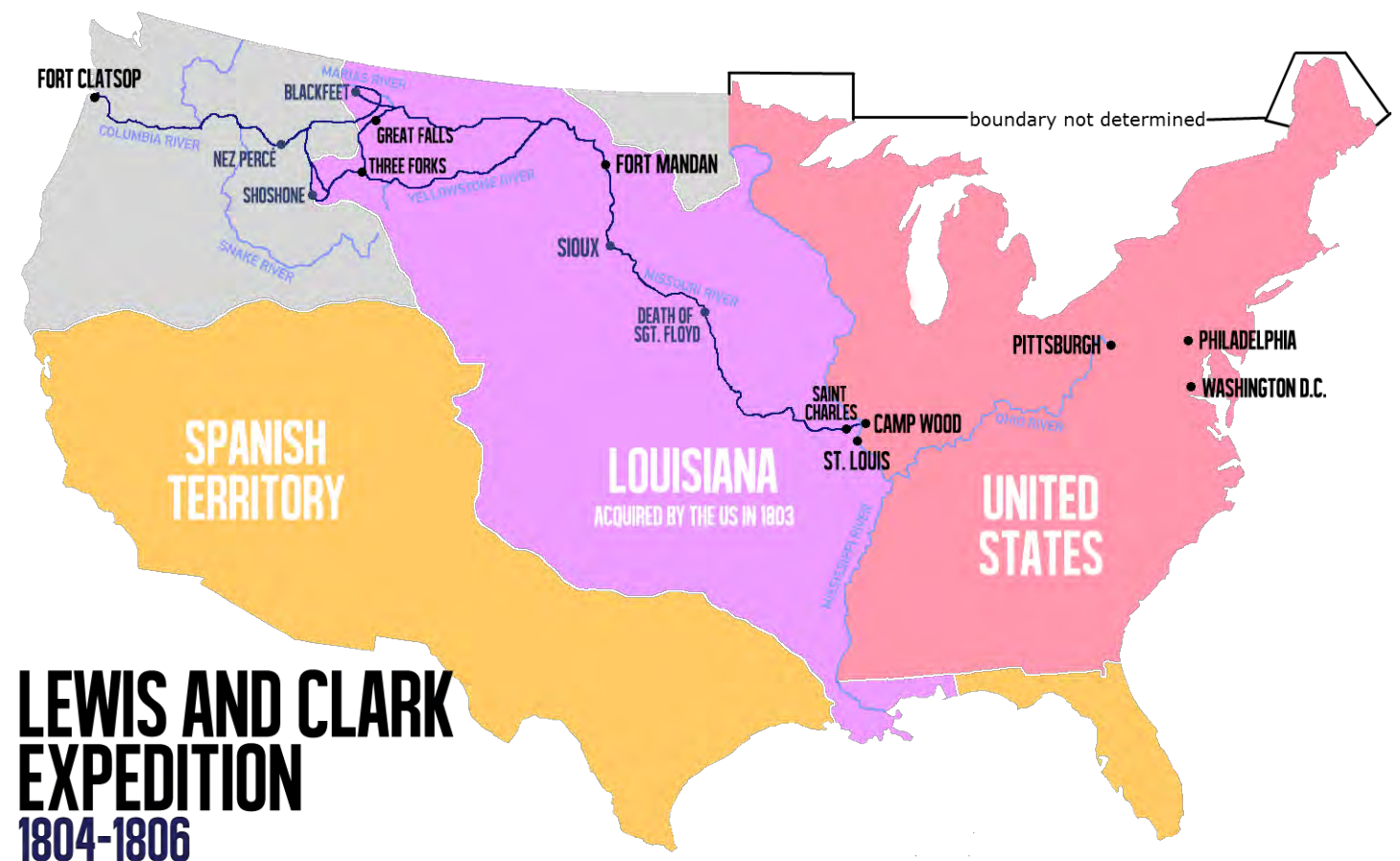
The Corps of Discovery Crosses the Rockies

After sending back a boat to Jefferson with nature **specimens** and journals of their findings so far, they set out from Fort Mandan in April 1805. Over the next year, they would have encounters with animals and indigenous tribes in their efforts to cross the Continental Divide and make it to the Pacific Coast. They headed due west for the first time and experienced the wild of the west when a grizzly bear chased Lewis before it was killed. Progress slowed on an increasingly bending river with jutting rocks. The Corps made it to the River Forks in May and had to navigate the five sets of falls. In their hardest physical task of the trip, the group had to portage the rapids by carrying their boats and cargo around the falls. Needing to find horses to cross the Rocky Mountains, the Corps encountered the Shoshone and their chief who happened to be Sacagawea's brother and received horses from them! They then set out to make it to the Nez Perce tribe across the Rockies. Life in the Rockies was hard as food was scarce and the men were close to starvation before making it to the Nez Perce who gave them fish. For the last few months of

Interactive 4.6 The Lewis and Clark Expedition



1805, the Corps went from the Clearwater River into the Snake River, then into the mighty Columbia through the Cascade Mountains. They made it to the Pacific Ocean by mid-November weary and tired and there they wintered on the coast in Fort Clatsop named after the local Clatsop tribe.



LEWIS AND CLARK EXPEDITION 1804-1806

Image source: Map of Lewis and Clark's route: https://upload.wikimedia.org/wikipedia/commons/c/c0/Carle_Lewis_and_Clark_Expedition.png

Interactive 4.7 Corps of Discovery Botany Map



Activity: Corps of Discovery Botany Map Click the link to go to the University of Cincinnati's interactive map on the discoveries made by Lewis and Clark's expedition

Heading Home

After a dreary winter of rain and cold, they began their journey back in 1806. After buying four more boats and stealing another, they set off up the Columbia in March. The Chinookan tribe kept attempting to steal their supplies and the men battled strong currents and portaged the Columbia with difficulty. They abandoned their canoes after one month and purchased horses from

the Walla Walla tribe and set out overland. After splitting up in the Bitterroot Mountains, they encountered friendly tribes who traded with the Corps while other meetings left some indigenous peoples died in skirmishes and horses stolen. Clark and Lewis reunited and they made it home to St. Louis having been given up for dead by many!

Lewis and Clark and the Corps of Discovery did not find an all water route to the Pacific but did gain information on 300 new species to science and made contact with nearly fifty Indian tribes. The contacts made with indigenous peoples were generally peaceful but also confrontational at times, especially with the Teton Sioux, Chinook and Blackfeet. The paths they

mapped through the Rockies would prove useful for future western travelers seeking new adventure and land as Americans pushed west to realize Jefferson's vision for the future.

Interactive 4.8 National Geographic - Lewis and Clark



Need more information on Lewis and Clark? Use this National Geographic site to follow Lewis and Clark's journey and learn about their discoveries:



Check for Understanding: What did the Lewis and Clark expedition accomplish? How did the geography of the West impact their goals?

Domestic Challenges for President Madison

QUESTIONS TO GUIDE INQUIRY

1. Did President Jefferson's vastly different beliefs in the role of the federal government ensure that Washington's domestic policy advice would be ignored?
2. How did Jefferson's strict constructionist interpretation of the Constitution impede his plan to acquire additional U.S. territory?
3. How was Madison's support of the re-chartering of the Bank of the U.S. hypocritical of his political party affiliation?
4. Did President Monroe overstep his bounds by working with Congress in the Missouri Compromise or was he merely a strong leader of the executive branch?

James Madison for President

President Jefferson followed President Washington's lead, or precedent, and refused to serve a third term. Instead he supported his friend, James Madison as the next candidate for the Democratic-Republican party. George Clinton ran as Madison's vice president. The opposition from the Federalist party included Charles Pinckney and Rufus King. During the campaign, Federalists insulted Madison for his support of Jefferson's Embargo Act. Despite those insults, the electoral college chose Madison. Madison received 122 votes to Pinckney's 44.

Madison had won over most of the country, excluding the New England states.

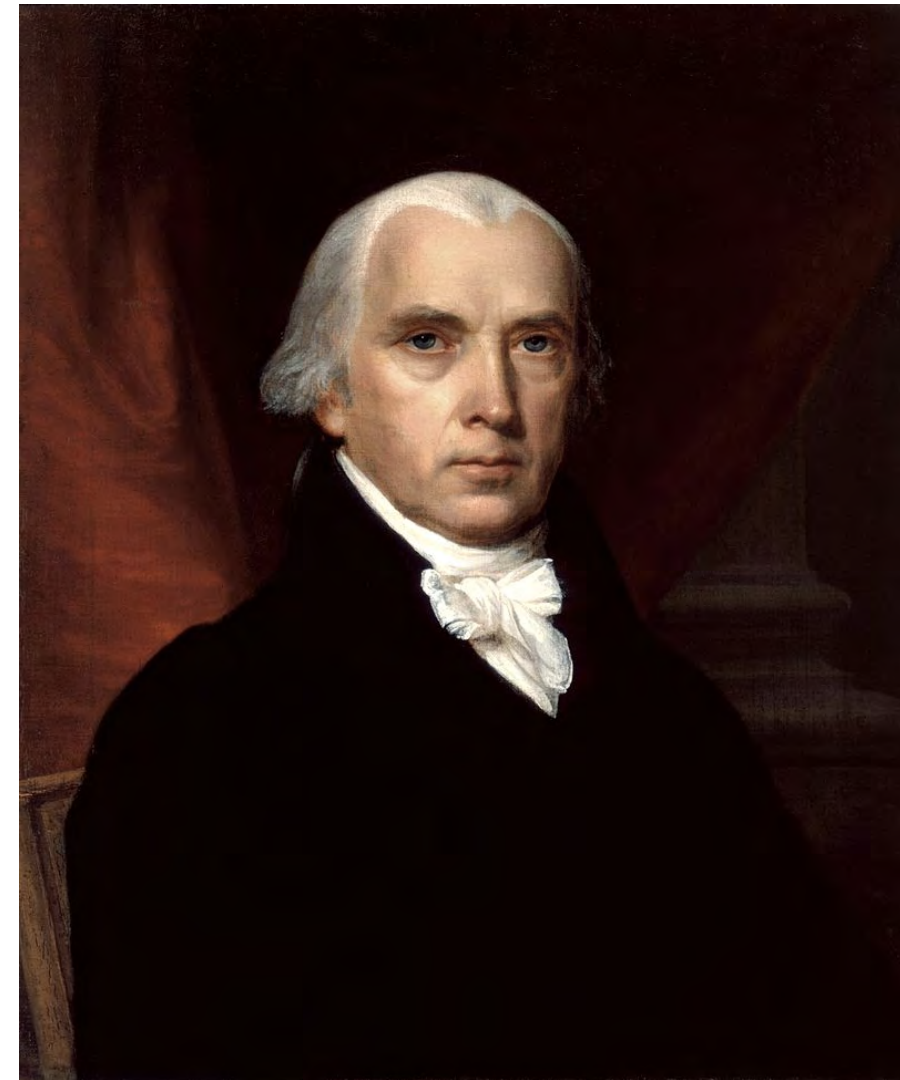


Image source: https://en.wikipedia.org/wiki/James_Madison

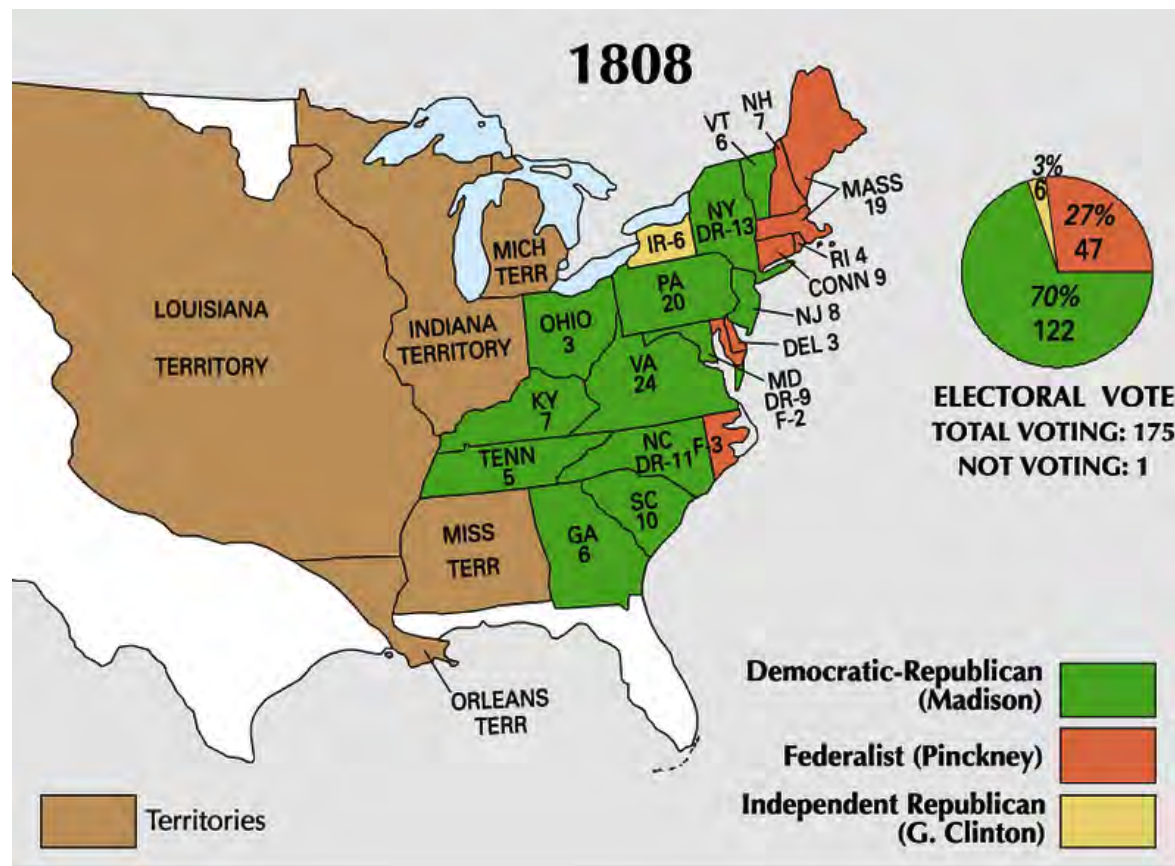


Image source: <http://www.sheltonstate.edu/Uploads/files/faculty/Chuck%20Boeing/us%20history%20maps/Election%20of%201808.png>

Madison's Domestic Challenges

Although most challenges President Madison faced were foreign, Madison did inherit a domestic headache with the rechartering of the Bank of the United States. As its charter was scheduled to terminate in 1812, the move to recharter the Bank met stiff opposition from three sources: "old" Republicans who viewed the Bank as unconstitutional, anti-British Republicans who objected to the substantial holdings of Bank stock by Britons, and state banking interests opposed to the U.S. Bank's power to control the nation's financial business. When the anti-Bank forces killed

the push for rechartering, the U.S. confronted the British without the means to support war loans or to easily obtain government credit. In 1816, with Madison's support, the Second Bank of the U.S. was chartered with a twenty-year term. Madison's critics claimed that his support for the Bank revealed his pro-Federalist sympathies.

Interactive 4.9 James Madison Biography



James Madison



1751 - 1836

Learn more about Madison in this video.

Domestic Challenges for President Monroe

QUESTIONS TO GUIDE INQUIRY

1. Did President Jefferson's vastly different beliefs in the role of the federal government ensure that Washington's domestic policy advice would be ignored?
2. How did Jefferson's strict constructionist interpretation of the Constitution impede his plan to acquire additional U.S. territory?
3. How was Madison's support of the re-chartering of the Bank of the U.S. hypocritical of his political party affiliation?
4. Did President Monroe overstep his bounds by working with Congress in the Missouri Compromise or was he merely a strong leader of the executive branch?

TERMS, PLACES, PEOPLE

patriotism

emancipated

President Monroe Takes Office

James Monroe was elected President in the election of 1816. At the beginning of his presidency, the American public was generally optimistic. The nation had declared victory in the War of 1812 (which you will learn about in the next chapter) and the economy was booming thus allowing President Monroe to focus on domestic issues. Combined with his personable, extremely popular, and all-inclusive personality, President Monroe revived the presidential tour of the country first conducted by President Washington. Well-received across every region of the



Independence Day Celebration in Centre Square by John Lewis Krimmel (1787–1821).

country, President Monroe's tour prompted the phrase, the "Era of Good Feelings" which would be how his legacy as President would be remembered.

Americans were feeling a huge sense of national pride, or **patriotism**. The economy was booming. As a result, transportation improved. The Erie Canal project had started to connect New York with the Great Lakes, allowing easier movement West. The national road was built between 1811 - 1834. It was the first road paid for with federal money.

The national road was 820 miles long and passed through Illinois, Indiana, Maryland, Ohio, Pennsylvania and West Virginia.

The National Road linked the eastern and western states in the first half of the 19th century, running from Cumberland, Maryland to Vandalia, Illinois.

Businessmen were buying new land and building new factories. There were many new inventions in America during this time. You will learn more about them in the chapter detailing the Industrial Revolution.



Image source: <http://www.nps.gov/fone/learn/historyculture/nationalroad.htm>

The Panic of 1819

President Monroe's first major economic issue came just two years into his Presidency in 1819. As this was the first major depression to hit the country since the 1780s, it was considered a panic because of the widespread concern for economic despair that resonated throughout the entire country. The combination of declining imports and exports, and sagging agricultural prices caused a number of state banks to suspended payment on their notes and declare bankruptcy thus causing the Second Bank of the United States to shift to more conservative policies. The

result: High unemployment rates across the country which caused an increase in bankruptcies and foreclosures.

Although some criticized President Monroe for not responding in a more forceful manner to the economic downturn, the President could do little to alleviate the short-term effects created by the panic. Ultimately, the power to change economic policies rested with the states and the Second Bank of the United States.

Additionally, President Monroe believed that depressions were natural results of a maturing economy and that the nation's economy would soon rebound from the panic. President Monroe did support a policy proposed by Secretary of the Treasury William Crawford to relax payment terms on mortgages for lands purchased from the federal government and by 1823, economic recovery had been achieved.

The Missouri Compromise

President Monroe's next domestic challenge also arose in 1819 when settlers in the Missouri Territory applied for admission to the Union. At the time, most of the white settlers in the territory either owned slaves or hoped to become slave owners in the future.

Congressional debate on the admission of Missouri as a state exploded when Congressman James Tallmadge, Jr. of New York attached two amendments to the statehood bill. The first amendment barred new slaves from entering the state; the second amendment **emancipated**, or set free, all Missouri slaves born after admission upon their 25th birthday. In other words, the

Tallmadge amendments would ensure that if Missouri was in fact admitted to the Union, it would only happen as a free state.

In the House of Representatives the North held a small majority of representatives and the South controlled a bare majority in the Senate. Voting on the Tallmadge amendments was sectional: the amendments passed in the House but lost in the Senate.

Therefore, the House refused to admit Missouri as a slave state while the Senate insisted on Missouri's admittance. President Monroe, along with many leaders in Congress, understood the volatile nature of the debate and the strong regional divide over slavery. But, even though he understood the source of the hostile debate, President Monroe thought it was unconstitutional to place restrictions on the admission of one state and because of the Tallmadge amendments, threatened to veto any bill that included any such restrictions.

Fearing that the dispute would divide the Union, President Monroe worked in support of a compromise package in Congress. But because he did not want to be accused of meddling in the affairs of Congress, President Monroe did not forcefully inject himself into the process. When a new Congress convened in the winter of 1819, legislators were able to settle the dispute: Maine would enter the Union as a free state and Missouri would be admitted as a slave state with the South's willingness to outlaw slavery in western territories above the 36/30' north latitude line. That line would open present-day Arkansas and

Oklahoma to slavery but would forbid it throughout the rest of the Louisiana Territory which would eventually be organized into nine states. President Monroe signed the bill on March 6, 1820, after he was satisfied that the provisions were, indeed, constitutional.

Monroe's Stance on Political Parties

After the War of 1812, the Federalists as a political party were mostly discredited because of their opposition to the war.

Although the government had enacted much of their program, (the national bank and a protective tariff) the Federalists could not mount a serious challenge to President Monroe.

As President, Monroe encouraged the decline of political parties, believing that the government could be effective without them.

President Monroe's time in office was not without partisanship. Even though President Monroe talked about ridding American politics of political party affiliation, he was unwilling to appoint any Federalists to his cabinet, believing the ideological differences were just too great. In some ways, the absence of a party system increased his difficulties as President. Without political party affiliations, President Monroe could not rely on a presumed loyalty to help accomplish his goals. With clear divides over issues and the existence of many different factions, President Monroe had to create partnerships and build consensus to get his programs enacted.

Even without the existence of two distinct political parties, the evident partnerships and deal-making between members of Congress and some of those in the president's cabinet soared to new heights during the presidential election of 1824. Instead of presiding over the decline of political parties, the Monroe presidency helped to foster a transition from the first party system of the Democratic-Republicans and the Federalists to the second party system of the Democrats and the Whigs.



To what Extent Did Presidents Following Washington Heed Domestic Policy Advice From His Farewell Address?

Create an argument with evidence from the chapter

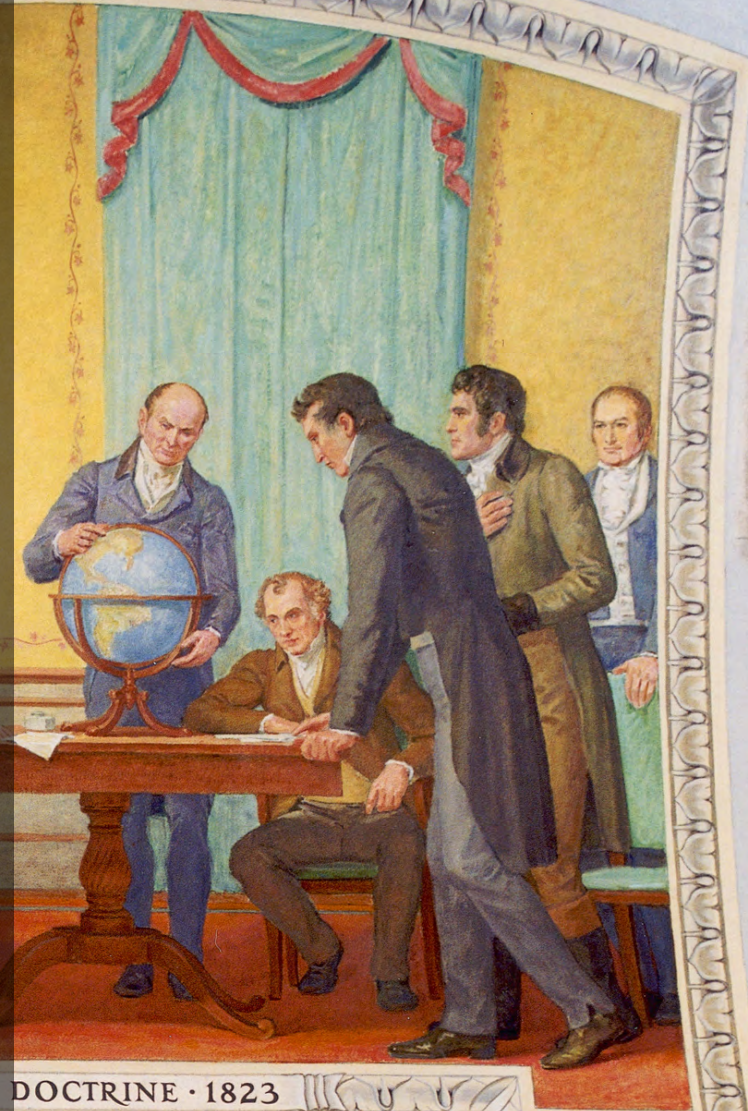
Chapter 5

To What Extent Did the Presidents After Washington Follow the Foreign Policy Advice From His Farewell Address?

1. Were President Jefferson's foreign policy decisions reflective of his philosophy of limited governmental power or in sharp contrast to his philosophies?

2. Were President Madison's war-hawkish foreign policy decisions aligned with his domestic policy decisions?

3. Was the Monroe Doctrine a policy of U.S. expansion or a policy of U.S. self-defense?



WE MUST REMEMBER
THAT ANY OPPRESSION ANY INJUSTICE ANY HATRED
IS A WEDGE
DESIGNED TO ATTACK OUR CIVILIZATION

How did President Jefferson Deal With Foreign Policy?

QUESTIONS TO GUIDE INQUIRY

1. Were President Jefferson's foreign policy decisions reflective of his philosophy of limited governmental power or in sharp contrast to his philosophies?
2. Were President Madison's war-hawkish foreign policy decisions aligned with his domestic policy decisions?
3. Was the Monroe Doctrine a policy of U.S. expansion or a policy of U.S. self-defense?

TERMS, PLACES, PEOPLE

blockade

impression

embargo

Up to this point you have been studying the domestic issues that faced the new nation. In this chapter we're going to study the same relative time period as the last chapter but focus more on foreign policy issues. By 1803, America was tangled in a war between Great Britain and France once again. Both countries were taking American ships that were trading with their enemy. President Jefferson tried hard to follow Washington and Adams lead and remain neutral.



Image source: <http://www.theburningplatform.com/2015/05/29/1812-the-inconsequential-war-that-changed-america-forever/>

The British Navy controlled much of the Atlantic Ocean and this created problems for American ships. British ships began to search the American ships for British

navy deserters. Work on British ships was horrible and many men deserted, or ran away from the navy. However, many American sailors were wrongfully taken and forced to work on the British ships. Although the exact number of **impressed**, or kidnapped,

"We consider a neutral flag, on the high seas, as a safeguard to those sailing under it. Great Britain, on the contrary, asserts a right to search for, and seize, her own subjects; and under that cover, as cannot happen, are often seized and taken off, citizens of the United States and citizens or subjects of other neutral countries, navigating the high seas, under the protection of the American flag."

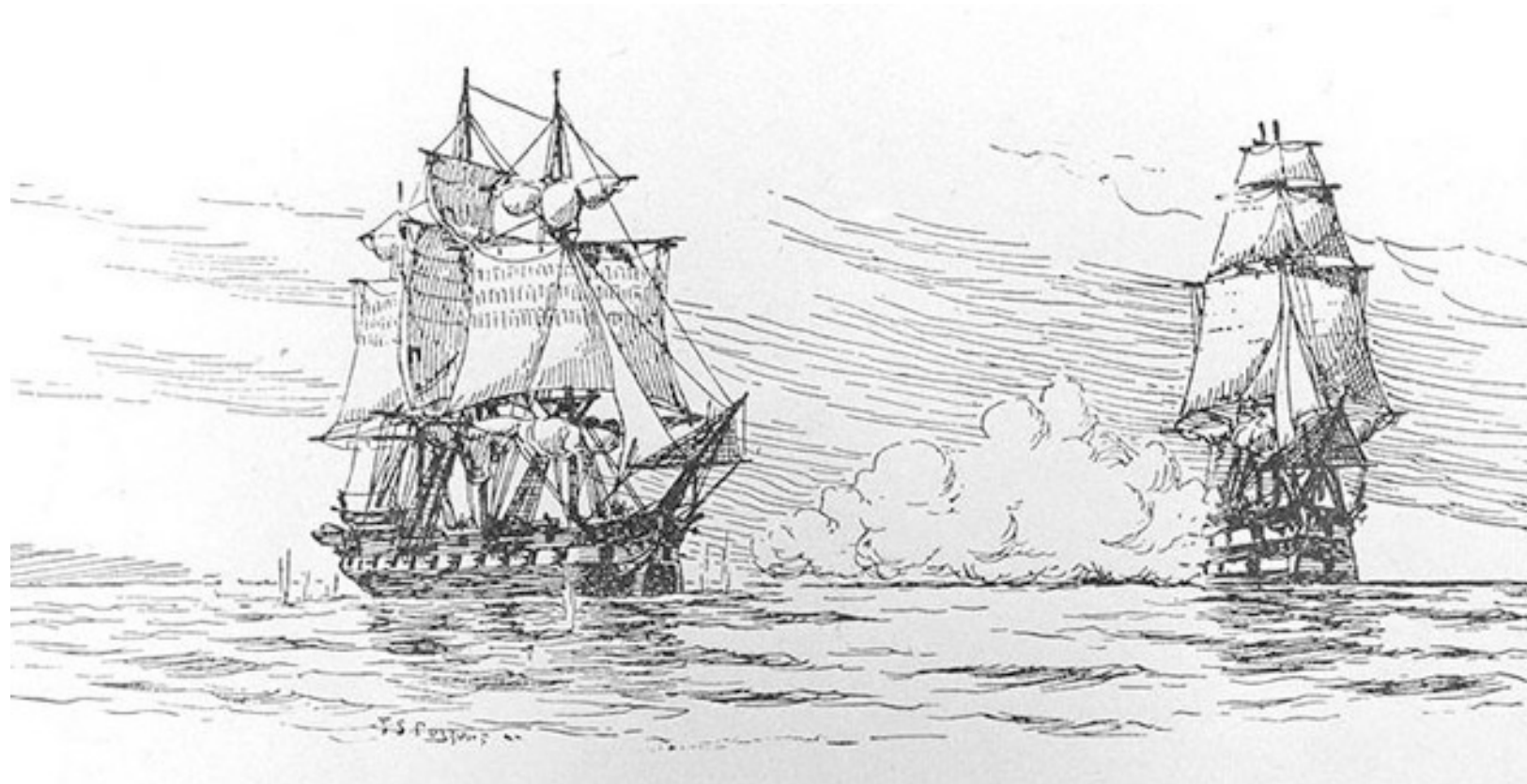


Image source: <http://www.nps.gov/articles/chesapeake-leopard-affair.htm>

American soldiers is unknown, it is estimated that 1,000 sailors were taken per year. Secretary of State James Madison explained the situation:

The Chesapeake Leopard Affair was one that really tested Jefferson's neutrality policy and raised Americans' voices in a war cry. The Leopard, a British ship, stopped the Chesapeake to check for British deserters. The captain of the Chesapeake refused to let the British search, knowing innocent men would be kidnapped.

Jefferson demanded an apology from Britain, the return of impressed sailors, and for the British to stop impressment of

American sailors. Jefferson ordered 100,000 militia to prepare to enforce his orders. America had enough reasons to go to war at this time, but Jefferson did not feel the country was ready to face Great Britain once again. The U.S. only had a small navy and it was tied up in the Mediterranean Sea. King George III realized that America wasn't ready to fight and he ordered more impressment of British soldiers sailing on American ships.

Jefferson was left without any real military options. Instead of war, he issued the Embargo Act of 1807. An **embargo** is an

official ban on trade with another country. This act completely stopped American ships from trading with other countries. It also kept the ships from leaving American ports, except to go to another American port. Jefferson thought he was keeping the American ships and sailors out of harm's way and avoiding being drawn into the war between Britain and France. As commander in chief, he avoided a large political move. Instead Jefferson made an equally aggressive economic move.



Was this effective? How could creating an embargo impact Americans?

Unfortunately Americans were harmed by the Embargo Act. Thousands of sailors lost their jobs. Ships were left abandoned at the docks to rot. The American economy was hurt so badly that Congress repealed the Embargo Act two years later. It was replaced by the Nonintercourse Act, which only banned trade with France, Britain, and their colonies. Ultimately, this law was no more successful than the Embargo Act.



Is an embargo as effective as a fight? or Is an embargo an effective way to settle a disagreement with another country?

Barbary Pirates

Along with the problems with Britain and France, American ships faced another problem in the Mediterranean Sea. The region of North Africa was known as the Barbary Coast. It was made up of the Barbary states of Morocco, Algiers, Tunis, and Tripoli. Pirates from the Barbary Coast would take merchant ships and hold the sailors for ransom. If no ransom was paid the men would be enslaved. The act of piracy, or robbery, by the Barbary States had been going on since the end of the American Revolution, when the pirates realized that the U.S. was no longer protected by the British Navy.



Presidents Washington and Adams had both paid the ransom to the pirates for the safe return of American ships. Even during the XYZ Affair when Americans were chanting “millions for defense, not a penny for tribute,” President Jefferson felt strongly about not paying the ransom. The ruler of Tripoli demanded more money. To make matters worse, he declared war on the United States. Jefferson sent a small naval fleet to the Mediterranean to protect American ships. The Philadelphia crashed into a reef bed in Tripoli’s harbor. The crew were captured and the ship was eventually repaired. To prevent Tripoli from using the Philadelphia, Stephen Decatur and a group of sailors snuck into the harbor after dark and burned the ship. A year later, Tripoli and the United States reached a peace agreement to end the First Barbary War. Tripoli would leave American ships alone and the U.S. would pay \$60,000 for the crew of the Philadelphia. That was a bargain compared to the original price.



The Fervor of War

QUESTIONS TO GUIDE INQUIRY

1. Were President Jefferson's foreign policy decisions reflective of his philosophy of limited governmental power or in sharp contrast to his philosophies?
2. Were President Madison's war-hawkish foreign policy decisions aligned with his domestic policy decisions?
3. Was the Monroe Doctrine a policy of U.S. expansion or a policy of U.S. self-defense?

TERMS, PLACES, PEOPLE

restrictions

nationalism

confederation

Although James Madison took office without facing huge domestic issues, the same couldn't be said for issues of foreign policy. At home and abroad, the nation was deeply involved in the embargo crisis passed in 1807 by Congress. The Embargo Act prohibited trade with all other countries. Jefferson had wanted to prevent direct trade with France and Great Britain. While seen as a disaster thus allowing the weaker Nonintercourse Act to only prohibit trade with Britain and France, President Madison heard war cries by the American public grow louder and louder.

In 1810, Congress passed a law that would permit the U.S. to trade directly with France or Britain depending on which of the two countries would lift its trade **restrictions** or limits against the U.S. Napoleon as leader of France, promised to end France's trade restrictions but French seizing of American ships continued. War was brewing but who was the bigger threat: France or Great Britain?



THINK ABOUT: what your strategy would be if you were President of the U.S. in 1810. Which country would you see as the bigger threat and why? What actions would you try to convince Congress to take?

Conflicts on the Western Frontier

Meanwhile, as white settlers continued their quest for more land in the Ohio Valley, tensions increased as indigenous people from various nations built a confederacy under Tecumseh, a powerful Shawnee chief. Believing that the U.S. government's treaties with separate indigenous nations were worthless, Tecumseh's strategy was to build a strong alliance with the British in Canada that could halt white movement and eventual settlement into indigenous lands.

As Tecumseh and his brother, Tenskwatawa, known as the Prophet continued to build the power of the confederacy, the governor of the Indiana Territory, William Henry Harrison (who would later become the 9th President in 1841) was growing increasingly alarmed by the combined power of the two Shawnee brothers. He warned Tecumseh that the U.S. Army had many more warriors than Tecumseh and his brother. Tecumseh was not threatened by Harrison's warning and went south to expand the confederacy.

The Battle of Tippecanoe

Tecumseh and his brother, Tenskwatawa (also known as the Prophet), told indigenous people that their culture was being destroyed by the adoption of white customs. The brothers said that if they returned to the traditional culture of their ancestors, the indigenous people would have the power to resist further encroachment by white settlers. In 1808, Tecumseh and

Tenskwatawa founded a village for their followers called Prophetstown, located near where the Wabash and Tippecanoe Rivers meet in present-day Indiana.

Tecumseh used his skill as an eloquent orator to persuade people from various indigenous nations between the Mississippi River and Appalachian Mountains to join his

confederation, or alliance, to stand up against the Americans.

He believed that one tribe didn't have a chance when trying to deal with the American government, but that if many tribes joined together, they would have more power in resisting the taking of their lands.

Support of the confederacy grew after the Treaty of Fort Wayne in 1809. William Henry Harrison, the governor of the Indiana Territory, negotiated a deal in which several tribes gave up over 3 million acres in exchange for a small amount of money.

Tecumseh declared that the treaty was not valid because the signers did not have the authority to speak for all of the impacted people. The Shawnee chief warned settlers to not come to the



Image source: <https://upload.wikimedia.org/wikipedia/commons/thumb/7/7c/Tecumseh02.jpg/220px-Tecumseh02.jpg>

areas defined in the treaty and asked the governor to nullify the treaty. Harrison refused.

Settlers in Indiana Territory were frightened by the growing influence of Tecumseh and the Prophet. Equally concerned, Harrison gathered a military force of 1000 men and set up camp near Prophetstown while Tecumseh was traveling and searching for allies. In the early morning of November 7, 1811, a group of about 500 indigenous people under the command of the Prophet attacked Harrison and his men.

The fighting was fierce and sustained for several hours, with the Prophet's forces at first looking like they would be victorious. Harrison's men were ultimately able to attack the flanks of the attacking forces and force them to retreat. Additionally, they destroyed Prophetstown. The Battle of Tippecanoe is often presented as a decisive victory for the American forces, but the Prophet's forces inflicted serious casualties, indigenous resistance in the region was not weakened, and the confederacy built an even stronger bond with the British.

Interactive 5.1 Tecumseh's Address



Read the full text of Tecumseh's address to General William Henry Harrison here.

War Hawks

Many Americans believed that the British were behind the indigenous peoples' attacks on white settlers. This, combined with the issue of impressment and trade issues with Britain, created a sense of **nationalism**, or enthusiastic loyalty to one's country. Henry Clay of Kentucky and John C. Calhoun of South Carolina were nationalist leaders in the House of Representatives. Clay, Calhoun, and their followers in the House were known as the War Hawks. Primarily from the West and South, the War Hawks pressed for war with Britain. They thought that this action would eliminate the threat of British-backed indigenous people and maybe even let the United States take over some territory in Canada.

War Is Declared

As the impressment of sailors, conflicts with indigenous peoples, and economic hostilities continued, America and Great Britain grew closer and closer to war. By the spring of 1812, President Madison felt there was no alternative but to declare war. In his War Message to Congress on June 1, 1812, he urged the legislature to consider the "series of acts hostile to the United States as an independent and neutral nation".

The House of Representatives acted quickly. On June 4, the House approved the war bill by a vote of 79-49. The Senate, however, took a bit more time. Some senators preferred a limited war on the high seas, while others were proponents of a larger-scale action. On June 17, 1812, the latter opinion prevailed: the Senate voted 19-13 to approve a declaration of war. President Madison signed the bill into law on June 18, 1812, thereby beginning the War of 1812.

Opposition to the War

Not everybody thought that war was a good idea. There was strong opposition to the war in New England, where many people believed that American trade would be hurt by a war with Britain. Some Federalists feared a potential alliance with Napoleon against Britain. They perceived Napoleon as a blood-thirsty dictator and they didn't want to associate themselves with "the Nightmare of Europe" or the "Corsican fiend". Additionally, many Federalists objected to the war because they felt it was being fought to further the interests of the Republicans and to silence any opposition to their policies.

Interactive 5.2 Special Message to Congress



Madison asks that Congress declare war against Britain, listing four major grievances to justify action: impressment, illegal blockades, the Orders in Council, and British responsibility for renewing Indian warfare in the northwest. The President insists that a state of war already existed and to ignore these grievances would undermine U.S. sovereignty through an implicit acceptance of British actions. [Read the full text here.](#)

Particularly violent examples of opposition to the war were the Baltimore Riots of 1812. While much of Baltimore was in favor of the war, Alexander Contee Hanson was the publisher of the Federal Republican, a Federalist newspaper critical of President Madison and the Republican party. On June 20, 1812, two days after the declaration of war, Hanson published a harsh criticism of the president's decision. Two days after that, a pro-war mob that considered Hanson's writing treasonous destroyed the newspaper office and printing press.

Hanson considered his options. Ultimately, he decided to continue his work and set up a new office and press in Baltimore. He got a group of his Federalist friends and supporters to protect the location and equipment and put out an edition even more critical of the administration.

Angry supporters of the war, primarily Republican, attacked the new Charles Street location on July 28. The Federalist protectors shot into the mob and killed a man. Eventually, an agreement was reached where the Federalists were escorted to the city jail for their protection. The angry pro-war group broke into the jail and viciously beat the Federalists. James Lingan, a veteran of the Revolution, died of his injuries. Severely injured was Henry "Light-Horse Harry" Lee, the father of future Civil War general Robert E. Lee.

Beginning of the War

The war didn't come at a great time for either nation. Britain was still at war with France. This meant that many British soldiers and warships were already deployed to serve the country in that conflict. The economic policies of President Thomas Jefferson, which had cut military spending, had weakened the American military. While the British navy had hundreds of ships, the United States had fewer than 20 warships.

In order to stop American trade, the British navy established **blockades** of American ports. A blockade is a closing of a port or road to prevent supplies or people from entering or exiting the area. By the end of the war, all of America's ports were closed.

All was not lost for the Americans on the high seas, however. One famous early naval battle took place about 600 miles southwest of southern Newfoundland between the USS Constitution and the HMS Guerrière. On August 19, 1812, Captain Isaac Hull of the Constitution had his crew open fire on the slightly smaller British ship, which was commanded by Captain James Dacres.

Ultimately, the Guerrière lost both of her masts and suffered

Interactive 5.3 An Exact and Authentic Narrative of the 2nd Baltimore Riot



A small book giving various eye witness accounts of the "Second Baltimore Riot", one of the most violent anti-federalists attacks during the War of 1812.

severe damage. Her crew was taken from the ship and the vessel was burned and sunk.

While the Constitution took fire from the British in the battle, the reinforced oak sides of the ship were about two feet thick and caused the round shot to bounce off the sides. This gave the illusion that the ship had metal on the exterior of her hull, earning her the nickname "Old Ironsides".

War in the West

The war wasn't only being fought on the high seas, however, The Americans and the British were also fighting for control of the Mississippi River, the Great Lakes, and Canada.

The War Hawks had long desired the conquest of British Canada because of the vast amounts of land and resources that would then be available to American citizens. Many thought that the Canadians would welcome the opportunity to not be controlled by Britain. A three-point invasion of Canada was planned that would involve locations in or near Detroit, Niagara Falls, and Montreal.

Interactive 5.4 USS Constitution Virtual Tour



Learn more at this website!

William Hull had served with distinction during the Revolutionary War, and was serving as the governor of Michigan Territory when he was chosen to lead military action in the West.

Hull organized an army of about 2,000 soldiers and militia in Ohio prior to the official declaration of war. He led his men toward Fort Detroit, located just across the Detroit River from Canada. When they reached the Maumee River (near present-day Toledo, Ohio) at the end of June, Hull put his ill men, baggage, and supplies on the Cuyahoga, a schooner that would take the men and items up the river and across Lake Erie to Detroit. Included in the baggage were Hull's battle plans.

Hull and the rest of his army continued to Detroit on foot. The Cuyahoga, however, was intercepted by the British when it entered the Detroit River from Lake Erie. This allowed the British to have inside information regarding Hull's plans and the condition of his men.

Hull arrived in Detroit on July 5. Later that month, Hull led his men on an invasion of Canada. Fearing that he might not have enough men to be successful, Hull quickly retreated.

Taking advantage of Hull's insecurity, General Isaac Brock, the British commander, devised a plan. Working with Tecumseh and members of his confederacy, Brock decided to capitalize on Hull's well known fear of indigenous people. Brock fed misinformation about the number of indigenous people in the area

supporting him. After the fall of the fort at Mackinac, Hull believed the information and gave up Fort Detroit. The other planned invasions of Canada also failed.



How might the War of 1812 in the West been different if Hull hadn't been afraid to take decisive action during his invasion of Upper Canada?

Lake Erie

The Americans knew that they needed to take control of Lake Erie if they were to have any possibility of success in Canada. They pinned their hopes on Captain Oliver Hazard Perry. Perry was based in Presque Isle (present-day Erie, Pennsylvania). He hired carpenters to build ships for him and gathered and trained a force to man the ships.

Perry then moved his men and ships to Put-in-Bay in western Lake Erie. On September 10, 1813, they saw British ships moving toward them. Perry gave the order to engage the enemy. After several hours of intense fighting (during which Perry had to leave his destroyed flagship, the Lawrence, and row over to his other ship, the Niagara), the Americans had inflicted such severe damage on the British ships that they surrendered. Perry then

wrote his famous note to General William Henry Harrison to tell him of the great victory: “Dear General: We have met the enemy and they are ours. Two ships, two brigs, one schooner and one sloop. Yours with great respect and esteem, O.H. Perry.” The entire British naval force on Lake Erie was now under the control of Perry, which forced the British and their indigenous allies under the command of Major General Henry Procter to leave Detroit and go back to Canada.

Conflict in the South

Warned by Tecumseh of the dangers of losing their culture to the white man and tired of American settlers moving onto and taking their land, a faction of Creek Indians known as the Red Sticks attacked several settlements in 1813. One of these locations was Fort Mims. When the Creek attacked, not only military people were killed. Civilians, women, and children also died. This event, often called the Fort Mims Massacre, galvanized action against the Creek. Andrew Jackson, the commander of the Tennessee militia, led his forces against the Creek nation.

On March 27, 1814, Jackson’s forces and some Cherokee allies attacked a major Red Stick camp at Horseshoe Bend, a village on the Tallapoosa River. The Creeks suffered a crushing defeat here, losing nearly a thousand men. The terms of the Treaty of Fort Jackson, which ended the Creek War, also brought nearly 23 million acres of Creek land into the United States. Andrew

Jackson was hailed as a hero and his enhanced reputation would help him win the presidency fourteen years later.

Final Battles

By the spring of 1814, Britain had won the war against Napoleon thus allowing for more soldiers to be sent to the U.S. By August of 1814, the British sailed into Chesapeake Bay en route to the nation’s capital, Washington, D.C. Quickly overpowered by British troops, the American militia retreated and watched as the Capitol and the White House were burned. A thunderstorm prevented maximum damage to both buildings but the attack upon national buildings was a low point for the United States

Deciding not to try and hold Washington, D.C. the British sailed north to Baltimore and attacked.

A determined defense from Fort McHenry in Baltimore’s harbor kept the British from entering the city. While in its own right, this was not the most significant battle during the war, the battle at Fort McHenry is most famously known for Francis Scott Key’s poem, later known as our national anthem, “The Star-Spangled Banner.”

Interactive 5.5 The Star Spangled Banner



For a detailed account of the history behind the writing of the anthem, check out this video:

Meanwhile, another group of British forces prepared to invade New York through a key city on the shore of Lake Champlain, Plattsburgh. However, the invasion was stopped when an American naval force on the lake defeated the British fleet in September of 1814. The British forces retreated into Canada and had decided that the war in North America was too costly and unnecessary.

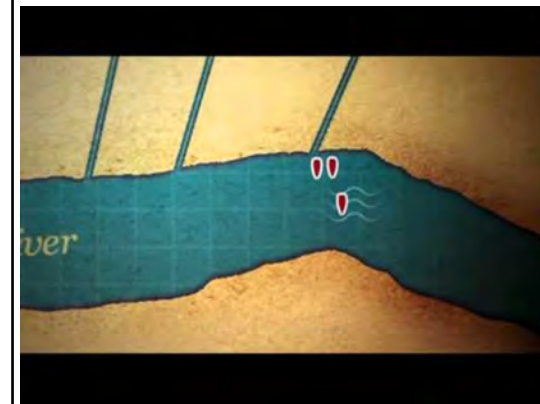
The End of the War

By December of 1814, American and British representatives signed a peace agreement. Known as the Treaty of Ghent--named after the city in Belgium where the agreement was signed, the treaty did not change any existing borders, nor did it address the issue of **impressed** sailors.

However, before word of the treaty reached the U.S., one final battle occurred at New Orleans. In a gruesome but short battle, Andrew Jackson's soldiers achieved a decisive victory. Andrew Jackson became a war hero, helping him win the presidency in 1828.

The War of 1812 had ended. Americans felt a new sense of patriotism and a strong national identity while also gaining respect from other nations throughout the world which would prove essential as the U.S. had to establish a new relationship with the "Old World."

Interactive 5.6 The Battle of New Orleans



To watch a detailed video of this battle, visit YouTube to view this video.

President Monroe Defines Foreign Policy

QUESTIONS TO GUIDE INQUIRY

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TERMS, PLACES, PEOPLE

Relations with Britain

As President Monroe took office in 1817, relations with Britain had been ongoing since the end of the War of 1812. In 1817, the Rush-Bagot Treaty limited the number of naval vessels on the Great Lakes and removed weapons located along the borders of the U.S. and British Canada.

The following year, The Convention of 1818 further clarified relations with Britain as the following agreements had been made.

- The boundary of the Louisiana Territory was set between the U.S. and Canada at the 49th parallel.
- A secure and demilitarized border had been established.
- Americans gained the right to settle in the Oregon Country.

Relations with Spain

While relations were progressing with Britain, relations with Spain took a different turn. In 1818, General Andrew Jackson had been ordered to stop Seminole raids on America from Florida. Jackson and his men seized two Spanish forts. While the raid had not been authorized by the Secretary of State, John Quincy Adams,

Adams did believe the Spanish would be in favor of settling the dispute. With the signing of the Adams-Onís Treaty in 1819, the U.S. gained East Florida and the Spanish abandoned all claims to West Florida. The U.S. in return, gave up its claims to Spanish Texas and agreed to defined borders. As a result of this treaty, the U.S. gained territory in the Pacific Northwest.

The Monroe Doctrine

In 1822 France, Austria, Russia, and Prussia, also known at the time as the Quadruple Alliance, were discussing plans to help Spain regain some of its recently-lost holdings in America. When President Monroe became aware of this he took action.

In his annual message to Congress on January 2, 1823, the president issued a statement, later known as the Monroe Doctrine. In the doctrine, Monroe declared, ‘The American continents ... are henceforth not to be considered as subjects for future colonization by any European powers.’ President Monroe had made it very clear that the U.S. would not interfere with any existing European colonies in the Americas but again reemphasized that North and South America were not to be considered as any countries or land that could be colonized. Like Washington’s Farewell Address, the Monroe Doctrine became a cornerstone of American foreign policy.



the following excerpt of President Monroe’s speech to Congress in December of 1823. What distinction does President Monroe make between European involvement in their American colonies and in independent Latin American nations? Be sure to cite specific evidence from the text that illustrates the distinction.

“With the existing colonies...of any European power we have not interfered and shall not interfere. But with the [Latin American] governments who have declared their independence and maintained it...we could not view any [involvement] for the purpose of oppressing them...by any European power in any other light than as the [showing] of an unfriendly disposition toward the United States.”

--James Monroe, Speech to Congress, December 1823

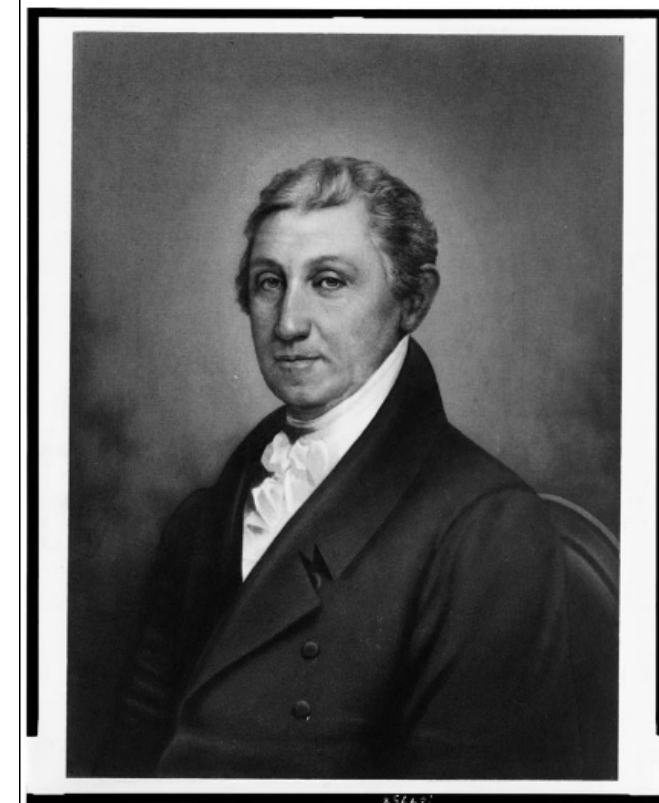


Image source: <https://www.loc.gov/resource/cph.3c04958/>



Image Source: <https://unitedstateshistorylsa.wikispaces.com/file/view/monroe%20doctrine.jpg/476072274/330x265/monroe%20doctrine.jpg>

President's Advice

If you think back to chapter 3, In his farewell address, Washington warned the country that political parties could drive the young nation apart, though all of the following presidents had party ties and worked to do what was best for their party. Washington also warned about making permanent alliances with foreign countries. He set an example of neutrality, or staying out of the business of those foreign countries.



What factors made it difficult for other presidents to maintain the neutrality policy? Were other presidents interested in maintaining that policy?



To What Extent Did the Presidents After Washington Follow the Foreign Policy Advice From His Farewell Address?

Create an argument with evidence from the chapter to

Chapter 6

How Did the Cultural Diffusion of Westward Expansion Forever Impact America's Identity?

1. How did geography shape the social, political and economic values of those in the West?
2. How might the country have developed differently if gold or other precious metals hadn't been discovered in the West?
3. What did 19th-century federal legislation and military activity reveal about the government's attitude toward westward expansion?
4. What were some of the largest sources of conflict between indigenous people and settlers in the West?
5. If the idea of Manifest Destiny hadn't had the influence of nationalism attached, would the amount of land the U.S. acquired been as significant?



Westward Bound



QUESTIONS TO GUIDE INQUIRY

1. How did geography shape the social, political and economic values of those in the West?
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TERMS, PLACES, PEOPLE

Mountain men

Have you ever had to move? Think about the reasons behind why you had to move. Were you forced to move (pushed) or did something draw you and/or your family to a new location (pulled)? Think about push and pull factors as you read. Highlight the push factors in yellow and the pull factors in blue on your device. At the end of the sections, view your notes and use them on the Check for Understanding.

Americans moving westward in the mid-1800s did so for a variety of reasons.

Stories of rich farmland in the Oregon Territory interested many to sell everything they owned and head out for a new beginning. The flood of immigrants from Europe, along with a higher birth rate, fueled a push west as large-scale farming could help support growth in the East. The US population had grown from more than five million in 1800 to more than twenty-three million by the mid-1800s. Others looked to make it rich in the expanding fur trade and were up for the adventures of trapping. In 1849, the news of gold in California caused a mad dash for wealth. Some were curious about the mysterious West and felt that what lay across the Mississippi River might just be the change they were looking for.

Whatever the reason, an estimated 4,000,000 Americans moved into the new frontier between 1820 and 1850 and in the process shaped a new identity in the American West built on ruggedness, new feelings of freedom, and a spirit of individualism.

Moving West

In the early 1800s, how do you think Americans would have moved West? Many simply walked the 1,000+ miles while others went by wagon train and horseback and boated on rivers along the way. Many of the first travellers took the same path that Lewis and Clark did up the Missouri hoping to make their fortunes trapping beaver in mountain streams. Beaver furs were used to make the fashionable and water-repellant felt hats for European and US consumers. The beaver populations in the East were depleted and mountain men came West to trap and trade beaver skins to make their fortunes in the industry.

Mountain Men

These first mountain men had to compete with Indian trappers who had been trapping and trading with the Spanish, French and British for decades and did so by setting up new trading companies. In 1807, Manuel Lisa, a Spanish merchant, established the first American trading post at Fort Raymond in present day Montana. After

Interactive 6.1 Mountain Men



What did a Mountain Man look like? Sketch a picture of what you think a mountain man would look like. What supplies would they take with them? What would their clothing be made from? Now, compare it to these photos of real mountain men What differences/ similarities do you see from your drawing?



Image source: <https://en.wikipedia.org/wiki/Beaver>

being joined by William Clark, they created the Missouri Fur Company. A few years later in 1811, John Jacob Astor created one of the largest fur trading posts at the mouth of the Columbia River known as Astoria. Americans were making their mark financially on the new frontier.



Image source: <https://upload.wikimedia.org/wikipedia/commons/0/06/JedediahSmithEnglishVersion.png> map of Jedediah Smith's journey's west

Whether battling the frigid cold of crossing icy streams or co-existing and trading with various indigenous tribes allied to the British in the region, mountain men led dangerous lives. One young twenty-three year old named Jedediah Smith found out about the danger of grizzly bears after signing up for a Rocky Mountain trapping expedition. After a disaster with their **keelboats** led to twelve men getting shot and killed by a Lakota tribe, the group, led by pioneer William Ashley, sought a new path to the Rockies over land. This, too, proved dangerous for Smith when he was attacked and nearly mauled to death by a grizzly

bear. His wounds which included broken ribs and most of one ear being torn off, were attended to by a member of his crew: "One of his ears was torn from his head out to the outer rim... I put my needle and stitched it through and through... This gave us a lesson on the character of the grizzly bear which we did not forget."

Other legendary trappers became known throughout the region for their experiences in this new and sometimes confusing landscape. Jim Bridger, a St. Louis blacksmith, joined an Ashley expedition into the Rockies. He became the first white man to see the Great Salt Lake, confusing it as an inlet of the Pacific Ocean. Jim Beckwourth was a former slave who'd been set free in St. Louis and began working as Ashley's servant. Soon, he made a name for himself as a trapper and lived with the Crow Nation for six to eight years. Joseph Meek, the son of a Virginian planter, went West to join his brothers and spent a decade in the mountains. Meek wrote of a time when, needing food, he took the "soles of his moccasins, crisped them in the fire, and [ate] them."

Meek and other mountain men needed help in this new environment and found it among indigenous women who they often married. The wives helped the trappers prepare skins and

gave them connections to the indigenous cultures and tribes in the region.

Mountain men would look forward to the annual summer rendezvous. These meetings, which took place from 1825 to 1840, gave the men a chance to meet up, socialize and trade with one another and other Indian traders. The men spent their earnings from sold pelts on goods from St. Louis at inflated prices. For

instance, tobacco cost only a few cents a pound in St. Louis but was worth more than four dollars, the cost of a pound of beaver fur. By the end of the rendezvous, the men were often broke and headed back out to continue their search for adventure and wealth. By 1840, most mountain men had left due to both changes in supply (the beaver disappeared) and demand (fashion trends in the eastern region of the country had changed).

These brave men had begun to tame the West; future US expansion would soon follow.

Interactive 6.2 Mountain Men Diaries



Review the diaries, narratives and letters from early mountain men at [this link](#). Read through a few and ask yourself: Would you choose to live this lifestyle of possible wealth and adventure yet great risk and danger? Use primary source quotes to justify your decision:

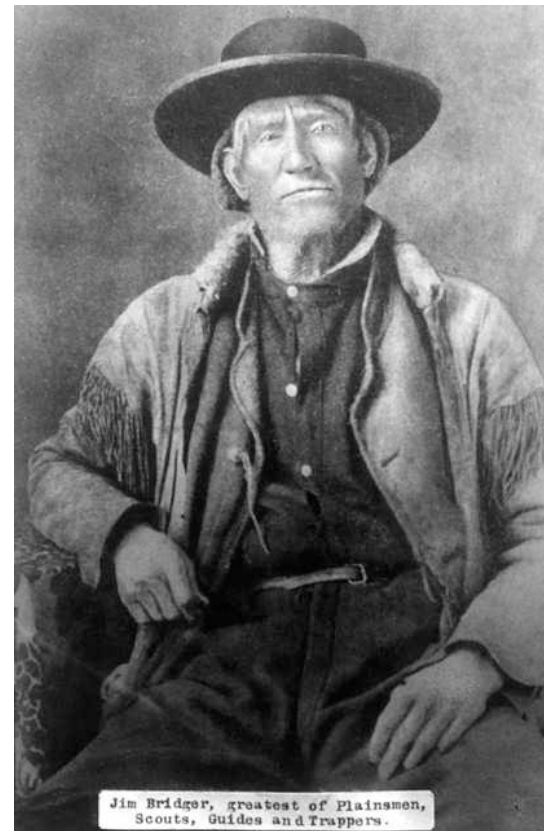


Image source: https://en.wikipedia.org/wiki/Jim_Bridger#/media/File:Jim_Bridger.jpg

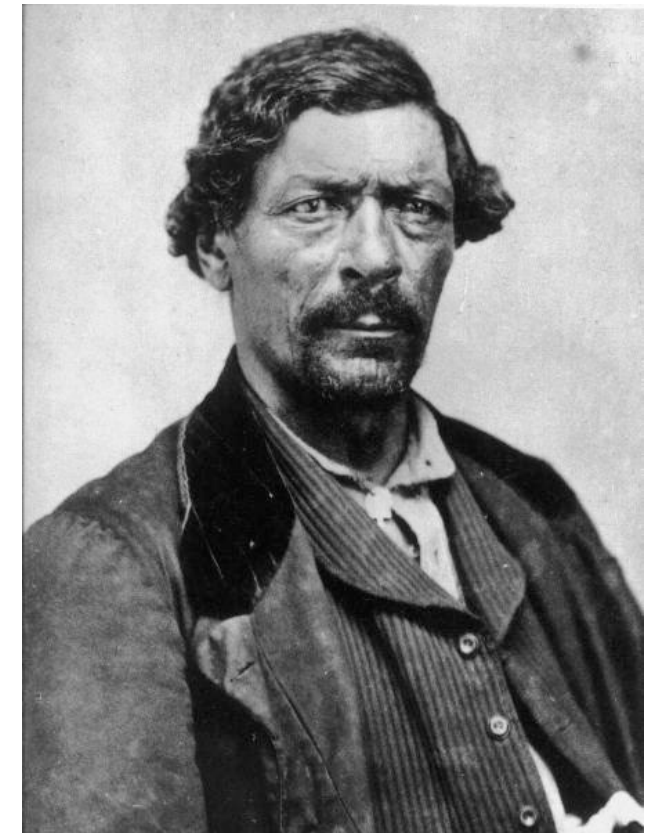


Image source: https://en.wikipedia.org/wiki/James_Beckwourth#/media/File:James_Beckwourth.jpg



Check for Understanding: How did the mountain men of the 1800s deal with their new environment? What economic factors pushed the mountain men West and eventually caused them to depart?

Activity: As you read through the next few sections on the trails settlers took west, think about the route these trails would have taken from Independence, Missouri. On this map, trace where you think the Oregon, Santa Fe, Mormon and California Trails might be. Click the button to overlay a physical map showing natural features. How might your route need to change? What other factors might change the trail routes that are not shown on the map?



Section 2

The Oregon Trail

QUESTIONS TO GUIDE INQUIRY

1. How did geography shape the social, political and economic values of those in the West?
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TERMS, PLACES, PEOPLE

The Oregon Trail

Oregon Country

When John Jacob Astor formed Astoria, it became one of the first settlements in what became known as Oregon Country--a portion of the same area Lewis and Clark had explored a few years earlier. The region was occupied by indigenous tribes along with British, Spanish and Russian settlements. Seeing the economic value of the land and its resources, the United States negotiated treaties to secure the area from the Russians and the Spanish, agreeing to share the territory and its wealth with the British. Eventually, a treaty in 1846 would divide the territory at the 49th parallel. But in the



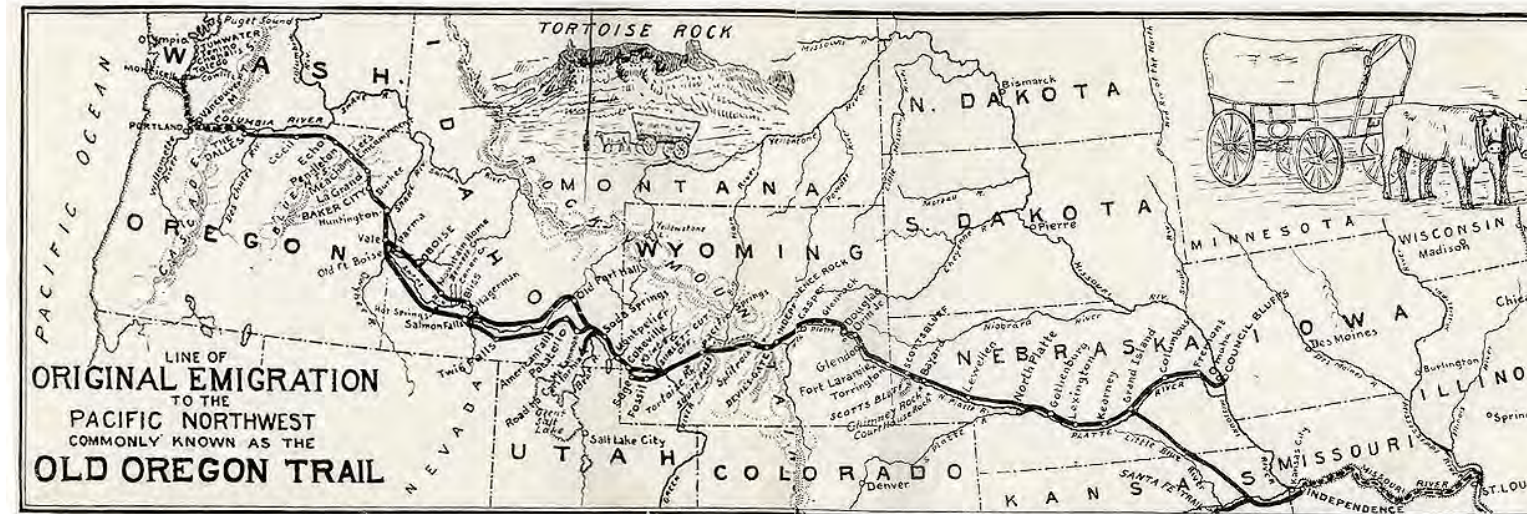
The German born immigrant came to America after the Revolutionary War and developed a lucrative fur trade business and eventually became the first multi-millionaire in the United States

1840s, as mountain men left the region, a new type of traveller would move into Oregon Country in search of rich farmland in a warm climate and new beginnings.



Map of Region: https://upload.wikimedia.org/wikipedia/commons/0/09/Oregon_boundary_dispute_map.PNG

What does the 54-40 Line represent on the map? What is significant about the location and path of the Oregon Trail?



The Oregon Trail

The path that they would take would come to be known as the Oregon Trail--a 2,000 mile path from Independence, Missouri into Oregon country. The trip for these settlers-- pioneer families who had sold their possessions and purchased wagons and animals to pull supplies for the six month trek, would be challenging. The rutted trail would follow the Platte and Sweetwater Rivers over the Plains, into the Rockies, through the South Pass and then down into the Willamette Valley. The trail would expand to ten miles in some places while in others it was a wagon width.

Family groups would form wagon trains and head out together in the spring, crossing over the Missouri River, as Henry Sager did with his six children and wife in 1844. Together, their party totalled 72 wagon and 323 people, seemingly ready for the harrowing trek. Their journey would be one first of tragedy and then new, hopeful beginnings.



Image source: https://upload.wikimedia.org/wikipedia/commons/9/94/Alfred_Jacob_Miller_-_Prairie_Scene_-_Mirage_-_Walters_371940149.jpg

Just over a month into their trip, after navigating muddy trails and flooded rivers, Naomi Sager, Henry's wife, gave birth to a new baby. After losing the group leader to a disagreement, the wagon train would move on leaderless, but still hopeful. Upon attempting to cross the South Platte River, Henry lost control of the oxen and one of his daughter's had her leg broken by the wagon wheel. But disaster was only just beginning. Sickness, common for families on the trail, spread across the group and

eventually killed Henry Sager and Naomi succumbed to fever later on. A family that had lost their own children adopted the seven children and finished the trek to Oregon-- a new family forged together in tragedy and renewal.

Strategy: Use this link from the Library of Congress to read excerpts from the autobiography of J. Henry Brown who set off West with his parents and grandparents on the Oregon Trail.

Interactive 6.4 J. Henry Brown



Answer the questions below after reading this document from the Library of Congress



As you read the journals in the widget above answer the following questions: What factors were given as the reasons to head West to Oregon?

What environmental obstacles did Brown his his group face?

What supplies did they bring that they disposed of along the way--why?

The New Economy of the West

To make the journey as the Sager's had, families needed many supplies. Oxen were the animal of choice and covered wagons were the vehicle most used to haul the cargo. Everyone walked to leave space for the dry goods, household items and wagon replacement parts needed. Families that brought too much from back home often discarded belongings along the trail. Animals, such as goats and cattle, walked along side too and were used as a food supply. Pioneers carried guns for hunting game such as buffalo and deer.

Interactive 6.5 Trail Supplies



Activity: Use this link of a supply list to investigate what items you would have needed on the Oregon Trail. Justify what items you are bringing and why. How does the geography of the west impact your economic decisions?

Interactive 6.6 \$650 to Spend



Strategy: Imagine that you only had \$650 for your family of four. Use this price list and determine what you would purchase to bring with you. Justify what you would buy and what you would not and the reasons why.

Along the way, businesses sprang up to meet the new needs of settlers. Blacksmiths fixed broken wagons and horses, mules and oxen were given shoes. Outfitters and hardware stores allowed families to resupply. Early on, guides were available to help lead settlers west, but as the trail became more worn, bridges were built and ferries arrived to take wagon across deep rivers, their demand decreased. Forts like Laramie, Bridger Hall and Walla Walla served the settlers, too.

The vast majority (some 90%) of settlers made it into the Willamette Valley and began staking claims to lands in Oregon Country, many near modern day Portland (named after the eastern city of the same name in Maine). From the first expedition that brought thirteen settlers to Oregon in 1840, the area grew to reach 5,000 settlers by 1845.



Check for Understanding: What drew settlers West on the Oregon Trail? What pushed them West? What hardships did they encounter?



QUESTIONS TO GUIDE INQUIRY

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TERMS, PLACES, PEOPLE

The Santa Fe Trail

Mormons



Image Source: https://upload.wikimedia.org/wikipedia/commons/9/98/Map_of_Santa_Fe_Trail-NPS.jpg

The Santa Fe Trail

The trail that started in Independence didn't only lead to Oregon: two other major trails emerged for those who wanted a different destination. The ancient trading route used by indigenous people that ended in the settlement of Santa Fe in

Mexico was popular among American traders looking to make huge profits from Mexican traders. The Santa Fe Trail was a 1,200 mile trail that took two months to traverse in hot, dangerous conditions in a mountainous desert environment.

After Mexico became independent of Spain in 1820, Missouri traders began taking the treacherous trail to Santa Fe. Due to a financial depression in Missouri and the inability to sell products locally, William Becknell first blazed the Trail for America in 1821. He encountered rockslides, rainstorms and flash floods as his team made their way through the Cimarron Desert, barely avoiding dying of dehydration. The Comanche in the area demanded payment for passage and would harass travellers. His risks paid off. Becknell and other traders eventually received protection against the Comanche in the form of US troops. They returned with high profits in precious gold and silver among other goods.

Interactive 6.7 The Santa Fe Trail Diaries



Activity: Read through the excerpts of two diary entries from wives travelling with their husbands on the Santa Fe Trail. What similarities do you read in both of the excerpts? What does this tell you about challenges and obstacles they faced?

Mormons Seek a New Home

America's history is filled with groups seeking new land and opportunities to grow communities where religious freedom was possible. The New England Puritans of the Massachusetts Bay Colony was one of the original religious groups from England that set out to accomplish this goal. Similarly, a group of Christians in the early 1800s set out to find new land and opportunity in the growing American West.

Sites Along the Mormon Trail



Image source: https://en.wikipedia.org/wiki/Mormon_Trail#/media/File:Mormon_Trail_3.png



Image source: https://en.wikipedia.org/wiki/Joseph_Smith#/media/File:Joseph_Smith,_Jr._portrait_owned_by_Joseph_Smith_III.jpg

Smith was to be the prophet, a teacher of the word of God, of a new church. Smith published the Book of Mormon and set out to grow his church.

Over time, Smith moved his growing congregation of several hundred people west, first to Ohio, then to Missouri. At each stop, Smith and the Mormons encountered resistance to their beliefs and practices. Mobs attacked the church in Ohio and the governor of Missouri ordered the Mormons to leave his state or

Joseph Smith, a New Yorker who'd grown up on his father's farm, founded a new church in 1830 that would become known as the Church of Jesus Christ of Latter-day Saints, or the Mormons. Smith indicated that golden plates he dug up near Manchester, NY in 1827 held God's true word. According to Smith, his translations of the plates revealed that the Indigenous people of America were the lost tribes of Israel and that

be killed. Smith turned the group back to Illinois and continued to grow his church there. Communities in Illinois grew concerned with Smith and his practice of polygamy, or marriage to more than one spouse. He was arrested in 1844 and was killed by a mob.

Brigham Young took over leadership of the church after Smith's murder and set his sights on movement West and, specifically, the Great Salt Lake Valley where the group could hopefully settle in peace. They set off from Nauvoo, Illinois in 1846 along a route now known as the Mormon Trail. They arrived in July of 1847 and eventually prospered in the Utah reaching 40,000 members by 1860. Today there are more than six million Mormons in the United States and more than fifteen million globally.

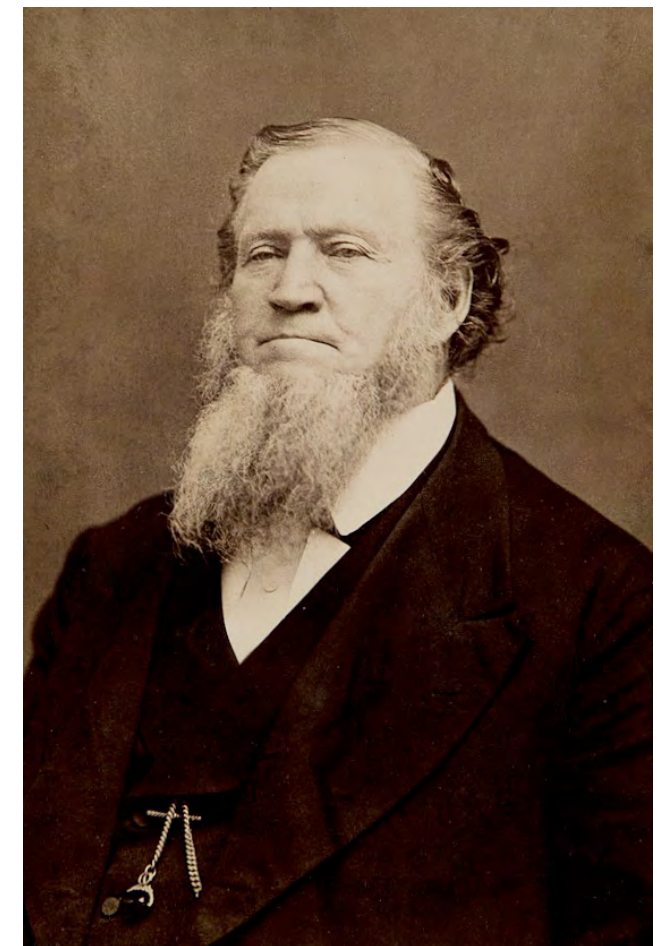


Image source: https://en.wikipedia.org/wiki/Brigham_Young#/media/File:Brigham_Young.jpg

Interactive 6.8 Latter Day Saints



Learn more about the Church of Jesus Christ of Latter-Day Saints here: <https://www.lds.org/>



Check for Understanding: What obstacles did the Mormons face during their early years and movement West? How might challenges and hardships affect a group's future?

The Gold Rush

QUESTIONS TO GUIDE INQUIRY

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Image: https://en.wikipedia.org/wiki/California_Gold_Rush#/media/File:California_Clipper_500.jpg

In the early years of the California Gold Rush, some took ships from the East like the clippers shown in this advertisement. What route would the ship have taken from the East coast to San Francisco?

The California Trail

The discovery of gold by James Marshall in January of 1848 would ignite the famous Gold Rush of 1849 that would bring a flood of new settlers west in search for riches and wealth that some would find but many would not. The larger impact of the Gold Rush lay in the population boom it gave to California and the economic impact that population would have on the West and America.



Image source: <http://cdn.loc.gov/service/pnp/pga/03500/03551v.jpg> Sutter's Mill in 1847.

Prior to the Mexican-American War (1846 - 1848), most of California was made up of indigenous people and Mexicans. Americans who made it to California were mainly traders who'd arrived via the California Trail, the southern route of the Oregon Trail that split off at the Snake River in present-day Idaho. Like traders on the Santa Fe Trail, they traded for gold and silver coins and animal hides with Mexican traders. John Sutter had been given permission by the Mexican government to start a colony in California in 1839. Sutter's Fort was built along the Sacramento River and it became a popular stop for traders and settlers coming west. It was just 100 miles from Sutter's Fort, high in the Sierra Nevada Mountains that a settler group, faced with unimaginable challenges, would go down in history for the decisions they made.

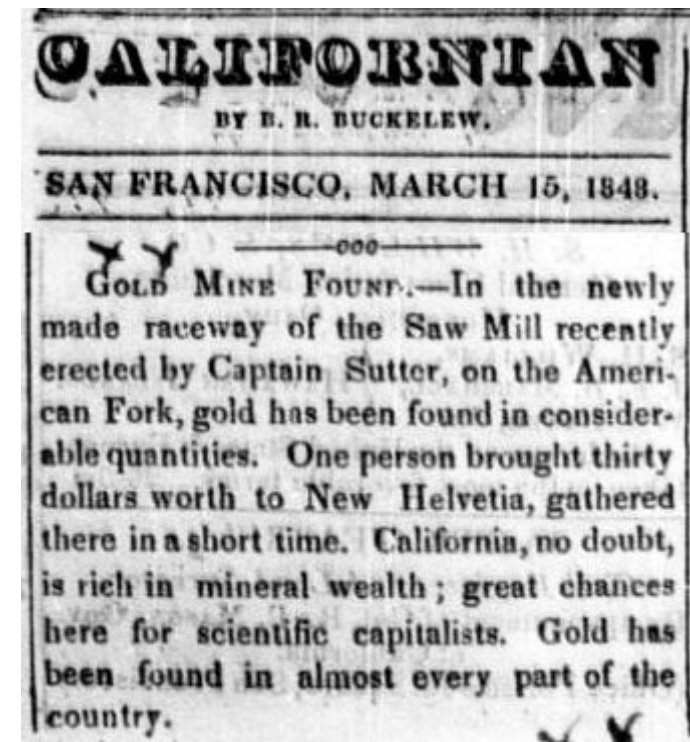


Image: News article on Gold discovery at Sutter's Fort https://en.wikipedia.org/wiki/California_Gold_Rush#/media/File:CalifornianNewspaperGoldFoundMarch15-1848.jpg

The Donner party, a group of settlers seeking fortune, land and a new beginning in California, became stranded in the Sierra Nevada Mountains in an enormous snowstorm in the spring of 1846, hoping to cross the mountains before the heavy winter snows. Attempting a shortcut indicated on an inaccurate trail guide, the group of eighty-seven travelers became trapped in approximately six feet of snow without food after eating all their food supplies. The ultimate horrors of the expedition were retold by Patrick Breen in one of his journal entries: "... The Donners [sic] told the California folks that they commence to eat the dead people 4 days ago, if they did not succeed that day or the next in finding their cattle then under ten or twelve feet of snow..." — February 26, 1847. Forty-five or so people including Breen, his wife and all seven of their children were rescued that February. The story of survival and terrible suffering did not deter future travelers but did educate them on the dangers of leaving too late in the season and taking unknown shortcuts.

Thurs. 25th {froze hard last night fine & sunny to day wine & Mr. Murphy says the wolves are about to dig up the dead bodies at her. Shanty, the nights are too cold to watch them, we hear them howl.

Frid 26th {froze hard last night to day - clear & warm Wind S.E. blowing briskly. Marthas ^{saw} swelled with the toothache, hungry times in camp, plenty ^{hidden} but the folks will not eat them we eat them with a tolerable good appetite, thanks be to Almighty God. A Man Mr. Murphy said here yesterday that thought she would commence on Mill & eat him. I don't that she has done so yet, it is distressing. The Donners told the California folks that they commence to eat the dead people 4 days ago, if they did not succeed that day or next in finding their cattle then under ten or twelve feet of snow & did not know the spot or near it. I suppose they have done so.

<https://upload.wikimedia.org/wikipedia/commons/9/9d/PatrickBreenDiaryPage28.jpg>

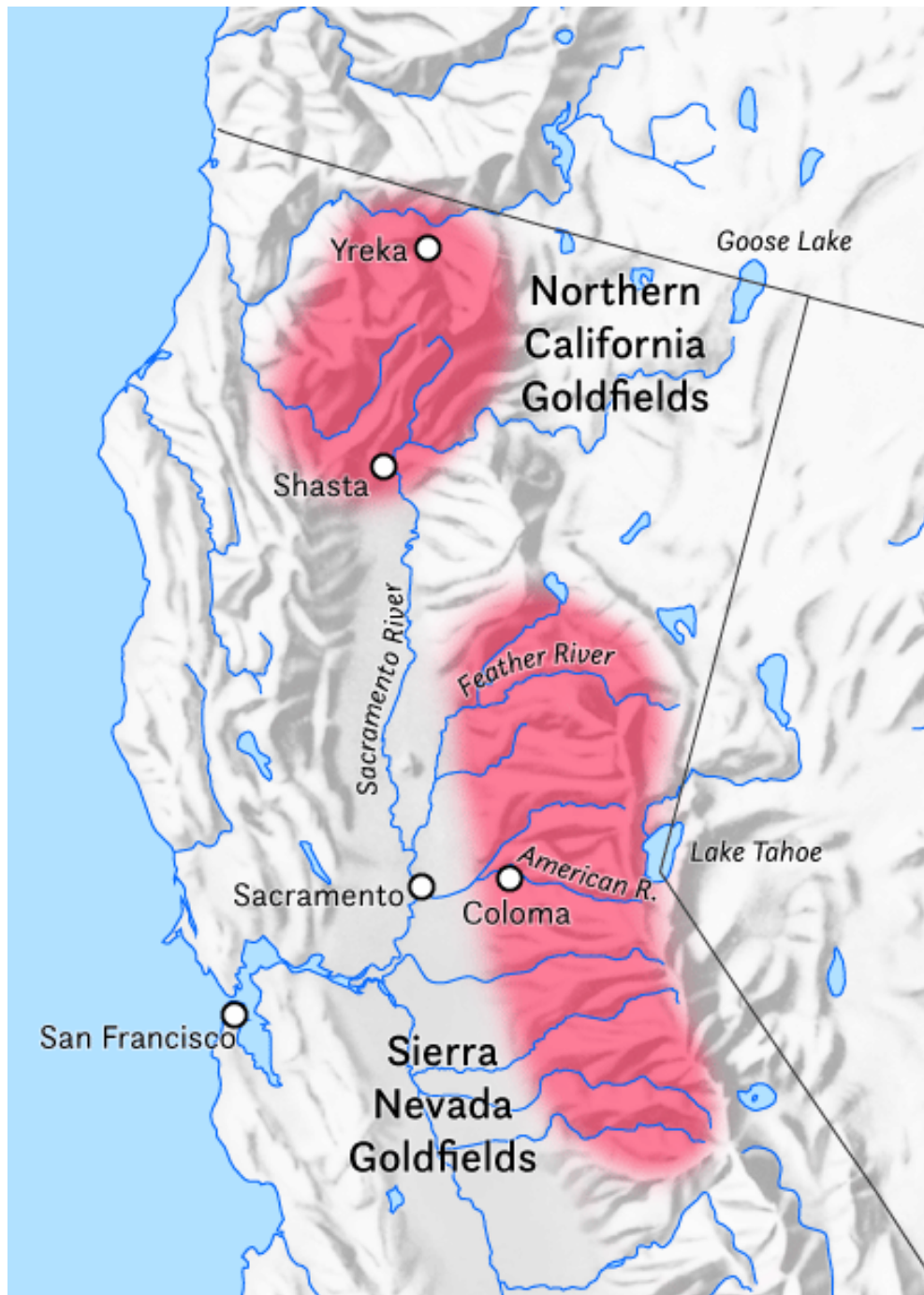
Excerpt from the Breen diary indicating that lengths that people went to for survival in an harsh, unyielding environment.



Map Reading Strategy: Review this image of the Donner party's route and the Hastings Cutoff they took. https://en.wikipedia.org/wiki/Donner_Party#/media/File:Donner_route_map.png



Using the map, explain why this cutoff was ultimately a poor decision for the party.



Map: <https://upload.wikimedia.org/wikipedia/commons/3/33/CaliforniaGoldRush.png>
 (Credit: Hans van der Maarel) This map shows the locations of the California Gold fields.

Forty-Niners Catch the Fever

After the Mexican-American War, the United States gained control of California and settlement began to increase slowly at first then boomed after the gold discovery leaked from Sutter's Mill. In the first year, 1849, around 80,000 prospectors came from the East and made it to California to search for gold. These travellers took on the name forty-niners. How do you think forty-niners traveled West? There were two primary ways and both took around six months. One, shown in the advertisement at the beginning of the section was by ship around the southern tip of South America. Sickness, boredom, high cost and bug-infested food made many prefer the second option: the California-Oregon Trail. The overland route was also dangerous, as indicated previously, which spurred the creation of the Panama Railway in 1850 across the isthmus of Panama that took months off the journey.

If you were moving for the rest of your life, how long would you plan for the trip? What preparations would you make for your arrival? How long would it take you to pack? Gold rush settlers often dropped everything and headed West as fast as they could without much planning or regard for the land they owned. Luzena Wilson, a settler living with her husband and two small children in Missouri captured the "gold fever" in a journal entry: "The gold excitement spread like wildfire, even out to our log cabin in the prairie, and as we had almost nothing to lose, and we might gain a fortune, we early caught the fever... It was the work of but a few

days to collect our forces for the march into the new country, and we never gave a thought to selling our section, but left it, with two years' labor, for the next comer. Monday we were to be off."

Mining Life

What would you bring with you to mine gold? Some settlers were not really sure, as this cartoon illustrates.

According to this cartoon, what supplies did an settler seeking riches in gold bring with him? Which items would be useless in California?



Image of Gold Hunter: <http://www.loc.gov/pictures/resource/cph.3a04669/>

Most settlers arrived with their belongings in San Francisco and purchased supplies which skyrocketed in price as the gold rush continued. Pickaxes, shovels and pans were the most common

tools. Few had experience mining anything, but after "staking a claim" to an area of land, many would find an old stream and pan for gold by washing gold nuggets out of the small stones, called placer mining. Other methods included using "sluice boxes" or "long toms" for larger mining operations and some companies would dig shafts into the ground along streams and attempt to reach "pay dirt" by finding a rich gold vein.

Interactive 6.9 Gold Mining Tools



Activity: Gold Mining Tools. What was each item used for in the gold mining process? Which do you feel would have been the most valuable?



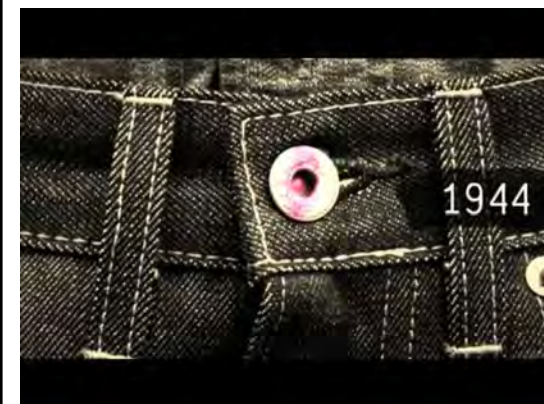
Image of Miners in Gold Field: <http://www.loc.gov/pictures/resource/ds.04487/> What do you see in the environment around these miners? What challenges does it present?

Miners were mostly young, unmarried men, although the small number of women and children that came made money in the services they provided for the miners such as cooking, running of boarding houses and washing clothing. Early miners were able to snatch up the easily accessible gold and were making, in six months, what would have taken them six years to make back in the east. More of the wealth from the Gold Rush was made by individuals who set up businesses to profit from the miners.

Gold Rush Immigrants

Immigrant miners were flooding into the region from around the world, especially from Mexico and China, as news spread in 1849. The Chinese had been drawn to California for the wealth and had faced economic hardships and famine in China. Foreign workers, especially the Chinese, faced racism, violent attacks, additional taxes and discriminatory laws aimed at pushing them out of the region. Most immigrant miners and Americans intended to get rich quick and then head home, but many stayed and made a new life in California. Levi Strauss, a German immigrant, began selling denim overalls in San Francisco in 1853 and turned it into a successful company.

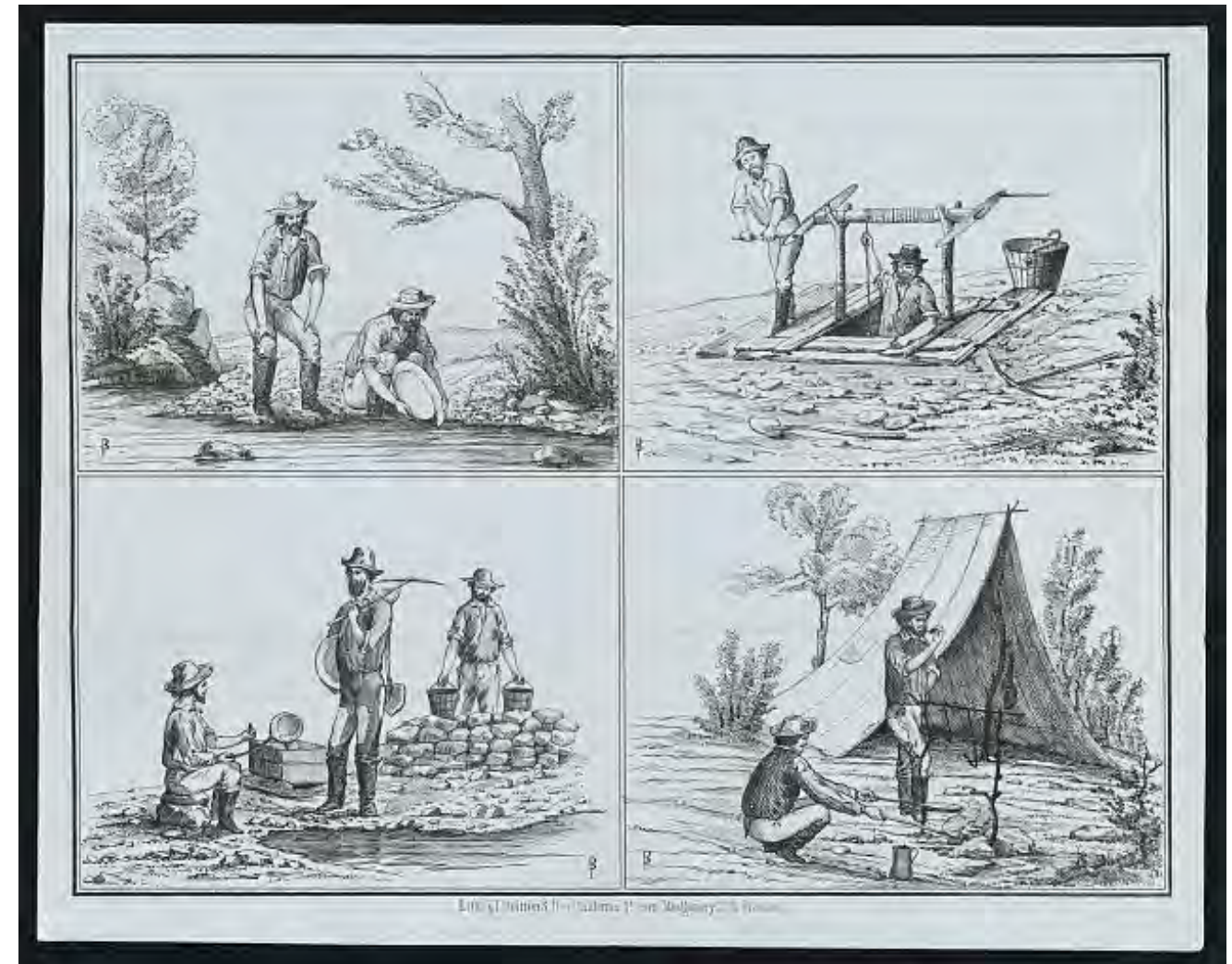
Interactive 6.10 The Story of Levi's Jeans



Learn more about the story behind Levi's jeans [here](#).



Cartoon: <http://www.loc.gov/pictures/resource/cph.3a48137/> The “Used-Up Man” tells another story about the life of gold miners in California. What story do the man’s clothing and the song (sung to the tune of “Oh Susannah!”) tell?



Cartoon: <http://www.loc.gov/pictures/resource/ppmsca.32195/> This cartoon shows four main activities that miners were involved with in California: Miners panning for gold, entering a mine shaft, miners with equipment, and miners cooking at camp. Create a journal entry that ties the images together and describes the day.

Effects of the Gold Rush

Images Strategy: Study the two images of San Francisco, one in 1846 and the other in 1850-51. What differences are evident? How did the California Gold Rush contribute to this change?



San Francisco 1846: <http://www.zpub.com/sf/history/sfh-2.jpg>



San Fransisco 1850-51: https://en.wikipedia.org/wiki/California_Gold_Rush#/media/File:SanFranciscoharbor1851c_sharp.jpg

The effects of the Gold Rush on California can be seen in the state's population boom and economic growth that were both immediate and long-lasting. For instance, San Francisco's population grew from 1,000 in 1848 to more than 20,000 by 1850.

In that same year, with its population likely exceeding 100,000, California sent representatives to Congress to apply for statehood and received it with the passage of the Compromise of 1850, just two years after the United States took control of the territory.

The Compromise would again put the issue of slavery back in the hands of lawmakers where they would find only a temporary solution. Economically, wealth from the Gold Rush was eventually replaced with an agricultural boom as settlers began to farm crops and operate ranches.

Unfortunately for the indigenous peoples, the arrival of so many new Americans had long-lasting negative impacts on their populations in the region. Persecution of the California's indigenous peoples was widespread, took many forms and was devastating to groups that had lived in the region for more than 14,000 years. The population, estimated at 150,000 in 1845, was less than 30,000 by 1870. American settlers formed groups to hunt down and kill communities of indigenous peoples, seeing them as impeding their mining operations. Pollution from mining camps seeped into river streams, killing fish and destroying habitats that the traditional hunter-gatherer indigenous communities depended on for survival. The farming boom that came after the gold rush took further hunting lands away. New

diseases brought by settlers like smallpox killed up to 80 - 90% of populations by some estimates. California laws allowed the capture and bondage of indigenous peoples who were often put to work in the mining industry creating, in essence, a system of enslavement of indigenous peoples. As you'll read in the next section the systematic persecution and removal of indigenous peoples in California had roots decades earlier in the southeast region of the United States.



Check for Understanding: What were the costs of western expansion on indigenous peoples?

Interactive 6.11 Push Pull

Western Settlers	Push: What forced the group West?	Pull: What attracted the group West?
Mountain men	Men in search of better jobs	Adventure & beaver trapping and trading
Oregon Settlers	Families needed more farmland & economic opportunity	Rich farmland and moist climate & a new beginning
Santa Fe Traders	Financial depression and a weak American market for goods	High profits trading for silver and gold
Mormons	Religious persecution	Open, free land in the West in the Great Salt Lake Valley
Gold Rush Miners	Mostly young men in need of better economic opportunity	Adventure and the chance to strike it rich quickly and return home
Chinese Immigrants	Famine and economic hardship	The chance for quick wealth overseas to be brought back home

Test your knowledge of push/pull factors in this interactive widget

Interactive 6.12 Primary Source Explorer

Match the pioneer to the quote

Development of American Culture

QUESTIONS TO GUIDE INQUIRY

1. How did geography shape the social, political and economic values of those in the West?
2. How might the country have developed differently if gold or other precious metals hadn't been discovered in the West?
3. What did 19th-century federal legislation and military activity reveal about the government's attitude toward westward expansion?
4. What were some of the largest sources of conflict between indigenous people and settlers in the West?
5. If the idea of Manifest Destiny hadn't had the influence of nationalism attached, would the amount of land the U.S. acquired been as significant?

TERMS, PLACES, PEOPLE

The Hudson River School

Prior to the beginning of westward expansion, of the cultural ideas that influenced Americans came from Great Britain and Europe. As American politics and the economy were shaped by settlement of the West, a new national culture began to develop. Writers and artists were inspired by American history as well as the exciting and adventurous western American landscape.

American Writers

Similar to cultures throughout the world, Americans expressed their thoughts and feelings through literature. The settling of the western frontier was probably the largest factor responsible for the birth of a new genre of American writing. This movement profoundly affected the American character-it encouraged individual initiative; it made for political and economic democracy; it roughened manners; it broke down conservatism; it bred a spirit of local self-determination coupled with respect for national authority.

Perhaps one of the best known new writers of the time was James Fenimore Cooper. While his first books weren't extremely successful, the publishing of his 1823 book, *The Pioneers*, the first of five novels featuring the heroic character Natty Bumppo, changed his popularity immensely. In addition to the subject matter of rugged frontier life of which Cooper wrote, he also popularized a specific genre of writing known as historical fiction. Other authors of historical fiction

included women. Catharine Maria Sedgwick and Susan Shelby Magoffin and Mollie Dorsey Sanford were just a few who wrote about life on the frontier for pioneer women.

Art, Religion, and Music

Literature about life in the West inspired significant changes in other forms of expression. Art was one of those forms. Prior to the movement of thousands across the western frontier, most artists' work consisted of the painting of portraits. Now artists began to paint landscapes that showed the beauty of the land as well as its history. By the 1830s the **Hudson River School** had emerged creating paintings that reflected national pride and an appreciation of the American landscape.

Changes in religion were substantial during this time as well.

Through the mid 1800s, several waves of religious revivalism swept the U.S. with the purpose of reawakening religious faith, thus giving birth to spirituals--folk hymns that called out Biblical text. Additionally, popular folk music also reflected unique views of the growing nation.

Architecture and Education

Creative ingenuity even extended to the way buildings were designed. Prior to westward expansion American architecture reflected styles used in ancient Greece and Rome; after all, many American core democratic ideas and values were derived from

those two civilizations. Growing American cities soon had distinctive styles.

Progress in education emerged as well. Eventually, the idea of state-funded public schools gathered support. Boards of education were created and the number of public schools began to grow. You will learn more about public schools in particular in Chapter 8.



Section 6

The Indian Removal Act

QUESTIONS TO GUIDE INQUIRY

1. How did geography shape the social, political and economic values of those in the West?
2. How might the country have developed differently if gold or other precious metals hadn't been discovered in the West?
3. What did 19th-century federal legislation and military activity reveal about the government's attitude toward westward expansion?
4. What were some of the largest sources of conflict between indigenous people and settlers in the West?
5. If the idea of Manifest Destiny hadn't had the influence of nationalism attached, would the amount of land the U.S. acquired been as significant?

TERMS, PLACES, PEOPLE

The Indian Removal Act

By 1830, the notions of expansion had long been set in motion as American farmers in the south sought new farm land for an expanding population in the region. For decades, Americans in the south had lived side-by-side with indigenous nations in both peace and conflict. US Presidents sought to find solutions that benefited both Americans and, in their minds, the indigenous populations. The issue of land use and property rights for indigenous people would reach its tragic culmination for many tribes in the United States with the election of Andrew Jackson, a famed Indian fighter and southerner, to the Presidency in 1828.

Washington and Indian Nations

From the very beginning of the United States government under the Constitution, Presidents were instrumental in establishing the policies that would guide the nation's relationship with tribal nations. George Washington had long felt that Indian tribes would eventually assimilate into the more dominant American culture expanding around them. To help the tribes, they would be given tools for farming to transition their ways from hunting (Which Americans at the time called "savagery" in treaties) to agriculture (which Americans at the time called "civilization"). In a 1796 letter to the Cherokee nation, Washington stated the key to their survival would be to build houses, grow crops on large farms and raise animals. They should give up hunting which couldn't be relied on to feed their

people. And if they did so, the future US government would enforce the treaties and laws for “the preservation of peace, for the protection of your lands, for the security of your persons, for your improvement in the arts of living, & to promote your general welfare.” These promises to the Cherokee would not be kept.

Interactive 6.13

Washington’s Letter to Cherokee Nation



Click here to view the full letter.

of lands and set to establish treaties with tribes that were to last forever. Even after early treaties were put into place, white encroachment onto tribal lands caused Seneca leaders to complain to Washington saying 1790, “does this promise bind you?” Washington replied that “...all the lands secured to you, by the treaty of fort [sic] Stanwix, excepting such parts as you may since have fairly sold, are yours, and that only your own acts can convey them away.” Washington’s firm stance to federally protect indigenous lands would be challenged by future US leaders.



Image: <https://en.wikipedia.org/wiki/Cornplanter#/media/File:Cornplanter.jpg>

As President, Washington placed indigenous affairs under the direction of the executive branch, choosing to view tribes as foreign nations, not citizens of a state. This policy would set the stage for future conflict between rights of the states and the federal government that continue to this day. His administration set forth policies that looked to recognize tribal ownership



Check for Understanding: What was President Washington’s stance on protecting the rights of indigenous peoples like the Seneca?

Jefferson and Assimilation

After the Federalists departed from the Presidency, Thomas Jefferson took on the Indian nation issues by continuing to pursue treaties that would tie indigenous groups to the United States government, keeping them from allying with European powers. Jefferson also wanted to gain land for the United States through these treaties and establish trading relationships. He also set out to continue the “civilization” program that Washington had also suggested. By connecting tribes to the US through trade and treaties, Jefferson felt that American commercial influences would gradually change tribal economic ways of life away from hunting to farming. This, in turn, would give Americans more access to land to farm.

Jefferson’s policy was not to force indigenous people to give up lands but his plan still sought to exploit their assimilation into American culture. In order to move his civilization program forward more rapidly as the US looked to expand West in the early 1800s, he pushed indigenous groups into buying US goods on credit. The indigenous groups would then need to pay off their debts which they would be encouraged to do through the sale of lands to the United States. The benefits were twofold for Jefferson: Tribes would “civilize” while whites gained more land. Some tribes did accept Jefferson’s plan and became known as the “Five Civilized Tribes,” the Cherokee, Chickasaw, Choctaw, Creek (Muscogee), and Seminole. These southern nations invested heavily in farming, built towns and even held slaves. One nation in particular, the Cherokee, actively made changes to their

economic system, political structure and culture in the hopes of preventing conflict.



CHEROKEE



CHOCTAW



MUSCOGEE
(CREEK)



CHICKASAW



SEMINOLE

Image: <https://upload.wikimedia.org/wikipedia/commons/f/f6/Five-Civilized-Tribes-Portraits.png> Investigate the portraits. Do you see any evidence of the ways tribes adopted to white culture?

Early Resistance to Assimilation

Others, like the Shawnee war-leader Tecumseh, lead groups in resistance prior to the War of 1812. In a confidential letter to Congress in early 1803 as Jefferson set his eyes on an exploration west in what would soon become the Louisiana Purchase, he reflected on his plan for the indigenous people in the east: “In leading them to agriculture, to manufactures, and civilization; in bringing together their and our settlements, and in preparing them ultimately to participate in the benefits of our governments, I trust and believe we are acting for their greatest good.” Jefferson’s vision reflected what Washington before him and Presidents after him would feel--that the United States alone was suited to determine what was best for the indigenous people living in the United States. Two decades after Jefferson’s Presidency, a new President would emerge that would make a final decision for the indigenous peoples east of the Mississippi that would result in the death of thousands, relocation of 60,000 and the destruction of centuries of indigenous history and culture.

Interactive 6.14 The Cherokee Nation Adapts



Review the following documents--what evidence is there that the Cherokee nation adopted the culture of white people? Under each document, note the evidence found that helps support this Cherokee change.

Andrew Jackson And The Indian Removal Act

The emergence of Andrew Jackson and his new political party, the Democrats, had a profound influence on the political and cultural landscape of America through the 1820s and up to his election in 1828 and beyond. This new period often called Jacksonian Democracy is addressed in more detail in the “Northern Industry Booms” chapter next.

In his final address to Congress in 1825, James Monroe stated that “the removal of the tribes from the territory which they now inhabit . . . would not only shield them from impending ruin, but promote their welfare and happiness. Experience has clearly demonstrated that in their present state it is impossible to incorporate them in such masses, in any form whatever, into our system.” Seemingly, President Monroe had now abandoned the idea that assimilation was a viable alternative for indigenous peoples. President Jackson took up this new policy framed by Monroe and escalated it quickly.

Jackson, along with southern leaders, wanted to open up more land to farming settlement in the East. Decades of treaties and agreements between the US and several Indian nations came crashing down with the passage of the Indian Removal Act of 1830. Jackson’s pressure he put on Congress was enough to get the controversial bill through by slim margins in the Senate (28 to 19) and in the House of Representatives (101 to 97). The Act would authorize the President to remove the indigenous people

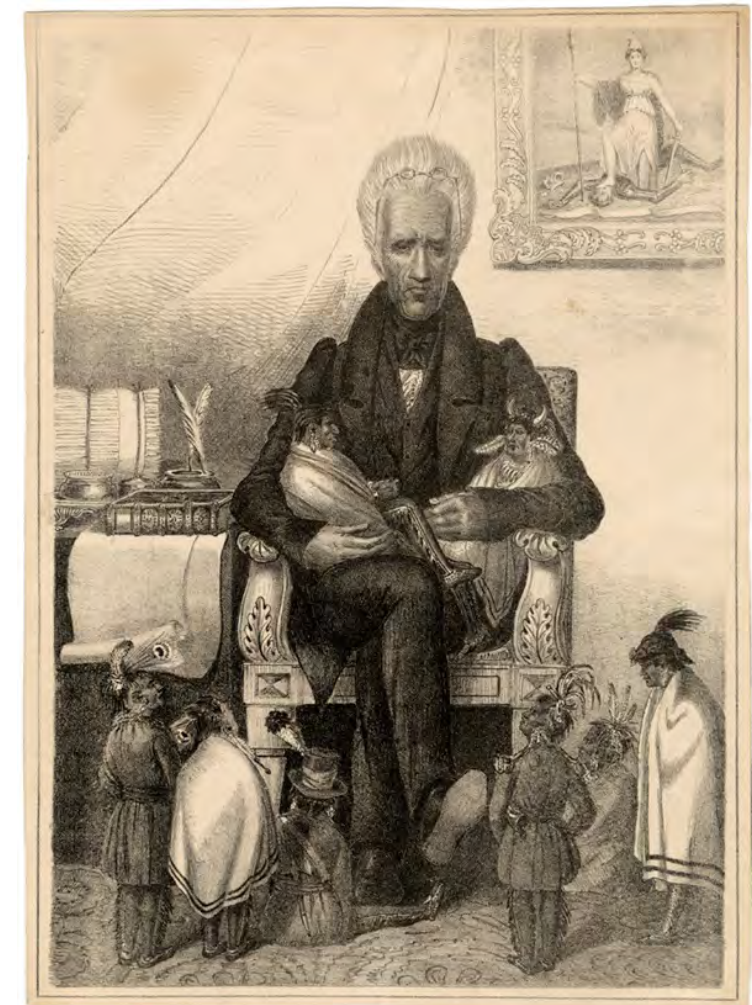
living east of the Mississippi River to lands in the West. Congress created the Indian Territory in what is today Oklahoma as the land that would become the new home to a variety of culturally unique and independent nations that had never set foot on that land.



Image: Indian Territory Map (loc.gov) <https://www.loc.gov/resource/g4021e.ct000226/> After its passage Jackson wanted to get the removal accomplished quickly and saw the removal of tribes as beneficial to both parties as noted in his message to Congress in 1830:

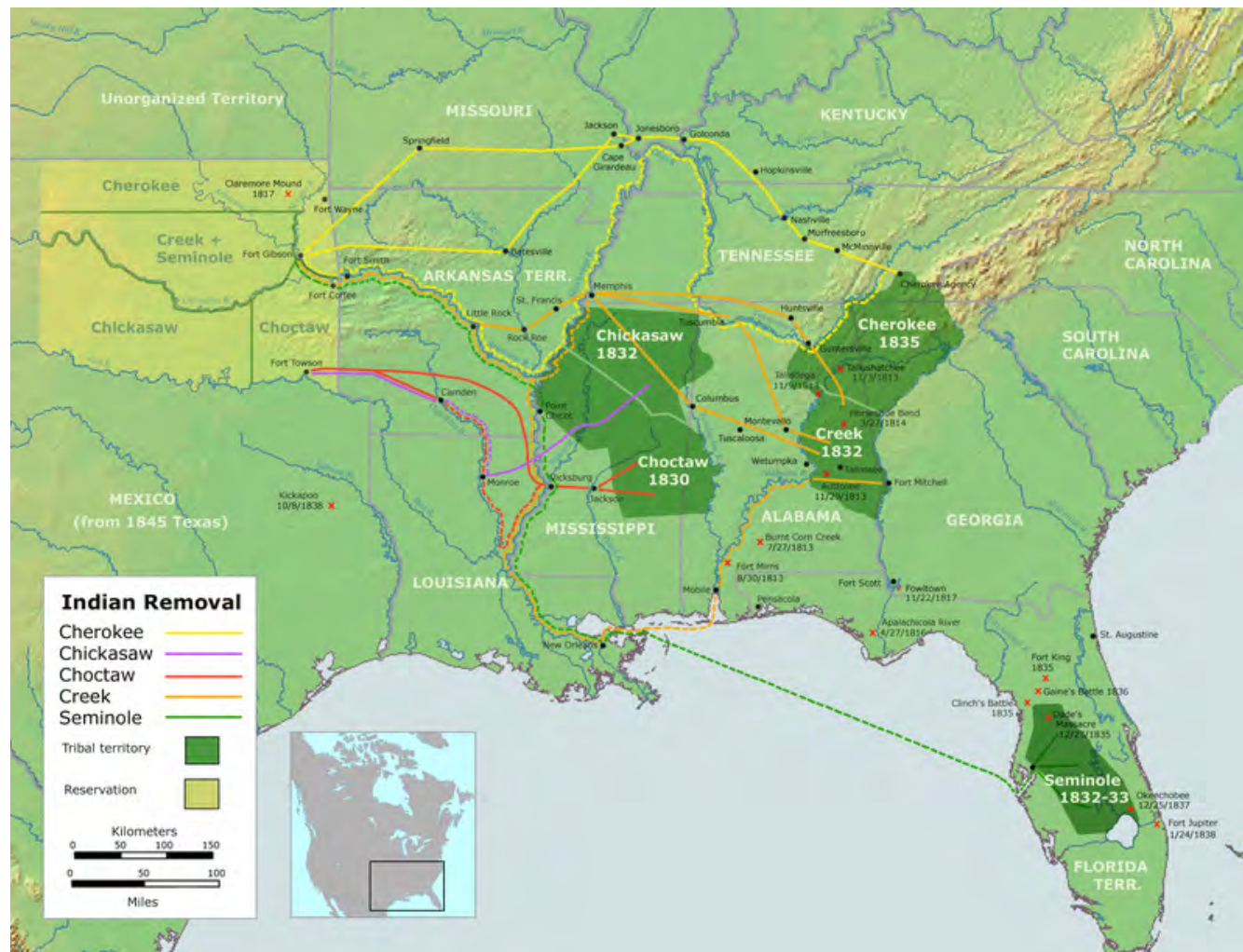
“It will separate the Indians from immediate contact with settlements of whites; free them from the power of the States; enable them to pursue happiness in their own way and under their own rude institutions; will retard the progress of decay,

which is lessening their numbers, and perhaps cause them gradually, under the protection of the Government and through the influence of good counsels, to cast off their savage habits and become an interesting, civilized, and Christian community.”



After reading Jackson's speech and then seeing this cartoon, what message is being sent by the author about Jackson's professed compassion for indigenous people? Image: Andrew Jackson as the Great Father <http://clements.umich.edu/exhibits/online/american-encounters/case11/jackson.jpg>

The Congress created the Bureau of Indian Affairs to oversee the removal of the tribes to the Indian Territory. President Jackson then set forth to enforce the new law to its fullest extent.



Public Domain Map: https://en.wikipedia.org/wiki/Indian_Removal_Act#/media/File:Trails_of_Tears_en.png

Choctaw: The first tribe to be removed, the Choctaw were forced to give up their lands after the Treaty of Dancing Rabbit Creek in 1830. Forced to move in the winter with limited supplies, 2,500 Choctaw died of cold, disease and starvation on their own “trail of tears”. Those that remained in Mississippi endured racism,

vandalism, harassment and state-sponsored discrimination until into the 20th century.

Muscogee (Creek): “In the removal treaty of 1832, Muscogee leadership exchanged the last of the cherished Muscogee ancestral homelands for new lands in Indian Territory. Many of the Lower Muscogee (Creek) had settled in the new homeland after the treaty of Washington in 1827. But for the majority of Muscogee people the process of severing ties to a land they felt so much a part of proved impossible. The U.S. Army enforced the removal of more than 20,000 Muscogee(Creeks) to Indian Territory in 1836 and 37.”

Chickasaw: Having learned from other tribes sufferings, the “Great Removal” of the Chickasaw to Indian Territory resulted in less hardship than other nations. The tribe negotiated for better payment and removal terms including when they left when weather conditions were better. Although people died along the way, the foresight of the Chickasaw saved many lives. Unlike their good soil in northern Mississippi for farming, the soil west of the Mississippi would prove a far greater challenge.

Cherokee: The nation had lived in the Appalachain for hundreds of years and embraced Washington and Jefferson’s assimilation programs to avoid removal. Nevertheless, even after winning their right to stay in the Supreme Court case of Worcester v. Georgia, President Jackson ignored the decision and the State of

Georgia forcibly removed the Cherokee nation, resulting in 18,000 deaths on the Trail of Tears march to Indian Territory.

Potawatomi: In one of the lesser known removals of indigenous peoples in our Great Lakes region, 850 Potawatomi were forced at gunpoint to leave their native lands in Indiana and relocate in Kansas in 1838. Known as the Trail of Death, the two-month journey resulted in 40 deaths due to typhoid fever and exhaustion.

Seminole: After signing a treaty to cede their lands to the US government, the Seminole nation resisted removal. Led by Osceola, the nation fought the Second Seminole War from 1835 - 1842 followed by a Third Seminole War in the late 1850s. Many thousand were killed and removed over these years but the US government eventually gave up the effort and those Seminole left, some 5,000, stayed in Florida.



Check for Understanding: What price was paid by indigenous peoples as a result of the United States push for more farmland and economic opportunity in the southeast?

Worcester v. Georgia

Although the Cherokee had assimilated as Washington and Jefferson had suggested, they, too, could not escape the economic opportunities that farmers and the government saw in the rich, Georgia soil. After the discovery of gold in Georgia, the state militia began attacking towns, attempting to force the Cherokee to leave. White missionaries, like Samuel Worcester, were helping the Cherokees in their fight to keep their lands, prompting Georgia to declare that no white persons could enter Cherokee territory. In response the Cherokee sued the State of Georgia indicating they were an independent nation that that Georgia's laws had no power over them. In the 1832 Supreme Court case ruling, Chief Justice John Marshall sided with the Cherokee in the majority 5 - 1 decision. The court ruled that the laws of Georgia had no force over the Cherokee since they were an independent nation.

“The Cherokee nation, then, is a distinct community, occupying its own territory, with boundaries accurately described, in which the laws of Georgia can have no force, and which the citizens of Georgia have no right to enter, but with the assent of the Cherokees themselves, or in conformity with treaties, and with the acts of congress.” --John Marshall, majority decision, Worcester v. Georgia, 1832.

Unfortunately for the Cherokee, the ruling did not result in stopping Georgia's removal attempts and President Jackson ignored the court ruling. Most members of Congress and American citizens did not protest the removal of indigenous peoples at the time, either. In 1838, Georgia soldiers began removing the Cherokee at gunpoint. Private John G. Burnett recalled the details of the forced march later in his life:

"I saw the helpless Cherokees arrested and dragged from their homes, and driven at the bayonet point into the stockades. And in the chill of a drizzling rain on an October morning I saw them loaded like cattle or sheep into six hundred and forty-five wagons and started toward the west....On the morning of November the 17th we encountered a terrific sleet and snow storm with freezing temperatures and from that day until we reached the end of the fateful journey on March the 26th 1839, the sufferings of the Cherokees were awful. The trail of the exiles was a trail of death. They had to sleep in the wagons and on the ground without fire. And I have known as many as twenty-two of them to die in one night of pneumonia due to ill treatment, cold and exposure..."



AGE 82 ELIZABETH (BROWN) STEPHENS TAKEN 1903

Image: <https://upload.wikimedia.org/wikipedia/commons/2/2a/Stephens.jpg> Elizabeth Brown Stephens who walked the Trail of Tears.

In total, 18,000 Cherokee died on the 800 mile march that has become known as the Trail of Tears from disease, exposure to cold weather and hunger.

Interactive 6.15 Firsthand Accounts - The Trail of Tears



Sidebar: Use the links on this site to read other first hand accounts of the suffering experienced by the Cherokee:



Check for Understanding: Ultimately, what factors were responsible for the Cherokee's removal? What price did the Cherokee pay as a result of their movement West?

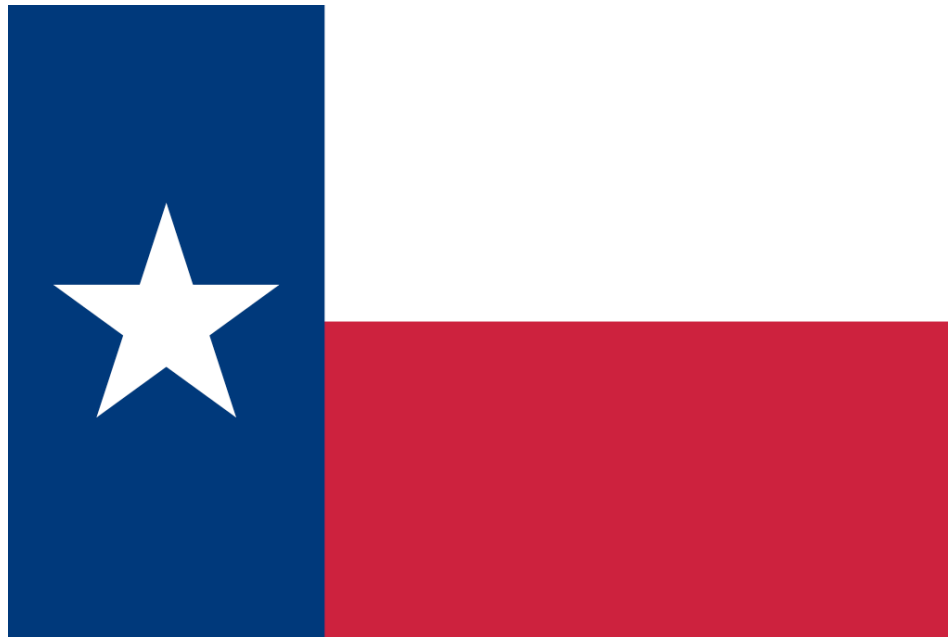
Conquest and Settlement - The West

QUESTIONS TO GUIDE INQUIRY

1. How did geography shape the social, political and economic values of those in the West?
2. How might the country have developed differently if gold or other precious metals hadn't been discovered in the West?
3. What did 19th-century federal legislation and military activity reveal about the government's attitude toward westward expansion?
4. What were some of the largest sources of conflict between indigenous people and settlers in the West?
5. If the idea of Manifest Destiny hadn't had the influence of nationalism attached, would the amount of land the U.S. acquired been as significant?

As the character of the new, independent American was being formed by mountain men and western settlers, Americans increasingly looked West. As people pushed at the boundaries of the United States and beyond, there was a growing sense that as a nation we needed to resolve the political barriers before us. Mexico and Britain still held territory in the West that Americans wanted and Indians still lived in their ancestral homelands.

One writer and her editor in particular believed it was. Jane Cazneau (or her editor, John O'Sullivan) pushed for the United States to take all of the Oregon Country from Britain in 1845. According to the writer, it was America's "manifest destiny to overspread and to possess the whole of the continent which Providence [God] has given us for the development of the great experiment of liberty." Manifest destiny was the idea that it was America's fate, given to them by God, to expand across the entire continent. Politicians began using the term to push for expansion west and taking lands currently held by foreign powers. The issue of western lands would soon be tied up in the issue of slavery.



Flag of the Republic of Texas: https://en.wikipedia.org/wiki/Republic_of_Texas#/media/File:Flag_of_Texas.svg

Texas Becomes Independent

After Mexico became independent in 1821 following a rebellion, the new government began letting in Americans into Texas, a vast empty land in need of settlement. Empresarios, or land agents, like Stephen F. Austin settled some of the first colonies in Texas starting in 1822. The Americans brought slaves with them despite Mexico's laws against it. Texans,



Stephen F. Austin: https://en.wikipedia.org/wiki/Stephen_F._Austin#/media/File:Stephen_f_austin.jpg

upset with the laws against slavery, rebelled in 1835 and declared independence for the Republic of Texas in 1836. Their new constitution allowed slavery but independence required defeating the Mexican army.



1854 depiction of the Alamo Mission: https://en.wikipedia.org/wiki/Battle_of_the_Alamo#/media/File:1854_Alamo.jpg

General Antonio Lopez de Santa Anna had taken control of Mexico and assembled thousands of troops to put down the new republic. The Mexican army clashed with a small group of Texans including William Travis, Davy Crockett and Jim Bowie defended the town of San Antonio at an old mission called the Alamo. The Texans fought bravely but all were killed. Following the execution of 350 Texas prisoners at the Battle of Goliad, enraged Texas used the rallying cry “Remember the Alamo! Remember Goliad!” and defeated

Santa Anna at the Battle of San Jacinto, forcing him to sign a treaty giving Texas its independence in 1836. President Jackson refused to annex, or take control of, Texas despite support of Texans and the US Congress. He feared upsetting the balance of slave and free states and angering Mexico further. The issue of Texas would have to wait for the United States.



Check for Understanding: What values were displayed in the Texas fight for independence from Mexico? What costs were paid as a result?

Polk Elected President

The nation's leaders continue to leave this issue unaddressed. The landslide election of famed military officer William Henry Harrison in 1840 was a great victory for the new anti-Jackson Whig party. Unfortunately, Harrison only served thirty-two days as President after dying of pneumonia or typhoid fever



Image source: https://en.wikipedia.org/wiki/James_K._Polk#/media/File:JamesKPolk.png

brought on by a cold. Medical knowledge at the time blamed his cold and proceeding death on his long inauguration speech standing in a cold rain--more modern medical information has suggested this is false. The shortest term of any President to date, Harrison's pro-slavery Vice President, John Tyler, took over as President. Harrison's last words were to Tyler: "Sir, I wish you to understand the true principles of the government. I wish them carried out. I ask nothing more." Tyler was a strong proponent of manifest destiny and annexing the Republic of Texas after its independence from Mexico in 1836. The issue of the western territories and states being free soil or slave soil would affect the election of 1844 and the entire period leading up to the Civil War.

The Democrats ended up choosing James K. Polk as their candidate, bypassing Tyler. Polk was able to unite both Northern and Southern Democrats by taking a stance on Oregon becoming a free soil territory and Texas being annexed as a slave state.

Beginning with the rise of sectionalism in the 1820s between free states in the North and slave holding states in the South, the nation's leaders continually pushed the issue of our nation's future as slave or free (or even a future with both) down the road. Polk's position sought to do just the same. Both free northerners and slaveholding southerners in the Democratic party could agree the political party's ideas as long as it sought to maintain a free state/slave state balance in one critical place: the United States Senate. If just one side had an additional two Senators it was believed that they could enact legislation to either push slavery

into all of the west or end it entirely in the South. Neither region would back down on this fight.

The Democratic platform, or the stated ideas of a political party, was to seek this balance with a free Oregon and a slaveholding Texas. This was enough to narrowly defeat the Whig candidate, Henry Clay, who was initially against the annexation of Texas in order to keep the nation united and avoid war with Mexico. This was the third and final time that Henry Clay would be defeated in a Presidential election, never achieving the office he often sought.

Interactive 6.16 60 Second Presidents - James K. Polk



Sidebar Video: <https://youtu.be/lhV-t-EoBGs> What evidence is presented in the video that Polk embraced manifest destiny? What big issue did Polk fail to address and, instead, leave for future Presidents to deal with?

Interactive 6.17 Free States and Slave States



https://en.wikipedia.org/wiki/Oregon_Treaty#/media/File:Oregoncountry.png

Oregon Acquired

Immediately, Polk began the political process to acquire Oregon and Texas. Since 1818, the United States had shared the territory of Oregon with the British, both nations benefiting from the fur trade in the region. As war with Mexico loomed with the Texas issue, Polk's administration signed a treaty with Great Britain in

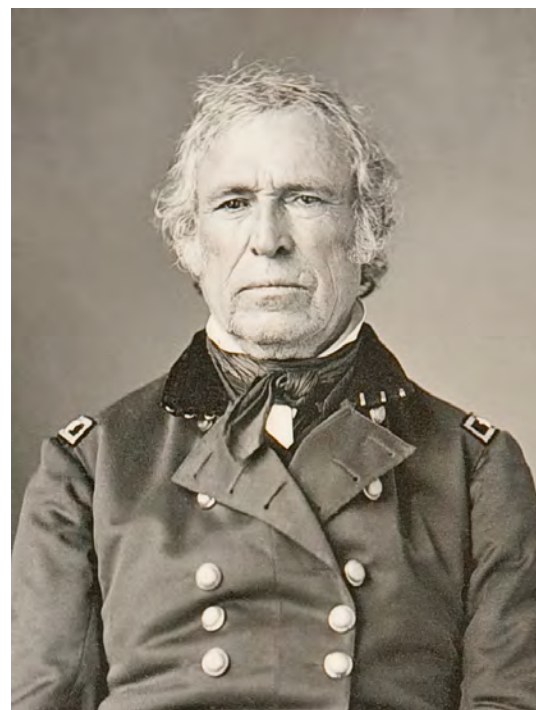
1846 to set the boundary of Oregon at the 49th parallel despite some objections within Democratic Party who wanted to fight for the land up to 54°40' north. "Fifty-four forty or fight!" became a rallying cry for this group. Nevertheless, Polk's administration needed to turn their attention to the Rio Grande River near the border of Texas and Mexico where a skirmish would ignite a war.



Check for Understanding: How did geography shape the social and economic values of those who wanted to fight for "Fifty-four forty"?

Polk Pushes Mexico to Act

As Polk had promised in his campaign, he set his sights on Texas. He sent General Zachary Taylor into the Texas territory with 1,500 troops in May 1845 to guard the border. While Polk tried to negotiate Texas' purchase, he ordered Taylor to move his troops to the bank of



https://en.wikipedia.org/wiki/Zachary_Taylor#/media/

File:Zachary Taylor restored and cropped.png

General Zachary Taylor

the Rio Grande River, the US claimed border with Texas, although Mexico claimed the border to be further north at the Nueces River. Polk hoped that a show of force at the Rio Grande would push Mexico to negotiate on Texas and other lands in the west. John Slidell was sent as an envoy, a representative or messenger on a government mission, to Mexico to buy Texas outright and to purchase California for \$25 million dollars. The new Mexican president, fearing it would be seen as a sign of weakness and recognition that Texas was lost to the US, refused to speak to Slidell. Slidell got word of this to Polk and pressed the President to take action on the Rio Grande.

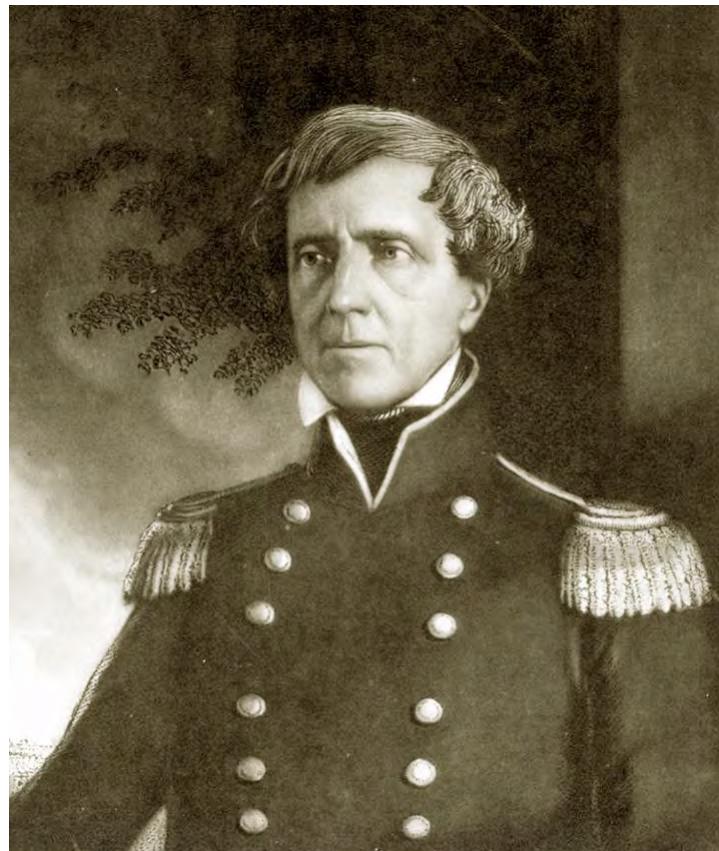


Activity: Use the map to answer the questions: What region of Texas was "disputed"? What geographic features were the key to the conflict that sparked the Mexican-American War? <http://www.irwinator.com/126/w44.jpg>

By January of 1846, Taylor's troops numbered 3,500 men and Polk needed an excuse to declare war. He got it when the Mexican general sent a group across the Rio Grande and killed or captured an entire detachment, a group of troops sent away on a mission. One newspaper back east stated, "American blood has been shed on American soil." Although there was still strong opposition to a war, the death of American soldiers was all that Polk and Congress needed to officially declare war on Mexico in May 1846 by an overwhelming majority. Polk had his war for territorial expansion and, with great tactics and military advantages, would win it quickly.

Polk's Plan is Set in Motion

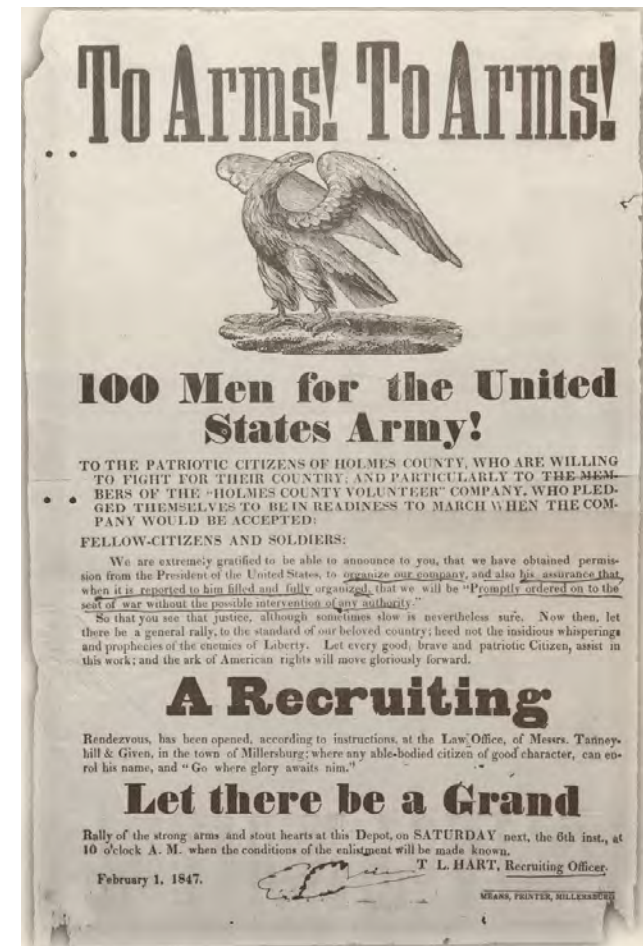
Polk's plan was to have his armies invade into the northern areas of Mexico to force the government there to accept American claims to land north of the Rio Grande River. At the same time, he planned to have General Stephen Kearney



Kearney: https://en.wikipedia.org/wiki/Stephen_W._Kearney#/media/File:Stephen_W._Kearney.jpg

take his 2,700 man "Army of the West" to seize Santa Fe and then head to the California coast to join the navy and seize California for the United States. The plan was solid, but the US faced a problem as the war initially broke out: a lack of soldiers. Less than 5,500 soldiers were available when war was declared.

Polk set out to address the shortage issue while also addressing lack of early support back home. The U.S. Congress called for 50,000 troops who would serve as volunteers for a year and close to 200,000 responded! Polk's volunteer army would be filled with young men looking for action and adventure in the West. Around 40% were immigrants and a third of them were illiterate. In addition to a lack of soldiers, the US military was faced with the fact that the soldiers they did have were poorly trained with little experience. It had been over thirty years since the last war and most soldiers were untested in



[1847 recruitment poster; http://www-tc.pbs.org/kera/usmexicanwar/images/primary_sources/poster_toarms_xl.jpg US government continues recruitment effort for soldiers] What language is used in the poster to entice American men to fight in the war?

battle. Polk would also face criticism among Americans who saw the War as entirely avoidable and did not share his vision for expansion. Whigs felt the war was unjustified and northerners against slavery worried that slavery would expand into the new lands in the south.

Just a few months after the Congress' declaration of war, General Taylor had won battles south of the Nueces River as he pushed into northern Mexico and occupied the city of Matamoros.

General Kearney followed Polk's orders and headed into New Mexico and took the capital, Santa Fe, with relative ease in August of 1846. With the Mexican province of New Mexico claimed for the United States, Kearny was ordered to head to California with just 300 men to meet up with the navy and join a revolt that was already in progress.

The Invasion into Mexico

In 1847, General Taylor, having taken Monterrey the previous September, headed with reinforcements to defend his position near Saltillo and await the arrival of General Winfield Scott who would land at Veracruz and march to Mexico City. Taylor's army would be met by General Santa Anna and his Mexican army before the two American generals could connect. Santa Anna had lost his office as leader of Mexico after losing Texas but had now taken power back. His plan was to defeat Taylor's army, then head back to defend Mexico City.

Although out-numbered 5,000 to 20,000, Taylor refused to surrender and in February, Santa Anna attacked. Taylor was nearly defeated but held his position with Mississippi reserves under the command of Colonel Jefferson Davis, future President of the Confederate States of America. The next day, the Mexican army left, declaring victory, but Santa Anna had lost more than 3,400 to Taylor's 650 casualties and the US gained control of northern Mexico.



Despite the success at Buena Vista, Polk distrusted Taylor and placed Scott, known as “Old Fuss and Feathers” for his attention to military discipline and appearance, in charge. Scott arrived in Veracruz, a heavily fortified port city along the Gulf of Mexico, in March of 1847. Scott completed a two-week siege of the city by surrounding the city and cutting its army and civilians off from outside supplies. The city surrendered on March 28th and Scott used it as a base for his attack on the next target: Mexico City.

Mexico City Falls

Scott would fight and win a series of battles that would end with his entrance into Mexico City and see it captured for the United States, ending the Mexican-American War. Santa Anna stopped Scott at Cerro Gordo, a strategic mountain pass but US Captain Robert E. Lee realized that the enemy’s left flank was passable and Scott’s army surrounded the Mexican forces, ending the battle. Scott would win other battles on the way to Mexico City inflicting heavy casualties on the Mexican forces. The last line of defense for Santa Anna was the castle at Chapultepec. Scott ordered a two-pronged attack from General Pillow and General Quitman. Pillow’s frontal assault lasted only an hour and half--Chapultepec had fallen. The Mexican army line fell back to the gates of Mexico city for one last stand. But that stand never came. As Santa Anna took a look at the state of his forces, he realized the cause was lost. He ordered a retreat of his army from the city and on

September 14, 1847, Mexico City officially fell to the United States, ending the military phase of the war.



Battle of Chapultepec, 1850 painting: https://en.wikipedia.org/wiki/Battle_for_Mexico_City#/media/File:Battle_of_Chapultepec.jpg

Treaty of Guadalupe-Hidalgo & the Gadsden Purchase

On February 2nd, 1848, the United States and Mexico signed the Treaty of Guadalupe-Hidalgo which ended the war and forced Mexico to give up most of its northern territory to the victorious Americans. America's manifest destiny to expand from coast to coast had been achieved. The area of land ceded, or given up, to the United States became known as the Mexican Cession and included all or part of the present-day states of Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada and California.

The agreement also settled the border dispute at the Rio Grande, the United States gaining the entire area to the river. In all, the US gained over 500,000 square miles of territory, enlarging the nation by nearly 25%.

Interactive 6.18 The Treaty of Guadalupe Hidalgo



Sidebar: Use this link to see a scan of the Treaty of Guadalupe Hidalgo <https://catalog.archives.gov/id/299809>



Map Activity: Using the two maps, estimate percentage of land Mexico lost after the Treaty of Guadalupe Hidalgo? Mexico in 1846, prior to the War:

The United States paid \$15 million for this huge territory, a small consolation considering what Mexico could have received had they sold the lands prior to the start of the War. Mexican citizens living in the territory now belonging to the United States would enjoy freedoms that Americans had in regards to religion and property. Despite the promise, new Mexican-Americans would face discrimination and would lose land. The United States also assumed claims of more than \$3 million held by American citizens against the Mexican government. Some representatives in both the United States and Mexico did not like all of the language in the treaty, but it was passed by both nations with the US doing so in March of 1848.

The issue of a railway leading to the west coast forced the Americans to negotiate for an additional purchase of land in 1853.

Southerners wanted a southern route to establish valuable trade from east to west but the mountainous terrain made this impossible. The Gadsden Purchase gave the United States territory in the southern parts of New Mexico and Arizona in exchange for \$10 million dollars. This new territory would allow a future railroad to be constructed entirely within the borders of the United States. The purchase marked the last significant land expansion in the contiguous United States.



Check for Understanding: What was the price of US westward expansion for Mexico?

The War's Consequences

America's victory in the Mexican-American War elevated us to the top stage amongst world powers like Britain, France and Russia. Our show of military strength was impressive to these global powers. Military leaders and soldiers had flexed their muscles, although against a lesser foe, or enemy, and the experienced gained in the War would serve as valuable when they would meet on Civil War battlefields against each other in less than a decade. Ultimately, the greatest success lay in the achievement of securing a nation that extended from coast to coast.

The US had fulfilled its manifest destiny but the War was not without its costs. The war had lasted a year and nine months at staggering cost of \$100 million and 13,000 American soldiers died. US relations with Mexico and Latin American nations were also damaged. They began to see America as a colossal power to their north that had abandoned the democratic ideals they used to look up to in the past. Now, they felt that in the future the US might use more aggressive tactics for land expansion.

The aggression and tactics used in the war were even challenged by officers who fought for the US, including Ulysses S. Grant who saw it as "one of the most unjust [wars] ever waged by a stronger against a weaker nation." Grant also stated: "I do not think there ever was a more wicked war than that waged by the United States in Mexico. I thought so at the time, when I was a youngster, only I had not moral courage enough to resign."

Within the United States, the issue of Texas' annexation as a slave state and the war itself continued to widen the sectional wound. The spread of slavery in the west became the top issue in the nation as the public looked to the government for answers.

Would slavery continue to spread West? Could it be stopped? Was slavery in the South in jeopardy of ending? These were all questions that the Mexican-American War not only did not answer, it made their answers even more unclear and uncertain.

Mexican-American War Review: What were the effects of the War for the United States? How was the slavery debate rekindled? How was manifest destiny realized? Did the War lead us closer to Civil War?



Chapter Check for Understanding: How did Americans succeed in their movement West? How did it shape a new American character?



How Did the Cultural Diffusion of Westward Expansion Forever Impact America's Identity?

Create an argument with evidence from the chapter to support your claim

Chapter 7

At What Point Did The Issues of Sectionalism Become a Threat to the Unified and Expanding Nation?

1. How did the geography & climate of the North determine its industrial economy?
2. How did the arrival of immigrants & changes in the labor force affect the social and political landscape of the nation?
3. How did geography contribute to the transportation revolution?
4. How did changes in politics affect the economy of the Northeast & South?
5. How did Jackson's presidential policies and decisions increase sectional differences and decrease feelings of nationalism throughout the country?



Robert Cruikshank, 1845

The Consequences of Expansion

QUESTIONS TO GUIDE INQUIRY

1. How did the geography & climate of the North determine its industrial economy?
2. How did the arrival of immigrants & changes in the labor force affect the social and political landscape of the nation?
3. How did geography contribute to the transportation revolution?
4. How did changes in politics affect the economy of the Northeast & South?
5. How did Jackson's presidential policies and decisions increase sectional differences and decrease feelings of nationalism throughout the country?

TERMS, PLACES, PEOPLE:

textiles:

trade unions:

strike

interchangeable parts

mass production

telegraph

The Consequences of Expansion

The nation continued to grow in size and wealth, each region experiencing its own different kind of economic growth which caused them to develop differently.

Citizens differed across regions in their ideas of political, economic, and social progress. For the success of the growing nation, Americans throughout the country tried to compromise on their disagreements. Unfortunately, no amount of compromise could minimize the harsh growing pains the nation was about to experience.

A Revolution in Manufacturing Begins

Thomas Jefferson's vision of an America full of independent farmers, working the land for generations to come was still a reality for many Americans in the early 1800s. Yet, even as President, Jefferson had his sights set on expanding the amount of future available farm land for the growing of cotton and other cash crops, the nation was starting to experience a shift to manufacturing and business and new ways of producing goods that were quicker and cheaper. The Industrial Revolution, the period of transition to new manufacturing processes from the mid-1700s to sometime between 1820 and 1840 had swept across the Atlantic from England where it had begun to transform agrarian families who created hand crafted goods for daily use to ones that utilized the latest in machine manufacturing. As populations in England grew, greater demand for goods increased. The traditional model of hand spun clothing was simply not able to meet the needs of a growing nation.

A Secret Gets Out

The industry where changes happened first was in the area of **textiles**, cloth or woven fabric items. Prior to these changes, making clothing was very labor intensive as cloth needed to be spun by hand by many workers before a weaver could make the finished clothing. In 1769, Richard Arkwright developed a spinning machine which used the power of moving water to turn raw cotton into thread--the water frame. This invention

dramatically reduced the cost of spinning cotton and increased the speed of production. As a result, the textile industry in Britain began to change as textile mills emerged and created thousands of mill jobs. In addition, other inventors began developing new mechanized ways to change the textile industry.



Image: Spinning Jenny https://en.wikipedia.org/wiki/Industrial_Revolution#/media/File:Spinning_jenny.jpg

Samuel Slater, an English mechanic, worked in an Arkwright factory and knew the potential for this technology would be highly valued in the United States. The problem Slater faced was that the English government, in order to protect their new booming industry, was not willing to allow ideas or mechanics for these new machines to leave the country.



Image: Samuel Slater https://upload.wikimedia.org/wikipedia/commons/d/df/Samuel_Slater_industrialist.jpg

Slater, at age 21, solved this problem by memorizing the entire plan for the mill machine and then, disguising himself as a farmer, sailed to America. Once in America, Slater was financed by Moses Brown and set up his first small mill in Pawtucket, Rhode Island. The secret was out and American textile manufacturing would see a dramatic change.

Industrial Machines & Regional Differences Emerge

The industrial change that would come to America would not affect all regions in the same way. New mills began to emerge in the northeast region of the U.S., especially in New England. There, the hills, rivers and streams provided the necessary running water to power mills. New immigrant workers from overseas and local farms would fill these new jobs. In the South, however, the new technology was far less impactful. The South lacked many suitable rivers and was already heavily invested in cash crops such as cotton, indigo, rice and tobacco that were grown for seven months of the year. These crops required a great deal of human labor and depended on slavery that was legal in the Southern states. Both systems would benefit each other in the textile industry. Cotton from the South would be sent both overseas to

Interactive 7.1 PreIndustrial/Post Industrial



Can you tell the difference?

Interactive 7.2 Frost Free Seasons



Cotton was the main crop of plantation slavery. Cotton farming requires about 200 frost-free days. Put these two facts together and use the map to explain why these states seceded to form the Confederacy.

Europe and to the Northern states where it would be spun into clothing.



How were ideas able to spread from the UK to the United States during the Industrial Revolution?

The Rhode Island System

The success of the Slater system was immediately evident and Slater went on to form his own company with his sons. Although successful, workers were not always willing to leave skilled jobs for unskilled factory work. The tasks at the mills were often boring and tiresome, causing workers to leave the mill in frustration. Facing labor shortages, Slater had the idea to build an entire town dedicated to his mills. Slatersville, Rhode Island emerged and provided houses for families, shops, churches-- everything a family needed to live. Slater's system even offered the families the opportunity to buy items on credit that could be paid back over time. Children were often employed in the mills, too, and earned less than one dollar a week, allowing Slater to keep costs low but profits high. For many families, this new work was welcome relief from the long hours on the farm. Slater's family based, low wage and low-skilled mill system became known as the Rhode Island System. It was a breakthrough for

American textile manufacturing and began to be copied through the New England region. Yet, as with all new technologies, opportunity for improvement to an existing system like Slater's, would be no different.



Image: As seen in this photo what geographic feature is key to the operate of the Slater Mill system? [https://upload.wikimedia.org/wikipedia/commons/1/1f/Pawtucket_\(Rhode_Island,_USA\),_Slater_Mill_-_2006_-_5.jpg](https://upload.wikimedia.org/wikipedia/commons/1/1f/Pawtucket_(Rhode_Island,_USA),_Slater_Mill_-_2006_-_5.jpg)

Interactive 7.3 Benefits and Drawbacks of Factory Systems



The Lowell System

In 1814, Francis Cabot Lowell set forth to create a new system for textile manufacturing that would combine the spinning and weaving process in one system. The source of his labor force would also be different: young, unmarried women and girls. The Lowell system was established in Waltham, Massachusetts in 1814 with backing from the Boston Manufacturing Company and included boarding houses for women workers. Wages of between \$2 and \$4 a week were much better than most women could make in other types of domestic work. Out of this wage, the company took out \$1.25 for room and meals. Women were also attracted by the new type of work, the chance to leave farm life and the opportunity for a more cultured life. Yet, as the women quickly discovered, life in the Lowell system was not easy.



Image: https://en.wikipedia.org/wiki/Lowell_Mill_Girls#/media/File:2_Young_Women.jpg

Textile Mill Working Conditions

The mill girls' entire life was very regimented with strict hours. They were up as early as 4:30am and worked until 6:30pm. Working conditions on the floor of the mill were often terrible. The air filled with small cotton fibers that the workers inhaled into their lungs, leading to sickness, coughing and even cancer. The noise of the iron machines, constantly in motion was deafening, forcing the girls to have to shout to be heard. The temperature, combined with the cotton in the air, was hot and windows were not often opened to prevent the threads from blowing. The danger of the looms themselves was a constant threat and the girls needed to take great caution to avoid losing a finger, limb or even their life. They tied their hair back to prevent it from getting caught in the looms and the straightening of the threads caused their hands to get cut. Lighting was dim, causing eyesight issues. Despite the conditions, the girls had to work and

some began to use what little spare time they had to fight for change.

Mill Girls Organize

The independent spirit of the mill girls began to take shape first through classes and clubs that they were allowed to take and form. The Lowell Offering was a monthly magazine produced by the girls that included poetry and works of fiction by the workers.

Harriet Farley, a mill worker from New Hampshire, felt a sense of freedom to “read, think and write... without restraint.” This freedom would also be channeled into changing the working conditions at Lowell.

In 1830, Lowell girls began to form **trade unions**, organizations who worked to improve the conditions and pay of its members. The first organized union for working women in America, the group reacted to the cutting of their wages in 1834 by going on **strike**. Although their work stoppage and protests did not succeed, their actions were the beginning of future successful movements to regulate working conditions and pay for workers in America.

Interactive 7.4 Accounts at a Typical Week in Lowell



Activity: Read the following account of a typical week at a Lowell Mill and answer the questions that follow.

Sarah G. Bagley founded the Lowell Female Labor Reform Association in 1844 and published a document called the "Factory Tracts" that brought to light the horrible conditions in the mills. Bagley and the group pushed for a 10-hour workday in Massachusetts among other states. Although some states such as New Hampshire did pass the 10-hour work day law, in most states the poor conditions and pay remained. Despite a lack of early success, by joining together and fighting for what they believed was right, they set the stage for future changes to factory life in the 1800s. Eventually, mills began shifting their labor force away from young women and turned to immigrant labor which was cheaper and less organized.

Eventually, river-powered mills began to decline as steam engines, which impacted transportation dramatically, replaced water-power in textile mills. Between 1838 - 1860, the use of steam as a power source rose from 5% to 80% and the water-powered mill eventually disappeared.

Interactive 7.5 Factory Tracts



Sidebar: Use this link to investigate the Factory Tracts, a publication of the Female Labor Reform Association

Interactive 7.6 Letters from Lowell



Strategy: Read the following document written by a mill girl who worked for the Lowell Mill from the age of ten to twenty-three. Answer the questions in the document as you read



Check for Understanding: How did the Rhode Island and Lowell systems of textile manufacturing show innovation among new American entrepreneurs?

Eli Whitney and Mass Produced Goods

Look around your classroom or home right now. Can you point to anything that isn't a mass produced good that was manufactured, at some point in the process, by a machine? Life today is very different from the time period prior to industrialization and mass production is a key feature to that change.

The Industrial Revolution brought about new ideas in how goods were made and assembled. One of the first items to experience a shift from handmade to machine made production was muskets.

As possible war with France loomed in the late 1790s, Eli Whitney, a Massachusetts inventor, had an idea to improve the speed and accuracy when producing a musket. Handmade muskets took time to make and the parts were often difficult to assemble. Using the same water-power that mills used, Whitney approached the US government and proposed the idea of mass-producing muskets using **interchangeable parts**, parts made the exact same by a machine tool. This allowed the military to easily

replace broken parts of muskets with identical parts from Whitney's factory. The idea was revolutionary. To prove to the government that his system could be used to produce 10,000 muskets, he gave a demonstration in Washington, D.C. There he disassembled ten guns, mixed up the parts and reassembled them all in front of the Congress and President John Adams to everyone's amazement! **Mass production**, the production of large amounts of standardized products, would soon become the standard in industry.



Image: https://commons.wikimedia.org/wiki/File:Eli_Whitney_engraving_from_1846_memoir.jpg

Interactive 7.7 Eli Whitney Musket Factory



Sidebar: Learn more about Eli Whitney's musket factory here

Activity: Watch the video on Eli Whitney and answer the questions that follow

1. What did Whitney's interchangeable parts invention initiate?
2. How did Whitney use innovation to solve an agricultural problem in the south?
3. How did the cotton gin influence the system of slavery?
4. Why did musket production take so long prior to the use of interchangeable parts?

Interactive 7.8 Eli Whitney



Home Improvements

As advancements in the textile industry pushed forward and manufacturing shifted to mass production, other inventors created time and labor saving devices for the American public at home. Seeing cotton spun into yarn easily now, Walter Hunt first developed a sewing machine in 1833, then abandoned it for fear it would take seamstresses jobs away. Hunt did patent the simple, but still incredibly useful, safety pin in 1849.

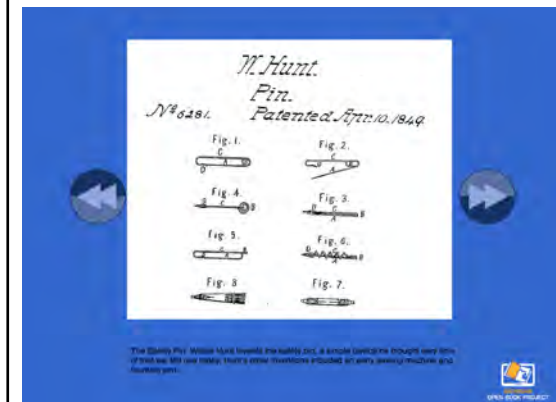
Elias Howe, picked up Hunt's sewing machine design later, improved it, and began selling it. Howe found out that Isaac Singer, along with Hunt, had copied Howe's new design and improved it further. Singer's machines sold better than previous models as consumers found it easier to use at home and could pay on credit, the act of allowing the purchaser to pay for a product or service later on, usually with interest. The sewing machine among other inventions continued to make life easier for Americans.

Interactive 7.10 Singer Sewing Machines



Sidebar: Learn more about Singer's Sewing Machines here

Interactive 7.9 Inventions of the Industrial Revolution



*Inventions of the Industrial Revolution impact the home (slideshow) *Which of the following inventions for the home would have impacted life the most?*

The Telegraph Transforms Communication

Could you imagine life without the instant communication devices in your hand or pocket right now? Our modern day reliance on the cell phone and mobile digital devices you are reading this on now have roots in the Industrial Revolution and Samuel Morse. An unsuccessful painter who had fled to Europe after the tragic loss of family members, Samuel Morse's interest in electricity and the possibilities for it to transmit information instantly over any distance was discussed with a Harvard geologist, Charles Jackson, on the way back to New York in 1832. Immediately upon arriving, he set to work on his new idea. His invention of the **telegraph**, a machine that uses electricity sent through wires to send messages and information, was groundbreaking for Americans who relied on the postal service at this time. In 1844, Morse successfully sends the first official telegraph message from Washington, D.C. to Baltimore, MD. stating a quote from the Bible, "What hath God wrought". The



https://en.wikipedia.org/wiki/Samuel_Morse#/media/File:Samuel_Morse_with_his_Recorder_by_Brady,_1857.png

potential for the telegraph grew from that moment as newspapers, government officials and businesses began implementing the technology.

The language used to relay messages is believed by many historians to have been developed by Morse's partner, Alfred Lewis Vail, and consisted of a series of short clicks (dots) and long clicks (dashes) typed onto the telegraph machine to represent the letters of the alphabet. On the other end, a telegraph operators would decode the series of dots and dashes, known as Morse Code, into legible messages. As the success of Morse's invention became known,

thousands of miles of telegraph lines were installed across the nation following the growth of the railroad lines. Lines would connect major city centers over the next decade and reach the west coast by 1861, bringing the demise of the short lived Pony

Express, a horse and rider mail service from St. Joseph, Missouri to Sacramento, California.

Farming Improvements

Improvements from the industrial revolution also made it to the farming industry where new inventions or improvements increased the efficiency and productivity of America's farms.

in 1837, John Deere, a blacksmith in Grand Detour, IL, had an idea to create a plow that would perform better in the thick, prairie sod in the region. He created a steel plow that cut through the ground more easily and did not get clogged with dirt as quickly. By 1849, Deere was selling 2,000 plows a year.

Cyrus McCormick invented the mechanical reaper, a horse-drawn device that cut grains like wheat. Although the machines were unreliable and unsuccessful at first, he did manage to improve the design over time and eventually had them mass-produced although this resulted in a lower quality machine. Nevertheless, the invention took off after he began controlling production and orders rose quickly from midwest states such as Illinois, Ohio, Indiana and Missouri. These states had something that made them a perfect fit for McCormick's reaper: flat terrain, inexpensive farmland, and a small labor pool. He used the new changes occurring in transportation to move his goods along waterways and over railroads. The machine increased harvesting times dramatically and required less labor. It has been suggested that

the

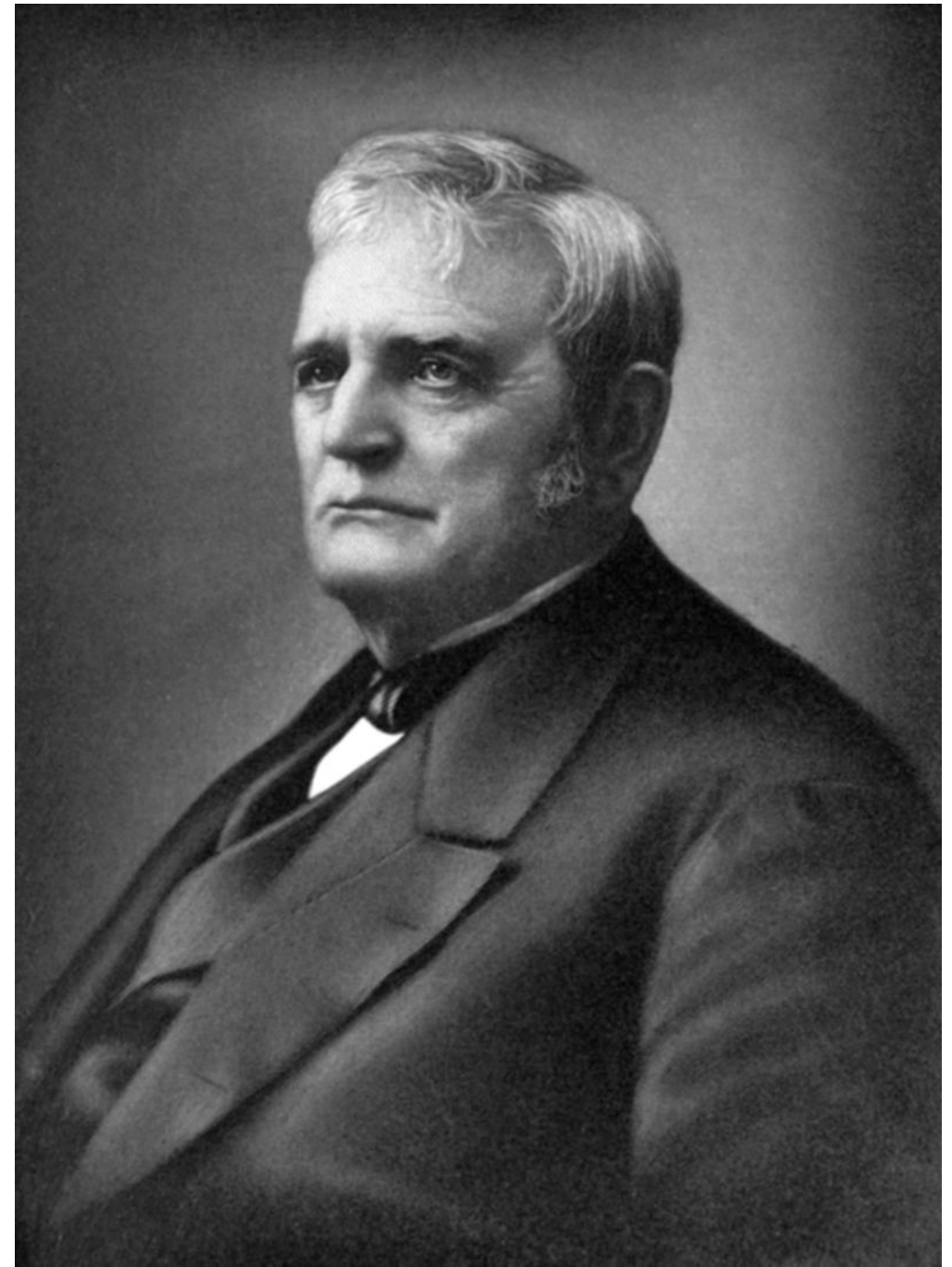


Image source: [https://en.wikipedia.org/wiki/John_Deere_\(inventor\)#/media/File:John_Deere_portrait.jpg](https://en.wikipedia.org/wiki/John_Deere_(inventor)#/media/File:John_Deere_portrait.jpg)

mechanical reaper's ability to maintain a high level of food production allowed more young, northern men join as soldiers in

the Civil War. These factors would be a part of the North's advantages in the war to come.



Check for Understanding: How did new, innovative machines from the Industrial Revolution impact the geographic environments in the North to benefit agricultural production?

Changes in Transportation

QUESTIONS TO GUIDE INQUIRY

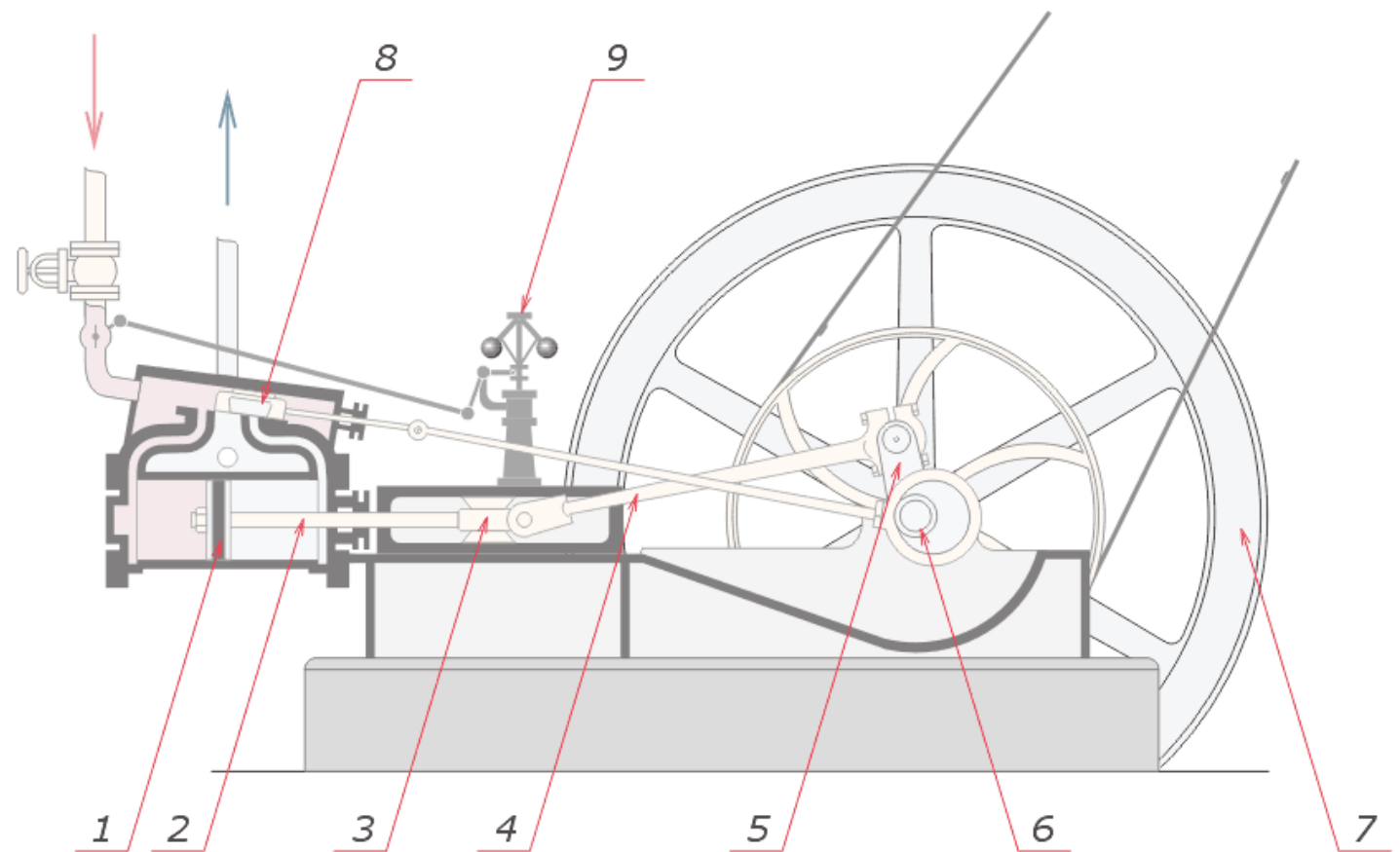
1. How did the geography & climate of the North determine its industrial economy?
2. How did the arrival of immigrants & changes in the labor force affect the social and political landscape of the nation?
3. How did geography contribute to the transportation revolution?
4. How did changes in politics affect the economy of the Northeast & South?
5. How did Jackson's presidential policies and decisions increase sectional differences and decrease feelings of nationalism throughout the country?

TERMS, PLACES, PEOPLE:

condensing:

deforested:

While the Era of Good Feelings ushered in an era of investment and growth in roads and canals through the American System, progress was still to be made. The Industrial Revolution not only affected life in the textile industry and how goods were manufactured. It also brought changes to transportation as manufacturers needed new, more efficient ways to get their goods to market. The answer would lie with steam.



https://commons.wikimedia.org/wiki/File:Steam_engine_in_action.gif#/media/File:Steam_engine_nomenclature.png


Steamboats

While roads and canals built during the 1820s and 30s made the movement of goods from state to state easier, they were still time consuming and expensive. The slow labor of animal-hauled vehicles and boats would give way to steam engines and the fuel to fire them. James Watt's **condensing** steam engine, developed during the time of the American Revolution, would spur advancements in other wood and coal fired boilers to propel boats and eventually trains.

Early steamboats had been invented in Europe and America in the late 1700s but were complicated, heavy and expensive, and dangerous. Wealthy investor and politician Robert Livingston and inventor Robert Fulton developed a paddle steamboat, the North River Steamboat of Clermont (often shortened to Clermont) that made its first trip from New York City along the Hudson River to Albany in August of 1807. The thirty-two hour journey upriver and back was revolutionary.

NEW-YORK, August 20.
To the Editor of the American Citizen:
SIR,
I arrived this afternoon at 4 o'clock, in the steam boat, from Albany. As the success of my experiment gives me great hope that such boats may be rendered of much importance to our country, to prevent erroneous opinions, and give some satisfaction to the friends of useful improvements, you will have the goodness to publish the following statement of facts:
I left New-York on Monday at 1 o'clock, and arrived at Clermont, the seat of Chancellor Livingston, at 1 o'clock on Tuesday, time 24 hours, distance 110 miles; on Wednesday I departed from the Chancellor's at 9 in the morning, and arrived at Albany at 5 in the afternoon, distance 40 miles, time 8 hours; the sum of this is 150 miles in 32 hours, equal near 5 miles an hour.
On Thursday, at 9 o'clock in the morning, I left Albany, and arrived at the Chancellor's at 6 in the evening; I started from thence at 7, and arrived at New-York on Friday at 4 in the afternoon; time 30 hours, space run through 150 miles, equal 5 miles an hour. Throughout the whole way my going and returning the wind was ahead; no advantage could be drawn from my sails—the whole has, therefore, been performed by the power of the steam engine.
I am, Sir,
Your most obedient,
ROBERT FULTON.

In this letter to the editor, Fulton announces the success of his journey: <http://www.nysl.nysed.gov/mssc/steamboats/images/amercit820.gif>



**The North River
Steam-Boat,**
SAMUEL WISWALL, MASTER.
LEAVES New-York every Sunday morning, exactly at eight o'clock, and Albany at the same hour on Wednesday mornings. Her accommodations are in the highest state of improvement, and every attention is paid to passengers. For terms, &c. apply at Mr. Vandervoort's stage-office, No. 48 Cortlandt street, N. York; at Mr. Gregory's, Albany; or at Mr. Swart's, Hudson.
May 20, 1808. OS

North River Steam boat advertisement: https://en.wikipedia.org/wiki/North_River_Steamboat#/media/File:Steamboat_ad_from_the_Hudson_Bee_1808.jpg

The steamboat provided solutions to the common problems of river travel of the time: lack of wind and the ability to move upstream. Steam technology involves the boiling of water to produce steam which can push a piston back and forth to move the paddle of the steamboat.

Two years after Fulton's first trip on the Hudson, there were at least sixty steamboats on American waterways. The speed of river travel increased quickly. In 1817 it took twenty-five days to travel from the Gulf to Louisville, KY. Ten years later it

would only take around a week! Goods and raw materials traveled via steamboat from ports along the Mississippi to destinations within the US and abroad.

Passengers also enjoyed the new form of travel. Author Charles Dickens wrote of his travels from Pittsburgh to Cincinnati on a steamboat in 1842 and gives a glimpse into how this new technology and waterway impacted the native environment it traveled through: “the banks are for the most part deep solitudes, overgrown with trees, which, hereabouts, are already in leaf and very green. For miles, and miles, and miles, these solitudes are unbroken by any sign of human life or trace of human footstep ... Through such a scene as this the unwieldy machine takes its hoarse sullen way: venting, at every revolution of the paddles, a loud high-pressure blast; enough, one would think, to waken up the host of Indians who lie buried in a great mound yonder.”

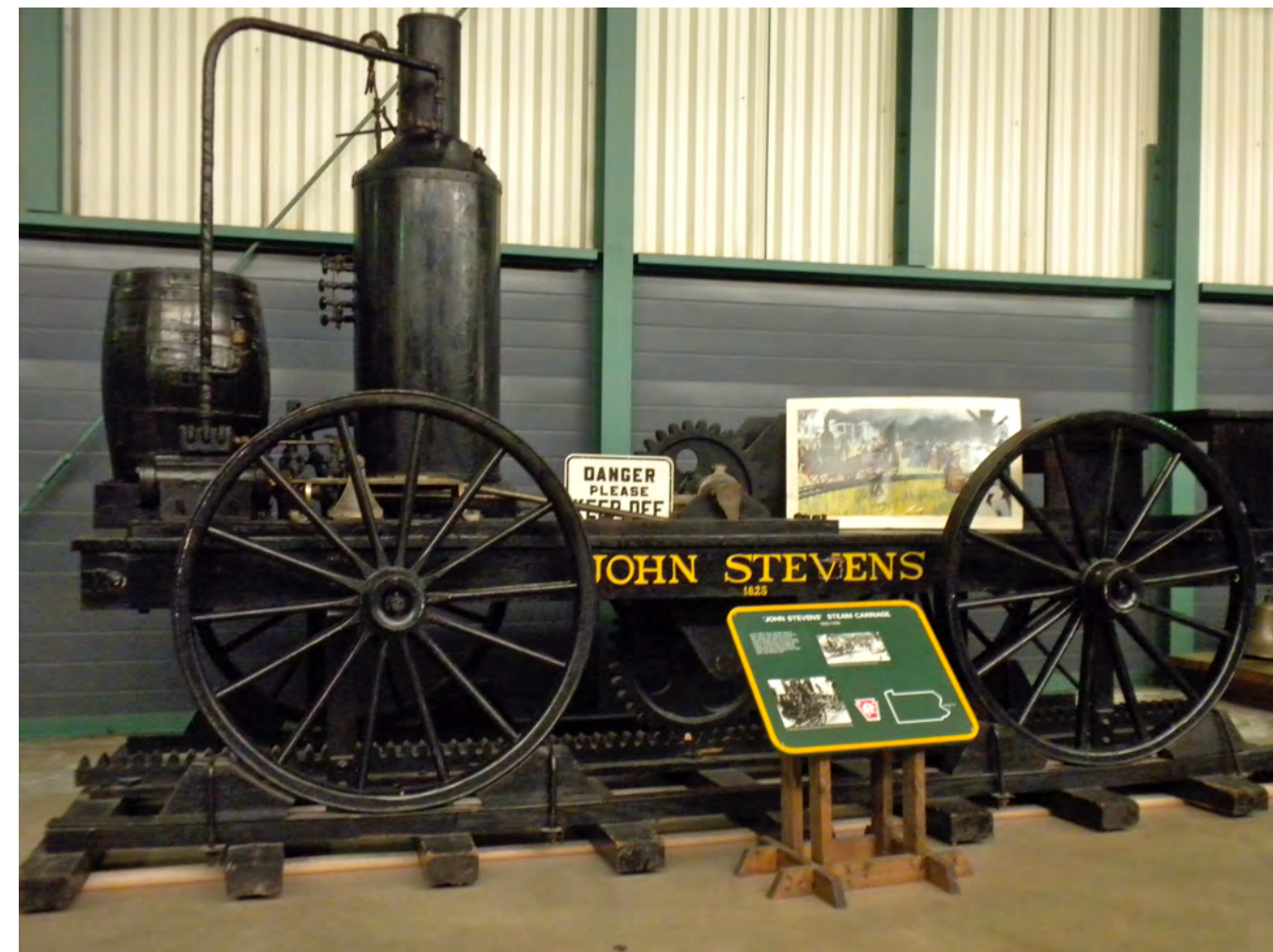
While the speed of the steamboat and its ability to move upriver was a breakthrough, passenger travel was dangerous early on. When a boiler exploded in a steamboat in Charleston in 1838, 140 people were killed. As the technology and safety of steamboat travel continued to improve, it would be the advent of another form of steam travel that would continue to push the Transportation Revolution forward.

Check for Understanding: In what way does Dickens description of steamboat travel reveal the new ways that human technology impacted the physical environment?

The Steam-Powered Train

Although early 1800s train models existed in the United Kingdom, steam technology began to be applied to trains in the United States in the 1820s - 30s. John Stevens, a wealthy New Yorker fascinated by steam technology in boats, applied the idea to the first steam-powered train in the United States in 1825.

Competition in the steamboat industry had turned Stevens to the idea of steam travel over land although he never received any support or money to advance his idea of building a railway between New York and Lake Erie. To show off



Replica of the John Stevens steam train: https://upload.wikimedia.org/wikipedia/commons/c/c7/John_Stevens_Carriage.JPG

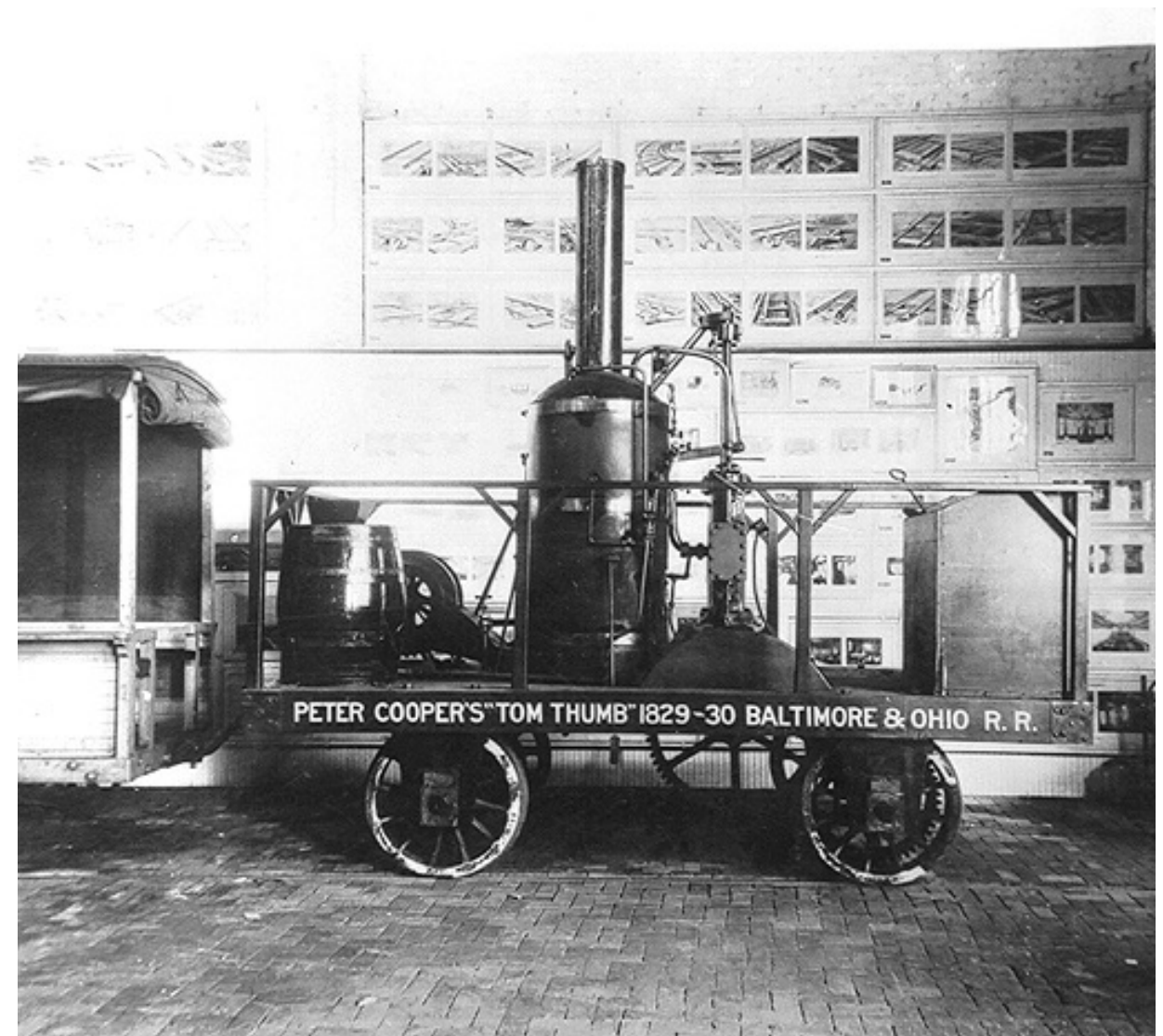
his idea in the hopes of gaining funding, he created a working model of the train at age 76, showed it off at his New Jersey estate, sparking the beginning of the American steam train movement.

The First American Railroad

In 1827, the Baltimore and Ohio Railroad became the first chartered railroad in the United States. The city of Baltimore had worried that with the Erie Canal linking New York City to the western states and another canal planned to link Philadelphia and Pittsburgh, Baltimore would fall by the wayside as a commerce hub in the Northeast. When the railroad officially opened in 1828, the train carriages had to be pulled by horses since the locomotives hadn't been built yet. Early on, the B&O railroad showcased Peter Cooper's Tom Thumb, a steam-powered locomotive. He famously raced his small train against a horse-drawn railcar to show off the new technology in 1830. Although the horse won, people took notice and the steam-powered trains began to be built. Once the trains were built and moving, the economic viability of the new railroad was realized. By 1854, the railroad was generating \$2.7 million in profit annually and 19 million passenger miles. Baltimore soon became the economic capital in the region south of Philadelphia.

Early American trains ran on wood, but this fuel was replaced by a more efficient burning fuel in time. As the East became **deforested** due to the building of new cities, printing of

newspapers, and creation of new farmland, the price of wood rose dramatically. By 1850, coal was the preferred method of fuel in cities. A half a ton of coal produced as much energy and two tons of wood but at half the cost. Railroads would also move loads of coal to cities from the east where it was mined to the Midwest. Coal mining in Pennsylvania, western Virginia and Illinois grew and most major railroads extended their lines right into the coal fields. Coal mining grew rapidly as a result of the



Peter Cooper's Tom Thumb: https://upload.wikimedia.org/wikipedia/commons/2/2c/Tom_thumb_peter_coopers_iron_horse_6092027.jpg

railroad, doubling or tripling every decade in the early 1800s. In the late 1800s, as coal demand grew, so did the growth of steel, a strong metal than iron created by heating iron ore to very high temperatures using coal. In a connected relationship, steel would be used to build machines, factories, locomotives and the railroads they rode on further pushing the demand for coal.

Activity: Create a visual diagram that shows the connected relationship between coal, steel and railroads. Draw arrows to connect each item and explain the connection. Use an app like Inspiration to draw this diagram if you have it available on your device.

The Railroad's Economic Impact in the North

The railroad industry continued to grow which created new jobs and quickly energized the economy. New skills such as civil engineers, mechanics, and boilermakers were all necessary to the building and maintaining of the railway industry. Putting these new jobs and skills to work, from between 1840 and 1860, the total length of railroad track in the United States went from 3326 miles to 30,600 miles.

Steam trains proved to be a good means of travel for cargo and provided Americans in the North with quick access to products. Trains could move large, bulk items quickly and easily compared to the roads and canal travel available. Midwestern manufacturers began switching to non-stop train travel to move

their manufactured goods to cities in the East. Raw materials like iron ore and grain were moved across the country benefiting miners and growers alike. Americans in the Northeast were now given access to products produced and grown far away in the Midwest.

Northern cities such as Chicago would see enormous benefits from the railroad while other cities not along the new railways suffered. The building of the railways, the cars and the areas to service and sort them would require massive construction projects. Businesses would spring up to house, feed, and cloth the railroad industry workers, growing the city further. Located on Lake Michigan, Chicago became a hub to the East, Midwest and South.

The South did not see the effects of this boom in transportation as wealth and industry was centered in the North. Southern agriculture continued to be centered on cash crops using slave labor and less focus was put on industrial growth. The South's railways were small and did not connect to the larger railroads in the Northeast. The vast difference in the amount of railroads in the North and South would prove a pivotal advantage for the North during the Civil War.

Standardized Time

Another unintended benefit from the railroad was the eventual establishment of time zones. Initially, railroads kept their own times and passengers had to use the various clocks inside of stations to determine the schedule they needed to keep.

Passengers started carrying pocket watches for the first time to help navigate the 50 different railroad times posted in the eastern part of the country!

Section Check for Understanding:

How did new new inventions impact transportation? How did the steam engine impact the economy of the United States? How did the the North's geography make it an ideal region for transportation revolution to have a major impact?

Interactive 7.11 Modes of Transportation



Activity: Complete this activity to see how the changes in transportation over time can impact the quantity of goods that can be moved:

Democracy Expands

QUESTIONS TO GUIDE INQUIRY

1. How did the geography & climate of the North determine its industrial economy?
2. How did the arrival of immigrants & changes in the labor force affect the social and political landscape of the nation?
3. How did geography contribute to the transportation revolution?
4. How did changes in politics affect the economy of the Northeast & South?
5. How did Jackson's presidential policies and decisions increase sectional differences and decrease feelings of nationalism throughout the country?

TERMS, PLACES, PEOPLE:

primaries:

nominee:

caucus:

spoils system:

nullify:

Democracy Expands

As you think about the most recent election for President of the United States, what process did citizens in each state have in choosing who the candidate would be for each political party? Here in Michigan, citizens voted in **primaries** for the major parties where each voter has a say in who would become that party's **nominee** for President. Other states, like Iowa, hold **caucuses**. In both situations, citizens have a say in the process. This wasn't always the case. Early Presidential candidates were chosen by the parties themselves, not the people. A revolution in our democratic system in the early 1800s would begin to give more people the chance to have a voice in the process.

As the nation began to change during the Industrial Revolution, it affected changes socially and politically within the United States. More Americans in all regions were moving away from hand-made production of goods and small farming to more industrialized manufacturing and large farms. The small, independent worker or farmer began to see the economic benefits of this change and wanted to be sure they were not left behind. Mistrust of older, wealthy elites in all regions began to fuel a revolution in society and politics. States began to lower or eliminate the requirement that you needed to own land to vote or be elected to office. Additionally, political parties began to allow citizens to have a voice who the

candidate was for the party through nominating conventions. These changes opened the door for an unlikely Presidential candidate.

Election of Andrew Jackson

You learned about Andrew Jackson in the previous chapter, but you will now be presented with another side of the president. Andrew Jackson was a southerner from the border area of North and South Carolina and had emerged out of the War of 1812 as a famed Indian fighter and hero of the Battle of New Orleans. He did not have a formal education and was a self-taught lawyer who became a representative for Tennessee in Congress and eventually served in the Senate. He was not the typical wealthy, formally educated, east coast elite that had held power in national government up to that point.

After viewing the video think about the following questions:

1. Did Jackson favor a strong federal government or strong state governments?

Interactive 7.12 60 Second Presidents



Watch this video of Andrew Jackson from Disney

2. How did Jackson use the Veto unlike Presidents before him had?

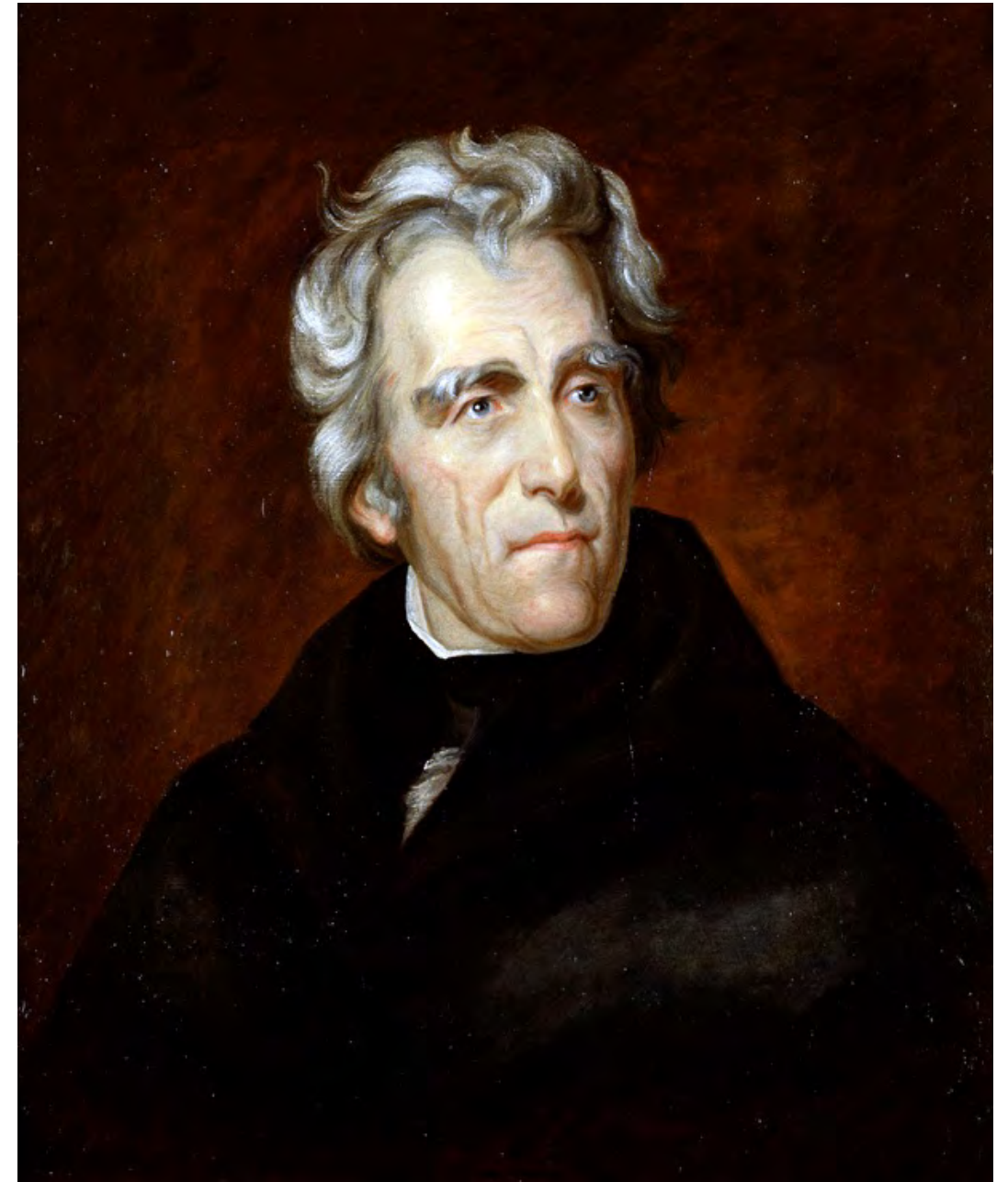


Image source: https://en.wikipedia.org/wiki/Andrew_Jackson#/media/File:Andrew_Jackson.jpg

Jackson became the face of the new Democratic Party which had split off from the old Democratic-Republican Party that Thomas Jefferson had headed. The party kept some of the values of the old party. These included the value of an agrarian society, a weak central government and strong individual liberties. They also wanted to restore rights to the individual farmer and craftsman and looked to take power away from the government which they saw as supporting corporations and banks to the detriment of the common man.

After Jackson's defeat in 1824 to John Quincy Adams in what became known as the “corrupt bargain”, Jackson and the newly formed Democratic Party gained more support from small farmers, the new

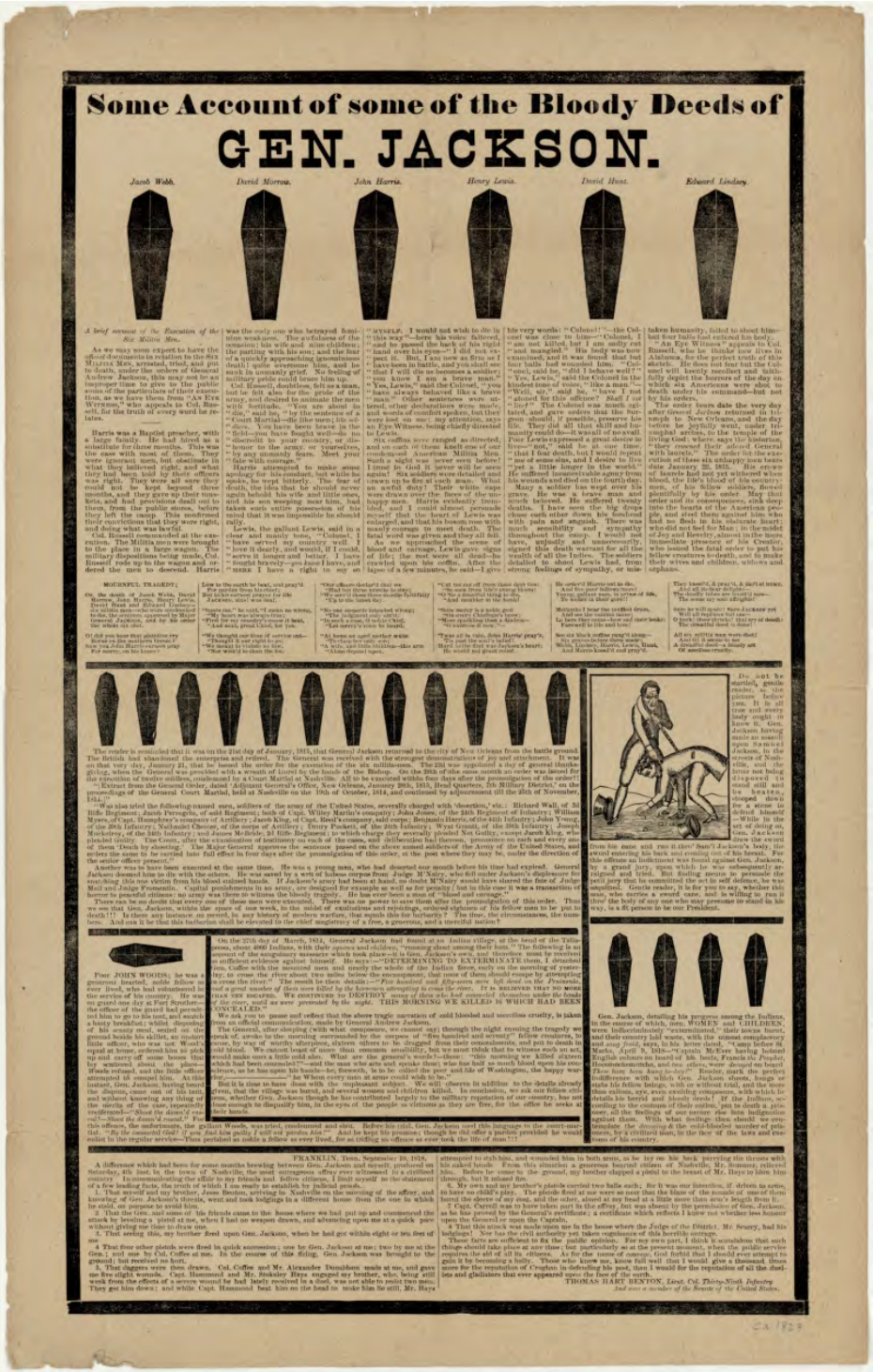


Image: https://en.wikipedia.org/wiki/United_States_presidential_election,_1828#/media/File:Some_account_of_the_bloody_deeds_of_General_Andrew_Jackson,_circa_1828.png

western settlers and slaveholders in the South. The negative election highlighted the candidates differences: Jackson as a war hero who used hard work to overcome poverty and succeed and Adams as an elite Harvard graduate who did not understand the common person. Although Adams and his supporters considered Jackson not fit for office believing he had a temper and and crude personality, he won a record number of popular votes and defeated Adams to become President in 1828.

Jackson's Early Presidency

Jackson's victory was seen as a victory for the common man. After taking the Oath of Office of the President of the United States, Jackson was greeted by the mass of people who had watched him become the 7th President of the United States. Margaret Smith wrote to a friend on what she witnessed: “When the speech was over, and the President made his parting bow, the barrier that had separated the people from him was broken down and they rushed up the steps all eager to shake hands with him.” After making it to the White House, Jackson was continually mobbed and had to escape and stay

elsewhere until the crowd dispersed: "But what a scene did we witness! a rabble, a mob, ... scrambling fighting, romping. What a pity what a pity! No arrangements had been made no police officers placed on duty and the whole house had been inundated by the rabble mob... it was the People's day, and the People's President and the People would rule." Andrew Jackson's inauguration to the Presidency of the United States represented a change in the way the common man could influence the democratic system. Many of Jackson's supporters would want their voices heard in the new government.

Spoils System & the Kitchen Cabinet

Jackson set out to reward his supporters with government jobs right away. When he removed more than 900 government workers and replaced them, a Democratic Senator stated that "to the victor belong the spoils" referring to the fact that, by winning the Presidency, Jackson had the right to take these valued positions away from those that lost. This became known as the **spoils system**. President Jackson also began meeting with a group of trusted friends and advisors who were not officially in the Presidential Cabinet. This group, coined the Kitchen Cabinet by opponents, met with Jackson in the White House to give him advice on the running of the country. One of Jackson's strongest supporters was Martin Van Buren, the Secretary of State, who would eventually become the new Vice President when John C.

Calhoun resigned in 1832 over the Nullification Crisis which you will read more about in a future chapter.

The Shift from Nationalism to Sectionalism

Although President Jackson was viewed as "the common man's president," sectionalism returned as the country expanded and evolved during Jackson's presidency. One of the first issues that Jackson faced was that of tariffs. Before he took office, Congress placed a high tariff on imports. People living in the North favored the tariff because it eliminated competition from British companies. Southerners, however, were incensed with the tariff claiming that it severely hurt the Southern economy--South Carolina's economy was so severely damaged that some leaders in the state even spoke of leaving the Union over this issue.

This led to the emergence of yet another issue that increased sectional tensions--states' rights. Claiming that Congress was favoring the North over the South by instituting tariffs, John C. Calhoun, who was Vice-President at the time, led other leaders from South Carolina to advance the states' rights doctrine which stated that since the states had formed the national government, state power should be greater than federal power. Calhoun went on to insist that states had the right to **nullify**, or reject, any federal law a state judged to be unconstitutional. Daniel Webster, a respected Massachusetts Senator who supported a strong federal government, famously took up the argument

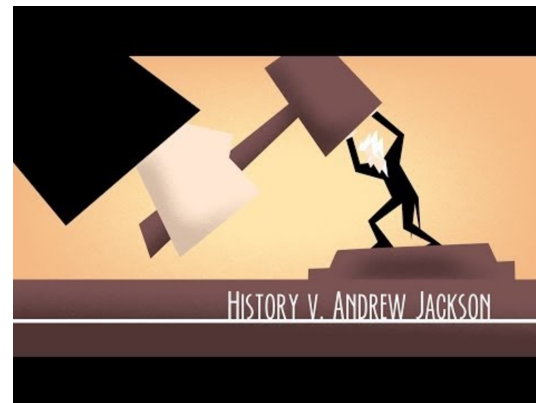
against nullification in his debate with Senator Robert Hayne of South Carolina. Hayne, a supporter of Calhoun's position, said that the federal government was a collection of states and could refuse to obey laws as they wished. Webster famously responded by saying "Liberty and Union, now and forever, one and inseparable!" Although President Jackson urged Congress to lower tariff rates, the state of South Carolina felt this was not a strong enough move by the President and declared any tariff passed by Congress to be null and void, refusing to pay the tariff and threatened secession. Even though President Jackson was from the South, he was enraged at the actions of leaders in South Carolina, especially for the statement that state authority came before that of the federal government. Eventually, Senator Henry Clay helped end the crisis by proposing the compromise Tariff of 1833.

Interactive 7.13 Crash Course - Age of Jackson



For an interesting and thorough explanation and analysis of Jackson's Presidency and its effect on increased sectional tensions, you may find this video helpful:

Interactive 7.14 History vs Andrew Jackson



History vs. Andrew Jackson: Watch the Ted-Ed Video on Andrew Jackson. As you watch, note the arguments about his both heroic and villainous place in US History. Where do you fall on Andrew Jackson's legacy?

Even though the President upheld federal authority in some situations, he wasn't always consistent in doing so. For example, when the charter of the Second Bank of the U.S. came up for renewal in 1832, Jackson vetoed the legislation, believing that the bank was an unconstitutional extension of Congressional power. Jackson felt that the states should have the power to control the banking system. Jackson further weakened the Bank's power by moving its funds to state banks. While this helped expansion in the West, it also led to inflation. Jackson eventually was able to lower the national debt, thus improving the economy, but his policies opened the door for upcoming economic issues.



https://upload.wikimedia.org/wikipedia/commons/f/ff/The_County_Election,_Bingham,_1846.jpg

Immigration, Class, and the Growth of Cities

QUESTIONS TO GUIDE INQUIRY

1. How did the geography & climate of the North determine its industrial economy?
2. How did the arrival of immigrants & changes in the labor force affect the social and political landscape of the nation?
3. How did geography contribute to the transportation revolution?
4. How did changes in politics affect the economy of the Northeast & South?
5. How did Jackson's presidential policies and decisions increase sectional differences and decrease feelings of nationalism throughout the country?

TERMS, PLACES, PEOPLE:

immigrants:

tenement:

nativist:

Have you ever had to move to a new place with your family? Some of you may have moved to a new home in your current school district while some of you have moved to a new school district. A few of you have even moved from another state or country. What factors caused you to move? Were you forced (pushed) to move due to a parent's job moving or another factor? Did your family choose (pulled) to live where you do now because of something positive? For some of those same reasons, immigrants were forced to emigrate to the United States or made a choice to do so. From 1840 to 1860, around four million **immigrants** came to live in the United States permanently. The arrival of these immigrants would bring about changes in the United States that would impact the nation socially, economically, and politically both immediately and for decades to come.

Push Factors of Emigration

Residents living in countries located mainly in Northern and Western Europe including Germany, Ireland, Italy and the Scandinavian nations looked to emigrate, or permanently leave their country and live in another, because they were forced to do so. Some new settlers were escaping hardships back home that left them little choice but to take the risk and come to the United States. Extreme poverty and famine were the main driving forces behind why many were forced to emigrate to the United States. For instance, the Irish left in the 1840s after a disease killed off the potatoes that the population was too reliant on as a source of food. Almost

two million Irish citizens died while nearly one million arrived in America's Northern cities with few skills and no finances looking for a better life. Others were culturally or religiously persecuted and sought refuge in America. In some European nations, laws were passed that were hostile toward religious groups. Like the Pilgrims of the mid-1600s who came to America, thousands of followers of the Jewish religion left Germany to escape persecution. Economic depression and lack of farmland were key financial factors in forcing families to take a ship to America where conditions might be better.



Why were some immigrants forced to leave their country and move to the United States?

Pull Factors of Immigration

Immigrants also made the choice to come to America for a variety of social and economic reasons. The chance for better life was an enticing idea for many poor Europeans who saw America's opportunities as a chance they were willing to take. The northern cities in the United States offered more jobs and good pay compared to what immigrants were making back home. Some arrived with skilled trades or professions such as bricklayers, carpenters, seamstress and cabinetmakers. These immigrants were financially ready for a new beginning in America. Immigrants also arrived seeking religious and political freedom. Many northern Europeans arrived as farmers and settled in the Midwest. Failed democratic revolutions caused thousands to head to America in search of political freedom and to flee persecution for their beliefs and activities against the government. Germans who fled persecution after a failed revolution were often highly educated and politically passionate which would allow them to have a strong voice in national politics in the United States. Nevertheless, most immigrants who came from Europe



were working class and would find life challenging in eastern cities.



Check for Understanding: Why did some immigrants choose to leave their country and move to the United States?

Settlement of European Immigrants

As immigrants landed on the East coast, they began to settle in cities and also move to the rural farmlands in Midwestern states like Missouri. The Irish settled all over the nation, including New York, Baltimore and Philadelphia as well as Chicago, San Francisco and New Orleans. Having fled famine and an economic collapse in Ireland, many of the Irish came with nothing and could not afford to move west and continue farming as they'd previously done back home. They would mostly settle in eastern cities and, as they arrived unskilled, had to work challenging jobs in canal and railroad building and as domestic servants.

Many Germans who arrived journeyed to the Midwest to buy farms or congregated in such cities as Milwaukee, St.

Louis and Cincinnati. Although they came with skills, they were still often forced into low wage jobs. Nevertheless, the German influence on American society was evident everywhere.

Eventually, there were 200 German-language newspapers and magazines across the nation. Some were able to blend in with American culture while others maintained German speaking communities and held on to old customs through churches, schools and newspapers.



Bird's Eye View of NYC, 1851 [https://en.wikipedia.org/wiki/History_of_New_York_City_\(1784%E2%80%931854\)/#/media/File:Birds-eye_view_of_New_York,_1851.png](https://en.wikipedia.org/wiki/History_of_New_York_City_(1784%E2%80%931854)/#/media/File:Birds-eye_view_of_New_York,_1851.png) What issues might arise when people live in close proximity to each other as seen in this image of New York City?

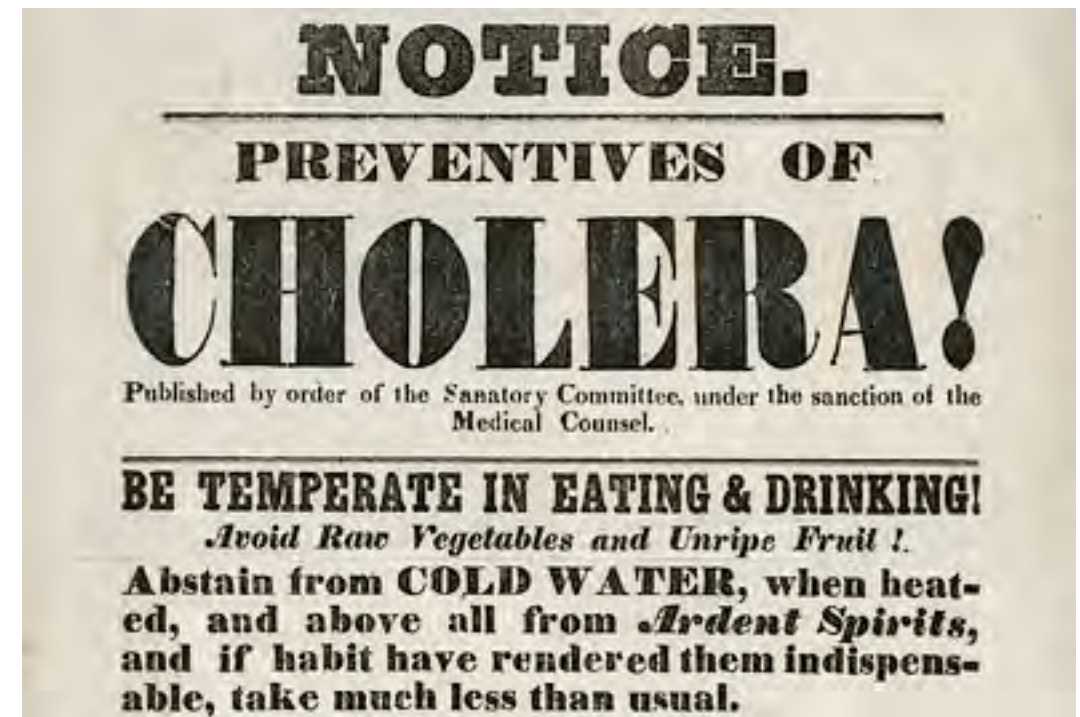


https://en.wikipedia.org/wiki/Five_Points,_Manhattan#/media/File:Five_Points_-_George_Catlin_-_1827.jpg Painting of an area known as the “Five Points” on Manhattan island in New York City by George Catlin, 1827. What do you see happening in the painting? Is there evidence of overcrowding? What economic activity is occurring?

Immigrants that settled into cities like New York would find many challenges existed there. Although transportation was growing, it was still very limited in the cities so workers needed to live close to their jobs. As cities grew quickly, they became overcrowded. The large influx in population, overcrowding and low wages all combined forced many immigrants to live in **tenement** housing which was poorly designed and built making it very unsafe.

These buildings often had no running water, toilets or ventilation systems. Many cities also did not have sewage systems.

Diseases were spread very easily in such conditions and outbreaks of diseases in many cities killed thousands of people.



https://upload.wikimedia.org/wikipedia/commons/2/2d/Cholera_395.1.jpg 1832 public service announcement in New York City for cholera. What recommendations does the PSA give the reader? What did public health officials at the time believe might be causing the spread of cholera? Look up the causes of cholera and how it spreads--is the advice accurate with today's medical knowledge?

Backlash Against Immigrants

Immigrants faced economic, cultural, and political discrimination during the mid-1800s as their numbers in America grew.

American workers feared losing jobs to immigrants who were willing to work for lower wages. Many, like the Irish, were Catholic while the majority of Americans were Protestant. With

both of these fears behind them, Americans lashed out at the Irish. Groups of people rose up in the United States to oppose immigration and were called **nativists**. Eventually, they formed the Know-Nothing Party in 1849 to challenge new immigrants and make holding office or becoming a citizen more challenging. The new party was especially anti-Catholic wanting to keep them out of public office. The Party eventually faded away without any real political changes, but their short existence revealed some middle-class concerns about new immigrants in addition to highlighting the discrimination that new immigrants faced.



Check for Understanding: Why did the arrival of immigrant groups cause nativist groups to react harshly towards them?

Growth of Cities

Throughout most of the 19th century, America had been a land of farmers and people lived mainly in rural areas. Some new immigrants continued this population growth pattern. Many immigrants came to America and sought farmland to stake their new future on. By mid-century, most Americans still worked as independent farmers and immigrants joined them in areas west of the Mississippi, such as the Great Plains. Changes in

farming equipment helped some, especially the wealthy land owners, but most farmers still worked long, hard hours and dealt with crop loss and cash shortages frequently.

The arrival of immigrants had a profound impact on the move some Americans were also making from rural areas into the cities.

Although the life as a farmer remained the standard for America, the growth rate in the populations of cities far exceeded the rate of growth in the rural areas. Commerce, or the exchange of goods on a large scale through transportation, was the driving force for city growth. Combined with the Transportation Revolution and the rise of industry, immigrants from overseas and migrants from other parts of America found a new opportunity in cities. As you read earlier, young girls also found work in the new mills being constructed. Immigrants found work in cities in the Northeast where factories were concentrated. New York City saw the most growth due to its connectivity to western trade through the Erie Canal. The population in the City reached 500,000 by mid-century. Following the Civil War, the United States experienced a depression in the 1870s that contributed to a slowdown in immigration.



Check for Understanding: How did the arrival of immigrants affect the agricultural economy of the United States? How did changes brought about from the Transportation Revolution fuel economic changes?

Wealth & Cities

As cities grew, wealth for a relative few grew with it. By 1850, the US had more millionaires than all of Europe combined. Although immigrants came to America with the dream that anyone could make it rich, the reality is that very few did. Most wealth was concentrated with prestigious families of the day who'd already made their fortunes. The wealthiest 1% of urban residents owned nearly half of the wealth of the cities in the Northeast halfway through the century. Most people still lived a very humble financial existence on the farm or in the growing cities. During this time a new middle class between the poor and the wealthy did begin to take shape. As you read earlier, this new middle class would want their say in politics, too. Women's roles began to change in cities, too. Women were able to get jobs as clerks and shop assistants due to advancements in education. Women began entering the teaching profession to fill those roles.



Check for Understanding: How do you think changes in cities regarding wealth lead to a new middle class? How were women able to take advantage of new economic opportunities in cities?

Long-Term Effects of Immigration & the Growth of Cities

As cities continued to become the home for new immigrants from Europe, rural migrants from farms, and young men and women seeking new job opportunities they became increasingly diverse places. This diversity, combined with nativists and Know-Nothing fears, brought about social reform movements that sought to address problems in these northern cities. You will read more about these reform movements in a later chapter.

While politicians and social reformers looked to fix the problems that came about in these large, industrialized urban areas in the north, the south continued to stay primarily rural and agricultural and did not have the issues that crowded cities and immigration brought to the North. As you will continue to read in the next chapter, Southern society, driven largely through cash-crop production on the backs of slave labor, would be a very different place than the more heavily industrialized, free-state North. Northern politicians and reformers would frustrate the South going forward and sectional tensions would continue to widen as the nation hurtled towards conflict.

Interactive 7.15 Push/Pull Factors



Chapter Check for Understanding: How did the industrial success of the North affect the nation in the mid-1800s? How do you think the sectional differences between the economics of the North and South will impact the nation politically?



At What Point Did The Issues of Sectionalism Become a Threat to the Unified and Expanding Nation?

Create an argument with evidence from the chapter to support your claim

Can a Few People Change Society?

1. How did religious and democratic ideals influence antebellum reform movements?
2. In what ways did the various reform movements reflect economic and social concerns?
3. How did the abolitionist movement contribute to growing sectionalism in the United States?



Can a Few People Change Society?

QUESTIONS TO GUIDE INQUIRY

1. How did religious and democratic ideals influence antebellum reform movements?
2. In what ways did the various reform movements reflect economic and social concerns?
3. How did the abolitionist movement contribute to growing sectionalism in the United States?

TERMS, PLACES, PEOPLE

Social reform

predestination

revival

common school movement

temperance

abolition

suffrage

The Push toward Reform

During the last part of the eighteenth and the first part of the nineteenth centuries, there was a growing interest in **social reform**, or an organized movement to improve the quality of life for particular groups of people. The motivations behind these movements were both political and religious.



image source: [https://upload.wikimedia.org/wikipedia/commons/a/af/Religious_Camp_Meeting_\(Burbank_1839\).jpg](https://upload.wikimedia.org/wikipedia/commons/a/af/Religious_Camp_Meeting_(Burbank_1839).jpg)

Political Motivations

During the Jacksonian era, democracy was expressed more than ever before. Because restrictive electoral requirements such as owning property were relaxed in many states, more white men could participate in politics, both by voting and holding public office.

Some people argued that America was not living up to the ideals set forth in the Declaration of Independence. They asked if all mankind were created equal, then why did women have fewer rights than men? Why was slavery permitted? Many reform movements sought to bring greater equality to marginalized members of society.

The Second Great Awakening

There was also a religious background to these reform movements. During the colonial era and early 1800s, many American protestants believed in **predestination**, or the idea that God had already decided which people would go to Heaven even before they were born, and that the individual could not change that fate.

But in the early 1800s, some religious leaders challenged these long-held beliefs regarding salvation. They said that man had free will, that he could save his soul through his actions on Earth. In order to convert people to a particular faith or to revitalize the

spiritual beliefs of others, preachers held **revivals**, or large outdoor religious meetings featuring sermons, hymns, and prayers. A revival could last a few days or even up to a week, and some of them had thousands of attendees. The teachings at these revivals led people to work for their salvation by improving society.



image source: [https://upload.wikimedia.org/wikipedia/commons/4/49/Methodist_camp_meeting_\(1819_engraving\).jpg](https://upload.wikimedia.org/wikipedia/commons/4/49/Methodist_camp_meeting_(1819_engraving).jpg)

Prison Reform

The need for changes in the prison system caught the attention of a Massachusetts schoolteacher named Dorothea Dix. Beginning in 1841, Dix spent more than a year visiting prisons throughout that state. She reported:

“I found, near Boston, in the Jails and Asylums for the poor, a numerous class brought into unsuitable connexion with criminals and the general mass of Paupers. I refer to Idiots and Insane persons, dwelling in circumstances not only adverse to their own physical and moral improvement, but productive of extreme disadvantages to all other persons brought into association with them.”

Dix's reports to the Massachusetts legislature convinced them to build not only new facilities for the mentally ill, but also new prisons that were cleaner and more

humane. Some of the prisons began to offer education to inmates.



image source: <https://s-media-cache-ak0.pinimg.com/236x/96/9b/af/969baf77ae9ac9a5f41405647187b513.jpg>



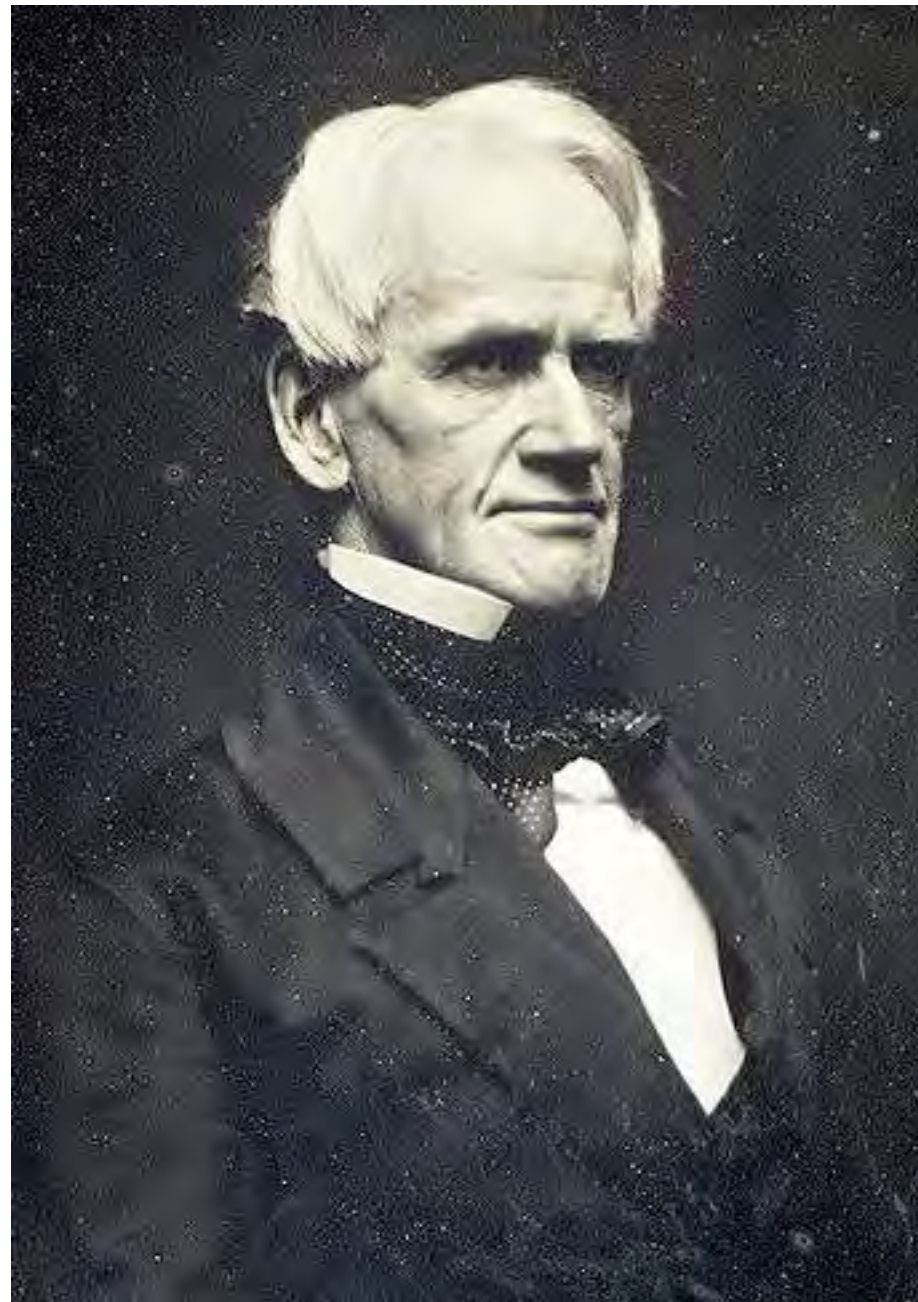
(Image source: https://en.wikipedia.org/wiki/Dorothea_Dix#/media/File:Dix-Dorothea-LOC.jpg)

Dix continued to work for better conditions for prisoners and the mentally ill throughout the country. Her influence continues to be seen in prisons and mental hospitals to this day.

Public Education

In the early 1800s, the education of children was also a cause of concern for some social reformers. They felt that with an expanding electorate, education was necessary so voters could be informed on the vital political issues of the day. Only Massachusetts required public schools funded by taxes. Most families felt that being able to read the Bible, write simple letters, and complete simple math problems related to their work was sufficient. Many poor children helped support their families by working on farms or in factories, leaving them no time for formal education. Few girls were educated because parents didn't think their daughters needed an education for their future roles as homemakers and mothers.

In 1837, Massachusetts created the nation's first State Board of Education. They selected an educator and former US representative and senator, Horace Mann, to be its first secretary of education. Mann was a leader in the **common school**



https://upload.wikimedia.org/wikipedia/commons/d/d5/Horace_Mann_-_Daguerreotype_by_Southworth_%26_Hawes,_c1850.jpg

movement, a push to provide a free education to children from diverse backgrounds in a publicly supported school.

Under Mann's direction, Massachusetts increased the budget for public education, increased the length of the school year, created colleges for teacher training, and raised the salaries of teachers.

States throughout the North followed Massachusetts' example, and soon public schools were found throughout the region. It took more time for the South and West to increase the availability of a free, public education to its communities.

In addition to Horace Mann's efforts to increase the availability of schools to all, several women worked for greater educational opportunities specifically for women. Emma Hart Willard opened the Troy Female Seminary in Troy, New York, in

1821. This school was the first in the United States to offer a college-level education to women. Until this point, there were no colleges in the nation that admitted women.



https://en.wikipedia.org/wiki/Catharine_Beecher#/media/File:Catharine_Beecher.jpg

Catharine Beecher, a daughter of the famous minister Lyman Beecher, also believed that women required just as much of an education as men:

“It is to mothers, and to teachers, that the world is to look for the character which is to be stamped on each succeeding generation, for it is

to them that the great business of education is almost exclusively committed. And will it not appear by examination that neither mothers nor teachers have ever been properly educated for their profession. What is the profession of a Woman? Is it not to form immortal minds, and to watch, to nurse, and to rear the bodily system, so fearfully and wonderfully made, and upon the order and regulation of which, the health and well-being of the mind so greatly depends?”

Beecher started an all-female school in Hartford, Connecticut, in 1823. Eventually known as the Hartford Female Seminary, the institution offered classes in subjects traditionally reserved for

men: chemistry, rhetoric, algebra, philosophy, and others. In 1832, Beecher moved with her father to Cincinnati, a growing city in southern Ohio. She opened a female seminary there, as well, but it closed after only a couple of years because of Beecher’s poor health and a lack of funding.

There were also increased efforts to educate people with special needs. Inspired by the deaf daughter of a neighbor, Thomas Gallaudet traveled to Europe to learn how to educate the deaf. In 1817, he established a school for the deaf in Hartford, Connecticut. That school later came to be known as the American School for the Deaf, and it still operates to this day. Gallaudet University in Washington, DC, is named for this pioneer of education. Samuel Gridley Howe worked with visually impaired students, developing a raised alphabet system of writing that the blind could read with their fingers.

Interactive 8.1 Samuel Gridley Howe



Learn more in this video.

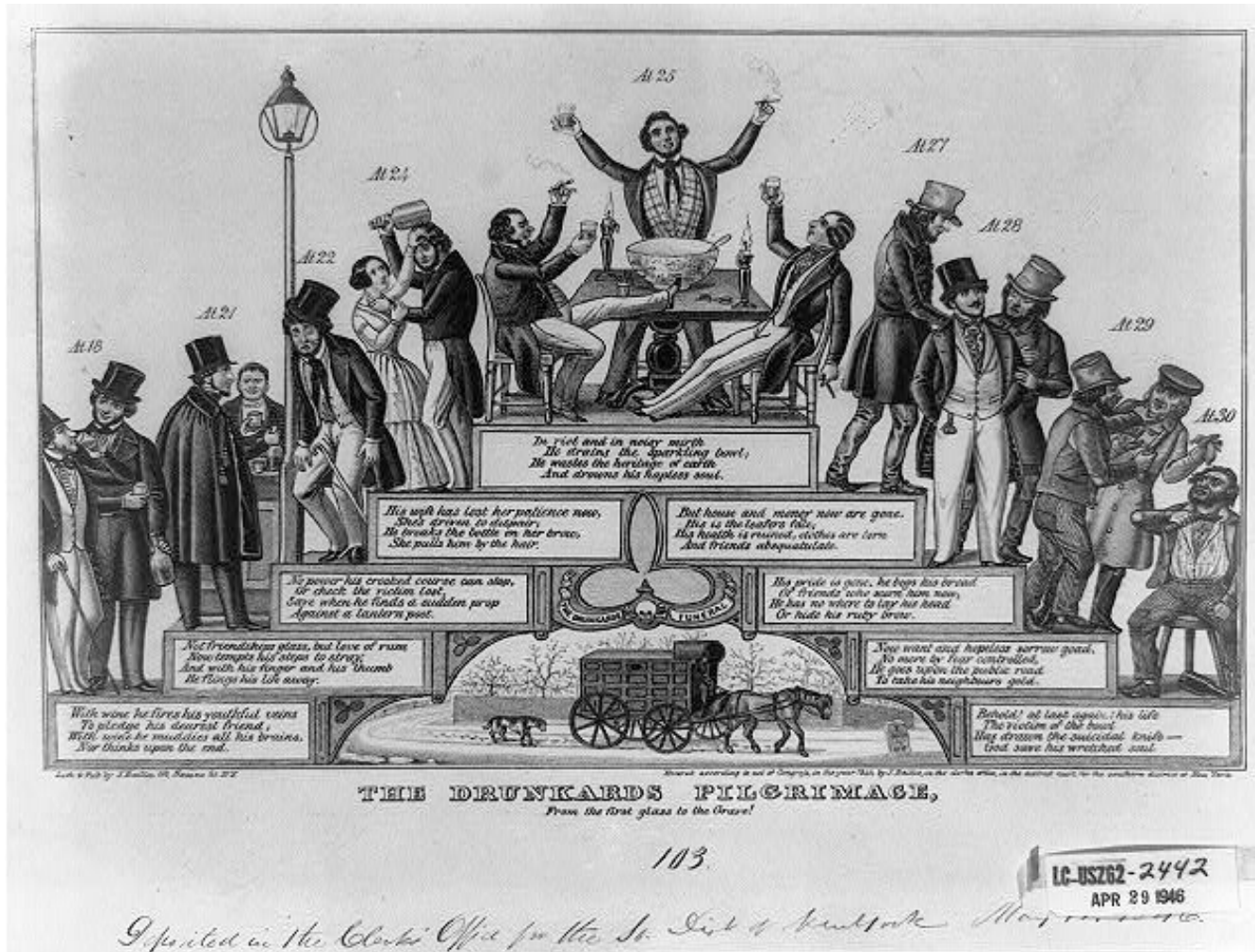


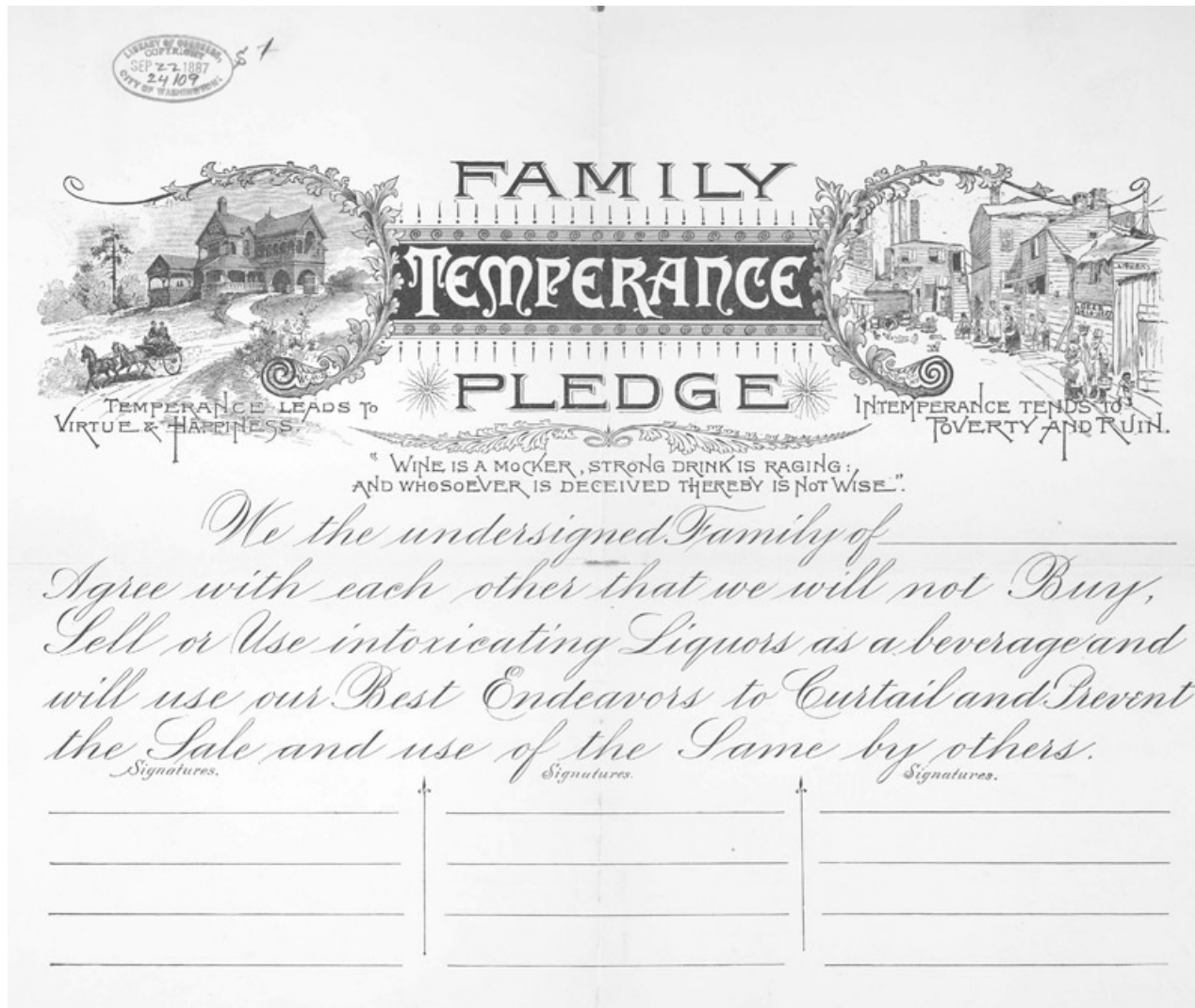
image source: <http://loc.gov/pictures/resource/cph.3a06124/>

Temperance

The over-consumption of alcohol was a concern for some nineteenth-century social reformers. By 1830, almost seven gallons of alcohol was consumed by the average American aged 16 or older each year. Reformers were concerned that a lack of sobriety resulted in greater numbers of domestic abuse victims, a cycle of poverty caused by a family member spending the family's resources on alcohol, and increased amounts of crime.

These concerns led to the **temperance movement**--an organized attempt to end alcohol abuse and its consequences by encouraging abstinence (drinking no alcohol) or at least moderation (drinking very little alcohol). Lyman Beecher, a minister and ardent social reformer (and father of educational reformer Catharine Beecher and abolitionist author Harriet Beecher Stowe), co-founded the American Temperance Society in 1826. This group published pamphlets and hosted lectures about the dangers of drinking and alcoholism.

Look at the picture above entitled "The Drunkard's Pilgrimage". What message is the artist trying to convey?



<https://exhibits.library.villanova.edu/files/62861238188388laneTemperance07.jpg>

Women's Suffrage

As women worked for social reform, there was a growing awareness of and dissatisfaction with their limited opportunities in society. Women were generally expected to work within the home and raise families. They had few legal rights and could not vote, serve in political office, attend university, or enter career fields such as medicine or law.

Two important women in the fight for women's rights in the nineteenth century were Lucretia Mott and Elizabeth Cady Stanton. Mott, a Quaker, was very active in the abolition movement, which sought to eliminate slavery in the United States. While attending an anti-slavery convention in London, England, in 1840, Mott met Elizabeth Cady Stanton, another American abolitionist.

The two were denied access to meetings at the convention because of their gender. Angry, the two talked about the possible influence a convention for women's rights could have. In 1848, that dream became a reality when they met in Seneca Falls, New York, for the Seneca Falls Convention.

Attended by a few hundred people, including such dignitaries as Frederick Douglass, the convention sought to bring attention to the unequal treatment of women in American society. Stanton wrote a Declaration of Sentiments that was closely modeled to the Declaration of Independence.



Some families signed pledges to not drink. Why might this type of pledge successfully keep people from drinking liquor? Why might it not be successful?

Stanton's insistence that a resolution in favor of women's suffrage, or right to vote, be included in the Declaration of Sentiments was not universally accepted by the attendees to the convention. Lucretia Mott objected to it, fearing that it was too radical and would cause a loss of support to other resolutions for equality in other aspects of life. Ultimately, the resolution for women's suffrage was supported by a vote of the convention.

In 1851, Stanton met an assertive social reformer named Susan B. Anthony. The two worked for a constitutional amendment for women's suffrage for many years, founding the American Equal Rights Association and printing a newspaper focused on bringing attention to women's issues. The two did have some success when Wyoming became the first territory to pass a law allowing for women voting. The law was passed at the end of 1869, and women cast their first ballots there in 1870.



[https://en.wikipedia.org/wiki/Elizabeth_Cady_Stanton#/media/
File:Elizabeth_Stanton.jpg](https://en.wikipedia.org/wiki/Elizabeth_Cady_Stanton#/media/File:Elizabeth_Stanton.jpg)



[https://en.wikipedia.org/wiki/Lucretia_Mott#/media/
File:Mott_Lucretia_Painting_Kyle_1841.jpg](https://en.wikipedia.org/wiki/Lucretia_Mott#/media/File:Mott_Lucretia_Painting_Kyle_1841.jpg)

Interactive 8.2 The Declaration of Sentiments



Read the full text of the Declaration of Sentiments [here!](#)

Interactive 8.3 The Declaration of Independence



Read the full text of the Declaration of Independence [here.](#)



How are these documents similar? How are these documents dissimilar? and What message was Stanton trying to convey by modeling the Seneca Falls Declaration on the Declaration of Independence?

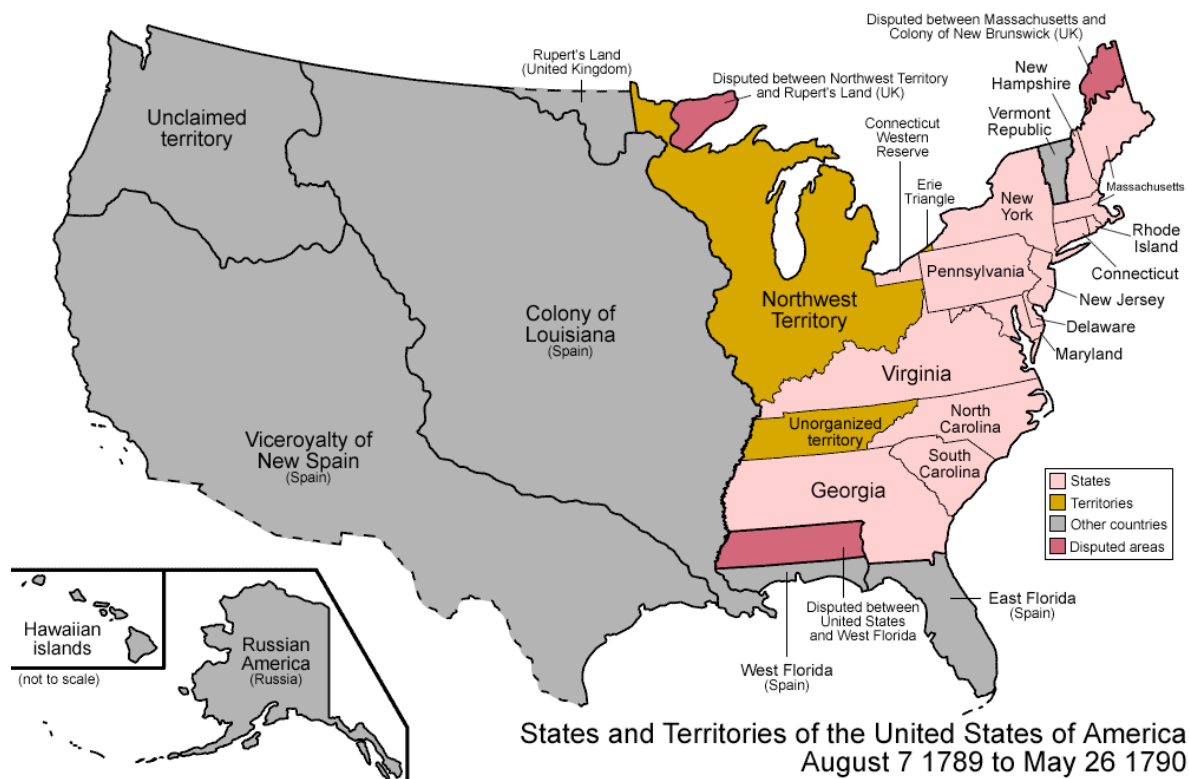
Abolition

Thomas Jefferson wrote in the Declaration of Independence that “all men are created equal,” but an increasing number of people claimed that the institution of slavery proved that all men weren’t created equal. Additionally, the religious beliefs of many groups, especially the Quakers, asserted that owning other humans was contrary to the idea that all people were God’s children and worthy of respect.

People from both backgrounds argued that if the United States was going to live up to her claims of liberty and opportunity, the institution of slavery would have to be eliminated. These people were known as **abolitionists**-- people who worked for an end to slavery.

There were organized efforts to stop the spread of slavery in the North as early as 1780, when Pennsylvania passed a law that set up the gradual emancipation of slaves in that state. The Northwest Ordinance of 1787 banned slavery in the Northwest Territory.

As the push to abolish slavery strengthened, however, there were disagreements over how to do that and what the role of freed slaves in the United States would be. Some reformers believed that African Americans should have all the rights of white people. Others agreed that slavery should be eliminated but were opposed to equality between the races.



United States or had spent so much time there that they considered it their home, and they didn't want to leave the country they knew.

The most ardent white abolitionist was a man named William Lloyd Garrison. Originally a supporter of the ACS, Garrison left the organization when he became disillusioned with its goals.

Garrison began the influential anti-slavery newspaper *The Liberator* in 1831. In its inaugural issue, Garrison wrote: "I will be harsh as truth, and as uncompromising as justice....[Urge] me not to use moderation in a cause like the present. I am in earnest--I will not equivocate--I will not excuse--I will not retreat a single inch--AND I WILL BE HEARD."

Garrison also helped found the American Anti-Slavery Society, the first national abolitionist organization in the United States, in 1833. Members included Frederick Douglass, Theodore Weld, and Angelina and Sarah Grimké.

The Grimké sisters were from a wealthy slave-owning family in South Carolina. They did not embrace the attitudes of the rest of their family and spent their adult years actively working for abolition. They gave speeches and wrote pamphlets and letters

Interactive 8.4 The Liberator



To look at scans of issues of *The Liberator*, [click here](#).

What present states used to be part of the Northwest Territory?

One early effort to encourage the end of slavery was the American Colonization Society (ACS). Founded in 1816 by Rev. Robert Finley, the ACS sought to help freed slaves emigrate to Africa. In 1822, the organization founded the colony of Liberia in western Africa. Ultimately the ACS settled approximately 12,000 people in Liberia. Most freed slaves had either been born in the



Image source: wikipedia

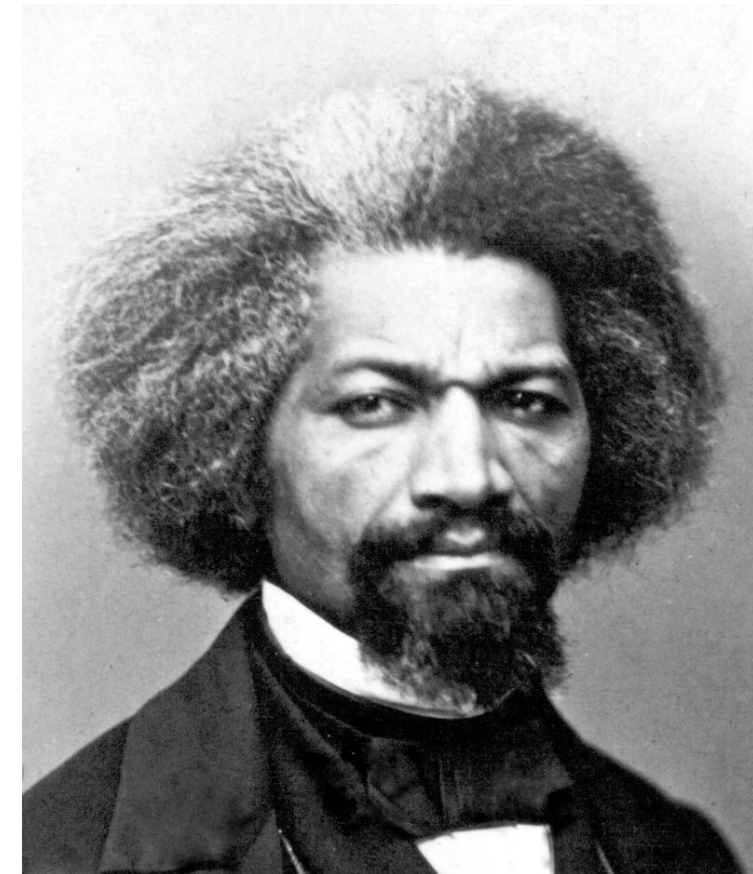
exhorting people to reject slavery. Angelina married fellow abolitionist Theodore Weld in 1838. The following year, the Welds and Sarah Grimké published *American Slavery As It Is*, a compilation of observations of life under slavery that was influential in the abolitionist movement.

African American Abolitionists

There were many former slaves active in the abolition movement. Born a slave in 1818, Frederick Augustus Washington Bailey escaped from his owner in 1838, established himself in New England, and began living under the name Frederick Douglass. At an anti-slavery meeting in Nantucket in 1841, Douglass eloquently spoke about his experiences as a slave. This experience launched a public-speaking career that continued throughout Douglass' life.

In addition to being a powerful speaker on the evils of slavery, Douglass used the written word to promote his ideas. In 1845 he published an autobiography, *The Narrative of the Life of Frederick Douglass, An American Slave*. Douglass began a newspaper called *The North Star* in 1847. This publication not only discussed issues related to abolition, but also women's suffrage and education reform.

Another escaped slave who had a significant impact on the efforts to end slavery was Sojourner Truth. Born Isabella Baumfree in 1797, she escaped from her master in 1826. She changed her name in 1843 to Sojourner Truth, because she planned on traveling in free areas of the country and telling the



https://upload.wikimedia.org/wikipedia/commons/8/85/Frederick_Douglass_c1860s.jpg

Interactive 8.5 Narrative of the Life of Frederick Douglass



To read all or part of this book, click here.

truth about the injustice and cruelty of slavery. Her impassioned speeches brought her the attention of other such luminaries as William Lloyd Garrison, Harriet Beecher Stowe, and Susan B. Anthony.



https://upload.wikimedia.org/wikipedia/commons/c/c0/Sojourner_Truth_CDV.jpg

Interactive 8.6 Sojourner Truth



For more information about Sojourner Truth's connection to Michigan, click here.

Harriet Tubman and the Underground Railroad

There are many stories of slaves escaping to the North in a variety of ways. (To read about a few of the more daring escapes, click here.)

Some abolitionists formed a network of safe houses, routes, and guides known as the Underground Railroad. It was considered “underground” because it was secret and hidden.



<https://upload.wikimedia.org/wikipedia/commons/5/5d/Harriet-Tubman-248x300.jpg>

Interactive 8.7 5 Daring Slave Escapes



Learn about 5 particularly daring slave escapes at this website from History.com

The people involved adopted the language of the railroad as an analogy to help people understand how it worked (safe houses were “stations,” escaping slaves were “freight,” a particular route to the North was a “line,” etc.). This coded language also helped make any overheard conversation seem innocuous.

People of diverse social and ethnic backgrounds were part of the Underground Railroad.

Some people assisted escaping slaves by providing a safe place to stay. Some fed or clothed them. Still others provided financial assistance.

The escaping slaves, however, often needed a guide to help them get to an area of safety. The most famous “conductor,” or guide, was Harriet Tubman. An escaped slave herself, Tubman risked her own life by returning to the South 19 times to help slaves escape to freedom. More than 300 slaves owed their freedom to the woman who came to be known as the “Black Moses,” an allusion to the Biblical figure who led the Israelites out of Egypt.



[https://upload.wikimedia.org/wikipedia/commons/thumb/5/51/](https://upload.wikimedia.org/wikipedia/commons/thumb/5/51/Undergroundrailroadsmall2.jpg/400px-Undergroundrailroadsmall2.jpg)

[Undergroundrailroadsmall2.jpg/400px-Undergroundrailroadsmall2.jpg](https://upload.wikimedia.org/wikipedia/commons/thumb/5/51/Undergroundrailroadsmall2.jpg/400px-Undergroundrailroadsmall2.jpg)

Reactions to the Abolition Movement

While some southerners worked for the abolition of slavery, many viewed it as vital to the success of the southern economy. They

feared that without their “peculiar institution,” as slavery was sometimes called, the South and its culture would wither and die.

This fear resulted in different reactions among slavery supporters.

Some people became hostile toward people who did not agree with that viewpoint. People like the Grimké sisters simply left the South instead of subjecting themselves to the potential danger associated with their beliefs. Others decided to try to sway the law to protect slavery. Among these was Senator John C. Calhoun of South Carolina, who argued that it was a state's right to make a decision on the issue of slavery.

Reactions in the North weren't any less mixed. There were white northerners who supported slavery. Others didn't like slavery, but they also didn't like the idea of equal rights for African Americans. Some were worried that escaped slaves would come to the North and take the jobs of white people.

These differences of opinion and approaches to the issue of slavery continued to grow in intensity. Soon, tensions would flare and the United States would face civil war.



Can a Few People Change Society?

Create an argument with evidence from the chapter to support your claim

When is it Time to Stop Compromising?

1. What was the most significant geographical impact on Southern society?
2. How did the geography of the South widen the political divide within and between political parties?
3. What was the greatest economic factor responsible for reliance on slave labor to maintain an agrarian society in the South?
4. What were some of the distinctive cultural traditions in the South for which geography was responsible?

SOUTHERN CHIVALRY — ARGUMENT VERSUS CLUB'S.



Section 1

Geographic Impact on Life in the South

QUESTIONS TO GUIDE INQUIRY

1. What was the most significant geographical impact on Southern society?
2. How did the geography of the South widen the political divide within and between political parties?
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4. What were some of the distinctive cultural traditions in the South for which geography was responsible?

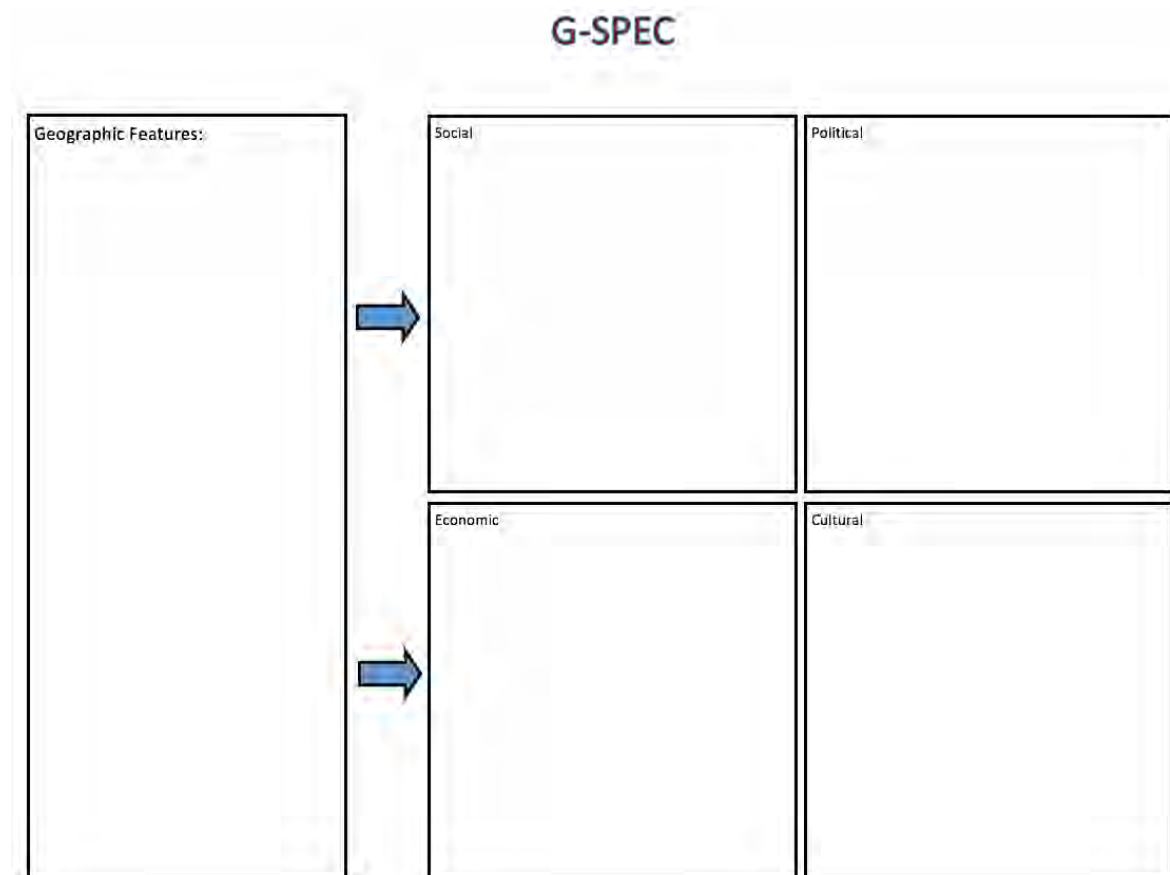
TERMS, PLACES, PEOPLE

cash crop

Cotton belt

Just like the industrialization that took place in the North, the geographical features of the region played just as important a role in the agrarian way of life in the South.

Because geography was responsible for almost every aspect of life in the South (as it was in the North as well), its significance cannot be understated. In fact, one way to visualize the impact that geography had on the development of the South is through the use of a graphic organizer such as the one below:

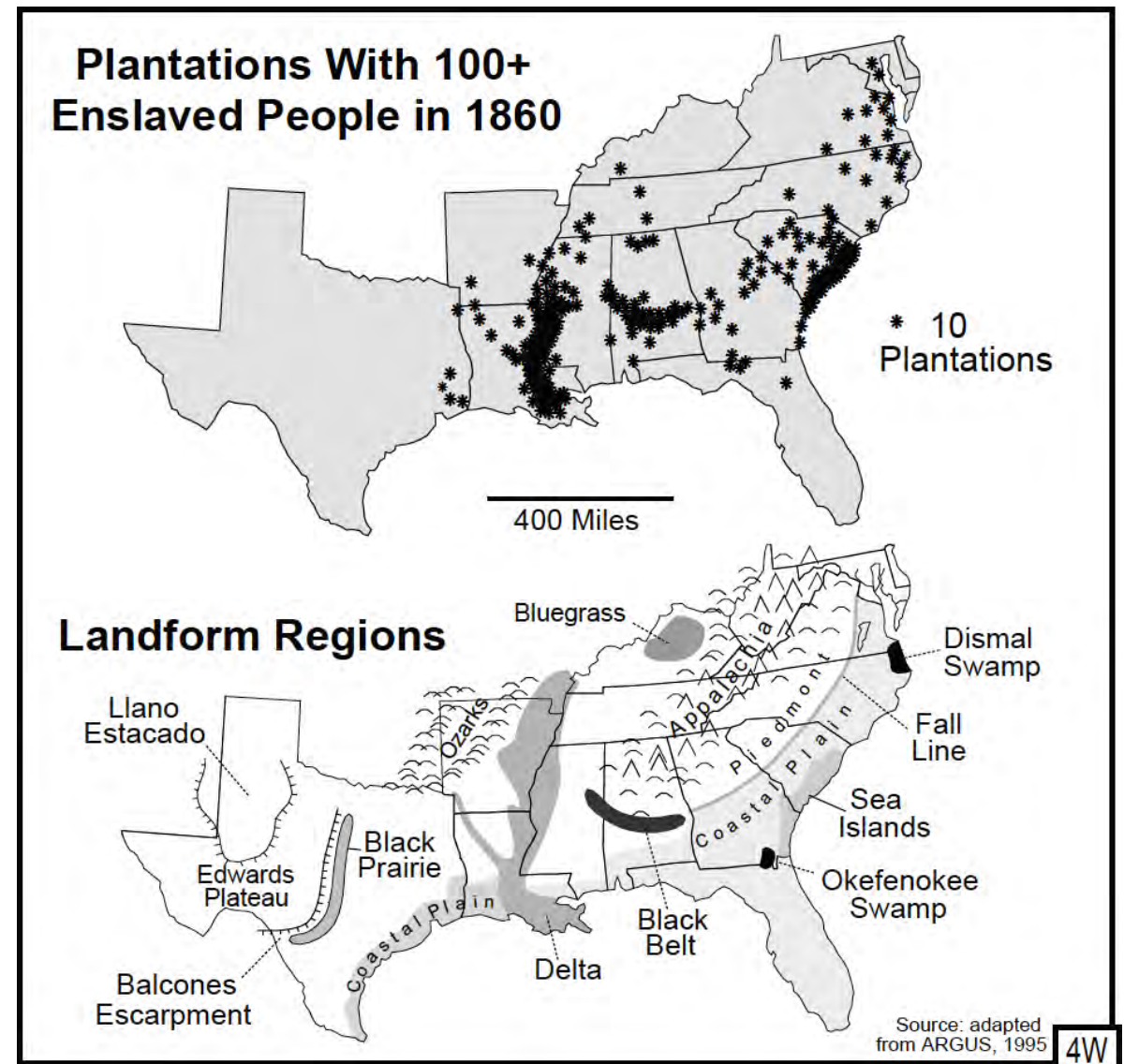


As you read the following information about the geographic features of the South, practice identifying the big ideas to place in the appropriate place in the graphic organizer.

Geographic Characteristics of the South

The fertile soil, warm climate, and substantial length of a growing season in the South made it ideal for large-scale farms to profit considerably from **cash crops** like tobacco and cotton. After Eli Whitney's invention of the cotton gin made the production of cotton so profitable, other crops were abandoned in order to make more room for growing cotton. Additionally, the removal of indigenous people opened up even more land. Combined with the development of new types of cotton plants, cotton production spread as far west as Texas. The entire region became known as the cotton belt.

Another important geographic feature in the South was its river system. As the North was developing the railroad system, the South still relied heavily on the waterways of the area. Southern rivers made water travel cheap and easy and the main cash crop of cotton was regularly loaded onto steam-powered riverboats and sailing ships that took the product out to ports in the North or in Europe to be made into clothing. Due to the waterways being the main form of transportation, most southern cities were located next to these waterways, and although there were some railroad lines in the South, compared to the North, the South only had about half of the railroad systems that the North had. The many broad, slow moving, navigable rivers became the mode of transportation, responsible for the development of many cities along the rivers and as ports along the Gulf and Atlantic coasts.



1. Compare these two maps. Would you describe the large plantations of 1860 as:

___ scattered evenly throughout the states of the Confederacy, or

___ clustered in a few relatively small areas?

2. What three landform regions had the greatest number of large plantations?

3. What large landform regions had almost no large plantations?

By 1850, the development of the South's geographic pattern of population settlement and economic organization had changed dramatically from its colonial beginnings. Still, it was strongly rural--urban development was limited to numerous villages and small towns, the larger cities were almost all located on the coast or at major transfer points along interior waterways, and transportation and communication networks were sparse. From multiple perspectives, the impact was substantial, creating a huge gap between just about every aspect of Northern and Southern ways of life. The following sections provide an in-depth description of the social, political, economic, and cultural impact that geography had on life in the South between 1820-1860.



No matter which time period is under investigation, using the G-SPEC strategy is a terrific way to organize information from a variety of aspects to better understand how geography impacts social, political, economic, and cultural characteristics of a location or region. Here are the basics behind the SPEC strategy:

S=SOCIAL

Having to do with people in groups, their living together, includes issues such as gender, economic status, ethnicity, etc. An example of a social aspect of life in the South would be the institution of slavery.

P=POLITICAL

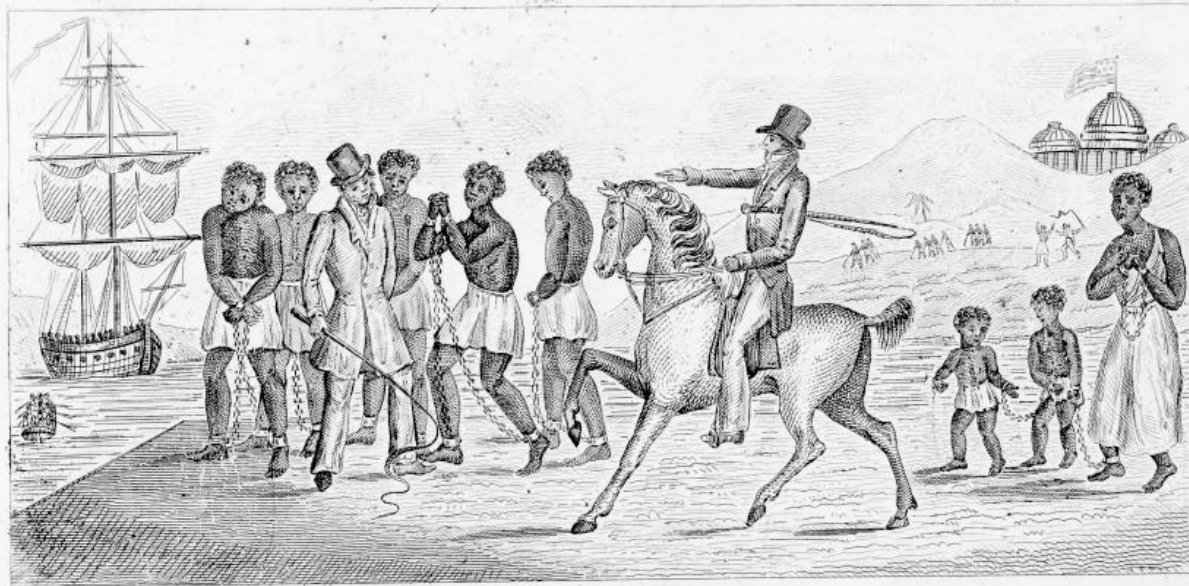
Having to do with gaining, seeking, and organizing power, events related to the function of government: making laws, enforcing laws, and interpreting laws. A political example is The Compromise of 1850, authored by Henry Clay.

E=ECONOMIC

Having to do with how people meet their basic material needs; the production, distribution, and consumption of goods and services; includes such issues as domestic and international trade, monetary policies, and taxation. An example of an economic issue is that of tariffs being placed on imported goods.

C=CULTURAL

Having to do with the technology, arts, and institutions of a given group of people at a given time. It is a tangible representation of interactions. Examples of cultural characteristics might include: literature, music, poetry, art, food, dialects, and slang.



UNITED STATES SLAVE TRADE.
1850.

<http://loc.harpweek.com/LCPoliticalCartoons/Disk1/5w/3b36072v5w.jpg>

On January 1, 1808, the United States banned the African Slave Trade, but the trade of slaves within the country was still allowed and the children of slaves still automatically became slaves themselves. This allowed for the institution of slavery to continue beyond the cancellation of the Slave Trade. By 1865, it was estimated that over 12 million Africans had been brought across the Atlantic Ocean and into the Americas through the slave trade.

Transportation in the South

The agricultural profit that sustained the South economically almost seemed to hinder the South's ability to innovate and industrialize as the North had done. As was evident in the mode of transportation in the South, the South was not able to diversify their industries as the North was able to do. Social classes were not as equal in the South as in the North, as the middle class held a small proportion of the land, while the small amount of wealthy plantation owners occupied the majority of the land and the slaves. Due to this imbalance of wealth in the South, personal debt amongst the people was high and taxes and federal spending was lowered to help support the people. This meant that there were not as many federal funded programs such as schools. Illiteracy, not being able to read and write, among the people of the South was widespread.

Interactive 9.1 North and South - Different Cultures Same Country



Take a look in particular at the bar graph showing the differences between the North and South on this website.

Section 2

How did the geographic characteristics of the South impact the development of a distinctively different society than in the North?

QUESTIONS TO GUIDE INQUIRY

1. What was the most significant geographical impact on Southern society?
2. How did the geography of the South widen the political divide within and between political parties?
3. What was the greatest economic factor responsible for reliance on slave labor to maintain an agrarian society in the South?
4. What were some of the distinctive cultural traditions in the South for which geography was responsible?

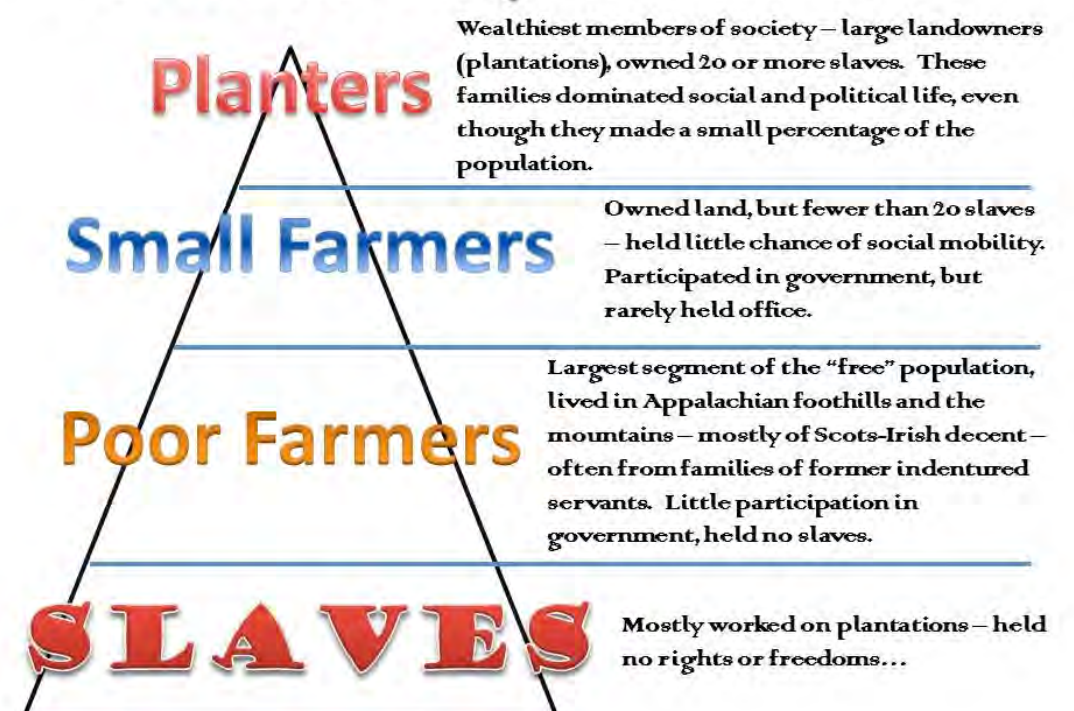
TERMS, PLACES, PEOPLE

lucrative



Look at these two images. While one is a subjective visual interpretation and the other is a statistical chart, they each help form a visual frame of reference that comes to mind when thinking about the huge societal differences that had developed in the southern region of the United States between 1820 and 1860.

Social Hierarchy in the South



Although cotton was seen as the most **lucrative** crop in the South, many plantations were built on the production of other cash crops as well. Crops cultivated on antebellum plantations included cotton, tobacco, sugar, indigo, rice, and to a lesser extent, okra, yam, sweet potato, peanuts, and watermelon. By the late 18th century, most planters in the Upper South had switched from exclusive tobacco cultivation to mixed-crop production.

Regardless of the crop, a plantation represented more than a house on a farm.

Plantation life brought with it a society with clear class divisions. Although there were a lucky few at the top with land holdings as far as the eyes could see, most Southerners were not lucky enough to experience this degree of wealth. Even to those who didn't themselves experience it, the clearly defined class structure was "tradition" as well as a comfort associated with life in the South. The contrast between rich and poor was great because of the labor system necessary for its survival. Most Southerners were yeoman farmers, indentured servants, or slaves. The plantation system also created changes for women and family structures as well.

Plantation society dramatically changed the role of women. Slave ownership in the South was a crucial element that separated the nation's women by allowing Southern women to embody the ideal housewife within the domestic realm. The Southern plantation mistress portrayed the ultimate housewife because she was free

of the manual labor associated with her domestic duties and was provided with leisure time to focus on her children and husband. However, this picture perfect image was not the reality of the Southern plantation mistress. The appearance of perfection was an important part of the hierarchy of the South.

Since most indentured servants were male, there were far fewer women in the South. From one perspective, this increased women's power. They were highly sought after by the overwhelming number of eager men. The high death rate in the region (due to the lack of modern medicine at the time in the South) resulted in a typical marriage being dissolved by death within seven years. Consequently there was a good deal of remarriage, along with the complexity of half-brothers and half-sisters evolved. Women needed to administer the property in the absence of the male. Not anticipating being put in this type of position, many women developed managerial skills. However, being a minority had its downside. Like in New England, women were completely excluded from the political process. Female slaves and indentured servants were often the victims of aggressive male masters.

Slavery in the South presented an interesting double standard to the woman of the plantation, especially those of Christian faith, which made up the overwhelming majority of southern women. These women helped to bring a sympathetic element to the

"peculiar institution" by helping run the household, and forming relationships with the slaves by helping to care for them.

Even though Southern society had a multitude of double-standards, the majority of those living in the South were willing to fight to protect Southern societal ways of life. Although slavery was an essential foundation of the societal differences in the South, some saw the preservation of slavery as a means to an end--preserving the way of life that existed for a hundred years--a continuance of a superior lifestyle which emphasized good manners and graciousness. Defenders of slavery argued that slavery had existed throughout history and was the natural state of mankind. The Greeks had slaves, the Romans had slaves, and the English had slavery until very recently.

Many defenders of slavery also argued that the institution was divine, and that it brought Christianity to the heathen from across the ocean. Slavery was, according to this argument, a good thing for the enslaved. John C. Calhoun said, "Never before has the black race of Central Africa, from the dawn of history to the present day, attained a condition so civilized and so improved, not only physically, but morally and intellectually."

As with political, economic, and cultural influences, social factors were just one more part of a complex puzzle that involved the preservation of the Union.

During this time, England, a major trading country with the United States, was experiencing their own economic depression and was unwilling to loan money to those in the United States. This greatly affected the United States because much of the money that investors were using to expand in the United States was coming from England. Also, with all of these smaller "pet banks" now loaning and printing money instead of just one bank, the market was flooded with so much money that high inflation rates began to occur and the currency began to depreciate (the currency was no longer backed by silver or gold). Inflation is a rise in prices relative to money available. In other words, you can get less for your money than you used to be able to get.

In July 1836, in response to the depreciation of the dollar, President Jackson issued the Specie Circular Act that only allowed investors to purchase land if the payment was made with actual silver or gold. As printed money began to be worth less, people began to rush to the banks to withdraw their savings.

Unfortunately, the banks had issued so many loans, there was not enough money in reserves to fulfill the demands of the people. Approximately eight hundred banks closed their doors in 1837, stifling economic growth and bankrupting numerous businesses, including many of the banks.

During the Panic of 1837 thousands of workers lost their jobs, and many businesses reduced other workers' wages.

Fugitive Slaves

Political Divisions

ATTENTION.

QUESTIONS TO GUIDE INQUIRY

1. What was the most significant geographical impact on Southern society?
2. How did the geography of the South widen the political divide within and between political parties?
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4. What were some of the distinctive cultural traditions in the South for which geography was responsible?

TERMS, PLACES, PEOPLE

fugitive slave act of 1850

Uncompromising differences, especially with the issue of slavery, between the North and the South, the free and the slave states, led to much angst within the nation. As more and more territories were applying for statehood, the decision of whether those states would allow slavery was an issue for the young nation. During this time, Congress tried to establish several different compromises with the hopes that the slavery issue would work itself out peacefully.

By the time the Mexican-American War had ended in 1848, the U.S. had added more than 500,000 square miles of land and the addition of that land caused bitter disputes about slavery. Combined with the social, economic, and cultural paradoxes that occurred between 1820 and 1860, Southern states would secede from the Union and the nation would be embroiled in a lengthy and disastrous civil war.

While some leaders, including Senator Lewis Cass from Michigan, favored popular sovereignty--the idea that political power belongs to and is held by the people, some Northerners wanted to outlaw slavery in every part of the land acquired from the war. While the war was going on, Representative David Wilmot proposed a document that stated, "neither slavery nor involuntary servitude shall ever exist in any part of the territory." Known as the Wilmot Proviso, the document did not pass and spurred a debate over sectionalism--favoring the interests of one region of the country over another.

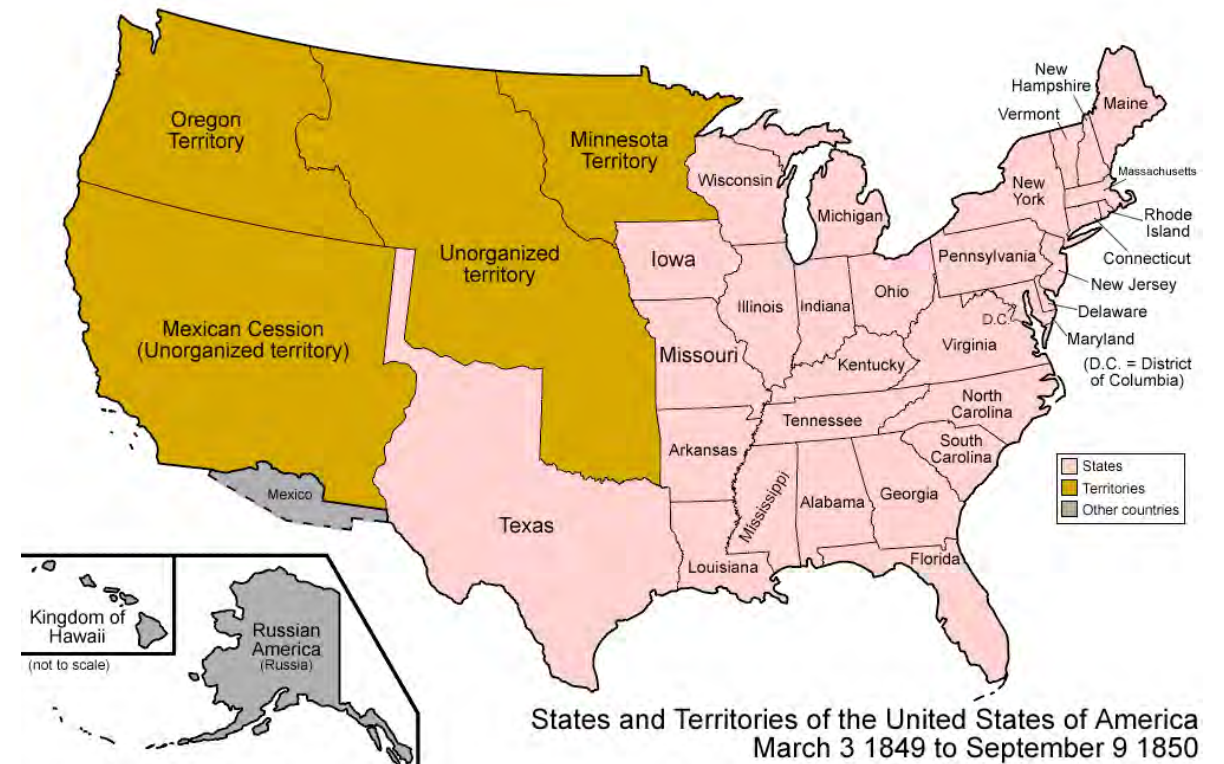
Political division continued to grow during the presidential campaign of 1848 when antislavery Northerners formed a new political party, the Free-Soil Party which supported the Wilmot Proviso. While good intentioned, the new party drew enough votes away from the democratic party's candidate, Lewis Cass, resulting in a Whig victory for Zachary Taylor.

Meanwhile, on October 18, 1849, California applied for admission as a state. This created another political dilemma--an unbalance of free and slave states. Added to the situation was the constant issue of other areas across the country where the question of slavery was to be determined. Northerners wanted the slave trade abolished in Washington, D.C.; Southerners called for a fugitive slave law requiring the return of runaway slaves.

After months of a stalemate, Henry Clay stepped forward with a plan to calm the crisis.

Nicknamed the Great Compromiser for successfully negotiating the Missouri Compromise, Clay put forth a series of proposals that he hoped would finally resolve the contentious issue of slavery once and for all. After much debate in

the U.S. Senate, Congress finally passed five bills based on Clay's proposals. The Compromise of 1850, supported by Millard Fillmore, the new president to succeed President Taylor who had died in office, was signed into law.



https://upload.wikimedia.org/wikipedia/commons/e/e2/United_States_1849-1850.png

Wins for the North

- California admitted as a free state
- Slave trade banned in Washington, D.C. but not between states

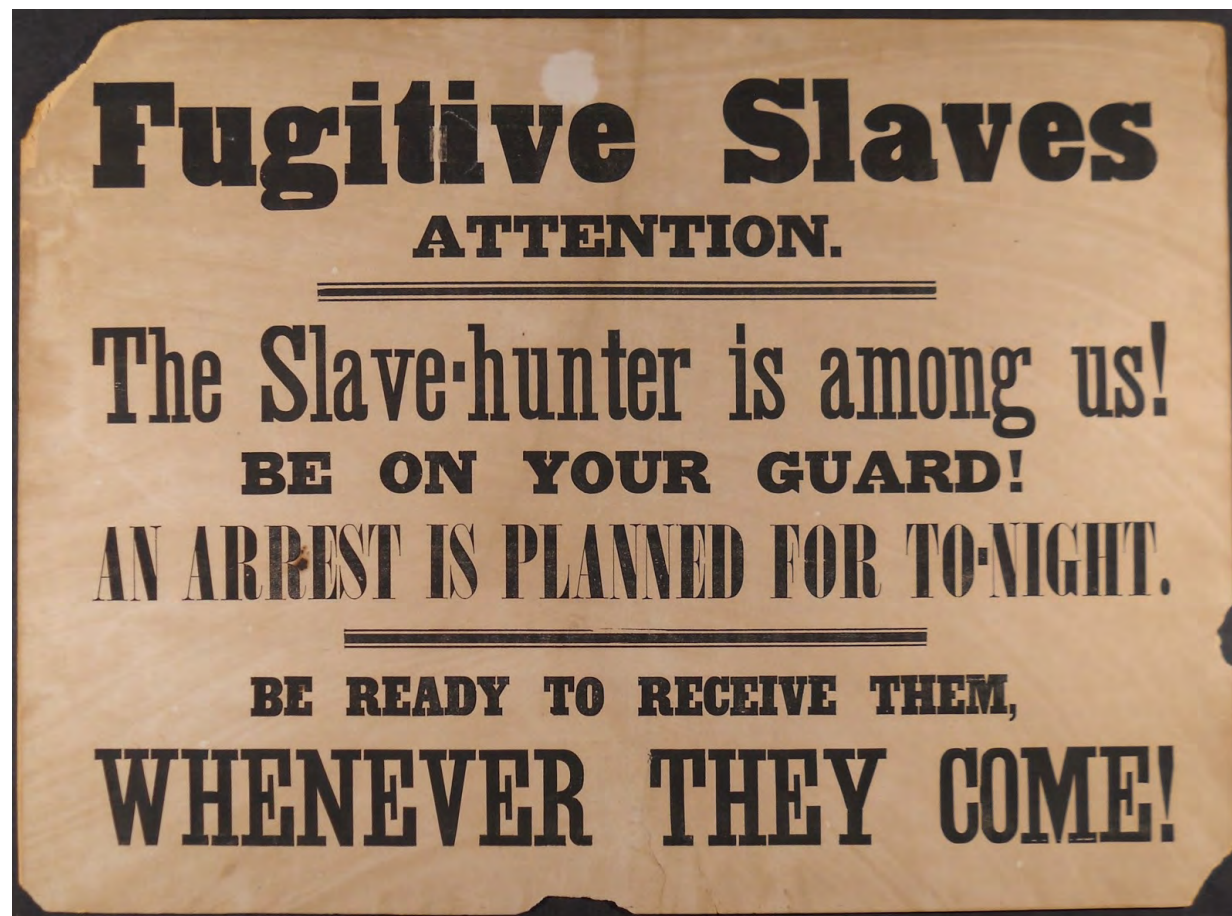
Wins for the South

Interactive 9.2 The Compromise of 1850



While viewing and listening to a song about the Compromise of 1850, jot down key lyrics from the song that illustrate just how important this compromise was to keeping the nation unified.

- Popular sovereignty used to determine whether new states would enter as “slave” or “free”
- **Fugitive Slave Act of 1850**--allowed special government officials to arrest any person accused of being a runaway slave.



<https://hartfordhomefront.files.wordpress.com/2014/01/image57.jpg>

The North is Outraged

The Fugitive Slave Act, because of its severity, became the most controversial part of the Compromise of 1850. As the Election of 1852 approached, it quickly became apparent that slavery would be the key issue in determining the outcome of the 1852 election. Leaders in the South, like John C. Calhoun hoped the law would force the realization by Northerners that states' rights would reign supreme and slave owners had rights to their property. In fact, the contrary happened. Every time the law was enforced, Northerners became incensed and more than ever, convinced that slavery was an evil that had to be stopped. While Franklin Pierce, the Democratic candidate, was from New England, his support of the Compromise of 1850 and the Fugitive Slave law helped him win the election of 1852.

Bloody Kansas

The Kansas-Nebraska Act of 1854, according to many historians, may have been the single most significant event leading to the Civil War. During the early 1850s, the area now known as Nebraska was highly sought by both settlers and entrepreneurs seeking to build a railroad that would stretch from Illinois to the Pacific Coast. Organization of the territory wasn't as easy as it had been because of where the land was located--settlers couldn't legally claim land and the official permit for Nebraska to become a territory wouldn't come easy as it was located above the 36/30 parallel where slavery would for sure, be outlawed.

By 1853, Senator Stephen Douglas stepped forward and suggested two territories be formed--the Kansas Territory and the Nebraska Territory. While the entire area of land was north of the Compromise of 1820 line, Douglas' suggestion that popular sovereignty be the determining factor as to whether or not each territory would be a free or slave territory, after months of debate, the act passed in both houses of Congress.



<http://www.ushistory.org/us/images/00035329.jpg>

Mere weeks after the Kansas-Nebraska Act was signed into law, both proslavery and antislavery settlers flooded into the Kansas territory. By March of 1855, thousands of Missourians entered Kansas to illegally vote for slavery. Even though there were only 3,000 voters, nearly 8,000 votes were cast. Of the 39 legislators elected that day, 36 were proslavery. Antislavery settlers refused

to accept the election results and decided to hold a second election. The result: two governments now existed with opposite ideas about slavery. Not surprisingly, violence soon erupted.

Lawrence was the center of Kansas's antislavery movement and where actual destruction of buildings took place. Three days later, John Brown, an antislavery settler from Connecticut, led seven men to a proslavery settlement near Pottawatomie Creek where they murdered five proslavery men and boys. Widespread fighting throughout Kansas continued thus earning Kansas the name "Bleeding Kansas."

Senate Violence

Even before John Brown's organized attack in Kansas, trouble was brewing in the Senate. Charles Sumner, from Massachusetts, considered a leading abolitionist senator, denounced the pro slavery legislature in Kansas. While he was at it, Sumner verbally attacked his southern foes, especially singling out the elderly Senator Andrew Butler from South Carolina.

A few days later, Butler's nephew, Congressman Preston Brooks marched into the Senate chamber and attacked Senator Sumner using a heavy cane. Brooks beat Sumner until he fell to the floor, unconscious. Sumner never fully recovered from his injuries.

The Impact of the Dred Scott Decision

By 1857, the U.S. Supreme Court also weighed in on the divisive issue of slavery in deciding the case of Dred Scott v. Sanford. In the ruling, the Court stated that slaves were not citizens of the U.S. and could not expect any protection from the federal government or the courts. The Court also stated that Congress had no authority to ban slavery from a federal territory.

It took 13 years for the case to make it to the Supreme Court and on its way it grew in scope and significance as slavery became the single most explosive issue in Congress.

As you learn the details of the case by viewing the video above, consider the following questions:

- What were the grounds under which Dred Scott sued Sanford?
- What was significant about the Supreme Court's ruling in this case?

Interactive 9.3 The Dred Scott Case

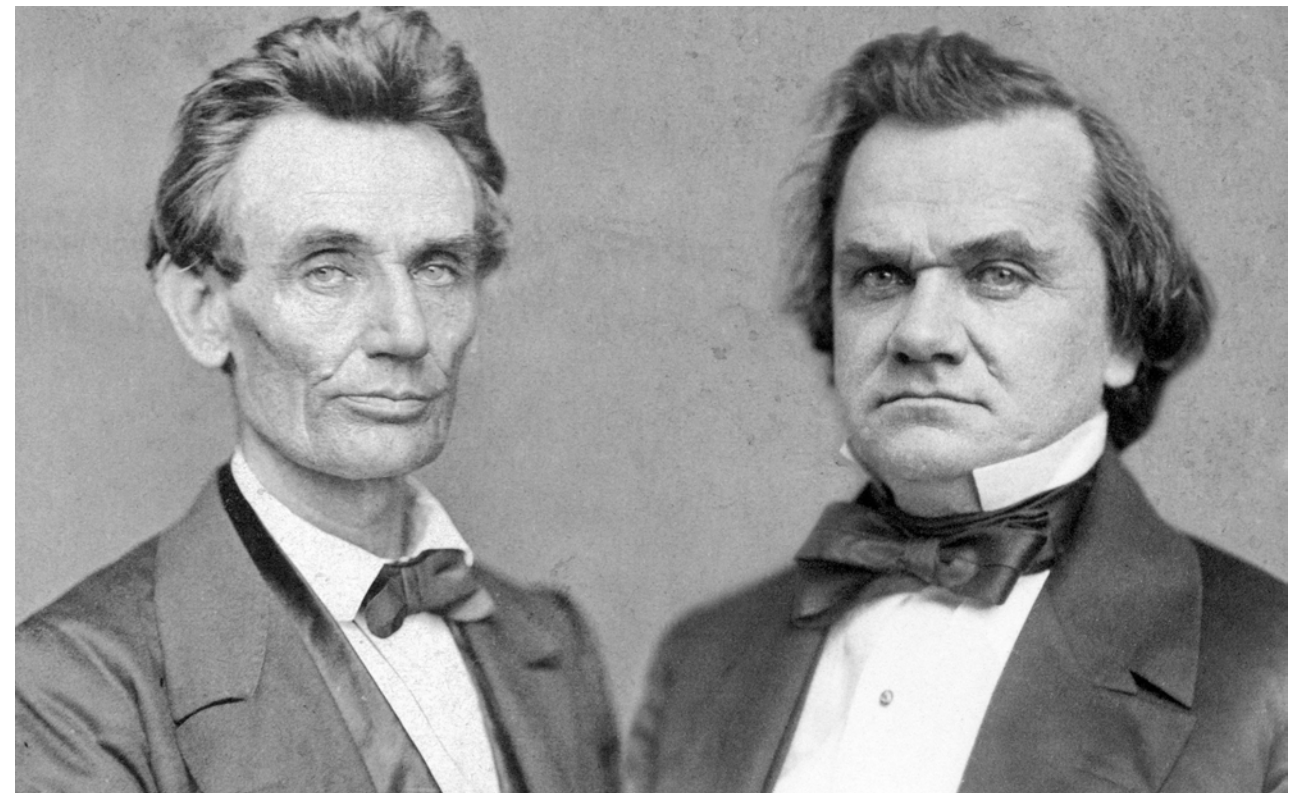


As you view this video think about the questions below.

- What were some of the key phrases to which the Court referred in their ruling and why would some of those phrases re-ignite tempers over this divisive issue?

Additional Heat in Congress

In 1858, Republicans in Illinois chose Abraham Lincoln to run for Stephen Douglas's Senate seat. Many at the time, as well as historians today, regard the 7-debate series as among the most significant thought provoking statements with regard to not only the sectional conflict over slavery and states' rights, but even



https://upload.wikimedia.org/wikipedia/commons/3/34/Lincoln_Douglas.jpg

deeper questions that would continue to influence political discourse. As Lincoln himself even remarked, “the issues would be discussed long after “these poor tongues of Judge Douglas and myself shall be silent.”

Interactive 9.4 The Lincoln Douglas Debate



For a synopsis of the Lincoln-Douglas debates check out the following video

As you watch the video above, be sure to:

- Identify the position of each of the candidates
- Provide a rationale as to why Douglas won the Senate seat
- Draw a conclusion as to why the debates were so significant

John Brown's Raid at Harper's Ferry

After being driven out of Kansas for the Pottawatomie Massacre, John Brown returned to New England where he devised a plot to raise an army to free enslaved people in the South. In 1859, Brown and his small group of supporters attacked the federal armory in Harper's Ferry, Virginia. While Brown counted on assistance from the local slave population, he was mistaken.

U.S. Marines under the command of Colonel Robert E. Lee arrived and stormed the engine house, capturing Brown. Brown was quickly placed on trial and charged with treason against the state of Virginia, along with murder, and inspiring a slave insurrection. Brown was sentenced to death for his crimes and hanged on December 2, 1859.

The Election of 1860

Sectionalism was at its peak as the Election of 1860 approached. Because of the level of distrust that ran rampant throughout the country, four candidates actually ran for President. Because Democrats in the North and South couldn't agree on a candidate, John C. Breckenridge (who was vice-president at the time) was backed by Southern Democrats; Stephen Douglas by Northern Democrats. In the meantime, a new political party was emerging. The Constitutional Union Party selected John Bell of Tennessee as their candidate. And while the original plan at the beginning of the Republican convention was to nominate Senator William Seward of New York, Abraham Lincoln appealed to more party

members. As a moderate, Lincoln promised not to abolish slavery where it had already existed.

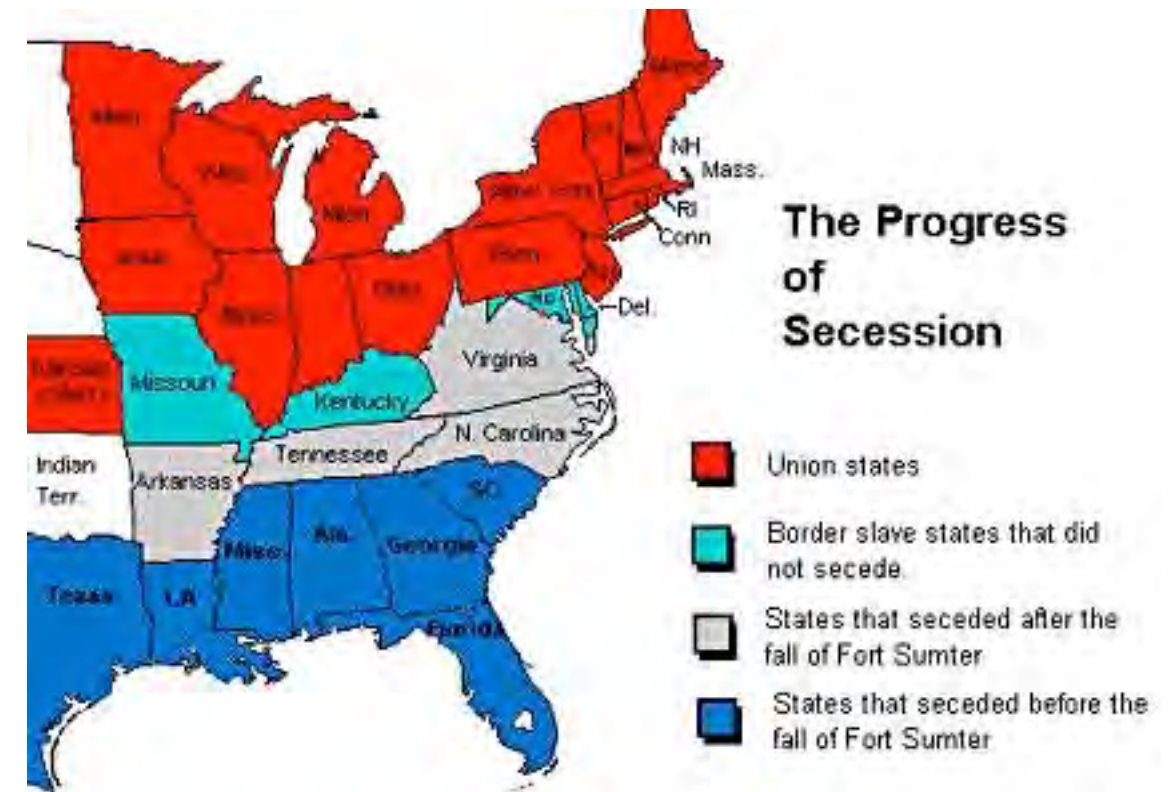
With a unified party behind him, Lincoln won 180 of 183 electoral votes in free states. Southerners were angered once again.

Lincoln never campaigned in the region, nor did he carry any southern states but he became President. If those in the South were not sure, the Election of 1860 clearly conveyed the message that the South had lost its national political power.

Secession is inevitable

Events moved quite rapidly once Lincoln was elected. South Carolina called for a convention to secede from the Union. State by state, conventions occurred thus forming the Confederacy with Jefferson Davis of Mississippi as its president. Within three months of Lincoln's election, seven states had seceded from the Union. The Charleston Mercury said, "The tea has been thrown overboard, the revolution of 1860 has been initiated."

This map shows the states that seceded from the Union before the fall of Fort Sumter, those that seceded afterwards, the slave states that did not secede, and the Union states.



<http://www.ushistory.org/us/images/00000525.jpg>

Economic Necessity

QUESTIONS TO GUIDE INQUIRY

1. What was the most significant geographical impact on Southern society?
2. How did the geography of the South widen the political divide within and between political parties?
3. What was the greatest economic factor responsible for reliance on slave labor to maintain an agrarian society in the South?
4. What were some of the distinctive cultural traditions in the South for which geography was responsible?

Cotton is King

As a nation, the United States was still primarily agricultural in the years before and even after the Civil War. While cash crops such as tobacco, rice, and sugar thrived in the South, because of the invention of the cotton gin in 1793 by Eli Whitney, the cotton industry became the most lucrative crop for Southern planters and farmers. Utilizing slave labor, cotton planters and farmers could cut costs as they produced cotton for sale to other regions and for export to England. In exchange, Southern farmers and planters purchased manufactured goods from the North, food items from the West and imported luxuries like European designer clothes and furniture from England. The growth of the Southern cotton industry served as an engine of growth for the entire nation's economy in the antebellum (pre-war) years. And the fuel for the engine of growth was no doubt, the institution of slavery.

Distribution of the Southern Slave Population, 1800–1860

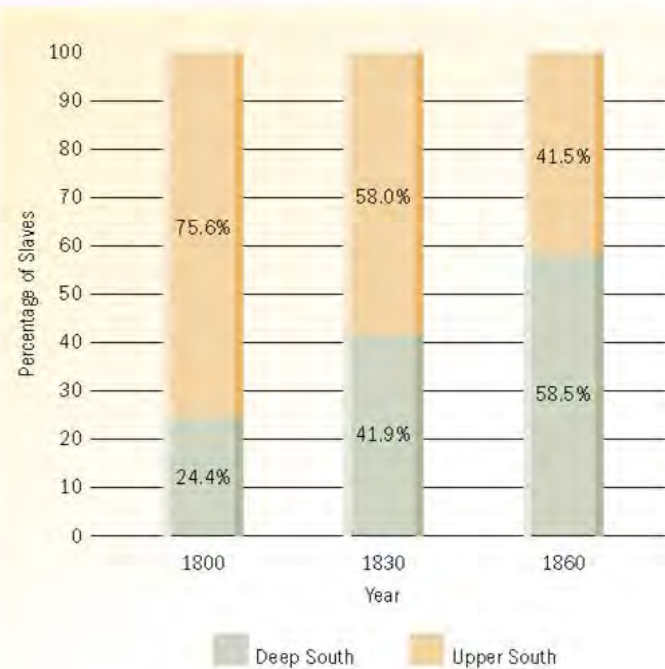


Figure 5–1.
Distribution of the
Southern Slave
Population, 1800–
1860.

The demand for
slaves in the cotton-
growing deep South
produced a major
shift in the
distribution of the
slave population.

year time span. In 1800, slavery was concentrated in the tobacco-growing areas of Virginia, North Carolina, and Kentucky and along the coasts of South Carolina and northern Georgia. By 1830, a substantial shift of the slave population had occurred--the percentage of slaves in the deep South had almost doubled following the spread of cotton production. Had slavery somehow ceased during that expansion, it would have been impossible for the South to meet the worldwide demand for its products.

The Cotton Kingdom

Originally limited because separating the seeds from the fiber of cotton variety that flourished was a time-consuming process, Eli Whitney's introduction of the cotton gin resolved this problem. For a detailed description of Whitney's cotton gin, check out the following clip:

Interactive 9.5 How the Cotton Gin Changed America



The large numbers of field hands to work the crop made the production of the crop economical. Even though geographically, the soil in the older tobacco-growing regions of the South were nearly depleted, newly acquired land in the southwest due to the removal of indigenous people yielded new, fertile soil for which to shift the majority of cotton production. By 1860, almost 60% of the entire Southern slave population was located in the deep South.

Between the second federal census in 1800 and the eve of the Civil War, the slave population in the United States increased from approximately seven hundred thousand to almost four million.

The Slave Population Shifts Further South

Even though the foreign slave trade had formally ended in 1808, the impact was low on slave trade in the U.S. The smuggling of slaves which was quite common along with natural population growth accounted for practically all of the slave population growth in the U.S. As represented in the chart above, the distribution of slaves in the South also changed between the 60

Image source: http://images.slideplayer.com/18/6079877/slides/slide_19.jpg

In the South, agriculture was diverse--tobacco and rice remained staple cash crops, but wheat, corn, rye, and oats for local consumption were starting to thrive. Half of the country's corn was grown in the South. Because cereal grains were not as labor intensive as cotton or tobacco, planters in the region were finding themselves with more slaves than they needed. Alexandria, Virginia, became a major center of the internal slave trade, and according to one estimate, three hundred thousand slaves were sold from there and transported into the deep South in the 1840s and 1850s.

The Topic of Tariffs

Because the economic base in both regions was built upon very diverse geographic features (industry in the North; agriculture in the South), the other critical economic issue that divided the North from the South was that of tariffs. Tariffs were taxes placed on imported goods, the money from which would go to the government. Throughout the antebellum period, whenever the federal government wanted to raise tariffs, Southern Congressmen generally opposed it and Northern Congressmen generally supported it. Southerners generally favored low tariffs because this kept the cost of imported goods low, which was important in the South's import-oriented economy. Southern planters and farmers were concerned that high tariffs might make their European trading partners, primarily the British, raise prices

on manufactured goods imported by the South in order to maintain a profit on trade.

In the North, however, high tariffs were viewed favorably because such tariffs would make imported goods more expensive. That way, goods produced in the North would seem relatively cheap, and Americans would want to buy American goods instead of European items. Since tariffs would protect domestic industry from foreign competition, business interests and others influenced politicians to support high tariffs.

Slavery as an Economic Institution

While a small percentage of slaves were domestic servants, and an even smaller percentage worked as laborers or craftsmen, it was not unheard of for “extra” slaves to become factory or mill workers, and skilled artisans might be hired out to other plantations by their masters. The overwhelming majority of slaves were field hands whose main responsibilities included picking cotton, planting and harvesting rice, tobacco, and sugarcane. This distribution of slaves reflected the nature of the economy of the South--a region that was agricultural and rural with very little industrialization and urbanization compared to the North.

Interactive 9.6 The Tariff of Abominations



No matter what a slave's main responsibilities entailed, slavery as a whole, was an extremely profitable business for southerners because expenses for housing, clothing, and feeding slaves were considerably less than the value slaves produced. Estimates vary, but expenses associated with the maintenance of one field hand were probably half the value of the revenue the master received from the slave's labor. And it is important to consider that the profitability of owning slaves increased steadily in the first half of the nineteenth century as prices for cash crops increased and the cost of keeping slaves remained level. Slaves themselves became good investments. As cotton production expanded and the demand for slaves increased, their prices rose accordingly with highest prices paid for "prime field hands." Women with a similar levels of agricultural skills would often be sold for the same amount. The enterprising slave owner bought and sold slaves for an additional source of income.

Interactive 9.7 Slavery and the Southern Economy



For a more detailed look at the economic diversification between the upper South and the deep South, check out the following YouTube video:



Section 5

Cultural Traditions

QUESTIONS TO GUIDE INQUIRY

1. What was the most significant geographical impact on Southern society?
2. How did the geography of the South widen the political divide within and between political parties?
3. What was the greatest economic factor responsible for reliance on slave labor to maintain an agrarian society in the South?
4. What were some of the distinctive cultural traditions in the South for which geography was responsible?

TERMS, PLACES, PEOPLE

Southern Culture

Because of the extensively varied geographical features throughout the United States that impacted each region of the country very differently, it is no wonder that culture in the South was quite distinct. The combination of its unique history and the fact that many Southerners carved out an identity separate from the rest of the country (particularly in the Antebellum Era), led to its being the most studied and written-about region of the U.S.

When compared to that of the western frontier and New England region, Southern culture was seen as more socially conservative than the rest of the nation and again, geography was the largest reason. Due to the central role of agriculture in the economy of the South, society remained stratified according to land ownership, and communities often developed strong attachments to their churches as the primary institution in the community. Some of the most significant cultural traditions and artifacts are addressed below.

Religion

During the Antebellum Era, slavery was an important issue facing Churches, as slaves were allowed to meet for Christian services. Some Christian ministers, such as J.D. Long, wrote against slavery. However, most Baptists in the South reduced their societal challenge to class and race. Rather than insistence upon freedom for

slaves, Baptist leaders encouraged planters to improve treatment of them, and ultimately used the Bible to justify slavery. Rural slaves used to stay after the regular worship services, in churches or at “praise houses” on plantations, for singing and dancing. But, slaveholders did not allow dancing and playing drums, as usual in Africa. They also had meetings at secret places because they needed to meet one another and share their joys, pains and hopes.

Music

Around 1850, the Protestant City-Revival Movement created a new song genre for revival meetings where those attending could sing. At church, hymns and psalms were sung during services.

The lyrics of negro spirituals were tightly linked with the lives of their authors: slaves. While work songs dealt only with daily life, spirituals were inspired by the message of Jesus Christ and his Good News (Gospel) of the Bible, “You can be saved”. They are different from hymns and psalms, because they were a way of sharing the hard condition of being a slave. In rural meetings, thousands slaves were gathered and listened to traveling preachers, and sang spirituals, for hours. Some spirituals refer to the Underground Railroad, an organization for helping slaves to run away.

Because the origins of some modern-day forms of music can be traced all the way back to the music of the Antebellum Era, it is important to understand the difference between spirituals and gospel music. Spirituals were the Southern sacred “folk” songs created and sung by African Americans. The original composers of spirituals are unknown, and so they are seen as a possessing collective ownership by a whole slave community. From a structural standpoint, they lend themselves easily to communal singing as many are in a call-and-response structure, with back-and-forth exchanges between a leader and the group. The historical origins of black gospel music occurred in churches of the urban North in the 1920's, and has been the predominant music of the twentieth century Black Church. Opposite of spirituals, each gospel song has a composer that can be identified. Gospel fuses musical elements of both types-- spirituals and the blues, and incorporates improvisation, with piano, guitar or other instrumental accompaniment.

Literature

The impact of the institution of slavery on Southern literature cannot be understated. Both white and African American writers addressed the issue of slavery in their works. William Wells Brown, a southern-born slave, wrote the first novel by one.

Titled, *Clotel or The President's Daughter* (1853), it was based on the rumor that Thomas Jefferson had fathered a daughter with one of his slaves. Seen by many as a novel of social protest, the

book established mainstream tradition for black fiction. Another more famously known work of black protest was the *Life of Frederick Douglass* (1845), a former slave who went on to become a leading abolitionist organizer, orator, newspaper editor, and political figure. The first book of poetry that was published by a former slave in the South was *The Hope of Liberty* (1829), containing poems decrying the slaves' condition by George Moses Horton.

Perhaps the most widely known author of the time was Mark Twain. Through masterful use of dialect, striking control of metaphor and imagery, and kinetic creation of explosive action, Samuel Clemens, or Mark Twain, incorporated many of his formative experiences in his works. His masterwork, *The Adventures of Huckleberry Finn* (1885), as been seen by many as the most incisive satire ever written of southern attitudes, customs, and mores, aside from its central importance as a pivotal work of American literature.

Cuisine

Farmers in the South, like their counterparts elsewhere in the U.S., rarely grew enough diverse crops to produce all the agricultural products they needed to live on. Farmers in the Old South, however, became highly specialized to a greater degree than elsewhere in the country because of the rich, fertile soil.

They grew only one or two products for sale and relied on other sources for their subsistence needs. Despite this high level of

concentration, the South, as a region, mostly fed itself on the eve of the Civil War.

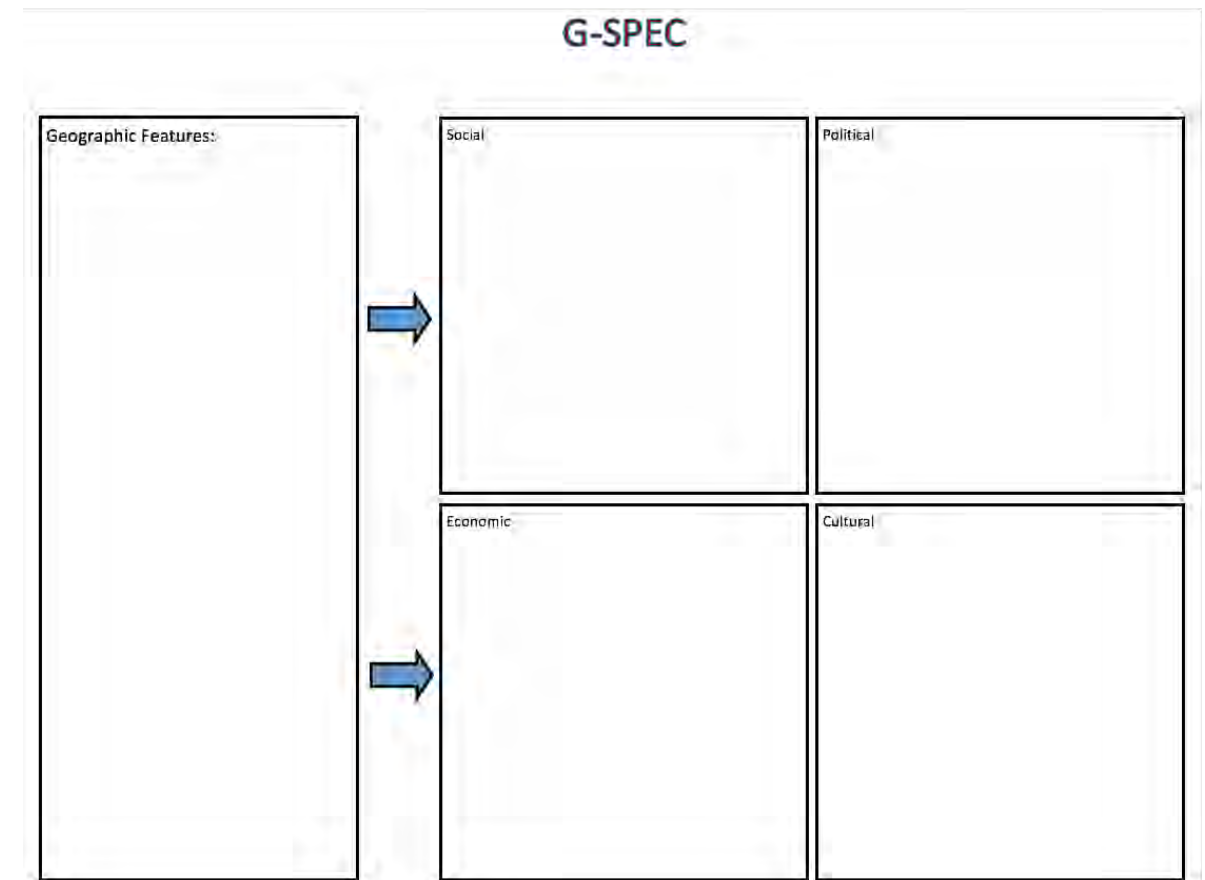
When thinking about the characteristics of Southern food during the Antebellum period, positive association with a delicious meal may not come to mind. Most foods, especially vegetables, were overcooked. Spices were available, but were, at times, expensive and were rarely used out of habit. Thus, the food tended to be bland and meals lacked variety. In addition, the lack of available refrigeration led to the frequent spoiling of food. Sometimes, attempts by housewives and even professionals to cover the taste or appearance of spoiled food led to more dangerous consequences than the original food itself because dyes and flavorings were often harmful or even fatally poisonous.

Among the more common breakfast foods were potatoes, beef, eggs, toast, hot biscuits, hotcakes, corn bread, and coffee or tea. Dinner, the largest meal of the day, usually consisted of similar foods, but served in larger portions. Other dishes often joining the dinner table were porridge and seasonal fruits and vegetables. Dessert, which followed dinner, could be pie, rice or other pudding, custard or ice cream with fruit often served as the last course.

Slaves did not taste luxuries such as alcohol or dessert, but much of their diet resembled that of whites—particularly the reliance on pork and corn. Rations were doled out by masters supplemented by food grown in their own gardens and by hunting, fishing, and

gathering. Slaves usually received one ration of vegetables each day. Planters supplied vegetables to reduce meat consumption. Planters recognized the nutritional importance of fruits and supplied peaches to their slaves. Dairy products formed the biggest difference in the diet of whites and slaves because of scarcity. Whites used most of the available milk and gave any surplus to slave children.

When breaking down each component of the G-SPEC strategy, it's easy to see how each aspect contributed collectively to the BIG picture of what life was like in each region of the United States in the Antebellum period. And while the geography of the South was not directly responsible for the increasing sectional tensions between the industrial North and the agrarian South, the indirect connections resulted in the gradual polarization of the U.S. during this time period in U.S. history.



Chapter review: As a review of what you have learned in this chapter create a G-SPEC chart like the one pictured on this page and fill it in regarding the south before the Civil War.



When is it Time to Stop Compromising?
Create an argument with evidence from the chapter to support your claim

Can You Win a Civil War?

1. Did the earliest battles of the war confirm or contradict the idea that many held about how the war would be fought?
2. Would the economic setbacks for the South caused by the Emancipation Proclamation equal the physical devastation from military battles?
3. What aspects of the war caused many to claim that the Civil War was the first “modern war.”
4. Would President Lincoln have been as motivated to pen the Gettysburg Address if massive numbers of casualties hadn't occurred?
5. Can a civil war ever be won?



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BATTLE OF CHICKAMAUGA.

Section 1

War Begins

QUESTIONS TO GUIDE INQUIRY

1. Did the earliest battles of the war confirm or contradict the idea that many held about how the war would be fought?
2. Would the economic setbacks for the South caused by the Emancipation Proclamation equal the physical devastation from military battles?
3. What aspects of the war caused many to claim that the Civil War was the first “modern war.”
4. Would President Lincoln have been as motivated to pen the Gettysburg Address if massive numbers of casualties hadn’t occurred?
5. Can a civil war ever be won?

Terms, Places, and People

Union

Confederate



Imagine you and your extended family were living during the Civil War. Do any of your family live in the South? How do you think the war might have impacted them? What predictions do you have?



A painting of the first battle at Fort Sumter by Currier and Ives.

https://en.wikipedia.org/wiki/Battle_of_Fort_Sumter#/media/File:Sumter.jpg

War Begins!

The first shots of the Civil War rang out at 4:30AM on April 12, 1861 in Charleston Harbor. Fort Sumter is located in South Carolina - the first state to secede from the Union. The interesting part about where the first shots were fired is that Fort Sumter was actually a Federal installation (owned by the United States government) and therefore, it was staffed by Union soldiers. In advance, the Confederates had tried to get the Union fort to surrender and leave but Union Commander Robert Anderson refused.

So at dawn on April 12th, troops on both sides attempted to settle the disagreement. The Confederate attack was led by PGT Beauregard. While the shelling and attack lasted for more than 34 hours, the only casualty was a Confederate horse. Finally, Commander Robert Anderson raised his white flag from inside the fort, signaling that his original refusal to vacate the fort was a mistake. The Confederates had been victorious. The Civil War had begun.

The origin of the conflict that would become the Civil War was deeply rooted. The Civil War raged over two major causes: the moral, political, and economic issues of slavery and states' rights. Previous conflicts like the Kentucky and Virginia Resolutions, Bleeding Kansas, the Fugitive Slave Act, the Missouri Compromise, and the Kansas-Nebraska Act began to draw the

North and South further apart. These events set the stage for two very different visions for the future of the United States.

While the two issues are often seen as “cut and dry”, this was far from reality. Wedged in between the states that comprised the Union and the states that comprised the **Confederacy** were key border states--Delaware, Kentucky, Maryland, and Missouri.

Those living in these border regions were torn between their close cultural ties with the South and their tendencies toward political moderation like in the North. Many believed that cultural ties would eventually lure the border states into becoming a part of the Confederacy. Time would tell.

Following Fort Sumter, President Lincoln called for 75,000 volunteers to join the Union cause.

Since both sides anticipated a relatively short-lived conflict, their enlistment term was only three months. One of the few to disagree with the thought of a quick war was military man William Tecumseh Sherman who prophesied in late December 1860 that “You might as well attempt to put out the flames of a burning house with a squirt-gun. I think this is going to be a long war - very long - much longer than any politician thinks”.

Interactive 10.1 Civil War Animated Timelines

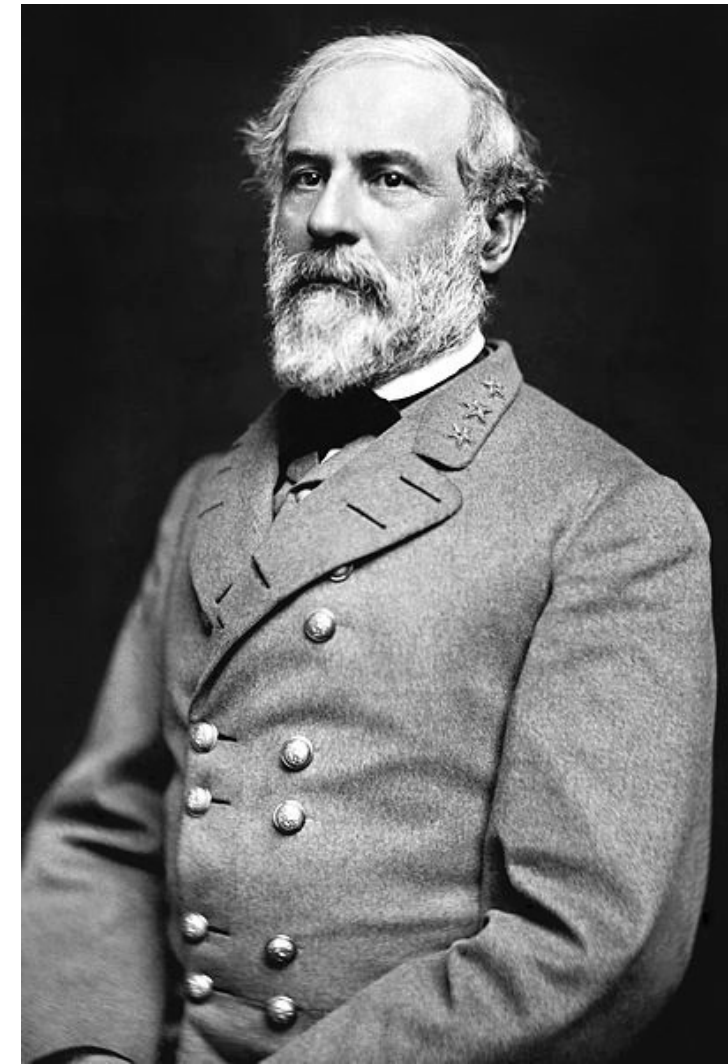


Explore the Civil War on this website!



Image source: <http://chronicle.augusta.com/sites/default/files/imagecache/superphoto/editorial/images/feed/msms/photos/4682712.jpg>

As both sides began to organize their troops, Lincoln approached highly-regarded, West Point-trained commander, Robert E. Lee and offered him command of the entire **Union Army**. Lee considered, but opted to side with his home state of Virginia and assumed control of the Confederate Army. For the North, General Winfield Scott would be charged with the duty of organizing troops. In the South, their newly elected president Jefferson Davis, a confident West Point grad, would begin to organize with the help of Lee.



https://en.wikipedia.org/wiki/File:Robert_Edward_Lee.jpg

While both armies worked to prepare their troops, some clear advantages and disadvantages had already been established.

North

Northern states had been positively impacted by industrialization. Many of the factories in the United States in the 1860s were in the Northeastern portion of the Union due to their proximity to water, transportation, and larger cities. These factories and the jobs offered there were a draw to many immigrants (as immigrants would have little to no job opportunities in the South because of slavery). As a result of industrialization, another Northern advantage was a developed transportation system centered largely on railroads, but also including canals and steam-powered ships. The North also harbored a larger amount of natural resources in the form of iron and steel. While large plantations dominated the South, many smaller farms existed in the North.

Additionally, the Union included 20 states and 5 border states, while the South only had 11. These differences understandably led to a staggering advantage of population in the North. In 1860, there were approximately 22 million people living in the North, while the South had approximately 9 million, of which almost half were slaves.

One disadvantage for the Union was the presence of Copperheads. These were northern citizens who opposed the war and favored settling with the South to restore the Union rather than debate the two sides via a war. Copperheads opted for a “negotiated peace”. Many Copperheads were democratic and the group drew their strength from the midwest. Eventually, public

appeal to their cause would grow as the death toll from the war continued to rise.

South

One clear advantage of the southern states was their military heritage and prestige. Many of the prestigious military academies during this time period such as the Virginia Military Institute, were located in southern states which provided the South with great initial leadership and organization when it came to assembling their troops. In addition, many southerners were experienced horseback riders which would prove extremely valuable in terms of cavalry, or troops on horseback.

Although 2/3 of the population in the southern states did not own slaves, the economy as a whole was dependent upon slave labor. Because the southern economy revolved around agriculture (cotton, rice, tobacco), economic leaders in the South did not foresee the need to invest in industrialization and instead chose to invest in enhanced transportation systems such as railroads.

The leader of the Confederacy was Jefferson Davis. Davis was a southern slaveholder and staunch supporter of the institution of slavery. Following his graduation from West Point, Davis served in the military, as the Secretary of War and a few different legislative roles before he was elected as the president of the Confederacy. While there were a lot of supporters for his election initially, his personality and argumentative nature paired with his chronic

illness made him a less than ideal choice for the position of president.

One hope that many Confederate leaders had was that Europe would ally itself with the South, much like what had occurred during the Revolutionary War. Southern leaders believed that they could entice European governments by using cotton from Southern plantations as the main bargaining chip. Southern leaders believed they would be supported, not only because of the cotton, but also because they were breaking away from a government they believed was overstepping its bounds (again, similar to the American Revolution). Southerners would never be able to count on assistance from their European allies as the European countries were not easily convinced and opted to abstain from involving themselves in the war until the South proved they could win (which they never did or at least not to the level that the Europeans needed to be persuaded).

When Lincoln first called for volunteers after the battle at Fort Sumter, he and his advisors anticipated a quick conflict and therefore only made the enlistment term 90 days. As time went on, however, the new recruits had yet to fight. With the end of soldiers' enlistments drawing near, many politicians and common people alike were calling for a fight.

The Battle of Bull Run

On July 16, 1861, Union soldiers began marching towards Manassas Junction, Virginia near Bull Run creek. Their objective was to quickly defeat the Confederate army and continue the march to Richmond, Virginia, the Confederate capital. Union forces were led by General Irvin McDowell who was cautious as

Interactive 10.2 North and South - Two Cultures, Same Country



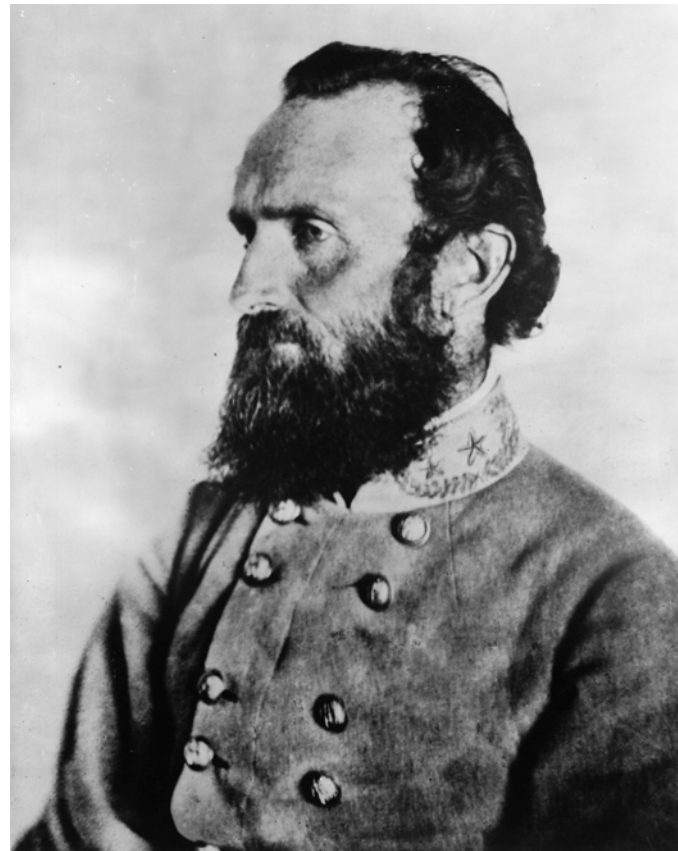
For more information and a quick recap about the differences between North and South, head here:



he feared his soldiers lacked training (which, in fact, was relatively accurate). The Confederate soldiers were under the command of General PGT Beauregard, the same general leading Confederate forces at Fort Sumter. Anticipating a glorious battle, many civilians headed to Manassas Junction to watch the fighting and picnic on nearby hills.

The battle did not prove to be the glorified version of war its spectators had expected. Both sides suffered - one from miscommunication and the other from poorly-executed, complex battle strategies early on the morning of July 21, 1861. As the battle raged on throughout the day, a Confederate colonel, Thomas Jackson earned a new nickname as he and his troops diligently defended Confederate high ground. From that point on he was known as “Stonewall” Jackson.

Initially, the Union soldiers appeared to be winning the battle, until Confederate reinforcements under Johnston arrived via train. Then, famous Confederate cavalry leader Jeb Stuart arrived to further upset the Union troops and send them in a chaotic retreat.



<https://upload.wikimedia.org/wikipedia/commons/d/d6/Jackson-Stonewall-LOC.jpg>

Not only were soldiers panicked, but they were forced to deal with narrow bridges and increased traffic due to the spectators trying to make their way back to Washington as well.

Following the battle of Bull Run, Lincoln put McClellan in charge of the army of the Potomac. Upon McClellan's appointment, he began to focus more intently on training and enlarging his army. He proved to be a great organizer and created many systems within the camp to make things run more efficiently. His greatest downfall, however, was the fact that he was extremely cautious which made some politicians, including President Lincoln, question his will to fight.

Interactive 10.3 Strengths and Weaknesses - Formative Check



Test your knowledge of the strengths and weaknesses of the North and South with this interactive.

1862 - Bloody Battles and Emancipation

QUESTIONS TO GUIDE INQUIRY

1. Did the earliest battles of the war confirm or contradict the idea that many held about how the war would be fought?
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3. What aspects of the war caused many to claim that the Civil War was the first “modern war.”
4. Would President Lincoln have been as motivated to pen the Gettysburg Address if massive numbers of casualties hadn’t occurred?
5. Can a civil war ever be won?

Terms, Places, and People

conscription

Ironclad

Victories in early 1862, at Forts Donelson and Henry along the Cumberland and Tennessee Rivers were important victories in the western campaign for the Union army. As the primary objective was to cut off the eastern part of the Confederacy from sources of food production in Arkansas, Louisiana, and Texas, the Union army’s bigger goal was to attack and destroy southern communication and transportation networks through military control of the Mississippi River. Led by Ulysses S. Grant, he soon found himself in the spotlight. His newly found glory continued in the Battle of Shiloh.



https://upload.wikimedia.org/wikipedia/commons/2/21/Thure_de-Thulstrup_-_Battle_of_Shiloh.jpg

Interactive 10.4 Battle of Shiloh Animated Map



Learn more about the Battle of Shiloh here. (Requires internet connection)

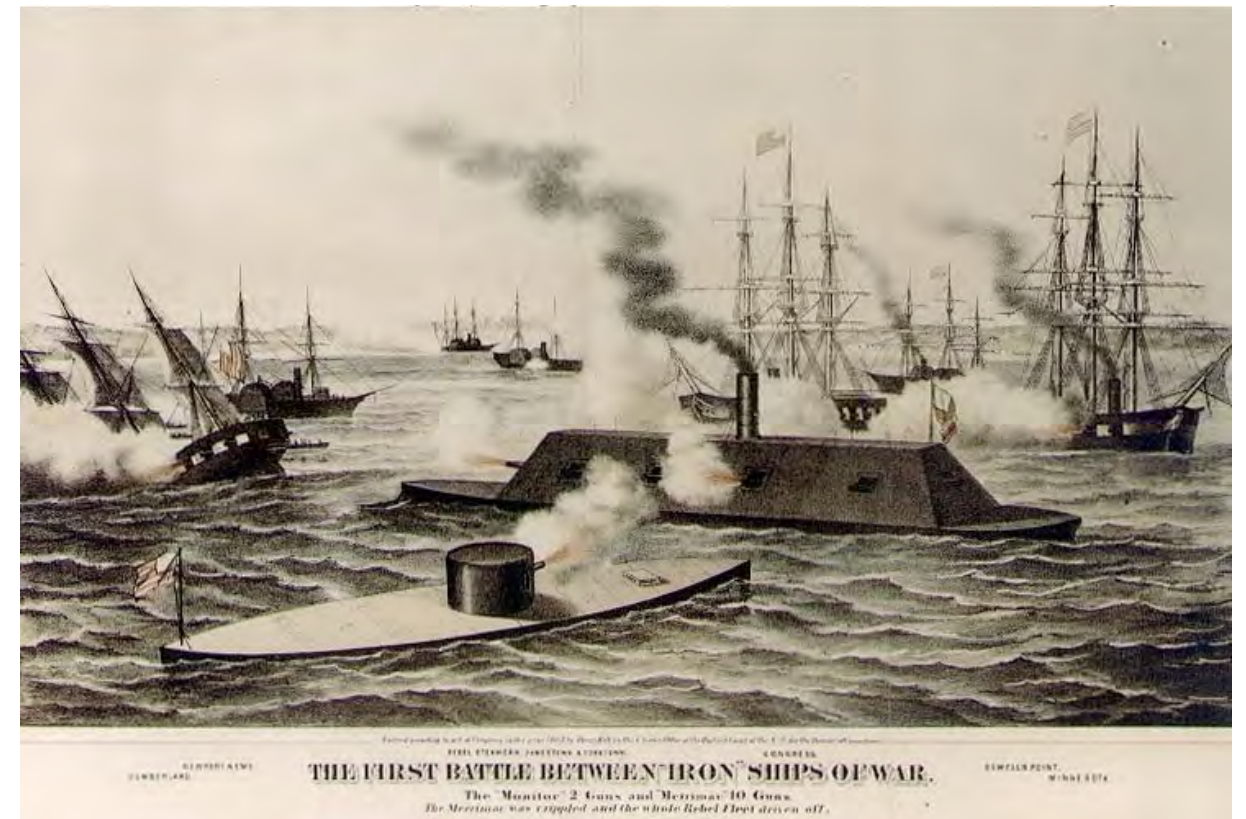
Battle of Shiloh

Grant had already created a stronghold along the Tennessee River as Confederate General Sidney Johnston advanced. While Johnston was aware of Grant's location and his relative strength, he was unable to attack on April 4, 1862 like he wanted to because of weather and other logistical concerns. So, at 6:00 AM on April 6th, the Confederates launched a surprise attack. Initially their attack was successful, but the Union troops regained their ground in the evening with the use of Grant's artillery line. At this point, Union reinforcements found their way into Pittsburg Landing. Without knowledge of the reinforcements, the new commanding general PGT Beauregard (since Johnston had been mortally wounded in the previous day's fighting), ordered an attack on Union troops only to realize that he was greatly outnumbered and could not make significant progress. Beauregard ordered his troops to retreat. The battle of Shiloh was the largest battle in the history of the United States, but not for long.

Naval Victories

The month of April also brought about large Union naval triumphs. At the beginning of the Civil War, the Union had a strong navy while the Confederacy did not. Admiral Farragut of the Union Navy secured strong victories along the Gulf of Mexico obtaining New Orleans, Baton Rouge, and Natchez - ports along the Mississippi River - which also helped to bolster Union spirit and

weaken Confederate will. The capture of New Orleans, a major port city at the mouth of the Mississippi River, proved to be a traumatic blow to the Confederacy as trade, transportation and communication were greatly impacted. As a result, in early April of 1862, the Confederacy enacted its first **conscription** law. While naval warfare was a common strategy used in war prior to the American Civil War, ships were revolutionized during the early years of the Civil War. The new **ironclads** were ships coated with a thick layer of iron to make it more difficult for artillery to pierce them. One of the most notable battles came on March 9, 1862 between the Union ship the Monitor and the Confederate ship the Merrimack (later renamed the Virginia). The battle was indecisive



https://en.wikipedia.org/wiki/Battle_of_Hampton_Roads#/media/File:Ironclads_battle_7.jpg

as the Merrimack returned to the harbor and the Monitor did not give chase, but the ironclads would lead to more naval ingenuity in the future.

Antietam/Sharpsburg

The bloodiest single day of fighting began on September 17, 1862 near Sharpsburg, Maryland and would end with 26,000 American lives lost in one day. Confederate General Robert E. Lee's plan was to get to the rail center in Harrisburg, Pennsylvania and cut a major part of the Union's transportation and communication lines. Union general Joe Hooker began the fight against Lee and his Army of Northern Virginia with a clear advantage: Confederate battle plans had fallen into Union hands and because of this, Lee's army was eventually divided.

Interactive 10.5 The Merrimac and the Monitor



Learn more about these two naval vessels here. (Requires internet connection)



The battle began when Hooker's men attacked Confederate troops at dawn. While a Confederate brigade from Texas did experience some success in countering the Union attack, Northern troops rallied. They also managed to seize Dunker Church from Stonewall Jackson, but did not have enough reinforcements to continue the attack.

The second phase of the battle began as Yankees attempted to attack across open farmland and were gunned down by Confederates led by AP Hill. Despite the initial success, Confederate troops misunderstood an order and withdrew which allowed Union troops to seize part of the road. While the Confederates fled, Union soldiers did not pursue them (one of Lincoln's many complaints of General McClellan). In terms of military success or defeat, many historians consider this battle a draw; especially given that there were 62,000 casualties - the greatest number of American casualties in one day of fighting. However, given the fact that Lee and his soldiers retreated out of Maryland, the Union - especially President Lincoln - claimed Northern victory.

Interactive 10.6 Civil War Animated Maps



Click here to check out an animated map of the Battle of Antietam: <http://www.civilwar.org/battlefields/antietam/maps/antietam-animated-map.html>

Lincoln's Leadership & the Emancipation Proclamation

President Lincoln's initial motivation for ending the war was to preserve the Union--not to abolish slavery. However, by the summer of 1862, it was clear to Lincoln that the time had come for a change in his policy toward slavery. He realized that slavery would not work itself into extinction like he believed in his first years as a politician and that the only way to end it would be for him to abolish it. Lincoln wrote a proclamation of emancipation and withheld pronouncement until the circumstances were favorable. After the Battle of Antietam, Lincoln issued a warning that all slaves behind Confederate lines would be declared free on January 1, 1863. This proved that the North was not fighting only for the Union, but also for human freedom. It also proved that Lincoln stood by his beliefs that slavery was wrong and should be abolished. In fact, Lincoln was certainly opposed to the institution of slavery but was unclear as to how rid the country of slavery. Lincoln believed, like the Founding Fathers, that slavery would die out by deterring its expansion and gradually repealing it. Eventually, though, as the Union army began to march into the Confederate states, slaves would flock to join them as Union officers were instructed to disregard the regulations of the Fugitive Slave Act. President Lincoln knew that the issue of slavery would have to be dealt with; he also knew that the timing would need to be perfect.



<http://loc.gov/pictures/resource/pgs.01200/>

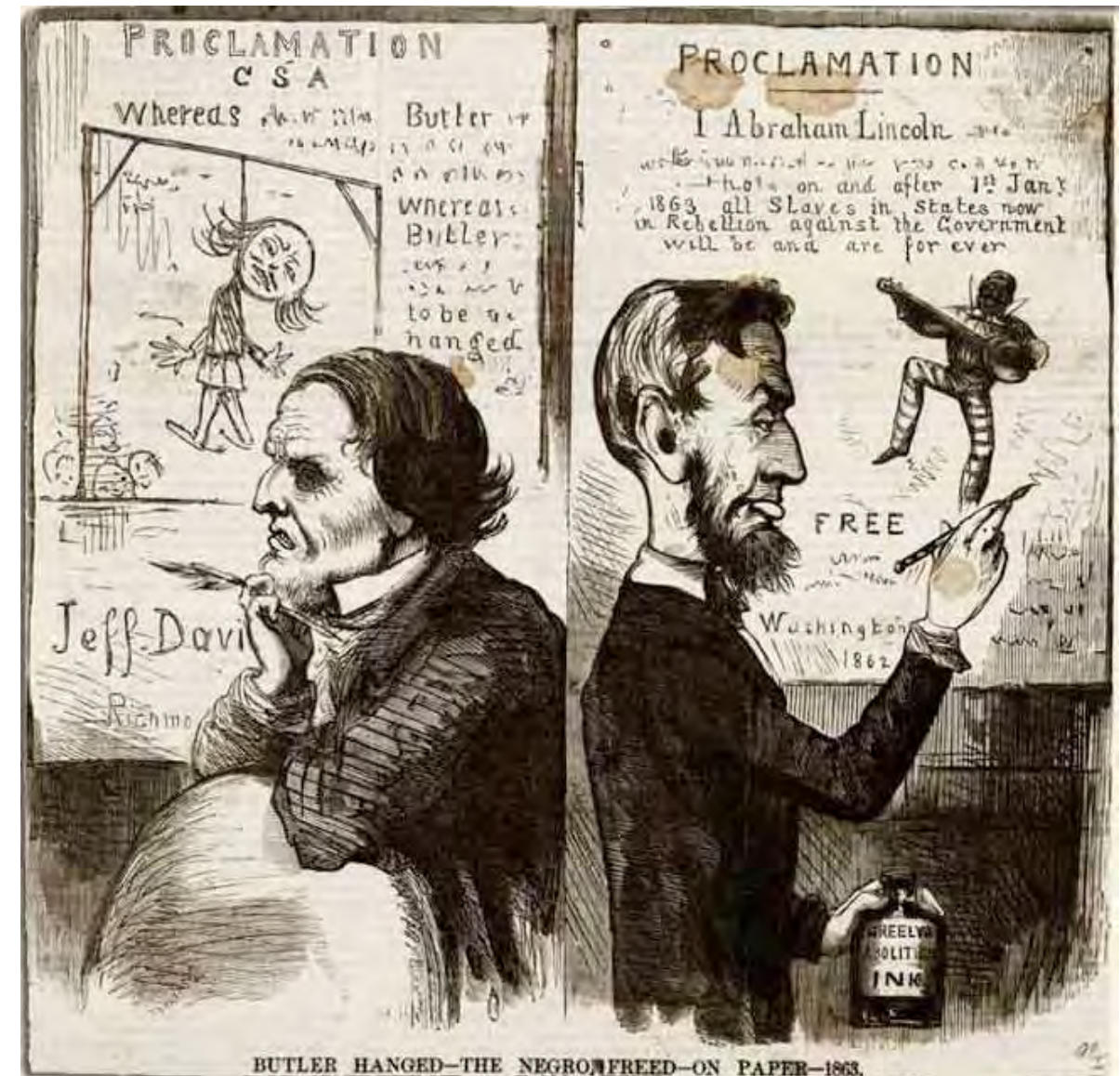
It was believed that a Union victory at Antietam was what allowed for President Lincoln to issue the Emancipation Proclamation. Issued on September 22, 1862 - just five short days after the Battle of Antietam - the proclamation decreed that all slaves would be freed as of January 1, 1863. The choice to

hold off on the proclamation until a Union victory, was seen as a move to be intentional, as opposed to a last-ditch effort or a move of desperation. Lincoln's Proclamation was groundbreaking: slavery would no longer exist in the United States of America. Lincoln said "I never, in my life, felt more certain that I was doing right, than I do in signing this paper."

While the Emancipation Proclamation clearly ended slavery as far as Northerners were concerned, would the Confederate states, currently operating under a government separate from the U.S., honor the decree set forth in the proclamation?

Three days after issuing one of Lincoln's most notable accomplishments, Lincoln issued another proclamation. On September 25, 1862, President Lincoln suspended the right of habeas corpus. Habeas Corpus is the right of a person to appear in court following their arrest to ensure that the accused has not been falsely accused. This proclamation said that protesters or staunch supporters of ending the war would be subject to martial law and the suspension of habeas corpus. While first issued specifically to be enacted in the state of Maryland (to ensure that Confederate troops could not advance into Washington, DC.), the suspension of habeas corpus was extended beyond Maryland's borders. When faced with criticism, Lincoln responded by arguing that it was sometimes necessary to do activities such as this when your nation was being torn apart by civil war. Lincoln's

suspension of habeas corpus is still seen by many as one of his most controversial decisions.



<http://www.civilwar.org/education/history/primarysources/cartoons-and-pics/butler-hanged-the-negro.html>

Day-to-Day Challenges of War

QUESTIONS TO GUIDE INQUIRY

1. Did the earliest battles of the war confirm or contradict the idea that many held about how the war would be fought?
2. Would the economic setbacks for the South caused by the Emancipation Proclamation equal the physical devastation from military battles?
3. What aspects of the war caused many to claim that the Civil War was the first “modern war.”
4. Would President Lincoln have been as motivated to pen the Gettysburg Address if massive numbers of casualties hadn’t occurred?
5. Can a civil war ever be won?

Terms, Places, and People

Dysentery

Typhoid

Hardtack

When soldiers first enlisted to fight in the war, many believed it would be a quick war and felt that serving for their side would bring them honor. After the battle of Bull Run, soldiers began to see a clearer picture of the reality of war. After The Battle of Antietam, the war became a war of attrition and the question of ‘who will give up first?’ hung in the air. The Civil War was also a conflict that pitted brothers, fathers, and families against each other depending on their geographic location.

Life at Camp

While battles and fighting are often glorified in the Civil War, the average soldier spent 49 out of every 50 days at camp. Much of the time soldiers were completing “fatigue duty” or cooking, cleaning, building roads, cleaning artillery, or caring for horses if they were cavalry. At camp, they did a combination of things for fun - most wrote letters, some sang or played music, some played the new game that was becoming popular known as baseball, and some practiced their religion.



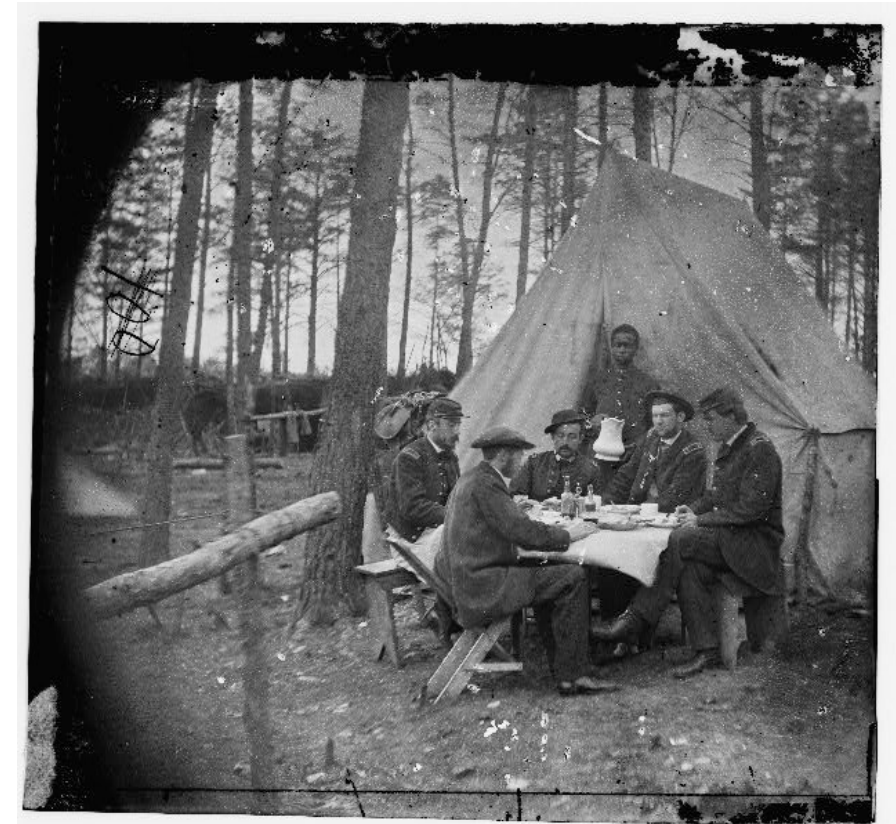
https://en.wikipedia.org/wiki/Timeline_of_Fauquier_County,_Virginia_in_the_Civil_War#/media/File:Virginia_Warrenton,_%22What_do_I_want,_John_Henry%22%5E_-_NARA_-_533301.jpg

Food

Food at camp was simple fare usually consisting of meat, coffee, sugar, and **hardtack**--a type of biscuit, but varied from that, depending on the side for which the soldiers fought. A Union soldier might have salt pork, fresh or salted beef, coffee, sugar, salt, vinegar, dried fruit and vegetables. And if it was in season, they might have fresh carrots, onions, turnips and potatoes. A Confederate soldier typically had bacon, corn meal, tea, sugar, molasses and the very occasional fresh vegetable. One food-related advantage the Union had was an organization nicknamed “The Sanitary” that made health and nutrition for the soldiers a top priority. The main roles of “The Sanitary” were to find and distribute food and to have a knowledge of the availability of foods during specific seasons as well as how to preserve and transport that food. These tasks were somewhat overwhelming, though, considering there were more than 2 million soldiers fighting for the Union. At times, too, deliveries would be interrupted by weather or poor transportation and soldiers would forage the countryside for food.

When food was provided in camp, one early obstacle was that many men had little knowledge of how to cook or prepare food as their wives or mothers typically fulfilled that role at home. Early manuals and recipes were provided to help soldiers overcome this, in addition to cooks being appointed for companies. When soldiers desired something more than their rations, they could

look to the camp sutler (if there was one) and pay for additional goods.



Caption: Dinner Party outside of the tent, Army of the Potomac headquarters

<http://www.loc.gov/pictures/item/cwp2003000459/PP/resource/>

Interactive 10.7 Civil War Rations



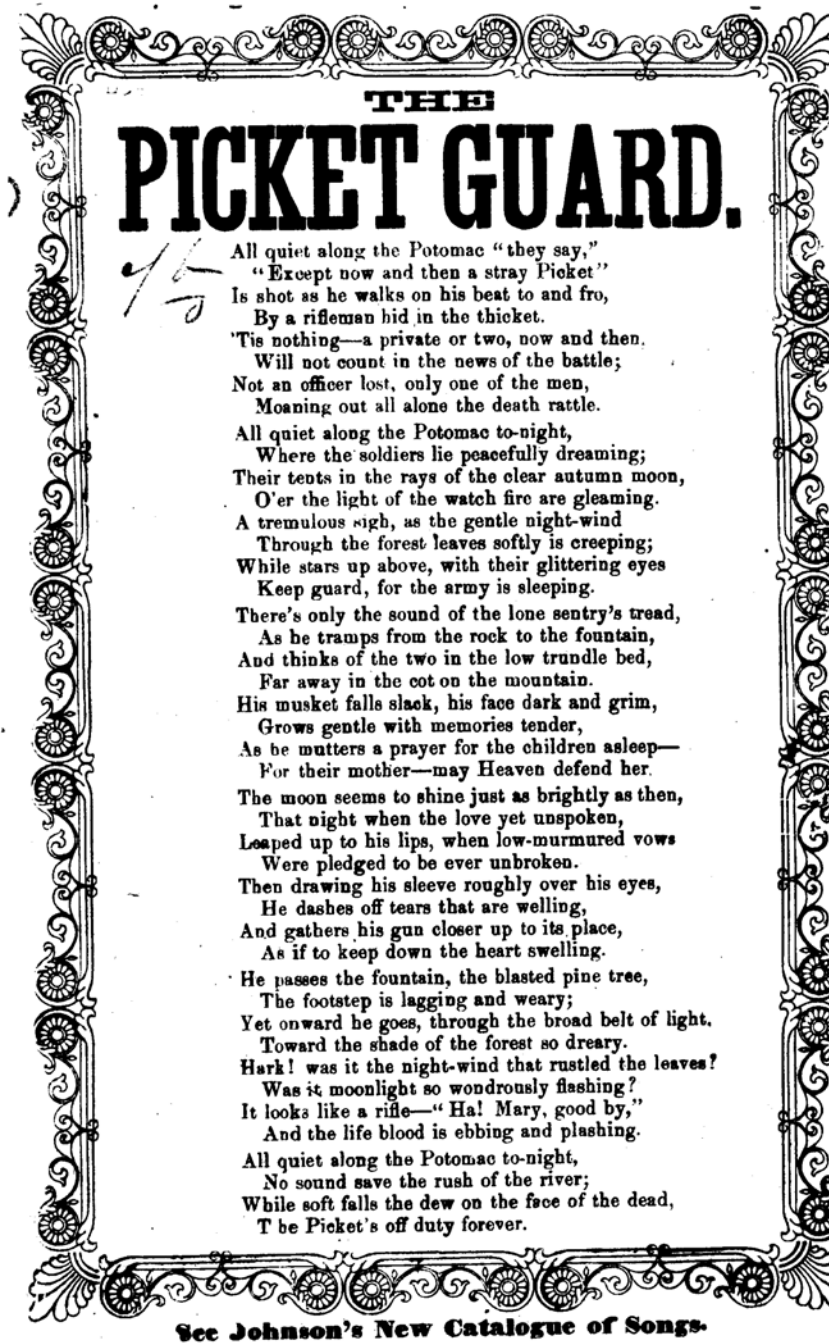
For a good description of food differences, view the following video:

Picket Duty

Often times, soldiers had to serve picket duty. This meant that they were stationed in front of their own troops to help protect them and give warning should the enemy approach. Read the following poem about picket duty.

Changing Weaponry

Not only was training to be a soldier a somewhat intimidating task, understanding how to use and fight with changing weaponry proved to be challenging as well. Casualties in the Civil War often occurred at such a high rate because of three reasons: changing weaponry without changing tactics, disease and infection. Before the Civil War, men had fought for years following traditional military tactics. With the change in weaponry, and thereby increased range and accuracy of rifles and bullets (increasing their accuracy by as much as 5 times), the number of casualties during the Civil War soared.



<https://memory.loc.gov/cgi-bin/ampage?collId=amss&fileName=cw1/cw104620/amsspage.db&recNum=0>

Interactive 10.8 Civil War Casualty Counts



Check out this link to learn more about casualty counts of the Civil War and its battles as compared to other wars the United States fought in



https://en.wikipedia.org/wiki/Ironclad_warship#/media/File:The_Monitor_and_Merrimac.jpg

The invention of the telegraph also drastically changed the way battles were fought. During the Civil War, approximately 15,000 miles of telegraph cable were laid solely for military purposes. Generals could report and receive information from the battlefield faster than ever before. Lincoln frequently would go to the telegraph office in the War Department to stay up-to-date on the most recent battle news. The telegraph also allowed for newspaper reports of battles to be more timely and accurate.

Other Civil War innovations included the concept of aerial reconnaissance and advancements for naval warfare. Both sides used hot air balloons in order to see the opponent's movements and make adjustments to their own artillery and battle plans. The

Civil War was the first war where 'ironclads' or ships that added an iron plating to the exterior of the ships were used. Lastly, naval mines were developed by the Confederates to counterattack the Union blockade of Confederate ports. Confederate troops also used torpedoes to fight against the Union navy and destroyed 40 Union ships.

Medicine

By today's standards, the medical practices used during the Civil War would be considered archaic, filthy, and downright disgusting. Compared to today's standards of cleanliness and technology, that may be true. But given the knowledge of the time period, the doctors and surgeons were actually very informed and were using up-to-date techniques. At the time, Civil War doctors had little concept of germs or sanitation. In fact, during this time period, many people believed that diseases spread through "bad air". Many surgeons were known to go from patient to patient while wiping surgical tools on an apron or nearby rag, but never fully sanitizing them.

Because of these practices, many wounds that are not considered life-threatening today, would have been mortal injuries. A hit in the stomach was almost always fatal as infection would spread through the body. Additionally, with the size and velocity of a lead bullet (up to $\frac{3}{4}$ ounce of lead traveling at 800-900 feet per second), bones would almost certainly crush and shatter. When a soldier was hit, the new system of

ambulance, at this time a wagon that would move injured men from the battlefield, and triage would have been utilized to transport the wounded and assess who was in the direst need for attention.



https://commons.wikimedia.org/wiki/File:Civil_War_Zouave_ambulance.jpg

An injury by a lead bullet was almost always resolved by amputation. Surgeons were aware that infections would be fatal, and that lead spread throughout the body in addition to dirt and other grime in wounds would lead to infection. Therefore, they were quick to amputate as a way to prevent infection and increase blood flow to the area left intact.

Death estimates of the Civil War range between 618,000-620,000 or about 2% of the population (compared to today's population that would equal approximately 6 million US citizens). While some were killed in battle, $\frac{2}{3}$ of the casualties came from disease.

Diseases like **dysentery**, **typhoid**, measles, and even diarrhea were rampant in camps. Not only were medical procedures not always the most sanitary, other sanitation issues in camp led to the increased spread of disease. Issues like the lack of a garbage system, latrines (outdoor toilets) that contaminated nearby water sources, the close proximity of many men, and even rats, mosquitoes, and flies being drawn to the camp because of the enticing scents of garbage and the latrines.

African American Soldiers

By the year 1860, one in every seven Americans was a slave. It took the Union awhile before Lincoln decided to allow black soldiers to enlist. The Confederates on the other hand, did not want to arm their slaves as they feared that could result in a slave uprising that would further destroy the Confederate willpower. Until Lincoln's Emancipation Proclamation at the end of 1862, however, African Americans were not allowed to be part of the Union army. The fact that slaves were unable to fight initially, though, did not stop them from escaping to the North and offering their labor or assistance to the Union. Slaves arriving to Union camps would have been considered the "contraband of war" and were thereby enemy property that could be legitimately

seized. Additionally, Union officers were told not to enforce the Fugitive Slave Act thereby allowing escaped slaves to assist the troops. When former slaves and free African Americans were allowed to fight, their pay was on average about half the amount of white soldiers until July 1864, when the federal government provided equal pay.



[https://en.wikipedia.org/wiki/54th_Massachusetts_Infantry_Regiment#/media/](https://en.wikipedia.org/wiki/54th_Massachusetts_Infantry_Regiment#/media/File:The_Storming_of_Ft_Wagner-lithograph_by_Kurz_and_Allison_1890.jpg)

[File:The Storming of Ft Wagner-lithograph by Kurz and Allison 1890.jpg](#) 54th Volunteer Infantry at Fort Wagner.

The first all-African American unit was the 54th Volunteer Infantry from Massachusetts. Under a clause in the Emancipation Proclamation, African American men were allowed to create volunteer regiments. As such, free African Americans flocked from all over to enlist; many being recruited by abolitionists. At total, some of the 54th were not actually from Massachusetts, but rather its surrounding states as well. The men of the 54th were commanded by Robert Gould Shaw - a leader hand-picked by the governor of Massachusetts. Initially, they only performed manual labor, but saw their first 'battle action' on July 18, 1863 when they were able to hold off a Confederate assault on Fort Wagner, South Carolina.

One brave story of African American resistance was the story of Robert Smalls, a mulatto slave from South Carolina. Smalls was born in South Carolina and was very knowledgeable about Charleston harbor, which eventually aided in his getting a job on the Confederate ship, the Planter. The Planter was a steamer used to transport cotton, but during the Civil War was heavily armed for war. On the evening of May 12, 1862, it steamed into Charleston harbor past the Union



Navy blockade of the Atlantic and Gulf coasts. The Confederates were heavily defending Charleston and the ship was set to sail back out the next morning. In a bold move, the three white officers of the ship chose to disembark for the evening, leaving the ship's eight slaves in charge. Smalls was one of those slaves. As night fell, he shared with the others his plans to take the ship out of the harbor and surrender it to the Union navy. Around 2:00AM, Smalls began to sail out of the harbor, but first picked up his family on a nearby dock. As Smalls guided the ship out of the harbor and past Confederate forts, he commanded the ship 'by the book', meaning he used the correct Naval signals and even dressed to look like the ship's captain. As they approached the Union blockade, Smalls had the Confederate flag lowered and instead, hoisted a white bedsheet on the flagpole to serve as a signal of their surrender. The Union Navy was about to fire until they realized the flag. They quickly took Smalls, his family, and a few other slaves and family members on their ship and thanked them for their actions. In fact, Smalls went on to serve in the Union Navy for the rest of the war. He even served in the South Carolina state assembly and the United States House of Representatives before his death in 1915.

By the end of the Civil War, more than 180,000 African-Americans (former slaves and former free men) served in the Army and Navy. After Lincoln issued his Emancipation Proclamation, and declared that the US Navy and Army would utilize escaped slaves, hundreds of escaped slaves flocked to Union forts. There were

more than 100 camps around Union forts in order to house escaped slaves and their families. Much of the camp population was made up of children. Due to the poor living conditions, however, many escaped slaves never had a true taste of freedom as they died in the camps.

Environmental Impact

The war's impact did not stop the loss of soldiers and even some civilians. In fact, the environment changed dramatically as well. Troops from both sides frequently scoured the land in search of food, often taking livestock, vegetables, and even foraging for berries or other fruits and nuts. In fact, it was this destruction that pushed individuals to seek for protection of forests and wildlife and in 1864, Lincoln would sign the bill that would eventually create Yosemite National Park.

Perhaps the greatest change, though, was the destruction of forests. Enormous amounts of trees were clear-cut for many purposes. First, the troops required firewood. It was estimated that both sides used approximately 400,000 acres of wood each year just for fires. In the North the demand for lumber was even greater in order to supply railroad ties and continue to support the Navy in terms of masts for ships and supplies like turpentine, pitch and tar. While clearing these large amounts of land may have been helpful for lumber, it created a disastrous outcome in terms of insects in soldier camps. Because their natural habitats were destroyed, many animals that typically would have been

predators of insects like mosquitoes, flies, ticks, and maggots, were no longer helping to control the insect population.

Lastly, many minerals were heavily extracted during the Civil War, largely to the benefit of the North as they were the more industrialized side. Petroleum and Coal were heavily sought after. With the major focus being on the war effort and the desire to win, thoughts of the war's impact on the environment did not exist.

Life on the Homefront

QUESTIONS TO GUIDE INQUIRY

1. Did the earliest battles of the war confirm or contradict the idea that many held about how the war would be fought?
2. Would the economic setbacks for the South caused by the Emancipation Proclamation equal the physical devastation from military battles?
3. What aspects of the war caused many to claim that the Civil War was the first “modern war.”
4. Would President Lincoln have been as motivated to pen the Gettysburg Address if massive numbers of casualties hadn’t occurred?
5. Can a civil war ever be won?

Terms, Places, and People

Furlough

Desertion

As many soldiers were swept off to war, life at home changed too. There were 29 million civilians who did not ‘fight’ in the Civil War, even though many were certainly part of the war effort. This was even more true as the concept of **total war** swept in, thus blurring the lines between the defined areas of soldier and civilian. These once separated ideas were now overlapping and civilians found themselves deeply engaged in the war efforts even if they were not soldiers on the front lines.

News

Letters were frequently exchanged to keep in touch with family at home and soldiers fighting. Getting timely, accurate information was a struggle, though. Many families would learn of the death of a loved one through a letter from an officer or friend of their soldier. In addition to letters, many newspapers and even a few magazines were widely circulated among hundreds of thousands of readers. Two popular magazines Frank Leslie’s Illustrated Newspapers and Harper’s Weekly delivered news and pictures to those on the homefront of the realities of war.

Women in the War Effort

At the beginning of the war, propaganda geared toward civilians encouraged patriotism and cooperation to the war effort. Schools encouraged patriotism

through songs, reading and pictures. Many women had no choice but to increase their roles at home. With men gone, many women were left to take over additional duties on the farms. The same was true in cities where women and children filled jobs previously held by men. Many women aided in the war effort by making bandages, socks, clothing, and even regimental flags. While the men were away, families struggled to make ends meet - especially those in the South.

During the war years, many women became nurses. Most had little formal training, but rather wanted to aid the war effort in some way. One woman who did this was Clara Barton. In 1861, she became one of the first volunteers to the Washington Infirmary where she would care for wounded soldiers. Eventually, she persuaded Union officers to let her help soldiers in the field. When she was working at various battlefields she would bring supply wagons of much-needed medical supplies - some funded by donations she had gathered, others funded by Washington, DC. Barton worked tirelessly to create a more organized system of field medicine and trained other men to be able to perform simple first aid to their comrades.

Spotlight on Michigan Women:

JULIA WHEELLOCK FREEMAN

Julia Wheelock Freeman was a teacher in Palo, Michigan at the outbreak of the Civil War. When news reached her that her

brother, Orville, had been injured during battle she and Orville's wife traveled to Washington, DC to see him in the hospital. Unfortunately he died before they were able to arrive. Once in DC, however, Julia noted the desperate need for nurses and decided to remain there to serve the Union. She would spend three years working in the DC hospitals as a nurse from September 1862 through July 1865. In 2002, she was inducted into the Michigan Women's Historical Hall of Fame.

SARAH EMMA EDMONDS

Sarah Emma Edmonds was a Canadian who fled the country to avoid an arranged marriage. Once she arrived in the United States, she took on the alias of Franklin Thompson to make travel and work easier. She found success as a book salesman and was selling books in Flint, Michigan at the start of the Civil War. Edmonds decided that the best way for her to help would be to enlist, which she did on May 25, 1861. During



<http://www.findagrave.com/cgi-bin/fg.cgi?page=gr&GRid=32621723>



<http://www.archives.gov/publications/prologue/images/sarah-edmonds-seelye-disguised.gif>

her time in the Union army, she served as a hospital attendant, mail carrier, orderly for a commander and supposedly even did some espionage work. In the spring of 1863, however, she contracted malaria and requested a **furlough** or a leave of absence from military service so that she would not be discovered. Her furlough request was denied and so Edmonds deserted her regiment. Once healthy, she returned to help the war effort as a nurse in June of 1863, no longer under disguise. Eventually, in 1888, she was cleared of her **desertion** charges and was given a full military pension.

Children in the War Effort

Women were not the only ones who made sacrifices. Children also had to take on more responsibilities, such as tending to livestock and crops, working as clerks or various helpers for family businesses, preparing meals and caring for younger siblings. While life was more difficult, many children used reading as a pastime to help them escape or even glorify the war efforts.

Destruction on the Home Front

In addition to changing the working scene, families near the fighting experienced a whole new phenomenon. Life near the battles was tough as soldiers tended to forage for food and supplies in nearby areas. Buildings that were near the fighting were seized and instantly became hospitals or even officers' quarters. In locations that were susceptible to frequent battles,

families that could afford to opted to move, rather than be overcome by the reality of war. Families that could not afford to relocate were constantly under the threat of war - especially families in the South. As battles raged, guerrilla raids for food were not uncommon. Troops would seize supplies for their own use or to destroy them so as not to be of benefit to the enemy.



https://en.wikipedia.org/wiki/Wilmer_McLean#/media/File:Appomattox_Court_House_by_Timothy_O%27Sullivan.jpg

Caption: Wilmer McLean's home where the surrender occurred at the end of the war.

Once battles were over, townspeople were left to pick up the pieces of their city.

Southern families felt the impact of war more intensely than many families in the North. Inflation was rampant. Paired with the effect of inflation - an increase in the cost of living - it is no wonder that families struggled to survive. Shortages were also common. Sometimes shortages would occur in the form of traditional household goods and food staples and other times, even those families living in luxury would find themselves out of luck. By war's end, both the North and the South were experiencing shortages. In 1865, desertion from the Southern army was widespread as soldiers learned of the struggles of their loved ones at home and viewed the war as a conflict that was no longer worth fighting for.

Another large change for citizens was the increasing power of the federal government. The first example of this came with conscription laws in both the North and the South. The government also began to shift their economic policies in an attempt to finance the costly war. Income taxes increased in the North.

The Battle of Gettysburg

QUESTIONS TO GUIDE INQUIRY

1. Did the earliest battles of the war confirm or contradict the idea that many held about how the war would be fought?
2. Would the economic setbacks for the South caused by the Emancipation Proclamation equal the physical devastation from military battles?
3. What aspects of the war caused many to claim that the Civil War was the first “modern war.”
4. Would President Lincoln have been as motivated to pen the Gettysburg Address if massive numbers of casualties hadn’t occurred?
5. Can a civil war ever be won?

Terms, Places, and People

Total war

The clash at Gettysburg began unexpectedly as Confederate troops planned to pilfer shoes from the shoe factory in the college town of Gettysburg as Confederate supplies had been running low for months and they were desperate for new footwear. In fact, supplies were so low that Lee anticipated his troops could survive on food that they could confiscate while moving north to attack Union troops on their side. However, after a victory in Chancellorsville, Virginia in May, Lee was eager to push into Union territory again.

Throughout the war, Lee had come to rely heavily on cavalry reports from outstanding Confederate cavalry leader, JEB Stuart. As skirmishes occurred that would later turn into the Battle of Gettysburg, Lee had not been in contact with Stuart for more



https://en.wikipedia.org/wiki/Battle_of_Gettysburg#/media/File:Thure_de_Thulstrup_-_L._Prang_and_Co._-_Battle_of_Gettysburg_-_Restoration_by_Adam_Cuerden.jpg

than ten days, thereby limiting his knowledge of Union whereabouts.

Interactive 10.9 Battle of Gettysburg Animated Map



Learn more about the Battle of Gettysburg here.



<http://www.civilwar.org/education/assets/images/jeb-stuart-200px.jpg>

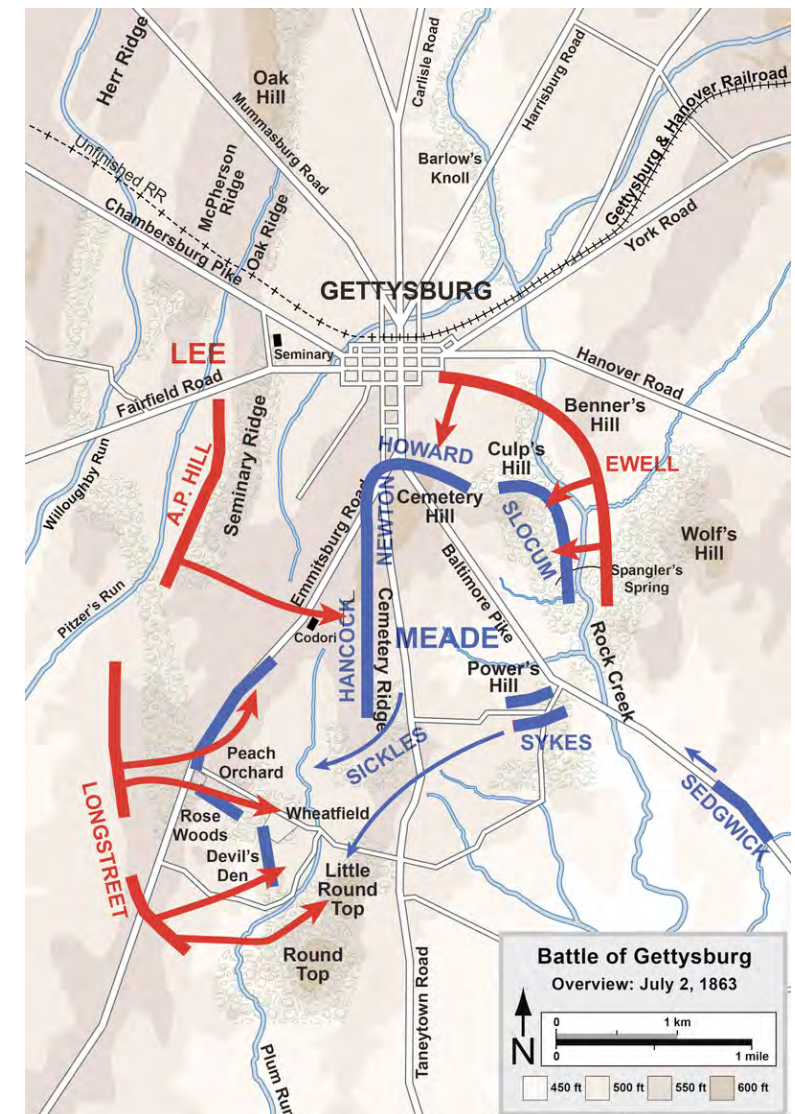
What became the Battle of Gettysburg started when Confederate soldiers in search of new footwear clashed with Union soldiers on June 30th, 1863. On July 1st, Union troops, now under the command of General George Meade, were greatly outnumbered and fell back to positions on Cemetery Hill and Culp's Hill.

Day two of fighting at Gettysburg began as approximately 90,000 Union soldiers defended their positions against 70,000 Confederate soldiers. Soldiers worked to secure hills that were in the shape of a fishhook while the Confederates wrapped around

the hills. In the afternoon, Lee began a heavy assault on the left flank of the Union. The fighting took place around areas known as Little Roundtop, Wheatfield and Peach Orchard. Union troops struggled, but managed to hold out on top of Cemetery Hill and Culp's Hill.

The third day of battle still brought fighting along Culp's Hill. The more notable fighting attempt, however, was Pickett's Charge along Cemetery Ridge. General Lee ordered Pickett to charge approximately one mile across an open field toward Union lines. Not surprisingly, Pickett's men suffered great casualties as they came across intense Union rifle and artillery fire. At this point, Lee retreated with his army back to Northern Virginia.

Further South, Grant was executing a brilliant military strategy. Essentially, he was starving out



Confederate troops by blocking supplies into Vicksburg. On July 4th, 1863 Confederate troops surrendered to General Grant. This significantly boosted Grant's popularity and made him a candidate for commander of all regiments of the Union army.

A few months later, the battlefield on which the soldiers fought so valiantly at Gettysburg was dedicated. On November 19th, 1863 people gathered to hear speakers honor those who lost their lives at the Battle of Gettysburg. Noted speaker Edward Everett spoke for more than two hours. Lincoln did not. At just ten sentences, his Gettysburg Address was over quickly. In fact, there are no pictures of Lincoln giving this address as photographs took time to set up and capture and the speech was over before that could happen. In fact, many mocked or criticized Lincoln's address as being curt and abbreviated. His address, though short, was incredibly poignant and eloquently captured the sentiments of many about not just the battle of Gettysburg, but the entire war. Lincoln's address noted one of the larger aspects of the war, saying that the war was a test of whether or not democracy could survive.

Interactive 10.10 The Gettysburg Address



Check out this animated video on the Gettysburg Address! <https://vimeo.com/15402603>

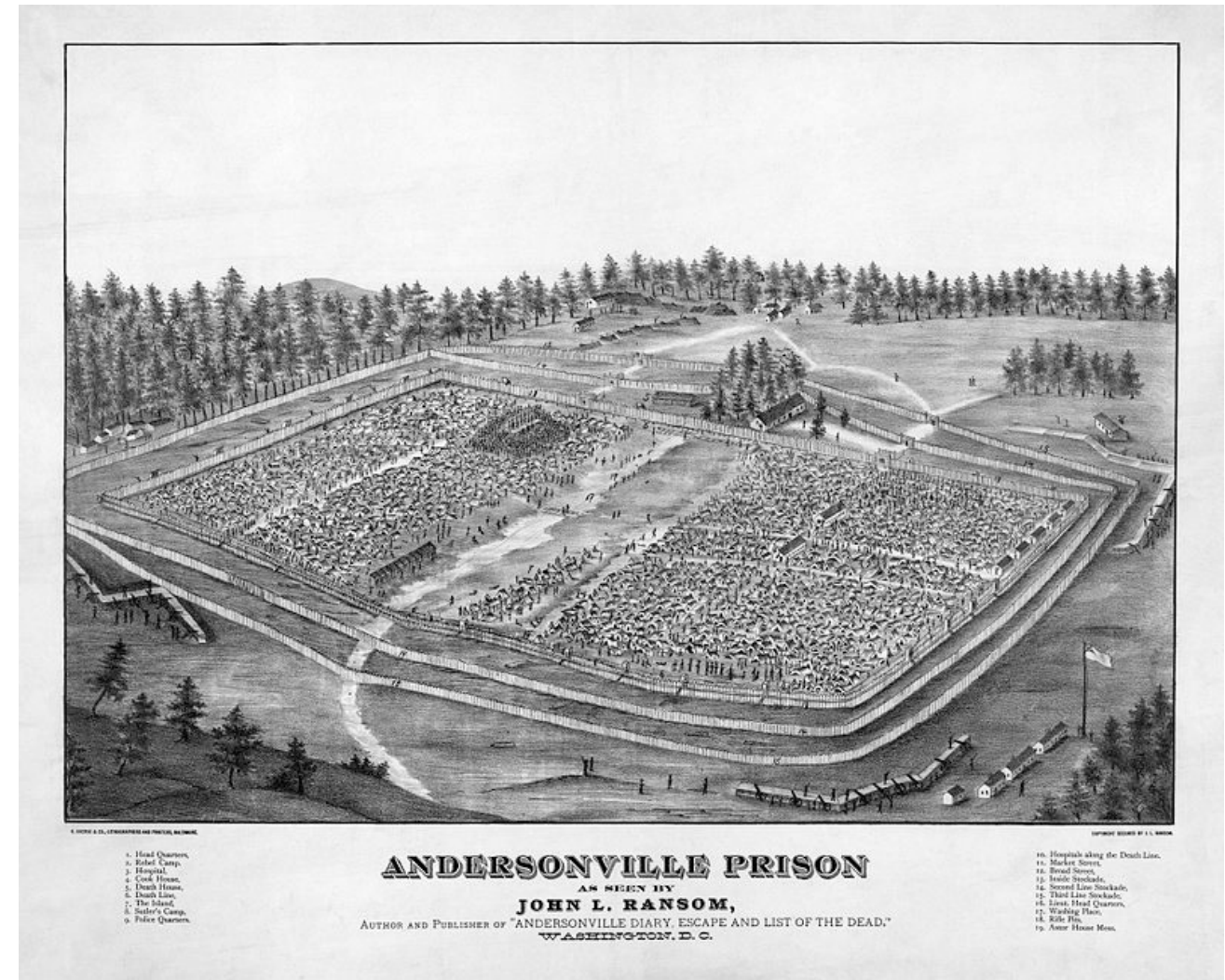
Gettysburg Address

"Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us--that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion--that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth."

- November 19, 1863

Prisoner of War Camps

Life during Civil War battles was tough; most prisoners would describe life in prisoner of war (POW) camps as hell. Over 150 prisons were established, imprisoning approximately 400,000 soldiers. One of the most famous POW camps was located in Andersonville, Georgia at Camp Sumter. While this camp was only built in 1864 and was only operational for 14 months, it housed approximately 45,000 soldiers over the course of its existence. Of those 45,000, 13,000 soldiers died from disease, poor sanitation, malnutrition, overcrowding and exposure to the elements. From February 1864, almost 400 soldiers arrived every day. By the end of June, Andersonville held 26,000 prisoners in a space that was designed to hold 10,000. At the time, the Confederate government could hardly provide rations and uniforms for its own soldiers and likewise, did not provide adequate housing, clothing, food or medical care for its prisoners. Traditionally, prisoners would be exchanged from either side. At this point, however, that exchange also broke down and conditions grew worse still. The director of the camp at Andersonville, Captain Henry Wirz was arrested, charged with war crimes and was the only person to be executed for his role in the war.



https://en.wikipedia.org/wiki/Andersonville_National_Historic_Site#/media/File:Andersonville_Prison.jpg

An End to Slavery

The Emancipation Proclamation decreed that slaves in the South were free. However, Lincoln wanted to ensure slaves eventual freedom through a Constitutional amendment should the two halves of the country reunite. The proposed 13th Amendment to the Constitution, which abolished slavery, was quickly approved in the Senate. The House of Representatives was a different story. From April 1864 through January 1865, the proposed amendment was heavily debated in the House. In fact, it was even defeated in June 1864. Eventually, though, enough members voted to approve the 13th Amendment and on January 31, 1865 it was passed. The following day, Lincoln submitted the proposed amendment to the states. Lincoln knew that it was imperative to pass the amendment before the ending of the Civil War and the re-entry of Southern legislators into the United States government when the potential to defeat the amendment again was entirely possible.

Sherman's March to the Sea

The war was not yet, over, though. In fact, fighting continued to rage on. In the early summer of 1864, Union General William Tecumseh Sherman began a mission of tearing up multiple railroad lines in the South to prevent communication and movement of supplies. On September 2nd, 1864, Sherman and his troops captured Atlanta. He would then begin his "March to the Sea" leaving Atlanta and heading for Savannah. With a



A destroyed railroad bridge over the North Anna River on the Richmond and Fredericksburg Railroad.

<https://cdn.loc.gov/service/pnp/cwpb/01200/01217r.jpg>

mission of 'breaking the spirit of the Confederate heartland', Sherman and his troops proved that the Confederacy could no longer protect its own people. On December 10, they would reach Savannah and turn North and begin heading towards North Carolina. In the state of South Carolina, Sherman's men were

vicious along their path. They violently looted and burned the first state to secede from the Union, in a matter of spitefulness.

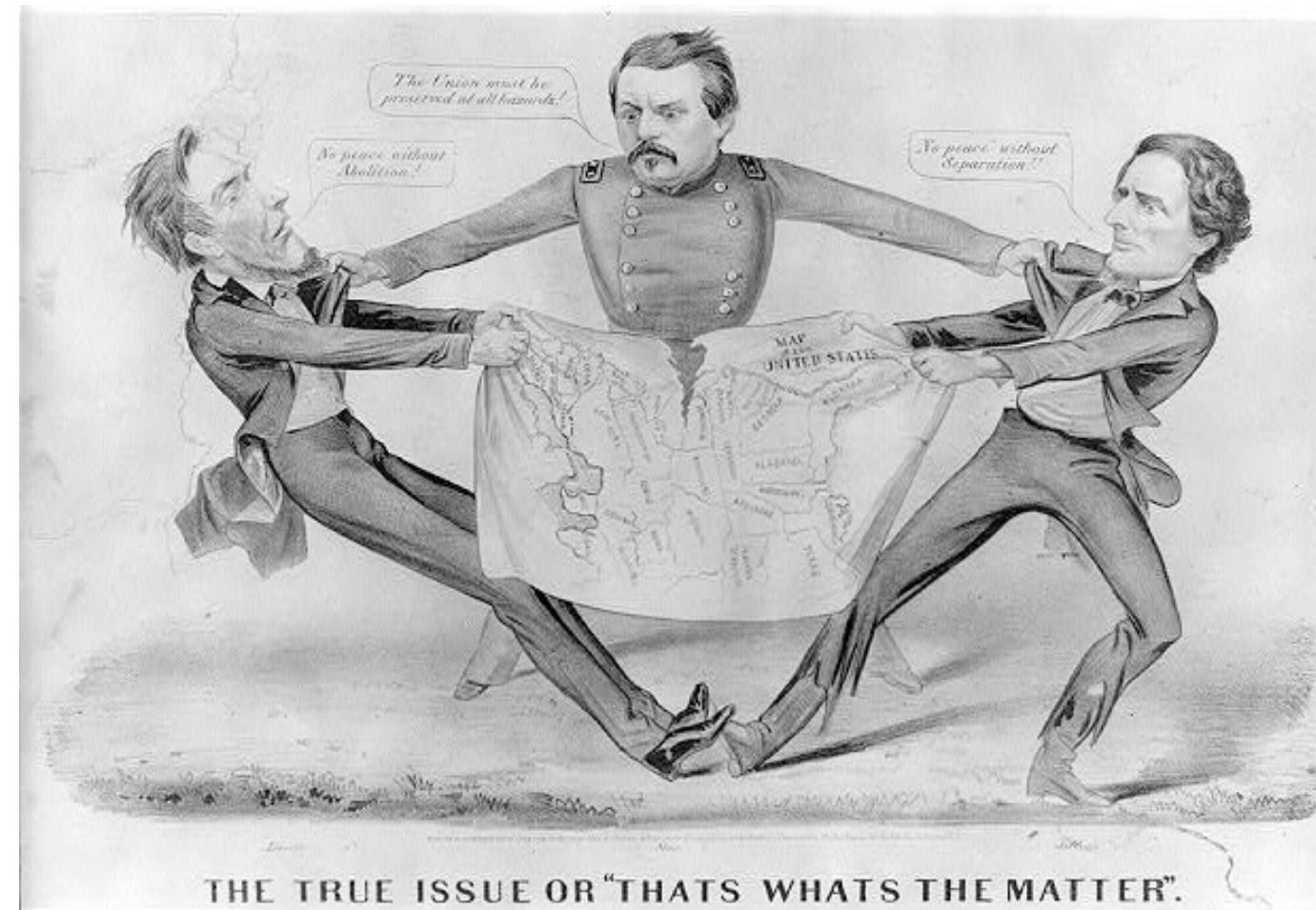
Lincoln's Re-election

In the summer of 1864, President Lincoln was becoming more convinced that he would not be re-elected in the upcoming vote between Lincoln and democratic candidate George McClellan. In fact, many of his advisors and Republican party colleagues were skeptical of his reelection, given that the public opinion of the war was deteriorating as the death toll continued to grow and that McClellan had proposed ideas for a negotiated peace with the South. Lincoln actually went so far as to discuss how to free as many slaves from the South before the new president's inauguration with prominent abolitionist and former slave Frederick Douglass.

Following the Union victory and the surrender of Confederates in Atlanta, however, the tide seemed to turn. Lincoln was reelected and in his second inaugural address on March 4, 1865 shared his plans for the nation's next steps when he said...

"Let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and orphan, to do all which may achieve a just and last peace among ourselves and with all nations."

Strategy Analyzing a political cartoon.



<http://cdn.loc.gov/service/pnp/cph/3a10000/3a16000/3a16200/3a16240r.jpg>

- 1) List your observations. What do you see in this political cartoon?
- 2) What do you think is happening here?
- 3) How do you know? Who is represented?
- 4) What questions do you still have?

Can a Civil War Ever Be Won?

QUESTIONS TO GUIDE INQUIRY

1. Did the earliest battles of the war confirm or contradict the idea that many held about how the war would be fought?
2. Would the economic setbacks for the South caused by the Emancipation Proclamation equal the physical devastation from military battles?
3. What aspects of the war caused many to claim that the Civil War was the first “modern war.”
4. Would President Lincoln have been as motivated to pen the Gettysburg Address if massive numbers of casualties hadn’t occurred?
5. Can a civil war ever be won?

Peace talks to end the Civil War began as early as February 1865, however, Lincoln offered no conditions except for the Union to be reunited, that the Confederate army disbanded and for a recognition of Northern authority in the South.

Fighting Draws to a Close

By early April it was apparent to Lee that the Confederacy had little chance of surviving. On April 2, Federal troops finally broke through Confederate earthworks in Petersburg, Virginia -- just south of the Confederate capital of Richmond -- and set their sites on Richmond. While citizens of Richmond had become accustomed to artillery fire, they were still surprised to see the fires in front of the Confederate government offices as officials were destroying important paperwork.

That day, Lee opted to evacuate his troops due to their limited resources because of the Union blockade, Sherman’s March dividing the Confederacy, and an overall lack of the Confederacy’s ability to make factories. As officials fled, other Confederates began to destroy any other goods that could be of value to the Union soldiers. While many anticipated few goods, there were actually speculators with large stores of food and supplies which led to rioting and looting from the starving citizens. Rioting continued and flames from the initial fires spread as a strong wind blew igniting fires across the city of Richmond. In many places, stores

of ammunition or shells exploded. All in all, 54 city blocks were destroyed until Union soldiers worked with Richmond fire departments to extinguish the fire. The following day, Lincoln would tour the Southern capital.



https://upload.wikimedia.org/wikipedia/commons/1/11/Richmond_Virginia_damage2.jpg

Grant pursued the fleeing General Lee and his army of Northern Virginia until he caught up to him a few days later. On April 9, 1865 Lee attempted a last-ditch effort. However, his men were too run-down, had few supplies and it quickly became clear that he simply could not overpower the Union. On April 9th, 1865, Lee formally surrendered at Appomattox Court House.

Grant was suffering from an intense headache that day and was dressed in a uniform that had splashes of mud. Lee, on the other hand, was in a crisp, new uniform. The generals had actually met before when Grant was in a lesser role during the Mexican War. While Grant remembered this meeting, it had not been significant enough for Lee to recollect much more than a brief interaction.



<https://en.wikipedia.org/wiki/>

[File:General Robert E. Lee surrenders at Appomattox Court House 1865.jpg](#)

Grant's terms and conditions in the surrender were gracious. As many of the Southern cavalymen provided their own horses, upon Lee's request, Grant agreed that they could keep their horses. He simply asked the Confederate soldiers to lay down their weapons and go home. Additionally, Union troops were asked to withhold from 'excessive celebration' as the utmost

desire of the war's end was to reunite a nation, not tear it further apart. Before departing from the meeting, Lee asked Grant for the rations for his men who had been without rations for quite a few days. Simple acts such as these helped to provide the groundwork for the nation to recover.

Despite the Lee's formal surrender, battles still occurred in the South. Finally, on May 10, 1865 Jefferson Davis was captured near Georgia. While he was imprisoned in Virginia, he was never tried for treason.

Casualties & Impact of the War

Estimates of casualties from the Civil War range from 618,000 through 631,000. One thing remains clear, though. Two percent of the population was wiped out as a result of this conflict. This same percentage of today's population (as estimated by the 2010 census) would equal approximately 6 million citizens.

At the end of the war, 4 million enslaved African Americans had gained their freedom. The 13th Amendment provided their freedom and eventually the 14th and 15th Amendments would give African Americans citizenship and voting rights (many African Americans argued if they were good enough for "bullets", they ought to be good enough for "ballots" as well).



https://en.wikipedia.org/wiki/Maryland_in_the_American_Civil_War#/media/File:Bodies_on_the_battlefield_at_antietam.jpg

Rebuilding after the war would not be so easy. Casualty counts were the highest this nation would ever experience; in fact, in the one day battle at Antietam there were four times as many casualties as there were in the storming of the beaches of Normandy on D-Day during World War II. One in five Southern soldiers had died as a result of the war leaving more than 70,000 widows and many women who would never marry as there were no eligible bachelors in her town.

In addition, the nation would have to rebound from a huge debt. In 1860, the national debt was \$65 million. By 1865, that number had reached \$2.7 billion. Some of that debt was the federal pension that Union veterans could receive if they had sustained injuries that prevented them from working or for widows who did not remarry.

Just five days after the surrender, the nation would be rocked with another blow. The assassination and subsequent death of Abraham Lincoln.



Can You Win a Civil War?

Create an argument with evidence from the chapter to support your claim

Can a Nation Rebuild After Fighting Itself?

1. How did “executive Reconstruction” differ from “legislative Reconstruction”?
2. Did the Reconstruction plans of Congress or the Reconstruction plans of the President prevail?
3. How did the economic impact of Reconstruction efforts in the South influence social reform or the lack thereof?



A Clash of Two Plans

QUESTIONS TO GUIDE INQUIRY

1. How did “executive Reconstruction” differ from “legislative Reconstruction”?
2. Did the Reconstruction plans of Congress or the Reconstruction plans of the President prevail?
3. How did the economic impact of Reconstruction efforts in the South influence social reform or the lack thereof?

TERMS, PLACES, PEOPLE

Reconstruction

Reconstruction

After the Civil War ended in 1865, the challenge that lay ahead before the U.S. government was how to readmit the former Confederate states that had been devastated by the war. This period that lasted from 1865 to 1877 was known as **Reconstruction**. During this time, although the goal under President Lincoln was to reunite the nation as quickly and painlessly as possible, it wouldn't be as easy as a declaration of unification.

Lincoln's Plan

Called the Ten Percent Plan, southerners were offered amnesty, or official pardon, for all illegal acts supporting the rebellion if two conditions were met. First, southerners had to swear an oath of loyalty to the U.S. Second, they had to agree that slavery was illegal. Once ten percent of the voters in a state made these pledges, a new government could be formed. Once a new government was formed, a state could then be readmitted to the Union. Louisiana was the first state to be readmitted to the Union; other states quickly followed.

Wade-Davis Bill

While President Lincoln's Ten Percent Plan had been enacted, some members of Congress argued that it did not go far enough and that it was Congress that

should control the return of the southern states to the Union and not the President. Two Republican Congressmen, in particular, Senator Benjamin Wade and Representative Henry Davis developed alternative legislation to the Ten Percent Plan.

According to the Wade-Davis bill, a state had to ban slavery and a majority of adult males in the state had to take a loyalty oath before the state could rejoin the Union. Additionally, under the bill, only southerners who swore that they had never supported the Confederacy could vote or hold office. Because the provisions of the Wade-Davis Bill was stricter than Lincoln's Ten Percent Plan and made it more difficult for a state to rejoin the Union, President Lincoln refused to sign the bill into law. He was convinced that his plan would help restore order quicker than the bill proposed by the Republican members of Congress.

Slavery Officially Ends

Regardless of whether the plan to readmit southern states would come from the legislative branch or the executive branch, one thing that Republicans all agreed on was the abolition of slavery.

The Emancipation Proclamation had freed slaves but only in areas that had not been occupied by Union forces. This meant that the border states were not impacted by the proclamation which caused many to fear that the federal courts might someday declare it unconstitutional. Therefore, on January 31st of 1865, Congress proposed the Thirteenth Amendment making slavery illegal throughout the United States. It was ratified and took

effect on December 18, 1865. While many abolitionists felt their efforts had finally been acknowledged, some felt their work would not be done until black men had been granted the right to vote.

Freedom brought important changes to newly freed slaves. Many couples were legally married, many searched for relatives who had been sold away from their families, many women began to work at home instead of in the fields, and perhaps most impactful was the ability of newly freed people to travel freely and farm their own land. But although the Thirteenth Amendment made slavery illegal, many would soon discover that it didn't necessarily guarantee social and economic freedoms.

Freedmen's Bureau

In 1865 Congress established the Freedmen's Bureau. The purpose of the bureau was to provide relief for freedpeople and certain poor people in the South and it was busy as the need was high. Eventually it was decided that the best use of the bureau's limited funds was to distribute food and provide education and legal help for freedpeople. The bureau played an important role in establishing schools in the South. As most freedpeople had never learned to read or write, this was one of the most important needs.

Interactive 11.1 The Freedmen's Bureau



An informative video can be found here: https://www.youtube.com/watch?v=I_iKCXE8MaY



Sharecroppers pick cotton in the 1890s.

<http://www.americanhistoryusa.com/static/images/cotton-oklahoma-1890s.jpg>

The picture above exemplifies a common practice of farming, **sharecropping** (system of farming where a farmer works land for an owner who provides equipment, seeds, and a share of the crops). Though taken twenty five years after the Civil War has similar features to what slavery must have looked like.

Political Disagreements Over Reconstruction

QUESTIONS TO GUIDE INQUIRY

1. How did “executive Reconstruction” differ from “legislative Reconstruction”?
2. Did the Reconstruction plans of Congress or the Reconstruction plans of the President prevail?
3. How did the economic impact of Reconstruction efforts in the South influence social reform or the lack thereof?

TERMS, PLACES, PEOPLE

Assassination

Black Codes

impeachment

Lincoln is Assassinated

On the evening of April 14, 1865, just five days after Lee’s surrender at Appomattox Courthouse, President and Mrs. Lincoln attended the play, *My American Cousin* at Ford’s Theater. During the play, John Wilkes Booth, sneaked into the theater box where the President was seated and shot him. Although the President was rushed to a boardinghouse across the street and received medical



<https://almostchosenpeople.files.wordpress.com/2015/05/mourning-lincoln.jpg>

assistance, he died the next morning. The Vice President, Andrew Johnson was quickly sworn into office while the nation tried to deal with the shock of a monumental loss.

Interactive 11.2 The Assassination of Lincoln



A short but thorough description of John Wilkes Booth's motivations for the assassination of President Lincoln can be found at:

<https://www.youtube.com/watch?v=6qAeFjCscRY>

President Lincoln was not the only target. In a last ditch effort to bring the Confederacy back, other government figures, such as Vice President Andrew Johnson and Secretary of State William Seward, were also picked for **assassination**. Seward himself was nearly killed by a knife attack. Several individuals were named as conspirators to this elaborate plan, and four were hung for their involvement. John Wilkes Booth, Lincoln's assassin, was tracked down twelve days later and killed by soldiers after he refused to surrender.

The four individuals on the left were executed for their part in the assassination plot.



http://etc.usf.edu/clippix/pix/lincoln-assassination-newspaper-headline_medium.jpg



LEWIS PAINE
placidly murderous giant



DAVID HEROLD
former druggist's clerk



SAMUEL ARNOLD
ex-commissary clerk



MICHAEL O'LAUGHLIN
happy-go-lucky Irishman



GEORGE ATZERODT
Port Tobacco carriage maker



MRS. MARY SURRATT
boarding house keeper



JOHN H. SURRATT
Confederate spy



EDWARD SPANGLER
crab-fishing scenshifter

https://s.yimg.com/fz/api/res/1.2/EuT7WhtdnkvXL2gd1q9_FQ--/

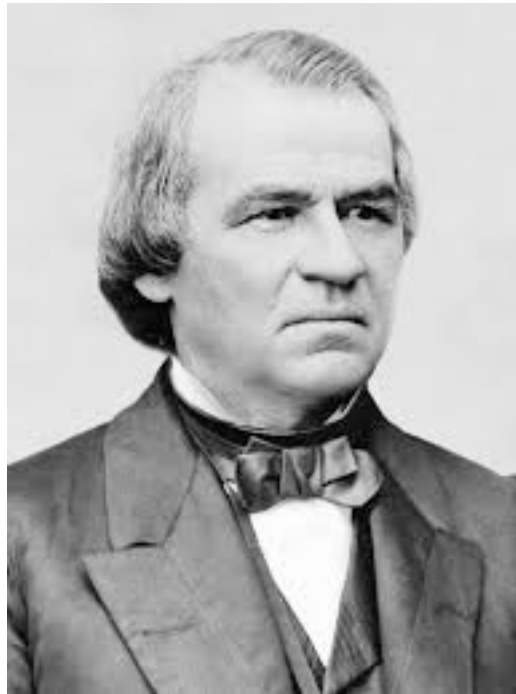
http://www.blogspot.com/JaF2AuqUbaA/TI-zef_erfl/AAAAA64/EzBNXNk4_Tl/s1600/lincoln-conspirators.jpg

President Johnson's Plan for Reconstruction

President Johnson's plan for Reconstruction was similar to that of Lincoln's, but the new president decided that wealthy southerners and former Confederate officials would have to have a presidential pardon in order to receive amnesty.

Much to the shock of Radical Republicans, by 1866 President Johnson had pardoned more than 7,000 people.

From the state of Tennessee, Johnson had remained loyal to the Union during the war, even though he was greatly in favor of states' rights. Although President Johnson was a Democrat, and President Lincoln had been a Republican, it was his belief that state governments should have as much control as possible over political matters, that inspired him to offer up a mild program for establishing new southern state governments. By the end of 1865, all of the southern states with the exception of Texas had created new governments and had been readmitted to the Union. But when newly elected officials came to Washington from each reconstructed southern state, Congress refused to readmit them.



https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcQCAsT-5V_Qn-filLoeNVuHaFIdMcviOSN1O3k-NCv6r7itDqEhK

President Johnson's work toward reuniting a nation was just beginning.

Opposition to President Johnson

By 1866, as debates in Congress continued over rules for the restoration of the Union, legislatures that had been approved by President Johnson had already begun passing laws that would deny African Americans' civil rights. Every southern state had passed its own version of **Black Codes**--laws that greatly limited the freedoms of African Americans. Because many southerners feared that if large plantations didn't continue to make huge profits off of cheap or previously free labor, the South's entire economy would collapse, the primary purpose of establishing black codes was to restrict labor and activity.

Radical Republicans

Many republicans were angered by the black codes because to them they felt the South was returning to its old ways. However, that's where unity ended. Moderate Republicans wanted the South to have loyal state governments and believed African Americans should have rights as citizens. Radical Republicans, on the other hand, took a harsher stance. They wanted the federal government to force changes to happen in the South.

Led by Thaddeus Stevens of Pennsylvania and Charles Sumner of Massachusetts, the Radical Republicans gained the support of

the Moderate Republicans when President Johnson ignored the criticisms of the Black Codes.

The Power Struggle Continues

Spurred on by the Radical Republicans in 1866, Congress proposed a new bill that would extend the powers of the Freedmen's Bureau to bring charges against people accused of violating the rights of African Americans. President Johnson surprised many by vetoing the Freedmen's Bureau Bill, insisting that no new laws could be passed by Congress until southern states were represented. Republicans responded with the Civil Rights Act of 1866, providing African Americans the same legal rights as whites. Once again President Johnson vetoed the bill arguing that it gave the federal government too much power.

Additionally Johnson rejected the principle of equal rights for African Americans. Congress fought back and overrode Johnson's veto.

Republicans, fearing that the Civil Rights Act might be overturned, proposed the Fourteenth Amendment. It had three major provisions:

- The Citizenship Clause granted citizenship to All persons born or naturalized in the United States.
- The Due Process Clause declared that states may not deny any person "life, liberty or property, without due process of law."

- The Equal Protection Clause said that a state may not deny to any person within its jurisdiction the equal protection of the laws.

The amendment also included provisions for determining a state's representatives to the federal government, and it contained a number of provisions that applied to officials of the former Confederacy.

The 14th Amendment marked a significant shift in the way the Constitution was applied in America. Prior to its enactment, the individual protections offered by the Bill of Rights were enforceable only against the federal government. The 14th Amendment applied these rights to the states. To this day, the 14th Amendment is cited in more court cases than any other, often in matters seeking to end discrimination against individuals based on race, religion, gender, sexual orientation, and other statuses.

The Elections of 1866

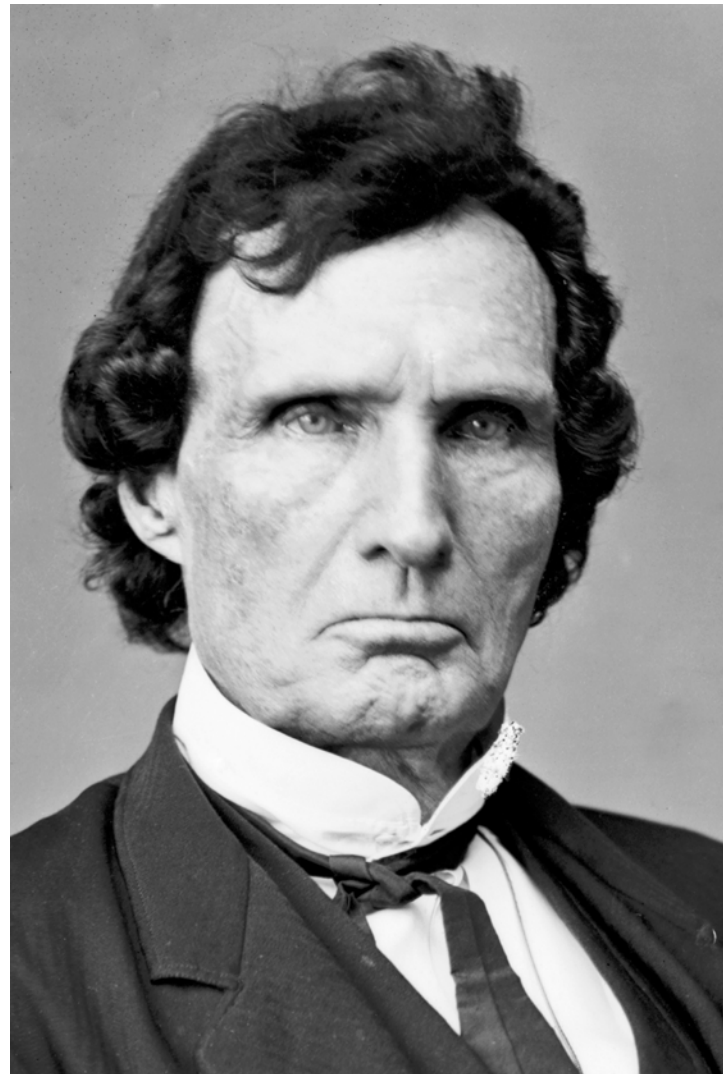
President Johnson and most Democrats opposed the 14th Amendment. As a result, issues of civil rights became key issues in the congressional elections of 1866. Despite President Johnson's efforts to embark on a speaking tour and defend the stance of the Democratic Party, the 1866 elections gave the Republican Party a two-thirds majority in both houses of Congress.

Reconstruction Acts

Now that the Moderate and Radical Republicans had joined forces and held a majority of power in both houses of Congress, in 1867, Congress passed the first of several Reconstruction Acts. The purpose of the acts was to protect the rights of African Americans and ensure that state governments would have rewritten constitutions supporting the 14th Amendments.

As Thaddeus Stevens defended the acts, the Senator said,

“Have not loyal blacks quite as good a right to choose rulers and make laws as rebel whites? Every man, no matter what his race or color...has an equal right to justice, honesty, and fair play with every other man: and the law should secure him those rights.”



https://upload.wikimedia.org/wikipedia/commons/f/f8/Thaddeus_Stevens_-_Brady-Handy-crop.jpg

President Johnson disagreed greatly with Stevens and argued strongly that African Americans didn't deserve the same treatment as whites. Johnson further claimed that the Reconstruction Acts went beyond powers that the federal government possessed in the Constitution. The response by the Republicans in Congress was to pass a law limiting Johnson's power to remove cabinet officials without Senate approval. The Tenure of Office Act stated that the president could not remove government officials without approval from the Senate. Johnson took this “dare” when he fired Secretary of War Edwin Stanton from his duties. As War Secretary, Stanton was in charge of the military's role in the Reconstruction Acts of 1867, as well as a supporter of Radical Reconstruction.

Johnson is Impeached

Congress responded to President Johnson's latest act by voting to impeach him. While **impeachment** is the process used by a legislative body to bring charges of wrongdoing against a public official (in this case the President of the U.S.), it would take an additional vote of “guilty” by the Senate to actually remove the President from office. Although President Johnson was hugely unpopular with Republicans, some believed he was being judged unfairly. Others were distrustful of Benjamin Wade who was the president pro tempore of the Senate and next in line to become President if Johnson was found guilty. Three and a half months after voting to impeach the president, Republicans in the Senate

failed to convict the president by a single vote. Johnson's power as the Chief Executive was greatly weakened throughout the remainder of his presidency. Additionally, it was no surprise that Johnson did not run for re-election in 1868 or that the Republican candidate, Ulysses S. Grant won the election.

The 15th Amendment

Even though Grant had won the Presidency in the 1868 election, Republicans wanted to protect their hard-fought plans for Reconstruction. So in 1869, Congress proposed the 15th Amendment which gave African American men the right to vote. The 15th Amendment went into effect in 1870 as one of the last Reconstruction laws passed at the federal level.

Interactive 11.3 Cause/Effect

Match the causes and effects in this interactive widget.



<http://law2.umkc.edu/faculty/projects/ftrials/impeach/Cartoon-Samson.jpg>

Economic and Social Impacts of Reconstruction

QUESTIONS TO GUIDE INQUIRY

1. How did “executive Reconstruction” differ from “legislative Reconstruction”?
2. Did the Reconstruction plans of Congress or the Reconstruction plans of the President prevail?
3. How did the economic impact of Reconstruction efforts in the South influence social reform or the lack thereof?

TERMS, PLACES, PEOPLE

Carpetbaggers

Scalawags

Poll taxes

Redeemers

Segregation

Jim Crow Laws

Sharecropping

Reconstruction Governments

After Grant became President, the Republican Party appeared to be stronger than ever as they controlled most governments in the South thanks to the support of African American voters.

Republicans in government positions in the South were quite unpopular with white southerners.



<http://www.old-picture.com/mathew-brady-studio/pictures/President-Grant-002.jpg>

Carpetbaggers and Scalawags

Some Republican office holders in the South were known as **carpetbaggers**. Supposedly they had rushed into the South from the North after the war had ended with all of their possessions in bags made from carpet. They were often resented because many southerners accused them of trying to profit from Reconstruction.

In addition to carpetbaggers, many southerners also despised **scalawags**, or rascals. This was the name given to Southern white Republicans who the Democrats felt had betrayed the South by voting for the Republican Party. Many of the southern Republicans were small farmers but African Americans made up the largest group of Republican voters. Because of those voting efforts over 600 African Americans were elected to state legislatures, 16 of which were elected to Congress. One of the most widely known African American politicians during the era of Reconstruction was Hiram Revels. Born free in North Carolina, Revels went to college in Illinois and became a Methodist minister, later serving as a chaplain in the Union army. In 1870 Revels became the first African American in the U.S. Senate, taking over the seat previously held by the Confederate president Jefferson Davis.



http://a1.files.biography.com/image/upload/c_fit,cs_srgb,dpr_1.0,h_1200,q_80,w_1200/MTE5NDg0MDU1MTEyMDI1NjE1.jpg

State Governments Change Direction

By 1870 many Reconstruction governments established many new programs and organizations in the South. State-funded public school systems, hospitals, orphanages, railroads, bridges, and public buildings were built. Because these improvements were intended to help the southern economy recover from the war, quite a bit of money was spent. To get money for these new projects, Reconstruction governments raised taxes and issued bonds.

Ku Klux Klan

As politics was driving economic change in the South, social change was occurring as well. As increasing resistance grew from Democrats, in 1866, a group of white southerners in Pulaski, Tennessee created the Ku Klux Klan. This secret society originally opposed civil rights for African Americans but later in the early 20th century during a resurgence of the organization, the KKK denounced immigrants, Jews, blacks, and organized labor.

Klan members wore robes and disguises to hide their identities. They attacked at night and in some cases even murdered African Americans, white Republican voters, and public officials. Local governments did very little to stop the violence due to the fear the Klan evoked. In 1870 and 1871 the federal government took action passing laws that put the Klan's activities in check making it a federal crime to deny citizens equal protection under the law. While within a few years the Klan was no longer an organized

threat, groups of whites still continued to assault African Americans throughout Reconstruction.

The Beginning of the End of Reconstruction

The violence of the KKK was not the only challenge to Reconstruction. The Republican Party eventually lost its political power in the South, particularly when the Republicans were blamed for the economic turn that happened in 1873. When the Northern Pacific Railroad failed, panic rippled through the stock market thus causing many investors to sell off shares. Stock prices plunged and ultimately over 18,000 businesses failed thus leaving the nation in an economic crisis.

In response to the economic downturn, Republicans lost control of the House of Representatives in the 1874 election. And in the 1876 Presidential Election, although Rutherford B. Hayes ended up winning the election as the Republican candidate, his belief in ending federal support of Reconstruction programs hastened the removal of federal troops from the South.

Gradually Democrats were able to regain control of state governments in the South and moved quickly to eliminate Reconstruction reforms. State budgets were lowered, most social programs were eliminated, property taxes were cut, and civil rights for African Americans were limited. Additionally **poll taxes** were instituted in an attempt to deny African American men the right to vote. In some states literacy tests were also

instituted. **Redeemers** (Democrats who brought their party back into power in the South) also introduced legal **segregation**--the forced separation of whites and African Americans in public places. **Jim Crow laws** (laws that enforced segregation) became quite common in most southern states during the 1880s.

"The slave went free; stood a brief moment in the sun; then moved back again toward slavery." W.E.B. DuBois

Du
Bois

felt that during Reconstruction, African Americans rose out of slavery, briefly enjoyed the fruits of freedom, only to be pulled back down by society's racism.



http://americanhistory.unomaha.edu/module_files/End%20of%20Reconstruction%20Cartoon.jpg

The Supreme Court gets involved

In 1896, the Supreme Court revisited the issue of segregation when they took up the Plessy v. Ferguson case. Homer Plessy, an African American, refused to leave a whites only Louisiana train car and was arrested for breaking a state law that required separate train cars for blacks and whites. Although his lawyers argued that the Louisiana law violated his right to equal treatment under the 14th Amendment, the Court ruled that segregation was legal because "separate-but-equal" facilities existed. After this ruling by the highest court, segregation became widespread across the country.

Setbacks for Agriculture in the South

Because many African Americans had little to no money, buying or renting their own land or even moving West was not a possibility. Therefore, many remained on plantations while others tried to make a living in the cities. Those on plantations often became part of the sharecropping system. In sharecropping, land owners provided the land, tools, and supplies while sharecroppers provided the labor. At harvest time the sharecropper usually had to give the majority of the crop to the landowner and usually only ended up keeping a very small amount. While the ultimate goal of the sharecropper was to save enough money to one day be able to purchase their own land and start a farm, very few were actually able to achieve this dream.

Instead, most sharecroppers repeated the cycle of debt year after year.

Attempts to Rebuild Southern Industry

While the economy in the South suffered through cycles of good and bad years based on the cotton industry, some business leaders hoped that a more varied industrial base (mills, newspapers, manufacturing, etc.) would help strengthen the southern economy and ultimately create a New South. The growth of factories and other infrastructure (basic physical structures and facilities), such as railroads, helped bring the South more opportunities for economic growth.

As the Reconstruction Era came to an end, a new chapter in United States history was just beginning. The Gilded Age dominated the landscape from the 1870’s to around 1900. It was a time of continued industrial growth in manufacturing, railroads, mining, and finance.

Immigrants poured in seeking the opportunities offered by another industrial revolution. However, the Gilded Age came as a bitter-sweet pill.

Growth also brought challenges to a nation still fresh from civil war. These challenges would put political, social, and economic systems to the test once again. All of this will be covered in your high school United States History resource.



Can a Nation Rebuild after Fighting Itself?
Create an argument with evidence from the chapter to support your claim

Interactive 11.4 Cause and Effect Chart #2

Match the causes and effects in this interactive.