HOMEWORK
I. Read the Bailey Outline (Day 1-2)

(11) The Triumphs and Travails of Jeffersonian Republic
I. Federalist and Republican Mudslingers
   A. By 1800, the Federalists had earned themselves many enemies. First there were the Alien and Sedition Acts. Worse, Pres. Adams had opted against war, an unpopular move.
      1. One benefit was that the American navy had gotten a solid start. Adams ("Father of the American navy") had the navy built up, then wouldn't use it in war. The drawback was the appearance of wasting money.
   B. Alexander Hamilton even attacked Pres. Adams in a pamphlet. The pamphlet became public and Republicans used it against Adams.
   C. Federalists fought back with a smear-campaign of Jefferson. Federalists charged Jefferson robbed a widow of her trust fund, fathered mulatto children (which turned out to be true), and of being an atheist (he was actually a Deist).
II. The Jeffersonian “Revolution of 1800”
   A. Jefferson won the election of 1800 by an electoral vote of 73 to Adams' 65.
      1. Oddly, Adams got more popular votes, but Jefferson won the swing state of New York thanks to the dealings of Aaron Burr.
      2. Also, due to a technicality, Jefferson and Burr actually tied. Burr was supposed to be Vice-President, but the way the electoral balloting system was set up officially got him 73 electoral votes for president also. How was the tie to be broken?
         a. The Constitution puts such a situation into the hands of the House of Representatives where each state gets one vote.
         b. The House voted, and got another tie, some 30+ times! The deadlock occurred because many Federalists disliked Jefferson terribly, so they voted for Burr as the lesser-of-two evils.
         c. After months, since a new president was needed quickly, a few votes were changed and Jefferson was elected. The change was at the urging of Alexander Hamilton and John Adams who knew that a Burr victory would be blamed on Federalists and thus doom their party.
   B. Jefferson's election is called the "Revolution of 1800" for two main reasons…
      1. There was a peaceful exchange of power between two parties in a major nation. This was a historic first for the U.S. and the world.
      2. The Republicans were something of the "people's party" and, through Jefferson, the people sort of entered the White House.
III. Responsibility Breeds Moderation
   A. Jefferson was inaugurated in March of 1801. Washington D.C. was a brand new, woody, country capital.
   B. Jefferson's inaugural address stressed moderation between Republicans and Federalists.
      1. His goal was to soothe Federalists fears by saying, "We are all Republicans, we are all Federalists."
      2. He also outlined his foreign policy by saying, "...honest friendship with all nations, entangling alliances with none." After the mistake of the Franco-American alliance, the U.S. was learning lessons.
   C. Jefferson proved to be very unconventional.
      1. He was a sloppy dresser and frugal.
      2. He made a point of not being or appearing aristocratic, the way the Federalists might have done things.
         a. He wore simple worker's clothes.
         b. He rode around Washington horseback (as opposed to a carriage that he felt too royal).
         c. He seated guests at the White House in random order (as opposed to seating by "rank").
d. He started the tradition of reporting to Congress through a clerk (rather than himself which he felt too pompous).

D. There were two Jeffersons…
   1. First, the scholarly philosopher.
   2. Second, the politician who learned that theories don't always work out cleanly in real life.

E. Jefferson stayed true to his theme of moderation while in office. Many Republicans wanted him to "clean house" after the Federalists; he didn't. He felt it would be counter-productive for one president to try and undo everything the prior one had done, even if he disagrees.

IV. Jeffersonian Restraint
A. Jefferson did make a few "un-Federalist" actions. He hated the Alien and Sedition Acts and wanted to undo them.
   1. He pardoned those who’d been convicted under the Sedition Act.
   2. He got the residency requirement to become a citizen moved back to 5 years from the 14 that the Alien Act had set.
   3. He also removed the excise tax on whiskey thinking it unfair. The drawback here was not getting the $1 million per year in revenue.

B. The Secretary of the Treasury Albert Gallatin was very capable at budgeting the nation. Despite little income, he managed to balance the budget and reduce the debt.

C. Aside from the excise tax, the rest of Alexander Hamilton's programs were left untouched by Jefferson (even though he disliked them).

D. Jefferson's moderation showed that one party's loss would not be the end of the nation. This helped solidify the two-party system.

V. The “Dead Clutch” of the Judiciary
A. Although voted out of the White House, the Federalists had one last trick up their sleeves…
   1. They passed the Judiciary Act of 1801 which created 16 new federal court districts.
   2. Then, in his last hours as president, John Adams packed the federal courts with "midnight judges". The goal was to pack the federal government with Federalist judges, who serve for life, and thereby sustain the Federalist influence.

B. Supreme Court Chief Justice John Marshall proved to be a strong and lasting supporter of Federalist causes—mainly to strengthen the federal government.

C. The first major Supreme Court case was Marbury v. Madison in 1803. The technicalities of the case involved a judge (Marbury) not being appointed to a bench by Sec. of State Madison, then Marbury appealing to get that appointment. The technicalities are really unimportant. The importance of Marbury was…
   1. For the first time, the Supreme Court struck down a law as unconstitutional.
   2. This act is called "judicial review"—the power of the Court to review the constitutionality of laws and keep or strike them. This is the Courts supreme power.

D. After Marbury, the Republicans were out for blood. They set their sights on Supreme Court justice Samuel Chase. Chase was a strong Federalist and a bit of a loud-mouth—a perfect target for Republicans.
   1. The Republicans in the House voted to impeach Chase for "high crimes and misdemeanors" (as the Constitution prescribes).
   2. But, in the Senate trial, it became clear there were no crimes or misdemeanors, just loud-mouthing. Chase was not kicked off the Court.
   3. This failure to oust a justice showed that the judicial branch truly was independent of the other two branches.

VI. Jefferson, a Reluctant Warrior
A. Jefferson's nature was toward being a "peace-president" rather than a "war-president."
   1. Hailing from the revolutionary days, he distrusted large, standing armies—they could be used against the people themselves. He preferred armies that were called to duty when needed, like the militia.
   2. He downsized the military to only 2,500 soldiers. The navy, though less worrisome, was almost nothing. Jefferson thought it was pointless since the U.S. was not at war.

B. Issues in the Mediterranean Sea changed Jefferson's mind.
1. In the Med. Sea, North African "Barbary Pirates" were pirating American (and European) ships.
2. Back in the Federalist days, the U.S. felt it simpler to pay off the Barbary Pirates "tribute" or "bully money" to not harass U.S. ships. This was both more convenient than fighting but also somewhat embarrassing.
3. Then, the pasha of Tripoli cut down the American consulate's flagstaff in a sign of warfare. Peaceful Jefferson had had enough.
   a. Jefferson sent the navy to the "shores of Tripoli." Their sea-to-land amphibious expedition spawned the Marines Corps.
   b. The most famous incident involved Stephen Decatur and his men when they daringly re-captured the ship Intrepid.
   c. The U.S. military took care of business and got a treaty formed. It paid $60,000 as ransom to free prisoners. But, the Barbary Pirate days were over.
C. After the Tripolitan War, as it was known, Jefferson decided to strengthen the navy after all. But, he wanted small, fast, and cheap gunboats, not ships. He had about 200 gunboats built. Later, this would prove to be a waste—for a navy, warships were better than toy boats.

VII. The Louisiana Godsend
A. In 1800, Napoleon got the king of Spain to hand over Louisiana to France. The "right of deposit" (the right to go down the Mississippi River) that the Pinckney Treaty gained was then revoked.
B. Now, powerful France was next-door again and the Ohio Valley was essentially isolated west of the mountains. Jefferson had a problem on his hands.
   1. Jefferson sent Robert R. Livingston to France in attempt to make a deal. Livingston could offer up to $10 million to buy a small piece of Louisiana—enough to get down the river to the Gulf of Mexico.
   2. France's counter-offer asked if the U.S. would like to buy all of Louisiana for $15 million. This stunned the American delegates and they couldn't refuse the deal.
      a. As to why did France sell it? There were two reasons…
         1. An uprising in Haiti led by Toussaint L'Overture made Napoleon decide the troubles in America weren't worth it.
         2. Napoleon was planning war on Europe, knew he'd not be able to hold it anyway, and needed quick cash.
C. With news of the purchase, Jefferson was put in a dilemma…
   1. On the one hand, his delegates had (a) only been authorized to spend $10 million and (b) a strict interpretation of the Constitution (which Jefferson liked to do) meant the president really didn't have the power to buy lands from foreign nations.
   2. On the other hand, this was just too good of a deal to pass up! It'd double the size of the country for little more than they were willing to pay for a city.
D. Jefferson wrestled with the issue, especially the Constitutional part of it, but practicality took over—he made the purchase anyway by sending it to the Senate which quickly passed it.
E. It's worth noting that the political parties each flip-flopped on this issue…
   1. Jefferson (and the Republicans) had normally been a strict interpreter of the Constitution, but he was now using a loose interpretation.
   2. Federalists, normally loose interpreters, took a strict interpretation and opposed the purchase. Federalist didn't want the new lands because they correctly foresaw that new lands meant new settlers, and that meant new states, which meant more farmers, and ultimately more Republicans.

VIII. Louisiana in the Long View
A. In one quick and bloodless move, the size of the U.S. had been doubled. The price amounted to about 3 cents per acre.
B. Jefferson's dream of nearly endless amounts of land for anyone who wanted to farm it seemed to be reality.
C. One problem was that the land was nearly entirely unknown. So, Jefferson sent Meriwether Lewis and William Clark on the famous "Lewis and Clark" expedition.
1. They traveled from St. Louis up the Missouri River to its headwaters, hiked over the Rocky Mountains, then traveled down the Snake and Columbia Rivers to the Pacific Ocean.
2. Along the way, their goals as set by President Jefferson were to (a) meet and befriend the Indians and (b) take notes of what they saw (animals, plants, land, etc).
3. Their 2 and a half year trek was recorded in Clark's journal and became one of history's greatest adventures.

D. Less well-known was Zebulon Pike who explored the Spanish-owned areas of the American Southwest.
1. He went into Colorado (hence Pike's Peak), then south into current New Mexico, Mexico, and Texas.
2. Although this was Spanish land at the time, it seems Pike was "scouting it out" for the future.

IX. The Aaron Burr Conspiracies
A. Aaron Burr had been Vice-President in Jefferson's first term. For Jefferson's second term, Burr was out. Burr then got into a couple of questionable schemes…
   1. Scheme #1 was for New York and New England (the Federalist stronghold) to break away from the rest of the country.
      a. Ironically, Alexander Hamilton ended this scheme when he revealed the plan to Jefferson. Burr challenged Hamilton to a duel, Hamilton reluctantly showed up to the fight, and Hamilton was killed.
   2. Scheme #2 had Burr heading west to the frontier.
      a. His goal, apparently, was to travel down the Mississippi River to the Missouri area, separate the western U.S. from the east, then create a new nation by invading Spanish lands.
      b. Jefferson heard of the plan, arrested Burr and charged him with treason.
      c. At Burr's trial the required two witnesses needed couldn't be drummed up so he was found not guilty. Still, his name was shamed and he slunk away in disgrace.

B. The lesson was that governing such a large tract of new land was tricky business. This would prove painfully true as the Civil War neared.

X. A Precarious Neutrality
A. In 1803, Napoleon plunged Europe into war.
B. For America, this was good news economically speaking. This meant that the U.S. could trade with either side in the war, sell them any of the things they needed, and make money all the while.
   1. America's free-reign of the sea was short-lived though. In 1805 British Adm. Horatio Lord Nelson's fleet won at the Battle of Trafalgar. This ensured that Britain ruled the seas.
   2. At the Battle of Austerlitz, Napoleon and the French won. This ensured that France ruled the land.
C. These events had nothing to do with America until…
   1. In 1806, London issued what was called Orders in Council. These rules stated that any foreign (U.S.) ship headed to France must first check-in at a British port for inspection.
   2. Likewise, France announced they'd seize any foreign ships entering British ports.
   3. America was stuck in the middle. And just to address the question, "How can they tell us what to do?" The answer is that their navy is stronger than the American navy.
D. The issue of impressment (kidnapping at sea) was even more troublesome.
   1. About 6,000 American sailors were impressed. Often they'd be knocked out with a club and when they awoke, they were scrubs on a British ship.
E. In 1807, the British ship Leopard attacked the American Chesapeake off of Virginia.
   1. The Leopard demanded men, then shot, and the wounded Chesapeake limped back to port.
   2. The British government apologized, but the effect was to energize the American people to call for war. Jefferson, the peace-maker, was slow to take up arms.

XI. The Hated Embargo
A. Jefferson felt that a shipping clash and war with England or France was coming. The only way to avoid this would be to impose an embargo (halt on exports). He mistakenly didn't see the impact such a shut-down would have on American merchants.

B. In 1807, the **Embargo Act** was passed. It forbade all exports to any nation, whether they were at war or not.
   1. New England was hit hardest by this act. Ships simply sat dormant in the harbors as the merchants went broke.
   2. The South and West were also hurt, though to a lesser degree, as their crops began to pile up.
   3. Not surprisingly, smuggling returned. This time things were smuggled *out* of the country rather than in.

C. In 1809, after much protest and seeing the results of having no trade, Congress repealed the Embargo Act. The logic was, "Why limit all trade when it's just England and France that we're worried about?" Congress then passed the **Non-Intercourse Act** which outlawed shipping to England and France *only*.
   1. This new act made sense, on paper. In reality however, this act had the same effect as the Embargo Act because America's #1 and #2 trade partners were Britain and France.

D. The embargo (and Non-Intercourse Act) were not successful.
   1. They failed due to excessive smuggling and to the fact that the British relied on America much less than Jefferson suspected.
   2. Essentially, the embargo hurt America without doing much good. With the money that was lost, the U.S. could have built a strong navy that might have dealt with the British navy on equal terms.

E. The embargo did have some unexpected benefits.
   1. It forced American industry to get going on its own. Ironically, this helped Jefferson's arch-enemy Alexander Hamilton who'd envisioned an industrial America.

XII. Madison’s Gamble
A. James Madison followed Jefferson to the presidency. Madison was small, bookish, and like Jefferson, a poor speaker.
B. The embargo was clearly *not* successful so Madison came up with **Macon's Bill No. 2**.
   1. This bill proposed to allow trade with other nations but also to exclusively reinstate trade with either England or France, whichever one pledged to drop its trade restrictions.
   2. Napoleon pounced on this opportunity and promised to drop restrictions and open trade with the U.S.
   3. He was being very self-serving however. His ambition was only to effectively turn America against England and to backstab America in the future if it then became convenient.
   4. Madison smelled some dishonesty but was trapped in his own proposal. Reluctantly, Madison went along with France.

XIII. Tecumseh and the Prophet
A. In 1811, Congress was different.
   1. Younger men had ousted older "submission men." The young Congressmen were from the West and South, and were fiery-tempered. The were called *War Hawks* since they pushed for war.
   2. Most noteworthy of these War Hawks was **Henry Clay**, a young Kentuckian, named Speaker of the House at age 34.
B. The War Hawks wanted the Indians cleared out of the west (the Ohio Valley) so whites could settle there without fear.
   1. Indian opposition was led by Shawnee brothers **Tecumseh** and the **Prophet**.
   2. They encouraged traditional Indian clothes and culture, urged Indians to *not* give up or sell their lands, and organized a coalition of Indians (which was very unusual).
   3. The brothers were considered a threat and in November of 1811 Indian governor **William Henry Harrison** attacked and defeated the Shawnee at the **Battle of Tippecanoe**. The Prophet was killed.
Lesson Plan

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a. This battle made William Henry Harrison a national hero and earned him the nickname of "Tippecanoe."
b. The battle also turned Tecumseh to join the British.
c. Notably, two years later William Henry Harrison would also kill Tecumseh during the War of 1812.

XIV. Mr. Madison’s War

A. By 1812, war was seen as inevitable. Madison asked Congress to declare war on England and they did in June of 1812. To answer the question, "Why did America go to War in 1812?"

B. ...in brief, America’s reasons for entering the War of 1812 were...
1. “Freedom of the seas”—The U.S. wanted the right to sail and trade without fear.
2. The possibility of land—The U.S. might gain Canada or Florida.
3. To resolve Indian issues—Americans were still upset about British guns being given to Indians (Battle of Fallen Timbers) and Indian attacks on the frontier.
4. On a theoretical level, fighting and defeating England would be make a major statement. America would have to be considered as an equal amongst other nations, rather than a scrappy upstart. This is why the War of 1812 is often called the "Second War for American Independence."

(12) The Second War for Independence and the Upsurge of Nationalism

I. On to Canada Over Land and Lakes

A. The War of 1812 was very divisive to America. Sections were staunchly for it or against it. Generally, the West and South were for the war, the Northeast was hotly against it.

B. In many ways, the war was very disorganized.
1. Loaded with naive ambition of easily gaining lands, the Americans attacked "On to Canada!" The attack was poorly planned and poorly executed by poor generals. The Americans lost.
   a. In hindsight, taking Montreal would have made the rest of the cities wither away.
   2. Instead, the Americans attacked Detroit, Niagara, and Lake Champlain, losing each battle.
   3. The Canadians did quite well. They defended their lands and even took the American fort at Michilimackinac on the northern area of the Great Lakes.

C. After these eye-opening defeats, the Americans had some successes...
1. Oliver Hazard Perry built a fleet of ships on the shores of Lake Erie. He then won a battle there and reported, "We have met they enemy and they are ours." This forced the Brits out of Detroit.
2. As they evacuated Detroit, William Henry Harrison's forces engaged and defeated the British at the Battle of the Thames. This is where Tecumseh was killed.
3. The British still planned to attack New York City via the Lake Champlain/Hudson River route. They assembled a sizeable force and headed down the lake. Young American Cpt. Thomas MacDonough engaged the British and, just before being defeated, turned his ship with cables to broadside and defeat the British. MacDonough's victory forced the British to halt their plan and thus saved New York and prevented New England from being severed from the nation.

II. Washington Burned and New Orleans Defended

A. The war then turned to the Chesapeake Bay area.
1. The British landed and ran off 6,000 Americans at Bladensburg and then marched to Washington D.C. The British burnt the new capital to the ground (including the White House and Congress).
2. The British then sailed to Baltimore but were stopped at Ft. McHenry. During the battle, Francis Scott Key wrote the Star Spangled Banner describing the battle and how the American flag stood throughout the night.
B. The war also moved into the South.
   1. The British targeted New Orleans—this put the entire Mississippi Valley in jeopardy.
   2. **Andrew Jackson** had just won against Indians at the Battle of Horseshoe Bend in Alabama. He assembled a 7,000 man mosaic of an army—sailors, soldiers, pirates, Frenchmen, militiamen, and black troops (this was unheard of at the time).
   3. The British had 8,000 regular troops and were over-confident. At the Battle of New Orleans, Jackson scored the victory in January of 1815—the largest battle of the war.
   4. News hit Washington D.C. the same time as news of the Treaty of Ghent ending the war. Oddly, the treaty had ended the war two weeks before the Battle of New Orleans. Still, Jackson was given credit for winning the war and instantly became a national hero.

C. The British navy was roused. It blockaded the American coast, landed and raided at will, and fouled up American fishing.

III. The Treaty of Ghent
   A. Delegates from both sides met in Ghent, Belgium to work out a peace deal.
   B. Bucked-up from victories, the British made bold demands. The British wanted an Indian buffer zone created, control of the Great Lakes, and part of Maine.
      1. The Americans rejected this proposal.
   C. Military failures made the British more acceptable to bargain.
   D. The Treaty of Ghent (Dec. 1814) was an armistice (a cease-fire) that ended the War of 1812.
      1. Both sides simply agreed to lay down their arms. No land or booty was given or taken.

IV. Federalist Grievances and the Hartford Convention
   A. Just prior to the end of the war, New England took action against the war itself. New Englanders had long been hurt by the trade restrictions and feuding with England. Some, the "Blue Lights", had even helped the British ships by warning them with lanterns.
   B. The Hartford Convention (Dec. 1814 to Jan. 1815) was organized. Delegates from Massachusetts, Connecticut, New Hampshire, Vermont, and Rhode Island met in Hartford, CT. New England's goal at the meeting was to decide what to do about the war.
      1. Their was some talk of secession.
      2. Officially, they (a) called for monetary help from Washington, and (b) wanted to require a 2/3 vote for an embargo, new state, or war.
      3. They marched to Washington to make their proposal but the timing was terrible. News of Jackson's victory at New Orleans, then the end of the war, made them look like unpatriotic crybabies.
      4. Also, this was one of the last spikes in the Federalist coffin.

V. The Second War for American Independence
   A. The War of 1812 in reality was just small piece of a larger European war. Whereas Napoleon had invaded with 500,000, Madison had invaded with 5,000.
      1. The importance of the war came in what the Americans won...respect. America showed it'd fight at the drop of a hat, even against the strongest nation in the world, and go toe-to-toe. Although the U.S. didn't win land or money, it won credibility in other nation's eyes.
   B. There were other side-effects of the war...
      1. The Federalist Party was all but done.
      2. New war heroes had emerged—Andrew Jackson and William Henry Harrison would both become president.
      3. There was an upsurge of patriotism and sense of national pride. The feeling of national unity was at its highest point yet.
   C. Canada (a British colony) felt that England had let them down. They feared another American attack and wanted the Indian buffer zone that didn't occur.
      1. The Rush-Bagot agreement (1817 between the U.S. and England limited both sides' naval power on the Great Lakes. Canada was nonplussed again.
         a. 1. This treaty showed that England and the U.S. were getting along fine. Eventually, the world's longest unfortified border (5,527 miles) would exist between the U.S. and Canada.
Lesson Plan
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D. When Napoleon lost at Waterloo, Europe went back to its old days. For America, Europe was off of her back and Americans began to focus on America and to look westward.

VI. Nascent Nationalism
A. Nationalism was born after the war in many forms...
1. American writers emerged in Washington Irving (Rumpelstiltskin and The Knickerbocker Tales such as The Legend of Sleepy Hollow) and James Fenimore Cooper (The Leatherstocking Tales which included The Last of the Mohicans). These men wrote stories or fiction set in America. Previously, American writings had been political pieces (like Common Sense) or practical writings (like Poor Richard's Almanack), not fiction.
2. Also, the North American Review was first published in 1815. Histories were being written by American, not European, authors. And painters began painting American landscape scenes (not mimicking European art).

B. Washington D.C. was reborn after being burnt, the military was strengthened.
C. Stephen Decatur, the hero at Tripoli in the Barbary Coast skirmishes, made a famous toast saying, "Our country! In her intercourse with foreign nations may she always be in the right; but our country, right or wrong!"

VII. "The American System"
A. After the war, England began to swamp America with cheap goods. This struck hard at America's infantile industry.
1. Congress responded by passing the protective Tariff of 16. It assessed a rate of 20-25% on imports and was America's first tariff.

B. Henry Clay, Speaker of the House, initiated the American System—an economic plan for the country. It had three proposals...
1. A strong banking system.
2. Set up a protective tariff to boost American industry.
3. Build a strong transportation network of roads and canals.
   a. 1. The nation's poor transportation network had been painfully visible during the War of 1812.
   2. Essentially, the West would be connected to the East. The South didn't care for or need roads as they used their river systems to ship goods to market.

C. When Clay asked for federal money for "internal improvements" (building roads, canals, etc.) many people balked. Pres. Madison vetoed the bill.
1. The opponents' complaint was that since these things were not in the Constitution, they should be left up to the states (10th Amendment). They took a "strict constructionist" approach.
2. This foreshadowed future similar disputes and even the debate over slavery.

VIII. The So-called Era of Good Feelings
A. James Monroe was elected president in 1816. The Federalist party vanished. This was called the Era of Good Feelings because...
1. There was only one political party (Republicans)—supposedly, the nation was united rather than split.
2. There was an upswing of nationalism after the war.

B. However, seeds of sectional troubles were planted, such as...
1. The South did not like the tariff saying it only benefited the North and made the South pay higher prices.
2. The South disliked the internal improvements linking the North and West. The South didn't see any benefits in paying taxes for roads and canals in other states.

IX. The Panic of 1819 and the Curse of Hard Times
A. An economic panic struck in 1819. This quieted the "Good Feelings" as hard times set in.
1. The cause of the panic was over-speculation in land. Notably, over-speculation, or buying too much on credit, caused nearly every panic in the 1800s and the Great Depression.

2. The results of the panic were bankruptcies, companies going out of business, unemployment, people losing their farms, and deflation (drop in prices).

B. The 1819 panic started an almost predictable chain of panics or recessions. An economic panic occurred nearly every 20 years during the 1800s (1819, 1837, 1857, 1873, 1893).

C. The West was hit the hardest by the panic.

1. When the Bank of the U.S. felt the strain of the panic, they called in loans to western "wildcat" banks. They went bankrupt, farmers lost their farms, and the B.U.S. was blamed.

   a. This distrust of eastern banks was the birth of the Jacksonian democracy.

2. The number of debtors in debtor prisons rose as well.

X. Growing Pains of the West

A. By 1819, nine frontier states had joined the original 13. They'd mostly been admitted alternately, slave state then free state, etc.

B. The American urge to move westward and cheap land fueled "Ohio Fever." The reasons for the expansion were…

1. The need for new and better soil. Farmers back east had mostly engaged in "land butchery" where they farmed the land until it was sterile, then moved on.

2. Transportation also made travel easier.

   a. Better roads existed, namely the Cumberland Road to Illinois.

3. The Land Act of 1820 allowed buyers to purchase 80 acres at $1.25 per acre (as a minimum).

4. "Wildcat banks" gave easy credit. The banks printed their own paper money then lent it out liberally to anyone wanting to buy land.

XI. Slavery and the Sectional Balance

A. Also in 1819, Missouri wanted to become a slave state. This created a problem—the equal balance of slave-free states would be tipped to the pro-slavery side. The northern states would not have this.

   1. In the House, the Tallmadge Amendment was put forth to limit slavery in Missouri. It proposed that (a) no more slaves be allowed into Missouri and (b) that slaves born to Missouri slave parents would gradually emancipated.

   2. This amendment was voted down in the Senate where southern states had an equal vote (thanks to the slave-free balance).

B. From the southern perspective, the Tallmadge Amendment was seen as a possible tip of the iceberg. Southerners thought, "Next, perhaps northerners will try to liberate all of the South."

C. The other southern worry centered on population—the North was growing much larger than the South. This meant northerners outnumbered southerners in the House. Even still, southerners had equal representation in the Senate and therefore could halt any unwanted bills.

XII. The Uneasy Missouri Compromise

A. Missouri's road to statehood was blocked. The Missouri Compromise broke the deadlock by agreeing…

   1. Missouri would be admitted as a slave state; Maine would be admitted as a free state. (The balance moved from 11 free states and 11 slave states to 12 and 12).

   2. Regarding future slave land, an east-west line was drawn at 36°30'. All new states north of the 36°30' line would be free, new states southward would be slave.

B. As a true compromise, both sides gained something, both sides gave up something.

C. The compromise worked for about 26 years. Then, new lands acquired from Mexico opened the question of what to do about the "peculiar institution" (slavery).

D. 1820 was an election year. The Panic of 1819 and dispute over Missouri should've doomed Pres. James Monroe. But, the Federalists were so that he won a resounding re-election.
XIII. John Marshall and Judicial Nationalism
A. During the "Era of Good Feelings," a political tug-o-war was being waged in the Supreme Court between the federal and state governments. Who would win was unclear and depended on the Supreme Court's pattern of decisions.
   1. The court's leader, Chief Justice John Marshall, was a federalist in his philosophy and therefore leaned to the strong federal government side.
B. McCulloch vs. Maryland (1819)—The "Elastic Clause Case."
   1. Details: Maryland tried to tax the Bank of the U.S. Chief Justice Marshall invoked Hamilton's "implied powers" and declared the B.U.S. constitutional.
   2. Importance: The Elastic Clause was officially recognized and used. The Constitution had been written in more general terms rather than specific, and therefore could be interpreted rather than read strictly verbatim. Score one point for the federal government, zero for the states.
C. Cohens vs. Virginia (1821)—The "Lottery Case."
   1. Details: The Cohens family sold lottery tickets in Virginia, which was illegal by state law. They argued that there was a federal law saying it was legal. Which law applied?
   2. Importance: The Supreme Court showed it had the power to review state court decisions (in cases involving the powers of the federal government). Two points for the federal government, zero for the states.
D. Gibbons vs. Ogden (1824)—The "Steamboat Case."
   1. Details: Robert Fulton had invented the steamboat and hired Gibbons to pilot the boat along the Hudson River. New York had awarded them monopoly rights to do so. Ogden infringed on the monopoly and ran his own boat, was prosecuted and convicted.
   2. Importance: The Supreme Court said New York was wrong to award a monopoly because the Constitution says that only Congress can regulate interstate trade, not the states. Federal government 3, states 0.

XIV. Judicial Dikes Against Democratic Excesses
A. Fletcher vs. Peck (1810)—The "Land Scam Contract Case."
   1. Details: After being bribed, Georgia gave away millions of acres along the Yazoo River. A contract was made. Later, when the people found out about the corruption, a state law was passed revoking the contract. Would it stand?
   2. Importance: The Supreme Court said a contract is a contract and the Constitution says it can't be broken by state laws. Federal government 4, states 0.
B. Dartmouth College vs. Woodward (1819)—The "College Charter Case."
   1. Details: This is very similar to the Fletcher case. Dartmouth College had been awarded a charter by King George III but New Hampshire revoked it. Alum Sen. Daniel Webster argued the case saying, "It is, sir, as I have said, a small college. And yet there are those who love it." Would the charter stand?
   2. Importance: The Supreme Court said the charter was a contract and, like Fletcher, states could not encroach on contracts. Federal government 5, states 0.
C. Tag-team of John Marshall presiding over the Supreme Court and Sen. Daniel Webster arguing won cases for the federal government over and over again.
   1. A clear pattern was emerging—the federal government and power was winning out over state government.
   2. Also, a clear pattern of worry was rising in the South. The South's worry was that the federal government would encroach on states' rights and ultimately on slavery.

XV. Sharing Oregon and Acquiring Florida
A. After the War of 1812 America was more of an international peer. Sec. of State John Quincy Adams vigorously ran and applied U.S. foreign policy.
B. The Treaty of 1818 was made with England over the Canada border.
   1. The treaty drew a border line at 49° from Lake of the Woods (MN) westward to the Rocky Mountains.
   2. The prosperous fishing waters of Newfoundland would be shared.
   3. For the time, Oregon would be jointly occupied.
C. Florida was becoming something of a headache to the American states.
1. The flag over Florida had changed frequently. Spain had regained control by the 18-teens. Also, Florida was home to run-away slaves and unpredictable Indians.

2. A rash of Latin revolutions swept through South America at this time as the spirit of liberty spread. Andrew Jackson decided to seize the moment.
   a. Jackson got the okay from Congress to enter Florida, capture run-away slaves, and punish the Indians.
   b. Jackson took matters into his own hands and took over. A few leaders were hanged (Indian and English) and two Spanish posts were taken in the panhandle. The Spanish governor escaped.
   c. Although Jackson had over-stepped his orders, John Quincy Adams wasn't going to give up what was in his hand.
      a. The "Florida Purchase Treaty" was made with Spain. In it, (a) America paid $5 million and got Florida, (b) Spain gave up a claim to Oregon and America gave up a claim to Texas, and (c) the southern limit of Oregon was set at 42° latitude.

XVI. The Menace of Monarchy in America

A. After the chaos of the French Revolution Napoleon's empire, Europe wanted to get back to the old days of monarchy. They reasoned: democracy brought chaos, monarchy brought order.
   1. Steps were taken in Europe for the monarch and aristocrats to re-assert their control.
   2. This worried Americans—their reach just might come across the Atlantic to the Americas.

B. On this matter, Russia would be the European nation that first got America's attention.
   1. The Russians had a claim on the Pacific Northwest coast down to 51°. They were pressuring to assert their claim and had trading posts all the way down to San Francisco. This was a threat to America.

C. England was also scheming.
   1. London was clearly taking a maverick route and not cooperating with the continental European nations after the Napoleonic wars.
   2. Instead, British foreign secretary George Canning offered a deal the American minister in London. He proposed the U.S. and England make a statement they'd not grab any Latin American land. This statement would also warn any other European nations to also stay out of Latin America.
   3. The American representative deferred to President Monroe.

XVII. Monroe and His Doctrine

A. Looking at England's proposal, John Quincy Adams saw what might be a wolf in sheep's clothing. He wondered... "Why would the U.S. tie her hands for the future?" and "Why does the U.S. need to join England in this?"
   1. "Why would the U.S. tie her hands for the future?" One day, American interests just might be in Latin America.
   2. "Why does the U.S. need to join England in this?" The British navy would keep order in Latin America for British shipping whether the U.S. was with her or not.

B. It seemed clear for the U.S. to assert her newfound power and stand on her own.

C. The Monroe Doctrine (1823) asserted (a) European non-colonization of the Americas and (b) non-intervention.
   1. In other words, it told Europe that the days of colonization in the Americas are over. And, Europe should stay out of American affairs (North, Central, Latin, or South America). It was a "KEEP OUT" sign.
   2. The Doctrine was issued most directly in response to Russia. It was applied to all Europeans nations however.
   3. In return, Monroe said the U.S. would stay out of Greece's fight for democratic independence against the Turks.

XVIII. Monroe's Doctrine Appraised
A. Europe was not happy about the Monroe Doctrine. The upstart U.S. was speaking very boldly. Plus, although they'd been snubbed in their offer of going together with the U.S., the British navy would actually uphold the doctrine.

B. Latin Americans weren't enthusiastic about the doctrine. They understood the British navy supplied the muscle and that the U.S. wasn't being the good big sister, but looking out for her own interests.

C. The Monroe Doctrine had little effect at the time. But, in time, it grew in stature.
   1. The Russians had started drawing back even before the doctrine. The Russo-American Treaty of 1824 set the southern boundary of Russian land at 54° 40'.
   2. The doctrine was not law. One president could simply undo it, if desired, by taking a different course. But, it grew to become a basic American guideline for foreign policy.
   3. It had the good effect of showing American nationalism and exerting a new vigor. It had the bad effect of making Americans think they were isolated from European matters just because they said so.

(13) The Rise of Mass Democracy

I. The “Corrupt Bargain” election of 1824
   A. The election of 1824 was the last of the old-style politics. The big winner of this transformation was the common man. The political game would soon be changed. Specifically, the common white man as universal white manhood suffrage (all white men could vote) became the norm.
   B. The 1824 election was unique in many ways...
      1. There were four candidates, not two: Andrew Jackson of Tennessee, Henry Clay of Kentucky, William H. Crawford of Georgia, and John Q. Adams of Massachusetts.
         a. They all called themselves "Republicans."
         b. Three candidates were "favorite sons" for their section of the country. Henry Clay, as Speaker of the House and architect of the American System, considered himself not a sectional candidate but a national figure.
      2. Since the votes were spread out, no candidate got a majority of the electoral vote and won. Jackson got the most votes, but not a majority. Adams came in second, then Crawford, then Clay.
      3. The election went to the House who'd pick the president from the top three finishers, Clay was out. Crawford had health issues and was effectively out – it was Jackson or J. Q. Adams.
   C. Henry Clay, as House Speaker, was in a unique position to influence the vote. Jackson was Clay's main rival (they both were westerners) so Clay threw his support to Adams. Adams won.
      1. Adams later named Henry Clay to be Secretary of State. The ordeal looked sneaky and was thus called the "Corrupt Bargain."
      2. Jackson and his supporters claimed the politicians had made a deal to grab the White House from the people. This may be a stretch, and even if it did happen, it wasn't illegal but just the machine of politics at work.
   D. Corrupt or not, the 1824 election was a turning point. It energized the common man to get out and vote like he'd never done before.

II. A Yankee Misfit in the White House
   A. John Quincy Adams, like his father John Adams, was an puritanical Yankee. He was intelligent, respected, honorable, stern, tactless. As president, he was very able but somewhat wooden and lacked the “people’s touch” (which Jackson notably had).
   B. Adams stubbornly refused to remove public officials to make room for new ones. He removed only 12 people during his presidency.
      1. This frustrated party workers who'd expected a job. Why work to keep him in office? they wondered.
C. John Q. Adams pushed nationalist programs to build (a) roads and canals, (b) a national university, and (c) a national observatory.  
   1. The public was not excited. The South was already turning against internal improvements (roads, canals) and a national university or observatory would mean keeping the tariff going. These things were seen as an elitist waste of money. Most Americans were simple farmers, not scholars.

D. Pres. Adams tried to slow down the western land speculation. Although this was likely a wise move financially speaking, the West hated this. They'd grown accustomed to getting easy credit to easily buy land.  
   1. Down South, land was also an issue. Georgia wanted to kick out the Cherokee Indians. Pres. Adams wanted to deal justly with the Indians but the Georgia governor succeeded in keeping the federal government out.  
   2. Adams now had two sections lined against him: the South and the West.

III. Going “Whole Hog” for Jackson in 1828" 
A. Almost immediately after the corrupt bargain election of 1824, Andrew Jackson started campaigning for 1828. His theme was simple: the people had been swindled by the politicians, and he was the people's choice for 1828. 
B. The 1828 election was colorful, to say the least, and the mudslinging began.  
   1. Jacksonians swayed people against John Q. Adams by painting him as dishonest huckster (in reality, he was an honest and honorable man). They also claimed Adams had procured the services of a servant girl for a Russian tsar's lust.  
   2. Adams' supporters got ugly too. They said Jackson was crude, rude, prone to whiskey. They charged that Rachel Jackson was an adulteress. She'd been married prior to Jackson, then it was discovered that her divorce hadn't been finalized. The Jackson's quickly fixed the situation, but the words stung. Rachel Jackson died only one month after the election. Jackson blamed the death on the harsh words spoken and never forgave the speakers. 

C. The election itself was anti-climatic. Jackson won easily, 178 to 83 in the electoral vote. The votes split along sectional lines: the West and South for Jackson, the North for Adams. 

IV. “Old Hickory” as President 
A. Old Hickory personified the rising "New Democracy."  
   1. He was a westerner, tough, battle-scarred, rough-around-the-edges, half-educated and half-self taught, tall and lean.  
   2. He was America's first rags-to-riches story. He'd been born in a cabin in the Carolinas (we're not even sure if it was North or South Carolina, and both states still claim to be his home). His family moved to Tennessee and through hard work and strength of character, Jackson rose to own a plantation, and became a judge, congressman, general and a war hero.  
   3. Jackson was adored by his soldiers who gave him the nickname "Old Hickory" because of his toughness and loyalty.  
   4. He was the first president who'd been nominated by a convention. 
B. Jackson was passionate in everything. He was prone to choke up while speaking in Congress, he had a temper and was in several duels (he had a bullet lodged in his chest for life from dueling), and always "went all out" in whatever he did. 
C. At his inauguration gala he flung open the White House doors (the People's House) for all to come in and party. The party quickly got rowdy until the punch was moved outside and the crowd followed. To the wealthy, this was the mobocracy for real. 

V. The Spoils System 
A. President Jackson quickly started what was called the "Spoils System." The spoils system rewarded political party workers with government jobs. This meant government workers already in office had to be fired to make room for the new.  
   1. Many said this wasn't right and criticized the spoils system. They also claimed that the people he put into office had no qualifications.
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2. Jackson shot back saying, "To the victor belong the spoils." This meant that whoever wins the presidency can do as he pleases.
3. Jackson also argued that federal jobs weren’t offered on a for-life basis and that a little change is a good thing in a government.

B. Being the old military man, loyalty was everything. Jackson was loyal to the people who helped get him elected, and he wanted people underneath him that were loyal to him.
C. Despite the criticism, only one fifth of the federal employees were replaced. Later on, presidents would make clean sweeps of the executive branch.
D. Corruption also slid into the government.
   1. Some of the men were less-than-honorable yet were given jobs due to their help in the election.
   2. One Samuel Swartwout was put in charge of the customs duties at the port of New York. Nine years later he "Swartwouted out" and ran off to England; his accounts were $1 million short.

VI. The Tricky “Tariff of Abominations”
A. The tariff (tax on imports) became the hot issue in the 1820s and 30s. It nearly brought America to civil war before being worked out by compromise.
B. Congress had raised the tariff significantly in 1824, but wool manufacturers called for an even higher tariff.
C. Jackson and his followers hated the tariff. They felt it was a tool of the rich to get richer by jacking up prices that the poor would have to pay. Jacksonians planned to hike the tariff to the sky-high rate of 45%, thinking it would never pass. The plan backfired and sectional warfare began…
   1. New England liked the high tariff since it protected manufacturers. Daniel Webster (Mass.) became the North’s main spokesperson.
   2. Southerners, and Westerners, hated it because it drove up the cost of things that they purchased. John C. Calhoun (SC) became the South’s main spokesperson.
D. At about the same time, the South also struggled with slave rebellions.
   1. Denmark Vesey was a free black who led a slave rebellion in Charleston, SC in 1822.
   2. It was unsuccessful, but scared the southern whites to what might happen, especially in areas with an almost 1:1 white-to-black ratio like South Carolina.
   3. Also, Britain was moving toward abolition of slaves. The South felt the pressure and began considering secession and using the tariff as the issue.
E. John C. Calhoun secretly wrote the “South Carolina Exposition” that took the Virginia and Kentucky Resolutions to the next level. The Exposition said that the states, such as South Carolina, could nullify (or declare null and void) the tariff. This was a direct challenge to the federal government. Would the federal government allow states to pick-and-choose the laws they followed? Or would all federal laws be binding?

VII. “Nullies” in South Carolina
A. A showdown had developed between the federal government and the states.
B. Congress eased tensions with the Tariff of 1832 that removed the worst parts of the Tariff of 1828 (AKA Tariff of Abominations). Still, the principle of nullification was under question. South Carolina again led the nullification charge…
   1. "Nullies” sought the 2/3 majority needed in the SC legislature to nullify the tariff. They got the votes and SC officially voted to nullify the federal tariff.
   2. SC even threatened secession if Washington tried to impose the tariff over the nullification vote.
C. Andrew Jackson was not a president with whom to bluff or pick a fight. Jackson was the old fighter, dueler, and warrior.
   1. Privately, Jackson threatened to go to SC and start hanging the leaders. With any other president this would just be tough-talk; Jackson, however, just might actually do it.
   2. Publicly, he got the military ready. Civil war hung as a real possibility.
D. Henry Clay proposed a compromise which settled the situation.
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1. Clay's personal motives were to prevent his foe Andrew Jackson from scoring a victory.
2. Clay's compromise said that the tariff rate would be reduced by about 10% over 8 years. Despite debate, the compromise passed and violence was thwarted.
3. Congress also passed the Force Bill (AKA "Bloody Bill" in the Carolinas) authorizing the president to use force if necessary to collect the tariff.
E. Like a true compromise, the "winner" of the nullification crisis was unclear.
1. South Carolina and the states did not join behind the nullification cause like SC expected. But, South Carolina won in that, all by itself, it succeeded in driving the tariff down.
2. The federal government won in the sense that it got SC to abide by the tariff (Ie. SC repealed its nullification law).

VIII. The Trail of Tears
A. Westward expansion meant whites and Indians continued to bump into one another. Problems followed.
B. Since the 1790s, the U.S. policy was to gain Indian land only through treaty. These treaties were (a) sometimes questionably made and (b) often overlooked or broken.
C. Indian–White relationships varied…
1. There were attempts to assimilate Indians into white society, notably the Society for Progating the Gospel Among the Indians (est. 1787).
2. Some tribes readily adopted white ways they felt beneficial. The Cherokee of Georgia settled down to become farmers; largely accepted Christianity; Sequoyah devised a Cherokee alphabet so they could write; and the tribe soon set up a government with a legislative, executive, and judicial branch.
   a. Georgia challenged and revoked the Cherokee's right to rule themselves. The Cherokee appealed to the Supreme Court which supported the Indians, 3 times.
3. The Cherokee, along with the Creek, Choctaw, Chickasaw, and Seminole were called the "Five Civilized Tribes."
D. Pres. Jackson's policy on Indians was clear and simple–Indians and whites couldn't live together peacefully so the Indians were to be removed to the West. Notably, this was the general consensus of white America at the time. Ironically, Jackson also had a sort of "soft-spot" for the Indians. He felt they needed to be rescued (he'd even adopted an Indian) and reassured himself that their way-of-life might be preserved out West.
1. Oklahoma was the appointed "Indian Territory."
2. Indian Removal Act was passed by Congress making the relocation law and the Bureau of Indian Affairs was started to oversee matters.
   a. The military rounded up eastern tribes and drove them westward. Most infamous was the Trail of Tears where the Cherokee were forced to walk from their Georgia home to Oklahoma. The walk was miserable and fatal (4,000 out of the 15,000 died).
   b. Many Indians pushed back, such as (a) the Black Hawk War which saw the Sauk and Fox tribes of IL and WI crushed, and (b) Osceola leading the Seminoles until he was tricked and captured, although many Seminoles (and runaway slaves) fled to the Everglades of FL.

IX. The Bank War
A. Andrew Jackson held the common western view of a distrust in banks. Mainly, he distrusted the B.U.S., the Bank of the United States.
1. Jackson's view was that the B.U.S. was a tool of the rich to get richer at the poor's expense. Jacksonians felt that the rich used "hard money" to keep the common man down.
2. The B.U.S. minted "hard money" (actual metal money) which the wealthy preferred since it gave the economy stability. The farmers preferred "soft
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money" (paper money) that would lead to inflation, devalue the dollar, and make loans easier to pay off.

B. B.U.S. president Nicholas Biddle carried out bank policies of (a) coining hard money and (b) cracking down on western "wildcat banks" by calling in loans. He, and the B.U.S., was compared to a serpent that could grow multiple heads when one was cut off.

C. The B.U.S. was used as a political football…
   1. Although the B.U.S. charter didn't expire until 1836, Henry Clay and Daniel Webster started a re-charter bill in 1832. The goal was to have Andrew Jackson veto it (as expected) and therefore give himself a political black eye.
   2. The thought was that Jackson would be in a lose-lose situation…
      a. If he vetoed it…the North would be angry and would not vote for his re-election.
      b. If he signed it…the South and West would be angry because he'd gone to Washington and "sold them out" to big business. Either way, he'd be in trouble come election time in 1836.
   3. Congress passed it and Jackson vetoed the B.U.S. re-charter bill saying, "The Bank...is trying to kill me, but I will kill it."

X. “Old Hickory” Wallops Clay in 1832

A. In the 1832 election, it was Andrew Jackson for reelection being challenged by Henry Clay.
   1. Jackson again appealed to the common man and urged them to "Go the whole hog."
   2. Clay's slogan was "Freedom and Clay" but was criticized for his gambling, dueling, cockfighting, etc.

B. The 1832 election also brought some political firsts. All helped move America in a more democratic direction. The new things were…
   1. The emergence of a third party, the Anti-Masonic Party.
      a. The Masons or Freemasons were (and still are) a secret society. Due to its secret nature, questions, mystery, and a skeptical air swirled around them.
      b. The Anti-Masonic Party was made up of a mix of various groups that were joined by (a) dislike of the Masons and/or (b) dislike of Jackson (who was a Mason).
   2. The use of national nominating conventions. This meant that the people of each party nominated their candidate, not the "big whigs" in a backroom choosing a candidate for the people.
   3. The use of a printed party platform. This was done by the Anti-Masonic Party when they printed their positions on the issues. This would become the norm for all parties.

C. The voting was anti-climatic. Jackson was loved by the people and easily won, 219 to 49 in the electoral vote.

XI. Burying Biddle's Bank

A. Jackson could've waited until 1836 and the B.U.S. charter would've expired, but he was in a fighting mood and wanted to kill it right then. So…
   1. Jackson started withdrawing money from the B.U.S. and depositing it into local, "pet banks" or "wildcat banks."
   2. Nicholas Biddle fought back by calling in loans from the wildcat banks to the B.U.S.

B. The overall result was bank chaos, and often, bank foreclosure. Ironically, the common man, whom Jackson set out to defend, often lost his farm in the bank confusion.

C. Even though Jackson was largely at fault for the turmoil, from the common man's perspective, the B.U.S. and eastern big-whigs were to blame.

XII. The Birth of the Whigs

A. Jacksonians, officially the "Democratic-Republicans," began calling themselves simply the "Democrats." (This is the Democratic party we think of today.)
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B. A second party also formed, the **Whig Party**. The Whigs were a very diverse group, but they generally...
   1. Disliked Jackson (this was the main tie that bound them).
   2. Liked Henry Clay's American System, especially its internal improvements (building roads, canals, etc.).

C. By this time, the "Era of Good Feelings" was over (with its one political party) and America had a two-party system of politics.

XIII. The Election of 1836
   A. "King Andrew" was still very popular and he, in effect, chose his successor and the next president—**Martin Van Buren** as the Democratic candidate.
   B. The Whig Party was disorganized (due to its infancy and hodge-podge make-up).
   C. They nominated a favorite son candidate from each section in hopes of splitting the electoral vote, preventing anyone from getting a majority and winning, and thus throwing the election into the House of Representatives (like in 1824).
   D. Their plan failed as Van Buren, the "Little Magician" won 170 to 124 (all Whig votes combined).

XIV. Big Woes for the "Little Magician"
   A. Van Buren followed Jackson's coattails right into the White House, but Van Buren was no Jackson.
   B. Jackson was the people's president, a common guy himself. Van Buren was very smart, crafty, experienced, and effective, but he lacked the "people's touch" and personality of a Jackson.
   C. Problems were brewing for Van Buren…
      1. In 1837, in Canada, a rebellion caused turmoil along the border. Van Buren played the neutral game between Canada and Britain which gained no friends.
      2. Anti-slavery folks in the North were upset because the idea of annexing Texas, a slave land, was being tossed around.
      3. And worse yet for Van Buren, the economic situation was beginning to crumble.

XV. Depression Doldrums and the Independent Treasury
   A. There's an irony with Martin Van Buren: he benefited from his close tie with Jackson by being elected president, but he was hurt by Jackson as well as he (a) inherited Jackson's enemies and (b) was brought down by the economic chaos Jackson had begun.
   B. In 1837, an economic downturn struck called the **Panic of 1837**. This was the second such downturn of the 1800s. Its causes were:
      1. Over-speculation, especially in land, but also in other get-rich-quick schemes like canals, roads, railroads, and slaves. Over-speculation, as always, was the main cause of the recession.
      2. Andrew Jackson's bank policies and resultant chaos also aided the Panic of 1837.
      3. Jackson's "**specie circular**" hurt as well. This was a decree by Jackson that all debts were to be paid only in specie (gold or silver) but not worthless bank notes (paper money). The debtors didn't have specie and therefore went bankrupt; banks then went bankrupt as well.
      4. The failure of crops helped the Panic. All of these things "set up the dominoes" so to speak, and then…
      5. …the first domino was the failure of two major banks in England and the reverberations across the ocean.
   C. Many banks went under. Many farmers lost their farms.
   D. The Whigs formed a plan…
      1. They proposed expanding bank credit, higher tariffs, and money for internal improvements.
      2. President Van Buren disliked wasteful government spending and halted such plans.
   E. Van Buren's response was through the "**Divorce Bill**" which said the government should "divorce" itself from banking altogether.
1. This bill set up an "independent treasury" where extra government money would be kept in vaults (not in the banks. This would give the government stability independent of the whims of the banking world.

2. The Divorce Bill went on a roller-coaster ride: it was controversial, passed, was repealed by the Whigs, then reenacted 6 years later. It did serve as a first step toward the modern Federal Reserve System.

XVI. Gone to Texas
A. Americans, especially southerners hungry for more cotton land, were eyeing Texas. But, Texas was foreign land and therefore had to be approached with caution.
B. Americans asked Spain if they could enter Texas and were told they could not. Then, Mexico had a revolution, broke from Spain, and said that the Americans could enter Texas.
C. In 1823, Stephen Austin led the "Old 300" families into Texas with the conditions that (1) they must become Mexican citizens, (2) they must become Catholic, and (3) no slavery was allowed.
   1. The first two conditions were ignored without concern, the third condition was outright broken since their main reason for going to Texas was to grow cotton.
   2. In 1830, Mexico freed its slaves. To the Texans, those were fighting words.
   3. Conflict emerged and Texans were jailed while protesting (including Stephen Austin in Mexico City). Mexican president Santa Anna had had enough by 1835 and got together an army to teach the Texans a lesson.

XVII. The Lone Star Rebellion
A. Texas declared independence early in 1836 and called itself the "Lone Star Republic". Santa Anna wouldn't take the declaration without a fight, however.
B. Santa Anna led 6,000 soldiers to the Battle of the Alamo. There he destroyed about 200 stubborn Texans, including William Travis, Davy Crockett, and Jim Bowie. The battle cry "Remember the Alamo!" was heard across Texas.
C. Santa Anna scored a similar win at Goliad. This also fueled Texans' passions.
D. Texas president Sam Houston led his troops to the Battle of San Jacinto. This was the turning point...
   1. Santa Anna was caught (a) in a bend in the river, (b) without lookouts, and (c) taking a siesta. He was beaten in 20 minutes.
   2. Santa Anna was forced to sign a document saying Texas was independent, then he was released. He promptly said the document was null and void. Still, Texas was independent.
E. Then president Andrew Jackson formally recognized Texas as a nation.
F. Texas wanted to join America so the question then was: would Texas become the next U.S. state?
   1. Slavery would delay Texas' statehood. The northern states would not allow another slave state. They accused the south of trying to establish a "slavocracy" where the whole Texas situation was a supposed conspiracy to gain a slave state.
   2. Texas would have to wait.

XVIII. Log Cabins and Hard Cider of 1840
A. In the 1840 election, the Democrats nominated Martin Van Buren for reelection. The Whigs nominated Indian-fighting hero William Henry Harrison.
B. From the beginning, Van Buren was in trouble due to the economic fallout of the Panic of 1837.
C. The election dealt more with personalities and hoopla than with issues.
   1. Van Buren, who came from humble beginnings, was painted as a rich snob out-of-touch with the people.
   2. Harrison, who came from wealthy beginnings, was painted as the born-in-a-log-cabin type. He adopted a log cabin as the symbol of the campaign.
   3. The 1840 campaign is noteworthy in that it might be considered the first "modern" election...
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a. Voter turnout was a whopping 75% (as opposed to roughly only 25% for the 1824 "corrupt bargain" election or 50% in 1828).
b. Hard cider was given out, campaign slogans were created ("Tippecanoe and Tyler Too"), songs were sung, issues or problems were hidden behind slogans and cheers—essentially, everything superficial about modern campaigns was born.

D. Harrison won easily, 234 to 60 in the electoral vote. The vote was a protest against the poor economy.

XIX. Politics for the People
A. During the Federalist era, an elite record with impeccable experience was respected. By the 1830's, being born in a log cabin and rising up from poverty was more respected. A politician born rich was a politician doomed.
B. Any politician from the west was especially liked: such as Andrew Jackson, Davy Crockett, and William Henry Harrison. These men made their names by their shooting skills and/or Indian fighting out west.
C. This change became known as the "New Democracy" where the "common man" voted for a common sense politician who was more like the "average Joe" than the college grad.
   1. The top characteristic of the New Democracy was "universal white manhood suffrage" (all white men could vote).
   2. These new politicians were known as "coonskin congressman".

XX. The Two-Party System
A. By 1840, the two political party system had reached its maturity. It would dominate American politics until today.
B. Two parties in 1840 were…
   1. The Democrats were the common man's party.
      a. True to founder Thomas Jefferson's beliefs, they championed liberty of the individual.
      b. Loved states' rights (and therefore disliked the federal government doing too much).
      c. It was made up of the lower classes, mostly of farmers.
      d. It was made up mostly of people in the South, West, and in the rural or small-town areas.
   2. The Whigs were the upper class's party.
      a. The were like the Federalists of older days.
      b. Favored a stronger federal government that could take action for the nation's benefit.
      c. Favored issues such as internal improvements, tariffs, a strong national bank, public schools.
      d. It was made up mostly of the educated and wealthier classes.
      e. It was made up largely from the cities and the East.

(14) Forging the National Economy

I. The Westward Movement
A. Americans continued to move westward in large numbers. The trip though, proved to have lots of difficulties, hardships, and diseases.
B. Generally speaking, the westerners were (independent, stubborn, uneducated, and individualistic and ambitious in their own way).
C. Emerging literature reflected these unique types of people such as James Fenimore Cooper's woodsy hero "Natty Bumppo" or Herman Melville's whale-hunting "Captain Ahab."

II. Shaping the Western Landscape
A. The land was shaped by those who moved onto it.
   1. Tobacco farmers were accustomed to "land butchery" where they'd wear out a piece of land, then just move on to find more.
   2. "Kentucky bluegrass" began to thrive after settlers burnt off the tall cane grass.
B. Trapping was big business.
   1. Fur trappers were taking a toll on the beaver population but reaping the profits of their sales. Beaver hats had become a fashion must-have back in Europe—good for the trappers, bad for the beaver.
   2. Buffalo hides also were big business and the buffalo population began to dwindle. It'd drop considerably as the 1800's wore on.

C. Although the land was to be used, Americans respected it and noticed its beauty.
   1. George Catlin was an artist who painted western scenes and Native Americans. He was a first advocate of national parks and his suggestion eventually became the first national park, Yellowstone in 1872.

III. The March of the Millions
A. America continued to grow rapidly in numbers. By the mid 1800's the population continued to double every 25 years.
B. There were 33 states and America was the 4th largest nation in the world.
C. Cities were growing very fast.
   1. In 1790, only to cities had more than 20,000 people. By 1860, there were 43 cities that size.
   2. The west was growing quickly, witnessed by New Orleans and Chicago ("hog butcher for the world").
   3. The drawback of such fast growth was poor sanitation. Later on, pipes would bring in clean water and sewers would take out the bad.
D. The increase came from a high birthrate but also from immigration.
   1. Two groups came en masse: the Irish and Germans.
   2. The appeal of America was for land, religious freedom, safety from wars, but mostly, just the opportunity for a better life than in Europe.

IV. The Emerald Isle Moves West
A. In the 1840's, the potato crop failed and the "potato famine" resulted. 2 million Irish died.
B. During the "Black Forties" thousands of Irish emigrated to America searching for a better life.
   1. From the American perspective, the Irish brought little to the table because they mostly were uneducated and poor.
   2. They were also Catholic which was frowned upon.
C. From the beginning Americans looked down upon the Irish and gave them the worst and lowest-paying of jobs.
D. Politicians quickly learned that there was power in the Irish vote and got their votes by "twisting the lion's tail" (antagonizing England whom the Irish hated).
E. Despite discrimination, the Irish were hard workers and stubbornly determined to make a better life for themselves. They worked hard, drank hard, and were passionate people who lived robust lives.

V. The German Forty-Eighters
A. At the same time, 1 million Germans came to America. Their reasons for coming were (a) crop failure (as in Ireland) but also, (b) to flee the chaos of war in 1848.
B. Whereas the Irish largely stayed in the cities on the east coast, the Germans leap-frogged over to the frontier, notably to Wisconsin.
C. The Germans gave America the Conestoga wagon, the Kentucky rifle, the Christmas tree, and kindergarten.
D. The Germans were unique in that…
   1. They were Lutheran and clung to their native language.
   2. They were outspokenly against slavery.
   3. They drank large quantities of beer (this helped fuel the "temperance movement" against alcohol).
   4. And they kept to themselves in order to preserve their culture. All told, the Americans looked upon these Germans with suspicion.

VI. Flare-ups of Antiforeignism
A. The large influx of immigrants caused "nativists" to strike back. "Nativists" were those born in America and were opposed to immigrants.
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B. Nativists complaints were that the newcomers were uneducated, poor, from non-democratic backgrounds, Catholic (in the Irish case), and willing to work for next to nothing (which drove down American wages).

C. The "Order of the Star Spangled Banner" emerged but was better known as the "Know-Nothings." They were called this since, being a secret society, they'd answer an inquiry with, "I know nothing."
1. The Know-Nothings fed off of fear and sensational stories, usually untrue, such as Maria Monk's book *Awful Disclosures* which was very popular reading.
2. Violence also flared up, usually directed at the Irish Catholics.
3. The idea of a "melting pot" where all races and peoples melted into one American people was under fire.

D. As time wore on, the presence of these immigrants grew to be less threatening. Their hard work and the economic growth of the nation went hand-in-hand.

VII. Creeping Mechanization

A. The Industrial Revolution began in England when machines and factories began to replace handmade products. It then spread to Europe and America.

B. America had characteristics that enabled it to become an industrial powerhouse...
1. Cheap land. This meant there was always a shortage of labor. Why work for someone else when you could get your own land and work for yourself?
2. Workers. Immigration, which started to rise sharply in the 1840's, began to solve the problem of shortage of labor.
3. Raw materials. America was large and blessed with many resources.
4. Consumers. America had many people and they were just "starting out" and therefore ready to buy whatever was produced.

C. Still, America struggled to compete with the British in manufacturing. The U.S. simply couldn't produce goods as fast and cheap as the Brits.

VIII. Whitney Ends the Fiber Famine

A. Samuel Slater was a textile worker in England. He memorized the plans of the factory, came to America, got financial backing from Moses Brown, and built a factory for spinning thread at Pawtucket, Rhode Island (1791). He's known as the "Father of the Factory System."

B. Slater's thread-spinning system created a shortage of cotton fiber. Eli Whitney invented the cotton gin which separated the fiber from the seed (1793).
1. The machine was 50 times more efficient than a person using only his hands.
2. The cotton gin caused the South to expand its cotton producing land and increase its desire for slaves.
3. The cotton gin caused the North to expand its factories for spinning and weaving cloth. New England was a good choice for factories because its soil wasn't very good for farming, but its quick-moving rivers drove the mills and it had quick access to the seaports.

IX. Marvels in Manufacturing

A. The War of 1812 had an unexpectedly positive impact on the economy. The dated Embargo Act, which hurt the economy, forced young manufacturing to grow.
1. But, after the war ended, the British began to flood America's markets with their inexpensive products. This hurt American manufacturers who couldn't compete with the older Brits.
2. Therefore, Congress pass the Tariff of 1816 as a "protective tariff" (one to boost foreign goods and therefore make American goods look cheaper).

B. Eli Whitney also created "interchangeable parts" where machine-made components of anything could simply be swapped out if one broke. Though more well-known for the cotton gin, interchangeable parts turned into "mass production" and was really his greatest legacy. Whitney made guns in this manner.

C. Now with cloth easily made, clothes couldn't keep up. Elias Howe and Isaac Singer invented the sewing machine.

D. An invention boom took place. The 1850's ended with 28,000 patents compared to only 306 in the 1790's.
E. Companies also changed. The "limited liability corporation" came into existence. These companies ensured that if the company went bad, an investor could lose only what he'd invested (not everything he owned). This assurance caused more people to invest in business and thus for businesses to grow.

F. Samuel Morse invented the telegraph thus providing nearly instant communication. The first words on his "talking wire" were "What hath God wrought?"

X. Workers and “Wage Slaves”
   A. A side-effect of the factory system was the exploitation of workers. They came to be called "wage slaves."
   B. Conditions in a typical factory were not good…
      1. They were unsafe.
      2. They were unhealthy.
      3. Hours were long and wages were low.
      4. Child labor was common. Childhood was short and harsh.
   C. Conditions for adult workers improved during the 1820's and 30's as universal white manhood suffrage gave workers the power of the vote.
      1. Goals were the 10-hour workday, higher wages, better conditions, public education, and humane imprisonment for debt.
      2. The results were only fair, at best. Any group that went on strike to achieve these goals were likely fired. There were always more immigrants happy to work for whatever they could get. These substitute workers were called "scabs."
   D. In 1840, President Van Buren did set a 10-hour work day for federal employees.
   E. Early labor unions had little impact at best (due the constant availability of scab workers).
      1. They did score victory with the Massachusetts supreme court case of Commonwealth v. Hunt which legalized labor unions in 1842.

XI. Women and the Economy
   A. With the factories came female labor.
      1. Lowell, Mass. was well-known as employing young women to work in its textile factories. The women worked, bunked in dorms, were able to take classes, and were carefully guarded over.
      2. Other opportunities for women were in nursing, domestic service, and teaching. Catharine Beecher was the leading proponent who pushed for women to enter teaching.
      3. Almost always, these working women were young and single. Once they married, the expectation was that they'd stay at home and raise their family.
   B. The home and families also changed with the onset of the Industrial Revolution.
      1. Families also began to shrink in size. As cities grew and factory jobs increased, an extra mouth to feed was considered to be a detriment rather than an assistant. On a farm, another child was simply another worker—not so in the city.
      2. The home changed from a place of work (like on the farm) to a place of rest (away from the factory). This is when the phrase "Home Sweet Home" emerged.
   C. Although women began to work more at this time, it shouldn't be over-stated. Women were still expected to mostly be at home. Their number one job was still to efficiently and lovingly manage a home and family.

XII. Western Farmers Reap a Revolution in the Fields
   A. The lands Allegheny mountains (the modern Midwestern states) were growing rapidly.
      1. Corn was the main crop. Hogs (corn on the hoof) and whiskey (corn in a bottle) were also large products.
      2. Cincinnati, on the Ohio River, was booming and called the "Porkopolis" of the West.
   B. Like the cotton gin for the South, inventions helped the western states grow.
      1. John Deere invented the steel plow. It enabled farmers to cut into the fertile but hard Midwestern soil.
      2. Cyrus McCormick invented the mechanical mower-reaper to harvest grains such as wheat.
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3. These inventions changed agriculture from a mindset of growing-to-eat to growing-to-sell-and-make-money.

C. The Midwestern farmers now had a problem—how to get their crops to the markets (cities) back in the East. Traveling from West-to-East over the Appalachian Mountains was impractical. So, crops flowed from North-to-South down the Ohio and Mississippi Rivers.

XIII. Highways and Steamboats
A. The future growth and the economic backbone of the western states was dependent on transportation. A transportation boom took place in the first half of the 1800's.
B. Roads were built.
   1. The Lancaster Turnpike (a hard-surfaced highway) went from Philadelphia to Lancaster, PA.
   2. The Cumberland Road (better known as the National Road) went from Maryland all the way to Illinois. It was the main East-West thoroughfare.
C. Steamboats was built.
   1. Robert Fulton is credited with building the first steamboat, the Clermont (1807). This invention radically changed the transportation structure...
      a. Rivers were now two-way streets, not one-way.
      b. The South and especially the West would draw the benefits of the steamboat.

XIV. "Clinton's Big Ditch" in New York
A. The granddaddy of canals was the Erie Canal. It was headed up by NY governor Dewitt Clinton and built using only state money.
B. The "Big Ditch" was started in 1817 and completed in 1825. It linked the western rivers with the Atlantic Ocean.
C. The effects of the Erie Canal were drastic...
   1. Shipping costs from the West to the East dropped 20 times ($100 became only $5).
   2. The canal effectively stole most of the trade from the Mississippi River. After its completion, more goods would flow over the Erie Canal/Hudson River route to New York City than down the Ohio and Mississippi River route to New Orleans.
   3. "Western" cities boomed, like Cleveland, Detroit, and Chicago.

XV. The Iron Horse
A. The only thing that trumped the Erie Canal was the "iron horse" (railroads).
B. The first tracks were laid in 1828. However, tracks didn't really make a large impact until the 1850's and 60's. By the 1860's there were 30,000 miles of track.
C. By far (3 quarters), most of the tracks were in the North.
D. Railroads were dangerous however...
   1. Their embers started fires, collisions weren't uncommon, their boilers sometimes blew up, brakes were ridiculously poor, tracks wore out and rusted out quickly, and the gauge (width) of track wasn't standardized.

XVI. Cables, Clippers, and Pony Riders
A. Cyrus Fields laid a telegraph wire across the Atlantic Ocean floor to Ireland in 1858. It lasted only 3 weeks, but was a start to instant communication with Europe.
B. Americans began to build "clipper ships" to haul cargo to foreign nations, notably China. These sailing ships were long, sleek, and very fast. They ruled the seas for a while.
   1. Their speed gave them much of the tea trade between the Far East and Britain.
   2. Yankee clipper ships were soon outdated though. British "teakettles" (steamships) replaced the clippers. Though slow, they carried a lot of cargo and weren't susceptible to the wind.
C. The Pony Express carried mail from Missouri to California, 2,000 miles in 10 days. It lasted only 2 years before being replaced by the trans-continental telegraph wire which gave instant communication.

XVII. The Transport Web Binds the Union
A. The "transportation revolution" wanted to link the West with the rest of the nation, and it did. Roads, canals, and steamboats linked the nation. The South was largely left to use its rivers.
B. The Erie Canal was the greatest triumph. It "stole" much of the Mississippi River's commerce.
C. The notion of "division of labor" emerged—each section of the U.S. specialized in its own thing. The North: manufacturing, the South: cotton for export, and the West: grain and livestock.

D. A split was also forming between the South and the North/West. The South had long considered the West as its ally, but the transportation and economic network now linked the West to the North. The South was growing isolated.

XVIII. The Market Revolution
A. Industry and business were coming into maturity.
B. Legal issues sided with businesses.
   1. Supreme Court Chief Justice Roger Taney said that "the rights of a community" were greater than a corporate contract. This was good news for entrepreneurs trying to get a start-up business going.
   2. Also, the trend in the courts was toward "limited liability" of companies. This also encouraged start-ups.
C. The fabric of society was changing from "life on the farm" to "life working at a job."
D. On the bad side, the rich-poor gap was widening. The factory owner was growing richer while the worker was struggling along.
E. The starkest contrasts were seen in the cities...
   1. "Drifter" workers wandered from town to town looking for work.
   2. Rags-to-riches stories were rare, but they did occur. Certainly the chances of a pauper becoming a "prince" were much greater than back in Europe.
   3. Despite problems, the overall standard of living did rise.

(15) The Ferment of Reform and Culture

I. Reviving Religion
A. By 1850, America was still a mostly church-going country. 75% of Americans attended church regularly.
   1. The church-going nature of America was noted by French observer Alexis de Tocqueville during a visit.
B. New religions challenged Christianity, however.
   1. Deism sprang out of the Enlightenment (AKA "Age of Reason") and was based on scientific or logical reasoning rather than faith. It had fundamental differences with Christianity...
      a. Faith (belief in what can't be proven) was rejected as silly superstition.
      b. Deism rejected the "divinity of Christ."
   2. The "Scientific Revolution" also sparked deism. Just as the solar system, mathematics, and physical laws and properties of the universe were being figured out, the principles of scientific inquiry were applied to religion.
      a. Deism believed in a supreme being who'd made the universe, like a great clockmaker. It contained all of its order, put it into motion, then stood back and let the mechanisms run. Man's "job" was to figure it all out.
      b. Well-known deists were Thomas Jefferson and Thomas Paine (who literally wrote The Age of Reason which outlined deism and attacked the Bible).
   3. The Unitarian religion drew followers even farther away from Christianity. Unitarians...
      a. Believed God existed in 1 person ("uni"), but not in the Holy Trinity.
      b. Rejected the divinity of Christ.
      c. Believed people were essentially good at heart, not born under "original sin."
      d. Believed people were saved through "good works", not through faith in Christ.
      e. Attracted intellectual types, notably Ralph Waldo Emerson.
C. These perversions of Christianity ignited Christians to “take back their faith” and oppose these new beliefs.
   1. A Christian revival movement began around 1800. It reached full speed as the 2nd Great Awakening in the 1830's.
2. The 2nd Great Awakening was like the first (which occurred 100 years prior) in that it was a rural movement (taking place in "camp meetings"), it was emotional, appealing to the common classes, and was a national movement.

3. It was unique in that it spawned a series of other movements: prison reform, temperance (movement to ban alcohol), and abolition of slavery.

4. Missionaries went westward in attempt to Christianize Native Americans.

5. Methodists and Baptists were the big winners in the movement. They each stressed a personal relationship with Christ and the emotional nature of the Awakening thus helped those denominations.

6. Leading preachers of the 2nd Great Awakening were Peter Cartwright, a Methodist circuit rider traveling from town to town preaching, and Charles Grandison Finney who was the most gifted speaker/preacher and could move the masses.

7. The 2nd Great Awakening started many reform movements including public education, temperance (not drinking alcohol), women's suffrage (right to vote), prison reform, and better treatment for the mentally handicapped.

II. Denominational Diversity
A. Western New York became known as the "Burned-Over District" due to the hellfire of its revival preaching.

B. Other religious sects were spawned.
   1. The "Millerites" (AKA Adventists) predicted Christ's return on October 22, 1844. When this prophecy failed to materialize, the movement lost credibility.
   2. The Mormon faith would also begin at this time.

C. The gap between the classes and regions were widened by the 2nd Great Awakening.
   1. Generally, the poor, rural, less-educated, Southerner or Westerner became a Methodist or Baptist.
   2. Generally, the wealthier, urban, more-educated, Easterner or person on the coastline stayed Episcopalian, Presbyterian, Congregationalist, or became Unitarian.
   3. Slavery was a divisive issue to the churches (the Methodist and Presbyterian churches split over this).

III. A Desert Zion in Utah
A. In 1830, Joseph Smith claimed to have found golden tablets in NY with the Book of Mormon inscribed on them. He thus came up with "Mormon" or "Church of Jesus Christ of Latter Day Saints."

B. Mormons ran into troubles with their neighbors due to polygamy (having multiple wives), drilling a militia, and voting as a block.
   1. Joseph Smith was killed in a skirmish. Brigham Young took over and led the Mormons along the "Mormon Trail" to Utah.

C. The Mormons quickly grew in number due to high birth rates.

D. The issue of polygamy delayed Utah's statehood until 1896.

IV. Free School for a Free People
A. Free public education was not popular in the early 1800's.
   1. Opponents of compulsory (mandatory) education questioned why their tax money should go to teach another person's child.

B. Jacksonian democracy forced the public opinion to begin to change.
   1. More and more people could now vote. Youngsters would soon be voters and thus "run the country." The idea of a nation of uneducated illiterates was not appealing. They needed to be educated.
   2. Also, it was viewed as cheaper to educated now, rather than pay for prisoners in jail later.

C. Teachers were not the best, however. They were often ill-educated and ill-trained themselves.

D. Horace Mann became known as the "Father of Public Education." He pushed for free compulsory education and education that strayed from just "dead languages" to more "hands-on" education and the "3 R's."

E. Unfortunately in the education movement, African-Americans were largely ignored.

F. Two mountains in the education world were…
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1. **Noah Webster** who wrote his *Blueback Speller* and dictionary. His lessons were mixed with grammar and moral lessons.

2. **William H. McGuffey** who wrote the *McGuffey's Reader* that nearly every schoolchild read from. The *Reader* also contained both English lessons as well as patriotic and moral lessons.

V. Higher Goals for Higher Learning

A. The 2nd Great Awakening spawned educational reform.
   1. New colleges sprung up in the West (Ohio Valley) and the South.
   2. The curriculum was often traditional: classical languages of Latin and Greek, Math, and moral philosophy.

B. The first state-supported university was founded in the Tar Heel state, the **University of North Carolina**, in 1795; Jefferson started the University of Virginia shortly afterwards (UVA was to be independent of religion or politics).

C. Higher education for women had long been taboo. The feeling was that such education corrupted women which, in turn, corrupted the children and families. New colleges for women began to emerge...
   1. **Troy Female Seminary** was established by **Emma Willard** in 1821.
   2. **Mount Holyoke Seminary** was established by **Mary Lyon** in 1837.

D. Also, working adults craved less formalized education. There was a boom in libraries, lyceums (public lectures as given by Ralph Waldo Emerson), and magazines.

VI. An Age of Reform

A. The reform movement was widespread and sought to halt cruelty, war, alcohol ("temperance"), discrimination, and slavery.

B. Women were often the motivators behind these reform movements. They were inspired by the 2nd Great Awakening and felt it their duty as rulers of the home/family to rid society of these vices.
   1. These ladies were sometimes criticized as being naïve, but they were certainly motivated and believed in what they were doing.

C. The views on prisons were softened. The movement was away from punishment and toward reform.
   1. Debtor prisons were abolished. This was due to the fact that, by this time, most workers (debtor) could vote.
   2. Criminal codes and penalties were softened in hopes of reforming the wrong-doer.

D. **Dorothea Dix** sought and got improved treatment for the mentally insane. Prior to her work, mental insanity was viewed as a choice and was dealt with harshly. She brought the terrible treatment to light and got changes made.

E. Pacifists (those seeking peace) spoke up. The **American Peace Society** was led by William Ladd. His message was lost when the Civil War erupted, but the fruits of his seed would show up in the 1900's (with the League of Nations and then U.N.).

VII. Demon Rum—The "Old Deluder"

A. Reformers wanted to ban alcohol and end drunkenness. The thought was that the men would waste their week's wages in the bars, missed work, beat the women, destroy the families, and ruin the Christian family. Therefore, the women led this movement.

B. The **American Temperance Society** was founded in Boston, 1826. Local chapters began to emerge. They used a variety of methods to encourage temperance (discourage drinking).

C. Novelist T.S. Arthur wrote *Ten Nights in a Barroom and What I Saw There* which described how a bar ruined a small town. It became a play and was second only to *Uncle Tom's Cabin* (another "reformer" novel).

D. The war on alcohol had a two-pronged attack...
   1. Remove the desire to drink—thus they stressed "temperance" (drinking only a bit and occasionally) rather than "teetotalism" (not drinking at all).
   2. Punish those who did drink—thus they strengthened laws. Neal S. Dow sponsored the Maine Law of 1851 which prohibited alcohol's sale or manufacture. Other states followed (though legal battles also followed the laws).

VIII. Women in Revolt
A. Although women generally had a better life than in Europe, they were expected to quietly stay at home.
   1. French observer Alexis de Tocqueville noted that rape in America was punishable by death, whereas in his home of France it was usually overlooked.
B. Some women didn't marry at all and become "spinster's."
C. The idea was that women were emotionally and spiritually weaker than men. Men were seen as barbaric and uncivilized. It was also viewed as the duty of the women to civilize the men.
   1. The irony was that women were spiritually weak as well (why Satan came to Eve first) but supposedly somehow both pure and pious.
D. Women had almost no role outside of the home, but they owned and ran the homes. This was called the "cult of domesticity."
E. The women had leaders…
   1. Catherine Beecher urged women to take teaching jobs (until they married).
   2. Lucretia Mott, Susan B. Anthony, and Elizabeth Cady Stanton all pushed for women's suffrage (right to vote).
   3. Dr. Elizabeth Blackwell became the first female doctor. Amelia Bloomer wore short skirts (bloomers). Margaret Fuller edited a transcendentalist journal, the Grimke sisters pushed for the abolition of slavery.
F. The greatest first-step in women's rights was taken with the Seneca Falls Women’s Rights Convention (1848) in New York.
   1. It wrote a "Declaration of Sentiments" arguing that "all men and women were created equal."
   2. It demanded female suffrage.
   3. Neither of these things happened anytime soon, but the women's rights movement was born.

IX. Wilderness Utopias
A. During this boom of reform there were several utopia (perfect society) experiments. They all failed.
B. Robert Owen started New Harmony, Indiana (1825). It attracted intellectual types but failed due to infighting and confusion.
C. The Brook Farm was started in Massachusetts (1841). It attracted Transcendentalist intellectuals. It kept its head above water for 5 years, then a major building burnt down and the whole thing was lost to debt.
D. The Oneida Community started in New York (1848). A couple of "kooky" things went along with it…
   1. It was communal and embraced free love, birth control, and selecting parents to have planned children.
   2. Though started as a communistic-style project, it was capitalism that saved it. They started selling baskets for a profit. Then, they sold flatware and cutlery (today, the Oneida company is still a huge seller of forks, spoons, and knives).
E. The Shakers were begun by Mother Ann Lee as a religious sect. They stressed simplicity in their lives and separated the sexes. This led to them dying off by 1940.

X. The Dawn of Scientific Achievement
A. During the formative years of the nations, Americans were concerned with practical matters and science, not pure or theoretical sciences.
   1. Thomas Jefferson invented a new and better plow.
   2. Nathaniel Bowditch wrote on navigation.
   3. Matthew Maury studied the ocean winds and currents.
   4. Benjamin Silliman was a Yale chemist and geologist for 50+ years.
   5. Louis Agassiz was a Harvard biologist who stressed original research over rote memorization.
   6. Asa Gray was a Harvard botanist and was a pioneer of botany.
   7. John Audubon was an early naturalist who painted birds with precise details. He is the namesake of today's "Audubon Society" that studies birds.
B. Medicine was primitive at the time.
1. Common "cures" were bleeding (often with leeches) and purging (using laxatives).
2. The village blacksmith or butcher was often the doctor or surgeon.
3. Knowledge of sanitation was very lacking, if at all. Disease obviously resulted.
4. Medicines were ridiculous "cure-alls" which usually consisted mostly of alcohol. 
   a. Dr. Oliver Wendall Holmes said that if all the medicines were thrown into the sea, the people would be better off and the fish worse.

XI. Artistic Achievements
   A. U.S. had traditionally imitated European styles of art (aristocratic subjects, dark portraits of important people or gods, stormy landscapes).
   B. There was a Greek revival in architecture in the early 1800's after Greece won its independence from the Turks.
      1. By 1850 a Gothic revival began with its pointed arches.
      2. Thomas Jefferson was the premier architect of the day. His best works being his home (Monticello) and the University of Virginia.
   C. Artists were looked upon as time-wasters. They were either wasting time which they could use to actually do something or they had too much pride and were eager to show off their work. Some painters did come on the scene...
      4. These paintings were still done in a "European style." A distinct American flavor would come later.
   D. In music, "darky tunes" were popular. They were nostalgic, rhythmic, and yet stereotypical of African-Americans.
      1. Stephen Foster's songs were the most famous, especially Old Folks at Home, better known as Suwanee River.

XII. The Blossoming of a National Literature
   A. Up until this point, American "literature" was either...
      1. Political or practical in nature like Common Sense, The Declaration of Independence, The Federalist Papers, or Poor Richard's Almanack. Or...
      2. Imitative of European writings either in style, subject matter, or both.
   B. By the 1830's or so, American writing truly became American, both in style and in subject matter. Just as politics had revolted against the Old World, culture was now doing so. The old saying is that "art imitates life," and America was thinking of themselves truly as Americans.
      1. The "Knickerbocker group" exemplified this new American writing.
         a. Washington Irving wrote Knickerbocker's History of New York and The Sketch Book including "Rip Van Winkle" and "The Legend of Sleepy Hollow." The setting was in the U.S.
         b. James Fenimore Cooper wrote what might be considered the first of blockbuster American fiction in Leatherstocking Tales. These stories told of Natty Bumppo, a frontiersman and his adventures, notably in The Last of the Mohicans. The setting was the wilderness of New York.
         c. William Cullen Bryant wrote poetry including "Thanatopsis." Europeans didn't think such quality poetry could be written on "this side of the water."

XIII. Trumpeters of Transcendentalism
   A. Transcendentalism was a New England intellectual movement that began to challenge ways of thinking. During the "Age of Reason," knowledge came from experimentation. John Locke had argued that knowledge came solely from the senses. The Transcendentalists said knowledge rises above (transcends) just the senses. People were thought to reach an inner light and touch the "Oversoul" (something akin to God).
   B. Ralph Waldo Emerson was the most famous Transcendentalist.
      1. Emerson was a former Unitarian pastor turned writer and lyceum speaker.
      2. His most famous writing/speech was Self Reliance which stressed individualism. He also urged Americans to declare independence from Europe in terms of art, literature, thinking, etc.
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3. Emerson was the Transcendentalist with the credentials, success, and the "big name.
   C. **Henry David Thoreau** was Emerson's friend and neighbor. Whereas Emerson *talked* about self reliance, Thoreau *lived* it.
   1. Tired of "modern" society, Thoreau spent two years living in the woods off of nothing but what he could make, grow, or trade for. Then he wrote the classic *Walden: Or Life in the Woods* describing his simple life there.
   2. He also wrote *On the Duty of Civil Disobedience* which emphasized peacefully *not* following unjust laws. This became a strong influence later on Mahatma Gandhi and then Dr. Martin Luther King Jr.
   D. **Walt Whitman** was a saucy poet who wrote *Leaves of Grass*. He encouraged people to live their lives to the fullest and holler out a "barbaric yawp."

XIV. Glowing Literary Lights

A. **Henry Wadsworth Longfellow** was an immensely popular poet with "Evangeline," "The Tales of Hiawatha," and "The Courtship of Miles Standish."
B. **John Greenleaf Whittier** wrote poems that barked against social injustice like slavery.
C. **James Russell Lowell** similarly wrote satirical poetry that criticized social wrongs, such as *Biglow Papers*.
D. **Dr. Oliver Wendell Holmes** was a poet who wrote "The Last Leaf" to honor the last "white Indian" of the Boston Tea Party.
E. Women writers also made their mark.
   1. **Louisa May Alcott** grew up in Transcendentalist Concord, Mass. and wrote *Little Women*.
   2. **Emily Dickinson** wrote love poems, also in Massachusetts.
F. **William Gilmore Simms** was known as "the Cooper of the South." He wrote of southern life during the American Revolution.

XV. Literary Individualists and Dissenters

A. **Edgar Allan Poe** is often credited with inventing the "psychological thriller." His poems and stories often dealt with the ghostly and the macabre. Well-known works are "The Raven," "The Fall of the House of Usher," and many others.
B. The imprint of Calvinist/Puritanical belief in original sin is undeniable in literature at this time.
   1. **Nathaniel Hawthorne** explored the idea of original sin wit works such as *The House of Seven Gables* and *The Scarlet Letter* where the heroine is condemned to wear a red "A" on her blouse to show her sin of adultery.
   2. **Herman Melville** wrote *Moby Dick*, the allegorical tale of good vs. evil. It follows the mad Captain Ahab's hell-bent quest to kill the white whale, Moby Dick.

XVI. Portrayers of the Past

A. **George Bancroft** helped found the Naval Academy in Annapolis, MD and his history of the U.S. earned him the title of "Father of American History."
B. **William H. Prescott** wrote histories detailing the conquests of Mexico and Peru.
C. **Francis Parkman** wrote the history of England and France's struggle for control of North America.
D. Nearly always, the history books at this time were written by New Englanders. There was therefore a decidedly pro-North bias built in (much to the South's dismay).

(16) The South and the Slavery Controversy

I. "Cotton Is King!"
   A. Eli Whitney's 1793 cotton gin invention revolutionized the Southern economy. Added to mechanical jennies to spin yarn, power looms to weave, and sewing machines to sew, the demand (and profits) for cotton fiber skyrocketed.
   B. Southerners scrambled to plant more cotton.
      1. The land was usually worn out then discarded ("land butchery"). The result was a Southern thirst for still more land.
      2. The demand for slaves to work the land also increased.
C. The "Cotton Kingdom" benefited the North as well since most of the South's cotton was woven on Northern looms.

D. In 1845, cotton made up 1/2 of all American exports. Also, 1/2 of the world's cotton was grown in the American South. (These numbers would each swell to 2/3 in 1861, the year the Civil War began).

1. Notably, Britain relied heavily on Southern cotton. About 1/5 of the British population made their living in the cotton textile industry. 3/4 of the British cotton came from the American South.

E. Southerners believed their importance in the world's economy was set in stone. If war were to break out over slavery, the logic went, Southerners were sure that Britain would have no choice but to come to their aid. This logic, though sensible based on the numbers, never panned out.

II. The Planter “Aristocracy”

A. The antebellum (pre-Civil War) South was an oligarchy (government by a few elite).

B. Only 1,733 families owned 100+ slaves in 1850. They ruled the South in a "cottonocracy."

1. Southern society is shrouded in myths. The scene, often shown in movies, of huge plantations with the Greek-columned "big house" overseeing hundreds of slaves was true, but only for those 1,733 families.

C. These elite families sent their sons off to Ivy League schools or to military schools like West Point, the Citadel, or VMI. The Southern belles were expected to marry and eventually run the plantation household.

1. Education in the South was lacking. This was because the rich elite simply hired private tutors and were thus unmotivated to establish free public schools.

D. Sir Walter Scott was the author of Ivanhoe and was very popular to Southerners. They liked the medieval world described in the novel and especially its code of chivalry with knights and damsels. In the Southern-elite mind, Southern society was rekindling medieval society with military-trained, bright, and dashing young Southern gentlemen and the gentle Southern belles. Though real in the elite Southern mind, this society was also myth. And even if it came close to being real, it was still built on the backs of slaves.

E. Southern women had unique roles.

1. The mistress of the plantation managed the household. It was a large job where she gave daily orders to cooks, maids, seamstresses, laundresses, etc. as well as handling any personal issues that inevitably arise with a large "staff."

a. Though clearly to "take a backseat to the men" in terms of politics or officially running a business, these Southern women had real authority in running these areas as they saw fit. Few Northern women had such positions or authority.

2. The mistresses were sometimes very kind to their subjects and at other times very cruel.

III. Slaves of the Slave System

A. High cotton profits encouraged "land-butchery." New cotton land was always needed.

B. With the desire for more land, the small farmer began to get squeezed out. The small farm was often sold to the large plantation owner. Thus, the elite-run oligarchy society was perpetuated and reinforced.

C. The King Cotton economy had faults…

1. Debts began to run high since many people over-speculated in land or in slaves. Slaves were profitable (due to their value), but were also risky since they might run away or die.

2. The Southern economy was based on one crop only—cotton. This was profitable, but also risky by "putting all their eggs in one basket."

3. Similarly, Southerners relied on the North for nearly everything, from manufactured goods to food.

4. Also, immigrants did not go to the South. The reasons were (a) labor competition from slaves, (b) the high price of land, and (c) ignorance of cotton cultivation. These hard-working immigrants wound up helping the North solely, at the South's expense.

IV. The White Majority

A. Southern society had a social ranking system. The elite, large slave-owners were at the top.
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B. On the rung just below the "cottonocracy," were small farmers who owned slaves. About 3/4 of Southern whites did not own slaves, and of the quarter that did, most owned only about 2 or 3 slaves, usually a family.

C. Next came whites who did not own slaves (3/4 of whites). An irony exists in that (a) they had a deep resent of the wealthy slave owners (the "snobocracy") yet (b) still held the "Southern dream" of one day becoming a wealthy slave owner.
   1. Most of these whites were very poor. They were sneered as "poor white trash," "hillbillies," and "crackers."
   2. They were called "clay eaters" because they chewed clay to get minerals they lacked in their diet. They also got hookworm from the clay.
   3. Though slave-less, these whites were very racist. Their thinking was that no matter how poor or how bad off they had it in life, they still viewed themselves as being above the slaves.
   4. Whites that lived in the mountains (hillbillies) likely had the toughest life of all whites. They were incredibly isolated, living in coves and hollows separated from the rest of the nation. They were extremely poor and scratched a living out of the mountains.
      a. Mountains whites were not strong supporters of slavery, if even supporters at all. They (a) had no need for slavery in the mountains and (b) despised the wealthy white plantation owners who usually ran their state.
      b. The fact that mountain whites didn't support slavery can be seen when the Civil War broke out. West Virginia broke away from Virginia over this matter. And, many whites from the hills "volunteered" to fight for the North (as in Tennessee, the "Volunteer State").

V. Free Blacks: Slaves Without Masters
A. The next rung on the Southern social ladder belonged to free blacks. In 1860, there were 250,000 free blacks in the South.
B. Slaves may have been freed by one of many methods…
   1. By a movement of emancipation after the American Revolution (usually the upper South).
   2. By the slave owner. These were usually mulattoes, often the child of a white owner and black mistress.
   3. By purchasing one's freedom. If a slave could save enough money, he could just buy himself, so to speak and thereby free himself.
C. Many freed blacks owned property, as in New Orleans. A few blacks even owned slaves.
D. Free blacks were 2nd, or 3rd, class citizens. The pro-slavery crowd didn't like them since they represented the possible end of slavery. Also, free blacks rights were certainly limited compared to whites.
E. Northerners disliked free blacks as well. The Irish especially disliked blacks since both were in competition for the lower paying jobs.
   1. When the North stood up to stop the expansion of slavery into western lands, it was perhaps motivated more by economics of labor competition than by the desire to stop slavery.
   2. The idea that the South hated blacks and the North loved them is a myth. Anti-black sentiment in the North was often fiercer than the South. It was said that the South liked the black individual (with whom they lived daily), but hated the race; but the North claimed to like the race (with whom they'd never lived), but hated the individual.
   3. Frederick Douglass, the leading spokesperson for blacks and against slavery, was beaten several times in the North.

VI. Plantation Slavery
A. At the bottom of the Southern social ladder were slaves. Though slaves were at the bottom in status, slavery (AKA the "peculiar institution") made up the foundation of Southern economics and society.
B. By 1860, there were 4 million slaves in America.
C. Slave importation had been banned in 1808, but it was a moot point. Slaves were still smuggled into America and penalties for doing so were infrequent. Also, by this time, slavery was self-supporting through natural childbirth.

D. Slaves were viewed as an investment—one to be guarded. The most dangerous jobs were saved for a hired Irishman so as to not injure a valuable slave.
   1. Strong, hard-working men, slaves with special skills, or women who gave birth to many children were especially prized.

E. Slavery followed the "Cotton Belt"—an arc swooping from Virginia down through to Texas. The heart of the Cotton Belt was from South Carolina to Louisiana, the "Deep South."
   1. Slaves from the upper South were sometimes "sold down the river" to the Deep South.
   2. This theme (being sold down the river) became the storyline for Harriet Beecher Stowe's novel *Uncle Tom's Cabin*.
      a. The book was fiction that played on readers' emotions to swell up the abolition movement.
      b. Its impact cannot be understated and was a considerable cause of the war.

VII. Life Under the Lash
A. Life as a slave is hard to pin down. Sometimes a slave had a kind master, sometimes the master was extremely cruel.
   1. In all situations, a slave was expected to work hard and abide by the rules.

B. Whippings were not uncommon.
   1. On the one hand, whippings were a disincentive to getting "out of line."
   2. On the other hand, excessive whippings left scars which would hurt a slave's resale value.

C. Generally, life in the Deep South was tougher than the upper South.
   1. The Deep South (the Cotton of Slave Belt) accounted for about 75% of the black population.
   2. On the good side, slave life and families tended to be more stable there.

D. Despite huge obstacles, blacks showed great resilience.
   1. A distinctive African-American culture emerged. This was played out through a mixture of language, religion (mix of tribalism and Christianity, focus on Moses' story), and music (bongos, banjos, then jazz).

VIII. The Burdens of Bondage
A. Slaves had no part in the "American dream" that nearly all other Americans enjoyed.
B. To "fight back," slaves employed techniques such as simply working very slowly.
C. The ultimate goal of slaves, unsurprisingly, was freedom.
   1. This is seen in slaves' preference in religion for Moses' story of delivering the Israelites from bondage and in hymns that emphasized "flying away" or the freedoms provided by Jesus and of Heaven.
   2. Also, slave revolts occurred.
      a. Gabriel led a revolt in Virginia.
      b. Denmark Vesey led a revolt in South Carolina.
      c. Nat Turner was considered something of a prophet and led a revolt in Virginia.
      d. All of these were unsuccessful and wound up terribly for the leaders. The overall result was to (a) scare the dickens out of the whites and (b) see the whites tighten security and black codes.

D. Booker T. Washington later noted that whites, in keeping blacks down in the ditch, had to get down into the ditch with them.

IX. Early Abolitionism
A. The abolition of slavery began in America with the Quakers.
B. The American Colonization Society started with the goal of moving blacks back to Africa.
   1. It succeeded in starting Liberia on the West Africa coast.
   2. It failed because (a) most blacks considered themselves African-Americans, not Africans and (b) finances for the entire venture were very short for the huge task.

C. The 2nd Great Awakening of the 1830's fueled a surge in the abolition movement.
   1. Theodore Dwight Weld was inspired by Charles Grandison Finney's preaching and became a leading anti-slavery spokesman.
2. Weld attended the Lane Theological Seminary which was headed by Lyman Beecher, the father of novelist Harriet Beecher Stowe, reformer Catharine Beecher and preacher-abolitionist Henry Ward Beecher. The "Lane Rebels" fought slavery with words. Weld wrote a propaganda pamphlet titled American Slavery as It Is.

X. Radical Abolitionism
A. William Lloyd Garrison published a radical abolitionist newspaper titled The Liberator.
1. It made its debut on New Year's Day, 1831, and forcefully shouted against slavery for the next 30 years. Garrison's famous battle cry was I WILL BE HEARD!
2. Critics charged that Garrison fanned the flames of anti-slavery, but offered no real solution.
B. Wendell Phillips helped start the American Abolitionist Society to further the cause.
C. A black abolitionist, David Walker, wrote Appeal to the Colored Citizens of the World urging military action to end slavery.
D. Another black abolitionist, Sojourner Truth, was a tireless spokeswoman for abolition and women's rights.
E. Martin Delany seriously considered black colonization of Africa.
F. The greatest abolitionist was Frederick Douglass.
1. Douglass was a former slave who escaped to Massachusetts and became the cause's leading spokesman.
2. His autobiography Narrative of the Life of Frederick Douglass became a classic and remains so to this day.
3. Unlike Garrison, Douglass was more practical. He supported the Liberty Party, the Free-Soil Party, and then the Republican Party.
G. Finally, nearly all of the abolitionists supported the Civil War as the final solution to end slavery.

XI. The South Lashes Back
A. 1831 was a turning point for slavery in the South because (a) emancipation proposals were defeated in Virginia and (b) Nat Turner's bloody rebellion scared whites into tightening black codes.
1. Garrison's The Liberator popped on the scene at about the same time and was blamed for fanning the flames of rebellion. Rewards were offered for Garrison's arrest.
B. Whereas Northerners decried the horrors of the "peculiar institution", white Southerners cultivated a happier scene of slavery. Southerners defended slavery by arguing...
1. The Bible supported slavery. They referred to the several references of slaves in the Bible and more specifically the "curse of Ham", Noah's son and supposed patriarch of Africa, who was cursed to serve his brothers.
2. Slave owners encouraged religion amongst their slaves.
3. The idea of whites and happy "darkies" growing up and living together. This concept was best seen in the Stephen Foster folk songs such as "Old Folks at Home" and "My Old Kentucky Home" which sings that "the darkies are so gay."
4. The slave-owner relationship was akin to family ties, like a father-son relationship.
5. Perhaps the most forceful argument was economic in nature. It held that slaves had it better in comparison to Northern "wage slaves." Whereas the slaves were provided with food, clothing, shelter, and the owner had a vested interest in the slave, even when the slaves were old, Northern factory owners simply worked their employees for a tiny wage, then sent them on their way home to fend for themselves, or just fired them.
C. Southern politicians took steps to silence anti-slavery statements or literature. Gag orders were given and abolitionist propaganda, including drawings that illiterate slaves could understand, was burnt.

XII. The Abolitionist Impact in the North
A. The extreme-abolitionists up North, like William Lloyd Garrison, were not popular amongst most Northerners.
1. Garrison's views were seen as annoying, disruptive, and divisive to Daniel Webster's calls for union.
B. Northerners also knew they had a very real stake in the South—Southern cotton helped fuel the Northern textile industry. For this reason, many Northerners sought to quiet the loud abolitionists.
   1. Garrison was roughed up several times up North.
   2. Rev. Elijah P. Lovejoy offended Catholic women and saw his printing press destroyed four times then was murdered by a mob.
C. Still, abolitionists had imprinted into Northerners' minds that the South was the land of the "unfree". And, there was a growing movement among politicians not to abolish slavery, but to prevent its spread. This "free-soil" position would soon be taken up by Abraham Lincoln.

XIII. (17) Manifest Destiny and Its Legacy
XIV. The Accession of "Tyler Too"
   A. William Henry Harrison, the Whig president elected in 1840, suddenly died after only one month in office.
   B. Harrison's campaign slogan had been "Tippecanoe and Tyler Too." Now, with Tippecanoe dead, it was Tyler's turn to be president.
      1. John Tyler was not part of the Whig plan. Whig leaders Henry Clay and Daniel Webster had intended to control President Harrison. But, Tyler had a strong independent streak.
      2. Tyler did not share Whig beliefs. He'd been chosen as V.P. to "balance the ticket" by attracting elite Southerners.
C. John Tyler was a bit of an enigma, very difficult to figure out.
   1. He was a Southern gentleman of the old school, with high principles.
   2. He leaned toward Jefferson/Jackson ideals, but disliked Jackson's my-way-or-highway style. So he went to the Whigs.
   3. The Whigs considered him a Democrat in Whig clothing. And in truth, his ideas did align much more with the Democrats than with the Whigs.

XV. John Tyler: A President Without a Party
   A. The Whigs went ahead with their strong nationalistic plans. Up first was the banking issue.
      1. Whigs, led by Henry Clay, wanted to end the independent treasury (where government money was kept in independent banks). A law was passed to end it, and Tyler went along and signed it.
      2. Clay then sought to make a new Bank of the United States. This time, Tyler vetoed it. He then vetoed another similar bill.
      3. Democrats were very happy, the Whigs were furious. The Whigs kicked Tyler out of the Whig party. Thus he became a president without a party.
   B. The tariff was the next issue to be bounced around.
      1. The Whigs passed a tariff bill, but Tyler also vetoed it. He disliked the fact that the sale of western lands would be spread around among the states.
      2. The Whigs took out the offensive part, lowered the tariff a bit, and Tyler signed the newer tariff bill.

XVI. A War of Words with England
   A. American-English hatred still ran deep and a few events deepened the wounds.
      1. A war of words began between writers across the ocean.
      2. British lenders were angry when American debtors couldn't or wouldn't pay up after the Panic of 1837.
   B. Other incidents were more violent.
      1. The U.S. ship Caroline was attacked above Niagara Falls by Canadians. America was not pleased.
      2. Later, a Canadian named McLeod boasted of helping in the attack, was arrested by Americans, and condemned to execution. Canada said to carry out the sentence would be to declare war. He came up with an alibi and was released.
      3. Another situation arose in the Bahamas when the American ship Creole was overtaken by 130 slaves. The British gave the slaves asylum (safe haven). Southern Americans were not happy.

XVII. Manipulating the Maine Maps
   A. A dispute arose over between the U.S. and Britain over the Maine-Canada border.
      1. Britain wanted a road built from the Atlantic port of Halifax through to Quebec.
2. The U.S. wanted the land.  
B. The dispute became violent in the **Aroostook War**, largely by lumberjacks fighting on each side over who'd get to chop down the lumber.  
C. The dispute was settled peacefully with the **Webster-Ashburton Treaty** between Daniel Webster and Lord Ashburton.  
1. The treaty drew a line generally at the Aroostook River and roughly split the difference of land.  
2. The U.S. also got the Mesabi range in Minnesota. Unbeknownst then, the **Mesabi iron ore range** became an extremely valuable piece of land and helped supply the American industrial revolution's need for iron ore to make steel.

XVIII. The Lone Star of Texas Shines Alone  
A. Since 1836, Texas was standing alone as its own country. It was eager to join the U.S., but the North was reluctant to accept another slave state.  
B. Meanwhile, Texas was making international friends in Britain, France, Belgium, and Holland. This concerned the U.S.  
C. The American thinking then wondered that, if Texas "buddied-up" with England, the results would be…  
   1. American cotton would decline in value since Texas would supply England.  
   2. The Monroe Doctrine would be undercut because England would have a toehold in the Americas.  
D. The urge to annex Texas grew. The issues still were…  
   1. The North decried the Southern "slavocracy" (a perceived Southern "slave-conspiracy" to always gain more slave land).  
   2. If the U.S. just outright annexed Texas, the result just might be a war with Mexico.  
   3. Britain was eager to have an ally in Texas to help undercut the growing American power.  
   4. The obvious benefits, however, of annexing Texas would be tons of land and economic possibilities.

XIX. The Belated Texas Nuptials  
A. The indecision came to an end with **James K. Polk**. In 1844, Polk ran for president on a very clear pro-expansion platform.  
B. His victory was seen as a "mandate" for manifest destiny (the people essentially voted for expansion). Early in 1845 Texas was invited to join the U.S. and did so.  
C. Unsurprisingly, Mexico was not happy and charged that the U.S. had underhandedly stolen Texas away.  

XX. Oregon Fever Populates Oregon  
A. Oregon was claimed by four nations: Spain, Russia, England, and the U.S. The first two dropped their claims leaving England and America.  
   1. England had the earliest claim and a strong one based on occupation north of the Columbia River.  
   2. The U.S. also had a strong claim based on the exploration of **Capt. Robert Gray** along the coast and Columbia River and Lewis and Clark's expedition into the heart of the Oregon territory.  
B. For years English and American settlers simply shared Oregon side-by-side. In the early 1840's, however, "Oregon fever" struck many Americans and they followed the **Oregon Trail** out west.  
C. With the population growing, it was becoming clear that a settlement must be reached as to who owned Oregon.

XXI. A Mandate (?) for Manifest Destiny  
A. In the election of 1844, **James K. Polk** defeated **Henry Clay** for president.  
B. Polk was known as "Young Hickory" (after Andrew Jackson) due to his similar beliefs and his birth in Pineville, NC only some 20 miles from Jackson's birthplace.  
C. Polk ran on a very clear "Manifest Destiny" platform. To vote for Polk was to vote for expansion.  
   1. Polk's victory was perceived by him as a "mandate" by the American people—an order to go ahead with expansion of the United States.

XXII. Polk the Purposeful
A. James K. Polk laid out a 4-point mission for himself and the nation (then achieved all 4 points in 4 years). His goals were to...
1. Lower the tariff.
2. Restore the independent treasury (put U.S. money into non-government banks).
3. Clear up the Oregon border issue.
4. Get California.

B. Polk and his Sec. of Treasury Robert J. Walker lowered the tariff from 32% to 25% with the help of Southerners in Congress. Northern industrialists cried foul and warned of economic despair (it never happened).

C. The independent treasury was restored despite complaints of Whigs.

D. The Oregon border issue was settled. England and the U.S. asked, "Which latitude is the border of Oregon, as far north as 54°40' or as far south as 42°?"
1. England first answered "42° latitude," then said the "Columbia River."
2. The U.S. first answered "54°40' latitude," ("54-40 or fight!" was the battle cry), then said "49° latitude."
3. Things were tense for a while, but England realized there were more Americans in Oregon than Brits. British leverage was small in Oregon and diminishing every day as more and more Americans were moving out there.
4. The agreement was to roughly split the land at the 49th parallel (excluding Vancouver). Polk agreed and the Senate agreed and it was final.
5. Some Americans wondered why the U.S. would agree to half of Oregon but push for all of the Mexican lands. The answer was coldly that England was strong and Mexico was weak.

XXIII. Misunderstandings with Mexico
A. The final goal, getting California, posed a problem—it belonged to Mexico.
B. The American tradition in acquiring land was forming—(a) the U.S. tries to buy the land, if that doesn't work, (b) the U.S. would use force. These are the actions Polk took.
C. Polk sent John Slidell as an envoy to Mexico City to make an offer to purchase California for $25 million. Mexico was still upset at the U.S. over Texas and Slidell was coldly turned away.
D. The attempt to purchase had failed; it was time for more aggressive actions.

XXIV. American Blood on American (?) Soil
A. President Polk wanted action. He ordered 4,000 troops to the Rio Grande border. Mexico disputed the move saying the Texas-Mexico border was the Nueces River, not the Rio Grande.
B. With "the ball was in their court," Mexico crossed the Rio Grande and a skirmish followed with the U.S. troops. Polk could now point to Mexico as the aggressor.
1. Polk quickly asked Congress to declare war and Congress quickly did so.
2. A newcomer on the scene was Abraham Lincoln. Abe questioned the "spot" on which the skirmish took place in his "spot resolution". He was reluctant to vote for war since he wanted to know which nation owned the disputed land. He was largely booed down.
3. Arguments flew as to whether Polk had bullied the U.S. into a war, but never-the-less, America was at war.

XXV. The Mastering of Mexico
A. Santa Anna "pulled a fast one" on Polk, however. Santa Anna was exiled in Cuba but hinted that if he was allowed to return to Mexico he'd double-cross his country. Polk let him go but he did just the opposite—he rallied the troops.
B. The American victory over Mexico was dominating. The war itself could be divided into 3 main phases...
1. Phase 1 - The initial goal was to get California, so that was the first order of business.
   a. Gen. Stephen W. Kearny and 1,700 troops marched from Ft. Leavenworth southward to the present New Mexico/Mexico border, then he headed west to San Diego. He effectively marked off the present border of the U.S.
   b. Kearny was joined in California by Cpt. John C. Fremont who took California and proclaimed the "Bear Flag Republic". Commodore Sloat came by boat with the U.S. Navy to secure California for good.
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2. Phase 2 - Fighting in Texas saw Gen. Zachary Taylor score victories, notably at Buena Vista where Santa Anna was defeated again.

3. Phase 3 - Conquest of Mexico City. Gen. Winfield Scott (“Old Rough and Ready”) was sent to Mexico City to deliver the coup d’grâce. He retraced Hernando Cortez’s same path from Vera Cruz to Mexico City and likewise conquered the capital city.

XXVI. Fighting Mexico for Peace
A. Polk sent a diplomat, Nicholas Trist, along with Gen. Winfield Scott’s army. Trist was to secure a peace deal as soon as Polk’s demands were met.
   1. Trist was erratic, recalled by Polk, refused to return to America, and worked a deal anyway.
B. Trist’s deal, the Treaty of Guadalupe Hidalgo had a huge scope…
   1. It ended the war.
   2. America got land, the Mexican Cession, entailing California, but also the future states of NV, AZ, NM, CO, and UT.
   3. The U.S. would pay $15 million for the land, and assume $3.5 million in debts owed from Mexico to the U.S.
   4. In essence, the U.S. had forced Mexico to “sell” the Mexican Cession lands.

XXVII. Profit and Loss in Mexico
A. America had only 13,000 deaths, mostly by disease.
B. The Mexican War was good practice for future generals Robert E. Lee and Ulysses S. Grant who’d one day clash in the Civil War.
C. The war started a turning point in American-Latin relations, a turning point for the bad.
D. The most looming issue after the war was the question, "What will be done about slavery in these new lands?"
   1. David Wilmot proposed the Wilmot Proviso suggesting the Mexican Cession lands be closed to slavery. The House passed it, twice, but the South would have nothing to do with the Proviso. Since the Senate was balanced, the Wilmot Proviso failed in the Senate.
      a. Although it failed, the importance of the Wilmot Proviso lay in the fact that it opened old wounds—those of slavery.
      b. It’s this question of slavery in the new lands that would start the Civil War in 1861, only 13 years later.
E. Mexico was understandably bitter. Half their lands had been wrested from them in only a couple of decades.

HOMEWORK: Day 3 (Define)
1. Election of 1800 (“Revolution of 1800”)
2. First Party System
3. Louisiana Purchase (1803)
4. 12th Amendment (1804)
5. War with Tripoli (1801-1805)
6. Chesapeake Leopard Affair (1807)
7. Embargo Act of 1807
8. Non-intercourse Act (1809)
9. Macon’s Bill #2 (1810)
10. “War Hawks”
11. War of 1812 (impressment, desire for Canada, British occupation of US forts, British aid to Indians)
12. Federalists and the Hartford Convention (1814)
13. Treaty of Ghent (1815)
14. Henry Clay’s “American System”
15. protective tariff of 1816

HOMEWORK: Day 3 (Define)
Lesson Plan

Period 4: 1800-1848

16. Second Band of the US
17. Era of Good Feelings
18. Madison’s veto of Bonus Bill (1817)
20. *Marbury v. Madison*
21. *McCulloch v. Maryland*
22. *Worcester v. Georgia*
23. *Gibbons v. Ogden*
24. *Dartmouth College v. Woodward*
25. Corrupt bargain of 1824
26. Second Party System
27. opposition of Whigs to Democrat “King Andrew”
28. end of property requirements to vote by 1828
29. Jackson’s use of spoils system
30. universal manhood suffrage

HOMEWORK: Day 4 (Define)

31. “Age of the Common Man”
32. Webster Hayne Debate of 1830
33. Jackson’s veto of Maysville Road (1830)
34. Jackson’s veto of Second Bank of US re-charter
35. Jackson’s use of “pet banks”
36. *South Carolina Exposition and Protest* by John Calhoun (1828)
37. South Carolina nullification of Tariffs of 1828 and 1832
38. Jackson’s “Force Act” of 1833
39. Compromise Tariff of 1833
40. John Calhoun’s “positive good” arguments
41. Missouri Compromise of 1820
42. sectional balance in the Senate
43. Indian Removal Act of 1830
44. South Carolina nullification of Tariffs of 1828 and 1832
45. Jackson’s Force Act of 1833

HOMEWORK: Day 5 (Define)

46. Compromise Tariff of 1833
47. Charles Finney
48. Seneca Falls Convention (1848)
49. Utopian communities (Brook Farm, Shakers, Mormons, Oneida)
50. American
51. American Temperance Society
52. Dorothea Dix and prison reform
53. Horace Mann
54. education reform
55. Hudson River School of art
56. transcendental writers such as Ralph Waldo Emerson and Henry David Thoreau
57. James Audubon
58. Knickerbocker writers such as Washington Irving and James Fenimore Cooper
59. Noah Webster’s *American Dictionary of the English Language* (1828)
60. Romanticism
HOMEWORK: Day 6 (Define)
61. Transcendentalism
62. Federal style of architecture
63. Thomas Jefferson’s rotunda
64. surrogate families
65. covert resistance (work slowdowns, sabotage, and runaways)
66. spirituals
67. Richard Allen’ African Methodist Episcopal Church (1816)
68. American Colonization Society (1816)
69. Benjamin Lunch’s Genius of Universal Emancipation (gradual emancipation)
70. David Walker’s Appeal to the Colored Citizens of the World (1829)
71. William Lloyd Garrison’s “immediate and uncompensated” emancipation
72. American Anti-slavery Society (1833)
73. Garrison’s Liberator (1831)
74. Underground Railroad
75. Sojourner Truth

HOMEWORK: Day 7 (Define)
76. Frederick Douglass’ North Star (1847)
77. Liberty Party (1840)
78. American Temperance Society
79. American Anti-slavery Society
80. Seneca Falls Convention and the Declaration of Sentiments
81. Oberlin College
82. American Colonization Society
83. William Lloyd Garrison’s “immediate and uncompensated” emancipation
84. gradual emancipation
85. Denmark Vesey’s rebellion
86. Nat Turner’s rebellion
87. Seneca Falls Convention
88. Declaration of Sentiments
89. Lucretia Mott
90. Elizabeth Cady Stanton

HOMEWORK: Day 8 (Define)
91. John Deere’s steel plow
92. Cyrus McCormick’s mechanical reaper
93. Eli Whitney’s cotton gin and interchangeable part
94. Samuel Morse and the telegraph
95. Robert Fulton’s Clermont steamboat
96. Lowell system
97. Baldwin Locomotive Works of Pennsylvania
98. Lowell system
99. steam locomotives
100. steamboats
101. spinning jenny
102. steamboats
103. interchangeable parts
Lesson Plan

Period 4: 1800-1848

104. cotton gin
105. telegraph

**HOMEWORK: Day 9 (Define)**

106. steel plow
107. mechanical reaper
108. improved roads/turnpikes
109. Lancaster Turnpike
110. regional specialization and interdependence
111. Erie Canal
112. Canal Era
113. Henry Clay’s American System
114. Cumberland (National) Road
115. protective tariff of 1816
117. Lowell mills
118. Industrial Revolution
119. factory system
120. Income gap

**HOMEWORK: Day 10 (Define)**

121. social hierarchy
122. plantation aristocracy
123. “Yankee traders”
124. National Trades Union
125. *Commonwealth v. Hunt*
126. Cult of domesticity
127. Lydia Child challenged cult of domesticity
128. Elizabeth Blackwell
129. Sojourner Truth’s *Ain’t I a Woman?*
130. Grimke sisters
131. Erie Canal
132. Lancaster Turnpike
133. German immigration
134. Irish immigration
135. Midwest farm goods traded for New England factory goods

**HOMEWORK: Day 11 (Define)**

136. “King Cotton”
137. protective tariffs
138. textile industry
139. whaling and fishing industry
140. “Yankee traders”
141. Treaty of Wanghia (1844) expanded trade with China
142. Slow urban growth
143. planter aristocracy (“cottonocracy”)
144. growth of the internal slave trade
145. Protective tariffs of 1816 and 1824
146. Madison’s veto of the Bonus Bill
147. internal improvements
Lesson Plan
Period 4: 1800-1848

148. Cumberland (National) Road
149. Jackson’s veto of the Maysville Road
150. Second Bank of the US

HOMEWORK: Day 12 (Define)
151. Rush Bagot Treaty (1817)
152. Convention of 1818
153. Adams Onis Treaty (1819)
154. Monroe Doctrine (1823)
155. dispute over annexation of Texas (1836-1845)
156. annexation of Texas by joint resolution (1845)
157. Webster Ashburton Treaty (1842)
158. Oregon Treaty with Britain (1846)
159. Mexican American War (1846-1848)
160. Manifest Destiny
161. Tecumseh’s Confederacy (1808-1813)
162. Battle of Tippecanoe (1811)
163. First Seminole War (1816-1818)
164. Indian Removal Act (1830)
165. Trail of Tears

HOMEWORK: Day 13 (Define)
166. Second Seminole War (1835-1842)
167. Indian Territory
168. Cotton gin and growth of upland (short-staple) cotton
169. growth of the internal slave trade
170. John Calhoun’s “positive good” arguments
171. Biblical justifications for slavery
172. Constitutional justifications for slavery (fugitive slave clause and three-fifths clause)
173. Jefferson’s “firebell in the night” warning (1820)
174. Webster Hayne Debate (1830)
175. dispute over annexation of Texas (1836-1845)
176. gag rule
177. Wilmot Proviso (1846)