

## APUSH NOTES

To do list:

- Finish periods~~5-9

“done” list

- Period 1-4
- Period 5-7 (still need amsco)

Note source

- AMSCO
- Princeton’s Review
- Reay, internet
- Other good resources outside of this one:
  - <https://drive.google.com/drive/u/0/folders/1jDpekiC0RbR3wxRoxCfin1o2PXNdlf8p>
  - <https://quizlet.com/206219286/all-apush-key-terms-flash-cards/>

The notes seem pretty long, but there aren’t a lot of words (~225 words per page) (Takes half a minute to read a page)

NOTE: this is not a study guide, Study guide will be created ~never cuz you should know everything :)~

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## Period 1:

### Native Americans in Pre-Columbian North America

- a. Pre-Columbian Era
  - i. The period before Christopher Columbus arrived in the “New World”
  - ii. During this time, North America was colonized by Native Americans
- b. Native Americans
  - i. Native Americans are descendants of migrants who traveled from Asia to North America
  - ii. Happened 15,000 to 40,000 years ago, with the Bering Land Bridge.
    - 1. Land bridge from Siberia to Alaska
    - 2. Caused by low sea levels from ice age
- c. Native American Demographics:
  - i. When Columbus came, there were ~1-5 million Native Americans in Canada and the US.
  - ii. 20 million lived in Mexico
  - iii. Entire Native population in the Americas may have been 50-100 million
  - iv. Tribes:
    - 1. Pueblo people: lived in New Mexico, had large apartment complexes
    - 2. Chinook people: In the Pacific Northwest, relied on hunting and gathering
    - 3. Iroquois confederacy: group of 5 different tribes as an alliance in New York. Were led by a matriarchy
    - 4. Cahokia: Mississippi river people, built large mounds
    - 5. Great Plains Natives: Mostly hunters or farmers. Hunted buffalo and raised corn and squash.
  - v. South/Central America Indian tribes:
    - 1. Aztecs: Mexico, had large market, relied on warmongering to satisfy human sacrifices. Tenochtitlan’s population of 200,000 was comparable to many of Europe
    - 2. Mayans: Central America (Yucatan Peninsula), had a written language, calendar, advanced mathematics, thought it was honorable to be sacrificed
    - 3. Incans: South America, had a large road network
      - a. These tribes were much bigger than those in North America
- d. Native American culture:

- i. Liked shamans
- ii. Lived well with nature
- iii. Community was the main focus of their lives
- iv. Men made tools and hunted for game
- v. Women gathered plants or grew crops, like maize, beans, and tobacco
- vi. Language:
  - 1. 20 language families, 400+ distinct languages.

#### Europe moves towards Exploration

- a. Technology growth with the Renaissance
  - i. Gunpowder (invented by the Chinese), sailing compass (also invented by the Chinese), printing press, and improvements to shipbuilding and mapmaking
- b. Lots of Religious Conflict
  - i. Protestant Revolt in Northern Europe: Early 1500s
    - 1. Many Christians revolted against the authority of the Pope in Rome.
    - 2. Conflict between Catholics and Protestants led to religious wars.
    - 3. Created a religious motive for exploration and colonization

#### Expanding Trade

- a. New Routes:
  - i. Land route in Asia had been seized by the Ottoman Turks
  - ii. Needed a new path to Asia
  - iii. Portuguese had Vasco da Gama find a route to the south of Africa
  - iv. America was “found” while trying to find a new route to Asia
- b. Slave Trading:
  - i. Portuguese traded slaves from West Africa to work sugar plantations off the African coast. Set the background for the slave trade in Americas.

## Period 2

### Early Colonization of the New World (1491-1607)

- a. The Early Colonial Era: Spain Colonized the New World
  - i. Columbian exchange: exchange of plants, animals, foods, communicable diseases, and ideas
- b. Spain in Americas:
  - i. Were extremely dominant
  - ii. Founded many coastal towns in South and Central America
  - iii. Conquistadors collected and exported the area's wealth
    - 1. Spain became the richest nation in Europe
  - iv. Spain had an encomienda system, which was a form of slavery
    - 1. After most natives were dead, the remaining became slaves.
  - v. Mestizos: People of a mix of European and Native blood
  - vi. Zambos: those mixed of African and Native American heritage
  - vii. Spanish Armada: Spain's large navy, stopping other Europeans from establishing footholds in the new world.
    - 1. In 1588, the English defeated this navy.
  - viii. Smallpox:
    - 1. Main reason Europeans were dominant against Native Americans
    - 2. Native Americans' technology was comparable to Europeans'.
- c. Competition for Global Dominance:
  - i. Other European nations were inspired to explore the New World
    - 1. Sextant: made travel across the Atlantic Ocean safer and more efficient
  - ii. Motivation:
    - 1. Desire for wealth and resources
    - 2. Clerical fervor to make new Christian converts
    - 3. Race to play a dominant role in geopolitics
    - 4. Good farmland and mineral extraction
  - iii. Joint stock companies: corporate business with shareholders whose mission was to settle and develop lands in North America
    - 1. British East India Company
    - 2. Dutch East India Company
    - 3. Virginia company
      - a. Settled Jamestown, Virginia

- iv. Increased trade and development in the New World
  - 1. There was a wide range of thoughts how Natives should be treated
  - 2. However, European superiority was nearly universal
- v. Spanish mission system: converting Natives to Christianity
  - 1. Some natives resisted European influence
  - 2. Other accepted it
- vi. Slave trade:
  - 1. Became more common, due to the plantations in the Caribbean and Brazil.
- d. The English Arrive
  - i. The english sent many families to the New World
    - 1. Therefore, intermarriage with Indians was rare
  - ii. Roanoke (1587)
    - 1. First attempt at settlement
    - 2. Led by Sir Walter Raleigh
    - 3. By 1590, it had disappeared
  - iii. Jamestown (1607)
    - 1. First permanent settlement led by John Smith
    - 2. Sponsored by the Virginia Company (named after Queen Elizabeth)
    - 3. Settlers were ill-suited to life in the New World
    - 4. Most of the original settlers died- many starved or died of disease
      - a. Area was swampy with lots of disease
      - b. “Starving time” (1609-1610)
    - 5. Saved by the Powhatan Confederacy alliance
    - 6. John Rolfe
      - a. Married Powhatan’s daughter Pocahontas
      - b. Pioneered practice of growing tobacco
        - i. Very popular cash crop
        - ii. Needed large amounts of land
        - iii. Led to plantation slavery
          - 1. Chesapeake: Virginia and Maryland
    - 7. Later, the Virginia Company got into debt, so the colony became the first royal colony
- iv. Reasons to immigrate
  - 1. Overpopulation in England
    - a. Leads to famine, disease, poverty
  - 2. Indentured servitude
    - a. A way to migrate to the New World if you were poor
    - b. Work for a ~7 years to earn some land to survive
    - c. Most died from harsh treatment
    - d. Ended around 1670s
      - i. Bacon’s Rebellion
      - ii. England had better economy
  - 3. Headright system: tract of land (50 acres) given to colonists and potential settlers

- a. Attracted settlers
  - 4. House of Burgesses: Virginia's government
    - a. Representative assembly (first in America)
- e. French Colonization
  - i. Founded Quebec City (1608)
  - ii. Tried to convert people to Roman Catholicism
  - iii. Wanted to find natural resources
  - iv. Looked for shortcut to china
  - v. Had fairly light impact on Native Americans
  - vi. Traded for furs
- f. Main Colonizing powers in North America:
  - i. Spain: conquer and enslave native inhabitants. Settled Florida, New Mexico, Texas, and California
  - ii. France: friendly relationships, allying with them. Built many forts to protect their fur trade.
  - iii. The Netherlands: tried to build a trading empire, failed in the New World
  - iv. England: tried to exclude natives as much as possible. Exterminated Natives when they had to
- g. Pilgrims and Massachusetts Bay Company
  - i. Puritans: English Calvinists who wanted to change (purify) the church of England
  - ii. Separatists: A puritan group that thought the Church of England was so incapable of being reformed they had to abandon it
    - 1. Settled Plymouth (located in Massachusetts) (1620)
      - a. Boat was the Mayflower
      - b. Government called the Mayflower Compact
        - i. Government's power comes from the consent of the governed and not God.
      - c. Received assistance from Squanto
      - d. The colony grew slowly and remained small.
  - iii. Massachusetts Bay (1629):
    - 1. Established by Congregationalists
      - a. Puritans who wanted to reform the Anglican church from within
    - 2. Great Puritan Migration (1629-1652)
      - a. Over 15,000 settlers came because of civil war in England
    - 3. Led by John Winthrop
      - a. "City upon a hill": speech urging the colonists to be a model for others to look up to
    - 4. Little religious freedom
    - 5. Roger Williams: taught controversial principles
      - a. Was banished, but later founded Rhode Island
    - 6. Anne Hutchinson: her teachings challenged Puritan beliefs
      - a. Was a well educated, powerful woman in a Patriarchal society
      - b. Was banished

7. Puritan Migration slowed down from 1649-1660, with greater freedom for Puritans in England
- iv. Differences between New England and Chesapeake
  1. New England:
    - a. Had entire families
    - b. Better climate, leading to larger families and longer lives
    - c. Stronger sense of community
    - d. Extremely religious
    - e. Not as much slavery (farms had less labor)
  2. Chesapeake:
    - a. Settlers were often single males
    - b. Suffered from malaria
    - c. Tobacco was a cash crop, leading to spread out farms
    - d. Required large amounts of African Slaves
      - i. South Carolina once had more slaves than Whites
    - e. Tobacco became overproduced in the 1660s, hurting the economy
- v. Types of Colonies
  1. Proprietorships: King gives a person a large amount of land
  2. Charter colony: colonists were essentially members of a corporation, and electors among the colonists controlled the government based on an agreed-upon charter
  3. Royal colony: had a governor selected by England's king; the governor served in the leadership role and chose additional, lower-ranking officers
- vi. Colonies
  1. Delaware (1631): first settled by the Dutch
  2. Connecticut (1662): Fundamental Orders (first constitution in British North America)
  3. Maryland (1632): had lots of conflict between Catholics and Christians
    - a. Started off as a refuge for English Catholics
  4. New York (1664): Netherlands Gave it to England
  5. New Jersey (1664)
  6. Pennsylvania (~1680): led by William Penn.
    - a. Was a quaker
      - i. Pacifists, opposed slavery, direct revelation from god
    - b. Tried to treat Indians fairly
    - c. Refuge for Quakers
  7. Carolina (1663)
    - a. 1729: split into North Carolina and South Carolina
  8. New Hampshire (1677)
  9. Georgia: the last colony (1732)
    - a. Created for a defensive buffer to protect from the threat of Spanish Florida
- vii. Conflicts with Native Americans

1. Powhatan Wars (1610-1677): English settlers v. Powhatan confederacy over land disputes. Indians were given Reservation land
  2. Pequot War (1636-1638): Pequots attacked colonists in Connecticut Valley. Settlers then nearly wiped out the Pequots, killing 400 of them
  3. Beaver wars (1628-1701): Iroquois Confederacy attacked Algonquian tribes over fur and fishing rights. (English vs. French). Very bloody war
  4. Decline of the Huron Confederacy (1634-1649): Had 40,000. Then, due to smallpox and conflicts with other tribes over the Fur trade, their population dropped to ~12,000.
  5. King Philip's War (1675-1678): Metacomet, leader of the Wampanoag tribe (formed alliance with 2 other tribes), attacked English after they tried to convert them to Christianity. Metacomet soon died, and the colonists destroyed the tribes
  6. Pueblo Revolt (1680): Pueblo people led a successful revolt against Spanish, driving the settlers away.
  7. The Chickasaw Wars (1721-1763): Chickasaw tribe (backed by British) fought the Choctaw (backed by French). Was very deadly, as both sides had guns
  8. Decline of the Catawba Nation (1700s): The Catawbans used to be very powerful, but had lots of conflicts with other Indians and Smallpox.
- h. Slavery in the Early Colonies:
- i. Weakness of enslaving Native Americans:
    1. Knew the land, could easily run away and hide
    2. Some tribes, women were supposed to cultivate the land
    3. European diseases killed many Natives
  - ii. African Slaves were brought:
    1. Didn't know the land
    2. Weren't able to communicate with each other
    3. Dark skin made it easier for colonists to identify them as slaves
  - iii. Majority of slaves were brought to Central America before the Revolution
    1. 500,000 slaves were brought to the English colonies
  - iv. Institution of Slavery:
    1. Increased Demand for slaves:
      - a. Reduced immigration: Increased wages in England=less immigrants
      - b. Dependable workforce: Indentured servants and small farmers had many political demands and were hard to control
      - c. Cheap labor: Tobacco prices fell, and indigo and rice became the most profitable crops. These crops required lots of land and could be done with unskilled field hands.
    2. Middle Passage:
      - a. Shipping route that brought slaves to the Americas
      - b. Middle leg of the Triangular trade route
        - i. Created from Mercantilism
      - c. Conditions for Africans were brutal
      - d. American participation of slave trade ended in 1808

- e. Olaudah Equiano: described slave trade
  - v. African slaves mainly worked labor-intensive crops like tobacco, rice, and indigo
  - vi. In the North and South, only the very wealthy owned slaves
- i. Age of Salutary Neglect (1650-1750)
  - i. England regulated trade and government, but interfered very little in colonial affairs
  - ii. The colonies were mostly left to self-govern
  - iii. The colonies developed autonomy
    - 1. Fueled revolutionary sentiments when Monarchy tried to greater control the New World
  - iv. Colonies developed economies
  - v. American culture grew
- j. English Regulation of Colonial Trade
  - i. Mercantilism:
    - 1. economic power was rooted in a favorable balance of trade (exporting more than you import), and:
    - 2. The control of specie (hard currency, like gold coin)
    - 3. Economic activity should be regulated by the government
  - ii. Colonies were mostly for economic reasons, so England valued their colonies in the West Indies more than in North America
  - iii. Navigation Acts (1651-1673)
    - 1. The colonists must buy goods only from England
    - 2. Sell some of their products to only England
    - 3. Any non-English goods to have a tax
    - 4. Prohibited colonies from manufacturing goods that England already produced
      - a. The acts weren't too successful, as it was easy to smuggle goods in the colonies
      - b. The colonists also relied on England for trade and military protection
    - 5. Effects:
      - a. Made New Englanders richer (ship-building)
      - b. Made Chesapeake poorer (lower tobacco prices)
- k. Colonial Governments
  - i. Every colony had a governor who was appointed by the King
  - ii. Didn't have too much power, so they had to rule fairly
  - iii. All colonies but Pennsylvania had bicameral legislatures modeled after the British Parliament
  - iv. Voting
    - 1. White women, poor white men, slaves, and most blacks could not vote
    - 2. Voters needed to own a small amount of property
- l. Bacon's Rebellion (1676)
  - i. Angry Farmers rallied behind Nathaniel Bacon. Many Africans that couldn't vote also allied with him.
  - ii. Demanded to William Berkeley (royal governor) to attack Natives

- iii. Berkeley refused, so Bacon attacked the Natives anyways, before sacking Jamestown and burning the city
  - iv. Rebellion ended after Bacon died
  - v. Caused by bad economy, corruption in government, poor crop yields
  - vi. Created tighter restrictions for slaves to prevent future revolts
  - vii. Less indentured servants after
- m. Stono Rebellion (cato rebellion) (1739)
  - i. First and one of most successful slave rebellions
  - ii. Slaves met near Stono River
  - iii. Stole guns, killed many planters and liberated other slaves
  - iv. Fled to Florida, hoping Spanish colonists would give them freedom
  - v. However, the militia killed most of them
- n. Salem Witch Trials (1692)
  - i. In the summer of 1692, more than 130 “witches” were jailed/executed in Salem
  - ii. Historians not sure why the hysteria started and ended so quickly
- o. Ben Franklin
  - i. Wrote many works
  - ii. Invented bifocals, the lightning rod, the Franklin stove, and founded the first fire department
- p. Life in the Colonies
  - i. Growth
    - 1. 1700: 250,000
    - 2. 1750: 1,250,000
    - 3. 1775: 2,500,000
    - 4. More non-English settlers came, such as Scotch-Irish, Scots, and Germans
    - 5. 1750 (blacks): 200,000
  - ii. European immigrants
    - 1. New immigrants not only came from England, Scotland, Wales, and Ireland
    - 2. Many came from France and Germany.
    - 3. Many of these settled up in the middle colonies
  - iii. 90% lived in rural area
    - 1. Rugged but tolerable
    - 2. Labor divided in gender lines
  - iv. Women and children
    - 1. Women could not vote, draft a will, or testify in court
    - 2. Children’s education was secondary to work
    - 3. Women bore an average of 8 children
  - v. African Americans
    - 1. South:
      - a. Life was very difficult
      - b. Bad climate
      - c. Developed community bonds
    - 2. North:

- a. Black populations were smaller
    - b. Had more of a problem maintaining a sense of community
  - vi. Conditions in cities were often worse than those in the country
    - 1. Lots of poverty, low paying jobs
    - 2. Very little sanitation
      - a. Led to smallpox epidemics
    - 3. Cities served as centers for progress and education
  - vii. Education
    - 1. Most citizens did not have a rudimentary level of education
    - 2. Most colleges trained people to be ministers. There were also physicians and lawyers.
      - a. Harvard (1636)
      - b. Yale (1701)
    - 3. Elementary education taught children how to read the bible.
  - viii. Culture
    - 1. Architecture: Gregorian buildings
    - 2. Painting: Painters wandered countrysides looking for families who wanted their portraits painted
    - 3. Literature: Mostly religion and politics
- q. The Economy
  - i. Half of Britain's trade was with its American colonies
  - ii. Britain restricted efforts that could compete with English industries
  - iii. Major trading cities consisted of port cities
    - 1. Boston, New York, Philadelphia, Charleston
- r. Religion
  - i. Religious groups, such as Jews, Catholics, and Quakers suffered the most discrimination.
  - ii. The Great Awakening
    - 1. A movement that swept through the colonies around the 1730s.
    - 2. Increased church attendance
    - 3. Jonathan Edwards
      - a. "Sinners in the Hands of an Angry God" (1741): told people what going to hell was going to be like
    - 4. George Whitefield
      - a. Delivered sermons stressing that god was all-powerful and would only save people who openly professed their belief in Christ.
- s. The Enlightenment
  - i. John Locke:
    - 1. Argued that the state is supreme, but it should follow "natural laws" based on the rights of people.
    - 2. Sovereignty should reside with the people rather than the state
    - 3. Citizens had a right and an obligation to revolt against whatever government failed to protect their rights.
  - ii. Set the basic principles for the US constitution

- t. Differences in Colonies:
  - i. New England:
    - 1. Depended on trade
    - 2. Little religious freedom
  - ii. Middle colonies- New York, Pennsylvania, New Jersey
    - 1. Fertile land (bread colonies)
    - 2. Very Diverse
  - iii. Lower South (Carolinas)
    - 1. Concentrated on cash crops
    - 2. Slavery
  - iv. Chesapeake (Maryland and Virginia)
    - 1. Mix between middle colonies and the lower house
    - 2. Slavery, tobacco, and grain

## Period 3

### Conflict in Europe

- a. During the 17th century, there was plenty of conflict between Great Britain, France, and Spain. The winner of the wars would be able to gain supremacy in the West Indies, Canada, and the colonial trade.

### Conflict and American Independence

- a. Albany Plan of the Union (1754)
  - i. Benjamin Franklin
  - ii. Intercolonial government
  - iii. System for collecting taxes for the colonies' defense
  - iv. Failed miserably
  - v. Franklin drew a snake broken into pieces with the words "join or die"
- b. Seven Years' War (1754-1763)
  - i. Also called the French and Indian war
  - ii. Caused because of English settlement in the Ohio River Valley
    - 1. The French wanted to protect their fur trade

- 2. Built many forts
- iii. Many conflicts were caused, and England eventually officially declared war on France in 1756.
- iv. The war dragged on for a long time before England won
  - 1. Treaty of Paris (1763)
    - a. Ended the war
  - 2. Consequences:
    - a. French lost all land in North America
    - b. Native Americans lost their alliances with the French and English
    - c. English raised the price of goods to Native Americans
      - i. Pontiac's Rebellion
        - 1. Ottawa war chief Pontiac rallies a group of tribes to attack colonial outposts
      - ii. Paxton Boys:
        - 1. In response to Pontiac's Rebellion
        - 2. Scots-Irish immigrants murdered several of the Susquehannock tribe
        - 3. Caused people to hate Native Americans even more
  - d. Proclamation line of 1763
    - i. In response to Indian attacks
    - ii. Forbid settlement west of the rivers running through the Appalachians
    - iii. Angered colonial settlers, who thought it was unwarranted British interference in colonial affairs

#### British Taxes on America

- a. Britain had a huge debt from the Seven Years' War
- b. Colonists should help pay debt, as they were the main beneficiaries of the war
- c. Colonists thought they had provided for many soldiers, fulfilling their obligation
- d. Writs of Assistance (1750s-1770s)
  - i. Court orders authorizing officials to conduct searches to stop colonial smuggling
- e. Sugar Act (1764)
  - i. Established duties and tried to stop molasses smugglers
  - ii. Before, taxes were okay, as there were benefits of being part of the British Empire
  - iii. The sugar act was stricter; duties had to be collected
  - iv. Violators were tried in vice-admiralty courts
    - 1. Courts in which a single judge issues a verdict without a jury
- f. Currency Act (1764)
  - i. Forbade colonies to issue paper money
  - ii. The sugar act, currency act, and Proclamation of 1763 worked together to cause anger in the colonies
  - iii. Was view as British trying to gain greater control
  - iv. Was end of Salutary Neglect

- v. Colonial protest was uncoordinated and ineffective
- g. Quartering Act (1765)
  - i. Stationed troops in America and made colonies feed and house them
  - ii. Troops competed with colonies for jobs
- h. Stamp Act (1765)
  - i. Tax specifically aimed at raising revenue
  - ii. Taxed all paper
  - iii. Affected nearly everything, but particularly the most educated
  - iv. Tax on goods produced within the colonies
  - v. James Otis
    - 1. Wrote *The Rights of the British Colonies Asserted and Proved*
      - a. Created “No taxation without representation” (rallying cry of the revolution)
  - vi. Sons of Liberty
    - 1. Was created, Protest group
    - 2. Daughters of liberty was also created at this time
  - vii. Boycotts:
    - 1. Most effective form of protest against British
  - viii. Was repealed in 1766
  - ix. However there was the Declaratory Act
    - 1. Asserted the British government the right to tax and legislate “in all cases whatsoever” in the colonies
- i. Townshend Acts (1767)
  - i. Tax goods imported directly from Britain
  - ii. Some tax collected was to be set aside for the payment of tax collectors
  - iii. Created more vice-admiralty courts
  - iv. Massachusetts Circular Letter
    - 1. Samuel Adams
    - 2. Asked other assemblies to protest the new act in unison
    - 3. Extended boycotts to commoners
  - v. Numerous rallies and boycotts
  - vi. Boston Massacre (1770)
    - 1. People pelted soldiers with rock-filled snowballs
    - 2. Created propaganda against Britain
      - a. Soldiers had shot into a crowd of innocent bystanders
    - 3. John Adams defended the soldiers in court
  - vii. Repealed: Didn’t generate a lot of revenue and damaged trade
- j. Calm before the storm
  - i. For a while, nothing happened
  - ii. Not many people spoke of independence
  - iii. Committees of Correspondence
    - 1. Groups set up in colonies
    - 2. Traded ideas and informed each other of the political mood

- k. Tea Act (1770)
  - i. British gave the East India Tea Company a monopoly on the tea trade in colonies
  - ii. Included duties to be collected on tea sales
  - iii. Cheaper tea, but parliament was again imposing new taxes
  - iv. Boston Tea Party (December 16, 1773)
    - 1. Sons of Liberty, dressed as Mohawks, boarded a ship and threw cargo into the Boston Harbor
    - 2. Took 3 hours to jettison £10,000
- l. Intolerable Acts: had 2 parts: Coercive and Quebec act
  - i. Coercive Acts (1774)
    - 1. Closed Boston Harbor until tea was paid for
    - 2. Reduced the power of the Massachusetts legislature while increasing the power of the royal governor.
    - 3. Royal officials accused of crimes were to be tried in Britain instead of the colonies.
    - 4. Stricter Quartering Act
  - ii. Quebec Act (1774)
    - 1. British government passed a law organizing Canadian lands gained from France.
    - 2. Colonists disliked it because it took away land they claimed along the Ohio River. They feared Britain would enact other laws taking their representative government
  - iii. These acts angered colonists.
- m. First Continental Congress (1774)
  - i. All colonies except Georgia had delegates
  - ii. Wanted to develop a strategy for addressing grievances
  - iii. Came up a list of laws colonists wanted repealed and boycott British goods until their grievances were redressed
  - iv. This petition was dismissed by the King
  - v. Continental Association
    - 1. Towns set up committees of observation to enforce boycotts
  - vi. Major step to Independence

## Revolutionary War

- a. Shot Heard 'round the World (1775)
  - i. British wanted to arrest ringleaders and take their weapons to avoid violence
  - ii. Battle of Lexington and Concord
  - iii. First Battles of Revolutionary War
- b. Loyalists
  - i. Consisted of government officials, devout Anglicans, merchants dependent on trade with England, religious and ethnic minorities.
    - 1. Slaves: thought they would be freed with British
    - 2. Native Americans: attacks by colonists prompted them to support the British
- c. Patriots

- i. Supported the revolution
  - ii. Many served in local militias for short periods
    - 1. African Americans: After British promised freedom to the enslaved people who joined their side, Congress made the same offer. ~5000 Africans fought.
- d. Second Continental Congress (summer 1775)
  - i. Established a Continental Army
  - ii. Printed more money
  - iii. Created the Articles of Confederation
  - iv. Chose George Washington to lead the army
- e. Olive Branch Petition (1775)
  - i. Last ditch attempt to avoid armed conflict
  - ii. King George discarded it, because he thought the colonists were in open rebellion against him
- f. Declaration of Independence
  - i. Common Sense
    - 1. Pamphlet published in 1776 by Thomas Paine
    - 2. Advocated for freedom
    - 3. Wanted Republicanism over monarchy
    - 4. Extremely high sales
  - ii. Declaration of Independence
    - 1. Written by Thomas Jefferson
    - 2. Listed grievances against the Crown
    - 3. Only pertained to white men
    - 4. With the signing, the war became a war for Independence
- g. Continental Army
  - i. Had trouble recruiting good soldiers
  - ii. Eventually recruited African Americans
    - 1. Most gained their freedom
- h. Battle of Saratoga (October 17, 1777)
  - i. New York
  - ii. Turning point for the American Revolution (was a decisive victory)
  - iii. French made an Alliance with the Continental Congress
    - 1. Sent weapons, financial assistance, military advisors
- i. Franco-American Alliance (1778)
  - i. Negotiated by Ben Franklin
  - ii. Brought French in the War
  - iii. Boosted morale
  - iv. Help took 3 years arrive
- j. Battle of Yorktown (October 1781)
  - i. End to the American Revolution
  - ii. However, British remained in New York City until 1783
  - iii. British general, Cornwallis, was surrounded by the French navy on the York River
  - iv. Washington surrounded him on land

- v. Started negotiations between American colonies and Great Britain, ending the war officially in October, 1783
- k. Treaty of Paris (end of 1783)
  - i. Granted United States Independence and territory rights

#### Articles of Confederation

- a. Written in 1777
- b. Intentionally had little central government
  - i. Didn't want to create their own tyrannical government
- c. Weaknesses:
  - i. No power to raise an army
  - ii. Could not enforce state or individual taxation
  - iii. Could not relegate trade among states or international trade
  - iv. No executive or judicial branch
  - v. Legislative branch gave each state one vote, regardless of the state's population
  - vi. In order to pass a law, 9/13 states had to agree
- d. Strengths
  - i. Northwest Ordinance
    - 1. Best positive of the Articles
    - 2. Allowed for government sale of land to settlers, and provided for schools
    - 3. Abolished slavery in the Northwest territories
    - 4. Set regulations for territories applying for statehood
    - 5. Caused war with Native Americans
  - ii. Won the war:
    - 1. Negotiated favorable terms in the treaty with Britain
- e. Large inflation after the war
- f. Government was unable to create tariffs
  - i. British easily punished colonies with trade policies
- g. Shays Rebellion
  - i. Led by Daniel Shays
  - ii. Daniel wasn't receiving pensions from war
  - iii. Government was enforcing foreclosures on homes
  - iv. Daniel gathered men, and attacked courthouses so they could not issue foreclosures
  - v. Massachusetts government was unable to stop the rebellion
  - vi. One of the leading causes for the Constitutional Convention

#### Social Change

- a. Abolition of Aristocratic titles
  - i. Aristocracy from colonial America was gone.
- b. Separation of Church and State:
  - i. Most churches stopped receiving religious taxes
- c. Minority Groups:

- i. Second-class citizens had made sacrifices in the war, and wanted compensation
  - 1. Women:
    - a. Abigail Adams “remember the ladies and be more generous and favorable to them than your ancestors”
    - b. Cult of Domesticity
      - i. Idea that women should stay at home and take care of family instead of finding jobs
  - 2. Blacks:
    - a. Amount of free Africans grew after the war
    - b. Also growth of racist publications

## A New Constitution

- a. Alexander Hamilton
  - i. Convened the Annapolis Convention (1787)
    - 1. Only 5 delegates showed up
    - 2. Set the date for the Constitutional Convention (summer of 1787)
- b. New Jersey Plan
  - i. Called for modifications to the Articles
  - ii. Called for equal representation from each state
- c. Virginia Plan
  - i. James Madison
  - ii. New government based on Checks and Balances (executive, legislative, and judicial branch)
  - iii. Electoral College
  - iv. Representative of the state’s population
- d. Great Compromise (Connecticut Compromise)
  - i. Blended the 2 compromises together
  - ii. Created a bicameral legislature and the Constitution
  - iii. Included the House of Representatives and the Senate
  - iv. Three-Fifths Compromise
    - 1. A slave counts as 3/5ths of a person for a state’s representation
- e. Anti-Federalists
  - i. Opposed the Constitution
  - ii. Didn’t like a strong federal government
  - iii. Came from the back country
  - iv. Appalled by the absence of a bill of rights
- f. Federalists
  - i. Wanted to ratify the constitution
  - ii. Argued their point in the Federalist Papers
    - 1. Essays convincing people for each point in the constitution
  - iii. Contained James Madison, Alexander Hamilton, and John Jay
- g. Bill of Rights

- i. Arguments for:
  - 1. America had just won a battle against a tyrannical government
  - 2. Wanted to give people basic rights to prevent the strong central government from violating their rights
- ii. Arguments Against:
  - 1. Officials could assert that unlisted rights could be violated at will
  - 2. Members of Congress are elected by the people, so the people do not need to be protected by themselves.
- iii. First 10 Amendments
  - 1. Elastic clause
    - a. Any powers not listed in the constitution are given to the people

#### Washington Presidency (1789)

- a. Chosen by the Electoral College to become the first presidency
  - i. Most popular figure in the colonies, so he was chosen
- b. Washington exercised his authority with care
- c. Cabinet:
  - i. Thomas Jefferson
    - 1. Secretary of State
    - 2. Thought the country could become a monarchy, wanted a weaker federal government
  - ii. Alexander Hamilton
    - 1. Secretary of the treasury
    - 2. Wanted strong central government and weaker state governments
- d. Hamilton proposed a National Bank to regulate and strengthen the economy
  - i. Was approved of both houses of Congress
  - ii. Washington was uncertain of the bank's constitutionality
  - iii. Two Sides:
    - 1. Strict Constructionists
      - a. Jefferson and James Madison
      - b. It was not constitutional
      - c. A bank could be beneficial, but it was not "necessary"
    - 2. Broad (loose) constructionists
      - a. Hamilton
      - b. Creation of a bank was an implied power of the government
- iv. Washington eventually signed the bill
- v. Hamilton's Economic Policy
  - 1. Successfully handled the national debt
  - 2. Federal government assumes the state's debts and to repay the debts by giving the debt holders land on the western frontier
  - 3. Favored Northern Banks
  - 4. Got most of his plan implemented by striking a deal and having the Capital moved down to Washington, D.C.

- e. Political Parties
  - i. Federalists
    - 1. Hamilton, Washington, Adams, Jay, Marshall
    - 2. Economy based on commerce
    - 3. Strong federal government
    - 4. Wealthy, Northeast
    - 5. Believed National bank was “necessary”
    - 6. Sympathetic to Great Britain
  - ii. Democratic-Republicans
    - 1. Jefferson, Madison
    - 2. Economy based on agriculture
    - 3. Stronger state governments
    - 4. Yeoman farmers, southerners
    - 5. Thought a National bank was “desirable”
    - 6. Sympathetic to France
- f. Whiskey Rebellion (1791)
  - i. Western Pennsylvania farmers resisted a tax on whisky
  - ii. Whisky tax tried to raise revenue to pay debts from the Revolution
  - iii. Washington dispatched the militia to disperse of the rebels
  - iv. Significant with the Bacon’s Rebellion and Shays Rebellion, as it demonstrates long lasting class tensions between inland farmers and the coastal elites who ran the government
  - v. Shays’s Rebellion proved the national government at the time was too weak
  - vi. Whiskey Rebellion proved the government was strong enough
- g. French Revolution
  - i. Jefferson wanted to support the revolution
  - ii. Hamilton did not
  - iii. England and France resumed hostilities
  - iv. The colonies were generally pro-French
- h. Proclamation of Neutrality (1793)
  - i. Washington declaring that the nation was not strong enough for a European war
- i. “Citizen” Genêt Affair
  - i. Citizen Edmond Genêt visited America to seek assistance, temporarily causing rallies to support the revolution
- j. Jay’s Treaty (1794)
  - i. John Jay
  - ii. Evacuated the British from the Northwest Territory
  - iii. Prevented war with England
  - iv. May have made too many concessions towards British
  - v. Low point of Washington’s administration
- k. Pinckney’s Treaty (1795)
  - i. Thomas Pinckney

- ii. Negotiated with Spain for access of the Mississippi River, tax-free access to world markets, removal of Spanish forts on American Soil
  - iii. High point of Washington's administration
- I. Washington's Farewell
  - i. Wanted future presidents to have friendly relationships with all nations, but to avoid any permanent alliances
  - ii. Declined to run for a 3rd term
  - iii. Didn't like political parties or sectionalism

#### Republican Motherhood

- a. Women's roles in society were being reevaluated
- b. Women should be educated so they could teach men to be good citizens
- c. Educated women could be better mothers, producing better citizens
- d. Applied to the upper-class

#### John Adam's Presidency

- a. John Adams was selected to be the next president (Federalist)
- b. Jefferson: vice president
- c. XYZ Affair:
  - i. After Jay's Treaty, France started seizing American ships
  - ii. Adams sent diplomats to Paris
  - iii. French officials demanded a bribe before negotiations could occur
  - iv. Formerly pro-France, the public became vehemently anti-France
  - v. War seemed possible
  - vi. Army was very small, so war was avoided
  - vii. Quasi-War
    - 1. Naval skirmishes with France
    - 2. Unofficial war with France (1797-1800)
- d. Alien and Sedition Acts
  - i. Low point of Adam's presidency
  - ii. Allowed government to expel foreigners
  - iii. Jail newspaper editors for writing against the government
    - 1. Violation of the first amendment
  - iv. Vice President Jefferson led opposition to the Acts
- e. Virginia and Kentucky Resolutions
  - i. Argued states had the right to judge the constitutionality of federal laws
  - ii. Alien and Sedition Acts were void in Virginia and Kentucky

## Period 4

### The “Revolution of 1800”

- a. The Federalist party was split, so the Democratic-Republicans could choose a president
- b. Thomas Jefferson and Aaron Burr ran for president
- c. Hamilton campaigned for Jefferson
  - i. He thought Burr was “a most unfit and dangerous man”
- d. Jefferson eventually won
  - i. Burr became vice president, and Jefferson was stuck with a vice-president he did not like
- e. America changed power for the first time- from Federalists to Democratic-Republicans
  - i. No violence occurred

### Jeffersonian Republic (1800-1823)

- a. Adams was upset about the election
  - i. Before he left, he created midnight appointments, filling many government positions with Federalists
    - 1. Jefferson was able to get rid of most of them
  - ii. Marbury v. Madison
    - 1. William Marbury sued Secretary of State James Madison for refusing to certify his appointment to the federal bench.

2. Caused judicial review
  - a. The responsibility for reviewing the constitutionality of Congressional acts
3. The court said Marbury had the right of his judgeship, but the court could not enforce his right
4. This case made the supreme court significant.
  - a. John Marshall
    - i. Very influential Chief Justice of the Supreme Court
- b. Louisiana Purchase
  - i. Spain gave New Orleans to the French in 1802
  - ii. The French would probably restrict American trade among the Mississippi River
    1. Jefferson sent James Monroe to buy New Orleans
    2. Napoleon was gearing up for war in Europe
    3. A Haitian slave revolution further convinced Napoleon
  - iii. French offered to sell the Louisiana territory for 15 million
  - iv. Jefferson was not sure of the constitutionality of purchasing land
  - v. Bought the land anyways, claiming it was under his power to negotiate treaties
  - vi. Doubled size of the US, increased Jefferson's popularity
  - vii. Essex Junto
    1. Federalist group wanting to secede from the United States
    2. Plan never materialized
- c. Lewis and Clark
  - i. Sent by Jefferson to investigate the western territories
  - ii. Sacajawea helped them negotiate with other Native American tribes
  - iii. Caused pioneers to turn their attentions westward
  - iv. However, still a few foreign forts left
- d. 1804 Election
  - i. Jefferson was reelected
  - ii. Burr and Hamilton dueled, and Hamilton was killed

#### Jefferson's Second Term

- a. Didn't go very well
  - i. French and the British were at war, blockading each other's trade routes
  - ii. The US suffered from the blockades
  - iii. British started impressing American sailors
  - iv. There were several navy conflicts
  - v. Jefferson could not respond, since the American Navy was too small
- b. Challenges to US Neutrality
  - i. France and Britain had Navy blockages of enemy ports
  - ii. Seized many ships of neutral nations
  - iii. British impressed many American sailors
- c. Chesapeake-Leopard Affair (1807)

- i. A British warship Leopard fired on to the American ship Chesapeake
  - ii. 3 Americans were killed, 4 others impressed
  - iii. Raised Anti-British feelings
- d. Embargo Act of 1807
  - i. Shut down America's import and export business
  - ii. Brought more economic hardships to America than Britain
  - iii. Increased smuggling
  - iv. Increased manufacturing, as people wanted British products.
- e. Non-Intercourse Act of 1809
  - i. Reopened trade with most nations
  - ii. Still banned trade with Britain and France
- f. Jefferson=hypocrite
  - i. He wanted the federal government to remain small
    - 1. Failed with the Louisiana Purchase
  - ii. He wanted American manufacturing to remain small
    - 1. Failed when he used the Embargo act.
  - iii. He wanted freedom and liberty
    - 1. He owned slaves and took land from Native Americans.

#### Madison's Presidency

- a. James Madison became the next president (Jefferson's Secretary)
- b. Easily beat the weakening Federalists
- c. Macon's Bill No. 2
  - i. Reopened trade with both France and England
  - ii. If any country renounced its interference with American trade, he would cut off trade with the other one
  - iii. Napoleon made the promise
    - 1. However the promise was not fulfilled, and France kept seizing American ships.
  - iv. America cut off trade with England
  - v. British increased attacks on American ships.
- d. War Hawks
  - i. Led by Henry Clay and John C. Calhoun
  - ii. People who wanted a confrontation with the British
  - iii. Contained the Southern and Western people
  - iv. Saw war as an opportunity to grab new lands
    - 1. Madison declared war in 1812

#### War of 1812

- a. Causes
  - i. British continued impressing American sailors
  - ii. Many anti-British rumors in America
  - iii. Americans wanted a chance to obtain Canadian land
- b. Native Americans

- i. Allied with the British
  - ii. Tecumseh
    - 1. Unified tribes to stop American expansion
    - 2. Armed by British
    - 3. This coalition fell apart when he died
    - 4. Tenskwatawa (the Prophet)
      - a. Revived traditional Native American culture and religion
    - 5. William Henry Harrison destroyed the Natives at the battle of Tippecanoe
- c. Opposition
  - i. Many Federalist politicians did not want war
  - ii. Some New England merchants created large profits from the Embargo Act
- d. British
  - i. Were easily able to defeat the ill-prepared American forces
    - 1. Had much higher taxes
    - 2. Had a much larger navy
  - ii. Captured Washington, D.C. (1814) and set the White House on fire
  - iii. When Napoleon was defeated, the British soon negotiated peace
    - 1. British impressment also stopped
- e. Treaty of Ghent (1814)
  - i. Signed in Belgium, caused peace
  - ii. America and Britain didn't really lose anything, nothing changed
  - iii. Native Americans suffered
- f. Andrew Jackson
  - i. Won the Battle of New Orleans (2 weeks after the peace treaty)
  - ii. Only clear American victory
  - iii. After the peace treaty, because Jackson did not know British had made peace
  - iv. Brought Jackson fame
- g. Hartford Convention
  - i. Federalists opposed to the war met to attempt to change the Constitution.
  - ii. Had several grievances
    - 1.  $\frac{2}{3}$  of majority of Congress should be required to pass laws dealing with trade and admit new states
    - 2. No president can serve more than one term
    - 3. No 2 presidents in a row can come from the same political party
  - iii. Succession was a last resort option
  - iv. People did not like the Federalists after
  - v. The party soon dissolved
- h. Consequences of the War
  - i. Spurred American manufacturing
    - 1. The states could not trade with Europe, so they became more self-sufficient
    - 2. United States became less dependent on imports
  - ii. Nationalism grew stronger, thanks to military leaders
  - iii. Ended Conflict with Britain

- iv. Native Americans suffered after, without an alliance with Britain
- i. National Growth
  - i. Henry Clay's American System
    - 1. Protective tariff for American Industry
    - 2. National road from Maryland to Ohio, money for canals, internal improvements
    - 3. National Bank rechartered (1816)

#### Monroe's Presidency

- a. Demise of Federalists
  - i. Only one political party
    - 1. Period of unity known as the Era of Good Feelings
  - ii. Federalists were unable to adapt to the changing needs of the growing nation
- b. McCulloch v. Maryland
  - i. States could not tax the National Bank
  - ii. Established the precedence of national law over state law
- c. Panic of 1819
  - i. A financial scare that destroyed the American economy
  - ii. Caused economic growth, inflation, and land speculation
  - iii. Numerous mortgage foreclosures and business failures
  - iv. Many people thrown into poverty
  - v. Monroe was still able to win the reelection in 1820.
- d. Monroe Doctrine
  - i. Stay out of Americas, and the US will stay out of your squabbles
  - ii. Claimed America's right to intervene anywhere in its own hemisphere
  - iii. Appeared to work
    - 1. No European country tried to intercede in the Americas after the Doctrine
    - 2. Many Europeans did not have the military power to challenge the doctrine
- e. Westward settlement
  - i. Within 10 years after the War of 1812, population west of the Appalachian Mountains had doubled.
  - ii. Reasons:
    - 1. Acquisition of American Indians' Lands
      - a. Many Native were driven out of their lands, thanks to William Henry Harrison in Indiana and Andrew Jackson in Florida
    - 2. Economic Pressures
      - a. Economic difficulties in the Northeast from the embargo caused people to seek a new future. People in the south needed better planting soil.
    - 3. Improved Transportation
      - a. Roads, canals, steamboats, railroads
    - 4. Immigrants
      - a. More Europeans came due to cheap land in America
- f. Missouri Compromise
  - i. Before, there were 11 slave states and 11 free states

- ii. Missouri was the first state from the Louisiana Purchase
- iii. The compromise:
  - 1. Admitted Missouri as a slave state
  - 2. Carved a piece out of Massachusetts (Maine) (free state)
  - 3. Drew a line across 36° 30' parallel across the Louisiana Territory
  - 4. Established the southern border of Missouri as the northernmost point at which slavery would be allowed in the western territories
    - a. First measure foreshadowing the Civil War
    - b. Split the Democratic-Republican party, ending its 20 year reign
- iv. Tallmadge Amendment
  - 1. James Tallmadge from New York.
  - 2. Amendment to the bill for Missouri's admission
    - a. Prohibit further slave introduction in Missouri
    - b. Children of Missouri slaves emancipated at 25
  - 3. Would have led to the gradual elimination of slavery
  - 4. Defeated thanks due to angry southerners
- g. Foreign Affairs
  - i. After war of 1812, America has a more aggressive approach with other nations
  - ii. Canada
    - 1. Rush-Bagot Agreement (1817)
      - a. Limited naval armament on the Great Lakes and border fortifications.
      - b. Created the longest unfortified border in the world
    - 2. Treaty of 1818
      - a. Improved relations between the US and Britain
        - i. Shared fishing rights off the coast of Newfoundland
        - ii. Joint occupation of Oregon Territory for 10 years
        - iii. Settling of northern limits of the Louisiana Territory at the 49th parallel, establishing western US-Canada line
  - iii. Florida
    - 1. Jackson's Military Campaign (florida)
      - a. Jackson attacked and sacked many Seminole Villages
      - b. He also drove out the Spanish governor of Florida
    - 2. Adams-Onis Treaty (1819)
      - a. John Quincy Adams
        - i. United States bought Florida for 5 million
        - ii. US would never try to take action to gain Spanish Mexico
          - 1. Nullified when Mexico gained its independence
  - iv. Monroe Doctrine
    - 1. Stay out of Americas, and the US will stay out of your (Europe's) squabbles
    - 2. Claimed America's right to intervene anywhere in its own hemisphere
    - 3. Appeared to work
      - a. No European country tried to intercede in the Americas after the Doctrine

- b. Many Europeans did not have the military power to challenge the doctrine

#### Election of 1824

- a. Turning point in presidential elections
  - i. Voting laws included more people, increasing voting rates
- b. States allowed voters to choose their presidential electors directly
- c. Congressional caucuses
  - i. US congressmen had chosen their parties' nominees
- d. The election had William Crawford, John Quincy Adams, Henry Clay, and Andrew Jackson
- e. Andrew Jackson received the most popular vote, but not enough electoral votes
- f. Election was decided in the House of Representatives
- g. Corrupt Bargain
  - i. In the House, Clay supported Adams, giving Adams the presidency
  - ii. Clay was named Secretary of State

#### Adam's Presidency

- a. Adams tried to strengthen the central government
- b. Most of his proposals were met with opposition, thanks to Jackson's supporters
- c. Tariff of 1828 (tariff of abominations)
  - i. Catered to Northern states but not southern ones

#### Jackson Presidency (1828)

- a. Was pissed he lost the presidency in 1824
- b. Jackson put together a support network, called the Democratic party
- c. The campaign was vicious (many accusations from both Adams and Jackson)
- d. Jackson easily won the presidency
- e. Spoils system
  - i. Trading jobs for political favors
  - ii. Jackson replaced many government positions with his own men

#### Jacksonian Democracy

- a. Replaced Jeffersonian Republicanism
- b. Presidential Power
  - i. Vetoed many bills when he became president
  - ii. Kitchen Cabinet
    - 1. Jackson's closest advisors
- c. Jefferson Democracy
  - i. Nation governed by middle- and upper-class
  - ii. Nation of yeoman farmers, protected by the government
- d. Jacksonian democracy
  - i. Universal white manhood suffrage (all white males can vote)

- ii. Jackson democracy is not a version of how government should function
  - iii. Jackson kept on challenging Congress and the Supreme Court
- e. Indian Removal Act (1830)
  - i. US government treated Native Americans as a “foreign nation”, going to war and making treaties with them
  - ii. Jefferson
    - 1. Wanted to assimilate the Natives into American Society
  - iii. Jackson
    - 1. There were “Five Civilized Tribes” living in the Southeast area of the Mississippi River
      - a. Cherokee, Chickasaw, Choctaw, Creek, Seminole
    - 2. The most famous tribe was the Cherokee nation
      - a. They had a written language, converted to Christianity, agriculture was a way of life, some even owned slaves
    - 3. Gold was discovered in Georgia, on Cherokee
    - 4. Cherokee were forced to comply with the Indian Removal Act, and to resettle in Oklahoma
    - 5. Supreme Court case Cherokee Nation v. Georgia (1831) and Worcester v. Georgia (1832)
    - 6. John Marshall sided with the Cherokees, but Jackson ignored the court
    - 7. Trail of Tears (1835-1838)
      - a. Thousands of Natives were marched to Oklahoma
      - b. Thousands died of sickness and starvation on the way
    - 8. Seminole War
      - a. Seminoles were also told to leave
      - b. The initiated a war, which lasted to the late 1830s
      - c. The war became expensive for the US government, so they gave up
- f. Nullification
  - i. Tariff of 1828 (Tariff of abominations)
    - 1. Extremely high tariff that was detrimental to southern states
  - ii. Tariff of 1832
    - 1. Lowered the previous tariff by an insignificant amount
    - 2. South Carolina still nullified the tariff
  - iii. Force Bill
    - 1. Calling in troops to enforce laws (like the tariff)
    - 2. However, Calhoun and Clay made a compromise, lowering the tariff
  - iv. Nullification
    - 1. South Carolina nullifies the Tariff of 1832
    - 2. Threatened secession if there was any federal government intervention
- g. Economic policies
  - i. Showed his distrust of big government
  - ii. Spent most of his two terms “downsizing” the federal government
  - iii. Vetoed the Second Bank of the United States (bank war)

1. Jackson ended the bank by spending all of its funds
- iv. Specie Circular
  1. Ended selling government land on credit
  2. You have to pay “hard cash”
  3. Caused money shortage
  4. Triggered the panic of 1837
- h. Slavery
  - i. Became more controversial
  - ii. Northern abolition grew stronger
  - iii. South experienced several slave revolts
    1. Caused more brutal disciplinary measures
    2. Nat Turner’s Rebellion
      - a. Nat Turner was a preacher
      - b. He and his gang killed 60 whites
      - c. 200 slaves were executed
      - d. Black codes
        - i. Prohibited blacks from congregating and learning to read

#### The Election of 1836 and the Rise of the Whigs

- a. Jackson’s Democratic party didn’t represent the interests of everyone, so the Whigs were formed
- b. The Whigs had many of the same beliefs as the Federalists
  - i. Whigs shared opposition to the Democrat’s policies
- c. Martin Van Buren (Jackson’s second vice president) (democrat) became president
  - i. Panic of 1837
    1. The country was entering another economic crisis
    2. Van Buren continued many of Jackson’s policies, making the situation worse
    3. The economic issues lasted his entire term, and he was not reelected

#### Election of 1841

- a. William Henry Harrison became the first Whig president
- b. Died of pneumonia after having a 2 hour long inauguration address in the cold
- c. John Tyler (vice president) became the next president
  - i. Championed states’ rights
  - ii. Vetoed numerous Whig bills
  - iii. Alienated Whig leadership
  - iv. Entire cabinet resigned in protest
  - v. Known as “president without a party”
  - vi. Presidency lasted only one term

#### Economic History (1800-1860)

- a. Population Growth
  - i. Between 1800 and 1825 the population doubled.
  - ii. In the next 25 years it doubled again

1. Supplemented by immigrants from Europe
  - a. Germany and Great Britain
- b. Market Economy
  - i. People used to raise crops and buy little.
  - ii. In market economy, people trade their labor or goods for cash, which is used to to buy other people's labor or goods
  - iii. Boom-and-bust cycles
    1. Economy skids like the panics of 1819 and 1837
    2. Halts prosperity
  - iv. Eli Whitney
    1. Developed interchangeable parts
      - a. This made replacing tools, such as guns, less expensive
      - b. Machine-tool industry
        - i. Produces specialized machines
      - c. Led to the development of assembly line production
    2. Cotton Gin: (1793)
      - a. Revolutionized agriculture
      - b. Much easier to remove seeds from cotton plants
      - c. 50 times more effective than a slave
      - d. Cotton became cheaper, and demand grew rapidly
      - e. Increased dependence on slave labor, increasing slavery
      - f. Increased the economy
  - v. Effects:
    1. Positives:
      - a. Increase in Women's rights
        - i. Women can now seek employment with Factory jobs, especially in the Lowell System
      - b. Increase in production, profits, and goods
      - c. More food
    2. Negatives:
      - a. Pollution
        - i. CO2, waste in air, soil, and water
      - b. Deforestation (charcoal)
      - c. Increase in slavery (thanks cotton gin)
      - d. Women still are not seen as very powerful, still have pink jobs
- c. Textile Industry
  - i. First Industrial Revolution (1760-1840)
  - ii. Before the War of 1812, England was America's source of textiles
  - iii. Power loom: textile manufacturers could produce thread and fabric quickly
  - iv. Samuel Slater designed the first American textile mills (stolen from British)
  - v. Growth of the industry had a shortage of labor
  - vi. Lowell system (Waltham system) (Made by Francis Cabot Lowell)
    1. Employees given housing (boarding houses)

2. Cash wages
3. Participation in cultural and social events by the mill (very Christian)
4. Lasted until the 1840s-1850s
5. Labor unions
  - a. Working conditions began to deteriorate
  - b. Labor unions protect workers' interests
  - c. Initially met with opposition from the industry, but succeeded
6. Industrial Paternalism
  - a. Businesses should treat employees like "family"
- vii. Clothing manufacturers: transformed textiles into finished products
- viii. Retailers: sold the clothing
- ix. Brokers: bought and sold raw and finished goods
- x. Commercial banks: lent money to everyone
- xi. Transportation industry: grew as a result of transporting materials
- d. Transportation
  - i. National Road
    1. Maryland to West Virginia
    2. Made east-west travel easier
  - ii. Erie Canal (1825)
    1. Funded by New York
    2. Linked Great Lakes to New York
    3. Northwest became the center of commerce
    4. Extremely successful, Midwestern merchants and farmers sold their products to Eastern buyers
    5. Many other attempts to create canals, none was as successful
    6. Canal era ended in 1850 because of railroads
    7. Steamships- Created thanks to steam engines
      - a. Traveled faster than sailing vessels
  - iii. Railroads
    1. At the beginning, it wasn't popular because the widths of different railroads were different. (problem eventually solved)
    2. By 1853, there were a few cities linked together by rails
  - iv. Telegram
    1. Allowed for immediate long-distance communication for the first time
    2. People used Morse code to communicate
  - v. TL;DR: Transportation and communication in the first half of the 19th century revolutionized American commerce and culture. Mostly focused on the North. This also helped a lot in agriculture, so farmers could sell their crops for cheaper.
- e. Farming
  - i. Agriculture still remained the most common source of livelihood
  - ii. Mechanization revolutionized farming
    1. Mechanical plow, reaper, thresher, baler, cotton gin
  - iii. More food grown went to the market.

1. 1820:  $\frac{1}{3}$
2. 1860:  $\frac{2}{3}$
- iv. Northeast:
  1. Region was very rocky, and couldn't compete with other regions
- v. Midwest:
  1. Main source of grains, like wheat and corn
  2. More adaptable to new technology that doubled production
- vi. South:
  1. Plantations focused on cotton
  2. Majority owned small farms and didn't have slaves

### Westward Expansion

- a. Encouragement:
  - i. Louisiana Purchase
  - ii. War of 1812 deprived Natives of their ally, Great Britain
- b. Manifest Destiny
  - i. Americans thought they had a God-given right to the Western territories
- c. Western territory
  - i. Was dangerous
  - ii. Rough terrain and climate
  - iii. Natives and Mexicans didn't want to cede their lands without a fight
- d. Texas
  - i. Mexico declared its independence from Spain (1821)
  - ii. Mexican government encouraged settlers
  - iii. Thousands of Americans settled the land, outnumbered the mexicans
  - iv. Mexico tried to enforce its laws
  - v. Settlers rebelled and declared independence
    1. Alamo (1836)
  - vi. Texas was known as the "Republic of Texas", before being admitted in 1845
  - vii. Took awhile to be admitted because of opposition from northerners
- e. Oregon Territory
  - i. Settled in the 1840s
  - ii. Lots of good fertile farming soil
  - iii. Used the Oregon Trail
  - iv. British and Russians had a claim on the land
  - v. Was a treaty settling the territorial dispute
- f. California Gold Rush (1848)
  - i. Discovery of gold in the California mountains
  - ii. Attracted 100,000 people into the State
  - iii. Many settled the area as farmers

### Economic reasons for Regional Differences

- a. North
  - i. Was becoming industrialized
  - ii. Technological advances let it become the nation's commercial center
  - iii. Farming did not have a big role
  - iv. Slavery became less common, however still lots of prejudices
  - v. Urban Life
    - 1. Grew to 15% in 1850
    - 2. Crowded housing, poor sanitation, disease, crime.
- b. South:
  - i. Remained agrarian
  - ii. Tobacco and cotton required lots of land
  - iii. Southerners were constantly looking west for more land
  - iv. Wanted to protect slavery
  - v. Wanted more slave states to boost their power in congress
- c. West:
  - i. Varied economic interests
  - ii. Commercial farming, fur trapping, real-estate speculation
  - iii. Distrusted the north, and its powerful banks
  - iv. Didn't care for the South
  - v. Most wanted to stay out of the slavery issue
  - vi. Western expansion was one of the most important conflicts leading to the Civil War

#### Social History (1800-1860)

- a. Basics:
  - i. The development of commerce led to a larger middle class
  - ii. Industrialization made bigger cities with impoverished migrant and immigrant neighborhood
  - iii. Westward migration created a new frontier culture
- b. The North and American Cities
  - i. North became the nation's industrial and commercial center
  - ii. Became home to many major cities
  - iii. Lack of plumbing, seers, led to toxic cities
  - iv. Many epidemics
  - v. Benefits of big cities:
    - 1. Cities had jobs
      - a. Factories were very good for the farmers who couldn't compete with the south
      - b. Craftsman (blacksmiths, cobblers) could make a living in cities
    - 2. More opportunities for social advancement
      - a. Public schooling
      - b. Labor unions
      - c. Clubs and associations created to have more political power
    - 3. Leisure, like theater and sports

- vi. Distribution of wealth
  - 1. Elite controlled most of personal wealth
  - 2. Middle class: tradesmen, broker's, other professionals
  - 3. Working class: men worked at factories or at low paying crafts, and women worked at home, taking in sewing
    - a. Very poor
  - 4. Poverty: recent immigrants
    - a. Immigrants came from Ireland (to the North) and Germany (to the West)
- c. The South and Rural Life
  - i. Majority of Southerners lived in rural areas
  - ii. Hardly any major cities, New Orleans was the largest
  - iii. Had few places of commerce
  - iv. Didn't have a lot of infrastructure (roads, canals, railroads)
  - v. Distribution of wealth
    - 1. Wealthy: Dominated the South politically, socially, and economically. Group of plantation owners
    - 2. 75% of southerners did not own slaves
  - vi. Southern paternalism:
    - 1. Perception that blacks are childlike and unable to take care of themselves
  - vii. Slaves:
    - 1. Lived in poverty, had tiny homes
    - 2. Most worked extremely long hours at hard and long labor
    - 3. Families were constantly broken up
    - 4. Many were abused by their overseers
    - 5. Picked up parts of Christianity
  - viii. Yeomen
    - 1. Consisted of the majority of Southerners
    - 2. Mostly Scottish and Irish descent
    - 3. Grew subsistence crops
  - ix. Free blacks
    - 1. The south was home to over 250,000 free blacks, the descendants of slaves freed by their owners or freed from fighting the Revolutionary War
    - 2. Black codes restricted their lives
      - a. They couldn't own guns, drink liquor, or assembling in groups more than 3 (except at church)
      - b. Lots of prejudice
- d. The West and Frontier Living
  - i. The frontier's border was constantly changing
  - ii. 1820s-1830s: to Texas
  - iii. 1840s: frontier included the pacific Northwest
  - iv. 1849: Gold Rush drew Forty-Niners to California
  - v. US government encouraged settlers to move west
    - 1. Gave away land/sold at reduced price to veterans

- 2. Squatters: didn't buy land and simply moved onto land
- vi. Fur Trading:
  - 1. Often the first pioneers in a region
  - 2. Hunted beavers to almost extinction
  - 3. Also a lot of Miners and cattle ranchers
- vii. Frontier living was very hard
- viii. Settlers constantly fought Native Americans
- ix. However, frontier offered many opportunities that were less common in the East and the South
- e. Immigration
  - i. Starting from 1832, millions of Europeans came to America
  - ii. Most stayed in the northern port cities
  - iii. Few went to the south
  - iv. Reasons for immigration
    - 1. Development of inexpensive and rapid ocean transportation
    - 2. Famines and revolutions in Europe
    - 3. Growing reputation of the US as a country offering economic opportunities and political freedom
  - v. Immigration supplied the US with inexpensive labor
  - vi. Irish
    - 1. Consisted of half the immigrants- ~2 million
    - 2. Potato crop failure caused a famine
    - 3. Faced discrimination due to Roman Catholic reason
  - vii. Germans
    - 1. Economic hardships and failed democratic revolutions
    - 2. ~1 million came to the US in 1840s and 1850s

#### Religious and Social Movements (Know at least two of these)

- a. Second Great Awakening
  - i. period of religious revival
  - ii. This Enlightenment encouraged more education
  - iii. Revivalism in New York (1823)
    - 1. Charles G. Finney appealed to people's emotions and fear of damnation
  - iv. Baptists and Methodists
    - 1. Traveled all around and converted many people into Baptists and Methodists
  - v. Mormons (1830)
    - 1. Joseph Smith
    - 2. Founded in New York, before moving to Ohio, Missouri, and then Illinois
    - 3. Joseph Smith was killed in Illinois
    - 4. Went and settled in Utah
  - vi. Shakers
    - 1. Had near-equal rights to women
    - 2. Practiced celibacy, so their numbers fell

- b. Social movements
  - i. Temperance societies
    - 1. Encouraged people to not drink
    - 2. Were fairly popular
  - ii. Penitentiaries, asylums, and orphanages
    - 1. Society is responsible for the welfare of its least fortunate
  - iii. Transcendentalism
    - 1. Focus religious study on personal experiences and beliefs
    - 2. Direct and immediate experiences with the divine
  - iv. Hudson River School
    - 1. First distinct school of American art
    - 2. Painted landscapes
  - v. Women's rights
    - 1. Seneca Falls
      - a. Elizabeth Cady Stanton and Lucretia Mott
      - b. Published the *Declaration of Rights and Sentiments of Women*
        - i. Women's equality in legal rights
      - c. Suffrage (right to vote)
    - 2. National Woman Suffrage Association (1869)
      - a. Susan B. Anthony and Stanton
  - vi. Education
    - 1. Horace Mann
      - a. Lengthened the school year
  - vii. The Abolition Movement
    - 1. Before the 1830s, few whites fought for the liberation of slaves
    - 2. American Colonization Society (1816)
      - a. Wanted to repatriate slaves to new countries in Africa
    - 3. Two Groups:
      - a. Immediatists
        - i. Wanted emancipation at once
        - ii. William Lloyd Garrison
          - 1. Founded a newspaper **Liberator** (1831)
          - 2. Helped found the American Antislavery Society (1833)
          - 3. Fought against black resettlement in Africa
          - 4. Many southern states banned his newspaper
      - b. Moderates
        - i. Wanted emancipation to take place slowly with the cooperation of slave owners
    - 4. Gag rule (1836-1844)
      - a. Rule in Congress that suppressed the discussion of slavery
        - i. Prevented Congress from enacting new legislation related to slavery
        - ii. Caused many Northerners to join the abolition movement

5. Africans
  - a. David Walker
    - i. Convinced other free Africans to work to end slavery
  - b. Frederick Douglass
    - i. Published the newspaper *The North Star*
    - ii. Gained fame writing other stories about slavery
  - c. Harriet Tubman
    - i. Helped over 300 other slaves escape with the underground railroad
  - d. Sojourner Truth
    - i. Speaker who campaigned for emancipation and women's rights
6. Before the Civil War, abolitionists were mostly considered as extremists

## Period 5:

Election of 1844: Democrat James Polk vs. Whig leader Henry Clay

- a. Differences between Whigs and Democrats
  - i. Whigs: internal improvements: building transportation, improving current lands.
  - ii. Democrats: Expansionists: increasing the nation's borders, government should not interfere with internal improvements.
- b. Polk won the election
  - i. 54° 40' or fight

The Polk Presidency

- a. Restored the practice of keeping government funds in the Treasury. Jackson had kept the funds in pet banks, which had terrible results.
- b. Reduced tariffs
- c. Proposed the annexation of Texas and initiated the Oregon Treaty with Britain (1846) (let America peacefully have Oregon, Washington, and established a border)
  - i. Polk provokes the Mexicans on the border of Texas, and declares war.
    - 1. Mexicans were already angry Texas had declared independence from them (1836)
- d. Mexican American War (1846)
  - i. The war was not universally supported.
    - 1. Northerners didn't like the idea of extra slave states
    - 2. Others thought Polk declared war due to slaveholders
    - 3. Others, like Abraham Lincoln, did not believe that American blood was shed on Mexican soil.
      - a. "Spot resolutions": Where was the exact spot of American blood shed?
  - ii. Wilmot Proviso: Bill prohibiting the extension of slavery into territory gained from Mexico
    - 1. Outcome: Was very SECTIONALLY divided, instead of being divided by parties. This would become a trend that tore the Whigs apart, when they split over the idea of slavery.
      - a. Free-Soil Party: New party from the Whigs, against expansion of slavery because they didn't want whites to compete with slave labor.
        - i. They did not want slavery to spread to the new territories, but were fine with slavery in the south

- iii. The war went well in Mexico
- iv. Treaty of Guadalupe Hidalgo (1848)
  - 1. Rio Grande was now the southern border of Texas
  - 2. Ended war, Mexican Cession.
    - a. Arizona, New Mexico, California, Nevada, Utah
      - i. Gold was discovered at Sutter's Mill in California, causing the Gold Rush, which drastically increased the population in California.
  - 3. Slavery slowly died out in the new territories east of the Mississippi. Slavery was confined to the southeastern part of the country.
- v. Gadsden Purchase
  - 1. A purchase of a strip of land in the American Southwest for a railroad

#### The Causes of the Civil War:

- a. Compromise of 1850
  - i. Henry Clay (Whig)
  - ii. Fugitive slave law
  - iii. Abolished slave trade in D.C.
  - iv. Admitted California as a free state
  - v. Created popular sovereignty over Mexican Cession land
    - 1. Popular sovereignty: territorial residents will vote on the issue of slavery
    - 2. Two territories created: Utah and New Mexico
  - vi. The Missouri Compromise is no longer in effect
- b. Fugitive Slave Law
  - i. Pleased to south
  - ii. Created federal agents to help track runaways and for people in the north to report any suspicions of escaped slaves
- c. Uncle Tom's Cabin
  - i. Harriet Beecher Stowe (1852)
  - ii. Showed anti-slavery life without bringing in politics
  - iii. Played on people's sympathies
  - iv. Angered Southerners who like slavery and caused more Northern people to become abolitionists.
  - v. Extremely successful propaganda
- d. Kansas Nebraska Act (1857) and Bleeding Kansas
  - i. Created the Kansas and Nebraska territories, utilizing popular sovereignty
  - ii. Bloody/Bleeding Kansas
    - 1. Abolitionist and proslavery groups entered the new territory
    - 2. Thousands of pro slavery Missourians (Border Ruffians) relocated in Kansas
    - 3. Kansas sent 2 constitutions to Washington
      - a. Antislavery from Topeka
      - b. Proslavery from Lecompton

4. President Franklin Pierce saw the Lecompton Constitution and declared Kansas a slave state
- iii. Helped create the Republican party (free-soilers and northern democrats) (founded 1854)
  1. American party (Know-Nothings)
    - a. Hated foreigners (nativism)
    - b. Grew very quickly
    - c. Spread anti-Irish, German, Catholic propaganda.
      - i. Looked to contest the Republican party
        1. Party collapsed due to disagreements over slavery
- e. Caning of Charles Sumner
  - i. Proslavery Preston Brooks beats up abolitionist Charles Sumner
- f. Dred Scott v. Sandford (Dred Scott decision) (1857)
  - i. Awful Supreme Court case
  - ii. Dred Scott: slave wanting freedom from residing in a free state and territory
  - iii. Chief Justice Robert Taney
    1. He's black, so he has no rights
    2. He can't sue
    3. Congress cannot prohibit slavery in territories
    4. Missouri Compromise was unconstitutional
  - iv. Denounced in north
- g. Panic of 1857
  - i. Prices for midwestern farmers dropped
  - ii. Unemployment rose for northerners
  - iii. South remained fairly unaffected
    1. South has a superior plantation economy, don't need the north
- h. Lincoln Douglas Debates (1858)
  - i. Abraham Lincoln and Stephen Douglas
  - ii. Douglas won these debates, but Lincoln's position in these debates helped him win the 1860 election
    1. Douglas's position on popular sovereignty destroyed his chance for presidency
      - a. Lincoln
        - i. Did not care really care about slaves having freedom
- i. John Brown's Raid (Harper's Ferry) (1859)
  - i. John Brown organizes a slave uprising which fails
  - ii. John Brown was executed
    1. Becomes martyr for the north
  - iii. South arms itself in fear of another slave uprising
- j. Election of 1860
  - i. Democratic Party split over constitutional rights and popular sovereignty
    1. Allows Lincoln to win
  - ii. Lincoln's name didn't even appear on many southern ballots
    1. Once he became president, the south secedes
  - iii. Crittenden Compromise

1. Southern compromise to negotiate with the north
  - a. Did not work
- iv. Fire-Eaters
  1. Radical pro-slavery Southerners who wanted secession and a Confederacy

## The Civil War

- a. The Union Army (army of the potomac)
  - i. Needed to preserve the union
- b. The Confederate Army
  - i. Wanted to preserve their states rights
- c. Strategies of War for the North
  - i. Anaconda Plan
    1. Naval blockade to prevent the south from trading
  - ii. Needed to capture southern states
  - iii. Had a far large population and had more troops
- d. Strategies of War for the South
  - i. Did not need to invade land in the North
  - ii. Only needed to defend, looking for easy victories
- e. Important events of war
  - i. Battle of Bull Run: First battle, proved war was not going to end any time soon
  - ii. Battle of Antietam: Major Union victory, allowing for the Emancipation Proclamation. Stopped Britain from recognizing the Confederacy as a separate nation
  - iii. Emancipation Proclamation: Freed slaves in southern states
  - iv. Gettysburg: Decisive victory for union
  - v. Gettysburg Address: Lincoln, the war was not only a struggle to preserve the union, but also a struggle for human equality
  - vi. Sherman's March (1864): Union army burning a path to destroy Confederate morale
  - vii. Treaty at Appomattox Courthouse: end of war
- f. Politics
  - i. North
    1. More population and industry
    2. Confiscation Act
      - a. Allowed the Union to seize slaves and free them.
  - ii. South
    1. Stronger military tradition
  - iii. Border States
    1. Slave states that could leave the union whenever
    2. Martial law was imposed to keep them under federal control
  - iv. Peace Democrats "Copperheads"
    1. Democrats that wanted peace, allowing confederacy to leave union
  - v. Emancipation Proclamation
    1. Needed a military victory in order to be put in place
      - a. Did not want to seem like a last ditch effort

- 2. Did not free any slaves/ make slavery illegal
  - 3. Freed slaves only in the South (“states still in rebellion”)
  - 4. Military tactic to ruin southern economy
- vi. 13th Amendment
  - 1. Banned slavery and indentured servitude (unless for punishment)
- g. Society and Culture
  - i. Black Soldiers
- h. Economics
  - i. Confederacy:
    - 1. Was not modernized, behind in industrialization
    - 2. Huge amounts of inflation
    - 3. Conscription (military draft)
      - a. Created more poverty for southerners
  - ii. Union
    - 1. Union already dominated the nation’s economy
    - 2. Demand for weapons helped manufacturing
    - 3. War profiteering
      - a. Overcharging government or selling garbage
    - 4. Mild inflation
    - 5. Government increased in power
      - a. Lincoln suspended habeas corpus to arrest secessionists
    - 6. National currency
      - a. Greenbacks
        - i. Government issued money similar to modern currency

#### Reconstruction after the Civil War (1865-1877)

- a. Reconstruction
  - i. Freedmen
    - 1. Newly freed slaves, wanted to be able to earn their own wages.
  - ii. Ten-Percent Plan
    - 1. Lincoln’s plan for reconstruction
    - 2. Was too lenient
  - iii. Johnson’s Reconstruction Plan (Presidential Reconstruction)
    - 1. Created military governments to run states before being admitted into the Union
    - 2. All Southern citizens to swear a loyalty oath
    - 3. Banned Southern elite from taking to loyalty oath
      - a. Johnson pardoned many southern elite anyways so they were back into positions of power
    - 4. Republicans were split on the plan and wanted things to change, but Johnson did not change anything
  - iv. Impeachment proceedings
    - 1. Johnson was getting into the way of reconstruction, so congress tried to impeach him, but they were one vote off

- b. Congressional/Radical Reconstruction
  - i. Created the Fourteenth Amendment
    - 1. If you are born in the United States, you are a citizen
    - 2. States cannot deprive citizens of life, liberty, or property.
    - 3. Prevented states from denying citizens equal protection of the law
    - 4. States can choose whether or not to give freedmen the right to vote
    - 5. Barred Confederates from holding political office
    - 6. Excused the Confederacy's war debt
  - ii. Fifteenth Amendment
    - 1. States must enfranchise black men
- c. The failure of Reconstruction
  - i. Scalawags
    - 1. Southerners who cooperated
  - ii. Carpetbaggers
    - 1. Northerners who ran reconstruction programs
  - iii. Ku Klux Klan
    - 1. Terrorist group that focused on killing freedmen
  - iv. White League
    - 1. Focused on killing Republicans
  - v. Ulysses S. Grant (1868) (Republican)
    - 1. Was the new president, had no political experience
    - 2. His presidency had a lot of scandals because he let all his dishonest buddies into government positions
    - 3. His election was basically decided by the new freedmen
    - 4. Panic of 1873
      - a. Hit Grant hard
      - b. Caused by overreaching new factories, too many railroads and far too many sunken minds for the market
  - vi. Rutherford B. Hayes (1876) (Republican)
    - 1. Ends reconstruction by removing all troops from the South
    - 2. Blacks had to fend for themselves, and there were more sharecropping

## Period 6:

(poorly organized but not bad)

The age of invention and economic growth

- a. Thomas Edison's Light bulb and power plants
- b. Also more mass production.
- c. Country grew extremely quickly
  - i. Lots of raw resources needed for industrialization
  - ii. Large labor pool, with all the immigrants
  - iii. Pretty large population
  - iv. Thousands of inventions
- d. Railroads increased by a lot
  - i. Trunk lines
    - 1. Railroad tracks connecting large cities together
  - ii. Federal government gave millions of acres to railroad line companies

Industrialization, corporate consolidation

- a. Social Darwinism
  - i. Racism- white, Anglo-saxon, protestant- are racially superior than other races
  - ii. Derived from Charles Darwin's theory of natural selection in biology
- b. There were more machines, so production speeds increased

- c. Assembly line
    - i. Ford
    - ii. Workers perform a single task over and over
    - iii. Sacrifice quality over speed. Very dangerous work
  - d. Corporate Consolidation
    - i. Businesses grew larger and larger and larger
  - e. Holding company
    - i. Owned enough stock in various companies to have a controlling interest in the production of raw material, the means of transporting that material to a factory, the factory itself, and the distribution network for selling the product
  - f. Monopoly
    - i. Complete control of an entire industry
  - g. Horizontal Integration
    - i. Standard Oil (John D. Rockefeller)
    - ii. Smaller companies are combined to form a larger one
      - 1. Lots of use of ruthless practices such as cutthroat competition or pooling agreements
  - h. Vertical Integration
    - i. One company buys all the factors of production, from raw materials to a finished product
  - i. Sherman Antitrust Act of 1890
    - i. And Clayton Antitrust Act
    - ii. Against monopolies and consolidation of businesses.
- Factories and City Life
- a. Creating profit
    - i. Manufacturers hired women, children, and immigrants
      - 1. Lots of poverty and crime
  - b. Transportation
    - i. More railroads, streetcars, subways
      - 1. Mid class can now move away and still be able to go to sleep
  - c. Immigrants
    - i. Many latinos, blacks, were forced to take the worst jobs
  - d. Political Bosses
    - i. Helped provide services to the poor, building parks, doing good for community, etc.
    - ii. Expected to receive votes and occasional donations.
    - iii. Ex: "Boss" Tweed of Tammany Hall in NYC
      - 1. Was extremely famous and had a lot of influence.
      - 2. Embezzled a ton of money when he did construction projects
      - 3. Found guilt and died
      - 4. Thomas Nast
        - a. Drew political cartoons of him
  - e. Labor Unions
    - 1. Wanted to help out the poor workers
    - 2. Government pretty hostile against strikes

- ii. Knights of Labor (founded 1869)
  - 1. Included skilled and unskilled workers
  - 2. Goals
    - a. 8 Hour workday
    - b. Equal pay for equal work of men and women
    - c. Child labor laws (no child work under age of 14)
    - d. Safety and sanitary codes
    - e. Federal income tax
    - f. Government ownership of railroad and telegraph lines
  - 3. Became more and more violent to achieve goals
    - a. American public sees labor unions as violent
- iii. Haymarket Strike (1886)
  - 1. Strike, a bomb goes off in Chicago's Haymarket Square, killing police
  - 2. Knights of Labor were blamed
- iv. Carnegie's Homestead Steel Factory (1892)
  - 1. Protested a wage cut
  - 2. No strikes allowed from Henry Frick
  - 3. Pinkerton Detectives prevented them from striking
  - 4. Pennsylvania police end strike
  - 5. Frick hires new workers
- v. Pullman Palace Car Factory Strike
  - 1. Wage Cut and increase in their living cost
  - 2. Shut down the railroad in 27 states
  - 3. Eugene Debs
    - a. Did not want to end the strike
    - b. Was jailed
    - c. Afterwards, became active in socialist movement
- vi. American Federation of Labor
  - 1. Samuel Gompers
  - 2. Concentrated on smaller issues
  - 3. Skilled workers only
  - 4. Formed as a confederation of trade unions
- f. Charities
  - i. Jane Addams
    - 1. Hull House
    - 2. Provided English lessons for new immigrants
- g. Yellow Journalism
  - i. Joseph Pulitzer and William Randolph Hearst
  - ii. Headlines with lurid tales of scandal
  - iii. Sensational reporting

#### Jim Crow Laws and Other Developments in the South

- a. South

- i. Agriculture still main source of labor
  - ii. However, there are more textile mills
  - iii. Sharecropping
    - 1. Landless farmers, both white and black
    - 2. Crop lien system
      - a. Keep the poor in constant debt
    - 3. Borrow what they need and give a portion of their crop as collateral
    - 4. Had large interest on loans
      - a. Could never escape
- b. Jim Crow Laws
  - i. Federal Government had less impact on the south
  - ii. Plessy v. Ferguson (1896 court case)
    - 1. Federal government was not to maintain social equality
    - 2. “Separate but equal” facilities for different races is legal
  - iii. Booker T. Washington
    - 1. Promoted economic independence as the means by which blacks could improve their life.
    - 2. Refused to press for immediate equal rights
      - a. W. E. B. Du Bois
        - i. Largest rival

#### The Railroads and Developments in the West

- a. Homestead Act
  - i. Provided 160 Acres of land free to anyone who would live on a plot and farm it for 5 years
    - 1. Created by Republicans and Lincoln in 1862
    - 2. It made more land available for white settlement
- b. Morrill Land Grant Act
  - i. Set aside land and provided money for agricultural colleges
- c. Ranching
  - i. Cattle drives from Texas to Chicago
  - ii. Created branding, cowboys, and cattle drives on open ranges
  - iii. Invented barbed wire (cheap way to wrangle cows)
- d. Mining
  - i. Found rich mines before selling it to mining companies
- e. Indian Wars
  - i. Whites hunted massive amounts of buffalo
  - ii. Great Plains
    - 1. Grasslands through the west-central portion of the United States
  - iii. Plains Indian Tribes
    - 1. Lakota Sioux, Comanche, Navajos, Apache
    - 2. Relied on Horses and buffalo
      - a. Transportation and food source

- 3. Believed in power of nature and powerful spirits
- iv. The Wars was conflict in the west by the Native Americans, west settlers, and the US army
  - 1. Little Big Horn
    - a. One of the few battle Native Americans won
- v. Ghost Dance Movement
  - 1. Proper ceremony and supernatural magic=Indians live peacefully
    - a. Did not work
- f. Native American Policies (late 1800s)
  - i. Grant's Peace Policy
    - 1. Assimilation of Native Americans
    - 2. Ends Indian Wars by putting Native Americans into reservations
  - ii. Dawes Act (1887) (passed by Grover Cleveland)
    - 1. Ended tribal ownership of reservation and allocated parcels to individual indians while the remainder was open for white settlement
    - 2. Encouraged creation of Indian Schools such as Carlisle
- g. U.S. Fish Commision (1871)
  - i. Protect, monitor wild fisheries
- h. Sierra Club
  - i. John Muir
  - ii. Conservation in the United States

## The Gilded Age

- a. Turner Thesis (Frederick Jackson Turner)
  - i. Humanity will continue to progress as long as there is new land to move to
  - ii. Westward immigration= greater tech advancements
  - iii. He said that in 1893 that the frontier was closed
- b. Transcontinental Railroad
  - i. Union Pacific rail line from Chicago connected with the Central Pacific line from California
  - ii. First rail connecting the two sides of America
- c. Gilded Age
  - i. Coined by Mark Twain for the late 1800s
  - ii. Period was glittering on the surface but corrupt underneath
  - iii. Presidents during this period
    - 1. All pretty weak
    - 2. Rutherford B. Hayes, James Garfield, Chester A. Arthur, Grover Cleveland, Benjamin Harrison
  - iv. Interstate Commerce Act
    - 1. Supervise railroad activities
    - 2. Regulate unfair and unethical business practices
  - v. Women's Suffrage
    - 1. Susan B. Anthony

- d. Inventions/Innovations
  - i. Light bulb (Thomas Edison)
  - ii. Automobiles (Ford, Chrysler)
    - 1. Interchangeable parts and assembly line

#### Corporations and Monopolies

- a. Monopolies
  - i. Businesses or person who owns all parts of the industry or business
- b. Robber Barons
  - i. Focus all efforts on creating wealth or themselves, exploiting wealth, workers, society
- c. Captains of Industry
  - i. Their money does not all go to them, they spend money to advance or benefit the economy/society
- d. Examples:
  - i. John D. Rockefeller (Oil industry)
    - 1. Standard Oil Company
      - a. Was able to control the oil prices and was able to create a lot of money
      - b. Used new technology and efficient methods
    - 2. Worked hard as a child to create a “Job Day” for his company
  - ii. Henry Ford
    - 1. Model T
    - 2. 40 hour work week
    - 3. “Living Wage”
    - 4. Assembly lines/Interchangeable parts
  - iii. Andrew Carnegie
    - 1. Gospel of wealth
      - a. Rich should give away their money to benefit the rest of society
      - b. Carnegie gave 350 million of his fortune out to benefit society
    - 2. Steel business
    - 3. Outpaced competitors with superior technology
- e. Laissez-Faire Capitalism
  - i. Government regulation of business was alien to the prevailing economic, scientific, and religious beliefs of the late 19th century

#### Industrialization

- a. Second Industrial Revolution
  - i. Late 1800s
  - ii. Rapid industrialization that led to inventions, robber barons, and the growth of cities
    - 1. Telegraph
      - a. Transatlantic Cable
    - 2. Typewriter
    - 3. Telephone
    - 4. Cash register

- 5. Calculating machine
- 6. Lightbulb
  - a. Thomas Edison (had 1k other inventions)
- b. Horizontal Integration
  - i. Merging competitors into the same industry
  - ii. Also monopolies/trusts
  - iii. Ex: Standard Oil
- c. Vertical Integration
  - i. Consolidating numerous production parts to create a product
  - ii. Ex: Carnegie Steel
- d. Panic of 1873
  - i. Major economic downturn when major financier went bankrupt

#### Immigration (Late 1800s)

- a. Second Wave
  - i. Eastern European (Russian), Italian, Mexican, Chinese/Asian
  - ii. Massive racism, poor living conditions, worked for robber barons
- b. Push Factors
  - i. Massive poverty in Eastern Europe/China
  - ii. Unstable government/military
  - iii. Religion (Anti-semitism)
    - 1. Anti-jewish
    - 2. Pogroms: Attacks against Jews in Russia
  - iv. Violence
- c. Pull Factors
  - i. United States becoming industrialized
  - ii. Jobs
  - iii. Freedom to start family and bring home wealth (Asia)
- d. Chinese immigration in the late 1800's
  - i. Had been coming since the Gold Rush
  - ii. Racism: Chinese took away job opportunities and mining claims from Californians
- e. Chinese Exclusion Act (1882)
  - i. Suspended Chinese immigration, limiting civil rights of residential Chinese
  - ii. Forbid their naturalization
- f. Ports of Entry
  - i. Europeans: Ellis Island (New York City, NY)
    - 1. Immigrants were given American/Christianized Names
      - a. Needed to pass through a lot of inspections
  - ii. Asians: Angel Island (San Francisco, CA)
    - 1. Much harder to immigrate (racism, job competition), some returned to Hawaii after being turned away
  - iii. Mexicans: California and Rio Grande

## Society

- a. Growth of Cities
  - i. Cities were dirty and unsanitary
  - ii. Became center of business and immigrant workers
  - iii. Transformed from “walking city” to large city
    - 1. Innovations: Horsecar, electric trolley, subway, electric train
    - 2. Allowed for people to commute
  - iv. Skyscrapers
  - v. Frederick Olmsted
    - 1. City Beautiful movement
    - 2. Designed public buildings, city parks, to show beauty of city
- b. Upper class
  - i. Newly Rich
  - ii. “Conscious Consumption”: Gotta waste money to prove you were rich
  - iii. Lavish parties
- c. Middle Class
  - i. Professionals with a salary (“white collar jobs”)
  - ii. WASPs (white, Anglo-saxon, protestant)
  - iii. Family life is more important, people began living in suburbs
- d. Low Class
  - i. Poor, lived in tenements
  - ii. Hot, crowded, fire danger
  - iii. Every member of the family worked
  - iv. Immigrants
- e. “Melting pot”
  - i. Immigrants from other countries should quickly lose their culture and language to “melt” into being just like other Americans
    - 1. Nowadays it means America should be a mix of cultures, races, ethnicities
- f. Little Italy/Chinatown/Third Ward
  - i. Neighborhoods made of immigrants from a specific country
  - ii. Tenements
    - 1. Overcrowded housing for poor immigrant workers
    - 2. Dangerous “slums”
- g. Sweatshop
  - i. Small, poorly ventilated shops or apartments crammed with workers, often family members, that pieced together garments

## The Silver Issue and the Populist Movement

- a. Production increased after the civil war, which led to a drop in prices
  - i. Farmers began locked in debts, so they wanted another source of money
  - ii. Supported by poor western farmers
  - iii. There was massive growth of corporate power in agriculture and the economy
  - iv. Increasing inflation would make their debts worth less

- v. Farmers wanted to use silver coins instead of gold
- b. Grange Movement (1867)
  - i. Wanted farmers to buy machinery and sell crops as a group
  - ii. Replaced by Farmers' Alliances
- c. Farmer's Alliances
  - i. Women could be politically active
  - ii. More success than Grange movement
  - iii. Began to be called the People's Party
- d. Omaha Platform
  - i. Platform for the People's Party
  - ii. Wanted government ownership of railroads and telegraph, graduated income tax, direct election of US senators, and shorter workdays
- e. Socialists
  - i. Eugene V. Debs
  - ii. Gained power after economic downfall during 1893.
- f. William Jennings Bryan
  - i. Attempted to run for president against Republican William McKinley
  - ii. "Cross of Gold" speech
    - 1. Easy money supply, would loosen the control Northern banking interests had over the country
  - iii. Lost, which killed off the Populist movement

#### Foreign Policy: The Tariff and Imperialism

- a. After 1900, US became the leading industrial power in the world.
- b. Tariff
  - i. Democrats- Smaller tariffs
  - ii. Republicans- Larger, protective tariffs
  - iii. Was a highly debated topic after the civil war
- c. McKinley Tariff
  - i. Raised level of duties on most imported goods by nearly 50%
  - ii. Wilson-Gorman Tariff
    - 1. Resembled schedule by McKinley Tariff
    - 2. One of the causes of Spanish-American War
- d. Markets Grew
  - i. America wanted to look overseas to find new markets
  - ii. Nationalism increased
- e. William H. Seward
  - i. Purchased Alaska
  - ii. Used Monroe Doctrine to force France out of Mexico
- f. Expansionism
  - i. Moving into regions to do business
  - ii. Mostly supported
- g. Imperialism

- i. Taking control of another country
    - 1. The Influence of Sea Power Upon History (1890)
      - a. Alfred T. Mahan
      - b. Increased America's ships
- h. Hawaii
  - i. Many American sugar producers traded with Hawaii
  - ii. Hawaii began reliant on the US, who imposed high tariffs
  - iii. White minority overthrew the native government
- i. Cuba
  - i. US imposed tariffs on Cuba as well
  - ii. US ship Maine blew up in mysterious circumstances
    - 1. Allowed Yellow Journalism to surface
    - 2. America declared war on Spain, driving them out of Cuba and the Philippines
      - a. Treaty of Paris
        - i. Spain granted Cuba independence and ceded Philippines, Puerto Rico, and Guam to the US
  - iii. Platt Amendment- US control over Cuba
    - 1. Cuba could not sign any foreign treaty without the US
    - 2. US would intervene in Cuban domestic and foreign affairs
    - 3. US was granted land to build a navy base and coaling station
  - iv. Philippines
    - 1. US chose to annex the Philippines
    - 2. Caused a lot of rebellion in the Philippines
    - 3. US gave them independence in 1946
- j. Insular Cases (1901-1903)
  - i. Constitution does not follow the flag
  - ii. Congress can administer overseas possession as it chose
- k. Open Door Policy
  - i. McKinley
  - ii. Increased trade with China

## Period 7:

### The Progressive Era and World War 1

- a. Progressives
  - i. Wanted to increase the role of government in reform while maintaining a capitalist economy

### Progressive Movement

- ii. More success than populism.
- iii. Most were northern and middle class
- iv. Roots lay in the growing amount of associations and organizations
- b. Muckrakers
  - 1. Journalists who exposed the corporate greed and misconduct
    - a. Lincoln Steffan's The Shame of the Cities
      - i. Corruption in urban management
    - b. Ida Tarbell's History of Standard Oil
      - i. Oil Companies
    - c. Upton Sinclair's The Jungle
      - i. Meatpacking Industry
- c. National Association for the Advancement of Colored People (NAACP)
  - 1. W. E. B. Du Bois
  - 2. Racial justice
- d. Women's Rights
  - i. Margaret Sanger
    - 1. Promoted use of contraceptives

- ii. Nineteenth Amendment (1920)
    - 1. Women gained suffrage
- e. Voting rights
  - i. Ballot initiative
    - 1. Voters can propose new laws
  - ii. Referendum
    - 1. Public can vote on new laws
  - iii. Recall election
    - 1. Voters can remove officials from their office
- f. Leaders
  - i. President Theodore Roosevelt (1901) (Republican)
    - 1. Liberal President
    - 2. Sherman Antitrust Act
      - a. Used to break up a railroad company
      - b. United States v. E. C. Knight Co. (1895)
        - i. Sherman Antitrust Act is only applied to commerce, not manufacturing
      - c. Used against monopolies
      - d. Earned the nickname “the Trust Buster”
    - 3. Meat Inspection Act
      - a. Federal standards for meatpacking factories
    - 4. Pure Food and Drug Act
      - a. All food and drugs need ingredient labels
    - 5. National Park Service and National Forest Service
  - ii. William Howard Taft (1908) (Republican)
    - 1. Against monopolies
    - 2. “Dollar diplomacy”
      - a. Attempt to secure favorable relationships in Latin American and East Asian countries by giving them monetary loans
    - 3. Roosevelt eventually became his opponent after Taft did other decisions
  - iii. Woodrow Wilson (1912) (Democrat)
    - 1. New Nationalism
      - a. Term for Roosevelt’s policies
    - 2. New Freedom
      - a. Term for Wilson’s policies
      - b. Wanted to strengthen the government to protect people’s freedom
    - 3. Federal Trade Commission
      - a. Enforced Clayton Antitrust Act of 1914
      - b. Helped create Federal Reserve System
        - i. Gave government greater control over the nation's finances
- g. End of Progressivism
  - i. Spanish Flu outbreak (1918) and End of World War 1
  - ii. Red Scare

- 1. Divided leftists from moderates
- iii. However, achieved most of the goals

#### Foreign Policy and U.S. Entry into World War 1.

- a. Platt Amendment (1901)
  - i. Roosevelt administration
  - ii. Cuba cannot make treaty without the US approval
- b. Panama
  - i. US wanted to build a canal
  - ii. Drove out British Columbia
- c. Roosevelt Corollary
  - i. Addition to the Monroe Doctrine
  - ii. US military kept intervening in Latin America
  - iii. Their domestic instability was a threat to Americans
- d. World War 1 (1914)
  - i. Initially, US stayed out of the war
  - ii. President: Woodrow Wilson (1912)
  - iii. Wilson stayed neutral, even though his advisors favored the Allies
  - iv. Navy Blockade
    - 1. U-boats
      - a. German submarine
      - b. Lusitania (1915)
        - i. Passenger ship with Americans that was sunk
        - ii. Was carrying ammunition to the British
        - iii. Military was put into a state of preparedness
  - v. Zimmermann telegram (1917)
    - 1. German plan to keep US out of the war
    - 2. Germany would help Mexico declare war on the US
    - 3. Caused Americans to want war against Germany

#### World War 1 and Its Aftermath

- a. The government's power increased by a lot
- b. War Industry Board (WIB)
  - i. Coordinate all facets of industrial and agricultural production
  - ii. Made it so that the US and Allies were well supplied
  - iii. Not very efficient
- c. Espionage Act (1917)
  - i. No one can use the US mail system to interfere with the war effort or with the draft
- d. Sedition Act (1918)
  - i. Illegal to prevent the sale of war bonds or speak bad of government, flag, or constitution
- e. Selective Service Act of 1917
  - i. Draft
- f. Schenck v. United States

- i. In response to the Espionage Act
  - ii. One's freedom of speech were not absolute and could be curtailed if one's actions was a "clear and present danger" to others or the nation
- g. Russian Revolution (1917)
  - i. Caused Americans to fear communism (red scare)
- h. Palmer Raids
  - i. Government agents raided union halls, social clubs, and residences
  - ii. Many people were arrested, and a few hundred immigrants were deported
- i. Committee on Public Information (CPI)
  - i. Wartime propaganda
  - ii. Germans were cold blooded and power-hungry
- j. Women's rights
  - i. Less domestic work and started working in factories
  - ii. After the war the veterans came back to their factory jobs
- k. Great Migration
  - i. African Americans saw that wartime created jobs in the north
  - ii. Africans migrated to the north
  - iii. Many Africans joined the army, but were assigned menial labor
- l. Fourteen Points (1918)
  - i. Wilson
  - ii. Plan to end the war
  - iii. Called for free trade through lower tariffs
  - iv. Called for creation of the League of Nations
  - v. Served as a basis for negotiations
- m. Treaty of Versailles
  - i. Ended the War
  - ii. Germany ceded many of their land and payed lots of reparations
  - iii. Germany was humiliated
- n. Afterwards
  - i. America never joined the League of Nations
  - ii. America receded into a period of isolationism

#### The Jazz Age and the Great Depression (1920-1933)

- a. After World War 1, the economy started to grow rapidly
  - i. There were many inventions
- b. Pro-Business Republican Administrations
  - i. There were more large businesses
  - ii. Labor Unions fell out of order
    - 1. People thought they tried to interrupt America from running smoothly
    - 2. Membership levels dropped
  - iii. Presidents
    - 1. Warren Harding, Calvin, Coolidge, Herbert Hoover
      - a. Wanted pro-business policies

- b. Harding
      - i. Surrounded himself with corrupt advisors
      - ii. Teapot Dome Scandal
        - 1. Oil companies bribed secretary of the interior to drill on public lands
        - 2. Revealed the corruption of Harding's cabinet
      - iii. Very liberal
    - c. Coolidge
      - i. Continued Harding's conservative economic policies
      - ii. Lower income tax rates
      - iii. Kellogg-Briand Pact
        - 1. Attempt to outlaw war
  - c. Modern Culture
    - i. Automobile
      - 1. Price dropped after Henry Ford's assembly line
      - 2. Affordable by middle class families
      - 3. Allowed transportation from city center to suburbs
    - ii. Radio
      - 1. Changed nation's culture
    - iii. Advertising industry
      - 1. Grew up to show off more products
      - 2. Pretty efficient
    - iv. Consumerism
      - 1. People buying products
    - v. Women
      - 1. Majority still stayed at home
      - 2. More began to go into the workforce
      - 3. Worked in predominantly female dominated professions ("pink collar jobs")
    - vi. Flapper
      - 1. Waistless dresses worn above the knee, flesh-colored stockings, cute little hats, strings of long beads, bracelets, lipstick.
      - 2. Smoked Cigarettes, drank in public, danced the tango and shimmy
    - vii. More culture
      - 1. Movies
        - a. Became popular
        - b. Showed the ideals of the nation
          - i. Young, independent-minded, gorgeous heroes and heroines
      - 2. Celebrities
        - a. Babe Ruth
          - i. Baseball player
        - b. Charles Lindbergh
          - i. Had the first solo nonstop flight over the Atlantic
          - ii. Became widely famous and popular

- iii. Later advocated for Isolationism during World War 2
  - 3. Authors
    - a. F. Scott Fitzgerald, Ernest Hemingway, Eugene O'Neill
- viii. Harlem Renaissance
  - 1. W. E. B. Du Bois opened up writing centers
  - 2. Langston Hughes, Countee Cullen, Zora Neale Hurston
  - 3. Jazz music was popularized
    - a. Louis Armstrong
- ix. The Jazz Singer
  - 1. The first movie with sound (talkie)
  - 2. The first movie that included dialogue and music on the filmstrip itself.
  - 3. Before The Jazz Singer, there were silent films that were often accompanied by music (usually a piano player or an orchestra).
- d. Backlash Against Modern Culture
  - i. Ku Klux Klan
    - 1. Grew pretty large
    - 2. Attacked blacks, jews, urbanites, anyone who did not follow the KKK's code of Christian behavior (basically anyone who wasn't a WASP)
  - ii. Anti-immigration groups
    - 1. Grew and targeted southern and Eastern Europeans
    - 2. Sacco and Vanzetti
      - a. 2 Italians were arrested on charges of a murder
      - b. No evidence against them
      - c. Executed \\_(\' )\_/
      - d. Result of the first red scare
    - 3. Emergency Quota Act of 1924
      - a. Set immigration quotas based on national origins
      - b. Set to reduce "foreign influence" from other countries
      - c. severely limited immigration from Southern and Eastern Europe ("New immigrants")
  - iii. Scopes Monkey Trial (court case)
    - 1. You can't teach the theory of evolution (Darwinism) in Tennessee
    - 2. Religion should be taught over science
  - iv. Prohibition
    - 1. Banned the manufacture, sale, and transport of alcoholic beverages
    - 2. Caused by Eighteenth Amendment (1917)
      - a. This was a failure
        - i. Speakeasies
        - ii. Moonshine
        - iii. Gangsters/mobs/mafia
    - 3. Repealed by Twenty-first Amendment (1933)
- e. Politicians
  - i. Warren G. Harding

- ii. Calvin Coolidge
  - iii. Herbert Hoover
- f. Herbert Hoover (1928) (Republican)
- 1. Was extremely pro-business (as he was Republican). While the economy was strong at the start of his presidency, things went downhill after the stock market crashed and bank runs ran amuck across the nation.
  - 2. Laissez-faire economics
    - a. Voluntary action
  - 3. Basically caused the Great Depression
- ii. Dust Bowl (1927-1938)
- 1. Misuse of agricultural lands created a natural disaster
    - a. Wind blew off topsoil
  - 2. Hoover opposed federal relief efforts because he wanted individualism (which was wrong).
- iii. Hoovervilles
- 1. Shanty Towns built after people lost their homes
- iv. Hawley-Smoot tariff
- 1. Tried to help American businesses
    - a. However, this was a worldwide depression and other countries also raised their tariffs in response to Hawley Smoot tariff.
    - b. Led to even more bankruptcies in many kinds of businesses
  - 2. Highest tariff in American history
- v. Bonus Army (1932)
- 1. WW1 veterans demanding early payment of service bonuses to help them through the great depression
  - 2. Army expelled them with force
  - 3. Hoover's credibility went down the drain and no one really like him anymore
- g. Cause of Great Depression
- i. Credit Expanded
    - 1. People bought items they could not afford
    - 2. Installment plans and debt led to people spending beyond how much they could
  - ii. American Industry
    - 1. US overproduces on items after WW1
    - 2. Factories could not sell off enough items and couldn't pay all their workers
      - a. Created unemployment
  - iii. Stock Market Crash
    - 1. Stock market skyrockets, creating runaway optimism
    - 2. On-Margin buying: false signs that stock market was successful
    - 3. People didn't invest in the stock market
    - 4. October 29, 1929: Black Tuesday
  - iv. Tariffs
    - 1. Smoot-Hawley Tariff

- h. Franklin Delano Roosevelt (1933-1945)
  - i. Focused on trying to end the Great Depression with the New Deal
  - ii. Expanded the government control
  - iii. First New Deal
    - a. Consisted of programs and legislation to end the Great Depression
      - i. Relief: Direct aid to reduce suffering
      - ii. Recovery: Recovery of economy, creating jobs
      - iii. Reform: Programs to avoid another depression and insurance against future economic issues
    - b. Alphabet Agencies
      - i. Various agencies that were named after letters of the alphabet
  - 2. Civilian Conservation Corps (CCC) (Reform/Recovery)
    - a. Employed young men in structured work assignment
    - b. Worked under forestry service, money sent home to family
  - 3. Tennessee Valley Authority (TVA) (Reform)
    - a. Built dams to control floods and bring electricity to rural areas
  - 4. Agricultural Adjustment Act (AAA) (Recovery)
    - a. Paid farmers who volunteered not to raise crops and livestock
    - b. Less amount of crops onto market, driving costs up
  - 5. Securities and Exchange Commission (SEC) (Reform)
    - a. Made companies on the stock market publish information about their company
    - b. Rules for investing
- iv. 100 Days
  - 1. First 100 days of his presidency
  - 2. Passed hundreds of legislation
  - 3. Now: measure of success for new presidents
- v. Fireside chats
  - 1. Speeches broadcast over radio where FDR explained complex issues in plain language
- vi. Indian New Deal
  - 1. Transformed government Indian policy
  - 2. Strengthened Indian tribal government and reservations
- vii. Opponents of New Deal
  - 1. Considered socialist
- viii. Second New Deal
  - 1. Conservatives hated the new tariffs to businesses. Others like the Leftists thought Hoover was doing enough to help those actually in need.
  - 2. New Deal Coalition
  - 3. Made up of blacks, rich, poor, union members, to all help bring Roosevelt back in presidency for a second term to finish what he started.
  - 4. Works Progress Administration (WPA) (Recovery)
    - a. Gave jobs to unemployed artists, musicians, actors, writers

- b. Gave jobs to work on highways, roads, streets
  - 5. Social Security Administration (SSA) (Relief)
    - a. Gave money and security to older Americans, the unemployed, and the disabled
  - 6. FDR v. Supreme Court
    - a. Supreme court decides whether the New Deal is constitutional or not
    - b. Court Packing:
      - i. FDR attempts to add supreme court justices to support his decisions
        - 1. Does not work
- ix. Effects of New Deal
  - 1. Was not able to end the Great Depression
  - 2. Stabilized economy, added jobs
    - a. Made with the alphabet agencies
  - 3. Expanded the government
- x. Roosevelt's Second Term was not as successful as his first
  - 1. Second Agricultural Act
    - a. Met standards of what was wrong with the first AAA
  - 2. Fair Labor Standards Act
    - a. Set minimum wage and established the 40-hour work week
  - 3. His New deal ended shortly after, however, due to new foreign tension: WW2

## World War 2

- i. WW2 Causes
  - i. Treaty of Versailles: Reparations ruined German economy
  - ii. Massive Japanese Expansion
  - iii. Fascism: Extreme nationalism and militarism
  - iv. Appeasement policy (Sudetenland)
  - v. Worldwide depression
- j.

Proclamation of Neutrality: WW1

Neutrality Acts: WW2

Period 8:

Period 9:

## Essay Writing

### DBQ (HOW TO GET A 7 ON EVERY SINGLE DBQ)

- a. Line of reasoning
  - i. Thesis sentence
  - ii. What your body paragraphs are going to look like.
  - iii. It should establish an evaluation of the prompt
  - iv. Don't have too many vague categories.
    1. Try and be more specific
  - v. Put it in the first/second paragraphs
  - vi. Length
    1. 2 sentences/a very long sentence
    2. Can be more than one sentence
- b. Contextualization
  - i. Do you understand this topic in the broader topics/events?
  - ii. This is different from a background
    1. A background will generally have more specific events, and specific proper nouns
    2. Contextualization will be more generalized, with a broader description of large ideas, movements, and developments. They also tie these ideas and movements to how they influence the prompt.
  - iii. Make sure to think about the social, economic, and political trends that are occurring during/before the time period
  - iv. Should look like an introduction to the time period. It should help introduce the thesis
- c. Evidence Points
  - i. First Point
    1. Correctly use or describe the contents of 3 documents
    2. State the content of 3 documents
    3. Bring out the content of 3 documents
      - a. Don't just quote the document
    4. Relate the contents of the documents towards your argument. Connect the document to your argument
      - a. Don't just describe the document
  - ii. Second Point
    1. Use the contents of at least six documents to support your argument
  - iii. Pull out the idea in the document that supports their argument
  - iv. Use the document to support your point, don't just say what it is about
- d. Outside Evidence
  - i. Historical evidence outside the documents provided that can support your argument
  - ii. Don't make this too vague
    1. Use specific evidence that supports your argument
    2. Be specific and use the outside information to advance your argument

- iii. This must be connected to the argument. It can be specific or general, it just has to be historically accurate and advance your document. Just make sure to explain it well
- e. Analysis
  - i. Analyze the documents for themselves
  - ii. Qualify, or give context, to the document to better highlight the influences of the document
  - iii. The reason the document was created and does that impact how the document should be interpreted
  - iv. Understand the sources
  - v. HIPP
    - 1. Historical Context
      - a. This is not contextualization, but historical context refers specifically to the document. It is the context of the document itself, not the prompt. So what is happening around the time of this document that might influence the contents of the document?
    - 2. Intended Audience
      - a. Who is this document trying to influence and what does the author want the audience to do?
    - 3. Purpose
      - a. The intended motivation/action.
    - 4. Point of View
      - a. Most difficult one
      - b. What group does the document represent AND what is the hope, goal, or objective of that particular group
  - vi. How is this relevant to the content of the document?
  - vii. Approach
    - 1. Can you identify what caused the document to be created? Use **historical context**
    - 2. Can you identify the author's **purpose** for writing the document? Use that for **purpose**
      - a. Make sure you can clearly specify what action the author of the document wants the audience to take.
      - b. Use a verb
    - 3. Can you identify the **intended audience** of the document? What does the author want the audience to do? State the audience of the document and what the author wants them to do for the Intended audience point
      - a. This is pretty similar to the purpose point
    - 4. If using point of view, make sure you establish the significance of that point of view.
  - viii. Mistakes:
    - 1. Repeating the content of the document. Don't repeat the content of the document, but explain something about the document and that impact on how to read and understand the content of the document
  - ix. For the point:

1. Use one of the HIPP on at least 3 documents AND establish the significance of that HIPP
  - a. No significance= no point :/
  - b. Just write at least 4 sentences you'll probably say its significance
- f. Reasoning
  - i. Do you have a good grasp and historical knowledge of what is happening
  - ii. "Complex understanding"
    1. Modify your argument throughout the paper
    2. Don't just bring out the ideas that the documents present
  - iii. Strength of the argument overall
  - iv. For the point:
    1. Use transitions between documents and paragraphs to show you know how the documents are connected
      - a. Simple transition words or statements can do an essay together and goes a long way to earning the reasoning point
    2. Making connections between documents and arguments is the first step in earning the reasoning point because it shows the grader you understand how the concepts are connected

## LEQ

15% of grade

Choice between 3 questions (each in a different time period)

Different types:

1. Causation or Cause and effect
2. Change and continuity (Differences that occurred to cause this, Continuities that occurred to cause this)
3. Comparison (Differences and similarities between 2 time periods)

## Points

- a. Thesis/Claim
  - i. Responds to the prompt with a historically defensible thesis that establishes a line of reasoning
- b. Contextualization
  - i. Provides a broader historical context relevant to the prompt
  - ii. First paragraph
- c. Evidence (0-2 pts)

- i. 1 pt:
  - 1. Provide specific examples of evidence relevant to the topic of the prompt
- ii. 2 pts:
  - 1. Supports an argument in response to the prompt using specific and relevant example of evidence
  - 2. Must advance your thesis
- d. Analysis and Reasoning (o-2 pts)
  - i. 1 pt:
    - 1. Uses historical reasoning to frame or structure an argument that addresses the prompt
      - a. Historical thinking skills/reasoning
        - i. Contextualization
        - ii. Comparison
        - iii. Causation
        - iv. Continuity and change over time
  - ii. 2 pts
    - 1. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question
      - a. Complex understanding
        - i. Explaining both similarity and difference in comparison essay
        - ii. Explaining both continuity and change (CCOT)
        - iii. Explaining both causes or causes and effects (Causation)
        - iv. Explaining nuance of an issue by analyzing multiple variables
        - v. Explaining relevant and insightful connections within and across periods
        - vi. Confirming the validity of an argument by corroborating multiple perspectives across themes
        - vii. Qualifying or modifying an argument by considering diverse or alternative views or evidence.

Sequence to writing essays:

- a. Brainstorming
  - i. Make a T-Chart so you can write up all of your details
  - ii. If you need details, use PSE
    - 1. Political
    - 2. Social
    - 3. Economic
  - iii. Have 3 key words in each side
- b.