U.S. Regents - Unit 3 / Section 1
Building a Nation, 1800 - 1850

As the nation expanded from sea to shining sea, and exerted itself further on the global stage, growing sectional tensions - especially over slavery, the balance between states rights and federal power, and economic governance - resulted in political and constitutional crises. These ultimately culminated in the U.S. Civil War.

Essential Questions

- What events and forces shaped the evolution of the American identity?
- How did America expand and grow socially, politically, and economically between 1800-1850

Key People

John Marshall	Eli Whitney	Samuel Slater
Henry Clay	Thomas Jefferson	Lewis & Clark
James Madison	John Quincy Adams	Andrew Jackson
John C. Calhoun	Elizabeth Cady Stanton	Lucretia Mott

Key Vocabulary / Events

nationalism	Louisiana Purchase	impressment
Embargo of 1807	War of 1812	Monroe Doctrine
market revolution	manufacturing / mill system	The American System
cotton gin	Seneca Falls Convention	Declaration of Sentiments
Spoils System	nullification	Indian Removal Act
Trail of Tears	Erie Canal	Whig Party

Key Supreme Court Cases

Be able to explain the issue debated in each case, the decision made by the court, and the significance of each decision

- Marbury v. Madison, 1803
- McCullouch v. Maryland, 1819
- Gibbons v. Ogden, 1824
- Worcester v. Georgia, 1832

Class Notes / Vocabulary

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The Election of 1800

On taking up his post as Secretary of State in Washington's administration in 1790, [Thomas] Jefferson recalled his "wonder and mortification" that much of the political table talk in government circles revolved around a "preference of kingly over republican government." His observation would set the tone of his opposition to Federalist policies throughout the decade. Jefferson's republicanism was grounded on an emphatic rejection of monarchical and aristocratic rule on the one hand, and an unshakeable belief in the primacy of individual rights and the sovereignty of the states, as guaranteed by the Constitution, on the other.

What he saw unfolding during the 1790's, first under Washington and then under John Adams, in his view, was nothing less than the subversion of the Constitution and ultimately the undoing of the nation's revolutionary settlement of 1776. Hamilton's plans for the government's assumption of the country's debts and establishment of a national bank threatened to erect a new kind of monied aristocracy and to undermine the constitutional balance between the states and central government by permitting the latter to take on powers not delegated to it by the states. . . .

Any hope that John Adams' election to the presidency in 1796 would bring about a reconciliation between the two warring parties and end the intense factionalism that had emerged in Congress and in the country soon collapsed. Growing tensions with France appeared to put the nation on course for war with her sister republic, possibly in alliance with Britain. For Republicans, the Naturalization, Alien and Sedition Acts of 1798 exposed the repressive character of the administration and its contempt for the revolutionary principles that had forged the nation.

By early 1799 both parties, Republican and Federalist, were convinced of the other's determination to subvert the government and overthrow the constitution. Hamilton argued that the attempt "by Virginia and Kentucky to unite the State Legislatures in a direct resistance to certain laws of the Union can be considered in no other light than as an attempt to change the government," and warned that supporters of the federal government should be ready if necessary "to make its continued existence a question of force." . . .

Republicans had no intention of taking up the sword, however. Instead, as he had done a quarter of a century earlier, Jefferson took up the pen, convinced that if the people were apprised of the threat posed to their liberties, they would put out the government by constitutional means at the earliest possible opportunity. Through the rest of the year and into 1800 the Republicans mounted an intense campaign against Federalist policies in the press, at public meetings, and through the organization of democratic societies and clubs across the country.

The presidential campaign of 1800 that pitted Jefferson and Aaron Burr against John Adams and Charles Cotesworth Pinkney was bitterly contested in the press and in the pulpit, but when the final results came in, it was clear the Republicans had swept away Federalist opposition. Yet at the moment of triumph a fresh crisis emerged. Jefferson and Burr had tied for the presidency with 73 electoral votes each and consequently the sitting House of Representatives, still dominated by Federalists, was called upon to break the deadlock. The opportunity for defeated Federalists to prevent Jefferson from gaining the presidency by voting for Burr, or at the very least to extract concessions from the Republicans in return for voting for Jefferson was too hard to resist. Early in the new year rumors began circulating that Burr would be elected, or that the Federalists intended to throw "things into confusion by defeating an election altogether, and making a President ... by act of Congress."

Amid renewed fears of civil war, the House assembled on February 9, 1801, but after several days of balloting the outcome was still unresolved. Outside, in the streets of Washington, an eyewitness estimated over a hundred thousand people had gathered and were growing increasingly impatient with Federalist obstinacy. Finally, on February 17, on the thirty-sixth ballot, the opposition cracked and Jefferson was elected, ending "the fruitless contest" that had "agitated the public mind" and nearly plunged the nation into conflict.

Jefferson's election was one of his greatest political victories, vindicating his belief that "the sovereign people" would repel attacks on their liberties and the enduring republican principles of 1776. "As the storm is now subsiding, and the horizon becoming serene," he wrote to a political ally, "[w]e can no longer say there is nothing new under the sun. For this whole chapter in the history of man is new. The great extent of our Republic is new.... The mighty wave of public opinion which has rolled over it is new.... The order and good sense displayed in this recovery from delusion, and in the momentous crisis which lately arose, really bespeak a strength of character in our nation which augurs well for the duration of our Republic."

Recovery and reconciliation was a central theme of his Inaugural Address of March 4, 1801: "Let us, then, fellow-citizens, unite with one heart and one mind. Let us restore to social intercourse that harmony and affection without which liberty and even life itself are but dreary things .... We have called by different names brethren of the same principle. We are all Republicans, we are all Federalists." The fever had broken. Faction and party were behind them. For Jefferson, the Republican triumph reunited the people behind the "strongest Government on earth," and restored the nation to its historic mission as a shining example to other countries of the felicities of freedom, the "world's best hope."

Source: https://www.monticello.org/site/research-and-collections/election-1800

Questions — The Election of 1800

Directions: Please answer the following questions. Use your words to explain the key idea(s) and provide evidence from the text to support your response

1. Why was Jefferson unhappy about the overall tone / direction taken by America's federal government in the 1790s?

2. What is the main idea expressed in paragraph 5? What was Jefferson hoping to achieve by "taking up his pen"?

3. What was unusual about the presidential election of 1800s? How did Jefferson end up winning that election?

4. In his first Inaugural Address (1801) Jefferson said, "*We are all Republicans, We are all Federalists*." What was Jefferson trying to accomplish with this statement?

America the Newcomer: Claiming the Louisiana Purchase

by Elliott West

The Lewis and Clark expedition is rightly considered one of the great American stories. In May of 1804 Meriwether Lewis and William Clark set off by keelboat up the Missouri River with thirty-one men, the "Corps of Discovery," on an expedition authorized by Congress at the request of Thomas Jefferson. President Jefferson had instructed the two men, commissioned army captains, to ascend the Missouri to its source, then find the most accessible route across the Rocky Mountains to the Pacific Ocean. They were also to open peaceful relations with Native peoples, explore the possibilities of trade, and gather scientific information and examples of western flora and fauna. After a near-violent brush with the Teton Sioux (Lakota) and the expedition's only death, probably from appendicitis, the Corps spent a frigid winter in a log fort they built at the villages of the Mandan and Hidatsa, near present-day Bismarck, North Dakota. During their stay they hired a trapper, Toussaint Charbonneau, and his Shoshoni wife, Sacagawea, as interpreters and guides. In April 1805 they resumed their ascent of the Missouri.

Now they were in country previously unknown to white outsiders. Paddling canoes and dodging grizzly bears (the first seen by white Americans), the Corps made their way to the Missouri headwaters in the northern Rockies. The first American Indians they met were Shoshonis led, astonishingly, by Sacagawea's brother, Cameahwait, whom she had not seen since the Blackfeet had captured her as a young girl. Lewis and Clark acquired horses from them, as well as the advice they used to cross the mountains that proved a far more difficult barrier than they had expected. After descending the Columbia River, they spent a miserable second winter near its mouth, then retraced their outward journey. Lewis and three others had a brief fight with the Blackfeet that left two warriors dead during a detour up the Marias River, a northern tributary of the Missouri. It was the expedition's only violent clash with American Indians. The rest of the journey was uneventful, and in September 1806, the Corps reached St. Louis, twenty-seven months after leaving it.

The expedition's grip on the popular imagination is understandable. It features adventures and trials, close calls and improbable coincidences, exotic encounters and fascinating personalities. To tell its tale we have the superb journals of Lewis and Clark and a few of their fellow travelers. The very power of the story, however, is a shortcoming. Its high drama tempts us to see it as a mythic confrontation with a wilderness untrodden and untouched by a world outside, a land where history had not truly begun. That appeal is especially strong among Americans drawn to an episode that seems to give them a special claim to the land traversed by the captains, and beyond it to the West at large.

In fact, far from setting history in motion, Lewis and Clark were stepping into the middle of developments that had been gathering strength for generations, and as they did they introduced new influ-

ences, those of the young nation that a few generations later would dominate the land to the Pacific. When seen in context, the story of the Corps of Discovery becomes a revelation of the West at a moment of accelerating change.

As they moved up the Missouri, for instance, Lewis and Clark were tapping into an ancient and recently invigorated system of trade. The Mandan villages where they spent their first winter were a major transition point of commerce up and down the Missouri and overland to Canada and the southern plains. For a quarter century before the expedition, French and British traders had brought in goods ranging from firearms and copper bells to peppermint candy and corduroy trousers. Some of the horses the Corps acquired in the Rockies had been branded as colts in Spanish New Mexico. As they proceeded the captains found evidence of foreign presence—trade goods among peoples of the Columbia basin and, during their winter on the Pacific coast, a young woman with a British trader's name, "J. Bowmon," tattooed on her arm. As new players in an old trade, the Americans complicated an already complex arrangement. They were welcomed by groups like the Mandan, Shoshoni, and Nez Perce who were eager for fresh sources of goods, especially firearms. Groups that dominated the current system, on the other hand, were in no mood for competition. It was probably no coincidence that the captains' most hostile reception was from the Teton Sioux, who controlled the cross-plains trade routes, and the Blackfeet, Britain's prime partners.

The Blackfeet's European connections are a reminder that the United States was only one of several outside powers looking covetously at the West. Jefferson knew well, in fact, that he was entering quite late into an imperial contest for the region. The immediate goad for organizing the expedition was a book by the British explorer Alexander Mackenzie, whose journey across Canada was the first continental crossing by a non-Indian. When Mackenzie recommended that England plant settlements in the Pacific Northwest, where Russians also had already had a vigorous trading presence, Jefferson decided he had to act. Closer to home, Spain and France had long vied for the allegiance of peoples on the Great Plains. An Indian delegation from Kansas and Missouri had once visited the French court, performing dances at the Paris opera and demonstrating riding skills in the royal woods. This was in 1724, eighty years before Lewis and Clark.

In 1763 France had ceded greater Louisiana, essentially the western watershed of the Mississippi River, to Spain, but in 1800 Napoleon got it back in an effort to re-establish a North American French empire. A looming war with England and a disastrous campaign to subdue the Caribbean island of Saint Domingue led Napoleon to make the stunning offer to sell Louisiana to the United States in 1803. Mere weeks before the Corps' departure, the Louisiana Purchase was finalized. It doubled the size of the United States and projected it toward the Pacific. When Lewis and Clark began organizing their journey, they assumed they would be launching into foreign territory. Now they would be exploring a western portion of their own nation—country as unknown to its supposed owners as the far side of the moon.

The Louisiana Purchase instantly intensified America's rivalry with one European power in particular—Spain. Jefferson thought the Missouri would open onto easy access to Spanish settlements in New Mexico (he was wrong). Spanish leaders feared that American settlers would wash across the Mississippi and threaten those settlements (they were right). The Spanish naturally saw the expedition as a challenge to their northern frontier. New Mexican authorities sent no fewer than four military units on failed efforts to arrest Lewis and Clark. Jefferson meanwhile sent two expeditions up the Red River, into what is today Louisiana, Arkansas, and Texas, to reconnoiter the border of New Spain. A third expedition under Lt. Zebulon Pike, dispatched by General James Wilkinson, ascended the Arkansas River, crossed the Rocky Mountains, and was seized in Spanish territory and taken to Mexico before being released. The United States was in a tense standoff with Spanish troops along the Louisiana-Texas border as Lewis and Clark arrived home in St. Louis—dramatic evidence that the captains had toured not a static wilderness but a land in flux.

Those changes only quickened in the years ahead. Lewis and Clark's reports from the West quickly drew interest from what was arguably the biggest business in the Atlantic World—the fur trade. The demand for beaver hats in Europe and America had depleted the animal population in the eastern woodlands, and descriptions of country teeming with beavers sent freelance trappers into the West almost immediately. In 1810–1811 John Jacob Astor, head of the American Fur Company and America's first millionaire, hatched an audacious scheme to use a post near the mouth of the Columbia River as the pivot of a trading system sending western beaver pelts in exchange for Asian spices and silks. After the War of 1812 thwarted that ambition, Great Britain's North West and Hudson's Bay Companies organized trapping brigades that dominated the Pacific Northwest until the 1820s, when other American businessmen, led by William Ashley and Andrew Henry of St. Louis, again entered the competition.

American "mountain men" fanned out across the West, trapping and searching for untapped beaver populations and gathering at annual rendezvous in the Rocky Mountains to exchange the year's results for goods brought by wagon from St. Louis. Ranging widely across the region made them profit-driven explorers. Far more than Lewis and Clark and other government expeditions, mountain men filled in what had been empty spaces on the map of the far West.

Like Lewis and Clark, mountain men are often portrayed as mythic figures, in their case as men turning their backs on their society in pursuit of life in the wild. Wild some of them could be. In their buckskins and long hair most were certainly wild-looking. As workers in a global enterprise, however, they were harbingers of economic change, and they were some of the most effective agents in opening the region to the nation that had birthed them.

The changes at work in 1804, as the Corps of Discovery poled its way up the Missouri, still rippled through the region, but the youthful American republic was as a result in a far stronger position

in its competition with its European rivals. Control of the West, however, remained with those whose land it had been for millennia.

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Source: https://www.gilderlehrman.org/history-by-era/age-jefferson-and-madison/essays/america-newcomer-claiming-louisiana-purchase

Directions: Please answer each of the following questions

1. What does Elliott West mean when he wrote this about the Lewis and Clark expedition,

   "*Its high drama tempts us to see it as a mythic confrontation with a wilderness untrodden and untouched by a world outside, a land where history had not truly begun*"?

2. What evidence does West provide to demonstrate that the land that the U.S. obtained in the Louisiana Purchase was not *empty* — that it was, in fact, a region in which many people were living and nations were competing to control?

3. Who were "mountain men"? What role did they have in the exploration and settlement of the Louisiana Territory?

4. Why was the Louisiana Purchase significant to the development of the United States?

The Embargo of 1807

In a desperate attempt to avert war, the United States imposed an embargo on foreign trade. Jefferson regarded the embargo as an idealistic experiment--a moral alternative to war. He believed that economic coercion would convince Britain and France to respect America's neutral rights.

The embargo was an unpopular and costly failure. It hurt the American economy far more than the British or French, and resulted in widespread smuggling. Exports fell from $108 million in 1807 to just $22 million in 1808. Farm prices fell sharply. Shippers also suffered. Harbors filled with idle ships and nearly 30,000 sailors found themselves jobless.

Jefferson believed that Americans would cooperate with the embargo out of a sense of patriotism. Instead, smuggling flourished, particularly through Canada. To enforce the embargo, Jefferson took steps that infringed on his most cherished principles: individual liberties and opposition to a strong central government. He mobilized the army and navy to enforce the blockade, and declared the Lake Champlain region of New York, along the Canadian border, in a state of insurrection.

Pressure to abandon the embargo mounted, and early in 1809, just 3 days before Jefferson left office, Congress repealed the embargo. In effect for 15 months, the embargo exacted no political concessions from either France or Britain. But it had produced economic hardship, evasion of the law, and political dissension at home. Upset by the failure of his policies, the 65-year-old Jefferson looked forward to his retirement: "Never did a prisoner, released from his chains, feel such relief as I shall on shaking off the shackles of power." The problem of defending American rights on the high seas now fell to Jefferson's hand-picked successor, James Madison. In 1809, Congress replaced the failed embargo with the Non-Intercourse Act, which reopened trade with all nations except Britain and France. Then in 1810, Congress replaced the Non-Intercourse Act with a new measure, Macon's Bill No. 2. This policy reopened trade with France and Britain. It stated, however, that if either Britain or France agreed to respect America's neutral rights, the United States would immediately stop trade with the other nation.

Napoleon seized on this new policy in an effort to entangle the United States in his war with Britain. He announced a repeal of all French restrictions on American trade. Even though France continued to seize American ships and cargoes, President Madison snapped at the bait. In early 1811, he cut off trade with Britain and recalled the American minister.

For 19 months, the British went without American trade. Food shortages, mounting unemployment, and increasing inventories of unsold manufactured goods finally convinced Britain to end their restrictions on American trade. But the decision came too late. On June 1, 1812, President Madison asked Congress for a declaration of war. A divided House and Senate concurred. The House voted to declare war on Britain by a vote of 79 to 49; the Senate by a vote of 19 to 13.

Source: http://www.digitalhistory.uh.edu/disp_textbook_print.cfm?smtid=2&psid=2986

Letters to President Jefferson Concerning the Embargo

Philadelphia June 4th. 1808 —

DEAR SIR,

I wish you would take this embargo off as soon as you possibly can, for damn my eyes if I can live as it is. I shall certainly cut my throat, and if I do you will lose one of the best seaman that ever sailed. I have a wife and four young one's to support and it goes damn'd hard with me now. If I don't cut my *throat* I will go join the English and fight against you. I hope, honored Sir, you will forgive the abrupt manner in which this is wrote as I'm damn'd mad. But still if I ever catch you over there, take care of your honored neck.

your
T. Selby

No. 9 Pine St. If you want to see him, you damn'd rascal.

Boston, August 8, 1808

THOMAS JEFFERSON

You infernal villain. How much longer are you going to keep this damned Embargo on to starve us poor people. One of my children has already starved to death of which I [am] ashamed and declared that it died of an apoplexy [stroke]. I have three more children which I expect will starve soon if I don't get something for them to eat which can not be had. You must either take this Embargo off & save all us poor people from starving or afford us some kind of relief. If you dont God knows what I shall do. I certainly must & will take to highway robbing. Every day we hear of Houses more or less being broken open in the night & rather than see the rest of my children starve I'll be damn'd if I dont do the same.

I'll commit murder for the sake of money. I can get nothing by begging. Every body says why don't you go to work but where is the work to be had. None under Heavens. There is a set of you damned Jacobin rascals have got together to see how much mischief you can do & how many poor people you can starve. You are the greatest villain on earth. Suppose you fetch me a tax bill; how am I going to pay it. I cannot get money to buy victuals [food] with & I have to go barefooted all the time & there is hundreds in this town as bad off as I am & some worse, if it's possible for them to be so. I dread the winter that is to come; rent to pay & nothing to pay it with; fire wood must be had & no way to get it but to steal it. If I try to catch fish it is most an impossible thing here when there is so many catching

fish all the time. If I get any I have nothing to cook them with. The alms house [poor house] is so full that I cant get my children into it. The way that I get the paper I write on is to beg for it & borrow ink.

A few mornings since I saw some salt fish lying spread about on the ground. I asked a gentleman to give me one but he told me I was a lazy son of a bitch and said if I wanted anything [to] eat to go and work for it but afterwards I was drove by hunger to steal four of them which I told my wife was given to me. Afterwards I saw a Baker going by my house. I took a basket in my hand and told my wife I was going begging. I went to the baker and asked him to give me a biscuit but he refused. I followed him & saw him stop to go into [a] house & saw nobody in the street. I took this opportunity to steal 4 Biscuit & 3 Loaves which I told my wife I worked for & this is the way a great many poor people in this town have to do. They cant get anything to eat any other way.

I could once get a living by day labour but now I cant get anything to do. I rove from wharf to wharf from Street to Street all day till at night I feel more fatigued than I should by hard work. I wish you could feel as bad as I do, in debt Expecting every day to be put into Jail & then what will become of my wife and children? My wife is a weakly & Sickly woman and cannot do any hard work & my children all too small to earn their own living.

I am a Federalist
John Lane Jones.

1. What did Jefferson hope to achieve with the Embargo Act?

2. Historians consider the Embargo Act is generally to be a great failure. Do you agree with this assessment? Explain why the law was a failure (or a success). Give evidence [from both the essay and the letters] to support your response.

The War of 1812

When it started the War of 1812, the United States was still a very young nation. The revolution had ended only thirty years earlier, and the relationship between the federal government and the states was under intense negotiation. The country consisted of seventeen states, but it was growing fast. The Louisiana Purchase of 1803 added vast territories, and westward expansion created tensions with native Americans.

At the time of the War of 1812, Britain was in what seemed to be a perpetual state of war against Napoleon's France. Napoleon's armies dominated Europe, and Britain's naval superiority seemed the only bulwark against the French. At best, the War of 1812 was an irritating distraction to the British; at worst, it played into the hands of Napoleon by diverting military resources to North America.

The War of 1812 was fought between the United States and Great Britain between 1812 and 1815. A number of political, ideological, and economic forces contributed to the United States' decision to declare war in 1812. Efforts by Britain and France to restrict enemy trade with the United States wreaked havoc with the U.S. economy throughout the Napoleonic Wars, and U.S. response to the restrictions was at times disastrous. In its fight against Napoleon, the British Navy experienced great difficulty in manning its ships. Its conscription of sailors taken from American merchant and navy ships was viewed as a grave affront to the sovereignty of the United States and the rights of its citizens.

Internal politics also played an important function in bringing on the war. President James Madison was viewed as weak, and a militant stance served to shore up both his reputation and that of the Republican party. Economic factors and ideas about the destiny of the United States helped drive an interest in war as a way to conquer neighboring territory and fulfill the great destiny of the United States to settle the continent. On the flip side, many in Britain viewed war as a way to reclaim colonies lost in the American Revolutionary War. Indeed, some have called the War of 1812 the second American war of independence. This is surely an exaggeration, but anti-British rhetoric often harkened back to the Revolution. Many Americans supported a declaration of war, and just as many Americans opposed it. Dissent was widespread, especially in New England, leading historian Samuel Eliot Morrison to call the war, "the most unpopular war that this country has ever waged, not even excepting the Vietnam conflict."

By some measures it was a war that neither side won. Nor did either side really lose. For U.S. citizens, its most lasting effects were the origin of the national anthem and a generation of political leaders who rose to prominence during the war. That the history of the war is not well known is quite understandable. It is overshadowed by conflicts that are easier to understand and whose effects were much more dramatic and obviously significant.

The War of 1812 deserves closer attention. It played an important role in the development of ideas of nationhood in both the U.S. and Canada; in the evolving relationship between the states and the federal government; and in the development of the United States military forces. The conflict was most important to Native Americans and residents of British North America. For Native Americans, the war delivered a death blow to their resistance to white Americans pushing westward. For residents of Canada, the war looms much larger in their national narrative, as an invasion by a hostile neighbor, heroically repelled.

Source: http://collections.libraries.indiana.edu/warof1812/

The War of 1812

Causes of the War

Effects of the War

Analysis Questions

1. The War of 1812 is often referred to as the second war for American independence? Do you think this is an accurate description of the War of 1812? Explain why/why not.

2. The War of 1812 led to a rise in American nationalism. Why do you think this happened?

The Growth of the American Economy

At the beginning of the 19th century, the United States was an overwhelmingly rural and agricultural nation. Ninety percent of the population in the Northeast and 95 percent of the people of the South lived on farms or in villages with fewer than 2,500 inhabitants. The nation's population was small and scattered over a vast geographical area--just 5.3 million in 1800, compared to Britain's 15 million and France's 27 million.

Transportation and communications had changed little over the previous half century. A coach ride between Boston and New York took three days; from New York to Philadelphia, two days. South of the Mason-Dixon line, the situation was far worse. Except for a single stagecoach that traveled between Charleston and Savannah, no public transportation of any kind could be found. It took 20 days to deliver a letter between Maine and Georgia.

American houses, clothing, and agricultural methods were surprisingly primitive. Fifty miles inland, half the houses were log cabins, lacking even glass windows. Farmers planted their crops in much the same way as their parents and grandparents. Few farmers practiced crop rotation or used fertilizers or drained fields. They made plows out of wood, allowed their swine to run loose, and left their cattle outside except on the coldest nights.

Manufacturing was also still quite backward. In rural areas, farm families grew their own food, produced their own soap and candles, wove their own blankets, and constructed their own furniture. The leading manufacturing industries, iron-making, textiles, and clothes-making, employed only about 15,000 people in mills or factories.

After the War of 1812, however, the American economy grew at an astonishing rate. The 25 years that followed Andrew Jackson's victory at New Orleans represented a critical period for the nation's economic growth. During these years the United States overcame a series of serious obstacles that had stood in the way of sustained economic expansion. The development of steamboats, canals, and ultimately railroads reduced transportation costs and speeded communications. The rapid growth of cities created expanding markets for industrial goods. Improvements in farming dramatically increased agricultural productivity, stimulated industrialization by paying for imports of machinery and manufactured goods, and freed many farm children to work in industry and commerce. A series of technological innovations, highlighted by the development of the "American System" of mass production and interchangeable parts, stimulated productivity.

Source: http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=2&psid=3508

Accelerating Transportation

At the outset of the 19th century, the lack of reliable, low-cost transportation was a major barrier to American industrial development. The stagecoach, slow and cumbersome, was the main form of transportation. Twelve passengers, crowded along with their bags and parcels, traveled at just 4 miles an hour. In Connecticut and Massachusetts, Sunday travel was still forbidden by law. . . . Wretched

roads plagued travelers. . . . most roads were simply dirt paths left muddy and rutted by rain. The presence of tree stumps in the middle of many roads posed a serious obstacle to carriages. Charles Dickens aptly described American roads as a "series of alternate swamps and gravel pits." In addition, the cost of overland transportation remained prohibitive; tolls on "post roads" were extremely high. It cost more to transport a ton of freight 300 miles over land than to ship it from Philadelphia to Europe. . . .

In 1791, builders first inaugurated a new era in transportation with the construction of a 66-mile-long turnpike between Philadelphia and Lancaster, Pennsylvania. This stimulated a craze for toll road construction. By 1811, 135 private companies in New York had invested $7.5 million in 1,500 miles of road. By 1838, Pennsylvania had invested $37 million to build 2,200 miles of turnpikes.

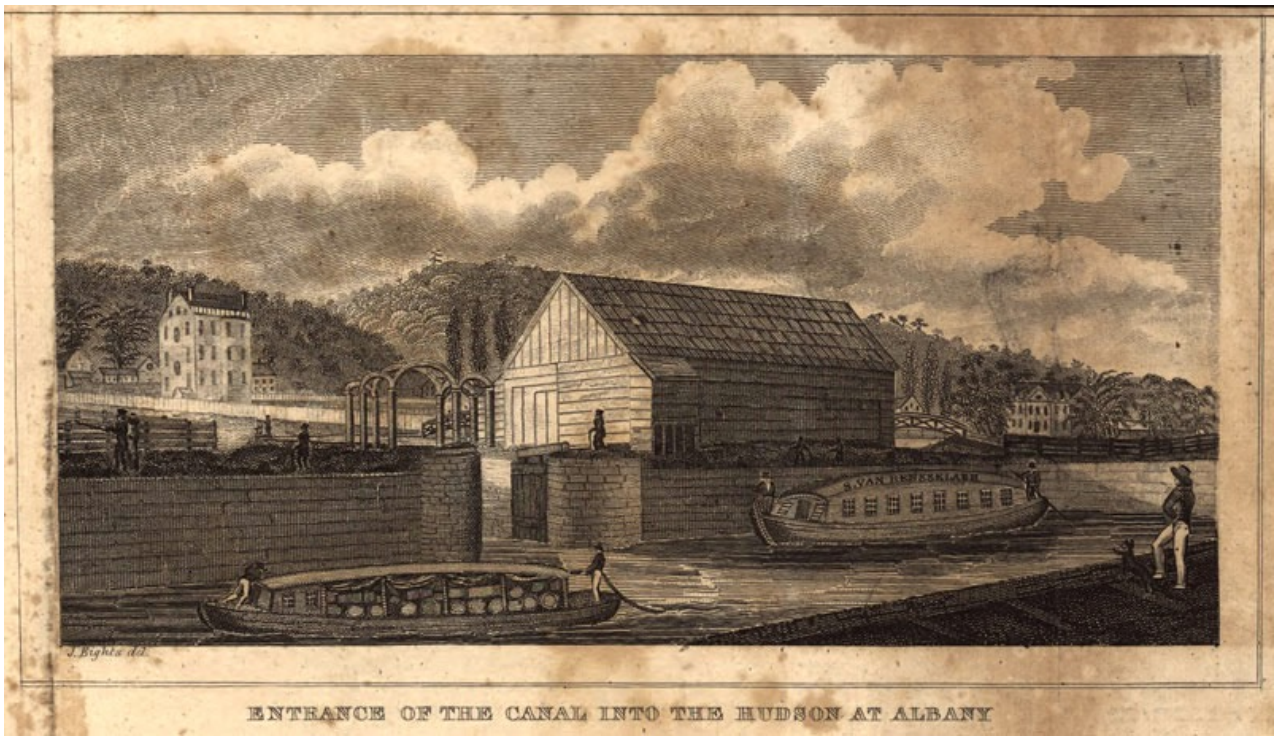
Despite the construction of turnpikes, the cost of transporting freight over land remained high . . . . Because water transportation was cheaper, farmers often shipped their produce down the Mississippi, Potomac, or Hudson rivers by flatboat or raft. Unfortunately, water transportation was slow and few vessels were capable of going very far upstream. The trip downstream from Pittsburgh to New Orleans took a month; the trip upstream against the current took four months. Steam power offered the obvious solution, and inventors built at least 16 steamships before Robert Fulton successfully demonstrated the commercial practicality of steam navigation. In 1807, he sailed a 160-ton side-wheeler, the Clermont, 150 miles from New York City to Albany in only 32 hours. "Fulton's folly," as critics mockingly called it, opened a new era of faster and cheaper water transportation.

Water transportation was further revolutionized by the building of canals. Prior to the War of 1812, construction companies had built scarcely 100 miles of canals. Construction costs ran $25,000 to $80,000 a mile. But the spectacular success of the Erie Canal touched off an enormous wave of canal construction. On Wednesday, October 25, 1825, the state of New York opened the Erie Canal, which connected the Great Lakes to the Atlantic Ocean. . . . The canal was a stupendous engineering achievement. Three thousand workers, using hand labor, toiled for 8 years to build the canal. They had cut through forests, dug through rock, and built over mosquito-infested swamps. They built 84 locks, each 15 feet wide and 90 feet long, to raise or lower barges 10 feet at a time. They even raised a river 9 feet with a 900-foot dam and built 18 aqueducts, one more than 800 feet long, over rivers and valleys. Perhaps most impressive was the fact that the Erie Canal was built by four principal engineers who had never seen a canal. Lacking modern engineering tools, they designed the canal "by guess and by God.". . . .

The "big ditch" sparked an economic revolution. Before the canal was built, it cost $100 and took 20 days to transport a ton of freight from Buffalo to New York City. After the canal was opened, the cost fell to $5 a ton and transit time was reduced to 6 days. By 1827, as a result of the canal, wheat from central New York State could be bought for less in Savannah, Georgia, than wheat grown in Georgia's interior.

Source: http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=2&psid=3509

The Erie Canal



Detail from "A geological and agricultural survey of the district adjoining the Erie canal . . .," printed by Packard & Benthuysen, Albany New York, 1824

http://www.history.org/history/teaching/enewsletter/volume6/images/jan/erie_canal_lg.jpg

When the Erie Canal was completed in 1825, it spanned New York State from the Hudson River in Albany to Lake Erie in Buffalo. Although the canal did not receive much support when construction began, the years of hard labor paid off. The Erie Canal proved to be an enormous benefit to New York and the United States as a whole.

New York City immediately saw benefits from the Erie Canal. Before the canal, New York had been competing unsuccessfully with other ports, such as Boston, Baltimore, Philadelphia, and New Orleans, for business and access to markets.

The opening of the Erie Canal created an explosion of trade for New York businesses. Shipping costs from New York to the Midwest dropped from $100 a ton to less than $10 a ton, and the time it took to ship the goods was cut down by a third. Upstate New York and points farther west that had rich lands drew in a huge influx of settlers. This opened up new markets for New York and promoted the financial and physical growth of cities along the canal route.

The canal also created easy access for European businesses wanting to reach the Midwest. Until the Erie Canal was built, no port city had an all-water route to the Midwest, except for New Orleans, which

was much farther from Europe. New York City quickly became the financial capital of the nation and the main international gateway to the resources of the Midwest.

This physical and commercial connection between the East Coast and the Midwest also proved to be politically valuable. In this time of great national expansion and change, the canal created a bond between the people living in the East and West, strengthening the Union.

Some historians have suggested that the outcome of the Civil War may have been different if the Erie Canal had not been constructed. Before the canal, the few settlers in the Midwest were mostly Southerners who had come up the Mississippi, Missouri, and Ohio Rivers. With the opening of the canal, Northerners became the dominant group in the Midwest. They began to influence the politics and culture of the region. The economic success of the region now depended upon the East–West trade along the canal. Without the canal, the primary trade route might have been down the Mississippi River to New Orleans, strengthening the alliance between the West and the South.

In fact, some historians believe that the canal may have played a role in curbing slavery in the North and Midwest. When the North began to rely on the Midwest for agricultural resources, as well as the profits from the export of these products, it became less reliant on the South. And while the South focused more on plantation crops like cotton, the small farms of the Midwest became the food-growing center for the nation. Thus the North became less dependent on the South for certain resources. At the same time, the North grew rich from trade with Europe and the Midwest. In contrast, the South, with its slave economy, became the weaker region.

Source: http://ny.pbslearningmedia.org/resource/adlit08.ush.exp.erie/building-the-erie-canal/

Questions

1. Why was a quality transportation system important to America's economic growth?

2. What made the completion of the Erie Canal important? What impact did the Canal have on the development of New York State and of the nation as a whole?

Lowell Mill Girls and the Factory System

Lowell, Massachusetts. . . was founded in the early 1820s as a planned town for the manufacture of textiles. It introduced a new system of integrated manufacturing to the United States and established new patterns of employment . . . that were soon replicated around New England and elsewhere.

By 1840 the factories in Lowell employed, at some estimates, more than 8,000 textile workers, commonly known as mill girls or factory girls. These "operatives"—so-called because they operated the looms and other machinery—were primarily women and children from farming backgrounds.

The Lowell mills were the first hint of the industrial revolution to come in the United States, and with their success came two different views of the factories. For many of the mill girls, employment brought a sense of freedom. Unlike most young women of that era, they were free from parental authority, were able to earn their own money, and had broader educational opportunities. Many observers saw this challenge to the traditional roles of women as a threat to the American way of life. Others criticized the entire wage-labor factory system as a form of slavery and actively condemned and campaigned against the harsh working conditions and long hours and the increasing divisions between workers and factory owners.

The reformer Orestes Brownson first published "The Laboring Classes" in his journal, the *Boston Quarterly Review*, in July 1840. It is an attack on the entire wage system but particularly focuses on how factory jobs affect the mill girls. . . .

> The operatives are well dressed, and we are told, well paid. They are said to be healthy, contented, and happy. This is the fair side of the picture . . . There is a dark side, moral as well as physical. Of the common operatives, few, if any, by their wages, acquire a competence [skill / trade]. . . the great mass wear out their health, spirits, and morals, without becoming one whit better off than when they commenced labor. The bills of mortality in these factory villages are not striking, we admit, for the poor girls when they can toil no longer go home to die. The average life, working life we mean, of the girls that come to Lowell, for instance, from Maine, New Hampshire, and Vermont, we have been assured, is only about three years. What becomes of them then? Few of them ever marry; fewer still ever return to their native places with reputations unimpaired. "She has worked in a Factory," is almost enough to damn to infamy the most worthy and virtuous girl.
>
> **— Orestes Brownson, The Laboring Classes, 1840**

In response, "A Factory Girl" published a defense of the mill girls in the December 1840 issue of the *Lowell Offering*, a journal of articles, fiction, and poetry written by and for the Lowell factory operatives. The author was probably Harriet Jane Farley, a mill girl who eventually became editor of the *Lowell Offering*.

Whom has Mr. Brownson slandered? . . . girls who generally come from quiet country homes, where their minds and manners have been formed under the eyes of the worthy sons of the Pilgrims, and their virtuous partners, and who return again to become the wives of the free intelligent yeomanry [small land-owners] of New England and the mothers of quite a proportion of our future republicans. Think, for a moment, how many of the next generation are to spring from mothers doomed to infamy! . . .

It has been asserted that to put ourselves under the influence and restraints of corporate bodies, is contrary to the spirit of our institutions, and to that love of independence which we ought to cherish. . . . We are under restraints, but they are voluntarily assumed; and we are at liberty to withdraw from them, whenever they become galling or irksome. Neither have I ever discovered that any restraints were imposed upon us but those which were necessary for the peace and comfort of the whole, and for the promotion of the design for which we are collected, namely, to get money, as much of it and as fast as we can; and it is because our toil is so unremitting, that the wages of factory girls are higher than those of females engaged in most other occupations. It is these wages which, in spite of toil, restraint, discomfort, and prejudice, have drawn so many worthy, virtuous, intelligent, and well-educated girls to Lowell, and other factories; and it is the wages which are in great degree to decide the characters of the factory girls as a class. . . .

Mr. Brownson may rail as much as he pleases against the real injustice of capitalists against operatives, and we will bid him *God speed*, if he will but keep truth and common sense upon his side. Still, the avails [benefits] of factory labor are now greater than those of many domestics, seamstresses, and school-teachers; and strange would it be, if in money-loving New England, one of the most lucrative female employments should be rejected because it is toilsome, or because some people are prejudiced against it. Yankee girls have too much *independence* for *that*. . . . And now, if Mr. Brownson is a *man*, he will endeavor to retrieve the injury he has done; . . . though he will find error, ignorance, and folly among us, (and where would he find them not?) yet he would not see worthy and virtuous girls consigned to infamy, because they work in a factory.

— A Factory Girl, *Lowell Offering*, December, 1840

https://www.gilderlehrman.org/history-by-era/age-jackson/resources/lowell-mill-girls-and-factory-system-1840

Questions

1. Describe three reasons Orestes Brownson provides to explain why it was wrong for women to work as "operatives" in the textile mills of New England.

2. In what ways does the author of *A Factory Girl* argue against Brownson's views? What arguments / reasoning does this author provide to justify women working in the mills?

3. Whose arguments do you find more persuasive? Explain why.

The Declaration of Sentiments, Seneca Falls Conference, 1848

Elizabeth Cady Stanton and Lucretia Mott, two American activists in the movement to abolish slavery called together the first conference to address Women's rights and issues in Seneca Falls, New York, in 1848. Part of the reason for doing so had been that Mott had been refused permission to speak at the world anti-slavery convention in London, even though she had been an official delegate. Applying the analysis of human freedom developed in the Abolitionist movement, Stanton and others began the public career of modern feminist analysis

The Declaration of the Seneca Falls Convention, . . . forthrightly demanded that the rights of women as right-bearing individuals be acknowledged and respected by society. It was signed by sixty-eight women and thirty-two men.

The Declaration of Sentiments

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer. while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled. The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men--both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns.

He has made her, morally, an irresponsible being, as she can commit many crimes with impunity [without punishment], provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master--the law giving him power to deprive her of her liberty, and to administer chastisement.

He has so framed the laws of divorce, as to what shall be the proper causes, and in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardles of the happiness of women--the law, in all cases, going upon a flase supposition of the supremacy of man, and giving all power into his hands.

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.

He allows her in church, as well as state, but a subordinate position, claiming apostolic authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the church.

He has created a false public sentiment by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society, are not only tolerated, but deemed of little account in man.

He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and to her God.

He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation--in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

Source: http://sourcebooks.fordham.edu/mod/senecafalls.asp

Document Analysis — SOAPS

1. Speaker

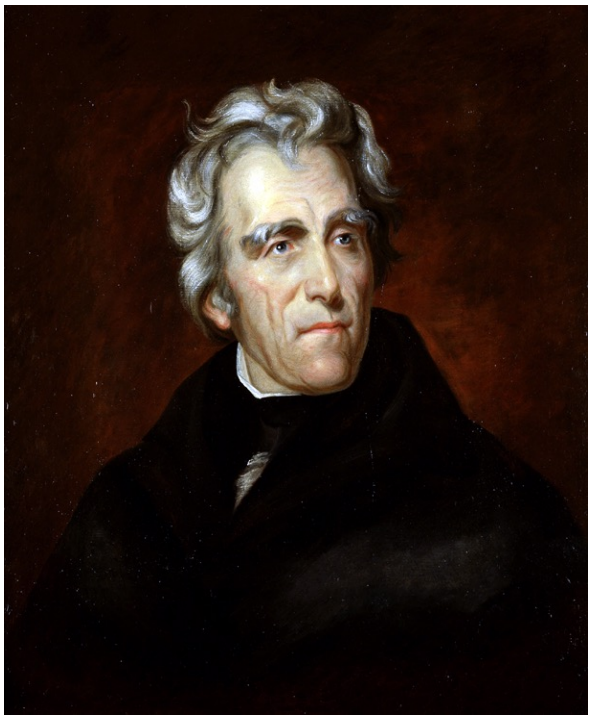
2. Occasion

3. Audience

4. Purpose

5. Subject / Significance - what does the document actually say / do?

The Presidency of Andrew Jackson - Champion of the Common Man

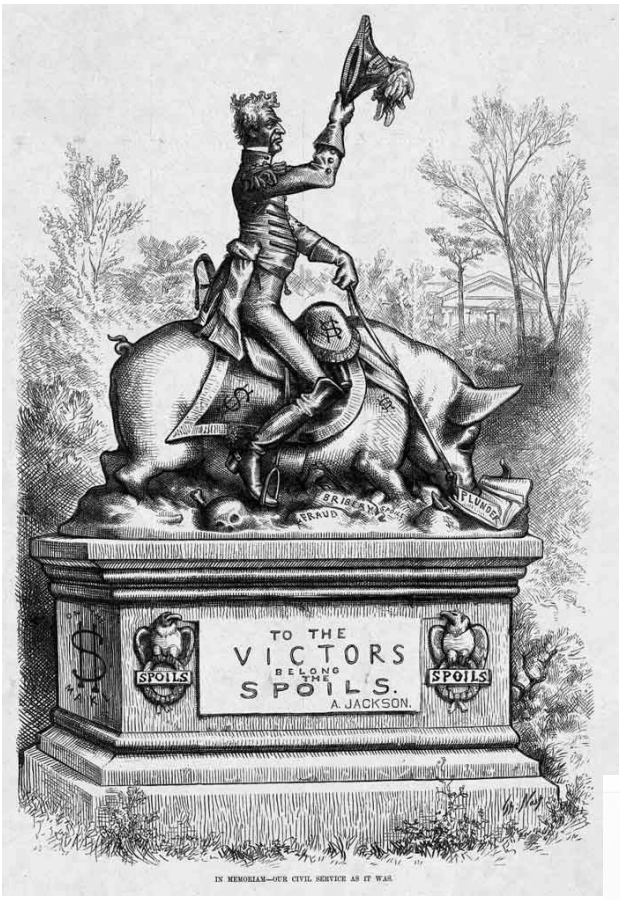


The presidential election of 1828 brought a great victory for Andrew Jackson. Not only did he get almost 70 percent of the votes cast in the electoral college, popular participation in the election soared to an unheard of 60 percent. . . . Jackson clearly headed a sweeping political movement. . . . Jackson warned that the nation had been corrupted by "special privilege," characterized especially by the policies of the Second Bank of the United States. The proper road to reform, according to Jackson, lay in an absolute acceptance of majority rule as expressed through the democratic process. Beyond these general principles, however, Jackson's campaign was notably vague about specific policies. Instead, it stressed Jackson's life story as a man who had risen from modest origins to become a successful Tennessee planter. Jackson's claim to distinction lay in a military career that included service as a young man in the Revolutionary War, several anti-Indian campaigns, and, of course, his crowning moment in the Battle of New Orleans at the end of the War of 1812.

Jackson's election marked a new direction in American politics. He was the first westerner elected president, indeed, the first president from a state other than Virginia or Massachusetts. He boldly proclaimed himself to be the "champion of the common man" and believed that their interests were ignored by the aggressive national economic plans of Clay and Adams. More than this, however, when Martin Van Buren followed Jackson as president, it indicated that the Jacksonian movement had long-term significance that would outlast his own charismatic leadership.

Van Buren, perhaps even more than Jackson, helped to create the new Democratic party that centered upon three chief qualities closely linked to Jacksonian Democracy. First, it declared itself to be the party of ordinary farmers and workers. Second, it opposed the special privileges of economic elites. Third, to offer affordable western land to ordinary white Americans, Indians needed to be forced further westward. The Whig party soon arose to challenge the Democrats with a different policy platform and vision for the nation. Whigs' favored active government support for economic improvement as the best route to sustained prosperity. Thus, the Whig-Democrat political contest was in large part a disagreement about the early Industrial Revolution. Whigs defended economic development's broad benefits, while Democrats stressed the new forms of dependence that it created.

Source: http://www.ushistory.org/us/23f.asp



IN MEMORIAM—OUR CIVIL SERVICE AS IT WAS.

What is the message of the cartoon on the *left*?

What is the message of the cartoon on the *right*?

Reading 1:

The aristocracy of our country...continually contrive to change their party name. It was first Tory, then Federalist, then no party...then National Republican, now Whig....But by whatever name they reorganize themselves, the true democracy of the country, the producing classes, ought to be able to distinguish the enemy. Ye may know them by their fruit. Ye may know them by their deportment toward the people. Ye may know them by their disposition to club together, and constitute societies and incorporations for the enjoyment of exclusive privileges and for countenancing and protecting each other in their monopolies....They are those, with some honorable exceptions, who have contrived to live without labor...and must consequently live on the labor of others.

— Frederick Robinson, a Democrat, 1834

Reading 2:

We believe, then in the principle of democratic republicanism, in its strongest and purest sense. We have an abiding confidence in the virtue, intelligence, and full capacity for self-government, of the great mass of our people--our industrious, honest manly, intelligent millions of freemen. We are opposed to all self-styled "wholesome restraints" on the free action of the popular opinion and will, other than those which have for their sole object the prevention of precipitate legislation.

— Statement of Democratic principles

Reading 3:

Ours is a country, where men start from an humble origin, and from small beginnings rise gradually in the world, as the reward of merit and industry, and where they attain to the most elevated positions, or acquire a large amount of wealth, according to the pursuits they elect for themselves. No exclusive privileges of birth, no entailment of estates, no civil or political disqualifications, stand in their path; but one has as good a chance as another, according to his talents, prudence, and personal exertions. This is a country of self-made men, than which nothing better could be said of any state of society.

— Calvin Colton, a Whig

https://www.gilderlehrman.org/history-by-era/jackson-lincoln/resources/jacksonian-democracy

Questions

1. Is it reasonable to call Jackson *Champion of the Common Man*? Give details from the text to support your response.

2. What were some of the key ideas of the Democratic Party during *the era of Jacksonian Democracy*?

3. Who / what were the Whigs? What were the key beliefs of this party?

The Presidency of Andrew Jackson - Indian Removal

Document 1: Andrew Jackson's Message to Congress - December 6, 1830 (Excerpt)

It gives me pleasure to announce to Congress that the benevolent policy of the Government, steadily pursued for nearly thirty years, in relation to the removal of the Indians beyond the white settlements is approaching to a happy consummation [completion]….The consequences of a speedy removal will be important to the United States, to individual States, and to the Indian themselves… It will place a dense and civilized population in large tracts of country now occupied by a few savage hunters….By opening the whole territory between Tennessee on the north and Louisiana on the south to the settlement of the whites it will incalculably strengthen the southwestern frontier...It will relieve the whole State of Mississippi and the western part of Alabama of Indian occupancy, and enable those States to advance rapidly in population, wealth, and power. It will separate the Indians from immediate contact with settlements of whites; free them from the power of the States; enable them to pursue happiness in their own way and under their own rude institutions; will retard the progress of decay, which is lessening their numbers, and perhaps cause them gradually, under the protection of the Government and through the influence of good counsels, to cast off their savage habits and become an interesting, civilized, and Christian community….What good man would prefer a country covered with forests and ranged by a few thousand savages to our extensive Republic, studded with cities, towns, and prosperous farms embellished with all the improvements which art can devise or industry execute, occupied by more than 12,000,000 happy people, and filled with all the blessings of liberty, civilization, and religion?....To save him from this alternative, or perhaps utter annihilation, the General Government kindly offers him a new home, and proposes to pay the whole expense of his removal and settlement.

1. According to the document, Andrew Jackson supported the removal of indians to American territories west of the Mississippi River because he thought it would benefit the United States of America?

   TRUE or FALSE

2. Provide at least TWO piece of evidence from the text to support your response to the question above.

Document 2: *Cherokee Nation v. Georgia* (1831) - Excerpt from Court Ruling

A question of much more difficulty remains. Do the Cherokees constitute a foreign state in the sense of the constitution?... They are not a state of the Union ...not owing allegiance to the United States...The condition of the Indians in relation to the United States is, perhaps, unlike that of any other two people in existence... They acknowledge themselves, in their treaties, to be under the protection of the United States; they admit, that the United States shall have the sole and exclusive right of regulating the trade with them, and managing all their affairs as they think proper; and the Cherokees in particular... their relation to the United States resembles that of a ward (child) to his guardian. They look to our government for protection: rely upon its kindness and its power; appeal to it for relief to their wants; and address the president as their great father. They and their country are considered by foreign nations, as well as by ourselves, as being so completely under the sovereignty and dominion of the United States….

Document 3: *Worcester v. Georgia* (1832) - Excerpt from Court Ruling

....manifestly consider the several Indian nations as distinct political communities, having territorial boundaries, within which their authority is exclusive, and having a right to all the lands within those boundaries, which is not only acknowledged, but guaranteed by the United States.
The Cherokee Nation, then, is a distinct community, occupying its own territory, with boundaries accurately described, in which the laws of Georgia can have no force, and which the citizens of Georgia have no right to enter but with the permission of the Cherokees themselves or in conformity with treaties and with the acts of Congress.

1. According to the rulings in the cases listed above, do Native American Indians make up their own state (country) or are they under the control of the United States? Give evidence from the texts to support your answer.

Document 4: Letter from American author Ralph Waldo Emerson to President Martin Van Buren, April 23, 1838 (Excerpt)

SIR : The seat you fill places you in a relation of credit and nearness to every citizen. By right and natural position, every citizen is your friend...Sir, my communication respects the sinister rumors that fill this part of the country concerning the Cherokee people. The interest always felt in the Native population - an interest.... has been heightened in regard to this tribe. Even in our distant State some good rumor of the Cherokee worth and civility has arrived....we have witnessed with sympathy the painful labors of these Native Americans have worked to redeem their race from the doom of eternal inferiority....they have worked hard to become more civil and adopt the customs of the Caucasian race... So is it true then that which the newspapers tell us? Would we truly ask those who were there before us to move hundreds of miles without any legal cause simply because we want their lands? We seem to be committing a crime....a crime that deprives us as well as the Cherokees of a country... will the American government steal? Will it lie? Will it kill?.....

1. Does Emerson support the Indian Removal Act or does he oppose it? Provide evidence from the text to support your response.

2. What does Emerson mean when he wrote, ". . . *they have worked hard to become more civil and adopt the customs of the Caucasian race*"? Why do you think that he included this line in his letter to President Van Buren?

Document 5: ***Southern Plantation Owners*** **- excerpt from** ***"A Century of Dishonor"*** **by Helen Hunt Jackson (1881)**

"Some of you (southerners) are poor farmers. You live on the worst land in Georgia and other parts of the south. The big plantation owners with all their cotton and slaves take up the best land and leave you the scraps. You've heard that the Cherokee land in Georgia is some of the most fertile land in the country. Best yet, the government of Georgia is having a lottery so that even poor farmers like you will have an equal shot at getting good land… And some of you are big plantation owners who grow cotton on your land and own many slaves. You live in Georgia near the coast. The problem is cotton exhausts the soil, so that after a number of years, your land is not as productive as it once was. You need new land with soil that hasn't been used to grow cotton for years and years. As of now, the Cherokee are living on the land that rightfully belongs to the state of Georgia… There is a place set aside for the Cherokee and other Indians west of the Mississippi River. They belong with their own kind, right? Remember - the whole country - no the whole world - depends on cotton. Your plantation and plantations like yours are what keep this country strong!"

1. According to the document, what are two reasons that Southern plantation owners and farmers would support the Indian Removal Act?

Document 6: Address of the Committee and Council of the Cherokee Nation in General Council Convened to the People of the United States, the *Cherokee Phoenix* EXTRA, July 24, 1830

We are aware, that some persons suppose it will be for our advantage to remove beyond the Mississippi. We think otherwise. Our people universally think otherwise.... there is probably not an adult person in the Cherokee nation, who would think it best to remove...

We are not willing to remove; and if we could be brought to this extremity, it would be not by argument, not because our judgment was satisfied, not because our condition will be improved; but only because we cannot endure to be deprived of our national and individual rights and subjected to a process of intolerable oppression.

We wish to remain on the land of our fathers...we see nothing but ruin before us. The country west of the Arkansas territory is unknown to us. From what we can learn of it, we have no prepossessions in its favor. All the inviting parts of it, as we believe, are preoccupied by various Indian nations...They would regard us as intruders, and look upon us with an evil eye... All our neighbors, in case of our removal, though crowded into our near vicinity, would speak a language totally different from ours, and practice different customs...Were the country to which we are urged much better than it is represented to be and were it free from the objections which we have made to it, still it is not the land of our birth, nor of our affections. It contains neither the scenes of our childhood, nor the graves of our fathers.

1. What is the message of this Address? What does the General Council of the Cherokee Nation want Americans to know? Cite evidence from the text to support your response.

Organizing Data:

Use the space below to gather and organize the ideas expressed in the various documents in this section related to America's policy of Indian Removal

Arguments Supporting Indian Removal	Arguments Against Indian Removal

Task: Using the information from the documents, and your knowledge of U.S. History, complete the task below:

Adopt one of the following perspectives:

- Andrew Jackson

- Native American — a member of the Cherokee Nation

With this perspective, write an "open letter" to the citizens of the Untied States in 1830 arguing for or against the Indian Removal Act

- Incorporate into your letter SPECIFIC EVIDENCE from at least three of the above documents

Source: **http://ushistory.newvisions.org/syllabus/unit-3a--building-a-nation**

Constitutional Questions	Supreme Court's Ruling
1. Did the Supreme Court have the right to award judges commissions? 2. Does the U.S. Congress have the power to create, open, and operate a bank? 3. Could New York state grant a monopoly to a business that operates across multiple states? 4. Did the federal government or state governments have the right to regulate interstate commerce [business between multiple states]? 5. Can state governments interfere with the operations of a national agency? Can state governments tax federal agencies? 6. Did Marbury have the right to a commission? 7. Did Congress have an exclusive right to regulate interstate commerce or was this a "concurrent" power to be shared with the states? 8. What powers not listed in the U.S. Constitution does the federal government have?	9. New York State wrote a law that violated the U.S. Constitution 10. The Supreme Court had been given the power to grant commissions to judges by the Judiciary Act of 1789 - however this law was deemed unconstitutional 11. The power to regulate interstate commerce rests with only the federal government 12. Maryland can't tax the federal government's institutions 13. The case established the concept of *judicial review* - the idea that the Supreme Court had the right to declare laws to be constitutional or unconstitutional 14. Even though the U.S. Constitution does not explicitly [directly] state that Congress can establish a bank, the bank is legal because the *Necessary and Proper Clause (Article II, Sec.VIII)* gives Congress the power to do that which is necessary for the nation to function. 15. This decision establishes the supremacy of the federal government over the states. 16. Article III grants Congress the power to regulate interstate commerce

Graphic Organizer: The Marshall Court

Directions: Use the list on the previous page to fill in the constitutional questions and SCOTUS ruling for each of the cases listed below. . When finished, please answer the *Analysis Questions* to demonstrate your understanding of these cases.

	Background of the Case	Constitutional Question	SCOTUS Ruling
Marbury v. Madison (1803)	William Marbury, a Federalist, had received a midnight appointment to be a judge from President John Adams. When President Jefferson took office the next day, he ordered his Secretary of State to not deliver the commission to Marbury, preventing him from assuming his position on the court. Marbury asked the Supreme Court to force Jefferson to deliver the commission.		
McCullouch v. Maryland (1810)	In 1816, Congress chartered the Second Bank of the U.S. The bank wasn't popular among American who felt that it was an example of the federal government abusing its power. In 1818, the state of Maryland passed a law to tax the bank. James W. McCullouch, a cashier in the Baltimore bank, refused to pay the tax.		
Gibbons v. Ogden (1824)	In 1798 the New York State government gave Robert Ogden a monopoly for a steamboat ferry connecting New Jersey & New York. A competitor, Thomas Gibbons, secured a license from the federal government to operate a ferry between the two states. Claiming that his monopoly rights were violated, Ogden asked a New York state court to forbid Gibbons's boat from docking in New York. Gibbons sued.		

Analysis Questions

1. Imagine that you operated a shipping and packaging service within New York City. You slowly expanded your business to include shipments and deliveries between New York, New Jersey and Connecticut. After this business expansion, would your business be subject to regulations [rules] set by one [or all] of the states in which your business operated and/or the federal government? Which court case outlines this? Explain your answer.

2. During the Great Depression, the federal government established many new government agencies - most of which the federal government was not explicitly granted power for in the United States Constitution. Which of the three Marshall Court cases would have served as an example for why the federal government had the power to create these agencies? Explain your answer.

3. In what way did the Marbury decision enhance the system of checks and balances outlined in the U.S. Constitution?

4. In the table below, explain how each of the decisions listed in the chart about the Marshall Court expanded the power of the federal government

Court Case	How case expanded the power of the federal government
Marbury v. Madison (1803)	
McCulloch v. Maryland (1819)	
Gibbons v. Ogden (1824)	

Source: http://ushistory.newvisions.org/syllabus/unit-3a--building-a-nation

U.S. Regents - Unit 3 / Section 2

Sectionalism, Slavery, Secession and Civil War, 1800 - 1865

As the nation expanded from sea to shining sea, and exerted itself further on the global stage, growing sectional tensions - especially over slavery and the balance between states rights and federal power - resulted in political and constitutional crises. These tensions ultimately led to the American Civil War.

Key Questions

- Why did feelings of sectionalism arise in America between 1800 - 1865?
- Were abolitionists responsible reformers or irresponsible agitators?
- Was the Civil War inevitable? What were the causes and effects of the Civil War? ?
- Does Abraham Lincoln deserve to be called the “Great Emancipator”?

Key People

John C. Calhoun
Abraham Lincoln
Jefferson Davis
Ulysses S. Grant
Robert E. Lee
Frederick Douglass
Harriet Beecher Stowe
William Lloyd Garrison
John Brown
Roger Taney
Elizabeth Cady Stanton-
John Wilkes Booth

Key Vocabulary / Events

Manifest Destiny
Missouri Compromise
States’ Rights / Nullification
Kentucky & Virginia Resolutions
Abolition Movement
Underground Railroad
Nat Turner’s Rebellion
Kansas-Nebraska Act
popular sovereignty
Mexican-American War
Compromise of 1850
Dred Scott v Sanford
secede / secession
Fort Sumter
Battle of Bull Run
Emancipation Proclamation
Battle of Gettysburg
Gettysburg Address
Appomattox
13th, 14th, and 15th Amendments

Class Notes / Vocabulary

Class Notes / Vocabulary

Class Notes / Vocabulary

Class Notes / Vocabulary

Manifest Destiny and Western Expansion

I. Brainstorming

1. Why did colonists first establish settlements along the EAST coast of the United States?

II. Geographical Reasoning:

Using the prompts below, complete and label the map of the United States of America.

1. The thirteen original colonies/original states of the United States were: Massachusetts (including present day Maine), New Hampshire, Rhode Island, Connecticut, New York (including present day Vermont), New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, Georgia. *Label them each with the number 13.*

2. The United States of America acquired the lands that would become Ohio, West Virginia, Indiana, Kentucky, Tennessee, Mississippi, Alabama, Illinois, Wisconsin, and Michigan from the Treaty of Paris signed in 1783 with England after the American Revolution. Label EACH of these states with the year 1783.

3. The Louisiana Purchase, signed in 1803, would nearly double the size of the United States. The lands acquired through the Louisiana Purchase included territories that would become the following states: Iowa, Minnesota, Missouri, Arkansas, Louisiana, Oklahoma, Kansas, Nebraska, South Dakota, North Dakota, Montana, Wyoming, and Colorado. Label EACH of these states with "LP".

4. Florida was ceded to the United States in 1819 from Spain in the Adams-Onis Treaty. Label this state "1819'.

5. Oregon Country was ceded to the United States in 1846 by England. Label the Oregon Territory "1846".

6. Texas declared independence from Mexico in 1836. Texas agreed to be annexed by the United States in 1845. Label Texas 1845.

7. The annexation of Texas resulted in the Mexican American War (1845-1848). The United States victory in the war resulted in the Mexican Cession of lands that would become Utah, New Mexico, Nevada, Arizona, and California. Label EACH of these states - "1848".

Analysis Questions

1. Overall, in what direction (north, east, south, or west) did the United States expand?

2. How long did it take for the United States to expand from the east coast to the west coast?

3. How did the U.S. acquire most of its land, through diplomacy (treaties, agreements, etc) or through war?

4. How does this map illustrate the effects of the concept of Manifest Destiny?

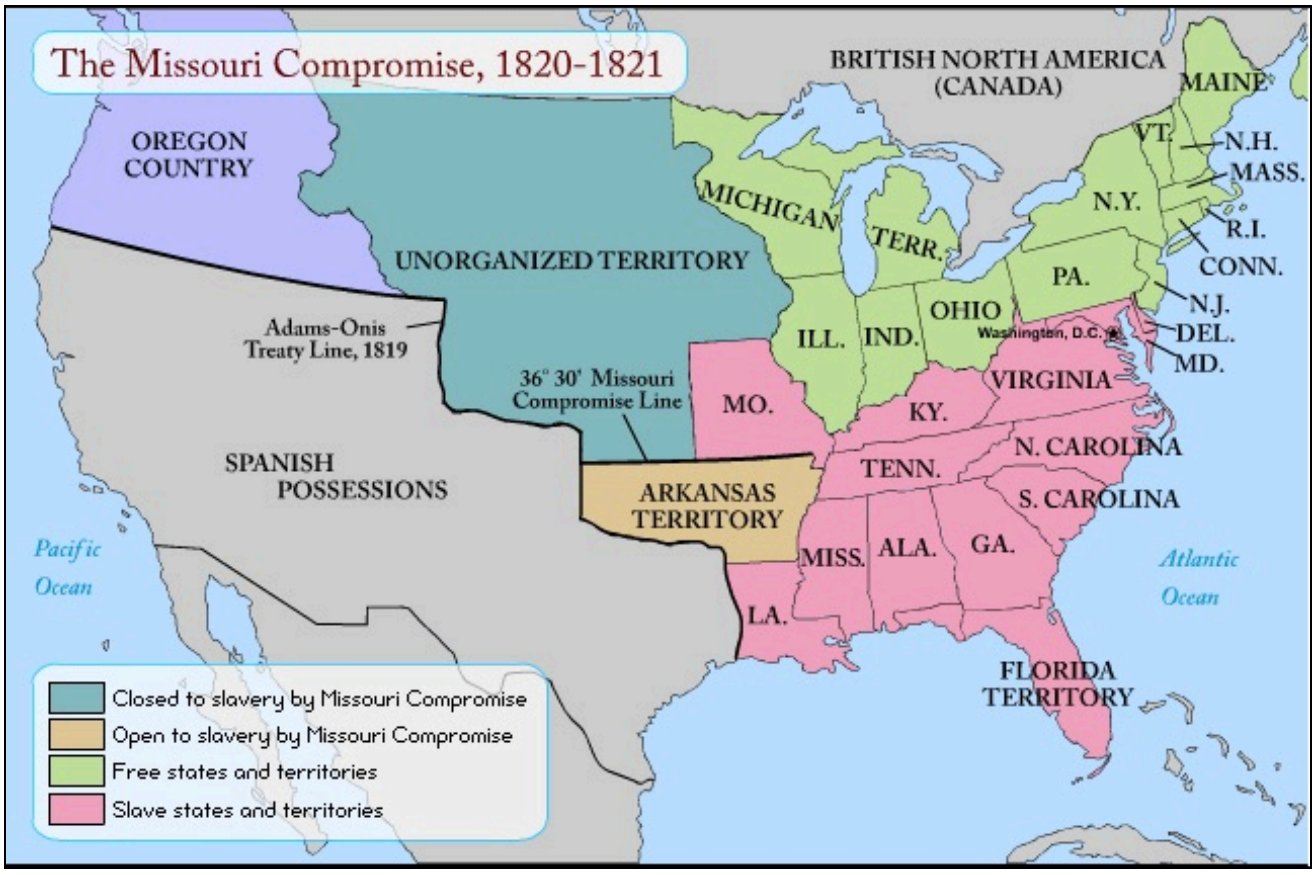
Trigger Events of the Civil War
Decades of Division

The Civil War was the culmination of a series of confrontations concerning the institution of slavery

Article Source: http://www.civilwar.org/education/history/civil-war-overview/triggerevents.html#

1820 The Missouri Compromise

In the growth years following the 1803 Louisiana Purchase, Congress was compelled to establish a policy to guide the expansion of slavery into the new western territory. Missouri's application for statehood as a slave state sparked a bitter national debate. In addition to the deeper moral issue posed by the growth of slavery, the addition of pro-slavery Missouri legislators would give the pro-slavery faction a Congressional majority.



Ultimately, Congress reached a series of agreements that became known as the Missouri Compromise. Missouri was admitted as a slave state and Maine was admitted as a free state, preserving the Congressional balance. A line was also drawn through the unincorporated western territories along the 36°30 parallel, dividing north and south as free and slave.

1831 Nat Turner's Rebellion

In August of 1831, a slave named Nat Turner incited an uprising that spread through several plantations in southern Virginia. Turner and approximately seventy cohorts killed around sixty white people. The deployment of militia infantry and artillery suppressed the rebellion after two days of terror.

Fifty-five slaves, including Turner, were tried and executed for their role in the insurrection. Nearly two hundred more were lynched by frenzied mobs. Although small-scale slave uprisings were fairly common in the American South, Nat Turner's rebellion was the bloodiest.

Virginia lawmakers reacted to the crisis by rolling back what few civil rights slaves and free black people possessed at the time. Education was prohibited and the right to assemble was severely limited.

1846 The Wilmont Proviso

The Wilmot Proviso was a piece of legislation proposed by David Wilmot at the close of the Mexican-American War. If passed, the Proviso would have outlawed slavery in territory acquired by the United States as a result of the war, which included most of the Southwest and extended all the way to California.

Wilmot spent two years fighting for his plan. He offered it as a rider on existing bills, introduced it to Congress on its own, and even tried to attach it to the Treaty of Guadalupe Hidalgo. All attempts failed. Nevertheless, the intensity of the debate surrounding the Proviso prompted the first serious discussions of secession.

The Compromise of 1850

For four years Congress had bitterly and futilely debated the question of the expansion of slavery. Ever since David Wilmont had proposed that slavery be prohibited from any territory acquired from Mexico, opponents of slavery had argued that Congress possessed the power to regulate slavery in all of the territories. Proslavery Southerners vigorously disagreed.

Politicians had repeatedly but unsuccessfully tried to work out a compromise. One simple proposal had been to extend the Missouri Compromise line to the Pacific Ocean. Thus, slavery

would have been forbidden north of 36 30' north latitude but permitted south of that line. This proposal attracted the support of moderate Southerners but generated little support outside the region. Another proposal, supported by two key Democratic senators, Lewis Cass of Michigan and Stephen Douglas of Illinois, was known as "popular sovereignty." It declared that the people actually living in a territory should decide whether or not to allow slavery.

But neither suggestion offered a solution to the whole range of issues dividing the North and South. It was up to Henry Clay, who had just returned to Congress after a seven-year absence, to work out a formula that balanced competing sectional concerns.

A week later, Clay presented his proposal to the Senate. The aging statesman was known as the "Great Compromiser" for his efforts on behalf of the Missouri Compromise and the Compromise Tariff of 1832 (which resolved the nullification crisis). Once again, he appealed to Northerners and Southerners to place national patriotism ahead of sectional loyalties.

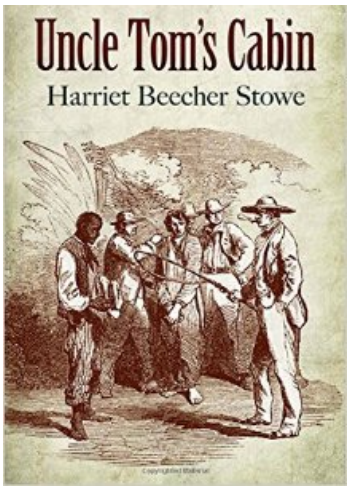
Clay's proposal ignited an eight-month debate in Congress and led John C. Calhoun to threaten Southern secession. Daniel Webster, the North's most spellbinding orator, threw his support behind Clay's compromise. "Mr. President," he began, "I wish to speak today not as a Massachusetts man, nor as Northern man, but as an American ... I speak today for the preservation of the Union. Hear me for my cause." He concluded by warning his listeners that "there can be no such thing as a peaceable secession."

As finally approved, the Compromise:

- admitted California as a free state;
- allowed the territorial legislatures of New Mexico and Utah to settle the question of slavery in those areas;
- set up a stringent federal law for the return of runaway slaves;
- abolished the slave trade in the District of Columbia; and
- gave Texas $10 million to abandon its claims to territory in New Mexico east of the Rio Grande.

The compromise created the illusion that the territorial issue had been resolved once and for all. "There is rejoicing over the land," wrote one Northerner, "the bone of contention is removed; disunion, fanaticism, violence, insurrection are defeated." Sectional hostility had been defused; calm had returned. But, as one Southern editor correctly noted, it was "the calm of preparation, and not of peace."

1852 *Uncle Tom's Cabin* is Published



Harriet Beecher Stowe's fictional exploration of slave life was a cultural sensation. Northerners felt as if their eyes had been opened to the horrors of slavery, while Southerners protested that Stowe's work was slanderous.

Uncle Tom's Cabin was the second-best-selling book in America in the 19th century, second only to the Bible. Its popularity brought the issue of slavery to life for those few who remained unmoved after decades of legislative conflict and widened the division between North and South.

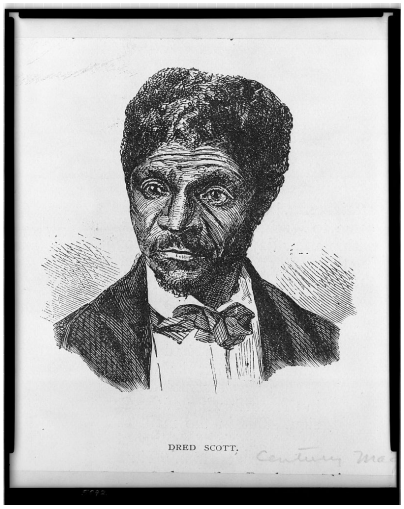
1854 - 1861 *Bleeding Kansas*

The Kansas-Nebraska Act of 1854, narrowly passed while Congressmen brandished weapons and uttered death threats in the House chambers, overturned parts of the Missouri Compromise by allowing the settlers in the two territories to determine whether or not to permit slavery by a popular vote.

Pro- and anti-slavery agitators flocked to Kansas, hoping to shift the decision by sheer weight of numbers. The two factions struggled for five years with sporadic outbreaks of bloodshed that claimed fifty-six lives. Although both territories eventually ratified anti-slavery constitutions, the violence shocked and troubled the nation.

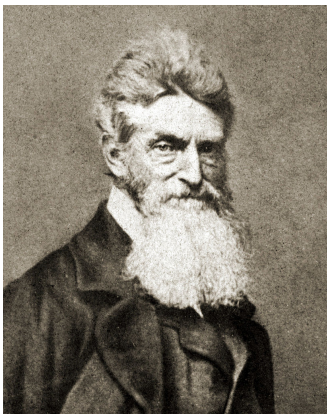
1857 *Dred Scott v. Sanford*

Dred Scott was a Virginia slave who tried to sue for his freedom in court. The case eventually rose to the level of the Supreme Court, where the justices found that, as a slave, Dred Scott was a piece of property that had none of the legal rights or recognitions afforded to a human being.



The Dred Scott Decision threatened to entirely recast the political landscape that had thus far managed to prevent civil war. The classification of slaves as mere property made the federal government's authority to regulate the institution much more uncertain.

1859 John Brown's Raid on Harpers Ferry



John Brown cut his teeth as an anti-slavery killer in Bleeding Kansas. In mid-October of 1859, the crusading abolitionist organized a small band of white allies and free blacks and raided a government arsenal in Harpers Ferry, Virginia. He hoped to seize weapons and distribute them to Southern slaves in order to spark a wracking series of slave uprisings.

Although Brown captured the arsenal, he was quickly surrounded and forced to surrender by soldiers under the command of Colonel Robert E. Lee. He was tried for treason and, upon his execution, became a martyr for the abolitionist cause. Southerners, on the other hand, began to militarize in preparation for future raids.

1860 Abraham Lincoln Elected President

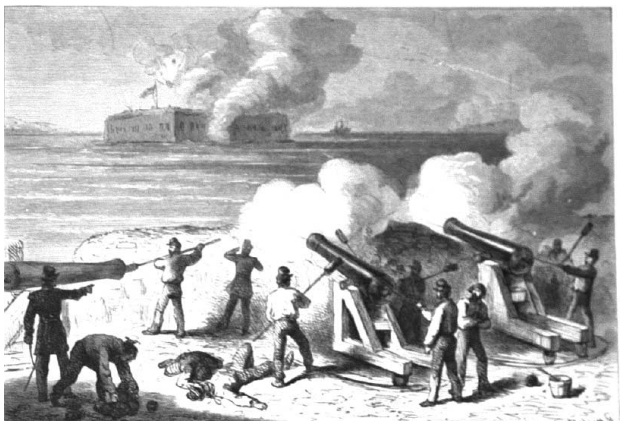
Abraham Lincoln was elected by a considerable margin in 1860 despite not being included on many Southern ballots. As a Republican, his party's anti-slavery outlook struck fear into many Southerners.

On December 20, 1860, a little over a month after the polls closed, South Carolina seceded from the Union. Six more states followed by the spring of 1861.

1861 Fort Sumter is Attacked

With secession, several federal forts, including Fort Sumter in Charleston, South Carolina, suddenly became outposts in a foreign land. Abraham Lincoln made the decision to send fresh supplies to the beleaguered garrisons.

On April 12, 1861, Confederate warships turned back the supply convoy to Fort Sumter and opened a 34-hour bombardment on the stronghold. The garrison surrendered on April 14.



The Civil War was now underway. On April 15, Lincoln called for 75,000 volunteers to join the Northern army. Unwilling to contribute troops, Virginia, Arkansas, North Carolina, and Tennessee dissolved their ties to the federal government.

Methods of Controlling Slaves

African-Americans were not naturally born slaves. In their native land, they had been proud, free, and independent people. As slaves, many rebelled, more ran away, and most often slowed down on the job, avoided work, deliberately broke tools, or pretended not to understand commands. These forms of slave resistance, presented a real problem and ever present problem for the masters. The best way to manage slaves, therefore, was often a topic of conversation among slave owners and Southern magazines were full of advice on how to manage, handle, discipline, and break slaves. As time wore on an elaborate system of controls was developed . . . . It included whippings, slave laws called "slave codes", the use of religion, as well as constant punishment and intimidation. All these methods were designed to control slaves and keep them working. None of them were completely successful, but they help to explain why slavery lasted for 250 years

Slave Codes

Slave codes were rules made for slaves which were laws of the state. Every Southern state had a set of slave codes. Often one state would copy the laws passed by another, so the slave codes were usually quite similar all over the South. The following is quoted from the Louisiana Slave Code of 1852:

1. The slave owes to his master and all his family total respect and absolute obedience. He must instantly obey all orders he receives from them.

2. No slave can own anything of his own without the consent of his master. No slave can sell anything he has made without his master's consent.

3. No slave can be a witness in any case against a white person

14. Slaves shall always be considered real estate, and may be mortgaged according to the rules of law.

19. No slave shall be allowed off of his plantation without written permission from his master.

29. If a slave willfully strikes a white person to cause shedding of blood the slave shall be punished with death.

149. Any person who teaches a slave to read and write shall be imprisoned for no less than one month or more than 12 months.

A Sermon Preached to Slaves

The following sermon was preached to slaves by a minister of God. It was considered so good that it was printed in a magazine to give other masters ideas of the kind of religion slaves should get.

I have just shown you the chief duties you owe to your great master in heaven. I will now tell you your duties to your masters and mistresses here upon earth. You must have one rule that you must always have in your minds, that is - serve your master as if he were GOD himself. Poor creatures! you don't consider that when you are idle and neglect your master's business, and whatever faults you are guilty of - these are faults against God himself. If you steal from your master, you are stealing from God himself. If you tell lies to your master, you are telling lies to God himself. When you steal and waste your master's goods, when you are saucy and wise, when you are stubborn or sullen, you are sinning not only against your master, but also against your master in Heaven.

From this rule - that all ye do unto your master ye do unto GOD himself, there are several other rules which I will teach you

1. *You are to be obedient to your master in all things.*

2. *You are not to be eye-servants. Eve-servants are those who will work hard and seem busy when they think they are being watched. When their master's back is turned, they are idle and don't do their work.*

3. *You are to be faithful and honest to your masters - not wasting their goods - but showing all good in all things.*

4. *You are to serve your masters with cheerfulness, reverence and humility. You are to do your masters service with good will. You should serve him as you would God, from the heart, without any sauciness or answering back.*

Frederick Douglass and Master Hopkins

Frederick Douglass tells how his master controlled his slaves

> *Mr. Hopkins could always find some excuse for whipping a slave. A mere look, word, or motion — a mistake, or accident —are all, things for which a slave could be whipped. Does a slave look unhappy? It is said that he has the devil in him, and it must be whipped out. Does he speak loudly when spoken to by his master? Then he is getting high-minded. and should be taken down a peg. Does he forget to pull off his hat in the presence of a white person? Then he lacks respect. and should be whipped for it. Does he ever dare find excuses when told he did something wrong? Then he is guilty of impudence - one of the greatest crimes of which a slave can be guilty. Does he ever dare to suggest a different way of doing things from that pointed out by his master? Then he is indeed getting above himself: and nothing less than a flogging will do for him. Does he. while ploughing, break a plow - or, while hoeing. break a hoe? It is owing to carelessness, and for it a slave must always be whipped.*

Source pp 160-162: http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit4.pdf

Questions

1. Explain why Southerners might have thought that “slave codes” were necessary.

2. Explain the key ideas put forward in the sermon preached to slaves. Why do you think that lessons such as these were preached to slaves?

3. What do the various methods of controlling slaves described in these readings tell us about slavery as an institution?

Frederick Douglass to Thomas Auld, His Former Master

September 3, 1848

SIR . . . . I have selected this date on which to address you, because it is the anniversary of my emancipation; and knowing of no better way, I am led to this as the best mode of celebrating that truly important event. Just ten years ago this beautiful September morning, yon bright sun beheld me a slave — a poor, degraded chattel [property] — trembling at the sound of your voice, lamenting that I was a man, and wishing myself to be a brute. The hopes which I had treasured up for weeks of a safe and successful escape from your grasp, were powerfully confronted at this late hour by dark clouds of doubt and fear, making my person shake and my bosom to heavy with the heavy contest between hope and fear. I have no words to describe to you the deep agony of soul which I experienced on that never to be forgotten morning—(for I left by daylight.) I was making a leap in the dark. The probabilities, so far as I could by reason determine them, were stoutly against the undertaking. The preliminaries and precautions I had adopted previously, all worked badly. I was like one going to war without weapons—ten chances of defeat to one of victory. One in whom I had confided, and one who had promised me assistance, appalled by fear at the trial hour, deserted me, thus leaving the responsibility of success or failure solely with myself. You, sir can never know my feelings. As I look back to them, I can scarcely realize that I have passed through a scene so trying. Trying however as they were, and gloomy as was the prospect, thanks be to the Most High, who is ever the God of the oppressed, at the moment which was to determine my whole earthly career. His grace was sufficient, my mind was made up. I embraced the golden opportunity, took the morning tide at the flood, and a free man, young, active and strong, is the result.

I have often thought I should like to explain to you the grounds upon which I have justified myself in running away from you. . . . When yet but a child about six years old, I imbibed the determination to run away. The very first mental effort that I now remember on my part, was an attempt to solve the mystery, Why am I a slave? and with this question my youthful mind was troubled for many days, pressing upon me more heavily at times than others. When I saw the slave-driver whip a slave woman, cut the blood out of her neck, and heard her piteous cries, I went away into the corner of the fence wept, and pondered over the mystery. I had, through some medium, I know not what, got some idea of God, the Creator of all mankind, the black and the white, and that he had made the blacks to serve the whites as slaves. Howe he could do this and be good, I could not tell. I was not satisfied with this theory, which made God responsible for slavery, for it pained me greatly, and I have wept over it long and often. . . . I was puzzled with this question, till one night, while sitting in the kitchen, I heard some of the old slaves talking of their parents having been stolen from Africa by white men, and were sold here as slaves. The whole mystery was solved at once. Very soon after this my aunt Jinny and uncle Noah ran away, the the great noise made about it by your father-in-law, made me for the first time acquainted with the fact, that there were free-States as well as slave States.

From that time, I resolved that I would some day run away. The morality of the act, I dispose as follows: I am myself; you are yourself; we are two distinct persons, equal persons. What you are, I am. You are a man, and so am I. God created both and made us separate beings. I am not by nature bound to you, or you to me. Nature does not make your existence depend upon me, or mine to depend upon yours. . . . We are distinct persons, and are each equally provided with faculties necessary to our individual existence. In leaving you, I took nothing but what belonged to me, and in no way lessened your means for obtaining an honest living. Your faculties remained yours, and mine became useful to their rightful owner. I therefore see no wrong in any part of the transaction. It is true, I went off secretly, but that was more your fault than mine. . . .

I can boast of as comfortable a dwelling as your own. I have an industrious and neat companion, and four dear children. . . .These dear children are ours—not to work up into rice, sugar and tobacco, but to watch over, regard, and protect, . . . to train them up in the paths of wisdom and virtue, and, as far as we can to make them useful to the world and to themselves. Oh! sir, a slaveholder never appears to me so completely an agent of hell, as when I think of and look upon my dar children. It is then that my feelings rise above my control. . . .

I remember the chain, the gag, the bloody whip, the death-like gloom over-shadowing the broken spirit of the fettered bondman [chained slave], the appalling liability of his being torn away from wife and children, and sold like a beast in the market. Say not that this is a picture of fancy. You well know that I wear stripes on my back inflicted by your direction; and that you, while we were brothers in the same church, caused this right hand, with which I am now penning this letter, to be closely tied to my left, and my person dragged at the pistol's mouth, fifteen miles, from the Bay side to Easton to be sold like a beast in the market, for the alleged crime of intending to escape from your possession. All this and more you remember, and know to be perfectly true, not only of yourself, but of nearly all of the slaveholders around you.

At this moment, you are probably the guilty holder of at least three of my own dear sisters, and my only brother in bondage. These you regard as your property. They are recorded on your ledger, or perhaps have been sold to human flesh mongers, with a view to filling your own ever-hungry purse. Sir, I desire to know how and where these dear sisters are. Have you sold them? or are they still in your possession? What has become of them? are they living or dead? And my dear old grandmother, whom you turned out like an old horse, to die in the woods — is she still alive? Write and let me know all about them. . . .

I will now bring this letter to a close, you shall not hear from me again unless you let me hear from you. I intend to make use of you as a weapon with which to assail the system of slavery — as a mean of concentrating public attention on the system, and deepening their horror of trafficking in the souls and bodies of men. I shall make use of you as a means of exposing the character of the American church and clergy — and as a means of bringing this guilty nation with yourself to repentance. In doing this I

entertain no malice [ill will] towards you personally. There is no roof under which you would be more safe than mine, and there is nothing in my house which you might need for your comfort, which I would not readily grant. Indeed, I should esteem it a privilege, to set you an example as to how mankind ought to treat each other.

I am your fellow man, but not your slave

Frederick Douglass

	Answer [your words]	Evidence from text
Why did Douglass write this letter?		
How does Douglass explain his decision to run away from slavery?		
How and why could Douglass use Thomas Auld as a weapon against the system of slavery?		

Lincoln's Autobiographical Sketch (1859)

J.W. Fell Esq. Springfield, Dec: 20. 1859

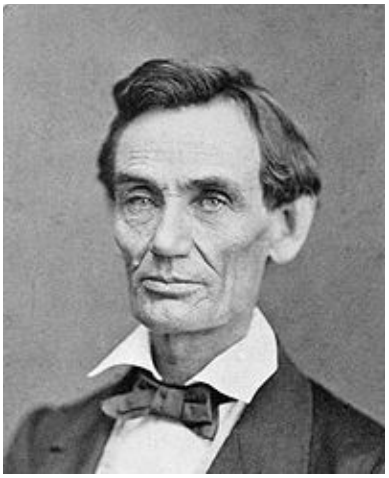
My dear Sir:

Herewith is a little sketch, as you requested — There is not much of it, for the reason, I suppose, that there is not much of me — If anything is made out of it, I wish it to be modest, and not to go beyond the materials — If it were thought necessary to incorporate any thing from any of my speeches, I suppose there would be no objection — Of course, it must not appear to have been written by myself — Yours very truly A. Lincoln

I was born Feb. 12, 1809, in Hardin County, Kentucky. My parents were both born in Virginia, of undistinguished families — second families, perhaps I should say — My Mother, who died in my ~~ninth~~ tenth year, was of a family of the name of Hanks, some of whom now reside in Adams, and others in Macon counties, Illinois — My paternal grandfather, Abraham Lincoln, emigrated from Rockingham County, Virginia, to Kentucky, about 1781 or 2, when, a year or two later, he was killed by indians, not in battle, but by stealth, when he was laboring to open a farm in the forest — His ancestors, who were quakers, went to Virginia from Berks County, Pennsylvania — An effort to identify them with the New-England family of the same name ended in nothing more definite, than a similarity of Christian names in both families, such as Enoch, Levi, Mordecai, Solomon, Abraham, and the like —

My father, at the death of his father, was but six years of age; and he grew up, litterally without education — He removed from Kentucky to what is now Spencer county, Indians, in my eighth year— We reached our new home about the time the State came into the Union— It was a wild region, with many bears and other wild animals still in the woods— There I grew up— There were some schools, so called; but no qualification was ever required of a teacher, beyond the ~~reading, writing, and Arithmetic~~ "readin, writin, and cipherin" to the Rule of Three— If a straggler supposed to understand latin, happened to sojourn in the neighborhood, he was looked upon as a wizzard— There was absolutely nothing to excite ambition for education. Of course, when I came of age I did not know much— Still somehow, I could read, write, and cider to the Rule of Three, but that was all— I have not been to school since— The little advance I now have upon this store of education, I ~~have~~ have picked up from time to time under the pressure of necessity-

I was raised to farm work, which I continued till I was twenty two— At twenty one I came to Illinois, and passed the first year in Illinois Macon County —



Then I got to New-Salem (~~then~~ at that time in Sangamon, now in Menard County, where I remained a year as a sort of Clerk in a store— then came the Black-Hawk war; and I was elected a Captain of Volunteers — a success which gave me more pleasure than any I have had since— I went the campaign, was [elected], ran for the Legislature the same year (1832) and was beaten — the only time I ever have been beaten by the people— The next, and three succeeding biennial elections, I was elected to the Legislature— I was not a candidate afterwards. During this Legislative period I had studied law, and removed to Springfield to ~~make~~ practice it— In 1846 I was once elected to the lower House of Congress— Was not a candidate for re-election— From 1849 to 1854, both inclusive, practiced law more assiduously than ever before— Always a whig in politics, and generally on the whig electoral tickets, making active canvasses- I was losing interest in politics, when the repeal of the Missouri Compromise aroused me again— What I have done since then is pretty well known

If any personal description of me is thought ~~desired~~ desirable, it may be said, I am, in height, six feet, four inches, nearly; lean in flesh, weighing, on an average, one hundred and eighty pounds; dark complexion with course black hair and grey eyes — no other marks or brands recollected —

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For more information, see the Learning Page for the Abraham Lincoln Papers at the Library of Congress
http://www.memory.loc.gov/learn/collections/papers/history.html

Questions

1. What does Lincoln choose to reveal about himself in this sketch?

2. Why do you think that Lincoln chose to share this information

Notes — Matt Pinsker video
In what ways did watching Professor Pinsker help you to further understand this document?

Abraham Lincoln's First Inaugural Address (Excerpts)

Monday, March 4, 1861

By the time Lincoln took office, disgruntled citizens of the seven Deep South states had declared their separation from the federal union and formed a provisional Confederate States of America. The first Republican president of the United States, Lincoln drew less than forty percent of the popular vote, all from northern free states, though he received a clear constitutional majority of the electoral votes. His leadership of a party opposed to the spread of slavery led to his name appearing on no ballots in nine slaveholding states, where no Republican Party surfaced. Southerners therefore viewed Lincoln and the Republicans as representing sectional interests in opposition to those of the slaveholding states, who claimed to uphold the constitutional rights of all property owners. But though Lincoln hated slavery and argued against its expansion into federal territory, he was not an abolitionist. He acknowledged the legal right to own slaves under state constitutions that permitted the "peculiar institution," which the Constitution respected through longstanding compromises that helped produce "a more perfect union.

Fellow-Citizens of the United States:

IN compliance with a custom as old as the Government itself, I appear before you to address you briefly and to take in your presence the oath prescribed by the Constitution of the United States to be taken by the President "before he enters on the execution of this office." . . . .

Apprehension seems to exist among the people of the Southern States that by the accession of a Republican Administration their property and their peace and personal security are to be endangered. There has never been any reasonable cause for such apprehension. Indeed, the most ample evidence to the contrary has all the while existed and been open to their inspection. It is found in nearly all the published speeches of him who now addresses you. I do but quote from one of those speeches when I declare that—

> *I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so. . . .*

I now reiterate these sentiments, and in doing so I only press upon the public attention . . . that the property, peace, and security of no section are to be in any wise endangered by the now incoming Administration. . . .

It is seventy-two years since the first inauguration of a President under our National Constitution. During that period fifteen different and greatly distinguished citizens have in succession administered the executive branch of the Government. They have conducted it through many perils, and generally

with great success. Yet, with all this scope of precedent, I now enter upon the same task for the brief constitutional term of four years under great and peculiar difficulty. A disruption of the Federal Union, heretofore [before] only menaced [threatened], is now formidably attempted.

I hold that in contemplation of universal law and of the Constitution the Union of these States is perpetual. . . Continue to execute all the express provisions of our National Constitution, and the Union will endure forever. . . . The Union is much older than the Constitution. It was formed, in fact, by the Articles of Association in 1774. It was matured and continued by the Declaration of Independence in 1776. It was further matured, and the faith of all the then thirteen States expressly plighted and engaged that it should be perpetual, by the Articles of Confederation in 1778. And finally, in 1787, one of the declared objects for ordaining and establishing the Constitution was "*to form a more perfect Union*." . . .

It follows from these views that no State upon its own mere motion can lawfully get out of the Union; that resolves and ordinances to that effect are legally void . . . .

There needs to be no bloodshed or violence, and there shall be none unless it be forced upon the national authority. The power confided to me will be used to hold, occupy, and possess the property and places belonging to the Government and to collect the duties and imposts; but beyond what may be necessary for these objects, there will be no invasion, no using of force against or among the people anywhere. . . .

One section of our country believes slavery is *right* and ought to be extended, while the other believes it is *wrong* and ought not to be extended. This is the only substantial dispute. . . . .

Physically speaking, we can not separate. We can not remove our respective sections from each other nor build an impassable wall between them. . . .

My countrymen, one and all, think calmly and *well* upon this whole subject. Nothing valuable can be lost by taking time. . . .

In *your* hands, my dissatisfied fellow-countrymen, and not in *mine*, is the momentous issue of civil war. The Government will not assail *you*. You can have no conflict without being yourselves the aggressors. *You* have no oath registered in heaven to destroy the Government, while I shall have the most solemn one to "preserve, protect, and defend it."

I am loath to close. We are not enemies, but friends. We must not be enemies. Though passion may have strained it must not break our bonds of affection. The mystic chords of memory, stretching from every battlefield and patriot grave to every living heart and hearthstone all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature.

Source: http://www.bartleby.com/124/pres31.html

Document Analysis Questions

1. What does Lincoln say in this speech about the union?

2. What does Lincoln say about slavery?

3. What does Lincoln have to say about civil war?

The Emancipation Proclamation (Excerpts)

January 1, 1863

The text of the Emancipation Proclamation is excerpted below. Analyze the text and answer the questions.

Text of the Emancipation Proclamation

"....That on the first day of January, in the year of our Lord, 1863, all persons held as slaves within any state that is in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Gov't of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom...

....And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States (those in rebellion)...are henceforward free...to abstain from all violence, unless necessary self-defense, and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages... And I further declare and make known that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places within the army or navy...."

Analysis Questions

1. Lincoln only freed the slaves in certain states through the Emancipation Proclamation - which states were these?

2. The Emancipation Proclamation is often viewed by historians as a strategy to win the Civil War. Why might they see it that way? Cite evidence from the text to support your claims.

The Gettysburg Address
November 19, 1863

From July 1 to July 3, 1863, the invading forces of General Robert E. Lee's Confederate Army clashed with the Army of the Potomac at Gettysburg, some 35 miles southwest of Harrisburg, Pennsylvania. Casualties were high on both sides: Out of roughly 170,000 Union and Confederate soldiers, there were 23,000 Union casualties (more than one-quarter of the army's effective forces) and 28,000 Confederates killed, wounded or missing (more than a third of Lee's army). After three days of battle, Lee retreated towards Virginia on the night of July 4. It was a crushing defeat for the Confederacy

In November 1863, President Abraham Lincoln was invited to deliver remarks, which later became known as the Gettysburg Address, at the official dedication ceremony for the National Cemetery of Gettysburg in Pennsylvania. Though he was not the featured orator that day, Lincoln's 273-word address would be remembered as one of the most important speeches in American history. . . .

Text of the Gettysburg Address

"Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us--that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth."

Source: http://avalon.law.yale.edu/19th_century/gettyb.asp

Analysis Questions

1. When Lincoln says “Four score and seven years ago….” he is referring to the year 1776.
   A. What events in 1776 was Lincoln referring to? What happened 87 years before 1863?
   B. Why might Lincoln refer the audience to think about that particular year when they are burying soldiers who fought in the Civil War?

2. In reflecting on the founding of the country, Lincoln describes ”...a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure…”
   What is Lincoln implying are the reasons for fighting the Civil War?

3. What is the “unfinished” work or “great task remaining before” the American people?

4. What is the “new birth of freedom” Lincoln calls for?
   A. Who benefited from independence and freedom in 1776 and how is that different from who benefits from independence and freedom AFTER the Civil War / Emancipation Proclamation?

5. Do you think we have lived up to the message in the Gettysburg Address as a nation? Why or why not? Cite one example from US History to support your claim.

Question Source:
https://docs.google.com/document/d/1Q2Li0EhjIelYWXZ3-bEeYzMNC_QSPBjoiiDye5SB-yM/edit