

Midway Independent School District



US History
Grade 8

Course Handbook

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<p style="text-align: center;">Exploration and Colonization</p>	<p>MAJOR ISSUES & EVENTS</p> <p>Quick Summary</p> <ul style="list-style-type: none"> • Establishment of 13 colonies • Representative Democracy • Mercantilism • Religious freedom • First Great Awakening <hr/> <p>1607 founding of Jamestown, first permanent English settlement in North America, significant because it became a profitable venture producing tobacco and using enslaved Africans; from Jamestown colonial settlement spread to later include Williamsburg.</p> <p>1620 arrival of the Pilgrims and signing of Mayflower Compact, significant because this represented the establishment of self-government in the colonies.</p> <p>REASONS FOR EUROPEAN EXPLORATION</p> <p>Religion (God) Wealth (Gold) Fame (Glory) National pride Curiosity Quest for faster, cheaper trade routes to Asian markets</p> <p>REASONS FOR COLONIZATION</p> <p>Religious and political freedom Economic opportunity through mercantilism Social mobility, promises of a better way of life</p> <p>GEOGRAPHY</p> <ul style="list-style-type: none"> • Early settlements (Jamestown, Plymouth Rock, Massachusetts Bay-earliest English settlements in the colonies) • Thirteen colonies (New Hampshire, Massachusetts, Connecticut, New Jersey, New York, Rhode Island, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, Georgia) <p>New England region</p> <ul style="list-style-type: none"> • Atlantic Ocean, subsistence farming, poor soil, cold climate, forest. • Boston and Portland have natural harbors • Access to waterways (ports & rivers) resulted in high population and large urban areas. <p>Middle region</p> <ul style="list-style-type: none"> • Rich soil; broad, deep rivers; more natural ports; river valleys, mild winters, raw materials, Atlantic Ocean • New York City, Baltimore, and Norfolk have natural harbors • Access to waterways (ports & rivers) resulted in high population and large urban areas. <p>Southern region</p> <ul style="list-style-type: none"> • Appalachian Mountains, navigable rivers, richer soil, warm climate, raw materials • Charleston has a natural harbor • Southern Colonies had an abundant amount of fertile soil that resulted in an agricultural economy, a plantation system, and a low population density. <p>IMMIGRANT GROUPS INTERACTED WITH THE ENVIRONMENT</p> <ul style="list-style-type: none"> • French fur trappers and traders and British farmers • Spanish conquistadors and mission-building Africans 	<p>CULTURE</p> <p>RELIGIOUS CONTRIBUTIONS to REPRESENTATIVE GOVERNMENT</p> <ul style="list-style-type: none"> • Plymouth Colony (Pilgrims) allowed self governing churches with each congregation independent and electing its own pastor and officers • Massachusetts Bay Colony (Puritans) founded by Roger Williams to escape religious persecution in England. Churches democratically elected ministers and other officials, but close ties between Puritan churches and the state government led to Williams being banished. • Rhode Island (Baptists/Quakers) Roger Williams left Massachusetts to found Rhode Island on the premise that there would be no state church • Pennsylvania (Quakers) William Penn's Frame of Government of Pennsylvania established a colonial government that provided political freedom and guaranteed religious freedom to all • Maryland (Catholics) founded as a safe haven for persecuted Catholics from England. Protestants soon outnumbered Catholics leading to the passage of the 1649 Maryland Toleration Act which allowed freedom of worship for all trinitarian Christians. • Virginia (Anglicans) The Virginia Act For Establishing Religious Freedom written by Thomas Jefferson made Virginia the first to separate church and state and guaranteed the right to practice religion free from government intrusion <p>First Great Awakening (1730-1750) Began in England and swept through colonies; revived waning Puritanism but also stimulated all denominations; democratized the Protestant faith by assuring the common man that he could have salvation as well as those predestined for it, fostered anti-intellectualism in religion, began the development of denominational colleges; encourages the ideas of equality and the right to challenge authority. Churches welcomed groups of women, African Americans, and American Indian tribes and inspired colonists to help others. It contributed to the revolutionary idea of independence from Britain.</p> <p>SOCIAL REASONS FOR 13 COLONIES</p> <p>Population growth turned coastal towns into large cities</p> <ul style="list-style-type: none"> ○ New England: Boston ○ Middle: Philadelphia, Baltimore, New York ○ South: Savannah, Charleston <p>SLAVES</p> <p>viewed as property; viewed as outside the American identity; loose communities within the plantation system; three most basic refuges: family, religion, and active resistance</p> <p>FREE AFRICAN AMERICANS</p> <p>Lowest social class; limited access to education; socially isolated; three most basic refuges: family, religion, and resistance</p> <p>WOMEN CONTRIBUTORS TO AMERICAN SOCIETY</p> <p>Pocahontas credited with helping John Smith and the European settlers in Jamestown, Virginia</p> <p>Anne Hutchinson led Bible studies which brought into question Puritan theology and divided the community in Boston. She was brought to trial, convicted, and banished from the colony.</p> <p>Eliza Lucas Pinckney is credited with developing indigo as a cash crop first on her family's plantation in South Carolina and then throughout the South.</p> <p>ART, MUSIC, AND LITERATURE</p> <p>Benjamin Franklin – American revolutionary and author; his Poor Richard's Almanack was a best seller during the early 1700s</p> <p>Anne Bradstreet – first poet and female writer to be published in the colonies</p> <p>Phillis Wheatley – first published African American woman; taught to read and write by her slaveholder's daughter, precocious writer publishing works of poetry</p> <p>Colonial artists generally producing portraits, such as Charles Wilson Peale and Gilbert Stuart</p> <p>John James Audubon – drew American wildlife; accurate drawings of American birds and his notes made significant contributions to ornithology and natural history</p>
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Exploration
and
Colonization

POLITICS & GOVERNMENT

REASONS FOR 13 COLONIES

- Competition between European nations encouraged colonization in North America Charters were granted to companies to establish colonies
- Monarchs in Europe had money to fund colonial endeavors

REASONS FOR GROWTH OF REPRESENTATIVE GOVERNMENT

- The distance from England created a need for colonists to make their own laws and keep peace and order.
- Colonists were accustomed to English traditions and structures including the rights of Englishmen.
- Most colonies were self-governing, electing members of their community to a general assembly, which made laws.

DOCUMENTS FOR REPRESENTATIVE GOVERNMENT

- Magna Carta (1215) – limited the power of the King (Constitution limits the power of the central government)
- English Bill of Rights – listed individual rights (model for the Bill of Rights in the Constitution, first 10 Amendments)
- Mayflower Compact – written by the Pilgrims in 1620, an agreement that established the idea of self government and majority rule. Signed by most of the men on the Mayflower, this compact was an agreement to form a political body and give it the power to enact laws for the good of the colony. It provided a model for later development of representative government. A social contract where all agreed to abide by these rules.
- Federalist Papers – support ratification of the Constitution with a focus on the need for a strong central government with restricted powers (The Constitution sets up for a strong central government with separated powers and a system of checks and balances.)
- AntiFederalist writings – AntiFederalists opposed the Constitution because it lacked protection of individual rights. (When the Constitution was ratified, the first ten amendments, Bill of Rights, were immediately added to protect those rights.)
- The Fundamental Orders of Connecticut – first written constitution in the colonies. This document stated that people had the right to elect governors, judges, and a legislature. Was written by the people; the fact that it was written down gave it credence.
- The Virginia House of Burgesses – first representative assembly in the American colonies. Representatives immediately began to enact laws and to safeguard individual rights. Setting precedent in the colonies for individual rights protected by law (British law did not provide for individual rights.)

COLONIAL POLITICS

- New England: town meetings, representative government
- Middle colonies: more tolerance
- Southern colonies: more enslaved people, more class-based society
- Slaves had no political voice; no rights; three fifths compromise counts them as population
- Free African Americans had no political voice; limited/restricted rights

POLITICS & GOVERNMENT (continued)

INDIVIDUALS IN THE DEVELOPMENT OF SELF-GOVERNMENT

- **Thomas Hooker** reverend with a group of Boston Puritans that migrated to Hartford, Connecticut; gave a sermon in 1638 that influenced the writing of the Fundamental Orders of Connecticut (the first written constitution in America and included individual rights); believed in elections conducted by the people, people have the power to limit the power of the government, and the government operates with the consent of the governed
- **John Locke** European Enlightenment philosopher; believed that personal liberty could coexist with political order; consent is the basis for government and fixes its limits; government is a **social contract** with limited powers and has obligations to the governed; government can be modified by the governed at any time; heavily influenced Thomas Jefferson in the writing of the Declaration of Independence; discussed legislative and executive branches of government; wrote about unalienable rights: life, liberty and protection of property
- **Charles de Montesquieu** expanded on Locke by adding the judiciary; wrote of the separation of powers; believed that in a republic, education is an absolute necessity
- **William Blackstone** English judge, jurist, and professor who wrote Commentaries on the Laws of England, the definitive pre-Revolutionary War source of common law; believed strongly in religious tolerance; supported the idea of self defense that became the 2nd Amendment; wrote about "natural rights" which included life and liberty; on a woman's legal rights: "By marriage, the husband and the wife are one person in the law... the very being and legal existence of the woman is suspended during the marriage."
- **William Penn** founded a colony in present day Pennsylvania where Quakers could live according to their religious beliefs and make political decisions according to those beliefs. Created an elected legislature as a feature of Pennsylvania's self government.

ECONOMICS

REASONS FOR ESTABLISHING the 13 COLONIES

- Availability of land attracted colonists
- Belief that gold and silver was abundant in the Americas
- Increase trade and markets for English exports (mercantilism)
 - New England: raw materials, logging, fishing, shipbuilding and manufacturing
 - Middle region: large farms for agriculture and cattle; logging, fishing, shipbuilding
 - Southern region: Plantations of abundant amount of fertile soil that resulted in an agricultural economy of cash crops (cotton, rice, indigo, tobacco)

SLAVERY

- Transatlantic Slavery Trade developed between the Colonies, England, and West Indies to provide labor for the plantation system.
- Laborers of the plantation system considered property; children considered property and sold with no regard to parents

FREE AFRICAN AMERICANS were low wage earners

SCIENCE & TECHNOLOGY

MAJOR ISSUES & EVENTS

Quick Summary

- Proclamation of 1763
- Acts (Sugar, Townshend, Intolerable)
- Boston Tea Party
- Taxation without Representation
- Unalienable rights
- First Continental Congress 1774
- Battles of Lexington and Concord
- Battles of Saratoga and Yorktown
- Valley Forge
- Publication of Paine's Common Sense
- Second Continental Congress 1776
- Declaration of Independence
- Articles of Confederation
- Treaty of Paris 1783

CAUSES OF REVOLUTION

- **Proclamation of 1763** – British law restricted colonists from settling west of the Appalachians to create distance from threat from American Indian tribes. But colonists wanted to settle the fertile Ohio River Valley
- **Intolerable Acts (Coercive Acts) 1774**; British reaction to Boston Tea Party; closed port of Boston until tea was paid, restructured Mass. government, troops quartered in Boston and British officials accused of crimes sent to England or Canada for trial; colonists reacted by boycotting British goods and 1st Continental Congress convenes (Sep 1774)
- **Stamp Act (1765)**; all legal documents (diplomas, contracts, wills, newspapers) have an official stamp showing that a tax had been paid; British used the act to generate revenue to pay for French and Indian War; colonists reacted by rioting and Stamp Act Congress convenes (October, 1765)
- **Sugar and Townshend Acts** passed by Britain to pay debt of French and Indian war
- **Mercantilism** colonies existed for the economic benefit of Britain. Colonies are a source of raw materials and they are expected to buy Britain's goods.
- **Taxation without Representation** Colonies had their own legislative assemblies so they opposed Britain's insistence on the supremacy of Parliament's tax laws with no direct representation in Parliament; Britain claims colonies had "virtual representation"
- **Civil disobedience** acts that defy laws of conduct within a community or that ignore the policies of state government when the laws are considered unjust.
 - nonviolent actions such as boycotts, protests and refusal to pay taxes.
 - Boston Tea Party (1773) Sons of Liberty dumped British tea into Boston Harbor to protest the Tea Act; a reaction to taxation without representation

REVOLT

- **Boston Tea Party (1773)**
- **First Continental Congress (1774)**
- **Declaration of independence** reaction to King George III's refusal of colonial demands, "dissolve the political bands" with Britain, gave philosophy for the creation of a new nation ("all men are created equal and endowed by their creator with certain unalienable rights, that among these are life, liberty and pursuit of happiness"), listed grievances against the King; demonstrated Locke's idea of social contract
- **Articles of Confederation** – wrote at the **Second Continental Congress (1776)**, created a new form of government for the independent colonies, one branch - a Congress of one representative from each of the colonies; addressed financing war, power to negotiate treaties, and avoided the creation of a powerful executive
- **Battles of Lexington and Concord** – 1st battles of the war; ("The shot heard 'round the world"), involved the engagement of British soldiers with colonial "minutemen"
- **Battle of Saratoga** – turning point of the war with victory for the patriots, convinced France to join the colonists
- **Winter at Valley Forge** – after suffering several defeats, Washington took his army to Valley Forge for the winter of 1777. There the men were trained and became more of a disciplined army. The winter was harsh and men suffered from starvation and frostbite.
- **Battle of Yorktown** – surrender of Cornwallis brought end of war
- **Signing the Treaty of Paris 1783** – independence recognized, borders extended to Canada in the North, the Mississippi River in the West, and Florida in the South.

MAJOR ISSUES & EVENTS (continued)

SIGNIFICANT INDIVIDUALS

- **John Adams** lawyer and politician; defended British soldiers after the Boston Massacre; a member of the Continental Congress representing Massachusetts;
- **Wentworth Cheswell** African American Patriot; made all night ride from Boston to warn his community of British invasion; fought at Saratoga
- **Samuel Adams** organized opposition to the Stamp Act, protests waged by the Sons of Liberty, and the Boston Massacre
- **James Armistead** enslaved African American in Virginia; Lafayette recruited him to spy for the Continental Army. Posing as a double agent, forager and servant at British headquarters, he moved freely with vital information on British troop movements; contributed to American victory at Yorktown
- **Benjamin Franklin** member of the committee which wrote the Decl of Independence; spent most of the American Revolution in France as an envoy from 1776-1785; negotiated alliance with France and the Treaty of Paris.
- **Bernardo de Gálvez** Spanish nobleman who became governor of Louisiana (1777), protected American ships in New Orleans and transported war supplies
- **Crispus Attucks** African American man who was the first casualty of the American Revolution when he was shot in the Boston Massacre
- **King George III** feared that the loss of colonies would lead to decline of the empire; maintained an aggressive policy against colonial resistance.
- **Haym Salomon** Polish born Jewish immigrant who helped finance the war; arrested by British and used as an interpreter with German troops; helped prisoners escape; encouraged German soldiers to desert British army
- **Patrick Henry** member of Virginia House of Burgesses who spoke against the Stamp Act; "Give me liberty or give me death;" served in Continental Army
- **Thomas Jefferson** delegate to the Continental Congress in Philadelphia; chief writer of Declaration of Independence.
- **The Marquis de Lafayette** French aristocrat who had a leading role in French and American revolutions; respected the concepts of liberty, freedom and constitutional government; commanding forces as a major-general in the colonial army (1776-79); important for France to join the Colonists.
- **Thomas Paine** wrote "**Common Sense**" persuading Americans to revolt
- **George Washington** Virginian, surveyor, planter, soldier in French and Indian War, delegate to 1st and 2nd Continental Congresses, commander-in-chief of the Continental Army, chairman of the Constitutional Convention in 1787
- **John Paul Jones** founder of U.S. Navy; raided on British ships during Revolution

Revolution
1763-1783

POLITICS & GOVERNMENT

POLITICAL PARTIES AND INTEREST GROUPS

Loyalists – these were colonists who remained loyal to the British monarchy and disagreed with the Declaration of Independence

Patriots – the colonists who favored separating from Britain and becoming their own independent nation

Neutrals – the colonists who remained neutral, who chose not to take sides

CULTURE

WOMEN CONTRIBUTORS TO AMERICAN SOCIETY

Abigail Adams wife of John Adams, served as his confidant while he served in the Continental Congress; led ladies groups in supporting men who were away conducting American diplomacy; urged Adams to “Remember the ladies” when writing the Constitution; specifically argued for education for women.

Esther De Berdt Reed raised \$300,000 dollars for linen to make shirts for the Revolutionary Army; published “The Sentiments of An American Women” calling for women to support the revolution.

Deborah Sampson Disguised as a man, Sampson fought for eighteen months during the Revolutionary War.

Molly Ludwig brought supplies to soldiers on the field; took over a cannon in Battle of Monmouth after her husband fell; acts earned her the nickname “Molly Pitcher”

Martha Washington and **Catharine Littlefield Greene** spent time in military camps ministering to the soldiers, by sewing, cooking, and nursing the wounded.

Mercy Otis Warren was one of the several women who used her poetry and satire skills to anonymously advocate for independence.

ART, MUSIC, AND LITERATURE

“The bloody massacre perpetrated in King Street Boston on March 5th 1770 by a party of the 29th Regiment” – engraved by Paul Revere

Declaration of Independence, by John Trumbull (painting commissioned in 1817, but depicts the presentation of the Declaration of Independence to Congress in 1776)

ECONOMICS

SCIENCE & TECHNOLOGY

MAJOR ISSUES & EVENTS

Quick Summary

- Shays' Rebellion
- Philadelphia Convention 1787
- Great Compromise
- Three-fifths Compromise
- AntiFederalist vs. Federalist
- Federalist Papers
- Bill of Rights

ARTICLES OF CONFEDERATION

- Articles created a "firm league of friendship" where "each state retains its sovereignty, freedom and independence."
- Strengths
 - States' rights (result of strong fear of a tyrannical leader)
 - Confederation of states with equal voice in Congress
 - Congress had power to make war and peace, sign treaties; raise an army and navy; print money, and set up a postal system
- Weaknesses
 - No national taxes (no national revenue to pay for army, navy, or other national interests; had to ask states for money which was often ignored)
 - No federal court system (no ability to settle disputes between states)
 - Lack of strong federal government (reduced ability to settle disputes over state boundaries)
 - No power to regulate commerce (quarrels about taxes on goods that crossed state borders)
 - No federal leader (no "Executive" to lead the country)
- Shays' Rebellion showed that the government could not keep order and a stronger form of national government was needed

ISSUES AT CONSTITUTIONAL CONVENTION of 1787 (Philadelphia)

Strengthening the Federal Government

- Articles of Confederation had not worked
- Created an executive, legislative, and judicial branches

Representation

- Virginia Plan – large state plan that proposed representation based on population size
- New Jersey Plan – small state plan that proposed equal representation among all states
- Great Compromise – Constitution resulted in a two-house legislature with House of Representatives based on population and the Senate maintaining equal representation from all states, took from the two previous plans

Slavery

- How should enslaved people be counted for population and taxation?
- ThreeFifths Compromise – three fifths of the enslaved people population would be counted when setting direct taxes on the states and three-fifths ratio would also be used to determine representation in the legislature.
- Agreed not to limit the slavery trade for at least the next twenty years

MAJOR ISSUES & EVENTS (continued)

ARGUMENTS FOR AND AGAINST RATIFICATION

Federalists – wanted a stronger national government than what Articles of Confederation provided; weak national government set the US up for failure

- **Alexander Hamilton** – wanted to go beyond the stated powers of the Constitution; used the "necessary and proper" clause to justify forming a National Bank that was necessary and proper for the United States economy to develop; served as a delegate from New York at the Constitutional Convention
- **James Madison** – known as the "Father of the Constitution"; helped to write the Federalist Papers with John Jay and A Hamilton; authored the first 10 Amendments (Bill of Rights) to compromise with Anti-Federalists

Antifederalists – states' rights should remain powerful over key issues; Americans fought the Revolution to get away from strong central government; wanted individual liberties

- **Patrick Henry** – was so opposed to the idea of a stronger national government that he refused to attend the Philadelphia Convention because he "smelled a rat"
- **George Mason** – leader of the AntiFederalists; believed in the need to restrict governmental power and support protection of individual rights in order to prevent potential government abuse; served as a delegate from Virginia at the Constitutional Convention

Resolution With the addition of the Bill of Rights to the U.S. Constitution, individually listing rights

Ratification (1788) established the United States of America as a constitutional democratic-republic; the U.S. Constitution continues to be an adaptable document to this day

GEOGRAPHY

CULTURE

IMPACT OF THE FIRST AMENDMENT GUARANTEES OF RELIGIOUS FREEDOM

- Americans have the right to worship however they choose, which allows for the peaceful worship of a variety of religious groups within a community.
- The government does not have the right to interfere with religious beliefs or establish a church.
- Sets up for official separation of church and state

Constitution
1783-1788

POLITICS & GOVERNMENT

GRIEVANCES in DECL of IND ADDRESSED in US CONSTITUTION

- Taxation w/o representation (All states have representation in Congress which determines taxes)
- King has absolute power (Congress has power to veto President)
- Colonists cannot speak out against the King (1st Amend freedom of speech)
- Quartering act forced colonists to house British troops (3rd Amendment: no quartering of troops)
- Homes can be searched without warrants (4th Amendment no unwarranted search and seizure)
- No trial by jury (6th Amendment - speedy and public trial by an impartial jury; 7th Amendment - right of trial by jury)

PRINCIPLES OF US CONSTITUTION

- **Limited government** – the Constitution defines the limits of those in power so they cannot take advantage of their elected or appointed positions. Everyone, including all authority figures, must obey the laws (rule of law). Government is restricted in what it may do.
- **Republicanism** philosophy of limited government where elected representatives serve at the will of the people; government is based on the consent of the governed.
- **Checks and balances** no branch of government has too much power (e.g., the president can veto legislation passed by Congress, but Congress can override the veto; the Senate confirms major appointments made by the President; the courts may declare law passed by Congress unconstitutional)
- **Federalism** distribution of power between federal and state governments. In the Constitution, certain powers are delegated to states, others only to the federal government, and others are shared powers. (Tenth Amendment).
- **Separation of powers** branches of government have different powers; legislative branch (Congress) made up of a House of Representatives and a Senate; executive branch (President), and judicial branch (Supreme Court). Powers of the legislative branch are outlined in Article I of the U.S. Constitution. The President leads the executive branch which carries out the just application of laws as outlined in Article II. The judicial branch, consisting of all courts of the US including the highest court, the Supreme Court, interpret and apply the laws, ensuring that they are just. Its powers are outlined in Article III.
- **Popular sovereignty** – the concept that political power rests with the people who can create, alter, and abolish government. People express themselves through voting and free participation in government.
- **Individual rights** – some opposed the Constitution in 1787 because it was believed the Constitution did not offer adequate protection of individual rights. The Bill of Rights, ratified in 1791, was created to correct this.

RIGHTS GUARANTEED IN THE BILL OF RIGHTS

- 1st Amendment – freedom of religion, speech, press, assembly, petition
- 2nd Amendment – bear arms
- 3rd Amendment – no quartering troops during times of peace
- 4th Amendment – search and seizure
- 5th Amendment – right to due process, not tried for same crime twice (double jeopardy), and not to testify against yourself
- 6th Amendment – right to speedy public trial, trial by jury, an attorney
- 7th Amendment – right to trial by jury in civil trials
- 8th Amendment – right not to have excessive bail and/or punishment
- 9th Amendment – rights of the people
- 10th Amendment – rights to the states

POLITICS & GOVERNMENT (continued)

AMENDING THE U.S. CONSTITUTION

- Purpose – the Constitution can be changed or amended when it is deemed necessary by the people to adjust to changing times and to maintain a “living” document.
- Process – proposal by Congress (by two thirds vote of both houses) or proposal from a convention called by two thirds of the states. The proposal is then sent to the state legislatures to be ratified, must have three-fourths votes to pass or passage by three-fourths votes in special state conventions.
- The 13th Amendment, one of three passed during the era of Reconstruction, freed all enslaved people without compensation to slave holders. President Abraham Lincoln first proposed compensated emancipation as an amendment in December 1862. His Emancipation Proclamation declared enslaved people free in the Confederate states in rebellion, but did not extend to border states. After Lincoln’s assassination, President Andrew Johnson declared his own plan for Reconstruction which included the need for Confederate states to approve the 13th Amendment. The amendment, adopted in 1865, eight months after the war ended, legally forbade slavery in the United States.
- The 14th Amendment is one of three to the U.S. Constitution passed during the era of Reconstruction to protect the rights of citizens. In 1866, Congress passed the Civil Rights Bill which extended citizenship to African Americans. President Andrew Johnson opposed and vetoed the legislation but congress overruled his veto and then proposed the 14th Amendment. In 1866, ten of the eleven Confederate states refused to ratify, but the Military Reconstruction Act, passed by Congress on March 2, 1867, required all seceded states to ratify the amendment as a condition of their readmission into the union, and to extend the right to vote to the freedmen. In 1868, the required number of states ratified the 14th Amendment which declared that all persons born in the United States (except American Indians) were citizens, that all citizens were entitled to equal rights regardless of their race, and their rights were protected by due process of the law. The 14th Amendment did not extend the right to vote to African American men but it encouraged states to allow them to vote by limiting the Congressional representation of any state that did not extend the right. The amendment disappointed women’s rights advocates because it defined the right to vote as a male right.
- The 15th Amendment, one of three amendments to the U.S. Constitution passed during the era of Reconstruction, granted African American men the right to vote. The amendment derived from a requirement in the Military Reconstruction Act, passed by Congress on March 2, 1867, that Confederate states, as a condition for readmission into the Union, extend the right to vote to former adult enslaved males. Congress eventually sought more stringent means to safeguard the vote for African American men by proposing a constitutional amendment in 1869. It was ratified in 1870. Women’s rights activists opposed the amendment because it continued to deny the vote based on gender. Fifty more years passed before the 19th Amendment gave women the right to vote.

ECONOMICS

SCIENCE & TECHNOLOGY

MAJOR ISSUES & EVENTS

Quick Summary

- George Washington's Presidency
- Political Parties – Democratic Republicans & Federalists
- Judicial Review – Marbury v. Madison
- Louisiana Purchase (1803)
- Jeffersonian Democracy
- War of 1812
- Era of Good Feelings Monroe Doctrine

NATIONAL SECURITY

- **Whiskey Rebellion** – farmers in western Pennsylvania staged a rebellion against a government tax on whiskey and the grain it was made from (it was decreasing their profits on the grain they produced). Washington sent out federal troops to put down the uprising. The rebels fled.
- **XYZ Affair** – the French were seizing American ships to prevent Americans from trading with the British. The British and French were at war. X, Y, and Z referred to the French agents that assured the American negotiators that they could meet with the French minister. The French agreed to stop if the Americans agreed to give France a loan of \$10 million and a bribe to the minister of \$250,000. America refused and Congress canceled their treaties with France, allowed France to seize ships, and set aside money to increase the U.S. military.

STABLE ECONOMIC SYSTEM

- The United States had substantial debt from fighting the Revolutionary War
- National Bank – based on a loose interpretation of the elastic clause of the Constitution, the bank was “necessary and proper” to carry out the government’s duties. Based on this view, when the Constitution grants a power to Congress, it also grants Congress the “necessary and proper” means to carry out that power.

SETTING UP COURT SYSTEM

- Federal Judiciary Act 1789 – a law that designed the state and federal court system
- Marbury v. Madison (1803) – set the precedent of judicial review and gave the Supreme Court the power to declare laws unconstitutional

GOVERNMENT AUTHORITY

- Appointing a Presidential Cabinet – the Constitution does not mention a cabinet, but it does state that the President may require opinions of heads of executive departments (Washington’s cabinet set the precedent for future Presidents)
- Alien & Sedition Acts – laws that targeted immigrants (aliens). Immigrants had to wait to become citizens and could be removed from the country or jailed if they were disloyal or if they said or wrote anything false or harmful about the government (sedition).
- States’ Rights – a theory that stated that states had rights that the federal government could not violate. States could nullify federal laws. Used to fight the Alien and Sedition Acts
- Jefferson’s Louisiana Purchase – in 1803, Jefferson paid France \$15 million for the purchase of the Louisiana territory; there is no clause in the Constitution granting the President the power to purchase land; double the size of the US

MAJOR ISSUES & EVENTS (continued)

WAR OF 1812

- Significance – this war between America and Britain established the United States as a country with an identity when the new country defended its first “invasion,” proving it was a powerful force. No territory was gained or lost and there was no clear winner.
- British impressment of U.S. sailors
- Shipping interference
- British supported American Indian resistance against Americans in the Northwest Territory
- War Hawks – persuaded Congress to support a declaration of war against Britain
- Events
 - Attack on Washington, D.C. – in 1814, the British occupied DC and set fire to many public buildings. Dolley Madison saved the Gilbert Stuart portrait of George Washington from the White House.
 - Fort McHenry – Francis Scott Key wrote the poem “Defence of Fort McHenry,” from which the “Star Spangled Banner” was written, after witnessing the bombardment of Fort McHenry by the British Royal Navy ships during the Battle of Fort McHenry.
 - Battle of New Orleans – Treaty of Ghent was “in process” when the battle began. General Andrew Jackson defeated the British, who were intent on seizing New Orleans and the land America had acquired with the Louisiana Purchase. The victory made Jackson a national hero.
 - Treaty of Ghent – peace treaty that ended the War of 1812 and restored relations between the U.S. and Britain to prewar status.
- Effects
 - The United States gained a measure of international respect for managing to withstand the British attack.
 - Improved the professionalism of the U.S. Army
 - The manufacturing capabilities of the United States expanded. The British blockade of the American coast created a shortage of cotton cloth (previously American cotton was shipped to Britain where it was turned into cloth, then sent back to America) in the United States, leading to the creation of a cotton-manufacturing industry. Numerous manufacturing establishments were founded (particularly in the Northern region) that left the United States industrially independent of Europe.

GEOGRAPHY

CULTURE

ART, MUSIC, AND LITERATURE

Portrait of George Washington, by Gilbert Stuart (saved during the burning of Washington, D.C. during the War of 1812)

Early Republic
1787-1827

POLITICS & GOVERNMENT

AMERICAN POLITICAL PARTIES

- The first two political parties were created in support or opposition to issues concerning how strong the central (federal) government should be.
- Federalists in favor of a strong central government and a loose interpretation of the Constitution. They favored the creation of a national bank; promoted manufacturing; used a loose interpretation of the Constitution. Led by Alexander Hamilton and John Adams. Were supported by Northern merchants and manufacturers.
- Democratic-Republicans were generally in favor of limiting the federal government power and a strict interpretation of the Constitution. Promoted agriculture; did not want a national bank. Led by Thomas Jefferson and James Madison. Were supported by farmers and workers.

FOREIGN POLICIES

- **George Washington**
Declared neutrality when the British and French went to war against each other. He believed that the United States must remain a neutral third party in order to survive.
Farewell Address: Urged nation to be neutral and steer clear of permanent alliances with any portion of the foreign world; recognized the dangers of political parties and warned that attacks by political parties could weaken the nation; advice contributed to many future U.S. foreign policy decisions
- **John Adams**
Avoided war with France though many disagreed with him
XYZ Affair – three anonymous French agents brought France and the United States to the brink of war
Alien and Sedition Acts – four acts that made it difficult to become citizens and declared restrictions against citizens who criticized the government during war time
- **Thomas Jefferson**
Tried to avoid foreign involvement, keeping George Washington’s advice to maintain neutrality; Embargo Act (1807) – prohibited Americans from trading with foreign nations. The act was intended to prevent American entrance into the Napoleonic War by keeping the ships in American harbors. It failed and hurt the American economy. Jeffersonian Democracy
- **James Madison**
Commander in Chief during War of 1812, which ended issues between Britain and US
- **James Monroe**
In his State of the Union address Monroe declared that the American continents were forever free and independent from European Powers.
- **Monroe Doctrine** European powers may no longer interfere with the affairs of the nations of the Western Hemisphere, especially in Latin America. Provides the justification for U.S. involvement in Latin American; **Florida** ceded by Spain to the United States in exchange for the United States to pay off Spanish debt.

STATES' RIGHTS

- **McCulloch v. Maryland (1819)** The state of Maryland wanted to tax a national bank. Decision: States cannot claim to have power over the federal government.
- **Gibbons v. Ogden (1824)** Involved shipping rights on Hudson R, in New York and New Jersey. Ruling: The federal government, not states, resolve issues between states.

POLITICAL PARTIES AND INTEREST GROUPS

Democratic-Republicans Supported limited national government, strict construction of the Constitution, opposed National Bank and tariffs; supported agricultural economy
Federalists Supported strong national government, loose construction of the Constitution, favored National Bank, tariffs, manufacturing and shipping-based economy

POLITICS & GOVERNMENT (continued)

JUDICIAL REVIEW

- Judicial review originated from the ruling on **Marbury v. Madison**. In this case, Supreme Court Chief Justice John Marshall declared that the Supreme Court’s (Judicial Branch) duty is to interpret the law written in the U.S. Constitution. If the Supreme Court decides a law violates the U.S. Constitution, it cannot go into effect or if it is already in effect, it is no longer legal.
- Judicial review balances power among the branches of government by allowing the Supreme Court to determine the constitutionality of laws made by Congress.
- Congressional Response to judicial review
The Missouri Compromise (1820) which included provisions to ban slavery in some federal territories was eventually overturned by **Dred Scott v. Sandford (1857)** during the Taney court. The legislature responded with the expansion of citizenship to African Americans through the 14th amendment (1865).
- Presidential Response to judicial review
In **Worcester v. Georgia (1832)** the court ruled in favor of Worcester. The U.S. government and not the state of Georgia had the authority to make treaties or any type of regulations with American Indian tribes. **President Andrew Jackson** responded by enforcing the Indian Removal Act. He also responded by siding with Georgia and chose not to enforce the Supreme Court ruling.
In **Ex parte Merryman (1866)**, the Taney court ruled that **President Lincoln’s** suspension of habeas corpus was unconstitutional. Lincoln acted without congressional approval. Lincoln defended his authorization for the suspension of habeas corpus primarily because the nation was at war. Congress enacted the Habeas Corpus Suspension Act (1863) which authorized the suspension of habeas corpus and relieved the president from being held liable for acting without congressional approval.

ECONOMICS

HOW U.S. FREE ENTERPRISE SYSTEM DEVELOPED

- Capitalism over mercantilism: choice of trade partners, prices, and products.
- Land opportunities in the United States
- Alexander Hamilton believed in a strong central government that promoted business
- Colonists came seeking economic opportunity (profit)
- Nature of colonists was rugged individualism and self-determination
- European countries too far away to control colonies’ businesses and trade
- Constitution allowed for (ensured) private ownership of property

Protective Tariffs high tariffs (taxes on imports) protect domestic manufacturers from foreign competition who might sell their products at lower prices. High tariffs also prevent consumers from purchasing the foreign products at lower prices.
Low tariffs allow greater volume of trade between countries, but often at the expense of the domestic traders. Consumers have access to many goods at low prices.
Taxation High taxes take money away from the consumer, so the government can provide services and infrastructure that benefit the economy and the citizens. Low taxes leave more money for the consumer to spend and stimulate economic growth.

James Madison and Thomas Jefferson believed that the power of the government should be clearly stated in the Constitution. A national bank was not in the Constitution. Alexander Hamilton supported a loose interpretation of the Constitution. He believed having a bank was “necessary and proper” (elastic clause). Based on this view, when the Constitution grants a power to Congress, it also grants Congress the “necessary and proper” means to carry out that power.

Age of
Jackson
1828-1854

MAJOR ISSUES & EVENTS

Quick Summary

- Indian policies
- Bank crisis
- Jacksonian Democracy/expanded suffrage
- Second Great Awakening
- Nullification crisis

STATES' RIGHTS

- **Nullification Crisis (1828)** revolved around the ability of a state to declare federal laws unconstitutional
- In 1828, the Tariff of Abominations was passed, resulting in a higher tariff. In 1832, a lower tariff was passed, but this still angered South Carolinians, led by Senator John C. Calhoun. South Carolina declared the federal tariff null and void within its borders. Delegates to a special convention urged the state legislature to take military action and to secede from the union if the federal government demanded the customs duties. To prevent a civil war, Henry Clay proposed the Compromise Tariff of 1833; government lowers tariff and backs down.

ECONOMICS

Congress endorsed high tariffs on any goods manufactured in Europe. Many Americans welcomed these protective tariffs, especially Americans living in the Northeastern states where industry thrived. Southerners were in disagreement with the protective tariffs because Americans would now have to pay higher prices for goods manufactured in the U.S.

Andrew Jackson opposed taxation exercised by a strong federal government. believed that taxation could quickly lead to an abuse of power and control over the American people.

The Bank of the United States was extremely powerful and it controlled the nation's money supply. Jackson viewed this bank as a bank made up of elitists run by private wealthy bankers. When Jackson was given the option to sign a renewed charter bank bill, he decided to veto it instead.

Age of
Jackson
1828-1854

POLITICS & GOVERNMENT

- Andrew Jackson's election signaled a shift of power to the common man as the base of his support was from laborers, farmers and average Americans
- Jackson pursued a policy to eliminate the National Bank he felt favored the interests of the wealthy
- Expansion of suffrage when many states eliminated property ownership for voting
- Legacy to the modern Democratic party: democracy in social, economic and political life
- Government by the people or "Jacksonian Democracy", included the end of property qualifications to vote, creation of the "spoils system" where loyal supporters were given government posts, and new more populist forms of election campaigning

REMOVAL AND RESETTLEMENT OF CHEROKEE INDIANS

- Rapidly-growing US expanded into the lower South, the home to several American Indian nations. Native Americans could occupy U.S. lands, but they could not hold title to that land (Supreme Court ruling in 1823).
- Indian Removal Act – gave the president power to negotiate removal treaties with Indian tribes living east of the Mississippi. Indians were to give up their lands east of the Mississippi in exchange for lands to the west. Those wishing to remain in the east would become citizens of their home state. This act affected not only the southeastern nations, but many others further north. The removal was supposed to be voluntary and peaceful, and it was that way for the tribes that agreed to the conditions. The southeastern nations resisted, and Jackson forced them to leave.
- Worcester v. Georgia
 - The Cherokee used legal means in their attempt to safeguard their rights. They sought protection from land-hungry white settlers. The Cherokee adopted a written constitution declaring themselves to be a sovereign nation. They based this on United States policy; in former treaties, Indian nations had been declared sovereign so they would be legally capable of ceding their lands. The state of Georgia, however, did not recognize their sovereign status, but saw them as tenants living on state land. The Cherokee took their case to the Supreme Court, which ruled against them.
 - The Cherokee went to the Supreme Court again in 1831. This time they based their appeal on an 1830 Georgia law which prohibited whites from living on Indian territory after March 31, 1831, without a license from the state. The state legislature had written this law to justify removing white missionaries who were helping the Indians resist removal. The court this time decided in favor of the Cherokee. It stated that the Cherokee had the right to self-government, and declared Georgia's extension of state law over them to be unconstitutional. The state of Georgia refused to abide by the Court decision, however, and President Jackson refused to enforce the law.
 - Trail of Tears – in 1836, the Cherokee were given two years to migrate voluntarily, at the end of which time they would be forcibly removed. By 1838 only 2,000 had migrated; 16,000 remained on their land. The U.S. government sent in 7,000 troops, who forced the Cherokees into stockades at bayonet point. They were not allowed time to gather their belongings, and as they left, whites looted their homes. Then began the march known as the Trail of Tears, in which 4,000 Cherokee people died of cold, hunger, and disease on their way to the western lands.

POLITICAL PARTIES AND INTEREST GROUPS

Democratic-Republicans split into the **Democratic Party** and the **Whig Party**. Democrats were supporters of Jackson and Whigs were opponents of Jackson.

GEOGRAPHY

CULTURE

Second Great Awakening renewal of religious faith in the 1790s and 1800s; spread of revivals and an awakening of spiritual reform during the early 1800s. Revivalist preachers traveled around the frontier and eastern cities hosting revival meetings.

SCIENCE & TECHNOLOGY

**Westward
Expansion
1812-1867**

MAJOR ISSUES & EVENTS

Quick Summary

- Northwest Ordinance
- Manifest Destiny
- Annexation of Texas
- War With Mexico
- Gold rush

MANIFEST DESTINY

- The U.S. believed that the nation's destiny or fate was to expand westward from sea to sea.
- Admitting new states: Northwest Ordinance (1787)
 - Addressed competing claims to land west of the Appalachian Mountains
 - Established the process for admitting new states into the US: Territories were initially governed by appointed officials from Congress; election of a self-governing representative body was allowed in the territory after achieving a population of 5,000; the territorial government could apply for statehood once the population achieved 60,000.

U.S.-MEXICAN WAR

- President Polk desired to expand the United States and annexed the Republic of Texas in 1845.
- Border dispute concerning the southern boundary of Texas (Rio Grande was claimed by the United States and disputed by Mexico)
- Treaty of Guadalupe Hidalgo (1848) ends the war, grants the US the Mexican Cession for \$15 million – included territory that would become New Mexico, Arizona, Nevada, Utah, Colorado, Wyoming, and California.
- United States later paid Mexico \$10 million for the Gadsden Purchase for a railway right-of-way through southern Arizona to avoid mountainous terrain (1854); last major territorial acquisition for the contiguous United States
- US territory now extended from Atlantic to Pacific coasts
- Brought to light the slavery issue once again when California requested admission as a state, the Compromise of 1850 addressed many issues by balancing the concerns of abolitionists and slaveholders – abolitionists gained California as a free state while Southern slave-holders were pacified with passage of the Fugitive Slave Act, Texas established its borders in exchange for the U.S. government paying its debts to Mexico, territories in the Southwest were established without addressing their status as a free or slavery territories, and the slavery trade was outlawed in the District of Columbia though slavery was still allowed within the district.

GEOGRAPHY

- Louisiana Purchase: river systems allowed Lewis and Clark to explore the new region
- Florida, Texas, Oregon Territory, Mexican Cession, Gadsden Purchase, Nebraska Territory, Minnesota Territory, Utah Territory, New Mexico Territory, Kansas Territory
- Oregon Trail- longest of the westward trails; from Independence, Missouri to Oregon Territory
- Santa Fe Trail- from St. Louis to Santa Fe, New Mexico Territory
- California Trail from Ft. Hall, Oregon Territory to Sutter's Ft., California
- San Francisco, St. Louis, Fort Mandan, Sutter's Mill
- Regionally divided into North, South, and West (area west of the Mississippi River) Division of slavery states and free states
- Gold in California – rush of settlers to California; pushed many American Indians off their lands; population of California quickly rises to the amount required for statehood
- California's proximity to the Pacific Ocean led to an increase of immigration from Asia.
- Rocky Mountains' location between eastern and western parts of the United States; resulted in need for Gadsden Purchase to put in railroad for train transport of goods from East to West

CULTURE

- Refuge for persecuted groups (Mormons)
- Romantic notions of life in the West
- American individualism was personified in the pioneers

WOMEN CONTRIBUTORS

Sacagawea from the Shoshone tribe acted as an interpreter and guide on the Lewis and Clark Expedition. Having given birth just before joining the expedition, Sacagawea performed her duties while caring for an infant child.

ART, MUSIC, AND LITERATURE

American Progress, by John Gast, 1872

	Role of Government and Civics	Economics and Technology Impact
<p>Westward Expansion 1812-1867</p>	<p>POLITICS & GOVERNMENT</p> <ul style="list-style-type: none"> • Expand the nation's borders/territory to provided security • Desire to expand democracy 	<p>ECONOMICS</p> <ul style="list-style-type: none"> • New land for farmers; new resources and raw materials, new trade routes and markets (Santa Fe Trail); new opportunities to start a business <p>SCIENCE & TECHNOLOGY</p>

	Issues and Events	Geographic and Cultural & Society
Industrialization	<p>MAJOR ISSUES and EVENTS</p> <p>Quick Summary</p> <ul style="list-style-type: none"> ● Factory system ● Population shift to cities ● Inventions ● Expansion of slavery ● Rebellions by enslaved people ● Immigration <hr/> <p>POLITICS & GOVERNMENT</p>	<p>GEOGRAPHY</p> <ul style="list-style-type: none"> ● The need to have factories near transportation hubs (canals and/or railroads) resulted in cities growing in proximity (e.g., New York City and Chicago). ● The need for cheap labor resulted in jobs and caused many immigrants to migrate into cities. <p>CONSEQUENCES OF HUMAN MODIFICATION OF THE PHYSICAL ENVIRONMENT</p> <p>Railroad</p> <ul style="list-style-type: none"> ● Increased communication and trade between East and West ● Air pollution and destruction of natural environment <p>Urbanization</p> <ul style="list-style-type: none"> ● More jobs available in cities ● Pollution <p>IMMIGRANT GROUPS INTERACTED WITH THE ENVIRONMENT</p> <ul style="list-style-type: none"> ● Enslaved African Americans often working the land ● Chinese mined gold in California and worked building the Transcontinental Railroad Irish settled in urban areas to work in factories ● In general many immigrants came for land to pursue farming <p>CULTURE</p>

	Role of Government and Civics	Economics and Technology Impact
Industrialization	<p>ECONOMICS</p> <p>INCREASE IN FACTORIES AND URBANIZATION</p> <ul style="list-style-type: none"> • Steam-power increased production • War of 1812 forced America to create a cotton-manufacturing industry (British blockade of the American coast created a shortage of cotton cloth. Previously American cotton was shipped to Britain where it was turned into cloth, then sent back to America) • The invention of the cotton gin made the cotton-cleaning process more efficient and quicker, thus the need arose for a larger work force (drastic rise in the number of enslaved people in the South); Southern colonies became major producers of cotton that was shipped to northern textile mills • Other manufacturing establishments were founded (particularly in the Northern region) which left the US industrially independent of Europe. • Rise of the factory system led to banking systems and real estate firms; factories were not regulated by the state or federal governments (continued the laissez-faire philosophy). • Banking System – as industries began to start and expand, the need for capital (in the form of loans) increased, the banking industry became very important to the growth of the economy. Banks were also important to the farmer, who often borrowed money from banks, using their future crop as collateral. • The increased number of jobs, along with technological innovations in transportation and housing construction, encouraged migration to cities. • 35 percent of Americans lived in urban areas, mostly in the northern US. <p>CHARACTERISTICS OF U.S. FREE ENTERPRISE SYSTEM</p> <ul style="list-style-type: none"> • Four questions governing economic activity: What to produce? How to produce it? How many to produce? For whom to produce? • Four components of free enterprise and economic freedom: Private property, Voluntary exchange, Profit motive, Supply and demand • Laissez faire – the belief that the government should not interfere in the economy other than to protect private property rights and to maintain peace • Entrepreneurship – people who risk their capital in organizing and running a business • The U.S. Constitution guaranteed economic rights of freedom to own, compete, and select an occupation <p>BENEFITS OF U.S. FREE ENTERPRISE SYSTEM</p> <ul style="list-style-type: none"> • Specialization • Foreign investment saw opportunity for profit and growth • U.S. Constitution could protect the rights of workers and owners • Economic freedoms promoted a diverse economy able to meet new demands and challenges Laissez-faire policies contributed to the rise of industry 	<p>SCIENCE & TECHNOLOGY</p> <ul style="list-style-type: none"> • Steamboat increased factory production, led to the growth of cities like New Orleans and St. Louis, could move goods and people faster up and down rivers • Cotton gin invented by Eli Whitney made the cotton cleaning process more efficient. It enabled cotton farmers to move farther west to grow cotton, grow more cotton, drive American Indian tribes off their land, and create a larger work force (drastic rise in the number of enslaved people in the South). • Factory system Products could be produced faster and cheaper and hire low-waged workers • Interchangeable parts allows easy assembly of new devices and efficient repair of existing devices • Mechanical reaper – invented by Cyrus McCormick increased farm productivity • Canals The Erie Canal (1825) proved to be the key that unlocked an enormous series of social and economic changes in the young nation, including lowering the cost of shipping goods. Helped make New York the preeminent commercial city in the US. • Railroads the invention of the steam engine led to modern railroads and trains; railroad construction boomed in the mid-19th century; by the 1890s, the United States was becoming an urban nation, and railroads supplied cities and towns with food, fuel, building materials, and access to new markets • Transcontinental Railroad (completed in 1869) Connected the Eastern coast with the Western Coast (California); investors saw the West as open to economic expansion and settlement; immigrants used the railroad to migrate west and to form new immigrant settlements in western states and territories • Telegraph telegraph lines followed railroads; enhanced communication abilities, particularly after 1860 (during the increased settlement of the west)

<p>Reform and Culture 1790-1850</p>	<p>MAJOR ISSUES & EVENTS</p> <p>Quick Summary</p> <ul style="list-style-type: none"> • Abolition • Women's rights/ Seneca Falls • Education • Care of the disabled and mentally ill • Prisons • Temperance <hr/> <p>Seneca Falls Convention, July 1848- This first convening of women in the United States is considered to be the beginning of the women's suffrage movement in the United States. The event was held in Elizabeth Stanton's hometown of Seneca Fall, NY and was organized by Lucretia Mott, Elizabeth Cady Stanton and several other women. The first day of the event was open to women only. The second day to men. The Declaration of Sentiments (modeled after the Declaration of Independence) was read and adopted at the convention. Following the convention, annual meetings were held to continue the work of advocating for women's rights.</p> <p>Public education – opening of public schools primarily in the North, as well as private grade schools and colleges by churches and other groups</p> <p>Temperance – organized societies, such as the American Temperance Society worked at trying to stop the consumption of alcohol. Some states passed laws that made it illegal to sell alcohol</p> <p>Women's rights – well organized groups that fought for better working conditions for women, were able to pass a federal law that ordered a 10-hour working day</p> <p>Prison reform pushed for separate jails for women, men, and children; called for the mission of prisons to be about rehabilitation</p> <p>Care of the disabled build new hospitals for the mentally ill, deaf, and blind.</p> <p>THE ABOLITIONIST MOVEMENT</p> <p>1700s-1804 Religious leaders, especially Quaker leaders, used sermons to change public opinion about slavery. By 1804 all states north of Pennsylvania had outlawed the practice of slavery.</p> <p>1807 Congress banned the importation of African people for slavery into the United States.</p> <p>1817 American Colonization Society was created to address the needs of formerly-enslaved people from the North. President Monroe in 1822 helped to establish Liberia as an independent African nation for those formerly-enslaved African Americans to migrate to. The idea was not popular and very few left America.</p> <p>1820-1840 Abolitionists grew in number. Antislavery newspapers such as the Freedom's Journal were published. Prominent among abolitionists was William Lloyd Garrison who published The Liberator newspaper. Garrison also organized the New England Anti-Slavery Society.</p> <p>1840-1850 Abolitionist leaders like the Grimke sisters, Frederick Douglass, and Sojourner Truth began to speak out across the nation. The Underground Railroad began to make an impact helping those escaping slavery from the South to find passage to safe locations in the North. One notable "conductor" on the railroad was Harriet Tubman, who had escaped slavery.</p> <p>1853 Harriet Beecher Stowe's novel <i>Uncle Tom's Cabin</i> was published. While fictional, the novel depicts the harsh realities of slavery and served to increase public support for the abolitionist cause.</p>	<p>CULTURE</p> <p>WOMEN CONTRIBUTORS</p> <p>Elizabeth Cady Stanton was active in the abolitionist, temperance, and women's rights movement. Co-founded the National Women's Suffrage Association and was its president for 20 years. She was instrumental in convening the Seneca Falls Convention in July 1848. Authored the Declaration of Sentiments and Grievances, traveled the country lecturing and giving speeches, particularly calling for women to have the right to vote. Stanton was a wife, mother of seven children, and a practicing lawyer.</p> <p>Susan B. Anthony was a key spokesperson for the 19th century women's suffrage movement; originally began her social activism in the temperance movement. After meeting Elizabeth Cady Stanton the focus of her work became women's suffrage. Anthony, a Quaker, had at one time been a teacher. She was instrumental in publishing the newspaper <i>The Revolution</i> which argued for the abolition of slavery, the right to vote for women, the right for women to own property, and equal pay for equal work. Anthony was also active in the women's labor organization movement, fighting for worker's rights and shorter work days.</p> <p>Lucretia Mott was a noted abolitionist, religious reformer and leader in the women's rights movement. Her work was rooted in the abolitionist movement, She published her views in Discourse on Women. Mott had been a Quaker minister and later formed the Free Religious Association in Boston in 1867. She is also credited as being the founder of Swarthmore College. Mott was a wife and mother of six children.</p> <p>Sojourner Truth escaped from her Northern slaveholder and became a prominent abolitionist and leader in the women's rights movement. One of Truth's first successes was using the courts to secure the release and return of her young son, who had been sold illegally. Truth worked alongside a number of prominent abolitionists and it was William Lloyd Garrison who published her memoirs. See advocated for equal rights for both men and women. During the American Civil War she recruited African-Americans to be soldiers and after the war continued to fight for equality, including attempting to desegregate streetcars in Washington D.C.</p> <p>ART, MUSIC, AND LITERATURE</p> <p>Albert Bierstadt's River Landscape Battle Hymn of the Republic (lyrics by Julia Ward Howe) Dixie (lyrics by Daniel Decatur Emmett) Mark Twain's The Adventures of Huckleberry Finn Transcendentalism – an American literary, political, and philosophical movement in the early 19th Century (e.g., authors – Ralph Waldo Emerson and Henry David Thoreau); they were critics of their contemporary society for its unthinking conformity and urged each individual to find their independent relation to the universe (particularly utilizing solitude in nature) Emily Dickinson – prolific American poet; most of her 1,800 poems published after her death; unconventional style Walt Whitman – poet, journalist, essayist; his poetry collection Leaves of Grass was controversial for its subject matter; consider the father of free verse Nathaniel Hawthorne – novelist and writer of the Romantic movement; often wrote on subjects of morality, such as The Scarlet Letter Edgar Allan Poe – author and poet of the Romantic movement, best known for tales of mystery and the macabre James Fenimore Cooper – prolific Romantic movement novelist, His The Last of the Mohicans is a historical novel taking place during the Seven Years' War Herman Melville – author of Moby Dick, Romantic movement writer and poet Art Hudson River School artists – their paintings depict the American landscape and reflect three themes of America in the 19th century: discovery, exploration, and settlement</p>

<p>Reform and Culture 1790-1850</p>	<p>POLITICS & GOVERNMENT GEOGRAPHY</p>	<p>ECONOMICS SCIENCE & TECHNOLOGY</p>
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<p>Sectionalism & Civil War</p>	<p>MAJOR ISSUES and EVENTS</p> <p>Quick Summary</p> <ul style="list-style-type: none"> • Protective tariffs • Increasing divide between North and South • Manufacturing society vs. plantation society • Kansas-Nebraska Act • Missouri Compromise • Wilmot Proviso • Civil War • Secession • Slavery and states' rights • Abraham Lincoln • Confederate States of America • Union <hr/> <p>SLAVERY</p> <p>North By 1804 slavery had been outlawed by all states north of the Ohio River; Abolitionist societies, newspapers and Underground Railroad developed to advocate outlawing slavery Many were ambivalent to the plight of enslaved/free African Americans</p> <p>South Enslaved people were viewed as property and labor supply; to maintain way of life based on slavery was important; slavery was considered a state's right issue; Fugitive Slave Law allowed Southern slaveholders to capture enslaved people who had escaped to the North.</p> <p>West Fighting broke out in Kansas between pro-slavery and anti-slavery groups after the passage of the Kansas-Nebraska Act of 1854 to maintain balance of free versus slavery state in the Senate</p> <p>Dred Scott v. Sandford (1857) The decision denied citizenship of enslaved people; enslaved people were considered property; made the Missouri Compromise unconstitutional because it limited areas allowed for slavery. The South favored the decision, but the North did not, causing further tension between the North and South.</p> <p>CAUSES OF THE CIVIL WAR</p> <ul style="list-style-type: none"> • Sectionalism Tendency to be more concerned with the interests of your particular group or region than with the problems and interests of the larger group, country, etc. Such was the situation between the Northern and Southern states leading up to the Civil War. The two regions were marked by various differences, and the war was ultimately the result of both sides staunchly refusing to concede to the other on specific issues. • States' rights The political position advocating strict interpretation of the Constitution with regard to the limitation of federal powers and the extension of the autonomy of the individual state to the greatest possible degree. As the South recognized that control of the government was slipping away, it turned to a states' rights argument to protect slavery. Southerners claimed that the federal government was prohibited by the 10th Amendment from impinging upon the right of slaveholders to take their "property" into a new territory. They also stated that the federal government was not permitted to interfere with slavery in those states where it already existed. <p>STATES' RIGHTS</p> <ul style="list-style-type: none"> • Southern states thought they had the right to secede. The end of the war confirmed the supremacy of federal law over state laws and constitutions. 	<p>MAJOR ISSUES and EVENTS (continued)</p> <p>CIVIL WAR 1861-1865</p> <ul style="list-style-type: none"> • Significant because it resulted in huge loss of lives, settled the slavery issue in the United States, and preserved the union • Firing on Fort Sumter Fort Sumter, a federal fort in Charleston Harbor, was fired upon by rebel forces to begin the Civil war (April, 1861). • Battle of Antietam first battle of the Civil War to take place on Northern soil (in Sharpsburg, Maryland, Sept, 1862); bloodiest one-day battle in American history (23,000 casualties); Union victory; built Union confidence and led President Lincoln to issue the Emancipation Proclamation (announced in Sept, 1862; signed the order in Jan, 1863) • Battle of Gettysburg turning point of the war; Lee's invasion of northern territory was repelled; South was no longer capable of an offensive into Union territory (July, 1863) • Siege of Vicksburg North captured this stronghold to gain control of the Mississippi River and divided the Southern states. (May-July, 1863) • The announcement of the Emancipation Proclamation changes the nature of the war from that of preserving the Union to freeing the slaves. The proclamation freed only the enslaved people in the rebelling territories. (announced Sept, 1862; signed the order in Jan, 1863) • Assassination of Lincoln Shot by John Wilkes Booth, a southern sympathizer (April, 1865) • Lee's surrender at Appomattox Court House Lee surrenders the Confederate forces of Virginia to Grant. (Apr, 1865). <p>SIGNIFICANT INDIVIDUALS</p> <ul style="list-style-type: none"> • Jefferson Davis President of the Confederate States of America • Ulysses S. Grant Commander of the Union army; After a series of victories, including the capture of Vicksburg, Lincoln gave him command of the Union army. Concentrated on Sherman's march through Georgia and his own assault on the Confederate army in Virginia. • Robert E. Lee When the South seceded, Lincoln offered Lee the command of Union forces but Lee refused, resigned from the U.S. Army, and returned to Virginia to serve with the Confederate forces. In 1862 Lee was appointed to command the Army of Northern Virginia. His battle strategies are admired to this day, but he was criticized for having a narrow strategy centered on Virginia. He surrendered to Ulysses S. Grant at Appomattox Courthouse in 1865. • John C. Calhoun South Carolina Senator who favored states' rights and led opposition in South Carolina to the protective Tariff of 1828. • Henry Clay Senator from Kentucky and known as the "Great Compromiser" for his ability to smooth sectional conflict through balanced legislation. • Daniel Webster Senator from Massachusetts known as "The Great Orator", worked to create compromises with the southern states that would delay the start of the Civil War. • Frederick Douglass – leading African American abolitionist; accomplished orator and writer • Stonewall Jackson – Confederate General; named "Stonewall" at the Battle of Bull Run; gifted tactical commander in the 1st and 2nd Battles of Bull Run (Manassas) and Antietam • William Carney first African American to receive the Congressional Medal of Honor; served with Union; Reason for citation: When his sergeant was shot down, Carney grasped the flag, led the way to the parapet, and planted the colors. When the troops fell back he brought off the flag, under a fierce fire in which he was twice severely wounded. • Philip Bazaar Born in Chile, was a Navy seaman in the Union Navy, won the Medal of Honor for his distinguished service in the Civil War (Reason for citation – On board the U.S.S. Santiago de Cuba during the assault on Fort Fisher on 15 Jan 1865. As one of a boat crew detailed to one of the generals on shore, Bazaar bravely entered the fort in the assault and accompanied his party in carrying dispatches at the height of the battle. He was 1 of 6 men who entered the fort in the assault from the fleet.) • Clara Barton served as a nurse to Union troops in the American Civil War. Originally she collected supplies for the troops and later joined alongside troops in battle. She was nicknamed "the angel of the battlefield" and saw combat in Fredericksburg, VA and nursed soldiers at Antietam. After the war ended Barton worked in the war department and later founded the American Red Cross after observing the work of the International Red Cross.
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Sectionalism & Civil War

POLITICS & GOVERNMENT

Missouri Compromise

- Sponsored by Henry Clay; allowed for Missouri to enter the Union as a slavery state and Maine as a free state. This Compromise also stated that north of the 36°30' line, all states that entered the Union would be Free States.

Compromise of 1850 (sponsored by Henry Clay)

- Allowed California to enter the Union as a free state (pleased the North)
- the rest of the Southwest was left open to slavery, depending on a vote of the people who settled there (pleased the South); ended slavery in Washington, D.C., but allowed those holding enslaved people to keep them (pleased both sides); included the Fugitive Slave Law – required the return of escaped enslaved people to their slaveholders (pleased the South, angered the North because they felt it was immoral)

KansasNebraska Act

Allowed for Kansas and Nebraska to vote to decide if they would be free or slave states

LINCOLN'S IDEAS ABOUT LIBERTY, EQUALITY, UNION, AND GOVERNMENT

First inaugural address

- Equality promised he had no intent to abolish slavery
- The Union argued for the preservation of the Union
- Government stated it was against the law to secede from the Union

Second inaugural address

- Equality stated that slavery perpetuated the war and denounced slavery
- The Union fought for restoration of peace and the Union
- Government stated there were people trying to destroy the government, with or without war

Gettysburg Address

- Equality all enslaved people in the Confederate states would be free
- The Union stated that the country was worth fighting for
- Government “government of the people, by the people, and for the people shall be preserved.”

Jefferson Davis’s inaugural address

- Davis became President of the Confederate States of America in Feb, 1861. Stated that the secession of the Southern states was similar to the colonists’ revolution against the British; justifies the South’s “need” to secede, He claimed that secession was “a necessity, not a choice, we have resorted to the remedy of separation, and henceforth our energies must be directed to the conduct of our own affairs, and the perpetuity of the Confederacy.”
- **Liberty** contrasted Lincoln’s discussion of liberty for individual people, Davis explains liberty and equality as freedom from the North’s oppression of the South. “...They (the Confederate States) formed a new alliance, but within each State its government has remained; so that the rights of person and property have not been disturbed.” “Through many years of controversy with our late associates of the Northern States, we have vainly endeavored to secure tranquility and obtain respect for the rights to which we were entitled.” “It is joyous in the midst of perilous times to look around upon a people united in heart, ... where the sacrifices to be made are not weighed in the balance against honor and right and liberty and equality.”
- The Union – Davis explains that breaking from the Union was “a necessity, not a choice” and that “...a reunion with the States from which we have separated is neither practicable nor desirable.”
- Government – the Confederacy wanted to establish a government system similar to the US Constitution. “American idea that governments rest on the consent of the governed, and that it is the right of the people to alter or abolish them at will whenever they become destructive of the ends for which they were established.” “As a consequence of our new condition and relations, and with a vicar to meet anticipated wants, it will be necessary to provide for the speedy and efficient organization of branches of the Executive department having special charge of foreign intercourse, finance, military affairs, and the postal service.”

POLITICAL PARTIES AND INTEREST GROUPS

Republican Party – North/Whigs who supported the Union; joined by antislavery Democrats

Democrats - Supported states' rights and Confederacy

ECONOMICS

TARIFFS

- High tariffs on foreign goods were favored by the industrial North because their economy was based on manufacturing. Thus, high tariffs made prices more competitive. Tariffs caused economic hardships in the South because of the amount of goods purchased from Europe.
- The West backed government spending on internal improvements such as new roads and canals, which were financed by tariffs.

SLAVES & FREE BLACKS

- Southern plantation system – relied on slavery; enslaved people had no property and no rights
- Northern industrial economy – slavery trade abolished in north; high population of free African Americans; free African Americans could own property and had some rights.

GEOGRAPHY

- Regionally divided into North, South, and West
- Industrialization and urbanization human geographic features:
 - North; factories, railroads
 - South: plantation economy that primarily produced cotton; lacked railroads, factories and school
 - West: open to settlement with the construction of roads, and canals;
- South – good soil, small population; few cities; and economic activities focused on agricultural
- North – good port areas, a variety of resources, large population, many cities, and a variety of economic actives
- Ft. Sumter- site where Civil War begins
- Civil War battle sites; Antietam, Gettysburg, Bull Run, Vicksburg

CULTURE

SLAVES, FREE BLACKS, FORMER SLAVES

- Religion drew enslaved people together among plantations; communicated through spirituals
- Racism develops in both the North and South; South perpetuates racism to a greater extent
- Freedmen’s Bureau
 - Created to meet basic needs of formerly enslaved peoples after the Civil War
 - Provided food, medical care, help with resettlement, administered justice, managed abandoned and confiscated property, regulated labor.
 - Established over 1,000 schools
 - Most people were not given what was promised

ART, MUSIC, AND LITERATURE

Spirituals of enslaved African Americans and gospel music
 “Battle Hymn of the Republic” – written at the beginning of the Civil War, used music from the abolitionist song “John Brown’s Body”; became a popular Civil War song of the Union Army and later a well loved patriotic anthem.

Reconstruction	<p>MAJOR ISSUES & EVENTS</p> <ul style="list-style-type: none"> ● 13th, 14th, 15th Amendments ● Radical Reconstruction ● Andrew Johnson ● Sharecropping ● Carpetbaggers and scalawags ● Compromise of 1877 <hr/> <p>RECONSTRUCTION of CONGRESS and STATE GOVERNMENTS</p> <ul style="list-style-type: none"> ● How to readmit the southern states back into the Union <ul style="list-style-type: none"> ○ Passage of the Reconstruction Act-divided the Southern states into 5 military districts ○ The Reconstruction Act was supported by the Radical Republicans (northern congressmen) who were resented by many Southerners ● Freedmen's Bureau – established in the War Department (in March, 1865). The Bureau supervised all relief and educational activities relating to refugees and freedmen, including issuing rations, clothing, and medicine. The Bureau also assumed custody of confiscated lands or property in the former Confederate States, border states, District of Columbia, and Indian Territory. ● 13th Amendment – abolish slavery ● Reconstruction Act of 1867 – military occupation of the former confederate states; strict guidelines on representation and requirements for readmission to Union ● 14th Amend citizenship (equal protection clause & due process clause) ● 15th Amendment – right to vote (universal male suffrage) ● Civil Rights Act of 1866 – granted citizenship to persons born in the United States, except members of American Indian tribes ● Homestead Act (May, 1862) – granted adult heads of families 160 acres of surveyed public land for a minimal filing fee. Claimants were required to “improve” the plot by building a dwelling and cultivating the land. After 5 years on the land, the original filer was entitled to the property, free and clear, except for a small registration fee. Most of the land went to speculators, cattlemen, miners, lumbermen, and railroads. Of some 500 million acres dispersed by the General Land Office between 1862 and 1904, only 80 million acres went to homesteaders. Impact – accelerated the settlement of the western territory ● Morrill Act (July, 1862) – this act made it possible for new western states to establish colleges for their citizens. The new land-grant institutions, which emphasized agriculture and mechanic arts, opened opportunities to thousands of farmers and working people previously excluded from higher education. The act committed the Federal Government to grant each state 30,000 acres of public land issued in the form of “land scrip” certificates for each of its Representatives and Senators in Congress. The Morrill Act of 1890 established sixteen higher education institutions specifically dedicated to the education of African Americans. Impact – major universities such as Nebraska, Washington State, Clemson, and Cornell were chartered as land grant schools. The Morrill Act of 1862 facilitated the founding of the University of Texas and Texas A&M University. When Texas rejoined the Union after the Civil War, the state legislature authorized the first Texas public college, Agricultural and Mechanical College of Texas (Texas A.M.C., now Texas A&M) in 1871. State colleges brought higher education within the reach of millions of students, a development that could not help but reshape the nation's social and economic fabric. 	<p>MAJOR ISSUES and EVENTS (continued)</p> <ul style="list-style-type: none"> ● Dawes Act (February, 1887) – the law allowed for the President to break up reservation land, which was held in common by the members of a tribe, into small allotments to be parceled out to individuals. Thus, American Indians registering on a tribal "roll" were granted allotments of reservation land. “To each head of a family, one quarter of a section; To each single person over eighteen years of age, one-eighth of a section; To each orphan child under eighteen years of age, one-eighth of a section; and To each other single person under eighteen years now living, or who may be born prior to the date of the order of the President directing an allotment of the lands embraced in any reservation, one sixteenth of a section...” Impact – the purpose of the Dawes Act and the subsequent acts that extended its initial provisions was purportedly to protect Indian property rights, particularly during the land rushes of the 1890s, but in many instances the results were vastly different. The land allotted to the Indians included desert or near-desert lands unsuitable for farming. In addition, the techniques of self-sufficient farming were much different from their tribal way of life. Many Indians did not want to take up agriculture, and those who did want to farm could not afford the tools, animals, seed, and other supplies necessary to get started. <p>GEOGRAPHY</p> <p>CULTURE</p>
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Reconstruction

POLITICS & GOVERNMENT

- After Reconstruction ended, the Democratic Party controlled southern politics for over 100 years.
- The clear division between northern and southern society extend far into the next century
- Scalawags – Southerners who worked with the Republicans (seen as traitors by the Southerners) gained political power
- Carpetbaggers, so named for the luggage they carried – Northerners who went to the South and became involved in the new state politics

ELECTION OF HIRAM RHODES REVELS

- Hiram Rhodes Revels was selected as the first African American senator
- In 1870, the Mississippi state legislature chose Revels to fill a seat in the Senate that had been vacant since the start of the Civil War. Although he served only a brief term, Revels was seated as the first African American senator, against the objection of white Southerners. As a senator, Revels won notice for speaking out for racial equality
- Historic African American congressional representation
- 1869-1901 – 20 representatives and 2 senators served, all from the South (1 senator from Louisiana was denied his seat)
- No African Americans served as a representative again until 1929, and none from the South until 19 No African Americans served as a senator again until 1967 with a total of 9 having served to date

ECONOMICS

RECONSTRUCTION of SOUTHERN ECONOMY

- The southern agricultural economy was dependent on enslaved labor. A system of sharecropping developed to replace enslaved labor. In the sharecropping system plantation owners provided land to formerly enslaved people in exchange for a share of the crop Formerly enslaved people also became tenant farmers, paying rent to plantation owners to be able to farm a plot of land
- Fourteenth Amendment was added to the U.S. Constitution granting citizenship to formerly enslaved people
- Fifteenth Amendment was added to the U.S. Constitution granting voting rights to formerly enslaved males Impact of these problems on different groups Southerners found ways to go around the federal laws put in place to protect formerly enslaved people
- Black Codes – laws passed in the South during Reconstruction to limit the opportunities for African Americans
- Jim Crow Laws – laws passed to bypass laws created by the Radical Republicans and any other federal law that Southerners did not agree with concerning African Americans
- Ku Klux Klan – secret society formed to undermine Republican rule and terrorize African Americans and their supporters (including white Republicans, carpetbaggers, teachers in African American schools, and others who assisted African Americans)

SCIENCE & TECHNOLOGY