

US History 1 AND Accelerated US History 1
May 4, 2020 - May 15 (due at May 18 drop off)

To wind down the year, you will fill out the Final Study Guide to count as your Final Exam. It will be divided into two parts. Part 1 covers Chapters 10 and 11 and will be due for the next drop off on Monday, May 18. Part 2 covers Chapters 12 and 13 and will be due for the final drop off at the end of the school year. These tests are OPEN BOOK AND OPEN NOTES, which means that you do not need to study for them. You can find all the answers in the chapters or the chapter notes. You may even use information from the videos I've been emailing you for each section, if you like. Each part of the Final is worth about as many points as a regular history test and will be graded, so please don't put off working on it until the last minute. (They will be the equivalent of two history test grades.) My suggestion is to answer at least six questions PER DAY to have Part 1 done in time. In addition, you will have two extra credit opportunities for Chapter 14. Included in this packet are:

- OPEN BOOK AND OPEN NOTES Final, Part 1-- Chapters 10 and 11-- due at the next drop off on Monday, May 18
- OPEN BOOK AND OPEN NOTES Final, Part 2-- Chapters 12 and 13 (in case you want to work ahead)-- due at the last drop off at the end of the school year
- Extra Credit Document for Chapter 14-- due by the last drop off at the end of the school year, but you can submit it for the next drop off, as well, or you can write one extra credit assignment for the next drop off on May 18 and one for the final drop off at the end of the year-- whatever works best for you
- ALL NOTES for Chapters 10 - 14
- List of supplemental YouTube videos we used

In addition, Chapters 10, 11, 12, 13, and 14 can be found on the CCA website.

Missing and praying for you all,
Mrs. Kisiel

US History and Accelerated US History FINAL EXAM PART 1: Chapters 10 and 11

55 Questions-- DUE: MONDAY MAY 18 Drop Off

- THIS TEST IS OPEN BOOK AND OPEN NOTES! The questions are IN ORDER of where the answers can be found in the chapters.
- Please use the book (Chapters 10-14 are on CCA website) and/or your notes and/or even information from the videos I have emailed you for each section to answer the following questions. (I suggest reading one section at a time and then answering questions; it will go faster for you that way.)

Chapter 10, Section 1:

1. Who won the presidential election of 1816?
2. What phrase was used to describe his presidency?
3. What positive affect did the Embargo Act and the War of 1812 have on American Industry?
4. What was the name of Henry Clay's plan to help the economy? What two things did it call for?

Chapter 10, Section 2:

5. What nation controlled the most territory in the Americas?

6. What tribe in Florida did the escaped slaves join? What were the joined forces doing?

7. What was the Adams-Onís Treaty of 1819?

8. Why were America and Britain interested in protecting the freedom of Latin America?

9. Why did the U.S. take action alone on this issue?

10. What was the Monroe Doctrine?

11. To what country did Canada belong?

12. How did the Act of Union-1841 affect Canada?

Chapter 10, Section 3:

13. Describe Andrew Jackson. Who was he, and what is he known for?

14. Who ended up deciding the winner of the Election of 1824? Why?

15. Name **three** of the ideas John Quincy Adams hoped to see happen during his presidency.

16. What were the two major political parties from 1836-1852?

17. What more democratic method was used for nominating the presidential candidate starting in 1831? What method had been used previously?

18. Jackson's election was referred to as a victory for the
"_____".

19. What is the spoils system?

Chapter 10, Section 4

20. What Native American tribes lived east of the Mississippi River at the start of Jackson's presidency?

21. What did the Cherokee establish and claim?

22. How did Chief Justice John Marshall rule in Worcester v. Georgia?

23. What was the Indian Removal Act of 1830?

24. What was the Trail of Tears?

Chapter 10, Section 5:

25. Why did Jackson hate the national bank? What did he call it?

26. What became of the national bank during Jackson's presidency? Explain.

27. What two entities or powers were continually debated concerning states' rights?

28. What is nullification?

29. What two things did South Carolina do in 1832 in response to Congress passing a new tariff?

30. What was the Panic of 1837?

31. What helped William Henry Harrison win the Election of 1840?

Chapter 11, Section 1:

32. What was the Industrial Revolution?

33. Where did the Industrial Revolution begin and in what industry did it start?

34. What was the water frame?

35. Name some ways the factory system changed the way people worked.

36. Why were capitalists looked to by mill owners during the Industrial Revolution?

37. What were the benefits of steam power over water power in factories?

38. How did Samuel Slater help jump start the Industrial Revolution in America?

39. In what area of America did industrialization begin? Why?

40. Who were the Lowell girls?

41. Why was mass production an important development in the Industrial Revolution?

42. Name some places that employed child labor.

43. Name two ways working conditions did not favor the workers.

Chapter 11, Section 2:

44. By 1860, what two locations produced the nation's most manufactured goods?

45. Why did so many Irish migrate to the U.S.?

46. What was Freedom's Journal?

Chapter 11, Section 3:

47. What two events changed life in the South?

48. What product became the greatest source of wealth in the U.S.?

49. After 1808, what became illegal in the U.S.?

Chapter 11, Section 4:

50. What was the Wilderness Road and who forged it?

51. Name five of the eight states that joined the Union between 1792-1819.

52. What was the Lancaster Turnpike?

53. What were corduroy roads?

54. What was the National Road?

55. How did the Erie Canal come to be?

BONUS:

What did you find most interesting that was covered in these chapters and why?

You may name up to three things and explain why-- 1 point each, for up to three points.

US History and Accelerated US History FINAL EXAM PART 2: Chapters 12 and 13
29 Questions-- DUE: Last Drop Off-- at the end of the school year

- THIS TEST IS OPEN BOOK AND OPEN NOTES! The questions are IN ORDER of where the answers can be found in the chapters.
- Please use the book (Chapters 10-14 are on CCA website) and/or your notes and/or even information from the videos I have emailed you for each section to answer the following questions. (I suggest reading one section at a time and then answering questions; it will go faster for you that way.)

Chapter 12, Section 1:

1. What was New Harmony?

2. What was the Temperance Movement?

3. Why did Dorothea Dix push for prison reform? What did she hope for?

4. Which state was the forerunner or first in public school education?

5. How did Horace Mann affect education reform?

6. What was Ashmun Institute?

Chapter 12, Section 3 (There were no questions for Section 2.)

7. What was the Seneca Falls Convention?

8. Who created the National Woman's Suffrage Association?

9. What was the first college for women in the U.S.? What did it prove?

Chapter 12, Section 4:

10. What did mid-1800 American artists and writers begin to do?

11. What is Transcendentalism?

12. What was the Hudson River School?

Chapter 13, Section 1:

13. Where were the Great Plains located? Why were people not interested in settling there?

14. What was the Northwest also known as?

15. What was the Southwest also known as?

16. What is Manifest Destiny?

Chapter 13, Section 2

17. Which trail did Captain William Becknell blaze and what did it become?

18. What was the Oregon Trail?

Chapter 13, Section 3

19. How did Stephen Austin come to live in Texas?

20. Who is General Santa Anna?

21. What was created when the Texans declared their independence from Mexico?

22. What happened at the Alamo?

23. What did President John Tyler ask of Congress in 1845?

24. What did America believe was the southern border of Texas?

25. What happened that started the Mexican-American War?

26. What three things were part of the Treaty of Guadalupe Hidalgo?

27. What was the Gadsden Purchase?

Chapter 13, Section 4:

28. What started the California gold rush?

29. What nickname was given to those in search of California gold?

BONUS:

What did you find most interesting that was covered in these chapters and why?

You may name up to three things and explain why-- 1 point each, for up to three points.

EXTRA CREDIT OPPORTUNITIES
for
US History and Accelerater US History
Chapter 14: “The Nation Divided”

You may choose one OR both of the following for extra credit. Please write OR type your responses on separate paper:

- 1. *Uncle Tom’s Cabin* excerpt on pages 492 - 493:** Read everything on both pages, then answer the writing prompt at the bottom of page 493 under “Analyzing Literature:

“Imagine you are a Northerner in 1851 reading *Uncle Tom’s Cabin* for the first time. Write a letter to a friend explaining how this excerpt (section of the novel on pages 492 - 493) made you feel about the slave trade”
- 2. Compare political paintings of John Brown on pages 497 and 498:**

Picture of John Brown painting #1, *John Brown in Kansas*-- bottom page 497:
“It shows John Brown as a fiery abolitionist with a rifle in one hand and a Bible in the other....Based on the painting, do you think Curry (the artist) admired John Brown?” Why or why not?

Picture of John Brown painting #2, *Death of John Brown*-- top of page 498:
Read the paragraph under this painting and answer:
“Compare this painting to the one on the previous page (*John Brown in Kansas*). How do these two paintings try to stir different emotions?”

Chapters 10 - 14 US and Accelerated US History 1 Notes
Chapter 10, Section 1 Notes: "Building a National Identity"

The Era of Good Feelings

- James Monroe won the presidential election of 1816
(He defeated Rufus King by 183 to 34 electoral college votes)
- The sting of losing had short and long term effects on the Federalist Party
 1. Short term-- it began to lose power
 2. Long term-- within a few years, it disappeared
- President Monroe was interested in promoting national unity
 - In the spring/summer of 1817-- he made a goodwill circuit (traveled to) the middle and northern sections of the country
- Era of Good Feelings-- the phrase used to describe the tone of the nation throughout Monroe's two terms in office

Building the National Economy

- After 1815, many Americans, even Republicans (generally supported state rights over federal government), believed the federal government should
 - take action to increase economic prosperity in all regions of the country

Representative	State Represented	Spoke for Interests of	Concerned with
Henry Clay	Kentucky	West	better roads, canals to transport goods
John C. Calhoun	South Carolina	South	-- emphasized states' rights -- opposed tariffs
Daniel Webster	Massachusetts	Northeast	-- supported tariffs; to protect industry

The Second Bank of the United States

- 1811-- the first Bank of the United States ceased to exist
 - its charter ran out
- The economy suffered
 1. State banks
 - made too many loans
 - issued too much money
 2. This led to
 - an increase in spending
 - rising prices
- 1816-- Congress established the second Bank of the United States
 1. privately owned
 2. had charter to operate for 20 years
 3. lent money to individuals
 4. controlled money supply
 5. gave boost to American businesses

The Tariff of 1816

- American industry was affected by the Embargo Act and the War of 1812
 1. Most British goods had been kept out of the US
 2. So American industry grew rapidly because we had to make our own products
- After the War of 1812, the British still had an industrial advantage over Americans
 1. The British could still produce goods more cheaply than the US because they had well-established factories
 2. The British had more customers
- The British used this advantage to drive American competitors out of business by **dumping**-- selling goods in another country below market prices

- Tariff of 1816-- put a tax on foreign
 1. textiles
 2. iron
 3. leather goods
 4. paper
 5. (and other products)
- High tariffs-- Southerner like John C. Calhoun
 1. resented them
 2. thought they made northern manufacturers rich at the expense of the South

Clay's American System

- Henry Clay's plan to help the economy
 1. called American System
 2. American System called for
 - high tariffs
 - federal program of public works
- Clay believed tariffs helped all regions of the country, not just the North
 1. He believed that wealth produced by tariffs enabled Northerners to buy farm products from the West and South
 2. Tariff would be used to provide revenue (money) to the federal government for infrastructure in the South and West

Infrastructure-- basic public works, like bridges and roads, needed for society to function

Three Important Supreme Court Rulings

- McCulloch vs. Maryland (1819)
 1. Issue
 - Maryland tried to put a tax on a branch of bank opening there
 - Bank refused to pay tax

2. Ruling
 - States had no power to interfere with federal institutions
 - Tax qualified as a dangerous interference
 - A state cannot pass a law that violates federal law
 3. Reasoning eventually used
 - to expand the power of the federal government
- Dartmouth College vs. Woodward (1819)
 1. Ruling
 - The charter of Dartmouth College was a private contract
 - Constitution protects private contracts so New Hampshire couldn't change Dartmouth's charter
 2. Affect of Ruling
 - In protecting contracts-- court protected private business and promoted capitalism
 - capitalism**-- the economic system in which privately owned businesses compete in a fair market
 - Gibbons vs. Ogden (1824)
 1. Ruling
 - New York state could not give a steamboat company a monopoly to carry passengers on the Hudson River
 2. Reasoning Behind Ruling
 - Travel on the Hudson River also stopped in New Jersey, which made it interstate commerce
 - Only Congress can regulate interstate commerce

Chapter 10, Section 2 Notes: “Dealing With Other Nations”

Relations With Spain

(During the War of 1812-- Haiti and the US were the only nations in the Americas not under European control)

- Spain controlled most territory in Americas
 - BUT Spain's power weakened (over hundreds of years)
- Florida
 1. Spain's rule was especially weak there
 2. Escaped slaves crossed into Florida
 - Joined Seminole Nation (Native American tribe), who raided US settlements
 3. Andrew Jackson-- sent by US government to recapture slaves
 - He went beyond orders
 - took two important towns
 - forced governor from Florida
 4. Jackson's attack-- showed Spain couldn't protect Florida
 5. SO-- Adam-Onis Treaty of 1819-- Spain ceded (gave up) Florida to USA

Spanish Colonies Win Independence

Mexico:

- 1810-- Father Miguel Hidalgo-- organized army of Native Americans
 - Freed several Mexican provinces
- 1820-- Second Revolution-- Spain couldn't stop fighting
- 1821-- Spain agreed to Mexico's independence

South America:

- Simon Bolivar-- nicknamed The Liberator
 - August 1819-- led army to defeat Spanish and free northern South America

Central America:

- 1821-- Central America declared independence from Spain

South America

- 1822-- Brazil announced independence from Portugal

Latin America: South America, Mexico, Central America; Caribbean

- 1825-- most of Latin America freed of European rule
 1. Caribbean-- Cuba, Dominican Republic, Haiti; Puerto Rico
 2. Central America-- Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua; Panama

The Monroe Doctrine

- Several European powers-- were willing to help Spain regain colonies
- Concerned about protecting trade with Latin America:
 1. US President James Monroe
 2. US Secretary of State John Quincy Adams
 3. The British
- British suggest issuing joint statement (from US and Britain) to protect the freedom of Latin America
- Adams told Monroe-- US should take action alone
 - WHY? Joint statement makes US look like Britain's junior partner (weak)
- December 1823-- Monroe addressed Congress
 - The Monroe Doctrine (what it was known as)
 1. The US would not allow European nations to create American colonies or interfere with free nations of Latin America
 2. The US would consider any attempt to do so "dangerous to our peace and safety"
- At that time-- US not strong enough to stop European action (only British Navy could do that)
- As US power grew-- Monroe Doctrine boosted influence in the region

Relations With Canada

- Canada-- British colony
- 1791-- Two Divisions of Canada
 1. Upper-- English
 2. Lower-- French
- 1837-- Rebellions against British rule in both parts
- British-- put down rebellion
 - BUT lesson learned: Canadians must have rights
- British gave Canadians-- **self government**-- the right of people to rule themselves independently
 - Act of Union 1841
 1. Merged Canada's two parts into one Canadian legislature
 2. Britain still had ultimate control

*NOTE: Canada is still a self-governing entity within the British Empire
- Between 1818 - 1846-- Britain and the US settled border disputes regarding Canada
- Eventually, US and Canada-- established excellent relations

Chapter 10, Section 3 Notes: "The Age of Jackson"

Andrew Jackson

- Born in log cabin on border of North and South Carolina
- Had very little
- Orphaned at 14
- Survived smallpox as child and severe gunshot wounds as adult
- Ambitious, tough, brave
- Nicknamed Old Hickory
 - During a difficult march-- soldier called him "tough as hickory"
- Believed ordinary people should participate in American political life
- Deeply loved by ordinary Americans
 - Rose from humble beginnings to wealth
- Was a general
- Had so much influence as President-- the 20 years after his presidency was called "Age of Jackson"

Election of 1824

- Four candidates-- All Democratic-Republicans
 1. Andrew Jackson
 2. John Quincy Adams
 3. Henry Clay
 4. William H. Crawford
- Jackson and Adams received the most votes
 - SO the House of Representatives had to vote between them
 - chose John Quincy Adams
- As Speaker of the House, Henry Clay-- used influence to sway support for Adams
- Adams chose Clay as Secretary of State

- Jackson was furious
 - Won popular vote AND received the most electoral votes BUT lost election
 - His supporters claimed Adams and Clay made “corrupt bargain”

Presidency of John Quincy Adams

- Shrouded by corruption
- Ideas he supported:
 1. Clay’s American System
 2. National program to build roads and canals
 3. High tariff to protect industry
 4. Set up national university
 5. Observatory for astronomers in Washington, DC
- Adams was never able to push ideas through Congress
 - Possibly due to Jacksonian supporters

A New Era in Politics

- **suffrage**-- the right to vote
 - Most states extended right to vote to all white males (not just property owners)
- Most white males could hold office
- 1824-- voters (not state legislatures) voted for presidential electors (in 18 of 24 states)

New Political Parties

- During 1824 election-- Democratic-Republican Party Split

<u>Supporters of Adams:</u>	<u>Supporters of Jackson:</u>
National Republicans	Democrats

- Election of 1828-- Jackson easily defeated Adams
 - Three times as many people voted
 - Ordinary man= Jackson supporter
- Election of 1831-- Jackson (Democrat) easily defeated Henry Clay (National Republican)
- By 1836-- anti-Jackson forces formed new party-- Whig Party
- Two major political parties from 1836 - 1852
 1. Democrats
 2. Whigs
- New way of choosing presidential candidate-- more democratic
 - previously -- chosen by **caucus**--a meeting of members of a political party
 - 1831-- political parties held **nominating conventions**-- large meetings of party delegates to choose candidates for office

Jackson's Presidency

- Jackson supporters called election victory for "common man"
- March 1829-- thousands of ordinary working people attended inauguration (Margaret Baynard Smith, a Southern socialite said, "Ladies and gentlemen only had been expected, not the people in masse, but it was the people's day, and the people's President would rule.")
 - Some acted unruly
 - Jackson opponents deemed this "reign of the King Mob"
- Jackson replaced about 20% of government officeholders
 - Was also done by previous presidents, BUT Jackson actually defended doing this
 - REASON-- putting new people in government furthered democracy
 - **spoils system**-- the practice of rewarding government jobs to loyal supporters of the party that wins an election

Chapter 10, Section 4 Notes: "Indian Removal"

Native Americans of the Southeast

- When Andrew Jackson became President
 - There were 100,000 Native Americans living east of the Mississippi River
 - Tribes: Choctaw, Chickasaw, Cherokee, and Creek Nations
 - From: Mississippi, Alabama, Georgia, North Carolina, Tennessee, and Seminoles in Florida
- Cherokees adopted White people's customs
 1. Farmed
 2. Ran businesses (grain, lumber mills)
 3. Spoke and read English
 4. Many converted to Christianity
- Sequoyah
 - Learned, Cherokee leader
 - Created a written alphabet for the Cherokee language
- The Cherokee
 - Established a government based on a written constitution
 - Claimed they were a separate nation-- not part of the US

Conflict Over Land

- The presence of Native Americans hindered/stood in the way of
 1. Westward expansion in the US
 2. White farmers from farming on the Native Americans' fertile land
- Under treaties they signed with the US, Native American groups of the Old Northwest
 - Gave up their lands
 - Moved west of the Mississippi River

- By the 1820s
 - Many white southerners were demanding that Native Americans be removed by force
- The state of Georgia
 - Passed a law forcing the Creeks to give up most of their land
 - Tried to get the Cherokees to move because Georgia said Cherokees were not a separate nation
- Supreme Court cases involving the Cherokee Nation
 1. Cherokee Nation v. (versus) Georgia (1831)
 - Court refused to stop Georgia from enforcing the law that Cherokees must move
 2. Worcester v. (versus) Georgia (1832)
 - Court declared that Georgia's laws "can have no force" within Cherokee Territory
 - Chief Justice (of the Supreme Court) John Marshall's reasoning
 - ❖ Marshall quoted treaties that the US signed guaranteeing certain territory to Native Americans
 - ❖ Under the Constitution, treaties are the supreme law of the land
 - ❖ Therefore, Georgia had no say over Cherokee Territory
- Indian Removal Act of 1830
 - The law concerning Native Americans that President Andrew Jackson had already put into place
 - It gave authority to offer Native American nations land west of the Mississippi River in exchange for their lands in the east AND provided money to carry it out

On the Trail of Tears

- Oklahoma-- the Indian Territory the Native Americans were moved to
- When relocating the Choctaw tribe, the federal government failed to
 - Provide enough tents, food, blankets, shoes, winter clothes; supplies
- Trail of Tears
 - Journey of the Cherokees to relocated land in the winter of 1838-1839
 - Were escorted by 7,000 soldiers
 - Forced to march hundreds of miles
 - Had little food or shelter
 - Of the 15,000 Cherokee who started the trip, 4,000 died along the way
- The Seminoles refused to move
 - Fought three wars

Chapter 10, Section 5 Notes: “States Rights and the Economy”

The Bank War

- Bank of US viewed as:
 - POSITIVE:
 - stable economy
 - loans to businesses
 - created confidence in banks
 - NEGATIVE:
 - restricted state bank loans
- President Andrew Jackson-- powerful enemy of the bank
 - Called it “the monster”
 - Thought it favored the wealthy
 - Disliked Nicholas Biddle
 - 1. Wealthy bank owner
 - 2. Did favors for powerful politicians
- Biddle got Congress to renew bank charter early
 - Jackson vetoed the bill
- RESULTS
 - 1. Jackson won reelection
 - 2. Increased power of the presidency
 - 3. Jackson’s successor had to deal with economic crisis but no Bank to help end it

States Rights Issues

(Kentucky/Virginia Resolutions)

- Continually debated-- Federal vs. State Powers
- Issue caused serious problems in Jackson’s presidency

Nullification Crisis

- 1828-- Congress passed tariff
 - Southerners believed it only benefited the North
- Vice-president John C. Calhoun of South Carolina argued states rights have power of **nullification**-- an action by a state that cancels a federal law in which the state objects
- Calhoun's argument:
 1. Union formed from agreement of states
 2. States retained power to nullify laws considered unfair
- Southerners were concerned federal government could go further
 - to end slavery
- Senator Daniel Webster's (of Massachusetts) argument:
 - US formed by American people, not the states
- President Jackson defended the Union: "Our Federal Union-- it must be preserved."
- Calhoun's response: "The Union-- next to our liberty, the most dear."
 - In other words "the Union" is second place, or "next to", "liberty", or an individual state's rights = states rights come first
- 1832-- Congress passed new tariff
 - South Carolina
 1. Voted to nullify the tariff = state would not pay
 2. Threatened secession (leaving the Union/ the US) if the government used force to impose tariffs
- Jackson was furious
 - Issues "Proclamation to the People of South Carolina (December 1832)"
 1. Union could not be resolved
 2. Disunion by armed force is treason
- Calhoun resigned as Vice-President

- Early 1833
 1. Jackson asked Congress to collect tariff by force if necessary
 2. He also supported bill to lower tariff
- March 1833-- Congress passed both laws
- South Carolina could gain no support from other states
 - SO they repealed tariff nullification
- Crisis settled peacefully

End of the Jackson Era

- Jackson retired from the presidency after two terms
- Election of 1836
 - ❖ Presidency of Martin Van Buren (Democratic-Republican)
 1. Son of a New York tavern owner
 2. Secretary of State during Jackson's first term
 3. Vice-President during Jackson's second term
 - ❖ The Panic of 1837
 1. American economy was in a slump due to British manufacturers buying less cotton
 2. Cotton prices fell, and this prevented farmers from paying on their loans
 3. Result was an economic collapse in the US
 4. Economic hard times lasted six years
 5. Hardships of those years ruined Van Buren's presidency
- Election of 1840
 - ❖ Van Buren ran against Whig candidate William Henry Harrison
 - ❖ Whigs used skillful campaign
 1. Parades
 2. Barbeques

3. Portrayed Harrison as “man of the people”

→ Ran a “log cabin” campaign saying he’d feel right at home in one (log cabin = simple, down-to-earth

❖ Harrison easily defeated Van Buren

→ Age of Jackson was over

Chapter 11, Section 1 Notes: “The Industrial Revolution”

The Industrial Revolution (1700s)

- **The Industrial Revolution**-- time period when
 - Machines started to take the place of many hand tools
 - Much of the power once provided by people and horses began to be replaced
 1. First by flowing water
 2. Then by steam engines
- Began in Britain in the textile (cloth-making industry)
 - Making thread by hand was time-consuming (2 weeks = 1 pound of cotton thread)
 - 1764-- **Richard Arkwright** invented the **water frame**-- a spinning machine powered by running water
 - Other inventions sped up the weaving process
 - Textile mills were built on the banks of rivers to house large machines
- A new way of working-- the **factory system**-- brought workers and machinery together in the same place
 - Workers went to factories instead of working at home
 - Workers had certain start and end times
 - Workers had to keep up with machines, not work at their own pace
- Mill-owners looked to **capitalists**-- people who invest capital, or money, in a business to earn profit
 - Needed their money to invest in building and machines
- By 1784-- British workers were producing 24 times more thread than 1765

Steam Power

- In 1790-- **Arkwright**-- built the first steam-powered textile plant
 - Factories no longer had to be built on riverbanks (risk of dry season)
 - Closer to big cities where women and children provided cheap labor

Trade Secrets

- Britain-- guarded secrets of industrial success
 - Skilled workers and information about textile machinery were forbidden to leave the country

The American Industrial Revolution

- In 1789-- **Samuel Slater**-- a young apprentice in Arkwright's factories who immigrated to the US
- Due to information about textile machinery being forbidden from leaving Britain
 - Slater memorized the plan's of Arkwrights machines before he boarded a ship for New York
- When Slater arrived in the US
 - He joined forces with **Moses Brown**-- a wealthy merchant
- Brown rented a textile mill in Pawtucket, Rhode Island
- Slater constructed a spinning machine entirely from memory
- Slater's factory produced cotton thread at an unheard of rate in the US

American Industry Grows

- Industrialization began in the Northeast
 - Merchants there had capital (money) to
 1. Build factories
 2. Buy raw materials
- Grew significantly during **War of 1812**

→ British blockade forced US to rely on its own industries to supply goods

The Lowell Mills

- **Francis Cabot Lowell**-- opened a mill in Waltham, Massachusetts
- The Lowell factory system differed from the European factory system
 - Without a long tradition of doing things a certain way as the Europeans did, Americans experimented with new methods
- Lowell's mill brought spinning and weaving into one building
- 1817-- Partners expanded business after Lowell's death
 1. Built a new town (named for Lowell)
 2. Built boarding houses, library, and a hospital
- **"Lowell girls"**-- young women who were staffed at factories
 - Lived in boarding houses
 - After work, attended lectures or visited libraries
 - Gained an education they may not otherwise have received on family farm

The Revolution Takes Hold

- Important development-- **mass production**-- the rapid manufacture of large numbers of identical parts
 - Previously skilled crafts workers manufactured guns, clocks, etc.
 - If a part broke, a new one needed to be handmade
- 1790s-- **Eli Whitney**-- an American inventor who devised a system of **interchangeable parts**-- identical pieces that could be assembled quickly by unskilled workers
- Mass production and interchangeable parts made manufacturing efficient-- prices lowered

Factory Life

- Child Labor
 - Many employed at textile mills, coal mines, and steel foundries
 - Were hired as young as seven or eight years old
 - Child workers had no opportunity for education
 - They often worked in unsafe conditions
 - By 1880-- more than one million children between the ages of 10 and 15 worked for pay
- Working Conditions
 - Factories were poorly lighted with little fresh air
 - Machines were designed to perform a task, not protect a worker
 - People with injuries and lost limbs received no monetary (financial) help from business owners
 - Work days lasted 12 to 14 hours
- By 1844-- workers demanded shorter days
 - Slogan: "Eight hours for work, eight hours for sleep, and eight hours for God and the brethren."

Chapter 11, Section 2 Notes: “The North Transformed”

The Growth of Northern Cities

- 1800s-- The Industrial Revolution spurred the growth of **urbanization**-- the growth of cities due to movement of people from rural (country/farm) areas to cities
- Growing cities faced problems
 1. Filthy streets
 2. Absence of good sewage systems
 3. Lack of clean drinking water-- spread disease
 4. City-wide fires

The Growth of Northern Industry

- **Samuel F. B. Morse**-- invented the **telegraph**-- a device that used electrical signals to send messages
- **Morse Code**-- used to communicate via the telegraph by using short and long bursts of electricity
 - Each code of the alphabet represented by its own mix of short “dots” and long “dashes”
- **Cyrus McCormick**-- invented the **mechanical reaper**-- cut stalks of wheat many times faster than a human worker could
 - Farmers could cultivate more land and harvest more crop with fewer workers
- **Elias Howe and Isaac Singer**-- invented the **sewing machine**-- could produce clothing in larger quantities more efficiently
- By 1860-- Northern locations that produced most of US manufactured goods:
 1. New England
 2. Middle Atlantic States

A Transportation Revolution

- **Robert Fulton**-- invented the first practical **steamboat** called the **Clermont**
 1. 133 feet long
 2. Had wooden side paddles that pulled it through the water
 - Ideal for traveling on rivers
- 1850s-- two types of ocean-going ships invented
 1. Yankee clipper (clipper ship)
 2. Steamship
- Railroads were an even more important form of transportation than steamboats
 1. Steamboats had to follow the paths of rivers (could freeze)
 2. Railroads could be built almost anywhere

A New Wave of Immigrants (1840s)

- Many **Irish** people left Ireland to migrate to the US due to the **Potato Famine**
 1. 1845 in Ireland-- a fungus destroyed the potato crop
 2. Caused a **famine**-- widespread starvation
 - More than one million people starved to death in Ireland
- Many **German** people left Germany to migrate to the US
 1. Many had taken part in revolutions against harsh rulers
 2. When revolutions failed, they fled to the US for safety

African Americans in the North

- Even more than immigrants, African Americans in the North faced **discrimination**-- the denial of equal rights or equal treatment to certain groups of people
 1. Often denied the right to vote
 2. Not allowed to work in factories or skilled trades
 3. Even for less desirable jobs, employers preferred to hire white immigrants

4. Racial segregation in schools and facilities
 5. African Americans were turned away by white churches
 6. White newspapers often portrayed African Americans as inferior
- African Americans formed their own churches and newspapers
 1. 1816 in Philadelphia-- formed **African Methodist Episcopal Church**
 2. ***Freedom's Journal***-- first newspaper owned and run by African Americans
 - established in 1827 in New York
 - Editor **John B. Russwurm**-- one of the first African Americans to graduate from an American college

Chapter 11, Section 3 Notes: “The Plantation South”

The Cotton Kingdom

- Two events changed life in the South
 1. Boom in the textile industry-- created huge demand for cotton
 2. The invention of the **cotton gin**
- 1793-- **Eli Whitney**-- invented the **cotton gin**
 - This invention was revolutionary because a worker could produce 50 times more cotton with the cotton gin than by hand
- Growing cotton affected slave labor
 1. 1790-- 698,000 slaves in the US
 2. 1860-- four million (4,000,000) slaves in the US
- Cotton became the greatest source of wealth in the US
- The southern “Cotton Kingdom” was dominated by owners of large plantations
- More than half of southern farmers
 1. Did not have slaves
 2. Grew corn
 3. Raised hogs and chickens

African Americans in the South

- Restrictions placed on free African Americans
 1. Excluded (not allowed) by law from all jobs except menial jobs (unskilled, low wage jobs no one really wants)
 2. Children denied the right to attend schools
 3. Couldn't vote
 4. Couldn't serve on juries
 5. Couldn't testify against white defendants in courts

- Free African Americans in the South were never secure
 1. Slave catchers prowled the streets looking escaped slaves
 2. Slave catchers often kidnapped free African Americans and sold them into slavery
- African American inventors made valuable contributions to southern life-- most notable are
 1. **Norbert Rilleux**
 - Revolutionized the sugar industry
 - Created a method of refining sugar that was faster, safer, less costly
 2. **Henry Blair**
 - Developed a seed-planting device
 - It reduced the time a farmer spent sowing a crop
- Jobs of enslaved African Americans on plantations
 1. Skilled workers
 2. Housekeepers
 3. Butlers
 4. Nannies
 5. House servants
 6. Heavy farm laborers = the vast majority
- African Americans' one real protection against mistreatment -- owners saw them as valuable property needed to keep them healthy and productive
- After 1808-- it was illegal to import slaves (bring more into the US)
- Enslaved African Americans did what they could to adapt to slavery
 1. Kept African customs, music, and dance alive in their daily lives from one generation to another
 2. Found message of hope in the *Bible*
 3. Composed **spirituals**-- religious folk songs that blended biblical themes with the realities of slavery

4. The most daring fled to freedom
- Resistance to slavery
 1. Many African Americans did what they could to resist slaveholders
 - Worked slowly
 - Pretended to not understand what they were told to do
 - Deliberately broke farm equipment
 2. Rarely-- resorted to violence
 - **Nat Turner**-- a slave who led a revolt in 1831
 - He said he had a vision that told him to kill whites
 - He killed about 60
 - In reprisal-- as revenge/ as a result-- many innocent African Americans were executed

US History 1 and Accelerated US History 1

Chapter 11, Section 4 Notes: "The Challenges of Growth"

Moving West

- 1775-- Early Pioneer **Daniel Boone** and 30 men created a new route to the West
 - The **Wilderness Road**-- crossed the Appalachian Mountains through the Cumberland Gap into Kentucky
- 1792 - 1819-- Eight states joined the Union:
 1. Kentucky (1792)
 2. Tennessee (1796)
 3. Ohio (1803)
 4. Louisiana (1812)
 5. Indiana (1816)
 6. Mississippi (1817)
 7. Illinois (1818)
 8. Alabama (1819)
- Traveling west was difficult for American settlers traveling west to new homes
 - Most early roads were deer or bison (American buffalo) paths used by Native Americans and not made for wagon travel

Roads and Turnpikes

- Farmers and merchants had to move their goods quickly and cheaply
- Private companies built **turnpikes**-- toll roads
 - 1795-- **Lancaster Turnpike** (PA)-- first long distance stone road in the US; ran between Lancaster and Philadelphia
- For marshy roads--
 - **corduroy roads**-- roads made by sawed off logs, laid side-by-side
- **The National Road**-- first federally funded road
 1. 1811-- Started in Cumberland, Maryland
 2. 1818-- Reached Wheeling (western Virginia)

3. 1850-- Reached Vandalia, Illinois

Canals

- Water = fastest, cheapest way to ship goods
 - BUT all major rivers ran north and south
 - SOLUTION: Built **canal**-- a channel that is dug across land and filled with water
- 1816-- New York Governor **DeWitt Clinton**-- proposed a canal from Hudson River to Lake Erie
 1. 1817-- Work began on “**DeWitt’s Ditch**”
 2. Was challenging to build for canal engineers and workers (mostly Irish immigrants)
 3. Land was not level in upstate New York
 - **locks**-- built to raise and lower boats
 4. 1825-- **Erie Canal** opened and paid for itself within two years
 5. This helped farmers in the interior of the country
 - Produce from the Midwest came across Lake Erie, passed through the Erie Canal, and was carried down the Hudson River to New York City
 6. Located at the end of the canal-- **New York City** soon became the richest city in the nation
 7. Many other canals were added to other states

The Extension of Slavery

- Slave and free states
 1. 1819
 - 11 “slave states”-- permitted slavery
 - 11 “free states”-- prohibited slavery

2. Missouri was seeking admission as a state since 1817
 - Northerners-- opposed to Missouri statehood because would upset the balance in the Senate, giving the South two more senators and making South more powerful than North
 - 1819-- Representative James Talmadge of New York proposed that Missouri be admitted, but after admitted, no more slaves could be brought into the state
3. Passed in the House of Representatives, but failed in the Senate
- The Missouri Compromise
 1. Maine applied for admission as a state
 - Maine prohibited slavery
 2. 1820-- Senator Henry persuaded Congress to adopt the **Missouri Compromise--** permitted Maine to adopted as a free state and Missouri as a slave state

Continuing Problem

- Missouri Compromise revealed how sectional rivalries divided the states of the union
 1. Seemed to balance the interests of the North and South
 2. Southerners were not happy Congress making laws about slavery
 3. Northerners were angry slavery expanded to another state
- Thomas Jefferson was alarmed by the fierce debate over the Missouri Compromise
 - He saw issues raised by the compromise could tear the nation apart

Chapter 12, Section 1 Notes: "Improving Society"

Improving Society

- Expansion of democracy in the Age of Jackson encouraged reform (change for the better)
- Many believed
 1. All men should be able to vote and hold office (be elected)
 2. Women should have more legal rights
 3. Slavery should be ended

The Second Great Awakening

- Religious feelings and ideas also influenced reform
- Early 1800s-- new generation of ministers challenged some traditional views
 - This movement became known as the **Second Great Awakening**
- Changing religious views sparked the **Second Great Awakening**
 1. In colonial days, Protestant Americans believed in **predestination**-- the idea that God decided the fate of a person's soul even before birth
 2. Second Great Awakening leaders preached the "**doctrine of free will**"-- the idea that people's own actions determined their salvation
 - Blended easily with political ideas about democracy and independence
- **Charles Finney**
 1. He was the most important of the Second Great Awakening preachers
 2. He held many religious **revivals**-- huge outdoor religious meetings
 3. He believed the emotional of a revival could touch even the most hopeless sinner
- Goal of the Second Great Awakening-- to convert sinners and urge people to reform their lives

Utopian Communities

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- **Utopia**-- book written about a fictional utopian (ideal/perfect) society
 - Some reformers had a desire to found utopian communities
- 1825-- **Robert Owen**-- founded a utopian community in Indiana
 1. Community was named **New Harmony**
 2. Was based on common ownership of property
 - Residents were to grow their own food and manufacture their own goods
 - BUT members argued about goals and actions
 - The colony was unsuccessful and dissolved in two years

The Temperance Movement

- **Temperance Movement**-- an organized effort to end alcohol abuse and the problems created by it
 - Alcohol was widely used in the US
 1. Whiskey was often cheaper than milk or beer
 2. Was often safer to drink than water (contamination)
- **American Temperance Society**
 1. Published pamphlets against "strong drink"
 2. Pointed out-- women and children suffered at the hands of men who drank too much alcohol
- Many favored **prohibition**-- a total ban on the sale and consumption of alcohol
 - Nine states passed laws banning the sale of alcohol

Prison Reform

- Usual prison conditions
 1. Poorly heated
 2. Inadequate food
 3. Cramped

- **Dorthea Dix**-- Massachusetts school teacher
 1. Championed prison reform and reforms for the mentally ill
 2. Convinced state legislatures to build sanitary and humane prisons
 3. Urged city and state governments to create **asylums**-- institutions that provided treatment for the mentally ill
- Debtors (people who owed money) were no longer sent to prison

Education Reform

- By the early 1800s
 - Massachusetts was still the only state to require **public schools**-- free schools supported by taxes
- Reformers were concerned that voters need to be educationally informed
- **Horace Mann**-- led education reform
 1. He said:

“If we do not prepare children to become good citizens, if we do not develop their capacities, if we do not enrich their minds with knowledge... then our republic must go down to destruction as others have gone before it.”
 2. He became the head of the state board of education in Massachusetts.
 3. He convinced Massachusetts to
 - Create colleges to train teachers
 - Raise teacher’s salaries
 - Lengthen the school year
- By the 1850s-- most northeastern states accepted public school systems

Education for African Americans

- Southern states prohibited (did not allow) enslaved people to read

- Northern states-- seldom/hardly ever admitted free African Americans to schools with white children
- **Prudence Crandall--** a Quaker teacher who opened a school for African American girls in Connecticut
 - Hostile neighbors attacked and destroyed the school
- By 1855-- free African American educators opened their own schools
- Massachusetts was the first state to admit African American students to public schools
- Some attended private colleges such as Harvard and Oberlin
- 1854-- Pennsylvania chartered **Ashmun Institute--** our nation's first African American college

Chapter 12, Section 2 Notes: “The Fight Against Slavery”

Roots of the Antislavery Movement

- Many leaders, like Alexander Hamilton and Benjamin Franklin, were opposed to slavery since the founding of the US
 - Believed slavery violated most basic principle of the Declaration of Independence-- “that all men are created equal”
- Slavery ended in the North first
 1. 1780-- Pennsylvania-- first state to pass a law that gradually ended slavery
 2. By 1804
 - Every northern state had ended or pledged to end slavery
 - Congress outlawed slavery in the Northwest Territory
 - Ohio entered the Union as a state in 1803 as the first state to ban slavery in its state constitution
- The Colonization Movement
 1. 1817-- **American Colonization Society** established
 - An early antislavery organization
 - Proposed slaves be freed and sent to Liberia in Africa
 2. Did not work
 - Most African American slaves had grown up in the US and did not want to leave
 - By 1830-- only about 1,400 African Americans migrated to Liberia

Growing Opposition to Slavery

- Second Great Awakening inspired further opposition to slavery
 1. Many influenced by Charles Finney’s preaching-- condemned slavery
 2. By mid-1850’s, a growing number of people were **abolitionists**-- reformers who wanted to abolish, or end, slavery

3. Abolitionists opposed gradual emancipation, or freedom-- called for complete and immediate end to slavery
- **William Lloyd Garrison**
 1. One of most forceful voices for abolition
 2. Was a Quaker = opposed to slavery but also opposed to violence to end it
 3. Was radical for the time-- favored full political rights for African Americans
 4. Co-founded **New England Anti-Slavery Society**
 - Later became the **American Anti-Slavery Society**
 - Leaders in this group included
 - a. **Theodore Weld**-- a minister and student of Charles Finney who brought zeal of religious revivals to anti-slavery rallies
 - b. **Sarah and Angelina Grimke**-- daughters of a South Carolina slaveholder
 - African American Abolitionists
 1. 1829-- **David Walker** published ***Appeal: to the Coloured Citizens of the World***
 - His strongly worded pamphlet that urged enslaved people to rebel, if necessary, to gain freedom
 2. **Frederick Douglass**-- perhaps the most powerful speaker for abolition
 - Former slave
 - Broke the law by learning to read
 - Escaped to freedom in the North
 - Encouraged by Garrison and other abolitionists to describe his experiences at antislavery rallies
 - Risked being sent back into slavery by speaking before larger and larger crowds
 - Published his own anti slavery newspaper-- ***North Star***

- Former President John Quincy Adams took a stand against slavery
 1. Became a Congressman after he left the presidency and read antislavery petitions from the floor of the House of Representatives
 2. 1839-- Adams proposed a constitutional amendment to ban slavery in any new state joining the union
 - It was not passed
 3. Two years later (1841) spoke before Supreme Court nine hours on behalf of African captives on the slave ship ***Amistad*** and helped to free them

The Underground Railroad

- **The Underground Railroad**-- a system established by abolitionists to help people escape slavery
 1. Not an actual, physical railroad
 2. A network of people-- black, white, northerners, and southerners-- who secretly helped slaves reach freedom
- Working for the Underground Railroad was illegal and dangerous
- **“Conductors”**-- led slaves from one “station” to the next
 - **“stations”**-- homes of abolitionists, churches, caves
- Supporters
 1. Helped by donating clothing, food, and money to pay for passage on trains and boats
 2. Many risked their own lives to help runaway slaves
 - **Levi Coffin**-- an Indiana Quaker, helped more than 3,000
- **Harriet Tubman**
 1. Escaped slavery herself
 2. Led more than 300 people to freedom through the Underground Railroad

3. Nicknamed the Black Moses = helped set her people free
 4. Made 19 trips to the south to rescue slaves
 5. She told Frederick Douglass she “never lost a single passenger”
 6. Slave owners offered a \$40,000 reward for her capture (huge amount then)
- Each year, hundreds of slaves escaped to the North or Canada on the Underground Railroad
 - Maybe up to 50,000 total escaped this way

Opposing Abolition

- Northerners profited (made money) from the existence of slavery
 1. Northern textile mill owners and merchants relied on cotton produced by southern slaves
 2. Northern workers feared freed slaves might come North and take their jobs
- These fears sometimes led to violence against abolitionists
 - 1835-- William Lloyd Garrison was dragged through Boston streets with a rope around his neck
- Southerners went on the offensive as support for abolition grew stronger
 1. Georgia offered \$5,000 reward for the arrest and conviction of Garrison for libel
 2. Southerners in Congress had a “gag rule” passed that blocked discussion of antislavery petitions
 - John Quincy Adams fought to repeal the gag rule, but it didn’t work

Chapter 12, Section 3 Notes: “A Call for Women’s Rights”

The Struggle Begins

- In 1820, women’s rights were limited
 1. Women could not vote
 2. Women could not serve on juries
 3. Women could not attend college
 4. Women could not enter professions like medicine or law
 5. Married women could not own property
 6. Married women could not keep their own wages (money earned from a job)
- **Sojourner Truth**
 1. She was born a slave
 2. She was illiterate (could not read or write)
 3. Despite limitations, she was a public speaker-- her words inspired crowds
 4. She was a voice for enslaved African Americans and women
- **Lucretia Mott**
 1. She worked in the the abolition movement
 2. She had organizing skills and public speaking abilities most other women at that time did not
 3. This was because she was a Quaker
 - Quakers allowed their women to take on public roles that other religions did not allow

Seneca Falls Convention

- **Seneca Falls Convention** = convention to advance women’s rights
 1. “to discuss the social, civil, and religious rights of women”
 2. Met at Seneca Falls, New York
 3. Summer of 1848

4. Organized by **Lucretia Mott** and **Elizabeth Cady Stanton**
- **Declaration of Sentiments**
 1. Written by Stanton
 2. Modeled after the Declaration of Independence
 3. Purpose-- demanded full equality for women in every area of life
 4. Stanton's argument-- "taxation without representation"
 - Women had to pay taxes to a government that did not allow them to be represented in that government or give them freedoms it gave to men
 - Call for Suffrage
 1. Stanton's argument was the beginning of a long battle for **women's suffrage**-- the right of women to vote
 2. Many opposed a call for women's suffrage be included in Declaration of Sentiments because it was so controversial that it might hurt their other causes
 3. Convention narrowly voted to support the demand for women's suffrage

New Opportunities for Women

- Political victories
 1. 1869-- **Susan B. Anthony** and **Elizabeth Cady Stanton** founded **National Woman Suffrage Association**
 - Right for women's suffrage made little progress at first
 2. Women's rights movement won some victories
 - Stanton and Anthony convinced New York to pass a law protecting women's property
 - Many other states followed by passing laws protecting women's property

→ Some states revised their laws to allow married women to keep their wages

- Education for Women

1. American schools emphasized education for boys

→ Would grow up to be voters, citizens, and professionals

→ Girls rarely studied advanced subjects like math and science

2. The **Troy Female Seminary**

→ Academy founded in Troy, New York in 1821 by **Emma Willard**

→ It became the model for girls' schools everywhere

→ Many female reformers attended this school

3. **Mount Holyoke Female Seminary**

→ Opened in Massachusetts in 1837 by Mary Lyon

→ First college for women in the US

→ It proved women could learn such subjects as Latin, geometry, and chemistry

- New Careers

→ Women made great strides in careers never held by women before

1. **Margaret Fuller**

- A. A journalist, scholar, and literary critic

- B. Her dad paid for her to have public speaking lessons (even though it was illegal for women)

- C. 1845-- She published *Women in the Nineteenth Century*

2. **Elizabeth Blackwell**

- A. Admitted to Geneva Medical College in New York

- B. Graduated first in her class

- C. First woman to graduate from a medical school

3. Maria Mitchell

- A. Astronomer
- B. First professor hired at Vassar College
- C. 1848-- She was the first woman elected to the American Academy of Arts and Sciences

Chapter 12, Section 4 Notes: “American Literature and Arts”

An American Culture Develops

- By the mid-1800s, American writers and artists beginning to
 1. Develop styles that reflected American optimism and energy
 2. Write about subjects that were uniquely American
- **Washington Irving** wrote two famous stories
 1. “The Legend of Sleepy Hollow”
 2. “Rip Van Winkle”
- **James Fenimore Cooper**-- wrote the novel *The Last of the Mohicans*
 - Stories like this helped American literature gain popularity in Europe
- **Romanticism**-- American artistic movement that placed greater value on nature, emotions, and imagination than on reason
- **Transcendentalism**-- a movement that sought (GOAL) to explore the relationship between humans and nature through emotions rather than through reason
 - Started by writers and thinkers in New England
- **Ralph Waldo Emerson**
 1. Considered the leader of the Transcendentalist Movement
 2. Questioned the value of material goods
 3. Believed nature reflected higher values of God more than wealth
 4. Promoted individualism
 5. Challenged people to use their “inner light” to guide their lives and change society
- **Henry David Thoreau**
 1. Took up Emerson’s challenge
 - Spent two years living in the woods at Walden Pond, living simply and meditating on nature
 2. Wrote *Walden* in 1854 based on his experiences

- **Emerson and Thoreau** shared a belief concerning right and wrong
 1. Believed individuals must judge right and wrong for themselves
 2. Believed in **civil disobedience**-- **Thoreau's** term that meant that people should disobey laws their consciences doesn't agree with
 3. **Thoreau's** ideas about civil disobedience and nonviolent protest influenced later leaders like Dr. Martin Luther King, Jr.

Flowering of American Literature

- **Herman Melville and Nathaniel Hawthorne's** writings reflected their fascinations
 1. With psychology
 2. With extreme human emotions
- **Louisa May Alcott**
 1. Famous for writing the novel *Little Women*
 2. Jo March, the main character in *Little Women*, was a "first" in American literature
 - To be presented as a believable, imperfect person, rather than a shining ideal
- Some writers explored America's past
 1. **Henry Wadsworth Longfellow**-- wrote two famous poems based on American history
 - "Paul Revere's Ride"
 - "The Song of Hyawatha"
 2. Some poets wrote poems that described and condemned slavery
 - **John Greenleaf Whittier**-- a Massachusetts Quaker
 - **Frances Watkins**-- an African American woman from Maryland

Art and Music

- After 1820, artists began to create a unique, American style, turning away from European themes

- Two themes of American painting
 1. Beauty and the power of nature
 - **Hudson River School**-- artists painted scenes of the Hudson River Valley and used their paintings to seek to stir emotions by reproducing beauty and the power of nature
 2. Everyday life
- **Stephen Foster**-- most popular songwriter of the 1800s
 1. Wrote "Camptown Races"
 2. Wrote "Old Folks at Home" (first line: "Way Down Upon the Swanee River...")

Chapter 13, Section 1 Notes: "The West"

What Was "The West"

- As the nation grew, Americans' idea of "the West" changed
 1. Early Americans thought of the land between the Appalachian Mountains and the Mississippi River as the western **frontier**-- land that forms the farthest extent of a nation's settled regions
 2. By the 1820s, much of that area had been settled
- As the population greatly increased, Americans began to look beyond the Mississippi River
- Three Main Regions
 1. The Great Plains
 - Area between the Mississippi River and the Rocky Mountains
 - Not many interested in settling there-- too much grass and dense sod to break up to farm
 - Farmers preferred to settle in the Northwest or Southwest for this reason
 - Was seen as a route to the Northwest and Southwest, and this affected settlement of the Great Plains
 2. The Northwest
 - Oregon Country (made up current states of Oregon and Washington)
 - Fertile land
 3. The Southwest
 - Known as Spanish Borderlands
 - Ownership moved from Spain to Mexico (won independence in 1820)
 - Land included CA, UT, NV, AZ, NM, TX, and half of CO

Mexican Settlements

- Spanish settlers were called **penisulares**
- Their American-born children were called **creoles**
- Spanish settlers, Africans, and Native Americans also intermarried
- Their children were called **mestizos**
- By the 1820s, this combination of ethnic groups created a distinct Southwestern culture
- Native Americans
 1. Spanish missionaries were determined to convert Native Americans to Catholicism
 2. Many Native Americans in the Borderlands were forced to live and work at the missions-- herded cattle, raised crops
 3. Thousands of Native Americans died from overwork or disease
 4. Spanish settlers and Native Americans exchanged language, food, and customs
 5. Southwestern architecture reflected the blending of cultures
 - General style of the buildings was European
 - Churches and other buildings were made of **adobe**-- a traditional Native American building material of sun-dried brick

Manifest Destiny

- By the 1840s, Americans strongly favored **westward expansion**-- extending the nation beyond its existing borders
- Adopted the term **Manifest Destiny**-- the belief that the United States was destined to extend from the Atlantic Ocean to the Pacific Ocean

Chapter 13, Section 2 Notes: "Trails to the West"

Traders lead the Way

- **Sante Fe Trail**

1. Blazed by **Captain William Becknell** who led a wagon train filled with merchandise

→ From Independence, Missouri to Sante Fe, New Mexico

2. Crossed rivers, mountains, and deserts

→ Created a busy international trading route

- Oregon fur trade

1. Further north, fur traders were making huge fortunes

2. **John Jacob Astor**

→ German immigrant

→ Sent first American fur-trading expedition to Oregon

→ Established the American Fur Company in 1808 at Fort Astor, now Astoria, Oregon

- **Mountain men**

1. Fur trade made Astor the richest man in the country

2. Trappers who supplied Astor were furs were called **mountain men**-- fur trappers of the Northeast

3. Mountain men traveled to Oregon to trap animals for furs, hoping to get rich

4. For most of the year, these trappers (**mountain men**) led isolated lives in a dangerous environment

→ They endured bitter cold, intense heat, attacks from wild animals

5. Once a year, they would bring their furs to a **rendezvous**-- a meeting where trappers would trade furs for supplies

Oregon Trail

- Missionaries
 1. **Marcus and Narcissa Whitman**
 - Set up mission in Oregon to serve the Cayuse Indians
 - The Cayuse mistrusted them-- partly because the Whitmans made little effort to understand Cayuse ways
 - The Cayuse became more hostile as more settlers arrived
 - 1847-- measles epidemic killed many Cayuse adults and almost all their children
 - Cayuse blamed the Whitmans and killed them and 12 other settlers
 2. More missionaries like the Whitmans went to Oregon
 - Their glowing reports about Oregon led many more easterners to make the journey west
 - Farmers sought the free and fertile land, mild climate, and plentiful rainfall
- On the Oregon Trail
 1. Stretched 2,000 miles from Missouri to Oregon
 2. Set out in spring and had to arrive in five months or risk slow death in the Rocky Mountains
 3. Hazardous trip
- Disease and accidents killed one in ten travelers
 4. Traveled in long trains of wagons for protection
 5. Wagons carried supplies; people walked
 6. Dust got into everything; clean water was hard to find
 7. 1840-1860: Despite hardships, more than 50,000 people reached Oregon

- Life in the West
 1. Pioneer life was filled with hardships
 - Had to use hand tools to clear the land and to farm
 - Endured disease, accidents, and natural disasters
 2. Women in the West worked alongside the men to make farm a success
 - Their labor was necessary for the family's survival
 - This raised the status of western women and gave them greater equality in the West than in the East
 - In 1869, Wyoming Territory became the first place in the US to let women vote
 3. Native Americans and settlers
 - Native Americans in the southern part of Oregon usually got along with the white settlers
 - Native Americans in the northern part of Oregon were angered by the presence of strangers on their lands
 - Gold was discovered in northern Oregon in the 1850s and brought large numbers of white and Chinese miners there
 - War with the Native Americans there broke out in 1855
 - The US government had to intervene
 - Native Americans were forced to accept peace treaties

Chapter 13, Section 3 Notes: "Conflict With Mexico"

Texas Wins Independence

- 1820--- Spanish governor of Texas
 - Gave land grant to **Moses Austin** to start a colony in Texas
- **Stephen Austin**
 1. Son of Moses Austin
 2. Led 300 Americans into Texas
- Mexico won independence from Spain but agreed to honor Austin's claim
 - In return, Austin and colonists agreed to become Mexican citizens and worship in the Roman Catholic Church
- Growing Conflict
 1. Thousands of Americans flooded into Texas (with many slaves)
 - They did not abide by agreement (set laws) made with Mexican government
 - a. Many were slaveholders, but Mexico had abolished slavery
 - b. Many were Protestant, but Mexico was Roman Catholic
 2. 1830--- Mexico banned further American settlers, but Americans continue to come into Texas
 3. Mexico tried to enforce laws banning slavery and requiring American settlers to worship in the Roman Catholic Church
 4. Mexico levied heavy taxes on American imports
- Declaring Independence
 1. Americans wanted more representation with Mexican government
 - Some Tejanos (Texans of Mexican descent) hoped for a democratic government

2. 1833--- **General Antonio Lopez de Santa Anna** became president of Mexico
 - Overturned Mexican constitution
 - Set up **dictatorship**--- one-person rule
 - Made it impossible for the democratic government Texans wanted
 3. 1836--- As a result, Austin urged Texans to
 - Declare independence from Mexico
 - Create the Republic of Texas
- Texans at War
 1. Santa Anna responded with force-- laid **seige** to the **Alamo**-- a mission in San Antonio where 185 Anglo-Americans (white) and Tejanos gathered
 - **seige**--- an attack in which one force surrounds a city or fort
 - Defenders of the Alamo held out for 12 days under cannon fire
 - Mexican forces overran the Alamo-- all the defenders were killed or executed
 2. The following April-- **Sam Houston**-- commander of the Texan forces
 - Led a small army in a surprise attack against Santa Anna's forces
 - Texans shouted, "Remember the Alamo"
 - He captured Santa Anna and forced him to sign a treaty recognizing Texan independence
 - Republic of Texas
 1. Sam Houston became president of the Republic of Texas
 2. He hoped the US would **annex**-- add on -- Texas to the US
 3. **Andrew Jackson** and **Martin Van Buren** refused to support annexation (didn't want the issues of adding a slave state-- could split the Union)

- Election of 1844
 1. US President **John Tyler** was in favor of annexation of Texas
 - But he wasn't nominated for a second term
 2. Whigs nominated **Henry Clay**
 - He hoped to avoid the issue
 3. Democratic candidate **James K. Polk**
 - Called for annexation of both Texas and Oregon as states
 4. Polk won the election
- Annexation
 1. Before Polk took office, Tyler asked Congress to vote to annex Texas
 - Texas annexed / admitted as a state in 1845
 2. President Polk negotiated a treaty with Britain to divide Oregon
 - Oregon was jointly held by Britain and the US
 3. Eventually, this territory became the states of Oregon, Washington, and part of Idaho
- Tensions with Mexico
 1. The annexation of Texas increased tensions with Mexico
 2. Mexico never formally recognized Texan independence
 3. The treaty Santa Anna was forced to sign set the Rio Grande river as the southern border of Texas
 4. The Mexican government claimed the southern border of Texas was the Nueces River-- farther to the north
 5. In reality, Texas never controlled the land between these two rivers
 - Setting the Rio Grande as the border between Texas and Mexico gave Texas a lot more land
 - President Polk put pressure on the Mexican government to accept this claim
 - Mexico refused

The Mexican-American War

- President **James K. Polk** knew Mexico needed money
 - He offered Mexico a money settlement for the Rio Grande border
 - He offered to buy California and New Mexico from Mexico
- Mexico was outraged
 - Refused the offer
 - Didn't want to **cede**--- give up-- more land to the US
- President Polk sent **Zachary Taylor** to settle the border issue
 - Hoping to provoke a Mexican attack
- Mexico saw it as an act of war
 1. Mexican troops ambushed an American patrol on the disputed land
 2. US Congress declared war on Mexico
- Opposition to War
 1. Many Americans supported the war with Mexico
 - Southerners and westerners were especially willing to go to war to get more land
 2. Many northerners, however, argued that Polk provoked the war and claimed he did it because he wanted to extend slavery
 3. **Abraham Lincoln**
 - Member of the House of Representatives at the time
 - Pointed out that the land dispute was not "American soil"
- Rebellion in California
 1. President Polk ordered **General Stephen Kearny** to invade and capture Sante Fe, New Mexico
 - From there, US troops could enter California

2. Before Kearny and his troops even reached California, settlers near San Francisco, California, had already started their own revolt against Mexico
 - Took up arms (weapons)
 - Raised a grizzly bear flag
 - Declared California an independent republic
 - **John C. Fremont**
 - bold young explorer
 - took command of the **Bear Flag Rebellion**
 - moved to join forces with Kearny's troops coming into California
 - Mexico had very little military presence in California
 - Fremont's forces quickly captured Monterey and San Francisco
 - Kearny's troops captured Sante Fe, NM, and San Diego, CA
 - There they united with naval units to occupy more of California
 - By early 1847, all of southern California was also under American control
- Invasion of Mexico
 - After a series of attacks, Santa Anna and his troops were forced into **Chapultepec**-- a stone palace above Mexico City
 1. There American troops defeated the Mexicans
 2. Santa Anna left Mexico
 3. US won the war
- Achieving Manifest Destiny
 1. 1848-- **Treaty of Guadalupe Hidalgo** formally ended the war
 - Recognized the annexation of Texas
 - US gained the **Mexican Cession**-- a vast territory made up of present-day California, Nevada, Utah, and parts of Wyoming, Colorado, Arizona, and New Mexico

→ In return, the US paid Mexico \$18 million

2. 1853-- the **Gadsden Purchase**-- US paid Mexico \$10 million for a narrow strip of present-day Arizona and New Mexico
3. Manifest Destiny had been achieved

US History 1 and Accelerated US History 1
Chapter 13, Section 4 Notes: “A Rush to the West”

The Mormons Settle Utah

- **Mormons--** members of the Church of Jesus Christ of Latter-day Saints (LDS)
 - (the name “Morman” comes from the “angel” Moroni:

The most common belief of adherents is that promoted by Joseph Smith, who said he translated ancient golden plates inscribed by prophets. Smith claimed the angel Moroni, a prophet in the Book of Mormon, directed him in the **1820s to a hill** near his home in Palmyra, New York where the plates were buried.)

(https://en.wikipedia.org/wiki/Origin_of_the_Book_of_Mormon.)
 - **“And no wonder, for Satan himself masquerades as an angel of light.”**
2 Corinthians 11:14
 - (This is a time that I wish we were at school so we could discuss this. I knew a couple of Mormon families who told me shocking, anti-biblical things that Mormons believe. I researched this and found these beliefs are taught in the LDS Church. Basically, their Jesus is NOT the Jesus of the Bible, but it is far worse than that.)
1. A **CULT-- NOT CHRISTIAN:**

(A cult according to the Word of God is any group of people that worship anything or anyone other than Jesus Christ, and [believe](#) anything contrary to His Word as found in the Bible. With that in mind, we must believe that anyone, who claims to know or preach that there is any other way to reach, or know God other than the Lord Jesus Christ is "THE ANTICHRIST" because this is what Jesus has told us in His word.)

(<https://www.eaec.org/cults.htm>)

2. Founded in 1830 by **Joseph Smith**-- a New York farmer who said that heavenly visions had revealed to him the text of a "holy" book called *The Book of Mormon*
- Seeking Refuge
 1. The Mormon Church grew quickly
 2. Some of their teachings placed them in conflict with their neighbors
 - Believed that property should be held in common
 - Believed in **polygamy**-- the practice of having more than one wife at a time
 3. Mormons were forced to move from New York to Ohio and then to Missouri
 4. By 1844, they settled in Nauvoo, Illinois
 - **Joseph Smith** was murdered there by an angry mob
 5. **Brigham Young**-- Mormon leader after Joseph Smith was murdered believed it was not safe for the Mormons to stay in Illinois
 - 1847-- led Mormons to Great Salt Lake Valley in the desert in Utah
 - Utah was still owned by Mexico at the time, not under US law
 - Utah was a safe haven for the Mormons
 - Conflict With the Government
 1. 1848-- Utah became part of US due to the Mexican Cession and became Utah Territory
 2. Three issues divided Mormons and the US federal government
 - Mormon Church controlled election process in Utah Territory, and non-Mormons had no say
 - Mormon Church only supported businesses owned by Mormons
 - Mormons practiced **polygamy**-- illegal in the rest of the Utah

3. After 40 years

- Congress passed a law that took away elections away from the Mormon Church
- Church leaders agreed to ban polygamy and stop favoring Mormon businesses

(There are splinter groups of the Mormon Church-- The FDLS, the Order, etc.-- that still illegally practice polygamy and only support their own businesses. An interesting source to check out is Life Time's *Escaping Polygamy* videos on YouTube)

The California Gold Rush

- Gold Is Discovered
 1. 1848-- **James Marshall**-- found a gold nugget while building a sawmill on John Sutter's land
 2. **John Sutter** tried to keep it a secret, but the news spread country-wide
 3. 1849-- California Gold Rush began
 4. 80,000 fortune seekers flooded California
 - Nicknamed **forty-niners**-- "people who came to California in search of gold"
 - Population zoomed from 14,000 to 100,000
 5. Many dug with picks and shovels
 6. Some panned in streams
 7. Gold above ground was quickly found
 8. Companies came in to mine gold found in deposits called **lodes**
- Water Rights
 1. **water rights**-- the legal rights to use the water in a river, stream, or other body
 2. In the gold fields, disputes over water rights were common

3. The law was often ignored
 - First person to reach a stream used as much water as he wanted
 - Disputes over water rights often exploded into violence
- Life in the Mining Towns
 1. Mining towns sprung up overnight
 2. They emptied just as quickly when gold was discovered elsewhere
 - Towns attracted miners and those wanting to make money off of the miners
 - Towns had a row of businesses with a saloon (bar) at the center
 - **vigilantes**-- self-appointed law enforcers
 - often punished people for crime illegally in order to impose some sort of order
- Role of Women
 1. Men outnumbered women 12 to 1
 - Mostly young men wanting to strike it rich
 2. Some women mined
 3. Many women found profitable work running boarding houses, restaurants, stores, etc.
- Drifting and Settling
 1. Few forty-niners struck it rich
 2. Many people drifted, searching for gold throughout the West
 3. Other miners gave up drifting and settled in the West permanently

California's Changing Population

- An Unusual Mix of People
 1. The Gold Rush brought enormous ethnic diversity
 - People came from Europe, Asia, Australia, and South America

2. By 1840, 40% of the population of California was foreign-born
 - European immigrants faced less prejudice than in the East
 - In some ways, mining societies were more democratic-- men in the gold fields had to rely on one another
- Chinese Immigrants
 1. China's economy was in trouble in the 1840s
 2. They heard there was "a mountain of gold" in California
 3. 45,000 Chinese men came to California
 - Most hoped to return home with enough money to take care of their families
 4. Chinese laborers faced prejudice
 - Generally not given high-paying jobs, but hired to do menial labor-- cooked, did laundry, etc.
 5. Worked hard
 6. Helped build railroads
 7. Worked on farms
 - African Americans
 1. Several thousand free African Americans lived in California by 1850
 2. They had their own churches and newspapers
 3. Many ran their own business
 4. They did not have equal rights
 5. They could not serve on juries
 6. Slavery did not take hold in California
 - Some southerners brought their slaves with them during the gold rush
 - Other miners objected to this

- Native Americans
 1. The gold rush brought them even more tragedy
 2. Miners swarmed into their lands in search of gold
 3. Vigilante gangs killed Native Americans and stole their land
 4. About 100,000 Native Americans, nearly two thirds of the Native American population of California, died during the gold rush
- Impact on Californios (original Mexican California residents)
 1. By 1850, only 15% of Californians were Mexicans
 2. Old ruling Mexican families (Californios) did not have a strong say in the new US territorial government
 3. When a new constitutional convention was held, only 8 of the 48 delegates were Californios
 4. Californio politicians could not stop the passage of laws that discriminated against their people
 - Levied a high tax on ranches and required rancheros (Californio ranch owners) to prove they owned their land
 - This was often difficult, since most had received their land grants from Spain or Mexico
 - By the time many Californios could prove ownership, they had to sell their land to pay legal bills

US History 1 and Accelerated US History 1
Chapter 14, Section 1 Notes: "Growing Tensions Over Slavery"

Slavery and the Mexican-American War

- Territory gained by the Mexican American War threatened to destroy the balance between slave states and free states
- **The Wilmot Proviso**
 1. 1846-- Representative David Wilmot of Pennsylvania proposed all slavery be banned in all territory of US acquired from Mexican-American War
 2. Did not pass Congress
 3. BUT South viewed it as North's attack on slavery
- An Antislavery Party
 - I. There were three political parties
 1. **Whig Party--** formed in 1824-- favored national bank, protecting tariffs, and strong central government
 2. **Democrats--** formed during 1824 by supporters of Andrew Jackson-- anti-national bank, believed in limited government; considered party of the people
 3. **Free Soil Party--** 1848-- some members of the Whigs and the Democrats joined forces against the spread of slavery; believed territory gained through the Mexican-American War should have NO SLAVERY
 - Formed because neither the Whig Party nor the Democratic Party would take a strong stand against slavery
 - Wanted territory gained in Mexican-American War be called "free soil", a place where slavery is banned
 - That's why they were called the Free Soil Party

- II. 1848-- Zachary Taylor elected President of the US
 1. A Whig
 2. Was a hero of the Mexican-American War

A Bitter Debate

- After discovery of gold in California, thousands rushed west
 1. California soon had enough people to become a state
 2. If admitted as a free state, would upset the balance between free states and slave states
- North's argument-- most of the state was above the border set forth in the Missouri Compromise, which would make it a free state
- South's argument-- will upset the free state / slave state balance and threatened to **secede**-- withdraw / leave the Union
- Other issues / debates
 1. North wanted slave trade abolished (ended) in Washington, D.C.
 2. South wanted Northerners to catch escaped slaves / **fugitives**-- runaway enslaved people
- 1850-- Senator **Henry Clay** of Kentucky
 1. Nicknamed the Great Compromiser for working out the Missouri Compromise
 2. Made a series of proposals in hopes of resolving issues dividing the North and South
- Senator **John C. Calhoun** of South Carolina claimed there were only two ways to preserve the South's way of life
 1. Pass a constitutional amendment to protect states' rights
 2. Secede from the Union
- Senator **Daniel Webster** of Massachusetts
 1. Supported Clay's proposal
 2. Called for an end to the sectionalism that was dividing the nation

US History 1 and Accelerated US History 1
Chapter 14, Section 2 Notes: "Compromises Fail"

The Compromise of 1850

- **Compromise of 1850--** series of bills based on Clay's proposal
 - To Please the North:
 1. California would be admitted as a free state
 2. Banned slave trade in the nation's capitol, Washington D.C.
 - To Please the South
 3. **popular sovereignty--** people in the territory or states would vote directly on issues instead of a representative doing so
 - Would be used to decide on issues of free or slave states coming into the Union
 4. **The Fugitive Slave Act--** allowed special government officials to arrest any person accused of being a runaway slave
 - No trial for the person accused
 - Based only on the word of slave owners or white witnesses
 - *** Caused Outrage in the North as people being accused of being fugitive slaves lost their freedom

Uncle Tom's Cabin

- **Harriet Beecher Stowe**
 1. Deeply affected / upset by the Fugitive Slave Act
 2. Daughter of an abolitionist minister
 3. Met many people who escaped from slavery

4. Decided to write “something that will make the whole nation feel what an accursed thing slavery is.”
- 1852-- **Harriet Beecher Stowe** wrote *Uncle Tom’s Cabin*
 1. A novel about kindly Uncle Tom-- enslaved and abused by a cruel master
 2. Became a bestseller in the North
 3. Shocked thousands who were originally unconcerned about slavery
 4. Turned slavery into a moral issue instead of a political issue
 5. Outraged the South-- said it wasn’t an accurate picture of the lives of slaves (but, tragically, it was)

The Kansas-Nebraska Act

- Proposed by Senator **Stephen Douglas** of Illinois
- A plan proposed to create two new territories-- Kansas and Nebraska
- Douglas want to see a railroad built from his home state of Illinois to the Pacific Coast
- To hook the South on the idea-- Douglas proposed that slavery would be decided by **popular sovereignty**
- Popular sovereignty would undo the Missouri Compromise
 1. Because voters would decide if the state would be a slave or free one
 2. Popular sovereignty would not abide by the borders established by the Missouri Compromise to determine if a slave would be a free or slave state
- The North was outraged by the Kansas-Nebraska Act
- The Kansas-Nebraska Act brought the nation closer to war

Bleeding Kansas

- Both proslavery and antislavery settlers flooded into Kansas within weeks of the passing of the Kansas-Nebraska Act

1. Each side was determined to get the majority when it came time to vote popular sovereignty-- whether the territory would be slave or free
 2. March 1855-- thousands of Missouri (a slave state) residents entered Kansas to vote illegally to select a territorial legislature
 3. Voter fraud occurred
 - Kansas had only 3,000 voters, but there were 8,000 votes!
 - Of the 39 legislators elected, only 3 did not support slavery
 4. Antislavery settlers refused to accept the results and held a second election
- Growing violence
 1. Kansas now had two governments, both claiming the right to impose their government on the territory
 2. Violence broke out in April when a proslavery sheriff was shot when he tried to arrest some antislavery settlers in the town of Lawrence
 3. He returned the next month with 800 men and attacked the town
 4. Three days later, **John Brown**, an antislavery settler from Connecticut, led seven men to a proslavery settlement in Pottawatomie Creek
 - They murdered five proslavery men and boys there
 5. This set off widespread fighting in Kansas
 6. Bands of proslavery and antislavery bands of fighters roamed the countryside, terrorizing anyone who did not support their views
 7. The violence become so bad Kansas was referred to as **Bleeding Kansas**
 - Bloodshed in the Senate
 1. Senator **Charles Sumner** of Massachusetts
 - The leading abolitionist senator
 - Denounced the proslavery legislature in Kansas in a fiery speech

- Attacked some of his Southern foes in that speech, singling out Andrew Butler, an elderly senator from South Carolina, who was not there that day

- A few days later, Butler's nephew, Congressman Preston Brooks, marched into the Senate chamber and beat Sumner with a heavy cane until he fell to the floor, bloody and unconscious

US History 1 and Accelerated US History 1
Chapter 14, Section 3 Notes: "The Crisis Deepens"

A New Antislavery Party

- 1854-- **Republican Party** formed
 1. Main goal-- STOP the spread of slavery into western territories
 2. Members came from split Whig Party, Democratic, and Free Soil political parties
 3. Quickly became a powerful force in politics
 4. 1856-- ran its first candidate for President-- **John C. Fremont**
 - He lost election; beat by **James Buchanan**

The Dred Scott Decision

- **Dred Scott--** an enslaved African American man owned by an army doctor
 1. He lived with the doctor in Illinois, then Wisconsin Territory-- slavery was illegal in both places
 2. They finally moved to Missouri-- a slave state
- **Dred Scott vs. Sanford Case**
 1. Scott sued for his freedom with the help of antislavery lawyers
 2. He argued he was free because he had lived where slavery was illegal
- The Court Decides-- Supreme Court **Chief Justice Roger B. Taney** wrote the decision that Dred Scott was not a free man for two reasons:
 1. Taney said Scott, being African American, was not a citizen = had no right to sue
 2. Taney said slaves were property
 - Property is protected by the Constitution
 - Just living in free territory didn't make him free

3. Taney wrote that Congress did not have the power to prohibit slavery in any territory
 - SO Missouri Compromise was unconstitutional
- Reaction / Result
 1. Supporters of slavery rejoiced
 2. Northerners were stunned
 3. Slavery could now spread throughout the West
 4. **Abraham Lincoln**-- then an Illinois lawyer, spoke out against the **Dred Scott Decision**

The Lincoln-Douglas Debates

- **Abraham Lincoln**
 1. Served on Illinois state legislature
 2. Elected to Congress-- House of Representatives for only one term
 3. Returned to Illinois to practice law
 4. Re-entered politics as a Republican with strong opposition to Kansas-Nebraska Act
 5. Rival of **Senator Stephen Douglas**
 - Douglas wrote the Kansas-Nebraska Act
 - Courted Mary Todd-- she chose to marry Abraham Lincoln
- A House Divided
 1. 1858-- Illinois Republicans chose Lincoln to run against Douglas for the Senate
 2. Lincoln gave a stirring acceptance speech in favor of the Union:
 - “A house divided against itself cannot stand...”
 - A reference to Matthew 12:25
 3. Lincoln never stated he wanted to ban slavery, but Southerners were convinced Lincoln was an abolitionist

- Debating Slavery
 1. Lincoln challenged Stephen Douglas to a series of public debates
 2. Both were running for election to the Senate in 1858
 3. Douglas
 - His position on slavery: strongly defended **popular sovereignty** (people of a state would decide whether they wanted their state to be a free or slave state)
 - Presented Lincoln as a “dangerous” abolitionist who wanted equality for African Americans
 4. Lincoln
 - Wanted to keep slavery out of western territories
 - Insisted that “there is no reason in the world why the Negro is not entitled to all rights enumerated (listed) in the Declaration of Independence, the right to life, liberty, and the pursuit of happiness.”

John Brown's Raid

- **John Brown** formed a plan to free slaves through a revolt
- Attacked Harpers Ferry, Virginia, and seized guns stored there by the US Army
- **Colonel Robert E. Lee** and his troops surrounded and captured Brown's group
- Brown was put on trial-- guilty of murder and treason
- Brown was hanged on December 2, 1859
- **John Brown's Raid** increased tensions between the North and the South
 - The North called him a hero
 - The South couldn't believe the North praised a man who wanted to lead a slave revolt

US History 1 and Accelerated US History 1
Chapter 14, Section 4 Notes: "The Coming of the Civil War"

The Nation Divides

- Election of 1860
 1. Republicans chose **Abraham Lincoln** as their nominee for President
 - His criticism of slavery during the Lincoln-Douglas Debates made him popular in the North
 2. Democratic Party Split in two
 - Southern Democrats wanted the party to support slavery in the territories
 - Northern Democrats refused to do so
 3. Northern Democrats Chose **Stephen Douglas**
 4. Southern Democrats chose **Vice President John Breckenridge** of Kentucky
 5. **Constitutional Union Party**-- formed by Southerners who hoped to heal the split between the North and the South
 - They chose **John Bell** of Tennessee
 - Bell promised to protect slavery and keep the nation together
 6. The election showed how fragmented the nation had become
 - Lincoln won every free state
 - Breckenridge won all but four of the slaveholding states
 - Bell won Kentucky, Tennessee, and Virginia-- all in the upper South
 - Douglas only won Missouri
 7. Lincoln won only 40% of the popular vote, but he received enough electoral votes to win the election

- The Southern States Secede
 1. Lincoln's election shocked the South-- felt Lincoln and Congress were against their interests-- especially slavery
 2. One Virginia newspaper expressed, "The honor, safety, and independence of the Southern people are to be found only in a Southern Confederacy."
 3. South Carolina was the first state to secede (leave the Union)
 - On December 20, 1860, at a special convention, they wrote a declaration dissolving South Carolina's union with the USA
- The Confederate States of America
 1. Six more states followed South Carolina in seceding
 2. Not all Southerners favored secession
 - Tennessee **Senator Andrew Johnson** opposed it
 - Texas **Governor Sam Houston** opposed it
 3. Early February, 1861-- leaders of the seven seceding states met in Montgomery, Alabama, to form a new nation called The Confederate States of America
 4. By the time Lincoln took office in March
 - The Confederate States of America had a written constitution
 - The Confederate States of America named Mississippi **Senator Jefferson Davis** as their President

The Civil War Begins

- March 4, 1861-- Abraham Lincoln became President of a nation facing the greatest crisis in its history
 1. In his inaugural address, Lincoln assured the seceded states that he meant them no harm
 2. He also warned them about continuing on the course they had chosen

3. Lincoln's assurance of friendship was rejected
 - The seceding states took over post offices, forts, and other federal property within their borders
 - Lincoln didn't know how to respond to this
- Fort Sumter
 1. Lincoln's most urgent problem was Fort Sumter
 - Located on an island in the harbor of Charleston, South Carolina
 - The fort's commander would not surrender it
 2. South Carolina authorities decided to starve the fort's 100 troops into surrender
 - They had been cut off from supplies since late December and couldn't hold out much longer
 3. Lincoln did not want to give up Fort Sumter, but he feared that sending troops there to defend it would cause other states to secede
 - Lincoln announced that he would send food to the fort, but the supply ships would not carry troops or guns
 4. Confederate leaders decided to capture the fort while it was isolated-- before supply ships could get there
 5. April 12, 1861-- Confederate opened fire on Fort Sumter
 6. After 34 hours, with the fort on fire, US troops surrendered
- Was the War Avoidable?
 1. The Confederate attack on Fort Sumter was the beginning of a long **civil war**-- a war between opposing groups of citizens of the same country
 2. The Civil War probably attracts more public interest today than any other event in American history
 - Americans continue to debate why the war took place and whether it could have been avoided

- In 1850, southerners may have been satisfied if they had been left alone
- By 1861, many Americans in both the North and the South came to accept the idea that war could not be avoided

US AND ACC US HISTORY 1: CHAPTERS 10 - 14 SUPPLEMENTAL YOUTUBE VIDEOS

Introduction/ Background to Begin Chapter 10

The Market Revolution: Crash Course US History #12 (time 14:10)

<https://www.youtube.com/watch?v=RNftCCwAol0&list=PL8dPuualJXtMwmepBjTSG593eG7ObzO7s&index=13&t=0s>)

Chapter 10, Section 1

US History / The American System: Course Hero US History #20 (time: 3:48)

https://www.youtube.com/watch?v=mhhHKiAwu-g&list=PLz_ZtyOWL9BTz7vrRCLbeSitcM-sGl2ht&index=21&t=0s

US History / McCulloch v. Maryland and Gibbons v. Ogden: Course Hero US History #21

(time: 3:53)

https://www.youtube.com/watch?v=nVr3qt4uiU0&list=PLz_ZtyOWL9BTz7vrRCLbeSitcM-sGl2ht&index=21

Chap 10 Sec 2

The History Machine: Latin American Independence (time: 1:41)

<https://www.youtube.com/watch?v=H1hSOdu2Qeg>

Monroe Doctrine-- History Channel (time 1:40)

<https://www.youtube.com/watch?v=2HUVkhMKYcY>

The Canadian Revolution: Explained (Short Animated Documentary) (time 3:41)

<https://www.youtube.com/watch?v=IK-NtT17qGo>

Chap 10, Sec 3

US History / Politics of the Jacksonian Era (time: 5:11)

https://www.youtube.com/watch?v=fE9qjcaAlbQ&list=PLz_ZtyOWL9BTz7vrRCLbeSitcM-sGl2ht&index=24&t=0s

Chap 10 Sec 4

U.S. History | American Indians in the Age of Jackson (time 7:04)

https://www.youtube.com/watch?v=geNJa0WNX6I&list=PLz_ZtyOWL9BTz7vrRCLbeSitcM-sGl2ht&index=24

Paul Revere and the Raiders “Indian Reservation” Song (1971) (time: 2:59)

<https://www.youtube.com/watch?v=QZ0gobSHgls>

Chapter 10, Section 5 AND Review of All of Chapter 10

Age of Jackson: Crash Course US History #14 (time: 15:04)

<https://www.youtube.com/watch?v=beN4qE-e5O8&list=PL8dPuualJXtMwmepBjTSG593eG7ObzO7s&index=15&t=0s>

Chapter 11, Section 1: "The Industrial Revolution"

The Industrial Revolution (18-19th Century) (time: 3:58)

<https://www.youtube.com/watch?v=xLhNP0qp38Q>

Eli Whitney: Father of American Technology - Fast Facts | History (time: 3:47)

<https://www.youtube.com/watch?v=qyvxFcMShNQ>

Child Labor in America: Industrial Revolution (time: 5:46)

<https://www.youtube.com/watch?v=j-fbnS6sSZA>

Chapter 11, Section 2: "The North Transformed"

David Shi on Civic Virtue and American Cities in the Nineteenth Century (time: 2:19)

<https://www.youtube.com/watch?v=SmPtwRHNY9Y&t=6s>

Communication:1800s (time: 2:35)

<https://www.youtube.com/watch?v=wqofcim2B4c>

Transportation in the 1800s (time: 1:21)

<https://www.youtube.com/watch?v=-BgdN4ENt90>

The European Wave - America's Immigration History | Part 3 (time 2:19)

<https://www.youtube.com/watch?v=k3nKgKswISA>

How Did White Northerners Treat Free Blacks in North (time: 1:45)

<https://www.youtube.com/watch?v=KZX411XPY8A>

ONE DAY BY ITSELF: Immigrants to America-Industrial Revolution (time: 48:09-- stop at 33:30-- when credits are shown. After this, it starts over for some reason.)

<https://www.youtube.com/watch?v=l-RtYNof5uM>

Chapter 11, Section 3: "The Plantation South"

Slavery - Crash Course US History #13 (time: 14:24)

<https://www.youtube.com/watch?v=Ajn9g5Gsv98>

U.S. History | King Cotton (time: 4:14)

<https://www.youtube.com/watch?v=ilouasmDmPg&t=40s>

U.S. History | Slavery in Antebellum America (time: 4:44)

<https://www.youtube.com/watch?v=XDdWcBHsLbc>

Chapter 11, Section 4: "The Challenges to Growth"

Episode 3-The National Road (time: 2:13)

<https://www.youtube.com/watch?v=bIGSm0L76Hs>

The Erie Canal (time 2:12)

<https://www.youtube.com/watch?v=BDVNx6i29cw>

What Was the Missouri Compromise? | History (time: 2:22)

<https://www.youtube.com/watch?v=68gi3C0A9Fo>

Chapter 12, Section 1: "Improving Society"

Religion (The 2nd Great Awakening) and Reform (Temperance) in 19th Century America
(time 7:23)

<https://www.youtube.com/watch?v=Jb-QovskkZ0>

American Reform - Education, Society, Religion (time: 3:59)

<https://www.youtube.com/watch?v=zHQ9vdC8T9E>

Chapter 12, Section 2: "The Fight Against Slavery" **DAY 1**

How Did the American Abolition Movement Begin? (time: 1:33)

<https://www.youtube.com/watch?v=S5plkW5UJqQ>

U.S. History | Abolitionist Movement (time: 3:32)

<https://www.youtube.com/watch?v=dYAtravaOlc>

The Underground Railway: A Brief History (time: 4:10)

https://www.youtube.com/watch?v=VksmOor_aLs

Chapter 12, Section 2: "The Fight Against Slavery" **DAY 2**

"Virtual Fieldtrip"-- Harriet Tubman Underground Railroad National Historical Park AND Harriet Tubman Museum

Harriet Tubman: A Maryland Story (time: 24:20)

<https://www.youtube.com/watch?v=7Mx6Jvkz6yA>

Frederick Douglass: From Slave to Presidential Advisor (time: 16:36)

<https://www.youtube.com/watch?v=z8vUM-I3NE>

Chapter 12, Section 3: "A Call for Women's Rights" **DAY 1**

Women in the 19th Century: Crash Course US History #16 (time: 13:10)

https://www.youtube.com/watch?v=fM1czS_VYDI

Chapter 12, Section 3: "A Call for Women's Rights" **DAY 2**

Sojourner Truth (time: 5:26)

<https://www.youtube.com/watch?v=-HHYT-2al4k>

Sojourner Truth Speech of 1851, "Ain't I a Woman" (time: 4:14)

<https://www.youtube.com/watch?v=XilHJc9IZvE>

Chapter 12, Section 4: "American Literature and the Arts"

Transcendentalism and the Hudson River School [An American Culture of Our Own]

(time: 4:36)

<https://www.youtube.com/watch?v=BPoR2IAwh1I>

Romantic Spirits: Nineteenth-Century Paintings from the Johnson Collection

(time: 2:56)

<https://www.youtube.com/watch?v=VGMKU2MuCIQ>

Chapter 13, Section 1: The West

The Mission System | California History [ep.2] (time: 6:38)

<https://www.youtube.com/watch?v=RHfJGJCowds>

Westward Expansion & Manifest Destiny - LOA 2020 (time: 4:55)

<https://www.youtube.com/watch?v=1LcdcevNnvs>

Chapter 13, Section 2: "Trails to the West"

The American West 03 - Wagon Trails to the West (1849) - from Timelines.tv

(time: 9:19)

<https://www.youtube.com/watch?v=QsqpFul6aQQ>

Westward Expansion - The Settlers (time: 2:14)

https://www.youtube.com/watch?v=6THogF_3MdY

Chapter 13, Section 3: "Conflict With Mexico"

The Texas Revolution in 3 Minutes (time: 3:28)

<https://www.youtube.com/watch?v=r76FhmeKP2I>

U.S. History | Mexican American War (time: 3:40)

<https://www.youtube.com/watch?v=LPmEO3IKgFM>

Chapter 13, Section 4: "A Rush to the West"

U.S. History | California Gold Rush and Westward Expansion (time: 6:59)

<https://www.youtube.com/watch?v=qlbVolGkgqo>

Westward Expansion: Crash Course US History #24 (time: 12:43)

<https://www.youtube.com/watch?v=Q16OZkgSXfM&t=142s>

Chapter 14, Section 1: "Growing Tensions Over Slavery"

The Free Soil Party Explained (time: 6:41)

https://www.youtube.com/watch?v=he_DampwkCA

Clay, Calhoun, and Webster (PBS) (time: 4:06)

<https://www.youtube.com/watch?v=yrObEkQvqiw>

Chapter 14, Section 2: "Compromises Fail"

The Sectional Crisis in America [The Compromise of 1850 and the Kansas-Nebraska Act] (time 8:59)

<https://www.youtube.com/watch?v=Z05HrH1wsMo>

The True Story Behind 'Uncle Tom's Cabin,' The Book that Rocked Pre-Civil War America (time 7:23)

<https://www.youtube.com/watch?v=-CoO7KGXICE>

Chapter 14, Section 3: "The Crisis Deepens"

Sound Smart: Dred Scott Case | History (time: 2:30)

<https://www.youtube.com/watch?v=J0OW18plo8c>

Sound Smart: The Lincoln-Douglass Debates | History (time: 2:46)

<https://www.youtube.com/watch?v=LljCzkPasuk>

Slavery: John Brown Raid (time: 4:23)

<https://www.youtube.com/watch?v=FlorHCv5QDs>

COMBO OF CHAPTER 14, Sections 3 AND 4:

The Election of 1860 & the Road to Disunion: Crash Course US History #18

(time: 14:15)

<https://www.youtube.com/watch?v=roNmeOOJCDY&t=3s>

Chapter 14, Section 4: "The Coming of the Civil War"

Civil War Election of 1860 (time: 2:28)

<https://www.youtube.com/watch?v=TGg5uDYHEQA>

U.S. History | Secession and the Attack on Fort Sumter (time: 4:19)

https://www.youtube.com/watch?v=FFhwm80FKgl&list=PLz_ZtyOWL9BTz7vrRCLbeSitcM-sGI2ht&index=33