CONTACT: Europeans and Amerindians

I. Overview—big ideas

- Prior to 1492, Amerindians in the Western Hemisphere had developed a wide variety of civilizations and cultural groups ranging from the highly developed Inca and Aztec civilizations in South America and Mesoamerica to the relatively less developed nomadic and semi-nomadic tribes in North America.
- By 1600 Europeans had created the world’s first truly global economy.
- The "age of discovery" resulted in the greatest human catastrophe the world has ever known: 90% of Amerindians died by 1600; slavery of tens of millions of Africans.
- Cultural differences between European and Amerindians were so immense that major conflicts occurred in the 15th, 16th, and 17th centuries.
- Summary of relations between the three major colonial powers in America and the Amerindians
  - Spain sought to Christianize and control the Indians (through the encomienda and mission systems)
  - The French sought to establish strong trade relations with the Amerindians; Jesuits sought to convert them.
  - English settlers often sought to either move Indians westward or annihilate them.

II. Native Americans (Amerindians)

A. Population in 1491: approximately 50-70 million (about 10 million in present-day U.S.)

B. Arrived more than 40,000 years ago via the Bering Strait (called Beringia when it was above land) and eventually spread to tip of South America (by 8,000 BCE)
  1. First immigrants hunted animals for meat and furs; probably built small fishing vessels.
  2. Beringia became isolated when Bering Strait under water c. 10,000 years ago

C. New research on origins of Amerindians.
  1. Old Crow site in Yukon may be 50,000 years old.
  2. French team in northeastern Brazil working on site that might be 48,000 years old.
  3. 1992, new archeological research suggests oldest inhabitants may have come from south Asia or even Europe before northern
Asians as previously thought.
4. No evidence exists that humans lived in eastern Siberia (Russia) 30,000 years ago (only 12,000 years ago).
5. Other groups of Asians may have used boats to reach sites south of Beringia, perhaps as far south as South America and earlier than those in North America.

D. By 8,000 BCE, Amerindians reached the tip of South America.
   1. Hundreds of tribes with different languages, religions and cultures inhabited America.
   2. Between 4,000 & 1,500 BCE permanent farm villages came to dominate parts of Peru, south-central Mexico, northeastern Mexico, and the southwestern U.S.
      - Grew maize, amaranth (a cereal), manioc (tapioca), chili peppers, pumpkins, sweet potatoes, and beans

E. Developed civilizations ("sedentary societies"—non migratory)—late Stone Age
   1. Incas in Peru
   2. Mesoamerica: Aztecs in Mexico, and Mayans in Yucatan (earlier) developed advanced agricultural techniques based primarily on corn.
      - Built stone-carved cities rivaling many in Europe.
      - Studied mathematics and astronomy
      - Men and women worked fields and families saved surpluses for trade.

F. North American Indians were generally less developed: most were "semi-sedentary" by Columbus’ time
   1. Most people lived in small scattered nomadic settlements.
   2. Some tribes were non-migratory and able to sustain themselves due to natural resources in their region.
      a. Chinook peoples in the Pacific Northwest were skilled fishermen (especially salmon) and elk hunters.
         - Had little contact with other peoples as they were not nomadic.
         - Lived in long houses with as many as 50 people in each house.
         - In the early 18th century, the Lewis and Clark Expedition would encounter several Chinook peoples (e.g. Clatsop and Cathlamet)
   3. Western Great Plains and Great Basin regions
      a. Most peoples of the Great Plains engaged in sedentary farming (growing corn and other grains) and lived in permanent settlements.
      b. Numerous nomadic tribes depended on the buffalo for
sustenance.

- Mobile lifestyle included the use of **tipis** for shelter that could be easily broken down and carried.
- This nomadic lifestyle was later enhanced with the introduction of the horse by Spanish settlers that enabled a much larger population to be dependent on buffalo hunting.

4. Many peoples had some agriculture, probably developed by women
   a. **“Three sisters:” maize, squash, beans**
   b. Men were the hunters; women the gatherers
   c. Among Eastern Woodlands Indians, women did the farming (except tobacco); much "slash and burn” agriculture
   d. Europeans sought to turn men into farmers; Indian men saw it as "women's work"
      - Spoke of "reducing the Indian men to civility"
      - Indian males enjoyed much leisure time (like the European aristocracy)

5. Most societies were **matrilineal** and **matrilocal**: women owned the property (Iroquois are a good example)
   a. Men taught their children by persuasion and example.
   b. Few cared to acquire more property than could be carried from one site to another.
   c. Amerindian culture was the antithesis of European capitalism; Europeans saw them as poor consumers.

6. No individual land ownership (even in sedentary societies)
   - Clans or families guarded their "use rights" to land allocated by chiefs.

7. Extensive trade in the Ohio and Mississippi River valleys
   a. Most important man in the tribe was the man who gave the most away.
   b. Trade was not like a contract in the European sense.
   c. When trade stopped it was tantamount to declaring war.

G. Civilized societies in North America (exceptions to the predominance of less-developed tribes on the continent)
1. **Pueblo Indians**: Rio Grande Valley in New Mexico, Arizona, southwest Colorado
   a. Corn planting was facilitated by large, elaborate irrigation systems that efficiently used water in a very dry climate
   b. Built multi-storied and terraced dwellings (e.g. Taos)
   c. Developed large towns that became centers of trade, crafts, and religious rituals.
   d. Some Pueblo villages are still among the oldest in North America.
2. Mound Builder civilizations in the Mississippi and Ohio Valleys
   a. Mississippian culture (e.g. Cahokia near East St. Louis) perhaps rivaled Egyptian architecture; home to as many as 10,000 people at its peak in 1200 CE.
      • Central mound, 100 ft. high, world’s largest earthen work.
      • Largest city north of Mexico
   b. Iron tools, wore woven fabrics, buried dead in collective graves
   c. Trade spanned from Appalachians to Rockies; Great Lakes to Gulf of Mexico.
   d. By 1400, Cahokia was abandoned, due largely to the impact of the “Little Ice Age” which disrupted its society

3. Southeast Amerindians
   a. Direct descendants of Cahokia settled east of the Mississippi River and along the southern Appalachian Mountains.
      • Creeks (who practiced democratic-style government), Choctaw, and Chickasaws
   b. Atlantic seaboard tribes who had begun growing maize, beans, and squash c.1000 CE had settled the region.
   c. Cherokees and Tuscororas lived in parts of Georgia, Tennessee, and North Carolina where Cahokia had once dominated.

4. Eastern Woodlands Indians
   a. Enjoyed the most abundant food resources in North America as the eastern half of the continent was forested
      • Most peoples were semi-sedentary as a result: farming, hunting, gathering, and fishing
   b. Iroquois in eastern woodlands built a strong military confederacy (led by Hiawatha, late 16th c.)
      • Mohawk Valley of what is today New York State
      • Consisted of Five Nations: Mohawks, Oneidas, Onondagas, Cayugas, and the Senecas.
      • The "longhouse" was the foundation of Iroquois culture: 8 to 200 feet in length.
      • Economy was a mix of agriculture and hunting-gathering
   c. Algonquian peoples were located along the northern Atlantic coast, the Great Lakes, and St. Lawrence River-valley regions and
      • Like the Iroquois, they developed permanent settlements based on a combination of agriculture and hunting-gathering and fishing.
      • Algonquin was the largest of all North American
language groups
- Lived in portable wigwams in the summer and long houses in winter

H. Religious differences between Amerindians and Europeans
1. Christian view:
   a. Bible: God gave Adam dominion over animals and plants.
   b. Bible did not mention Amerindians. What were they? From where did they come?
   c. Sacrificial temples, skull racks, cannibalism and snake motifs of Mesoamerica meant Aztecs worshipped Satan in the eyes of Europeans.
   - Yet, 100,000 "witches" were killed in Europe between 1500-1700 in Europe.
   - Spanish Inquisition burned thousands of “heretics”
   - Amerindians saw these too as human sacrifices.
2. Amerindian view:
   a. Amerindians had nothing in comparison for commodification of plants and animals.
   b. Christians ate their own god (Eucharist) but less outraged at lesser human sacrifice to please Indian god. (Very confusing.)
   c. Amerindians had no concept of heaven (in the Christian sense); disliked Christian heaven because few souls there were Indian; preferred to be buried with the own ancestors.

I. Differences in War
1. Amerindians were curious why Europeans sought decisive battles on an open battlefield.
   a. Saw it as tremendous waste of humans who could be used for replenishment or sacrifice
   b. Used guerrilla-type warfare.
   c. Europeans made poor torture victims (except Jesuits)
2. Europeans could not easily catch Amerindian warriors.
   a. Resorted often to killing women and children.
   - Pequot War in 1630s was the most gruesome example
   b. By King Philip’s War (1670s), Amerindians had learned this lesson well and destroyed Puritan villages, killing non-combatants.
3. Amerindians often captured children of other tribes and assimilated them.
4. Adult warriors were often sacrificed in Mesoamerica: Iroquois had an all-night torture ritual from the "Mourning Wars" where Iroquois women sought retribution for death of a loved one (even if the tortured warrior was not from same tribe).
5. European weapons deeply intensified warfare among
Amerindians.
a. Ohio region depopulated in late-17th century in a matter of decades when Iroquois defeated Hurons and Algonquins.
b. 1690s, French and Algonquins turn the tide and forced the Iroquois to neutrality.

III. European Empires
A. The Age of Discovery
1. Emerging nation-states sought power; competed against rivals
   • Competition between Catholics and Protestants became a conflict of national purposes.
2. New technology enabled Europeans to dominate from about 1500 on.
   a. Gunpowder and mounted canon on ships protected expeditions from rival forces
   b. Portuguese and Spanish mapped prevailing winds and currents in oceans over most of the globe.
   c. Improved cartography enabled explorers to navigate more efficiently.
   d. New ships, such as the Portuguese caravel, were faster due to the lateen sail and axial rudder.
   e. A number of instruments were used to determine latitude by measuring the altitude of celestial bodies.
      • Geometric quadrant (ca. 1460): used to determine latitude by measuring the altitude of celestial bodies
      • Mariner’s astrolabe (ca. 1480): used to determine latitude by measuring the altitude of celestial bodies
      • Cross staff (ca. 1550): used to find the latitude by measuring the altitude of the Pole Star above the horizon
      • The sextant became the major navigational tool after its invention in 1757.
3. Economics
   a. Need for new markets especially from the East (e.g., spices) provided the impulse for exploration around the southern tip of Africa and later across the Atlantic Ocean
   b. Mercantilism required new sources of precious metals and furs that were discovered in the New World.
4. Desire to Christianize new peoples
5. Renaissance (late-14th to late-16th centuries)
   a. Atmosphere of rebirth, optimism, exploration
   b. Secular Europe began to break away from religious domination

B. Portuguese exploration led the others
1. Pedro Cabral
   a. In 1500, landed on east coast of Brazil (hoping to find India):
b. Brazil eventually became a Portuguese colony

2. Amerigo Vespucci
   a. In 1501-02, he detailed his exploration in Brazil
   b. A German geographer honored Vespucci’s false claim as the first to travel to Brazil, and named the new area "America."

3. Portugal eventually established trade stations in India, Africa, China and the East Indies.

4. Portugal was the first to introduce African slavery in the New World
   a. Cooperated with certain West African tribes in capturing people from other tribes and selling them into slavery.
   b. Eventually, Great Britain, Spain, and the Netherlands would be heavily involved in the Atlantic slave trade.

C. The Spanish Empire in the New World
   1. Christopher Columbus (Italian explorer)
      a. Spain was eager to compete with Portugal. Queen Isabella & King Ferdinand supported Columbus’s voyage.
      b. Columbus’ motives:
         • Religious: believed in spreading the Gospel before the millennium (perhaps this might make him a saint).
         • Wealth
      c. Columbus landed in the Bahamas on October 12, 1492.
         • Believed he had reached the East Indies (Indonesia).
      d. Moved on to Hispáñola where the indigenous Arawoks were friendly and possessed tobacco and gold.
         • Arawok Indians were virtually exterminated by Columbus and his followers
      e. On his third voyage in 1498, he realized in Venezuela that he had reached a new continent although he maintained that the East Indies must be close.
   2. Treaty of Tordesillas (1494)
      a. Spain secured its claim to Columbus’s discoveries
      b. New World divided: Portugal got Brazil and territory in Africa and Asia; Spain dominated North & South America.
      c. Spain did not gain access to the West African slave trade.
   3. Spanish motives for discovery: Lure of gold and conversion of pagan natives to Christianity (“God, Gold, and Glory”)
   4. Conquistadores
      a. Hernan Cortés conquered the Aztecs in 1519-1521.
         • Small pox dramatically weakened Aztec strength making it possible for Cortés to prevail with the help of neighboring tribes.
b. **Francisco Pizarro** defeated the Incas in 1532 who had vast amounts of gold and **silver** in Peru.  
- The silver mines in Potosí, Peru and in Mexico yielded vast quantities of precious metals.

c. Spanish invaders enslaved Amerindians and subjected them to forced labor digging for precious metals.  
- Forced labor of indigenous Indians in Mexico was eventually replaced by African slaves.

d. Slavery was introduced to the Spanish empire after Portugal had pioneered the use of African slaves in the New World  
- Became the primary labor force for Portugal in the sugar cane fields of Brazil and the Caribbean.  
- **Zambo**: children of Africans and Amerindians emerged from Mexico southward throughout much of South America.

e. The Spanish empire stretched from California and Florida to the tip of South America.  
- Transplanted laws, religion and language and laid the foundations for a score of Spanish-speaking countries.

5. **St. Augustine** fortress erected in 1565: oldest European settlement in the modern-day U.S.  
- Purpose: keep French out of Spanish southeast territory and protect sea lanes in the Caribbean.

6. Contemporary views of Spanish domination in the New World  
   a. **Bartolome de las Casas**, a Spanish Dominican friar, condemned early Spanish cruelty and murder of American Indians in his *History of the Indies* (1550)  
   - Ironically, de las Casas supported African slavery.  
   - **"Black Legend"**: de las Casas’ writings led to an exaggerated view advanced by Protestant countries that only Spain "killed for Christ," enslaved Indians, stole their gold, infected them with diseases, and left nothing but misery behind.

   b. Juan de Sepulveda, a Spanish humanist, justified the Spanish conquest of the West Indies and argued that Amerindians were “natural slaves”

7. A complex **Casta system** emerged in New Spain:  
   a. Four major categories of race emerged:  
      1) Spanish-born (*peninsulares*) or European whites  
      2) *creoles*: children of Spanish-born parents who were born in the New World  
      3) Amerindians  
      4) African (*negro*)  
   b. One’s caste determined one’s social privileges and restrictions  
   - Generally speaking, the lighter one’s skin, the higher up in
the social caste one became; the darker one’s skin, the lower on the social ladder one became.

- Transplanted Europeans were at the top
- c. Gradations within the *casta* system became common:
  - Children of Spanish fathers and Amerindian mothers: *mestizados*
  - Children of Spanish fathers and African mothers: *mulatto*
  - Children of Amerindians and Africans: *zambo*

IV. French exploration in North America
   A. French exploration was largely stimulated by the beaver trade
   B. **Samuel de Champlain**, the “father of New France,” established Quebec in 1608 (a year after the English founded Jamestown in Virginia).
   C. Antoine Cadillac: founded Detroit in 1701
     - Aimed to keep English settlers out of the Ohio Valley
   D. Robert de La Salle: sailed from Quebec, down through the Great Lakes, and down the Mississippi River in 1682 with the help of Amerindian guides.
     1. Goal: prevent Spanish expansion into Gulf of Mexico region
     2. Coined the name "Louisiana" in honor of Louis XIV
   E. The French established posts in the Mississippi region
     (New Orleans was the most important—1718)
     1. Attempted to block Spanish expansion into the Gulf of Mexico
     2. Forts and trading posts in Illinois country: Kaskaskia, Cahokia, and Vincennes
     - Large amount of grain was sent down the Mississippi River for shipment to the West Indies and Europe.

V. England's search for Empire
   A. Major causes leading to British colonial impulse
     1. Eventual peace with Spain provided opportunities overseas without harassment
     2. Population growth created a surplus of workers, many of whom became potential colonists; high unemployment.
     3. New World had economic opportunity, farm land, adventure, markets, political freedom, religious freedom, social change.
     4. **Joint-stock companies** provided financial means: investors pooled resources for sea expeditions.
   B. Spanish Armada (1588)
     1. British Navy defeated the Spanish Armada when it tried to invade England (Queen Elizabeth vs. King Phillip II)
     2. Helped ensure England's naval dominance in the North Atlantic and later the Atlantic sea routes to North America.
     3. 1604, a peace treaty signed between England and Spain.
C. English attempts to colonize in the late-16th century
   1. 1583, Sir Humphrey Gilbert attempted to colonize
       Newfoundland but died while at sea.
   2. Roanoke: 1585, Sir Walter Raleigh (Gilbert's half-brother)
       led 115 men, women and children to Roanoke Island off coast
       of Virginia; mysteriously vanished.

VI. Results of Contact between Native-Americans and Europeans
A. For American Indians
   1. Mass death and genocide: By 1600, nearly 90% of Native
      American population perished.
      a. European diseases (e.g., smallpox, yellow fever, malaria)
         were the most destructive.
      b. Central American and Caribbean population in 1519 was
         perhaps 25 million; only 1 million remaining in 1605.
   2. European impact on Amerindian culture:
      a. Great Plains tribes—e.g. Apache, Blackfoot, and Sioux—
         were transformed via horses.
      b. Cattle and swine provided major new food sources
      c. Introduction of firearms intensified warfare among
         Amerindian tribes leading to depopulation in certain areas
         (Eastern Woodlands Indians)

B. For Europeans
   1. Global empires for the first time in human history.
   2. Explosion of capitalism (Commercial Revolution)
      • Wealth generated by mining of gold and silver resulted in a
        shift in Europe from feudalism to capitalism as a result of
        joint ventures to extract wealth from the New World (e.g.
        joint-stock companies)
   3. Revolution in diet
      a. Corn, beans, tomatoes, and potatoes lead to improved diet =
         higher mortality = higher population = bigger push for
         emigration. Revolutionized the international economy.
      b. Stimulants: coffee, cocoa, and tobacco

C. Contributions of Europeans to North America
   1. England: Democratic forms of local gov’t; tradition of hard-
      working, zealous individuals, English language
   2. France: Language, culture, and religion introduced to Canada
      and Louisiana and to many Amerindians west of Appalachians;
      large-scale trade with Amerindians
   3. Spain: Schools, hospitals, and printing presses established by
      missionaries; Spanish language in the Southwest; teaching of
      Christianity and handicrafts to Amerindians.
The Columbian Exchange

<table>
<thead>
<tr>
<th>From the New World to Europe</th>
<th>From Europe to the New World</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diseases</strong>: syphilis</td>
<td><strong>Diseases</strong>: small pox, measles, bubonic plague, influenza, typhus</td>
</tr>
<tr>
<td><strong>Plants</strong>: potatoes, corn, tomatoes, pineapple, tobacco, beans, vanilla, chocolate</td>
<td><strong>Plants</strong>: wheat, sugar, rice coffee</td>
</tr>
<tr>
<td><strong>Animals</strong>: turkeys</td>
<td><strong>Animals</strong>: horses, cows, pigs, sheep, goats, chickens</td>
</tr>
<tr>
<td><strong>Gold and silver</strong></td>
<td></td>
</tr>
</tbody>
</table>

VII. Relations between Europeans and Amerindians in North America

A. **New France**

1. Of the European powers, the French were the most successful in creating an effective trading relationship with the Indians,
   a. English settlers sought to remove or exterminate Amerindians
   b. Spanish sought to Christianize Indians and use them for forced labor.

2. The French became great gift givers (the key to getting on with Amerindians who based inter-tribal relationships on gift giving) during late-17th century.
   a. Trade not seen as a transaction or contract (as in Europe)
   b. Trade seen by Amerindians as a continuing process
   c. When a group stopped trading with another, it was tantamount to declaring war.

3. The beaver trade led to exploration of much of North America; (heavy demand for fur in European fashion)
   a. Amerindians gained firearms, alcohol, pots, glass beads
   b. *Couriers de bois* (“runners of the woods”) – Rough frontiersmen who sought to tap the lucrative fur trade.
   c. French seamen—*voyageurs*—befriended and recruited Indians into the fur trade
   d. French expansion into Mississippi Valley resulted in trade relations with southeast Indians

4. **Jesuits**: Catholic missionaries who sought to convert Indians and save them from the fur trappers.
   a. Sought conversion through example; rather than by force
   b. Some were brutally killed by Amerindians (although in the eyes of Amerindians, Jesuits held up best to torture and were thus more respected than other European groups).
   c. Played a vital role as explorers and geographers
5. Many French men in New France married Amerindian women thus cementing ties between both cultures.
   - Children of French (or British) males and Amerindian women were known as Métis.

6. Diplomacy with Amerindians
   a. The French made friends with Algonquins and Hurons ensuring the survival of Quebec.
   b. Iroquois League in upstate New York prevented the French from spreading south into NY and parts of the Ohio Valley

7. Impact of the French (and British) on eastern woodlands Indians: decimation by diseases, gun warfare and alcoholism
   a. Many Amerindians came to view any contact with Europeans as dangerous.
   b. European weapons deeply intensified Amerindian warfare in the eastern woodlands during last three decades of the 17th century.
      - Resulted in the temporary depopulation of the Ohio Valley as a result the Beaver Wars where the Iroquois (allied with English and Dutch) waged war on the Huron and Algonquin tribes.
      - “Mourning Wars”: Iroquois attacked neighboring tribes to replace people lost due to war or disease or to avenge the loss of husbands.
   c. Later, during King William’s War in 1697, the French armed the Hurons and Algonquins; the Iroquois were forced into neutrality.
   d. Iroquois turned to diplomacy with Europeans after 1700.
   e. By 1760s, Indians in the region agreed not to kill each other.
      - Revitalization: hoped that banding together and eliminating alcohol could revitalize Amerindian life and protect them against European invaders.

7. Chickasaw Wars (1721-1763)
   a. France struggled to maintain control of Louisiana in the 18th century.
   b. Pitted the French (allied with the Choctaws) against the British-supported Chickasaws in northern Mississippi and western Tennessee.
   c. Chickasaws prevented France from dominating the region.

B. New Spain and the Pueblo Indians in the American Southwest: conversion and exploitation
1. Juan de Oñate established New Mexico, 1598
   a. Spanish authorities instructed him to be less harsh with the Amerindians than Cortés and Pizarro had earlier been but cruelty persisted nonetheless.
   b. In July 1598, Oñate demanded Pueblo chiefs swear allegiance
to Spain and convert to Catholicism though not all agreed.
c. Oñate retaliated against Pueblo Indians at Acoma by killing 1000 and enslaving 500 others (male captives each had one foot cut off).
   • Oñate was removed from power in 1609
d. Pueblos submitted to Spanish demands for labor and food, especially during drought conditions
e. Santa Fe became the capital in 1610 (the governor’s mansion remains the oldest public building in the U.S. today).

2. **Encomienda system**
a. Amerindians forced to do unpaid labor to build roads, buildings, and other infrastructure in towns.
b. Pueblo villages also required to pay tribute to Spanish leaders.

3. The Spanish sought to forcibly Christianize Amerindians
a. Franciscans founded the **mission system** in New Mexico in the 17th century (later in California and Texas in the 17th and 18th centuries)
b. Forbade practice of Amerindian religion; practices driven underground
   • Droughts and the high mortality rate among Amerindians undermined their faith in Christianity.
c. Tucson in modern-day Arizona was established as a Spanish outpost in 1701.
d. Texas: 1716, a mission system was established (including San Antonio—later the Alamo)
e. California
   • Spain became concerned about British and Russian expansion in northwestern America after 1763 and sought to settle “Alta California” to effectively control the region.
   • Father Junipero Serra founded the first mission in San Diego in 1769.
   • 20 missions followed; 4 presidios (military bases) protected the missions; the El Camino Real connected the missions.
   • Spanish mission architecture came to influence the building of many schools, homes, and public buildings throughout California’s history.
   • Vaqueros (horsemen and cattle herders) from Spanish Mexico first arrived in 1769 and worked on the numerous ranches in the region.
     o Transmitted the cowboy culture that eventually became the foundation of the American cowboy.
   • Cultural traits, such as corridos—Spanish/Mexican songs and ballads—blended with other cultural influences in the Southwest.

4. Intermarriage created a distinctive Latin American culture of mestizos: Amerindian and Spanish children.
5. **Pope's Rebellion** (1680): Santa Fe, New Mexico
   a. Amerindians rebelled against Spanish rule in New Mexico and expelled them for over ten years.
   b. Killed half the Spanish clergy and over 350 settlers.
   c. Causes:
      - Famine in 1666 caused massive suffering among Indians
      - Pueblo Indians attacked by Apache and Navajo tribes who were retaliating against Spanish aggression against their peoples.
      - Spanish authorities punished Pueblos for backsliding from Christianity to native religions after major epidemics wiped out Pueblo villages.
   d. Spanish authorities eventually regained control in the early 1690s but another full-scale revolt erupted in 1696
   e. Spanish authorities were forced to compromise on the issue of religion: Amerindians were now allowed to practice indigenous beliefs so long as they attended Catholic mass.
      - As in Latin America, Amerindians in the Southwest developed a hybrid of Catholic and indigenous religious beliefs and practices.
   f. Albuquerque founded in 1706 by Spanish soldiers but did not employ the encomienda system; Indian religion was tolerated as long as they attended Catholic mass.

6. Spain introduced horses and sheep which transformed the region economically

7. Nearly 90% of Pueblo population died between 1550 and 1680

C. **English Colonies: removal or extermination**

1. **Pilgrims in Plymouth Bay** established good relations with **Chief Massasoit** of the Wampanoags
   a. Squanto served as an effective intermediary.
   b. Wampanoags taught Pilgrims how to grow and find food.
   c. Pilgrims purchased land from Wampanoags for creation of Plymouth Plantation
   d. First **Thanksgiving** held in 1621 between Wampanoags and Pilgrims
   e. Peace between the two groups lasted 54 years.

2. **Puritans in Massachusetts Bay Colony and other New England colonies**
   a. “**Praying Towns**”: Puritans tried conversion of Amerindians and cultural assimilation (e.g. European-style clothing) from 1646-1675.
      - Over a dozen settlements were established and a number of Amerindians converted.
After King Philip’s War, a few remained intact with a degree of autonomy, and religious and educational organization.

b. **Pequot War** (1630s):
   - An alliance of the New England colonies with the Narragansett and Mohegan tribes destroyed the Pequot tribe after an English captain had been killed.
   - English settlers resorted often to killing Indian women and children when they could not catch or subdue the warriors.

c. **New England Confederation** (1643): created by New England colonies for collective security against Amerindians
   - Puritan response to the Pequot War
   - Effective in defeating Metacom in King Philip’s War

d. **King Philip’s War** (1670s): Wampanoags used English tactic of attacking innocent civilians and destroyed Puritan villages.
   - Cause: 1621 peace agreement with Plymouth no longer seemed to protect the Wampanoags from English encroachment and lost lands were being sold by Puritans to rival Christian tribes (“praying Indians”).
   - Per capita, bloodiest war in American history.
   - Defeat of Chief Metacom’s forces represented the end of significant Amerindian influence in New England.
   - The war was fought without support from England resulting in an increasingly separate identity among New England colonials distinct from British subjects.

3. Pennsylvania: **Quakers** (as pacifists) had good relations with Indians initially

4. Chesapeake (modern day Virginia and Maryland)
   a. In Jamestown, **John Smith** established tenuous relations with the **Powhatans**
   b. Powhatans helped the Jamestown settlers with food.
   c. Marriage between John Rolfe and Pocahantas sought to create peace (didn’t last long)
   d. The Virginia colony took more Powhatan land for growing **tobacco**
   e. **Anglo-Powhatan Wars** (1610-1646) led to Powhatans’ eventual removal from eastern Virginia.
   f. **Bacon’s Rebellion** in 1670s resulted in violence against Amerindians on the frontier.

5. Carolinas
   a. Catawba Nation: fostered good relations with early colonials and eventually allied with the U.S. during the American Revolution.
   b. **Tuscarora** resistance in 1711 failed and they moved north
to become the sixth nation in the Iroquois Confederacy.

c. **Yamasee** led a rebellion in 1715 against advancing settlers and corrupt traders from Charleston who captured and sold Indians into slavery in Barbados.


D. **Dutch** in the 17th century: **New Netherlands**

1. **Dutch East India Company** established New Netherlands along the Hudson River Valley in New York.
2. Established fur trade with the Iroquois
3. **Peter Minuit** purchased **Manhattan** from local Amerindians to serve as a defensive fortress.
4. Eventually, unregulated trade resulted in violent wars between the Dutch and coastal Amerindians.

VIII. **African slaves adapted culturally and linguistically to life in the Western Hemisphere**

A. **Culture**

1. Folktales, history, religious practices, and culture were passed along through oral traditions.
2. Other cultural elements, such as music and dance, influenced the emergence of a new cultural developments in the New World.
3. Some intermarriage between Africans and Amerindians occurred and, less commonly, African and white.

B. **Maroon communities emerged in the Caribbean (and Brazil)**

1. Some slaves escaped bondage and fled to join indigenous tribes or created autonomous communities
2. Maroon communities were eventually displaced on smaller Caribbean islands but managed to survive on larger islands such as Haiti, Cuba, and Puerto Rico.
Major Concepts for Review:

1. Native American civilization
   a. Societies more highly developed in Mesoamerica and South America; North American Indians were mostly semi-sedentary.
   b. Important North American tribes: Pueblo, Iroquois Confederacy, Algonquin

2. Impact of Contact and the Columbian Exchange
   a. Destruction of Amerindian population (90% by 1600)
   b. Introduction of cattle and horses revolutionized some Amerindian cultures.
   c. Europeans saw global empires for the first time, the rise of capitalism, and a revolution in diet.

3. Summary of relations between European colonial powers & Indians
   a. Spanish: sought to Catholicize, control and use Indians for forced labor (mission system, encomienda)
   b. French: sought trade relations with Indians; Jesuits sought to convert them to Catholicism
   c. English: sought to remove Indians or exterminate them.
## Terms to Know

<table>
<thead>
<tr>
<th>Amerindians</th>
<th>Jesuits</th>
</tr>
</thead>
<tbody>
<tr>
<td>“semi-sedentary” societies</td>
<td><em>Métis</em></td>
</tr>
<tr>
<td>Great Plains</td>
<td>Hurons</td>
</tr>
<tr>
<td>tipis</td>
<td>Beaver Wars</td>
</tr>
<tr>
<td>“three sisters:” maize, squash, beans</td>
<td>“Mourning Wars”</td>
</tr>
<tr>
<td>matrilineal</td>
<td>New Spain</td>
</tr>
<tr>
<td>matrilocal</td>
<td>New Mexico</td>
</tr>
<tr>
<td>Pueblo</td>
<td>Juan de Oñate</td>
</tr>
<tr>
<td>Creek</td>
<td>Santa Fe</td>
</tr>
<tr>
<td>Choctaw</td>
<td><em>encomienda</em></td>
</tr>
<tr>
<td>Chickasaw</td>
<td>mission system</td>
</tr>
<tr>
<td>Cherokee</td>
<td><em>vaqueros</em></td>
</tr>
<tr>
<td>eastern woodlands Indians</td>
<td><em>mestizos</em></td>
</tr>
<tr>
<td>Iroquois Confederacy</td>
<td>Pope’s Rebellion (Pueblo Revolt), 1680</td>
</tr>
<tr>
<td>Longhouse</td>
<td>Pilgrims</td>
</tr>
<tr>
<td>Algonquin</td>
<td>Plymouth colony</td>
</tr>
<tr>
<td>Christopher Columbus</td>
<td>Wampanoags</td>
</tr>
<tr>
<td>Hernan Cortés, Aztecs</td>
<td>Chief Massasoit</td>
</tr>
<tr>
<td>smallpox</td>
<td>Squanto</td>
</tr>
<tr>
<td>Francisco Pizarro, Inca</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>silver</td>
<td>“praying towns”</td>
</tr>
<tr>
<td><em>zambo</em></td>
<td>Pequot War</td>
</tr>
<tr>
<td>St. Augustine</td>
<td>New England Confederation</td>
</tr>
<tr>
<td>Bartolome de las Casas</td>
<td>King Philip’s War</td>
</tr>
<tr>
<td>“Black Legend”</td>
<td>Quakers, pacifism</td>
</tr>
<tr>
<td><em>Casta system</em></td>
<td>Chesapeake</td>
</tr>
<tr>
<td><em>creoles</em></td>
<td>John Smith</td>
</tr>
<tr>
<td><em>mulatto</em></td>
<td>Powhatans</td>
</tr>
<tr>
<td>Samuel de Champlain</td>
<td>tobacco</td>
</tr>
<tr>
<td>Quebec</td>
<td>Anglo-Powhatan Wars</td>
</tr>
<tr>
<td>joint-stock company</td>
<td>Bacon’s Rebellion</td>
</tr>
<tr>
<td>horses</td>
<td>Tuscarora</td>
</tr>
<tr>
<td>cattle</td>
<td>Yamasee</td>
</tr>
<tr>
<td>corn</td>
<td>French and Indian War</td>
</tr>
<tr>
<td>potato</td>
<td>Dutch, New Netherlands</td>
</tr>
<tr>
<td>Columbian Exchange</td>
<td>Dutch East India Company</td>
</tr>
<tr>
<td>New France</td>
<td>Peter Minuit</td>
</tr>
<tr>
<td><em>coureurs de bois</em></td>
<td>Manhattan</td>
</tr>
<tr>
<td><em>voyageurs</em></td>
<td></td>
</tr>
</tbody>
</table>
Essay Questions

Note: This sub-unit is a medium probability area for the Short Exam Question portion of the AP exam. The revised course will place increased emphasis on this sub-unit: over 5% of the exam will come from this material. In the past 10 years, 2 questions have come wholly or in part from the material in this chapter. Below are some questions that will help you study the topics that have appeared on previous exams. The DBQ or Long Essay Question will NOT deal exclusively with material prior to 1607.

1. Analyze the diversity of American Indian peoples that existed in North America and Mesoamerica prior to 1492.

2. How did Amerindian society and culture differ from that of European authorities and settlers in the New World?

3. Analyze the relationship between Amerindians and Europeans in the following regions:
   - Spanish Southwest
   - New England
   - New France
   - New Netherlands
   - Chesapeake
   - Carolinas

Bibliography:
College Board, *AP United States History Course and Exam Description (Including the Curriculum Framework)*, New York: College Board, 2014
The Southern Colonies in the 17th and 18th Centuries

I. Southern plantation colonies: general characteristics
   A. Dominated to a degree by a plantation economy: tobacco and rice
   B. Slavery in all colonies (even Georgia after 1750); mostly indentured servants until the late-17th century in Virginia and Maryland; increasingly black slavery thereafter
   C. Large land holdings owned by aristocrats; aristocratic atmosphere (except North Carolina and parts of Georgia in the 18th century).
   D. Sparsely populated: churches and schools were too expensive to build for very small towns.
   E. Religious toleration: the Church of England (Anglican Church) was the most prominent
   F. Expansionary attitudes resulted from the need for new land to compensate for the degradation of existing lands from soil-depleting tobacco farming; this expansion led to conflicts with Amerindians.

II. The Chesapeake (Virginia and Maryland)
   A. Virginia (founded in 1607 by the Virginia Company)
      1. Jamestown, 1607: 1st permanent British colony in New World
         a. Virginia Company: joint-stock company that received a charter from King James I in 1606 to establish settlements in North America.
            • Main goals: Promise of gold, conversion of Amerindians to Christianity (like Spain had done), and new passage through North America to the East Indies (Northwest Passage).
            • Consisted largely of well-to-do adventurers.
         b. Virginia Charter
            • Overseas settlers were given same rights of Englishmen in England.
            • Became a foundation for American liberties; similar rights would be extended to other North American colonies.
      2. Jamestown was wracked by tragedy during its early years: famine, disease, and war with Amerindians
         a. By 1625, only 1200 of the nearly 8,000 colonists survived
         b. Only 60 out of 400 settlers survived the "starving time" of 1610-1611.
      3. Captain John Smith reorganized the colony beginning in 1608: "He who will not work shall not eat."
         a. His leadership helped Jamestown survive the “starving time.”
         b. Smith was kidnapped in Dec. 1607 by Powhatans led by Chief Powhatan who subjected Smith to a what may have been a...
mock execution.
- Smith was perhaps "saved" by Pocahontas, Powhatan's daughter, when she was only 12-years old.

4. Pocahontas eventually was a central figure in preserving peace in early Jamestown.
   a. Provided foodstuffs to settlers.
   b. Became hostage of colonists in 1613 during military conflicts.
   c. Later married John Rolfe and taught him Amerindian way of curing tobacco.
   d. She died of smallpox at age 22 in England.

5. **John Rolfe** and **tobacco** crop economy: "Colony built on smoke"
   a. Rolfe introduced a new tough strain of tobacco and it became perhaps the most important reason for Virginia’s survival
   b. Tobacco industry became cornerstone of Virginia's economy.
   c. Plantation system emerged.

6. **House of Burgesses** (a legislative assembly) created in 1619.
   a. First colonial parliament in the British American colonies.
   b. Representative self-government
      - However, most representatives were wealthy landowners
      - Created to attract settlers to Virginia (by offering more liberty)

7. Virginia Charter was revoked by James I in 1624.
   a. The king believed the assembly too seditious but he also loathed tobacco.
   b. Virginia became a royal colony directly under his control.

**B. Maryland** (1634)
1. Charles I gave Sir George Calvert (the first **Lord Baltimore**), a portion of Virginia for creation of a Catholic haven and profit.
2. Eventually, growth of Protestants meant Catholics became a minority: Catholics feared loss of religious freedom.
3. **Act of Toleration** (1649)
   a. Guaranteed toleration to all Christians but instituted the death penalty for anyone denying the divinity of Jesus (e.g. Jews and atheists).
   b. Motive: Catholics sought to protect their faith by granting a certain degree of religious freedom.
   c. Maryland became the largest haven for Catholics in the British American colonies.

**C. Life in the Chesapeake tidewater region was perilous**
1. Disease was devastating early on (took 10 years off the average life expectancy): malaria, dysentery, typhoid
   a. Half of all those born in early Virginia and Maryland did not live past age 20.
b. Less than 25% of men lived to see 50; women only 40 years
2. Most immigrants were single men in their late teens and early 20’s; most died soon after arriving.
   a. Surviving males competed for extremely scarce women; 
      women married early (some came over as “tobacco brides”).
      • Women were recruited early on to come to Virginia; settlers 
        had to pay their travel costs with tobacco.
   b. Most men could not find mates.
3. The region stabilized eventually due to increased immunities to 
   disease and the rising influx of women.
   a. By 1700, Virginia was the most populous colony (about 
      50,000 colonists).
   b. By 1700, Maryland was the third most populous colony 
      (about 30,000 inhabitants).

D. The Tobacco Plantation Economy
1. The first Africans arrived in Virginia in 1619; were largely 
   indentured servants in the early 17th century
   • White English indentured servants were more predominant 
     until the late-17th century.
2. The "Headright" System
   a. A person who paid for the passage of a white indentured 
      servant received 50 acres of land.
      • Some planters thus acquired huge tracts of land.
   b. Indentured servants agreed to years of servitude in 
      exchange for transatlantic passage (the term of servitude was 
      usually 5-7 years).
   c. Early-17th century: after contract expired the servant was 
      often given some money, maybe some land, and other 
      supplies to start their own farms.
      • Later, former indentured servants were given little and 
        faced great difficulties in the back country.
   d. By 1700, planters brought in about 100,000 indentured 
      servants, about 75% of all European immigrants to Virginia 
      and Maryland.
3. Expansion of lands for tobacco farming resulted in conflicts with 
   neighboring Amerindians.
   • Anglo-Powhatan Wars (series of three wars between 1610 
     and 1646) led to Powhatans’ eventual removal from eastern 
     Virginia.

E. Bacon's Rebellion (1676)
1. By the late-17th century, large numbers of frustrated former 
   indentured servants (freedmen) existed.
   a. Most lived in western Virginia; resented planter aristocrats 
      from the east.
b. Many were too poor to own land and could not find wives (men still greatly outnumbered women).

c. Freedmen did not gain access to large land grants in the east and were forced to squat for lands in western part of the colony.

d. Amerindians resisted white expansion in western Virginia while freedmen were angry that gov't of Virginia didn't protect white settlers from Amerindian attacks.

- **Governor Berkeley** was generally friendly toward Amerindians who traded with the colony.
- House of Burgesses did not usually order attacks on Amerindians that cooperated with the gov't.

2. **Nathaniel Bacon**, an aristocrat in western Virginia and member of House of Burgesses, began mobilizing a militia to protect whites from Amerindians.

   a. In 1676, Bacon's militia massacred Amerindians and set fire to Jamestown, forcing Governor Berkeley out of the city.

b. Bacon’s rebels were opposed to aristocrats and Amerindians.

3. Bacon subsequently died of disease and Berkeley crushed the rebellion.

4. **Significance of Bacon’s Rebellion**: Planters saw white indentured servants as too difficult to control and significantly increased importation of black slaves while reducing the number of white indentured servants.

5. Planter elite increasingly played the "race card": encouraged poor whites to discriminate against blacks. Planters feared blacks and poor whites could form an alliance again in the future.

   - Planters effectively controlled poor whites psychologically by emphasizing that poor whites, despite poverty, would always be "superior" to blacks.

F. By the early-18\(^{th}\) century, North Carolina had developed a plantation tobacco economy as well.

III. The Carolinas

A. Impact of the British West Indies

1. West Indies (Caribbean), especially Barbados, developed a sugar plantation economy.

2. Slaves in British West Indies outnumbered whites 4 to 1.

3. Slave codes were adopted in Barbados to control slaves.

4. West Indies increasingly relied on mainland British America for foodstuffs.

5. As sugar plantations began to crowd out small farmers, many came to Carolina with their slaves to farm.

6. Carolina adopted the Barbados slave code in 1696.
B. American colonization was interrupted during the English Civil War (1640s) and Cromwell's Protectorate (1650s)
   1. New colonies were not founded until restoration of Charles II (1660-1685).

C. Carolina was created in 1670 after the Restoration and named after King Charles II.
   1. Goals: grow foodstuffs for sugar plantations in Barbados and export non-English products like wine, silk, and olive oil.
   2. Exported Amerindians as slaves to the West Indies and New England colonies (perhaps as many as 100,000).
      • Yamasee Amerindians led a rebellion in 1715 against advancing settlers and corrupt traders from Charleston who captured and sold Indians into slavery in Barbados.
   3. Rice became the main cash crop in Carolina for export; by 1710 blacks outnumbered whites.
      • In the 18th century, indigo became the second largest crop.
   4. Charles Town (Charleston) became the most active seaport in the South.
      a. Became a center for aristocratic younger brothers of English aristocrats (who inherited father's fortune due to primogeniture laws)
      b. Religious toleration existed.
   5. Amerindians and Spanish soldiers attacked southern Carolina settlements as they opposed English settlement.

D. North Carolina
   1. Created officially in 1712 as a refuge for poor whites and religious dissenters from Carolina and Virginia.
   2. Became the most democratic, independent and least aristocratic of original 13 colonies (similar to Rhode Island).
   3. Tobacco became its main export (similar to the Chesapeake).
   4. Treated Amerindians ruthlessly and sold many into slavery.

IV. Georgia was the last British American colony to be founded (1733).
   A. Founded by James Oglethorp
   B. Founded as a haven for debtors as well as a buffer state against Spanish and Amerindian incursions from the south.
   C. Initially, prohibited free blacks or slaves from living in the colony for fear that slavery might take root there.
      • By the American Revolution, it had incorporated rice and indigo production worked by African Slaves
   D. Savannah emerged into a diverse community (included German
Lutherans and Scottish Highlanders; but no Catholics)

- English settlers made up a lower proportion of the colony’s population than any of the original thirteen colonies.

E. Least populous of the 13 colonies

V. Colonial Slavery

A. Most slaves came from the West African coast (Senegal to Angola)
   1. Originally captured by African coastal tribes who traded them to European and American buyers.
   2. About 40% of slaves captured by Africans in the interior died en route to the coast.

B. Of the 10-15 million Africans sent into slavery in the New World, 400,000 came to North America. (Majority were sent to Spanish and Portuguese colonies in the Caribbean and South America.)
   1. About 25% of slaves died during the “Middle Passage.”
   2. Horrific conditions:
      a. Slaves often chained by neck and extremities to deck floor
      b. Packed into spaces about the size of a coffin; lay in own excrement
      c. In some cases, next deck only 18” above deck floor; slaves could not turn over; lay on their back the entire voyage.
   3. Survivors eventually were sold at auction blocks at ports like Newport, RI, or Charleston, SC (giant slave market).
   4. Most slaves came to North America after 1700
      a. Some came to Jamestown as early as 1619 but only 2,000 lived in Virginia in 1670.
         • Accounted for about 7% of southern plantation population by the mid-17th century.
      b. Rising wages in England in 1680’s reduced immigration to America.
         • By 1680’s, black slaves outnumbered white servants.
      c. 1698, Royal African Co. lost its monopoly on the slave trade.
         • Some Americans, especially from Rhode Island, took advantage of the lucrative slave trade.
      d. The numbers of slaves in America dramatically increased.
         • Accounted for 46% of Virginia’s population by 1750.
         • In South Carolina, blacks outnumbered whites 2 to 1.
         • In contrast, slaves accounted for only 5% of the North’s population (only 2% in Massachusetts).
      e. Until 1750, 25% of all slaves who arrived in North America died within the first year.

5. A few slaves gained their freedom and some even became slave owners.
   • However, this fact shouldn’t be over-exaggerated as they were minuscule in number relative to entire slave population.
C. Slave Codes
1. As Africans grew in numbers, threatened whites passed laws to severely control the slave population.
2. Most common codes stated:
   a. blacks and their children were their white masters’ property for life.
   b. it was a crime to teach literacy to slaves.
   c. conversion to Christianity was not grounds for freedom.
3. South Carolina’s inherited Barbados slave codes influenced codes in other colonies.

D. Slavery became the root of racism in America as a distinct color line was drawn.
1. Unlike the intermingling of whites, blacks, and Amerindians that existed in the Caribbean, Mexico, and South America, very little intermarriage occurred among blacks and whites in Britain’s North American colonies.
2. In effect, a caste system emerged in North America where African Americans, free or slave, were relegated to the bottom of the social hierarchy.
3. Children born to a slave woman and a white slave-owner—mulattos—were still considered slaves or were marginalized if set free.
4. Sexual relations between white women and males of other races were often prohibited.
5. The notion of inferiority based on skin color was embedded in U.S. law until the 1960s.

E. Slave Life
1. Slavery was harshest in the lower South (especially South Carolina); least harsh in the New England and Middle Colonies.
   a. Brutal and isolated conditions in rice and indigo farming led to many deaths.
   b. Fresh importation of slaves was needed to sustain productivity
2. Tobacco-growing in the middle south was less deadly.
   a. Plantations were larger and closer together.
      • Afforded slaves more contact with friends and relatives
   b. Increase of female slave populations made family life more possible by 1720.
      • Slave population increased through higher birthrate.
      • America became one of few slave societies in history to grow by natural reproduction.
F. Slave culture became a mixture of American and African folkways
   1. Elements of West African culture—such as languages, oral traditions, music, religious practices and family patterns—remained part of the American slave community.
   2. Family ties were often informal and extended family ties were important
      a. Result of slave families being broken up regularly due to members being sold
      b. “Fictive kin”: members of a community might be considered “family” even though they were not related by blood.
      c. Children were primarily raised by their mothers, who often dominated the home in slave quarters.
      d. Children were often looked after by many members of the community.
   3. Oral traditions were valuable in maintaining the African heritage.
      a. Teaching slaves to read was illegal in much of the South so alternate ways of spreading culture was necessary.
      b. After the work day was over, slaves would often get together on large plantations and share stories or their hopes of eventual liberation.
      c. Oral traditions were passed on in several languages e.g. Gullah, pidgin English, and Creole.
   4. Religion
      a. Call and response tradition from Africa was a component of slave religious meetings.
      b. Religion in slave communities often blended various forms of Christianity mixed with African traditions (such as voodoo).
      c. Certain elements of Christianity were very appealing (e.g. everyone is equal in heaven, Christ ministering to the poor).
      d. The book of Exodus in the Bible was particularly popular (Jews led by Moses had escaped Egypt).
   5. Music
      a. Rhythmic complexities of Africa were incorporated into music and drum rhythms played by slaves.
      b. The banjo, an African instrument, was used regularly.
      c. The European violin (fiddle) was adapted by slaves and became a staple instrument.
      d. Call and response singing was a popular element of slave music.
G. Slave rebellions show that slaves were not always docile.
   1. About 250 revolts occurred during the colonial era.
   2. **Stono Rebellion** (1739): largest slave revolt in history of the 13 colonies
      a. Spanish authorities offered freedom to any slave who escaped to Florida and converted to Catholicism (original offer occurred in 1693).
         - A steady stream of slaves had escaped to Florida in the early 1700s.
         - Escaped slaves represented a drag on the South Carolina economy and embarrassment to the British Empire.
         - Some escaped slaves fought to protect Spanish Florida from British attacks.
      b. 1739, Slaves in South Carolina tried to march to Spanish Florida.
      c. Slaves were eventually stopped by a militia after 25 whites had been killed; eventually scores of slave rebels were killed by militia and settlers.
      d. **Significance:** slave system became more strictly controlled (eg. curtailed rights of slaves to assemble with one another).

VI. Southern Society -- 18th century
   A. Southern class structure (from most powerful to least powerful)
      1. Plantation owners were at the top of the social ladder.
         - Ruled region's economy and monopolized political power.
      2. Small farmers comprised largest social group.
         a. Considered far below the prestige and power of planter class
         b. Most lived meager existences; some owned 1 or 2 slaves
         c. Modest sized plots
      3. Landless Whites -- most were former indentured servants
      4. Indentured Servants (lowest of whites)
         a. Decreased as black slavery increased (after Bacon's Rebellion)
         b. Only black slaves were lower in the class structure
      5. Constituted about 20% of colonial population by 1775
   B. The South remained underdeveloped.
      1. Few cities emerged.
      2. Life revolved around southern plantations.
      3. Poor transportation: waterways were principal means of transportation
   C. Why did the southern colonies differ from England?
      1. Demand for labor of indentured servants in the South (indentured servants)
      2. Women came in much smaller numbers
      3. Importation of slaves from Africa
Terms to Know

| Church of England (Anglican Church) | indentured servants |
| Chesapeake Virginia | Anglo-Powhatan Wars |
| Jamestown, 1607 Virginia Company | Bacon’s Rebellion, 1676 |
| Joint-stock company Virginia Charter | Governor Berkeley |
| “starving time” Captain John Smith Powhatans | Nathaniel Bacon |
| Pocahontas John Rolfe tobacco | Carolinas |
| House of Burgesses Maryland Lord Baltimore Act of Toleration, 1639 | “Restoration” colonies British West Indies Barbados Yamasee rice and indigo Charles Town North Carolina Georgia James Oglethorpe Middle Passage | |
| “headright” system | mulattos Stono Rebellion |

Essay Questions

Note: This sub-unit has been a high probability area for the AP exam. The new Curriculum Framework provides extensive coverage of the material contained herein. In the past 10 years, 4 questions have come wholly or in part from the material in this chapter. Below are some questions that will help you study the topics that have appeared on previous exams.

1. Compare and contrast the Chesapeake and Carolina regions. Were there actually two “Souths?”

2. What role did geography play in the development of the Southern colonies in the 17th century economically, socially, and politically?

3. Trace the development of indentured servitude and black slavery in the seventeenth and eighteenth centuries.

4. Analyze the relations between the governments and settlers of the southern colonies and Native Americans.
Bibliography:
New England Colonies in the Seventeenth Century

I. Protestant Reformation and the eventual rise of Puritanism
   A. 1517, Martin Luther began his break from the Catholic church; signaled the birth of Protestantism
      1. Luther declared the Bible alone was the source of God's word.
      2. Faith alone would determine salvation; he denounced the authority of the pope.
      3. The Reformation came to dominate European politics well into the next century.

   B. John Calvin elaborated on Luther's ideas and founded Calvinism in his Institutes of the Christian Religion (1536)
      1. God was all powerful and all-good.
      2. Humans, due to original sin, were weak and wicked.
      3. Predestination
         a. God was all-knowing and knew beforehand who was going to heaven or hell.
            • The "elect" were chosen by God to have eternal salvation.
         b. "Good works" (such as following the sacraments of the Catholic Church) did not determine salvation.
         c. However, one could not act immoral since no one knew their status before God.
         d. A conversion experience (an intense identifiable personal experience with God) was seen to be a sign from God that one had been chosen.
            • "Visible saints": After conversion, people expected to lead "sanctified" lives as a model for the community.

   C. Church of England and the Puritans
      1. King Henry VIII broke ties with Roman Catholic church in the 1530's and became head of the newly formed Church of England or Anglican Church.
      2. Puritans were Protestants seeking to reform the Anglican Church by removing its Catholic elements and excluding people who were not committed.
      3. Separatists: extreme group of Puritans who wanted to break from the Anglican Church altogether—later called Pilgrims.
      4. James I was concerned that Separatists challenged his role as leader of the Church and threatened to force them out of England.
D. Stuart Line of Monarchs: Backdrop to 17th-century colonial history
- James I (r. 1603-1625)
- Charles I (r. 1625-1642)
- 1642-1649 -- English Civil War
- Interregnum under Oliver Cromwell (1649-1658)
- Restoration: Charles II (1660-1685)
- James I (r. 1685-1688)
- "Glorious Revolution" (1688): William & Mary; Bill of Rights (1689)

II. The Plymouth Colony and the Pilgrims
A. Pilgrims: the first wave of Separatists
1. Separatists left Britain for Holland for freedom to practice Calvinism.
   a. Led by the Rev. John Robinson
   b. Later, became unhappy by the "Dutchification" of their children.
   c. Sought opportunity to practice their religion as Englishmen without interference.
2. Secured rights with the Virginia Company to settle within its jurisdiction in Virginia.
   a. Pilgrims agreed to work for 7 years in return for the support of the joint stock company which was comprised of non-separatist investors.
   b. Profits were to be shared among the settlers and investors after 7 years.
   a. Fewer than half were Separatists.
   b. Some historians suggest the Pilgrims "hijacked" the ship and gained consent of non-separatists by issuing the Mayflower Compact.
4. Plymouth Bay was eventually chosen as the settlement site.
   a. Plymouth had been an Amerindian community that had been ravaged by a great plague just a few years earlier.
   b. Plymouth was outside the jurisdiction of the Virginia Company.
   c. Settlers thus became squatters: no legal right to land and no recognized gov’t (thus, never gained a charter from the crown).
5. Mayflower Compact (not a constitution but an agreement)
   a. Purpose: legitimize Pilgrims’ settlement outside Virginia by creating a secular document recognizing James I as their sovereign and creating a body of all the settlers with power to devise laws and elect leaders.
      - Because Plymouth Colony never possessed a charter, it was later merged with Massachusetts Bay Colony.
   b. The agreement provided for majority rule among the settlers (excluding servants and seamen) and became an important seed
of democracy.

C. Adult male settlers assembled to make laws and conduct open-discussion town meetings.

6. Despite a terrible first winter where over ½ the people died, no one left Plymouth Plantation.

B. Relations with Amerindians

1. **Squanto** served as a liaison between the Pilgrims and the **Wampanoags** (Pokanokets) who controlled the region.

2. The Wampanoags helped the Pilgrims by demonstrating corn cultivation, where to fish, and introducing them to **Massasoit**, leader of the tribe.

3. By fall of 1921, 20 acres of Amerindian corn provided food for survival.
   a. **Thanksgiving** -- Autumn, 1621: Pilgrims adopted the Amerindians’ traditional custom of giving thanks at the time of harvest, believing their survival was God’s will
   b. The ritual lasted 3 days and became an annual event.

4. An alliance was formed by the Pilgrims and Wampanoags for mutual protection against other Amerindian tribes.
   - The peace between the Pilgrims and Wampanoags lasted 41 years until Massasoit’s death in 1662.

C. Success of the Pilgrims

1. Developed an economy of fur trade, fishing, and lumber.

2. Religion remained paramount in the community.

3. **William Bradford** served as the elected governor for many years.
   - To encourage farming, he distributed land among the settlers.

4. **Miles Standish**: military leader who was hired to protect the Pilgrims.
   a. Led expedition against the Massachusetts Indians at the behest of Massasoit; later scolded by the Rev. John Robinson
   b. Despite Puritan attacks from further north, Massasoit honored his treaty with the Pilgrims until his death in 1662.

D. 1691, the small Plymouth colony of 7,000 people merged with the large Massachusetts Bay Colony.

1. The Pilgrims did not have their own charter.

2. Massachusetts Bay had its charter revoked and the Crown sought to unify both colonies for administrative purposes.
III. The **Massachusetts Bay Colony** (founded in 1629)

A. **Puritans** came to America to escape religious persecution
   1. Charles I had dismissed Parliament in 1629 and sanctioned anti-Puritan persecution.
   2. **Archbishop Laud** opposed any separation from the Church of England.
   3. Hitherto, moderate Puritans had gathered support in Parliament for reforms.
   4. King refused to guarantee power of Parliament or basic rights for people.

B. **MBC** founded in 1629 by non-Separatist Puritans out of fear for their faith and England's future.
   1. Cambridge Agreement: signed in England; turned the corporate charter into a government that served as the MBC’s constitution for many years.
   2. Puritans were now far from royal authority and the archbishop.

C. The "**Great Migration**" (1630’s)
   1. By 1631, 2,000 colonists had arrived in Boston and had settled a number of towns around it as well.
   2. Turmoil in England resulted in 15,000 more immigrants coming to New England (60,000 others scattered throughout North America & West Indies).
   3. **English Civil War** (1642-1649) ended the Great Migration.
      a. Puritans remained in England to fight the Royalist forces.
      b. Puritans in England led by Oliver Cromwell took control of gov't between 1642 and 1660.
      c. Charles I was beheaded in 1649.

D. **John Winthrop** - Governor of the Massachusetts Bay Colony
   1. **Covenant Theology**: Winthrop believed Puritans had a covenant with God to lead a new religious experiment in the New World.
      • Wrote "**We shall build a city upon a hill**" in *A Model of Christian Charity* as he was sailing to Massachusetts Bay
   2. His strong leadership helped the colony to succeed.

E. Massachusetts became biggest and most influential of New England colonies.
   • Economy: fishing, shipbuilding, fur trade, lumbering; some dairy farming, and small farming of wheat and corn
IV. Religion and politics in Massachusetts Bay Colony

A. Governing was open to all free adult males (2/5 of population) belonging to Puritan congregations.
   1. Percentage of eligible officeholders was more than in England.
   2. Eventually, Puritan churches grew collectively into the Congregational Church.
   3. Puritan men gained the right to vote in 1631.
      - Non-religious men and all women could not vote.
   4. Townhall meetings emerged as a staple of democracy.
      a. Town governments allowed all male property holders and at times other residents to vote and publicly discuss issues.
      b. Votes were conducted by majority-rule (show of hands).

B. Purpose of government: enforce God’s laws (covenant theology)
   1. Provincial gov’t under Governor Winthrop was not a democracy.
   2. Only Puritans (the "visible saints") could be freemen; only freemen could vote.
      - Hated democracy and distrusted non-Puritan common people.
   3. Congregational church was "established": Non-church members as well as believers required to pay taxes to the gov’t-supported church.
   4. Religious dissenters were punished
      - New England became the least tolerant regarding religion (with the exception of Rhode Island).

C. Church leadership
   1. Controlled church membership by conducting public interrogations of people claiming to have experienced conversion.
   2. John Cotton was devoted to defending the government’s duty to enforce religious rules yet advocated a civil government.
   3. Clergymen were not allowed to hold political office.
      a. Congregation could hire and fire ministers and set salaries.
      b. In effect, a form of separation of church and state.
      c. Puritans in England had learned their lesson when they suffered at the hands of the "political" Anglican clergy in England.
      b. Represented an increased regional identity throughout much of New England.

D. Representative legislative assembly formed in 1634 and after 1642, the assembly met separately as a lower house and was the most influential organ of the government.
E. Religious dissenters in the Massachusetts Bay Colony

1. **Quakers**, who believed in an inner light and not in theology, flouted the authority of the Puritan clergy and were persecuted.
   - A few were publicly executed

2. **Anne Hutchinson**: believed in **antinomianism**
   - A. Accordingly, the "elect" didn’t need to obey man’s law because they were predestined for salvation.
   - B. She held prayer meetings at home to discuss John Cotton’s sermons with other women; this was taboo for a non-clergy member to do within the Congregational Church.
   - C. Clergy accused her of heresy and brought her to trial in 1638.
     - She claimed direct revelation from God, even a higher heresy.
     - She was banished from colony; set out for Rhode Island
     - Her trial may have been political since some who supported Anne politically opposed the present leadership of the colony

3. **Roger Williams**
   - A. Extreme Separatist who challenged the legality of the Plymouth and MBC charters because land had belonged to Amerindians and was not the king’s land to grant.
     - Claimed the MBC took land from Amerindians without fair compensation
   - B. "**liberty of conscience**"
     - Williams denied the authority of the civil gov’t to regulate religious behavior.
     - Claimed gov’t could only punish civil crimes while the church alone had responsibility for religious discipline.
     - Argued that no man should be forced to go to church, in effect, challenging the basis of the Massachusetts Bay government.
     - Used "wall of separation" metaphor for church and state separation.
       - Thomas Jefferson would later use this metaphor to disestablish religion in Virginia which later influenced the "No Establishment" clause of the U.S. Constitution (First Amendment)
   - C. General Court banished him from colony in October 1635 and Williams fled in winter of 1636 to Narragansett Bay, sheltered by Amerindian friends.
   - D. He purchased lands from Amerindians and founded the community of Providence, accepting all settlers regardless of their beliefs.
F. The decline of Puritanism
1. First-generation Puritans began losing their religious zeal as time went on.
   a. Large population influx dispersed Puritan population onto outlying farms away from control of church and neighbors.
   b. After the wave of dissention in the 1630s and 1640s (e.g. Hutchinson and Williams) conversions decreased dramatically.
      • Children of non-converted members could not be baptized.
   c. The jeremiad, taken from the Old Testament prophet Jeremiah, was used by preachers to scold parishioners into being more committed to their faith.
   d. Conversions continued to abate as second-generation Puritans had trouble getting their conversions authenticated by the church, thus preventing their children from being baptized.
2. "Half-Way Covenant," 1662: sought to attract more members by giving partial membership to the unconverted (who had been baptized as children).
   • Children of Half-Way members were allowed to be baptized.
3. Eventually, Puritan churches opened baptism to anyone
   a. Distinction between the "elect" and other members of society subsided.
   b. Strict religious purity was sacrificed for wider religious participation.
      • Women made up a larger percentage of congregations.
4. Salem Witch Trials, 1692: Symbolized the decline of the Puritan clergy
   a. Massachusetts suffered political, religious, and military upheaval that led to widespread paranoia and unrest.
      • Many Europeans and colonists in 16th and 17th centuries believed the devil worked through witches in the real world.
   b. First accusations began when young girls, after listening to voodoo tales from a black servant, began behaving oddly.
      • Witch hunt resulted in a reign of terror after certain older women were accused of being witches.
      • The young female accusers were from the poor western part of the community and accused the more prosperous people in the eastern part.
   c. After the witch trials, 20 people were executed (and a dog).
   d. Cotton Mather, one of most prominent clergymen in Massachusetts, tacitly supported the witch trials, thus weakening the prestige of the clergy.
V. Completing the New England Colonies

A. Rhode Island (1644)
1. Complete freedom of religion, even for Jews, Catholics and Quakers.
   a. No oaths required regarding one's religious beliefs
   b. No compulsory attendance at worship
   c. No taxes to support a state church
2. Provided simple manhood suffrage in the colony from the outset.
   • Opposed to special privilege of any sort
3. Rhode Island gained immigration dissenters from the MBC which led to the most individualistic and independent population (along with North Carolina).
4. Given a charter from Parliament in 1644; squatters now had rights to land.
5. Williams built a Baptist church at Providence (some claim it is the first Baptist church in America).

B. Connecticut (founded in 1636)
1. May 1636, group of Boston Puritans led by Rev. Thomas Hooker moved into the Connecticut River valley area and founded the town of Hartford.
   a. Three valley towns of Hartford, Windsor, and Wethersfield established Connecticut colony.
   b. Hooker believed MBC gov't was too arbitrary and oppressive.
   c. His congregation also wanted more lands that the MBC was unwilling to grant.
2. New Haven founded in 1638
   a. Founded by Puritans wanting stricter and closer church-gov't alliance than Massachusetts (in contrast to Hooker’s ideas).
   b. When the colony harbored two judges who condemned Charles I to death, Charles II sought revenge by granting a colonial charter to Connecticut which merged New Haven with the more democratic settlements in Connecticut Valley.
3. Fundamental Orders were drafted in 1639 by the new Connecticut River colony.
   a. First modern constitution in American history
   b. Established a democracy controlled by wealthy citizens
      • Gov’t should be based on the consent of the people.
      • Patterned after Massachusetts’ gov’t
      • Foundation for Connecticut’s colonial charter and later, its state constitution

C. Maine was absorbed by the MBC in 1677
   • Remained part of Massachusetts for nearly 150 years until the Compromise of 1820.
D. New Hampshire (1679): had been absorbed in 1641 by Massachusetts Bay Colony
   1. Primarily a fishing and trading economy
   2. 1679, Charles II arbitrarily separated NH from MBC after being annoyed with MBC's apparent greed in land acquisition. NH became royal colony.

VI. Relations with American Indians
A. Pequot War (1636-1637)
   1. Despite the Puritan victory over Amerindians, the New England colonies realized collective security was necessary for future defense.
   2. Relations between Puritans and Pequots were strained in years preceding the war in southern Connecticut and Rhode Island as Puritans wanted Amerindians to move.
   3. Connecticut towns sent 90 men who opted to attack a smaller village of non-combatants where 400 Indian men, women and children were slain.
   4. By summer’s end, most remaining Pequots were either captured, sold as slaves to the West Indies, or fled for shelter to their former enemies.
   5. Puritans used Biblical passages to justify extermination of the Pequots.

B. New England Confederation was founded in 1643: MBC, Plymouth, Connecticut, and New Haven
   1. Response to the Pequot War
   2. Purpose: defense against foes (e.g. Indians, French, and Dutch).
   3. Significance: First milestone on road to colonial unity.
   4. English Civil War in 1640s left colonies to fend for themselves.
   5. Organization
      a. Exclusively Puritan (Maine and Rhode island not allowed)
      b. Helped to solve intercolonial problems (e.g. runaway servants and criminals)

C. King Philip’s War (1675)
   1. New England Confederation put to the test during war with Indian chieftain King Philip (Metacom) -- Wampanoag Chief, son of Massasoit
   2. 52 of 90 Puritan towns attacked; burning or other damage ensued; 13 destroyed
      • Indians copied the Puritan attacks on noncombatants in the Pequot War.
   3. Colonists victorious; many Indians sold into slavery in Bermuda
      • Metacom was executed and his head was cut-off and displayed for 20 years.
4. **Impact of the war:**
   b. Native Americans effectively removed from MBC, Connecticut, and Rhode Island
   c. Success of New England Confederation can be seen perhaps as the beginning of American identity as separate from Britain (as Britain did not help the colonists in the war)
   d. New England’s success caught the attention of the British Crown that sought to cash in on the region’s success
      • Massachusetts’ charter revoked a few years later

VII. **Dominion of New England**

A. **Charles II** clamped down on the New England Confederation.
   1. Relative autonomy among the colonists disturbed Charles, the royalists, and the Church of England.
      • Puritan hopes of purifying the Anglican Church were destroyed.
   2. MBC charter was revoked in 1684 in response to its resisting royal authority.

B. **Dominion of New England** established by James II in 1686
   1. England sought to enforce its policy of **mercantilism** in which the colonies existed solely for the benefit of the mother country: wealth, prosperity, and self-sufficiency for the empire.
   2. 1685, Lords of Trade created the **Dominion of New England** to unite the colonies from Nova Scotia to the Delaware River under one govt.
   3. Purpose of DNE:
      a. Enforce the **Navigation laws** created to protect England’s mercantilist system
      b. Trade with non-English colonies and allies was forbidden
      c. Bolstered colonial defense against Amerindians, Dutch, and French.
   4. 1686, James II appointed **Sir Edmund Andros** to lead the DNE to oversee all of New England and later New York and East and West Jersey.
      a. Colonists despised his autocracy and allegiance to the Anglican Church.
      b. Town meetings were forbidden; all land titles were revoked.
      c. Heavy restrictions placed on the courts, press, and schools.
      d. Taxed the people without consent of their representatives.
      e. Enforced the unpopular Navigation Laws and suppressed smuggling
      • Smuggling in the colonies thus became common and even honorable as a way of resisting the crown.
C. England's "Glorious Revolution" triggered the "First American Revolution"

1. Catholic James II was dethroned in England and replaced by his daughter Mary and her Dutch-born Protestant husband William III (William of Orange).
   - Parliament created a constitutional monarchy: forbade the king from levying taxes or ruling without its consent.
3. Unrest spread from New England to the Carolinas.
4. DNE collapsed and enforcement of the Navigation Laws was disrupted.

D. Post-Glorious Revolution New England

1. 1691, Massachusetts was made a royal colony with a new charter and a royal governor.
2. Plymouth Colony was merged with Massachusetts
3. Tighter administrative control by the crown over the colonies resulted.

VIII. New England’s economy

A. Impact of geography and demography

1. Lack of good soil forged the Puritan characteristic of frugality and hard work.
   - Subsistence farming was common; very little cash crop farming
   - Dairy farming also became important
2. Trade was the cornerstone of region’s economy: fishing and shipbuilding
3. Lumbering, shipping, and fur trade also became important due to abundant forests and harbors.
   - Excellent ports such as Boston and Newport became important in the developing Atlantic trade.
4. Some iron production developed in the 1640s but it was later restricted by the Navigation Acts as England did not want its colonists competing against English iron foundries.
5. Due to its thriving economy, by 1700 Boston was the largest city in the colonies with 8,000 inhabitants.

B. Less ethnic diversity

1. European immigrants were less attracted to the soil-depraved region than to the middle colonies.
2. Relatively few slaves lived in New England (although ironically, Newport Rhode Island was a major slave trading port).
3. Lack of plantation agriculture (e.g. tobacco) meant few indentured servants came to New England.
4. New England’s population thus became the most homogenous
among the three colonial regions.

C. The early New England economy was inspired by the Protestant work ethic fostered by Calvinists.
   1. Early New Englanders worked tirelessly to create the “city on a hill” and economic success often was the result.
   2. Puritan industriousness was partly due to the lack of fertile land which necessitated the pursuit of alternate economic activities.

IX. New England Society
   A. Puritan contribution to American character
      1. Democracy (within the Congregational church) via town meetings and voting rights to church members (starting in 1631)
         a. Led to democracy in political gov’t ("Body of Liberties" in 1641 may have been world’s first bill of rights).
         b. Townhall meetings where freemen met together and each man voted was democracy in its purest form.
         c. New England villagers regularly met to elect officials, appoint schoolmasters and attend to civic issues (e.g. road repair).
      2. Perfectionism
         a. Puritans sought to create a perfect society based on God's laws.
         b. Argued against slavery on moral grounds.
         c. Ideas lay the foundation for later reform movements: abolition of slavery, temperance and prohibition of alcohol, public education, prison reform, etc.
      3. Protestant work ethic: those who were faithful and worked hard and succeeded were seen favorably by God.

   B. Education was a major feature of New England society.
      1. Harvard College founded in 1636 to train the clergy; first college in the colonies.
         a. Demonstrated the desire of Puritans to have a highly trained clergy.
         b. By contrast, Virginians did not found a college until 1693 (College of William and Mary).
      2. Massachusetts School of Law (1642 and 1647)
         a. Towns with more than 50 families were required to provide elementary education to enable children to read the Bible.
         b. New England became most literate region of the country.
         c. A majority of adults knew how to read and write.

   C. Small villages and farms formed the basis for a tightly knit society.
      1. Necessary to provide security from bordering Amerindians and French and Dutch traders and settlers.
      2. After 1640s, outsiders were generally not welcome in villages.
      3. Lived an extremely strict and conservative lifestyle.
D. New England Family
1. New England’s climate less deadly than in southern Colonies
   a. Cooler weather and clean water meant far less disease
   b. Added 10 years to life spans compared to England; life expectancy was 70 years
2. Puritans tended to migrate to New England as families rather than as individuals
   • In contrast, 75% of immigrants to the Chesapeake in the 17th century came as unmarried indentured servants.
3. Families tended to have many children.
4. Strong family stability produced healthy adults and strong social structure.

Review of Main Ideas:
1. What political and religious circumstances in England led to the formation and development of New England?
   ▶ Persecution of Puritans in England resulted in the migration of Pilgrims and Puritans in the 1620s
   ▶ English Civil War significantly reduced migration to New England.
   ▶ English Civil War preoccupied English gov’t and left the colonies to fend for themselves (e.g., New England Confederation).
2. How did religion play a role in the development of the New England colonies?
   ▶ Pilgrims came for religious freedom in 1620
   ▶ Puritans came starting in 1629 to "build a city on a hill"; Covenant Theology
   ▶ Rhode Island founded by a religious dissenter, Roger Williams
   ▶ Connecticut River colonies founded by Puritan communities
   ▶ Protestant work ethic resulted in a diverse and successful economy
   ▶ Puritan clergy had much power until the late 17th century.
   ▶ Education important so that people could read the Bible; high literacy rate
   ▶ Creation of tightly-knit communities
3. How did New England differ socially, economically and politically from the southern colonies?
   ▶ Socially: emphasis on Puritanism (little religious toleration), education, strong family and community ties
   ▶ Economically: diverse economy -- trade, fishing, shipbuilding, shipping, fur trade, some dairy farming, some corn and wheat farming; relatively small numbers of slaves
   ▶ Politically: church members could vote, not as aristocratic, strong communities
4. How did Puritanism in New England lead towards democracy?
   - Townhall meetings
   - Church members could vote

5. Trace the decline in the prestige of the Puritan clergy in 17th century New England:
   - Jeremiad
   - Halfway Covenant (1662)
   - Dominion of New England (1680s)
   - Salem Witch Trials (1692)
   - By 1700, Puritan church became the Congregational Church that was open to all comers.

Terms to Know

<table>
<thead>
<tr>
<th>Protestant Reformation</th>
<th>Quakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Calvin</td>
<td>Anne Hutchinson</td>
</tr>
<tr>
<td>Calvinism</td>
<td>antinomianism</td>
</tr>
<tr>
<td>predestination</td>
<td>Roger Williams</td>
</tr>
<tr>
<td>the “elect”</td>
<td>“liberty of conscience”</td>
</tr>
<tr>
<td>“visible saints”</td>
<td>jeremiad</td>
</tr>
<tr>
<td>Church of England</td>
<td>Half-way Covenant</td>
</tr>
<tr>
<td>Puritans</td>
<td>Salem Witch Trials</td>
</tr>
<tr>
<td>Separatists</td>
<td>Cotton Mather</td>
</tr>
<tr>
<td>Pilgrims</td>
<td>Rhode Island</td>
</tr>
<tr>
<td>Plymouth Colony</td>
<td>Connecticut</td>
</tr>
<tr>
<td>John Robinson</td>
<td>Thomas Hooker</td>
</tr>
<tr>
<td>Mayflower</td>
<td>Fundamental Orders</td>
</tr>
<tr>
<td>Mayflower Compact</td>
<td>Pequot War</td>
</tr>
<tr>
<td>Wampanoags (Pokanokets)</td>
<td>New England Confederation</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>King Philip’s War</td>
</tr>
<tr>
<td>Squanto</td>
<td>Metacom</td>
</tr>
<tr>
<td>Massasoit</td>
<td>Dominion of New England</td>
</tr>
<tr>
<td>Massachusetts Bay Colony</td>
<td>Charles II</td>
</tr>
<tr>
<td>Archbishop Laud</td>
<td>mercantilism</td>
</tr>
<tr>
<td>“Great Migration”</td>
<td>Navigation Laws</td>
</tr>
<tr>
<td>John Winthrop</td>
<td>Sir Edmund Andros</td>
</tr>
<tr>
<td>covenant theology</td>
<td>“Glorious Revolution”</td>
</tr>
<tr>
<td>A Model of Christian Charity</td>
<td>“First American Revolution”</td>
</tr>
<tr>
<td>Congregational Church</td>
<td>perfectionism</td>
</tr>
<tr>
<td>townhall meetings</td>
<td>Protestant work ethic</td>
</tr>
<tr>
<td>“established”</td>
<td>Harvard College</td>
</tr>
<tr>
<td>John Cotton</td>
<td>Massachusetts School of Law</td>
</tr>
<tr>
<td>Cambridge Platform</td>
<td></td>
</tr>
</tbody>
</table>
Essay Questions

Note: This sub-unit has been a very high probability area for the AP exam. The new Curriculum Framework provides extensive coverage of the material contained herein. In the past 10 years, 6 questions have come wholly or in part from the material in this chapter. Below are some questions that will help you study the topics that have appeared on previous exams.

1. Analyze the role of religion in the development of the New England colonies

2. Compare and contrast the New England colonies and the Southern colonies politically, economically and socially.

3. What was the role of geography in the development of the New England colonies?

4. Analyze the relationship between the New England colonies and Amerindians

Bibliography:
College Board, AP United States History Course and Exam Description (Including the Curriculum Framework), 2014: History, New York: College Board, 2014
Fraser, James W., By the People: A History of the United States, Boston: Pearson, 2015
The Middle Colonies (Mid-Atlantic Colonies)

I. Characteristics of the Middle Colonies: NY, PA, NJ, DE
   A. Excellent land for farming: region became known as the "bread colonies" for exports of grain; also fruits and vegetables.
   B. Three rivers – Susquehanna, Delaware, and Hudson – provided a the means to tap the fur trade in the interior.
   C. Less aristocratic than New England and the Southern colonies (except NY)
      • Land holdings were intermediate in size (except NY)
   D. Fewer industries than New England; more than in the South
      1. Shipbuilding and lumbering also important (not as large-scale as New England)
      2. Shipping and commerce
   E. Population was the most ethnically mixed; religiously tolerant; democratically controlled (less so in NY)
      • Yet, much factional conflict among groups.

II. New York
   A. Rise of the Dutch in North America
      1. Henry Hudson, Englishman who was employed by the Dutch East India Co., sailed into Delaware and NY bays in 1609, and traveled up the Hudson River.
      2. New Netherlands founded in 1623-1624 on the Hudson River by Peter Minuit
         a. Established by the Dutch West India Company for quick-profit fur trade.
         b. Manhattan Island bought from Amerindians for about $30.
            • The tribe that sold the land didn’t actually own it but Dutch lay claim to the land anyway.
      3. New Amsterdam (later NYC) founded as company town/sea port
         a. City run by the DWIC in the interest of the stock-holders.
         b. Little religious toleration, free speech, or democratic practices.
         c. Much grain production for export along the Hudson River Valley
         d. Patroonship: Aristocratic structure; resembled serfdom
            • Huge estates granted to promoters who would settle 50 persons on them. (One estate in Albany was larger than Rhode Island!)
            • Lowly laborers worked long hours growing grain for export.
            • After repeated protests, a semi-representative body was finally granted.
e. Cosmopolitan town: by 1640's 18 languages were spoken there
f. Intermarriage between Dutch settlers and Amerindians was not uncommon (in contrast to English settlers who rarely intermarried or had sexual relations with Amerindians or Africans).
  • Intermarriage was at times a means of tapping the fur trade (French traders also intermarried for economic opportunity).

B. Challenges to New Netherlands and defeat by England.
1. Amerindians, in retaliation for Dutch violence, massacred settlers.
   • A fort was built as a defense; located at today's Wall Street.
2. New England was hostile to growth of New Netherlands; saw the Dutch as a threat.
   a. Established New Sweden between 1638-1655
   b. In 1655, a Dutch force led by Peter Stuyvesant, ended Swedish rule.
   c. Swedish colonists were absorbed by New Netherlands.
4. 1664, Charles II ordered the military removal of the Dutch from New Netherlands.
   a. Peter Stuyvesant was forced to surrender without firing a shot.
   b. Charles' brother, the Duke of York, given control over the area.
5. Name of the colony was changed to New York.

C. New York Chapter of Liberties (1683)
1. Granted freedom of religion to all Christians and gave all landholders suffrage.
2. Important as a step leading to eventual democracy in New York.
3. Limitations:
   a. Much land in the hands of a few landowners or speculators.
   b. New York retained feudalistic traits more than any other colony in the North (resembled southern plantation owners).

D. NY became a royal colony in 1685 when James II became king.

E. NY flourished under English rule, profiting from trade with Iroquois, and attracting agricultural workers.

F. Autocratic in character
1. Discouraged many Europeans from coming to NY; this retarded population growth.
2. Leisler's Rebellion in NYC (1691) occurred in response
   a. Remnants of patroonships led to popular discontent as huge estates were parceled out to upper-class whites, crowding out poor farmers.
   b. Jacob Leisler governed New York between 1689-91 and
introduced some democratic practices and redistribution of land to poor laborers.
c. In 1691, the English government sought to remove him.
d. A combination of poor whites and farmers led by Leisler put up armed resistance.
   • Inspired by the "Glorious Revolution" and the overthrow of the Dominion of New England.
e. The revolt failed, Leisler was hanged, and parceling out of huge estates continued.
f. Significance: demonstrated growing disaffection of lower classes against the privileged classes (Bacon’s Rebellion had occurred 15 years earlier).
   • Other rebellions would follow in the 18th century: Carolina Regulator Movement (1739), Paxton Boys in Pennsylvania (1764).

III. Pennsylvania (founded in 1681)
A. Quakers in England emerged during the mid-1600’s (Religious Society of Friends)
   1. Non-conformist in nature: more radical than the Puritans in opposing authority
      a. Refused to support the Anglican Church with taxes
      b. Did not employ a paid clergy
      c. Took no oaths
      d. Made no deference to authority figures
      e. Pacifists: refused military service; advocated passive resistance
   2. Simple and democratic; sought religious and civic freedom
   3. Believed in an "inner light," not scripture or hierarchy, and saw all men as equal in God's eyes.
   4. Suffered persecution in New England and other colonies for opposing authority.

B. William Penn
1. 1681, gained a huge grant from the king in return for money owed to his father.
2. Primary motive for founding a colony: haven for Quakers
3. Secondary motives: Experiment with liberal ideas in gov’t while making a profit.
   • "Holy Experiment": Penn allowed religious toleration among many denominations in Pennsylvania
4. Pennsylvania became the best advertised of all the colonies.
   a. Pamphlets were distributed in England, Netherlands, France, and Germany.
      • Promised cheap land, freedom of religion, and representative government.
b. These generous land policies attracted many immigrants.
c. PA also attracted carpenters, masons, shoemakers, and other manual workers.

C. Success of Pennsylvania
1. The colony became a major producer of grain and successfully traded with Amerindians in the fur trade.
2. All Swedes, Finns, and Dutch in the area were naturalized.
3. Philadelphia was carefully planned and became one of the largest cities in North America.
4. Representative gov't was established with landowners having voting rights.
   a. No tax-supported state church
   b. Freedom of worship guaranteed to all residents
   c. No provisions were established for military defense as it was against Quaker pacifist doctrine
   d. Quakers were strongly against slavery and eventually established the first abolitionist societies during the Revolutionary era.
5. Penn bought land from Amerindians and the Quakers fostered excellent relations with them initially.
6. By the mid-17th century, relations with Native Americans had deteriorated.
   a. The “Walking Purchase” of 1737 swindled the Lenape (Delaware) Indians out of hundreds of thousands of acres.
   b. Penn’s descendants were less interested in building on the good relations with Amerindians that William Penn had fostered.
7. By 1700, Pennsylvania was 4th largest colony (behind VA, MA, and MD)
   a. Quakers were shrewd businessmen; exported grain and other foodstuffs as part of the Atlantic trade.
   b. PA attracted a large German population.

IV. New Jersey started in 1664 as Quaker settlement; 2 proprietors received area from the Duke of York (the future king of England).
   • 1702, the two Jerseys were combined as a royal colony.

V. Delaware was granted its own assembly in 1703.
   A. Contained a large Quaker population
   B. Remained under the governor of Pennsylvania until the American Revolution

VI. Colonial society in the 17th Century
   A. Class
   1. Most immigrants were neither at the top or bottom of society.
      a. Few class distinctions existed on the frontier where many
colonials lived.
b. Upper-class pretensions were resented to a larger degree than in Europe; egalitarian society was desired
2. Upper-class attempt at reproducing European stratification in America did not succeed.
a. Common people were too numerous to be subjugated
b. Emerging middle class became increasingly influential
c. Democratic traditions in many colonies provided a hedge against complete upper class control.
d. Rebellions against upper classes failed to topple them
   • Bacon’s Rebellion (1676)
   • Leisler’s Rebellion (1691)

B. Colonial lifestyle
1. Most colonists were farmers (about 80% by the American Revolution)
2. Compared to most 17th-century Europeans, Americans had a higher standard of living.
a. Land was cheap, although less available in the southern plantation system.
b. Wages were about three times that of Europe.

Three Types of Colonies by 1775

Royal
- Virginia
- Massachusetts
- New York
- Maryland
- South Carolina
- North Carolina
- New Hampshire
- New Jersey
- Delaware
- Georgia

Proprietary
- Pennsylvania
- New Hampshire (until 1641)
- Maryland (until 1692)
- South Carolina (until 1729)
- New Jersey (until 1702)
- Delaware (until 1703)
- Georgia (until 1752)

Charter
- Connecticut
- Rhode Island
- Virginia (until 1624)
- Massachusetts (until 1691)
- North Carolina (until 1729)
Note: This sub-unit is a lower probability area for the AP exam. In the past 10 years, 2 questions have come wholly or in part from the material in this chapter.

MAJOR CONCEPTS FOR 17TH CENTURY COLONIAL AMERICA

1. Why was the Protestant Reformation ultimately important to the creation of America?
   - Calvinism drove the will of the Puritans to establish a religiously pure colony in America
   - Most of early America was Protestant (except certain Catholic pockets)
   - Protestantism became one of the defining characteristics of American culture: work ethic, democratically structured churches, religious toleration among different religious groups (except some Puritans and some officials affiliated with the Anglican Church)

2. How were the Puritan immigrants important to the growth of democracy in the New World?
   - Congregational church in MBC: Townhall meetings, church members could vote
   - Simple manhood suffrage in Rhode Island
   - Fundamental Orders in Connecticut River colony

3. Significance of New England Confederation?
   - First step towards colonial unity

4. Major effects of Dominion of New England?
   - Puritan influence permanently reduced
   - Common revolutionary sentiment throughout the colonies

5. Similarities among all 13 colonies
   - mostly English
   - possessed British freedoms
   - self-government (though not all democratic)
   - religious toleration (to at least some degree in each colony)
   - educational opportunity (most in New England; least in South)
   - economic opportunity and social self-development
   - increasingly unique from the British monarchy in character

6. Differences among the three colonial regions.
      - Puritan dominated in many areas, less religiously tolerant, more restrictions on civic participation, more industry, less available farm land
   b. Middle Colonies: New York, New Jersey, Pennsylvania, Delaware
Ethnically diverse, religiously tolerant, democratic, Quakers contributed to human freedom, farming, lumbering, ship building, shipping, trade, fur trapping

c. Southern Colonies: Maryland, Virginia, North Carolina, South Carolina, Georgia

- Plantation economy, aristocratic, slavery, cash crops, scattered population, expansionary, some religious toleration (Church of England dominant)

**Terms to Know**

<table>
<thead>
<tr>
<th>Middle Colonies (mid-Atlantic Colonies)</th>
<th>New York</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Netherlands</td>
<td>New York</td>
</tr>
<tr>
<td>Peter Minuit</td>
<td>New York Chapter of Liberties</td>
</tr>
<tr>
<td>Manhattan Island</td>
<td>Leisler’s Rebellion</td>
</tr>
<tr>
<td>New Amsterdam</td>
<td>Pennsylvania</td>
</tr>
<tr>
<td>Patroonship</td>
<td>Quakers</td>
</tr>
<tr>
<td>New Sweden</td>
<td>William Penn</td>
</tr>
<tr>
<td>Peter Stuyvesant</td>
<td>“Holy Experiment”</td>
</tr>
<tr>
<td></td>
<td>New Jersey</td>
</tr>
<tr>
<td></td>
<td>Delaware</td>
</tr>
</tbody>
</table>

**Bibliography:**


American Colonial Society in the Eighteenth Century

I. Characteristics of eighteenth-century British colonial America
   A. Enormous population growth: common feature among the 13 colonies
      1. Demographic changes resulted in a shift in the balance of power between the colonies and England.
         a. 1700: colonies had less than 300,000 people; 2.5 million by 1775 (20% black)
         b. High fertility rate: ratio of English immigrants for each American-born colonist dropped significantly
            • 20 to 1 in 1700
            • 3 to 1 in 1775
      2. Largest colonies were Virginia, Massachusetts, Pennsylvania, North Carolina and Maryland
      3. Four major cities: Philadelphia, New York, Boston, Charleston
      4. 90% of colonists lived in rural areas in the early 18th century; 80% by the American Revolution
   B. America as a melting pot: the "Old Immigration"
      1. The British American colonies had the most mixed population in perhaps all the world despite being mainly English.
         a. South held 90% of slaves
         b. New England was least ethnically mixed; predominantly English
         c. Middle colonies were the most ethnically mixed.
         d. Outside of New England, about 1/2 of the population was non-English in 1775.
      2. Population breakdown: 1790
         a. English and Welsh (66%): English was the dominant language; British institutions dominated the colonies.
         b. African: 20% of the population by 1775; mostly concentrated in the South
         c. Scots Irish (and Scots Highlanders): 6%
            • Presbyterian Scots Lowlanders
               ○ Many became squatters on frontier lands and fought Native Americans for land.
                  ▪ Squatters were settlers who move onto land without permission or legal title.
                  ▪ Eventually squatters moved south into the backcountry of Maryland, western Virginia, and the western Carolinas.
o Hated the British for uprooting them earlier from Scotland
o Most were frustrated and poor
o Thousands came to America in early 1700s (mostly in Pennsylvania)
  • Scots Highlanders – small population; loyal to the crown; relatively well-off
d. German (5%)
  • Fled religious persecution, economic oppression, and war in the early 1700’s
  • Settled mostly in Pennsylvania; comprised 1/3 of its population
  • Primarily Lutheran
  • No loyalty to British crown.
  • Retained German language and customs.
e. Dutch (2%): concentrated in New York and New Jersey
f. Irish (2%)
g. French (0.4%)
h. All other whites (0.3%) (Swedes, Jews, Swiss)

C. Structure of colonial society
  1. Stratification emerged by the mid-18th century; not as much prior to 1750
    a. Small Upper-class:
      • Aristocratic plantation owners in the South dominated wealth and influence
      • Merchants, lawyers, officials, and clergymen dominated the North
    b. Yeoman farmers constituted the majority of the population: small landowners
c. Small merchants, manual workers, and hired hands: many did not own land
d. Indentured servants and jailbirds: had limited to no influence
e. Slaves: 20% of population
  2. Americans on average had the highest standard of living in the world.

II. Commerce and Trade
A. The British Empire was based on mercantilism.
  1. The empire sought economic self-sufficiency and a favorable balance of trade with rival empires.
  2. The colonies existed solely for the benefit of the mother country.
a. 1651, the first Navigation Act was passed during Oliver Cromwell’s “Protectorate” which sought to prevent Dutch
trade with the American colonies.
b. 1660, England banned colonial trade with any other country except England.
c. 1663, all goods shipped from Europe to the American English colonies first had to go through England for tax purposes.
d. 1673, England imposed taxes on coastal trade among the colonies and appointed customs agents to enforce the Navigation Laws.
e. Later laws such as the Wool Act, Iron Act, and Hat Act sought to reduce colonial production and/or exportation of goods that would either pose competition to British manufacturers or evade taxation by the empire.
f. Certain "enumerated" articles like tobacco couldn’t be shipped to any other foreign market except England, despite higher prices in other markets.

B. The Atlantic Trade included two major Triangular Trade models

1. **Triangular Trade:** Atlantic slave trade
   a. New England rum was shipped to Africa.
   b. Ships were then filled with slaves and sent to the West Indies.
   c. Molasses and some slaves sailed to British North America where ships were unloaded and reloaded with rum.

![Atlantic Trade Map](image_url)

2. **Triangular Trade:** classical model (see below)
   a. Britain shipped textiles, rum, and manufactured goods to Africa.
   b. Slaves were transported to the West Indies and North America.
   c. Goods from the West Indies and North America, such as sugar, tobacco, lumber, cotton goods, were shipped to
C. Illegal American colonial trade was designed to circumvent England’s Navigation Laws

1. A period of “salutary neglect” from c. 1713 to 1763 enabled Americans to trade without much regulation by the British Empire.

2. Increased trade
   a. Growth of the American population created an increased demand for British goods.
   b. As the American economy grew, Americans sought other foreign markets and resisted the Navigation Acts.
      - Exports to France and the French West Indies brought in money to buy British goods.
      - **Molasses Act, 1733**: Britain sought to stop colonial trade with the French West Indies; the colonists ignored it.
         - The act was typical of how Navigation Laws aimed at the American colonies were often not obeyed.


4. New England ships illegally brought French molasses back home to be distilled for rum production.
   - Rhode Island became the center for rum distillation in the colonies.

5. Rum from New England was shipped illegally to the French West Indies where slave ships that had disposed of their human cargo took rum to the Gold Coast of Africa.

6. Slaves transported via the Middle Passage to the colonies (e.g. Newport, RI) but some of the trade came from non-British ships.
D. Manufacturing
1. Secondary in importance to farming.
2. Lumbering, mining, fishing, and shipbuilding became the most important industries during the 18th century.
3. Small industries existed such as tailoring, shoemaking, baking, metalworking, and furniture making.
   - The Iron Act of 1750 placed further restrictions on colonial metal production.
4. Wool: female spinners and weavers at home produced a large output of cloth.
   - Wool Act of 1699 forbade exportation of colonial wool or wool products and imposed a tax on wool products imported into the colonies.
5. Other enterprises included naval stores, beaver hats, rum, carpentry

E. Agriculture remained vital to trade in the Middle and Southern colonies.
1. Grain was exported from the mid-Atlantic colonies (the “bread colonies”)
2. Tobacco from the Chesapeake (Virginia and Maryland) and North Carolina was shipped to Britain.
3. Rice and indigo from South Carolina and Georgia were shipped to Britain or to the Caribbean where rice fed the large slave population that worked in sugar cane fields.

III. Religion
A. State of religion
1. Only 1 in 7 northerners were church members; even less in the South.
2. Toleration came about in large part due to the enormous number of non-church members.
3. The Anglican Church in the South and New York and the Congregational Church in New England were established and collected taxes from all colonists regardless of religious affiliation.
4. Two major issues:
   a. Rights of dissenters in established churches
   b. Religious style and conviction during the Great Awakening
5. After the American Revolution, the desire for religious toleration led to the separation of church and state (except in New England).

B. Major religious groups
1. Anglican Church (Church of England); tax supported
   a. Official faith in VA, MD, N & SC, GA, and part of NY
   b. Church was a branch of royal authority
c. Faith was less intense; more worldly compared to Puritanism.
d. Weakened by the lack of a resident bishop in America.
   • Non-Anglicans would see a bishop as a conspiracy to
     impose royal power.
e. Established the College of William and Mary in Virginia
to train ministers, 1693.

2. Congregational Church (grew out of the Puritan church)
   a. Prominent in New England
   b. Initially, all citizens, regardless of faith, supported the
      church through taxes.
      • Eventually, non-members of other well-known
        denominations protested and became exempted.
   c. Emphasized Christ's existence in each individual
      Congregation.

3. Presbyterian Church
   a. Closely associated with the Congregational Church -- both
      were Calvinist
   b. In contrast to Congregationalists, Presbyterians believed all
      Presbyterian churches constituted a unified body.
   c. It was not an official religion in any of the colonies.

4. Quakers
   a. Quakers existed in large numbers in PA, NJ, DE, and RI.
   b. Protested the New England slave trade (e.g., Newport, RI)
      • Became important in the emerging 18th century abolition
        movement

5. Jews
   a. The first Jews arrived in the mid-17th century; located in RI,
      NY, PA, MD, and SC.
   b. Approximately 1,500 lived in the colonies by the mid-18th
      century.

C. The Great Awakening, 1730s-1740s
   1. First mass social movement in American history
      • Spread principally throughout the middle and southern
        colonies
   2. Main issue was religious style: personal faith, church practice,
      and public decorum.
      a. Two primary issues:
         • Crisis within the ministry (to what degree should
           organizational purity be maintained)
         • Crisis between the clergy and the laity (e.g. ministers'
           salaries, degree of political control exercised by the
           Congregation)
      b. The Great Awakening was a reaction against the elaborate
         theological doctrines, emotional stagnation, and liberal
         doctrines (arminianism) of the established churches.
• Arminianism: Directly challenged Calvinism’s predestination doctrine and was supported increasingly by liberal ministers; stated man is not helpless in achieving salvation; his will can be an effective force in being saved
  c. Enthusiasts saw themselves as beneficiaries of a direct inspiration from God: became the driving force behind the Great Awakening

   a. Credited with starting the Great Awakening in 1734
      • The most influential theological writer and thinker of the movement; some of his sermons were read worldwide.
   b. Blasted the idea of salvation through free will (arminianism); he believed that dependence on God's grace was paramount.
   c. Emphasized eternal damnation in his most famous sermon, Sinners in the Hands of an Angry God (1741)
   d. Style was learned and reasoned; not emotional like other "new lights"

4. George Whitefield (1714-1770)
   a. Brilliant English orator who traveled extensively throughout South (coastal towns), the Middle and New England colonies
   b. His basic appeal was to the Bible.
   c. Most influential figure of Great Awakening; founded Methodism in Georgia and South Carolina

5. "Old Lights" vs. "New Lights"
   a. Old Lights: orthodox and liberal clergymen deeply skeptical of emotionalism and the theatrics of the revivalists.
      • Believed emotionalism threatened their usefulness and spiritual authority
   b. New Lights: supported the Awakening for revitalizing American religion; used emotionalism to move followers
   c. Congregationalists and Presbyterians split over the issue.
   d. Baptists attracted believers in conversion who longed for emotion in religion.

6. Significance of the Great Awakening
   a. Split denominations thus increasing the competitiveness of American churches
      • By the 19th century, the Baptist and Methodist churches were the two largest in the U.S.
   b. Converted many thousands of people and brought religion to many who had not had contact with it
   c. Undermined the powerful older clergy.
   d. Encouraged a new wave of missionary work among Amerindians and slaves
   e. Founding of "new light" colleges: Dartmouth, Brown, Rutgers, and Princeton
   f. Laid the foundation for anti-intellectualism as part of the
American character
7. The Great Awakening had a strong democratic component,
   a. Unlike Europeans, American colonials had much more choice
      over religion (a highly American trait).
   b. It represented another important example of resistance to
      established authority (the older established clergy).

IV. Education
A. New England was the region most dedicated to education.
   1. Stressed Bible reading by community members.
   2. Primary and secondary schools were established early in the
      colony's history (Massachusetts School of Law, 1647).
   3. Literacy was much higher in New England than in the
      Chesapeake region or the deep South where only the privileged
      enjoyed the benefits of education.

B. Middle colonies
   1. Also had primary and secondary education
      a. Some tax-supported, some privately owned
      b. Diffuse population made creation of good school systems
         difficult
   2. Many wealthy families sent their sons to colleges in England.

C. South
   1. Educational opportunities were limited for most people except the
      wealthy.
   2. Wealthy planters hired tutors to teach their children.
   3. Population was highly dispersed; ineffective educational system
      for common folks.

D. Higher education
   1. Primary focus was the training of new clergy, not academics.
      • Emphasis was placed on religion and on the classical languages,
        Latin and Greek.
   2. Higher education improved with the establishment of the
      University of Pennsylvania
      a. Benjamin Franklin helped establish it.
      b. First American college to be free from denominational control
         • Offered a more modern curriculum: modern languages,
           experimentation, reason
   3. Nine important colleges emerged during the colonial period
      (others existed as well)
      • Harvard, William and Mary, Yale, Princeton, Pennsylvania,
        Columbia, Brown, Rutgers, and Dartmouth
V. Culture and the Press

A. Most Americans were too busy working to survive to spend time on art.
   - Colonial America lacked the high culture of England although a few notable exceptions existed.

B. Benjamin Franklin (1706-1790)
   1. Writings had a profound effect on shaping the American character
   2. Poor Richard's Almanack (edited from 1732-1758)
      a. Compendium of writings of many contemporary thinkers
      b. Emphasized thrift, industry, morality, and common sense
      c. More widely read than any book except the Bible; widely read in Europe as well
   3. Franklin's Autobiography (1791) is now considered a classic.
      a. Perhaps the first American literary work taken seriously by Europeans
      b. Unpublished during his lifetime
   4. Franklin was perhaps the only first-rank scientist produced in colonies.
      a. Experiments with electricity
      b. Bifocal spectacles
      c. Franklin stove
   5. He started the first privately supported circulating library in America; by 1776, there were about 50.

C. Phillis Wheatley (c.1753-1784)
   1. Slave who was taught by her master’s mistress to read and write
   2. First important African American poet and writer in America
   3. Abolitionists would point to her as proof that Africans were not intellectually inferior.

D. The colonial press
   1. Manual printing presses ran off pamphlets, leaflets and journals.
      - Effective for airing social grievances and building opposition to the British.
   2. Zenger Case (1735)
      a. The case paved the way towards freedom of expression.
      b. John Peter Zenger’s newspaper had criticized the corrupt royal governor.
      c. He was charged with seditious libel and brought to trial.
      d. He argued that he had printed the truth; the royal chief justice ruled that printing was enough to convict, regardless of the truth.
      e. The jury ruled in favor of Zenger.
      f. Newspaper editors thus received some freedom (not as much as post-1776).
VI. Colonial Politics

A. Structure of the colonies by 1775

1. **Royal Colonies**: Ten colonies had royal governors appointed by the crown and were more closely regulated by Britain.

2. **Proprietary Colonies**: Pennsylvania was the only remaining proprietary colony on the eve of the revolution.
   - Initially, Maryland, Carolina and Georgia had been proprietary.

3. **Charter Colonies**: Connecticut and Rhode Island elected their own governors under self-governing charters.

---

**Three Types of Colonies by 1775**

- **Royal**
  - Virginia
  - Massachusetts
  - New York
  - Maryland
  - South Carolina
  - North Carolina
  - New Hampshire
  - New Jersey
  - Delaware
  - Georgia

- **Proprietary**
  - Pennsylvania
    - New Hampshire (until 1641)
    - Maryland (until 1692)
    - South Carolina (until 1729)
    - New Jersey (until 1702)
    - Delaware (until 1703)
    - Georgia (until 1752)

- **Charter**
  - Connecticut
  - Rhode Island
  - Virginia (until 1624)
  - Massachusetts (until 1691)
  - North Carolina (until 1729)

---

B. Development of republicanism

1. **Republicanism**: representative government where people elect their own representatives to protect their interests.

2. Bicameral legislatures were most common among the 13 colonies.
   a. **Upper house**, or **Council**: normally appointed by the crown or Proprietor.
   b. **Lower house**, or **Assembly**: elected by property owners (the people)
      - Voted for taxes to pay the expenses of the colonial government
      - Because there were more property owners per capita in the colonies than anywhere else in the world, the colonies were, in effect, the most democratic region anywhere.
C. Nature of American politics
   1. Colonial governments did not enjoy the power that Parliament enjoyed.
   2. Yet, colonial governments were far more reformed than those in England.
      a. Much more direct representation; the will of the people was more effectively expressed.
      b. Less corruption
   3. Administration at the local level
      a. New England: **townhall meetings**
      b. South: county government
      c. Middle colonies: combination of the above
   4. Voting restrictions
      a. The upper class opposed democracy as they did not trust the common people.
      b. Property and/or religious qualifications were imposed.
      c. As much as 50% of white males were disenfranchised.

D. Governors
   1. Legal power (in theory)
      a. Had authority to exercise veto power over colonial legislation
      b. Had power to dissolve lower houses of colonial assemblies
      c. Had power over the judiciary in the colonies
   2. In reality, governors were weak in many respects.
      a. Assemblies often controlled governors’ salaries.
         • One governor did not get paid for a dozen years because he governed contrary to the wishes of the colonial legislature.
      b. The king's orders were often strict and ineffective as Britain was 3,000 miles away.
      c. Governors suffered from a lack of money from supporters.
      d. Assemblies had powers to fill government positions in most colonies; this reduced the influence of governors.
      e. Towns instructed their representatives how to vote which was often contrary to the wishes of governors.

E. Development of Democratic Ideals in Colonial America
   1. Democratic ideal of tolerance emerged
   2. Educational advantages higher compared to Europe
   3. Equality of opportunity much more pronounced than in Europe
   4. Freedom of speech and the press
   5. Freedom of assembly
   6. Representative government
VII. **Age of the Enlightenment** (1720s to about 1790)

A. **Classical Liberalism**
   1. **Liberty** -- Individual human rights
      a. Freedom of religion
      b. Freedom of speech and press
      c. Fair and equal treatment before the law
   2. **Equality** -- All citizens should have identical rights and civil liberties. Above all, nobility had no right to special privileges based on accident of birth.
      a. Equality of opportunity
      b. Did not mean everyone should be economically equal
   3. Human dignity and human happiness
   4. Science, progress, and rationality: liberal principles would lead to better government and a better society for all.
   5. **Representative government** (but not democracy): Only those who owned property and had a stake in society could become representatives.

B. Important Thinkers
   1. **John Locke**: *Second Treatise on Civil Government* (1690) (late 17th century during England’s “Glorious Revolution”)
      a. Men set up governments in order to protect their property
      b. **Natural Rights**: Life, liberty, and property
      c. **Natural right to rebellion**: A gov’t that abuses its power becomes a tyranny. Rebellion can be avoided if gov’t respects the right of its citizens and if the people defend their liberties.
   2. **Baron de Montesquieu**: *The Spirit of Laws* (1748)
      a. **Checks and balances; separation of powers** among three branches of gov’t
      b. Despotism could be avoided if political power was divided and shared by a diversity of classes and orders holding unequal rights and privileges.
   3. **Adam Smith**: *Wealth of Nations* (1776)
      a. Most significant work on capitalism ever written; foundation of modern economics
      b. Formulated idea of a free economy; contrasted mercantilism
         - Free competition, via private enterprise, would result in greater income for everyone, not just the rich.

C. **Deism** – Religious or philosophical branch of the Enlightenment
   1. Naturalistic view of God
      - **Premise**: God created the universe and then stepped back; universe ran like a clock—the "Ghost in the Machine"
   2. Believed in reason over revelation
   3. Deists largely rejected traditional Christianity and the divinity of Jesus
5. Not a wide-scale movement; popular among certain groups of intellectuals

XIII. Democratic developments in colonial America

- **1619, Formation of the Virginia House of Burgesses**: First representative assembly in America; beginning of representative government in America.
- **1620, Mayflower Compact**: First agreement for self-government; freemen agreed to majority rule
- **After 1629, New England Townhall Meetings**: Church members discussed political and community issues
- **Colonial Assemblies**: The lower house of colonial assemblies gradually gained political influence; governors had difficulty ruling without the support of assemblies.
- **1639, Fundamental Orders of Connecticut**: First written constitution in America.
- **1643, New England Confederation**: Connecticut, New Haven, Plymouth, and Massachusetts formed an organization for collective security against Indian attacks. This was an important step in creating more unity among New England colonies.
- **1649, Maryland Act of Toleration**: Guaranteed religious freedom to all Christians (but not Jews and atheists)
- **1676, Bacon’s Rebellion**: Western Virginia farmers revolted against eastern government; first of several major rebellions where common people are fighting for a more responsive government.
- **1683, New York Chapter of Liberties**: Granted freedom of religion to all Christians and gave all landowners the right to vote. Created to attract more settlers to New York.
- **1691, Leisler’s Rebellion**: Jacob Leisler led a rebellion of frustrated poor people and farmers who protested huge land grants favoring wealthy landholders and speculators that left common people with few opportunities to own land.
- **1735, Zenger Case**: A colonial jury found John Peter Zenger innocent of libel against New York's governor. This is an important first step towards freedom of the press.
- **1754, Albany Plan for Union**: Proposed by Benjamin Franklin, the plan would have created an intercolonial congress. It was rejected by Britain for giving too much control to the colonies and rejected by the colonies fearing an oppressive colonial congress.
- **1764, Paxton Boys**: Western Pennsylvanians (Scots Irish) rebelled against government believing government was not doing enough to protect them from Amerindian attacks.
- **1771, Carolina Regulator Movement**: Frustrated poor people from western North Carolina rebelled against the colonial government (similar to Bacon's Rebellion and Leisler's Rebellion)
- **1713-1763, "Salutary Neglect":** The colonies enjoyed relative autonomy from British rule. Americans became used to regulating their own political and economic affairs (such as Triangular Trade) without British interference. When Britain tried to reimpose control in 1763, the road to revolution began.

- **1740s, Great Awakening:** Americans enjoyed much choice regarding religion. Churches increasingly had to cater to the needs of their parishioners. This was an important democratic step.

- **1720s to 1790s, The Enlightenment:** American political thought was influenced by Locke's natural rights philosophy (including consent of the governed) and Montesquieu's views on checks and balances.

### Terms to Know

<table>
<thead>
<tr>
<th>&quot;Old Immigration&quot;</th>
<th>Baptists</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (and Welsh)</td>
<td>Benjamin Franklin</td>
</tr>
<tr>
<td>Africans</td>
<td>Phillis Wheatley</td>
</tr>
<tr>
<td>Scots-Irish squatters</td>
<td>Zenger Case</td>
</tr>
<tr>
<td>Germans</td>
<td>Royal Colonies</td>
</tr>
<tr>
<td>mercantilism</td>
<td>Proprietary Colonies</td>
</tr>
<tr>
<td>Navigation Laws</td>
<td>Charter Colonies</td>
</tr>
<tr>
<td>Triangular Trade</td>
<td>republicanism</td>
</tr>
<tr>
<td>Molasses Act</td>
<td>upper house, “Council”</td>
</tr>
<tr>
<td>Anglican Church</td>
<td>lower house, “Assembly”</td>
</tr>
<tr>
<td>Congregational Church</td>
<td>townhall meetings</td>
</tr>
<tr>
<td>Presbyterian Church</td>
<td>Enlightenment</td>
</tr>
<tr>
<td>Quakers</td>
<td>classical liberalism</td>
</tr>
<tr>
<td>Great Awakening</td>
<td>John Locke</td>
</tr>
<tr>
<td>Arminianism</td>
<td>“natural rights”</td>
</tr>
<tr>
<td>Jonathan Edwards</td>
<td>“right to rebellion”</td>
</tr>
<tr>
<td><em>Sinners in the Hands of an Angry God</em></td>
<td>Baron de Montesquieu</td>
</tr>
<tr>
<td>George Whitefield</td>
<td>separation of powers</td>
</tr>
<tr>
<td>“old lights” vs. “new lights”</td>
<td>checks and balances</td>
</tr>
<tr>
<td></td>
<td>Adam Smith, <em>Wealth of Nations</em></td>
</tr>
<tr>
<td></td>
<td>Deism</td>
</tr>
</tbody>
</table>
Essay Questions

Note: The new Curriculum Framework provides extensive coverage of the material contained herein. Thus, this sub-unit is a high probability area for the AP exam. In the past 10 years, 4 questions have come wholly or in part from the material in this chapter. Below are some questions that will help you study the topics that have appeared on previous exams.

1. To what extent did each of the three regions of colonial America develop a unique and separate society by 1750? (You will need to review notes for Units 2.1, 2.2, 2.3, and 2.4)

2. Analyze how the Atlantic trade influenced the development of the American colonial economy and society.

3. Analyze the extent to which British mercantilism succeeded in achieving its goals in the Atlantic trade in the 17th and 18th centuries.


5. Analyze the impact of the Great Awakening on American religion and society in the eighteenth century.

6. To what extent had the American colonies developed a democratic society by the eve of the American Revolution?

7. Discuss the development of the colonial economy in the eighteenth century.
Bibliography:
Wikipedia Commons, maps of the Triangular Trade
Colonial Wars for North America

I. French Canada
   A. France was late in coming to the New World
      1. Much religious conflict between Catholics and Huguenots (Calvinists) in the late-16th century stunted colonial expansion.
      2. Edict of Nantes (1598): Granted limited toleration to French Protestants
         a. Religious wars ceased and France began looking at expanding its influence in the Atlantic trade.
         b. France later became the dominant power in 17th-century Europe led by King Louis XIV.
   B. The French established Quebec in 1608 (a year after England had established the Jamestown colony in Virginia)
      1. Founded by Samuel de Champlain (“Father of New France”)
      2. Entered a friendship with the local Huron, the enemies of the Iroquois Confederation.
         - Significance: Iroquois, in retaliation, later kept the French from expanding into the Ohio Valley, ravaged French settlements, and allied with the British.
   C. Government
      1. Lacked popularly-elected assemblies or trial by jury.
      2. French population in New France grew slowly -- only 6,000 whites by 1750 (compared to about 2 million in the 13 British-American colonies)
   D. New France expands in North America
      1. Of the European powers, the French were the most successful in creating an effective trading relationship with the Amerindians.
         a. British settlers sought to remove or exterminate them.
         b. Spain sought to Christianize and subdue them via the encomienda system (forced labor in towns), and the mission system where forced conversion often occurred.
         c. The French became great gift givers (the key to getting on with Amerindians who based their inter-tribal relationships on gift giving) during last two decades of the 17th century.
         d. French fur traders often married Amerindian women and adopted tribal customs.
      2. The Beaver trade led to the exploration of much of North America:
         a. A heavy demand for fur in Europe meant the fur trade was
b. **Coureurs de bois** (runners of the woods): rough French frontiersmen who were heavily involved in the fur trade.

c. **Voyageurs**: French seamen who recruited Amerindians into the fur trade

3. **Jesuits**: Catholic Missionaries sought to convert Amerindians and “save” them from the perceived debauched ways of fur trappers; (the missionaries lived among the tribes)

4. France established posts in the Mississippi region (New Orleans was the most important)
   a. Sought to block Spanish expansion into the Gulf of Mexico.
   b. Forts and trading posts in Illinois country were built:
      - Kaskaskia, Cahokia, and Vincennes.
      - Large amounts of grain was sent down the Mississippi River for shipment to the West Indies and Europe.

II. Clash of Empires: England, France, and Spain

A. Four world wars occurred between 1688 and 1763
   1. King William's War (1689-1697) and Queen Anne's War (1702-1713)
      a. British colonials and their Iroquois allies fought the French coureurs de bois and their Amerindian allies.
      - American colonials had penetrated the fur trade in the North American interior at the expense of French fur traders.
      - The Iroquois controlled much of the fur trade in the Great Lakes region and had thus been in conflict with French traders since about 1680.
      b. European weapons deeply intensified Amerindian warfare in the eastern woodlands during last three decades of the 17th century.
      - Resulted in the temporary depopulation of the Ohio Valley as a result the Beaver Wars where the Iroquois (allied with the English and Dutch) waged war on the Huron and Algonquin tribes.
      c. During King William’s War, the French armed the Hurons and Algonquins; the Iroquois were forced into neutrality.
      - The Iroquois turned to diplomacy with Europeans after 1700 and an uneasy balance of power emerged.
      d. The Treaty of Utrecht (1713) ended colonial wars for nearly three decades.
      - Britain gained Newfoundland, Nova Scotia, and the Hudson Bay territory from France
      e. In the British American colonies, a generation of peace ensued—“salutary neglect”—without much interference from Great Britain.
2. King George's War (1744-1748) (War of Austrian Succession)
   a. Spain again allied with France against Britain.
   b. New Englanders again invaded New France and took the important city of Louisbourg commanding the entrance to the St. Lawrence River.
   c. Peace Treaty of 1748
      • England gave Louisbourg back to the French in order to help negotiations for a cease-fire in the European war.
      • British colonists were furious; felt vulnerable from potential French threats in the north.

3. French and Indian War (1754-1763) (Seven Years' War):
   most important of the colonial wars.
   a. Cause: conflict over the Ohio Valley
      • British settlers continued to move into the region and were increasingly opposed to French dominance there.
      • The French needed to retain the region so to link Canada with the lower Mississippi Valley and the Caribbean.
      • The French saw Iroquois trading concessions to British merchants in the late-1740s as a threat to French interests in the Ohio Valley.
         o In response, they began to fortify the region with the construction of Ft. Duquesne.
         o The balance of power the Iroquois had tried to retain was now unraveling.
   b. Fort Duquesne, May, 1754
      • Lt. Col. George Washington was sent by the Virginia gov’t to the forks of the Ohio River to prevent the French from building a fort there, hoping instead to build a British fort.
      • Washington was defeated and forced to surrender his entire command but was allowed to leave with his army intact.
      • In effect, Washington triggered a world war.
   c. Britain retaliated by clamping down in Nova Scotia.
      • Relocated 4,000 Nova Scotians throughout the continent, including Louisiana.
      • French-speaking Acadians became the descendants of modern day "Cajuns."
   d. The war widened into hitherto largest world war: 25,000 American colonials fought in the conflict.
   e. Albany Congress (1754)
      • Great Britain’s Board of Trade called leaders from all the colonies to meet in Albany to discuss Amerindian threats and to ask for an alliance with the Iroquois.
      • The Iroquois refused to commit themselves to the British.
      • Long-range purpose: increase colonial unity and organize a strong defense against France.
f. Albany Plan for Union
   - Benjamin Franklin proposed a plan for colonial home rule: dealt with defense and Amerindian affairs.
     o Adopted by delegates
     o Individual colonies rejected it: not enough autonomy would be given to colonies
     o Britain rejected it as it might give too much independence to the colonies.
g. Nearly all Amerindian tribes in the Ohio Valley (except the Iroquois) allied with the French against the British.
   - Viewed Washington’s defeat at Ft. Duquesne as a sign of British weakness.
   - In a decisive 1755 battle, British General Braddock was defeated a few miles from Fort Duquesne by smaller French and Indian forces.
h. Britain failed in a full-scale invasion of Canada in 1756.
i. William Pitt (The “Great Commoner”) – became leader of British gov’t and changed Britain’s strategy in the war.
   - Focused on defeating France in North America in order to win the war instead of remaining bogged down in Europe.
   - Pitt was very popular among the British people; his success in the war led to Ft. Duquesne being renamed Pittsburgh.
j. Tensions emerged between British authorities and American colonists.
   - Some colonists were impressed into service without their consent.
   - Supplies and equipment for the military were confiscated from farmers and tradesmen.
   - British troops were quartered by colonists, without compensation.
   - These injustices were reversed by Pitt in 1758 who ordered colonists be compensated for property and that soldiers be enlisted by the colonies themselves.
k. Battle of Quebec (1759)
   - Pitt appointed General James Wolfe to take Quebec
   - The city fell in 1759, effectively ending the war in North America (although both Wolfe and the French commander Montcalm were killed during the battle).
   - Represented one of most significant battles in British and American history.
l. Treaty of Paris (1763): in effect, France was removed from North America completely.
   - Technically, lands west of Mississippi River were still French but not yet settled, but France gave it to Spain as compensation for their support in the war.
4. Significance of Britain’s victory over France in North America
   a. Great Britain emerged as the dominant power in North America and as the leading naval power in the world.
   b. Permanently altered the balance of power in North America between Britain, France, and the Amerindians
      • Amerindians were now increasingly at the mercy of British American settlers who moved westward without fearing French reprisals.
      • By 1800, many of the eastern woodlands Indians were removed or killed by American encroachment.
   c. The enormous war debt resulted in new imperial tax policies that eventually led to the American Revolution.

III. Friction between the colonies and Britain during and after French and Indian War.
   A. The colonies emerged from war with increased confidence in their military strength
      1. Colonial military leaders were angry that few Americans were promoted in the British army and that American officers were treated poorly.
      2. Yet, British leaders believed Americans had often performed poorly in the war and did not deserve the respect they desired.
   B. British authorities were upset that American shippers traded with Spain and the French West Indies during the war.
      1. Enemy Amerindians were aided by increased foodstuffs.
      2. Britain thus forbade the export of all supplies from the New England and Middle colonies during last year of the war.
      3. Some colonies refused to supply troops: saw economic gain as more important than loyalty to Britain.
         • Only later agreed to commit troops when Pitt offered to substantially reimburse the colonies.
   C. The legitimacy of British rule in local colonial affairs came into question.
      1. Pitt’s reversal of harsh British policies toward the colonies beginning in 1858 convinced many colonists that the British should have little to no role in local matters.
      2. The colonies expected the autonomy they had enjoyed during the era of “salutary neglect.”
   D. American westward colonial expansion increased significantly after the war.
      1. The French barrier west of the Appalachians was removed.
      2. Spanish and Indian threats were removed in many areas.
3. Settlers were no longer as dependent on British protection in the frontier.

E. Pontiac’s Rebellion (1763)
1. Amerindians in the Ohio Valley region were angered at British treatment during the last years of the French and Indian War.
2. Chief Pontiac, an Ottowa chief, refused to surrender his lands to the British although France (their ally in the war) had lost and were now gone.
3. Chief Pontiac led an Amerindian alliance against whites in the Ohio Valley and Great Lakes region in 1763.
   a. 9 of 11 British forts were taken and several were wiped out.
   b. Perhaps 2,000 lives were lost during first 6 months of the conflict, and many more colonists were driven from their homes on the frontier back to more settled areas.
   c. It took Britain 18 months to bring the rebellion under control.
      • Britain retaliated with germ warfare: blankets infected with smallpox were distributed among the Amerindians who thus died in droves.

F. Proclamation of 1763
1. In response to Pontiac’s Rebellion, King George III signed an edict creating royal colonies in all newly acquired lands in the Treaty of Paris.
2. Prohibited colonials from moving west of the Appalachians
   a. The line drawn from Canada to Florida along the crest of the Appalachians was only intended to be temporary.
   b. British aim: settle land disputes with Amerindians fairly to prevent more uprisings like Pontiac's and organize the eventual settlement and defense of the frontier.
3. Colonials were infuriated; saw the edict as being permanent.
   a. Many veterans had fought in the war and felt betrayed.
   b. Land speculators argued that the land was a birthright of British citizens.
4. Colonials generally ignored the Proclamation and continued to stream westward.
Terms to Know

<table>
<thead>
<tr>
<th>Quebec</th>
<th>Ft. Duquesne</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huron</td>
<td>Albany Congress</td>
</tr>
<tr>
<td>Iroquois Confederation</td>
<td>Albany Plan for Union</td>
</tr>
<tr>
<td>fur trade</td>
<td>William Pitt</td>
</tr>
<tr>
<td>coureurs de bois</td>
<td>Battle of Quebec</td>
</tr>
<tr>
<td>voyageurs</td>
<td>Treaty of Paris, 1763</td>
</tr>
<tr>
<td>Jesuits</td>
<td>Pontiac’s Rebellion</td>
</tr>
<tr>
<td>“salutary neglect”</td>
<td>Chief Pontiac</td>
</tr>
<tr>
<td>Beaver Wars</td>
<td>Proclamation of 1763</td>
</tr>
<tr>
<td>French and Indian War</td>
<td></td>
</tr>
</tbody>
</table>

Essay Questions

Note: This sub-unit is a medium probability area for the AP exam. In the past 10 years, 2 questions have come wholly or in part from the material in this chapter. Below are some questions that will help you study the topics that have appeared on previous exams.

1. How did the colonial wars of the late-seventeenth and early-eighteenth centuries alter the relationship between Amerindians and the French and British Empires?

2. How did the outcome of the French and Indian War alter the balance of power in North America?

3. How did the French and Indian War alter the relationship between the British Empire and her American colonies?
Bibliography:
College Board, AP United States History Course and Exam Description (Including the Curriculum Framework), 2014: History, New York: College Board, 2014
Road to the American Revolution

I. The American colonies prior to the American Revolution
   A. In the 18th century, a large percentage of American colonists were proud to belong to British empire.
      1. Newer studies suggest that by 1763 the American colonies had achieved tremendous integration within the empire; did not forget their "Britishness."
      2. On average, Americans had the highest standard of living in the world.
         a. Drop in the price of British goods meant American consumers had many choices.
         b. Land ownership opportunities were better than in Europe.
   B. "Salutary neglect" (beginning about 1713)
      1. Between 1713 and 1763 the American colonials saw reduced gov't intervention in colonial affairs.
         a. Whig prime minister, Sir Robert Walpole, believed leaving the colonies alone to run their own affairs with little interference would produce more wealth and commerce, and cause less friction.
         b. Britain would provide peace, protection, commerce, ensure law and send more immigrants to America to increase numbers of customers.
         c. Britain was focused on major wars in Europe.
         d. Colonies were left to raise, equip and train own militia for protection against Amerindians.
         e. In effect, had to develop self-reliance and effective organization
      2. Development of self-government
         a. 13 separate colonial governments emerged; often undermined the authority of Parliament.
         b. Local gov't was much more responsive to local needs.
         c. Americans became used to regulating their own affairs without significant interference.
         d. American manufacturing increased despite British policies to protect British manufacturers (Navigation Laws)
            • Cost of American goods increased making merchants wealthy.
      3. Smuggling was rampant as British regulation became lax in 18th century.
C. Violent protests by western colonists toward eastern authority continued.

1. Paxton Boys Rebellion (1764)
   a. Pennsylvania Scots Irish dissenters in the western frontier marched against Quaker leniency regarding gov’t Amerindian policy.
   b. 20 peaceful Indians were killed, followed by a march on Philadelphia demanding better representation, protection against Indians on the frontier, and funds for internal improvements.
   c. The group dispersed after Ben Franklin promised their concerns would be considered by the legislature.

2. Regulator Movement (1771)
   a. Eastern farmers in North Carolina were frustrated with British tax policies, inadequate representation of western farmers in the colonial assembly, and legislation favoring wealthy planters in the east.
   b. Fighting lasted for three years.

3. These two rebellions were similar to Bacon's and Leisler's rebellions in the 17th century and two future rebellions: Shays’s Rebellion in 1787 and the Whiskey Rebellion in 1794.

II. British mercantilism
A. Positive impact of mercantilism
   1. Until 1763, the Navigation Laws did not adversely impact the colonial economy.
   2. Colonials had rights of Englishmen and opportunities for self-government (salutary neglect).
   3. The colonies had British military protection free of charge.
   4. The colonies greatly profited from manufacturing and trading.

B. Negative impact of mercantilism
   1. Colonial manufacturing was hindered by British policies.
   2. Southern colonies suffered as export prices dropped due to "enumeration."
      - Virginia especially affected; poor economic conditions resulted in unrest
   3. New England resented favorable British policies toward Southern colonies (who produced tobacco, sugar and rice).
   4. Writs of Assistance
      a. Search warrants by British customs officers harassed colonial shipping.
      b. Aimed to reduce colonial smuggling (e.g. illegal triangular trade.)
      c. 1761, James Otis, a young Boston lawyer, demanded Parliament repeal the acts.
• Parliament refused but Otis’ efforts gained press throughout the colonies.
• Later, Otis famously wrote the words "no taxation without representation."

C. End of "salutary neglect"
1. 1763 marked new era in relations between Britain & the colonies
   a. George Grenville, new Prime Minister, sought to enforce the Navigation Acts.
      • Americans particularly angry about increased authority of admiralty courts that could now try smugglers, tax evaders, ship owners, and others accused of violating commercial restrictions; no trial by jury; located in Nova Scotia.
   b. Britain’s debt from the Seven Years’ War was enormous.
      • Half the debt was due to the cost of protecting the colonies.
      • Britain thought the colonists should pay 1/3 of maintaining a garrison of 10,000 British soldiers to protect against Amerindian uprisings.

2. King George III (r. 1762-1820)
   a. Stubborn leader who surrounded himself with gov’t officials that were often inexperienced, selfish, and narrow-minded.
      • Five different prime ministers served during the first 10 years of his reign.
   b. He sought to exercise increased control over the colonies.
   c. 50 years of Whig power gave way to a conservative gov’t dominated by the king beginning in 1762.

3. Proclamation of 1763
   a. Prohibited colonials to move west of the Appalachians
   b. British aim: Settle land disputes with Amerindians fairly to prevent future uprisings like Pontiac's Rebellion.
   c. Many colonials were infuriated.
      • Many veterans had fought in the war and felt betrayed.
      • Land speculators believed Americans should have access to lands.
   d. Colonists generally ignored the Proclamation.

4. Currency Act (1764)
   a. Britain restricted colonial printing of paper money.
      • Wanted colonists to pay back debts and taxes with hard currency (gold and silver)
   b. Trade deficit between England and America hurt the colonies
      • Most gold and silver flowed to England from the colonies since the colonies imported more than they exported.
      • Lack of gold meant lack of hard cash; bartering increased

5. Sugar Acts, 1764 (updated version of Molasses Act of 1733)
   a. First act ever passed specifically that raised revenue for the crown
b. Aimed to regulate the illegal triangular trade by collecting duties that the colonists had not paid for many years
c. Reduced taxes on molasses but taxed all molasses, not just molasses from the French West Indies.
d. Not enforced effectively; duties eventually lowered after Stamp Act crisis

6. **Quatering Act**, 1765: Certain colonies were required to provide food and quarters for British troops.
   - This had also occurred during the French and Indian War.

III. Three great crises in the colonies led to the American Revolution: Stamp Act, Townshend Acts, and Tea Act

A. **The Stamp Act of 1765** -- Perhaps the single most important event leading to the American Revolution

1. Purpose: Raise revenues to support new British military forces in the colonies

2. Provisions:
   a. Official stamps on paper would serve as proof of payment.
   b. Tax applied to published materials and legal documents e.g., pamphlets, newspapers, diplomas, bills of lading, marriage certificates, death certificates, mortgages, insurance policies, liquor licenses, and playing cards
   c. Both the Sugar Act and Stamp Act provided for trying offenders in **admiralty courts** where juries were not allowed.
      - Burden of proof was on the defendants who were assumed guilty unless proven innocent.

3. Grenville saw the Stamp Act as reasonable and just.
   a. Only required colonials to pay their fair share for colonial defense
   b. A Stamp Act in Britain had been much heavier and in effect for about 50 years.

4. Virginia Resolves (led by Patrick Henry)
   a. VA leaders believed the Stamp Act attacked colonial's rights as Englishmen.
   b. 5 of Henry’s 7 resolutions were adopted by the House of Burgesses, including non-importation.
   c. Claimed that Virginia could only be taxed by Virginians
      - "No taxation w/o representation"
   d. Assemblies of 8 other colonies passed resolutions similar to Virginia’s

5. Colonist views distinguished between "legislation" and "taxation"
   a. Legislation, "**external taxes,**" the right of Parliament regarding the empire; e.g. customs duties (tariffs)
   b. Taxation, "**internal taxes,**" exclusive right of local representative gov't
• British taxation was seen as robbery and attacked the sacred rights of property.

c. Grenville’s response: colonies had "virtual representation" in Parliament
    • He stated all British subjects were represented, even those who did not vote for members in Parliament.

d. Colonists dismissed "virtual representation"
    • Proclaimed "no taxation w/o representation"
    • They did not really want "direct representation" (actual representation)
      o Would mean increased taxes (as in Britain) and increased responsibilities to the crown
      o Colonial representatives would be heavily outnumbered in Parliament.

6. Stamp Act Congress (1765) -- brought together 27 delegates from 9 colonies
   a. Massachusetts invited colonies who adopted the Virginia Resolves to meet.
   b. Drew up a statement of their rights and grievances and demanded that the king and Parliament rescind the Stamp Act.
   c. Largely ignored in England; of little consequence in the colonies
   d. Significance: Brought together representatives from various colonies and set precedent for future resistance to British rule.
      • Helped break down sectional suspicions within the colonies
   e. Enacted non-importation agreements against British goods.
      • Britain’s economy suffered from non-importation but it was not decisive in reversing Parliament’s decision.

7. Sons of Liberty led by Samuel Adams violently enforced nonimportation agreements against violators; (tarring and feathering was one brutal tactic)
   a. Houses of pro-British officials were vandalized, burglarized, and the warehouse where stamps were stored was destroyed.
   b. All stamp act agents were forced to resign; no one risked selling stamps.

8. Stamp Act was repealed in 1766
   a. Lord Rockingham saw the Stamp Act as a possible cause of civil crisis and encouraged British merchants to write Parliament to rescind the tax. (Rockingham replaced Grenville)
   b. Parliament passed the Declaratory Act at the same time
      • Purpose was partly to save face
      • Claimed Parliament had the right to tax the colonies in the future
   c. Sugar Act tax was also lowered significantly
   d. The Stamp Act rebellion proved Parliament could be persuaded to yield to American boycotts and mob action.
B. **Townshend Acts**, 1767

1. Charles Townshend took control of Parliament and sought to punish the colonies for the Stamp Act uprising.

2. Provisions:
   a. Small import duty placed on glass, white lead, paper, paint, silk and tea.
      - Tax was an indirect customs duty ("external tax")
   b. Revenues from taxes would pay the salaries of royal governors and judges in America.
   c. Established a commission and vice-admiralty courts for enforcement
      - Royal judges would be allowed to grant "writs of assistance" in private homes, shops or warehouses.

3. Colonial reaction was negative
   a. Colonies angrily interpreted the act as an inappropriate tax to raise revenue and pay royal salaries
      - Colonists especially hated the tax on tea
   b. **John Dickinson, Letters from a Farmer in Pennsylvania**
      - Challenged distinction between "internal" and "external" taxes
      - Denied Britain’s right to levy taxes for purpose of revenue
      - The pamphlet prompted the Massachusetts Circular Letter.

4. **Massachusetts Circular Letter**, February 1768
   a. Massachusetts legislature, urged by Sam Adams and James Otis, supported Dickinson's arguments and asked other colonies to pass petitions calling for Parliament to repeal the Townshend Acts.
   b. In response, the British sent troops to Boston and threatened to dissolve Massachusetts' legislature if the letter was not retracted.
      - Other colonies that voted for the circular would likewise be dissolved.
   c. Some colonies reenacted previous nonimportation agreements
      - British exports to America fell 40% over the next few months.
   d. Several colonial legislatures were dissolved as they supported Massachusetts: MA, MD, VA, DE, SC

5. **Boston "Massacre"**
   a. Peaceful arrival of troops in Boston aroused American resistance
      - Colonials were fearful of standing armies; believed Britain sought to suppress colonial liberties.
   b. March 5, 1770 British soldiers (having been provoked) fired on a crowd.
      - Eleven civilians were killed or wounded.
      - Crispus Attucks, a mulatto merchant seaman, was the "first
to die in the revolution," and was the alleged leader of the unruly mob.

- Word of the "massacre" spread throughout the colonies (esp. by the Sons of Liberty)
  - Colonial propaganda grossly exaggerated the event.

6. **The Townshend Acts were repealed.**
   a. **Lord North**, bowing to pressure, got Parliament to repeal the act in 1770.
      - Nonimportation agreements were pinching British manufacturers.
      - The three-pence tax on tea remained to demonstrate Parliament's right to tax.
        - The taxed tea still cost less than smuggled tea.
   b. Half of the troops in Boston were removed.
   c. Until 1773, relations improved after the Townshend Acts were repealed.

7. **Committees of Correspondence**
   a. Some colonial discontent continued as British redoubled efforts to enforce the Navigation Laws.
   b. Samuel Adams used propaganda to whip up colonial resentment.
   c. Adams organized local committees of correspondence in Mass., Nov., 1772
   d. Chief function was to spread propaganda and information by interchanging letters in order to keep opposition to British policy alive.
   e. In particular, letters from British gov't, including those of Gov. Hutchinson, showed that Britain was acting on Hutchinson's advice and wishes.
   f. Intercolonial committees of correspondence emerged.
   g. Intercolonial groups evolved directly into the first American congresses in 1774 and 1775.

C. **The Tea Act Crisis** and the **First Continental Congress**

1. **Tea Act**, 1773
   a. British gov't granted the **British East India Company** a monopoly of the American tea trade
      - BEIC on the verge of bankruptcy which would have cost the British government huge revenues
      - Price of tea would be even lower than existing prices, even with the tax.
   b. Americans reacted angrily: saw the Tea Act as an attempt to trick the colonies into accepting the tax through cheaper tea.

2. **Boston Tea Party**, December 16, 1773
   - The Sons of Liberty, dressed as Indians, boarded three ships,
smashed 342 chests open, and dumped the tea into the harbor.

3. "Intolerable Acts" (Coercive Acts), 1774
   a. 1774, Parliament passed the Coercive Acts to punish Boston.
   b. Boston Port Act: harbor remained closed until damages were paid and law and order was restored
   c. Massachusetts’s charter was revoked.
      • The king had power to appoint the Governor's Council, not the assembly.
      • Forbade town meetings except for election of town officials
   d. Officials enforcing the act and who killed colonists could now be tried in England instead of the colonies (thereby avoiding colonial justice).
   e. Quartering Act: Provided for the quartering of troops once again in Boston

4. The First Continental Congress, 1774
   a. In response to "Intolerable Acts," the committees of correspondence urged the colonies to act quickly.
   b. Bostonians agreed to end all trade with Great Britain and invited other colonies to join the resistance.
   c. First Continental Congress deliberated in the fall of 1774
      • 12 of 13 colonies were present (except Georgia)
      • Delegates included Sam Adams, John Adams, George Washington, and Patrick Henry.
   d. First step: endorse several resolutions known as the Suffolk Resolves from Massachusetts.
      • Denounced the "Intolerable" Acts
      • Urged colonies to organize a militia for defensive purposes
      • Called on colonies to suspend all trade with rest of British empire
      • Urged citizens not to pay taxes.
   e. Main purpose: Petition for redress of grievances (Declaration and Resolves)
      • Gave colonists the legal right to assemble in order to seek redress
      • The document contained the same structure as the Declaration of Independence (preamble, list of grievances, mutual pledge)
   f. The Association: most significant action of the Congress
      • Called for a complete boycott of British goods: nonimportation, non-exportation, and non-consumption
   g. Yet, Congress restated allegiance to the King
      • No real desire to be independent; merely wanted grievances redressed.
   h. The king and Parliament did not respond to the Declaration and Resolves.
      • Would have recognized Congress’s right as a legislative
body.

5. **Lexington and Concord** -- "The Shot Heard around the World"
   a. Parliament ordered General Gage, new Gov. of Massachusetts, to arrest leaders of the rebellion and prepare for military action
      - Gage sought to prevent bloodshed by disarming the local militia.
   b. April 1775, 700 British redcoats were sent secretly to nearby Lexington and Concord to seize gunpowder and arrest Sam Adams & John Hancock.
      - Paul Revere, William Dawes, and others warned the militia ("Minutemen").
   c. Battle of Lexington and Concord began when the Minutemen refused to disperse on Lexington Green and shots were fired.
      - 8 Americans killed, 10 wounded; who fired the first shot?
      - Redcoats continued on to Concord located 6 miles away
   d. At Concord, the British were forced to retreat by American reinforcements.
      - The militia picked-off British soldiers as they retreated to Boston.
      - By day’s end, 273 British casualties; 95 American
   e. The minutemen then encamped outside the city and lay siege to Boston.

IV. British Strengths and Weaknesses during the American Revolution
A. British Strengths
   1. Population favored Britain: 7.5 million to 2.5 million for the colonies
   2. Superior monetary advantage and the best navy in the world
   3. 20,000 slaves in Carolinas and Georgia eventually joined British (only 5,000 joined the rebels)
      - Britain promised slaves freedom if they fought on their side.
      - Many fled with the British after the war and left the country.
   4. Many Amerindians also sided with Britain and attacked Americans along the frontier
      - The British represented last hope for keeping land-hungry colonists out of the west.
   5. Britain possessed a larger army.
      - 50,000 man professional army
      - King George III hired an additional 30,000 German "Hessians" as mercenaries.
      - Britain also enlisted about 50,000 colonial Loyalists.
B. Weaknesses
1. An enormous distance separated England from the colonies.
   • Communication was inefficient for immediate action.
2. America was too large a region for Britain’s army to effectively occupy; the colonial population was too dispersed.
   • Britain’s conquest of large colonial cities had little to no strategic value.
3. British generals in America were often poor leaders.
   a. Many British soldiers did not want to kill Americans, whom they saw as their countrymen.
   b. Provisions for the army were poor.
4. Americans had only to tie in order to win; the British had to win outright.
5. France supported the colonies, first with funds, and after 1778 with full military support.
6. British gov’t proved ineffective
   a. King George III and Lord North proved inadequate to the task.
   b. Whig factions in Parliament cheered American victories at the outset.

V. American Strengths and Weaknesses
A. Strengths
1. Outstanding military and diplomatic leadership (e.g., George Washington and Benjamin Franklin)
2. Economic aid from France at the outset, and then later military aid proved decisive.
3. Defensive military tactics worked to their advantage
4. Agriculturally self-sustaining
5. Colonials were competent marksmen; better than the Redcoats
6. Moral advantage from colonials’ belief in a just cause

B. Weaknesses
1. Badly organized for the war and lacked unity from the beginning.
   a. Continental Congress was weak and ineffective
   b. Fought almost the entire war without a constitution.
   c. Jealousy among colonies resulted in inefficiencies in the war effort.
   d. Each colony regarded itself as sovereign and sometimes resisted Congress' attempts to exercise its weak power.
   e. Quarrels over the appointment of military leaders occurred regularly.
2. Economic difficulties
   a. Little metal money existed
      • Paper money was thus printed repeatedly to the point that it became almost worthless.
   b. Soldiers deserted due to economic difficulties of their families
c. Debtors paid their debts with seriously depreciated money.

3. Military challenges
   a. Military supplies were inadequate, especially firearms and gunpowder.
   b. Militiamen were highly unreliable.

4. Morale in the Revolutionary army was undermined by greedy American profiteers
   a. Sold goods to British for payment in gold.
   b. Speculators forced prices sky-high.
   c. Boston merchants made profits of 50-200% while soldiers were dying.

5. Only a select minority of Americans truly committed themselves to the cause (perhaps 1/3).

**Terms to Know**

<table>
<thead>
<tr>
<th>“salutary neglect”</th>
<th>Stamp Act Congress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whig ideology</td>
<td>Samuel Adams</td>
</tr>
<tr>
<td>Paxton Boys</td>
<td>Sons of Liberty</td>
</tr>
<tr>
<td>Regulator Movement</td>
<td>Declaratory Act</td>
</tr>
<tr>
<td>writs of assistance</td>
<td>Townshend Acts</td>
</tr>
<tr>
<td>James Otis</td>
<td>John Dickinson, <em>Letters From a Farmer in Pennsylvania</em></td>
</tr>
<tr>
<td>George Grenville</td>
<td>Massachusetts Circular Letter</td>
</tr>
<tr>
<td>King George III</td>
<td>Boston Massacre</td>
</tr>
<tr>
<td>Currency Act</td>
<td>Committees of Correspondence</td>
</tr>
<tr>
<td>Sugar Acts</td>
<td>Tea Act</td>
</tr>
<tr>
<td>Quartering Act</td>
<td>British East India Company</td>
</tr>
<tr>
<td>Stamp Act</td>
<td>Boston Tea Party</td>
</tr>
<tr>
<td>admiralty courts</td>
<td>“Intolerable” Acts</td>
</tr>
<tr>
<td>“no taxation without representation”</td>
<td>First Continental Congress</td>
</tr>
<tr>
<td>“internal taxes”</td>
<td>The Association</td>
</tr>
<tr>
<td>“external taxes”</td>
<td>Lexington and Concord</td>
</tr>
<tr>
<td>virtual representation</td>
<td></td>
</tr>
<tr>
<td>direct representation</td>
<td></td>
</tr>
</tbody>
</table>
**Essay Questions**

Note: This sub-unit represented prominently in the new Curricular Framework. It is therefore a high probability area for the AP exam. In the past 10 years, 4 questions have come wholly or in part from the material in this sub-unit. Below are some questions that will help you study the topics that have appeared on previous exams.

1. Analyze how the American colonies developed a sense of identity and unity during the period of “salutary neglect.”

2. Analyze the political and economic causes for the American colonies’ resistance to British imperial rule between 1763 and 1775.

3. Analyze the ideology behind the American colonies’ resistance to British imperial rule.

**Bibliography:**


© 2014 HistorySage.com  All Rights Reserved
I. Second Continental Congress, May 10, 1775
A. All 13 colonies were present
   • Delegates were still not interested in independence but rather the redress of colonial grievances (this was a relatively conservative position at the time).

B. Most significant act of Congress: Decided to go to war and elected George Washington to lead the Continental Army.
   • His selection was largely political as northerners wanted to bring Virginia, the most populous colony, into the war.

C. Declaration of the Causes and Necessity of Taking Up Arms
   (written by Thomas Jefferson and John Dickinson)
   1. Drafted a second set of appeals to the king and British people for redress of American grievances
   2. Seen as an intermediate step towards the Declaration of Independence
      • Declaration & Resolves from the First Continental Congress had been an earlier step
   3. Set plan to raise money and to create an army and a navy

D. Olive Branch Petition (written largely by John Dickinson)
   1. Last ditch effort by moderates in the Continental Congress to prevent an all-out war
   2. Again, pledged loyalty to the crown; sought to restore peace
   3. Appealed to George III to convince Parliament to reconsider the “Intolerable Acts”
   4. King George III refused to recognize Congress; the war raged on

II. Early Battles
A. Ticonderoga and Crown Point, May 1775
   1. Tiny forces under Ethan Allen and his Green Mountain Boys of Vermont and Benedict Arnold of Connecticut surprised and captured British garrisons in upstate New York.
   2. British cannons and munitions were transported to Boston where the rebels eventually forced the British to abandon New England.

B. Bunker Hill – June 17, 1775
   1. Colonials seized Breed’s Hill and thus commanded a strong
position overlooking Boston.

2. Over 1,000 oncoming Redcoats in an ill-conceived frontal assault were mowed down by 1,500 American riflemen.
   - Americans had 140 killed and 441 wounded.
3. Americans ran out of gunpowder and were forced to abandon Bunker Hill in disorder.
4. Viewed as an American victory due to Britain’s heavy losses
5. Bloodiest battle of the war.
6. After cannon from Ticonderoga were positioned on Dorchester Heights overlooking Boston, the British Army left city to conduct the war from New York.

C. Following Bunker Hill, King George III proclaimed the colonies in rebellion. (August 23, 1775).
   1. This was tantamount to a declaration of war against the colonies.
   2. 18,000 Hessian (German mercenary soldiers) were hired by the king to support British forces.
      - Americans were shocked that the king would hire soldiers reputed for their brutality; Colonials saw the war as a family conflict.

D. Americans failed to successfully invade Canada in Oct. 1775
   - Yet, the invasion postponed a large British offensive which eventually contributed to the all-important U.S. victory at Saratoga in 1777.

III. Declaration of Independence
   A. Most Americans did NOT desire independence in early 1776 as they were proud to be British citizens.
      1. They instead sought better treatment within the empire.
      2. Many evangelical Protestants saw colonial society as possessing a unique moral mission to reform the world and that the blessings of liberty were part of that mission.
         - The Great Awakening had played a significant role in this view.
      3. Most sought to have their natural rights respected by the mother country, as outlined by John Locke.
      4. Most believed that a social contract and the general will of the people, as outlined by Jean-Jacques Rousseau, guaranteed that colonials should be free from the perceived tyrannical rule of the British Empire.
      5. Many believed in free trade (as they had, in effect, experienced during the era of ‘salutary neglect’) that was later articulated in 1776 by Adam Smith in Wealth of Nations.

B. Reasons for shift of colonial loyalty
   1. Britain’s hiring of Hessians shocked colonials.
2. The burning of the New England towns of Falmouth and Norfolk by the British enraged many colonists.

3. The governor of Virginia promised freedom to slaves who would fight for Britain.
   - Impact: persuaded many southern colonial elites (especially plantation owners) to join New England in the war effort

C. Thomas Paine’s *Common Sense* (published in early 1776)
   1. Became an instant best-seller in the colonies; served as effective propaganda in favor of independence
   2. Main ideas:
      a. Britain's colonial policies were inconsistent; independence was the only course.
      b. Nowhere in the physical universe did a smaller heavenly body control a larger one. Why should tiny England control huge North America?
         - This appealed to those inspired by Newton’s theory of universal gravitation and the idea of natural law.
      c. King was nothing more than the "Royal Brute of Great Britain."
      d. America had a sacred mission; moral obligation to the world to set up an independent, democratic republic, untainted by its association with a corrupt monarchical Britain.
   3. It persuaded Congress to go all in for independence.
      a. The colonies could not hope for aid from France unless they officially declared their independence.
      b. France would not have been interested in colonial reconstruction under Britain.

   1. "These United Colonies are, and of right ought to be, free and independent states..."
   2. The motion was later adopted on July 2, 1776 after much deliberation.
   3. A formal explanation was needed to rally resistance at home and invite foreign nations to aid the American cause, especially France.

E. Congress appointed a Committee on Independence to prepare an appropriate statement shortly after Lee’s speech.
   1. Task was given to a committee that chose Thomas Jefferson to write a draft of the declaration.
      - Other members including B. Franklin, J. Adams, Roger Sherman, and Robert Livingston took part in editing the document.
   2. In Congress, debate and amendment preceded its adoption, especially an anti-slavery clause which was heavily modified with
with some portions being removed.
a. Jefferson had blamed England for continuing the slave trade
despite colonial wishes (and despite his owning slaves).
b. Yet, southerners in particular still favored slavery and dismissed
the clause.
3. The Declaration was not addressed to England; U.S. didn't expect a
response from the king.
4. The date of the vote for independence was July 2, 1776;
the wording of the Declaration of Independence formally approved
on July 4, 1776

F. The Declaration of Independence had three major parts:
1. Preamble (heavily influenced by John Locke)
   a. Stated the rights of colonists to break away if natural rights were
      violated: life, liberty, and the pursuit of happiness (property).
   b. Stated "all men are created equal."
2. List of 27 grievances of the colonies (seen by Congress as the most
   important part)
   a. Underwent the most changes from the original draft (24).
   b. Charged the king with imposing taxes without colonials' consent,
      eliminating trial by jury, military dictatorship, maintaining
      standing armies in peacetime, cutting off trade, burning towns,
      hiring mercenaries, and inciting Amerindian violence.
3. Formal declaration of independence
   a. Officially broke ties with England
   b. "United States" officially an independent country

G. Result: foreign aid from France and others could now be
successfully solicited

V. Patriots and Loyalists
A. John Adams claimed that 1/3 of colonists were Patriots, 1/3 were
   Loyalists and 1/3 were neutral. (This number is difficult to verify
   but is useful anyway).

B. Loyalists (“Tories”) accounted for about 20% of the colonists.
   1. Fought for a return to colonial rule; loyal to the king.
   2. Conservative, educated and wealthy; fearful of “mob rule.”
   3. Included the older generation; the younger generation was more
      revolutionary.
   4. Included the king's officers and other beneficiaries of the crown
   5. Included the Anglican clergy and a large portion of their
      followers; most numerous of the Loyalists (except in Virginia)
   6. Most influential in the Middle Colonies and Charleston
   7. Least numerous in New England
   8. Ineffective at gaining the allegiance of neutral colonists.
C. **Patriots**
   1. Sometimes called "whigs" (named after British opposition party).
   2. American rebels fought both British soldiers and Loyalists.
   3. Most numerous in New England
   4. Constituted a minority movement
   5. More adept at gaining support from colonials

D. About 80,000 Loyalists fled the colonies during and after the war.
   1. Loyalists were regarded by Patriots as traitors.
   2. Their estates were confiscated and sold; these funds helped finance the war.
   3. 50,000 fought for the British.

VI. The War in 1776-1777
   A. Britain changed its focus to the mid-Atlantic states after abandoning New England in the wake of losses and challenges in 1775-76.
      1. Battle of Long Island (Summer and Fall 1776)
         a. Washington’s army escaped from Long Island to Manhattan and then New Jersey.
         b. Britain lost a great opportunity to crush the Americans early.

   B. **Battle of Trenton** (December 1776)
      1. By late 1776 the revolutionary cause was unravelling.
         a. Many soldiers had deserted.
         b. Many other soldiers were about to finish their term of service.
         c. Washington realized that unless he could lead a decisive victory, the rebel cause might be lost.
      2. Washington crossed the icy Delaware River on Dec. 26, 1776 from Pennsylvania to New Jersey near Trenton, several miles from where the Hessians were stationed.
      3. At Trenton, he surprised and captured about 1,000 Hessians who were sleeping off their Christmas party.
      4. The battle represented a stunning reversal for Washington’s army.

   C. **Battle of Princeton** (January 1777)
      1. One week later, Washington defeated a smaller British force at Princeton, New Jersey.
      2. The British were forced to pull his outposts back to New York.
      3. Trenton and Princeton were successful gambles by Washington that revived the disintegrating Continental Army.

   D. **Battle of Saratoga**, 1777 (most important battle of the American Revolution)
      1. British sought to capture New York and sever New England from the U.S.
         a. Benedict Arnold saved New England by slowing down the
British invasion of New York, making it possible for the Continental Army to surprise and overwhelm British forces.

b. Arnold would later betray the U.S. by attempting to hand over control of the Hudson River to the British.

2. British General John Burgoyne surrendered his entire command at Saratoga on October 17, 1777 to American General Horatio Gates.

3. Saratoga became one of U.S. history's most decisive battles.
   a. It inspired French aid which ultimately ensured American independence.
   b. Spain and the Netherlands entered the war in 1779; Britain was now faced with world war and the need to protect its empire across the globe.
   c. Saratoga revived the faltering colonial cause.

VII. **Articles of Confederation** were adopted in 1777 (see Unit 3.4 notes)
   A. Set up by the Second Continental Congress in order to create a permanent and constitutional government
   B. Did not go into effect until 1781
   C. First constitution in U.S. history; lasted until 1789 when the Constitution went into effect
      • Drafted by John Dickinson, the author of *Letters from a Pennsylvania Farmer* earlier in 1767
   D. Congress had power to conduct war, handle foreign relations, and borrow money.
   E. The Articles had no power to regulate trade, conscript troops, or levy taxes.

VIII. The Franco-American Alliance
   A. French sought to exact revenge on Britain for its loss in the French and Indian War.
      1. Saw the Revolutionary war as an opportunity to weaken Britain.
      2. British America was England's most valuable colonies.
   B. Secret supply to the Americans
      1. France initially worried that open aid to America might provoke British attacks on French interests.
      2. Americans Silas Deane and Benjamin Franklin arranged for significant amounts of munitions and military supplies to be shipped to America.
         • Helped forge the eventual Franco-American Alliance
      3. **Marquis de Lafayette** was significant in helping the U.S. get financial aid from France.
   C. The *Declaration of Independence* was a turning point for French aid.
      1. The action showed France that the Americans meant business.
      2. The U.S. victory at Saratoga demonstrated that the U.S. had
an excellent chance for defeating Britain.

D. Franco-American Alliance, 1778
   1. Promised Americans recognition of independence.
   2. Both sides bound themselves to wage war until the U.S. won its freedom or until both agreed to terms with Britain.
   3. Many Americans reluctantly accepted the treaty.
      a. France was a strongly Roman Catholic country.
      b. France had been a traditional enemy of Britain for centuries.

E. The Revolution turned into a world war that stretched Britain’s resources.
   1. Spain and the Netherlands entered in 1779.
   2. Catherine the Great of Russia organized the League of Armed Neutrality.
      • Lined up almost all remaining European neutrals in an attitude of passive hostility toward England as a result of Britain disturbing Baltic shipping
   3. The war raged in Europe, North America, South America, the Caribbean, and Asia.

IX. Land Frontier and Sea Frontier
A. The West raged throughout most of the war.
   1. Amerindian allies of Britain attacked American frontier positions.
      • 1777 was known as "the Bloody Year" on the frontier.
      • Forced to sign Treaty of Ft. Stanwyk – first treaty between the U.S. and Amerindians
         o The Iroquois lost most of their lands as a result.

B. The U.S. seized Illinois country from the British
   1. U.S. forces seized several British ports along the Ohio River: Kaskaskia, Cahokia (East St. Louis), and Vincennes, Indiana.
   2. Helped quiet Amerindian involvement in the region.
   3. This perhaps forced the British to cede the whole Ohio region in the peace treaty of Paris after the war. (This is still a debate.)

C. The American Navy
   1. John Paul Jones: most famous U.S. naval leader (Scottish born)
   2. Chief contribution was destroying British merchant shipping and carrying the war into the waters around the British Isles
   3. Did not affect Britain's navy
   4. U.S. privateers were more effective in disrupting British shipping.
X. In 1778, Britain again changed its strategy: focused on former Southern Colonies
   A. Savannah, Georgia was captured in late 1778-early 1779.

   B. Charleston, SC, fell in 1780 (4th largest city in America).
      1. Devastating loss to American war-effort
      2. Heavier loss to the Americans than Saratoga was to the British

   C. Nathanael Greene succeeded in clearing Georgia and S.C. of most British troops.
      • Lord Cornwallis was forced to abandon Britain’s Southern strategy and fell back to Chesapeake Bay at Yorktown.

D. Battle of Yorktown, 1781: last major battle of the war
   1. French Admiral de Grasse, head of a powerful fleet in Caribbean, blockaded Chesapeake Bay; British ships were unable to enter.
   2. Washington led a 300-mile march to Chesapeake Bay from NY.
   3. Accompanied by Rochambeau's French army, Washington attacked the British by land while de Grasse blockaded them by sea.
   4. Oct. 19, 1781, General Cornwallis surrendered his entire force of 7,000 men
   5. War continued for one more year (especially in the South) with little consequence.

XI. Peace at Paris
   A. Britain was ready to come to terms after losses in India, the West Indies and the Mediterranean
      1. Lord North's ministry in Britain collapsed in 1782; George III thus lost influence in Parliament
      2. A new Whig ministry (more sympathetic to Americans) replaced the Tory regime.

   B. With Britain’s defeat assured, France now sought to weaken the U.S.
      1. U.S. diplomats believed France wanted to keep the U.S. border east of the Allegheny mountains and give western territories to its ally, Spain, for its help in the war.
      2. Britain was eager to separate the U.S. from the Franco-American Alliance.

   C. Treaty of Paris, 1783
      1. Britain formally recognized U.S. independence.
      2. Granted the U.S. huge boundaries stretching to the Mississippi River in the west, the Great Lakes in the north, and to Spanish Florida in the south
         a. Americans were allowed to retain a share in the valuable
Newfoundland fisheries.
b. Britain promised that troops would not take slaves from the U.S.
2. American concessions:
a. Loyalists could not be further persecuted.
b. Congress was to recommend to state legislatures that confiscated Loyalist property be restored.
c. American states were bound to pay back British creditors for pre-revolutionary debts.
d. The U.S. did not comply with many of these concessions and it later became a partial cause of the War of 1812 against Britain.
3. France approved the British-American terms (officially, no separate Franco-American peace occurred).
4. America alone gained from the war.
a. Britain lost colonies and other territories.
b. France became bankrupt which led to the French Revolution.
c. Spain gained little.

XII. American society during the war
A. Over 250,000 American soldiers fought in the war.
   • 10% who fought died, the largest percentage of any American war in history.
B. Britain occupied most major cities, e.g. Boston, New York, and Philadelphia.
C. War Economy: all of society became involved in the war.
   1. State and national governments were created.
   2. Men with military experience volunteered for positions in the army.
   3. Some merchants loaned money to the army and to Congress. Others made fortunes from wartime contracts.
   4. Most of the fighting was done by the poorest Americans: young city laborers, farm boys, indentured servants, and sometimes slaves.
   5. African Americans fought on both sides: 5,000 in the Continental army and nearly 30,000 in the British army in return for promises of freedom.
   6. Native Americans also fought with the British since they hoped to keep land-hungry American settlers out of their territories.
      • Bitter feelings remained long after the war ended.
D. Women in the War
   1. Women managed farms and businesses while men served in the army.
   2. Other women traveled with the Army as cooks and nurses.
   3. Women became more politically active and expressed their
thoughts more freely.

- **Mercy Otis Warren** (1728-1814)
  - In the 1760s and 1770s, she wrote satirical plays about British rule that helped turn public opinion against the mother country.
  - A later pamphlet in the 1780s helped shape the Bill of Rights to the U.S. Constitution.

- **Abigail Adams** (1744-1818) privately implored her husband, John, to “remember the ladies” when creating a new gov’t.

4. In the 1760s and 1770s women participated in anti-British riots and formed the Daughters of Liberty (a female version of the Sons of Liberty).

5. A few even participated in the war itself.
   - Deborah Sampson dressed up as a male and fought in the army until she was wounded.
   - Mary Ludwig Hays took over loading her husband’s canon after he collapsed.

XIII. Why did the U.S. prevail in the Revolutionary War?

A. Diplomatic:
   1. *Declaration of Independence* opened the door to the U.S. gaining foreign aid
   2. U.S. gained an alliance with France after the Battle of Saratoga (1777); Spain and the Netherlands joined the war against Britain in 1779
   3. U.S. gained loans from France, the Netherlands and others to pay the costs of war (Benjamin Franklin and Silas Deane helped secure loans)
   4. Distrust among Britain and France in Paris (1783) enabled the U.S. to play one off against the other and gain lands westward to the Mississippi River.

B. Political:
   1. The British government proved to be inept; King George III and Lord North demonstrated poor leadership.
      - Many Whigs in Britain cheered American victories; feared a Tory dictatorship in Britain
   2. American leaders were more successful at gaining support of neutral colonists than were the Loyalists.
   3. The Second Continental Congress ultimately declared American independence from Britain and gained support of over 1/3 of American colonists.
   4. Each of the thirteen colonies created sovereign republics that appealed to American colonials.
   5. Women played a vital role at home in support of the war.
   6. American financier Robert Morris played a major role in
financing the war effort.

C. Military:
   1. The United States was too large a territory to conquer AND occupy. When the British captured large American cities, it had little effect as most of America was rural.
   2. The British failed to take New England in 1775 and were forced to move southward to occupy the Mid-Atlantic states. Eventually, the British failed to maintain effective control in the Mid-Atlantic states and moved to the Southern states where they were eventually defeated.
   3. The British alliance with Native Americans did not result in decisive military victories.
   4. General Washington won important victories at critical times and kept the American cause alive (e.g. Trenton, Princeton).
   5. Britain had to fight against American and French forces, and later, Spanish and Dutch forces in other parts of the world. Thus, Britain could not focus all of its resources in North America.
   6. Communication between British forces in North America and Great Britain was ineffective due to the time lag of traveling the Atlantic Ocean.
   7. The French navy’s blockade of Chesapeake Bay sealed the fate of the British at the Battle of Yorktown.

Memory Aid for Events Leading up to the Revolution:

Pretty = Proclamation of 1763
Silly = Stamp Act, 1765
Tammy = Townshend Acts, 1767
Baked = Boston Massacre, 1770
Tea = Tea Act, 1773
Cookies = Committees of Correspondence
Inside = “Intolerable Acts,” 1774
Freshly = First Continental Congress
Layered = Lexington and Concord
Spicy = Second Continental Congress
Dough = Declaration of Independence
Terms to Know

Second Continental Congress  Patriots
George Washington  Battle of Trenton
Continental Army  Battle of Saratoga
Declaration of the Causes and Articles of Confederation
Necessity of Taking up Arms  Marquis de Lafayette
Olive Branch petition  Franco-American Alliance
Bunker Hill  Joseph “Monster” Brant
Hessians  Nathanael Green
Thomas Paine, Common Sense  Battle of Yorktown
Richard Henry Lee  Treaty of Paris, 1783
Declaration of Independence  Mercy Otis Warren
Loyalists  Abigail Adams

Essay Questions:

Note: The material in this sub-unit is more narrowly covered in the Curriculum Framework than any of the other subunits in Unit Three. Nevertheless, in the past 10 years, 3 questions have come wholly or in part from the material in this unit. Below are some questions that will help you study the topics that have appeared on previous exams.

1. Analyze the ideology behind the American colonies’ decision to declare their independence.

2. Analyze why the American colonies were able to win the American Revolution.

3. To what extent were Americans unified in the cause for independence during the Revolutionary War?
Bibliography:


The Articles of Confederation and Constitution: 1781-1789

I. Changes in society due to the American Revolution
   A. 80,000 conservative Loyalists left America; this paved the way for more democratic reforms in state governments.

   B. Slavery issue
      1. Rise of anti-slavery societies occurred during and after the Revolution in all northern states (plus Virginia).
         • Quakers were the first to found such societies.
      2. Slavery was eradicated in most northern states by 1800.
         a. Vermont was the first U.S. territory to abolish slavery in 1777.
         b. Pennsylvania was the first state to abolish slavery in 1780 with the Pennsylvania Gradual Emancipation Act.
            • Those who were slaves before the law was passed remained slaves for life.
            • Children born after the law was passed became indentured servants until the age of 28.
            • Gradual emancipation became the model for several northern states.
         c. Quock Walker case in Massachusetts (1781) effectively ended slavery there as slaves would no longer be protected as property under the law.
            • Thus, the judicial branch in MA established instant emancipation in contrast to legislative branch gradual emancipation in other states (like Pennsylvania).
      3. Slavery was not allowed above the Ohio River in the Northwest Ordinance of 1787.
         • The future states of Ohio, Indiana, Illinois, Michigan and others would thus be free states, not slave states.
      4. The slave trade was to be abolished in 1808 according to the Constitution of 1787.
      5. By 1860, 250,000 free blacks lived in the North, but often suffered political, social and economic discrimination.
         a. Several states forbade the entrance of blacks, most blacks were denied the right to vote, and some states barred blacks from public schools.
         b. Vibrant African American communities developed, the biggest of which was in Philadelphia where the African Methodist Episcopal Church served as a center for the community.
      6. Thousands of southern slaves were freed after the Revolution.
7. Yet, slavery remained strong in the South, especially after 1793 (cotton gin).

C. Stronger emphasis on equality was inspired by Enlightenment ideas
   1. Common people openly criticized the Cincinnati Society, a hereditary organization that included America's military elite and foreign officers; it smacked of aristocracy.
      • George Washington was a member and refused to resign membership despite receiving some public criticism.
   2. However, equality did not triumph until much later due to tenant farming, poor rights for women and children, slavery, and land requirements for voting and office holding (although they were often reduced).
   3. Further reduction of land-holding requirements for voting occurred in the 1820s.
   4. End of primogeniture and entail before 1800
      a. Primogeniture: eldest son inherited father's estate
      b. Entail: Estates could not be sold off in pieces; guaranteed large landholdings to a family and meant less land available for purchase to the public

D. Separation of church and state
      a. Anglican Church was replaced by a disestablished Episcopal church; much of the South followed Virginia’s example.
      b. Religious freedom was granted to Catholics, Jews, and all Protestant denominations.
      c. Later, it influenced the First Amendment to the Constitution.
   2. Congregational churches in New England were slower to disestablish (Connecticut in 1818; Massachusetts in 1833).

E. State governments:
   1. Three branches: weak governors, strong legislatures, and a judicial branch
   2. Each state was a sovereign republic (in effect, its own country).
   3. Most states had a bill of rights.

F. Amerindians no longer had British protection and thus became subject to U.S. expansion westward.
   • The Iroquois, for example, suffered significant losses after the war.

G. Women did not enjoy increased rights
   1. Abigail Adams had written to her husband, John, to "remember the ladies" during the revolution. Yet, women were still second-class citizens.
2. Ideal of “Republican Motherhood” took hold: women were expected to raise their children to be good citizens of the republic.
   - This ideal actually represented an increase in the status of women who were now seen as morally equal to their husbands.
     - Before the Revolution women were often seen as morally inferior to men and more prone to temptation (based on Biblical beliefs of the time).
3. Feme covert: In many states, women could not own property if married. Even if women had inherited property, their husbands took control of it upon marriage.

Thesis: Revolution was the most radical and far-reaching event in American history.

1. Made the interests and prosperity of ordinary people -- the pursuit of happiness -- the goal of government
2. Changed the personal and social relationships of people
   a. Destroyed aristocracy as it had been understood for nearly 2,000 years.
   b. Made possible egalitarian thinking: subsequent anti-slavery and women's rights movements
3. Brought respectability and even dominance to ordinary people long held in contempt
   - Gave dignity to menial labor in a way unprecedented in history
4. Brought about an entirely new kind of popular politics and a new kind of democratic officeholder
5. Inspired powerful popular entrepreneurial and commercial energies
   - Transformation occurred without the industrial revolution, urbanization, and railroads (as was the case in Europe)

II. Constitution making in the states
A. The Continental Congress in 1776 called upon the colonies to draft new constitutions.
   - Sovereignty of new states would rest on the authority of the people according to the theory of republicanism (representative gov’t)

B. Features of state constitutions
1. Most included a bill of rights that protected individual liberties from government encroachment.
2. Most required the annual election of officers.
3. All created weak executive and judicial branches by present day standards seeing these two branches as potential usurpers of the popular will.
4. All legislatures were given sweeping powers as the democratic branch of gov't.
5. Poorer western districts (hitherto disenfranchised) were much better represented.

III. The Economy in the 1780s.
A. America suffered a depression during the 1780s.
   1. Huge national and state debts were left from the Revolution.
   2. The excessive use of credit to purchase consumer goods after the war (especially to British merchants) caused debt problems.
   3. A lack of currency plagued the states.
   4. Foreclosures on farms increased as farmers could not pay debts.
      • Farmers demanded laws to help their plight and at times acted violently (e.g. Shays’ Rebellion).
   5. Runaway inflation was ruinous to many citizens.
   6. British companies flooded America with goods at very low prices.

B. Seizure of Loyalist holdings were moderately significant.
   1. Many estates were confiscated and cut up into small farms.
   2. Helped accelerate economic democracy
   3. A new rich class of land profiteers emerged.

C. Economic democracy preceded political democracy: land was readily available and inexpensive.

D. American manufacturing was bolstered by nonimportation agreements.
   2. New commercial outlets compensated for lost ones (Baltic region; Asia).

IV. Foreign policy challenges for the new nation
A. British challenges to the U.S.
   1. Britain refused commercial treaties with the U.S. and did not repeal the Navigation Laws.
      • The U.S. was cut off from the West Indian trade (Caribbean).
   2. The British remained active along the far reaches of the American frontier.
      a. Britain sought to maintain an alliance with the Amerindians and to form a barrier to prevent an American attack of Canada.
      b. Supplied Amerindians and encouraged them to raid frontier settlements
      c. British trading posts on the American frontier still remained.
      d. Britain claimed that the U.S. broke its pledge to pay debts and restore Loyalist property (per the 1783 Treaty of Paris).
   3. Although some Americans urged economic action against Britain,
Congress did not have power to control commerce.
- States did not have a uniform tariff policy.

B. Spain's challenges to the U.S.
1. Spain closed the mouth of the Mississippi River in 1784.
   - This hurt settlers in Tennessee and Kentucky who used New Orleans as a port for their goods.
2. Spain claimed a large area north of the Gulf of Mexico, including northwestern Florida (given to the U.S. by the British in 1783).
3. Conspired with Amerindians to keep Georgia and South Carolina hemmed in east of the Alleghenies
   a. American settlers had expanded at the expense of Amerindians
   b. Like Britain, Spain supplied Amerindians in the Southwest.
      - Georgia, in particular, was in danger of being overrun by the Creek.
   c. Together with Britain, Spain prevented the U.S. from exercising effective control over about 1/2 of its total territory.
4. Spain encouraged the creation of an independent state in the southwest out of American land.
   a. Many frightened western settlers were ready to support the Spanish so Amerindian raids would stop and so they could gain unfettered access to the Mississippi River and New Orleans.
   b. Vulnerabilities of the U.S. in the southwest led some to view a strong central gov’t as the only means to keep the U.S. intact.

C. French challenges to America’s economy
1. France demanded repayment of money loaned during the Revolutionary War.
2. Restricted U.S. trade with the French West Indies and other ports

D. North African Pirates (Barbary Pirates)
1. America's Mediterranean commerce was being ravaged by pirates from Algiers, Tunis, Tripoli, and Morocco.
   a. American merchant sailors were either enslaved or ransomed.
   b. The Dey of Algiers did the most damage to U.S. shipping.
   c. Americans previously had been protected by the British empire during the colonial era.
      - Without protection and without money to pay, the U.S. was vulnerable.
V. Articles of Confederation
A. The Second Continental Congress was weak during the Revolutionary War.
   1. It only controlled military affairs and foreign policy (not domestic issues).
   2. It had no constitutional authority; individual states were sovereign.

B. Ratifying the Articles of Confederation (1781)
   1. The Articles were first adopted in 1777 but final ratification was delayed until 1781.
   2. Became America’s first constitutional government.
   3. Western lands were the main point of contention during ratification.
      a. 7 states had enormous tracts of land extending westward, especially New York and Virginia.
      b. 6 states, including Pennsylvania and Maryland, had no territory beyond the Alleghenies.
         • Complained larger states would not have large land holdings if it wasn’t for their help in winning the war.
         • Argued large states could sell land to pay off war debts while small states would have to tax themselves for revenue.
         • Proposed turning western lands into federal lands.
   c. Unanimous approval was required to ratify the Articles of Confederation.
      • Maryland held out until March 1781 until NY surrendered its western claims and VA also seemed ready to do so.
   d. Congress pledged to create new territories from western lands.

C. Provisions of the Articles of Confederation
   1. 13 states joined to deal with common problems (e.g. foreign policy).
   2. Congress was the chief agency of the gov’t.
      a. No executive branch: Americans feared strong executive leaders.
      b. No judicial branch: legal matters left to the individual states.
   3. Each state had a single vote: disproportionate power for small states.
   4. Bills required 2/3 vote to pass and become law.
   5. Amendments to the Articles required unanimous consent (severely weakened the effectiveness of the government).

D. The Articles of Confederation were weak and ineffective.
   1. This was intentional as it gave individual states more power.
   2. Two crippling limitations:
      a. No power to regulate commerce – resulted in conflicts between states.
      b. Could not enforce its tax-collection program.
3. Could not act directly upon individual citizens from a sovereign state
4. Vulnerable to revolutionary challenges
   a. **Newburgh "Conspiracy"** (1783)
      - Cause: Soldiers in the Continental Army were not paid regularly throughout the war and the money they did receive was often worthless due to inflation.
      - Some high-ranking officers, Congressional nationalists, discussed using the army to force states to surrender more power to the national gov’t.
      - Washington successfully appealed to the officers to end the conspiracy.
   b. 1783, a threat from dangerous Pennsylvania soldiers demanding back pay forced Congress to move to Princeton, NJ.
      - The Pennsylvania gov't would not aid or protect the national Congress.
5. Notwithstanding the Article’s weaknesses, it became a significant step toward the Constitution.

E. **Landmark Land Laws**
   1. **Land Ordinance of 1785**
      a. Land in the Old Northwest (Ohio, Indiana, Illinois, Michigan) would be sold; proceeds would pay off the national debt.
      b. Region was split into townships: six miles square, split into 36 sections of 1 square mile
         - 16th section set aside to be sold for the benefit of public schools
      c. Contrasted lands south of the Ohio River where settlement was disorganized
   2. **Northwest Ordinance of 1787**
      a. Old Northwest regions would first begin as territories, subordinate to the federal gov’t.
      b. Territories would become a state when it had 60,000 inhabitants; it would have equal status with all other states.
         - Significance: By not subordinating new states, it ensured peace between eastern and western states.
         - Bill was farsighted: principles were carried over to other frontier areas.
      c. Forbade slavery in Old Northwest—north of the Ohio River.
         - Major advantage gained by the North; future states would not be slave and ally themselves with the South
         - Southerners could cross state lines to reclaim fugitive slaves.
F. Failure of the Articles of Confederation

1. Problems continued to plague the government in the 1780s.
   a. Requisition system of raising money from the states was breaking down.
   b. Interest on the public debt was piling up.
   c. Several states quarreled over boundaries; small armed clashes occurred.
   d. Some states were placing tariffs on goods from other states.
   e. Some states were printing depreciated paper currency.

2. Shays’s Rebellion (1786): Perhaps the most important rebellion in U.S. history
   a. In western Massachusetts, poor backcountry farmers were losing farms to mortgage foreclosures and tax delinquencies.
      - Many were ex-Revolutionary war veterans
      - Some went to debtors' prisons
   b. Captain Daniel Shays led a rebellion.
      - Debtors demanded cheap paper currency, lower taxes, and suspension of mortgage foreclosures.
      - In 1786, Shays organized farmers to march on several cities: he closed courthouses and prevented the courts from seizing any more farms or throwing debtors into prison.
      - He planned to march to Springfield where the state's supreme court was in session and the arsenal was kept.
   c. Wealthy New Englanders provided money for a large militia in the region.
   d. Jan. 1787, Shays and 1,200 farmers marched on the arsenal.
      - Four farmers died; the rest scattered; the revolt ended
   e. Significance:
      - Propertied class feared that the Revolution had created a "mobocracy."
      - Many prominent citizens demanded a stronger central govt.
   f. The rebellion was the latest in a series of west versus east rebellions in U.S. history.
      - Bacon’s Rebellion (1676) in Virginia
      - Leisler’s Rebellion (1691) in New York
      - Paxton Boys (1764) in Pennsylvania
      - Regulator Movement (1771) in North Carolina

3. Annapolis Convention (1786)
   a. Principle purpose: Improve interstate commerce
   b. Only 5 states showed up.
   c. Alexander Hamilton gained a commitment for a constitutional convention the next year in Philadelphia.
      - The purpose would be to overhaul the Articles of
VI. Creation of the Constitution

A. The Constitutional Convention

1. Each state sent participants (except Rhode Island).
   a. Leaders were all appointed by the state legislatures.
   b. 55 delegates convened on May 25, 1787 in the Philadelphia statehouse.
      • Most all were men of high prestige and were conservative.
      • Jefferson, in Paris as U.S. foreign minister, called the group a "convention of demigods."
   d. George Washington was elected chairman and presided over the convention.
   e. Notables present: Madison, Franklin, Hamilton, J. Adams

2. Sessions were held in complete secrecy
   • Delegates did not want to advertise their dissension or give fuel to the opposition.

B. James Madison—"Father of the Constitution"

1. Three major Madisonian concepts became part of the Constitution:
   a. National principle: the national gov’t should be stronger than the states
      • The federal gov't drew its power from the people, not the states.
   b. Separation of powers: influenced the eventual structure of gov’t
      • Each branch should be independent of each other with specified powers.
   c. Benefit of an "extended republic" to control faction and limit the negative impact of self-serving politicians (later elaborated upon in Federalist X)

2. "Father" title somewhat of a misnomer as others contributed heavily as well (especially Charles Pinckney, Roger Sherman, and James Wilson)

C. The Articles of Confederation were scrapped

1. Went against Congress’s explicit wish to revise the gov’t; not replace it
2. In effect, the U.S. government was peacefully overthrown.
3. The states were now in danger of losing their sovereignty.

D. The issue of representation in Congress was the biggest issue of the Convention.

1. Two major plans debated regarding representation in Congress:
a. "Large-State Plan" (Virginia Plan) – written by Madison
   • Representation in both houses of a bicameral Congress should be based on population—"proportional representation."
   • Larger states would thus have a political advantage.

b. "Small-State Plan" (New Jersey Plan)
   • "Equal representation" in a unicameral Congress by states, regardless of size and population
   • Weaker states feared that under Virginia's plan stronger states would join together and dominate the rest.

c. The impasse threatened to break up the convention.

2. The "Great Compromise" (Connecticut Compromise) – Roger Sherman
   a. Smaller states conceded representation by population in the House of Representatives.
   b. Larger states conceded equal representation in the Senate.
      • Each state would have two senators.
   c. Every tax bill would originate in the House as large states would have to pay a larger portion of taxes.
   d. Large states benefited more from the compromise.

E. Strong, independent executive branch was headed by the president
   1. Contrasted with state constitutions which had weak governors
      • Washington's sterling reputation earned the delegate’s trust.
   2. Presidential powers:
      a. military commander in chief
      b. wide powers to appoint domestic offices including judgeships
      c. veto of legislation
   3. Electoral College would elect the president rather than direct vote.
      a. Electors would be chosen by the states; electors would cast their votes individually.
      b. The vast majority of the people were excluded from voting for the president.

F. North-South issues came to dominate the convention
   1. Slavery was the biggest issue.
      a. Northern states apparently compromised on slavery issues in order to gain passage of the Northwest Ordinance that banned slavery north of the Ohio River.
      • Proposing abolition would have ended the convention.
      b. "Three-fifths" Compromise
         • The North argued slaves should not be counted as part of the southern population since they were not citizens.
         • The South argued their smaller population would lead to
northern domination unless slaves were counted.

- Compromise: Slaves would count as \( \frac{3}{5} \) of a person for representation purposes in the House of Representatives.
- Equality was sacrificed for union.
  - Most northerners and many southerners believed slavery would eventually die out.
  - Most northerners also believed blacks were inferior and could work only as menial laborers.

c. The African slave trade would end in 1808.

- Most states wanted the immediate end to the importation of slaves.
  - By 1779 all states except the deep south had outlawed importation.
- South Carolina and Georgia protested due to their need for slave labor in rice production.
d. Fugitive slave provision allowed southerners to cross state lines to reclaim their "property."

2. Commerce Compromise

a. Resolved a conflict between agricultural (slave) and more industrial (northern) states
b. Congress could tax imports but not exports.
c. Major irony of the North-South compromises:
   - South gave up power to the North because it expected the South would soon have a population advantage from westward expansion.
   - The North was willing to compromise on slavery because it thought slavery would eventually die out anyway.

G. Checks and balances/ separation of powers

1. Enlightenment philosopher Baron de Montesquieu (in his Spirit of the Laws, 1762) advocated for the separation of powers in government.
   a. His view was based on separating gov't based on class (king, aristocracy, common people) not function (executive, judicial, legislative).
   b. His ideas influenced Americans who modified them to fit a republican government.

2. Three branches of gov't: based on separation of powers based on function
   a. Executive: enforces the law
   b. Legislative: makes the law
   c. Judiciary: interprets the law
H. The "elastic clause" (Article I, Section 8, paragraph 18)
   1. "Congress shall have the power to… make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers…"
   2. Nationalists wanted to give broader power to the federal gov’t.
      a. States’ rights advocates wanted enumeration of powers to limit the federal government's power.
      b. The clause gave Congress the flexibility to meet the social and technological changes of the future.

I. “Supremacy” clause: Congress gained the right to regulate commerce, both foreign and domestic
   1. The Constitution became the "supreme law of the Land."
   2. Federal power superseded state power; state power was no longer sovereign.

J. Conservative safeguards
   1. Purpose was to check the excesses of the "mob"
      • Convention delegates were unanimous in believing that universal manhood-suffrage democracy was dangerous.
   2. Safeguards:
      a. Federal judges were appointed for life.
      b. President was elected indirectly by the Electoral College.
      c. Senators were chosen indirectly by state legislatures.
   3. Only the House of Representatives was elected by direct vote of qualified (propertied white male) citizens.

K. Constitution was based on the principle that the only legitimate gov’t was one based on the consent of the governed. (John Locke)
   1. "We the People..."
   2. Older theory of the social contract was replaced by idea that the people delegate their authority to the gov’t.

L. Why no Bill of Rights?
   1. Since most states’ bill of rights often began with "all men are by nature born free", Southerners believed it would hypocritical to include such a statement when slavery was provided for in the Constitution.
   2. States already had their own bills of rights and states’ rights advocates believed that these should remain binding.
   3. Some delegates feared a new gov’t might feel free to do anything that was not expressly prohibited in a new Bill of Rights.
   4. Most important practical reason: delegates believed they had reached a fragile consensus that could collapse if new revisions were to be considered

© 2014 HistorySage.com  All Rights Reserved
M. Ratification of the Constitution would require 9 states
   1. Provision adopted over concerns that support was not unanimous
      (this was currently required by Articles of Confederation).
   2. If ratified, the Constitution would be supreme law of the land in
      those states that ratified it.
   3. Congress submitted the Constitution to the states (without
      recommendations)
      a. People were shocked that the Articles of Confederation was
         to be scrapped; secrecy of the Constitutional Convention had
         left the country in the dark regarding its intentions.
      b. Many feared that states’ sovereignty would end.

VII. Ratification Debate in the States: Federalists vs. Anti-Federalists
A. Special elections were held in the various states for members of
   the ratifying conventions.
B. Four small states quickly ratified: DE, NJ, GA, CT
   • The Constitution ("Great Compromise") favored small states in
     the Senate.
C. Pennsylvania was the first large state to ratify.
D. Massachusetts was the critical test.
   1. Failure to ratify could have effectively killed the Constitution.
   2. Main issue became the lack of a bill of rights in the Constitution.
      • Federalists promised that the first Congress under the new
        Constitution would add one by amendment.
   3. Ratification passed 187-168
E. Three more states ratified: MD, SC, NH
F. Constitution was officially adopted on June 21, 1788.
G. The last four states ratified because they did not want to be isolated.
   1. Virginia, the largest and most populous state, was strongly
      anti-federalist.
      a. Patrick Henry was among the fiercest critics claiming the
         Constitution would kill liberty.
      b. Washington, Madison, and John Marshall were influential
         on the Federalist side.
      c. George Mason, the “Father of the Bill of Rights,” refused to
         ratify the Constitution until a promise for a bill of rights was
         added.
      d. Virginia ratified shortly after the Constitution had been ratified
         by 9 states; it did not want to be an isolated independent state.
   2. New York
      a. The Federalist Papers (85 in all)
         • Alexander Hamilton, John Jay and James Madison wrote an
           influential series of articles for the New York newspapers.
         • Most important commentary ever written on the
           Constitution
         • Federalist X by Madison is the most famous
o Refuted the conventional belief that it was impossible to extend a republican form of government over a large territory.
  b. New York ratified realizing it could not prosper alone.
3. North Carolina and Rhode Island
  a. Ratified only after the Constitution had been in effect for several months.
  b. Rhode Island was the only state not to attend the Constitutional Convention.
<table>
<thead>
<tr>
<th>ANTIFEDERALISTS vs. FEDERALISTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Antifederalist objections to the Constitution</strong></td>
</tr>
<tr>
<td><strong>Antifederalists</strong>: states’ rights advocates, small farmers, the illiterate, debtors &amp; paper-money advocates. In general, poorer classes of society.</td>
</tr>
</tbody>
</table>

**Ratification Positions:**
1. **Articles of Confederation were a good plan.**
2. **Opposed strong central government.** Opposed a standing army and a 10 square mile federal stronghold (later District of Columbia).
3. **Strong national government threatened state power.**
4. **Strong national government threatened rights of the common people.** Constitution was created by aristocrats. Saw a sinister plot to suppress liberty of the masses.
5. **Constitution favored wealthy men and preserved their power.** Opposed the dropping of annual elections for representatives.
6. **Constitution lacked a bill of rights.** State governments already had bills of rights but they might be overridden by the Constitution.
7. **Argued against 2/3 ratification plan.** Articles of Confederation required unanimous consent.
8. **Opposed omitting any reference to God.**

**Ratification Positions:**
1. **Articles of Confederation were weak and ineffective.**
2. **National government needed to be strong in order to function.** Powers in foreign policy needed to be strengthened while excesses at home needed to be controlled.
3. **Strong national government needed to control uncooperative states.**
4. **Men of experience and talent should govern the nation.** "Mobocracy" threatened the security of life and property.
5. **National government would protect the rights of the people.**
6. **Constitution and state governments protected individual freedoms without bill of rights.** "The people” could take back delegated powers given to the national gov’t.
7. **Favored establishing the Constitution by almost any means possible.**
8. **More sympathetic to separation of church and state.**
## Comparing the Articles and the Constitution

*Adapted from American Pageant, 8th edition, p.142*

<table>
<thead>
<tr>
<th>Under Articles of Confederation</th>
<th>Under Federal Constitution</th>
</tr>
</thead>
<tbody>
<tr>
<td>A loose confederation of states – “a firm league of friendship.”</td>
<td>A firm union of people where the national government was supreme.</td>
</tr>
<tr>
<td>1 vote in Congress for each state</td>
<td>2 votes in the Senate for each state; representation by population in the House</td>
</tr>
<tr>
<td>2/3 vote (9 states in Congress) for all important measures</td>
<td>Simple majority vote in Congress, subject to presidential veto</td>
</tr>
<tr>
<td>Laws executed by committees of Congress</td>
<td>Laws executed by a powerful president</td>
</tr>
<tr>
<td>No congressional power over commerce. States free to impose levies, and restrictions on trade with other states and enter economic agreements with foreign countries.</td>
<td>Congress would regulate both foreign and interstate commerce</td>
</tr>
<tr>
<td>No congressional power to levy taxes – payment of taxes by states was voluntary.</td>
<td>Extensive power in Congress to levy taxes</td>
</tr>
<tr>
<td>No federal courts – states free to resolve their own matters, or conflicts with other states.</td>
<td>Federal courts, capped by the Supreme Court</td>
</tr>
<tr>
<td>Unanimity of states for amendment</td>
<td>Amendment less difficult – 2/3 of Congress and 3/4 of the states</td>
</tr>
<tr>
<td>No authority to act directly upon individuals and no power to coerce states</td>
<td>Ample power to enforce laws by coercion of individuals and to some extent of states</td>
</tr>
</tbody>
</table>
MEMORY AID: "ARTICLES"

Articles of Confederation
Ratification debate between Federalists and Antifederalists
Treaty of Paris, 1783
International challenges from England, Spain, France & Barbary Pirates
Constitutional Convention, 1787
Land and legislation (Land Ordinance of 1785; NW Ordinance of 1787)
Economic depression (no regulation of interstate commerce)
Shays’s Rebellion

Terms to Know

| Pennsylvania Gradual Emancipation Act | James Madison |
| Quock Walker case | Virginia Plan |
| African Methodist Episcopal Church (AME) | New Jersey Plan |
| Cincinnati Society | Great Compromise |
| primogeniture | House of Representatives |
| entail | Senate |
| Virginia Statute for Religious Freedom | President |
| sovereignty | Electoral College |
| Republican Motherhood | “Three Fifths” Compromise |
| feme covert | Commerce Compromise |
| republicanism | checks and balances |
| Barbary pirates | separation of powers |
| Dey of Algiers | Baron de Montesquieu |
| Articles of Confederation | “elastic” clause |
| Newburgh Conspiracy | “supremacy” clause |
| Land Ordinance of 1785 | ratification debate |
| Northwest Ordinance of 1787 | Federalists |
| Shays’ Rebellion | Anti-Federalists |
| Constitutional Convention | George Mason |
| | Federalist Papers: Madison, Hamilton, Jay |
| | Federalist X |

© 2014 HistorySage.com All Rights Reserved
Essay Questions

Note: The material herein is heavily represented in the new Curriculum framework. Thus, this sub-unit is a high probability area for the AP exam. In the past 10 years, 4 questions have come wholly or in part from the material in this unit. Below are some questions that will help you study the topics that have appeared on previous exams.

1. To what extent did the American Revolution create a "revolution" in American society from 1775 to 1800?

2. To what extent was the Articles of Confederation effective?

3. Evaluate the relative importance of foreign and domestic issues on American politics during the 1780s.

4. How did the Articles of Confederation reflect the revolutionary ideals and experiences of Americans?

5. Analyze several factors leading up to the creation of the Constitution.

6. Compare and contrast the Articles of Confederation and the Constitution regarding government structure, government powers, and the relationship between the federal government and the states.
Bibliography:


© 2014 HistorySage.com   All Rights Reserved
The Federalist Era: (1789-1801)

DOMESTIC ISSUES

I. America c. 1790
   A. Population was nearly 4 million in 1790: it was doubling every 25 years.
      1. About 90% of Americans lived on farms.
      2. Relatively few large towns existed: Philadelphia, NY, Boston, Charleston, Baltimore
      3. 5% lived east of the Allegheny mountains
         • New states: Kentucky, 1792; Tennessee 1796; Ohio 1803
   B. Finances of the new nation were precarious
      1. Public debt was enormous; revenue had significantly declined.
      2. Worthless paper money, both state and national, was in heavy circulation.
   C. Challenges by Britain and Spain threatened the nation’s unity.

II. President George Washington and his administration
   A. Washington was unanimously elected president by the Electoral College in 1789.
      1. Only Presidential nominee ever to be honored unanimously.
      2. Many believe Congress was willing to give the presidency power due to Washington’s immense respectability
      3. Took the oath of office on April 30, 1789 in the temporary capital of New York City.
         • John Adams was sworn in as vice president
   B. Washington's cabinet
      1. Precedent: Consulting of cabinet members (department heads) in order to make decisions.
         a. The Constitution does not mention a cabinet
         b. The cabinet has become an integral part of the presidency.
      2. The first cabinet
         a. Secretary of State -- Thomas Jefferson
         b. Secretary of the Treasury -- Alexander Hamilton
         c. Secretary of War -- Henry Knox
         d. Edmund Randolph--Attorney General; became the 4th major cabinet member after passage of Judiciary Act of 1789.
      3. Cabinet was characterized by a feud between Hamilton and Jefferson.
III. Bill of Rights
   A. One of the first priorities of the new government
      1. Antifederalists had sharply criticized the Constitution for not having one.
      2. Many states had ratified under the condition that one be included.
   B. Amendments to the Constitution could be achieved two ways:
      1. A new constitutional convention requested by 2/3 of the states (has never happened)
      2. 2/3 vote by both houses of Congress and ratification by 3/4 of states (has happened on 18 separate occasions--we now have 27 Amendments)
   C. Federalists feared another constitutional convention might reverse their victory
      1. James Madison drafted and submitted amendments to Congress.
      2. Madison's draft was based largely on George Mason's bill of rights in Virginia.
   D. Bill of Rights: First ten amendments to the Constitution adopted in 1791
      1. Provided safeguards for some of America's core principles:
         Amendment I: Freedom of speech, religion, press, petition & assembly
            (Memory Aid: RAPPS -- Religion, Assembly, Press, Petition, Speech)
         Amendment II: Right to bear arms
         Amendment III: Troops may not be arbitrarily quartered on the people
         Amendment IV: Unreasonable searches and seizures forbidden
         Amendment V: The individual is guaranteed certain rights when on trial and the right to life, liberty and property
         Amendment VI: Right to a fair and speedy trial in criminal cases
         Amendment VII: Right to a trial in civil cases (law suits against other citizens)
         Amendment VIII: Excessive fines and unusual punishments are forbidden.
         Amendment IX: The people retain rights not enumerated in the Constitution
         Amendment X: Powers not delegated to the federal government are reserved to the states and the people.

IV. Judiciary Act of 1789
   A. Organized the Supreme Court with a chief justice (John Jay) and five associates
   B. Organized federal district and circuit courts.
   C. Established the office of attorney general
V. Hamilton’s Financial Plan

A. Economic goals
   1. *Report on Public Credit* (1790)
      a. Plan to shape fiscal policies of the administration to favor wealthier groups
      b. In return, the wealthy would lend the gov't monetary and moral support.
      c. Prosperity would trickle down to the masses.
      d. Became the basis for assumption of state debts and funding at par (see below)
      a. Advocated promotion of a factory system in U.S. so the nation could exploit its national resources and strengthen capitalism.
      b. Basis for the tariff component in his financial plan

B. Hamilton’s Plan contained five major components:
   1. **Funding at Par**
      a. Purpose: bolster national credit
         - He believed the gov't couldn't borrow money without investor confidence.
         - Gov’t bonds had depreciated to 10 or 15 cents on the dollar since the new Treasury was believed incapable of paying its obligations.
      b. Urged Congress to pay off the entire national debt by "funding at par" all gov't bonds incurred by the states during the Revolutionary War.
      c. Debts would be paid at face value plus accumulated interest.
      d. Hamilton was bitterly criticized for not alerting original bondholders to the plan.
   2. **Assumption of State Debts**
      a. Hamilton urged Congress to assume the states' debts.
      b. Hamilton's ulterior motive: further obligate the states to the federal gov't
         - Hamilton believed the national debt was a "blessing" that would cement the union.
         - States with huge debts favored the plan (especially Massachusetts).
         - States with less debt or no remaining debt hated being taxed to pay someone else's debt (Virginia was especially angry)
         - A North-South struggle ensued over assumption.
      c. Compromise achieved in 1790 through a process called "**log rolling**"
         - "Log rolling" occurs when two opposing factions agree to vote for each other's bills so that their own cherished bills will pass.
         - Federal government would assume all state debts.
South would get new federal district—now, the District of Columbia.
- Pierre L’Enfant: Created map plan for the new city.
- Benjamin Banneker: African American who surveyed land Washington was to be built on.

- Madison and Jefferson were instrumental in helping set up compromise.
  - Jefferson later lamented he was outwitted by Hamilton.

3. **Tariffs (customs duties)** became the major source of revenue for paying the debt.
   a. Tariff revenues depended on a healthy foreign trade.
   b. Revenue Act of 1789 imposed an 8% tariff on dutiable imports.
      - First tariff law in U.S. history passed at the national level.
      - Secondary goal was to help protect infant industries.

4. **Excise taxes**
   a. 1791, Congress passed an excise tax on whiskey.
      - Backcountry distillers were most affected by the 7 cent per gallon tax.
        - Poor roads made grain transportation practical only by horseback which severely hampered the profit potential of cash crops.
      - Whiskey flowed so freely in this region it was often used as money.
   b. Hamilton not overly concerned with the protests from the frontier – most had been anti-federalist in sentiment during the ratification debate.

5. **National Bank**: most important Hamilton vs. Jefferson issue
   a. The foundation of Hamilton's financial plan was a Bank of the United States.
      - Washington requested written opinions from Jefferson and Hamilton regarding the viability of such a bank.
   b. Provisions:
      - Gov't would be a major stockholder despite the bank being a private corporation.
        - 1/5 of members of its board of directors would be government appointees.
      - Federal Treasury would deposit its surplus revenues in the bank.
        - Federal gov't would have a convenient safe.
        - Federal funds would stimulate business by remaining in circulation.
      - Government would print urgently needed paper money thus providing a stable national currency.
c. Jefferson (and Madison) strongly opposed the bank
   - States' righters feared liberties would be jeopardized by a huge central bank.
     - Moneyed interests would benefit at the expense of farmers.
     - State banks would not be able to compete against the federal bank.
     - Federal gov't did eventually enjoy a monopoly of surplus funds.
   - **Strict construction**: strict interpretation of the Constitution
     - Jefferson: the Constitution did not stipulate a creation of a national bank.
d. Hamilton argued the Constitution would support a plan for a national bank.
   - **Loose construction** -- Hamilton urged a broad interpretation of the Constitution
     - Set a precedent for enormous federal powers.
   - “Elastic clause”: provided for passing any laws “necessary and proper” to carry out the powers vested in the various governmental agencies.”
     - Also known as Congress’ Implied Powers
   - Bank would be “necessary” to store revenues from taxes and the regulation of trade, both of which were stated in the Constitution.
e. Washington reluctantly signed the bank measure into law in 1791; charter was for 20 years
   - The old North-South friction surfaced again.
     - The Bank favored commercial and financial centers in the North.
     - The agricultural South saw their state banks decline.
f. Bank issue sparked the open public split between Hamilton and Jefferson.

| Memory Aid for Hamilton's Financial Plan: “BE FAT” |
| Bank of the U.S. |
| Excise Taxes |
| Funding at Par |
| Assumption of State Debts |
| Tariffs |

C. The Whiskey Rebellion (1794)
1. Southwestern Pennsylvania backcountry folks were hard hit by Hamilton's excise tax.
2. The “Whiskey Boys” posed a major challenge to the new national government.
   a. They torched buildings, tarred and feathered revenue officers,
chased gov’t supporters from the region; some even talked of secession from the U.S.

b. Tax collections came to a halt.

3. Washington summoned the militia of several states resulting in 13,000-man army.
   - Washington accompanied the troops part of the way; Hamilton led them the rest of the way.

4. When the troops reached the hills of western Pennsylvania the Whiskey Boys dispersed without any casualties
   - Washington later pardoned the two convicted participants to heal the rift.

5. **Significance:** Federal government showed it could ensure domestic tranquility
   a. Proved that another Shays’-type rebellion could not succeed under the new Constitution
   b. Jeffersonians condemned the action as a brutal display of force and gained increasingly more support from ordinary farmers.

D. **Hamilton’s financial plan became the cornerstone of America's financial system.**
   1. Strengthened the government politically as well as financially.
      a. Established strong public credit:
      b. "Loose construction" -- paved way for increase of federal power
      c. Report on Manufactures -- anticipated the industrial revolution
   2. Jeffersonian opposition emerged due to encroachments upon states' rights.

VI. Birth of the Party System

A. **Founding Fathers in 1787 did not envision the existence of political parties.**
   1. Organized opposition seemed disloyal and against the spirit of national unity.
   2. No national political party had ever existed in America before Washington's administration.
      a. Factions had existed only over special issues (e.g. Tories and Whigs, Federalists and Antifederalists) but factions were not parties.
      b. Jefferson and Madison first organized their opposition to Hamilton only in Congress and did not anticipate creating a permanent, popular party.
   3. As their opposition to Hamilton grew, political parties emerged.
   4. **By 1792-1793, two well-defined groups had crystallized:**
      a. Hamiltonian Federalists
      b. Jeffersonian Republicans
   5. **Our two-party system is largely owed to the clash between Hamilton and Jefferson.**
**Important:** Be careful not to confuse the Federalists of the 1790s with the “Federalists” who supported the Constitution in the late 1780s. They are not necessarily the same! For example, in the late 1780s Madison wrote part of the Constitution and Jefferson supported it yet they were not Federalists in the 1790s.

- Federalists in 1787-88 were a *faction* that supported the Constitution.
- Federalists in the 1790s became a *political party* that embodied Hamilton's financial plan and Washington's presidency.

## B. Federalists

1. Emerged from the “federalists” of the pre-Constitution period by 1793.
2. Believed in gov’t by the upper classes (the "best people")
   a. Rich had more leisure time to study problems of governing.
   b. Enjoyed the advantages of intelligence, education, & culture.
   c. John Jay: "Those who own the country ought to govern it."
3. Distrusted the common people
   a. Regarded democracy as a "mobocracy"
   b. Believed democracy too important to be left to the people.
4. Supported a strong central government
   a. Sought to maintain law and order and to crush democratic excesses (e.g. Shays' Rebellion)
   b. Sought to protect the life and property of the wealthy.
5. Believed the federal gov't should encourage business, not interfere with it.
   a. Federalists were dominated by merchants, manufacturers, and shippers.
   b. Most lived in urban areas of the eastern seaboard where commerce and manufacturing flourished.
6. Pro-British in foreign policy
   a. Foreign trade with Britain was key in Hamilton's plan.
   b. Many Federalists were mild Loyalists who were biased toward the former mother country.

## C. Democratic-Republicans (Jeffersonians)

1. Advocated the rule of the people; government *for* the people
   a. However, only by those who were literate enough to inform themselves.
   b. Believed in the wisdom of the common people; “teachability” of the masses
2. Appealed to the middle class, yeoman farmers, laborers, artisans, and small shopkeepers.
3. Believed the gov’t that governs best governs least: strict construction
   - Bulk of government power should be retained by the states
4. The national debt was a curse to future generations that should be paid off ASAP.
5. Primarily agrarians.
   a. Insisted on no special privileges for “special” classes, especially manufacturers.
   b. They saw farming as an ennobling profession
7. Pro-French: supported the liberal ideas of the French Revolution

VII. Defeat of Amerindians in the Old Northwest
A. Iroquois nation was forced onto reservations in New York and Pennsylvania after the Revolutionary War.
   1. Iroquois had allied with Britain during the war.
   2. Many fled to Canada.
   3. No longer a major threat to U.S.

B. Amerindians in Northwest and Southwest borders, Shawnee and Miami tribes, were increasingly hostile toward Americans.
   1. Chief Little Turtle led the Western Confederacy that opposed American settlers expansion westward.
      • Supported by the British on the frontier.
   2. Washington lost two armies in the Northwest in 1790-91 to the Western Confederacy.
      • This represented the largest loss of U.S. forces at the hands of American Indians in U.S. history.

C. General “Mad” Anthony Wayne finally led U.S. forces to victory
   1. Battle of Fallen Timbers in August 1794 was the climactic battle.
      • Amerindians finally forced to abandon their British allies
   2. Treaty of Greenville (1795) cleared 2/3 of Ohio and Indiana of American Indian tribes.
   3. Britain abandoned its forts in the Old Northwest.

D. Eastern Woodlands Amerindians now saw their lifestyle ruined by increased competition for the fur trade, white settlement, and ruining of hunting grounds.
   1. Forced westward; came into increased conflict with tribes west of Mississippi.
   2. A movement to regenerate Amerindian society swept through the region and was led by certain Amerindian prophets; eventually failed due to continued U.S. expansion.
FEDERALIST ERA: Foreign Policy

I. Impact of the French Revolution
   A. Significance: Single most important issue separating Federalists and Republicans in the 1790s.

   B. Americans were initially excited, especially the Jeffersonians.
      1. Saw the French Revolution as the second chapter of the American Revolution.
      2. 1792, supported France’s war against Austria and Prussia.
      3. France proclaimed itself a republic (similar to the U.S.)

   C. The “Reign of Terror” led to political conflict in the U.S.
      1. King Louis XVI and his wife, Mary Antoinette, were beheaded.
      2. Thousands of aristocrats and anti-revolutionaries were executed by the Committee of Public Safety led by Robespierre
      3. Christianity was replaced by a deism.
      4. Jeffersonians regretted the bloodshed but felt it probably could not be avoided
      5. Federalists were frightened by the extent of the violence; viewed the Jeffersonian masses with concern.

   D. The French Revolution led to a world war
      1. Britain was sucked into the conflict against France.
      2. The U.S. had to decide which side to support when war spread to the Atlantic and Caribbean.

II. Washington's Neutrality Proclamation (1793)
   A. The U.S. was still obligated to France under the Franco-American Alliance of 1778
      1. The U.S. had pledged to protect the French West Indies from France’s enemies.
      2. Jeffersonians favored honoring the Alliance
      3. President Washington believed war should be avoided at all cost.
         - The U.S. was militarily weak and should stay out of the war.

   B. Neutrality Proclamation of 1793
      1. Announced U.S. neutrality in the war between Britain and France.
      2. Warned citizens to be impartial to both Britain and France.

   C. American Reaction
      1. Jeffersonians were enraged, especially by Washington not consulting Congress.
      2. Federalists supported neutrality.
D. America and France benefited from U.S. neutrality
   1. America's neutrality meant it could still deliver foodstuffs to the
      West Indies.
   2. If the U.S. entered the war, the British navy would blockade
      U.S. coasts and cut off supplies the French relied on.
   3. France did not officially ask the U.S. to honor the Franco-
      American treaty.

III. **Jay Treaty**, 1794

A. **Significance:**
   1. Temporarily eased U.S. conflict with Britain
   2. Most important immediate cause for the formation
      of the Democratic-Republican party.

B. **Background:** Britain continued harassing American frontier settlers
   and U.S. ships on the oceans.
   1. British remained in their northern frontier posts on U.S. soil.
      a. Constituted a violation of the peace treaty of 1783
      b. They sold firearms and alcohol to Amerindians who attacked
         American settlers.
   2. The British navy seized about 300 U.S. ships in the West Indies
      starting in 1793.
   3. **Impressment:** Hundreds of Americans were forced into service
      on British vessels; hundreds of others imprisoned.

C. Federalists were unwilling to go to war
   1. The U.S. depended on 75% of its customs duties from British
      imports.
   2. Jeffersonians argued that the U.S. should impose an embargo
      against Britain.

D. Washington sent Jay, the Chief Justice of the Supreme Court, to
   London in 1794 to negotiate a treaty with Britain.
   1. Jeffersonians feared the conservative Jay would sell out U.S.
      interests.
   2. Hamilton feared a war with Britain and was willing to
      appease her.

E. **Provisions:** (America won few concessions)
   1. Britain renewed its pledge to remove posts from U.S. soil
      (as it had pledged to do in 1783).
   2. Britain consented to pay damages for recent seizures of
      American ships.
   3. Britain refused to guarantee against future maritime seizures and
      impressments or the inciting of Native Americans to further
      violence on the U.S. western frontier.
4. The U.S. was forced to pay pre-Revolution debts owed to British merchants.

F. Jeffersonian outrage resulted in the creation of the Democratic-Republican party.
   1. The South felt betrayed that northern merchants would be paid damages for shipping.
   2. Southern planters would be taxed to pay the pre-Revolution debt.

G. War with Britain was averted
   1. Washington pushed for ratification of the treaty realizing war with Britain would be disastrous to the U.S.
   2. The Senate narrowly approved the treaty in 1795

IV. Pinckney Treaty of 1795
   A. Normalized relations with Spain

   B. Spain feared an Anglo-American alliance so it sought to appease the U.S.
      1. Spain was a declining power in Europe.
      2. Spain’s position was declining on the American frontier.

   C. Treaty provisions: (Spanish concessions)
      1. Granted free navigation of the Mississippi River to the U.S. including the right of deposit at the port city of New Orleans.
      2. Yielded large area north of Florida that had been in dispute for over a decade.
         • The 31st parallel was recognized as legal border between the U.S. and Spanish Florida.

V. Washington’s Farewell Address (1797)
   A. He had reluctantly accepted a second term at the urging of his supporters; unanimously reelected

   B. Washington lost his nonpartisan standing when he supported Federalist policies.
      • Partisan abuse from the Jeffersonian wing was significant.

   C. He refused to accept a third term as President.
      1. Set a precedent for the two-term presidency.
      2. Washington was exhausted physically and weary of political bickering.

   D. Farewell Address
      1. Warned against the evils of political parties.
      2. Warned against permanent foreign alliances (like the treaty with
France)
3. Jeffersonians were angered as the speech seemed to declare U.S. hostility toward France.
4. Isolationism became the dominant U.S. foreign policy for next 100 years.

E. Washington thus kept the U.S. out of war.

F. Review of Washington's Precedents
   1. President relied on and consulted regularly with his cabinet.
   2. Chief executive gained the right to choose his own cabinet.
      • This custom grew out of Congress' respect for Washington.
   3. Two-term office for president
   4. After Jay resigned, Washington went outside the Supreme Court to select a new Chief Justice

VI. Election of 1796
A. John Adams, the vice president, was the Federalist candidate.
   • Hamilton was too controversial to be a candidate.
B. Democratic-Republicans gathered around Thomas Jefferson
   • Decried the crushing of the Whiskey Rebellion and Jay's Treaty.
C. Adams defeated Jefferson 71 to 68 in the Electoral College.
   • Jefferson, as runner-up, became vice president

VII. “Quasi War” against France, 1798-1800
A. The French Directory government condemned the Jay Treaty and attacked American shipping.
   1. Saw it as an initial step towards a U.S. alliance with Britain
   2. Saw it as flagrant violation of Franco-American Treaty of 1778
   3. French warships seized about 300 U.S. merchant vessels by mid-1797
   4. France refused to receive America's newly appointed envoy.
B. XYZ Affair, 1797
   1. President Adams sent a U.S. delegation to Paris in 1797.
   2. U.S. delegates were secretly approached by 3 French agents: "X, Y, & Z"
      a. French agents demanded a large loan and a bribe of $250,000 for the privilege of talking to French foreign minister Talleyrand.
      b. U.S. delegates: “Millions for defense, not one cent for tribute!”
   4. War hysteria swept the U.S.
C. Undeclared naval warfare with France, 1798-1800
   1. U.S. war preparations were set in motion.
      a. Navy Department at the cabinet level was created; 3 ship navy
was expanded
b. Marine Corps established
c. Army of 10,000 men was authorized (not fully raised)
   • Washington was the top general but gave active command to Hamilton

2. Adams suspended all trade with France and authorized American ships to capture armed French vessels.

3. Undeclared hostilities ensued for 2 1/2 years between 1798-1800.
   a. Principally fought in the West Indies.
      • U.S. Navy and privateers captured over 80 French armed ships.
      • Several hundred U.S. merchantmen were lost to the French.
   b. Full-blown war seemed imminent; Adams sought to keep the U.S. out of war.

D. Convention of 1800 (Adam's “Finest Moment”)
   1. France became eager to negotiate a peace with the U.S.
      • Did not want another enemy allied with Britain during the Napoleonic Wars.
   2. Adams appointed a new foreign minister to France in order to negotiate a peace.
      a. Many Americans were shocked in light of the XYZ Affair.
      b. Hamiltonian "High Federalists" were enraged; sought military glory in a war against France
      c. Jeffersonians and moderate Federalists favored one last try for peace
   3. 1800, U.S. negotiated with Napoleon (who was bent on European conquest)
   4. Convention of 1800
      a. France agreed to end the 22-year Franco-American Alliance with the U.S.
      b. U.S. agreed to pay the damage claims of American shippers who had been attacked by French ships.
   5. Significance:
      a. A major war with France was avoided.
      b. If war had occurred, Napoleon would not have sold the Louisiana Territory purchase to the U.S. three years later.

E. Alien and Sedition Acts (1798)
   1. Purpose: Federalists passed a series of oppressive laws in 1798 to reduce the influence of Jeffersonians and silence anti-war opposition.
   2. Alien Acts
      a. Constituted an attack on pro-Jeffersonian "aliens"
         • Most immigrants lacked wealth and were welcomed by Jeffersonians.
Hated by Federalists who did not want these immigrants voting in the U.S.

b. Raised residence requirements for U.S. citizenship from 5 years to 14 years.

c. President could deport "dangerous" foreigners.

d. The laws in some ways seemed reasonable.
   - Some foreign agitators were coming into U.S. (e.g. Citizen Genet who tried to enlist Americans to support France.)
   - Many immigrants from France sought anti-British policies.

e. Alien Acts were never enforced but some frightened foreign agitators left the country.

3. Sedition Act
   a. Anyone who impeded gov’t policies or falsely criticized its officials, including the president, would be liable to a heavy fines and imprisonment.

   b. Direct violation of the First Amendment to the Constitution.
      - The Federalist-controlled Supreme Court was not interested in declaring it unconstitutional.

   c. Ten Jeffersonian editors were brought to trial and convicted.

   d. The law expired in 1801, the day before Adams left office.
      - This demonstrated the dubious intentions of bill (if a Federalist was not elected in 1800, Republicans wouldn't have the Sedition Act to prosecute Federalists.)

4. Popular support for the Alien and Sedition Acts was significant.
   a. Anti-French hysteria played into the hands of the Federalists.

   b. Largest ever Federalist victory occurred in the 1798-99 congressional elections

5. Virginia and Kentucky Resolutions, 1798
   a. Democratic-Republicans believed the Alien and Sedition Acts were unconstitutional
      - The process of deciding the constitutionality of federal laws not yet defined.

      - As vice president Jefferson was in an awkward position as he feared prosecution from Sedition Act.

   c. Premise: States had the right to nullify laws passed by Congress that were deemed unconstitutional.

   d. Aim was not to break up the union but to preserve it by protecting the civil liberties of the people.
      - They were largely campaign documents seeking to defeat the Federalists in the 1798 mid-term elections.

   e. Compact theory
      - Popular among 17th century English political philosophers (e.g. John Locke)
      - The 13 sovereign states created the federal gov't and had entered a "compact"
Thus, the national gov’t was an agent or creation of the states.

**Nullification:** Individual states were the final judges of whether a federal law was constitutional.

f. Result: No other states passed the resolutions
   - The Federalists argued that the people, not the states, made the original compact.
   - The Federalists argued the Supreme Court, not the states, could nullify laws.

**g. Significance:** ideas were later used by southerners to support nullification and ultimately secession prior to the Civil War.

VIII. The Jefferson "Revolution of 1800" (Election of 1800)

A. Federalist handicaps
   1. The Federalist split over going to war with France was the biggest reason for Adams’s defeat.
      - Hamilton and the "High Federalists" openly broke from Adams for his refusal to engage a full-blown war against France.
   3. Federalists had swelled the debt in preparation for war with France.
      - New taxes (including a stamp tax) were levied to pay the costs.
   4. Military preparations now seemed unnecessary

B. Federalist mudslinging accused Jefferson of:
   1. being an atheist (Jefferson was really a deist)
   2. robbing a widow and her children of a trust fund
   3. fathering mulatto children by his own slave woman (in 1998, genetic tests apparently proved that Jefferson had fathered at least one child from his slave mistress, Sally Hemmings)

C. **Jefferson defeated Adams: 73 to 65**
   1. Most of Jefferson’s support came from the South and West where universal manhood suffrage had been adopted.
      - New York was the key: Republican Aaron Burr’s run for vice president narrowly turned New York toward Jefferson.
   2. **Yet, Jefferson tied with Burr for electoral votes**
      a. The House of Representatives had to break the deadlock
      b. Federalists preferred Burr as they hated Jefferson.
      c. Eventually, a few anti-Burr Federalists were swayed by Hamilton to refrain from voting and Jefferson became president (Burr now hated Hamilton).
3. **Significance:** Peaceful change of power was revolutionary
   a. Transfer of power was on a basis of an election that all parties accepted.
   b. Britain would not achieve the same stature for another generation.

IX. The Federalist Legacy
   A. Hamilton's financial plan established the nation’s financial foundation.
   B. Washington established important precedents for the presidency.
   C. Federalists kept the U.S. out of war.
   D. Federalists preserved democratic gains of the Revolution and oversaw the creation of a viable republic.
   E. Opposition party (Jeffersonians) resulted in creation of two-party system.
   F. Westward Expansion (Treaty of Grenville and new western states)

<table>
<thead>
<tr>
<th>Memory Aid to Remember the Federalist Era:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big</strong></td>
</tr>
<tr>
<td><strong>Jolly</strong></td>
</tr>
<tr>
<td><strong>Hamilton</strong></td>
</tr>
<tr>
<td><strong>Finds</strong></td>
</tr>
<tr>
<td><strong>Nervous</strong></td>
</tr>
<tr>
<td><strong>Jefferson</strong></td>
</tr>
<tr>
<td><strong>Entering</strong></td>
</tr>
<tr>
<td><strong>X-Men's</strong></td>
</tr>
<tr>
<td><strong>Quarters</strong></td>
</tr>
<tr>
<td><strong>Angering</strong></td>
</tr>
<tr>
<td><strong>Tight</strong></td>
</tr>
<tr>
<td><strong>Republicans</strong></td>
</tr>
</tbody>
</table>
### Terms to Know

<table>
<thead>
<tr>
<th>George Washington</th>
<th>Battle of Fallen Timbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>cabinet</td>
<td>Treaty of Greenville</td>
</tr>
<tr>
<td>Thomas Jefferson, secretary of state</td>
<td>French Revolution</td>
</tr>
<tr>
<td>Alexander Hamilton, secretary of the treasury</td>
<td>“Reign of Terror”</td>
</tr>
<tr>
<td>Bill of Rights</td>
<td>Neutrality Proclamation</td>
</tr>
<tr>
<td>Judiciary Act of 1789</td>
<td>Impression</td>
</tr>
<tr>
<td>funding at par</td>
<td>Jay Treaty</td>
</tr>
<tr>
<td>assumption of state debts</td>
<td>Pinckney Treaty</td>
</tr>
<tr>
<td>“log-rolling”</td>
<td>Washington’s Farewell Address</td>
</tr>
<tr>
<td>Tariffs (customs duties)</td>
<td>President John Adams</td>
</tr>
<tr>
<td>excise taxes</td>
<td>XYZ Affair</td>
</tr>
<tr>
<td>National Bank</td>
<td>“Quasi” War</td>
</tr>
<tr>
<td>strict construction</td>
<td>Convention of 1800</td>
</tr>
<tr>
<td>loose construction</td>
<td>“High” Federalists</td>
</tr>
<tr>
<td>Whiskey Rebellion</td>
<td>Alien and Sedition Acts</td>
</tr>
<tr>
<td>Federalists</td>
<td>Virginia and Kentucky Resolutions</td>
</tr>
<tr>
<td>Democratic-Republicans</td>
<td>compact theory</td>
</tr>
<tr>
<td>Chief Little Turtle</td>
<td>nullification</td>
</tr>
<tr>
<td>Western Confederacy</td>
<td>“Revolution of 1800”</td>
</tr>
</tbody>
</table>

### Essay Questions

*Note: This sub-unit has traditionally been high probability area for the AP exam. In the past 10 years, 4 questions have come wholly or in part from the material in this unit. Below are some questions that will help you study the topics that have appeared on previous exams.*

1. Analyze factors that led to the creation of a two-party system during the 1790s.

2. Evaluate the relative importance of domestic issues and foreign issues in politics during the Federalist Era.

3. Evaluate the relative importance of the Articles of Confederation Era (1781-1789) and the Federalist Era (1789-1801) in shaping America’s political system.

4. Compare and contrast the views of Hamiltonians and Jeffersonians in the 1790s.

5. Analyze how issues and views regarding federal vs. state power influenced politics in the 1790s.
6. George Washington is considered one of America’s greatest presidents. Analyze some of Washington’s actions as president that made him a “great” president.

Bibliography:

Jeffersonian Democracy: 1800-1824

I. President Thomas Jefferson
   A. "Revolution of 1800" -- significant for its unprecedented democratic peaceful transfer of power
      1. Inaugural speech:
         a. "We are all Republicans, we are all Federalists"
            • Sought to bring in moderate Federalists into a broad Republican coalition (excluding Hamilton and his "High Federalist" followers).
         b. Vowed to maintain Washington’s policy of non-entangling alliances
      2. First party overturn in the history of the country
         • Significance: demonstrated efficacy of a two-party system
   B. Jefferson surprisingly kept most of Hamilton's financial plan intact
      1. Jefferson as president was much more moderate in tone and policy than when he opposed Hamilton in the 1790s.
         a. Sought to heal the political rift between both parties
         b. As president, he did not have the luxury of being an ideologue as he was now responsible for the entire country.
      2. Retained most government servants from the Federalist administration
      3. Kept the Hamiltonian system intact with the exception of excise taxes
         a. Maintained the Bank of the U.S.
         b. Retained the tariff
         c. Did not tamper with Federalist programs for funding national debt at par and assumption of state debts
   C. Jefferson reversed certain Federalist policies.
      1. Pardoned the ten Republican editors serving sentences under the Sedition Law; U.S. government returned many of the fines.
      2. Congress enacted a new naturalization law in 1802; return of 5 year requirement for citizenship
         • Alien & Sedition Acts had expired in 1801 but parts of those laws that were still in effect were now removed.
      3. Persuaded Congress to repeal Hamilton’s excise taxes
4. Succeeded in substantially reducing the national debt while balancing the budget by cutting government spending.
   a. **Secretary of Treasury Albert Gallatin** agreed with Jefferson that the debt was more a curse than a blessing; sought to lower national debt significantly
      - Debt fell from $80 million to $57 million (even including the Louisiana Purchase).

5. Reduced Hamilton’s standing army but upheld the need for a stronger navy
   - Some Jeffersonians feared the army was a "High Federalist" center of power and could threaten the government in the future.

6. Ended the graduated property tax imposed by "High Federalists" in 1798.

7. Emphasized states’ rights

8. Encouraged the development of an agrarian nation.

D. **12th Amendment** (1804)
   1. Sought to remedy the issue of tie votes between presidential candidates from the same party (as in 1800).
   2. **Provision:** electors had to specify that they were voting for one presidential candidate and one vice presidential candidate.
      a. Jefferson and his vice presidential candidate, Aaron Burr, had tied in the 1800 general election.
      b. Vote was sent to the Federalist-controlled House of Representatives where Jefferson was finally elected president.
         - Hamilton threw his weight behind Jefferson; Burr never forgave him.

II. John Marshall and judicial nationalism
A. **Judiciary Act of 1801**
   1. Constituted one of the last important laws passed by the outgoing Federalist Congress.
   2. Federalists created 16 new judgeships and other judicial offices.
   3. Adams continued on his last day in office signing commissions of the Federalist "midnight judges."
   4. Jeffersonians charged the Federalists of packing the judicial branch.
   5. Act was repealed by the newly elected Republican Congress in 1802.

B. **John Marshall**
   1. Appointed as Chief Justice during last days of Adams' term.
   2. Most important chief justice in US history; served about 34 years
   3. Maintained Federalist principles in his decisions even after the Federalist party was dead (after 1816).
   4. His decisions greatly increased power of the federal government over the states.

© HistorySage.com 2014   All Rights Reserved
5. Examined cases from a Federalist philosophy and found legal precedents to support his Hamiltonian views.
   a. Jeffersonian attempts to balance the Court with Republicans failed to diminish Marshall’s influence
   b. Republicans came to accept the Federalist ideal of strong central gov't.

C. *Marbury vs Madison*, 1803
1. Perhaps most important Supreme Court decision in U.S. history.
2. "Midnight judge" William Marbury sued (on the behalf of several other judges) for the delivery of his commission that was being held up by the new secretary of state, James Madison.
   - Madison was ordered by Jefferson to withhold Adams' appointments under the Judiciary Act of 1801.
3. Marshall knew the Jefferson administration would not enforce a writ by the Court to deliver the commission to Marbury.
   - Case was dismissed, thus avoiding a direct political showdown between the Supreme Court and the executive branch.

4. **Judicial Review**
   a. Marshall ruled that part of the Judiciary Act of 1789, upon which Marbury had based his appeal, was unconstitutional by giving the Court the right to enforce appointments (only the executive branch can enforce the law)
   b. Marshall gave the Supreme Court power to rule a law by Congress unconstitutional.
   c. Contrasted with the Kentucky Resolutions where Jefferson had claimed states had that right (due to the compact theory)
   d. Power of the Supreme Court was greatly enhanced

D. **Impeachment of Samuel Chase**
1. Jeffersonians were outraged that judicial review increased the power of the Federalist-dominated Supreme Court.
2. Jefferson supported congressional Republicans in their desire to remove Federalist justice **Samuel Chase**
3. Early 1804, impeachment charges against Chase were voted by the House.
4. Senate failed to convict Chase in early 1805.
5. Significance: henceforth, no further attempts occurred to reshape the Court by impeachment
   - Reassured the independence of the judiciary and separation of powers in gov't.

E. *Fletcher v. Peck*, 1810 (protection of property rights against popular pressures)
1. Issue: Georgia legislature canceled a contract which granted 35 million acres in the Yazoo River country (Mississippi) to land speculators as a form of graft.
The previous legislature had made the grant in what was called the "Yazoo Land Controversy" during Jefferson’s presidency.

2. **Significance:** Court ruled the Constitution forbids states from "impairing contracts".
   a. One of earliest examples of the Court asserting its right to invalidate state laws.
   b. Court stated the legislative grant was a contract (even if fraudulent)

**F. Martin v. Hunter’s Lessee, 1816 (blow to states’ rights)**
1. Issue: Could the Court (as stated in Judiciary Act of 1789) review decisions of state supreme courts where federal statutes or treaties were involved or when state laws had been upheld under the federal Constitution?
   - Virginia sought to disregard Treaty of Paris (1783) and Jay Treaty (1794) regarding confiscation of Loyalist lands.
2. Decision: Supreme Court rejected the "compact theory" and state claims that they were equally sovereign with the federal gov’t.
3. **Significance:** upheld the supremacy clause of the Constitution and federal judicial supremacy over the states.

**G. McCulloch v. Maryland, 1819 (blow to states' rights)**
1. Issue: Maryland tried to destroy its branch of the BUS by taxing its notes.
2. Marshall declared BUS constitutional invoking Hamilton's doctrine of implied powers (elastic clause of the constitution – "necessary & proper").
   a. "Loose construction" given major boost.
   b. Argued the Constitution derived from the consent of the people and thus permitted the gov't to act for their benefit.
3. **Denied Maryland the right to tax the bank:** "the power to tax involves the power to destroy" and "that a power to create implies the power to preserve."

**H. Dartmouth College v. Woodward, 1819 (protection of property rights from the states)**
1. Issue: New Hampshire had changed a charter granted to the college by the British king in 1769. Republicans sought to remove the "private" aspect of the school and make it a state institution.
   - Dartmouth appealed the case; defended by Daniel Webster, an alumnus.
2. **Ruling:** the charter was a contract and states could thus not invalidate it.
3. **Significance:**
a. Positive: safeguarded business from domination by the states.
b. Negative: set a precedent for giving corporations the ability to escape gov’t control.

I. **Cohens v. Virginia**, 1821 (blow to states' rights)
1. Significance: the Supreme Court asserted its power to review decisions of the state supreme courts in issues involving powers of the federal gov’t
   • Similar to **Martin v. Hunter’s Lessee** case (see above)
2. Issue: Virginia courts had convicted Cohens for selling lottery tickets illegally.
   a. The state supreme court upheld the decision.
   b. Marshall overturned it.

J. **Gibbons v. Ogden**, 1824 ("steamboat case") (blow to states' rights)
1. Significance: Only Congress had the right to regulate interstate commerce.
2. Issue: New York tried to grant a monopoly of river commerce between New York and New Jersey to a private company (owned by Ogden). Gibbons had congressional approval to conduct business on the same river.
3. Decision: Court ruled interstate rivers were to regulated by Congress, not individual states.

K. **Daniel Webster** was an important influence in Marshall’s decisions.
1. He argued Federalist and nationalist views before the Court.
2. He actually "ghost wrote" some of the Marshall’s opinions.

III. **The Louisiana Purchase**
A. 1800, Napoleon persuaded Spain to cede the Louisiana region to France.
   1. France in 1802 withdrew the U.S. right of deposit at New Orleans guaranteed under the Pinckney Treaty of 1795.
   2. Napoleon seemed to pose a military threat to the U.S.

B. Jefferson sent James Monroe to Paris (to join U.S. minister Robert Livingston)
   1. Sought to buy New Orleans and as much land as possible to the east for $10 million.
   2. If negotiations failed, U.S. would forge an alliance with Britain.

C. Napoleon decided to sell all Louisiana and forego his dream of an American empire.
   1. **Haitian Rebellion**: Napoleon failed to reconquer the island of Santo Domingo after a slave rebellion there began in 1791
a. **Toussaint L'Ouverture** led ex-slaves in a failed bloody revolt.
b. The rebellion was inspired by the American Revolution and the ideals embodied in the *Declaration of Independence*.
   - The American colonists had been the first society in the Western Hemisphere to win its independence from a European empire.
   - The Haitian Rebellion represented the second successful revolution, although independence would occur several years later.
c. Thousands of French troops died of malaria during the struggle.

2. Napoleon used revenues from the sale of Louisiana to pay for his European conquests.
3. He did not want to be distracted by the U.S. as an enemy in North America.

D. Although Livingston initially negotiated for New Orleans, the entire **Louisiana Territory** was purchased for a mere $15 million (about 3 cents an acre).

E. Jefferson accepted the treaty, albeit reluctantly.
   1. As a strict constructionist, he believed the Constitution did not authorize the president to negotiate treaties incorporating huge new lands into the U.S.
   2. He secretly proposed an amendment to the Constitution to provide for such an act.
      - Advisors urged Jefferson to act now before Napoleon changed his mind.
   3. Jefferson reluctantly submitted the treaty to the Senate while privately admitting the purchase was unconstitutional.
      a. The Senate promptly ratified the treaty.
      b. Westward-looking Americans enthusiastically supported the purchase.

F. Federalists opposed the **Louisiana Purchase**.
   1. Ironically, argued for strict construction claiming the president did not have power to purchase Louisiana.
   2. Ironically claimed Louisiana would cost too much and cause the U.S. debt to soar.
   3. Real reason: worried that new western lands would be loyal to the Republicans.

G. Louisiana was the most important land purchase in U.S. History.
   1. Doubled the size of the U.S.
      - U.S. received western half of richest river valley in the world
   2. Guaranteed unfettered access to the Mississippi River and the Gulf of Mexico including New Orleans.
3. Paved the way for westward expansion
   a. Accelerated the rise of the U.S. as an economic and political power.
   b. Sadly, by 1890 all remaining Native Americans in the West would be killed or forced onto reservations.
   c. John Jacob Astor formed the American Fur Company in 1808 to tap the newly purchased territory; eventually resulted in the U.S. claim to Oregon.

4. Ended European expansion in North America (for the most part)
   - Largely ended European threat on the U.S. western frontier.

5. Avoided a possible war with France and an entangling alliance with Britain.

6. Boosted American nationalism
   a. Federalists now were a mere sectional party in New England.
   b. West was much more loyal to the Union as Jefferson was seen as a hero.

H. Lewis and Clark Expedition (1804-1806)
1. Jefferson was most interested in finding an all-water route to the Pacific.
2. Meriwether Lewis and William Clark were appointed by Jefferson to explore the region (Corps of Discovery)
   a. Their trail extended from the Missouri River through the Rockies and along the Columbia River to the Pacific Ocean.
   b. Sacajawea, a Shoshoni female, became a scout and translator when the expedition reached Bismark, South Dakota for the winter; crucial to its success.
3. The expedition bolstered the U.S. claim to Oregon; further opened the West to Amerindian trade and exploration.
4. The reports by Lewis and Clark provided extensive information about the flora and fauna of the territory.
   - Their published reports sparked interest in westward expansion.
5. Jefferson was disappointed that an all-water route did not exist.

IV. The Embargo Act, 1807
A. The Napoleonic Wars led to the harassment of U.S. shipping.
   1. By 1805, Britain controlled the seas; France controlled the European continent.
   2. Britain began seizing American ships.
      - Sought to end the U.S. practice of importing French goods and shipping them out as neutral cargo.
   3. Napoleon proclaimed any ships (including U.S. ships) trading with Britain would be confiscated by France.
   4. Britain, in response, issued the "order in council" (beginning in 1806; continued in 1807)
a. Blockaded ports under French continental control from foreign shipping.
b. American ships that didn’t stop in Britain prior to entering the Continent would be confiscated.

5. Napoleon declared that any neutral ship entering a British port, or submitting to a British warship at sea, would be confiscated if it attempted to enter a Continental port.
   - Many U.S. shippers took chances by continuing trade and earning large profits.

6. British impressment (forcible enlistment of sailors)
   a. 6,000 Americans were impressed between 1808-1811; many were killed in service.
b. Britain accused the U.S. of enticing British sailors to desert to U.S. ships.

7. Chesapeake-Leopard Affair (June 21, 1807)
   a. British commander of the H.M.S. Leopard demanded the surrender of four alleged British deserters on the U.S.S. Chesapeake; the American captain refused.
b. The Leopard fired at the Chesapeake: 3 dead; 18 wounded.
c. American reaction was the most hostile since the XYZ Affair 10 years earlier.
   - The British Foreign Office admitted its error.
d. Jefferson, nevertheless, used the incident to incite calls for U.S. action.
   - Forbade British ships to dock at American ports
   - Ordered state governors to call up as many as 100,000 militiamen

B. The Embargo Act, 1807
   1. Forbade the export of all goods from U.S. to any destination
      a. Jefferson got the Republican-dominated Congress to hastily pass the act.
b. Jefferson believed a U.S. embargo would force Britain and France to respect its rights.
c. Represented the view of loose construction of the Constitution.
   - Congress' power to "regulate commerce" meant it could stop exports.
   - The act undermined Jefferson’s states’ rights philosophy.
   2. The Embargo Act was a disaster to the U.S. economy
      a. In 1807 U.S. exports = $108 million; in 1808 = $22 million
         - New England’s trade was the most adversely affected.
         - The South and West saw dramatic declines in the export of cotton, tobacco, and grain.
b. The embargo probably was more damaging to the U.S. than the British and French threat.
c. Illegal trade mushroomed as a result (especially along the
Canadian border)
3. New England again talked of secession
   a. An earlier plot in 1804 by radical New England Federalists failed to create a new seven-state republic.
      - Alexander Hamilton helped expose the plot (which included vice president Aaron Burr) and led to his death in a duel against Burr.
   b. Talk of New England secession would again occur in 1814 among a minority of Federalists at the Hartford Convention during the War of 1812.
4. Congress repealed the act on March 1, 1809 (3 days before Jefferson left office)
5. Non-Intercourse Act of 1809 replaced the Embargo Act
   a. Reopened trade with all nations except France and Britain
   b. Remained U.S. policy until the War of 1812.

C. Reasons for the embargo's failure
1. The U.S. overestimated British dependence on American trade.
2. Embargo was not in effect long enough or administered effectively
3. The act proved to be three times as costly as war.
4. Northeastern Federalists undermined the Embargo through smuggling activities.
5. Ironically, 2 days before the U.S. declared war on Britain in 1812, Britain suspended the order in council. (Telegraph for quick communication was not yet invented.)

D. The Embargo Act inadvertently sparked the Industrial Revolution in America.
1. New England was forced to become self-sufficient once again.
   - Textile factories grew dramatically.
2. Ironically, Jefferson, a critic of industrialization, may have contributed more than Hamilton to its rise in the U.S.

V. Jefferson's legacy
A. Expansion became prime goal of Jeffersonians (agrarian empire)
1. Expansion had also been Federalist policy (success was limited)
   a. Orderly expansion in Old Northwest but not in South
   b. Northwest not subdued until Battle of Fallen Timbers in 1794.
   c. Southern conquest difficult due to Spanish presence.
2. Louisiana Purchase essentially ended European expansion in North America.
3. Historically stunning achievement: no society had ever combined indefinite expansion, and supremacy within the hemisphere without building a strong centralized European-style state (big armies, big navy, big taxation)
4. Soft side of Jeffersonian expansion: invasion of Canada during War of 1812

© HistorySage.com 2014   All Rights Reserved
   a. Jeffersonians believed free blacks should not be allowed to migrate west.
   b. Failure of gaining Florida in 1810s showed unlimited expansion desires of Jeffersonians.
6. Jeffersonian contempt for Spain carried over into Manifest Destiny in the 1840s and the conquest of ½ of Mexico’s territory.

B. Creation of a democratic non-aristocratic government.
   1. "Government that governs least, governs best": lowered the national debt, balanced the budget, and promoted states’ rights
   2. Reduced oppressive aspects of the Federalist agenda.
   3. The people who owned the state didn’t govern it (like in Europe)
   5. Retained faith in democracy and the common people (despite enormous struggles)

C. Total defeat of Federalists by 1816
   1. "High Federalists" had been moving toward creation of European-like aristocracy through intermarriage, creation of a standing army, and gov’t suppression of political opponents.
      • Most high-ranking army officers were Federalists.
   2. Jefferson finally gained a loyal officers officer corps in the military by 1807, a momentous victory for Jeffersonians.

D. Jefferson kept the country out of a damaging European war: War of 1812 did not occur until late in Madison’s first term.

MEMORY AID

JEFFERSON was at the HELM

H amilton’s plan kept by Jefferson (except excise taxes)
E mbargo Act, 1807
Louisiana Purchase, 1803
M arbury vs. Madison, 1803 (judicial nationalism: Federalist triumph)

VI. President James Madison and the War of 1812
   A. Madison was inaugurated in March, 1809
      1. "Virginia dynasty": Madison was third in a line of four Virginia presidents between 1789 and 1829 (after Washington and Jefferson, before Monroe)
      2. Strongly Jeffersonian in his views.
B. **War Hawks** attacked Amerindians in the Ohio Valley and sought a war against Britain.
   1. A deeply-divided Congress met late in 1811 (Republicans still in control)
      a. Differed from past Congresses: new young and nationalistic leaders from the South and West emerged
         • Wanted to prove themselves through a war with Britain; sought the same glory their fathers had in the Revolutionary War.
      b. **Henry Clay** (Kentucky) was elected Speaker of the House
      c. **John C. Calhoun** was elected as a representative of South Carolina

2. **Battle of Tippecanoe**, 1811
   a. Western war hawks sought to wipe out renewed Amerindian resistance against white settlers in the western wilderness.
      • **The Shawnee Confederation** posed the biggest threat
   b. Two Shawnee twins brothers, **Tecumseh** and the **Prophet (Tenskwatawa)**, had organized a confederacy of all tribes east of the Mississippi.
      • Tecumseh was a noted warrior and perhaps the most gifted organizer of Amerindians in U.S. history. Believed in fairness between tribes in selling and purchasing land that belonged to all Amerindians.
      • Americans thought the British were aiding them.
   c. **General William H. Harrison** repelled a surprise Indian attack at **Tippecanoe** (in present Indiana) in 1811.
   d. Significance: **Essentially ended the Indian threat in the Old Northwest**
      • Further spurred westward expansion; Amerindians were pushed further west.

3. **War Hawks sought to conquer Canada**
   a. Hoped to remove further Amerindian threats.
   b. Canada was seen as vulnerable to attack as Britain was preoccupied with Napoleon.

4. Southern expansionists desired Spanish Florida, Britain's ally.
5. War hawks were outraged at British impressment of U.S. sailors and orders in council that prevented U.S. agricultural products from reaching Europe.

C. **Daniel Webster**, a Federalist from New Hampshire, spoke against entry into the war.
   • He argued on behalf of New England manufacturing interests that would suffer from a British blockade.

D. U.S. declared war on Britain in June, 1812
   1. Representatives from pro-British New England as well as the
mid-Atlantic states opposed the war.
2. Why did U.S. fight Britain when France had also assaulted U.S. ships?
   a. War Hawks pushed Madison toward war
   b. Traditional Republican (Jeffersonian) partiality toward France.
   c. British impressments and arming of Amerindians.
   d. Chesapeake-Leopard Affair (1807)
   e. Lure of conquering Canada: timber, fishing, fur trade.

E. New Englanders hindered the U.S. war effort.
   1. Believed British actions were exaggerated; still disliked France
   2. New England merchants were still profitable before the war.
   3. Opposed acquisition of Canada which would add agrarian states (who would likely support Jeffersonians).
   4. New England investors had lent money to British interests.
   5. New England farmers sent huge quantities of supplies and foodstuffs to Canada, helping Britain to invade New York.
   6. New England states refused to permit their militias to serve outside their states.

F. Overview of the War of 1812
   1. Small war: 6,000 Americans were killed or wounded; mostly Canadians fought Americans, very few British
   2. U.S. was militarily unprepared for war.
      a. U.S. attack on Canada was a complete failure.
      b. Washington, D.C. was burned by British forces.
   3. American victories
      a. U.S. Navy out-performed the Royal Navy on the Great Lakes
      b. British failed to take Ft. McHenry which protected Baltimore
         • Inspired Francis Scott Key to write the “Star Spangled Banner”
      c. General Andrew Jackson emerged as a national hero
         • Battle of Horseshoe Bend: defeated the Creeks
         • Battle of New Orleans: U.S. inflicted a devastating defeat of the British
   4. Treaty of Ghent, 1814: the war ended in a stalemate
      a. Both countries agreed to stop fighting and restore conquered territories.
      b. No mention of pre-war grievances.
      c. America gained respect diplomatically and militarily.
   5. Large Amerindian losses during war: vast areas of forested land north of the Ohio River.
   6. U.S. industry stimulated by less dependence on British goods;
spawned the industrial revolution in America

G. Jackson’s victories in the Southwest and at New Orleans
1. British strategy in addition to Canada and the Atlantic coast was to take the U.S. Gulf Coast and New Orleans.
a. Mississippi Creek Amerindians (known as Red Sticks) launched a preliminary campaign by attacking Fort Mims, near Mobile, Alabama; 400 Americans were killed
b. **General Andrew Jackson** retaliated by attacking a Creek village and killing 300 warriors in the **Battle of Horseshoe Bend** in March, 1814.
   - Largest Amerindian massacre in U.S. history.
2. **Battle of New Orleans**, January 1815: Britain launched a foolish frontal assault
   a. Jackson commanded a 7,000-man force of sailors, regulars, pirates, Frenchmen, free blacks and militiamen from Louisiana, Kentucky, and Tennessee.
b. Over 2,000 British casualties in 1/2 hour compared to about 70 Americans.
c. Ironically, battle was unnecessary: Treaty of Ghent had been signed two weeks earlier but the two armies didn’t get word until after the battle.
   - A British victory in the battle most likely would have resulted in Britain changing the terms of the treaty to the detriment of the U.S.
   a. Jackson became the hero of the West (elected president 13 years later)
b. Most Americans believed the New Orleans campaign had won the war.

H. **Hartford Convention**, December 1814 – January 1815
1. Attended by MA, CT, RI, and partially by NH, and VT.
2. Purpose: Discussed their complaints and sought compensation for losses during the war.
   - Immediate goal was to secure financial assistance from the federal gov’t due to Britain’s blockade of New England ports.
3. A minority of radical delegates urged secession but were outvoted by moderate Federalists.
4. The convention recommended amendments to the Constitution
   a. Repeal of the 3/5 Compromise in order to reduce Southern influence in the House of Representatives.
b. 2/3 vote for an embargo, admission of western states to the union, and declaration of war.
c. Limit the term of the president (to avoid a Jeffersonian
d. Deny naturalized citizens (who often were Republicans) the right to hold office.

5. The Battle of New Orleans and the Treaty of Ghent made their pleas moot, and made the Federalists look like defeatists.

6. Hartford resolutions were the death knell of the Federalist party.
   a. 1816, Jeffersonian candidate James Monroe crushed his Federalist opponent.
   b. Exaggerated rumors of treason hurt the Federalist party.
   c. Until 1815, there had been more talk of nullification and secession in New England than in any other region, including the South.
      • The flouting of the Jeffersonian embargo and the crippling of the U.S. war effort were the two most damaging acts of nullification in the U.S. prior to the events leading up to the Civil War.
   d. Resulted in a temporary reduction of sectionalism.

**MEMORY AID**

**War of 1812:** "**WHITEN**" (the War of 1812 can “whiten” your teeth!)
- War Hawks
- Hartford Convention, 1814
- impressment
- Treaty of Ghent, 1815
- Embargo Act, 1807
- New Orleans

---

**Henry Clay’s American System**

- 2nd Bank of the U.S.
  - Depository for federal funds
  - Made credit available in much the country
  - Killed in 1832
- Protective Tariff (1816)
  - First protective tariff in U.S. History
  - Most divisive sectional issue, besides slavery
- Internal Improvements
  - Vetoed by Madison & Monroe (& later, Jackson)
  - States were responsible

© HistorySage.com 2014   All Rights Reserved
VII. Henry Clay's American System: BUS, tariffs, internal improvements

A. Second National Bank (BUS) voted by Congress in 1816.
1. Lack of a national bank during the War of 1812 hurt the economy
   a. Local banks sprung up all over the country
   b. The country was flooded by depreciated bank notes that hurt
      the war effort.
2. Modeled after first National Bank but with 3.5 times more capital.
3. Jeffersonians supported the new BUS.
   a. Used the same arguments that Hamilton had used in 1791.
   b. The Republicans had become increasingly loose constructionist
      on the bank issue.
4. Ironically, Federalists denounced it as unconstitutional.
   - By 1816 the Federalist party had become marginalized and
     withered away a short time later.

B. Tariff of 1816
1. Purpose: protect U.S. manufacturing from British competition.
   a. After the war, Britain flooded the U.S. with cheap goods, 
      often below cost, to undercut new U.S. industries.
      - The U.S. saw this as an attempt to crush U.S. factories.
   b. First protective tariff in U.S. History
      - Imposed roughly 20-25% duties on imports.
      - Not really high enough to provide effective protection.
      - Hamilton’s tariffs in the 1790s had been around 10%.
   c. Started a protective trend in U.S. trade
2. Sectionalism over the tariff was represented by the three great
   Congressional leaders of the era: Calhoun, Webster, and Clay
   (the "Great Triumvirate")
   a. John C. Calhoun represented southern views.
      - After initially supporting the 1816 tariff, he opposed it
        claiming it enriched New England manufacturers at South’s
        expense
   b. Daniel Webster represented northern views.
      - Opposed the 1816 tariff as shippers in New England feared
        the tariff would damage their industry.
      - New England had not yet completely industrialized.
3. Clay saw tariffs as a way to develop a strong domestic market.
   a. Eastern trade would flourish under tariff protection.
   b. Tariff revenues would fund roads and canals in the West,
      especially in the Ohio Valley.
   c. Foodstuffs and raw materials from the South and West would
      flow into the North and East.

C. Internal Improvements (failed to pass)
1. Congress passed Calhoun's Bonus Bill in 1817 which would have
given funds to states for internal improvements.
  a. Madison vetoed it claiming it was unconstitutional
  b. His successor, James Monroe, also vetoed the legislation.
  c. Jeffersonians opposed direct federal support of intrastate internal improvements; saw it as a states’ rights issue
d. New England opposed federally built roads and canals; feared it would drain away population and create competing states in the West.

2. Prior to Civil War, most internal improvements (except railroads) were done at the expense of state and local governments.
  • The Erie Canal in New York (1826) is a good example.

### Memory Aid for Henry Clay’s American System: “BIT”

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

VIII. “Era of Good Feelings” (1817-1825)

A. James Monroe was elected president in 1816
   1. Continued the Virginia dynasty (4 of the first 5 U.S. presidents were Virginian; 32 of the first 36 years under the Constitution)
   2. Death of the Federalist party resulted after the election.
   3. "Era of Good Feelings": a term coined by a newspaper writer following Monroe on his 1817 inspection tour of military bases

B. "Era of Good Feelings" was somewhat of a misnomer as serious issues divided the nation.
   1. Emerging sectionalism (east, west and south)
   2. Tariff issue (east and south opposed; west in favor)
   3. Internal improvements (east and south opposed; west in favor)
   4. BUS: west and south opposed; eastern bankers in favor
   5. Sale of public lands (east opposed; west and south in favor)
   6. Panic of 1819 caused western hostility toward eastern bankers.
   7. Issue of slavery in Missouri created increased sectionalism (north vs. south); resolved by Missouri Compromise of 1820
   8. Republican one-party rule began developing factions eventually leading to the Second Party System in the 1830s.
     • Clay, Calhoun, Jackson, and John Quincy Adams

C. Monroe's presidency oversaw two major events:
   1. Panic of 1819
   2. Missouri Compromise of 1820
X. Panic of 1819
   A. An economic crash and depression hit in 1819
      1. First financial panic since the Articles of Confederation era in the 1780s.
      2. Henceforth, panics and depressions would occur about every 20 years: 1837, 1857, 1873, 1893, 1907, 1929
   B. Causes of 1819 panic:
      1. Immediate cause: overspeculation on frontier lands by banks (especially the BUS)
      2. Inflation from the War of 1812 and an economic drop-off after the war (especially cotton) resulted in a vulnerable economy
      3. Significant deficit in balance of trade with Britain meant the U.S. was drained of vital specie (gold and silver coin)
      4. The BUS forced "wildcat" western banks to foreclose on western farms
         a. The BUS stopped allowing payment in paper; now demanded payment in specie
         b. State banks were affected and called in loans in specie.
         c. Many farmers didn’t have specie so they lost their farms.
   C. Resulted in calls for reform and pressure for increased democracy.
      1. Western farmers viewed the bank as an evil financial monster.
      2. Hard hit poor classes looked for a more responsive gov’t (beginnings of the “New Democracy”)
      3. New land legislation resulted in smaller parcels being sold for lower prices.
         • By the Civil War, western land given away nearly for free.
      4. Widespread sentiment existed to end the practice of imprisoning debtors.
         • Some states passed legislation reducing debtor prisons.

XI. Missouri Compromise of 1820
   A. Missouri applied for statehood in 1819
      1. Tallmadge Amendment passed the House of Representatives
         a. No more slaves could be brought into Missouri.
         b. Gradual emancipation of children born to slave parents who were already there.
   B. Southerners viewed the Tallmadge Amendment as a huge threat to the sectional balance.
      1. Jefferson: "This momentous question, like a firebell in the night, awakened and filled me with terror"
      2. Concerned by fast increase in northern population and economy, and political balance in the House of Representatives.
- Senate was still balanced between 11 free to 11 slave states

3. Southerners feared for the future of the slave system
   a. Missouri was first state entirely west of Mississippi made from the Louisiana Territory.
   b. Tallmadge Amendment might set a precedent for rest of the region to be free.
   c. If Congress could abolish slavery in Missouri, it might try in southern states.
   d. A small group of abolitionists in the North protested

4. The Senate refused to pass the amendment; national crisis loomed

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

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

XII. Foreign Policy after the War of 1812
A. Rush-Bagot Treaty (1817) – during Madison’s presidency
   1. Significantly limited naval armament on the Great Lakes.
   2. By 1870, the U.S. & Canada shared longest unfortified border in the world (5,500 miles)

B. Treaty of 1818 (Convention of 1818) with England (during Monroe’s presidency)
   1. Negotiated by Secretary of State John Quincy Adams
   2. Provisions:
a. Fixed the American-Canadian border at the 49th parallel from Lake of the Woods to the Rocky Mountains.
b. 10-year joint occupation of Oregon Territory without surrender of claims.
c. Americans could share Newfoundland fisheries with Canada.

C. **Florida Purchase Treaty of 1819 (Adams-Onis Treaty)**
1. U.S. already claimed West Florida where settlers arrived in 1810 and Congress ratified the conquest during the War of 1812.
2. Revolutions in South America forced Spain to move its troops out from Florida.
   a. Amerindians, runaway slaves, and white outcasts poured across the border into U.S. territory to attack settlers and then retreat south of the border.
   b. Monroe ordered Andrew Jackson to attack the Amerindians and, if necessary, pursue them back into Florida.
      • He was to respect all Spanish posts, however.
3. Jackson swept through central and eastern Florida during the **First Seminole War** (1816-1818).
   a. He captured Spanish cities and deposed the Spanish Governor, thus disobeying Monroe's orders.
   b. Jackson executed two Amerindian chiefs and British supporters of Spain.
4. John Quincy Adams convinced Monroe’s cabinet to offer an ultimatum to Spain.
   a. Control the outlaws of Florida (which Spain was not equipped to do) or cede Florida to the U.S.
   b. Spain realized it would lose Florida in any case; decided to negotiate
5. Adams-Onis Treaty (Florida Purchase Treaty) of 1819
   a. Spain ceded Florida as well as claims to Oregon to the U.S.
   b. U.S. abandoned claims to Texas (later became part of Mexico).

D. The **Monroe Doctrine**
1. Certain European monarchies were concerned about Latin America's democratic revolutions and Europe's emerging democratic movements.
   a. Saw democracy as a threat to absolute monarchy.
   b. Sought to restore newly independent Latin American republics to Spanish rule.
2. Americans were alarmed at European hostility to democracy in the Western Hemisphere
3. Britain sought an alliance with the U.S. to protect its interests in Latin America but the U.S. refused
   a. 1823, British foreign secretary, George Canning, proposed a joint declaration to warn European despots to stay away from
Latin American republics.

b. Secretary of State John Quincy Adams believed Britain wanted an alliance to keep the U.S. from taking Latin American territory and jeopardizing Britain’s territories in the Caribbean.
   • He believed the alliance would hamper U.S. expansion and that Europeans did not really pose an immediate threat to the Western Hemisphere.

4. **Monroe Doctrine** (1823) -- written by John Quincy Adams
   a. President's annual message to Congress warned Europeans
      • Imperial powers could keep existing colonies in the Western Hemisphere but gain no new ones.
      • They should allow the new Latin American republics to govern themselves.
      • The message was directed largely at Russia who had designs on the Pacific coast.
   b. Nationalistic Americans widely supported it as it maintained Washington's tradition of avoiding "entangling alliances."
   c. Latin American countries saw the U.S. merely protecting its own interests.
   d. **Immediate impact of Monroe Doctrine was small**
      • The U.S. Army and Navy were small and relatively weak.
      • Not until 1845 did Polk revive it and make it more significant.
   e. **Long-term impact:** Monroe Doctrine became cornerstone of U.S. foreign policy during last half of 19th century and throughout 20th century.

E. John Quincy Adams became one of the most significant secretaries of state in U.S. history.
   1. Oversaw the Convention of 1818 establishing U.S.-Canadian border
   2. Adams-Onis Treaty (1819): acquisition of Florida from Spain
   3. Monroe Doctrine (1823)

VII. Growth of U.S. nationalism after the War of 1812
    A. Causes
       1. Victories in War of 1812, especially the Battle of New Orleans
          • U.S. was now capable of defending itself against a world power.
       2. Death of the Federalist party temporarily reduced sectionalism and states’ rights sentiment.
       3. Decline of economic and political dependence on Europe
       4. Westward expansion and optimism about the future
       5. Americans began to see themselves as Americans first and state citizens second.
B. New western states continued to enter the Union
   1. Indiana (1816) and Illinois (1818) in the North; Mississippi (1817) and Alabama (1819) in the South
      a. Less interested in states’ rights (like the South and East)
      b. Depended heavily on the federal gov’t where they had received most of their land
      c. Contained a wide diversity of peoples immigrating from the east
   2. Reasons for westward expansion
      a. Cheap lands in the Ohio territory attracted thousands of European immigrants.
      b. Amerindians had largely been removed from the Ohio Valley: Treaty of Greenville (1795) and Battle of Tippecanoe (1811)
      c. Land exhaustion in older tobacco states drove people westward.
      d. Economic depression during the embargo years sparked migration westward.
      e. Transportation Revolution improved westward movement.
         • Cumberland Road begun in 1811 from Maryland to Illinois
         • Steamboat (1811) made upstream travel possible
         • Canals (beginning in 1826) allowed for increased trade between east and west
   3. The spirit of westward expansion would eventually lead to a full-blown spirit of “manifest destiny” in the 1840s.
   4. America saw its first pop culture icon: a westerner named Davy Crockett (1786-1836) who possessed legendary hunting and fighting skills

C. Nationalism in Literature
   1. Noah Webster (1758-1843) published the first American English dictionary in 1828.
      • Americans increasingly savored their distinct brand of English from that of Britain.
      • His readers and grammar books were used by millions of children in the nineteenth century
         ○ Largely designed to promote patriotism
   2. McGuffey Readers, first published in the 1830’s, came into use in many of the nation’s primary schools.
      • In addition to teaching reading and grammar, lessons emphasized morality, patriotism, idealism, a strong work ethic, and personal responsibility
         ○ Sold 120 million copies between 1836 and 1960
   3. Knickerbocker Group emerged in New York
      a. American writers began to emphasize American themes in their works rather than tried and true themes from old Europe.
         • Became the first U.S. writers to receive acclaim in Europe

© HistorySage.com 2014  All Rights Reserved
b. **Washington Irving** (1783-1859)
   - “The Legend of Sleepy Hollow” (1820) and “Rip Van Winkle” (1820) are among his best-known short stories.
   - His historical works include the monumental 5-volume biography of George Washington (published in 1850s)

c. **James Fenimore Cooper** (1781-1859)
   - *Last of the Mohicans* (1826) dramatized the conflict between the British and Amerindians during the French and Indian War.
     - One of several popular novels in the series known as *Leatherstocking Tales* published between 1823-1841.

d. **William Cullen Bryant** (1794-1878)
   - Romantic poet and “America’s leading poet” by the 1830s
   - His focus on nature as a metaphor for truth helped establish a theme in the American literary tradition
   - “Thanatopsis” (1821) was his most famous poem

4. **Henry Wadsworth Longfellow** (1807-1882)
   - Romantic poet whose most famous works include “Paul Revere’s Ride” (1861) and *The Song of Hiawatha* (1855)

5. **Transcendentalism**
   a. Heavily influenced by **Romanticism** in Europe
   b. Emerged in New England in the 1830s
   c. Philosophy
     - Truth “transcends” the senses: cannot be found by empiricism alone
     - Every person possesses an inner light that can illuminate the highest truth and put him/her in direct touch with God, or the “Oversoul.”
     - Emphasized individualism in matters of religion as well as social
       - Commitment to self-reliance, self-culture, and self-discipline
       - Hostile to formal institutions of any kind and conventional wisdom
   d. **Ralph Waldo Emerson** (1803-1882)
     - Greatest of the transcendentalists
     - Developed the "Oversoul" philosophy of an organic universe.
     - Advocated self-reliance, self-improvement, optimism, and freedom.
     - Champion of American individualism
   e. **Henry David Thoreau** (1817-1862)
     - Follower of Emerson; poet and nonconformist.
     - *Walden: Or Life in the Woods* (1854)
       - Spent two years in the woods by Walden Pond, Massachusetts, communing with nature while practicing
self-culture (a utopia of one).

- His essay, “Civil Disobedience” (1849), was inspired by his brief experience in jail when he refused to pay taxes to support the Mexican war effort in the 1840s.
  - The essay later encouraged Gandhi to resist British rule in India and, later, Martin Luther King's views about nonviolent resistance.

f. **Walt Whitman** (1819-1892): *Leaves of Grass* (1855); Whitman was seen as "America's Poet."


D. Nationalism in the Arts

1. Thomas Jefferson was probably the finest American architect of his generation
   - Brought a classical design to his home, *Monticello*, while the quadrangle of the University of Virginia at Charlottesville is one of the best examples of classical architecture in the U.S.

2. Portraits of prominent Americans had been popular in the late-18th century and prior to the War of 1812.
   - Gilbert Stuart (1755-1828) and Charles Willson Peale (1741-1827) were the most prominent

3. After the War of 1812, some American artists glorified America’s past through their large-scale works.

4. **John Trumbull** (1756-1843): perhaps the greatest history painter of his generation
   - *Declaration of Independence* (1819)
5. **Hudson River School of Art**
   a. Glorified American landscapes
   b. Influenced by the Romantic art movement in Europe
   c. **Thomas Cole** (1801-1848)
      - *The Oxbow*, 1836 (see below)
   d. **Asher Durand** (1796-1886)
   e. Frederic Edwin Church (1826-1900)
   f. Albert Bierstadt (1830-1902)

![Thomas Cole, The Oxbow, 1836, Metropolitan Museum of Art](image1)

![Asher Durand, Kindred Spirits, 1849](image2)
### Terms to Know

<table>
<thead>
<tr>
<th>&quot;Revolution of 1800&quot;</th>
<th>Battle of New Orleans</th>
</tr>
</thead>
<tbody>
<tr>
<td>President Thomas Jefferson</td>
<td>Treaty of Ghent</td>
</tr>
<tr>
<td>Albert Gallatin</td>
<td>Hartford Convention</td>
</tr>
<tr>
<td>12th Amendment</td>
<td>American System</td>
</tr>
<tr>
<td>John Marshall</td>
<td>Second National Bank (BUS)</td>
</tr>
<tr>
<td><em>Marbury v. Madison</em>, 1803</td>
<td>Tariff of 1816</td>
</tr>
<tr>
<td>judicial review</td>
<td>Internal Improvements</td>
</tr>
<tr>
<td>impeachment of Samuel Chase</td>
<td>Era of Good Feelings</td>
</tr>
<tr>
<td><em>McCulloch v. Maryland</em></td>
<td>James Monroe</td>
</tr>
<tr>
<td><em>Dartmouth College v.</em></td>
<td>Tallmadge Amendment</td>
</tr>
<tr>
<td>12th Amendment</td>
<td>Missouri Compromise</td>
</tr>
<tr>
<td><em>Woodward</em>, 1819</td>
<td>Panic of 1819</td>
</tr>
<tr>
<td><em>Cohens v. Virginia</em></td>
<td>Rush-Bagot Treaty</td>
</tr>
<tr>
<td><em>Gibbons v. Ogden</em></td>
<td>Convention of 1818</td>
</tr>
<tr>
<td>Daniel Webster</td>
<td>Florida Purchase Treaty</td>
</tr>
<tr>
<td>Haitian Rebellion</td>
<td>First Seminole War</td>
</tr>
<tr>
<td>Toissant L’Ouverture</td>
<td>Monroe Doctrine</td>
</tr>
<tr>
<td>Louisiana Purchase</td>
<td>John Quincy Adams</td>
</tr>
<tr>
<td>Lewis and Clark Expedition</td>
<td>Davy Crockett</td>
</tr>
<tr>
<td>Sacagawea</td>
<td>Noah Webster</td>
</tr>
<tr>
<td>Napoleonic Wars</td>
<td>McGuffey Readers</td>
</tr>
<tr>
<td>order in council</td>
<td>Knickerbocker Group</td>
</tr>
<tr>
<td>impressment</td>
<td>James Fenimore Cooper</td>
</tr>
<tr>
<td><em>Chesapeake-Leopard Affair</em></td>
<td>Washington Irving</td>
</tr>
<tr>
<td>Embargo Act</td>
<td>William Cullen Bryant</td>
</tr>
<tr>
<td>President James Madison</td>
<td>Henry Wadsworth Longfellow</td>
</tr>
<tr>
<td>War Hawks</td>
<td>Transcendentalism</td>
</tr>
<tr>
<td>Henry Clay</td>
<td>Romanticism</td>
</tr>
<tr>
<td>John C. Calhoun</td>
<td>Ralph Waldo Emerson</td>
</tr>
<tr>
<td>Battle of Tippecanoe</td>
<td>Henry David Thoreau</td>
</tr>
<tr>
<td>Shawnee Confederation</td>
<td>Walt Whitman</td>
</tr>
<tr>
<td>Tecumseh</td>
<td>Monticello</td>
</tr>
<tr>
<td>The Prophet (Tenskawatawa)</td>
<td>John Trumbull</td>
</tr>
<tr>
<td>William Henry Harrison</td>
<td>Hudson River School</td>
</tr>
<tr>
<td>War of 1812</td>
<td>Thomas Cole</td>
</tr>
<tr>
<td>Francis Scott Key, <em>Star Spangled Banner</em></td>
<td></td>
</tr>
<tr>
<td>Andrew Jackson</td>
<td>Asher Durand</td>
</tr>
<tr>
<td>Battle of Horseshoe Bend</td>
<td>John J. Audubon</td>
</tr>
</tbody>
</table>
Essay Questions

Note: This sub-unit has traditionally been a medium-low probability area for the AP exam. In the past 10 years, 2 questions have come wholly or in part from the material in this chapter. However, the new Curriculum Framework encompasses much of the material contained herein.

1. To what extent were the Jeffersonians successful in achieving their goals between 1801 and 1825?

2. To what extent did President Jefferson stay true to the ideals he held in the 1790s?

3. By 1824, which party’s goals had prevailed in American politics: the Federalists or the Democratic-Republicans?

4. To what extent and in what ways was Jefferson’s expansionist policies successful?

5. Analyze the extent to which the War of 1812 led to an era of nationalism in America between 1815 and 1824.

6. To what extent is the term "the Era of Good Feelings" a valid characterization of the period from 1816 to 1824?

7. Analyze the ways that the U.S. expanded its influence in the west and in the Western Hemisphere after the years following the War of 1812?
Bibliography:


The Rise of Mass Democracy: 1820-1840

I. The "New Democracy"
   A. By the 1820s, politicians made an increased effort to appeal to the voting masses.
      1. Most high offices were still held by wealthy citizens.
      2. Change in emphasis:
         a. Jeffersonian democracy: the people should be governed as little as possible; gov’t for the people
         b. Jacksonian democracy: government should be done directly by the people.
            • This idea underlay Jackson’s spoils system in the 1830s.
   B. The New Democracy was based on universal white manhood suffrage rather than property qualifications: the common man now became more influential.
      1. Between 1812 and 1821, 6 new western states granted universal manhood suffrage
      2. Between 1810 and 1821, 4 eastern states significantly reduced voting requirements.
         • However, by 1860 only New England still allowed African Americans to vote in the North.
      3. South was last region to grant universal white manhood suffrage.
      4. New voters demanded politicians that would represent common peoples' interests.
      5. Frederick Jackson Turner: "The Significance of the Frontier on American History" (1893)
         • Thesis: Existence of cheap unsettled land in the West created a frontier society that shaped the American character—more democratic and egalitarian.
   C. Rise of workingmen’s parties
      1. Laborers in the east formed organizations that demanded free education for their children, a 10-hr work day, and an end to debtor’s prisons.
      2. Some groups became violent (especially during Panic of 1837)

II. Causes of the New Democracy
   A. Panic of 1819
      1. Workers and farmers blamed bankers (especially the BUS) and land speculators for foreclosures on their farms
      2. Their solution was to get more politically involved, especially
those who supported Jackson.
a. Sought control of the gov't in order to reform the BUS
b. State legislatures waged tax wars against the BUS
   (see McCullough v. Maryland, in Unit 4.1)
c. States passed laws reducing debtor's prisons.

B. The Missouri Compromise
1. Northern opposition to Missouri’s admission as a slave state made southerners fearful the federal gov’t would violate states' rights.
2. Goal of white southerners: control the federal gov't to protect southern interests, especially slavery.

C. New Political Age
1. Two-party system reemerged by 1832: Democrats vs. National Republicans/Whigs
2. Voter turnout rose dramatically: 25% of eligible voters in 1824; 78% in 1840
3. New style of campaigning developed (especially in 1840 election): banners, badges, parades, barbecues, free drinks, baby kissing, etc.
4. Voting reform
   a. Members of the Electoral College were increasingly chosen directly by the people rather than by state legislatures
      • 18 of 24 states in the 1824 election used the popular vote to select electors
      • This practice began to resemble today's system
   b. Demise of the caucus occurred as it was now viewed as elitist
      • 1831, first nominating convention held (Anti-Masonic party).
      • By 1836, both major parties used nominating conventions to nominate their candidates.

Rise of Mass Politics, 1824-1840

© 2014 HistorySage.com   All Rights Reserved
III. Election of 1824: "The Corrupt Bargain"
A. Candidates: Jackson, Clay, Crawford, and John Quincy Adams
   • All four rivals were "Republicans" as only one party still existed.

B. Jackson polled the most popular votes but didn't get a majority of the electoral vote.
   1. 12th Amendment states House of Representatives must choose among first 3 finishers if no candidate has a majority.
   2. Clay finished 4th but was Speaker of the House and in charge of the process to select the president.
      a. Henry Clay hated Jackson, his major political opponent in the West.
      b. J. Q. Adams was a nationalist; supported Clay’s "American System"

C. Early 1825, House of Representatives elected Adams president.
   1. Largely due to Clay's influence
   2. Jackson lost the election despite having had a plurality of votes.
   3. Adams announced Clay as secretary of state a few days later
      • Jackson's supporters called the affair the "corrupt bargain"
   4. Adams' presidency would be plagued by increasing sectionalism and the fracturing of the Republican party.

IV. The "Tariff of Abominations" (1828)
A. Congress had increased the tariff in 1824 from 23% on dutiable goods to 37%; the tariff was largely protective

B. New England pushed for passage of a new tariff in 1828 that would raise duties to an unprecedented 45%
   1. Daniel Webster argued for it (reversing his previous position on the 1816 tariff)
   2. John C. Calhoun argued against it arguing the tariff would hurt the South.

C. The tariff passed and furious Southerners called it the “Tariff of Abominations” feared power of federal gov’t was too strong.
   1. Southerners feared the power of the federal gov’t had become too strong.
   2. Southerners argued they would suffer both as consumers and exporters.
   3. John C. Calhoun's "The South Carolina Exposition"
      a. Written secretly as Calhoun was Adams’ vice-president
      b. Denounced the tariff as unjust and unconstitutional
      c. Said states should nullify the tariff (similar to Jefferson’s and Madison’s Virginia and Kentucky Resolutions of 1798)
d. He hoped to save the Union by lowering the offensive tariff.
e. No other states supported South Carolina in its protest.

V. Election of 1828
A. Intense feuding between the two factions of the Republican party
   1. National Republicans supported President John Quincy Adams
      - Accused Jackson’s wife, Rachel Robards Jackson, of being a bigamist
   2. Democrats supported Jackson

B. Jackson defeated Adams 178 electoral votes to 83
   1. First president from the West; seen as a great common man
      - Ironically, he owned one of largest plantations in the west and owned many slaves.
   2. Jackson’s support came from the West, South, and laborers on the east coast
   3. Election came to be called the "The Revolution of 1828"
      a. No sitting president had been removed since John Adams in 1800.
      b. Increased voter turnout from the “New Democracy” was decisive.
      c. Balance of power was shifting from the East to the expanding West.
      d. America hitherto had been ruled by educated wealthy elites: Federalist shippers and Jeffersonian planters.

C. President Andrew Jackson ("Old Hickory")
   1. Personified the new West
   2. Saw the federal gov’t as a haven for wealth that was detached from common folks.
   3. Like Jefferson, sought to reduce role of federal gov’t in favor of states’ rights; he hated Clay’s "American System"
   4. Strong unionist and nationalist (to the dismay of the South); federal supremacy over states.
   5. Believed in a strong presidency: he defied will of Congress and the Supreme Court
      a. Employed the veto 12 times; his six predecessors combined only used the veto 10 times
      b. At times, he flouted the authority of the Supreme Court
      c. Opponents condemned him as "King Andrew I" for his perceived abuse of power
VI. Spoils System was brought to the federal government on a large scale

A. The practice involved rewarding political supporters with public offices, regardless of merit.
   • Secretary of State Martin Van Buren was the main architect of the spoils system as he had engineered a political machine in NY (known as the “Albany Regency”)

B. Jackson believed in the ideal of "rotation in office" or "turn about is fair play"
   1. Goal: Let as many citizens as possible hold office for at least a short time.
   2. Sought to remove Adams-Clay officials with loyal Jacksonians.
   3. Ironically, only 20% of incumbents were removed.
      • However, set a precedent for "clean sweeps" in subsequent presidencies.

C. Consequences of the spoils system
   1. A national political machine was built around Jackson.
   2. Competence and merit were subordinated and many able citizens were left out as a result.
   3. Political corruption resulted

VII. Sectionalism in the Jackson Administration

A. "Kitchen Cabinet"
   1. Jackson met at times with an unofficial group of about 13 temporary advisors.
      • Some were newspaper people who kept Jackson in touch with public opinion.
   2. Critics branded these members as the "Kitchen Cabinet"
      a. Angry that advisors not answerable to Congress as was the official cabinet
      b. Congress saw it as a threat to checks and balances
   3. Yet, the group never met officially and its influence was greatly exaggerated.
   4. Not unconstitutional: presidents are free to consult with unofficial advisers

B. Webster-Hayne Debate
   1. Senator Robert Y. Hayne argued against the “Tariff of Abominations” of 1828
      a. South Carolinian (one of Calhoun's protégés) represented states' rights
      b. Accused New England of disloyalty during the War of 1812
      c. Condemned New England's selfishness regarding the protective tariff.
d. Proclaimed Calhoun's doctrine of nullification was the only means of protecting southern rights.
   • Hayne’s arguments later used by nullifiers and secessionists

2. Daniel Webster, from New England, spoke on behalf of the Union.
   a. Insisted the people not the states had framed the Constitution; assailed the doctrine of nullification
   • He thus refuted Jefferson and Madison’s “compact theory” of government
   b. "Liberty and Union, now and forever, one and inseparable."

3. Result of the debate:
   a. Illustrated the rising sectionalism in the country
   b. Some credit Webster for helping win the Civil War by arousing a new generation of northerners to fight for ideal of Union.

C. Calhoun resigned the vice presidency in 1832.
   1. The 1832 Tariff Controversy became the major wedge between Calhoun and Jackson (see below)
   2. Up until this time, Calhoun had publicly been a strong nationalist.
      a. Saw himself in line for the presidency after Jackson served 1 term.
      b. His falling out with Jackson destroyed his presidential hopes.
   3. Calhoun became a fierce sectionalist: as a leader of the Senate he rigorously protected slavery and states rights

VIII. Nullification controversy of 1832
   A. South Carolina still fuming over "Tariff of Abominations" (1828)
      1. The tariff was seen as punitive in the short term.
      2. It was seen as a precedent for federal interference with states’ rights in the long term.
      3. The push for nullification in the South Carolina legislature had failed in 1828.
   
   B. Tariff of 1832
      1. Jackson attempted to lower the tariff of 1828 to conciliate the South.
         a. Lowered duties to 35% from about 45%, or the 1824 level.
         b. Yet, law was still protective; not merely a revenue-based tariff
         c. Fell far short of meeting all Southern demands
      2. South Carolina took drastic action by nullifying the Tariff of 1832
         a. Called upon state legislature to make necessary military preparations
         b. Threatened to secede from the Union if Jackson attempted tariff collections by force.
3. Jackson condemned nullification
   a. Violently angry in private; threatened to "hang" the nullifiers, including Calhoun
   b. Dispatched modest naval and military reinforcements to SC while preparing a sizable army quietly.
   c. Governor Robert Hayne (ex-Senator) rigorously advocated nullification.
   d. Standoff threatened a possible civil war.

C. Henry Clay proposed a compromise tariff in 1833.
   1. The 1832 tariff would be reduced by 10% over eight years.
      a. Rates would eventually be about the 1816 level: 20-25%
      b. Many in New England and the Mid-Atlantic states opposed it.
      c. Calhoun and the South favored it.
      d. Compromise Tariff of 1833 squeezed through Congress
      e. South Carolina reluctantly repealed its nullification ordinance.
   2. Force Bill (1833) was passed by Congress as a face-saving device
      a. President in the future could use military force to collect federal tariffs if necessary.
      b. Dubbed the "Bloody Bill" by South Carolinians (who symbolically nullified it)

D. Aftermath
   1. Stepping stone to Civil War: South Carolina gradually abandoned nullification in favor of secession by 1860.
   2. The tariff crisis was the most compelling reason for the split of Jackson and Calhoun
   3. Henry Clay was later criticized by northerners as being an "appeaser" to the South.
      • Yet, Clay saved the Union from a civil war that the north was unprepared for.

IX. Election of 1832
A. Henry Clay (National Republican) vs. Andrew Jackson (Democrat)
   1. Jackson earlier favored a one-term presidency; cronies convinced him to stay.
   2. Clay was author of "American System", a war hawk, and a western senator.
      • Made the recharter of the BUS a centerpiece of his campaign but it backfired when Jackson killed the unpopular BUS (see below)
   3. Jackson defeated Clay 219-49 in Electoral College
      • Jackson had the support of the masses that overwhelmed the vote of wealthier Americans.
B. New political features were introduced in the 1832 campaign.
   1. **Anti-Masonic party** became the first third party in an American presidential election.
      a. Opposed the secrecy of the Masonic order, an 18th century fraternal organization using rationalist Christian doctrine, ritual symbolism, and civic virtue.
         - Masons recruited upwardly mobile middle-class professionals, business leaders, and politicians (like George Washington and Andrew Jackson).
      b. Masons were accused of using its membership to influence appointments to offices and to gain economically at the expense of the masses.
      c. Anti-Masonic party attracted evangelical groups eager to fuse moral and religious reforms with politics (e.g. keeping Sabbath Day holy.)
         - Meanwhile, Jacksonians were against all gov't meddling in social and economic life.
   2. **National nominating conventions were organized by all three parties in 1831-32: a bit like today's system**
      - National Republicans and Anti-Masons had formal party platforms

X. Jacksonian economic policy
   A. **Main aim:** divorce the gov’t from the economy (in essence, *laissez faire*)
      1. Anti-monopoly; common man should have a chance to succeed.
      2. Return to Jeffersonian democracy: gov’t role should be limited
      3. Give more power to states to promote equality of opportunity

B. End of the Bank of the United States (BUS)
   1. Jackson distrusted the BUS (the "moneyed monster") and huge businesses.
      - Jackson may have tolerated the BUS’s recharter in 1836 with reforms
   2. **Henry Clay** pushed to recharter the BUS in the 1832 as a political ploy against Jackson during the election.
      a. The recharter would create a dilemma for Jackson:
         - If he signed it, he’d alienate his western supporters.
         - If he vetoed it, he’d alienate wealthy and influential supporters in the East.
      b. Jackson: "The Bank... is trying to kill me, but I will kill it."
   3. Jackson vetoed the BUS's charter in 1832.
      a. He assailed the bank as monopolistic and unconstitutional.
         - Criticized **Nicholas Biddle**, head of the BUS, for his alleged favoritism toward elite and for the BUS’s forced foreclosures in the West.
b. Jackson acted as if the president was superior to judicial branch
   • The Supreme Court had ruled it constitutional in *McCulloch v. Maryland* (1819)
c. Jackson's demagogic message appealed to the masses.
d. In response, the senate censured Jackson (the censure was later expunged by the Democrats)

4. BUS strengths before it was killed by Jackson
   a. Sound organization
   b. Reduced bank failures
   c. Issued sound bank notes while the U.S. was flooded with depreciated paper local and state money.
   d. Spurred economic expansion by making credit and currency available to businesses.
   e. Safe depository for federal gov'ts funds; transferred and disbursed its money.

5. "Pet bank" scheme
   a. Jackson aimed to weaken BUS and Biddle
   b. Transferred federal deposits from the BUS to 23 state "pet banks"
      • Overseen by Secretary of Treasury Roger B. Taney (soon to appointed by Jackson as Chief Justice of Supreme Court)
      • This effectively killed the Second National Bank four years before it was set to expire.

6. Specie Circular: public lands now had to be purchased with "hard" money
   a. In 1836, "Wildcat" currency had become unreliable, especially in the West.
      • This exacerbated the ongoing inflation problem
   b. Jackson authorized the Treasury to issue a Specie Circular
      • "Hard money" brought hard times to the West as farmers did not have hard money to buy land.
   c. Inflation continued nonetheless and led to land speculation that contributed to the Panic of 1837.

C. General incorporation laws (beginning with Connecticut in 1837)
   1. Traditionally, corporate charters granted from state governments were seen by many as monopoly-oriented.
   2. States began to make incorporation easier, thus spurring the U.S. economy with small and medium-sized businesses.
   3. Limited liability: business owners were now allowed to be a separate entity from their corporation.
      a. If the corporation went bankrupt, the business owner still kept his own money.
      b. Reduced the risk of owning a business.
   4. Jacksonian in nature
D. Charles River Bridge decision (*Charles River Bridge v. Warren Bridge*), 1837

1. Builders of Charles River Bridge had been given a charter by Massachusetts in 1780.
2. 1828, Warren Bridge Co. was granted a charter by Massachusetts to build a bridge 300 yards from the Charles River Bridge (whose company made profits from tolls).
   - Heavy traffic necessitated another bridge.
3. Charles River Bridge Co. sued Warren Bridge Co. since the new charter interfered with the U.S. Constitution's provision for states not to interfere with contracts (*Dartmouth v. Woodward*).
4. The Supreme Court, led by Chief Justice Roger B. Taney, granted Warren Bridge Co. the right to build the new bridge.
5. Significance: *encouraged economic development in transportation and other public facilities via competition* (began to end monopolies in public facilities).
   - Jacksonian in nature.

E. Maysville Road veto

1. Jackson favored states’ rights (at the expense of economic nationalism).
2. Refused to spend federal money for intrastate improvements (e.g. roads and canals)
   - Strong states' rights principles (like Madison who vetoed Calhoun’s Bonus Bill in 1817)
3. He vetoed the bill for improving the Maysville Road in Kentucky.

XI. Removal of Native Americans

A. By 1830, most territories east of the Mississippi had become states.

1. Most Amerindian tribes were surrounded by white settlements.
2. Jackson did not regard the tribes as separate nations within individual states.
   - Harbored some protective feelings toward Amerindians yet saw them as "uncivilized."

B. Indian Removal Act, 1830

1. Jackson proposed the bodily removal of remaining Indians—especially the Five Civilized Nations: Cherokee, Creek, Choctaw, Chickasaw and Seminoles—beyond the Mississippi to Indian Territory (modern-day Oklahoma).
2. Individual Indians might remain if they adopted white ways.
3. As a result, more than 100,000 Indians were forcibly uprooted and moved in the 1830s.
   a. The U.S. gov’t promised that Indian lands in Indian Territory would remain permanently in Indian hands (“as long as the grass grows and the water runs”).
b. Land-hungry Americans continued to push west and eventually encroached on Indian Territory in the 1880s & 90s

4. **Bureau of Indian Affairs** was established in 1836 to administer relations with Amerindians

C. Cherokee

1. Developed certain aspects of society similar to whites
   a. Sequoya created a Cherokee syllabic alphabet (85 characters) and the Cherokee had their own newspaper, *Cherokee Phoenix*
   b. They wrote a constitution similar to the U.S.; similar electoral system
   c. Established efficient agriculture-based economy
   d. Despite strong attempts to assimilate, Cherokee not accepted by white society

2. Cherokee nation sat on valuable land in northeast Georgia
   a. Gold was discovered in 1829 and local whites wanted to mine Cherokee land.
   b. Land could also be used for cotton; coveted by land-hungry white farmers.
   c. Cherokee right to land had been recognized in the Treaty of 1791.
   - Many Georgians had ignored the federal laws.

3. **Cherokee Nation v. Georgia**, 1831
   a. Cherokee challenged a Georgia law that made Cherokee laws null and void.
   b. Supreme Court: Cherokee lacked jurisdiction over its land, as it was a "domestic dependent, nation" possessing some sovereignty, but not a foreign nation.
   - Represented a major blow to Cherokee rights as an independent nation

4. **Worcester v. Georgia**, 1832
   a. John Marshall ruled that Georgia’s laws had no jurisdiction inside Cherokee territory and the Cherokee could invite whomever it wished on its land.
   - Samuel Worcester, a missionary living with the Cherokee for years, was forced by GA to take oath of allegiance or leave Cherokee land; he refused and was arrested
   b. Worcester was released from jail within 3 months
   c. Despite the Court’s support for Cherokee autonomy on its lands, Jackson proceeded with Indian removal

5. **Trail of Tears**
   a. In 1838, 18,000 Cherokees forcibly removed from their homes and marched 1,000 miles to Indian Territory (Oklahoma).
   - 4,000 died from malnutrition, exposure, cholera, and harsh treatment.
   - Soldiers forced the march with rifles and bayonets.
b. Earlier, 25% of Choctaws died en route to Indian Territory between 1831-1835
   c. 3,500 of 15,000 Creeks died during removal in 1836.

D. **Black Hawk War** (1832)
   1. Braves in Illinois and Wisconsin led by Black Hawk resisted removal on lands west of Lake Huron.
   2. They were crushed by U.S. troops.
   3. Area west of Lake Michigan became open for white settlement.

E. **Seminoles** in Florida
   1. Seminoles were ordered by the U.S. to merge with their old enemy – the Creek – and relocate to Indian Territory.
      • They refused as the Creek were slave owners and many Seminoles had escaped Creek slavery.
   2. Waged bloody guerrilla war in the **Second Seminole War** (1835-1842) that left 1,500 U.S. soldiers dead.
      • Bloodiest Native American conflict in U.S. history.
   3. 4/5 or 3,000 were forcibly moved to Oklahoma; 3,000 still survive today

XII. **The Birth of Texas**
   A. U.S. dropped its claim to Texas when it bought Florida from Spain in 1819.

   B. In 1823, a newly independent Mexico granted **Stephen Austin** the right to settle in Texas.
      1. Immigrants were to be Catholic and properly Mexicanized.
      2. Restrictions were largely ignored by Americans in Texas.

   C. Friction between Mexicans and Americans occurred over slavery, immigration, and local rights.
      1. Mexico emancipated its slaves in 1830 and prohibited importation of slaves into Texas.
      2. Prohibited further settlement by Americans
      3. Texans refused to abide by Mexico's decree; new settlers and slaves poured in.
      4. 1835, Mexican dictator **Santa Anna** outlawed all local rights and raised an army to exert control in Texas.

   D. **Texas declared independence in 1836**
      1. **Sam Houston** was commander in chief of Texas
      2. Santa Anna’s 6,000 man army invaded Texas.
         • Killed 342 American volunteers who surrendered at Goliad
         • Killed all Americans at the **Alamo** (including Davy Crockett and James Bowie)
- Americans were outraged: "Remember the Alamo", "Remember Goliad," "Death to Santa Anna."

E. Houston’s army won at San Jacinto.
1. Santa Anna signed two treaties: withdraw Mexican troops and recognize Rio Grande as Texas’ southern border (Nueces River had been original border)
   - Santa Anna and the Mexican government repudiated the treaties upon his release.
2. American aid was important to Texas’ fight for independence.
   a. America's public opinion nullified existing U.S. neutrality legislation.
   b. Mexicans complained the U.S. was obligated to honor its international neutrality law.

F. The issue of a potential new slave state stirred up sectionalism.
1. For Jackson, recognizing Texas might hurt the election of his hand-picked successor, Van Buren, for president.
2. Jackson recognized Texas the day before he left office in 1837.
3. Texas officially petitioned to be annexed.
   a. Antislavery Whigs in the North opposed it.
   b. Southern Democrats welcomed the idea of annexation.
4. Texas was thus left to protect itself as an independent nation.
   a. Texas feared reprisals from Santa Anna and Mexico.
   b. Texas therefore courted Britain and France for aid.
   c. Balance of power politics threatened the southern U.S.
5. Sam Houston: first president of Independent Republic of Texas.

XIII. Election of 1836
A. Birth of the Whigs (heirs of Hamilton’s Federalist ideas)
1. Emerged in 1834 where Clay and Calhoun joined forces to pass a motion censuring Jackson for his removal of federal deposits from the BUS.
   - Shared a mutual hatred of Jackson
2. Evolved into a national political party of groups alienated by Jackson.
   a. Supporters of Clay’s “American System”
   b. States’ rights advocates who were offended by Jackson’s anti-nullification views
   c. Larger northern industrialists and merchants
   d. Evangelical Protestants (many had been Anti-Masons in 1832)
   e. Nativists who opposed Irish immigration.
3. Many Whig principles were the foundation for the modern-day Republican party.
4. William Henry Harrison, hero of the Battle of Tippecanoe, emerged as the Whig candidate, defeating Clay.
B. **Martin Van Buren** was Jackson's hand-picked successor.
   1. Old and ailing, Jackson decided not to run for a third term.
   2. Decided to run a third term vicariously through Van Buren.
   3. Van Buren defeated Harrison 170-73

C. **Election of 1832** had ushered in the **“Second Party System”***
   1. Democrats and Whigs would dominate national politics until 1852.
   2. First party system lasted from c. 1796 to 1816: Federalists vs. Democratic-Republicans

<table>
<thead>
<tr>
<th>The “Second Party System”: c. 1832-1852</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whigs</strong></td>
</tr>
<tr>
<td>• Supported by northern industrialists and merchants (wealthiest Americans)</td>
</tr>
<tr>
<td>• Supported Clay’s &quot;American System&quot;</td>
</tr>
<tr>
<td>• Sought to reduce the spoils system</td>
</tr>
<tr>
<td>• Southern states’ rights advocates angry at Jackson’s stand on nullification</td>
</tr>
<tr>
<td>• Often were nativist regarding Irish immigration</td>
</tr>
<tr>
<td>• Evangelicals from Anti-Masonic party joined</td>
</tr>
<tr>
<td>• Sought to use national gov’t to solve societies problems (over states’ rights issues)</td>
</tr>
</tbody>
</table>
XIV. **Jackson's Legacy** (Quick Review)

**A. Positive Contributions**

1. Demonstrated value of strong executive leadership in the 1832 tariff controversy
2. Was perceived as the champion of the common people in politics
3. Established the Democratic Party (that sparked the 2-party system with the Whigs as opposition)

**B. Liabilities**

1. Spoils system led to political corruption on a national scale
2. Killing the BUS resulted in thousands of bank failures and was a cause of the Panic of 1837
3. Specie circular hurt western farmers
4. Flouted the authority of the Supreme Court vis-à-vis Cherokee and the BUS
5. Indian removal
6. Cabinet crisis and break with Calhoun resulted in increased sectionalism
XV. Martin Van Buren's presidency  
A. Van Buren: Principle architect of the 2nd American Party System  
B. Presided over the Panic of 1837 (Jackson's policies were a major cause)  
C. Established the Independent Treasury System (formalized the "Pet Bank" scheme)  
D. Caroline Incident: Rebellion in Canada in 1837 created ugly incidents along the border and threatened to trigger war with Britain.

XVI. Panic of 1837  
A. Causes  
1. Most important cause: overspeculation  
   a. Land speculators in the West borrowed heavily from "wildcat banks."  
   b. Speculation spread to canals, roads, and slaves.  
   c. Speculators unable to pay back loans thus causing bank failures  
2. Jacksonian finance, including the BUS War & the Specie Circular, further hurt the economy.  
3. Flour Riot: crop failures forced grain prices so high that NY mobs stormed warehouses and broke open flour barrels. (During Jackson's last days)  
4. Failure of two major British banks caused English investors to call in their foreign loans.  
   - Hurt U.S. banks and helped trigger the beginning of the panic.

B. Results  
1. American banks collapsed by the hundreds including "pet banks" which lost several million dollars in gov't funds.  
2. Commodity prices and sale of public land fell; customs revenues dried up.  
3. Factories closed; unemployment soared.  
4. The economic depression lasted about five years.

C. Whig proposals were blocked by Van Buren (Jacksonian ideal of limited gov't)  
   - Whigs sought expansion of bank credit, higher tariffs, and internal improvement funds (Clay’s “American System”)  

D. Treasury Bill of 1840 ("Divorce Bill")  
1. Van Buren was convinced that part of the depression was due to the BUS’s federal funds being given to private banks.  
2. He held the Jacksonian principle of "divorcing" gov't funds from private banks.  
3. Independent Treasury System: gov't could put its surplus in certain banks in several of the nation’s larger cities.  
4. Funds were safe but it denied the banking system of reserves
which decreased available credit resources.

5. Policy was condemned by the Whigs and repealed next year when they won the presidency.
   - Reenacted in 1846 by the Democrats after Polk became president and lasted, in various forms, until 1921.

XVII. Election of 1840
   A. Van Buren renominated by Democrats
   B. Whigs again chose William H. Harrison over both Clay and Webster
      - Slogan: “Tippecanoe and Tyler Too” (John Tyler was the Whig vice presidential candidate)
   C. Voters blamed the depression on Van Buren (the party in power)
   D. Whigs created false myths about Harrison being a poor farmer from a log cabin: "Log Cabin and Hard Cider"
      - In fact, he was born into a wealthy plantation family in Virginia
   E. Harrison defeated Van Buren 234-60
   F. Significance
      1. First mass-turnout election in American history
      2. Propaganda and silly slogans set an unfortunate example for future campaigns.
      3. Liberty Party, first anti-extension of slavery party, was also in the race with James G. Birney as its candidate.

Memory Aid for Jacksonian Democracy: “New KNICKSS”

New Democracy

Killing of the BUS
Nullification Crisis of 1832
Indian Removal
Creation of 2-party system (Democrats & Whigs)
Kitchen Cabinet/Cabinet Crisis (break between Jackson & Calhoun)
Spoils System
Sectionalism
## Terms to Know

| “New Democracy” | general incorporation laws |
| Frederick Jackson Turner: “The Significance of the Frontier on American History” | limited liability |
| workingmen’s parties | Charles River Bridge case |
| caucus system | Maysville Road veto |
| nominating conventions | Indian Removal Act, 1830 |
| election of 1824 | Bureau of Indian Affairs |
| The “corrupt bargain” | Five Civilized Nations: Cherokee, Creek, Choctaw, Chickasaw, Seminole |
| Henry Clay | Cherokee Nation v. Georgia, 1831 |
| President John Quincy Adams “Tariff of Abominations,” 1828 | Worcester v. Georgia, 1832 |
| John C. Calhoun, “Southern Carolina Exposition” “Revolution of 1828” | “Trail of Tears” |
| President Andrew Jackson spoils system | Indian Territory |
| “Kitchen Cabinet” Webster-Hayne Debate | Black Hawk War |
| Tariff of 1832 | Second Seminole War |
| Nullification Crisis, 1832 | Republic of Texas |
| Tariff of 1833 | Stephen Austin |
| election of 1832 | Alamo |
| Anti-Masonic party States | election of 1836 |
| Nicholas Biddle | Whigs |
| “Pet Bank” scheme Specie Circular veto of the BUS | William Henry Harrison |
| General Santa Anna | President Martin Van Buren |
| | Panic of 1837 |
| | Independent Treasury System |
| | election of 1840 |
| | Liberty Party |
Essay Questions

Note: This sub-unit is a medium probability area for the AP exam. In the past 10 years, 2 questions have come wholly or in part from the material in this chapter. Below are some questions that will help you study the topics that have appeared on previous exams.

1. The era between 1820 and 1840 has been called “the rise of mass politics.” Analyze causes for this democratic trend. Were there any groups that were left out during this period?

2. Identify the goals and philosophies of Jacksonian Democrats. To what extent were Jacksonians successful in achieving these goals and implementing their philosophies politically and economically?

3. Compare and contrast the goals and philosophies of the Democrats and Whigs (National Republicans).

4. To what extent did the Jacksonian era lead to more sectionalism between North and South in the years between 1828 and 1848?

5. Analyze U.S. government policy towards Amerindians between 1828 and 1848.

Overarching Questions and Themes from the AP® Curriculum Framework for Unit 4.1

- **How have gender, class, ethnic, religious, regional, and other group identities, changed in different eras?**
  
  **ID-5:** Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century. (4.1.I, 4.1.III)

- **How and why have different political and social groups competed for influence over society and government in what would become the United States?**
  
  **POL-2:** Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the 20th century. (4.1.I)

- **How have Americans agreed on or argued over the values that guide the political system as well as who is part of the political process?**
  
  **POL-5:** Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787. (4.1.I)
POL-6: Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century. (4.1.I, 4.3.II)

➢ How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?

WOR-5: Analyze the motives behind, and results of economic, military, and diplomatic initiatives aimed at expanding U.S. power and territory in the Western Hemisphere in the years between independence and the Civil War. (4.3.I)

WOR-6: Analyze the major aspects of domestic debates over U.S. expansionism in the 19th century and the early 20th century. (4.3.I, 4.3.II)

Bibliography:

College Board, AP United States History Course and Exam Description (Including the Curriculum Framework), 2014: History, New York: College Board, 2014


The Market Revolution: 1790-1860

The "Market Revolution" in antebellum America encompassed several areas:

- Industrial Revolution (and its impact on American society)
- Transportation Revolution: roads, canals, steamboat, railroad
- Change from subsistence farming to large-scale cash-crop farming.
- Creation of a national market economy
- Regional specialization: East, West and South
- Immigration: Irish and German (U.S. need for labor)
- Westward movement
- Growth of cities

Memory Aids -- know the difference between periods of industrialism in the 19th century

- 1st Industrial Revolution (1814-1860): TRIC -- Textiles, Railroads, Iron, Coal
- 2nd Industrial Revolution (post-Civil War): ROSE -- Railroads (transcontinental), Oil, Steel, Electricity

If you get a 19th century "Industrial Revolution" question, remember to "TRIC ROSE"

I. Demographic changes
   A. Population
      1. By 1860, 33 states were in the Union.
      2. U.S. population was still doubling every 25 years
         a. Natural birthrate accounted for most of the population increase.
         b. Immigration added hundreds of thousands more per year.
            - In 1820, less than 1% of U.S. population was foreign born.
            - By 1860, about 13% of U.S. population was foreign born.
            c. U.S. was the fourth most populous western country behind Russia, France, and the Austrian Empire.
      3. By 1860, 43 U.S. cities had above 20,000; in 1790, only two
         - Urbanization resulted in slums, crime, filthy living conditions

   B. Irish Immigration (considered part of the “Old Immigration”)
      1. The Irish potato famine of the mid-1840s left two million people dead in Ireland.
      2. Largest group of immigrants to the U.S. between 1830 and 1860.
         a. Two million arrived between 1830 and 1860; more Irish people lived in the U.S. than in Ireland!
b. Came to larger cities: couldn't afford to move out west
   • Boston and New York (contained more Irish than anywhere else in the world)
3. Irish were targets for discrimination as they were Catholic and often poor
   a. They were often hated by native Protestants as the Irish took over jobs for very low wages.
   b. Violence and poverty were rampant in Irish slums.
4. The Irish, in turn, hated African Americans against whom they competed for low-wage jobs.
   a. Race riots between black and Irish dock workers occurred in certain port cities.
   b. The Irish did not support abolitionism.
5. The Irish began to climb up the social ladder by buying property.
   • Rather than going to school, children often worked to help their family buy a home.
6. The Irish were politically involved; came to control political machines in cities.
   a. New York City’s Tammany Hall dominated NY politics.
   b. Machines dominated police departments in many big cities.
   c. Politicians courted the Irish vote by criticizing Britain, whom the Irish hated.
   d. Became a major force in the Democratic Party in the North.

C. German immigration (also part of the “Old Immigration”)
1. Over 1.5 million came to America between 1830-1860.
2. Became the largest group of immigrants by 1900.
   • Today over 20% of all Americans have German ancestry.
3. Most were uprooted farmers; many were displaced by crop failures.
4. Most moved to the Midwest, e.g. Wisconsin, where they built successful farms.
   a. Formed an influential body of voters (like the Irish).
   b. Germans were less politically influential as they were scattered demographically.
5. Better educated than frontier Americans; supported public schools including Kindergarten (“children's garden”).
6. Strongly supported abolitionism prior to the Civil War.
7. Protestants were concerned that German culture might alter American culture
   • Germans often lived in their own towns and remained separate from other towns.
8. Beer was important to German culture; hurt the temperance movement
D. English immigration (continuation of the “Old Immigration”)
   1. After 1820, thousands of English immigrants arrived; accounted for almost 20% of total immigrants between 1820-1860
   2. Many were leaving tough agricultural conditions behind
      - Like many German immigrants, many English immigrants remained in agriculture
   3. Those with skills in textiles tended to settle in Massachusetts.
   5. English immigrants tended to face far less discrimination than Irish and German immigrants.

E. Nativism: hatred and fear of foreigners
   1. Irish and German immigration offended many Protestant nativists
      a. Nativists feared immigrants would overpopulate and unduly influence politics.
      b. Irish and a large minority of Germans were Catholic; viewed as a "foreign" church controlled by the pope.
         - Catholics constructed a separate parochial educational system.
   2. By 1850, Catholics became the largest religious group in America; outnumbered Baptists, Methodists, Presbyterians, and Congregationalists.
   3. In 1849, extreme American nativists formed the "Know-Nothing" party.
      a. Sought restrictions on immigration and naturalization and wanted laws to deport poor aliens.
      b. Episodes of mass violence occurred in some larger cities.
      c. The "Know-Nothings" became extremely influential in the early-mid 1850s; were on the verge of replacing the Whigs as the second major party.

III. The Industrial Revolution
   A. Inventions and innovations stimulated economic growth.
   1. Samuel Slater "Father of the Factory System"
      a. 1791, built first efficient cotton-spinning machine in America: the spinning jenny.
      b. Pawtucket Mill in Rhode Island was the first textile mill in U.S.
      c. Yet, much cloth was still produced by contractors or women at home.
   2. Eli Whitney
      a. Cotton gin, 1793: 50x more effective than picking cotton by hand
         - Before, handpicking 1lb of cotton took a slave an entire day
         - Cotton production became highly profitable; "King Cotton" emerged in the South

© 2014 HistorySage.com All Rights Reserved
HistorySage.com APUSH Lecture Notes

Unit 4.3: Market Revolution

- Slavery, which had been dying out, saw a dramatic increase
- Westward expansion into Alabama and Mississippi occurred due to increased demand for land.
- Stimulated U.S. Industrial Revolution by supplying cotton to New England textile mills (before, most U.S. cotton was exported to English textile factories).
  b. **Interchangeable parts** introduced in 1798 (widely adopted by the 1850s)
    - Basis of modern mass-production, assembly line methods
    - Whitney mass-produced muskets for the U.S. Army.

3. Sewing Machine
   a. Invented by **Elias Howe** in 1846
   b. **Isaac Singer** in 1851 significantly improved the machine.

4. **Telegraph -- Samuel F. B. Morse**
   a. 1844, Morse built a 40-mile line from Washington, DC to Baltimore
   b. U.S. gov't didn't control the telegraph; felt it would not pay!
   c. Eventually provided instant communication across large distances.
      - Significantly influenced business in the following decades

5. Charles Goodyear: vulcanization of rubber created a new industry.

6. 28,000 patents were given by the gov’t in the 1850s compared to 306 in the 1790s.

B. **The Lowell System**: the textile industry sparked the Industrial Revolution in the U.S. (during the War of 1812 era).
1. President Jefferson’s Embargo Act (1807) and subsequent War of 1812 (1812-1815) dramatically decreased U.S. imports.
2. 1814, **Francis Cabot Lowell** built first dual-purpose textile plant in Waltham, Massachusetts.
   a. Before Lowell, factories mostly spun thread.
   b. Lowell’s factory spun the fiber and wove the finished cloth.
      - Also included bleaching, dying, and printing cloth
3. **Significance**: work moved from the home to the factory
4. In 1823, Lowell’s partners, the **Boston Associates**, built a new plant in **Lowell, Massachusetts**.
   a. Textile factories sprang up all over New England and mid-Atlantic states in the 1830’s and 1840’s.
   b. Eventually, the Boston Associates dominated textile, railroad, insurance, and banking businesses throughout Massachusetts.
5. **Lowell Girls**: Local farmers’ daughters were hired to work in the factories.
   a. Jobs provided the lure of more independence for young women.
   b. Lowell promised strict moral supervision and mandatory church attendance for the Lowell Girls.

© 2014 HistorySage.com   All Rights Reserved
c. In 1836, the girls organized one of the first strikes in U.S. history.

6. Water power and steam power gradually replaced female labor.
7. Irish and German immigrants eventually replaced the Lowell Girls; less troublesome and worked for very low wages

C. Why was New England the center of the U.S. Industrial Revolution?
1. Rocky soil discouraged cash-crop farming; manufacturing was therefore more attractive.
2. Large amount of labor available
3. Shipping brought in capital while seaports made for easy imports and exports.
4. Rapid rivers provided water power for running factory machines.

D. Why didn’t the South industrialize?
1. Capital resources were tied up in slaves.
2. Local consumers were mostly poor and could not afford most finished products.

E. By 1850, industrial output exceeded agricultural output
1. Embargo Act of 1807, non-intercourse, and War of 1812 meant Americans had to produce their own goods.
   • U.S. factories were crippled by British goods that were sold at ruinously low prices.
3. Tariffs of 1816, 1828, and 1832 provided some relief to northern manufacturers.

F. Advances in business organization
1. Limited liability
   a. Permitted individual investors, in cases of legal claims or bankruptcy, to protect their own assets, separate from the company.
   b. Result: More people willing to risk capital = capital accumulated more rapidly
2. General incorporation laws: first passed in NY in 1848.
   a. Businesspeople no longer needed to apply for charters from state legislature
   b. Creating a corporation became much easier.
   c. "Free incorporation" statutes widely adopted in other states; (Jacksonian in character)
3. Charles River Bridge decision (Charles River Bridge v. Warren Bridge, 1837)
   a. Chief Justice Roger B. Taney: The Constitution reserved to the states "power over their own improvement, which is so
necessary to their well-being and prosperity."
b. Significance: Encouraged economic development in transportation and other public facilities by ending monopolies.

IV. Northern Workers
A. The Industrial Revolution transformed manufacturing working conditions.
   1. Skilled workers and craftspeople were displaced by factory work.
   2. Working conditions were often oppressive: long hours, low wages, few breaks, poor ventilation, lighting, and heating.
   3. Workers were forbidden by law to form unions; only 24 recorded strikes occurred before 1835.

B. Women and Children typically worked 6 days a week for extremely low wages.
   1. Lowell farm girls were supervised on and off the job.
   2. 1820, 1/2 the nation's industrial workers were under the age of 10; many suffered devastating effects from abuse.

C. Gains for workers
   1. During the "Age of Jackson," many states granted voting rights to workingmen.
      - Through workingmen's parties, laborers sought a 10-hour work day, higher wages, tolerable working conditions, public education for their kids, and end to imprisonment for debt.
   2. 1840, President Van Buren established a 10-hour work day for federal employees on public works.
      - Several states followed suit by reducing work hours.
   3. Strikes increased in the 1830s and 1840s (most failed due to importation of "scabs"; many were new immigrants)
      a. Decision: labor unions were legal, so long as they were not violent or subversive
      b. More symbolic than immediately significant.

V. Western Farmers
A. Trans-Allegheny region—especially the Ohio-Indiana-Illinois territories – became the breadbasket of the U.S. and would later become a breadbasket to the world.
   1. Most produce was sent down Mississippi River to feed the southern slave states.
   2. Corn was used to make liquor and pig feed.

B. Inventions
   1. John Deere: steel plow broke the thickly matted soil of the West.
   2. Cyrus McCormick (1830s) introduced the mechanical mower-
C. Farming changed from subsistence to large-scale, specialized, cash-crop agriculture
   1. Debt ensued as farmers bought more land and more machinery.
   2. They produced more than their markets could consume.
   3. They began looking for new markets further away.

VI. Transportation Revolution
   A. Prime motive: desire of the East to tap the resources of the West

   B. Significance:
      1. Created a national market economy.
      2. Created regional specialization: west = grain; east = industry; south = cotton
      3. Facilitated movement of America’s population westward

   C. Transportation conditions prior to the transportation revolution were very poor
      1. Roads were bad much of the year: dusty in summer; muddy during the rainy season
         • It cost more to haul a ton of goods 9 miles inland from the ocean than to transport it from Europe.
      2. Rivers ran mostly north and south; east-west travel was often impossible for freight.
         • Dry season reduced rivers to small streams.

   D. Turnpikes
      1. 1790, first turnpike: Lancaster Turnpike in PA was built by a private company and became highly profitable
            • Traversed the Allegheny Mountains leading into western Pennsylvania
         b. Tolls were collected; a barrier of sharp pikes was not lifted until a toll was paid.
         c. Significance: touched off a turnpike-building boom.
            • By 1832, the U.S. had nearly 2,400 miles of road connecting most major cities.
      2. Opposition to turnpikes
         a. States' rights advocates opposed federal aid to local internal improvements.
         b. Eastern states were concerned over population growth and new political power in the West.
3. 1811, beginning of the Cumberland Road (National Road)
   a. By 1852, it linked Cumberland in western Maryland to Vandalia in Illinois
   b. The 591-mile road was supported by state and federal funds.
   c. Became a vital highway to the west.
      - Freight carrying became cheaper
      - Many European immigrants moved west; western cities grew dramatically
      - Land values increased
4. Conestogas (covered wagons) were a major mode of transportation westward.
   a. 20 feet long, four feet deep, uncomfortable but durable.
   b. 1797, a traveler in NY counted 500 wagons a day rolling west

E. Steamboats
1. Initially, nearly all river travel was done by flatboats on the Ohio and Mississippi Rivers
   a. Exception – keelboats pushed upstream with poles; less than 1 mile/hour; very costly
   b. Problem: rivers dried up in certain areas during the hot season.
2. 1807, Robert Fulton employed a steam engine on the Clermont.
   a. Left NYC and went 500 miles up the Hudson River to Albany in only 32 hours.
   b. Significance:
      - Changed all of America's navigable streams into two-way arteries.
      - The carrying capacity of rivers doubled.
      - Populations of people clustered along banks of rivers.
      - Profitability of manufactured products soared as a vibrant Western market emerged.

F. Canals
1. Erie Canal was completed in 1825 in upstate New York.
   a. 363-mile canal linked the Great Lakes with the Hudson River.
      - States' rights advocates prevented federal aid and thus the state of New York paid the entire cost of the project.
      - The project was supported by NY Governor DeWitt Clinton.
2. Impact of the Erie Canal
   a. The cost of shipping a ton of grain from Buffalo to NYC fell from $100 to $5.
   b. Shipping time was reduced from 20 days to 6.
   c. Land values skyrocketed; new cities emerged (Rochester, Syracuse)
      - New York City became the fastest-growing and wealthiest city on the Atlantic coast.
   d. The Old Northwest provided great farming opportunities as
thousands of European immigrants poured across the Alleghenies to the West.
e. Great Lakes towns exploded including Cleveland, Detroit and Chicago.
f. New England farmers were adversely impacted by competition from the West.
3. Other canals were built connecting the Great Lakes with major rivers and cities.

G. Railroads
1. Most significant aspect of the Transportation Revolution.
   • Fast, reliable, cheaper than canals to construct; all-weather transportation through nearly all terrain.
2. First important line: Baltimore & Ohio Co. (B&O Railroad), 1828
3. Baldwin Locomotive Works became the largest U.S. manufacturer of locomotives.
4. By 1860, 30,000 miles of railroad track laid; 3/4 in industrialized North.
5. Opposition: canal builders, turnpike investors (and tavern keepers), and certain farmers who made money transporting goods.
6. Horse-drawn railroads also used for mass-transit in major cities.

H. By the Civil War, a national market economy emerged.
1. The East, West and South specialized in certain economic activities.
2. The transportation system integrated the three regions of America.
3. Self-contained local economies gave way to a national market.

VII. Regional Specialization
A. East
1. Industrial; made machines and textiles for the other two regions
2. By 1861, owned 81% of U.S. industrial capacity
3. Most populous region; 70% of manufacturing workers

B. South:
1. Cotton for export to New England and Britain; slavery
2. Resisted change to its economy and culture
3. Some industrial growth but output never exceeded 2% value of cotton crop
   • Tredegar Iron Works in Virginia used slave labor

C. West:
1. Became the nation’s breadbasket: grain and livestock production
2. Fastest growing population
D. Political implications
   1. The two northern sections (East and West) became closely interconnected economically.
   2. During Civil War, the South would be isolated.

VIII. Social Results of Industrialization
   A. Division of labor: work was more specialized; work at home was less significant.
      1. Women's work no longer viewed as valuable.
      2. The home was no longer the center of economic production; grew into a refuge from the world of work that became the separate sphere of women.
         • Led to the "cult of domesticity"

B. Growth of cities
   1. 1790: 5% of population lived in cities of 2,500 or more
   2. 1860: 25%
   3. Rapid urbanization created many problems

C. Increased social stratification: rich vs. poor
   1. Major gap in wealth existed: unskilled workers were worst off.
      • The poor accounted at times for 1/2 of the urban population
   2. Yet, U.S. still provided more opportunities than Europe did for its masses.
      a. Wages for unskilled workers rose about 1% per year from 1820 to 1860.
      b. General prosperity resulted in relatively few class conflicts.

D. Immigration accounted for largest % of population increase: Irish and German

IX. Foreign commerce accounted for about 7% of the U.S economy.
   A. Cotton: Over 50% of all U.S. exports

   B. After 1846, U.S. agriculture played a larger role in trade with Britain.

   C. Americans generally imported more than they exported.
      • Imported manufactured goods; exported agricultural goods.
Terms to Know

<table>
<thead>
<tr>
<th>Market Revolution</th>
<th>Lowell System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irish Immigration</td>
<td>Lowell, Massachusetts</td>
</tr>
<tr>
<td>Irish Potato Famine</td>
<td>Boston Associates</td>
</tr>
<tr>
<td>Tammany Hall</td>
<td>&quot;Lowell girls&quot;</td>
</tr>
<tr>
<td>German immigration</td>
<td>general incorporation laws</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>limited liability</td>
</tr>
<tr>
<td>beer</td>
<td>Charles River Bridge case</td>
</tr>
<tr>
<td>nativism</td>
<td>steel plow, John Deere</td>
</tr>
<tr>
<td>“Know-Nothing” Party</td>
<td>mechanical mower reaper,</td>
</tr>
<tr>
<td>Industrial Revolution</td>
<td>Cyrus McCormick</td>
</tr>
<tr>
<td>Samuel Slater</td>
<td>Transportation Revolution</td>
</tr>
<tr>
<td>spinning jenny</td>
<td>turnpikes</td>
</tr>
<tr>
<td>Eli Whitney</td>
<td>National Road</td>
</tr>
<tr>
<td>cotton gin</td>
<td>conestogas</td>
</tr>
<tr>
<td>interchangeable parts</td>
<td>steamboat, Robert Fulton</td>
</tr>
<tr>
<td>sewing machine, Elias Howe &amp;</td>
<td>Erie Canal</td>
</tr>
<tr>
<td>Isaac Singer</td>
<td>railroad</td>
</tr>
<tr>
<td>telegraph, Samuel F.B. Morse</td>
<td>regional specialization</td>
</tr>
</tbody>
</table>

Essay Questions

Note: This sub-unit is a high probability area for the AP exam. In the past 10 years, 3 questions have come wholly or in part from the material in this chapter. Below are some questions that will help you study the topics that have appeared on previous exams.

1. Analyze the impact of Immigration between 1820 and 1860 on American society and the reaction of nativists toward immigrants.

2. Analyze several factors that led to the Industrial Revolution in America during the first half of the nineteenth century.

3. Analyze the impact of the transportation revolution on the American economy between 1790 and 1860.

4. Analyze the ways that economic developments in Antebellum America resulted in regional specialization.
Bibliography:


Reform and Society in Antebellum America, 1790-1860

I. The Second Great Awakening
   A. State of American religion in the early 18th century:
      1. 75% of Americans attended church regularly.
      2. Protestantism remained the dominant form of Christianity.
      3. Liberal thinking challenged traditional views of religion.
         a. Rationalist (Enlightenment) ideas of the French Revolution era remained influential.
            - Relied on reason rather than revelation; on science rather than the Bible
            - Rejected concept of original sin and denied Christ's divinity
            - Believed in a Supreme Being who created a knowable universe and endowed human beings with a capacity for moral behavior.
         c. **Unitarianism**
            - Inspired by deism, it was an important break from Puritanism
            - Believed God exists in one person and not the Trinity (Father, Son and Holy Spirit)
            - Stressed the essential goodness of human nature rather than evil nature
            - Believed in free will and salvation through good works
            - Saw God as a loving Father, not a stern creator
            - Unitarianism appealed to intellectuals like Ralph Waldo Emerson who championed rationalism and optimism.
   B. Impact of the Second Great Awakening
      1. Reaction to growing liberalism (deism, unitarianism) in religion beginning around 1800
         a. Began on the southern frontier but spread to northeastern cities
            - Cane Ridge revival in Kentucky, 1801, marked the beginning
         b. Perhaps the most important era in the history of American religion
         c. Influenced more people than the First Great Awakening
      3. Revivalism was spread to the masses via "**camp meetings.**"
         a. As many as 25,000 persons gathered for several days to hear hellfire gospel.
         b. Methodists and Baptists benefited most from revivalism.