

# United States History I



# United States History I

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PART I

# FACULTY RESOURCES



# I. Overview of Instructor Resources

This course comes with a collection of the best available OER instructor resources. All instructor resources for this course are tightly aligned with learning outcomes and content. Since they are openly licensed, you may use them as is or adapt them to your needs.

The collection is continuously updated with new materials from designated subject matter experts, faculty teaching the course, and Lumen Learning staff.

## **Now Available**

- Quiz question banks: 331 questions, organized into 16 quizzes
- PowerPoint decks
- Resource on critical reading

## Share Your Favorite Resources

If you have sample resources you would like to share with other faculty teaching this course, please send them with an explanatory message to [oer@achievingthedream.org](mailto:oer@achievingthedream.org). Be sure to mention which learning outcome(s) they align with.

## 2. Powerpoints

The **links do not** work when you are in the editor view. Click “Preview”, then from this view of the page you can click on the links.

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# 3. How to Read Primary Sources

This document is about how to *read critically*. Every piece of writing, no matter how simple, aims to convince its audience. It wants something from you: maybe something benevolent, maybe not. A wise reader needs not only to understand what the author is saying, but what he or she wants to accomplish. This requires reading closely, with an awareness of your own thought processes as you read, and an enhanced consideration of the writer's goals and strategy. Such skill will serve you well every time you read an advertisement, listen to a political speech, follow the news, or even just watch a TV drama. It is also especially important in history, where we must read documents from and about many different kinds of people and places.

In this course, we'll be reading two very different types of writing: *academic writing*, such as articles, textbooks or other secondary material that is written in a modern style, and *historical documents*, which may be written in older, unfamiliar styles. This guide looks at historical documents. It presents habits of mind (and eye and hand) you can develop to better comprehend an author's communication, purpose, and context.

## Looking for Cues

### Editorial Cues

The historical documents you encounter in this course will most likely be in a source reader. These readers are prepared by a modern

editor. They usually contain verbal and visual cues inserted by the editor. The editor usually gives the source selection a title, and may divide it into sub-sections, each with a header. There may be helpful footnotes. There will almost certainly be a brief introduction, telling you a bit about the source and why it is important. You should use all these cues, but it's vital to recognize that they aren't actually part of the source. They are editorial apparatus.

You will need to recognize where the editorial matter ends, and the historical document begins. This boundary is usually set off in some way by the editor – a change in type, layout, or spacing.

## Older Writing, Older Cues

Our current norms for writing have evolved over many years. The verbal cues (like thesis statements) embedded in modern writing are as much a kind of technology as the photographs and colorful fonts that surround them. Older writing, based on simpler printing (or handwriting) technologies, and different stylistic norms, had different sorts of cues. When you read historical documents, you will need to identify what cues (if any) they use. For example, in medieval writing, paragraphs often had a red letter in their first word. Older techniques of signaling may look primitive: for example, sections may have big Roman numerals, or all-caps. Some documents may lack any cues we are familiar with, and you will have to suffer through without them. Regardless, any document will have some kind of logical flow, even if that logic and the style in which it is expressed differs from our modern expectations.

## Close Reading

One of the most important skills in critical reading (and one of the

most difficult) is to *slow down*. In casual reading, we often skim and skip. We jump to the author's main idea (or what we think the main idea is). Once we "know" what the author is saying, we ignore other details that don't quite fit. If we encounter a confusing sentence or statement, we just let our eye slide over it. This kind of fast reading is essential in our busy, information-filled lives. For familiar topics, using familiar cues, on familiar texts, it serves us well. But *fast reading is poison* when confronting a document that contains unfamiliar ideas, uses obscure words, or follows an unfamiliar style. In addition to skimming for structure and main ideas, you should also read the whole piece closely, paying careful attention to difficult sections.

## Slow Down

When reading critically, you need to slow down. Once you have decided to read a section closely, make your eye focus on every word. Make your brain process each thought. Don't skip ahead. One really good way of doing this is with a finger or a note card. (A technique I use.) Put the card under the line you're reading, so that it covers up everything else, and you can't skip ahead. Advance it slowly.

## Words, Words, Words

You will often encounter unfamiliar words. Don't just skip them. If an author is using an unfamiliar word often, chances are it is an important clue to their thinking:

Use a dictionary. Academic writing often contains words that are not part of everyday English. In everyday reading, you can afford to ignore an unfamiliar word or two. But that's very dangerous when

reading critically. So look the words up in a dictionary. Perhaps write the definition above the word in your book, so you don't forget between looking it up and rereading the sentence. (I do this when translating.) E-readers will let you highlight and post a note.

Use a *GOOD dictionary*. Your ordinary, Webster's dictionary isn't going to cut it. Historical documents may contain really unusual words, maybe ones that nobody has used for hundreds of years. They may also include words that look familiar, but have unfamiliar meanings. (For example, nowadays the word "minister" means "preacher" or "priest." But in older documents, it often means "government official," as in "prime minister." If you don't know this, you may think a document is about religion when it's about government business.) I suggest looking up truly obscure words in a big dictionary like the *Oxford English Dictionary*, which is particularly helpful in including historical meanings, and telling you when that meaning entered the language.

*Realize that Dictionaries are Fallible.* A dictionary only tells you how words have been used, by most people, most of the time. Sometimes a particular source or author may use a word in a way that is not standard. Perhaps the author is a scientist, and is using it in a specialized sense. Perhaps the artist is a lawyer, using a term of art, such as "guilt" which has a specific legal meaning. Perhaps, the word is used in a funny way in a particular culture or area. Perhaps the author is just eccentric. But you should be prepared to determine what a word might mean by its context, and use this to temper the "official" dictionary definition.

## Say What?

Historical writing is likely to use a more complex style than you are used to using. If you are having trouble following a sentence, break it down grammatically. What is the main verb? What is the



main subject? What sub-clauses are there? How do they relate to the main clause?

If you remember how to make sentence diagrams, you may find it useful to sketch out a troublesome sentence on some scratch paper.

Try rephrasing the sentence into modern English. How would someone express the same idea today?

Styles of writing have changed over time. Nowadays, we favor short sentences that resemble ordinary speech. In Ye Olden Times™ people preferred sentences that resembled Latin. The Latin periodic sentence is one such abomination from the shambling past you may encounter. A periodic sentence presents a series of subordinate clauses, qualifiers, and conditions, culminating in a main verb somewhere near the end. When (or if) you encounter such a monster, you need to slow down and apply the techniques above.

## Analysis

Comprehending an author's message is only the first step in reading critically. You still need to figure out *why* the author sent it: the message's intended audience, its purpose, and its context. This analysis is the exciting part of the process, and the most useful.

Every piece of writing has an author, an audience and message. (You may know these elements as the Rhetorical Triangle, but it's not necessary to be so formal. It's just a way of affirming the basic elements of human communication.) As you read, you should think about each of these pieces simultaneously.

## Author

Who is writing? For historical documents, this is hugely important.

A document written by a king will be very different than a document written by a peasant or a priest.

When you read a historical document, try to find out as much as you can about the author. Many primary source readers will contain a small biography at the start of the selection. You could also look up the author online.

What suppositions can you make about the author based on his or her background? How is it likely to affect the knowledge or other resources available to him or her? How is it likely to shape his or her attitudes, prejudices, and goals?

What can you tell about the author just based on his or her own statements? Often, an author's choice of words reveals a great deal about their mental world and goals.

The same questions apply to modern authors as well. Historians may be liberal or conservative, religious or secular, or favor one group over another in their analysis. Even the authors of textbooks have a background and point of view that affects their selection of facts.

## Audience

Who does the author expect will be reading their work? If you are reading a historical document, to whom is it addressed? If the author doesn't say, can you guess? Is the audience part of the author's own group (whatever that is) or an outsider? How does the author seem to feel about his audience? Is he or she hostile? Condescending? Flattering? How does he or she seem to feel they will regard him or her in turn?

For academic writing, this question is less urgent, but you may notice a difference in content between articles specialists write for each other and articles written for students or for a general audience.

## Message

Every piece of writing has a purpose. Even if I'm just writing myself a grocery, my scribbling serves to remind me what to buy.

Much writing aims to convince someone to adopt an opinion or to perform an action. What action does the author want the audience to perform? What view do they want them to adopt?

Look at how the author constructs his or her message. What arguments do they employ to convince their audience? Why do they think these arguments might be persuasive? Do they make an emotional appeal? What emotions do they invoke, why, and how?

You may ask yourself: who benefits if the author gets what he or she wants? Humans being what they are, you should perhaps be skeptical whether the author has some hidden purpose.

Some of our historical documents will have huge, raw messages: to declare a war, to exterminate an enemy, or to promote a religion. Others may be more mundane: to describe an event or purchase a product. Regardless, your job as a critical reader is to figure out what that purpose is.

Even our academic writing has a message, although it is often more subtle than historical documents. In articles and books, scholars want to convince their peers that their theories are correct or to adopt a particular point of view about a historical event. Textbooks, by their selection of material, aim not only to convey raw data, but to provide a convincing interpretation of that data.

## Context

For historical documents, reading critically means placing author, audience and message into their historical context. The author and the audience may have lived in times and places very different than our own. Their lives, their knowledge, and their assumptions might

be very different than our own. So you need to carefully construct a mental picture of their world, and then relate what they say and what they do to your knowledge of that world.

Ask yourself, based on your readings, what do you know of the historical events surrounding the source? Was there a war? A plague? A technological innovation? A social change?

How was society structured? What part of it did author and audience occupy? How might that affect their view points?

This can be quite tricky. Our guesses about the past might be wrong. But such imaginative reconstructions are necessary to fully appreciate historical sources.

## Circular Reading

When reading critically, you should circulate through these questions and techniques as you proceed. Normally, when we read casually, we start at the first word, read to the last word, and then put the writing away. But when reading critically, you will often need to read the writing several times: perhaps once to start, then again to identify cues. You may want to read any difficult portions again slowly, with a dictionary at hand.

Once you think you have a good idea what the author is saying, you should confirm that your theory is correct. Don't simply assume that your first impression is complete. Look at the source again. What have you missed? What doesn't fit with your understanding? What do you wish you knew? These are the areas to which you should pay extra attention. Particularly in historical sources, the author may be expressing a viewpoint which is radically different or alien to your own, one which it may take you several tries to process and identify. You don't have to agree with the author, but you do need to understand what he or she actually says.

As you read and use these techniques, figure out which ones work for you and which ones do not. Not everyone's mind works in the

same way. My favorite technique may simply annoy you, or vice versa. But the most important principle remains: keep returning to the writing, identify any gaps in your understanding, and puzzle them out.

## Reading as Judo

The *critical reading* skills you learn in this course can be applied to every message you encounter in life. Think of it as self-defense. If every author has a purpose, then every message they aim at you has a purpose too: whether they want you to buy something, to vote for someone, to believe something, or do something. You need to be able to clearly receive their message, and then to understand why it was sent and what it intends. Critical reading is a tool that enables you to process, comprehend, accept, and reject messages thoughtfully. If you can process the complex language and difficult viewpoints found in history, you can process anything.

## Critical Reading Checklist

Please use this checklist as you read, as a way of keeping these techniques in mind. Not every element is relevant to every source.

**Overview**

Have I identified what kind of source I am reading? Is it a contemporary academic source, a historical source, or something else?

**Cues**

Have I identified any editorial clues (headings, sub-headings, fonts and so forth) in the reading?

Have I identified the boundary between the editorial matter (if any) and the historical source?

Have I identified older cues specific to this historical source's writing style?

Have I used the various cues to help determine the historical source's argument and structure?

**Close Reading**

Have I read the writing slowly enough?

Have I identified those parts of the reading which I find most difficult?

Have I attempted to parse difficult sentences grammatically?

Have I looked up difficult words in a dictionary?

Have I checked the dictionary definition versus the use of the word in context?

Have I identified difficult stylistic features of the text? Can I translate them into modern English?

**Analysis [Historical Sources]**

Have I identified the author of the writing?

Have I identified the author's background? What do I know and what can I guess?

Have I considered how the author's identity affects his or her message?

Have I identified the intended audience of the writing?

Have I considered how the audience's identity affects the author's message?

Have I identified the author's message?

Have I considered how the author's likely purpose affects the message?

Have I identified the context (events and society) in which the writing was composed?

Have I considered how this context affects the message?

**Circular Reading**

Have I reviewed the writing after my first reading?

Have I identified where my initial understanding was incorrect or inadequate?

Have I reread and corrected my understanding of these portions?

Have I made notes on items to remember?

---

## 4. How to Read the Textbook

This document is about how to *read critically*. Every piece of writing, no matter how simple, aims to convince its audience. It wants something from you: maybe something benevolent, maybe not. A wise reader needs not only to understand what the author is saying, but what he or she wants to accomplish. This requires reading closely, with an awareness of your own thought processes as you read, and an enhanced consideration of the writer's goals and strategy. Such skill will serve you well every time you read an advertisement, listen to a political speech, follow the news, or even just watch a TV drama. It is also especially important in history, where we must read documents from and about many different kinds of people and places.

In this course, we'll be reading two very different types of writing: *academic writing*, such as articles, textbooks or other secondary material that is written in a modern style, and *historical documents*, which may be written in older, unfamiliar styles. This document applies to academic writing.

It presents habits of mind (and eye and hand) you can develop to better comprehend an author's communication, purpose, and context.

### Looking for Cues

The first step in critical reading is to understand the author's words and ideas: the signal they are trying to transmit. Fortunately, most authors want you to understand them, and accordingly they have encoded their ideas in a structure that offers cues, visual or verbal, intended to orient you.



## Visual Cues

Modern academic and popular writing, such as your textbook, includes lots of visual cues. Almost all printed books today have titles, headings, and subheadings. Look at your textbook. Some parts of it are written in bigger, bolder letters. The size (and maybe color) of these headings is usually hierarchical: the more important titles are bigger, and the less important stuff is smaller. If you subtract all the regular text, and just leave these headings, you'll have an outline. This outline will give you important clues about how the author has organized their thoughts. As you read, keep track of where you are in the outline and how the part you're reading now connects to other parts of the writing.

## Structural Cues

In addition to graphic and design elements, modern non-fiction has developed certain conventions. Many familiar elements of writing that you know from English class are (ultimately) aids and cues, letting you know where they are in the author's overall argument. They are the verbal equivalent of visual cues, such as titles, headings and introductions.

*Introductions and Conclusions:* Most chapters (and articles) have a paragraph at the beginning that summarizes the whole argument, before it is presented, and end in a paragraph that sums everything up. These paragraphs serve as sign-posts: the introduction lets you know what's coming. The conclusion helps you remember what has come before. You may also see mini-introductions and mini-conclusions inside of subsections or chapter of larger pieces.

*Thesis statements:* A thesis statement is a one sentence summary of the author's whole argument. Authors usually put it at the end

(the last sentence) of their introduction. Here the author presents their most important idea; you should pay special attention to it.

*Paragraph divisions:* A paragraph by convention generally contains one related chunk of ideas. When an author makes a new paragraph, this is their way of telling you they have changed topic.

*Topic Sentences:* The first sentence of a paragraph usually summarizes the paragraph to follow. Again, it is another signal from the author, to you, the reader.

Once you know what to look for, these elements of writing help orient you. They tell you what authors think important, and reveal the architecture of their arguments.

## Using Cues

Conventions such as thesis statements, topic sentences, and so forth have evolved for a purpose. They aren't just the invention of English teachers to torment you. Use them to quickly identify the important ideas in your reading and to anticipate the flow of the author's presentation. If you get confused and bogged down in details, go back to the skeleton. See why the author is telling you these facts now, and how he or she intends them to fit into the bigger picture.

You can also use them to skim. Very often, just reading the first paragraph (introduction) or last sentence of the first paragraph (thesis statement) will tell you, in brief, what the whole piece of writing is about.

## Close Reading

One of the most important skills in critical reading (and one of the most difficult) is to *slow down*. In casual reading, we often skim and

skip. We jump to the author's main idea (or what we think the main idea is). Once we "know" what the author is saying, we ignore other details that don't quite fit. If we encounter a confusing sentence or statement, we just let our eye slide over it. This kind of fast reading is essential in our busy, information-filled lives. For familiar topics, using familiar cues, on familiar texts, it serves us well. But *fast reading is poison* when confronting a document that contains unfamiliar ideas, uses obscure words, or follows an unfamiliar style. In addition to skimming for structure and main ideas, you should also read the whole piece closely, paying careful attention to difficult sections.

## Slow Down

When reading critically, you need to slow down. Once you have decided to read a section closely, make your eye focus on every word. Make your brain process each thought. Don't skip ahead. One really good way of doing this is with a finger or a note card. (A technique I use.) Put the card under the line you're reading, so that it covers up everything else, and you can't skip ahead. Advance it slowly.

## Words, Words, Words

You will often encounter unfamiliar words. Don't just skip them. If an author is using an unfamiliar word often, chances are it is an important clue to their thinking:

*Use a dictionary.* Academic writing often contains words that are not part of everyday English. In everyday reading, you can afford to ignore an unfamiliar word or two. But that's very dangerous when reading critically. So look the words up in a dictionary. Perhaps

write the definition above the word in your book, so you don't forget between looking it up and rereading the sentence. (I do this when translating.) E-readers will let you highlight and post a note.

*Use a GOOD dictionary.* Your ordinary, Webster's dictionary isn't going to cut it. Historical documents may contain really unusual words, maybe ones that nobody has used for hundreds of years. They may also include words that look familiar, but have unfamiliar meanings. (For example, nowadays the word "minister" means "preacher" or "priest." But in older documents, it often means "government official," as in "prime minister." If you don't know this, you may think a document is about religion when it's about government business.) I suggest looking up truly obscure words in a big dictionary like the *Oxford English Dictionary*, which is particularly helpful in including historical meanings, and telling you when that meaning entered the language.

*Realize that Dictionaries are Fallible.* A dictionary only tells you how words have been used, by most people, most of the time. Sometimes a particular source or author may use a word in a way that is not standard. Perhaps the author is a scientist, and is using it in a specialized sense. Perhaps the artist is a lawyer, using a term of art, such as "guilt" which has a specific legal meaning. Perhaps, the word is used in a funny way in a particular culture or area. Perhaps the author is just eccentric. But you should be prepared to determine what a word might mean by its context, and use this to temper the "official" dictionary definition.

## Say What?

Some writing for this course may be in a more complex style than you are used to using. Academic writing uses more sub-clauses and employs longer sentences than popular writing. If you are having trouble following a sentence, break it down grammatically. What

is the main verb? What is the main subject? What sub-clauses are there? How do they relate to the main clause?

If you remember how to make sentence diagrams, you may find it useful to sketch out a troublesome sentence on some scratch paper.

Try rephrasing the sentence into modern English. How would someone express the same idea today?

Historical documents are even trickier. Styles of writing have changed over time. Nowadays, we favor short sentences that resemble ordinary speech. In *Ye Olden Times*™ people preferred sentences that resembled Latin. The Latin periodic sentence is one such abomination from the shambling past you may encounter. A periodic sentence presents a series of subordinate clauses, qualifiers, and conditions, culminating in a main verb somewhere near the end. When (or if) you encounter such a monster, you need to slow down and apply the techniques above.

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**Circular Reading**

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Have I identified where my initial understanding was incorrect or inadequate?

Have I reread and corrected my understanding of these portions?

Have I made notes on items to remember?

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## 5. Quiz Inventory

There are sixteen multiple choice quizzes with a total of 331 questions. Quizzes cover the following topics:

- The Americas, Europe, and Africa Before 1492 (24 questions)
- Early Globalization: The Atlantic World, 1492–1650 (19 questions)
- Creating New Social Orders: Colonial Societies, 1500–1700 (39 questions)
- Rule Britannia! The English Empire, 1660–1763 (3 questions)
- Imperial Reforms and Colonial Protests, 1763–1774 (5 questions)
- America's War for Independence, 1775–1783 (11 questions)
- Creating Republican Governments, 1776–1790 (22 questions)
- Growing Pains: The New Republic, 1790–1820 (21 questions)
- Industrialization Transformation in the North, 1800–1850 (31 questions)
- Jacksonian Democracy, 1820–1840 (13 questions)
- A Nation on the Move: Westward Expansion, 1800–1860 (15 questions)
- Cotton is King: The Antebellum South, 1800–1860 (5 questions)
- Antebellum Idealism and Reform Impulses, 1820–1860 (27 questions)
- Troubled Times, the Tumultuous 1850s (3 questions)
- The Civil War, 1860–1865 (40 questions)
- The Era of Reconstruction, 1865–1877 (29 questions)



# 6. US History I Quiz Download

**Private: Quizzes**



Use the link below to access a set of quizzes associated with this course. If the link is **not active in this screen**, please follow the instructions included below.

The file can then be uploaded to your LMS (e.g., Canvas, Blackboard) in order to obtain all assessments for course.

<https://s3-us-west-2.amazonaws.com/oerfiles/US+History/OpenStax/US+History+I/US+History+I+quizzes.imsc>

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**This link is not active in edit mode.** Please click on the “Preview” button to the right, in order to access the link, or you can copy and paste the link into your browser.

## Quizzes

Permalink: <https://courses.candelalearning.com/ushistory2/chapter/quizzes/> Edit View Page Get Shortlink

Add Media

Click on the Preview button to access the working link.

Visual Text

Paragraph Format Indent Bulleted List Numbered List Link Unlink Image Video Embed Table

following link to access a set of quizzes associated with this course:

This link is not active in edit mode. Please click on the "Preview" button to the right, to access the working link, or copy and paste it in your browser.

<https://ix-ss-west-2.amazonaws.com/qti quiz/USHistory2/uc-history-ii-using-hi-quiz-export.zip>

This file can then be uploaded to your LMS (e.g., Canvas, Blackboard) in order to obtain all assessments for course.

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### Part

Instructor Resources (Log in Requ)

### Export Settings

### Publish

Status: Privately Published

Visibility: Private Edit

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# 7. Instructor Resources from OpenStax College

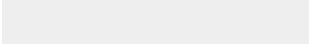


OpenStax College, the primary source for openly-licensed materials in this course, requests that instructors register and log in to request access to available instructor resources.

Available instructor resources may include items like:

- Getting Started Guide
- Lecture Slides
- Test Banks

If you have trouble accessing these materials, please let us know.



## 8. Middle Passage, Amistad

This video clip from the movie *Amistad*, shows the brutality that the Africans endured as they were shipped from Africa to the United States.



# 9. Learning Module #1

## Writing Assignment

Answer the following in proper essay form (Introduction, Body and Conclusion). It needs to be formatted in Microsoft Word, Times New Roman, 12 pt font single spaced. The length should be between 750 and 1000 words. Simply replying with two to three sentences will not be acceptable.

Essay Question:

Analyze similarities and differences in the rise of TWO of the following empires. Maya Empire, Aztec Empire, and Inca Empire.

Submissions will be checked for plagiarism using SafeAssign.

# 10. SS 121 Course Syllabus

**Herkimer County Community College**

**American History I**

**SS 121-VA**

**Summer 2017**

**Professor:** Eric M. Vernold, Ed. D

**Office:** N/A

**Phone:** 315-866-0300

**Email:** vernoldem@herkimer.edu

**Office Hours:** N/A

**Course Description:** This course is designed to develop the student's understanding of the political, economic, social and intellectual history of the United States. Emphasis is placed on the European background, the founding of the American Colonies, the establishment of a new nation and the testing of the Union.

**Textbook:** There is no textbook for you to purchase for this course. The textbook that we will be using is available free of charge through SUNY Open Resources. The link for this textbook is:

<https://courses.lumenlearning.com/suny-ushistory102xmaster/>

**Course Materials:** Computer and Internet Access

## **Course Subject Information:**

### **Course Objectives:**

1. To introduce students to a basic narrative of American History: political, economic, social and cultural including knowledge of unity and diversity in American Society.
2. To introduce students to common institutions in American Society and how they have affected different groups.
3. Provide students with opportunities to develop an understanding of America's evolving relationship with the rest of the world.
4. Provide students with opportunities to demonstrate an understanding of current academic research methods to synthesize, evaluate and think critically about ideas, concepts and evidence used by historians as well as develop well-reasoned arguments of their own.

### **Student Learning Outcomes:**

The student who successfully completes this course will be able to...

1. Display knowledge of the basic narrative of American History, its different components as well as unity and diversity in American society.
2. Integrate knowledge of common American institutions such as government, economics, religion, etc. with how those institutions have affected different social, economic, ethnic,

racial, gender, political and other groups.

3. Show an understanding of how America's relationship with other parts of the world has changed over time.
4. Identify, analyze and evaluate arguments as they occur in their own or other's work and will develop well-reasoned arguments of their own.

### **Major Divisions of Subject Matter:**

1. Colonial America: Contact and Development

1. The American Revolution: Causes and Outcomes

- Early Development of Government: The Articles of Confederation and the Constitution

1. The Early Republic: Washington, Jefferson and the Era of Good Feeling

1. Jacksonianism, Reform and the Rise of the Common Man

1. Slavery and Westward Expansion

- The Testing of the Union: The Road to the Civil War and Beyond

### **Grade Determinants:**

There are five components to the final grade.

1. Writing Assignments: 20%
2. Research Paper: 20%
3. Exams: 20%
4. Final Exam: 20%
5. Class Discussions: 20%

**\*\*COMPUTER PROBLEMS ARE NOT AN ACCEPTABLE EXCUSE FOR MISSED WORK.\*\***

**\*Late work will receive a 0%\***

### **Grade Scale:**

- A** 100-90
- B** 89-80
- C** 79-70
- D** 69-60
- F** 59-0

### **Assessment of Student Learning Outcomes:**

Assessment is the process by which faculty evaluate their course before, during, and after the course runs. As part of that process, information (including but not limited to, performance on objective tests, quizzes, essays, presentations, portfolios, research papers, and exams) from this class will be used to assess how well the course meets the objectives. Changes may then be made in the structure and/or content of the course that will enhance student learning. For this course you will be assessed in a combination of a traditional multiple choice test and short essays in addition to writing assignments.

### **Attendance Withdrawal:**

Faculty may withdraw a student for excessive absence. The attendance policy should

be presented to the students at the beginning of the semester in the Course Syllabus.

This policy does not preclude faculty members from instituting individual attendance

requirements and/or penalties for absences.

After students miss 20% or more of the scheduled sessions for a class, instructors may

withdraw them from the class by completing an Attendance Withdrawal Form for the

Registrar's Office. (In online classes, faculty members may withdraw students who miss

20% of the required participation in the class.)

Prior to the deadline for dropping full-semester classes, faculty members who wish to

withdraw students from classes must report a grade of AW. This grade will compute as a W in students' grade point average.

### **Procedure for Instructors:**

Faculty members who wish to withdraw students from classes may do so prior to the

deadline for dropping full-semester classes. The faculty member should report the grade of AW (attendance withdrawal) on the Attendance Withdrawal Form.

The Registrar's Office will process the Attendance Withdrawal Forms, post the AW grade on students' transcripts, and distribute copies of the forms to the student and instructor.

### **Academic Honesty:**

"Plagiarism and cheating are violations of the Student Code of Conduct.

The maintenance of academic honesty is the responsibility of both instructors and students. Any written assignment submitted by a student must be of original authorship. Representation of another's work as his/her own shall constitute plagiarism. Any charge of plagiarism shall be substantiated either by a direct correlation between the original and the alleged plagiarized copy or 'clear and convincing evidence.' Cheating shall be considered a violation and subject to the same penalties." (HCCC Student Handbook, pg. 125). If it is evident the student has cheated or plagiarized, they will receive zero for their grade on that assignment.

### **APPEAL PROCESS:**

Students who wish to contest any action taken by the instructor should appeal to the

Associate/Assistant Dean. If a case is adjudicated by the Dean of Students, and the decision is to remove the student from the course, to suspend the student for a period of time, or to expel the student, the appeal is to the College President.

**Class Conduct:**

-**NO** inappropriate language or disrespect to one another

-**NO** behavior that will prohibit the teaching/learning environment

Any student who fails to follow these policies will be reported in writing to the Assistant Dean at the College.

**Students with Disabilities:**

Students with disabilities who are seeking academic accommodations should contact Leslie Cornish in the Services for Students with Disabilities office at 866-0300 Ext. 8331. The SSD office is located in the Academic Support Center in room LB 115.



## II. Learning Module #2

### Writing Assignment

Answer the following question in proper essay format:

Describe the background, major events, and results of Bacon's Rebellion.

# 12. Learning Module #3

## Writing Assignment

Answer the following question in proper essay format:

Describe the causes of the War of 1812, how each contributed to the decision to declare war, and the resulting action taken by President Madison and Congress.

# 13. Learning Module #4

## Writing Assignment

Answer the following question in proper essay form:

What impact did President Jefferson have on the foreign policy of the United States? Use specific examples to support your position.

# 14. Learning Module #5

## Writing Assignment

Answer the following question in proper essay form:

What impact did the leadership of General Lee have on the outcome on the battle of Gettysburg?

# 15. Learning Module #1 Exam

Answer the following question in proper essay form:

Evaluate the extent to which the Seven Year's War (French and Indian War, 1754-1763) marked a turning point in American relations with Great Britain. In the development of your argument, analyze what changed and what stayed the same from period before war to the period after it.

# 16. Learning Module #2 Exam

Answer the following question in proper essay form:

Benedict Arnold: Hero or Traitor? YOU DECIDE!!

# 17. Learning Module #3 Exam

Answer the following question in proper essay form:

The United States Constitution's ratification resulted from a political process that required compromise between the Federalists and Anti-Federalists. Many of the debates in government today continue to reflect the concerns of each perspective. (a) Compare the positions of Federalists and Anti-Federalists regarding the power of the national government. (b) Describe two features of the original Constitution that have led to a growth in the power of the national government.

# 18. Learning Module #4 Exam

Answer the following question in proper essay form:

Describe in essay form why Texas was justified in declaring its independence from Mexico. Ensure to use specific examples to support this.



# 19. Learning Module #5 Exam

Answer the following question in proper essay form:

What were the three biggest advantages the Union had in fighting the Confederates during the Civil War?

## 20. Final Exam

Answer the following question in proper essay form:

Many historians believe that the Civil War was the Second American Revolution, that it resolved some issues created in the Revolutionary and Founding Eras and raised others that were not resolved until the 20th century. Consider how the Civil War expanded the powers of the federal government and how Abraham Lincoln defined his role as a wartime president. What changes did the Civil War cause? How did Congressional power evolve?

## 2I. Class Discussion Question

### #I

Is there any commonality between the Olmec religion and modern day Christianity? If so what are they and why do you believe these exist?

## 22. Class Discussion Question #2

What specific foundations of the Olmec were later carried on to the Aztecs, Mayas and to modern day United States?

## 23. Class Discussion Question #3

Which of the Aztecs accomplishments do you believe has had the most lasting impact on the modern day world? Why?

## 24. Class Discussion Question #4

Describe how Tenochtitlan came to be the capital of the Aztec empire.

## 25. Class Discussion Question #5

What evidence is available to historians that show how Inca sacrifice victims were treated prior to their death?

## 26. Class Discussion Question #6

Historians can only speculate as to what caused the demise of the Mayas. Based on what you know compare and contrast to what is currently happening in the United States.



## 27. Class Discussion Question #7

How did the first Inca Emperor, Pachacuti, ensure that the future leaders of the empire continue to expand the empire? In your opinion was this a good thing for the Inca Empire? Why?

## 28. Class Discussion Question #8

What impact do you believe the network of the highways that the Incas built had on their empire? Playing the role of historian, how would you change that system today?

## 29. Class Discussion Question #9

Why do you believe the Inca's rarely practiced human sacrifice?

## 30. Class Discussion Question #10

The year 622 brought Christianity vs. Islam. Based on the current conditions in the world today do you believe we have moved very far from 622? Be specific in your response.

# 3I. Class Discussion Question

## #II

In your opinion what was one positive and one negative of the Crusades? Use specific examples to support your opinion.

## 32. Class Discussion Question #12

What do you believe was the biggest motive for European exploration? (God, Glory or Gold). Use specific examples to support your opinion.

## 33. Class Discussion Question #13

Describe what the role of the Catholic Church had on the African Slave trade?

## 34. Class Discussion Question #14

Why do you believe Raced Based Slavery become popular?



## 35. Class Discussion Question #15

Based upon the reading of *Premeditated A Revolt*, what does James Barbot, Jr. describe as benefits that slaves on his ship received.

## 36. Class Discussion Question #16

What impact did globalization have on the Africans, Native Americans and Europeans?

## 37. Class Discussion Question #17

What made Portugal the early leader in of exploration?

## 38. Class Discussion Question #18

What impact did the Navajo have on World War II?

## 39. Class Discussion Question #19

What were some of the major cultural differences between the Algonkian Indians and the English Colonists? Of these which do you believe had the biggest negative impact on the relationship between the two? Why?

## 40. Class Discussion Question #20

Describe what the Iroquois Confederacy was. What aspect of the Iroquois do you believe was the most important? Why?

# 4I. Class Discussion Question

## #2I

Should Christopher Columbus still be celebrated throughout the United States with his own personal “Columbus Day”? WHY??

## 42. Class Discussion Question #22

What lasting impact do you believe has been the most impactful that the Spanish had on Latin America? Why??



## 43. Class Discussion Question #23

Defend the way in which the Europeans solved their problem of lack of labor in the Americas.

## 44. Class Discussion Question #24

The system of *encomiendas* was a positive for the Native Americans.  
Defend or rebut this statement.

## 45. Class Discussion Question #25

Who was John White and what do you believe was his lasting impact on the history of North Carolina?

## 46. Class Discussion Question #26

Why do you think John White wrote about the experience of searching for survivors of Roanoke?

## 47. Class Discussion Question #27

What made White joyful in the midst of the destruction that he and the sailors found? What would your reaction have been in you were John White? Be specific.

## 48. Class Discussion Question #28

Do you see any way that John White's feelings might have affected his judgment? For example, he concludes in his report that the colonists were chased off by local Indians but went safely to Croatoan. Do you think that is a reasonable conclusion, or was he being overly optimistic? Explain your answer.

## 49. Class Discussion Question #29

Was John White right to want to continue the search despite the problems of weather and navigation? Why do you think so?

## 50. Class Discussion Question #30

Between the encomienda and repartimiento systems, which do you feel was the most successful for the Spanish? Why?



# 5I. Class Discussion Question

## #3I

Why do you believe Coquina was the right material for the fort at St. Augustine?

## 52. Class Discussion Question #32

Why do you believe the British were unsuccessful in taking over St. Augustine?

## 53. Class Discussion Question #33

Describe how the Apache Indian leader, Geronimo, ended up at St. Augustine fort.

## 54. Class Discussion Question

### #34

John White explains that he had asked his colonists to leave a particular sign if they left Roanoke. What was the information he asked them to leave? What sign did White find?

## 55. Class Discussion Question #35

If the Spanish could go back and re-do their colonization of North America, what do you think they would do differently now? Why?

# 56. Class Discussion Question #36

Describe how Wall street was given its name. Do you believe this is appropriate to keep this name? Why?

## 57. Class Discussion Question #37

Describe in detail how you would of attracted people to live in New  
Netherland.

## 58. Class Discussion Question #38

Why do you think the Dutch were willing be so tolerant with religion in their colony?



## 59. Class Discussion Question #39

What sport was used as a way to improve the health of the Indians?  
Should this be used today? Why?

## 60. Class Discussion Question #40

What impact do you believe the *Mayflower Compact* has had on the present day United States government?

# 6I. Class Discussion Question

## #4I

Why do you believe Charles II was interested in expanding England's overseas possessions? Do you believe this was a good move? Why?

## 62. Class Discussion Question #42

What lasting impact have the African Slaves had on the city of present day Charleston?

## 63. Class Discussion Question #43

Explain the significance of the enslaved community at Snee Farm.

## 64. Class Discussion Question #44

Explain how the natural environment of Snee Farm connects with the life of Charles Pinckney and the lives of the enslaved community.

# 65. Class Discussion Question

## #45

Describe what you believe is the biggest impact that Charles Pinckney has had on the US constitution. Be specific in your response.

## 66. Class Discussion Question #46

What impact do you believe Quakerism had on the relationships between the Indians and the colonists of Pennsylvania?



# 67. Class Discussion Question #47

# 68. Class Discussion Question

## #48

What five things did you learn from watching the following video:

[http://www.ushistory.org/  
phlhistorychannel.htm#http%3A%2F%2Fnew-980.historyofphilly.portalbounce.com%2Fen%2Fuser-  
media.html%3Fv%3D2720](http://www.ushistory.org/phlhistorychannel.htm#http%3A%2F%2Fnew-980.historyofphilly.portalbounce.com%2Fen%2Fuser-media.html%3Fv%3D2720)

## 69. Class Discussion Question #49

The *Society of Friends* vs. *Quakers*. Which do you believe best describes this group? Why?

## 70. Class Discussion Question #50

How do you feel William Penn would react to the building of a Southern Wall at the Mexico/USA border? Why? Give specific examples to support your stance.

# 7I. Class Discussion Question

## #5I

List 5 attributes of Quaker society that you believe is still practiced in the United States.

## 72. Class Discussions

Discussions occur during each learning module. I will post questions and you should begin to discuss those questions when each Module opens. The discussion topic will remain “open” for that entire module (please see course outline for dates) There will be five learning modules of discussion topics. At the end of the learning module, the discussion topic will be closed, which means you will be not be able to go back and retroactively participate. You will be able to view previous postings for review, if you desire, but any “late” participation will not be counted towards your grade. In short, your participation in class discussion needs to occur each and every module and there will be no opportunity to “make up” for a missed discussion. When I open the learning module, I will propose a few questions for discussion. You may respond to my questions, the comments of your classmates, and/or propose your own topics for discussion.

In order to receive a passing grade (C) for the participation portion of your grade, you will need to complete two tasks: 1) READ all of the postings made by your classmates, 2) **post AT LEAST to 75% of my posts in each learning module.** This requirement is designed to ensure that you are reading and participating in class discussion throughout the course — not just on the night before each deadline. If you desire to earn a grade greater than a “C” in participation, you must exceed these standards. There is no set number of postings you should do to earn an

"A", for example, since your postings will be evaluated both on quality and quantity. Lots more is not necessarily better. Several thoughtful posts are better than many short "one-liners" that do not advance our class discussion. It is also better to post on multiple days during the week so that you are part of an on-going conversation, rather than "saving" your posts for one time, or even two times.

## 73. Course Outline



<b>Learning Module/Activities</b>	<b>Start (use exact dates)</b>	<b>End (use exact dates)</b>	<b>Assignments Due</b>
<i>Learning Module #1: Chapters 1,2,3,4. Complete Learning Module #1: Exam, Class Discussions and Writing Assignment.</i>	5/ 22/ 2017	5/ 30/ 2017	All Assignments are due by May 30th at 11:59 pm.
<i>Learning Module #2: Chapters 5,6,7. Complete Learning Module #2: Exam, Class Discussions and Writing Assignment.</i>	05/ 31/ 2017	06/ 07/ 2017	All Assignments are due by June 7th at 11:59 pm.
<i>Learning Module #3: Chapters 8,9,10. Complete Learning Module #3: Exam, Class Discussions and Writing Assignment.</i>	06/ 08/ 2017	06/ 15/ 2017	All Assignments are due by June 15th at 11:59 pm.
<i>Learning Module #4: Chapters 11,12,13. Complete Learning Module #4: Exam, Class Discussions and Writing Assignment.</i>	6/ 15/ 2017	6/ 23/ 2017	All Assignments are due by June 23rd at 11:59 pm.

<i>Learning Module #5: Chapters 14,15,16. Complete Learning Module #5: Exam, Class Discussions and Writing Assignment, Final Exam. Research Paper is due on June 27, 2017.</i>	6/ 24/ 2017	06/ 29/ 2017	All Assignments except Research Paper are due by June 29th at 11:59 pm.
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## 74. I Need Help



Need more information about this course? Have questions about faculty resources? Can't find what you're looking for? Experiencing technical difficulties?

We're here to help! Contact [oe@achievingthedream.org](mailto:oe@achievingthedream.org) for support.



PART II

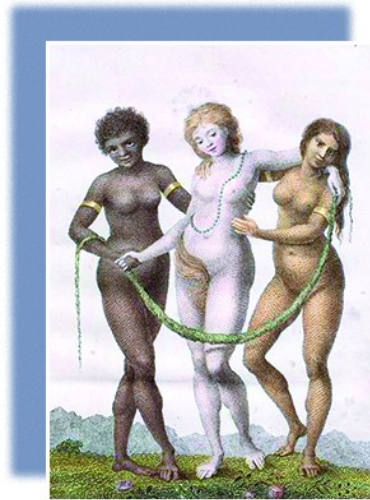
CHAPTER I: THE  
AMERICAS, EUROPE, AND  
AFRICA BEFORE 1492



# 75. Introduction to the Americas, Europe, and Africa Before 1492

Globalization, the ever-increasing interconnectedness of the world, is not a new phenomenon, but it accelerated when western Europeans discovered the riches of the East. During the Crusades (1095–1291), Europeans developed an appetite for spices, silk, porcelain, sugar, and other luxury items from the East, for which they traded fur, timber, and Slavic people they captured and sold (hence the word *slave*). But when the Silk Road, the long overland trading route from China to the Mediterranean, became costlier and more dangerous to travel, Europeans searched for a more efficient and inexpensive trade route over water, initiating the development of what we now call the Atlantic World.

In pursuit of commerce in Asia, fifteenth-century traders unexpectedly encountered a “New World” populated by millions and home to sophisticated and numerous peoples. Mistakenly believing



*In Europe supported by Africa and America (1796), artist William Blake, who was an abolitionist, depicts the interdependence of the three continents in the Atlantic World; however, he places gold armbands on the Indian and African women, symbolizing their subjugation. The strand binding the three women may represent tobacco.*

they had reached the East Indies, these early explorers called its inhabitants Indians. West Africa, a diverse and culturally rich area, soon entered the stage as other nations exploited its slave trade and brought its peoples to the New World in chains. Although Europeans would come to dominate the New World, they could not have done so without Africans and native peoples.

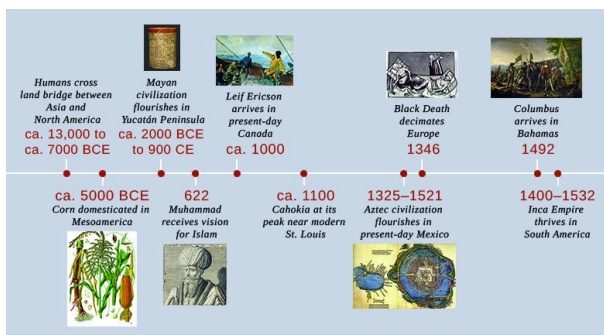


# 76. The Americas

## Learning Objectives

By the end of this section, you will be able to:

- Locate on a map the major American civilizations before the arrival of the Spanish
- Discuss the cultural achievements of these civilizations
- Discuss the differences and similarities between lifestyles, religious practices, and customs among the native peoples



(credit: modification of work by Architect of the Capitol)

Between nine and fifteen thousand years ago, some scholars believe that a land bridge existed between Asia and North America that we now call Beringia. The first inhabitants of what would be named the Americas migrated across this bridge in search of food. When the

glaciers melted, water engulfed Beringia, and the Bering Strait was formed. Later settlers came by boat across the narrow strait. (The fact that Asians and American Indians share genetic markers on a Y chromosome lends credibility to this migration theory.) Continually moving southward, the settlers eventually populated both North and South America, creating unique cultures that ranged from the highly complex and urban Aztec civilization in what is now Mexico City to the woodland tribes of eastern North America. Recent research along the west coast of South America suggests that migrant populations may have traveled down this coast by water as well as by land.

Researchers believe that about ten thousand years ago, humans also began the domestication of plants and animals, adding agriculture as a means of sustenance to hunting and gathering techniques. With this agricultural revolution, and the more abundant and reliable food supplies it brought, populations grew and people were able to develop a more settled way of life, building permanent settlements. Nowhere in the Americas was this more obvious than in Mesoamerica.

# THE FIRST AMERICANS: THE OLMEC

Mesoamerica is the geographic area stretching from north of Panama up to the desert of central Mexico. Although marked by great topographic, linguistic, and cultural diversity, this region cradled a number of civilizations with similar characteristics. Mesoamericans were polytheistic; their gods possessed both male and female traits and demanded

blood sacrifices of enemies taken in battle or ritual bloodletting. Corn, or maize, domesticated by 5000 BCE, formed the basis of their diet. They developed a mathematical system, built huge edifices, and devised a calendar that accurately predicted eclipses and solstices and that priest-astronomers used to direct the planting and harvesting of crops. Most important for our knowledge of these peoples, they created the only known written language in the Western Hemisphere; researchers have made much progress in interpreting the inscriptions on their temples and pyramids. Though the area had no overarching political structure, trade over long distances helped diffuse culture. Weapons made of obsidian, jewelry crafted from jade, feathers woven into clothing and ornaments, and cacao beans that were whipped into a chocolate drink formed the basis of commerce. The mother of Mesoamerican cultures was the Olmec civilization.

Flourishing along the hot Gulf Coast of Mexico from about 1200



*This map shows the extent of the major civilizations of the Western Hemisphere. In South America, early civilizations developed along the coast because the high Andes and the inhospitable Amazon Basin made the interior of the continent less favorable for settlement.*

to about 400 BCE, the Olmec produced a number of major works of art, architecture, pottery, and sculpture. Most recognizable are their giant head sculptures and the pyramid in La Venta. The Olmec built aqueducts to transport water into their cities and irrigate their fields. They grew maize, squash, beans, and tomatoes. They also bred small domesticated dogs which, along with fish, provided their protein. Although no one knows what happened to the Olmec after about 400 BCE, in part because the jungle reclaimed many of their cities, their culture was the base upon which the Maya and the Aztec built. It was the Olmec who worshipped a rain god, a maize god, and the feathered serpent so important in the future pantheons of the Aztecs (who called him Quetzalcoatl) and the Maya (to whom he was Kukulcan). The Olmec also developed a system of trade throughout Mesoamerica, giving rise to an elite class.

## THE MAYA

After the decline of the Olmec, a city rose in the fertile central highlands of Mesoamerica. One of the largest population centers in pre-Columbian America and home to more than 100,000 people at its height in about 500 CE, Teotihuacan was located about thirty miles northeast of modern Mexico City. The ethnicity of this settlement's inhabitants is debated; some scholars believe it was a multiethnic city. Large-scale agriculture and the resultant



*The Olmec carved heads from giant boulders that ranged from four to eleven feet in height and could weigh up to fifty tons. All these figures have flat noses, slightly crossed eyes, and large lips. These physical features can be seen today in some of the peoples indigenous to the area.*

abundance of food allowed time for people to develop special trades and skills other than farming. Builders constructed over twenty-two hundred apartment compounds for multiple families, as well as more than a hundred temples. Among these were the Pyramid of the Sun (which is two hundred feet high) and the Pyramid of the Moon (one hundred and fifty feet high). Near the Temple of the Feathered Serpent, graves have been uncovered that suggest humans were sacrificed for religious purposes. The city was also the center for trade, which extended to settlements on Mesoamerica's Gulf Coast.

The Maya were one Mesoamerican culture that had strong ties to Teotihuacan. The Maya's architectural and mathematical contributions were significant. Flourishing from roughly 2000 BCE to 900 CE in what is now Mexico, Belize, Honduras, and Guatemala, the Maya perfected the calendar and written language the Olmec had begun. They devised a written mathematical system to record crop yields and the size of the population, and to assist in trade. Surrounded by farms relying on primitive agriculture, they built the city-states of Copan, Tikal, and Chichen Itza along their major trade routes, as well as temples, statues of gods, pyramids, and astronomical observatories. However, because of poor soil and a drought that lasted nearly two centuries, their civilization declined by about 900 CE and they abandoned their large population centers.

The Spanish found little organized resistance among the weakened Maya upon their arrival in the 1520s. However, they did find Mayan history, in the form of glyphs, or pictures representing words, recorded in folding books called codices (the singular is *codex*). In 1562, Bishop Diego de Landa, who feared the converted natives had reverted to their traditional religious practices, collected and burned every codex he could find. Today only a few survive.



*El Castillo, located at Chichen Itza in the eastern Yucatán peninsula, served as a temple for the god Kukulcan. Each side contains ninety-one steps to the top. When counting the top platform, the total number of stairs is three hundred and sixty-five, the number of days in a year. (credit: Ken Thomas)*

Visit the University of Arizona Library Special Collections to view facsimiles and descriptions of two of the four surviving Mayan codices.

## THE AZTEC

When the Spaniard Hernán Cortés arrived on the coast of Mexico in the sixteenth century, at the site of present-day Veracruz, he

soon heard of a great city ruled by an emperor named Moctezuma. This city was tremendously wealthy—filled with gold—and took in tribute from surrounding tribes. The riches and complexity Cortés found when he arrived at that city, known as Tenochtitlán, were far beyond anything he or his men had ever seen.

According to legend, a warlike people called the Aztec (also known as the Mexica) had left a city called Aztlán and traveled south to the site of present-day Mexico City. In 1325, they began construction of Tenochtitlán on an island in Lake Texcoco. By 1519, when Cortés arrived, this settlement contained upwards of 200,000 inhabitants and was certainly the largest city in the Western Hemisphere at that time and probably larger than any European city. One of Cortés's soldiers, Bernal Díaz del Castillo, recorded his impressions upon first seeing it: "When we saw so many cities and villages built in the water and other great towns on dry land we were amazed and said it was like the enchantments . . . on account of the great towers and cues and buildings rising from the water, and all built of masonry. And some of our soldiers even asked whether the things that we saw were not a dream? . . . I do not know how to describe it, seeing things as we did that had never been heard of or seen before, not even dreamed about."

Unlike the dirty, fetid cities of Europe at the time, Tenochtitlán was well planned, clean, and orderly. The city had neighborhoods for specific occupations, a trash collection system, markets, two aqueducts bringing in fresh water, and public buildings and temples. Unlike the Spanish, Aztecs bathed daily, and wealthy homes might even contain a steam bath. A labor force of slaves from subjugated neighboring tribes had built the fabulous city and the three causeways that connected it to



*In this illustration, an Aztec priest cuts out the beating heart of a sacrificial victim before throwing the body down from the temple. Aztec belief centered on supplying the gods with human blood—the ultimate sacrifice—to keep them strong and well.*

the mainland. To farm, the Aztec constructed barges made of reeds and filled them with fertile soil. Lake water constantly irrigated these *chinampas*, or “floating gardens,” which are still in use and can be seen today in Xochimilco, a district of Mexico City.

Each god in the Aztec pantheon represented and ruled an aspect of the natural world, such as the heavens, farming, rain, fertility, sacrifice, and combat. A ruling class of warrior nobles and priests performed ritual human sacrifice daily to sustain the sun on its long journey across the sky, to appease or feed the gods, and to stimulate agricultural production. The sacrificial ceremony included cutting open the chest of a criminal or captured warrior with an obsidian knife and removing the still-beating heart.





This rendering of the Aztec island city of Tenochtitlán depicts the causeways that connected the central city to the surrounding land. Envoys from surrounding tribes brought tribute to the Emperor.

Explore [Aztec-History.com](http://Aztec-History.com) to learn more about the Aztec creation story.

## The Aztec Predict the Coming of the Spanish

The following is an excerpt from the sixteenth-century Florentine Codex of the writings of Fray Bernardino de Sahagun, a priest and early chronicler of Aztec history. When an old man from Xochimilco first saw the Spanish in Veracruz, he recounted an earlier dream to Moctezuma, the ruler of the Aztecs.

Said Quzatl to the sovereign, “Oh mighty lord, if because

I tell you the truth I am to die, nevertheless I am here in your presence and you may do what you wish to me!" He narrated that mounted men would come to this land in a great wooden house [ships] this structure was to lodge many men, serving them as a home; within they would eat and sleep. On the surface of this house they would cook their food, walk and play as if they were on firm land. They were to be white, bearded men, dressed in different colors and on their heads they would wear round coverings.

Ten years before the arrival of the Spanish, Moctezuma received several omens which at the time he could not interpret. A fiery object appeared in the night sky, a spontaneous fire broke out in a religious temple and could not be extinguished with water, a water spout appeared in Lake Texcoco, and a woman could be heard wailing, "O my children we are about to go forever." Moctezuma also had dreams and premonitions of impending disaster. These foretellings were recorded after the Aztecs' destruction. They do, however, give us insight into the importance placed upon signs and omens in the pre-Columbian world.

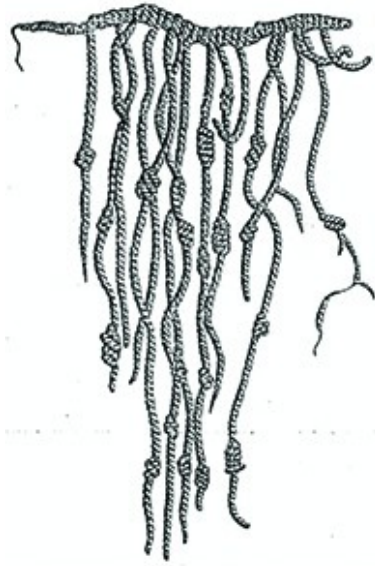
## THE INCA

In South America, the most highly developed and complex society was that of the Inca, whose name means "lord" or "ruler" in the Andean language called Quechua. At its height in the fifteenth and sixteenth centuries, the Inca Empire, located on the Pacific coast and straddling the Andes Mountains, extended some twenty-five hundred miles. It stretched from modern-day Colombia in the north to Chile in the south and included cities built at an altitude of 14,000 feet above sea level. Its road system, kept free of debris and repaired by workers stationed at varying intervals, rivaled that of the Romans and efficiently connected the sprawling empire. The Inca, like all

other pre-Columbian societies, did not use axle-mounted wheels for transportation. They built stepped roads to ascend and descend the steep slopes of the Andes; these would have been impractical for wheeled vehicles but worked well for pedestrians. These roads enabled the rapid movement of the highly trained Incan army. Also like the Romans, the Inca were effective administrators. Runners called *chasquis* traversed the roads in a continuous relay system, ensuring quick communication over long distances. The Inca had no system of writing, however. They communicated and kept records using a system of colored strings and knots called the *quipu*.

The Inca people worshipped their lord who, as a member of an elite ruling class, had absolute authority over every aspect of life. Much like feudal lords in Europe at the time, the ruling class lived off the labor of the peasants, collecting vast wealth that accompanied them as they went, mummified, into the next life. The Inca farmed corn, beans, squash, quinoa (a grain cultivated for its seeds), and the indigenous potato on terraced land they hacked from the steep mountains. Peasants received only one-third of their crops for themselves. The Inca ruler required a third, and a third was set aside in a kind of welfare system for those unable to work. Huge storehouses

were filled with food for times of need. Each peasant also worked for the Inca ruler a number of days per month on public works



*The Inca had no written language. Instead, they communicated and kept records by means of a system of knots and colored strings called the quipu. Each of these knots and strings possessed a distinct meaning intelligible to those educated in their significance.*

projects, a requirement known as the *mita*. For example, peasants constructed rope bridges made of grass to span the mountains above fast-flowing icy rivers. In return, the lord provided laws, protection, and relief in times of famine.

The Inca worshipped the sun god *Inti* and called gold the “sweat” of the sun. Unlike the Maya and the Aztecs, they rarely practiced human sacrifice and usually offered the gods food, clothing, and coca leaves. In times of dire emergency, however, such as in the aftermath of earthquakes, volcanoes, or crop failure, they resorted to sacrificing prisoners. The ultimate sacrifice was children, who were specially selected and well fed. The Inca believed these children would immediately go to a much better afterlife.

In 1911, the American historian Hiram Bingham uncovered the lost Incan city of Machu Picchu. Located about fifty miles northwest of Cusco, Peru, at an altitude of about 8,000 feet, the city had been built in 1450 and inexplicably abandoned roughly a hundred years later. Scholars believe the city was used for religious ceremonial purposes and housed the priesthood. The architectural beauty of this city is unrivaled. Using only the strength of human labor and no machines, the Inca constructed walls and buildings of polished stones, some weighing over fifty tons, that were fitted together perfectly without the use of mortar. In 1983, UNESCO designated the ruined city a World Heritage Site.



*Located in today's Peru at an altitude of nearly 8,000 feet, Machu Picchu was a ceremonial Incan city built about 1450 CE.*

Browse the British Museum's World Cultures collection to see more examples and descriptions of Incan (as well as Aztec, Mayan, and North American Indian) art.

## NORTH AMERICAN INDIANS

With few exceptions, the North American native cultures were much more widely dispersed than the Mayan, Aztec, and Incan

societies, and did not have their population size or organized social structures. Although the cultivation of corn had made its way north, many Indians still practiced hunting and gathering. Horses, first introduced by the Spanish, allowed the Plains Indians to more easily follow and hunt the huge herds of bison. A few societies had evolved into relatively complex forms, but they were already in decline at the time of Christopher Columbus's arrival.

In the southwestern part of today's United States dwelled several groups we collectively call the Pueblo. The Spanish first gave them this name, which means "town" or "village," because they lived in towns or villages of permanent stone-and-mud buildings with thatched roofs. Like present-day apartment houses, these buildings had multiple stories, each with multiple rooms. The three main groups of the Pueblo people were the Mogollon, Hohokam, and Anasazi.

The Mogollon thrived in the Mimbres Valley (New Mexico) from about 150 BCE to 1450 CE. They developed a distinctive artistic style for painting bowls with finely drawn geometric figures and wildlife, especially birds, in black on a white background. Beginning about 600 CE, the Hohokam built an extensive irrigation system of canals to irrigate the desert and grow fields of corn, beans, and squash. By 1300, their crop yields were supporting the most highly populated settlements in the southwest. The Hohokam decorated pottery with a red-on-buff design and made jewelry of turquoise. In the high desert of New Mexico, the Anasazi, whose name means "ancient enemy" or "ancient ones," carved homes from steep cliffs accessed by ladders or ropes that could be pulled in at night or in case of enemy attack.



*To access their homes, the cliff-dwelling Anasazi used ropes or ladders that could be pulled in at night for safety. These pueblos may be viewed today in Canyon de Chelly National Monument (above) in Arizona and Mesa Verde National Park in Colorado.*

Roads extending some 180 miles connected the Pueblos' smaller urban centers to each other and to Chaco Canyon, which by 1050 CE had become the administrative, religious, and cultural center of their civilization. A century later, however, probably because of drought, the Pueblo peoples abandoned their cities. Their present-day descendants include the Hopi and Zuni tribes.

The Indian groups who lived in the present-day Ohio River Valley and achieved their cultural apex from the first century CE to 400 CE are collectively known as the Hopewell culture. Their settlements, unlike those of the southwest, were small hamlets. They lived in wattle-and-daub houses (made from woven lattice branches "daubed" with wet mud, clay, or sand and straw) and practiced agriculture, which they supplemented by hunting and fishing. Utilizing waterways, they developed trade routes stretching from Canada to Louisiana, where they exchanged goods with other tribes and negotiated in many different languages. From the coast they received shells; from Canada, copper; and from the Rocky Mountains, obsidian. With these materials they created necklaces, woven mats, and exquisite carvings. What remains of their culture today are huge burial mounds and earthworks. Many of the mounds that were opened by archaeologists contained artworks and other goods that indicate their society was socially stratified.

Perhaps the largest indigenous cultural and population center in North America was located along the Mississippi River near present-day St. Louis. At its height in about 1100 CE, this five-square-mile city, now called Cahokia, was home to more than ten thousand residents; tens of thousands more lived on farms

surrounding the urban center. The city also contained one hundred and twenty earthen mounds or pyramids, each dominating a particular neighborhood and on each of which lived a leader who exercised authority over the surrounding area. The largest mound covered fifteen acres. Cahokia was the hub of political and trading activities along the Mississippi River. After 1300 CE, however, this civilization declined—possibly because the area became unable to support the large population.

## INDIANS OF THE EASTERN WOODLAND

Encouraged by the wealth found by the Spanish in the settled civilizations to the south, fifteenth- and sixteenth-century English, Dutch, and French explorers expected to discover the same in North America. What they found instead were small, disparate communities, many already ravaged by European diseases brought by the Spanish and transmitted among the natives. Rather than gold and silver, there was an abundance of land, and the timber and fur that land could produce.

The Indians living east of the Mississippi did not construct the large and complex societies of those to the west. Because they lived in small autonomous clans or tribal units, each group adapted to the specific environment in which it lived. These groups were by no means unified, and warfare among tribes was common as they sought to increase their hunting and fishing areas. Still, these tribes shared some common traits. A chief or group of tribal elders made decisions, and although the chief was male, usually the women selected and counseled him. Gender roles were not as fixed as they were in the patriarchal societies of Europe, Mesoamerica, and South America.





*This map indicates the locations of the three Pueblo cultures the major Eastern Woodland Indian tribes, and the tribes of the Southeast, as well as the location of the ancient city of Cahokia.*

Women typically cultivated corn, beans, and squash and harvested nuts and berries, while men hunted, fished, and provided protection. But both took responsibility for raising children, and most major Indian societies in the east were matriarchal. In tribes such as the Iroquois, Lenape, Muscogee, and Cherokee, women had both power and influence. They counseled the chief and passed on the traditions of the tribe. This matriarchy changed dramatically

with the coming of the Europeans, who introduced, sometimes forcibly, their own customs and traditions to the natives.

Clashing beliefs about land ownership and use of the environment would be the greatest area of conflict with Europeans. Although tribes often claimed the right to certain hunting grounds—usually identified by some geographical landmark—Indians did not practice, or in general even have the concept of, private ownership of land. There were tribal hunting grounds, usually identified by some geographical landmark, but there was no private ownership of land. A person's possessions included only what he or she had made, such as tools or weapons. The European Christian worldview, on the other hand, viewed land as the source of wealth. According to the Christian Bible, God created humanity in his own image with the command to use and subdue the rest of creation, which included not only land, but also all animal life. Upon their arrival in North America, Europeans found no fences, no signs designating ownership. Land, and the game that populated it, they believed, were there for the taking.

## Section Summary

Great civilizations had risen and fallen in the Americas before the arrival of the Europeans. In North America, the complex Pueblo societies including the Mogollon, Hohokam, and Anasazi as well as the city at Cahokia had peaked and were largely memories. The Eastern Woodland peoples were thriving, but they were soon

overwhelmed as the number of English, French, and Dutch settlers increased.

Mesoamerica and South America had also witnessed the rise and fall of cultures. The once-mighty Mayan population centers were largely empty. In 1492, however, the Aztecs in Mexico City were at their peak. Subjugating surrounding tribes and requiring tribute of both humans for sacrifice and goods for consumption, the island city of Tenochtitlán was the hub of an ever-widening commercial center and the equal of any large European city until Cortés destroyed it. Further south in Peru, the Inca linked one of the largest empires in history through the use of roads and disciplined armies. Without the use of the wheel, they cut and fashioned stone to build Machu Picchu high in the Andes before abandoning the city for unknown reasons. Thus, depending on what part of the New World they explored, the Europeans encountered peoples that diverged widely in their cultures, traditions, and numbers.

<https://www.openassessments.org/assessments/1090>

### *Review Question*

1. What were the major differences between the societies of the Aztec, Inca, and Maya and the Indians of North America?

## *Answer to Review Question*

1. North American Indians were fewer in number, more widely dispersed, and did not have the population size or organized social structures of the Maya, Aztec, or Inca societies. The Eastern Woodland peoples, in particular, lived in small clan groups and adapted to their singular environments. Some North American Indians lived by hunting and gathering rather than cultivating crops.

## *Glossary*

**Beringia** an ancient land bridge linking Asia and North America

**chasquis** Incan relay runners used to send messages over great distances

**chinampas** floating Aztec gardens consisting of a large barge woven from reeds, filled with dirt and floating on the water, allowing for irrigation

**matriarchy** a society in which women have political power

**mita** the Incan labor tax, with each family donating time and work to communal projects

**quipu** an ancient Incan device for recording information, consisting of variously colored threads knotted in different ways

**activation energy** the amount of initial energy necessary for reactions to occur

**matriarchy** a society in which women have political power

**chinampas** floating Aztec gardens consisting of a large barge woven from reeds, filled with dirt and floating on the water, allowing for irrigation

**matriarchy** a society in which women have political power

# 77. Europe on the Brink of Change

## *Learning Objectives*

By the end of this section, you will be able to:

- Describe the European societies that engaged in conversion, conquest, and commerce
- Discuss the motives for and mechanisms of early European exploration

The fall of the Roman Empire (476 CE) and the beginning of the European Renaissance in the late fourteenth century roughly bookend the period we call the Middle Ages. Without a dominant centralized power or overarching cultural hub, Europe experienced political and military discord during this time. Its inhabitants retreated into walled cities, fearing marauding pillagers including Vikings, Mongols, Arabs, and Magyars. In return for protection, they submitted to powerful lords and their armies of knights. In their brief, hard lives, few people traveled more than ten miles from the place they were born.

Visit EyeWitness to History to learn more about the Black Death.

# LIFE IN FEUDAL EUROPE

During the Middle Ages, most Europeans lived in small villages that consisted of a manorial house or castle for the lord, a church, and simple homes for the peasants or serfs, who made up about 60 percent of western Europe's population. Hundreds of these castles and walled cities remain all over Europe.



*This image depicts the bodily swellings, or buboes, characteristic of the Black Death.*

The Christian Church remained intact, however, and emerged from the period as a unified and powerful institution. Priests, tucked away in monasteries, kept knowledge alive by collecting and copying religious and secular manuscripts, often adding beautiful drawings or artwork. Social and economic devastation arrived in 1340s,



*One of the most beautifully preserved medieval walled cities is Carcassonne, France. Notice the use of a double wall.*

however, when Genoese merchants returning from the Black Sea unwittingly brought with them a rat-borne and highly contagious disease, known as the bubonic plague. In a few short years, it had killed many millions, about one-third of Europe's population. A different strain, spread by airborne germs, also killed many. Together these two are collectively called the Black Death. Entire villages disappeared. A high birth rate, however, coupled with bountiful harvests, meant that the population grew during the next

century. By 1450, a newly rejuvenated European society was on the brink of tremendous change.

Europe's feudal society was a mutually supportive system. The lords owned the land; knights gave military service to a lord and carried out his justice; serfs worked the land in return for the protection offered by the lord's castle or the walls of his city, into which they fled in times of danger from invaders. Much land was communally farmed at first, but as lords became more powerful they extended their ownership and rented land to their subjects. Thus, although they were technically free, serfs were effectively bound to the land they worked, which supported them and their families as well as the lord and all who depended on him. The Catholic Church, the only church in Europe at the time, also owned vast tracts of land and became very wealthy by collecting not only tithes (taxes consisting of 10 percent of annual earnings) but also rents on its lands.

A serf's life was difficult. Women often died in childbirth, and perhaps one-third of children died before the age of five. Without sanitation or medicine, many people perished from diseases we consider inconsequential today; few lived to be older than forty-five. Entire families, usually including grandparents, lived in one- or two-room hovels that were cold, dark, and dirty. A fire was kept lit and was always a danger to the thatched roofs, while its constant smoke affected the inhabitants' health and eyesight. Most individuals owned no more than two sets of clothing, consisting of a woolen jacket or tunic and linen undergarments, and bathed only when the waters melted in spring.

In an agrarian society, the seasons dictate the rhythm of life. Everyone in Europe's feudal society had a job to do and worked hard. The father was the unquestioned head of the family. Idleness meant hunger. When the land began to thaw in early spring, peasants started tilling the soil with primitive wooden plows and crude rakes and hoes. Then they planted crops of wheat, rye, barley, and oats, reaping small yields that barely sustained the population. Bad



weather, crop disease, or insect infestation could cause an entire village to starve or force the survivors to move to another location.

Early summer saw the first harvesting of hay, which was stored until needed to feed the animals in winter. Men and boys sheared the sheep, now heavy with wool from the cold weather, while women and children washed the wool and spun it into yarn. The coming of fall meant crops needed to be harvested and prepared for winter. Livestock was butchered and the meat smoked or salted to preserve it. With the harvest in and the provisions stored, fall was also the time for celebrating and giving thanks to God. Winter brought the people indoors to weave yarn into fabric, sew clothing, thresh grain, and keep the fires going. Everyone celebrated the birth of Christ in conjunction with the winter solstice.

## THE CHURCH AND SOCIETY

After the fall of Rome, the Christian Church—united in dogma but unofficially divided into western and eastern branches—was the only organized institution in medieval Europe. In 1054, the eastern branch of Christianity, led by the Patriarch of Constantinople (a title that became roughly equivalent to the western Church's pope), established its center in Constantinople and adopted the Greek language for its services. The western branch, under the pope, remained in Rome, becoming known as the Roman Catholic Church and continuing to use Latin. Following this split, known as the Great Schism, each branch of Christianity maintained a strict organizational hierarchy. The pope in Rome, for example, oversaw a huge bureaucracy led by cardinals, known as “princes of the church,” who were followed by archbishops, bishops, and then priests. During this period, the Roman Church became the most powerful international organization in western Europe.

Just as agrarian life depended on the seasons, village and family life revolved around the Church. The sacraments, or special

ceremonies of the Church, marked every stage of life, from birth to maturation, marriage, and burial, and brought people into the church on a regular basis. As Christianity spread throughout Europe, it replaced pagan and animistic views, explaining supernatural events and forces of nature in its own terms. A benevolent God in heaven, creator of the universe and beyond the realm of nature and the known, controlled all events, warring against the force of darkness, known as the Devil or Satan, here on earth. Although ultimately defeated, Satan still had the power to trick humans and cause them to commit evil or sin.

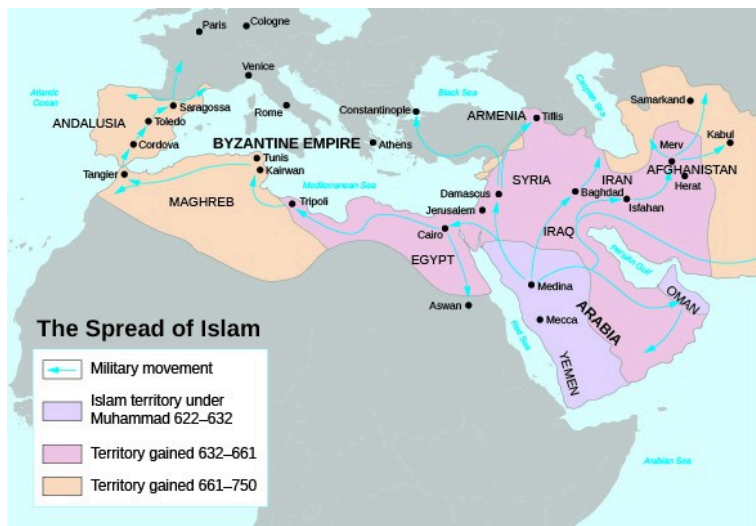
All events had a spiritual connotation. Sickness, for example, might be a sign that a person had sinned, while crop failure could result from the villagers' not saying their prayers. Penitents confessed their sins to the priest, who absolved them and assigned them penance to atone for their acts and save themselves from eternal damnation. Thus the parish priest held enormous power over the lives of his parishioners.

Ultimately, the pope decided all matters of theology, interpreting the will of God to the people, but he also had authority over temporal matters. Because the Church had the ability to excommunicate people, or send a soul to hell forever, even monarchs feared to challenge its power. It was also the seat of all knowledge. Latin, the language of the Church, served as a unifying factor for a continent of isolated regions, each with its own dialect; in the early Middle Ages, nations as we know them today did not yet exist. The mostly illiterate serfs were thus dependent on those literate priests to read and interpret the Bible, the word of God, for them.

## CHRISTIANITY ENCOUNTERS ISLAM

The year 622 brought a new challenge to Christendom. Near Mecca, Saudi Arabia, a prophet named Muhammad received a revelation

that became a cornerstone of the Islamic faith. The Koran, which Muhammad wrote in Arabic, contained his message, affirming monotheism but identifying Christ not as God but as a prophet like Moses, Abraham, David, and Muhammad. Following Muhammad's death in 632, Islam spread by both conversion and military conquest across the Middle East and Asia Minor to India and northern Africa, crossing the Straits of Gibraltar into Spain in the year 711.



*In the seventh and eighth centuries, Islam spread quickly across North Africa and into the Middle East. The religion arrived in Europe via Spain in 711 and remained there until 1492, when Catholic monarchs reconquered the last of Muslim-held territory after a long war.*

The Islamic conquest of Europe continued until 732. Then, at the Battle of Tours (in modern France), Charles Martel, nicknamed the Hammer, led a Christian force in defeating the army of Abdul Rahman al-Ghafiqi. Muslims, however, retained control of much of Spain, where Córdoba, known for leather and wool production, became a major center of learning and trade. By the eleventh century, a major Christian holy war called the Reconquista, or reconquest, had begun to slowly push the Muslims from Spain.

This drive was actually an extension of the earlier military conflict between Christians and Muslims for domination of the Holy Land (the Biblical region of Palestine), known as the Crusades.

Visit EyeWitness to History to read a personal account of the Crusades

## JERUSALEM AND THE CRUSADES

The city of Jerusalem is a holy site for Jews, Christians, and Muslims. It was here King Solomon built the Temple in the tenth century BCE. It was here the Romans crucified Jesus in 33 CE, and from here, Christians maintain, he ascended into heaven, promising to return. From here, Muslims believe, Muhammad traveled to heaven in 621 to receive instructions about prayer. Thus claims on the area go deep, and emotions about it run high, among followers of all three faiths. Evidence exists that the three religions lived in harmony for centuries. In 1095, however, European Christians decided not only to retake the holy city from the Muslim rulers but also to conquer what they called the Holy Lands, an area that extended from modern-day Turkey in the north along the Mediterranean coast to the Sinai Peninsula and that was also held by Muslims. The Crusades had begun.

Religious zeal motivated the knights who participated in the four Crusades. Adventure, the chance to win land and a title, and the Church's promise of wholesale forgiveness of sins also motivated many. The Crusaders, mostly French knights, retook Jerusalem in June 1099 amid horrific slaughter. A French writer who accompanied them recorded this eyewitness account: "On the top of Solomon's Temple, to which they had climbed in fleeing, many

were shot to death with arrows and cast down headlong from the roof. Within this Temple, about ten thousand were beheaded. If you had been there, your feet would have been stained up to the ankles with the blood of the slain. What more shall I tell? Not one of them was allowed to live. They did not spare the women and children.” A Muslim eyewitness also described how the conquerors stripped the temple of its wealth and looted private homes.

In 1187, under the legendary leader Saladin, Muslim forces took back the city. Reaction from Europe was swift as King Richard I of England, the Lionheart, joined others to mount yet another action. The battle for the Holy Lands did not conclude until the Crusaders lost their Mediterranean stronghold at Acre (in present-day Israel) in 1291 and the last of the Christians left the area a few years later.

The Crusades had lasting effects, both positive and negative. On the negative side, the wide-scale persecution of Jews began. Christians classed them with the infidel Muslims and labeled them “the killers of Christ.” In the coming centuries, kings either expelled Jews from their kingdoms or forced them to pay heavy tributes for the privilege of remaining. Muslim-Christian hatred also festered, and intolerance grew.

On the positive side, maritime trade between East and West expanded. As Crusaders experienced the feel of silk, the taste of spices, and the utility of porcelain, desire for these products created new markets for merchants. In particular, the Adriatic port city of Venice prospered enormously from trade with Islamic merchants. Merchants’ ships brought Europeans valuable goods, traveling between the port cities of western Europe and the East from the tenth century on, along routes collectively labeled the Silk Road. From the days of the early adventurer Marco Polo, Venetian sailors had traveled to ports on the Black Sea and established their own colonies along the Mediterranean Coast. However, transporting goods along the old Silk Road was costly, slow, and unprofitable. Muslim middlemen collected taxes as the goods changed hands. Robbers waited to ambush the treasure-laden caravans. A direct water route to the East, cutting out the land portion of the trip, had

to be found. As well as seeking a water passage to the wealthy cities in the East, sailors wanted to find a route to the exotic and wealthy Spice Islands in modern-day Indonesia, whose location was kept secret by Muslim rulers. Longtime rivals of Venice, the merchants of Genoa and Florence also looked west.

## THE IBERIAN PENINSULA

Although Norse explorers such as Leif Ericson, the son of Eric the Red who first settled Greenland, had reached and established a colony in northern Canada roughly five hundred years prior to Christopher Columbus's voyage, it was explorers sailing for Portugal and Spain who traversed the Atlantic throughout the fifteenth century and ushered in an unprecedented age of exploration and permanent contact with North America.

Located on the extreme western edge of Europe, Portugal, with its port city of Lisbon, soon became the center for merchants desiring to undercut the Venetians' hold on trade. With a population of about one million and supported by its ruler Prince Henry, whom historians call "the Navigator," this independent kingdom fostered exploration of and trade with western Africa. Skilled shipbuilders and navigators who took advantage of maps from all over Europe, Portuguese sailors used triangular sails and built lighter vessels called caravels that could sail down the African coast.

Just to the east of Portugal, King Ferdinand of Aragon married Queen Isabella of Castile in 1469, uniting two of the most powerful independent kingdoms on the Iberian peninsula and laying the foundation for the modern nation of Spain. Isabella, motivated by strong religious zeal, was instrumental in beginning the Inquisition in 1480, a brutal campaign to root out Jews and Muslims who had seemingly converted to Christianity but secretly continued to practice their faith, as well as other heretics. This powerful couple ruled for the next twenty-five years, centralizing authority and

funding exploration and trade with the East. One of their daughters, Catherine of Aragon, became the first wife of King Henry VIII of England.

## Motives for European Exploration

Historians generally recognize three motives for European exploration—God, glory, and gold. Particularly in the strongly Catholic nations of Spain and Portugal, religious zeal motivated the rulers to make converts and retake land from the Muslims. Prince Henry the Navigator of Portugal described his “great desire to make increase in the faith of our Lord Jesus Christ and to bring him all the souls that should be saved.”

Sailors’ tales about fabulous monsters and fantasy literature about exotic worlds filled with gold, silver, and jewels captured the minds of men who desired to explore these lands and return with untold wealth and the glory of adventure and discovery. They sparked the imagination of merchants like Marco Polo, who made the long and dangerous trip to the realm of the great Mongol ruler Kublai Khan in 1271. The story of his trip, printed in a book entitled *Travels*, inspired Columbus, who had a copy in his possession during his voyage more than two hundred years later. Passages such as the following, which describes China’s imperial palace, are typical of the *Travels*:

You must know that it is the greatest Palace that ever was. . . . The roof is very lofty, and the walls of the Palace are all covered with gold and silver. They are also adorned with representations of dragons [sculptured and gilt], beasts and birds, knights and idols, and sundry other subjects. And on the ceiling too you see nothing but gold and silver and painting. [On each of the four sides there is a great marble staircase leading to the top of the marble wall, and forming the approach to the Palace.]

The hall of the Palace is so large that it could easily dine 6,000 people; and it is quite a marvel to see how many rooms there are besides. The building is altogether so vast, so rich, and so beautiful, that no man on earth could design anything superior to it. The outside of the roof also is all colored with vermilion and yellow and green and blue and other hues, which are fixed with a varnish so fine and exquisite that they shine like crystal, and lend a resplendent lustre to the Palace as seen for a great way round. This roof is made too with such strength and solidity that it is fit to last forever.

Why might a travel account like this one have influenced an explorer like Columbus? What does this tell us about European explorers' motivations and goals?

The year 1492 witnessed some of the most significant events of Ferdinand and Isabella's reign. The couple oversaw the final expulsion of North African Muslims (Moors) from the Kingdom of Granada, bringing the nearly eight-hundred-year Reconquista to an end. In this same year, they also ordered all unconverted Jews to leave Spain.



*Columbus sailed in three caravels such as these. The Santa Maria, his largest, was only 58 feet long.*

Also in 1492, after six years of lobbying, a Genoese sailor named Christopher Columbus persuaded the monarchs to fund his expedition to the Far East. Columbus had already pitched his plan to the rulers of Genoa and Venice without success, so the Spanish monarchy was his last hope. Christian zeal was the prime motivating factor for Isabella, as she imagined her faith spreading to the East. Ferdinand, the more practical of the two, hoped to acquire wealth from trade.



Most educated individuals at the time knew the earth was round, so Columbus's plan to reach the East by sailing west was plausible. Though the calculations of Earth's circumference made by the Greek geographer Eratosthenes in the second century BCE were known (and, as we now know, nearly accurate), most scholars did not believe they were dependable. Thus Columbus would have no way of knowing when he had traveled far enough around the Earth to reach his goal—and in fact, Columbus greatly underestimated the Earth's circumference.

In August 1492, Columbus set sail with his three small caravels. After a voyage of about three thousand miles lasting six weeks, he landed on an island in the Bahamas named Guanahani by the native Lucayans. He promptly christened it San Salvador, the name it bears today.

## Section Summary

One effect of the Crusades was that a larger portion of western Europe became familiar with the goods of the East. A lively trade subsequently developed along a variety of routes known collectively as the Silk Road to supply the demand for these products. Brigands and greedy middlemen made the trip along this route expensive and dangerous. By 1492, Europe—recovered from the Black Death and in search of new products and new wealth—was anxious to improve trade and communications with the rest of the world. Venice and Genoa led the way in trading with the East. The lure of

profit pushed explorers to seek new trade routes to the Spice Islands and eliminate Muslim middlemen.

Portugal, under the leadership of Prince Henry the Navigator, attempted to send ships around the continent of Africa. Ferdinand of Aragon and Isabella of Castile hired Columbus to find a route to the East by going west. As strong supporters of the Catholic Church, they sought to bring Christianity to the East and any newly found lands, as well as hoping to find sources of wealth.

<https://www.openassessments.org/assessments/1091>

### *Review Questions*

1. How did European feudal society operate? How was this a mutually supportive system?
2. Why did Columbus believe he could get to the Far East by sailing west? What were the problems with this plan?

### *Answers to Review Questions*

1. In feudal society, lords owned the land, which serfs

worked and knights defended. Lords thus utilized the labor of serfs and the military service of knights, who in turn received the protection of the lord's castle or city walls and, sometimes, the ability to rent land on which to live and farm.

2. It was known that the Earth was round, so Columbus's plan seemed plausible. The distance he would need to travel was not known, however, and he greatly underestimated the Earth's circumference; therefore, he would have no way of recognizing when he had arrived at his destination.

## *Glossary*

**Black Death** two strains of the bubonic plague that simultaneously swept western Europe in the fourteenth century, causing the death of nearly half the population

**Crusades** a series of military expeditions made by Christian Europeans to recover the Holy Land from the Muslims in the eleventh, twelfth, and thirteenth centuries

**feudal society** a social arrangement in which serfs and knights provided labor and military service to noble lords, receiving protection and land use in return

**Inquisition** a campaign by the Catholic Church to root out heresy, especially among converted Jews and Muslims

**Koran** the sacred book of Islam, written by the prophet Muhammad in the seventh century

**Reconquista** Spain's nearly eight-hundred-year holy war against Islam, which ended in 1492

**serf** a peasant tied to the land and its lord

## 78. West Africa and the Role of Slavery

### *Learning Objectives*

By the end of this section, you will be able to:

- Locate the major West African empires on a map
- Discuss the roles of Islam and Europe in the slave trade

It is difficult to generalize about West Africa, which was linked to the rise and diffusion of Islam. This geographical unit, central to the rise of the Atlantic World, stretches from modern-day Mauritania to the Democratic Republic of the Congo and encompasses lush rainforests along the equator, savannas on either side of the forest, and much drier land to the north. Until about 600 CE, most Africans were hunter-gatherers. Where water was too scarce for farming, herders maintained sheep, goats, cattle, or camels. In the more heavily wooded area near the equator, farmers raised yams, palm products, or plantains. The savanna areas yielded rice, millet, and sorghum. Sub-Saharan Africans had little experience in maritime matters. Most of the population lived away from the coast, which is connected to the interior by five main rivers—the Senegal, Gambia, Niger, Volta, and Congo.

Although there were large trading centers along these rivers, most West Africans lived in small villages and identified with their extended family or their clan. Wives, children, and dependents (including slaves) were a sign of wealth among men, and polygyny,

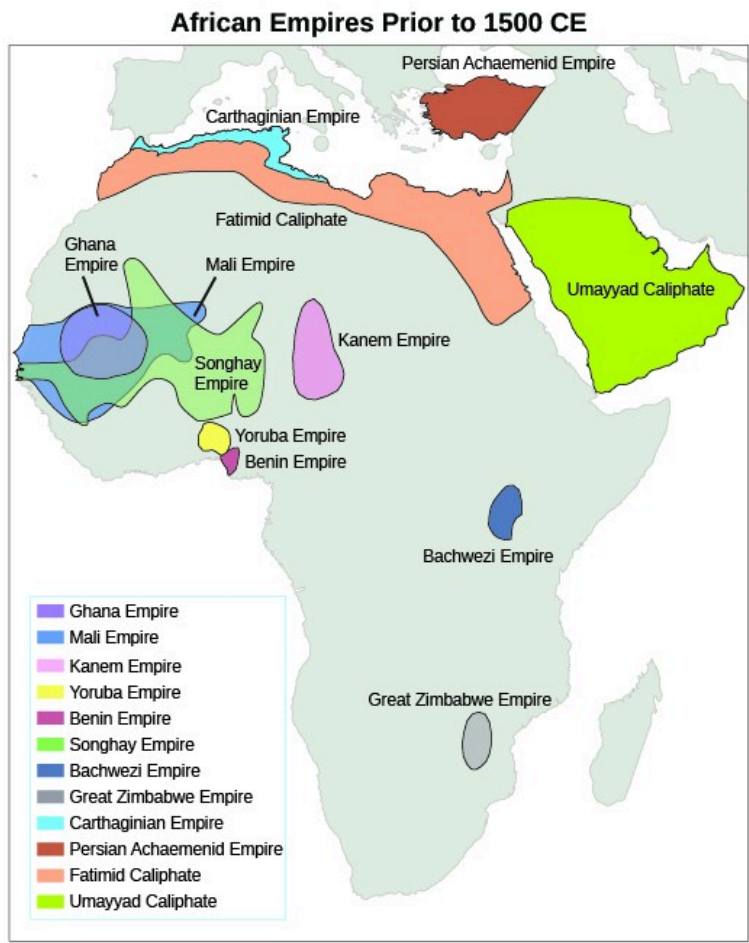
the practice of having more than one wife at a time, was widespread. In time of need, relatives, however far away, were counted upon to assist in supplying food or security. Because of the clannish nature of African society, “we” was associated with the village and family members, while “they” included everyone else. Hundreds of separate dialects emerged; in modern Nigeria, nearly five hundred are still spoken.

Read [The Role of Islam in African Slavery](#) to learn more about the African slave trade.

## THE MAJOR AFRICAN EMPIRES

Following the death of the prophet Muhammad in 632 CE, Islam continued to spread quickly across North Africa, bringing not only a unifying faith but a political and legal structure as well. As lands fell under the control of Muslim armies, they instituted Islamic rule and legal structures as local chieftains converted, usually under penalty of death. Only those who had converted to Islam could rule or be engaged in trade. The first major empire to emerge in West Africa was the Ghana Empire. By 750, the Soninke farmers of the sub-Saharan had become wealthy by taxing the trade that passed through their area. For instance, the Niger River basin supplied gold to the Berber and Arab traders from west of the Nile Valley, who brought cloth, weapons, and manufactured goods into the interior. Huge Saharan salt mines supplied the life-sustaining mineral to the Mediterranean coast of Africa and inland areas. By 900, the monotheistic Muslims controlled most of this trade and had converted many of the African ruling elite. The majority of the population, however, maintained their tribal animistic practices,

which gave living attributes to nonliving objects such as mountains, rivers, and wind. Because Ghana's king controlled the gold supply, he was able to maintain price controls and afford a strong military. Soon, however, a new kingdom emerged.



*This map shows the locations of the major West African empires before 1492. Along the Mediterranean coast, Muslim states prevailed.*

By 1200 CE, under the leadership of Sundiata Keita, Mali had

replaced Ghana as the leading state in West Africa. After Sundiata's rule, the court converted to Islam, and Muslim scribes played a large part in administration and government. Miners then discovered huge new deposits of gold east of the Niger River. By the fourteenth century, the empire was so wealthy that while on a *hajj*, or pilgrimage to the holy city of Mecca, Mali's ruler Mansu Musa gave away enough gold to create serious price inflation in the cities along his route. Timbuktu, the capital city, became a leading Islamic center for education, commerce and the slave trade. Meanwhile, in the east, the city of Gao became increasingly strong under the leadership of Sonni Ali and soon eclipsed Mali's power. Timbuktu sought Ali's assistance in repelling the Tuaregs from the north. By 1500, however, the Tuareg empire of Songhay had eclipsed Mali, where weak and ineffective leadership prevailed.

## THE ROLE OF SLAVERY

The institution of slavery is not a recent phenomenon. Most civilizations have practiced some form of human bondage and servitude, and African empires were no different. Famine or fear of stronger enemies might force one tribe to ask another for help and give themselves in a type of bondage in exchange. Similar to the European serf system, those seeking protection, or relief from starvation, would become the servants of those who provided relief. Debt might also be worked off through a form of servitude. Typically, these servants became a part of the extended tribal family. There is some evidence of chattel slavery, in which people are treated as personal property to be bought and sold, in the Nile Valley. It appears there was a slave-trade route through the Sahara that brought sub-Saharan Africans to Rome, which had slaves from all over the world.

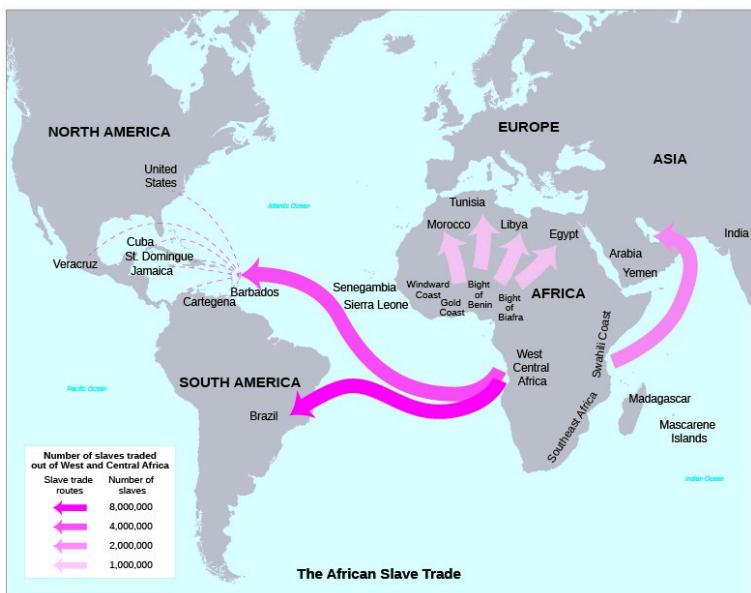


Arab slave trading, which exchanged slaves for goods from the Mediterranean, existed long before Islam's spread across North Africa. Muslims later expanded this trade and enslaved not only Africans but also Europeans, especially from Spain, Sicily, and Italy. Male captives were forced to build coastal fortifications and serve as galley slaves. Women were added to the harem.



*Traders with a group of slaves. Note how the slaves are connected at the neck. Muslim traders brought slaves to the North African coast, where they might be sent to Europe or other parts of Africa.*

The major European slave trade began with Portugal's exploration of the west coast of Africa in search of a trade route to the East. By 1444, slaves were being brought from Africa to work on the sugar plantations of the Madeira Islands, off the coast of modern Morocco. The slave trade then expanded greatly as European colonies in the New World demanded an ever-increasing number of workers for the extensive plantations growing tobacco, sugar, and eventually rice and cotton.



*This map shows the routes that were used in the course of the slave trade and the number of enslaved people who traveled each route. As the figures indicate, most African slaves were bound for Brazil and the Caribbean. While West Africans made up the vast majority of the enslaved, the east coast of Africa, too, supplied slaves for the trade.*

In the New World, the institution of slavery assumed a new aspect when the mercantilist system demanded a permanent, identifiable, and plentiful labor supply. African slaves were both easily identified (by their skin color) and plentiful, because of the thriving slave trade. This led to a race-based slavery system in the New World unlike any bondage system that had come before. Initially, the Spanish tried to force Indians to farm their crops. Most Spanish and Portuguese settlers coming to the New World were gentlemen and did not perform physical labor. They came to “serve God, but also to get rich,” as noted by Bernal Díaz del Castillo. However, enslaved natives tended to sicken or die from disease or from the overwork and cruel treatment they were subjected to, and so the indigenous peoples

proved not to be a dependable source of labor. Although he later repented of his ideas, the great defender of the Indians, Bartolomé de Las Casas, seeing the near extinction of the native population, suggested the Spanish send black (and white) laborers to the Indies. These workers proved hardier, and within fifty years, a change took place: The profitability of the African slave trade, coupled with the seemingly limitless number of potential slaves and the Catholic Church's denunciation of the enslavement of Christians, led race to become a dominant factor in the institution of slavery.

In the English colonies along the Atlantic coast, indentured servants initially filled the need for labor in the North, where family farms were the norm. In the South, however, labor-intensive crops such as tobacco, rice, and indigo prevailed, and eventually the supply of indentured servants was insufficient to meet the demand. These workers served only for periods of three to seven years before being freed; a more permanent labor supply was needed. Thus, whereas in Africa permanent, inherited slavery was unknown, and children of those bound in slavery to the tribe usually were free and intermarried with their captors, this changed in the Americas; slavery became permanent, and children born to slaves became slaves. This development, along with slavery's identification with race, forever changed the institution and shaped its unique character in the New World.

## The Beginnings of Racial Slavery

Slavery has a long history. The ancient Greek philosopher Aristotle posited that some peoples were *homunculi*, or humanlike but not really people—for instance, if they did not speak Greek. Both the Bible and the Koran sanction slavery. Vikings who raided from Ireland to Russia brought back slaves of all nationalities. During the Middle Ages, traders from the interior of Africa brought slaves along well-established routes to sell them along the Mediterranean coast.

Initially, slavers also brought European slaves to the Caribbean. Many of these were orphaned or homeless children captured in the cities of Ireland. The question is, when did slavery become based on race? This appears to have developed in the New World, with the introduction of grueling labor-intensive crops such as sugar and coffee. Unable to fill their growing need from the ranks of prisoners or indentured servants, the European colonists turned to African laborers. The Portuguese, although seeking a trade route to India, also set up forts along the West African coast for the purpose of exporting slaves to Europe. Historians believe that by the year 1500, 10 percent of the population of Lisbon and Seville consisted of black slaves. Because of the influence of the Catholic Church, which frowned on the enslavement of Christians, European slave traders expanded their reach down the coast of Africa.

When Europeans settled Brazil, the Caribbean, and North America, they thus established a system of racially based slavery. Here, the need for a massive labor force was greater than in western Europe. The land was ripe for growing sugar, coffee, rice, and ultimately cotton. To fulfill the ever-growing demand for these crops, large plantations were created. The success of these plantations depended upon the availability of a permanent, plentiful, identifiable, and skilled labor supply. As Africans were already familiar with animal husbandry as well as farming, had an identifying skin color, and could be readily supplied by the existing African slave trade, they proved the answer to this need. This process set the stage for the expansion of New World slavery into North America.

## Section Summary

Before 1492, Africa, like the Americas, had experienced the rise and fall of many cultures, but the continent did not develop a centralized authority structure. African peoples practiced various forms of slavery, all of which differed significantly from the racial slavery that ultimately developed in the New World. After the arrival of Islam and before the Portuguese came to the coast of West Africa in 1444, Muslims controlled the slave trade out of Africa, which expanded as European powers began to colonize the New World. Driven by a demand for labor, slavery in the Americas developed a new form: It was based on race, and the status of slave was both permanent and inherited.

<https://www.openassessments.org/assessments/940>

### *Critical Thinking Questions*

1. The Inca were able to control an empire that stretched from modern Colombia to southern Chile. Which of their various means for achieving such control do you think were most effective, and why?

2. The Inca were able to control an empire that stretched from modern Colombia to southern Chile. Which of their various means for achieving such control do you think were most effective, and why?
3. How did the Olmec, Aztec, Inca, Maya, and North American Indians differ in their ways of life and cultural achievements?
4. How did their particular circumstances—geography, history, or the accomplishments of the societies that had preceded them, for example—serve to shape their particular traditions and cultures?
5. What were the lasting effects of the Crusades? In what ways did they provide opportunities—both negative and positive—for cross-cultural encounters and exchanges?
6. Was race identified with slavery before the era of European exploration? Why or why not? How did slavery's association with race change the institution's character?
7. What are the differences between the types of slavery traditionally practiced in Africa and the slavery that developed in the New World? How did other types of servitude, such as European serfdom, compare to slavery?

## *Glossary*

**chattel slavery** a system of servitude in which people are treated as personal property to be bought and sold

**polygyny** the practice of taking more than one wife

# 79. Primary Source Reading: A Slave Revolt

## PREMEDITATED A REVOLT

*James Barbot, Jr., a sailor aboard the English slaver Don Carlos, describes a slave uprising that took place aboard the vessel.*

About one in the afternoon, after dinner, we, according to custom caused them, one by one, to go down between decks, to have each his pint of water; most of them were yet above deck, many of them provided with knives, which we had indiscreetly given them two or three days before, as not suspecting the least attempt of this nature from them; others had pieces of iron they had torn off our fore-castle door, as having premeditated a revolt, and seeing all the ship's company, at best but weak and many quite sick, they had also broken off the shackles from several of their companions feet, which served them, as well as billets they had provided themselves with, and all other things they could lay hands on, which they imagin'd might be of use for this enterprize. Thus arm'd, they fell in crouds and parcels on our men, upon the deck unawares, and stabb'd one of the stoutest of us all, who receiv'd fourteen or fifteen wounds of their knives, and so expir'd. Next they assaulted our boatswain, and cut one of his legs so round the bone, that he could not move, the nerves being cut through; others cut our cook's throat to the pipe, and others wounded three of the sailors, and threw one of them over-board in that condition, from the fore-castle into the sea; who, however, by good providence, got hold of the bowline of the fore-sail, and sav'd himself...we stood in arms, firing on the revolted slaves, of whom we kill'd some, and wounded many: which so terrif'd the rest, that they gave way, dispersing themselves some one way and some another between decks, and under the



fore- castle; and many of the most mutinous, leapt over board, and drown'd themselves in the ocean with much resolution, shewing no manner of concern for life. Thus we lost twenty seven or twenty eight slaves, either kill'd by us, or drown'd; and having master'd them, caused all to go betwixt decks, giving them good words. The next day we had them all again upon deck, where they unanimously declar'd, the Menbombe slaves had been the contrivers of the mutiny, and for an example we caused about thirty of the ringleaders to be very severely whipt by all our men that were capable of doing that office....

I have observ'd, that the great mortality, which so often happens in slave- ships, proceeds as well from taking in too many, as from want of knowing how to manage them aboard....

As to the management of our slaves aboard, we lodge the two sexes apart, by means of a strong partition at the main mast; the forepart is for men, the other behind the mast for the women. If it be in large ships carrying five or six hundred slaves, the deck in such ships ought to be at least five and a half or six foot high, which is very requisite for driving a continual trade of slaves: for the greater height it has, the more airy and convenient it is for such a considerable number of human creatures; and consequently far the more healthy for them, and fitter to look after them. We build a sort of half- decks along the sides with deals and spars provided for that purpose in Europe, that half- deck extending no farther than the sides of our scuttles and so the slaves lie in two rows, one above the other, and as close together as they can be crouded....

The planks, or deals, contract some dampness more or less, either from the deck being so often wash'd to keep it clean and sweet, or from the rain that gets in now and then through the scuttles or other openings, and even from the very sweat of the slaves; which being so crouded in a low place, is perpetual, and occasions many distempers, or at best great inconveniences dangerous to their health....

It has been observ'd before, that some slaves fancy they are carry'd to be eaten, which make them desperate; and others are so

on account of their captivity: so that if care be not taken, they will mutiny and destroy the ship's crew in hopes to get away.

To prevent such misfortunes, we use to visit them daily, narrowly searching every corner between decks, to see whether they have not found means, to gather any pieces of iron, or wood, or knives, about the ship, notwithstanding the great care we take not to leave any tools or nails, or other things in the way: which, however, cannot be always so exactly observ'd, where so many people are in the narrow compass of a ship.

We cause as many of our men as is convenient to lie in the quarter- deck and gun- room, and our principal officers in the great cabin, where we keep all our small arms in a readiness, with sentinels constantly at the doors and avenues to it; being thus ready to disappoint any attempts our slave might make on a sudden.

These precautions contribute very much to keep them in awe; and if all those who carry slaves duly observ'd them, we should not hear of so many revolts as have happen'd. Where I was concern'd, we always kept our slaves in such order, that we did not perceive the least inclination in any of them to revolt, or mutiny, and lost very few of our number in the voyage.

It is true, we allow'd them much more liberty, and us'd them with more tenderness than most other Europeans would think prudent to do; as, to have them all upon deck every day in good weather; to take their meals twice a- day, at fix'd hours, that is, at ten in the morning, and at five at night; which being ended, we made the men go down again between the decks; for the women were almost entirely at their own discretion, to be upon deck as long as they pleas'd, nay even many of the males had the same liberty by turns, successively; few or none being fetter'd or kept in shackles, and that only on account of some disturbances, or injuries, offer'd to their fellow captives, as will unavoidably happen among a numerous croud of such savage people. Besides, we allow'd each of them betwixt their meals a handful of Indian wheat and Mandioca, and now and then short pipes and tobacco to smoke upon deck by turns, and some coconuts; and to the women a piece of coarse cloth to

cover them, and the same to many of the men, which we took care they did wash from time to time, to prevent vermin, which they are very subject to; and because it look'd sweeter and more agreeable. Toward the evening they diverted themselves on the deck, as they thought fit, some conversing together, others dancing, singing, and sporting after their manner, which pleased them highly, and often made us pastime; especially the female sex, who being apart from the males, on the quarterdeck, and many of them young sprightly maidens, full of jollity and good- humour, afforded us abundance of recreation; as did several little fine boys, which we mostly kept to attend on us about the ship.

We mess'd the slaves twice a day, as I have observed; the first meal was of our large beans boil'd, with a certain quantity of Muscovy lard....The other meal was of pease, or of Indian wheat, and sometimes meal of Mandioca...boiled with either lard, or suet, or grease by turns: and sometimes with palm- oil and malaguette or Guinea pepper I found they had much better stomachs for beans, and it is a proper fattening food for captives....

At each meal we allow'd every slave a full coconut shell of water, and from time to time a dram of brandy, to strengthen their stomachs....

Much more might be said relating to the preservation and maintenance of slaves in such voyages, which I leave to the prudence of the officers that govern aboard, if they value their own reputation and their owners advantage; and shall only add these few particulars, that tho' we ought to be circumspect in watching the slaves narrowly, to prevent or disappoint their ill designs for our own conservation, yet must we not be too severe and haughty with them, but on the contrary, caress and humor them in every reasonable thing. Some commanders, of a morose peevish temper are perpetually beating and curbing them, even without the least offence, and will not suffer any upon deck but when unavoidable to ease themselves does require; under pretence it hinders the work of the ship and sailors and that they are troublesome by their nasty nauseous stench, or their noise; which makes those poor

wretches desperate, and besides their falling into distempers thro' melancholy, often is the occasion of their destroying themselves.

Such officers should consider, those unfortunate creatures are men as well as themselves, tho' of a different colour, and pagans; and that they ought to do to others as they would be done by in like circumstances....

**Source:** James Barbot, Jr., "A Supplement to the Description of the Coasts of North and South Guinea," in Awnsham and John Churchill, *Collection of Voyages and Travels* (London, 1732).

## 80. Primary Source Reading: The Life of Gustavus Vassa

*The Life of Gustavus Vassa*, by Olaudah Equiano was the first first-ever slave autobiography, using his slave name, written after he was freed and living in England. The autobiography covers all of Equiano's life – his boyhood in the Gold Coast, his capture and transportation to the West Indies, and his success in business – a success which enabled him to buy his freedom. Chapter Two, given here, relates his capture and transportation in Africa. Chapter 5 relates the abuse of slaves in the West Indies.

The autobiography was a success. It helped open up the opposition to slavery which began to gather force towards the later 18th century.

### *The Life of Gustavus Vassa*

#### Chapter 2

#### The Atlantic Voyage

The first object which saluted my eyes when I arrived on the coast, was the sea, and a slave ship, which was then riding at anchor, and waiting for its cargo. These filled me with astonishment, which was soon converted into terror, when I was carried on board. I was immediately handled, and tossed up to see if I were sound, by some of the crew; and I was now persuaded that I had gotten into a world of bad spirits, and that they were going to kill me. Their complexions, too, differing so much from ours, their long hair,

and the language they spoke, (which was very different from any I had ever heard) united to confirm me in this belief. Indeed, such were the horrors of my views and fears at the moment, that, if ten thousand worlds had been my own, I would have freely parted with them all to have exchanged my condition with that of the meanest slave in my own country. When I looked round the ship too, and saw a large furnace of copper boiling, and a multitude of black people of every description chained together, every one of their countenances expressing dejection and sorrow, I no longer doubted of my fate; and, quite overpowered with horror and anguish, I fell motionless on the deck and fainted. When I recovered a little, I found some black people about me, who I believed were some of those who had brought me on board, and had been receiving their pay; they talked to me in order to cheer me, but all in vain. I asked them if we were not to be eaten by those white men with horrible looks, red faces, and long hair. They told me I was not: and one of the crew brought me a small portion of spirituous liquor in a wine glass, but, being afraid of him, I would not take it out of his hand. One of the blacks, therefore, took it from him and gave it to me, and I took a little down my palate, which, instead of reviving me, as they thought it would, throw me into the greatest consternation at the strange feeling it produced, having never tasted any such liquor before. Soon after this, the blacks who brought me on board went off, and left me abandoned to despair.

I now saw myself deprived of all chance of returning to my native country, or even the least glimpse of hope of gaining the shore, which I now considered as friendly; and I even wished for my former slavery in preference to my present situation, which was filled with horrors of every kind, still heightened by my ignorance of what I was to undergo. I was not long suffered to indulge my grief; I was soon put down under the decks, and there I received such a salutation in my nostrils as I had never experienced in my life: so that, with the loathsomeness of the stench, and crying together, I became so sick and low that I was not able to eat, nor had I the least desire to taste any thing. I now wished for the last friend, death, to relieve me; but

soon, to my grief, two of the white men offered me eatables; and, on my refusing to eat, one of them held me fast by the hands, and laid me across, I think the windlass, and tied my feet, while the other flogged me severely. I had never experienced any thing of this kind before, and although not being used to the water, I naturally feared that element the first time I saw it, yet, nevertheless, could I have got over the nettings, I would have jumped over the side, but I could not; and besides, the crew used to watch us very closely who were not chained down to the decks, lest we should leap into the water; and I have seen some of these poor African prisoners most severely cut, for attempting to do so, and hourly whipped for not eating. This indeed was often the case with myself. In a little time after, amongst the poor chained men, I found some of my own nation, which in a small degree gave ease to my mind. I inquired of these what was to be done with us? they gave me to understand, we were to be carried to these white people's country to work for them. I then was a little revived, and thought, if it were no worse than working, my situation was not so desperate; but still I feared I should be put to death, the white people looked and acted, as I thought, in so savage a manner; for I had never seen among any people such instances of brutal cruelty; and this not only shown towards us blacks, but also to some of the whites themselves. One white man in particular I saw, when we were permitted to be on deck, flogged so unmercifully with a large rope near the foremast, that he died in consequence of it; and they tossed him over the side as they would have done a brute. This made me fear these people the more; and I expected nothing less than to be treated in the same manner. I could not help expressing my fears and apprehensions to some of my countrymen; I asked them if these people had no country, but lived in this hollow place? (the ship) they told me they did not, but came from a distant one. "Then," said I, "how comes it in all our country we never heard of them?" They told me because they lived so very far off. I then asked where were their women? had they any like themselves? I was told they had. "And why," said I, "do we not see them?" They answered, because they were left behind. I asked how the vessel

could go? they told me they could not tell; but that there was cloth put upon the masts by the help of the ropes I saw, and then the vessel went on; and the white men had some spell or magic they put in the water when they liked, in order to stop the vessel. I was exceedingly amazed at this account, and really thought they were spirits. I therefore wished much to be from amongst them, for I expected they would sacrifice me; but my wishes were vain— for we were so quartered that it was impossible for any of us to make our escape.

While we stayed on the coast I was mostly on deck; and one day, to my great astonishment, I saw one of these vessels coming in with the sails up. As soon as the whites saw it, they gave a great shout, at which we were amazed; and the more so, as the vessel appeared larger by approaching nearer. At last, she came to an anchor in my sight, and when the anchor was let go, I and my countrymen who saw it, were lost in astonishment to observe the vessel stop and were now convinced it was done by magic. Soon after this the other ship got her boats out, and they came on board of us, and the people of both ships seemed very glad to see each other. Several of the strangers also shook hands with us black people, and made motions with their hands, signifying I suppose, we were to go to their country, but we did not understand them.

At last, when the ship we were in had got in all her cargo, they made ready with many fearful noises, and we were all put under deck, so that we could not see how they managed the vessel. But this disappointment was the least of my sorrow. The stench of the hold while we were on the coast was so intolerably loathsome, that it was dangerous to remain there for any time, and some of us had been permitted to stay on the deck for the fresh air; but now that the whole ship's cargo were confined together, it became absolutely pestilential. The closeness of the place, and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us. This produced copious perspirations, so that the air soon became unfit for respiration, from a variety of loathsome smells, and



brought on a sickness among the slaves, of which many died—thus falling victims to the improvident avarice, as I may call it, of their purchasers. This wretched situation was again aggravated by the galling of the chains, now became insupportable; and the filth of the necessary tubs, into which the children often fell, and were almost suffocated. The shrieks of the women, and the groans of the dying, rendered the whole a scene of horror almost inconceivable. Happily perhaps, for myself, I was soon reduced so low here that it was thought necessary to keep me almost always on deck; and from my extreme youth I was not put in fetters. In this situation I expected every hour to share the fate of my companions, some of whom were almost daily brought upon deck at the point of death, which I began to hope would soon put an end to my miseries. Often did I think many of the inhabitants of the deep much more happy than myself. I envied them the freedom they enjoyed, and as often wished I could change my condition for theirs. Every circumstance I met with, served only to render my state more painful, and heightened my apprehensions, and my opinion of the cruelty of the whites.

One day they had taken a number of fishes; and when they had killed and satisfied themselves with as many as they thought fit, to our astonishment who were on deck, rather than give any of them to us to eat, as we expected, they tossed the remaining fish into the sea again, although we begged and prayed for some as well as we could, but in vain; and some of my countrymen, being pressed by hunger, took an opportunity, when they thought no one saw them, of trying to get a little privately; but they were discovered, and the attempt procured them some very severe floggings. One day, when we had a smooth sea and moderate wind, two of my wearied countrymen who were chained together, (I was near them at the time,) preferring death to such a life of misery, somehow made through the nettings and jumped into the sea: immediately, another quite dejected fellow, who, on account of his illness, was suffered to be out of irons, also followed their example; and I believe many more would very soon have done the same, if they had not been prevented by the ship's crew, who were instantly alarmed. Those of us that were the most

active, were in a moment put down under the deck, and there was such a noise and confusion amongst the people of the ship as I never heard before, to stop her, and get the boat out to go after the slaves. However, two of the wretches were drowned, but they got the other, and afterwards flogged him unmercifully, for thus attempting to prefer death to slavery. In this manner we continued to undergo more hardships than I can now relate, hardships which are inseparable from this accursed trade. Many a time we were near suffocation from the want of fresh air, which we were often without for whole days together. This, and the stench of the necessary tubs, carried off many.

During our passage, I first saw flying fishes, which surprised me very much; they used frequently to fly across the ship, and many of them fell on the deck. I also now first saw the use of the quadrant; I had often with astonishment seen the mariners make observations with it, and I could not think what it meant. They at last took notice of my surprise; and one of them, willing to increase it, as well as to gratify my curiosity, made me one day look through it. The clouds appeared to me to be land, which disappeared as they passed along. This heightened my wonder; and I was now more persuaded than ever, that I was in another world, and that every thing about me was magic. At last, we came in sight of the island of Barbadoes, at which the whites on board gave a great shout, and made many signs of joy to us. We did not know what to think of this; but as the vessel drew nearer, we plainly saw the harbor, and other ships of different kinds and sizes, and we soon anchored amongst them, off Bridgetown. Many merchants and planters now came on board, though it was in the evening. They put us in separate parcels, and examined us attentively. They also made us jump, and pointed to the land, signifying we were to go there. We thought by this, we should be eaten by these ugly men, as they appeared to us; and, when soon after we were all put down under the deck again, there was much dread and trembling among us, and nothing but bitter cries to be heard all the night from these apprehensions, insomuch, that at last the white people got some old slaves from the land to pacify us.

They told us we were not to be eaten, but to work, and were soon to go on land, where we should see many of our country people. This report eased us much. And sure enough, soon after we were landed, there came to us Africans of all languages.

We were conducted immediately to the merchant's yard, where we were all pent up together, like so many sheep in a fold, without regard to sex or age. As every object was new to me, every thing I saw filled me with surprise. What struck me first, was, that the houses were built with bricks and stories, and in every other respect different from those I had seen in Africa; but I was still more astonished on seeing people on horseback. I did not know what this could mean; and, indeed, I thought these people were full of nothing but magical arts. While I was in this astonishment, one of my fellow-prisoners spoke to a countryman of his, about the horses, who said they were the same kind they had in their country. I understood them, though they were from a distant part of Africa; and I thought it odd I had not seen any horses there; but afterwards, when I came to converse with different Africans, I found they had many horses amongst them, and much larger than those I then saw.

We were not many days in the merchant's custody, before we were sold after their usual manner, which is this: On a signal given, (as the beat of a drum) the buyers rush at once into the yard where the slaves are confined, and make choice of that parcel they like best. The noise and clamor with which this is attended, and the eagerness visible in the countenances of the buyers, serve not a little to increase the apprehension of terrified Africans, who may well be supposed to consider them as the ministers of that destruction to which they think themselves devoted. In this manner, without scruple, are relations and friends separated, most of them never to see each other again. I remember, in the vessel in which I was brought over, in the men's apartment, there were several brothers, who, in the sale, were sold in different lots; and it was very moving on this occasion, to see and hear their cries at parting. O, ye nominal Christians! might not an African ask you—Learned you this from your God, who says unto you, Do unto all men .as you

would men should do unto you? Is it not enough that we are torn from our country and friends, to toil for your luxury and lust of gain? Must every tender feeling be likewise sacrificed to your avarice? Are the dearest friends and relations, now rendered more dear by their separation from their kindred, still to be parted from each other, and thus prevented from cheering the gloom of slavery, with the small comfort of being together; and mingling their sufferings and sorrows? Why are parents to lose their children, brothers their sisters, husbands their wives? Surely, this is a new refinement in cruelty, which, while it has no advantage to atone for it, thus aggravates distress; and adds fresh horrors even to the wretchedness of slavery.

# 8I. Assignment: The Black Atlantic

Watch the “Black Atlantic” episode from the PBS video *The African Americans: Many Rivers to Cross* with Henry Louis Gates, Jr.

Briefly answer the following questions (about 200 words).

- How were Africa, Europe and the Americas linked by the Atlantic Slave Trade? Give examples from the video.
- What sources do historians in the video use as evidence about the lives of slaves in this period? How do they interpret the evidence they find? Give examples from the video.

# 82. National Geographic Documentary: Mystery Of Aztec & Maya Civilizations

## 83. Aztec Civilization

# 84. Inca Child Sacrifice Victims Were Drugged

<http://news.nationalgeographic.com/news/2013/07/130729-inca-mummy-maiden-sacrifice-coca-alcohol-drug-mountain-andes-children/#/69838.jpg>



# 85. Central and South American Empires

1. Blood of Kings: The World of the Maya
2. Deciphering Maya Glyphs
3. The Inca Empire: Children of the Sun
4. The Aztec World
5. Clash of Cultures: Two Worlds Collide



PART III

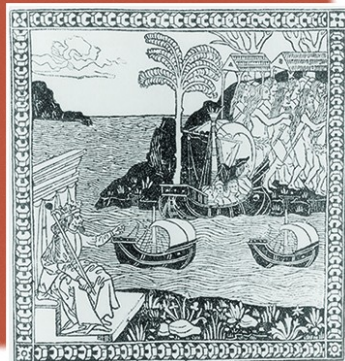
CHAPTER 2: EARLY  
GLOBALIZATION: THE  
ATLANTIC WORLD,  
1492-1650



## 86. Introduction

The story of the Atlantic World is the story of global migration, a migration driven in large part by the actions and aspirations of the ruling heads of Europe. Columbus is hardly visible in this illustration of his ships making landfall on the Caribbean island of Hispaniola. Instead, Ferdinand II of Spain (in the foreground) sits on his throne and points toward Columbus's landing. As the ships arrive, the Arawak people tower over the Spanish, suggesting the native population density of the islands.

This historic moment in 1492 sparked new rivalries among European powers as they scrambled to create New World colonies, fueled by the quest for wealth and power as well as by religious passions. Almost continuous war resulted. Spain achieved early preeminence, creating a far-flung empire and growing rich with treasures from the Americas. Native Americans who confronted the newcomers from Europe suffered unprecedented losses of life, however, as previously unknown diseases sliced through their populations. They also were victims of the arrogance of the Europeans, who viewed themselves as uncontested masters of the New World, sent by God to bring Christianity to the "Indians." The Spanish enslaved Native



*After Christopher Columbus "discovered" the New World, he sent letters home to Spain describing the wonders he beheld. These letters were quickly circulated throughout Europe and translated into Italian, German, and Latin. This woodcut is from the first Italian verse translation of the letter Columbus sent to the Spanish court after his first voyage, *Lettera delle isole novamente trovata* by Giuliano Dati.*

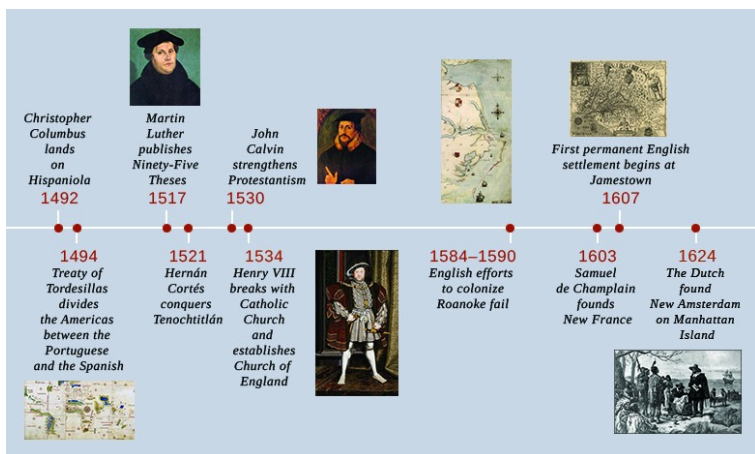
Americans, forcing them to bring whatever gold could be found to fill Spanish coffers.

# 87. Portuguese Exploration and Spanish Conquest

## *Learning Objectives*

By the end of this section, you will be able to:

- Describe Portuguese exploration of the Atlantic and Spanish exploration of the Americas, and the importance of these voyages to the developing Atlantic World
- Explain the importance of Spanish exploration of the Americas in the expansion of Spain's empire and the development of Spanish Renaissance culture



Portuguese colonization of Atlantic islands in the 1400s inaugurated an era of aggressive European expansion across the Atlantic. In the 1500s, Spain surpassed Portugal as the dominant European power. This age of exploration and the subsequent creation of an Atlantic World marked the earliest phase of globalization, in which previously isolated groups—Africans, Native Americans, and Europeans—first came into contact with each other, sometimes with disastrous results.

## PORTUGUESE EXPLORATION

Portugal's Prince Henry the Navigator spearheaded his country's exploration of Africa and the Atlantic in the 1400s. With his support, Portuguese mariners successfully navigated an eastward route to Africa, establishing a foothold there that became a foundation of their nation's trade empire in the fifteenth and sixteenth centuries.

Portuguese mariners built an Atlantic empire by colonizing the Canary, Cape Verde, and Azores Islands, as well as the island of Madeira. Merchants then used these Atlantic outposts as debarkation points for subsequent journeys. From these strategic points, Portugal spread its empire down the western coast of Africa to the Congo, along the western coast of India, and eventually to Brazil on the eastern coast of South America. It also established trading posts in China and Japan. While the Portuguese didn't rule over an immense landmass, their strategic holdings of islands and coastal ports gave them almost unrivaled control of nautical trade routes and a global empire of trading posts during the 1400s.

The travels of Portuguese traders to western Africa introduced them to the African slave trade, already brisk among African states. Seeing the value of this source of labor in growing the profitable crop of sugar on their Atlantic islands, the Portuguese soon began exporting African slaves along with African ivory and gold. Sugar fueled the Atlantic slave trade, and the Portuguese islands quickly



became home to sugar plantations. The Portuguese also traded these slaves, introducing much-needed human capital to other European nations. In the following years, as European exploration spread, slavery spread as well. In time, much of the Atlantic World would become a gargantuan sugar-plantation complex in which Africans labored to produce the highly profitable commodity for European consumers.

## Elmina Castle

In 1482, Portuguese traders built Elmina Castle (also called São Jorge da Mina, or Saint George's of the Mine) in present-day Ghana, on the west coast of Africa. A fortified trading post, it had mounted cannons facing out to sea, not inland toward continental Africa; the Portuguese had greater fear of a naval attack from other Europeans than of a land attack from Africans. Portuguese traders soon began to settle around the fort and established the town of Elmina.

Although the Portuguese originally used the fort primarily for trading gold, by the sixteenth century they had shifted their focus. The dungeon of the fort now served as a holding pen for African slaves from the interior of the continent, while on the upper floors Portuguese traders ate, slept, and prayed in a chapel. Slaves lived in the dungeon for weeks or months until ships



*Elmina Castle on the west coast of Ghana was used as a holding pen for slaves before they were brought across the Atlantic and sold. Originally built by the Portuguese in the fifteenth century, it appears in this image as it was in the 1660s, after being seized by Dutch slave traders in 1637.*

arrived to transport them to Europe or the Americas. For them, the dungeon of Elmina was their last sight of their home country.

# SPANISH EXPLORATION AND CONQUEST

The Spanish established the first European settlements in the Americas, beginning in the Caribbean and, by 1600, extending throughout Central and South America. Thousands of Spaniards flocked to the Americas seeking wealth and status. The most famous of these Spanish adventurers are Christopher Columbus (who, though Italian himself, explored on behalf of the Spanish monarchs), Hernán Cortés, and Francisco Pizarro.

The history of Spanish exploration begins with the history of Spain itself. During the fifteenth century, Spain hoped to gain advantage over its rival, Portugal. The marriage of Ferdinand of Aragon and Isabella of Castile in 1469 unified Catholic Spain and began the process of building a nation that could compete for worldwide power. Since the 700s, much of Spain had been under Islamic rule, and King Ferdinand II and Queen Isabella I, arch-defenders of the Catholic Church against Islam, were determined to defeat the Muslims in Granada, the last Islamic stronghold in Spain. In 1492, they completed the Reconquista: the centuries-long Christian conquest of the Iberian Peninsula. The Reconquista marked another step forward in the process of making Spain an imperial power, and Ferdinand and Isabella were now ready to look further afield.

Their goals were to expand Catholicism and to gain a commercial advantage over Portugal. To those ends, Ferdinand and Isabella sponsored extensive Atlantic exploration. Spain's most famous explorer, Christopher Columbus, was actually from Genoa, Italy. He believed that, using calculations based on other mariners' journeys, he could chart a westward route to India, which could be used to expand European trade and spread Christianity. Starting in 1485, he approached Genoese, Venetian, Portuguese, English, and Spanish monarchs, asking for ships and funding to explore this westward route. All those he petitioned—including Ferdinand and Isabella at

first—rebuffed him; their nautical experts all concurred that Columbus’s estimates of the width of the Atlantic Ocean were far too low. However, after three years of entreaties, and, more important, the completion of the Reconquista, Ferdinand and Isabella agreed to finance Columbus’s expedition in 1492, supplying him with three ships: the *Nina*, the *Pinta*, and the *Santa Maria*. The Spanish monarchs knew that Portuguese mariners had reached the southern tip of Africa and sailed the Indian Ocean. They understood that the Portuguese would soon reach Asia and, in this competitive race to reach the Far East, the Spanish rulers decided to act.



This sixteenth-century map shows the island of Hispaniola (present-day Haiti and Dominican Republic). Note the various fanciful elements, such as the large-scale ships and sea creatures, and consider what the creator of this map hoped to convey. In addition to navigation, what purpose would such a map have served?

Columbus held erroneous views that shaped his thinking about what he would encounter as he sailed west. He believed the earth to be much smaller than its actual size and, since he did not know of the existence of the Americas, he fully expected to land in Asia. On October 12, 1492, however, he made landfall on an island in the Bahamas. He then sailed to an island he named Hispaniola (present-day Dominican

Republic and Haiti). Believing he had landed in the East Indies, Columbus called the native Taínos he found there “Indios,” giving rise to the term “Indian” for any native people of the New World. Upon Columbus’s return to Spain, the Spanish crown bestowed on him the title of Admiral of the Ocean Sea and named him governor and viceroy of the lands he had discovered. As a devoted Catholic, Columbus had agreed with Ferdinand and Isabella prior to sailing west that part of the expected wealth from his voyage would be used to continue the fight against Islam.

Columbus’s 1493 letter—or *probanza de mérito* (proof of

merit)—describing his “discovery” of a New World did much to inspire excitement in Europe. *Probanzas de méritos* were reports and letters written by Spaniards in the New World to the Spanish crown, designed to win royal patronage. Today they highlight the difficult task of historical work; while the letters are primary sources, historians need to understand the context and the culture in which the conquistadors, as the Spanish adventurers came to be called, wrote them and distinguish their bias and subjective nature. While they are filled with distortions and fabrications, *probanzas de méritos* are still useful in illustrating the expectation of wealth among the explorers as well as their view that native peoples would not pose a serious obstacle to colonization.

In 1493, Columbus sent two copies of a *probanza de mérito* to the Spanish king and queen and their minister of finance, Luis de Santángel. Santángel had supported Columbus’s voyage, helping him to obtain funding from Ferdinand and Isabella. Copies of the letter were soon circulating all over Europe, spreading news of the wondrous new land that Columbus had “discovered.” Columbus would make three more voyages over the next decade, establishing Spain’s first settlement in the New World on the island of Hispaniola. Many other Europeans followed in Columbus’s footsteps, drawn by dreams of winning wealth by sailing west. Another Italian, Amerigo Vespucci, sailing for the Portuguese crown, explored the South American coastline between 1499 and 1502. Unlike Columbus, he realized that the Americas were not part of Asia but lands unknown to Europeans. Vespucci’s widely published accounts of his voyages fueled speculation and intense interest in the New World among Europeans. Among those who read Vespucci’s reports was the German mapmaker Martin Waldseemüller. Using the explorer’s first name as a label for the new landmass, Waldseemüller attached “America” to his map of the New World in 1507, and the name stuck.

## Columbus's *Probanza de mérito* of 1493

The exploits of the most famous Spanish explorers have provided Western civilization with a narrative of European supremacy and Indian savagery. However, these stories are based on the self-aggrandizing efforts of conquistadors to secure royal favor through the writing of *probanzas de méritos* (proofs of merit). Below are excerpts from Columbus's 1493 letter to Luis de Santángel, which illustrates how fantastic reports from European explorers gave rise to many myths surrounding the Spanish conquest and the New World.

This island, like all the others, is most extensive. It has many ports along the sea-coast excelling any in Christendom—and many fine, large, flowing rivers. The land there is elevated, with many mountains and peaks incomparably higher than in the centre isle. They are most beautiful, of a thousand varied forms, accessible, and full of trees of endless varieties, so high that they seem to touch the sky, and I have been told that they never lose their foliage. . . . There is honey, and there are many kinds of birds, and a great variety of fruits. Inland there are numerous mines of metals and innumerable people. Hispaniola is a marvel. Its hills and mountains, fine plains and open country, are rich and fertile for planting and for pasturage, and for building towns and villages. The seaports there are incredibly fine, as also the magnificent rivers, most of which bear gold. The trees, fruits and grasses differ widely from those in Juana. There are many spices and vast mines of gold and other metals in this island. They have no iron, nor steel, nor weapons, nor are they fit for them, because although they are well-made men of commanding stature, they appear extraordinarily timid. The only arms they have are sticks of cane, cut when in seed, with a sharpened stick at the end, and they are afraid to use these. Often I have sent two or three men ashore to some town

to converse with them, and the natives came out in great numbers, and as soon as they saw our men arrive, fled without a moment's delay although I protected them from all injury.

What does this letter show us about Spanish objectives in the New World? How do you think it might have influenced Europeans reading about the New World for the first time?

The 1492 Columbus landfall accelerated the rivalry between Spain and Portugal, and the two powers vied for domination through the acquisition of new lands. In the 1480s, Pope Sixtus IV had granted Portugal the right to all land south of the Cape Verde islands, leading the Portuguese king to claim that the lands discovered by Columbus belonged to Portugal, not Spain. Seeking to ensure that Columbus's finds would remain Spanish, Spain's monarchs turned to the Spanish-born Pope Alexander VI, who issued two papal decrees in 1493 that gave legitimacy to Spain's Atlantic claims at the expense of Portugal. Hoping to salvage Portugal's Atlantic holdings, King João II began negotiations with Spain. The resulting Treaty of Tordesillas in 1494 drew a north-to-south line through South America; Spain gained territory west of the line, while Portugal retained the lands east of the line, including the east coast of Brazil.



This 1502 map, known as the Cantino World Map, depicts the cartographer's interpretation of the world in light of recent discoveries. The map shows areas of Portuguese and Spanish exploration, the two nations' claims under the Treaty of Tordesillas, and a variety of flora, fauna, figures, and structures. What does it reveal about the state of geographical knowledge, as well as European perceptions of the New World, at the beginning of the sixteenth century?

Columbus's discovery opened a floodgate of Spanish exploration. Inspired by tales of rivers of gold and timid, malleable natives, later

Spanish explorers were relentless in their quest for land and gold. Hernán Cortés hoped to gain hereditary privilege for his family, tribute payments and labor from natives, and an annual pension for his service to the crown. Cortés arrived on Hispaniola in 1504 and took part in the conquest of that island. In anticipation of winning his own honor and riches, Cortés later explored the Yucatán Peninsula. In 1519, he entered Tenochtitlán, the capital of the Aztec (Mexico) Empire. He and his men were astonished by the incredibly sophisticated causeways, gardens, and temples in the city, but they were horrified by the practice of human sacrifice that was part of the Aztec religion. Above all else, the Aztec wealth in gold fascinated the Spanish adventurers.

Hoping to gain power over the city, Cortés took Moctezuma, the Aztec ruler, hostage. The Spanish then murdered hundreds of high-ranking Mexica during a festival to celebrate Huitzilopochtli, the god of war. This angered the people of Tenochtitlán, who rose up against the interlopers in their city. Cortés and his people fled for their lives, running down one of Tenochtitlán's causeways to safety on the shore. Smarting from their defeat at the hands of the Aztec, Cortés slowly created alliances with native peoples who resented Aztec rule. It took nearly a year for the Spanish and the tens of thousands of native allies who joined them to defeat the Mexica in Tenochtitlán, which they did by laying siege to the city. Only by playing upon the disunity among the diverse groups in the Aztec Empire were the Spanish able to capture the grand city of Tenochtitlán. In August 1521, having successfully fomented civil war as well as fended off rival Spanish explorers, Cortés claimed Tenochtitlán for Spain and renamed it Mexico City.

The traditional European narrative of exploration presents the victory of the Spanish over the Aztec as an example of the superiority of the Europeans over the savage Indians. However, the reality is far more complex. When Cortés explored central Mexico, he encountered a region simmering with native conflict. Far from being unified and content under Aztec rule, many peoples in Mexico resented it and were ready to rebel. One group in particular, the



Tlaxcalan, threw their lot in with the Spanish, providing as many as 200,000 fighters in the siege of Tenochtitlán. The Spanish also brought smallpox into the valley of Mexico. The disease took a heavy toll on the people in Tenochtitlán, playing a much greater role in the city's demise than did Spanish force of arms.

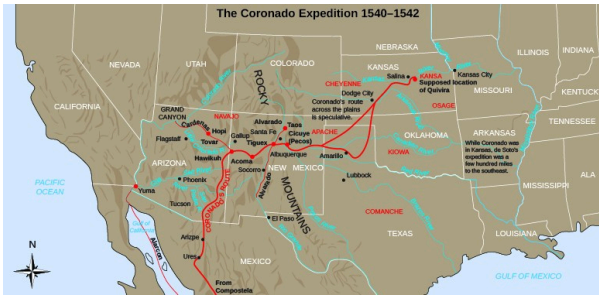
Cortés was also aided by a Nahua woman called Malintzin (also known as La Malinche or Doña Marina, her Spanish name), whom the natives of Tabasco gave him as tribute. Malintzin translated for Cortés in his dealings with Moctezuma and, whether willingly or under pressure, entered into a physical relationship with him. Their son, Martín, may have been the first mestizo (person of mixed indigenous American and European descent). Malintzin remains a controversial figure in the history of the Atlantic World; some people view her as a traitor because she helped Cortés conquer the Aztecs, while others see her as a victim of European expansion. In either case, she demonstrates one way in which native peoples responded to the arrival of the Spanish. Without her, Cortés would not have been able to communicate, and without the language bridge, he surely would have been less successful in destabilizing the Aztec Empire. By this and other means, native people helped shape the conquest of the Americas.

Spain's acquisitiveness seemingly knew no bounds as groups of its explorers searched for the next trove of instant riches. One such explorer, Francisco Pizarro, made his way to the Spanish Caribbean in 1509, drawn by the promise of wealth and titles. He participated in successful expeditions in Panama before following rumors of Inca wealth to the south. Although his first efforts against the Inca Empire in the 1520s failed, Pizarro captured the Inca emperor Atahualpa in 1532 and executed him one year later. In 1533, Pizarro founded Lima, Peru. Like Cortés, Pizarro had to combat not only the natives of the new worlds he was conquering, but also competitors from his own country; a Spanish rival assassinated him in 1541.

Spain's drive to enlarge its empire led other hopeful conquistadors to push further into the Americas, hoping to replicate the success of Cortés and Pizarro. Hernando de Soto had

participated in Pizarro's conquest of the Inca, and from 1539 to 1542 he led expeditions to what is today the southeastern United States, looking for gold. He and his followers explored what is now Florida, Georgia, the Carolinas, Tennessee, Alabama, Mississippi, Arkansas, Oklahoma, Louisiana, and Texas. Everywhere they traveled, they brought European diseases, which claimed thousands of native lives as well as the lives of the explorers. In 1542, de Soto himself died during the expedition. The surviving Spaniards, numbering a little over three hundred, returned to Mexico City without finding the much-anticipated mountains of gold and silver.

Francisco Vázquez de Coronado was born into a noble family and went to Mexico, then called New Spain, in 1535. He presided as governor over the province of Nueva Galicia, where he heard rumors of wealth to the north: a golden city called Quivira. Between 1540 and 1542, Coronado led a large expedition of Spaniards and native allies to the lands north of Mexico City, and for the next several years, they explored the area that is now the southwestern United States. During the winter of 1540–41, the explorers waged war against the Tiwa in present-day New Mexico. Rather than leading to the discovery of gold and silver, however, the expedition simply left Coronado bankrupt.



This map traces Coronado's path through the American Southwest and the Great Plains. The regions through which he traveled were not empty areas waiting to be "discovered": rather, they were populated and controlled by the groups of native peoples indicated. (credit: modification of work by National Park Service)

## THE SPANISH GOLDEN AGE

Explore the collection at The Cervantes Project for images, complete texts, and other resources relating to Cervantes's works.

Spain attracted innovative foreign painters such as El Greco, a

Greek who had studied with Italian Renaissance masters like Titian and Michelangelo before moving to Toledo. Native Spaniards created equally enduring works. *Las Meninas* (*The Maids of Honor*), painted by Diego Velázquez in 1656, is one of the best-known paintings in history. Velázquez painted himself into this imposingly large royal portrait (he's shown holding his brush and easel on the left) and boldly placed the viewer where the king and queen would stand in the scene.

The exploits of European explorers had a profound impact both in the Americas and back in Europe. An exchange of ideas, fueled and financed in part by New World commodities, began to connect European nations and, in turn, to touch the parts of the world that Europeans conquered. In Spain, gold and silver from the Americas helped to fuel a golden age, the Siglo de Oro, when Spanish art and literature flourished. Riches poured in from the colonies, and new



*Las Meninas* (*The Maids of Honor*), painted by Diego Velázquez in 1656, is unique for its time because it places the viewer in the place of King Philip IV and his wife, Queen Mariana.

ideas poured in from other countries and new lands. The Hapsburg dynasty, which ruled a collection of territories including Austria, the Netherlands, Naples, Sicily, and Spain, encouraged and financed the work of painters, sculptors, musicians, architects, and writers, resulting in a blooming of Spanish Renaissance culture. One of this period's most famous works is the novel *The Ingenious Gentleman Don Quixote of La Mancha*, by Miguel de Cervantes. This two-volume book (1605 and 1618) told a colorful tale of an *hidalgo* (gentleman) who reads so many tales of chivalry and knighthood that he becomes unable to tell reality from fiction. With his faithful

sidekick Sancho Panza, Don Quixote leaves reality behind and sets out to revive chivalry by doing battle with what he perceives as the enemies of Spain.

## Section Summary

Although Portugal opened the door to exploration of the Atlantic World, Spanish explorers quickly made inroads into the Americas. Spurred by Christopher Columbus's glowing reports of the riches to be found in the New World, throngs of Spanish conquistadors set off to find and conquer new lands. They accomplished this through a combination of military strength and strategic alliances with native peoples. Spanish rulers Ferdinand and Isabella promoted the acquisition of these new lands in order to strengthen and glorify their own empire. As Spain's empire expanded and riches flowed in from the Americas, the Spanish experienced a golden age of art and literature.

<https://www.openassessments.org/assessments/1092>

### *Critical Thinking Questions*

1. Why did the authors of *probanzas de méritos*

choose to write in the way that they did? What should we consider when we interpret these documents today?

## *Answers to Critical Thinking Questions*

1. *Probanzas de méritos* featured glowing descriptions of lands of plenty. The Spanish explorers hoped to find cities of gold, so they made their discoveries sound as wonderful as possible in these letters to convince the Spanish crown to fund more voyages. When we read them now, we need to take the descriptions with a grain of salt. But we can also fact-check these descriptions, whereas the Spanish court could only take them at face value.

## *Glossary*

**Hispaniola** the island in the Caribbean, present-day Haiti and Dominican Republic, where Columbus first landed and established a Spanish colony

***probanza de mérito*** proof of merit: a letter written by a Spanish explorer to the crown to gain royal patronage

# 88. Religious Upheavals in the Developing Atlantic World

## *Learning Objectives*

By the end of this section, you will be able to:

- Explain the changes brought by the Protestant Reformation and how it influenced the development of the Atlantic World
- Describe Spain's response to the Protestant Reformation

Until the 1500s, the Catholic Church provided a unifying religious structure for Christian Europe. The Vatican in Rome exercised great power over the lives of Europeans; it controlled not only learning and scholarship but also finances, because it levied taxes on the faithful. Spain, with its New World wealth, was the bastion of the Catholic faith. Beginning with the reform efforts of Martin Luther in 1517 and John Calvin in the 1530s, however, Catholic dominance came under attack as the Protestant Reformation, a split or schism among European Christians, began.

During the sixteenth century, Protestantism spread through northern Europe, and Catholic countries responded by attempting to extinguish what was seen as the Protestant menace. Religious turmoil between Catholics and Protestants influenced the history of the Atlantic World as well, since different nation-states competed

not only for control of new territories but also for the preeminence of their religious beliefs there. Just as the history of Spain's rise to power is linked to the Reconquista, so too is the history of early globalization connected to the history of competing Christian groups in the Atlantic World.

## MARTIN LUTHER

Martin Luther was a German Catholic monk who took issue with the Catholic Church's practice of selling indulgences, documents that absolved sinners of their errant behavior. He also objected to the Catholic Church's taxation of ordinary Germans and the delivery of Mass in Latin, arguing that it failed to instruct German Catholics, who did not understand the language.

Many Europeans had called for reforms of the Catholic Church before Martin Luther did, but his protest had the unintended consequence of splitting European Christianity. Luther compiled a list of what he viewed as needed Church reforms, a document that came to be known as *The Ninety-Five Theses*, and nailed it to the door of a church in Wittenberg, Germany, in 1517. He called for the publication of the Bible in everyday language, took issue with the Church's policy of imposing tithes (a required payment to the Church that appeared to enrich the clergy), and denounced the buying and selling of indulgences. Although he had



*Martin Luther, a German Catholic monk and leader of the Protestant Reformation, was a close friend of the German painter Lucas Cranach the Elder. Cranach painted this and several other portraits of Luther.*



hoped to reform the Catholic Church while remaining a part of it, Luther's action instead triggered a movement called the Protestant Reformation that divided the Church in two. The Catholic Church condemned him as a heretic, but a doctrine based on his reforms, called Lutheranism, spread through northern Germany and Scandinavia.

Visit Fordham University's Internet Medieval Sourcebook for access to many primary sources relating to the Protestant Reformation.

## JOHN CALVIN

Like Luther, the French lawyer John Calvin advocated making the Bible accessible to ordinary people; only by reading scripture and reflecting daily about their spiritual condition, he argued, could believers begin to understand the power of God. In 1535, Calvin fled Catholic France and led the Reformation movement from Geneva, Switzerland.

Calvinism emphasized human powerlessness before an omniscient God and stressed the idea of predestination, the belief that God selected a few chosen people for salvation while everyone else was predestined to damnation. Calvinists believed that reading scripture prepared sinners, if they were among the elect, to receive God's grace. In Geneva, Calvin established a Bible commonwealth, a community of believers whose sole source of authority was their interpretation of the Bible, not the authority of any prince or monarch. Soon Calvin's ideas spread to the Netherlands and Scotland.

## PROTESTANTISM IN ENGLAND

Protestantism spread beyond the German states and Geneva to England, which had been a Catholic nation for centuries. Luther's idea that scripture should be available in the everyday language of worshippers inspired English scholar William Tyndale to translate the Bible into English in 1526. The seismic break with the Catholic Church in England occurred in the 1530s, when Henry VIII established a new, Protestant state religion.

A devout Catholic, Henry had initially stood in opposition to the Reformation. Pope Leo X even awarded him the title "Defender of the Faith." The tides turned, however, when Henry desired a male heir to the Tudor monarchy. When his Spanish Catholic wife, Catherine (the daughter of Ferdinand and Isabella), did not give birth to a boy, the king sought an annulment to their marriage. When the Pope refused his request, Henry created a new national Protestant church, the Church of England, with himself at its head. This left him free to annul his own marriage and marry Anne Boleyn.

Anne Boleyn also failed to produce a male heir, and when she was accused of adultery, Henry had her executed. His third wife, Jane Seymour, at long last delivered a son, Edward, who ruled for only a short time before dying in 1553 at the age of fifteen. Mary, the daughter of Henry VIII and his discarded first wife Catherine, then came to the throne, committed to restoring Catholicism. She earned the nickname "Bloody Mary" for the many executions of Protestants, often by burning alive, that she ordered during her reign.

Religious turbulence in England was finally quieted when Elizabeth, the Protestant daughter of Henry VIII and Anne Boleyn, ascended the throne in 1558. Under Elizabeth, the Church of England again became the state church, retaining the hierarchical structure and many of the rituals of the Catholic Church. However, by the late 1500s, some English members of the Church began to agitate for more reform. Known as



*This portrait of Elizabeth I of England, painted by George Gower in about 1588, shows Elizabeth with her hand on a globe, signifying her power over the world. The pictures in the background show the English defeat of the Spanish Armada.*

Puritans, they worked to erase all vestiges of Catholicism from the Church of England. At the time, the term “puritan” was a pejorative one; many people saw Puritans as holier-than-thou frauds who used religion to swindle their neighbors. Worse still, many in power saw Puritans as a security threat because of their opposition to the national church.

Under Elizabeth, whose long reign lasted from 1558 to 1603, Puritans grew steadily in number. After James I died in 1625 and his son Charles I ascended the throne, Puritans became the target of increasing state pressure to conform. Many crossed the Atlantic in the 1620s and 1630s instead to create a New England, a haven for reformed Protestantism where Puritan was no longer a term of abuse. Thus, the religious upheavals that affected England so much had equally momentous consequences for the Americas.

## RELIGIOUS WAR

By the early 1500s, the Protestant Reformation threatened the massive Spanish Catholic empire. As the preeminent Catholic power, Spain would not tolerate any challenge to the Holy Catholic Church. Over the course of the 1500s, it devoted vast amounts of treasure and labor to leading an unsuccessful effort to eradicate Protestantism in Europe.



*Saint Bartholomew's Day Massacre (1772-84), by François Dubois, shows the horrific violence of the St. Bartholomew's Day Massacre. In this scene, French Catholic troops slaughter French Protestant Calvinists.*

Spain's main enemies at this time were the runaway Spanish provinces of the North Netherlands. By 1581, these seven northern provinces had declared their independence from Spain and created the Dutch Republic, also called Holland, where Protestantism was tolerated. Determined to deal a death blow to Protestantism in England and Holland, King Philip of Spain assembled a massive force of over thirty thousand men and 130 ships, and in 1588 he sent this navy, the Spanish Armada, north. But English sea power combined with a maritime storm destroyed the fleet.

The defeat of the Spanish Armada in 1588 was but one part of a larger but undeclared war between Protestant England and Catholic Spain. Between 1585 and 1604, the two rivals sparred repeatedly. England launched its own armada in 1589 in an effort to cripple the Spanish fleet and capture Spanish treasure. However, the foray ended in disaster for the English, with storms, disease, and the strength of the Spanish Armada combining to bring about defeat.

The conflict between Spain and England dragged on into the early seventeenth century, and the newly Protestant nations, especially England and the Dutch Republic, posed a significant challenge to

Spain (and also to Catholic France) as imperial rivalries played out in the Atlantic World. Spain retained its mighty American empire, but by the early 1600s, the nation could no longer keep England and other European rivals—the French and Dutch—from colonizing smaller islands in the Caribbean.

Religious intolerance characterized the sixteenth and seventeenth centuries, an age of powerful state religions with the authority to impose and enforce belief systems on the population. In this climate, religious violence was common. One of the most striking examples is the St. Bartholomew's Day Massacre of 1572, in which French Catholic troops began to kill unarmed French Protestants. The murders touched off mob violence that ultimately claimed nine thousand lives, a bloody episode that highlights the degree of religious turmoil that gripped Europe in the aftermath of the Protestant Reformation.

## Section Summary

The sixteenth century witnessed a new challenge to the powerful Catholic Church. The reformist doctrines of Martin Luther and John Calvin attracted many people dissatisfied with Catholicism, and Protestantism spread across northern Europe, spawning many subgroups with conflicting beliefs. Spain led the charge against Protestantism, leading to decades of undeclared religious wars between Spain and England, and religious intolerance and violence characterized much of the sixteenth and seventeenth centuries. Despite the efforts

of the Catholic Church and Catholic nations, however, Protestantism had taken hold by 1600.

<https://www.openassessments.org/assessments/1093>

### *Critical Thinking Questions*

1. What reforms to the Catholic Church did Martin Luther and John Calvin call for?

### *Answers to Critical Thinking Questions*

1. Luther was most concerned about indulgences, which allowed the wealthy to purchase their way to forgiveness, and protested the Church's taxation of ordinary Germans. Both wanted the liturgy to be given in churchgoers' own language, making scripture more accessible.

## *Glossary*

**Calvinism** a branch of Protestantism started by John Calvin, emphasizing human powerlessness before an omniscient God and stressing the idea of predestination

**indulgences** documents for purchase that absolved sinners of their errant behavior

**Protestant Reformatio** the schism in Catholicism that began with Martin Luther and John Calvin in the early sixteenth century

**Puritans** a group of religious reformers in the sixteenth and seventeenth centuries who wanted to “purify” the Church of England by ridding it of practices associated with the Catholic Church and advocating greater purity of doctrine and worship

# 89. Challenges to Spain's Supremacy

## *Learning Objectives*

By the end of this section, you will be able to:

- Identify regions where the English, French, and Dutch explored and established settlements
- Describe the differences among the early colonies
- Explain the role of the American colonies in European nations' struggles for domination

For Europeans, the discovery of an Atlantic World meant newfound wealth in the form of gold and silver as well as valuable furs. The Americas also provided a new arena for intense imperial rivalry as different European nations jockeyed for preeminence in the New World. The religious motives for colonization spurred European expansion as well, and as the Protestant Reformation gained ground beginning in the 1520s, rivalries between Catholic and Protestant Christians spilled over into the Americas.

## ENGLISH EXPLORATION

Disruptions during the Tudor monarchy—especially the creation of the Protestant Church of England by Henry VIII in the 1530s, the



return of the nation to Catholicism under Queen Mary in the 1550s, and the restoration of Protestantism under Queen Elizabeth—left England with little energy for overseas projects. More important, England lacked the financial resources for such endeavors. Nonetheless, English monarchs carefully monitored developments in the new Atlantic World and took steps to assert England's claim to the Americas. As early as 1497, Henry VII of England had commissioned John Cabot, an Italian mariner, to explore new lands. Cabot sailed from England that year and made landfall somewhere along the North American coastline. For the next century, English fishermen routinely crossed the Atlantic to fish the rich waters off the North American coast. However, English colonization efforts in the 1500s were closer to home, as England devoted its energy to the colonization of Ireland.

Queen Elizabeth favored England's advance into the Atlantic World, though her main concern was blocking Spain's effort to eliminate Protestantism. Indeed, England could not commit to large-scale colonization in the Americas as long as Spain appeared ready to invade Ireland or Scotland. Nonetheless, Elizabeth approved of English privateers, sea captains to whom the home government had given permission to raid the enemy at will. These skilled mariners cruised the Caribbean, plundering Spanish ships whenever they could. Each year the English took more than £100,000 from Spain in this way; English privateer Francis Drake first made a name for himself when, in 1573, he looted silver, gold, and pearls worth £40,000.

Elizabeth did sanction an early attempt at colonization in 1584, when Sir Walter Raleigh, a favorite of the queen's, attempted to establish a colony at Roanoke, an island off the coast of present-day North Carolina. The colony was small, consisting of only 117 people, who suffered a poor relationship with the local Indians, the Croatans, and struggled to survive in their new land. Their governor, John White, returned to England in late 1587 to secure more people and supplies, but events



In 1588, a promoter of English colonization named Thomas Hariot published *A Briefe and True Report of the New Found Land of Virginia*, which contained many engravings of the native peoples who lived on the Carolina coast in the 1580s. This print, “The brovvylinge of their fishe ouer the flame” (1590) by Theodor de Bry, shows the ingenuity and wisdom of the “savages” of the New World. (credit: UNC Chapel Hill)

conspired to keep him away from Roanoke for three years. By the time he returned in 1590, the entire colony had vanished. The only trace the colonists left behind was the word *Croatoan* carved into a fence surrounding the village. Governor White never knew whether the colonists had decamped for nearby Croatoan Island (now Hatteras) or whether some disaster had befallen them all. Roanoke is still called “the lost colony.”

English promoters of colonization pushed its commercial advantages and the religious justification that English colonies would allow the establishment of Protestantism in the Americas. Both arguments struck a chord. In the early 1600s, wealthy English merchants and the landed elite began to pool their resources to form joint stock companies. In this novel business arrangement, which was in many ways the precursor to the modern corporation, investors provided the capital for and assumed the risk of a venture in order to reap significant returns. The companies gained the approval of the English crown to establish colonies, and their

investors dreamed of reaping great profits from the money they put into overseas colonization.

The first permanent English settlement was established by a joint stock company, the Virginia Company. Named for Elizabeth, the “virgin queen,” the company gained royal approval to establish a colony on the east coast of North America, and in 1606, it sent 144 men and boys to the New World. In early 1607, this group sailed up Chesapeake Bay. Finding a river they called the James in honor of their new king, James I, they established a ramshackle settlement and named it Jamestown. Despite serious struggles, the colony survived.

Many of Jamestown’s settlers were desperate men; although they came from elite families, they were younger sons who would not inherit their father’s estates. The Jamestown adventurers believed they would find instant wealth in the New World and did not actually expect to have to perform work. Henry Percy, the eighth son of the Earl of Northumberland, was among them. His account, excerpted below, illustrates the hardships the English confronted in Virginia in 1607.

## George Percy and the First Months at Jamestown

The 144 men and boys who started the Jamestown colony faced many hardships; by the end of the first winter, only 38 had survived. Disease, hunger, and poor relationships with local natives all contributed to the colony’s high death toll. George Percy, who served twice as governor of Jamestown, kept records of the colonists’ first months in the colony. These records were later published in London in 1608. This excerpt is from his account of August and September of 1607.

The fourth day of September died Thomas Jacob Sergeant.  
The fifth day, there died Benjamin Beast. Our men were

destroyed with cruel diseases, as Swellings, Fluxes, Burning Fevers, and by wars, and some departed suddenly, but for the most part they died of mere famine. There were never Englishmen left in a foreign Country in such misery as we were in this new discovered Virginia. . . . Our food was but a small Can of Barley sod\* in water, to five men a day, our drink cold water taken out of the River, which was at a flood very salty, at a low tide full of slime and filth, which was the destruction of many of our men. Thus we lived for the space of five months in this miserable distress, not having five able men to man our Bulwarks upon any occasion. If it had not pleased God to have put a terror in the Savages' hearts, we had all perished by those wild and cruel Pagans, being in that weak estate as we were; our men night and day groaning in every corner of the Fort most pitiful to hear. If there were any conscience in men, it would make their hearts to bleed to hear the pitiful murmurings and outcries of our sick men without relief, every night and day, for the space of six weeks, some departing out of the World, many times three or four in a night; in the morning, their bodies trailed out of their Cabins like Dogs to be buried. In this sort did I see the mortality of diverse of our people.

*\*soaked*

According to George Percy's account, what were the major problems the Jamestown settlers encountered? What kept the colony from complete destruction?

By any measure, England came late to the race to colonize. As Jamestown limped along in the 1610s, the Spanish Empire extended around the globe and grew rich from its global colonial project. Yet the English persisted, and for this reason the Jamestown settlement has a special place in history as the first permanent colony in what later became the United States.

After Jamestown's founding, English colonization of the New World accelerated. In 1609, a ship bound for Jamestown foundered

in a storm and landed on Bermuda. (Some believe this incident helped inspire Shakespeare's 1611 play *The Tempest*.) The admiral of the ship, George Somers, claimed the island for the English crown. The English also began to colonize small islands in the Caribbean, an incursion into the Spanish American empire. They established themselves on small islands such as St. Christopher (1624), Barbados (1627), Nevis (1628), Montserrat (1632), and Antigua (1632).

From the start, the English West Indies had a commercial orientation, for these islands produced cash crops: first tobacco and then sugar. Very quickly, by the mid-1600s, Barbados had become one of the most important English colonies because of the sugar produced there. Barbados was the first English colony dependent on slaves, and it became a model for other English slave societies on the American mainland. These differed radically from England itself, where slavery was not practiced.

English Puritans also began to colonize the Americas in the 1620s and 1630s. These intensely religious migrants dreamed of creating communities of reformed Protestantism where the corruption of England would be eliminated. One of the first groups of Puritans to remove to North America, known as Pilgrims and led by William Bradford, had originally left England to live in the Netherlands. Fearing their children were losing their English identity among the Dutch, however, they sailed for North America in 1620 to settle at Plymouth, the first English settlement in New England. The Pilgrims differed from other Puritans in their insistence on separating from what they saw as the corrupt Church of England. For this reason, Pilgrims are known as Separatists.

Like Jamestown, Plymouth occupies an iconic place in American national memory. The tale of the 102 migrants who crossed the Atlantic aboard the *Mayflower* and their struggle for survival is a well-known narrative of the founding of the country. Their story includes the signing of the Mayflower Compact, a written agreement whereby the English voluntarily agreed to help each other. Some interpret this 1620 document as an expression of democratic spirit because of the cooperative and inclusive nature

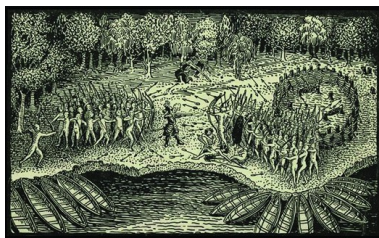
of the agreement to live and work together. In 1630, a much larger contingent of Puritans left England to escape conformity to the Church of England and founded the Massachusetts Bay Colony. In the following years, thousands more arrived to create a new life in the rocky soils and cold climates of New England.

In comparison to Catholic Spain, however, Protestant England remained a very weak imperial player in the early seventeenth century, with only a few infant colonies in the Americas in the early 1600s. The English never found treasure equal to that of the Aztec city of Tenochtitlán, and England did not quickly grow rich from its small American outposts. The English colonies also differed from each other; Barbados and Virginia had a decidedly commercial orientation from the start, while the Puritan colonies of New England were intensely religious at their inception. All English settlements in America, however, marked the increasingly important role of England in the Atlantic World.

## FRENCH EXPLORATION

Spanish exploits in the New World whetted the appetite of other would-be imperial powers, including France. Like Spain, France was a Catholic nation and committed to expanding Catholicism around the globe. In the early sixteenth century, it joined the race to explore the New World and exploit the resources of the Western Hemisphere. Navigator Jacques Cartier claimed northern North America for France, naming the area New France. From 1534 to 1541, he made three voyages of discovery on the Gulf of St. Lawrence and the St. Lawrence River. Like other explorers, Cartier made exaggerated claims of mineral wealth in America, but he was unable to send great riches back to France. Due to resistance from the native peoples as well as his own lack of planning, he could not establish a permanent settlement in North America.

Explorer Samuel de Champlain occupies a special place in the history of the Atlantic World for his role in establishing the French presence in the New World. Champlain explored the Caribbean in 1601 and then the coast of New England in 1603 before traveling farther north. In 1608 he founded Quebec, and he made numerous Atlantic crossings as he worked tirelessly to promote New France. Unlike other imperial powers, France—through Champlain's efforts—fostered



*In this engraving, titled Defeat of the Iroquois and based on a drawing by explorer Samuel de Champlain, Champlain is shown fighting on the side of the Huron and Algonquins against the Iroquois. He portrays himself in the middle of the battle, firing a gun, while the native people around him shoot arrows at each other. What does this engraving suggest about the impact of European exploration and settlement on the Americas?*

especially good relationships with native peoples, paving the way for French exploration further into the continent: around the Great Lakes, around Hudson Bay, and eventually to the Mississippi. Champlain made an alliance with the Huron confederacy and the Algonquins and agreed to fight with them against their enemy, the Iroquois.

The French were primarily interested in establishing commercially viable colonial outposts, and to that end, they created extensive trading networks in New France. These networks relied on native hunters to harvest furs, especially beaver pelts, and to exchange these items for French glass beads and other trade goods. (French fashion at the time favored broad-brimmed hats trimmed in beaver fur, so French traders had a ready market for their North American goods.) The French also dreamed of replicating the wealth of Spain by colonizing the tropical zones. After Spanish control of the Caribbean began to weaken, the French turned their attention to small islands in the West Indies, and by 1635 they had colonized two, Guadeloupe and Martinique. Though it lagged far behind Spain,

France now boasted its own West Indian colonies. Both islands became lucrative sugar plantation sites that turned a profit for French planters by relying on African slave labor.

To see how cartographers throughout history documented the exploration of the Atlantic World, browse the hundreds of digitized historical maps that make up the collection *American Shores: Maps of the Middle Atlantic Region to 1850* at the New York Public Library.

## DUTCH COLONIZATION

Dutch entrance into the Atlantic World is part of the larger story of religious and imperial conflict in the early modern era. In the 1500s, Calvinism, one of the major Protestant reform movements, had found adherents in the northern provinces of the Spanish Netherlands. During the sixteenth century, these provinces began a long struggle to achieve independence from Catholic Spain. Established in 1581 but not recognized as independent by Spain until 1648, the Dutch Republic, or



*Amsterdam was the richest city in the world in the 1600s. In Courtyard of the Exchange in Amsterdam, a 1653 painting by Emanuel de Witt, merchants involved in the global trade eagerly attend to news of shipping and the prices of commodities.*



Holland, quickly made itself a powerful force in the race for Atlantic colonies and wealth. The Dutch distinguished themselves as commercial leaders in the seventeenth century, and their mode of colonization relied on powerful corporations: the Dutch East India Company, chartered in 1602 to trade in Asia, and the Dutch West India Company, established in 1621 to colonize and trade in the Americas.

While employed by the Dutch East India Company in 1609, the English sea captain Henry Hudson explored New York Harbor and the river that now bears his name. Like many explorers of the time, Hudson was actually seeking a northwest passage to Asia and its wealth, but the ample furs harvested from the region he explored, especially the coveted beaver pelts, provided a reason to claim it for the Netherlands. The Dutch named their colony New Netherlands, and it served as a fur-trading outpost for the expanding and powerful Dutch West India Company. With headquarters in New Amsterdam on the island of Manhattan, the Dutch set up several regional trading posts, including one at Fort Orange—named for the royal Dutch House of Orange-Nassau—in present-day Albany. (The color orange remains significant to the Dutch, having become particularly associated with William of Orange, Protestantism, and the Glorious Revolution of 1688.) A brisk trade in furs with local Algonquian and Iroquois peoples brought the Dutch and native peoples together in a commercial network that extended throughout the Hudson River Valley and beyond.

The Dutch West India Company in turn established colonies on Aruba, Bonaire, and Curaçao, St. Martin, St. Eustatius, and Saba. With their outposts in New Netherlands and the Caribbean, the Dutch had established themselves in the seventeenth century as a commercially powerful rival to Spain. Amsterdam became a trade hub for all the Atlantic World.

## Section Summary

By the beginning of the seventeenth century, Spain's rivals—England, France, and the Dutch Republic—had each established an Atlantic presence, with greater or lesser success, in the race for imperial power. None of the new colonies, all in the eastern part of North America, could match the Spanish possessions for gold and silver resources. Nonetheless, their presence in the New World helped these nations establish claims that they hoped could halt the runaway growth of Spain's Catholic empire. English colonists in Virginia suffered greatly, expecting riches to fall into their hands and finding reality a harsh blow. However, the colony at Jamestown survived, and the output of England's islands in the West Indies soon grew to be an important source of income for the country. New France and New Netherlands were modest colonial holdings in the northeast of the continent, but these colonies' thriving fur trade with native peoples, and their alliances with those peoples, helped to create the foundation for later shifts in the global balance of power.

<https://www.openassessments.org/assessments/1094>

## *Critical Thinking Questions*

1. What were some of the main differences among the non-Spanish colonies?

## *Answers to Critical Thinking Questions*

1. Many English colonists in Virginia were aristocrats who had never worked and didn't expect to start. They hoped to find gold and silver and were unprepared for the realities of colonial life. Farther north, the English Puritan colonies were largely founded not for profit but for religious reasons. The French and Dutch colonies were primarily trading posts. Their colonists enjoyed good relationships with many native groups because they made alliances with and traded with them.

## *Glossary*

**joint stock company** a business entity in which investors provide the capital and assume the risk in order to reap significant returns

**Pilgrims** Separatists, led by William Bradford, who established the first English settlement in New England

**privateers** sea captains to whom the British government had given permission to raid Spanish ships at will

**Roanoke** the first English colony in Virginia, which mysteriously disappeared sometime between 1587 and 1590

**Separatists** a faction of Puritans who advocated complete separation from the Church of England

# 90. New Worlds in the Americas: Labor, Commerce, and the Columbian Exchange

## *Learning Objectives*

By the end of this section, you will be able to:

- Describe how Europeans solved their labor problems
- Describe the theory of mercantilism and the process of commodification
- Analyze the effects of the Columbian Exchange

European promoters of colonization claimed the Americas overflowed with a wealth of treasures. Burnishing national glory and honor became entwined with carving out colonies, and no nation wanted to be left behind. However, the realities of life in the Americas—violence, exploitation, and particularly the need for workers—were soon driving the practice of slavery and forced labor. Everywhere in America a stark contrast existed between freedom and slavery. The Columbian Exchange, in which Europeans transported plants, animals, and diseases across the Atlantic in both directions, also left a lasting impression on the Americas.

## LABOR SYSTEMS

Physical power—to work the fields, build villages, process raw materials—is a necessity for maintaining a society. During the sixteenth and seventeenth centuries, humans could derive power only from the wind, water, animals, or other humans. Everywhere in the Americas, a crushing demand for labor bedeviled Europeans because there were not enough colonists to perform the work necessary to keep the colonies going. Spain granted *encomiendas*—legal rights to native labor—to conquistadors who could prove their service to the crown. This system reflected the Spanish



*In this startling image from the Kingsborough Codex (a book written and drawn by native Mesoamericans), a well-dressed Spaniard is shown pulling the hair of a bleeding, severely injured native. The drawing was part of a complaint about Spanish abuses of their encomiendas.*

view of colonization: the king rewarded successful conquistadors who expanded the empire. Some native peoples who had sided with the conquistadors, like the Tlaxcalan, also gained *encomiendas*; Malintzin, the Nahua woman who helped Cortés defeat the Mexica, was granted one.

The Spanish believed native peoples would work for them by right of conquest, and, in return, the Spanish would bring them Catholicism. In theory the relationship consisted of reciprocal obligations, but in practice the Spaniards ruthlessly exploited it, seeing native people as little more than beasts of burden. Convinced of their right to the land and its peoples, they sought both to control native labor and to impose what they viewed as correct religious

beliefs upon the land's inhabitants. Native peoples everywhere resisted both the labor obligations and the effort to change their ancient belief systems. Indeed, many retained their religion or incorporated only the parts of Catholicism that made sense to them.

The system of *encomiendas* was accompanied by a great deal of violence. One Spaniard, Bartolomé de Las Casas, denounced the brutality of Spanish rule. A Dominican friar, Las Casas had been one of the earliest Spanish settlers in the Spanish West Indies. In his early life in the Americas, he owned Indian slaves and was the recipient of an *encomienda*. However, after witnessing the savagery with which *encomenderos* (recipients of *encomiendas*) treated the native people, he reversed his views. In 1515, Las Casas released his native slaves, gave up his *encomienda*, and began to advocate for humane treatment of native peoples. He lobbied for new legislation, eventually known as the New Laws, which would eliminate slavery and the *encomienda* system.

Las Casas's writing about the Spaniards' horrific treatment of Indians helped inspire the so-called Black Legend, the idea that the Spanish were bloodthirsty conquerors with no regard for human life. Perhaps not surprisingly, those who held this view of the Spanish were Spain's imperial rivals. English writers and others seized on the idea of Spain's ruthlessness to support their own colonization projects. By demonizing the Spanish, they justified their own efforts as more humane. All European colonizers, however, shared a disregard for Indians.

Bartolomé de Las Casas's *A Short Account of the Destruction of the Indies*, written in 1542 and published ten years later, detailed for Prince Philip II of Spain how Spanish colonists had been mistreating natives.

Into and among these gentle sheep, endowed by their Maker and Creator with all the qualities aforesaid, did creep the Spaniards, who no sooner had knowledge of these people than they became like fierce wolves and tigers and lions who have gone many days without food or nourishment. And no

other thing have they done for forty years until this day, and still today see fit to do, but dismember, slay, perturb, afflict, torment, and destroy the Indians by all manner of cruelty—new and divers and most singular manners such as never before seen or read or heard of—some few of which shall be recounted below, and they do this to such a degree that on the Island of Hispaniola, of the above three millions souls that we once saw, today there be no more than two hundred of those native people remaining. . . .

Two principal and general customs have been employed by those, calling themselves Christians, who have passed this way, in extirpating and striking from the face of the earth those suffering nations. The first being unjust, cruel, bloody, and tyrannical warfare. The other—after having slain all those who might yearn toward or suspire after or think of freedom, or consider escaping from the torments that they are made to suffer, by which I mean all the native-born lords and adult males, for it is the Spaniards' custom in their wars to allow only young boys and females to live—being to oppress them with the hardest, harshest, and most heinous bondage to which men or beasts might ever be bound into.

How might these writings have been used to promote the “black legend” against Spain as well as subsequent English exploration and colonization?

Indians were not the only source of cheap labor in the Americas; by the middle of the sixteenth century, Africans formed an important element of the labor landscape, producing the cash crops of sugar and tobacco for European markets. Europeans viewed Africans as non-Christians, which they used as a justification for enslavement. Denied control over their lives, slaves endured horrendous conditions. At every opportunity, they resisted enslavement, and their resistance was met with violence. Indeed, physical, mental, and sexual violence formed a key strategy among European slaveholders in their effort to assert mastery and impose their will.



The Portuguese led the way in the evolving transport of slaves across the Atlantic; slave “factories” on the west coast of Africa, like Elmina Castle in Ghana, served as holding pens for slaves brought from Africa’s interior. In time, other European imperial powers would follow in the footsteps of the Portuguese by constructing similar outposts on the coast of West Africa.

The Portuguese traded or sold slaves to Spanish, Dutch, and English colonists in the Americas, particularly in South America and the Caribbean, where sugar was a primary export. Thousands of African slaves found themselves growing, harvesting, and processing sugarcane in an arduous routine of physical labor. Slaves had to cut the long cane stalks by hand and then bring them to a mill, where the cane juice was extracted. They boiled the extracted cane juice down to a brown, crystalline sugar, which then had to be cured in special curing houses to have the molasses drained from it. The result was refined sugar, while the leftover molasses could be distilled into rum. Every step was labor-intensive and often dangerous.

Las Casas estimated that by 1550, there were fifty thousand slaves on Hispaniola. However, it is a mistake to assume that during the very early years of European exploration all Africans came to America as slaves; some were free men who took part in expeditions, for example, serving as conquistadors alongside Cortés in his assault on Tenochtitlán. Nonetheless, African slavery was one of the most tragic outcomes in the emerging Atlantic World.

Browse the PBS collection *Africans in America: Part 1* to see information and primary sources for the period 1450 through 1750.

## COMMERCE IN THE NEW WORLD

The economic philosophy of mercantilism shaped European perceptions of wealth from the 1500s to the late 1700s. Mercantilism held that only a limited amount of wealth, as measured in gold and silver bullion, existed in the world. In order to gain power, nations had to amass wealth by mining these precious raw materials from their colonial possessions. During the age of European exploration, nations employed conquest, colonization, and trade as ways to increase their share of the bounty of the New World. Mercantilists did not believe in free trade, arguing instead that the nation should control trade to create wealth. In this view, colonies existed to strengthen the colonizing nation. Mercantilists argued against allowing their nations to trade freely with other nations.

Spain's mercantilist ideas guided its economic policy. Every year, slaves or native workers loaded shipments of gold and silver aboard Spanish treasure fleets that sailed from Cuba for Spain. These ships groaned under the sheer weight of bullion, for the Spanish had found huge caches of silver and gold in the New World. In South America, for example, Spaniards discovered rich veins of silver ore in the mountain called Potosí and founded a settlement of the same name there. Throughout the sixteenth century, Potosí was a boom town, attracting settlers from many nations as well as native people from many different cultures.

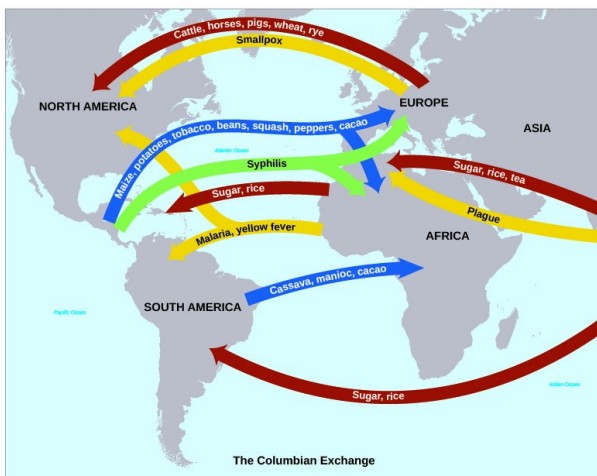
Colonial mercantilism, which was basically a set of protectionist policies designed to benefit the nation, relied on several factors: colonies rich in raw materials, cheap labor, colonial loyalty to the home government, and control of the shipping trade. Under this system, the colonies sent their raw materials, harvested by slaves or native workers, back to their mother country. The mother country sent back finished materials of all sorts: textiles, tools, clothing. The colonists could purchase these goods *only* from their mother country; trade with other countries was forbidden.

The 1500s and early 1600s also introduced the process of

commodification to the New World. American silver, tobacco, and other items, which were used by native peoples for ritual purposes, became European commodities with a monetary value that could be bought and sold. Before the arrival of the Spanish, for example, the Inca people of the Andes consumed *chicha*, a corn beer, for ritual purposes only. When the Spanish discovered *chicha*, they bought and traded for it, turning it into a commodity instead of a ritual substance. Commodification thus recast native economies and spurred the process of early commercial capitalism. New World resources, from plants to animal pelts, held the promise of wealth for European imperial powers.

## THE COLUMBIAN EXCHANGE

As Europeans traversed the Atlantic, they brought with them plants, animals, and diseases that changed lives and landscapes on both sides of the ocean. These two-way exchanges between the Americas and Europe/Africa are known collectively as the Columbian Exchange.



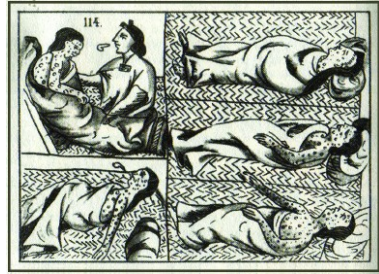
With European exploration and settlement of the New World, goods and diseases began crossing the Atlantic Ocean in both directions. This “Columbian Exchange” soon had global implications.

Of all the commodities in the Atlantic World, sugar proved to be the most important. Indeed, sugar carried the same economic importance as oil does today. European rivals raced to create sugar plantations in the Americas and fought wars for control of some of the best sugar production areas. Although refined sugar was available in the Old World, Europe’s harsher climate made sugarcane difficult to grow, and it was not plentiful. Columbus brought sugar to Hispaniola in 1493, and the new crop was growing there by the end of the 1490s. By the first decades of the 1500s, the Spanish were building sugar mills on the island. Over the next century of colonization, Caribbean islands and most other tropical areas became centers of sugar production.

Though of secondary importance to sugar, tobacco achieved great value for Europeans as a cash crop as well. Native peoples had been growing it for medicinal and ritual purposes for centuries before European contact, smoking it in pipes or powdering it to use as snuff. They believed tobacco could improve concentration and

enhance wisdom. To some, its use meant achieving an entranced, altered, or divine state; entering a spiritual place.

Tobacco was unknown in Europe before 1492, and it carried a negative stigma at first. The early Spanish explorers considered natives' use of tobacco to be proof of their savagery and, because of the fire and smoke produced in the consumption of tobacco, evidence of the Devil's sway in the New World. Gradually, however, European colonists



*This sixteenth-century Aztec drawing shows the suffering of a typical victim of smallpox. Smallpox and other contagious diseases brought by European explorers decimated Indian populations in the Americas.*

became accustomed to and even took up the habit of smoking, and they brought it across the Atlantic. As did the Indians, Europeans ascribed medicinal properties to tobacco, claiming that it could cure headaches and skin irritations. Even so, Europeans did not import tobacco in great quantities until the 1590s. At that time, it became the first truly global commodity; English, French, Dutch, Spanish, and Portuguese colonists all grew it for the world market.

Native peoples also introduced Europeans to chocolate, made from cacao seeds and used by the Aztec in Mesoamerica as currency. Mesoamerican Indians consumed unsweetened chocolate in a drink with chili peppers, vanilla, and a spice called achiote. This chocolate drink—*xocolatl*—was part of ritual ceremonies like marriage and an everyday item for those who could afford it. Chocolate contains theobromine, a stimulant, which may be why native people believed it brought them closer to the sacred world.

Spaniards in the New World considered drinking chocolate a vile practice; one called chocolate “the Devil’s vomit.” In time, however, they introduced the beverage to Spain. At first, chocolate was available only in the Spanish court, where the elite mixed it with

sugar and other spices. Later, as its availability spread, chocolate gained a reputation as a love potion.

Visit *Nature Transformed* for a collection of scholarly essays on the environment in American history.

The crossing of the Atlantic by plants like cacao and tobacco illustrates the ways in which the discovery of the New World changed the habits and behaviors of Europeans. Europeans changed the New World in turn, not least by bringing Old World animals to the Americas. On his second voyage, Christopher Columbus brought pigs, horses, cows, and chickens to the islands of the Caribbean. Later explorers followed suit, introducing new animals or reintroducing ones that had died out (like horses). With less vulnerability to disease, these animals often fared better than humans in their new home, thriving both in the wild and in domestication.

Europeans encountered New World animals as well. Because European Christians understood the world as a place of warfare between God and Satan, many believed the Americas, which lacked Christianity, were home to the Devil and his minions. The exotic, sometimes bizarre, appearances and habits of animals in the Americas that were previously unknown to Europeans, such as manatees, sloths, and poisonous snakes, confirmed this association. Over time, however, they began to rely more on observation of the natural world than solely on scripture. This shift—from seeing the Bible as the source of all received wisdom to trusting observation or empiricism—is one of the major outcomes of the era of early globalization.

Travelers between the Americas, Africa, and Europe also included microbes: silent, invisible life forms that had profound and devastating consequences. Native peoples had no immunity to

diseases from across the Atlantic, to which they had never been exposed. European explorers unwittingly brought with them chickenpox, measles, mumps, and smallpox, which ravaged native peoples despite their attempts to treat the diseases, decimating some populations and wholly destroying others.

In eastern North America, some native peoples interpreted death from disease as a hostile act. Some groups, including the Iroquois, engaged in raids or “mourning wars,” taking enemy prisoners in order to assuage their grief and replace the departed. In a special ritual, the prisoners were “requickened”—assigned the identity of a dead person—and adopted by the bereaved family to take the place of their dead. As the toll from disease rose, mourning wars intensified and expanded.

## Section Summary

In the minds of European rulers, colonies existed to create wealth for imperial powers. Guided by mercantilist ideas, European rulers and investors hoped to enrich their own nations and themselves, in order to gain the greatest share of what was believed to be a limited amount of wealth. In their own individual quest for riches and preeminence, European colonizers who traveled to the Americas blazed new and disturbing paths, such as the *encomienda* system of forced labor and the use of tens of thousands of Africans as slaves.

All native inhabitants of the Americas who came into contact with Europeans found their worlds turned

upside down as the new arrivals introduced their religions and ideas about property and goods. Europeans gained new foods, plants, and animals in the Columbian Exchange, turning whatever they could into a commodity to be bought and sold, and Indians were introduced to diseases that nearly destroyed them. At every turn, however, Indians placed limits on European colonization and resisted the newcomers' ways.

<https://www.openassessments.org/assessments/941>

## *CRITICAL THINKING QUESTIONS*

1. What were the consequences of the religious upheavals of the sixteenth and seventeenth centuries?
2. What types of labor systems were used in the Americas? Did systems of unfree labor serve more than an economic function?
3. What is meant by the Columbian Exchange? Who was affected the most by the exchange?
4. What were the various goals of the colonial European powers in the expansion of their empires? To what extent were they able to achieve these goals? Where did they fail?
5. On the whole, what was the impact of early European explorations on the New World? What was the impact of the New World on Europeans?



## *Glossary*

**Black Legend** Spain's reputation as bloodthirsty conquistadors

**Columbian Exchange** the movement of plants, animals, and diseases across the Atlantic due to European exploration of the Americas

**commodification** the transformation of something—for example, an item of ritual significance—into a commodity with monetary value

**encomienda** legal rights to native labor as granted by the Spanish crown

**mercantilism** the protectionist economic principle that nations should control trade with their colonies to ensure a favorable balance of trade

**mourning wars** raids or wars that tribes waged in eastern North America in order to replace members lost to smallpox and other diseases

**smallpox** a disease that Europeans accidentally brought to the New World, killing millions of Indians, who had no immunity to the disease

**sugarcane** one of the primary crops of the Americas, which required a tremendous amount of labor to cultivate

# 91. Video: The Black Legend, Native Americans, and Spaniards

The Spanish have a long history with the natives of the Americas, and not all of it was positive. The Spanish were definitely not peaceful colonizers, but what colonizers are peaceful? Colonization pretty much always results in an antagonistic relationship with the locals. The video teaches you about early Spanish explorers, settlements, and what happened when they didn't get along with the indigenous people. The story of their rocky relations has been called the Black Legend (which is not a positive legend).



*One or more interactive elements has been excluded from this version of the text. You can view them online*

here: <https://library.achievingthedream.org/herkimeramericanhistory1/?p=111#oembed-1>

This is an optional supplement to the course and is not essential for achieving the course objectives.

## 92. Primary Source Reading: Vasco De Gama

### *Introduction to the Source*

Vasco da Gama was born about 1460 at Sines, Portugal. Both Prince John and Prince Manuel continued the efforts of Prince Henry to find a sea route to India, and in 1497 Manuel placed Vasco da Gama, who already had some reputation as a warrior and navigator, in charge of four vessels built especially for the expedition. They set sail July 8, 1497, rounded the Cape of Good Hope four months later, and reached Calicut May 20, 1498. The Moors in Calicut instigated the Zamorin of Calicut against him, and he was compelled to return with the bare discovery and the few spices he had bought there at inflated prices [but still he made a 3000% profit!]. A force left by a second expedition under Cabral (who discovered Brazil by sailing too far west), left behind some men in a “factory” or trading station, but these were killed by the Moors in revenge for Cabral’s attacks on Arab shipping in the Indian Ocean. Vasco da Gama was sent on a mission of vengeance in 1502, he bombarded Calicut (virtually destroying the port), and returned with great spoil. His expedition turned the commerce of Europe from the Mediterranean cities to the Atlantic Coast, and opened up the east to European enterprise.

### *Source*

Vasco da Gama was born about 1460 at Sines, Portugal. Both Prince John and Prince Manuel continued the efforts of Prince Henry to find a sea route to India, and in 1497 Manuel placed Vasco da Gama,

who already had some reputation as a warrior and navigator, in charge of four vessels built especially for the expedition. They set sail July 8, 1497, rounded the Cape of Good Hope four months later, and reached Calicut May 20, 1498. The Moors in Calicut instigated the Zamorin of Calicut against him, and he was compelled to return with the bare discovery and the few spices he had bought there at inflated prices [but still he made a 3000% profit!]. A force left by a second expedition under Cabral (who discovered Brazil by sailing too far west), left behind some men in a “factory” or trading station, but these were killed by the Moors in revenge for Cabral’s attacks on Arab shipping in the Indian Ocean. Vasco da Gama was sent on a mission of vengeance in 1502, he bombarded Calicut (virtually destroying the port), and returned with great spoil. His expedition turned the commerce of Europe from the Mediterranean cities to the

The city of Calicut is inhabited by Christians. [The first voyagers to India mistook the Hindus for Christians.] They are of tawny complexion. Some of them have big beards and long hair, whilst others clip their hair short or shave the head, merely allowing a tuft to remain on the crown as a sign that they are Christians. They also wear moustaches. They pierce the ears and wear much gold in them. They go naked down to the waist, covering their lower extremities with very fine cotton stuffs. But it is only the most respectable who do this, for the others manage as best they are able. The women of this country, as a rule, are ugly and of small stature. They wear many jewels of gold round the neck, numerous bracelets on their arms, and rings set with precious stones on their toes. All these people are well-disposed and apparently of mild temper. At first sight they seem covetous and ignorant.

When we arrived at Calicut the king was fifteen leagues away. The captain-major sent two men to him with a message, informing him that an ambassador had arrived from the King of Portugal with letters, and that if he desired it he would take them to where the king then was. The king presented the bearers of this message with much fine cloth. He sent word to the captain-major bidding

him welcome, saying that he was about to proceed to Calicut. As a matter of fact, he started at once with a large retinue. A pilot accompanied our two men, with orders to take us to a place called Pandarani, below the place (Capna) where we anchored at first. At this time we were actually in front of the city of Calicut. We were told that the anchorage at the place to which we were to go was good, whilst at the place we were then it was bad, with a stony bottom, which was quite true; and, moreover, that it was customary for the ships which came to this country to anchor there for the sake of safety. We ourselves did not feel comfortable, and the captain-major had no sooner received this royal message than he ordered the sails to be set, and we departed. We did not, however, anchor as near the shore as the king's pilot desired.

When we were at anchor, a message arrived informing the captain-major that the king was already in the city. At the same time the king sent a bale, with other men of distinction, to Pandarani, to conduct the captain-major to where the king awaited him. This bale is like an alcaide, and is always attended by two hundred men armed with swords and bucklers. As it was late when this message arrived, the captain-major deferred going.

On the following morning, which was Monday, May 28th, the captain-major set out to speak to the king, and took with him thirteen men. On landing, the captain-major was received by the alcaide, with whom were many men, armed and unarmed. The reception was friendly, as if the people were pleased to see us, though at first appearances looked threatening, for they carried naked swords in their hands. A palanquin was provided for the captain-major, such as is used by men of distinction in that country, as also by some of the merchants, who pay something to the king for this privilege. The captain-major entered the palanquin, which was carried by six men by turns. Attended by all these people we took the road of Calicut, and came first to another town, called Capna. The captain-major was there deposited at the house of a man of rank, whilst we others were provided with food, consisting of rice, with much butter, and excellent boiled fish. The captain-major did

not wish to eat, and as we had done so, we embarked on a river close by, which flows between the sea end the mainland, close to the coast. The two boats in which we embarked were lashed together, so that we were not separated. There were numerous other boats, all crowded with people. As to those who were on the banks I say nothing; their number was infinite, and they had all come to see us. We went up that river for about a league, and saw many large ships drawn up high and dry on its banks, for there is no port here.

When we disembarked, the captain-major once more entered his palanquin. The road was crowded with a countless multitude anxious to see us. Even the women came out of their houses with children in their arms and followed us. When we arrived (at Calicut) they took us to a large church, and this is what we saw: The body of the church is as large as a monastery, all built of hewn stone and covered with tiles. At the main entrance rises a pillar of bronze as high as a mast, on the top of which was perched a bird, apparently a cock. In addition to this, there was another pillar as high as a man, and very stout. In the center of the body of the church rose a chapel, all built of hewn stone, with a bronze door sufficiently wide for a man to pass, and stone steps leading up to it. Within this sanctuary stood a small image which they said represented Our Lady. Along the walls, by the main entrance, hung seven small bells. In this church the captain-major said his prayers, and we with him.

We did not go within the chapel, for it is the custom that only certain servants of the church, called quafees, should enter. These quafees wore some threads passing over the left shoulder and under the right arm, in the same manner as our deacons wear the stole. They threw holy water over us, and gave us some white earth, which the Christians of this country are in the habit of putting on their foreheads, breasts, around the neck, and on the forearms. They threw holy water upon the captain-major and gave him some of the earth, which he gave in charge of someone, giving them to understand that he would put it on later. Many other saints were painted on the walls of the church, wearing crowns. They were painted variously, with teeth protruding an inch from the mouth,

and four or five arms. Below this church there was a large masonry tank, similar to many others which we had seen along the road.

After we had left that place, and had arrived at the entrance to the city (of Calicut) we were shown another church, where we saw things like those described above. Here the crowd grew so dense that progress along the street became next to impossible, and for this reason they put the captain-major into a house, and us with him. The king sent a brother of the bale, who was a lord of this country, to accompany the captain-major, and he was attended by men beating drums, blowing arafils and bagpipes, and firing off matchlocks. In conducting the captain-major they showed us much respect, more than is shown in Spain to a king. The number of people was countless, for in addition to those who surrounded us, and among whom there were two thousand armed men, they crowded the roofs and houses.

The further we advanced in the direction of the king's palace, the more did they increase in number. And when we arrived there, men of much distinction and great lords came out to meet the captain-major, and joined those who were already in attendance upon him. It was then an hour before sunset. When we reached the palace we passed through a gate into a courtyard of great size, and before we arrived at where the king was, we passed four doors, through which we had to force our way, giving many blows to the people. When, at last, we reached the door where the king was, there came forth from it a little old man, who holds a position resembling that of a bishop, and whose advice the king acts upon in all affairs of the church. This man embraced the captain-major when he entered the door. Several men were wounded at this door, and we only got in by the use of much force.

## 93. The Roanoke Colony: US History Review

A look at the founding of the Roanoke Colony in 1584 and it's disappearance by 1590.



*One or more interactive elements has been excluded from this version of the text. You can view them online*

*here: <https://library.achievingthedream.org/herkimeramericanhistory1/?p=113#oembed-1>*

This is an optional supplement to the course and is not essential for achieving the course objectives.



# 94. John White Searches for Lost Colonists of Roanoke

Excerpts from John White's journal of his 1590 voyage to find the lost colonists of Roanoke.

# 95. Native American Society on the Eve of British Colonization

1. Diversity of Native American Groups
2. The Anasazi
3. The Algonkian Tribes
4. The Iroquois Tribes

<http://www.ushistory.org/us/1.asp>

# 96. War of the American Indians Documentary on the History of the Iroquois 2

Documentary on the History of the Iroquois.

<https://www.youtube.com/watch?v=kMzAV4ADHZs>



PART IV

CHAPTER 3: CREATING  
NEW SOCIAL ORDERS:  
COLONIAL SOCIETIES,  
1500-1700



## 97. Introduction

By the mid-seventeenth century, the geopolitical map of North America had become a patchwork of imperial designs and ambitions as the Spanish, Dutch, French, and English reinforced their claims to parts of the land. Uneasiness, punctuated by violent clashes, prevailed in the border zones between the Europeans' territorial claims. Meanwhile, still-powerful native peoples waged war to drive the invaders from the continent. In the Chesapeake Bay and New England colonies, conflicts erupted as the English pushed against their native neighbors.

The rise of colonial societies in the Americas brought Native Americans, Africans, and Europeans together for the first time, highlighting the radical social, cultural, and religious differences that hampered their ability to understand each other. European settlement affected every aspect of the land and its people, bringing goods, ideas, and diseases that transformed the Americas. Reciprocally, Native American practices, such as the use of tobacco, profoundly altered European habits and tastes.



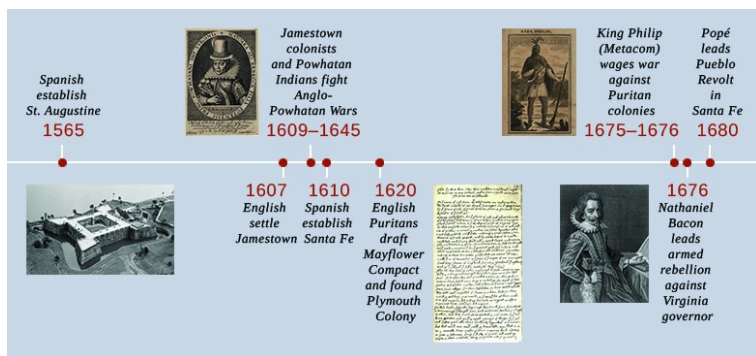
*John Smith's famous map of Virginia (1622) illustrates many geopolitical features of early colonization. In the upper left, Powhatan, who governed a powerful local confederation of Algonquian communities, sits above other local chiefs, denoting his authority. Another native figure, Susquehannock, who appears in the upper right, visually reinforces the message that the English did not control the land beyond a few outposts along the Chesapeake.*

# 98. Spanish Exploration and Colonial Society

## *Learning Objectives*

By the end of this section, you will be able to:

- Identify the main Spanish American colonial settlements of the 1500s and 1600s
- Discuss economic, political, and demographic similarities and differences between the Spanish colonies



During the 1500s, Spain expanded its colonial empire to the Philippines in the Far East and to areas in the Americas that later became the United States. The Spanish dreamed of mountains of gold and silver and imagined converting thousands of eager Indians



to Catholicism. In their vision of colonial society, everyone would know his or her place. Patriarchy (the rule of men over family, society, and government) shaped the Spanish colonial world. Women occupied a lower status. In all matters, the Spanish held themselves to be atop the social pyramid, with native peoples and Africans beneath them. Both Africans and native peoples, however, contested Spanish claims to dominance. Everywhere the Spanish settled, they brought devastating diseases, such as smallpox, that led to a horrific loss of life among native peoples. European diseases killed far more native inhabitants than did Spanish swords.

The world native peoples had known before the coming of the Spanish was further upset by Spanish colonial practices. The Spanish imposed the *encomienda* system in the areas they controlled. Under this system, authorities assigned Indian workers to mine and plantation owners with the understanding that the recipients would defend the colony and teach the workers the tenets of Christianity. In reality, the *encomienda* system exploited native workers. It was eventually replaced by another colonial labor system, the *repartimiento*, which required Indian towns to supply a pool of labor for Spanish overlords.

## ST. AUGUSTINE, FLORIDA

Spain gained a foothold in present-day Florida, viewing that area and the lands to the north as a logical extension of their Caribbean empire. In 1513, Juan Ponce de León had claimed the area around today's St. Augustine for the Spanish crown, naming the land Pascua Florida (Feast of Flowers, or Easter) for the nearest feast day. Ponce de León was unable to establish a permanent settlement there, but by 1565,



*In this drawing by French artist Jacques le Moyne de Morgues, Timucua flee the Spanish settlers, who arrive by ship. Le Moyne lived at Fort Caroline, the French outpost, before the Spanish destroyed the colony in 1562.*

Spain was in need of an outpost to confront the French and English privateers using Florida as a base from which to attack treasure-laden Spanish ships heading from Cuba to Spain. The threat to Spanish interests took a new turn in 1562 when a group of French Protestants (Huguenots) established a small settlement they called Fort Caroline, north of St. Augustine. With the authorization of King Philip II, Spanish nobleman Pedro Menéndez led an attack on Fort Caroline, killing most of the colonists and destroying the fort. Eliminating Fort Caroline served dual purposes for the Spanish—it helped reduce the danger from French privateers and eradicated the French threat to Spain's claim to the area. The contest over Florida illustrates how European rivalries spilled over into the Americas, especially religious conflict between Catholics and Protestants.

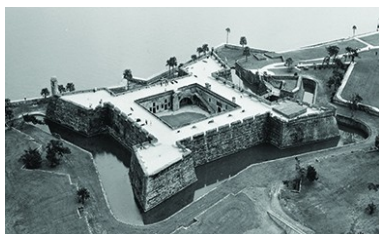
In 1565, the victorious Menéndez founded St. Augustine, now the oldest European settlement in the Americas. In the process, the Spanish displaced the local Timucua Indians from their ancient town of Seloy, which had stood for thousands of years. The Timucua

suffered greatly from diseases introduced by the Spanish, shrinking from a population of around 200,000 pre-contact to fifty thousand in 1590. By 1700, only one thousand Timucua remained. As in other areas of Spanish conquest, Catholic priests worked to bring about a spiritual conquest by forcing the surviving Timucua, demoralized and reeling from catastrophic losses of family and community, to convert to Catholicism.

Spanish Florida made an inviting target for Spain's imperial rivals, especially the English, who wanted to gain access to the Caribbean. In 1586, Spanish settlers in St. Augustine discovered their vulnerability to attack when the English pirate Sir Francis Drake destroyed the town with a fleet of twenty ships and one hundred men. Over the next several decades, the Spanish built more wooden forts, all of which were burnt by raiding European rivals. Between 1672 and 1695, the Spanish constructed a stone fort, Castillo de San Marcos, to better defend St. Augustine against challengers.

Browse the National Park Service's multimedia resources on Castillo de San Marcos to see how the fort and gates have looked throughout history.

## SANTA FE, NEW MEXICO



Further west, the Spanish in Mexico, intent on expanding their empire, looked north to the land of the Pueblo Indians. Under orders from King Philip

*The Spanish fort of Castillo de San Marcos helped Spanish colonists in St. Augustine fend off marauding privateers from rival European countries.*

II, Juan de Oñate explored the American southwest for Spain in the late 1590s. The Spanish hoped that what we know as New Mexico would yield gold and silver, but the land produced little of value to them. In 1610, Spanish settlers established themselves at Santa Fe—originally named La Villa Real de la Santa Fe de San Francisco de Asís, or “Royal City of the Holy Faith of St. Francis of Assisi”—where many Pueblo villages were located. Santa Fe became the capital of the Kingdom of New Mexico, an outpost of the larger Spanish Viceroyalty of New Spain, which had its headquarters in Mexico City.

As they had in other Spanish colonies, Franciscan missionaries labored to bring about a spiritual conquest by converting the Pueblo to Catholicism. At first, the Pueblo adopted the parts of Catholicism that dovetailed with their own long-standing view of the world. However, Spanish priests insisted that natives discard their old ways entirely and angered the Pueblo by focusing on the young, drawing them away from their parents. This deep insult, combined with an extended period of drought and increased attacks by local Apache and Navajo in the 1670s—troubles that the Pueblo came to believe were linked to the Spanish presence—moved the Pueblo to push the Spanish and their religion from the area. Pueblo leader Popé demanded a return to native ways so the hardships his people faced would end. To him and to thousands of others, it seemed obvious that “when Jesus came, the Corn Mothers went away.” The expulsion of the Spanish would bring a return to prosperity and a pure, native way of life.

In 1680, the Pueblo launched a coordinated rebellion against the Spanish. The Pueblo Revolt killed over four hundred Spaniards and drove the rest of the settlers, perhaps as many as two thousand, south toward Mexico. However, as droughts and attacks by rival tribes continued, the Spanish sensed an opportunity to regain their foothold. In 1692, they returned and reasserted their control of the area. Some of the Spanish explained the Pueblo success in 1680 as the work of the Devil. Satan, they believed, had stirred up the

Pueblo to take arms against God's chosen people—the Spanish—but the Spanish, and their God, had prevailed in the end.

## Section Summary

In their outposts at St. Augustine and Santa Fe, the Spanish never found the fabled mountains of gold they sought. They did find many native people to convert to Catholicism, but their zeal nearly cost them the colony of Santa Fe, which they lost for twelve years after the Pueblo Revolt. In truth, the grand dreams of wealth, conversion, and a social order based on Spanish control never came to pass as Spain envisioned them.

<https://www.openassessments.org/assessments/942>

### *Review Question*

1. How did the Pueblo attempt to maintain their autonomy in the face of Spanish settlement?

## *Answers to Review Question*

1. As the Spanish tried to convert the Pueblo to Catholicism, the native people tried to fold Christian traditions into their own practices. This was unacceptable to the Spanish, who insisted on complete conversion—especially of the young, whom they took away from their families and tribes. When adaptation failed, native peoples attempted to maintain their autonomy through outright revolt, as with the Pueblo Revolt of 1680. This revolt was successful, and for almost twelve years the Pueblos' lives returned to normalcy. Their autonomy was short-lived, however, as the Spanish took advantage of continued attacks by the Pueblos' enemies to reestablish control of the region.

## *Glossary*

**repartimiento** a Spanish colonial system requiring Indian towns to supply workers for the colonizers

**Timucua** the native people of Florida, whom the Spanish displaced with the founding of St. Augustine, the first Spanish settlement in North America

## 99. The Castillo de San Marcos

National Monument web page for the Castillo de San Marcos in St. Augustine Florida. The oldest masonry *fort* in the continental United States started in 1672 by the Spanish to protect *St. Augustine* from the encroaching British colonies to the north ...

<https://www.nps.gov/casa/index.htm>

# 100. Colonial Rivalries: Dutch and French Colonial Ambitions

## *Learning Objectives*

By the end of this section, you will be able to:

- Compare and contrast the development and character of the French and Dutch colonies in North America
- Discuss the economies of the French and Dutch colonies in North America

Seventeenth-century French and Dutch colonies in North America were modest in comparison to Spain's colossal global empire. New France and New Netherland remained small commercial operations focused on the fur trade and did not attract an influx of migrants. The Dutch in New Netherland confined their operations to Manhattan Island, Long Island, the Hudson River Valley, and what later became New Jersey. Dutch trade goods circulated widely among the native peoples in these areas and also traveled well into the interior of the continent along preexisting native trade routes. French *habitants*, or farmer-settlers, eked out an existence along the St. Lawrence River. French fur traders and missionaries, however, ranged far into the interior of North America, exploring the Great Lakes region and the Mississippi River. These pioneers



gave France somewhat inflated imperial claims to lands that nonetheless remained firmly under the dominion of native peoples.

## FUR TRADING IN NEW NETHERLAND

The Dutch Republic emerged as a major commercial center in the 1600s. Its fleets plied the waters of the Atlantic, while other Dutch ships sailed to the Far East, returning with prized spices like pepper to be sold in the bustling ports at home, especially Amsterdam. In North America, Dutch traders established themselves first on Manhattan Island.



*The Castello Plan is the only extant map of 1660 New Amsterdam (present-day New York City). The line with spikes on the right side of the colony is the northeastern wall for which Wall Street was named.*

One of the Dutch directors-general of the North American settlement, Peter Stuyvesant, served from 1647 to 1664 and expanded the fledgling outpost of New Netherland east to present-day Long Island and for many miles north along the Hudson River. The resulting elongated colony served primarily as a fur-trading post, with the powerful Dutch West India Company controlling all commerce. Fort Amsterdam, on the southern tip of Manhattan Island, defended the growing city of New Amsterdam. In 1655, Stuyvesant took over the small outpost of New Sweden along the banks of the Delaware River in present-day New Jersey, Pennsylvania, and Delaware. He also defended New Amsterdam from Indian attacks by ordering African slaves to build a protective wall on the city's northeastern border, giving present-day Wall Street its name.

New Netherland failed to attract many Dutch colonists; by 1664, only nine thousand people were living there. Conflict with native

peoples, as well as dissatisfaction with the Dutch West India Company's trading practices, made the Dutch outpost an undesirable place for many migrants. The small size of the population meant a severe labor shortage, and to complete the arduous tasks of early settlement, the Dutch West India Company imported some 450 African slaves between 1626 and 1664. (The company had involved itself heavily in the slave trade and in 1637 captured Elmina, the slave-trading post on the west coast of Africa, from the Portuguese.) The shortage of labor also meant that New Netherland welcomed non-Dutch immigrants, including Protestants from Germany, Sweden, Denmark, and England, and embraced a degree of religious tolerance, allowing Jewish immigrants to become residents beginning in the 1650s. Thus, a wide variety of people lived in New Netherland from the start. Indeed, one observer claimed eighteen different languages could be heard on the streets of New Amsterdam. As new settlers arrived, the colony of New Netherland stretched farther to the north and the west.

The Dutch West India Company found the business of colonization in New Netherland to be expensive. To share some of the costs, it granted Dutch merchants who invested heavily in it patroonships, or large tracts of land and the right to govern the tenants there. In return, the shareholder who gained the

patroonship promised to pay for the passage of at least thirty Dutch farmers to populate the colony. One of the largest patroonships was granted to Kiliaen van Rensselaer, one of the directors of the Dutch West India Company; it covered most of present-day Albany and Rensselaer Counties. This pattern of settlement created a yawning



*This 1684 map of New Netherland shows the extent of Dutch settlement.*

gap in wealth and status between the tenants, who paid rent, and the wealthy patroons.

During the summer trading season, Indians gathered at trading posts such as the Dutch site at Beverwijck (present-day Albany), where they exchanged furs for guns, blankets, and alcohol. The furs, especially beaver pelts destined for the lucrative European millinery market, would be sent down the Hudson River to New Amsterdam. There, slaves or workers would load them aboard ships bound for Amsterdam.

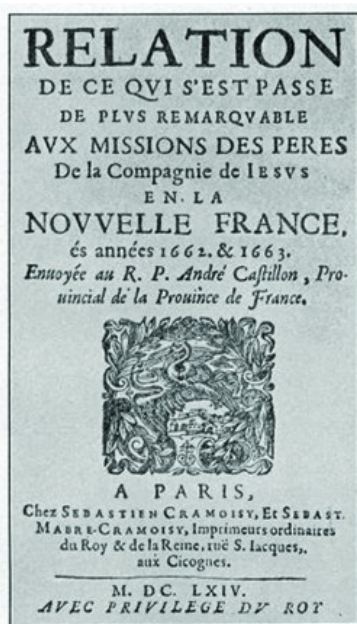
Explore an interactive map of New Amsterdam in 1660 that shows the city plan and the locations of various structures, including houses, businesses, and public buildings. Rolling over the map reveals relevant historical details, such as street names, the identities of certain buildings and businesses, and the names of residents of the houses (when known).

## COMMERCE AND CONVERSION IN NEW FRANCE

After Jacques Cartier's voyages of discovery in the 1530s, France showed little interest in creating permanent colonies in North America until the early 1600s, when Samuel de Champlain established Quebec as a French fur-trading outpost. Although the fur trade was lucrative, the French saw Canada as an inhospitable frozen wasteland, and by 1640, fewer than four hundred settlers had made their home there. The sparse French presence meant that colonists depended on the local native Algonquian people; without

them, the French would have perished. French fishermen, explorers, and fur traders made extensive contact with the Algonquian. The Algonquian, in turn, tolerated the French because the colonists supplied them with firearms for their ongoing war with the Iroquois. Thus, the French found themselves escalating native wars and supporting the Algonquian against the Iroquois, who received weapons from their Dutch trading partners. These seventeenth-century conflicts centered on the lucrative trade in beaver pelts, earning them the name of the Beaver Wars. In these wars, fighting between rival native peoples spread throughout the Great Lakes region.

A handful of French Jesuit priests also made their way to Canada, intent on converting the native inhabitants to Catholicism. The Jesuits were members of the Society of Jesus, an elite religious order founded in the 1540s to spread Catholicism and combat the spread of Protestantism. The first Jesuits arrived in Quebec in the 1620s, and for the next century, their numbers did not exceed forty priests. Like the Spanish Franciscan missionaries, the Jesuits in the colony called New France labored to convert the native peoples to Catholicism. They wrote detailed annual reports about their progress in bringing the faith to the Algonquian and, beginning in the 1660s, to the



TITLE-PAGE — JESUIT RELATION OF 1662-1663

French Jesuit missionaries to New France kept detailed records of their interactions with—and observations of—the Algonquian and Iroquois that they converted to Catholicism. (credit: Project Gutenberg).

Iroquois. These documents are known as the *Jesuit Relations*, and they provide a rich source for understanding both the Jesuit view of the Indians and the Indian response to the colonizers.

One native convert to Catholicism, a Mohawk woman named Katherine Tekakwitha, so impressed the priests with her piety that a Jesuit named Claude Chauchetière attempted to make her a saint in the Church. However, the effort to canonize Tekakwitha faltered when leaders of the Church balked at elevating a “savage” to such a high status; she was eventually canonized in 2012. French colonizers pressured the native inhabitants of New France to convert, but they virtually never saw native peoples as their equals.

## A Jesuit Priest on Indian Healing Traditions

The *Jesuit Relations* provide incredible detail about Indian life. For example, the 1636 edition, written by the Catholic priest Jean de Brébeuf, addresses the devastating effects of disease on native peoples and the efforts made to combat it.

Let us return to the feasts. The *Aoutaerohi* is a remedy which is only for one particular kind of disease, which they call also *Aoutaerohi*, from the name of a little Demon as large as the fist, which they say is in the body of the sick man, especially in the part which pains him. They find out that they are sick of this disease, by means of a dream, or by the intervention of some Sorcerer. . . .

Of three kinds of games especially in use among these Peoples,—namely, the games of crosse [lacrosse], dish, and straw,—the first two are, they say, most healing. Is not this worthy of compassion? There is a poor sick man, fevered of body and almost dying, and a miserable Sorcerer will order for him, as a cooling remedy, a game of crosse. Or the sick man himself, sometimes, will have dreamed that he must die

unless the whole country shall play crosse for his health; and, no matter how little may be his credit, you will see then in a beautiful field, Village contending against Village, as to who will play crosse the better, and betting against one another Beaver robes and Porcelain collars, so as to excite greater interest.

According to this account, how did Indians attempt to cure disease? Why did they prescribe a game of lacrosse? What benefits might these games have for the sick?

## Section Summary

The French and Dutch established colonies in the northeastern part of North America: the Dutch in present-day New York, and the French in present-day Canada. Both colonies were primarily trading posts for furs. While they failed to attract many colonists from their respective home countries, these outposts nonetheless intensified imperial rivalries in North America. Both the Dutch and the French relied on native peoples to harvest the pelts that proved profitable in Europe.

<https://www.openassessments.org/assessments/943>

## *Review Question*

1. How did the French and Dutch colonists differ in their religious expectations? How did both compare to Spanish colonists?

## *Answer to Review Question*

1. The Dutch allowed the most religious freedoms; they didn't try to convert native peoples to Christianity, and they allowed Jewish immigrants to join their colony. French Jesuit missionaries tried to convert Indians to Catholicism, but with much more acceptance of their differences than Spanish missionaries.

## *Glossary*

**Jesuits** members of the Society of Jesus, an elite Catholic religious order founded in the 1540s to spread Catholicism and to combat the spread of Protestantism

**patroonships** large tracts of land and governing rights

granted to merchants by the Dutch West India Company in order to encourage colonization



# 101. Video: When is Thanksgiving? Colonizing America

This video covers the first permanent English colony at Jamestown, Virginia, the various theocracies in Massachusetts, the feudal kingdom in Maryland, and even a bit about the spooky lost colony at Roanoke Island. What were the English doing in America, anyway? Lots of stuff. In Virginia, the colonists were largely there to make money. In Maryland, the idea was to create a colony for Catholics who wanted to be serfs of the Lords Baltimore. In Massachusetts, the Pilgrims and Puritans came to America to find a place where they could freely persecute those who didn't share their beliefs. But there was a healthy profit motive in Massachusetts as well. Profits were thin at first, and so were the colonists. Trouble growing food and trouble with the natives kept the early colonies from success. Before long though, the colonists started cultivating tobacco, which was a win for everyone involved if you ignore the lung cancer angle.



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here: <https://library.achievingthedream.org/herkimeramericanhistory1/?p=122#oembed-1>

## 102. Video: The Natives and the English

This video teaches you about relations between the early English colonists and the native people they encountered in the New World. In short, these relations were poor. As soon as they arrived, the English were in conflict with the native people. At Jamestown, Captain John Smith briefly managed to get the colony on pretty solid footing with the local tribes, but it didn't last, and a long series of wars with the natives ensued. This pattern would continue in US history, with settlers pushing into native lands and pushing the inhabitants further west. In this episode, you'll learn about Wahunsunacawh (who the English called Powhatan), his daughter Pocahontas, King Philip's (aka Metacom) War, and the Mystic Massacre. By and large, the history of the Natives and the English was not a happy one; even Thanksgiving wasn't all it's cracked up to be.



*One or more interactive elements has been excluded from this version of the text. You can view them online*

*here: <https://library.achievingthedream.org/herkimeramericanhistory1/?p=123#oembed-1>*

# 103. The Impact of Colonization

## *Learning Objectives*

By the end of this section, you will be able to:

- Explain the reasons for the rise of slavery in the American colonies
- Describe changes to Indian life, including warfare and hunting
- Contrast European and Indian views on property
- Assess the impact of European settlement on the environment

As Europeans moved beyond exploration and into colonization of the Americas, they brought changes to virtually every aspect of the land and its people, from trade and hunting to warfare and personal property. European goods, ideas, and diseases shaped the changing continent.

As Europeans established their colonies, their societies also became segmented and divided along religious and racial lines. Most people in these societies were not free; they labored as servants or slaves, doing the work required to produce wealth for others. By 1700, the American continent had become a place of stark contrasts between slavery and freedom, between the haves and the have-nots.

# THE INSTITUTION OF SLAVERY

Everywhere in the American colonies, a crushing demand for labor existed to grow New World cash crops, especially sugar and tobacco. This need led Europeans to rely increasingly on Africans, and after 1600, the movement of Africans across the Atlantic accelerated. The English crown chartered the Royal African Company in 1672, giving the company a monopoly over the transport of African slaves to the English colonies. Over the next four decades, the company transported around 350,000 Africans from their homelands. By 1700, the tiny English sugar island of Barbados had a population of fifty thousand slaves, and the English had encoded the institution of chattel slavery into colonial law.

This new system of African slavery came slowly to the English colonists, who did not have slavery at home and preferred to use servant labor. Nevertheless, by the end of the seventeenth century, the English everywhere in America—and particularly in the Chesapeake Bay colonies—had come to rely on African slaves. While Africans had long practiced slavery among their own people, it had not been based on race. Africans enslaved other Africans as war captives, for crimes, and to settle debts; they generally used their slaves for domestic and small-scale agricultural work, not for growing cash crops on large plantations. Additionally, African slavery was often a temporary condition rather than a lifelong sentence, and, unlike New World slavery, it was typically not heritable (passed from a slave mother to her children).

The growing slave trade with Europeans had a profound impact on the people of West Africa, giving prominence to local chieftains and merchants who traded slaves for European textiles, alcohol, guns, tobacco, and food. Africans also charged Europeans for the right to trade in slaves and imposed taxes on slave purchases. Different African groups and kingdoms even staged large-scale raids on each other to meet the demand for slaves.

Once sold to traders, all slaves sent to America endured the

hellish Middle Passage, the transatlantic crossing, which took one to two months. By 1625, more than 325,800 Africans had been shipped to the New World, though many thousands perished during the voyage. An astonishing number, some four million, were transported to the Caribbean between 1501 and 1830. When they reached their destination in America, Africans found themselves trapped in shockingly brutal slave societies. In the Chesapeake colonies, they faced a lifetime of harvesting and processing tobacco.

Everywhere, Africans resisted slavery, and running away was common. In Jamaica and elsewhere, runaway slaves created maroon communities, groups that resisted recapture and eked a living from the land, rebuilding their communities as best they could. When possible, they adhered to traditional ways, following spiritual leaders such as Vodun priests.

## CHANGES TO INDIAN LIFE

While the Americas remained firmly under the control of native peoples in the first decades of European settlement, conflict increased as colonization spread and Europeans placed greater demands upon the native populations, including expecting them to convert to Christianity (either Catholicism or Protestantism). Throughout the seventeenth century, the still-powerful native peoples and confederacies that retained control of the land waged war against the invading Europeans, achieving a degree of success in their effort to drive the newcomers from the continent.

At the same time, European goods had begun to change Indian life radically. In the 1500s, some of the earliest objects Europeans introduced to Indians were glass beads, copper kettles, and metal utensils. Native people often adapted these items for their own use. For example, some cut up copper kettles and refashioned the metal for other uses, including jewelry that conferred status on the

wearer, who was seen as connected to the new European source of raw materials.

As European settlements grew throughout the 1600s, European goods flooded native communities. Soon native people were using these items for the same purposes as the Europeans. For example, many native inhabitants abandoned their animal-skin clothing in favor of European textiles. Similarly, clay cookware gave way to metal cooking implements, and Indians found that European flint and steel made starting fires much easier.

The abundance of European goods gave rise to new artistic objects. For example, iron awls made the creation of shell beads among the native people of the Eastern Woodlands much easier, and the result was an astonishing increase in the production of wampum, shell beads used in ceremonies and as jewelry and currency. Native peoples had always placed goods in the graves of their departed, and this practice escalated with the arrival of European goods.

Archaeologists have found enormous caches of European trade goods in the graves of Indians on the East Coast.

Native weapons changed dramatically as well, creating an arms race among the peoples living in European colonization zones. Indians refashioned European brassware into arrow points and turned axes used for chopping wood into weapons. The most prized piece of European weaponry to obtain was a musket, or light, long-barreled European gun. In order to trade with Europeans for these,



*In this 1681 portrait, the Niantic-Narragansett chief Ninigret wears a combination of European and Indian goods. Which elements of each culture are evident in this portrait?*

native peoples intensified their harvesting of beaver, commercializing their traditional practice.

The influx of European materials made warfare more lethal and changed traditional patterns of authority among tribes. Formerly weaker groups, if they had access to European metal and weapons, suddenly gained the upper hand against once-dominant groups. The Algonquian, for instance, traded with the French for muskets and gained power against their enemies, the Iroquois. Eventually, native peoples also used their new weapons against the European colonizers who had provided them.

Explore the complexity of Indian-European relationships in the series of primary source documents on the National Humanities Center site.

## ENVIRONMENTAL CHANGES

The European presence in America spurred countless changes in the environment, setting into motion chains of events that affected native animals as well as people. The popularity of beaver-trimmed hats in Europe, coupled with Indians' desire for European weapons, led to the overhunting of beaver in the Northeast. Soon, beavers were extinct in New England, New York, and other areas. With their loss came the loss of beaver ponds, which had served as habitats for fish as well as water sources for deer, moose, and other animals. Furthermore, Europeans introduced pigs, which they allowed to forage in forests and other wildlands. Pigs consumed the foods on which deer and other indigenous species depended, resulting in scarcity of the game native peoples had traditionally hunted.

European ideas about owning land as private property clashed

with natives' understanding of land use. Native peoples did not believe in private ownership of land; instead, they viewed land as a resource to be held in common for the benefit of the group. The European idea of usufruct—the right to common land use and enjoyment—comes close to the native understanding, but colonists did not practice usufruct widely in America. Colonizers established fields, fences, and other means of demarcating private property. Native peoples who moved seasonally to take advantage of natural resources now found areas off limits, claimed by colonizers because of their insistence on private-property rights.

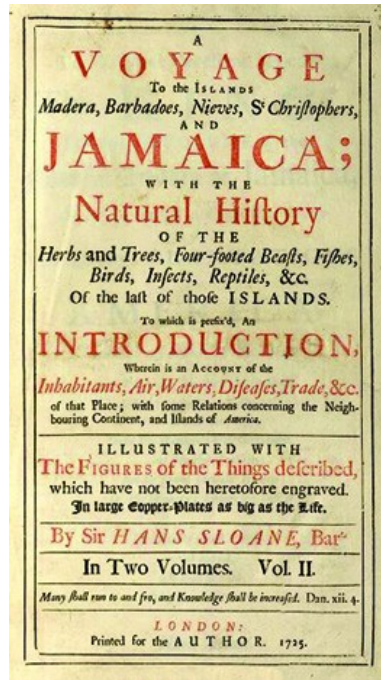
## The Introduction of Disease

Perhaps European colonization's single greatest impact on the North American environment was the introduction of disease. Microbes to which native inhabitants had no immunity led to death everywhere Europeans settled. Along the New England coast between 1616 and 1618, epidemics claimed the lives of 75 percent of the native people. In the 1630s, half the Huron and Iroquois around the Great Lakes died of smallpox. As is often the case with disease, the very young and the very old were the most vulnerable and had the highest mortality rates. The loss of the older generation meant the loss of knowledge and tradition, while the death of children only compounded the trauma, creating devastating implications for future generations.

Some native peoples perceived disease as a weapon used by hostile spiritual forces, and they went to war to exorcise the disease from their midst. These “mourning wars” in eastern North America were designed to gain captives who would either be adopted (“requickened” as a replacement for a deceased loved one) or ritually tortured and executed to assuage the anger and grief caused by loss.



# The Cultivation of Plants



English naturalist Sir Hans Sloane traveled to Jamaica and other Caribbean islands to catalog the flora of the new world.

European expansion in the Americas led to an unprecedented movement of plants across the Atlantic. A prime example is tobacco, which became a valuable export as the habit of smoking, previously unknown in Europe, took hold. Another example is sugar. Columbus brought sugarcane to the Caribbean on his second voyage in 1494, and thereafter a wide variety of other herbs, flowers, seeds, and roots made the transatlantic voyage.

Just as pharmaceutical companies today scour the natural world for new drugs, Europeans traveled to America to discover new medicines. The task of cataloging the new plants found there helped give birth to the science of botany. Early botanists included the English naturalist Sir Hans Sloane, who traveled to Jamaica in 1687 and there recorded hundreds of new plants. Sloane also helped popularize the drinking of chocolate, made from the cacao bean, in England.

Indians, who possessed a vast understanding of local New World plants and their properties, would have been a rich source of information for those European botanists seeking to find and catalog potentially useful plants. Enslaved Africans, who had a tradition of the use of medicinal plants in their native land, adapted to their new surroundings by learning the use of New World plants through experimentation or from the native inhabitants. Native peoples and Africans employed their knowledge effectively within their own communities. One notable example was the use of the peacock flower to induce abortions: Indian and enslaved African



*Adriaen van Ostade, a Dutch artist, painted An Apothecary Smoking in an Interior in 1646. The large European market for American tobacco strongly influenced the development of some of the American colonies.*

women living in oppressive colonial regimes are said to have used this herb to prevent the birth of children into slavery. Europeans distrusted medical knowledge that came from African or native sources, however, and thus lost the benefit of this source of information.

## Section Summary

The development of the Atlantic slave trade forever changed the course of European settlement in the Americas. Other transatlantic travelers, including diseases, goods, plants, animals, and even ideas like the concept of private land ownership, further influenced life in America during the sixteenth and seventeenth centuries. The exchange of pelts for European goods including copper kettles, knives, and guns played a significant role in changing the material cultures of native peoples. During the seventeenth century, native peoples grew increasingly dependent on European trade items. At the same time, many native inhabitants died of European diseases, while survivors adopted new ways of living with their new neighbors.

<https://www.openassessments.org/assessments/945>

## *Review Questions*

1. How did European muskets change life for native peoples in the Americas?
2. Compare and contrast European and Indian views on property.

## *Answers to Review Questions*

1. European guns started an arms race among Indian groups. Tribes with ties to Europeans had a distinct advantage in wars with other tribes because muskets were so much more effective than bows and arrows. Guns changed the balance of power among different groups and tribes and made combat more deadly.
2. Indians didn't have any concept of owning personal property and believed that land should be held in common, for use by a group. They used land as they needed, often moving from area to area to follow food sources at different times of year. Europeans saw land as something individuals could own, and they used fences and other markers to define their property.

## *Critical Thinking Questions*

1. Compare and contrast life in the Spanish, French, Dutch, and English colonies, differentiating between the Chesapeake Bay and New England colonies. Who were the colonizers? What were their purposes in being there? How did they interact with their environments and the native inhabitants of the lands on which they settled?
2. Describe the attempts of the various European colonists to convert native peoples to their belief systems. How did these attempts compare to one another? What were the results of each effort?
3. How did chattel slavery differ from indentured servitude? How did the former system come to replace the latter? What were the results of this shift?
4. What impact did Europeans have on their New World environments—native peoples and their communities as well as land, plants, and animals? Conversely, what impact did the New World's native inhabitants, land, plants, and animals have on Europeans? How did the interaction of European and Indian societies, together, shape a world that was truly “new”?

## *Glossary*

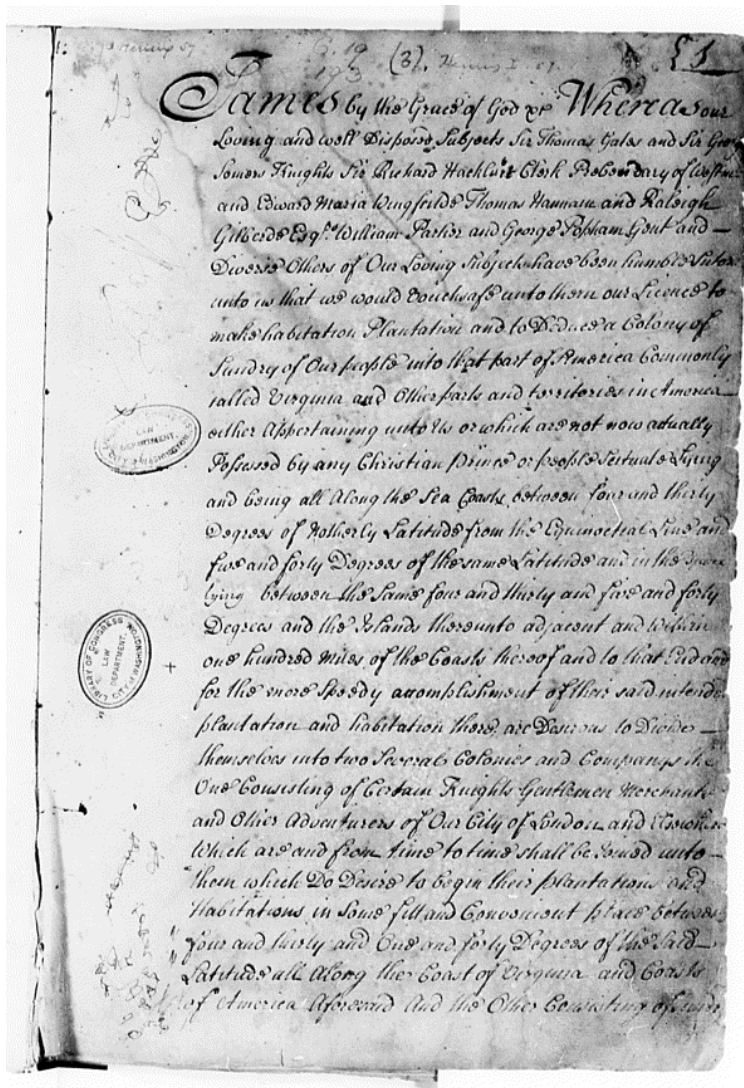
**maroon communities** groups of runaway slaves who resisted recapture and eked a living from the land

**Middle Passage** the perilous, often deadly transatlantic crossing of slave ships from the African coast to the New World

**musket** a light, long-barreled European gun

**wampum** shell beads used in ceremonies and as jewelry and currency

## 104. Primary Source Reading: Jamestown Charter



## The Charter of Virginia

In case you're not an expert at reading beautiful, Old English calligraphy, you can read the text from the original Charter of Virginia below:



JAMES, by the Grace of God, King of England, Scotland, France and Ireland, Defender of the Faith, &c. WHEREAS our loving and well-disposed Subjects, Sir Thorn as Gales, and Sir George Somers, Knights, Richard Hackluit, Clerk, Prebendary of Westminster, and Edward-Maria Wingfield, Thomas Hanharm and Ralegh Gilbert, Esqrs. William Parker, and George Popham, Gentlemen, and divers others of our loving Subjects, have been humble Suitors unto us, that We would vouchsafe unto them our Licence, to make Habitation, Plantation, and to deduce a colony of sundry of our People into that part of America commonly called VIRGINIA, and other parts and Territories in America, either appertaining unto us, or which are not now actually possessed by any Christian Prince or People, situate, lying, and being all along the Sea Coasts, between four and thirty Degrees of Northerly Latitude from the Equinoctial Line, and five and forty Degrees of the same Latitude, and in the main Land between the same four and thirty and five and forty Degrees, and the Islands hereunto adjacent, or within one hundred Miles of the Coast thereof;

And to that End, and for the more speedy Accomplishment of their said intended Plantation and Habitation there, are desirous to divide themselves into two several Colonies and Companies; the one consisting of certain Knights, Gentlemen, Merchants, and other Adventurers, of our City of London and elsewhere, which are, and from time to time shall be, joined unto them, which do desire to begin their Plantation and Habitation in some fit and convenient Place, between four and thirty and one and forty Degrees of the said Latitude, amongst the Coasts of Virginia, and the Coasts of America aforesaid: And the other consisting of sundry Knights, Gentlemen, Merchants, and other Adventurers, of our Cities of Bristol and Exeter, and of our Town of Plimouth, and of other Places, which do join themselves unto that Colony, which do desire to begin their Plantation and Habitation in some fit and convenient Place, between eight and thirty Degrees and five and forty Degrees of the said Latitude, all amongst the said Coasts of Virginia and America, as that Coast lyeth:

We, greatly commending, and graciously accepting of, their Desires for the Furtherance of so noble a Work, which may, by the Providence of Almighty God, hereafter tend to the Glory of his Divine Majesty, in propagating of Christian Religion to such People, as yet live in Darkness and miserable Ignorance of the true Knowledge and Worship of God, and may in time bring the Infidels and Savages, living in those parts, to human Civility, and to a settled and quiet Government: DO, by these our Letters Patents, graciously accept of, and agree to, their humble and well-intended Desires;

And do therefore, for Us, our Heirs, and Successors, GRANT and agree, that the said Sir Thomas Gates, Sir George Somers, Richard Hackluit, and Edward-Maria Wingfield, Adventurers of and for our City of London, and all such others, as are, or shall be, joined unto them of that Colony, shall be called the first Colony; And they shall and may begin their said first Plantation and Habitation, at any Place upon the said-Coast of Virginia or America, where they shall think fit and convenient, between the said four and thirty and one and forty Degrees of the said Latitude; And that they shall have all the Lands, Woods, Soil, Grounds, Havens, Ports, Rivers, Mines, Minerals, Marshes, Waters, Fishings, Commodities, and Hereditaments, whatsoever, from the said first Seat of their Plantation and Habitation by the Space of fifty Miles of English Statute Measure, all along the said Coast of Virginia and America, towards the West and Southwest, as the Coast lyeth, with all the Islands within one hundred Miles directly over against the same Sea Coast; And also all the Lands, Soil, Grounds, Havens, Ports, Rivers, Mines, Minerals, Woods, Waters, Marshes, Fishings, Commodities, and Hereditaments, whatsoever, from the said Place of their first Plantation and Habitation for the space of fifty like English Miles, all alongst the said Coasts of Virginia and America, towards the East and Northeast, or towards the North, as the Coast lyeth, together with all the Islands within one hundred Miles, directly over against the said Sea Coast, And also all the Lands, Woods, Soil, Grounds, Havens, Ports, Rivers, Mines, Minerals, Marshes, Waters, Fishings, Commodities, and Hereditaments, whatsoever, from the same fifty

Miles every way on the Sea Coast, directly into the main Land by the Space of one hundred like English Miles; And shall and may inhabit and remain there; and shall and may also build and fortify within any the same, for their better Safeguard and Defense, according to their best Discretion, and the Discretion of the Council of that Colony; And that no other of our Subjects shall be permitted, or suffered, to plant or inhabit behind, or on the Backside of them, towards the main Land, without the Express License or Consent of the Council of that Colony, thereunto in Writing; first had and obtained.

And we do likewise, for Us, Our Heirs, and Successors, by these Presents, GRANT and agree, that the said Thomas Hanham, and Raleigh Gilbert, William Parker, and George Popham, and all others of the Town of Plimouth in the County of Devon, or elsewhere which are, or shall be, joined unto them of that Colony, shall be called the second Colony; And that they shall and may begin their said Plantation and Seat of their first Abode and Habitation, at any Place upon the said Coast of Virginia and America, where they shall think fit and convenient, between eight and thirty Degrees of the said Latitude, and five and forty Degrees of the same Latitude; And that they shall have all the Lands, Soils, Grounds, Havens, Ports, Rivers, Mines, Minerals, Woods, Marshes, Waters, Fishings, Commodities, and Hereditaments, whatsoever, from the first Seat of their Plantation and Habitation by the Space of fifty like English Miles, as is aforesaid, all alongst the said Coasts of Virginia and America towards the West and Southwest, or towards the South, as the Coast lyeth, and all the Islands within one hundred Miles, directly over against the said Sea Coast; And also all the Lands, Soils, Grounds, Havens, Ports, Rivers, Mines, Minerals, Woods, Marshes, Waters, Fishings, Commodities, and Hereditaments, whatsoever, from the said Place of their first Plantation and Habitation for the Space of fifty like Miles, all alongst the said Coast of Virginia and America, towards the least and Northeast, or towards the North, as the Coast lyeth, and all the Islands also within one hundred Miles directly over against the same Sea Coast; And also all the Lands, Soils, Grounds, Havens, Ports, Rivers, Woods, Mines, Minerals, Marshes, Waters,

Fishings, Commodities, and Hereditaments, whatsoever, from the same fifty Miles every way on the Sea Coast, directly into the main Land, by the Space of one hundred like English Miles; And shall and may inhabit and remain there; and shall and may also build and fortify within any the same for their better Safeguard, according to their best Discretion, and the Discretion of the Council of that Colony; And that none of our Subjects shall be permitted, or suffered, to plant or inhabit behind, or on the back of them, towards the main Land, without express Licence of the Council of that Colony, in Writing thereunto first had and obtained.

Provided always, and our Will and Pleasure herein is, that the Plantation and Habitation of such of the said Colonies, as shall last plant themselves, as aforesaid, shall not be made within one hundred like English Miles of the other of them, that first began to make their Plantation, as aforesaid.

And we do also ordain, establish, and agree, for Us, our Heirs, and Successors, that each of the said Colonies shall have a Council, which shall govern and order all Matters-and Causes, which shall arise, grow, or happen, to or within the same several Colonies, according to such Laws, Ordinances, and Instructions, as shall be, in that behalf, given and signed with Our Hand or Sign Manual, and pass under the Privy Seal of our Realm of England; Each of which Councils shall consist of thirteen Persons, to be ordained, made, and removed, from time to time, according as shall be directed and comprised in the same instructions; And shall have a several Seal, for all Matters that shall pass or concern the same several Councils; Each of which Seals, shall have the King's Arms engraver on the one Side thereof, and his Portraiture on the other; And that the Seal for the Council of the said first Colony shall have engraver round about, on the one Side, these Words; *Sigillum Regis Magne Britanniae, Franciae, & Hiberniae*; on the other Side this Inscription round about; *Pro Concilio primae Coloniae Virginiae*. And the Seal for the Council of the said second Colony shall also have engraven, round about the one Side thereof, the aforesaid Words; *Sigillum*

Regis Magne Britanniae, Franciae, & Hiberniae; and on the other Side; Pro Concilio primae Coloniae Virginiae:

And that also there shall be a Council, established here in England, which shall, in like manner, consist of thirteen Persons, to be for that Purpose, appointed by Us, our Heirs and Successors, which shall be called our Council of Virginia; And shall, from time to time, have the superior Managing and Direction, only of and for all Matters that shall or may concern the Government, as well of the said several Colonies, as of and for any other Part or Place, within the aforesaid Precincts of four and thirty and five and forty Degrees abovementioned; Which Council shall, in like manner, have a Seal, for matters concerning the Council or Colonies, with the like Arms and Portraiture, as aforesaid, with this inscription, engraver round about on the one Side; Sigillum Regis Magne Britanniae, Franciae, & Hiberniae; and round about on the other Side, Pro Concilio fuo Virginiae.

And moreover, we do GRANT and agree, for Us, our Heirs and Successors; that that the said several Councils of and for the said several Colonies, shall and lawfully may, by Virtue hereof, from time to time, without any Interruption of Us, our Heirs or Successors, give and take Order, to dig, mine, and search for all Manner of Mines of Gold, Silver, and Copper, as well within any Part of their said several Colonies, as of the said main Lands on the Backside of the same Colonies; And to HAVE and enjoy the Gold, Silver, and Copper, to be gotten thereof, to the Use and Behoof of the same Colonies, and the Plantations thereof; YIELDING therefore to Us, our Heirs and Successors, the fifth Part only of all the same Gold and Silver, and the fifteenth Part of all the same Copper, so to be gotten or had, as is aforesaid, without any other Manner of Profit or Account, to be given or yielded to Us, our Heirs, or Successors, for or in Respect of the same:

And that they shall, or lawfully may, establish and cause to be made a Coin, to pass current there between the people of those several Colonies, for the more Ease of Traffick and Bargaining between and amongst them and the Natives there, of such Metal,

and in such Manner and Form, as the said several Councils there shall limit and appoint.

And we do likewise, for Us, our Heirs, and Successors, by these Presents, give full Power and Authority to the said Sir Thomas Gates, Sir George Somers, Richard Hackluit, Edward-Maria Wingfield, Thomas Hanham, Raleigh Gilbert, William Parker, and George Popham, and to every of them, and to the said several Companies, Plantations, and Colonies, that they, and every of them, shall and may, at all and every time and times hereafter, have, take, and lead in the said Voyage, and for and towards the said several Plantations, and Colonies, and to travel thitherward, and to abide and inhabit there, in every the said Colonies and Plantations, such and so many of our Subjects, as shall willingly accompany them or any of them, in the said Voyages and Plantations; With sufficient Shipping, and Furniture of Armour, Weapons, Ordinance, Powder, Victual, and all other things, necessary for the said Plantations, and for their Use and Defence there: PROVIDED always, that none of the said Persons be such, as shall hereafter be specially restrained by Us, our Heirs, or Successors.

Moreover, we do, by these Presents, for Us, our Heirs, and Successors, GIVE AND GRANT Licence unto the said Sir Thomas Gates, Sir George Somers, Richard Hackluit, Edward-Maria Wingfield, Thomas Hanham, Raleigh Gilbert, William Parker, and George Popham, and to every of the said Colonies, that they, and every of them, shall and may, from time to time, and at all times forever hereafter, for their several Defences, encounter, expulse, repel, and resist, as well by Sea as by Land, by all Ways and Means whatsoever, all and every such Person or Persons, as without the especial Licence of the said several Colonies and Plantations, shall attempt to inhabit within the said several Precincts and Limits of the said several Colonies and Plantations, or any of them, or that shall enterprise or attempt, at any time hereafter, the Hurt, Detriment, or Annoyance, of the said several Colonies or Plantations:

Giving and granting, by these Presents, unto the said Sir Thomas

Gates, Sir George Somers, Richard Hackluit, Edward-Maria Wingfield, Thornas Hanham, Raleigh Gilbert, William Parker, and George Popham, and their Associates of the said second Colony, arid to every of them, from time to time, and at all times for ever hereafter, Power and Authority to take and surprise, by all Ways and Means whatsoever, all and every Person and Persons, with their Ships, Vessels, Goods, and other Furniture, which shall be found trafficking, into any Harbour or Harbours, Creek or Creeks, or Place, within the Limits ok Precincts of the said several Colonies and Plantations, not being of the same Colony, until such time, as they, being of any Realms, or Dominions under our Obedience, shall pay, or agree to pay, to the Hands of the Treasurer of that Colony, within whose Limits and Precincts they shall so traffick, two and a half upon every Hundred, of any thing so by them trafficked, bought, or sold; And being Strangers, and not Subjects under our Obeysance, until they shall pay five upon every Hundred, of such Wares and Merchandises, as they shall traffick, buy, or sell, within the Precincts of the said several Colonies, wherein they shall so traffick, buy, or sell, as aforesaid; WHICH Sums of Money, or Benefit, as aforesaid, for and during the Space of one and twenty Years, next ensuing the Date hereof, shall be wholly emploied to the Use, Benefit, and Behoof of the said several Plantations, where such Traffick shall be made; And after the said one and twenty Years ended, the same shall be taken to the Use of Us, our Heires, and Successors, by such Officers and Ministers as by Us, our Heirs, and Successors, shall be thereunto assigned or appointed.

And we do further, by these Presents, for Us, our Heirs and Successors, GIVE AND GRANT unto the said Sir Thomas Gates, Sir George Sommers, Richard Hackluit, and Edward-Maria Wingfield, and to their Associates of the said first Colony and Plantation, and to the said Thomas Hanham, Raleigh Gilbert, William Parker, and George Popham, and their Associates of the said second Colony and Plantation, that they, and every of them, by their Deputies, Ministers, and Factors, may transport the Goods, Chattels, Armour, Munition, and Furniture, needful to be used by them, for their said

Apparel, Food, Defence, or otherwise in Respect of the said Plantations, out of our Realms of England and Ireland, and all other our Dominions, from time to time, for and during the Time of seven Years, next ensuing the Date hereof, for the better Relief of the said several Colonies and Plantations, without any Customs, Subsidy, or other Duty, unto Us, our Heirs, or Successors, to be yielded or payed for the same.

Also we do, for Us, our Heirs, and Successors, DECLARE, by these Presents, that all and every the Persons being our Subjects, which shall dwell and inhabit within every or any of the said several Colonies and Plantations, and every of their children, which shall happen to be born within any of the Limits and Precincts of the said several Colonies and Plantations, shall HAVE and enjoy all Liberties, Franchises, and Immunities, within any of our other Dominions, to all Intents and Purposes, as if they had been abiding and born, within this our Realm of England, or any other of our said Dominions.

Moreover, our gracious Will and Pleasure is, and we do, by these Presents, for Us, our Heirs, and Successors, declare and set forth, that if any Person or Persons, which shall be of any of the said Colonies and Plantations, or any other, which shall trick to the said Colonies and Plantations, or any of them, shall, at any time or times hereafter, transport any Wares, Merchandises, or Commodities, out of any of our Dominions, with a Pretence to land, sell, or otherwise dispose of the same, within any the Limits and Precincts of any of the said Colonies and Plantations, and yet nevertheless, being at Sea, or after he hath landed the same within any of the said Colonies and Plantations, shall carry the same into any other Foreign Country, with a Purpose there to sell or dispose of the same, without the Licence of Us, our Heirs, and Successors, in that Behalf first had and obtained; That then, all the Goods and Chattels of such Person or Persons, so offending and transporting together with the said Ship or Vessel, wherein such Transportation was made, shall be forfeited to Us, our Heirs, and Successors.

Provided always, and our Will and Pleasure is, and we do hereby



declare to all Christian Kings, Princes, and States, that if any Person or Persons which shall hereafter be of any of the said several Colonies and Plantations, or any other, by his, their, or any of their Licence and Appointment, shall, at any Time or Times hereafter, rob or spoil, by Sea or Land, or do any Act of unjust and unlawful Hostility to any the Subjects of Us, our Heirs, or Successors, or any the Subjects of any King, Prince, Ruler, Governor, or State, being then in League or Amitie with Us, our Heirs, or Successors, and that upon such Injury, or upon just Complaint of such Prince, Ruler, Governor, or State, or their Subjects, We, our Heirs, or Successors, shall make open Proclamation, within any of the Ports of our Realm of England, commodious for that purpose, That the said Person or Persons, having committed any such robbery, or Spoil, shall, within the term to be limited by such Proclamations, make full Restitution or Satisfaction of all such Injuries done, so as the said Princes, or others so complaining, may hold themselves fully satisfied and contented; And, that if the said Person or Persons, having committed such Robbery or Spoil, shall not make, or cause to be made Satisfaction accordingly, within such Time so to be limited, That then it shall be lawful to Us, our Heirs, and Successors, to put the said Person or Persons, having committed such Robbery or Spoil, and their Procurers, Abettors, and Comforters, out of our Allegiance and Protection; And that it shall be lawful and free, for all Princes, and others to pursue with hostility the said offenders, and every of them, and their and every of their Procurers, Aiders, abettors, and comforters, in that behalf.

And finally, we do for Us, our Heirs, and Successors, and agree, to and with the said Sir Thomas Gates, Sir George Somers, Richard Hackluit, Edward-Maria Wingfield, and all others of the said first colony, that We, our Heirs and Successors, upon Petition in that Behalf to be made, shall, by Letters Patent under the Great Seal of England, GIVE and GRANT unto such Persons, their Heirs and Assigns, as the Council of that Colony, or the most part of then, shall, for that Purpose, nominate and assign all the lands, Tenements, and Hereditaments, which shall be within the Precincts limited for

that Colony, as is aforesaid, To BE HOLDEN of Us, our heirs and Successors, as of our Manor at East-Greenwich, in the County of Kent, in free and common Soccage only, and not in Capite:

And do in like Manner, Grant and Agree, for Us, our Heirs and Successors, to and with the said Thomas Hanham, Raleigh Gilbert, William Parker, and George Popham, and all others of the said second Colony, That We, our Heirs, and Successors, upon Petition in that Behalf to be made, shall, by Letters-Patent, under the Great Seal of England, GIVE and GRANT, unto such Persons, their Heirs and Assigns, as the Council of that Colony, or the most Part of them, shall for that Purpose nominate and assign, all the Lands, Tenements, and Hereditaments, which shall be within the Precincts limited for that Colony, as is aforesaid, To BE noddod of Us, our Heires, and Successors, as of our Manor of East-Greenwich, in the County of Kent, in free and common Soccage only, and not in Capite.

All which Lands, Tenements, and Hereditaments, so to be passed by the said several Letters-Patent, shall be sufficient Assurance from the said Patentees, so distributed and divided amongst the Undertakers for the Plantation of the said several Colonies, and such as shall make their Plantations in either of the said several Colonies, in such Manner and Form, and for such Estates, as shall be ordered and set down by the Council of the said Colony, or the most part of them, respectively, within which the same Lands, Tenements, and Hereditaments shall lye or be; Although express Mention of the true yearly Value or Certainty of the Premises, or any of them, or of any other Gifts or Grants, by Us or any of our Progenitors or Predecessors, to the aforesaid Sir Thomas Gates, Knt. Sir George Somers, Knt. Richard Hackluit, Edward-Maria Wingfield, Thomas Hanham, Raleigh Gilbert, William Parker, and George Popham, or any of them, heretofore made, in these Presents, is not made; Or any Statute, Act, Ordinance, or Provision, Proclamation, or Restraint, to the contrary hereof had, made, ordained, or any other Thing, Cause, or Matter whatsoever, in any wise notwithstanding. IN Wetness whereof, we have caused these our Letters to be made Patent;

Witness Ourself at Westminster, the tenth Day of April, in the fourth Year of our Reign of England, France, and Ireland, and of Scotland the nine and thirtieth.

# 105. Primary Source Reading: Bradford, History of Plymouth Plantation

*Bradford was one of the leaders of the English Puritan Separatists who we now call “The Pilgrims.” This history was his personal journal, completed around 1650, after he had served some 35 years as governor of the colony. The first excerpt describes his feelings as he is on The Mayflower in 1620, on the night before they land to start their puritan colony, the first utopian experiment in the Americas.*

- On the Mayflower (1620)
- How they sought a place of habitation (1620)
- The Mayflower Compact (1620)
- Treaty with the Indians (1621)

## On the Mayflower (1620)

Being thus arrived in a good harbor, and brought safe to land, they fell upon their knees and blessed the God of Heaven who had brought them over the fast and furious ocean, and delivered them from all the perils and miseries thereof, again to set their feet on the firm and stable earth, their proper element. And no marvel if they were thus joyful, seeing wise Seneca was so affected with sailing a few miles on the coast of his own Italy, as he affirmed, that he had rather remain twenty years on his way by land than pass by sea to any place in a short time, so tedious and dreadful was the same unto him.

But here I cannot but stay and make a pause, and stand half

amazed at this poor people's present condition; and so I think will the reader, too, when he well considers the same. Being thus passed the vast ocean, and a sea of troubles before in their preparation (as may be remembered by that which went before), they had now no friends to welcome them nor inns to entertain or refresh their weatherbeaten bodies; no houses or much less towns to repair to, to seek for succor. It is recorded in Scripture as a mercy to the Apostle and his shipwrecked company, that the barbarians showed them no small kindness in refreshing them, but these savage barbarians, when they met with them (as after will appear) were readier to fill their sides full of arrows than otherwise. And for the season it was winter, and they know that the winters of that country know them to be sharp and violent, and subject to cruel and fierce storms, dangerous to travel to known places, much more to search an unknown coast. Besides, what could they see but a hideous and desolate wilderness, full of wild beasts and wild men—and what multitudes there might be of them they knew not. Neither could they, as it were, go up to the top of Pisgah to view from this wilderness a more goodly country to feed their hopes; for which way soever they turned their eyes (save upward to the heavens) they could have little solace or content in respect of any outward objects. For summer being done, all things stand upon them with a weatherbeaten face, and the whole country, full of woods and thickets, represented a wild and savage hue. If they looked behind them, there was the mighty ocean which they had passed and was now as a main bar and gulf to separate them from all the civil parts of the world. If it be said they had a ship to succor them, it is true; but what heard they daily from the master and company? But that with speed they should look out a place (with their shallop) where they would be, at some near distance; for the season was such that he would not stir from thence till a safe harbor was discovered by them, where they would be, and he might go without danger; and that victuals consumed space but he must and would keep sufficient for themselves and their return. Yea, it was muttered by some that if they got not a place in time, they would turn them and their goods

ashore and leave them. Let it also be considered what weak hopes of supply and succor they left behind them, that might bear up their minds in this sad condition and trials they were under; and they could not but be very small. It is true, indeed, the affections and love of their brethren at Leyden was cordial and entire towards them, but they had little power to help them or themselves; and how the case stood between them and the merchants at their coming away hath already been declared.

What could now sustain them but the Spirit of God and His grace? May not and ought not the children of these fathers rightly say: “Our fathers were Englishmen which came over this great ocean, and were ready to perish in this wilderness; but they cried unto the Lord, and He heard their voice and looked on their adversity,” etc. “Let them therefore praise the Lord, because He is good: and his mercies endure forever. Yea, let them which have been redeemed of the Lord, show how He hath delivered them from the hand of the oppressor. When they wandered in the desert wilderness out of the way, and found no city to dwell in, both hungry and thirsty, their soul was overwhelmed in them.” “Let them confess before the Lord His lovingkindness and His wonderful works before the sons of men.”

## How they sought a place of habitation (1620)

Being thus arrived at Cape Cod the 11th of November, and necessity calling them to look out a place for habitation (as well as the master’s and mariner’s importunity); they having brought a large shallop with them out of England, stowed in quarters in the ship, they now got her out and set their carpenters to work to trim her up; but being much bruised and shattered in the ship with foul weather, they saw she would be long in mending. Whereupon a few of them tendered themselves to go by land and discover those nearest places, whilst the shallop was in mending; and the rather because as they went

into that harbor there seemed to be an opening some two or three leagues off, which the master judged to be a river. It was conceived there might be some danger in the attempt, yet seeing them resolute, they were permitted to go, being sixteen of them well armed under the conduct of Captain Standish, having such instructions given them as was thought meet.

They set forth the 15 of November; and when they had marched about the space of a mile by the seaside, they espied five or six persons with a dog coming towards them, who were savages; but they fled from them and ran up into the woods, and the English followed them, partly to see if they could speak with them, and partly to discover if there might not be more of them lying in ambush. But the Indians seeing themselves thus followed, they again forsook the woods and ran away on the sands as hard as they could, so as they could not come near them but followed them by the track of their feet sundry miles and saw that they had come the same way. So, night coming on, they made their rendezvous and set out their sentinels, and rested in quiet that night; and the next morning followed their track till they had headed a great creek and so left the sands, and turned another way into the woods. But they still followed them by guess, hoping to find their dwellings; but they soon lost both them and themselves, falling into such thickets as were ready to tear their clothes and armor in pieces; but were most distressed for want of drink. But at length they found water and refreshed themselves, being the first New England water they drunk of, and was now in great thirst as pleasant unto them as wine or beer had been in foretimes.

Afterwards, they directed their course to come to the other shore, for they knew it was a neck of land they were to cross over, and so at length got to the seaside and marched to this supposed river, and by the way found a pond of clear, fresh water, and shortly after a good quantity of clear ground where the Indians had formerly set corn, and some of their graves. And proceeding further they saw new stubble where corn had been set the same year; also they found where lately a house had been, where some planks and a great kettle

was remaining, and heaps of sand newly paddled with their hands. Which, they digging up, found in them divers fair Indian baskets filled with corn, and some in ears, fair and good, of divers colors, which seemed to them a very goodly sight (having never seen any such before). This was near the place of that supposed river they came to seek, unto which they went and found it to open itself into two arms with a high cliff of sand in the entrance but more like to be creeks of salt water than any fresh, for aught they saw; and that there was good harborage for their shallop, leaving it further to be discovered by their shallop, when she was ready. So, their time limited them being expired, they returned to the ship lest they should be in fear of their safety; and took with them part of the corn and buried up the rest. And so, like the men from Eshcol, carried with them of the fruits of the land and showed their brethren; of which, and their return, they were marvelously glad and their hearts encouraged.

After this, the shallop being got ready, they set out again for the better discovery of this place, and the master of the ship desired to go himself. So there went some thirty men but found it to be no harbor for ships but only for boats. There was also found two of their houses covered with mats, and sundry of their implements in them, but the people were run away and could not be seen. Also there was found more of their corn and of their beans of various colors; the corn and beans they brought away, purposing to give them full satisfaction when they should meet with any of them as, about some six months afterward they did, to their good content.

And here is to be noted a special providence of God, and a great mercy to this poor people, that here they got seed to plant them corn the next year, or else they might have starved, for they had none nor any likelihood to get any till the season had been past, as the sequel did manifest. Neither is it likely they had had this, if the first voyage had not been made, for the ground was now all covered with snow and hard frozen; but the Lord is never wanting unto His in their greatest needs; let His holy name have all the praise. . . .



## The Mayflower Compact (1620)

I shall a little return back, and begin with a combination of made by them before they came ashore; being the first foundation of their government in this place. Occasioned partly by the discontented and mutinous speeches that some of the strangers amongst them had let fall from them in the ship: That when they came ashore they would use their own liberty, for none had power to command them, the patent they had being for Virginia and not for New England, which belonged to another government, with which the Virginia Company had nothing to do. And partly that such an act by them done, this their condition considered, might be as firm as any patent and in some respects more sure.

The form was as followeth:

IN THE NAME OF GOD, AMEN.

We whose names are underwritten, the loyal subjects of our dread Sovereign Lord King James, by the Grace of God of Great Britain, France, and Ireland King, Defender of the faith, etc.

Having undertaken, for the Glory of God and advancement of the Christian Faith and Honor of our King and Country, a Voyage to plant the First Colony in the Northern Parts of Virginia, do by these presents solemnly and mutually in the presence of God and one of another, Covenant and Combine ourselves together into a Civil Body Politic, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute and frame such just and equal Laws, Ordinances, Acts, Constitutions and Offices, from time to time, as shall be thought most meet and convenient for the general good of the Colony, unto which we promise all due submission and obedience. In witness whereof we have hereunder subscribed our names at Cape Cod, the 11th of November, in the year of the reign of our Sovereign Lord King James, of England, France and Ireland the eighteenth, and of Scotland the fifty-fourth. Anno Domini 1620.

After this they chose, or rather confirmed, Mr. John Carver (a

man godly and well approved amongst them) their Governor for that year. And after they had provided a place for their goods, or common store (which were long in unlading for want of boats, foulness of the winter weather and sickness of divers) and begun some small cottages for their habitation; as time would admit, they met and consulted of laws and orders, both for their civil and military government as the necessity of their condition did require, still adding thereunto as urgent occasion in several times, and as cases did require.

In these hard and difficult beginnings they found some discontents and murmurings arise amongst some, and mutinous speeches and carriages in other; but they were soon quelled and overcome by the wisdom, patience, and just and equal carriage of things, by the Governor and better part, which clave faithfully together in the main.

## **Treaty with the Indians (1621)**

All this while the Indians came skulking about them, and would sometimes show themselves aloof off, but when any approached near them, they would run away; and once they stole away their tools where they had been at work and were gone to dinner. But about the 16th of March, a certain Indian came boldly amongst them and spoke to them in broken English, which they could well understand but marveled at it. At length they understood by discourse with him, that he was not of these parts, but belonged to the eastern parts where some English ships came to fish, with whom he was acquainted and could name sundry of them by their names, amongst whom he had got his language. He became profitable to them in acquainting them with many things concerning the state of the country in the east parts where he lived, which was afterwards profitable unto them; as also of the people here, of their names, number and strength, of their situation

and distance from this place, and who was chief amongst them. His name was Samoset. He told them also of another Indian whose name was Squanto, a native of this place, who had been in England and could speak better English than himself.

Being after some time of entertainment and gifts dismissed, a while after he came again, and five more with him, and they brought again all the tools that were stolen away before, and made way for the coming of their great Sachem, called Massasoit. Who, about four or five days after, came with the chief of his friends and other attendance, with the aforesaid Squanto. With whom, after friendly entertainment and some gifts given him, they made a peace with him (which hath now continued this 24 years) in these terms:

- That neither he nor any of his should injure or do hurt to any of their people.
- That if any of his did hurt to any of theirs, he should send the offender, that they might punish him.
- That if anything were taken away from any of theirs, he should cause it to be restored; and they should do the like to his.
- If any did unjustly war against him, they would aid him; if any did war against them, he should aid them.
- He should send to his neighbors confederates to certify them of this, that they might not wrong them, but might be likewise comprised in the conditions of peace.
- That when their men came to them, they should leave their bows and arrows behind them.

After these things he returned to his place called Sowams, some 40 miles from this place, but Squanto continued with them and was their interpreter and was a special instrument sent of God for their good beyond their expectation. He directed them how to set their corn, where to take fish, and to procure other commodities, and was also their pilot to bring them to unknown places for their profit, and never left them till he died. He was a native of this place, and scarce any left alive besides himself. He was carried away with divers

others by one Hunt, a master of a ship, who thought to sell them for slaves in Spain. But he got away for England and was entertained by a merchant in London, and employed to Newfoundland and other parts, and lastly brought hither into these parts by one Mr. Dermer, a gentleman employed by Sir Ferdinando Gorges and others for discovery and other designs in these parts.

**Source:** William Bradford: History of Plymouth Plantation, c. 1650

## 106. A Lost World

History of the present day area of the city of Philadelphia  
Pennsylvania (1600-1680).

29 minute video.



PART V

CHAPTER 4: RULE  
BRITANNIA! THE ENGLISH  
EMPIRE, 1660-1763





# 107. Introduction

The eighteenth century witnessed the birth of Great Britain (after the union of England and Scotland in 1707) and the expansion of the British Empire. By the mid-1700s, Great Britain had developed into a commercial and military

powerhouse; its economic sway ranged from India, where the British East India Company had gained control over both trade and territory, to the West African coast, where British slave traders predominated, and to the British West Indies, whose lucrative sugar plantations, especially in Barbados and Jamaica, provided windfall profits for British planters. Meanwhile, the population rose dramatically in Britain's North American colonies. In the early 1700s the population in the colonies had reached 250,000. By 1750, however, over a million British migrants and African slaves had established a near-continuous zone of settlement on the Atlantic coast from Maine to Georgia.

During this period, the ties between Great Britain and the American colonies only grew stronger. Anglo-American colonists considered themselves part of the British Empire in all ways: politically, militarily, religiously (as Protestants), intellectually, and racially. The portrait of the Royall family exemplifies the colonial American gentry of the eighteenth century. Successful and well-to-do, they display fashions, hairstyles, and furnishings that all speak to their identity as proud and loyal British subjects.



*Isaac Royall and his family, seen here in a 1741 portrait by Robert Feke, moved to Medford, Massachusetts, from the West Indian island of Antigua, bringing their slaves with them. They were an affluent British colonial family, proud of their success and the success of the British Empire.*



# 108. Charles II and the Restoration Colonies

## *Learning Objectives*

By the end of this section, you will be able to:

- Analyze the causes and consequences of the Restoration
- Identify the Restoration colonies and their role in the expansion of the Empire



When Charles II ascended the throne in 1660, English subjects on both sides of the Atlantic celebrated the restoration of the English monarchy after a decade of living without a king as a result of the English Civil Wars. Charles II lost little time in strengthening

England's global power. From the 1660s to the 1680s, Charles II added more possessions to England's North American holdings by establishing the Restoration colonies of New York and New Jersey (taking these areas from the Dutch) as well as Pennsylvania and the Carolinas. In order to reap the greatest economic benefit from England's overseas possessions, Charles II enacted the mercantilist Navigation Acts, although many colonial merchants ignored them because enforcement remained lax.

## CHARLES II

The chronicle of Charles II begins with his father, Charles I. Charles I ascended the English throne in 1625 and soon married a French Catholic princess, Henrietta Maria, who was not well liked by English Protestants because she openly practiced Catholicism during her husband's reign. The most outspoken Protestants, the Puritans, had a strong voice in Parliament in the 1620s, and they strongly opposed the king's marriage and his ties to Catholicism. When Parliament tried to contest his edicts, including the king's efforts to impose taxes without Parliament's consent, Charles I suspended Parliament in 1629 and ruled without one for the next eleven years.

The ensuing struggle between the king and Parliament led to the outbreak of war. The English Civil War lasted from 1642 to 1649 and pitted the king and his Royalist supporters against Oliver Cromwell and his Parliamentary forces. After years of fighting, the Parliamentary forces gained the upper hand, and in 1649, they charged Charles I with treason and beheaded him. The monarchy was dissolved, and England became a republic: a state without a king. Oliver Cromwell headed the new English Commonwealth, and the period known as the English interregnum, or the time between kings, began.

Though Cromwell enjoyed widespread popularity at first, over

time he appeared to many in England to be taking on the powers of a military dictator. Dissatisfaction with Cromwell grew. When he died in 1658 and control passed to his son Richard, who lacked the political skills of his father, a majority of the English people feared an alternate hereditary monarchy in the making. They had had enough and asked Charles II to be king. In 1660, they welcomed the son of the executed king Charles I back to the throne to resume the English monarchy and bring the interregnum to an end. The return of Charles II is known as the Restoration.



(a)



(b)

*The monarchy and Parliament fought for control of England during the seventeenth century. Though Oliver Cromwell (a), shown here in a 1656 portrait by Samuel Cooper, appeared to offer England a better mode of government, he assumed broad powers for himself and disregarded cherished English liberties established under Magna Carta in 1215. As a result, the English people welcomed Charles II (b) back to the throne in 1660. This portrait by John Michael Wright was painted ca. 1660–1665, soon after the new king gained the throne.*

Charles II was committed to expanding England's overseas possessions. His policies in the 1660s through the 1680s established and supported the Restoration colonies: the Carolinas, New Jersey, New York, and Pennsylvania. All the Restoration colonies started as

proprietary colonies, that is, the king gave each colony to a trusted individual, family, or group.

## THE CAROLINAS

Charles II hoped to establish English control of the area between Virginia and Spanish Florida. To that end, he issued a royal charter in 1663 to eight trusted and loyal supporters, each of whom was to be a feudal-style proprietor of a region of the province of Carolina.

These proprietors did not relocate to the colonies, however. Instead, English

plantation owners from the tiny Caribbean island of Barbados, already a well-established English sugar colony fueled by slave labor, migrated to the southern part of Carolina to settle there. In 1670, they established Charles Town (later Charleston), named in honor of Charles II, at the junction of the Ashley and Cooper Rivers. As the settlement around Charles Town grew, it began to produce livestock for export to the West Indies. In the northern part of Carolina, settlers turned sap from pine trees into turpentine used to waterproof wooden ships. Political disagreements between settlers in the northern and southern parts of Carolina escalated in the 1710s through the 1720s and led to the creation, in 1729, of two colonies, North and South Carolina. The southern part of Carolina had been producing rice and indigo (a plant that yields a dark blue dye used by English royalty) since the 1700s, and South Carolina continued to depend on these main crops. North Carolina continued to produce



*The port of colonial Charles Towne, depicted here on a 1733 map of North America, was the largest in the South and played a significant role in the Atlantic slave trade.*

items for ships, especially turpentine and tar, and its population increased as Virginians moved there to expand their tobacco holdings. Tobacco was the primary export of both Virginia and North Carolina, which also traded in deerskins and slaves from Africa.

Slavery developed quickly in the Carolinas, largely because so many of the early migrants came from Barbados, where slavery was well established. By the end of the 1600s, a very wealthy class of rice planters who relied on slaves had attained dominance in the southern part of the Carolinas, especially around Charles Town. By 1715, South Carolina had a black majority because of the number of slaves in the colony. The legal basis for slavery was established in the early 1700s as the Carolinas began to pass slave laws based on the Barbados slave codes of the late 1600s. These laws reduced Africans to the status of property to be bought and sold as other commodities.

Visit the Charleston Museum's interactive exhibit The Walled City to learn more about the history of Charleston.

As in other areas of English settlement, native peoples in the Carolinas suffered tremendously from the introduction of European diseases. Despite the effects of disease, Indians in the area endured and, following the pattern elsewhere in the colonies, grew dependent on European goods. Local Yamasee and Creek tribes built up a trade deficit with the English, trading deerskins and captive slaves for European guns. English settlers exacerbated tensions with local Indian tribes, especially the Yamasee, by expanding their rice and tobacco fields into Indian lands. Worse still, English traders took native women captive as payment for debts.

The outrages committed by traders, combined with the seemingly

unstoppable expansion of English settlement onto native land, led to the outbreak of the Yamasee War (1715–1718), an effort by a coalition of local tribes to drive away the European invaders. This native effort to force the newcomers back across the Atlantic nearly succeeded in annihilating the Carolina colonies. Only when the Cherokee allied themselves with the English did the coalition’s goal of eliminating the English from the region falter. The Yamasee War demonstrates the key role native peoples played in shaping the outcome of colonial struggles and, perhaps most important, the disunity that existed between different native groups.

## NEW YORK AND NEW JERSEY

Charles II also set his sights on the Dutch colony of New Netherland. The English takeover of New Netherland originated in the imperial rivalry between the Dutch and the English. During the Anglo-Dutch wars of the 1650s and 1660s, the two powers attempted to gain commercial advantages in the Atlantic World. During the Second Anglo-Dutch War (1664–1667), English forces gained control of



*“View of New Amsterdam” (ca. 1665), a watercolor by Johannes Vingboons, was painted during the Anglo-Dutch wars of the 1660s and 1670s. New Amsterdam was officially reincorporated as New York City in 1664, but alternated under Dutch and English rule until 1674.*

the Dutch fur trading colony of New Netherland, and in 1664, Charles II gave this colony (including present-day New Jersey) to his brother James, Duke of York (later James II). The colony and city were renamed New York in his honor. The Dutch in New York chafed under English rule. In 1673, during the Third Anglo-Dutch War



(1672–1674), the Dutch recaptured the colony. However, at the end of the conflict, the English had regained control.

The Duke of York had no desire to govern locally or listen to the wishes of local colonists. It wasn't until 1683, therefore, almost 20 years after the English took control of the colony, that colonists were able to convene a local representative legislature. The assembly's 1683 Charter of Liberties and Privileges set out the traditional rights of Englishmen, like the right to trial by jury and the right to representative government.

The English continued the Dutch patroonship system, granting large estates to a favored few families. The largest of these estates, at 160,000 acres, was given to Robert Livingston in 1686. The Livingstons and the other manorial families who controlled the Hudson River Valley formed a formidable political and economic force. Eighteenth-century New York City, meanwhile, contained a variety of people and religions—as well as Dutch and English people, it held French Protestants (Huguenots), Jews, Puritans, Quakers, Anglicans, and a large population of slaves. As they did in other zones of colonization, native peoples played a key role in shaping the history of colonial New York. After decades of war in the 1600s, the powerful Five Nations of the Iroquois, composed of the Mohawk, Oneida, Onondaga, Cayuga, and Seneca, successfully pursued a policy of neutrality with both the English and, to the north, the French in Canada during the first half of the 1700s. This native policy meant that the Iroquois continued to live in their own villages under their own government while enjoying the benefits of trade with both the French and the English.

# PENNSYLVANIA

The Restoration colonies also included Pennsylvania, which became the geographic center of British colonial America. Pennsylvania (which means “Penn’s Woods” in Latin) was created in 1681, when Charles II bestowed the largest proprietary colony in the Americas on William Penn to settle the large debt he owed the Penn family. William Penn’s father, Admiral William Penn, had served the English crown by helping take Jamaica from the Spanish in 1655. The king personally owed the Admiral money as well.



*Charles II granted William Penn the land that eventually became the Commonwealth of Pennsylvania in order to settle a debt the English crown owed to Penn’s father.*

Like early settlers of the New England colonies, Pennsylvania’s first colonists migrated mostly for religious reasons. William Penn himself was a Quaker, a member of a new Protestant denomination called the Society of Friends. George Fox had founded the Society of Friends in England in the late 1640s, having grown dissatisfied with Puritanism and the idea of predestination. Rather, Fox and his followers stressed that everyone had an “inner light” inside him or her, a spark of divinity. They gained the name Quakers because they were said to quake when the inner light moved them. Quakers rejected the idea of worldly rank, believing instead in a new and radical form of social equality. Their speech reflected this belief in that they addressed all others as equals, using “thee” and “thou” rather than terms like “your lordship” or “my lady” that were customary for privileged individuals of the hereditary elite.

The English crown persecuted Quakers in England, and colonial governments were equally harsh; Massachusetts even executed several early Quakers who had gone to proselytize there. To avoid such persecution, Quakers and their families at first created a community on the sugar island of Barbados. Soon after its founding, however, Pennsylvania became the destination of choice. Quakers flocked to Pennsylvania as well as New Jersey, where they could preach and practice their religion in peace. Unlike New England, whose official religion was Puritanism, Pennsylvania did not establish an official church. Indeed, the colony allowed a degree of religious tolerance found nowhere else in English America. To help encourage immigration to his colony, Penn promised fifty acres of land to people who agreed to come to Pennsylvania and completed their term of service. Not surprisingly, those seeking a better life came in large numbers, so much so that Pennsylvania relied on indentured servants more than any other colony.

One of the primary tenets of Quakerism is pacifism, leading William Penn to establish friendly relationships with local native peoples. He formed a covenant of friendship with the Lenni Lenape (Delaware) tribe, buying their land for a fair price instead of taking it by force. In 1701, he also signed a treaty with the Susquehannocks to avoid war. Unlike other colonies, Pennsylvania did not experience war on the frontier with native peoples during its early history.

As an important port city, Philadelphia grew rapidly. Quaker merchants there established contacts throughout the Atlantic world and participated in the thriving African slave trade. Some Quakers, who were deeply troubled by the contradiction between their belief in the “inner light” and the practice of slavery, rejected the practice and engaged in efforts to abolish it altogether. Philadelphia also acted as a magnet for immigrants, who came not only from England, but from all over Europe by the hundreds of thousands. The city, and indeed all of Pennsylvania, appeared to be the best country for poor men and women, many of whom arrived as servants and dreamed of owning land. A very few, like the fortunate Benjamin Franklin, a runaway from Puritan Boston, did extraordinarily well.

Other immigrant groups in the colony, most notably Germans and Scotch-Irish (families from Scotland and England who had first lived in Ireland before moving to British America), greatly improved their lot in Pennsylvania. Of course, Africans imported into the colony to labor for white masters fared far worse.

## John Wilson Offers Reward for Escaped Prisoners

The *American Weekly Mercury*, published by William Bradford, was Philadelphia's first newspaper. This advertisement from "John Wilson, Goaler" (jailer) offers a reward for anyone capturing several men who escaped from the jail.

*BROKE out of the Common Goal of Philadelphia, the 15th of this Instant February, 1721, the following Persons:*

*John Palmer, also Plumly, alias Paine, Servant to Joseph Jones, run away and was lately taken up at New-York. He is fully described in the American Mercury, Novem. 23, 1721. He has a Cinnamon coloured Coat on, a middle sized fresh coloured Man. His Master will give a Pistole Reward to any who Shall Secure him, besides what is here offered.*

*Daniel Oughtopay, A Dutchman, aged about 24 Years, Servant to Dr. Johnston in Amboy. He is a thin Spare man, grey Drugget Waistcoat and Breeches and a light-coloured Coat on.*

*Ebenesor Mallary, a New-England, aged about 24 Years, is a middle-sized thin Man, having on a Snuff colour'd Coat, and ordinary Ticking Waistcoat and Breeches. He has dark brown strait Hair.*

*Matthew Dulany, an Irish Man, down-look'd Swarthy Complexion, and has on an Olive-coloured Cloth Coat and Waistcoat with Cloth Buttons.*

*John Flemming, an Irish Lad, aged about 18, belonging to*

*Mr. Miranda, Merchant in this City. He has no Coat, a grey Drugget Waistcoat, and a narrow brim'd Hat on.*

*John Corbet, a Shropshire Man, a Runaway Servant from Alexander Faulkner of Maryland, broke out on the 12th Instant. He has got a double-breasted Sailor's Jacket on lined with red Bays, pretends to be a Sailor, and once taught School at Josephs Collings's in the Jerseys.*

*Whoever takes up and secures all, or any One of these Felons, shall have a Pistole Reward for each of them and reasonable Charges, paid them by John Wilson, Goaler*

*—Advertisement from the American Weekly Mercury, 1722*

What do the descriptions of the men tell you about life in colonial Philadelphia?

Browse a number of issues of the *American Weekly Mercury* that were digitized by New Jersey's Stockton University. Read through several to get a remarkable flavor of life in early eighteenth-century Philadelphia.

## THE NAVIGATION ACTS

Creating wealth for the Empire remained a primary goal, and in the second half of the seventeenth century, especially during the Restoration, England attempted to gain better control of trade with the American colonies. The mercantilist policies by which it tried to achieve this control are known as the Navigation Acts.

The 1651 Navigation Ordinance, a product of Cromwell's England, required that only English ships carry goods between England and the colonies, and that the captain and three-fourths of the crew

had to be English. The ordinance further listed “enumerated articles” that could be transported only to England or to English colonies, including the most lucrative commodities like sugar and tobacco as well as indigo, rice, molasses, and naval stores such as turpentine. All were valuable goods not produced in England or in demand by the British navy. After ascending the throne, Charles II approved the 1660 Navigation Act, which restated the 1651 act to ensure a monopoly on imports from the colonies.

Other Navigation Acts included the 1663 Staple Act and the 1673 Plantation Duties Act. The Staple Act barred colonists from importing goods that had not been made in England, creating a profitable monopoly for English exporters and manufacturers. The Plantation Duties Act taxed enumerated articles exported from one colony to another, a measure aimed principally at New Englanders, who transported great quantities of molasses from the West Indies, including smuggled molasses from French-held islands, to make into rum.

In 1675, Charles II organized the Lords of Trade and Plantation, commonly known as the Lords of Trade, an administrative body intended to create stronger ties between the colonial governments and the crown. However, the 1696 Navigation Act created the Board of Trade, replacing the Lords of Trade. This act, meant to strengthen enforcement of customs laws, also established vice-admiralty courts where the crown could prosecute customs violators without a jury. Under this act, customs officials were empowered with warrants known as “writs of assistance” to board and search vessels suspected of containing smuggled goods.

Despite the Navigation Acts, however, Great Britain exercised lax control over the English colonies during most of the eighteenth century because of the policies of Prime Minister Robert Walpole. During his long term (1721–1742), Walpole governed according to his belief that commerce flourished best when it was not encumbered with restrictions. Historians have described this lack of strict enforcement of the Navigation Acts as salutary neglect. In addition, nothing prevented colonists from building their own fleet of ships

to engage in trade. New England especially benefited from both salutary neglect and a vibrant maritime culture made possible by the scores of trading vessels built in the northern colonies. The case of the 1733 Molasses Act illustrates the weaknesses of British mercantilist policy. The 1733 act placed a sixpence-per-gallon duty on raw sugar, rum, and molasses from Britain's competitors, the French and the Dutch, in order to give an advantage to British West Indian producers. Because the British did not enforce the 1733 law, however, New England mariners routinely smuggled these items from the French and Dutch West Indies more cheaply than they could buy them on English islands.

## Section Summary

After the English Civil War and interregnum, England began to fashion a stronger and larger empire in North America. In addition to wresting control of New York and New Jersey from the Dutch, Charles II established the Carolinas and Pennsylvania as proprietary colonies. Each of these colonies added immensely to the Empire, supplying goods not produced in England, such as rice and indigo. The Restoration colonies also contributed to the rise in population in English America as many thousands of Europeans made their way to the colonies. Their numbers were further augmented by the forced migration of African slaves. Starting in 1651, England pursued mercantilist policies through a series of Navigation Acts designed to make the most of England's

overseas possessions. Nonetheless, without proper enforcement of Parliament's acts and with nothing to prevent colonial traders from commanding their own fleets of ships, the Navigation Acts did not control trade as intended.

<https://www.openassessments.org/assessments/946>

### *Review Question*

1. What sorts of labor systems were used in the Restoration colonies?

### *Answer to Review Question*

1. Since the proprietors of the Carolina colonies were absent, English planters from Barbados moved in and gained political power, establishing slave labor as the predominant form of labor. In Pennsylvania, where prospective servants were offered a bounty of fifty acres of land for emigrating and finishing their term of labor, indentured servitude abounded.



## *Glossary*

**English interregnum** the period from 1649 to 1660 when England had no king

**Navigation Acts** a series of English mercantilist laws enacted between 1651 and 1696 in order to control trade with the colonies

**proprietary colonies** colonies granted by the king to a trusted individual, family, or group

**Restoration colonies** the colonies King Charles II established or supported during the Restoration (the Carolinas, New York, New Jersey, and Pennsylvania)

**salutary neglect** the laxness with which the English crown enforced the Navigation Acts in the eighteenth century

# 109. Charles Pinckney National Historic Site

**Charles Pinckney National Historic Site.** Charles Pinckney was a principal author and a signer of the United States Constitution. This remnant of his coastal plantation is preserved to tell the story of a “forgotten founder,” his life of public service, the lives of enslaved African Americans on South Carolina Lowcountry plantations and their influences on Charles Pinckney.

<https://www.nps.gov/chpi/index.htm>

# 110. The Glorious Revolution and the English Empire

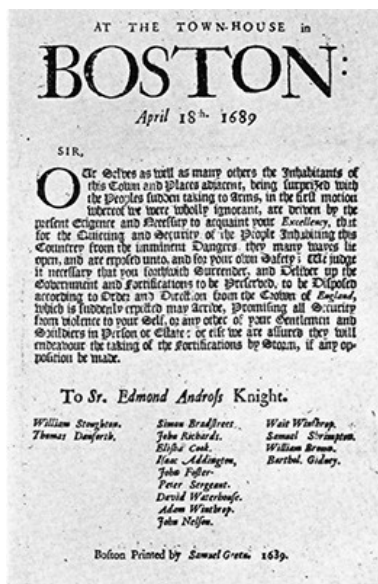
## *Learning Objectives*

By the end of this section, you will be able to:

- Identify the causes of the Glorious Revolution
- Explain the outcomes of the Glorious Revolution

During the brief rule of King James II, many in England feared the imposition of a Catholic absolute monarchy by the man who modeled his rule on that of his French Catholic cousin, Louis XIV. Opposition to James II, spearheaded by the English Whig party, overthrew the king in the Glorious Revolution of 1688–1689. This paved the way for the Protestant reign of William of Orange and his wife Mary (James's Protestant daughter).

# JAMES II AND THE GLORIOUS REVOLUTION



This broadside, signed by several citizens, demands the surrender of Sir Edmund (spelled here “Edmond”) Andros, James II’s hand-picked leader of the Dominion of New England.

King James II, the second son of Charles I, ascended the English throne in 1685 on the death of his brother, Charles II. James then worked to model his rule on the reign of the French Catholic King Louis XIV, his cousin. This meant centralizing English political strength around the throne, giving the monarchy absolute power. Also like Louis XIV, James II practiced a strict and intolerant form of Roman Catholicism after he converted from Protestantism in the late 1660s. He had a Catholic wife, and when they had a son, the



*James II (shown here in a painting ca. 1690) worked to centralize the English government. The Catholic king of France, Louis XIV, provided a template for James's policies.*

potential for a Catholic heir to the English throne became a threat to English Protestants. James also worked to modernize the English army and navy. The fact that the king kept a standing army in times of peace greatly alarmed the English, who believed that such a force would be used to crush their liberty. As James's strength grew, his opponents feared their king would turn England into a Catholic monarchy with absolute power over her people.

In 1686, James II applied his concept of a centralized state to the colonies by creating an enormous colony called the Dominion of New England. The Dominion included all the New England colonies (Massachusetts, New Hampshire, Plymouth, Connecticut, New Haven, and Rhode Island) and in 1688 was enlarged by the addition of New York and New Jersey. James placed in charge Sir Edmund Andros, a former colonial governor of New York. Loyal to James II and his family, Andros had little sympathy for New Englanders. His regime caused great uneasiness among New England Puritans when it called into question the many land titles that did not acknowledge

the king and imposed fees for their reconfirmation. Andros also committed himself to enforcing the Navigation Acts, a move that threatened to disrupt the region's trade, which was based largely on smuggling.

In England, opponents of James II's efforts to create a centralized Catholic state were known as Whigs. The Whigs worked to depose James, and in late 1688 they succeeded, an event they celebrated as the Glorious Revolution while James fled to the court of Louis XIV in France. William III (William of Orange) and his wife Mary II ascended the throne in 1689.

The Glorious Revolution spilled over into the colonies. In 1689, Bostonians overthrew the government of the Dominion of New England and jailed Sir Edmund Andros as well as other leaders of the regime. The removal of Andros from power illustrates New England's animosity toward the English overlord who had, during his tenure, established Church of England worship in Puritan Boston and vigorously enforced the Navigation Acts, to the chagrin of those in port towns. In New York, the same year that Andros fell from power, Jacob Leisler led a group of Protestant New Yorkers against the dominion government. Acting on his own authority, Leisler assumed the role of King William's governor and organized intercolonial military action independent of British authority. Leisler's actions usurped the crown's prerogative and, as a result, he was tried for treason and executed. In 1691, England restored control over the Province of New York.

The Glorious Revolution provided a shared experience for those who lived through the tumult of 1688 and 1689. Subsequent generations kept the memory of the Glorious Revolution alive as a heroic defense of English liberty against a would-be tyrant.

## ENGLISH LIBERTY

The Glorious Revolution led to the establishment of an English

nation that limited the power of the king and provided protections for English subjects. In October 1689, the same year that William and Mary took the throne, the 1689 Bill of Rights established a constitutional monarchy. It stipulated Parliament's independence from the monarchy and protected certain of Parliament's rights, such as the right to freedom of speech, the right to regular elections, and the right to petition the king. The 1689 Bill of Rights also guaranteed certain rights to all English subjects, including trial by jury and habeas corpus (the requirement that authorities bring an imprisoned person before a court to demonstrate the cause of the imprisonment).

John Locke (1632–1704), a doctor and educator who had lived in exile in Holland during the reign of James II and returned to England after the Glorious Revolution, published his *Two Treatises of Government* in 1690. In it, he argued that government was a form of contract between the leaders and the people, and that representative government existed to protect “life, liberty and property.” Locke rejected the divine right of kings and instead advocated for the central role of Parliament with a limited monarchy. Locke’s political philosophy had an enormous impact on future generations of colonists and established the paramount importance of representation in government.

Visit the Digital Locke Project to read more of John Locke’s writings. This digital collection contains over thirty of his philosophical texts.

The Glorious Revolution also led to the English Toleration Act of 1689, a law passed by Parliament that allowed for greater religious diversity in the Empire. This act granted religious tolerance to nonconformist Trinitarian Protestants (those who believed in the Holy Trinity of God the Father, Son, and Holy Ghost), such as Baptists (those who advocated adult baptism) and

Congregationalists (those who followed the Puritans' lead in creating independent churches). While the Church of England remained the official state religious establishment, the Toleration Act gave much greater religious freedom to nonconformists. However, this tolerance did not extend to Catholics, who were routinely excluded from political power. The 1689 Toleration Act extended to the British colonies, where several colonies—Pennsylvania, Rhode Island, Delaware, and New Jersey—refused to allow the creation of an established colonial church, a major step toward greater religious diversity.

## Section Summary

The threat of a Catholic absolute monarchy prompted not only the overthrow of James II but also the adoption of laws and policies that changed English government. The Glorious Revolution restored a Protestant monarchy and at the same time limited its power by means of the 1689 Bill of Rights. Those who lived through the events preserved the memory of the Glorious Revolution and the defense of liberty that it represented. Meanwhile, thinkers such as John Locke provided new models and inspirations for the evolving concept of government.

<https://www.openassessments.org/assessments/947>



## *Review Question*

1. What was the outcome of the Glorious Revolution?

## *Answer to Review Question*

1. James II was overthrown, and William III and Mary II took his place. The 1689 Bill of Rights limited the future power of the monarchy and outlined the rights of Parliament and Englishmen. In Massachusetts, Bostonians overthrew royal governor Edmund Andros.

## *Glossary*

**Dominion of New England** James II's consolidated New England colony, made up of all the colonies from New Haven to Massachusetts and later New York and New Jersey

**Glorious Revolution** the overthrow of James II in 1688

**nonconformists** Protestants who did not conform to the doctrines or practices of the Church of England

# III. An Empire of Slavery and the Consumer Revolution

## *Learning Objectives*

By the end of this section, you will be able to:

- Analyze the role slavery played in the history and economy of the British Empire
- Explain the effects of the 1739 Stono Rebellion and the 1741 New York Conspiracy Trials
- Describe the consumer revolution and its effect on the life of the colonial gentry and other settlers

Slavery formed a cornerstone of the British Empire in the eighteenth century. Every colony had slaves, from the southern rice plantations in Charles Town, South Carolina, to the northern wharves of Boston. Slavery was more than a labor system; it also influenced every aspect of colonial thought and culture. The uneven relationship it engendered gave white colonists an exaggerated sense of their own status. English liberty gained greater meaning and coherence for whites when they contrasted their status to that of the unfree class of black slaves in British America. African slavery provided whites in the colonies with a shared racial bond and identity.

## SLAVERY AND THE STONO

# REBELLION

The transport of slaves to the American colonies accelerated in the second half of the seventeenth century. In 1660, Charles II created the Royal African Company to trade in slaves and African goods. His brother, James II, led the company before ascending the throne. Under both these kings, the Royal African Company enjoyed a monopoly to transport slaves to the English colonies. Between 1672 and 1713, the company bought 125,000 captives on the African coast, losing 20 percent of them to death on the Middle Passage, the journey from the African coast to the Americas.

The Royal African Company's monopoly ended in 1689 as a result of the Glorious Revolution. After that date, many more English merchants engaged in the slave trade, greatly increasing the number of slaves being transported. Africans who survived the brutal Middle Passage usually arrived in the West Indies, often



*The 1686 English guinea shows the logo of the Royal African Company, an elephant and castle, beneath a bust of King James II. The coins were commonly called guineas because most British gold came from Guinea in West Africa.*

in Barbados. From there, they were transported to the mainland English colonies on company ships. While merchants in London, Bristol, and Liverpool lined their pockets, Africans trafficked by the company endured a nightmare of misery, privation, and dislocation.

Slaves strove to adapt to their new lives by forming new communities among themselves, often adhering to traditional African customs and healing techniques. Indeed, the development of families and communities formed the most important response to the trauma of being enslaved. Other slaves dealt with the trauma of their situation by actively resisting their condition, whether by defying their masters or running away. Runaway slaves formed what

were called “maroon” communities, groups that successfully resisted recapture and formed their own autonomous groups. The most prominent of these communities lived in the interior of Jamaica, controlling the area and keeping the British away.

Slaves everywhere resisted their exploitation and attempted to gain freedom. They fully understood that rebellions would bring about massive retaliation from whites and therefore had little chance of success. Even so, rebellions occurred frequently. One notable uprising that became known as the Stono Rebellion took place in South Carolina in September 1739. A literate slave named Jemmy led a large group of slaves in an armed insurrection against white colonists, killing several before militia stopped them. The militia suppressed the rebellion after a battle in which both slaves and militiamen were killed, and the remaining slaves were executed or sold to the West Indies.

Jemmy is believed to have been taken from the Kingdom of Kongo, an area where the Portuguese had introduced Catholicism. Other slaves in South Carolina may have had a similar background: Africa-born and familiar with whites. If so, this common background may have made it easier for Jemmy to communicate with the other slaves, enabling them to work together to resist their enslavement even though slaveholders labored to keep slaves from forging such communities.

In the wake of the Stono Rebellion, South Carolina passed a new slave code in 1740 called An Act for the Better Ordering and Governing of Negroes and Other Slaves in the Province, also known as the Negro Act of 1740. This law imposed new limits on slaves' behavior, prohibiting slaves from assembling, growing their own food, learning to write, and traveling freely.

# THE NEW YORK CONSPIRACY TRIALS OF 1741

Eighteenth-century New York City contained many different ethnic groups, and conflicts among them created strain. In addition, one in five New Yorkers was a slave, and tensions ran high between slaves and the free population, especially in the aftermath of the Stono Rebellion. These tensions burst forth in 1741.

That year, thirteen fires broke out in the city, one of which reduced the colony's Fort George to ashes. Ever fearful of



*In the wake of a series of fires throughout New York City, rumors of a slave revolt led authorities to convict and execute thirty people, including thirteen black men who were publicly burned at the stake.*

an uprising among enslaved New Yorkers, the city's whites spread rumors that the fires were part of a massive slave revolt in which slaves would murder whites, burn the city, and take over the colony. The Stono Rebellion was only a few years in the past, and throughout British America, fears of similar incidents were still fresh. Searching for solutions, and convinced slaves were the principal danger, nervous British authorities interrogated almost two hundred slaves and accused them of conspiracy. Rumors that Roman Catholics had joined the suspected conspiracy and planned to murder Protestant inhabitants of the city only added to the general hysteria. Very quickly, two hundred people were arrested, including a large number of the city's slave population.

After a quick series of trials at City Hall, known as the New York Conspiracy Trials of 1741, the government executed seventeen New Yorkers. Thirteen black men were publicly burned at the stake, while the others (including four whites) were hanged. Seventy slaves

were sold to the West Indies. Little evidence exists to prove that an elaborate conspiracy, like the one white New Yorkers imagined, actually existed.

The events of 1741 in New York City illustrate the racial divide in British America, where panic among whites spurred great violence against and repression of the feared slave population. In the end, the Conspiracy Trials furthered white dominance and power over enslaved New Yorkers.

View the map of New York in the 1740s at the New York Public Library's digital gallery, which allows you to zoom in and see specific events. Look closely at numbers 55 and 56 just north of the city limits to see illustrations depicting the executions.

# COLONIAL GENTRY AND THE CONSUMER REVOLUTION

British Americans' reliance on indentured servitude and slavery to meet the demand for colonial labor helped give rise to a wealthy colonial class—the gentry—in the Chesapeake tobacco colonies and elsewhere. To be “genteel,” that is, a member of the gentry, meant to be refined, free of all rudeness. The British American gentry modeled themselves on the English aristocracy, who embodied the ideal of refinement and gentility. They built elaborate mansions to advertise their status and



*This painting by Hans Hysing, ca. 1724, depicts William Byrd II. Byrd was a wealthy gentleman planter in Virginia and a member of the colonial gentry.*

power. William Byrd II of Westover, Virginia, exemplifies the colonial gentry; a wealthy planter and slaveholder, he is known for founding Richmond and for his diaries documenting the life of a gentleman planter.

## William Byrd's Secret Diary

The diary of William Byrd, a Virginia planter, provides a unique way to better understand colonial life on a plantation. What does it show about daily life for a gentleman planter? What does it show about slavery?



August 27, 1709

I rose at 5 o'clock and read two chapters in Hebrew and some Greek in Josephus. I said my prayers and ate milk for breakfast. I danced my dance. I had like to have whipped my maid Anaka for her laziness but I forgave her. I read a little geometry. I denied my man G-r-l to go to a horse race because there was nothing but swearing and drinking there. I ate roast mutton for dinner. In the afternoon I played at piquet with my own wife and made her out of humor by cheating her. I read some Greek in Homer. Then I walked about the plantation. I lent John H-ch £7 [7 English pounds] in his distress. I said my prayers and had good health, good thoughts, and good humor, thanks be to God Almighty.

September 6, 1709 About one o'clock this morning my wife was happily delivered of a son, thanks be to God Almighty. I was awake in a blink and rose and my cousin Harrison met me on the stairs and told me it was a boy. We drank some French wine and went to bed again and rose at 7 o'clock. I read a chapter in Hebrew and then drank chocolate with the women for breakfast. I returned God humble thanks for so great a blessing and recommended my young son to His divine protection. . . .

September 15, 1710 I rose at 5 o'clock and read two chapters in Hebrew and some Greek in Thucydides. I said my prayers and ate milk and pears for breakfast. About 7 o'clock the negro boy [or Betty] that ran away was brought home. My wife against my will caused little Jenny to be burned with a hot iron, for which I quarreled with her. . . .



*This photograph shows the view down the stairway from the third floor of Westover Plantation, home of William Byrd II. What does this image suggest about the lifestyle of the inhabitants—masters and servants—of this house?*

One of the ways in which the gentry set themselves apart from others was through their purchase, consumption, and display of goods. An increased supply of consumer goods from England that became available in the eighteenth century led to a phenomenon called the consumer revolution. These products linked the colonies to Great Britain in real and tangible ways. Indeed, along with the colonial gentry, ordinary settlers in the colonies also participated in the frenzy of consumer spending on goods from Great Britain. Tea, for example, came to be regarded as the drink of the Empire, with or without fashionable tea sets.

The consumer revolution also made printed materials more widely available. Before 1680, for instance, no newspapers had been printed in colonial America. In the eighteenth century, however, a flood of journals, books, pamphlets, and other publications became available to readers on both sides of the Atlantic. This shared trove of printed matter linked members of the Empire by creating a community of shared tastes and ideas.

*Cato's Letters*, by Englishmen John Trenchard and Thomas Gordon, was one popular series of 144 pamphlets. These Whig

circulars were published between 1720 and 1723 and emphasized the glory of England, especially its commitment to liberty. However, the pamphlets cautioned readers to be ever vigilant and on the lookout for attacks upon that liberty. Indeed, *Cato's Letters* suggested that there were constant efforts to undermine and destroy it.

Another very popular publication was the English gentlemen's magazine the *Spectator*, published between 1711 and 1714. In each issue, "Mr. Spectator" observed and commented on the world around him. What made the *Spectator* so wildly popular was its style; the essays were meant to persuade, and to cultivate among readers a refined set of behaviors, rejecting deceit and intolerance and focusing instead on the polishing of genteel taste and manners.

Novels, a new type of literature, made their first appearance in the eighteenth century and proved very popular in the British Atlantic. Daniel Defoe's *Robinson Crusoe* and Samuel Richardson's *Pamela: Or, Virtue Rewarded* found large and receptive audiences. Reading also allowed female readers the opportunity to interpret what they read without depending on a male authority to tell them what to think. Few women beyond the colonial gentry, however, had access to novels.

## Section Summary

The seventeenth and eighteenth centuries saw the expansion of slavery in the American colonies from South Carolina to Boston. The institution of slavery created a false sense of superiority in whites, while simultaneously fueling fears of slave revolt. White

response to such revolts, or even the threat of them, led to gross overreactions and further constraints on slaves' activities. The development of the Atlantic economy also allowed colonists access to more British goods than ever before. The buying habits of both commoners and the rising colonial gentry fueled the consumer revolution, creating even stronger ties with Great Britain by means of a shared community of taste and ideas.

<https://www.openassessments.org/assessments/948>

## 112. Great Awakening and Enlightenment

### *Learning Objectives*

By the end of this section, you will be able to:

- Explain the significance of the Great Awakening
- Describe the genesis, central ideas, and effects of the Enlightenment in British North America

Two major cultural movements further strengthened Anglo-American colonists' connection to Great Britain: the Great Awakening and the Enlightenment. Both movements began in Europe, but they advocated very different ideas: the Great Awakening promoted a fervent, emotional religiosity, while the Enlightenment encouraged the pursuit of reason in all things. On both sides of the Atlantic, British subjects grappled with these new ideas.

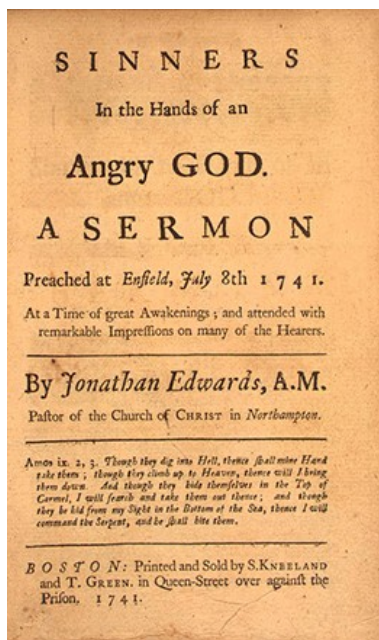
# THE FIRST GREAT AWAKENING

During the eighteenth century, the British Atlantic experienced an outburst of Protestant revivalism known as the First Great Awakening. (A Second Great Awakening would take place in the 1800s.) During the First Great Awakening, evangelists came from the ranks of several Protestant denominations:

Congregationalists, Anglicans (members of the Church of England), and Presbyterians. They rejected what appeared to be sterile, formal modes of worship in favor of a vigorous emotional religiosity. Whereas Martin Luther and John Calvin had preached a doctrine of predestination and close reading of scripture, new evangelical ministers spread a message of personal and experiential faith that rose

above mere book learning. Individuals could bring about their own salvation by accepting Christ, an especially welcome message for those who had felt excluded by traditional Protestantism: women, the young, and people at the lower end of the social spectrum.

The Great Awakening caused a split between those who followed the evangelical message (the “New Lights”) and those who rejected it (the “Old Lights”). The elite ministers in British America were firmly



This image shows the frontispiece of *Sinners in the Hands of an Angry God*, A Sermon Preached at Enfield, July 8, 1741 by Jonathan Edwards. Edwards was an evangelical preacher who led a Protestant revival in New England. This was his most famous sermon, the text of which was reprinted often and distributed widely.

Old Lights, and they censured the new revivalism as chaos. Indeed, the revivals did sometimes lead to excess. In one notorious incident in 1743, an influential New Light minister named James Davenport urged his listeners to burn books. The next day, he told them to burn their clothes as a sign of their casting off the sinful trappings of the world. He then took off his own pants and threw them into the fire, but a woman saved them and tossed them back to Davenport, telling him he had gone too far.

Another outburst of Protestant revivalism began in New Jersey, led by a minister of the Dutch Reformed Church named Theodorus Frelinghuysen. Frelinghuysen's example inspired other ministers, including Gilbert Tennent, a Presbyterian. Tennant helped to spark a Presbyterian revival in the Middle Colonies (Pennsylvania, New York, and New Jersey), in part by founding a seminary to train other evangelical clergyman. New Lights also founded colleges in Rhode Island and New Hampshire that would later become Brown University and Dartmouth College.

In Northampton, Massachusetts, Jonathan Edwards led still another explosion of evangelical fervor. Edwards's best-known sermon, "Sinners in the Hands of an Angry God," used powerful word imagery to describe the terrors of hell and the possibilities of avoiding damnation by personal conversion. One passage reads: "The wrath of God burns against them [sinners], their damnation don't slumber, the pit is prepared, the fire is made ready, the furnace is now hot, ready to receive them, the flames do now rage and glow. The glittering sword is whet, and held over them, and the pit hath opened her mouth under them." Edwards's revival spread along the Connecticut River Valley, and news of the event spread rapidly through the frequent reprinting of his famous sermon.

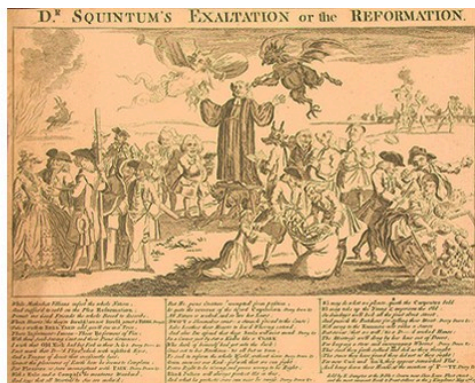
The foremost evangelical of the Great Awakening was an Anglican minister named George Whitefield. Like many evangelical ministers, Whitefield was itinerant, traveling the countryside instead of having his own church and congregation. Between 1739 and 1740, he electrified colonial listeners with his brilliant oratory.

## Two Opposing Views of George Whitefield

Not everyone embraced George Whitefield and other New Lights. Many established Old Lights decried the way the new evangelical religions appealed to people's passions, rather than to traditional religious values. The two illustrations below present two very different visions of George Whitefield.



(a)



(b)

In the 1774 portrait of George Whitefield by engraver Elisha Gallaudet (a), Whitefield appears with a gentle expression on his face. Although his hands are raised in exultation or entreaty, he does not look particularly roused or rousing. In the 1763 British political cartoon to the right, “Dr. Squintum’s Exaltation or the Reformation” (b), Whitefield’s hands are raised in a similar position, but there the similarities end.

Compare the two images above. On the left is an illustration for Whitefield’s memoirs, while on the right is a cartoon satirizing the circus-like atmosphere that his preaching seemed to attract (Dr. Squintum was a nickname for Whitefield, who was cross-eyed). How do these two artists portray the same man? What emotions are the illustration for his memoirs intended to evoke? What details can you find in the cartoon that indicate the artist’s distaste for the preacher?



The Great Awakening saw the rise of several Protestant denominations, including Methodists, Presbyterians, and Baptists (who emphasized adult baptism of converted Christians rather than infant baptism). These new churches gained converts and competed with older Protestant groups like Anglicans (members of the Church of England), Congregationalists (the heirs of Puritanism in America), and Quakers. The influence of these older Protestant groups, such as the New England Congregationalists, declined because of the Great Awakening. Nonetheless, the Great Awakening touched the lives of thousands on both sides of the Atlantic and provided a shared experience in the eighteenth-century British Empire.

## THE ENLIGHTENMENT

The Enlightenment, or the Age of Reason, was an intellectual and cultural movement in the eighteenth century that emphasized reason over superstition and science over blind faith. Using the power of the press, Enlightenment thinkers like John Locke, Isaac Newton, and Voltaire questioned accepted knowledge and spread new ideas about openness, investigation, and religious tolerance throughout Europe and the Americas. Many consider the Enlightenment a major turning point in Western civilization, an age of light replacing an age of darkness.

Several ideas dominated Enlightenment thought, including rationalism, empiricism, progressivism, and cosmopolitanism. Rationalism is the idea that humans are capable of using their faculty of reason to gain knowledge. This was a sharp turn away from the prevailing idea that people needed to rely on scripture or church authorities for knowledge. Empiricism promotes the idea that knowledge comes from experience and observation of the world. Progressivism is the



*In this 1748 portrait by Robert Feke, a forty-year-old Franklin wears a stylish British wig, as befitted a proud and loyal member of the British Empire.*

belief that through their powers of reason and observation, humans could make unlimited, linear progress over time; this belief was especially important as a response to the carnage and upheaval of the English Civil Wars in the seventeenth century. Finally, cosmopolitanism reflected Enlightenment thinkers' view of themselves as citizens of the world and actively engaged in it, as opposed to being provincial and close-minded. In all, Enlightenment thinkers endeavored to be ruled by reason, not prejudice.

The Freemasons were a fraternal society that advocated Enlightenment principles of inquiry and tolerance. Freemasonry originated in London coffeehouses in the early eighteenth century, and Masonic lodges (local units) soon spread throughout Europe and the British colonies. One prominent Freemason, Benjamin Franklin, stands as the embodiment of the Enlightenment in British America. Born in Boston in 1706 to a large Puritan family, Franklin loved to read, although he found little beyond religious publications in his father's house. In 1718 he was apprenticed to his brother to work in a print shop, where he learned how to be a good writer

by copying the style he found in the *Spectator*, which his brother printed. At the age of seventeen, the independent-minded Franklin ran away, eventually ending up in Quaker Philadelphia. There he began publishing the *Pennsylvania Gazette* in the late 1720s, and in 1732 he started his annual publication *Poor Richard: An Almanack*, in which he gave readers much practical advice, such as “Early to bed, early to rise, makes a man healthy, wealthy, and wise.”

Franklin subscribed to deism, an Enlightenment-era belief in a God who created, but has no continuing involvement in, the world and the events within it. Deists also advanced the belief that personal morality—an individual’s moral compass, leading to good works and actions—is more important than strict church doctrines. Franklin’s deism guided his many philanthropic projects. In 1731, he established a reading library that became the Library Company of Philadelphia. In 1743, he founded the American Philosophical Society to encourage the spirit of inquiry. In 1749, he provided the foundation for the University of Pennsylvania, and in 1751, he helped found Pennsylvania Hospital.

His career as a printer made Franklin wealthy and well-respected. When he retired in 1748, he devoted himself to politics and scientific experiments. His most famous work, on electricity, exemplified Enlightenment principles. Franklin observed that lightning strikes tended to hit metal objects and reasoned that he could therefore direct lightning through the placement of metal objects during an electrical storm. He used this knowledge to advocate the use of lightning rods: metal poles connected to wires directing lightning’s electrical charge into the ground and saving wooden homes in cities like Philadelphia from catastrophic fires. He published his findings in 1751, in *Experiments and Observations on Electricity*.

Franklin also wrote of his “rags to riches” tale, his *Memoir*, in the 1770s and 1780s. This story laid the foundation for the American Dream of upward social mobility.

Visit the Worldly Ways section of PBS's Benjamin Franklin site to see an interactive map showing Franklin's overseas travels and his influence around the world. His diplomatic, political, scientific, and business achievements had great effects in many countries.

## THE FOUNDING OF GEORGIA

The reach of Enlightenment thought was both broad and deep. In the 1730s, it even prompted the founding of a new colony. Having witnessed the terrible conditions of debtors' prison, as well as the results of releasing penniless debtors onto the streets of London, James Oglethorpe, a member of Parliament and advocate of social reform, petitioned King George II for a charter to start a new colony. George II, understanding the strategic advantage of a British colony standing as a buffer between South Carolina and Spanish Florida, granted the charter to Oglethorpe and twenty like-minded proprietors in 1732. Oglethorpe led the settlement of the colony, which was called Georgia in honor of the king. In 1733, he and 113 immigrants arrived on the ship *Anne*. Over the next decade, Parliament funded the migration of twenty-five hundred settlers, making Georgia the only government-funded colonial project.

Oglethorpe's vision for Georgia followed the ideals of the Age of Reason, seeing it as a place for England's "worthy poor" to start anew. To encourage industry, he gave each male immigrant fifty acres of land, tools, and a year's worth of supplies. In Savannah, the Oglethorpe Plan provided for a utopia: "an agrarian model of sustenance while sustaining egalitarian values holding all men as equal."

Oglethorpe's vision called for alcohol and slavery to be banned. However, colonists who relocated from other colonies, especially South Carolina, disregarded these prohibitions. Despite its proprietors' early vision of a colony guided by Enlightenment ideals and free of slavery, by the 1750s, Georgia was producing quantities of rice grown and harvested by slaves.

## Section Summary

The eighteenth century saw a host of social, religious, and intellectual changes across the British Empire. While the Great Awakening emphasized vigorously emotional religiosity, the Enlightenment promoted the power of reason and scientific observation. Both movements had lasting impacts on the colonies. The beliefs of the New Lights of the First Great Awakening competed with the religions of the first colonists, and the religious fervor in Great Britain and her North American colonies bound the eighteenth-century British Atlantic together in a shared, common experience. The British colonist Benjamin Franklin gained fame on both sides of the Atlantic as a printer, publisher, and scientist. He embodied Enlightenment ideals in the British Atlantic with his scientific experiments and philanthropic endeavors. Enlightenment principles even guided the founding of the colony of Georgia, although those principles could

not stand up to the realities of colonial life, and slavery soon took hold in the colony.

<https://www.openassessments.org/assessments/949>

### *Review Question*

1. Who were the Freemasons, and why were they significant?

### *Answer to Review Question*

1. The Freemasons were a fraternal society that originated in London coffeehouses in the early eighteenth century. They advocated Enlightenment principles of inquiry and tolerance. Masonic lodges soon spread throughout Europe and the British colonies, creating a shared experience on both sides of the Atlantic and spreading Enlightenment intellectual currents throughout the British Empire. Benjamin Franklin was a prominent Freemason.

## *Glossary*

**deism** an Enlightenment-era belief in the existence of a supreme being—specifically, a creator who does not intervene in the universe—representing a rejection of the belief in a supernatural deity who interacts with humankind

**Enlightenment** an eighteenth-century intellectual and cultural movement that emphasized reason and science over superstition, religion, and tradition

**First Great Awakening** an eighteenth-century Protestant revival that emphasized individual, experiential faith over church doctrine and the close study of scripture

**Freemasons** a fraternal society founded in the early eighteenth century that advocated Enlightenment principles of inquiry and tolerance

## 113. Wars for Empire

### *Learning Objectives*

By the end of this section, you will be able to:

- Describe the wars for empire
- Analyze the significance of these conflicts

Wars for empire composed a final link connecting the Atlantic sides of the British Empire. Great Britain fought four separate wars against Catholic France from the late 1600s to the mid-1700s. Another war, the War of Jenkins' Ear, pitted Britain against Spain. These conflicts for control of North America also helped colonists forge important alliances with native peoples, as different tribes aligned themselves with different European powers.

## GENERATIONS OF WARFARE

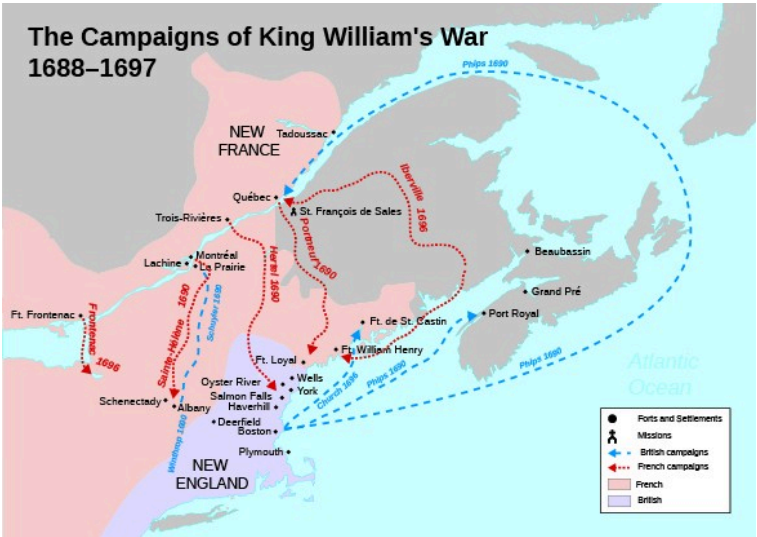
Generations of British colonists grew up during a time when much of North America, especially the Northeast, engaged in war. Colonists knew war firsthand. In the eighteenth century, fighting was seasonal. Armies mobilized in the spring, fought in the summer, and retired to winter quarters in the fall. The British army imposed harsh discipline on its soldiers, who were drawn from the poorer classes, to ensure they did not step out of line during engagements. If they did, their officers would kill them. On the battlefield, armies



dressed in bright uniforms to advertise their bravery and lack of fear. They stood in tight formation and exchanged volleys with the enemy. They often feared their officers more than the enemy.

Read the diary of a provincial soldier who fought in the French and Indian War on the Captain David Perry Web Site hosted by Rootsweb. David Perry's journal, which includes a description of the 1758 campaign, provides a glimpse of warfare in the eighteenth century.

Most imperial conflicts had both American and European fronts, leaving us with two names for each war. For instance, King William's War (1688–1697) is also known as the War of the League of Augsburg. In America, the bulk of the fighting in this conflict took place between New England and New France. The war proved inconclusive, with no clear victor.



This map shows the French and British armies' movements during King William's War, in which there was no clear victor.

Queen Anne's War (1702–1713) is also known as the War of Spanish Succession. England fought against both Spain and France over who would ascend the Spanish throne after the last of the Hapsburg rulers died. In North America, fighting took place in Florida, New England, and New France. In Canada, the French prevailed but lost Acadia and Newfoundland; however, the victory was again not decisive because the English failed to take Quebec, which would have given them control of Canada.

This conflict is best remembered in the United States for the French and Indian raid against Deerfield, Massachusetts, in 1704. A small French force, combined with a native group made up of Catholic Mohawks and Abenaki (Pocumtucs), attacked the frontier outpost of Deerfield, killing scores and taking 112 prisoners. Among the captives was the seven-year-old daughter of Deerfield's minister John Williams, named Eunice. She was held by the Mohawks for years as her family tried to get her back, and became assimilated into the tribe. To the horror of the Puritan leaders, when she grew up Eunice married a Mohawk and refused to return to New England.

In North America, possession of Georgia and trade with the interior was the focus of the War of Jenkins' Ear (1739–1742), a conflict between Britain and Spain over contested claims to the land occupied by the fledgling colony between South Carolina and Florida. The war got its name from an incident in 1731 in which a Spanish Coast Guard captain severed the ear of British captain Robert Jenkins as punishment for raiding Spanish ships in Panama. Jenkins fueled the growing animosity between England and Spain by presenting his ear to Parliament and stirring up British public outrage. More than anything else, the War of Jenkins' Ear disrupted the Atlantic trade, a situation that hurt both Spain and Britain and was a major reason the war came to a close in 1742. Georgia, founded six years earlier, remained British and a buffer against Spanish Florida.

King George's War (1744–1748), known in Europe as the War of Austrian Succession (1740–1748), was fought in the northern

colonies and New France. In 1745, the British took the massive French fortress at Louisbourg on Cape Breton Island, Nova Scotia. However, three years later, under the terms of the Treaty of Aix-la-Chapelle, Britain relinquished control of the fortress to the French. Once again, war resulted in an incomplete victory for both Britain and France.



In this 1747 painting by J. Stevens, *View of the landing of the New England forces in ye expedition against Cape Breton, British forces land on the island of Cape Breton to capture Fort Louisbourg.*

## THE FRENCH AND INDIAN WAR

The final imperial war, the French and Indian War (1754–1763), known as the Seven Years' War in Europe, proved to be the decisive contest between Britain and France in America. It began over rival claims along the frontier in present-day western Pennsylvania. Well-connected planters from Virginia faced stagnant tobacco

prices and hoped expanding into these western lands would stabilize their wealth and status. Some of them established the Ohio Company of Virginia in 1748, and the British crown granted the company half a million acres in 1749. However, the French also claimed the lands of the Ohio Company, and to protect the region they established Fort Duquesne in 1754, where the Ohio, Monongahela, and Allegheny Rivers met.

The war began in May 1754 because of these competing claims between Britain and France. Twenty-two-year-old Virginian George Washington, a surveyor whose family helped to found the Ohio Company, gave the command to fire on French soldiers near present-day Uniontown, Pennsylvania. This incident on the Pennsylvania frontier proved to be a decisive event that led to imperial war. For the next decade, fighting took place along the frontier of New France and British America from Virginia to Maine. The war also spread to Europe as France and Britain looked to gain supremacy in the Atlantic World.

The British fared poorly in the first years of the war. In 1754, the French and their native allies forced Washington to surrender at Fort Necessity, a hastily built fort constructed after his attack on the French. In 1755, Britain dispatched General Edward Braddock to the colonies to take Fort Duquesne. The French, aided by the Potawotomis, Ottawas, Shawnees, and Delawares, ambushed the fifteen hundred British soldiers and Virginia militia who marched to the fort. The attack sent panic through the British force, and hundreds of British soldiers and militiamen died, including General Braddock. The campaign of 1755 proved to be a disaster for the British. In fact, the only British victory that year was the capture of Nova Scotia. In 1756 and 1757, Britain suffered further defeats with the fall of Fort Oswego and Fort William Henry.



This schematic map depicts the events of the French and Indian War. Note the scarcity of British victories.

The war began to turn in favor of the British in 1758, due in large part to the efforts of William Pitt, a very popular member of Parliament. Pitt pledged huge sums of money and resources to defeating the hated Catholic French, and Great Britain spent part of the money on bounties paid to new young recruits in the colonies, helping invigorate the British forces. In 1758, the Iroquois, Delaware, and Shawnee signed the Treaty of Easton, aligning themselves with the British in return for some contested land around Pennsylvania and

Virginia. In 1759, the British took Quebec, and in 1760, Montreal. The French empire in North America had crumbled.

The war continued until 1763, when the French signed the Treaty of Paris. This treaty signaled a dramatic reversal of fortune for France. Indeed, New France, which had been founded in the early 1600s, ceased to exist. The British Empire had now gained mastery over North America. The Empire not only gained New France under the treaty; it also acquired French sugar islands in the West Indies, French trading posts in India, and French-held posts on the west coast of Africa. Great Britain's victory in the French and Indian War meant that it had become a truly global empire. British colonists joyously celebrated, singing the refrain of "Rule, Britannia! / Britannia, rule the waves! / Britons never, never, never shall be slaves!"

In the American colonies, ties with Great Britain were closer than ever. Professional British soldiers had fought alongside Anglo-American militiamen, forging a greater sense of shared identity. With Great Britain's victory, colonial pride ran high as colonists celebrated their identity as British subjects.

This last of the wars for empire, however, also sowed the seeds of trouble. The war led Great Britain deeply into debt, and in the 1760s and 1770s, efforts to deal with the debt through imperial reforms would have the unintended consequence of causing stress and strain that threatened to tear the Empire apart.

## Section Summary

From 1688 to 1763, Great Britain engaged in almost

continuous power struggles with France and Spain. Most of these conflicts originated in Europe, but their engagements spilled over into the colonies. For almost eighty years, Great Britain and France fought for control of eastern North America. During most of that time, neither force was able to win a decisive victory, though each side saw occasional successes with the crucial help of native peoples. It was not until halfway through the French and Indian War (1754–1763), when Great Britain swelled its troops with more volunteers and native allies, that the balance of power shifted toward the British. With the 1763 Treaty of Paris, New France was eliminated, and Great Britain gained control of all the lands north of Florida and east of the Mississippi. British subjects on both sides of the Atlantic rejoiced.

<https://www.openassessments.org/assessments/950>

### *Review Question*

1. What prompted the French and Indian War?

## *Answer to Review Question*

1. Virginia planters, pinched by stagnant tobacco prices, wanted to expand westward. However, France contested Britain's claim to that land and built Fort Duquesne to defend it. The battle over this land sparked the war that eventually ended France's presence in North America.

## *Critical Thinking Questions*

1. How did Pennsylvania's Quaker beginnings distinguish it from other colonies in British America?
2. What were the effects of the consumer revolution on the colonies?
3. How did the ideas of the Enlightenment and the Great Awakening offer opposing outlooks to British Americans? What similarities were there between the two schools of thought?
4. What was the impact of the wars for empire in North America, Europe, and the world?
5. What role did Indians play in the wars for empire?
6. What shared experiences, intellectual currents, and cultural elements drew together British subjects on both sides of the Atlantic during this period? How did these experiences, ideas, and goods serve to strengthen those bonds?



## *Glossary*

**French and Indian War** the last eighteenth-century imperial struggle between Great Britain and France, leading to a decisive British victory; this war lasted from 1754 to 1763 and was also called the Seven Years' War

## 114. Video: The Seven Years War and the Great Awakening

In which John Green teaches you about the beginnings of the American Revolution in a video titled The Seven Years War. Confusing? Maybe. John argues that the Seven Years War, which is often called the French and Indian War in the US, laid a lot of the groundwork for the Revolution. More confusing? Why does this war have two names? Why were the French and Indians fighting each other? The Seven Years war was actually a global war that went on for nine years. I think I'm having trouble making this clear. Anyway, the part of this global war that happened in North America was the French and Indian War. The French and Indian tribes were the force opposing the British, so that's the name that stuck. Let's get away from this war, as it makes my head hurt. Other stuff was going on in the colonies in the 18th century that primed the people for revolution. One was the Great Awakening. Religious revival was sweeping the country, introducing new ideas about religion and how it should be practiced. At the same time thinkers like John Locke were rethinking the relationship between rulers and the ruled. So in this highly charged atmosphere, you can just imagine what would happen if the crown started trying to exert more control over the colonies. The colonists would probably just rise up, right? We'll see.



*One or more interactive elements has been excluded from this version of the text. You can view them online*

here: [https://library.achievingthedream.org/  
herkimeramericanhistory1/?p=136#oembed-1](https://library.achievingthedream.org/herkimeramericanhistory1/?p=136#oembed-1)

# 115. Video: Philadelphia The Great Experiment. A Lost World 1600-1680.

Video detailing the history of Philadelphia from 1600-1680

[http://www.ushistory.org/  
phlhistorychannel.htm#http%3A%2F%2Fi-  
new-980.historyofphilly.portalbounce.com%2Fen%2Fuser-  
media.html%3Fv%3D2720](http://www.ushistory.org/phlhistorychannel.htm#http%3A%2F%2Fnew-980.historyofphilly.portalbounce.com%2Fen%2Fuser-media.html%3Fv%3D2720)

## II6. The Middle Colonies

1. New Netherland to New York
2. Quakers in Pennsylvania and New Jersey
3. City of Brotherly Love — Philadelphia

<http://www.ushistory.org/us/4.asp>

# 117. Primary Source Reading: The Social Contract

**Jean Jacques Rousseau: The Social Contract, 1763**

## *Introduction to the Source*

In moral and political philosophy, the social contract or political contract is a theory or model, originating during the Age of Enlightenment, that typically addresses the questions of the origin of society and the legitimacy of the authority of the state over the individual. Social contract arguments typically posit that individuals have consented, either explicitly or tacitly, to surrender some of their freedoms and submit to the authority of the ruler or magistrate (or to the decision of a majority), in exchange for protection of their remaining rights. The question of the relation between natural and legal rights, therefore, is often an aspect of social contract theory. The Social Contract (*Du contrat social ou Principes du droit politique*) is also the title of a 1762 book by Jean-Jacques Rousseau on this topic.

Although the antecedents of social contract theory are found in antiquity, in Greek and Stoic philosophy and Roman and Canon Law, as well as in the Biblical idea of the covenant, the heyday of the social contract was the mid-17th to early 19th centuries, when it emerged as the leading doctrine of political legitimacy. The starting point for most social contract theories is a heuristic examination of the human condition absent from any political order that Thomas Hobbes termed the “state of nature”.[2] In this condition, individuals’ actions are bound only by their personal power and conscience. From this shared starting point, social contract theorists seek to

demonstrate, in different ways, why a rational individual would voluntarily consent to give up his or her natural freedom to obtain the benefits of political order.

Hugo Grotius (1625), Thomas Hobbes (1651), Samuel Pufendorf (1673), John Locke (1689), Jean-Jacques Rousseau (1762), and Immanuel Kant (1797) are among the most prominent of 17th- and 18th-century theorists of social contract and natural rights. Each solved the problem of political authority in a different way.

## *Origin and Terms of the Social Contract*

Man was born free, but everywhere he is in chains. This man believes that he is the master of others, and still he is more of a slave than they are. How did that transformation take place? I don't know. How may the restraints on man become legitimate? I do believe I can answer that question....

At a point in the state of nature when the obstacles to human preservation have become greater than each individual with his own strength can cope with . . . , an adequate combination of forces must be the result of men coming together. Still, each man's power and freedom are his main means of selfpreservation. How is he to put them under the control of others without damaging himself . . . ?

This question might be rephrased: "How is a method of associating to be found which will defend and protect-using the power of all-the person and property of each member and still enable each member of the group to obey only himself and to remain as free as before?" This is the fundamental problem; the social contract offers a solution to it.

The very scope of the action dictates the terms of this contract and renders the least modification of them inadmissible, something making them null and void. Thus, although perhaps they have never been stated in so many words, they are the same everywhere and tacitly conceded and recognized everywhere. And so it follows that

each individual immediately recovers his primitive rights and natural liberties whenever any violation of the social contract occurs and thereby loses the contractual freedom for which he renounced them.

The social contract's terms, when they are well understood, can be reduced to a single stipulation: the individual member alienates himself totally to the whole community together with all his rights. This is first because conditions will be the same for everyone when each individual gives himself totally, and secondly, because no one will be tempted to make that condition of shared equality worse for other men....

Once this multitude is united this way into a body, an offense against one of its members is an offense against the body politic. It would be even less possible to injure the body without its members feeling it. Duty and interest thus equally require the two contracting parties to aid each other mutually. The individual people should be motivated from their double roles as individuals and members of the body, to combine all the advantages which mutual aid offers them....

**Source:** From Jean Jacques Rousseau, *Contrat social ou Principes du droit politique* (Paris: Garnier Frères 1800), pp. 240-332, passim. Translated by Henry A. Myers.



## 118. Primary Source Reading: A Treatise on Tolerance

Click on this link to read Voltaire's *A Treatise on Toleration* (1763).



PART VI

CHAPTER 5: IMPERIAL  
REFORMS AND COLONIAL  
PROTESTS, 1763-1774



## 119. Introduction

*The Bostonians Paying the Excise-man, or Tarring and Feathering*, shows five Patriots tarring and feathering the Commissioner of Customs, John Malcolm, a sea captain, army officer, and staunch Loyalist. The print shows the Boston Tea Party, a protest against the Tea Act of 1773, and the Liberty Tree, an elm tree near Boston Common that became a rallying point against the Stamp Act of 1765. When the crowd threatened to hang Malcolm if he did not renounce his position as a royal customs officer, he reluctantly agreed and the protestors allowed him



*The Bostonians Paying the Excise-man, or Tarring and Feathering (1774), attributed to Philip Dawe, depicts the most publicized tarring and feathering incident of the American Revolution. The victim is John Malcolm, a customs official loyal to the British crown.*

to go home. The scene represents the animosity toward those who supported royal authority and illustrates the high tide of unrest in the colonies after the British government imposed a series of imperial reform measures during the years 1763–1774.

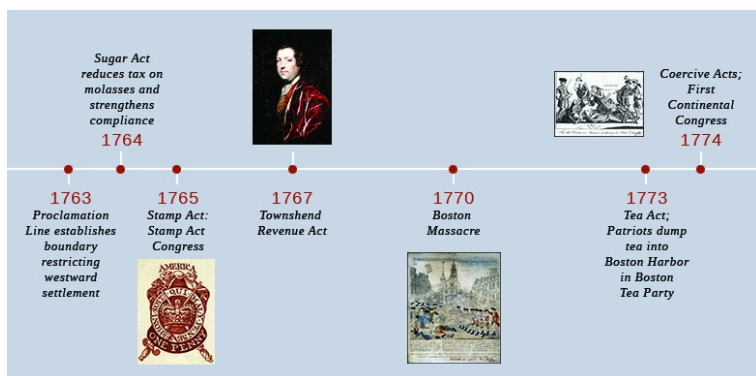
The government's formerly lax oversight of the colonies ended as the architects of the British Empire put these new reforms in place. The British hoped to gain greater control over colonial trade and frontier settlement as well as to reduce the administrative cost of the colonies and the enormous debt left by the French and Indian War. Each step the British took, however, generated a backlash. Over time, imperial reforms pushed many colonists toward separation from the British Empire.

# 120. Confronting the National Debt: The Aftermath of the French and Indian War

## *Learning Objectives*

By the end of this section, you will be able to:

- Discuss the status of Great Britain's North American colonies in the years directly following the French and Indian War
- Describe the size and scope of the British debt at the end of the French and Indian War
- Explain how the British Parliament responded to the debt crisis
- Outline the purpose of the Proclamation Line, the Sugar Act, and the Currency Act



(credit "1765": modification of work by the United Kingdom Government)

Great Britain had much to celebrate in 1763. The long and costly war with France had finally ended, and Great Britain had emerged victorious. British subjects on both sides of the Atlantic celebrated the strength of the British Empire. Colonial pride ran high; to live under the British Constitution and to have defeated the hated French Catholic menace brought great joy to British Protestants everywhere in the Empire. From Maine to Georgia, British colonists joyously celebrated the victory and sang the refrain of "Rule, Britannia! Britannia, rule the waves! Britons never, never, never shall be slaves!"

Despite the celebratory mood, the victory over France also produced major problems within the British Empire, problems that would have serious consequences for British colonists in the Americas. During the war, many Indian tribes had sided with the French, who supplied them with guns. After the 1763 Treaty of Paris that ended the French and Indian War (or the Seven Years' War), British colonists had to defend the frontier, where French colonists and their tribal allies remained a powerful force. The most organized resistance, Pontiac's Rebellion, highlighted tensions the settlers increasingly interpreted in racial terms.

The massive debt the war generated at home, however, proved to

be the most serious issue facing Great Britain. The frontier had to be secure in order to prevent another costly war. Greater enforcement of imperial trade laws had to be put into place. Parliament had to find ways to raise revenue to pay off the crippling debt from the war. Everyone would have to contribute their expected share, including the British subjects across the Atlantic.

## PROBLEMS ON THE AMERICAN FRONTIER

With the end of the French and Indian War, Great Britain claimed a vast new expanse of territory, at least on paper. Under the terms of the Treaty of Paris, the French territory known as New France had ceased to exist. British territorial holdings now extended from Canada to Florida, and British military focus shifted to maintaining peace in the king's newly enlarged lands. However, much of the land in the American British Empire remained under the control of powerful native confederacies, which made any claims of British mastery beyond the Atlantic coastal settlements hollow. Great Britain maintained ten thousand troops in North America after the war ended in 1763 to defend the borders and repel any attack by their imperial rivals.

British colonists, eager for fresh land, poured over the Appalachian Mountains to stake claims. The western frontier had long been a “middle ground” where different imperial powers (British, French, Spanish) had interacted and compromised with native peoples. That era of accommodation in the “middle ground” came to an end after the French and Indian War. Virginians (including George Washington) and other land-hungry colonists had already raised tensions in the 1740s with their quest for land. Virginia landowners in particular eagerly looked to diversify their holdings beyond tobacco, which had stagnated in price and



exhausted the fertility of the lands along the Chesapeake Bay. They invested heavily in the newly available land. This westward movement brought the settlers into conflict as never before with Indian tribes, such as the Shawnee, Seneca-Cayuga, Wyandot, and Delaware, who increasingly held their ground against any further intrusion by white settlers.

The treaty that ended the war between France and Great Britain proved to be a significant blow to native peoples, who had viewed the conflict as an opportunity to gain additional trade goods from both sides. With the French defeat, many Indians who had sided with France lost a valued trading partner as well as bargaining power over the British. Settlers' encroachment on their land, as well as the increased British military presence, changed the situation on the frontier dramatically. After the war, British troops took over the former French forts but failed to court favor with the local tribes by distributing ample gifts, as the French had done. They also significantly reduced the amount of gunpowder and ammunition they sold to the Indians, worsening relationships further.

Indians' resistance to colonists drew upon the teachings of Delaware (Lenni Lenape) prophet Neolin and the leadership of Ottawa war chief Pontiac. Neolin was a spiritual leader who preached a doctrine of shunning European culture and expelling Europeans from native lands. Neolin's beliefs united Indians from many villages. In a broad-based alliance that came to be known as Pontiac's Rebellion, Pontiac led a loose coalition of these native tribes against the colonists and the British army.

Pontiac started bringing his coalition together as early as 1761, urging Indians to "drive [the Europeans] out and make war upon them." The conflict began in earnest in 1763, when Pontiac and several hundred Ojibwas, Potawatomis, and Hurons laid siege to Fort Detroit. At the same time, Senecas, Shawnees, and Delawares laid siege to Fort Pitt. Over the next year, the war spread along the backcountry from Virginia to Pennsylvania. Pontiac's Rebellion (also known as Pontiac's War) triggered horrific violence on both sides. Firsthand reports of Indian attacks tell of murder, scalping,

dismemberment, and burning at the stake. These stories incited a deep racial hatred among colonists against all Indians.

The actions of a group of Scots-Irish settlers from Paxton (or Paxtang), Pennsylvania, in December 1763, illustrates the deadly situation on the frontier. Forming a mob known as the Paxton Boys, these frontiersmen attacked a nearby group of Conestoga of the Susquehannock tribe. The Conestoga had lived peacefully with local settlers, but the



*This nineteenth-century lithograph depicts the massacre of Conestoga in 1763 at Lancaster, Pennsylvania, where they had been placed in protective custody. None of the attackers, members of the Paxton Boys, were ever identified.*

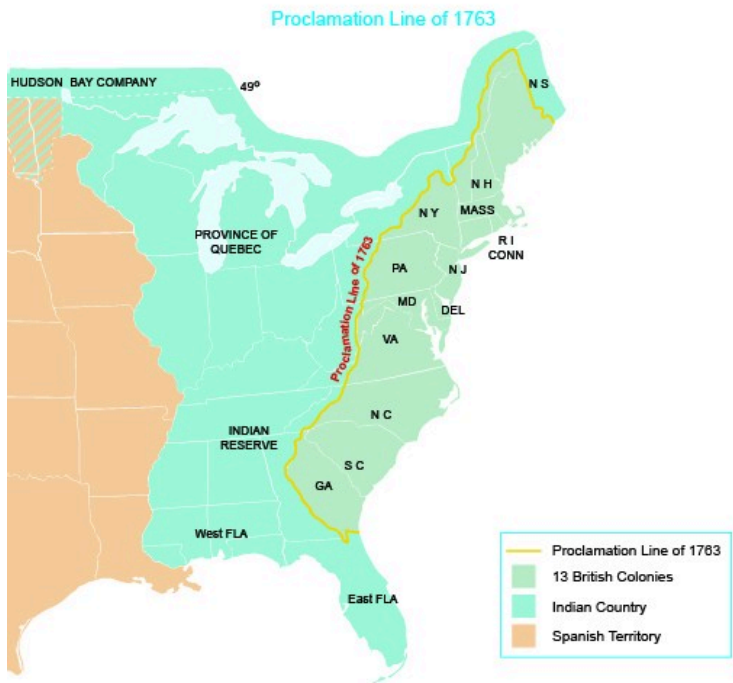
Paxton Boys viewed all Indians as savages and they brutally murdered the six Conestoga they found at home and burned their houses. When Governor John Penn put the remaining fourteen Conestoga in protective custody in Lancaster, Pennsylvania, the Paxton Boys broke into the building and killed and scalped the Conestoga they found there. Although Governor Penn offered a reward for the capture of any Paxton Boys involved in the murders, no one ever identified the attackers. Some colonists reacted to the incident with outrage. Benjamin Franklin described the Paxton Boys as “the barbarous Men who committed the atrocious act, in Defiance of Government, of all Laws human and divine, and to the eternal Disgrace of their Country and Colour,” stating that “the Wickedness cannot be covered, the Guilt will lie on the whole Land, till Justice is done on the Murderers. The blood of the innocent will cry to heaven for vengeance.” Yet, as the inability to bring the perpetrators to justice clearly indicates, the Paxton Boys had many more supporters than critics.

Visit [Explore PAhistory.com](https://explore.pahistory.com) to read the full text of Benjamin Franklin's "Benjamin Franklin, An Account of the Paxton Boys' Murder of the Conestoga Indians, 1764."

Pontiac's Rebellion and the Paxton Boys' actions were examples of early American race wars, in which both sides saw themselves as inherently different from the other and believed the other needed to be eradicated. The prophet Neolin's message, which he said he received in a vision from the Master of Life, was: "Wherefore do you suffer the whites to dwell upon your lands? Drive them away; wage war against them." Pontiac echoed this idea in a meeting, exhorting tribes to join together against the British: "It is important for us, my brothers, that we exterminate from our lands this nation which seeks only to destroy us." In his letter suggesting "gifts" to the natives of smallpox-infected blankets, Field Marshal Jeffrey Amherst said, "You will do well to inoculate the Indians by means of blankets, as well as every other method that can serve to extirpate this execrable race." Pontiac's Rebellion came to an end in 1766, when it became clear that the French, whom Pontiac had hoped would side with his forces, would not be returning. The repercussions, however, would last much longer. Race relations between Indians and whites remained poisoned on the frontier.

Well aware of the problems on the frontier, the British government took steps to try to prevent bloodshed and another costly war. At the beginning of Pontiac's uprising, the British issued the Proclamation of 1763, which forbade white settlement west of the Proclamation Line, a borderline running along the spine of the Appalachian Mountains. The Proclamation Line aimed to forestall further conflict on the frontier, the clear flashpoint of tension in British North America. British colonists who had hoped to move west after the war chafed at this restriction, believing the war had

been fought and won to ensure the right to settle west. The Proclamation Line therefore came as a setback to their vision of westward expansion.



*This map shows the status of the American colonies in 1763, after the end of the French and Indian War. Although Great Britain won control of the territory east of the Mississippi, the Proclamation Line of 1763 prohibited British colonists from settling west of the Appalachian Mountains. (credit: modification of work by the National Atlas of the United States)*

# THE BRITISH NATIONAL DEBT

Great Britain's newly enlarged empire meant a greater financial burden, and the mushrooming debt from the war was a major cause of concern. The war nearly doubled the British national debt, from

£75 million in 1756 to £133 million in 1763. Interest payments alone consumed over half the national budget, and the continuing military presence in North America was a constant drain. The Empire needed more revenue to replenish its dwindling coffers. Those in Great Britain believed that British subjects in North America, as the major beneficiaries of Great Britain's war for global supremacy, should certainly shoulder their share of the financial burden.

The British government began increasing revenues by raising taxes at home, even as various interest groups lobbied to keep their taxes low. Powerful members of the aristocracy, well represented in Parliament, successfully convinced Prime Minister John Stuart, third earl of Bute, to refrain from raising taxes on land. The greater tax burden, therefore, fell on the lower classes in the form of increased import duties, which raised the prices of imported goods such as sugar and tobacco. George Grenville succeeded Bute as prime minister in 1763. Grenville determined to curtail government spending and make sure that, as subjects of the British Empire, the American colonists did their part to pay down the massive debt.

## IMPERIAL REFORMS

The new era of greater British interest in the American colonies through imperial reforms picked up in pace in the mid-1760s. In 1764, Prime Minister Grenville introduced the Currency Act of 1764, prohibiting the colonies from printing additional paper money and requiring colonists to pay British merchants in gold and silver instead of the colonial paper money already in circulation. The Currency Act aimed to standardize the currency used in Atlantic trade, a logical reform designed to help stabilize the Empire's economy. This rule brought American economic activity under greater British control. Colonists relied on their own paper currency to conduct trade and, with gold and silver in short supply, they

found their finances tight. Not surprisingly, they grumbled about the new imperial currency regulations.

Grenville also pushed Parliament to pass the Sugar Act of 1764, which actually lowered duties on British molasses by half, from six pence per gallon to three. Grenville designed this measure to address the problem of rampant colonial smuggling with the French sugar islands in the West Indies. The act attempted to make it easier for colonial traders, especially New England mariners who routinely engaged in illegal trade, to comply with the imperial law.

To give teeth to the 1764 Sugar Act, the law intensified enforcement provisions. Prior to the 1764 act, colonial violations of the Navigation Acts had been tried in local courts, where sympathetic colonial juries refused to convict merchants on trial. However, the Sugar Act required violators to be tried in vice-admiralty courts. These crown-sanctioned tribunals, which settled disputes that occurred at sea, operated without juries. Some colonists saw this feature of the 1764 act as dangerous. They argued that trial by jury had long been honored as a basic right of Englishmen under the British Constitution. To deprive defendants of a jury, they contended, meant reducing liberty-loving British subjects to political slavery. In the British Atlantic world, some colonists perceived this loss of liberty as parallel to the enslavement of Africans.

As loyal British subjects, colonists in America cherished their Constitution, an unwritten system of government that they celebrated as the best political system in the world. The British Constitution prescribed the roles of the King, the House of Lords, and the House of Commons. Each entity provided a check and balance against the worst tendencies of the others. If the King had too much power, the result would be tyranny. If the Lords had too much power, the result would be oligarchy. If the Commons had the balance of power, democracy or mob rule would prevail. The British Constitution promised representation of the will of British subjects, and without such representation, even the indirect tax of the Sugar Act was considered a threat to the settlers' rights as British subjects.

Furthermore, some American colonists felt the colonies were on equal political footing with Great Britain. The Sugar Act meant they were secondary, mere adjuncts to the Empire. All subjects of the British crown knew they had liberties under the constitution. The Sugar Act suggested that some in Parliament labored to deprive them of what made them uniquely British.

## Section Summary

The British Empire had gained supremacy in North America with its victory over the French in 1763. Almost all of the North American territory east of the Mississippi fell under Great Britain's control, and British leaders took this opportunity to try to create a more coherent and unified empire after decades of lax oversight. Victory over the French had proved very costly, and the British government attempted to better regulate their expanded empire in North America. The initial steps the British took in 1763 and 1764 raised suspicions among some colonists about the intent of the home government. These suspicions would grow and swell over the coming years.

<https://www.openassessments.org/assessments/951>

## *Review Question*

1. What did British colonists find so onerous about the acts that Prime Minister Grenville passed?

## *Answer to Review Question*

1. The Currency Act required colonists to pay British merchants in gold and silver instead of colonial paper money. With gold and silver in short supply, this put a strain on colonists' finances. The Sugar Act curtailed smuggling, angering merchants, and imposed stricter enforcement. Many colonists feared the loss of liberty with trials without juries as mandated by the Sugar Act.

## *Glossary*

**indirect tax** a tax imposed on businesses, rather than directly on consumers

**Loyalists** colonists in America who were loyal to Great Britain



**Proclamation Line** a line along the Appalachian Mountains, imposed by the Proclamation of 1763, west of which British colonists could not settle

**vice-admiralty courts** British royal courts without juries that settled disputes occurring at sea

# 121. The Stamp Act and the Sons and Daughters of Liberty

## *Learning Objectives*

By the end of this section, you will be able to:

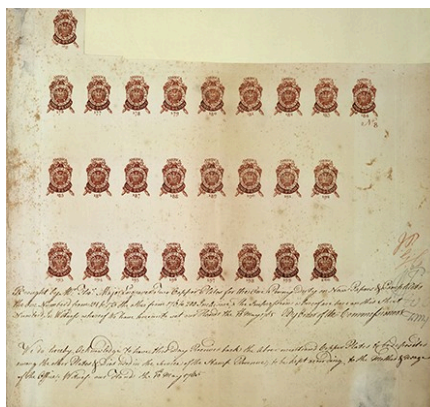
- Explain the purpose of the 1765 Stamp Act
- Describe the colonial responses to the Stamp Act

In 1765, the British Parliament moved beyond the efforts during the previous two years to better regulate westward expansion and trade by putting in place the Stamp Act. As a direct tax on the colonists, the Stamp Act imposed an internal tax on almost every type of printed paper colonists used, including newspapers, legal documents, and playing cards. While the architects of the Stamp Act saw the measure as a way to defray the costs of the British Empire, it nonetheless gave rise to the first major colonial protest against British imperial control as expressed in the famous slogan “no taxation without representation.” The Stamp Act reinforced the sense among some colonists that Parliament was not treating them as equals of their peers across the Atlantic.

## THE STAMP ACT AND THE

# QUARTERING ACT

Prime Minister Grenville, author of the Sugar Act of 1764, introduced the Stamp Act in the early spring of 1765. Under this act, anyone who used or purchased anything printed on paper had to buy a revenue stamp for it. In the same year, 1765, Parliament also passed the Quartering Act, a law that attempted to solve the problems of stationing troops in North America. The Parliament understood the Stamp Act and the Quartering Act as an assertion of their power to control colonial policy.



(a)

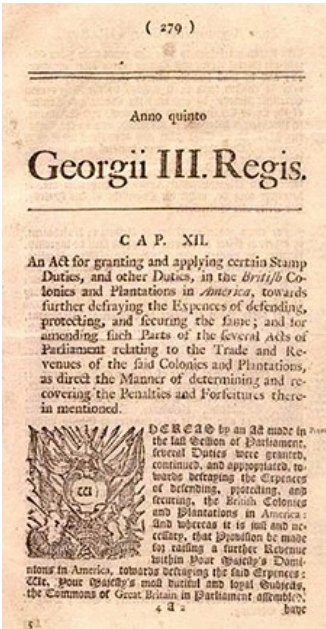


(b)

Under the Stamp Act, anyone who used or purchased anything printed on paper had to buy a revenue stamp for it. Image (a) shows a partial proof sheet of one-penny stamps. Image (b) provides a close-up of a one-penny stamp. (credit a: modification of work by the United Kingdom Government; credit b: modification of work by the United Kingdom Government)

The Stamp Act signaled a shift in British policy after the French and Indian War. Before the Stamp Act, the colonists had paid taxes to their colonial governments or indirectly through higher prices, not directly to the Crown's appointed governors. This was a time-honored liberty of representative legislatures of the colonial

governments. The passage of the Stamp Act meant that starting on November 1, 1765, the colonists would contribute £60,000 per year—17 percent of the total cost—to the upkeep of the ten thousand British soldiers in North America. Because the Stamp Act raised constitutional issues, it triggered the first serious protest against British imperial policy.



(a)



(b)

The announcement of the Stamp Act, seen in this newspaper publication (a), raised numerous concerns among colonists in America. Protests against British imperial policy took many forms, such as this mock stamp (b) whose text reads "An Emblem of the Effects of the STAMP. O! the Fatal STAMP."

Parliament also asserted its prerogative in 1765 with the Quartering Act. The Quartering Act of 1765 addressed the problem of housing British soldiers stationed in the American colonies. It required that they be provided with barracks or places to stay in public houses, and that if extra housing were necessary, then troops could be

stationed in barns and other uninhabited private buildings. In addition, the costs of the troops' food and lodging fell to the colonists. Since the time of James II, who ruled from 1685 to 1688, many British subjects had mistrusted the presence of a standing army during peacetime, and having to pay for the soldiers' lodging and food was especially burdensome. Widespread evasion and disregard for the law occurred in almost all the colonies, but the issue was especially contentious in New York, the headquarters of British forces. When fifteen hundred troops arrived in New York in 1766, the New York Assembly refused to follow the Quartering Act.

## COLONIAL PROTEST: GENTRY, MERCHANTS, AND THE STAMP ACT CONGRESS

For many British colonists living in America, the Stamp Act raised many concerns. As a direct tax, it appeared to be an unconstitutional measure, one that deprived freeborn British subjects of their liberty, a concept they defined broadly to include various rights and privileges they enjoyed as British subjects, including the right to representation. According to the unwritten British Constitution, only representatives for whom British subjects voted could tax them. Parliament was in charge of taxation, and although it was a representative body, the colonies did not have “actual” (or direct) representation in it. Parliamentary members who supported the Stamp Act argued that the colonists had virtual representation, because the architects of the British Empire knew best how to maximize returns from its possessions overseas. However, this argument did not satisfy the protesters, who viewed themselves as having the same right as all British subjects to avoid taxation without their consent. With no representation in the House

of Commons, where bills of taxation originated, they felt themselves deprived of this inherent right.



*Patrick Henry Before the Virginia House of Burgesses (1851), painted by Peter F. Rothenmel, offers a romanticized depiction of Henry's speech denouncing the Stamp Act of 1765. Supporters and opponents alike debated the stark language of the speech, which quickly became legendary.*

The British government knew the colonists might object to the Stamp Act's expansion of parliamentary power, but Parliament believed the relationship of the colonies to the Empire was one of dependence, not equality. However, the Stamp Act had the unintended and ironic consequence of drawing colonists from very different areas and viewpoints together in protest. In Massachusetts, for instance, James Otis, a lawyer and defender of British liberty, became the leading voice for the idea that "Taxation without representation is tyranny." In the Virginia House of Burgesses, firebrand and

slaveholder Patrick Henry introduced the Virginia Stamp Act Resolutions, which denounced the Stamp Act and the British crown in language so strong that some conservative Virginians accused him of treason. Henry replied that Virginians were subject only to taxes that they themselves—or their representatives—imposed. In short, there could be no taxation without representation.

The colonists had never before formed a unified political front, so Grenville and Parliament did not fear true revolt. However, this was to change in 1765. In response to the Stamp Act, the Massachusetts Assembly sent letters to the other colonies, asking them to attend a meeting, or congress, to discuss how to respond to the act. Many American colonists from very different colonies found common

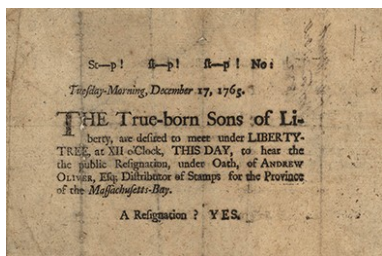
cause in their opposition to the Stamp Act. Representatives from nine colonial legislatures met in New York in the fall of 1765 to reach a consensus. Could Parliament impose taxation without representation? The members of this first congress, known as the Stamp Act Congress, said no. These nine representatives had a vested interest in repealing the tax. Not only did it weaken their businesses and the colonial economy, but it also threatened their liberty under the British Constitution. They drafted a rebuttal to the Stamp Act, making clear that they desired only to protect their liberty as loyal subjects of the Crown. The document, called the Declaration of Rights and Grievances, outlined the unconstitutionality of taxation without representation and trials without juries. Meanwhile, popular protest was also gaining force.

Browse the collection of the Massachusetts Historical Society to examine digitized primary sources of the documents that paved the way to the fight for liberty.

## MOBILIZATION: POPULAR PROTEST AGAINST THE STAMP ACT

The Stamp Act Congress was a gathering of landowning, educated white men who represented the political elite of the colonies and was the colonial equivalent of the British landed aristocracy. While these gentry were drafting their grievances during the Stamp Act Congress, other colonists showed their distaste for the new act by boycotting British goods and protesting in the streets. Two groups, the Sons of Liberty and the Daughters of Liberty, led the popular resistance to the Stamp Act. Both groups considered themselves

British patriots defending their liberty, just as their forebears had done in the time of James II.



With this broadside of December 17, 1765, the Sons of Liberty call for the resignation of Andrew Oliver, the Massachusetts Distributor of Stamps.

Forming in Boston in the summer of 1765, the Sons of Liberty were artisans, shopkeepers, and small-time merchants willing to adopt extralegal means of protest. Before the act had even gone into effect, the Sons of Liberty began protesting. On August 14, they took aim at Andrew Oliver, who had been named the

Massachusetts Distributor of Stamps. After hanging Oliver in effigy—that is, using a crudely made figure as a representation of Oliver—the unruly crowd stoned and ransacked his house, finally beheading the effigy and burning the remains. Such a brutal response shocked the royal governmental officials, who hid until the violence had spent itself. Andrew Oliver resigned the next day. By that time, the mob had moved on to the home of Lieutenant Governor Thomas Hutchinson who, because of his support of Parliament's actions, was considered an enemy of English liberty. The Sons of Liberty barricaded Hutchinson in his home and demanded that he renounce the Stamp Act; he refused, and the protesters looted and burned his house. Furthermore, the Sons (also called “True Sons” or “True-born Sons” to make clear their commitment to liberty and distinguish them from the likes of Hutchinson) continued to lead violent protests with the goal of securing the resignation of all appointed stamp collectors.

Starting in early 1766, the Daughters of Liberty protested the Stamp Act by refusing to buy British goods and encouraging others to do the same. They avoided British tea, opting to make their own teas with local herbs and berries. They built a community—and a movement—around creating homespun cloth instead of buying British linen. Well-born women held “spinning bees,” at which they

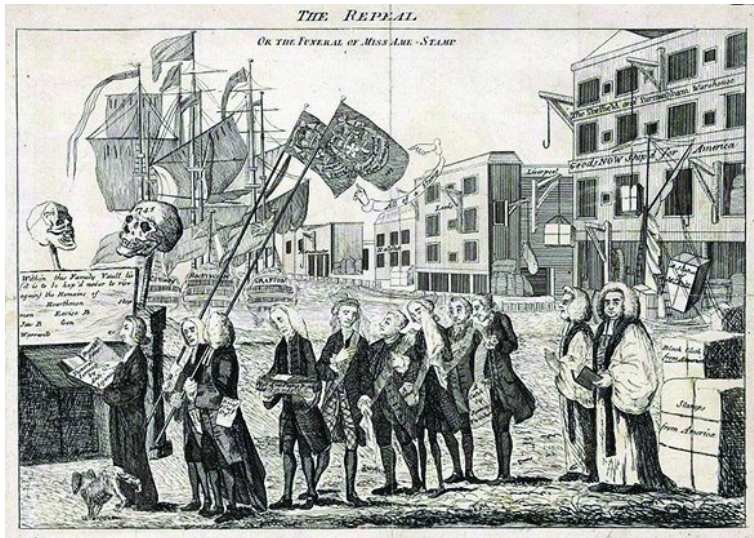


competed to see who could spin the most and the finest linen. An entry in *The Boston Chronicle* of April 7, 1766, states that on March 12, in Providence, Rhode Island, “18 Daughters of Liberty, young ladies of good reputation, assembled at the house of Doctor Ephraim Bowen, in this town. . . . There they exhibited a fine example of industry, by spinning from sunrise until dark, and displayed a spirit for saving their sinking country rarely to be found among persons of more age and experience.” At dinner, they “cheerfully agreed to omit tea, to render their conduct consistent. Besides this instance of their patriotism, before they separated, they unanimously resolved that the Stamp Act was unconstitutional, that they would purchase no more British manufactures unless it be repealed, and that they would not even admit the addresses of any gentlemen should they have the opportunity, without they determined to oppose its execution to the last extremity, if the occasion required.”

The Daughters’ non-importation movement broadened the protest against the Stamp Act, giving women a new and active role in the political dissent of the time. Women were responsible for purchasing goods for the home, so by exercising the power of the purse, they could wield more power than they had in the past. Although they could not vote, they could mobilize others and make a difference in the political landscape.

From a local movement, the protests of the Sons and Daughters of Liberty soon spread until there was a chapter in every colony. The Daughters of Liberty promoted the boycott on British goods while the Sons enforced it, threatening retaliation against anyone who bought imported goods or used stamped paper. In the protest against the Stamp Act, wealthy, lettered political figures like John Adams supported the goals of the Sons and Daughters of Liberty, even if they did not engage in the Sons’ violent actions. These men, who were lawyers, printers, and merchants, ran a propaganda campaign parallel to the Sons’ campaign of violence. In newspapers and pamphlets throughout the colonies, they published article after article outlining the reasons the Stamp Act was unconstitutional

and urging peaceful protest. They officially condemned violent actions but did not have the protesters arrested; a degree of cooperation prevailed, despite the groups' different economic backgrounds. Certainly, all the protesters saw themselves as acting in the best British tradition, standing up against the corruption (especially the extinguishing of their right to representation) that threatened their liberty.



This 1766 illustration shows a funeral procession for the Stamp Act. Reverend William Scott leads the procession of politicians who had supported the act, while a dog urinates on his leg. George Grenville, pictured fourth in line, carries a small coffin. What point do you think this cartoon is trying to make?

## THE DECLARATORY ACT

Back in Great Britain, news of the colonists' reactions worsened an already volatile political situation. Grenville's imperial reforms had brought about increased domestic taxes and his unpopularity led to his dismissal by King George III. While many in Parliament

still wanted such reforms, British merchants argued strongly for their repeal. These merchants had no interest in the philosophy behind the colonists' desire for liberty; rather, their motive was that the non-importation of British goods by North American colonists was hurting their business. Many of the British at home were also appalled by the colonists' violent reaction to the Stamp Act. Other Britons cheered what they saw as the manly defense of liberty by their counterparts in the colonies.

In March 1766, the new prime minister, Lord Rockingham, compelled Parliament to repeal the Stamp Act. Colonists celebrated what they saw as a victory for their British liberty; in Boston, merchant John Hancock treated the entire town to drinks. However, to appease opponents of the repeal, who feared that it would weaken parliamentary power over the American colonists, Rockingham also proposed the Declaratory Act. This stated in no uncertain terms that Parliament's power was supreme and that any laws the colonies may have passed to govern and tax themselves were null and void if they ran counter to parliamentary law.

Visit [USHistory.org](http://USHistory.org) to read the full text of the Declaratory Act, in which Parliament asserted the supremacy of parliamentary power.

## Section Summary

Though Parliament designed the 1765 Stamp Act to

deal with the financial crisis in the Empire, it had unintended consequences. Outrage over the act created a degree of unity among otherwise unconnected American colonists, giving them a chance to act together both politically and socially. The crisis of the Stamp Act allowed colonists to loudly proclaim their identity as defenders of British liberty. With the repeal of the Stamp Act in 1766, liberty-loving subjects of the king celebrated what they viewed as a victory.

<https://www.openassessments.org/assessments/952>

## *Glossary*

**Daughters of Liberty** well-born British colonial women who led a non-importation movement against British goods

**direct tax** a tax that consumers pay directly, rather than through merchants' higher prices

**no taxation without representation** the principle, first articulated in the Virginia Stamp Act Resolutions, that the colonists needed to be represented in Parliament if they were to be taxed

**non-importation movement** a widespread colonial boycott of British goods

**Sons of Liberty** artisans, shopkeepers, and small-time

merchants who opposed the Stamp Act and considered themselves British patriots

# 122. The Townshend Acts and Colonial Protest

## *Learning Objectives*

By the end of this section, you will be able to:

- Describe the purpose of the 1767 Townshend Acts
- Explain why many colonists protested the 1767 Townshend Acts and the consequences of their actions

Colonists' joy over the repeal of the Stamp Act and what they saw as their defense of liberty did not last long. The Declaratory Act of 1766 had articulated Great Britain's supreme authority over the colonies, and Parliament soon began exercising that authority. In 1767, with the passage of the Townshend Acts, a tax on consumer goods in British North America, colonists believed their liberty as loyal British subjects had come under assault for a second time.

## THE TOWNSHEND ACTS

Lord Rockingham's tenure as prime minister was not long (1765–1766). Rich landowners feared that if he were not taxing the colonies, Parliament would raise their taxes instead, sacrificing them to the interests of merchants and colonists. George III duly

dismissed Rockingham. William Pitt, also sympathetic to the colonists, succeeded him. However, Pitt was old and ill with gout. His chancellor of the exchequer, Charles Townshend, whose job was to manage the Empire's finances, took on many of his duties. Primary among these was raising the needed revenue from the colonies.

Townshend's first act was to deal with the unruly New York Assembly, which had voted not to pay for supplies for the garrison of British soldiers that the Quartering Act required. In response, Townshend proposed the Restraining Act of 1767, which disbanded the New York Assembly until it agreed to pay for the garrison's supplies, which it eventually agreed to do.

The Townshend Revenue Act of 1767 placed duties on various consumer items like paper, paint, lead, tea, and glass. These British goods had to be

imported, since the colonies did not have the manufacturing base to produce them. Townshend hoped the new duties would not anger the colonists because they were external taxes, not internal ones like the Stamp Act. In 1766, in arguing before Parliament for the repeal of the Stamp Act, Benjamin Franklin had stated, "I never heard any objection to the right of laying duties to regulate commerce; but a right to lay internal taxes was never supposed to be in parliament, as we are not represented there."

The Indemnity Act of 1767 exempted tea produced by the British East India Company from taxation when it was imported into Great



*Charles Townshend, chancellor of the exchequer, shown here in a 1765 painting by Joshua Reynolds, instituted the Townshend Revenue Act of 1767 in order to raise money to support the British military presence in the colonies.*

Britain. When the tea was re-exported to the colonies, however, the colonists had to pay taxes on it because of the Revenue Act. Some critics of Parliament on both sides of the Atlantic saw this tax policy as an example of corrupt politicians giving preferable treatment to specific corporate interests, creating a monopoly. The sense that corruption had become entrenched in Parliament only increased colonists' alarm.

In fact, the revenue collected from these duties was only nominally intended to support the British army in America. It actually paid the salaries of some royally appointed judges, governors, and other officials whom the colonial assemblies had traditionally paid. Thanks to the Townshend Revenue Act of 1767, however, these officials no longer relied on colonial leadership for payment. This change gave them a measure of independence from the assemblies, so they could implement parliamentary acts without fear that their pay would be withheld in retaliation. The Revenue Act thus appeared to sever the relationship between governors and assemblies, drawing royal officials closer to the British government and further away from the colonial legislatures.

The Revenue Act also gave the customs board greater powers to counteract smuggling. It granted "writs of assistance"—basically, search warrants—to customs commissioners who suspected the presence of contraband goods, which also opened the door to a new level of bribery and trickery on the waterfronts of colonial America. Furthermore, to ensure compliance, Townshend introduced the Commissioners of Customs Act of 1767, which created an American Board of Customs to enforce trade laws. Customs enforcement had been based in Great Britain, but rules were difficult to implement at such a distance, and smuggling was rampant. The new customs board was based in Boston and would severely curtail smuggling in this large colonial seaport.

Townshend also orchestrated the Vice-Admiralty Court Act, which established three more vice-admiralty courts, in Boston, Philadelphia, and Charleston, to try violators of customs regulations without a jury. Before this, the only colonial vice-admiralty court



had been in far-off Halifax, Nova Scotia, but with three local courts, smugglers could be tried more efficiently. Since the judges of these courts were paid a percentage of the worth of the goods they recovered, leniency was rare. All told, the Townshend Acts resulted in higher taxes and stronger British power to enforce them. Four years after the end of the French and Indian War, the Empire continued to search for solutions to its debt problem and the growing sense that the colonies needed to be brought under control.

## REACTIONS: THE NON-IMPORTATION MOVEMENT

Like the Stamp Act, the Townshend Acts produced controversy and protest in the American colonies. For a second time, many colonists resented what they perceived as an effort to tax them without representation and thus to deprive them of their liberty. The fact that the revenue the Townshend Acts raised would pay royal governors only made the situation worse, because it took control away from colonial legislatures that otherwise had the power to set and withhold a royal governor's salary. The Restraining Act, which had been intended to isolate New York without angering the other colonies, had the opposite effect, showing the rest of the colonies how far beyond the British Constitution some members of Parliament were willing to go.

The Townshend Acts generated a number of protest writings, including "Letters from a Pennsylvania Farmer" by John Dickinson. In this influential pamphlet, which circulated widely in the colonies, Dickinson conceded that the Empire could regulate trade but argued that Parliament could not impose either internal taxes, like stamps, on goods or external taxes, like customs duties, on imports.

## “Address to the Ladies” Verse from *The Boston Post-Boy and Advertiser*

This verse, which ran in a Boston newspaper in November 1767, highlights how women were encouraged to take political action by boycotting British goods. Notice that the writer especially encourages women to avoid British tea (Bohea and Green Hyson) and linen, and to manufacture their own homespun cloth. Building on the protest of the 1765 Stamp Act by the Daughters of Liberty, the non-importation movement of 1767–1768 mobilized women as political actors.

Young ladies in town, and those that live round,  
Let a friend at this season advise you:  
Since money's so scarce, and times growing worse  
Strange things may soon hap and surprize you:  
First then, throw aside your high top knots of pride  
Wear none but your own country linnen;  
of economy boast, let your pride be the most  
What, if homespun they say is not quite so gay  
As brocades, yet be not in a passion,  
For when once it is known this is much wore in town,  
One and all will cry out, 'tis the fashion!  
And as one, all agree that you'll not married be  
To such as will wear London Fact'ry:  
But at first sight refuse, tell'em such you do chuse  
As encourage our own Manufact'ry.  
No more Ribbons wear, nor in rich dress appear,  
Love your country much better than fine things,  
Begin without passion, 'twill soon be the fashion  
To grace your smooth locks with a twine string.  
Throw aside your Bohea, and your Green Hyson Tea,  
And all things with a new fashion duty;  
Procure a good store of the choice Labradore,

For there'll soon be enough here to suit ye;  
These do without fear and to all you'll appear  
Fair, charming, true, lovely, and cleaver;  
Tho' the times remain darkish, young men may be  
sparkish.

And love you much stronger than ever. !O!

In Massachusetts in 1768, Samuel Adams wrote a letter that became known as the Massachusetts Circular. Sent by the Massachusetts House of Representatives to the other colonial legislatures, the letter laid out the unconstitutionality of taxation without representation and encouraged the other colonies to again protest the taxes by boycotting British goods. Adams wrote, "It is, moreover, [the Massachusetts House of Representatives] humble opinion, which they express with the greatest deference to the wisdom of the Parliament, that the acts made there, imposing duties on the people of this province, with the sole and express purpose of raising a revenue, are infringements of their natural and constitutional rights; because, as they are not represented in the Parliament, his Majesty's Commons in Britain, by those acts, grant their property without their consent." Note that even in this letter of protest, the humble and submissive tone shows the Massachusetts Assembly's continued deference to parliamentary authority. Even in that hotbed of political protest, it is a clear expression of allegiance and the hope for a restoration of "natural and constitutional rights."

Great Britain's response to this threat of disobedience served only to unite the colonies further. The colonies' initial response to the Massachusetts Circular was lukewarm at best. However, back in Great Britain, the secretary of state for the colonies—Lord Hillsborough—demanded that Massachusetts retract the letter, promising that any colonial assemblies that endorsed it would be dissolved. This threat had the effect of pushing the other colonies to Massachusetts's side. Even the city of Philadelphia, which had originally opposed the Circular, came around.

The Daughters of Liberty once again supported and promoted the

boycott of British goods. Women resumed spinning bees and again found substitutes for British tea and other goods. Many colonial merchants signed non-importation agreements, and the Daughters of Liberty urged colonial women to shop only with those merchants. The Sons of Liberty used newspapers and circulars to call out by name those merchants who refused to sign such agreements; sometimes they were threatened by violence. For instance, a broadside from 1769–1770 reads:

WILLIAM JACKSON,  
an IMPORTER;  
at the BRAZEN HEAD,  
North Side of the TOWN-HOUSE,  
and Opposite the Town-Pump, [in]  
Corn-hill, BOSTON  
It is desired that the SONS  
and DAUGHTERS of LIBERTY,  
would not buy any one thing of  
him, for in so doing they will bring  
disgrace upon themselves, and their  
Posterity, for ever and ever, AMEN.

The boycott in 1768–1769 turned the purchase of consumer goods into a political gesture. It mattered what you consumed. Indeed, the very clothes you wore indicated whether you were a defender of liberty in homespun or a protector of parliamentary rights in superfine British attire.

For examples of the types of luxury items that many American colonists favored, visit the National Humanities Center to see pictures and documents relating to home interiors of the wealthy.

## TROUBLE IN BOSTON

The Massachusetts Circular got Parliament's attention, and in 1768, Lord Hillsborough sent four thousand British troops to Boston to deal with the unrest and put down any potential rebellion there. The troops were a constant reminder of the assertion of British power over the colonies, an illustration of an unequal relationship between members of the same empire. As an added aggravation, British soldiers moonlighted as dockworkers, creating competition for employment. Boston's labor system had traditionally been closed, privileging native-born laborers over outsiders, and jobs were scarce. Many Bostonians, led by the Sons of Liberty, mounted a campaign of harassment against British troops. The Sons of Liberty also helped protect the smuggling actions of the merchants; smuggling was crucial for the colonists' ability to maintain their boycott of British goods.

John Hancock was one of Boston's most successful merchants and prominent citizens. While he maintained too high a profile to work actively with the Sons of Liberty, he was known to support their aims, if not their means of achieving them. He was also one of the many prominent merchants who had made their fortunes by smuggling, which was rampant in the colonial seaports. In 1768, customs officials seized the *Liberty*, one of his ships, and violence erupted. Led by the Sons of Liberty, Bostonians rioted against customs officials, attacking the customs house and chasing out the officers, who ran to safety at Castle William, a British fort on a Boston harbor island. British soldiers crushed the riots, but over the next few years, clashes between British officials and Bostonians became common.

Conflict turned deadly on March 5, 1770, in a confrontation that came to be known as the Boston Massacre. On that night, a crowd of Bostonians from many walks of life started throwing snowballs, rocks, and sticks at the British soldiers guarding the customs house. In the resulting scuffle, some soldiers, goaded by the mob who

hectoring the soldiers as “lobster backs” (the reference to lobster equated the soldiers with bottom feeders, i.e., aquatic animals that feed on the lowest organisms in the food chain), fired into the crowd, killing five people. Crispus Attucks, the first man killed—and, though no one could have known it then, the first official casualty in the war for independence—was of Wampanoag and African descent. The bloodshed illustrated the level of hostility that had developed as a result of Boston’s occupation by British troops, the competition for scarce jobs between Bostonians and the British soldiers stationed in the city, and the larger question of Parliament’s efforts to tax the colonies.

The Sons of Liberty immediately seized on the event, characterizing the British soldiers as murderers and their victims as martyrs. Paul Revere, a silversmith and member of the Sons of Liberty, circulated an engraving that showed a line of grim redcoats firing ruthlessly into a crowd of unarmed, fleeing civilians. Among colonists who resisted British power, this view of the “massacre” confirmed their fears of a tyrannous government using its armies to curb the freedom of British subjects. But to others, the attacking mob was equally to blame for pelting the British with rocks and insulting them.

It was not only British Loyalists who condemned the unruly mob. John Adams, one of the city’s strongest supporters of peaceful protest against Parliament, represented the British soldiers at their murder trial. Adams argued that the mob’s lawlessness required the soldiers’ response, and that without law and order, a society was nothing. He argued further that the soldiers were the tools of a much broader program, which transformed a street brawl into the injustice of imperial policy. Of the eight soldiers on trial, the jury acquitted six, convicting the other two of the reduced charge of manslaughter.

Adams argued: “Facts are stubborn things; and whatever may be our wishes, our inclinations, or the dictates of our passions, they cannot alter the state of facts and evidence: nor is the law less stable than the fact; if an assault was made to endanger their lives, the law

is clear, they had a right to kill in their own defense; if it was not so severe as to endanger their lives, yet if they were assaulted at all, struck and abused by blows of any sort, by snow-balls, oyster-shells, cinders, clubs, or sticks of any kind; this was a provocation, for which the law reduces the offence of killing, down to manslaughter, in consideration of those passions in our nature, which cannot be eradicated. To your candour and justice I submit the prisoners and their cause.”

## Propaganda and the Sons of Liberty

Long after the British soldiers had been tried and punished, the Sons of Liberty maintained a relentless propaganda campaign against British oppression. Many of them were printers or engravers, and they were able to use public media to sway others to their cause. Shortly after the incident outside the customs house, Paul Revere created “The Bloody Massacre perpetrated in King Street Boston on March 5th 1770 by a party of the 29th Regt.,” based on an image by engraver Henry Pelham. The picture—which represents only the protesters’ point of view—shows the ruthlessness of the British soldiers and the helplessness of the crowd of civilians. Notice the subtle details Revere uses to help convince the viewer of the civilians’ innocence



The Sons of Liberty circulated this sensationalized version of the events of March 5, 1770, in order to promote the rightness of their cause. The verses below the image begin as follows: “Unhappy Boston! see thy Sons deplore, Thy hallowed Walks besmeared with guiltless Gore.”

and the soldiers' cruelty. Although eyewitnesses said the crowd started the fight by throwing snowballs and rocks, in the engraving they are innocently standing by. Revere also depicts the crowd as well dressed and well-to-do, when in fact they were laborers and probably looked quite a bit rougher.

Newspaper articles and pamphlets that the Sons of Liberty circulated implied that the "massacre" was a planned murder. In the *Boston Gazette* on March 12, 1770, an article describes the soldiers as striking first. It goes on to discuss this version of the events: "On hearing the noise, one Samuel Atwood came up to see what was the matter; and entering the alley from dock square, heard the latter part of the combat; and when the boys had dispersed he met the ten or twelve soldiers aforesaid rushing down the alley towards the square and asked them if they intended to murder people? They answered Yes, by God, root and branch! With that one of them struck Mr. Atwood with a club which was repeated by another; and being unarmed, he turned to go off and received a wound on the left shoulder which reached the bone and gave him much pain."

What do you think most people in the United States think of when they consider the Boston Massacre? How does the propaganda of the Sons of Liberty still affect the way we think of this event?

## PARTIAL REPEAL

As it turned out, the Boston Massacre occurred after Parliament had partially repealed the Townshend Acts. By the late 1760s, the American boycott of British goods had drastically reduced British trade. Once again, merchants who lost money because of the boycott strongly pressured Parliament to loosen its restrictions on the colonies and break the non-importation movement. Charles Townshend died suddenly in 1767 and was replaced by Lord North, who was inclined to look for a more workable solution with the colonists. North convinced Parliament to drop all the Townshend



duties except the tax on tea. The administrative and enforcement provisions under the Townshend Acts—the American Board of Customs Commissioners and the vice-admiralty courts—remained in place.

To those who had protested the Townshend Acts for several years, the partial repeal appeared to be a major victory. For a second time, colonists had rescued liberty from an unconstitutional parliamentary measure. The hated British troops in Boston departed. The consumption of British goods skyrocketed after the partial repeal, an indication of the American colonists' desire for the items linking them to the Empire.

## Section Summary

Like the Stamp Act in 1765, the Townshend Acts led many colonists to work together against what they perceived to be an unconstitutional measure, generating the second major crisis in British Colonial America. The experience of resisting the Townshend Acts provided another shared experience among colonists from diverse regions and backgrounds, while the partial repeal convinced many that liberty had once again been defended. Nonetheless, Great Britain's debt crisis still had not been solved.

<https://www.openassessments.org/assessments/953>

## *Review Question*

1. What factors contributed to the Boston Massacre?

## *Answer to Review Question*

1. Tensions between colonists and the redcoats had been simmering for some time. British soldiers had been moonlighting as dockworkers, taking needed jobs away from colonists. Many British colonists were also wary of standing armies during peacetime, so skirmishes were common. Finally, the Sons of Liberty promoted tensions with their propaganda.

## *Glossary*

**Boston Massacre** a confrontation between a crowd of Bostonians and British soldiers on March 5, 1770, which resulted in the deaths of five people, including Crispus Attucks, the first official casualty in the war for independence

**Massachusetts Circular** a letter penned by Son of Liberty

Samuel Adams that laid out the unconstitutionality of taxation without representation and encouraged the other colonies to boycott British goods

# 123. The Destruction of the Tea and the Coercive Acts

## *Learning Objectives*

By the end of this section, you will be able to:

- Describe the socio-political environment in the colonies in the early 1770s
- Explain the purpose of the Tea Act of 1773 and discuss colonial reactions to it
- Identify and describe the Coercive Acts

The Tea Act of 1773 triggered a reaction with far more significant consequences than either the 1765 Stamp Act or the 1767 Townshend Acts. Colonists who had joined in protest against those earlier acts renewed their efforts in 1773. They understood that Parliament had again asserted its right to impose taxes without representation, and they feared the Tea Act was designed to seduce them into conceding this important principle by lowering the price of tea to the point that colonists might abandon their scruples. They also deeply resented the East India Company's monopoly on the sale of tea in the American colonies; this resentment sprang from the knowledge that some members of Parliament had invested heavily in the company.

## SMOLDERING RESENTMENT

Even after the partial repeal of the Townshend duties, however, suspicion of Parliament's intentions remained high. This was especially true in port cities like Boston and New York, where British customs agents were a daily irritant and reminder of British power. In public houses and squares, people met and discussed politics. Philosopher John Locke's *Two Treatises of Government*, published almost a century earlier, influenced political thought about the role of government to protect life, liberty, and property. The Sons of Liberty issued propaganda ensuring that colonists remained aware when Parliament overreached itself.

Violence continued to break out on occasion, as in 1772, when Rhode Island colonists boarded and burned the British revenue ship *Gaspée* in Narragansett Bay. Colonists had attacked or burned British customs ships in the past, but after the *Gaspée* Affair, the British government convened a Royal Commission of Inquiry. This Commission had the authority to remove the colonists, who were charged with treason, to Great Britain for trial. Some colonial protestors saw this new ability as another example of the overreach of British power.



THE BURNING OF THE "GASPEE"

*This 1883 engraving, which appeared in Harper's New Monthly Magazine, depicts the burning of the Gaspée. This attack provoked the British government to convene a Royal Commission of Inquiry; some regarded the Commission as an example of excessive British power and control over the colonies.*

Samuel Adams, along with Joseph Warren and James Otis, re-formed the Boston Committee of Correspondence, which functioned as a form of shadow government, to address the fear of British overreach. Soon towns all over Massachusetts had formed their own committees, and many other colonies followed suit. These committees, which had between seven and eight thousand members in all, identified enemies of the movement and communicated the news of the day. Sometimes they provided a version of events that differed from royal interpretations, and slowly, the committees began to supplant royal governments as sources of information. They later formed the backbone of communication among the colonies in the rebellion against the Tea Act, and eventually in the revolt against the British crown.

## THE TEA ACT OF 1773

Parliament did not enact the Tea Act of 1773 in order to punish the colonists, assert parliamentary power, or even raise revenues. Rather, the act was a straightforward order of economic protectionism for a British tea firm, the East India Company, that was on the verge of bankruptcy. In the colonies, tea was the one remaining consumer good subject to the hated Townshend duties. Protest leaders and their followers still avoided British tea, drinking smuggled Dutch tea as a sign of patriotism.

The Tea Act of 1773 gave the British East India Company the ability to export its tea directly to the colonies without paying import or export duties and without using middlemen in either Great Britain or the colonies. Even with the Townshend tax, the act would allow the East India Company to sell its tea at lower prices than the smuggled Dutch tea, thus undercutting the smuggling trade.

This act was unwelcome to those in British North America who had grown displeased with the pattern of imperial measures. By granting a monopoly to the East India Company, the act not only

cut out colonial merchants who would otherwise sell the tea themselves; it also reduced their profits from smuggled foreign tea. These merchants were among the most powerful and influential people in the colonies, so their dissatisfaction carried some weight. Moreover, because the tea tax that the Townshend Acts imposed remained in place, tea had intense power to symbolize the idea of “no taxation without representation.”

## COLONIAL PROTEST: THE DESTRUCTION OF THE TEA

The 1773 act reignited the worst fears among the colonists. To the Sons and Daughters of Liberty and those who followed them, the act appeared to be proof positive that a handful of corrupt members of Parliament were violating the British Constitution. Veterans of the protest movement had grown accustomed to interpreting British actions in the worst possible light, so the 1773 act appeared to be part of a large conspiracy against liberty.

As they had done to protest earlier acts and taxes, colonists responded to the Tea Act with a boycott. The Committees of Correspondence helped to coordinate resistance in all of the colonial port cities, so up and down the East Coast, British tea-carrying ships were unable to come to shore and unload their wares. In Charlestown, Boston, Philadelphia, and New York, the equivalent of millions of dollars' worth of tea was held hostage, either locked in storage warehouses or rotting in the holds of ships as they were forced to sail back to Great Britain.

In Boston, Thomas Hutchinson, now the royal governor of Massachusetts, vowed that radicals like Samuel Adams would not keep the ships from unloading their cargo. He urged the merchants who would have accepted the tea from the ships to stand their ground and receive the tea once it had been unloaded. When the

*Dartmouth* sailed into Boston Harbor in November 1773, it had twenty days to unload its cargo of tea and pay the duty before it had to return to Great Britain. Two more ships, the *Eleanor* and the *Beaver*, followed soon after. Samuel Adams and the Sons of Liberty tried to keep the captains of the ships from paying the duties and posted groups around the ships to make sure the tea would not be unloaded.

On December 16, just as the *Dartmouth's* deadline approached, townspeople gathered at the Old South Meeting House determined to take action. From this gathering, a group of Sons of Liberty and their followers approached the three ships. Some were disguised as Mohawks. Protected by a crowd of spectators, they systematically dumped all the tea into the harbor, destroying goods worth almost \$1 million in today's dollars, a very significant loss. This act soon inspired further acts of resistance up and down the East Coast. However, not all colonists, and not even all Patriots, supported the dumping of the tea. The wholesale destruction of property shocked people on both sides of the Atlantic.

To learn more about the Boston Tea Party, explore the extensive resources in the Boston Tea Party Ships and Museum collection of articles, photos, and video. At the museum itself, you can board replicas of the *Eleanor* and the *Beaver* and experience a recreation of the dumping of the tea.



## PARLIAMENT RESPONDS: THE COERCIVE ACTS

In London, response to the destruction of the tea was swift and strong. The violent destruction of property infuriated King George III and the prime minister, Lord North, who insisted the loss be repaid. Though some American merchants put forward a proposal for restitution, the Massachusetts Assembly refused to make payments. Massachusetts's resistance to British authority united different factions in Great Britain against the colonies. North had lost patience with the unruly British subjects in Boston. He declared: "The



*Lord North, seen here in Portrait of Frederick North, Lord North (1773–1774), painted by Nathaniel Dance, was prime minister at the time of the destruction of the tea and insisted that Massachusetts make good on the loss.*

Americans have tarred and feathered your subjects, plundered your merchants, burnt your ships, denied all obedience to your laws and authority; yet so clement and so long forbearing has our conduct been that it is incumbent on us now to take a different course. Whatever may be the consequences, we must risk something; if we do not, all is over." Both Parliament and the king agreed that Massachusetts should be forced to both pay for the tea and yield to British authority.

In early 1774, leaders in Parliament responded with a set of four measures designed to punish Massachusetts, commonly known as the Coercive Acts. The Boston Port Bill shut down Boston Harbor until the East India Company was repaid. The Massachusetts

Government Act placed the colonial government under the direct control of crown officials and made traditional town meetings subject to the governor's approval. The Administration of Justice Act allowed the royal governor to unilaterally move any trial of a crown officer out of Massachusetts, a change designed to prevent hostile Massachusetts juries from deciding these cases. This act was especially infuriating to John Adams and others who emphasized the time-honored rule of law. They saw this part of the Coercive Acts as striking at the heart of fair and equitable justice. Finally, the Quartering Act encompassed all the colonies and allowed British troops to be housed in occupied buildings.

At the same time, Parliament also passed the Quebec Act, which expanded the boundaries of Quebec westward and extended religious tolerance to Roman Catholics in the province. For many Protestant colonists, especially Congregationalists in New England, this forced tolerance of Catholicism was the most objectionable provision of the act. Additionally, expanding the boundaries of Quebec raised troubling questions for many colonists who eyed the West, hoping to expand the boundaries of their provinces. The Quebec Act appeared gratuitous, a slap in the face to colonists already angered by the Coercive Acts.

American Patriots renamed the Coercive and Quebec measures the Intolerable Acts. Some in London also thought the acts went too far; see the cartoon "The Able Doctor, or America Swallowing the Bitter Draught" for one British view of what Parliament was doing to the colonies. Meanwhile, punishments designed to hurt only one colony (Massachusetts, in this case) had the effect of mobilizing all the colonies to its side. The Committees of Correspondence had already been active in coordinating an approach to the Tea Act. Now the talk would turn to these new, intolerable assaults on the colonists' rights as British subjects.



The artist of “The Able Doctor, or America Swallowing the Bitter Draught” (London Magazine, May 1, 1774) targets select members of Parliament as the perpetrators of a devilish scheme to overturn the constitution; this is why Mother Britannia weeps. Note that this cartoon came from a British publication; Great Britain was not united in support of Parliament’s policies toward the American colonies.

## Section Summary

The colonial rejection of the Tea Act, especially the destruction of the tea in Boston Harbor, recast the decade-long argument between British colonists and the home government as an intolerable conspiracy

against liberty and an excessive overreach of parliamentary power. The Coercive Acts were punitive in nature, awakening the worst fears of otherwise loyal members of the British Empire in America.

<https://www.openassessments.org/assessments/954>

### *Review Question*

1. What was the significance of the Committees of Correspondence?

### *Answer to Review Question*

1. The Committees of Correspondence provided a crucial means of communication among the colonies. They also set the foundation for a colonial government by breaking away from royal governmental structures. Finally, they promoted a sense of colonial unity.

## *Glossary*

**Coercive Acts** four acts (Administration of Justice Act, Massachusetts Government Act, Port Bill, Quartering Act) that Lord North passed to punish Massachusetts for destroying the tea and refusing to pay for the damage

**Committees of Correspondence** colonial extralegal shadow governments that convened to coordinate plans of resistance against the British

**Intolerable Acts** the name American Patriots gave to the Coercive Acts and the Quebec Act

## 124. Video: Taxes & Smuggling - Prelude to Revolution

This video teaches you about the roots of the American Revolution. The Revolution did not start on July 4, 1776. The Revolutionary War didn't start on July 4 either. (as you remember, I'm sure, the Revolution and the Revolutionary War are not the same thing) The shooting started on April 19, 1775, at Lexington and/or Concord, MA. Or the shooting started with the Boston Massacre on March 5, 1770. At least we can pin down the Declaration of Independence to July 4, 1776. Except that most of the signers didn't sign until August 2. The point is that the beginning of the Revolution is very complex and hard to pin down. John will lead you through the bramble of taxes, royal decrees, acts of parliament, colonial responses, and various congresses. We'll start with the end of the Seven Years War, and the bill that the British ran up fighting the war. This led to taxes on colonial trade, which led to colonists demanding representation, which led to revolution. It all seems very complicated, but Crash Course will get you through it in about 12 minutes.



*One or more interactive elements has been excluded from this version of the text. You can view them online*

*here: <https://library.achievetheiream.org/herkimeramericanhistory1/?p=147#oembed-1>*

# 125. Disaffection: The First Continental Congress and American Identity

## *Learning Objectives*

By the end of this section, you will be able to:

- Describe the state of affairs between the colonies and the home government in 1774
- Explain the purpose and results of the First Continental Congress

Disaffection—the loss of affection toward the home government—had reached new levels by 1774. Many colonists viewed the Intolerable Acts as a turning point; they now felt they had to take action. The result was the First Continental Congress, a direct challenge to Lord North and British authority in the colonies. Still, it would be a mistake to assume there was a groundswell of support for separating from the British Empire and creating a new, independent nation. Strong ties still bound the Empire together, and colonists did not agree about the proper response. Loyalists tended to be property holders, established residents who feared the loss of their property. To them the protests seemed to promise nothing but mob rule, and the violence and disorder they provoked were shocking. On both sides of the Atlantic, opinions varied.

After the passage of the Intolerable Acts in 1774, the Committees of Correspondence and the Sons of Liberty went straight to work,

spreading warnings about how the acts would affect the liberty of all colonists, not just urban merchants and laborers. The Massachusetts Government Act had shut down the colonial government there, but resistance-minded colonists began meeting in extralegal assemblies. One of these assemblies, the Massachusetts Provincial Congress, passed the Suffolk Resolves in September 1774, which laid out a plan of resistance to the Intolerable Acts. Meanwhile, the First Continental Congress was convening to discuss how to respond to the acts themselves.

The First Continental Congress was made up of elected representatives of twelve of the thirteen American colonies. (Georgia's royal governor blocked the move to send representatives from that colony, an indication of the continued strength of the royal government despite the crisis.) The representatives met in Philadelphia from September 5 through October 26, 1774, and at first they did not agree at all about the appropriate response to the Intolerable Acts. Joseph Galloway of Pennsylvania argued for a conciliatory approach; he proposed that an elected Grand Council in America, like the Parliament in Great Britain, should be paired with a royally appointed President General, who would represent the authority of the Crown. More radical factions argued for a move toward separation from the Crown.

In the end, Paul Revere rode from Massachusetts to Philadelphia with the Suffolk Resolves, which became the basis of the Declaration and Resolves of the First Continental Congress. In the Declaration and Resolves, adopted on October 14, the colonists demanded the repeal of all repressive acts passed since 1773 and agreed to a non-importation, non-exportation, and non-consumption pact against all British goods until the acts were repealed. In the "Petition of Congress to the King" on October 24, the delegates adopted a further recommendation of the Suffolk Resolves and proposed that the colonies raise and regulate their own militias.

The representatives at the First Continental Congress created a Continental Association to ensure that the full boycott was enforced across all the colonies. The Continental Association served as an



umbrella group for colonial and local committees of observation and inspection. By taking these steps, the First Continental Congress established a governing network in opposition to royal authority.

Visit the Massachusetts Historical Society to see a digitized copy and read the transcript of the First Continental Congress's petition to King George.

## The First List of Un-American Activities

In her book *Toward A More Perfect Union: Virtue and the Formation of American Republics*, historian Ann Fairfax Withington explores actions the delegates to the First Continental Congress took during the weeks they were together. Along with their efforts to bring about the repeal of the Intolerable Acts, the delegates also banned certain activities they believed would undermine their fight against what they saw as British corruption.



*Cockfights, as depicted in The Cockpit (1759) by British artist and engraver William Hogarth, were among the entertainments the First Continental Congress sought to outlaw, considering them un-American.*

In particular, the delegates prohibited horse races, cockfights, the theater, and elaborate funerals. The reasons for these prohibitions provide insight into the state of affairs in 1774. Both horse races and cockfights encouraged gambling and, for the delegates, gambling threatened to prevent the unity of action and purpose they desired.

In addition, cockfighting appeared immoral and corrupt because the roosters were fitted with razors and fought to the death.

The ban on the theater aimed to do away with another corrupt British practice. Critics had long believed that theatrical performances drained money from working people. Moreover, they argued, theatergoers learned to lie and deceive from what they saw on stage. The delegates felt banning the theater would demonstrate their resolve to act honestly and without pretence in their fight against corruption.

Finally, eighteenth-century mourning practices often required lavish spending on luxury items and even the employment of professional mourners who, for a price, would shed tears at the grave. Prohibiting these practices reflected the idea that luxury bred corruption, and the First Continental Congress wanted to demonstrate that the colonists would do without British vices. Congress emphasized the need to be frugal and self-sufficient when confronted with corruption.

The First Continental Congress banned all four activities—horse races, cockfights, the theater, and elaborate funerals—and entrusted the Continental Association with enforcement. Rejecting what they saw as corruption coming from Great Britain, the delegates were also identifying themselves as standing apart from their British relatives. They cast themselves as virtuous defenders of liberty against a corrupt Parliament.

In the Declaration and Resolves and the Petition of Congress to the King, the delegates to the First Continental Congress refer to George III as “Most Gracious Sovereign” and to themselves as “inhabitants of the English colonies in North America” or “inhabitants of British America,” indicating that they still considered themselves British subjects of the king, not American citizens. At the same time, however, they were slowly moving away from British authority, creating their own *de facto* government in the First Continental Congress. One of the provisions of the Congress was

that it meet again in one year to mark its progress; the Congress was becoming an elected government.

## Section Summary

The First Continental Congress, which comprised elected representatives from twelve of the thirteen American colonies, represented a direct challenge to British authority. In its Declaration and Resolves, colonists demanded the repeal of all repressive acts passed since 1773. The delegates also recommended that the colonies raise militias, lest the British respond to the Congress's proposed boycott of British goods with force. While the colonists still considered themselves British subjects, they were slowly retreating from British authority, creating their own de facto government via the First Continental Congress.

<https://www.openassessments.org/assessments/955>

### *Critical Thinking Questions*

1. Was reconciliation between the American colonies and Great Britain possible in 1774? Why or why not?
2. Look again at the painting that opened this chapter:

*The Bostonians Paying the Excise-man, or Tarring and Feathering.* How does this painting represent the relationship between Great Britain and the American colonies in the years from 1763 to 1774?

3. Why did the colonists react so much more strongly to the Stamp Act than to the Sugar Act? How did the principles that the Stamp Act raised continue to provide points of contention between colonists and the British government?
4. History is filled with unintended consequences. How do the British government's attempts to control and regulate the colonies during this tumultuous era provide a case in point? How did the aims of the British measure up against the results of their actions?
5. What evidence indicates that colonists continued to think of themselves as British subjects throughout this era? What evidence suggests that colonists were beginning to forge a separate, collective "American" identity? How would you explain this shift?

## *Glossary*

**Suffolk Resolves** a Massachusetts plan of resistance to the Intolerable Acts that formed the basis of the eventual plan adopted by the First Continental Congress for resisting the British, including the arming of militias and the

adoption of a widespread non-importation, non-exportation, and non-consumption agreement

# 126. Primary Source Reading: Common Sense

## *Common Sense* by Thomas Paine

### Introduction

Common Sense is a pamphlet written by Thomas Paine in 1775–76 that inspired people in the Thirteen Colonies to declare and fight for independence from Great Britain in the summer of 1776. The pamphlet explained the advantages of and the need for immediate independence in clear, simple language. It was published anonymously on January 10, 1776, at the beginning of the American Revolution and became an immediate sensation. It was sold and distributed widely and read aloud at taverns and meeting places.

Washington had it read to all his troops, which at the time had surrounded the British army in Boston. In proportion to the population of the colonies at that time (2.5 million), it had the largest sale and circulation of any book published in American history. As of 2006, it remains the all-time best selling American title.

Common Sense presented the American colonists with an argument for freedom from British rule at a time when the question of whether or not to seek independence was the central issue of the day. Paine wrote and reasoned in a style that common people understood. Forgoing the philosophical and Latin references used by Enlightenment era writers, he structured Common Sense as if it were a sermon, and relied on Biblical references to make his case to the people. He connected independence with common dissenting Protestant beliefs as a means to present a distinctly American political identity. Historian Gordon S. Wood described Common

Sense as “the most incendiary and popular pamphlet of the entire revolutionary era”.

### *Source (Selection)*

#### Thoughts of the present state of American Affairs

The sun never shined on a cause of greater worth. ‘Tis not the affair of a city, a country, a province, or a kingdom, but of a continent— of at least one eighth part of the habitable globe. ‘Tis not the concern of a day, a year, or an age; posterity are virtually involved in the contest, and will be more or less affected, even to the end of time, by the proceedings now. Now is the seed time of continental union, faith and honor. The least fracture now will be like a name engraved with the point of a pin on the tender rind of a young oak; The wound will enlarge with the tree, and posterity read it in full grown characters.

By referring the matter from argument to arms, a new æra for politics is struck; a new method of thinking hath arisen. All plans, proposals, &c. prior to the nineteenth of April, i. e. to the commencement of hostilities, are like the almanacks of the last year; which, though proper then, are superceded and useless now. Whatever was advanced by the advocates on either side of the question then, terminated in one and the same point, viz. a union with Great-Britain; the only difference between the parties was the method of effecting it; the one proposing force, the other friendship; but it hath so far happened that the first hath failed, and the second hath withdrawn her influence.

As much hath been said of the advantages of reconciliation, which, like an agreeable dream, hath passed away and left us as we were, it is but right, that we should examine the contrary side of the argument, and inquire into some of the many material injuries which these colonies sustain, and always will sustain, by being connected

with, and dependant on Great-Britain. To examine that connexion and dependance, on the principles of nature and common sense, to see what we have to trust to, if separated, and what we are to expect, if dependant.

I have heard it asserted by some, that as America hath flourished under her former connexion with Great-Britain, that the same connexion is necessary towards her future happiness, and will always have the same effect. Nothing can be more fallacious than this kind of argument. We may as well assert that because a child has thrived upon milk, that it is never to have meat, or that the first twenty years of our lives is to become a precedent for the next twenty. But even this is admitting more than is true, for I answer roundly, that America would have flourished as much, and probably much more, had no European power had any thing to do with her. The commerce, by which she hath enriched herself are the necessaries of life, and will always have a market while eating is the custom of Europe.

But she has protected us, say some. That she hath engrossed us is true, and defended the continent at our expence as well as her own is admitted, and she would have defended Turkey from the same motive, viz. the sake of trade and dominion.

Alas, we have been long led away by ancient prejudices, and made large sacrifices to superstition. We have boasted the protection of Great-Britain, without considering, that her motive was interest not attachment; that she did not protect us from our enemies on our account, but from her enemies on her own account, from those who had no quarrel with us on any other account, and who will always be our enemies on the same account. Let Britain wave her pretensions to the continent, or the continent throw off the dependance, and we should be at peace with France and Spain were they at war with Britain. The miseries of Hanover last war ought to warn us against connexions.

It hath lately been asserted in parliament, that the colonies have no relation to each other but through the parent country, i. e. that Pennsylvania and the Jerseys, and so on for the rest, are sister



colonies by the way of England; this is certainly a very round-about way of proving relationship, but it is the nearest and only true way of proving enemyship, if I may so call it. France and Spain never were, nor perhaps ever will be our enemies as Americans, but as our being the subjects of Great-Britain.

But Britain is the parent country, say some. Then the more shame upon her conduct. Even brutes do not devour their young, nor savages make war upon their families; wherefore the assertion, if true, turns to her reproach; but it happens not to be true, or only partly so, and the phrase parent or mother country hath been jesuitically adopted by the king and his parasites, with a low papistical design of gaining an unfair bias on the credulous weakness of our minds. Europe, and not England, is the parent country of America. This new world hath been the asylum for the persecuted lovers of civil and religious liberty from every part of Europe. Hither have they fled, not from the tender embraces of the mother, but from the cruelty of the monster; and it is so far true of England, that the same tyranny which drove the first emigrants from home, pursues their descendants still.

In this extensive quarter of the globe, we forget the narrow limits of three hundred and sixty miles (the extent of England) and carry our friendship on a larger scale; we claim brotherhood with every European Christian, and triumph in the generosity of the sentiment.

It is pleasant to observe by what regular gradations we surmount the force of local prejudice, as we enlarge our acquaintance with the world. A man born in any town in England divided into parishes, will naturally associate most with his fellow parishioners (because their interests in many cases will be common) and distinguish him by the name of neighbour; if he meet him but a few miles from home, he drops the narrow idea of a street, and salutes him by the name of townsman; if he travel out of the county, and meet him in any other, he forgets the minor divisions of street and town, and calls him countryman; i. e. county-man; but if in their foreign excursions they should associate in France or any other part of Europe, their local remembrance would be enlarged into that of Englishmen. And by a

just parity of reasoning, all Europeans meeting in America, or any other quarter of the globe, are countrymen; for England, Holland, Germany, or Sweden, when compared with the whole, stand in the same places on the larger scale, which the divisions of street, town, and county do on the smaller ones; distinctions too limited for continental minds. Not one third of the inhabitants, even of this province, are of English descent. Wherefore I reprobate the phrase of parent or mother country applied to England only, as being false, selfish, narrow and ungenerous.

But admitting, that we were all of English descent, what does it amount to? Nothing. Britain, being now an open enemy, extinguishes every other name and title: And to say that reconciliation is our duty, is truly farcical. The first king of England, of the present line (William the Conqueror) was a Frenchman, and half the Peers of England are descendants from the same country; wherefore, by the same method of reasoning, England ought to be governed by France.

Much hath been said of the united strength of Britain and the colonies, that in conjunction they might bid defiance to the world. But this is mere presumption; the fate of war is uncertain, neither do the expressions mean any thing; for this continent would never suffer itself to be drained of inhabitants, to support the British arms in either Asia, Africa, or Europe.

Besides, what have we to do with setting the world at defiance? Our plan is commerce, and that, well attended to, will secure us the peace and friendship of all Europe; because, it is the interest of all Europe to have America a free port. Her trade will always be a protection, and her barrenness of gold and silver secure her from invaders.

I challenge the warmest advocate for reconciliation, to shew, a single advantage that this continent can reap, by being connected with Great Britain. I repeat the challenge, not a single advantage is derived. Our corn will fetch its price in any market in Europe, and our imported goods must be paid for buy them where we will.

But the injuries and disadvantages we sustain by that connection,

are without number; and our duty to mankind at large, as well as to ourselves, instruct us to renounce the alliance: Because, any submission to, or dependance on Great-Britain, tends directly to involve this continent in European wars and quarrels; and sets us at variance with nations, who would otherwise seek our friendship, and against whom, we have neither anger nor complaint. As Europe is our market for trade, we ought to form no partial connection with any part of it. It is the true interest of America to steer clear of European contentions, which she never can do, while by her dependance on Britain, she is made the make-weight in the scale on British politics.

Europe is too thickly planted with kingdoms to be long at peace, and whenever a war breaks out between England and any foreign power, the trade of America goes to ruin, because of her connection with Britain. The next war may not turn out like the last, and should it not, the advocates for reconciliation now will be wishing for separation then, because, neutrality in that case, would be a safer convoy than a man of war. Every thing that is right or natural pleads for separation. The blood of the slain, the weeping voice of nature cries, 'TIS TIME TO PART. Even the distance at which the Almighty hath placed England and America, is a strong and natural proof, that the authority of the one, over the other, was never the design of Heaven. The time likewise at which the continent was discovered, adds weight to the argument, and the manner in which it was peopled encreases the force of it. The Reformation was preceded by the discovery of America, as if the Almighty graciously meant to open a sanctuary to the persecuted in future years, when home should afford neither friendship nor safety.

The authority of Great-Britain over this continent, is a form of government, which sooner or later must have an end: And a serious mind can draw no true pleasure by looking forward, under the painful and positive conviction, that what he calls "the present constitution" is merely temporary. As parents, we can have no joy, knowing that this government is not sufficiently lasting to ensure any thing which we may bequeath to posterity: And by a plain

method of argument, as we are running the next generation into debt, we ought to do the work of it, otherwise we use them meanly and pitifully. In order to discover the line of our duty rightly, we should take our children in our hand, and fix our station a few years farther into life; that eminence will present a prospect, which a few present fears and prejudices conceal from our sight.

# 127. Primary Source Reading: "Give Me Liberty or Give Me Death!"

## *Introduction*

"Give me liberty, or give me death!" is a quotation attributed to Patrick Henry from a speech he made to the Virginia Convention in 1775, at St. John's Church in Richmond, Virginia, he is credited with having swung the balance in convincing the Virginia House of Burgesses to pass a resolution delivering the Virginia troops to the Revolutionary War. Among the delegates to the convention were future U.S. Presidents Thomas Jefferson and George Washington. ([http://en.wikipedia.org/wiki/Give\\_me\\_liberty,\\_or\\_give\\_me\\_death!](http://en.wikipedia.org/wiki/Give_me_liberty,_or_give_me_death!))

## *The Speech*

No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen if, entertaining as I do opinions of a character very opposite to theirs, I shall speak forth my sentiments freely and without reserve. This is no time for ceremony.

The question before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude

of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth, and fulfill the great responsibility which we hold to God and our country. Should I keep back my opinions at such a time, through fear of giving offense, I should consider myself as guilty of treason towards my country, and of an act of disloyalty toward the Majesty of Heaven, which I revere above all earthly kings.

Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren till she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those who, having eyes, see not, and, having ears, hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst, and to provide for it.

I have but one lamp by which my feet are guided, and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years to justify those hopes with which gentlemen have been pleased to solace themselves and the House. Is it that insidious smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss.

Ask yourselves how this gracious reception of our petition comports with those warlike preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation; the last arguments to which kings resort.

I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy, in this quarter

of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us: they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging.

And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves longer.

Sir, we have done everything that could be done to avert the storm which is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne!

In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free—if we mean to preserve inviolate those inestimable privileges for which we have been so long contending—if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained—we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of hosts is all that is left us!

They tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on

our backs and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot?

Sir, we are not weak if we make a proper use of those means which the God of nature hath placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us.

Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable—and let it come! I repeat it, sir, let it come.

It is in vain, sir, to extenuate the matter. Gentlemen may cry, peace, peace—but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery?

Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!



## 128. Primary Source Reading: The Declaration of Independence

*The Declaration of Independence is the usual name of a statement adopted by the Continental Congress on July 4, 1776, which announced that the thirteen American colonies, then at war with Great Britain, regarded themselves as 13 newly independent sovereign states, and no longer a part of the British Empire. Instead they formed a new nation—the United States of America. John Adams was a leader in pushing for independence, which was unanimously approved on July 2. A committee had already drafted the formal declaration, to be ready when Congress voted on independence. The term “Declaration of Independence” is not used in the document itself.*

*Adams persuaded the committee to select Thomas Jefferson to compose the original draft of the document, which congress would edit to produce the final version. The Declaration was ultimately a formal explanation of why Congress had voted on July 2 to declare independence from Great Britain, more than a year after the outbreak of the American Revolutionary War. The national birthday, the Independence Day is celebrated on July 4, although Adams wanted July 2.*

*After ratifying the text on July 4, Congress issued the Declaration of Independence in several forms. It was initially published as the printed Dunlap broadside that was widely distributed and read to the public. The source copy used for this printing has been lost, and may have been a copy in Thomas Jefferson's hand. Jefferson's original draft, complete with changes made by John Adams and Benjamin Franklin, and Jefferson's notes of changes made by Congress, is preserved at the Library of Congress. The most famous version of the Declaration, a signed copy that is popularly regarded as the official document, is*

*displayed at the National Archives in Washington, D.C. This engrossed copy was ordered by Congress on July 19, and signed primarily on August 2.*

## *The Declaration*

In CONGRESS, July 4, 1776.

### A DECLARATION

By the REPRESENTATIVES of the

UNITED STATES OF AMERICA,

In GENERAL CONGRESS assembled.

When in the course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the causes which impel them to the Separation.

We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or abolish it, and to institute a new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly all Experience hath shewn, that Mankind are more disposed to suffer, while Evils are sufferable, than to right themselves by abolishing the Forms to which they are accustomed.

But when a long Train of Abuses and Usurpations, pursuing invariably the same Object, evinces a Design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security. Such has been the patient Sufferance of these Colonies; and such is now the Necessity which constrains them to alter their former Systems of Government. The History of the Present King of Great-Britain is a History of repeated Injuries and Usurpations, all having in direct Object the Establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid World.

He has refused his Assent to Laws, the most wholesome and necessary for the public Good.

He has forbidden his Governors to pass Laws of immediate and pressing Importance, unless suspended in their Operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the Accommodation of large Districts of People; unless those People would relinquish the Right of Representation in the Legislature, a Right inestimable to them, and formidable to Tyrants only.

He has called together Legislative Bodies at Places unusual, uncomfortable, and distant from the Depository of their public Records, for the sole Purpose of fatiguing them into Compliance with his Measures.

He has dissolved Representative Houses repeatedly, for opposing with manly Firmness his Invasions on the Rights of the People.

He has refused for a long Time, after such Dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the Dangers of Invasion from without, and Convulsions within.

He has endeavoured to prevent the Population of these States; for that Purpose obstructing the Laws for Naturalization of Foreigners;

refusing to pass others to encourage their Migrations hither, and raising the Conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary Powers.

He has made Judges dependent on his Will alone, for the Tenure of their Offices, and Amount and Payment of their Salaries.

He has erected a Multitude of new Offices, and sent hither Swarms of Officers to harass our People, and eat out their Substance.

He has kept among us, in Times of Peace, Standing Armies, without the consent of our Legislature.

He has affected to render the Military independent of and superior to the Civil Power.

He has combined with others to subject us to a Jurisdiction foreign to our Constitution, and unacknowledged by our Laws; giving his Assent to their Acts of pretended Legislation:

For quartering large Bodies of Armed Troops among us:

For protecting them, by a mock Trial, from Punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all Parts of the World:

For imposing taxes on us without our Consent:

For depriving us, in many Cases, of the Benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended Offences:

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an arbitrary Government, and enlarging its Boundaries, so as to render it at once an Example and fit Instrument for introducing the same absolute Rule in these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with Powers to legislate for us in all Cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our Seas, ravaged our Coasts, burnt our Towns, and destroyed the Lives of our People.

He is, at this Time, transporting large Armies of foreign Mercenaries to compleat the Works of Death, Desolation, and Tyranny, already begun with circumstances of Cruelty and Perfidy, scarcely paralleled in the most barbarous Ages, and totally unworthy the Head of a civilized Nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the Executioners of their Friends and Brethren, or to fall themselves by their Hands.

He has excited domestic Insurrections among us, and has endeavoured to bring on the Inhabitants of our Frontiers, the merciless Indian Savages, whose known Rule of Warfare, is an undistinguished Destruction, of all Ages, Sexes and Conditions.

In every stage of these Oppressions we have Petitioned for Redress in the most humble Terms: Our repeated Petitions have been answered only by repeated Injury. A Prince, whose Character is thus marked by every act which may define a Tyrant, is unfit to be the Ruler of a free People.

Nor have we been wanting in Attentions to our British Brethren. We have warned them from Time to Time of Attempts by their Legislature to extend an unwarrantable Jurisdiction over us. We have reminded them of the Circumstances of our Emigration and Settlement here. We have appealed to their native Justice and Magnanimity, and we have conjured them by the Ties of our common Kindred to disavow these Usurpations, which, would inevitably interrupt our Connections and Correspondence. They too have been deaf to the Voice of Justice and of Consanguinity. We must, therefore, acquiesce in the Necessity, which denounces our Separation, and hold them, as we hold the rest of Mankind, Enemies in War, in Peace, Friends.

We, therefore, the Representatives of the United States of

America, in General Congress, Assembled, appealing to the Supreme Judge of the World for the Rectitude of our Intentions, do, in the Name, and by the Authority of the good People of these Colonies, solemnly Publish and Declare, That these United Colonies are, and of Right ought to be, Free and Independent States; that they are absolved from all Allegiance to the British Crown, and that all political Connection between them and the State of Great-Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm Reliance on the Protection of the divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

Signed by Order and in Behalf of the Congress,

John Hancock, President.

Attest.

Charles Thomson, Secretary.

PART VII

CHAPTER 6: AMERICA'S  
WAR FOR INDEPENDENCE,  
1775-1783





## 129. Introduction



*This famous 1819 painting by John Trumbull shows members of the committee entrusted with drafting the Declaration of Independence presenting their work to the Continental Congress in 1776. Note the British flags on the wall. Separating from the British Empire proved to be very difficult as the colonies and the Empire were linked with strong cultural, historical, and economic bonds forged over several generations.*

By the 1770s, Great Britain ruled a vast empire, with its American colonies producing useful raw materials and profitably consuming British goods. From Britain's perspective, it was inconceivable that the colonies would wage a successful war for independence; in 1776, they appeared weak and disorganized, no match for the Empire. Yet, although the Revolutionary War did indeed drag on for eight years, in 1783, the thirteen colonies, now the United States, ultimately prevailed against the British.

The Revolution succeeded because colonists from diverse economic and social backgrounds united in their opposition to

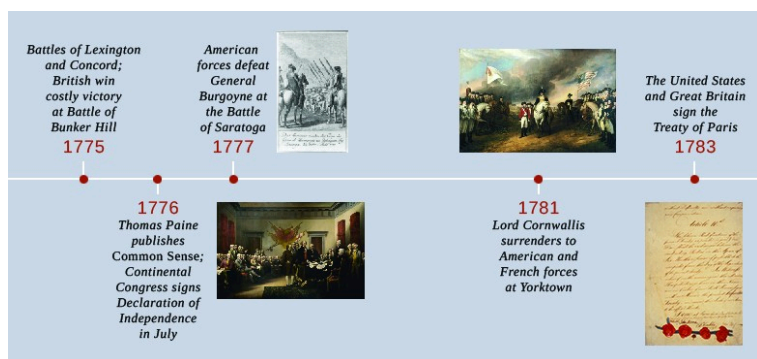
Great Britain. Although thousands of colonists remained loyal to the crown and many others preferred to remain neutral, a sense of community against a common enemy prevailed among Patriots. The signing of the Declaration of Independence exemplifies the spirit of that common cause. Representatives asserted: "That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, . . . And for the support of this Declaration, . . . we mutually pledge to each other our Lives, our Fortunes and our sacred Honor."

# 130. Britain's Law-and-Order Strategy and Its Consequences

## *Learning Objectives*

By the end of this section, you will be able to:

- Explain how Great Britain's response to the destruction of a British shipment of tea in Boston Harbor in 1773 set the stage for the Revolution
- Describe the beginnings of the American Revolution



Great Britain pursued a policy of law and order when dealing with the crises in the colonies in the late 1760s and 1770s. Relations

between the British and many American Patriots worsened over the decade, culminating in an unruly mob destroying a fortune in tea by dumping it into Boston Harbor in December 1773 as a protest against British tax laws. The harsh British response to this act in 1774, which included sending British troops to Boston and closing Boston Harbor, caused tensions and resentments to escalate further. The British tried to disarm the insurgents in Massachusetts by confiscating their weapons and ammunition and arresting the leaders of the patriotic movement. However, this effort faltered on April 19, when Massachusetts militias and British troops fired on each other as British troops marched to Lexington and Concord, an event immortalized by poet Ralph Waldo Emerson as the “shot heard round the world.” The American Revolution had begun.

## ON THE EVE OF REVOLUTION

The decade from 1763 to 1774 was a difficult one for the British Empire. Although Great Britain had defeated the French in the French and Indian War, the debt from that conflict remained a stubborn and seemingly unsolvable problem for both Great Britain and the colonies. Great Britain tried various methods of raising revenue on both sides of the Atlantic to manage the enormous debt, including instituting a tax on tea and other goods sold to the colonies by British companies, but many subjects resisted these taxes. In the colonies, Patriot groups like the Sons of Liberty led boycotts of British goods and took violent measures that stymied British officials.

Boston proved to be the epicenter of protest. In December 1773, a group of Patriots protested the Tea Act passed that year—which, among other provisions, gave the East India Company a monopoly on tea—by boarding British tea ships docked in Boston Harbor and dumping tea worth over \$1 million (in current prices) into the water. The destruction of the tea radically escalated the crisis between

Great Britain and the American colonies. When the Massachusetts Assembly refused to pay for the tea, Parliament enacted a series of laws called the Coercive Acts, which some colonists called the Intolerable Acts. Parliament designed these laws, which closed the port of Boston, limited the meetings of the colonial assembly, and disbanded all town meetings, to punish Massachusetts and bring the colony into line. However, many British Americans in other colonies were troubled and angered by Parliament's response to Massachusetts. In September and October 1774, all the colonies except Georgia participated in the First Continental Congress in Philadelphia. The Congress advocated a boycott of all British goods and established the Continental Association to enforce local adherence to the boycott. The Association supplanted royal control and shaped resistance to Great Britain.

## Joining the Boycott

Many British colonists in Virginia, as in the other colonies, disapproved of the destruction of the tea in Boston Harbor. However, after the passage of the Coercive Acts, the Virginia House of Burgesses declared its solidarity with Massachusetts by encouraging Virginians to observe a day of fasting and prayer on May 24 in sympathy with the people of Boston. Almost immediately thereafter, Virginia's colonial governor dissolved the House of Burgesses, but many of its members met again in secret on May 30 and adopted a



In "The Alternative of Williams-Burg" (1775), a merchant has to sign a non-importation agreement or risk being covered with the tar and feathers suspended behind him.

resolution stating that "the Colony of Virginia will concur with the other Colonies in such Measures as shall be judged most effectual for the preservation of the Common Rights and Liberty of British America."

After the First Continental Congress in Philadelphia, Virginia's Committee of Safety ensured that all merchants signed the non-importation agreements that the Congress had proposed. This British cartoon shows a Virginian signing the Continental Association boycott agreement.

Note the tar and feathers hanging from the gallows in the background of this image and the demeanor of the people surrounding the signer. What is the message of this engraving? Where are the sympathies of the artist? What is the meaning of the title "The Alternative of Williams-Burg?"

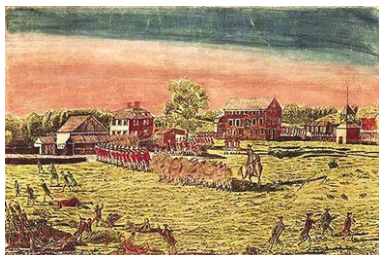
In an effort to restore law and order in Boston, the British dispatched General Thomas Gage to the New England seaport. He arrived in Boston in May 1774 as the new royal governor of the Province of Massachusetts, accompanied by several regiments of British troops. As in 1768, the British again occupied the town. Massachusetts delegates met in a Provincial Congress and published the Suffolk Resolves, which officially rejected the Coercive Acts and called for the raising of colonial militias to take military action if needed. The Suffolk Resolves signaled the overthrow of the royal government in Massachusetts.

Both the British and the rebels in New England began to prepare for conflict by turning their attention to supplies of weapons and gunpowder. General Gage stationed thirty-five hundred troops in Boston, and from there he ordered periodic raids on towns where guns and gunpowder were stockpiled, hoping to impose law and order by seizing them. As Boston became the headquarters of British military operations, many residents fled the city.

Gage's actions led to the formation of local rebel militias that were able to mobilize in a minute's time. These minutemen, many of whom were veterans of the French and Indian War, played an important role in the war for independence. In one instance, General Gage seized munitions in Cambridge and Charlestown, but when he arrived to do the same in Salem, his troops were met by a large crowd of minutemen and had to leave empty-handed. In New Hampshire, minutemen took over Fort William and Mary and confiscated weapons and cannons there. New England readied for war.

## THE OUTBREAK OF FIGHTING

Throughout late 1774 and into 1775, tensions in New England continued to mount. General Gage knew that a powder magazine was stored in Concord, Massachusetts, and on April 19, 1775, he ordered troops to seize these munitions. Instructions from London called for the arrest of rebel leaders Samuel Adams and John Hancock. Hoping for secrecy, his troops left Boston under cover of darkness, but riders from Boston let the



*Amos Doolittle was an American printmaker who volunteered to fight against the British. His engravings of the battles of Lexington and Concord—such as this detail from *The Battle of Lexington, April 19th 1775*—are the only contemporary American visual records of the events there.*

militias know of the British plans. (Paul Revere was one of these riders, but the British captured him and he never finished his ride. Henry Wadsworth Longfellow memorialized Revere in his 1860 poem, “Paul Revere’s Ride,” incorrectly implying that he made it all the way to Concord.) Minutemen met the British troops and skirmished with them, first at Lexington and then at Concord. The British retreated to Boston, enduring ambushes from several other militias along the way. Over four thousand militiamen took part in these skirmishes with British soldiers. Seventy-three British soldiers and forty-nine Patriots died during the British retreat to Boston. The famous confrontation is the basis for Emerson’s “Concord Hymn” (1836), which begins with the description of the “shot heard round the world.” Although propagandists on both sides pointed fingers, it remains unclear who fired that shot.

After the battles of Lexington and Concord, New England fully mobilized for war. Thousands of militias from towns throughout New England marched to Boston, and soon the city was besieged by



a sea of rebel forces. In May 1775, Ethan Allen and Colonel Benedict Arnold led a group of rebels against Fort Ticonderoga in New York. They succeeded in capturing the fort, and cannons from Ticonderoga were brought to Massachusetts and used to bolster the Siege of Boston.



This 1779 map shows details of the British and Patriot troops in and around Boston, Massachusetts, at the beginning of the war.

In June, General Gage resolved to take Breed's Hill and Bunker Hill, the high ground across the Charles River from Boston, a strategic site that gave the rebel militias an advantage since they could train their cannons on the British. In the Battle of Bunker Hill, on June 17, the British launched three assaults on the hills, gaining control only after the rebels ran out of ammunition. British losses were very high—over two hundred were killed and eight hundred wounded—and, despite his victory, General Gage was unable to break the colonial forces' siege of the city. In August, King George

III declared the colonies to be in a state of rebellion. Parliament and many in Great Britain agreed with their king. Meanwhile, the British forces in Boston found themselves in a terrible predicament, isolated in the city and with no control over the countryside.



(a)



(b)

The British cartoon “Bunkers Hill or America’s Head Dress” (a) depicts the initial rebellion as an elaborate colonial coiffure. The illustration pokes fun at both the colonial rebellion and the overdone hairstyles for women that had made their way from France and Britain to the American colonies. Despite gaining control of the high ground after the colonial militias ran out of ammunition, General Thomas Gage (b), shown here in a painting made in 1768–1769 by John Singleton Copley, was unable to break the siege of the city.

In the end, General George Washington, commander in chief of the Continental Army since June 15, 1775, used the Fort Ticonderoga cannons to force the evacuation of the British from Boston. Washington had positioned these cannons on the hills overlooking both the fortified positions of the British and Boston Harbor, where the British supply ships were anchored. The British could not return fire on the colonial positions because they could not elevate their cannons. They soon realized that they were in an untenable position and had to withdraw from Boston. On March 17, 1776, the British

evacuated their troops to Halifax, Nova Scotia, ending the nearly year-long siege.

By the time the British withdrew from Boston, fighting had broken out in other colonies as well. In May 1775, Mecklenburg County in North Carolina issued the Mecklenburg Resolves, stating that a rebellion against Great Britain had begun, that colonists did not owe any further allegiance to Great Britain, and that governing authority had now passed to the Continental Congress. The resolves also called upon the formation of militias to be under the control of the Continental Congress. Loyalists and Patriots clashed in North Carolina in February 1776 at the Battle of Moore's Creek Bridge.

In Virginia, the royal governor, Lord Dunmore, raised Loyalist forces to combat the rebel colonists and also tried to use the large slave population to put down the rebellion. In November 1775, he issued a decree, known as Dunmore's Proclamation, promising freedom to slaves and indentured servants of rebels who remained loyal to the king and who pledged to fight with the Loyalists against the insurgents. Dunmore's Proclamation exposed serious problems for both the Patriot cause and for the British. In order for the British to put down the rebellion, they needed the support of Virginia's landowners, many of whom owned slaves. (While Patriot slaveholders in Virginia and elsewhere proclaimed they acted in defense of liberty, they kept thousands in bondage, a fact the British decided to exploit.) Although a number of slaves did join Dunmore's side, the proclamation had the unintended effect of galvanizing Patriot resistance to Britain. From the rebels' point of view, the British looked to deprive them of their slave property and incite a race war. Slaveholders feared a slave uprising and increased their commitment to the cause against Great Britain, calling for independence. Dunmore fled Virginia in 1776.

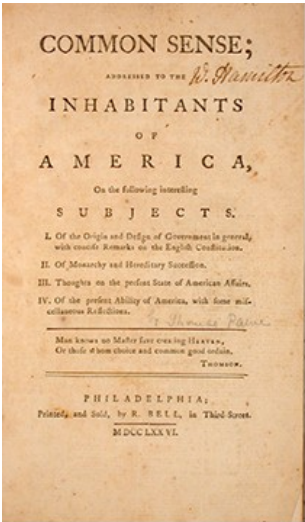
## COMMON SENSE

With the events of 1775 fresh in their minds, many colonists reached the conclusion in 1776 that the time had come to secede from the Empire and declare independence. Over the past ten years, these colonists had argued that they deserved the same rights as Englishmen enjoyed in Great Britain, only to find themselves relegated to an intolerable subservient status in the Empire. The groundswell of support for their cause of independence in 1776 also owed much to the appearance of an anonymous pamphlet, first published in January 1776, entitled *Common Sense*. Thomas Paine, who had emigrated from England to Philadelphia in 1774, was the author. Arguably the most radical pamphlet of the revolutionary era, *Common Sense* made a powerful argument for independence.

Paine's pamphlet rejected the monarchy, calling King George III a "royal brute" and questioning the right of an island (England) to rule over America. In this way, Paine helped to channel colonial discontent toward the king himself and not, as had been the case, toward the British Parliament—a bold move that signaled the desire to create a new political order disavowing monarchy entirely. He argued for the creation of an American republic, a state without a king, and extolled the blessings of republicanism, a political philosophy that held that elected representatives, not a hereditary monarch, should govern states. The vision of an American republic put forward by Paine included the idea of popular sovereignty: citizens in the republic would determine who would represent them, and decide other issues, on the basis of majority rule. Republicanism also served as a social philosophy guiding the conduct of the Patriots in their struggle against the British Empire. It demanded adherence to a code of virtue, placing the public good and community above narrow self-interest.

Paine wrote *Common Sense* in simple, direct language aimed at ordinary people, not just the learned elite. The pamphlet proved immensely popular and was soon available in all thirteen colonies,

where it helped convince many to reject monarchy and the British Empire in favor of independence and a republican form of government.



(a)



(b)

Thomas Paine's *Common Sense* (a) helped convince many colonists of the need for independence from Great Britain. Paine, shown here in a portrait by Laurent Dabos (b), was a political activist and revolutionary best known for his writings on both the American and French Revolutions.

# THE DECLARATION OF INDEPENDENCE

In the summer of 1776, the Continental Congress met in Philadelphia and agreed to sever ties with Great Britain. Virginian Thomas Jefferson and John Adams of Massachusetts, with the support of the Congress, articulated the justification for liberty in the Declaration of Independence. The Declaration, written primarily by Jefferson, included a long list of grievances against King George III and laid out the foundation of American government as a republic in which the consent of the governed would be of paramount importance.

The preamble to the Declaration began with a statement of Enlightenment principles about universal human rights and values: “We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or abolish it.” In addition to this statement of principles, the document served another purpose: Patriot leaders sent copies to France and Spain in hopes of winning their support and aid in the contest



The Dunlap Broadside, one of which is shown here, are considered the first published copies of the Declaration of Independence. This one was printed on July 4, 1776.

against Great Britain. They understood how important foreign recognition and aid would be to the creation of a new and independent nation.

The Declaration of Independence has since had a global impact, serving as the basis for many subsequent movements to gain independence from other colonial powers. It is part of America's civil religion, and thousands of people each year make pilgrimages to see the original document in Washington, DC.

The Declaration also reveals a fundamental contradiction of the American Revolution: the conflict between the existence of slavery and the idea that "all men are created equal." One-fifth of the population in 1776 was enslaved, and at the time he drafted the Declaration, Jefferson himself owned more than one hundred slaves. Further, the Declaration framed equality as existing only among white men; women and nonwhites were entirely left out of a document that referred to native peoples as "merciless Indian savages" who indiscriminately killed men, women, and children. Nonetheless, the promise of equality for all planted the seeds for future struggles waged by slaves, women, and many others to bring about its full realization. Much of American history is the story of the slow realization of the promise of equality expressed in the Declaration of Independence.

Visit Digital History to view "The Female Combatants." In this 1776 engraving by an anonymous artist, Great Britain is depicted on the left as a staid, stern matron, while America, on the right, is shown as a half-dressed American Indian. Why do you think the artist depicted the two opposing sides this way?

## Section Summary

Until Parliament passed the Coercive Acts in 1774, most colonists still thought of themselves as proud subjects of the strong British Empire. However, the Coercive (or Intolerable) Acts, which Parliament enacted to punish Massachusetts for failing to pay for the destruction of the tea, convinced many colonists that Great Britain was indeed threatening to stifle their liberty. In Massachusetts and other New England colonies, militias like the minutemen prepared for war by stockpiling weapons and ammunition. After the first loss of life at the battles of Lexington and Concord in April 1775, skirmishes continued throughout the colonies. When Congress met in Philadelphia in July 1776, its members signed the Declaration of Independence, officially breaking ties with Great Britain and declaring their intention to be self-governing.

<https://www.openassessments.org/assessments/956>

### *Review Question*

1. What are the main arguments that Thomas Paine



makes in his pamphlet *Common Sense*? Why was this pamphlet so popular?

### *Answer to Review Question*

1. In *Common Sense*, Paine rejects the monarchy, calling into question both the right of any king to rule any people and Great Britain's right to rule America. He argues for the creation of an American republic and the adoption of a philosophy of republicanism, which would extend to both the structure of the government—composed of representatives, rather than a monarch—and the conduct of the Patriots, who must place the public good and community above their own self-interest. Paine wrote his pamphlet simply, appealing to the “common sense” of ordinary citizens, which helped to increase its popularity.

### *Glossary*

**Dunmore's Proclamation** the decree signed by Lord Dunmore, the royal governor of Virginia, which proclaimed

that any slaves or indentured servants who fought on the side of the British would be rewarded with their freedom

**Mecklenburg Resolves** North Carolina's declaration of rebellion against Great Britain

**minutemen** colonial militias prepared to mobilize and fight the British with a minute's notice

**popular sovereignty** the practice of allowing the citizens of a state or territory to decide issues based on the principle of majority rule

**republicanism** a political philosophy that holds that states should be governed by representatives, not a monarch; as a social philosophy, republicanism required civic virtue of its citizens

**thirteen colonies** the British colonies in North America that declared independence from Great Britain in 1776, which included Connecticut, Delaware, Georgia, Maryland, the province of Massachusetts Bay, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island and Providence Plantations, South Carolina, and Virginia

# 131. The Early Years of the Revolution

## *Learning Objectives*

By the end of this section, you will be able to:

- Explain the British and American strategies of 1776 through 1778
- Identify the key battles of the early years of the Revolution

After the British quit Boston, they slowly adopted a strategy to isolate New England from the rest of the colonies and force the insurgents in that region into submission, believing that doing so would end the conflict. At first, British forces focused on taking the principal colonial centers. They began by easily capturing New York City in 1776. The following year, they took over the American capital of Philadelphia. The larger British effort to isolate New England was implemented in 1777. That effort ultimately failed when the British surrendered a force of over five thousand to the Americans in the fall of 1777 at the Battle of Saratoga.

The major campaigns over the next several years took place in the middle colonies of New York, New Jersey, and Pennsylvania, whose populations were sharply divided between Loyalists and Patriots. Revolutionaries faced many hardships as British superiority on the battlefield became evident and the difficulty of funding the war caused strains.

# THE BRITISH STRATEGY IN THE MIDDLE COLONIES

After evacuating Boston in March 1776, British forces sailed to Nova Scotia to regroup. They devised a strategy, successfully implemented in 1776, to take New York City. The following year, they planned to end the rebellion by cutting New England off from the rest of the colonies and starving it into submission. Three British armies were to move simultaneously from New York City, Montreal, and Fort Oswego to converge along the Hudson River; British control of that natural boundary would isolate New England.



General William Howe, shown here in a 1777 portrait by Richard Purcell, led British forces in America in the first years of the war.

General William Howe, commander in chief of the British forces in America, amassed thirty-two thousand troops on Staten Island in June and July 1776. His brother, Admiral Richard Howe, controlled New York Harbor. Command of New York City and the Hudson River was their goal. In August 1776, General Howe landed his forces on Long Island and easily routed the American Continental Army there in the Battle of Long Island (August 27). The Americans were outnumbered and lacked both military experience and discipline. Sensing victory, General and Admiral Howe arranged a peace conference in September 1776, where Benjamin Franklin, John Adams, and South Carolinian John Rutledge represented the Continental Congress. Despite the Howes' hopes, however, the

Americans demanded recognition of their independence, which the Howes were not authorized to grant, and the conference disbanded.

On September 16, 1776, George Washington's forces held up against the British at the Battle of Harlem Heights. This important American military achievement, a key reversal after the disaster on Long Island, occurred as most of Washington's forces retreated to New Jersey. A few weeks later, on October 28, General Howe's forces defeated Washington's at the Battle of White Plains and New York City fell to the British. For the next seven years, the British made the city the headquarters for their military efforts to defeat the rebellion, which included raids on surrounding areas. In 1777, the British burned Danbury, Connecticut, and in July 1779, they set fire to homes in Fairfield and Norwalk. They held American prisoners aboard ships in the waters around New York City; the death toll was shocking, with thousands perishing in the holds. Meanwhile, New York City served as a haven for Loyalists who disagreed with the effort to break away from the Empire and establish an American republic.

## GEORGE WASHINGTON AND THE CONTINENTAL ARMY

When the Second Continental Congress met in Philadelphia in May 1775, members approved the creation of a professional Continental Army with Washington as commander in chief. Although sixteen thousand volunteers enlisted, it took several years for the Continental Army to become a truly professional force. In 1775 and 1776, militias still composed the bulk of the Patriots' armed forces, and these soldiers returned home after the summer fighting season, drastically reducing the army's strength.



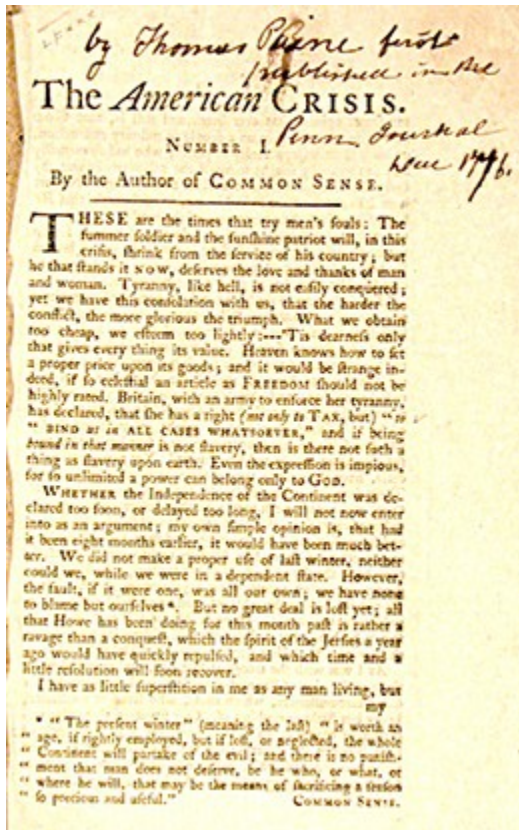
*This 1775 etching shows George Washington taking command of the Continental Army at Cambridge, Massachusetts, just two weeks after his appointment by the Continental Congress.*

That changed in late 1776 and early 1777, when Washington broke with conventional eighteenth-century military tactics that called for fighting in the summer months only. Intent on raising revolutionary morale after the British captured New York City, he launched surprise strikes against British forces in their winter quarters. In Trenton,

New Jersey, he led his soldiers across the Delaware River and surprised an encampment of Hessians, German mercenaries hired by Great Britain to put down the American rebellion. Beginning the night of December 25, 1776, and continuing into the early hours of December 26, Washington moved on Trenton where the Hessians were encamped. Maintaining the element of surprise by attacking at Christmastime, he defeated them, taking over nine hundred captive. On January 3, 1777, Washington achieved another much-needed victory at the Battle of Princeton. He again broke with eighteenth-century military protocol by attacking unexpectedly after the fighting season had ended.

## THOMAS PAINE ON “THE AMERICAN CRISIS”

During the American Revolution, following the publication of *Common Sense* in January 1776, Thomas Paine began a series of sixteen pamphlets known collectively as *The American Crisis*. He wrote the first volume in 1776, describing the dire situation facing the revolutionaries at the end of that hard year.



Thomas Paine wrote the pamphlet *The American Crisis*, the first page of which is shown here, in 1776.

These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands it now, deserves the love and thanks of man and woman. . . . Britain, with an army to enforce her tyranny, has declared that she has a right (not only to tax) but "to bind us in all cases whatsoever," and if being bound in that manner, is not slavery, then is there not such a thing as slavery upon earth. Even the

expression is impious; for so unlimited a power can belong only to God. . . .

I shall conclude this paper with some miscellaneous remarks on the state of our affairs; and shall begin with asking the following question, Why is it that the enemy have left the New England provinces, and made these middle ones the seat of war? The answer is easy: New England is not infested with Tories, and we are. I have been tender in raising the cry against these men, and used numberless arguments to show them their danger, but it will not do to sacrifice a world either to their folly or their baseness. The period is now arrived, in which either they or we must change our sentiments, or one or both must fall. . . .

By perseverance and fortitude we have the prospect of a glorious issue; by cowardice and submission, the sad choice of a variety of evils—a ravaged country—a depopulated city—habitations without safety, and slavery without hope—our homes turned into barracks and bawdy-houses for Hessians, and a future race to provide for, whose fathers we shall doubt of. Look on this picture and weep over it! and if there yet remains one thoughtless wretch who believes it not, let him suffer it unlamented.

—Thomas Paine, “The American Crisis,” December 23, 1776

What topics does Paine address in this pamphlet? What was his purpose in writing? What does he write about Tories (Loyalists), and why does he consider them a problem?

Visit Wikisource to read the rest of Thomas Paine’s first *American Crisis* pamphlet, as well as the other fifteen in the series



## PHILADELPHIA AND SARATOGA: BRITISH AND AMERICAN VICTORIES

In August 1777, General Howe brought fifteen thousand British troops to Chesapeake Bay as part of his plan to take Philadelphia, where the Continental Congress met. That fall, the British defeated Washington's soldiers in the Battle of Brandywine Creek and took control of Philadelphia, forcing the Continental Congress to flee. During the winter of 1777–1778, the British occupied the city, and Washington's army camped at Valley Forge, Pennsylvania.

Washington's winter at Valley Forge was a low point for the American forces. A lack of supplies weakened the men, and disease took a heavy toll. Amid the cold, hunger, and sickness, soldiers deserted in droves. On February 16, Washington wrote to George Clinton, governor of New York: "For some days past, there has been little less than a famine in camp. A part of the army has been a week without any kind of flesh & the rest three or four days. Naked and starving as they are, we cannot enough admire the incomparable



*Prussian soldier Friedrich Wilhelm von Steuben, shown here in a 1786 portrait by Ralph Earl, was instrumental in transforming Washington's Continental Army into a professional armed force.*

patience and fidelity of the soldiery, that they have not been ere [before] this excited by their sufferings to a general mutiny and dispersion." Of eleven thousand soldiers encamped at Valley Forge, twenty-five hundred died of starvation, malnutrition, and disease. As Washington feared, nearly one hundred soldiers deserted every week. (Desertions continued, and by 1780, Washington was

executing recaptured deserters every Saturday.) The low morale extended all the way to Congress, where some wanted to replace Washington with a more seasoned leader.

Assistance came to Washington and his soldiers in February 1778 in the form of the Prussian soldier Friedrich Wilhelm von Steuben. Baron von Steuben was an experienced military man, and he implemented a thorough training course for Washington's ragtag troops. By drilling a small corps of soldiers and then having them train others, he finally transformed the Continental Army into a force capable of standing up to the professional British and Hessian soldiers. His drill manual—*Regulations for the Order and Discipline of the Troops of the United States*—informed military practices in the United States for the next several decades.

Explore Friedrich Wilhelm von Steuben's Revolutionary War Drill Manual to understand how von Steuben was able to transform the Continental Army into a professional fighting force. Note the tremendous amount of precision and detail in von Steuben's descriptions.

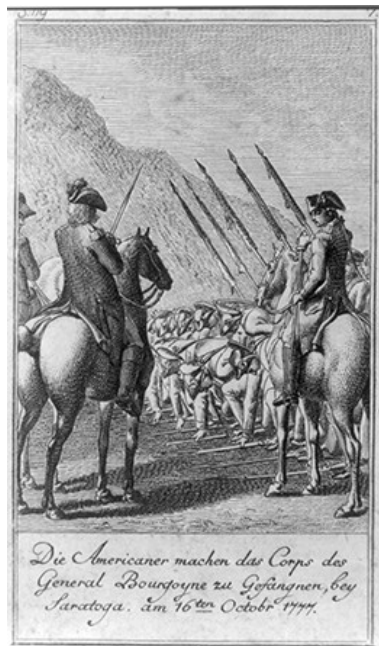
Meanwhile, the campaign to sever New England from the rest of the colonies had taken an unexpected turn during the fall of 1777. The British had attempted to implement the plan, drawn up by Lord George Germain and Prime Minister Lord North, to isolate New England with the combined forces of three armies. One army, led by General John Burgoyne, would march south from Montreal. A second force, led by Colonel Barry St. Leger and made up of British troops and Iroquois, would march east from Fort Oswego on the banks of Lake Ontario. A third force, led by General Sir Henry Clinton, would march north from New York City. The armies would converge at Albany and effectively cut the rebellion in two by isolating New England. This northern campaign fell victim to

competing strategies, however, as General Howe had meanwhile decided to take Philadelphia. His decision to capture that city siphoned off troops that would have been vital to the overall success of the campaign in 1777.

The British plan to isolate New England ended in disaster. St. Leger's efforts to bring his force of British regulars, Loyalist fighters, and Iroquois allies east to link up with General Burgoyne failed, and he retreated to Quebec. Burgoyne's forces encountered ever-stiffer resistance as he made his way south from Montreal, down Lake Champlain and the upper Hudson River corridor. Although they did capture Fort Ticonderoga when American forces retreated, Burgoyne's army found themselves surrounded by a sea of colonial militias in Saratoga, New York. In the meantime, the small British force under Clinton that

left New York City to aid Burgoyne advanced slowly up the Hudson River, failing to provide the much-needed support for the troops at Saratoga. On October 17, 1777, Burgoyne surrendered his five thousand soldiers to the Continental Army.

The American victory at the Battle of Saratoga was the major turning point in the war. This victory convinced the French to recognize American independence and form a military alliance with the new nation, which changed the course of the war by opening the door to badly needed military support from France. Still smarting



*This German engraving, created by Daniel Chodowiecki in 1784, shows British soldiers laying down their arms before the American forces.*

from their defeat by Britain in the Seven Years' War, the French supplied the United States with gunpowder and money, as well as soldiers and naval forces that proved decisive in the defeat of Great Britain. The French also contributed military leaders, including the Marquis de Lafayette, who arrived in America in 1777 as a volunteer and served as Washington's aide-de-camp.

The war quickly became more difficult for the British, who had to fight the rebels in North America as well as the French in the Caribbean. Following France's lead, Spain joined the war against Great Britain in 1779, though it did not recognize American independence until 1783. The Dutch Republic also began to support the American revolutionaries and signed a treaty of commerce with the United States in 1782.

Great Britain's effort to isolate New England in 1777 failed. In June 1778, the occupying British force in Philadelphia evacuated and returned to New York City in order to better defend that city, and the British then turned their attention to the southern colonies.

## Section Summary

The British successfully implemented the first part of their strategy to isolate New England when they took New York City in the fall of 1776. For the next seven years, they used New York as a base of operations, expanding their control to Philadelphia in the winter of 1777. After suffering through a terrible winter in 1777–1778 in Valley Forge, Pennsylvania, American forces were revived with help from Baron von Steuben, a

Prussian military officer who helped transform the Continental Army into a professional fighting force. The effort to cut off New England from the rest of the colonies failed with the General Burgoyne's surrender at Saratoga in October 1777. After Saratoga, the struggle for independence gained a powerful ally when France agreed to recognize the United States as a new nation and began to send much-needed military support. The entrance of France—Britain's archrival in the contest of global empire—into the American fight helped to turn the tide of the war in favor of the revolutionaries.

<https://www.openassessments.org/assessments/957>

### *Review Questions*

1. Describe the British strategy in the early years of the war and explain whether or not it succeeded.
2. How did George Washington's military tactics help him to achieve success?

### *Answers to Review Questions*

1. The British strategy in the period from 1776 to 1778

was to isolate the New England colonies, where the rebellion was concentrated. They succeeded in the beginning by taking first New York and then Philadelphia. However, they stalled there, and after the British defeat at Saratoga, they were not able to complete their plan to isolate New England.

2. In the eighteenth century, militaries typically fought only in the summer months. On December 25 and 26, 1776, Washington triumphed over the Hessians encamped at Trenton by surprising them as they celebrated Christmas. Shortly thereafter, he used this same tactic to achieve victory at the Battle of Princeton.

## *Glossary*

**Hessians** German mercenaries hired by Great Britain to put down the American rebellion

## 132. War in the South

### *Learning Objectives*

By the end of this section, you will be able to:

- Outline the British southern strategy and its results
- Describe key American victories and the end of the war
- Identify the main terms of the Treaty of Paris (1783)

By 1778, the war had turned into a stalemate. Although some in Britain, including Prime Minister Lord North, wanted peace, King George III demanded that the colonies be brought to obedience. To break the deadlock, the British revised their strategy and turned their attention to the southern colonies, where they could expect more support from Loyalists. The southern colonies soon became the center of the fighting. The southern strategy brought the British success at first, but thanks to the leadership of George Washington and General Nathanael Greene and the crucial assistance of French forces, the Continental Army defeated the British at Yorktown, effectively ending further large-scale operations during the war.

## GEORGIA AND SOUTH CAROLINA

The British architect of the war strategy, Lord George Germain, believed Britain would gain the upper hand with the support of

Loyalists, slaves, and Indian allies in the South, and indeed, this southern strategy initially achieved great success. The British began their southern campaign by capturing Savannah, the capital of Georgia, in December 1778. In Georgia, they found support from thousands of slaves who ran to the British side to escape their bondage. As the British regained political control in Georgia, they forced the inhabitants to swear allegiance to the king and formed twenty Loyalist regiments. The Continental Congress had suggested that slaves be given freedom if they joined the Patriot army against the British, but revolutionaries in Georgia and South Carolina refused to consider this proposal. Once again, the Revolution served to further divisions over race and slavery.

After taking Georgia, the British turned their attention to South Carolina. Before the Revolution, South Carolina had been starkly divided between the backcountry, which harbored revolutionary partisans, and the coastal regions, where Loyalists remained a powerful force. Waves of violence rocked the backcountry from the late 1770s into the early 1780s. The Revolution provided an opportunity for residents to fight over their local resentments and antagonisms with murderous consequences. Revenge killings and the destruction of property became mainstays in the savage civil war that gripped the South.

In April 1780, a British force of eight thousand soldiers besieged American forces in Charleston. After six weeks of the Siege of Charleston, the British triumphed. General Benjamin Lincoln, who led the effort for the revolutionaries, had to surrender his entire force, the largest American loss during the entire war. Many of the defeated Americans were placed in jails or in British prison ships anchored in Charleston Harbor. The British established a military government in Charleston under the command of General Sir Henry Clinton. From this base, Clinton ordered General Charles Cornwallis to subdue the rest of South Carolina.





(a)



(b)

*This 1780 map of Charleston (a), which shows details of the Continental defenses, was probably drawn by British engineers in anticipation of the attack on the city. The Siege of Charleston was one of a series of defeats for the Continental forces in the South, which led the Continental Congress to place General Nathanael Greene (b), shown here in a 1783 portrait by Charles Wilson Peale, in command in late 1780. Greene led his troops to two crucial victories.*

The disaster at Charleston led the Continental Congress to change leadership by placing General Horatio Gates in charge of American forces in the South. However, General Gates fared no better than General Lincoln; at the Battle of Camden, South Carolina, in August 1780, Cornwallis forced General Gates to retreat into North Carolina. Camden was one of the worst disasters suffered by American armies during the entire Revolutionary War. Congress again changed military leadership, this time by placing General Nathanael Greene ([link]) in command in December 1780.

As the British had hoped, large numbers of Loyalists helped ensure the success of the southern strategy, and thousands of slaves seeking freedom arrived to aid Cornwallis's army. However, the war turned in the Americans' favor in 1781. General Greene realized that to defeat Cornwallis, he did not have to win a single battle. So long as he remained in the field, he could continue to destroy isolated British forces. Greene therefore made a strategic decision to divide his own troops to wage war—and the strategy worked. American

forces under General Daniel Morgan decisively beat the British at the Battle of Cowpens in South Carolina. General Cornwallis now abandoned his strategy of defeating the backcountry rebels in South Carolina. Determined to destroy Greene's army, he gave chase as Greene strategically retreated north into North Carolina. At the Battle of Guilford Courthouse in March 1781, the British prevailed on the battlefield but suffered extensive losses, an outcome that paralleled the Battle of Bunker Hill nearly six years earlier in June 1775.

## YORKTOWN

In the summer of 1781, Cornwallis moved his army to Yorktown, Virginia. He expected the Royal Navy to transport his army to New York, where he thought he would join General Sir Henry Clinton. Yorktown was a tobacco port on a peninsula, and Cornwallis believed the British navy would be able to keep the coast clear of rebel ships. Sensing an opportunity, a combined French and American force of sixteen thousand men swarmed the peninsula in September 1781. Washington raced south



*The 1820 painting above, by John Trumbull, is titled Surrender of Lord Cornwallis, but Cornwallis actually sent his general, Charles O'Hara, to perform the ceremonial surrendering of the sword. The painting depicts General Benjamin Lincoln holding out his hand to receive the sword. General George Washington is in the background on the brown horse, since he refused to accept the sword from anyone but Cornwallis himself.*

with his forces, now a disciplined army, as did the Marquis de Lafayette and the Comte de Rochambeau with their French troops. The French Admiral de Grasse sailed his naval force into Chesapeake Bay, preventing Lord Cornwallis from taking a seaward escape route.

In October 1781, the American forces began the battle for Yorktown, and after a siege that lasted eight days, Lord Cornwallis capitulated on October 19. Tradition says that during the surrender of his troops, the British band played “The World Turned Upside Down,” a song that befitted the Empire’s unexpected reversal of fortune.

## “The World Turned Upside Down”

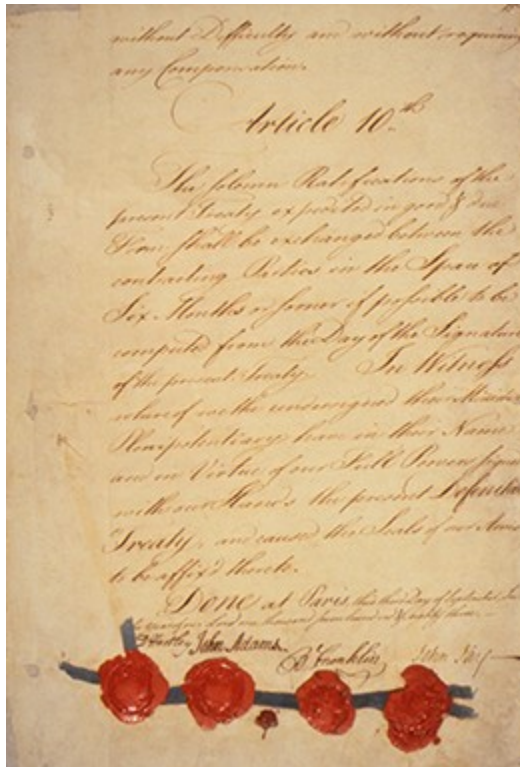
“The World Turned Upside Down,” reputedly played during the surrender of the British at Yorktown, was a traditional English ballad from the seventeenth century. It was also the theme of a popular British print that circulated in the 1790s.



In many of the images in this popular print, entitled “The World Turned Upside Down or the Folly of Man,” animals and humans have switched places. In one, children take care of their parents, while in another, the sun, moon, and stars appear below the earth.

Why do you think these images were popular in Great Britain in the decade following the Revolutionary War? What would these images imply to Americans?

Visit the Public Domain Review to explore the images in an eighteenth-century British chapbook (a pamphlet for tracts or ballads) titled “The World Turned Upside Down.” The chapbook is illustrated with woodcuts similar to those in the popular print mentioned above.



The last page of the Treaty of Paris, signed on September 3, 1783, contained the signatures and seals of representatives for both the British and the Americans. From right to left, the seals pictured belong to David Hartley, who represented Great Britain, and John Adams, Benjamin Franklin, and John Jay for the Americans.

## THE TREATY OF PARIS

The British defeat at Yorktown made the outcome of the war all but certain. In light of the American victory, the Parliament of Great Britain voted to end further military operations against the rebels

and to begin peace negotiations. Support for the war effort had come to an end, and British military forces began to evacuate the former American colonies in 1782. When hostilities had ended, Washington resigned as commander in chief and returned to his Virginia home.

In April 1782, Benjamin Franklin, John Adams, and John Jay had begun informal peace negotiations in Paris. Officials from Great Britain and the United States finalized the treaty in 1783, signing the Treaty of Paris in September of that year. The treaty recognized the independence of the United States; placed the western, eastern, northern, and southern boundaries of the nation at the Mississippi River, the Atlantic Ocean, Canada, and Florida, respectively; and gave New Englanders fishing rights in the waters off Newfoundland. Under the terms of the treaty, individual states were encouraged to refrain from persecuting Loyalists and to return their confiscated property.

## Section Summary

The British gained momentum in the war when they turned their military efforts against the southern colonies. They scored repeated victories in the coastal towns, where they found legions of supporters, including slaves escaping bondage. As in other colonies, however, control of major seaports did not mean the British could control the interior. Fighting in the southern colonies devolved into a merciless civil war as the Revolution opened the floodgates of pent-up anger

and resentment between frontier residents and those along the coastal regions. The southern campaign came to an end at Yorktown when Cornwallis surrendered to American forces.

<https://www.openassessments.org/assessments/958>

### *Review Question*

1. Describe the British southern strategy and its results.

### *Answer to Review Question*

1. The British southern strategy was to move the military theater to the southern colonies where there were more Loyalist colonists. Slaves and Indian allies, the British hoped, would also swell their ranks. This strategy worked at first, allowing the British to take Charleston. However, British fortunes changed after Nathanael Greene took command of the southern Continental Army and scored decisive victories at the battles of Cowpens and Guilford. This set the stage for the final American victory at Yorktown, Virginia.

The southern strategy had failed.

## *Glossary*

**Yorktown** the Virginia port where British General Cornwallis surrendered to American forces



# 133. Identity during the American Revolution

## *Learning Objectives*

By the end of this section, you will be able to:

- Explain Loyalist and Patriot sentiments
- Identify different groups that participated in the Revolutionary War

The American Revolution in effect created multiple civil wars. Many of the resentments and antagonisms that fed these conflicts predated the Revolution, and the outbreak of war acted as the catalyst they needed to burst forth. In particular, the middle colonies of New York, New Jersey, and Pennsylvania had deeply divided populations. Loyalty to Great Britain came in many forms, from wealthy elites who enjoyed the prewar status quo to runaway slaves who desired the freedom that the British offered.

# LOYALISTS

Historians disagree on what percentage of colonists were Loyalists; estimates range from 20 percent to over 30 percent. In general, however, of British America's population of 2.5 million, roughly one-third remained loyal to Great Britain, while another third committed themselves to the cause of independence. The remaining third remained apathetic, content to continue with their daily lives as best they could and preferring not to engage in the struggle.

Many Loyalists were royal officials and merchants with extensive business ties to Great

Britain, who viewed themselves as the rightful and just defenders of the British constitution. Others simply resented local business and political rivals who supported the Revolution, viewing the rebels as hypocrites and schemers who selfishly used the break with the Empire to increase their fortunes. In New York's Hudson Valley, animosity among the tenants of estates owned by Revolutionary leaders turned them to the cause of King and Empire.

During the war, all the states passed confiscation acts, which gave the new revolutionary governments in the former colonies the right to seize Loyalist land and property. To ferret out Loyalists, revolutionary governments also passed laws requiring the male population to take oaths of allegiance to the new states. Those who



*The Coming of the Loyalists, a ca. 1880 work that artist Henry Sandham created at least a century after the Revolution, shows Anglo-American colonists arriving by ship in New Brunswick, Canada.*

refused lost their property and were often imprisoned or made to work for the new local revolutionary order.

William Franklin, Benjamin Franklin's only surviving son, remained loyal to Crown and Empire and served as royal governor of New Jersey, a post he secured with his father's help. During the war, revolutionaries imprisoned William in Connecticut; however, he remained steadfast in his allegiance to Great Britain and moved to England after the Revolution. He and his father never reconciled.

As many as nineteen thousand colonists served the British in the effort to put down the rebellion, and after the Revolution, as many as 100,000 colonists left, moving to England or north to Canada rather than staying in the new United States. Eight thousand whites and five thousand free blacks went to Britain. Over thirty thousand went to Canada, transforming that nation from predominately French to predominantly British. Another sizable group of Loyalists went to the British West Indies, taking their slaves with them.

## Hannah Ingraham on Removing to Nova Scotia

Hannah Ingraham was eleven years old in 1783, when her Loyalist family removed from New York to Ste. Anne's Point in the colony of Nova Scotia. Later in life, she compiled her memories of that time.

[Father] said we were to go to Nova Scotia, that a ship was ready to take us there, so we made all haste to get ready. . . . Then on Tuesday, suddenly the house was surrounded by rebels and father was taken prisoner and carried away. . . . When morning came, they said he was free to go.

We had five wagon loads carried down the Hudson in a sloop and then we went on board the transport that was to bring us to Saint John. I was just eleven years old when we left our farm to come here. It was the last transport of the season and had on board all those who could not come

sooner. The first transports had come in May so the people had all the summer before them to get settled. . . .

We lived in a tent at St. Anne's until father got a house ready. . . . There was no floor laid, no windows, no chimney, no door, but we had a roof at least. A good fire was blazing and mother had a big loaf of bread and she boiled a kettle of water and put a good piece of butter in a pewter bowl. We toasted the bread and all sat around the bowl and ate our breakfast that morning and mother said: "Thank God we are no longer in dread of having shots fired through our house. This is the sweetest meal I ever tasted for many a day."

What do these excerpts tell you about life as a Loyalist in New York or as a transplant to Canada?

## SLAVES AND INDIANS

While some slaves who fought for the Patriot cause received their freedom, revolutionary leaders—unlike the British—did not grant such slaves their freedom as a matter of course. Washington, the owner of more than two hundred slaves during the Revolution, refused to let slaves serve in the army, although he did allow free blacks. (In his will, Washington did free his slaves.) In the new United States, the Revolution largely reinforced a racial identity based on skin color. Whiteness, now a national identity, denoted freedom and stood as the key to power. Blackness, more than ever before, denoted servile status. Indeed, despite their class and ethnic differences, white revolutionaries stood mostly united in their hostility to both blacks and Indians.

## Boyrereau Brinch and Boston King on the Revolutionary War

In the Revolutionary War, some blacks, both free and enslaved, chose to fight for the Americans. Others chose to fight for the British, who offered them freedom for joining their cause. Read the excerpts below for the perspective of a black veteran from each side of the conflict.

Boyrereau Brinch was captured in Africa at age sixteen and brought to America as a slave. He joined the Patriot forces and was honorably discharged and emancipated after the war. He told his story to Benjamin Prentiss, who published it as *The Blind African Slave* in 1810.

Finally, I was in the battles at Cambridge, White Plains, Monmouth, Princeton, Newark, Frog's Point, Horseneck where I had a ball pass through my knapsack. All which battels [sic] the reader can obtain a more perfect account of in history, than I can give. At last we returned to West Point and were discharged [1783], as the war was over. Thus was I, a slave for five years fighting for liberty. After we were disbanded, I returned to my old master at Woodbury [Connecticut], with whom I lived one year, my services in the American war, having emancipated me from further slavery, and from being bartered or sold. . . . Here I enjoyed the pleasures of a freeman; my food was sweet, my labor pleasure: and one bright gleam of life seemed to shine upon me.



*Jean-Baptiste-Antoine de Verger created this 1781 watercolor, which depicts American soldiers at the Siege of Yorktown. Verger was an officer in Rochambeau's army, and his diary holds firsthand accounts of his experiences in the campaigns of 1780 and 1781. This image contains one of the earliest known representations of a black Continental soldier.*

Boston King was a Charleston-born slave who escaped his master and joined the Loyalists. He made his way to Nova Scotia and later Sierra Leone, where he published his memoirs in 1792. The excerpt below describes his experience in New York after the war.

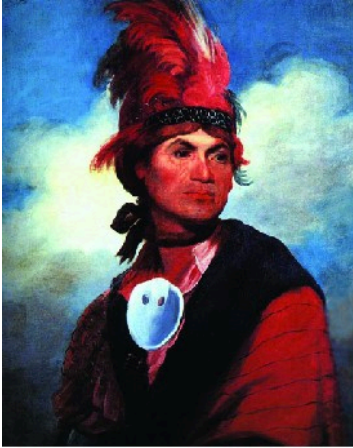
When I arrived at New-York, my friends rejoiced to see me once more restored to liberty, and joined me in praising the Lord for his mercy and goodness. . . . [In 1783] the horrors and devastation of war happily terminated, and peace was restored between America and Great Britain, which diffused universal joy among all parties, except us, who had escaped from slavery and taken refuge in the English army; for a report prevailed at New-York, that all the slaves, in number 2000, were to be delivered up to their masters, altho' some of them had been three or four years among the English. This dreadful rumour filled us all with inexpressible anguish and terror, especially when we saw our old masters coming from Virginia, North-Carolina, and other parts, and seizing upon their slaves in the streets of New-York, or even dragging them out of their beds. Many of the slaves had very cruel masters, so that the thoughts of returning home with them embittered life to us. For some days we lost our appetite for food, and sleep departed from our eyes. The English had compassion upon us in the day of distress, and issued out a Proclamation, importing, That all slaves should be free, who had taken refuge in the British lines, and claimed the sanction and privileges of the Proclamations respecting the security and protection of Negroes. In consequence of this, each of us received a certificate from the commanding officer at New-York, which dispelled all our fears, and filled us with joy and gratitude.

What do these two narratives have in common, and how are they different? How do the two men describe freedom?

For slaves willing to run away and join the British, the American

Revolution offered a unique occasion to escape bondage. Of the half a million slaves in the American colonies during the Revolution, twenty thousand joined the British cause. At Yorktown, for instance, thousands of black troops fought with Lord Cornwallis. Slaves belonging to George Washington, Thomas Jefferson, Patrick Henry, and other revolutionaries seized the opportunity for freedom and fled to the British side. Between ten and twenty thousand slaves gained their freedom because of the Revolution; arguably, the Revolution created the largest slave uprising and the greatest emancipation until the Civil War. After the Revolution, some of these African Loyalists emigrated to Sierra Leone on the west coast of Africa. Others removed to Canada and England. It is also true that people of color made heroic contributions to the cause of American independence. However, while the British offered slaves freedom, most American revolutionaries clung to notions of black inferiority.

Powerful Indian peoples who had allied themselves with the British, including the Mohawk and the Creek, also remained loyal to the Empire. A Mohawk named Joseph Brant, whose given name was Thayendanegea, rose to prominence while fighting for the British during the Revolution. He joined forces with Colonel Barry St. Leger during the 1777 campaign, which ended with the surrender of General Burgoyne at Saratoga. After the war, Brant moved to the Six Nations reserve in Canada. From his home on the shores of Lake Ontario, he remained active in efforts to restrict white encroachment onto Indian lands. After their defeat, the British did not keep promises they'd made to help their Indian allies keep their territory; in fact, the Treaty of Paris granted the United States huge amounts of supposedly British-owned regions that were actually Indian lands.



(a)



(b)

What similarities can you see in these two portraits of Joseph Brant, one by Gilbert Stuart in 1786 (a) and one by Charles Wilson Peale in 1797 (b)? What are the differences? Why do you think the artists made the specific choices they did?

## PATRIOTS

The American revolutionaries (also called Patriots or Whigs) came from many different backgrounds and included merchants, shoemakers, farmers, and sailors. What is extraordinary is the way in which the struggle for independence brought a vast cross-section of society together, animated by a common cause.

During the war, the revolutionaries faced great difficulties, including massive supply problems; clothing, ammunition, tents, and equipment were all hard to come by. After an initial burst of enthusiasm in 1775 and 1776, the shortage of supplies became acute in 1777 through 1779, as Washington's difficult winter at Valley Forge demonstrates.

Funding the war effort also proved very difficult. Whereas the British could pay in gold and silver, the American forces relied on



paper money, backed by loans obtained in Europe. This first American money was called Continental currency; unfortunately, it quickly fell in value. “Not worth a Continental” soon became a shorthand term for something of no value. The new revolutionary government printed a great amount of this paper money, resulting in runaway inflation. By 1781, inflation was such that 146 Continental dollars were worth only one dollar in gold. The problem grew worse as each former colony, now a revolutionary state, printed its own currency.

## WOMEN

In colonial America, women shouldered enormous domestic and child-rearing responsibilities. The war for independence only increased their workload and, in some ways, solidified their roles. Rebel leaders required women to produce articles for war—everything from clothing to foodstuffs—while also keeping their homesteads going. This was not an easy task when their husbands and sons were away fighting. Women were also expected to provide food and lodging for armies and to nurse wounded soldiers.

The Revolution opened some new doors for women, however, as they took on public roles usually reserved for men. The Daughters of Liberty, an informal organization formed in the mid-1760s to oppose British revenue-raising measures, worked tirelessly to support the war effort. Esther DeBerdt Reed of Philadelphia, wife of Governor Joseph Reed, formed the Ladies Association of Philadelphia and led a fundraising drive to provide sorely needed supplies to the Continental Army. In “The Sentiments of an American Woman” (1780), she wrote to other women, “The time is arrived to display the same sentiments which animated us at the beginning of the Revolution, when we renounced the use of teas, however agreeable to our taste, rather than receive them from our persecutors; when

we made it appear to them that we placed former necessities in the rank of superfluities, when our liberty was interested; when our republican and laborious hands spun the flax, prepared the linen intended for the use of our soldiers; when exiles and fugitives we supported with courage all the evils which are the concomitants of war.” Reed and other elite women in Philadelphia raised almost \$300,000 in Continental money for the war.

Read the entire text of Esther Reed’s “The Sentiments of ‘The Sentiments of an American Woman’ on a page hosted by the University of Michigan-Dearborn.

Women who did not share Reed’s elite status nevertheless played key economic roles by producing homespun cloth and food. During shortages, some women formed mobs and wrested supplies from those who hoarded them. Crowds of women beset merchants and demanded fair prices for goods; if a merchant refused, a riot would ensue. Still other women accompanied the army as “camp followers,” serving as cooks, washerwomen, and nurses. A few also took part in combat and proved their equality with men through violence against the hated British.

## Section Summary

The American Revolution divided the colonists as much as it united them, with Loyalists (or Tories) joining

the British forces against the Patriots (or revolutionaries). Both sides included a broad cross-section of the population. However, Great Britain was able to convince many slaves to join its forces by promising them freedom, something the southern revolutionaries would not agree to do. The war provided new opportunities, as well as new challenges, for slaves, free blacks, women, and Indians. After the war, many Loyalists fled the American colonies, heading across the Atlantic to England, north to Canada, or south to the West Indies.

<https://www.openassessments.org/assessments/959>

### *Critical Thinking Questions*

1. How did the colonists manage to triumph in their battle for independence despite Great Britain's military might? If any of these factors had been different, how might it have affected the outcome of the war?
2. How did the condition of certain groups, such as women, blacks, and Indians, reveal a contradiction in the Declaration of Independence?
3. What was the effect and importance of Great Britain's promise of freedom to slaves who joined the British side?
4. How did the Revolutionary War provide both new

opportunities and new challenges for slaves and free blacks in America?

5. Describe the ideology of republicanism. As a political philosophy, how did republicanism compare to the system that prevailed in Great Britain?
6. Describe the backgrounds and philosophies of Patriots and Loyalists. Why did colonists with such diverse individual interests unite in support of their respective causes? What might different groups of Patriots and Loyalists, depending upon their circumstances, have hoped to achieve by winning the war?

## *Glossary*

**confiscation acts** state-wide acts that made it legal for state governments to seize Loyalists' property

**Continental currency** the paper currency that the Continental government printed to fund the Revolution

## 134. Video: Who Won the American Revolution?

This video teaches you about the American Revolution. And the Revolutionary War. I know we've labored the point here, but they weren't the same thing. In any case, John will teach you about the major battles of the war, and discuss the strategies on both sides. Everyone is familiar with how this war played out for the Founding Fathers; they got to become the Founding Fathers. But what did the revolution mean to the common people in the United States? For white, property-owning males, it was pretty sweet. They gained rights that were a definite step up from being British Colonial citizens. For everyone else, the short-term gains were not clear. Women's rights were unaffected, and slaves remained in slavery. As for poor white folks, they remained poor and disenfranchised. The reality is it took a long time for this whole democracy thing to get underway, and the principles of life, liberty, and the pursuit of happiness weren't immediately available to all these newly minted Americans.



*One or more interactive elements has been excluded from this version of the text. You can view them online*

*here: <https://library.achievingthedream.org/herkimeramericanhistory1/?p=158#oembed-1>*



PART VIII

CHAPTER 7: CREATING  
REPUBLICAN  
GOVERNMENTS, 1776-1783





# 135. Introduction

After the Revolutionary War, the ideology that “all men are created equal” failed to match up with reality, as the revolutionary generation could not solve the contradictions of freedom and slavery in the new United States. Trumbull’s 1780 painting of George Washington hints at some of these contradictions. What attitude do you think Trumbull was trying to convey? Why did Trumbull include Washington’s slave Billy Lee, and what does Lee represent in this painting?

During the 1770s and 1780s, Americans took bold steps to define American equality. Each state held constitutional conventions and crafted state constitutions that defined how government would operate and who could participate in political life. Many elite revolutionaries recoiled in horror from the idea of majority rule—the basic principle of democracy—fearing that it would effectively create a “mob rule” that would bring about the ruin of the hard-fought struggle for independence. Statesmen everywhere believed that a republic should replace the British monarchy: a government where the important affairs would be entrusted only to representative men of learning and refinement.



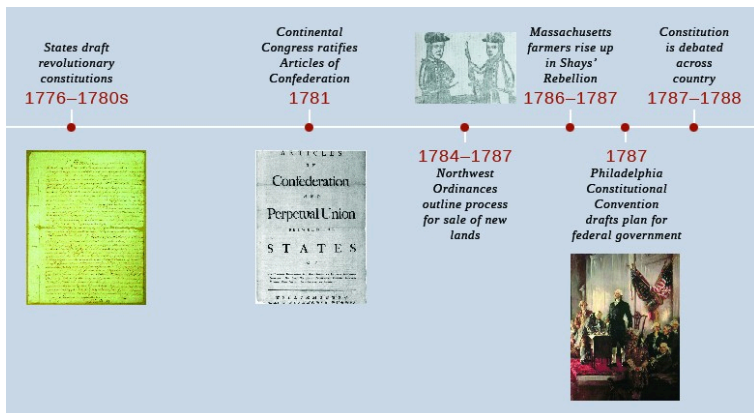
*John Trumbull, Washington’s aide-de-camp, painted this wartime image of Washington on a promontory above the Hudson River. Just behind Washington, his slave William “Billy” Lee has his eyes firmly fixed on his master. In the far background, British warships fire on an American fort.*

# 136. Common Sense: From Monarchy to an American Republic

## *Learning Objectives*

By the end of this section, you will be able to:

- Compare and contrast monarchy and republican government
- Describe the tenets of republicanism



While monarchies dominated eighteenth-century Europe, American revolutionaries were determined to find an alternative to this method of government. Radical pamphleteer Thomas Paine,

whose enormously popular essay *Common Sense* was first published in January 1776, advocated a republic: a state without a king. Six months later, Jefferson's Declaration of Independence affirmed the break with England but did not suggest what form of government should replace monarchy, the only system most English colonists had ever known. In the late eighteenth century, republics were few and far between. Genoa, Venice, and the Dutch Republic provided examples of states without monarchs, but many European Enlightenment thinkers questioned the stability of a republic. Nonetheless, after their break from Great Britain, Americans turned to republicanism for their new government.

## REPUBLICANISM AS A POLITICAL PHILOSOPHY

Monarchy rests on the practice of dynastic succession, in which the monarch's child or other relative inherits the throne. Contested dynastic succession produced chronic conflict and warfare in Europe. In the eighteenth century, well-established monarchs ruled most of Europe and, according to tradition, were obligated to protect and guide their subjects. However, by the mid-1770s, many American colonists believed that George III, the king of Great Britain, had failed to do so. Patriots believed the British monarchy under George III had been corrupted and the king turned into a tyrant who cared nothing for the traditional liberties afforded to members of the British Empire. The disaffection from monarchy explains why a republic appeared a better alternative to the revolutionaries.

American revolutionaries looked to the past for inspiration for their break with the British monarchy and their adoption of a republican form of government. The Roman Republic provided guidance. Much like the Americans in their struggle against Britain,

Romans had thrown off monarchy and created a republic in which Roman citizens would appoint or select the leaders who would represent them.

Visit the Metropolitan Museum of Art to see a Roman-style bust of George Washington, complete with toga. In 1791, Italian sculptor Giuseppe Ceracchi visited Philadelphia, hoping the government might commission a monument of his creation. He did not succeed, but the bust of Washington, one of the ones he produced to demonstrate his skill, illustrates the connection between the American and Roman republics that revolutionaries made.

While republicanism offered an alternative to monarchy, it was also an alternative to democracy, a system of government characterized by majority rule, where the majority of citizens have the power to make decisions binding upon the whole. To many revolutionaries, especially wealthy landowners, merchants, and planters, democracy did not offer a good replacement for monarchy. Indeed, conservative Whigs defined themselves in opposition to democracy, which they equated with anarchy. In the tenth in a series of essays later known as *The Federalist Papers*, Virginian James Madison wrote: “Democracies have ever been spectacles of turbulence and contention; have ever been found incompatible with personal security or the rights of property; and have in general been as short in their lives as they have been violent in their deaths.” Many shared this perspective and worked hard to keep democratic tendencies in check. It is easy to understand why democracy seemed threatening: majority rule can easily overpower minority rights, and the wealthy few had reason to fear that a hostile and envious majority could seize and redistribute their wealth.

While many now assume the United States was founded as a democracy, history, as always, is more complicated. Conservative Whigs believed in government by a patrician class, a ruling group composed of a small number of privileged families. Radical Whigs favored broadening the popular participation in political life and pushed for democracy. The great debate after independence was secured centered on this question: Who should rule in the new American republic?

## REPUBLICANISM AS A SOCIAL PHILOSOPHY

According to political theory, a republic requires its citizens to cultivate virtuous behavior; if the people are virtuous, the republic will survive. If the people become corrupt, the republic will fall. Whether republicanism succeeded or failed in the United States would depend on civic virtue and an educated citizenry. Revolutionary leaders agreed that the ownership of property provided one way to measure an individual's virtue, arguing that property holders had the greatest stake in society and therefore could be trusted to make decisions for it. By the same token, non-property holders, they believed, should have very little to do with government. In other words, unlike a democracy, in which the mass of non-property holders could exercise the political right to vote, a republic would limit political rights to property holders. In this way, republicanism exhibited a bias toward the elite, a preference that is understandable given the colonial legacy. During colonial times, wealthy planters and merchants in the American colonies had looked to the British ruling class, whose social order demanded deference from those of lower rank, as a model of behavior. Old habits died hard.

Benjamin Franklin's Thirteen Virtues for Character Development

In the 1780s, Benjamin Franklin carefully defined thirteen virtues to help guide his countrymen in maintaining a virtuous republic. His choice of thirteen is telling since he wrote for the citizens of the thirteen new American republics. These virtues were:

1. *Temperance*. Eat not to dullness; drink not to elevation.
2. *Silence*. Speak not but what may benefit others or yourself; avoid trifling conversation.
3. *Order*. Let all your things have their places; let each part of your business have its time.
4. *Resolution*. Resolve to perform what you ought; perform without fail what you resolve.
5. *Frugality*. Make no expense but to do good to others or yourself; i.e., waste nothing.
6. *Industry*. Lose no time; be always employ'd in something useful; cut off all unnecessary actions.
7. *Sincerity*. Use no hurtful deceit; think innocently and justly, and, if you speak, speak accordingly.
8. *Justice*. Wrong none by doing injuries, or omitting the benefits that are your duty.
9. *Moderation*. Avoid extremes; forbear resenting injuries so much as you think they deserve.
10. *Cleanliness*. Tolerate no uncleanness in body, cloaths, or habitation.
11. *Tranquillity*. Be not disturbed at trifles, or at accidents common or unavoidable.
12. *Chastity*. Rarely use venery but for health or offspring, never to dullness, weakness, or the injury of your own or another's peace or reputation.
13. *Humility*. Imitate Jesus and Socrates.

Franklin's thirteen virtues suggest that hard work and good behavior will bring success. What factors does Franklin ignore? How would he likely address a situation in which children inherit great wealth rather than working for it? How do Franklin's values help to define the notion of republican virtue?

Check how well you are demonstrating all thirteen of Franklin's virtues on [thirteenvirtues.com](http://thirteenvirtues.com), where you can register to track your progress.

George Washington served as a role model par excellence for the new republic, embodying the exceptional talent and public virtue prized under the political and social philosophy of republicanism. He did not seek to become the new king of America; instead he retired as commander in chief of the Continental Army and returned to his Virginia estate at Mount Vernon to resume his life among the planter elite. Washington modeled his behavior on that of the Roman aristocrat Cincinnatus, a representative of the patrician or ruling class, who had also retired from public service in the Roman Republic and returned to his estate to pursue agricultural life.

The aristocratic side of republicanism—and the belief that the true custodians of public virtue were those who had served in the military—found expression in the Society of the Cincinnati, of which Washington was the first president general. Founded in 1783, the society admitted only officers of the Continental Army and the French forces, not militia members or minutemen. Following the rule of primogeniture, the eldest sons of members inherited their fathers' memberships. The society still exists today and retains the motto *Omnia relinquit servare rempublicam* ("He relinquished everything to save the Republic").



This membership certificate for the Society of the Cincinnati commemorates “the great Event which gave Independence to North America.”

## Section Summary

The guiding principle of republicanism was that the people themselves would appoint or select the leaders who would represent them. The debate over how much democracy (majority rule) to incorporate in the governing of the new United States raised questions about who was best qualified to participate in government and have the right to vote. Revolutionary leaders argued that property holders had the greatest



stake in society and favored a republic that would limit political rights to property holders. In this way, republicanism exhibited a bias toward the elite. George Washington served as a role model for the new republic, embodying the exceptional talent and public virtue prized in its political and social philosophy.

<https://www.openassessments.org/assessments/960>

### *Review Question*

1. What defined republicanism as a social philosophy?

### *Answer to Review Question*

1. Citizenship within a republic meant accepting certain rights and responsibilities as well as cultivating virtuous behavior. This philosophy was based on the notion that the success or failure of the republic depended upon the virtue or corruption of its citizens.

## *Glossary*

**conservative Whigs** the politically and economically elite revolutionary class that wanted to limit political participation to a few powerful families

**democracy** a system of government in which the majority rules

**majority rule** a fundamental principle of democracy, providing that the majority should have the power to make decisions binding upon the whole

**monarchy** a form of government with a monarch at its head

**radical Whigs** revolutionaries who favored broadening participation in the political process

# 137. How Much Revolutionary Change?

## *Learning Objectives*

By the end of this section, you will be able to:

- Describe the status of women in the new republic
- Describe the status of nonwhites in the new republic

Elite republican revolutionaries did not envision a completely new society; traditional ideas and categories of race and gender, order and decorum remained firmly entrenched among members of their privileged class. Many Americans rejected the elitist and aristocratic republican order, however, and advocated radical changes. Their efforts represented a groundswell of sentiment for greater equality, a part of the democratic impulse unleashed by the Revolution.

## THE STATUS OF WOMEN

In eighteenth-century America, as in Great Britain, the legal status of married women was defined as coverture, meaning a married woman (or *feme covert*) had no legal or economic status independent of her husband. She could not conduct business or buy and sell property. Her husband controlled any property she

brought to the marriage, although he could not sell it without her agreement. Married women's status as *femes covert* did not change as a result of the Revolution, and wives remained economically dependent on their husbands. The women of the newly independent nation did not call for the right to vote, but some, especially the wives of elite republican statesmen, began to agitate for equality under the law between husbands and wives, and for the same educational opportunities as men.

Some women hoped to overturn coverture. From her home in Braintree, Massachusetts, Abigail Adams wrote to her husband, Whig leader John Adams, in 1776, "In the new code of laws which I suppose it will be necessary for you to make, I desire you would remember the ladies and be more generous and favorable to them than your ancestor. Do not put such unlimited power in the husbands. Remember, all men would be tyrants if they could." Abigail Adams ran the family homestead during the Revolution, but she did not have the ability to conduct business without her husband's consent. Elsewhere in the famous 1776 letter quoted above, she speaks of the difficulties of running the homestead when her husband is away. Her frustration grew when her husband responded in an April 1776 letter: "As to your extraordinary Code of Laws, I cannot but laugh. We have been told that our Struggle has loosened the bands of Government every where. That Children and Apprentices were disobedient—that schools and Colledges were grown turbulent—that Indians slighted their Guardians and Negroes grew insolent to their Masters. But your Letter was the first Intimation that another Tribe more numerous and powerfull than all the rest were grown discontented. . . . Depend on it, We know better than to repeal our Masculine systems."



(a)



(b)

*Abigail Adams (a), shown here in a 1766 portrait by Benjamin Blythe, is best remembered for her eloquent letters to her husband, John Adams (b), who would later become the second president of the United States.*

Another privileged member of the revolutionary generation, Mercy Otis Warren, also challenged gender assumptions and traditions during the revolutionary era. Born in Massachusetts, Warren actively opposed British reform measures before the outbreak of fighting in 1775 by publishing anti-British works. In 1812, she published a three-volume history of the Revolution, a project she had started in the late 1770s. By publishing her work, Warren stepped out of the female sphere and into the otherwise male-dominated sphere of public life.

Inspired by the Revolution, Judith Sargent Murray of Massachusetts advocated women's economic independence and equal educational opportunities for men and women. Murray, who came from a well-to-do family in Gloucester, questioned why boys were given access to education as a birthright while girls had very limited educational opportunities. She began to publish her ideas about educational equality beginning in the 1780s, arguing that God had made the minds of women and men equal.



(a)



(b)

*John Singleton Copley's 1772 portrait of Judith Sargent Murray (a) and 1763 portrait of Mercy Otis Warren (b) show two of America's earliest advocates for women's rights. Notice how their fine silk dresses telegraph their privileged social status.*

Murray's more radical ideas championed woman's economic independence. She argued that a woman's education should be extensive enough to allow her to maintain herself—and her family—if there was no male breadwinner. Indeed, Murray was able to make money of her own from her publications. Her ideas were both radical and traditional, however: Murray also believed that women were much better at raising children and maintaining the morality and virtue of the family than men.

Adams, Murray, and Warren all came from privileged backgrounds. All three were fully literate, while many women in the American republic were not. Their literacy and station allowed them to push for new roles for women in the atmosphere of unique possibility created by the Revolution and its promise of change. Female authors who published their work provide evidence of how women in the era of the American Revolution challenged traditional gender roles.

Overall, the Revolution reconfigured women's roles by undermining the traditional expectations of wives and mothers, including subservience. In the home, the separate domestic sphere assigned to women, women were expected to practice republican virtues, especially frugality and simplicity. Republican motherhood meant that women, more than men, were responsible for raising good children, instilling in them all the virtue necessary to ensure the survival of the republic. The Revolution also opened new doors to educational opportunities for women. Men understood that the republic needed women to play a substantial role in upholding republicanism and ensuring the survival of the new nation. Benjamin Rush, a Whig educator and physician from Philadelphia, strongly advocated for the education of girls and young women as part of the larger effort to ensure that republican virtue and republican motherhood would endure.

## THE MEANING OF RACE

By the time of the Revolution, slavery had been firmly in place in America for over one hundred years. In many ways, the Revolution served to reinforce the assumptions about race among white Americans. They viewed the new nation as a white republic; blacks were slaves, and Indians had no place. Racial hatred of blacks increased during the Revolution because many slaves fled their white masters for the freedom offered by the British. The same was true for Indians who allied themselves with the British; Jefferson wrote in the Declaration of Independence that separation from the Empire was necessary because George III had incited "the merciless Indian savages" to destroy the white inhabitants on the frontier. Similarly, Thomas Paine argued in *Common Sense* that Great Britain was guilty of inciting "the Indians and Negroes to destroy us." For his part, Benjamin Franklin wrote in the 1780s that, in time, alcoholism would wipe out the Indians, leaving the land free for white settlers.

## Phillis Wheatley: “On Being Brought from Africa to America”

Phillis Wheatley was born in Africa in 1753 and sold as a slave to the Wheatley family of Boston; her African name is lost to posterity. Although most slaves in the eighteenth century had no opportunities to learn to read and write, Wheatley achieved full literacy and went on to become one of the best-known poets of the time, although many doubted her authorship of her poems because of her race.



*This portrait of Phillis Wheatley from the frontispiece of Poems on various subjects, religious and moral shows the writer at work. Despite her status as a slave, her poems won great renown in America and in Europe.*



Wheatley's poems reflected her deep Christian beliefs. In the poem below, how do her views on Christianity affect her views on slavery?

Tw'as mercy brought me from my Pagan land,  
Taught my benighted soul to understand  
That there's a God, that there's a Saviour too:  
Once I redemption neither sought nor knew.  
Some view our sable race with scornful eye,  
"Their colour is a diabolic dye."  
Remember, Christians, Negroes, black as Cain,  
May be refin'd, and join th' angelic train.—Phillis Wheatley,  
"On Being Brought from Africa to America"

# Slavery

[illegible]

*This page, taken from one of Thomas Jefferson's record books from 1795, lists his slaves.*

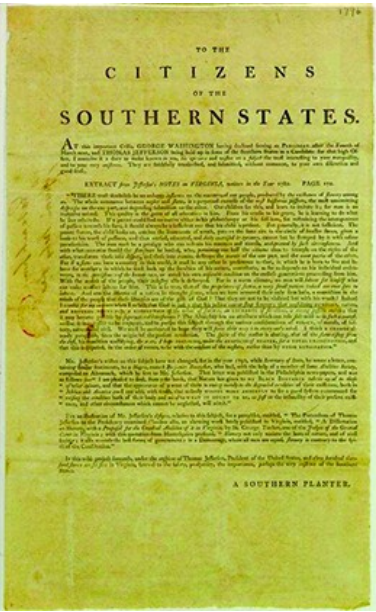
Slavery offered the most glaring contradiction between the idea of equality stated in the Declaration of Independence ("all men are created equal") and the reality of race relations in the late eighteenth century.

Racism shaped white views of blacks. Although he penned the Declaration of Independence, Thomas Jefferson owned more than one hundred slaves, of whom he freed only a few either during his lifetime or in his will. He thought blacks were inferior to whites, dismissing Phillis Wheatley by arguing, "Religion indeed has produced a Phillis Wheatley; but it could not produce a poet." White

slaveholders took their female slaves as mistresses, as most historians agree that Jefferson did with one of his slaves, Sally Hemings. Together, they had several children.

Browse the Thomas Jefferson Papers at the Massachusetts Historical Society to examine Jefferson's "farm books," in which he kept records of his land holdings, animal husbandry, and slaves, including specific references to Sally Hemings.

Jefferson understood the contradiction fully, and his writings reveal hard-edged racist assumptions. In his *Notes on the State of Virginia* in the 1780s, Jefferson urged the end of slavery in Virginia and the removal of blacks from that state. He wrote: "It will probably be asked, Why not retain and incorporate the blacks into the state, and thus save the expense of supplying, by importation of white settlers, the vacancies they will leave? Deep rooted prejudices entertained by the whites; ten thousand recollections, by the blacks, of the injuries they have sustained; new provocations; the real distinctions which nature has made; and many other circumstances, will divide



This 1796 broadside to “the Citizens of the Southern States” by “a Southern Planter” argued that Thomas Jefferson’s advocacy of the emancipation of slaves in his *Notes on the State of Virginia* posed a threat to the safety, the prosperity, and even the existence of the southern states.

us into parties, and produce convulsions which will probably never end but in the extermination of the one or the other race. —To these objections, which are political, may be added others, which are physical and moral.” Jefferson envisioned an “empire of liberty” for white farmers and relied on the argument of sending blacks out of the United States, even if doing so would completely destroy the slaveholders’ wealth in their human property.

Southern planters strongly objected to Jefferson’s views on abolishing slavery and removing blacks from America. When Jefferson was a candidate for president in 1796, an anonymous “Southern Planter” wrote, “If this wild project succeeds, under the auspices of Thomas Jefferson, President of the United States, and three hundred thousand slaves are set free in Virginia, farewell to the safety, prosperity, the importance, perhaps the very existence of the Southern States.” Slaveholders and many other Americans protected and defended the institution.

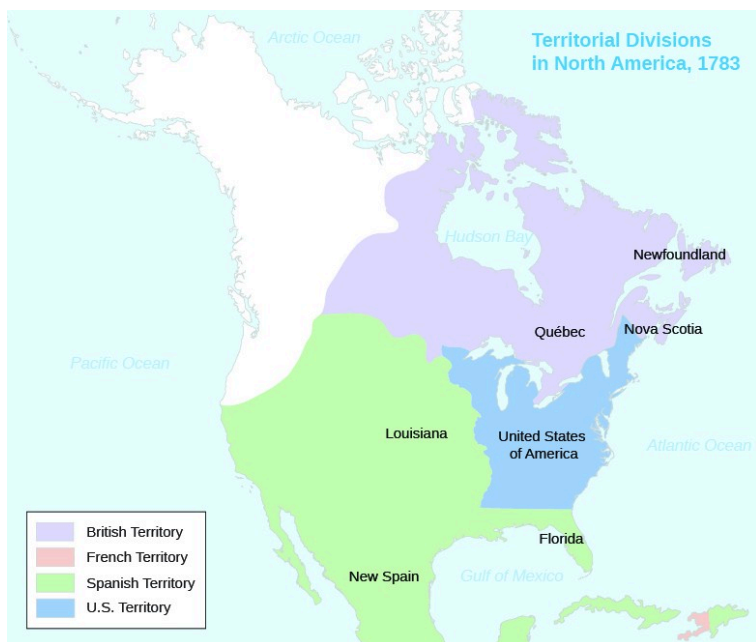
## Freedom

While racial thinking permeated the new country, and slavery existed in all the new states, the ideals of the Revolution generated a movement toward the abolition of slavery. Private manumissions, by which slaveholders freed their slaves, provided one pathway from bondage. Slaveholders in Virginia freed some ten thousand slaves. In Massachusetts, the Wheatley family manumitted Phillis in 1773 when she was twenty-one. Other revolutionaries formed societies dedicated to abolishing slavery. One of the earliest efforts began in 1775 in Philadelphia, where Dr. Benjamin Rush and other Philadelphia Quakers formed what became the Pennsylvania Abolition Society. Similarly, wealthy New Yorkers formed the New York Manumission Society in 1785. This society worked to educate black children and devoted funds to protect free blacks from kidnapping.

Slavery persisted in the North, however, and the example of Massachusetts highlights the complexity of the situation. The 1780 Massachusetts constitution technically freed all slaves. Nonetheless, several hundred individuals remained enslaved in the state. In the 1780s, a series of court decisions undermined slavery in Massachusetts when several slaves, citing assault by their masters, successfully sought their freedom in court. These individuals refused to be treated as slaves in the wake of the American Revolution. Despite these legal victories, about eleven hundred slaves continued to be held in the New England states in 1800. The contradictions illustrate the difference between the letter and the spirit of the laws abolishing slavery in Massachusetts. In all, over thirty-six thousand slaves remained in the North, with the highest concentrations in New Jersey and New York. New York only gradually phased out slavery, with the last slaves emancipated in the late 1820s.

## Indians

The 1783 Treaty of Paris, which ended the war for independence, did not address Indians at all. All lands held by the British east of the Mississippi and south of the Great Lakes (except Spanish Florida) now belonged to the new American republic. Though the treaty remained silent on the issue, much of the territory now included in the boundaries of the United States remained under the control of native peoples. Earlier in the eighteenth century, a “middle ground” had existed between powerful native groups in the West and British and French imperial zones, a place where the various groups interacted and accommodated each other. As had happened in the French and Indian War and Pontiac’s Rebellion, the Revolutionary War turned the middle ground into a battle zone that no one group controlled.



*The 1783 Treaty of Paris divided North America into territories belonging to the United States and several European countries, but it failed to address Indian lands at all.*

During the Revolution, a complex situation existed among Indians. Many villages remained neutral. Some native groups, such as the Delaware, split into factions, with some supporting the British while other Delaware maintained their neutrality. The Iroquois Confederacy, a longstanding alliance of tribes, also split up: the Mohawk, Cayuga, Onondaga, and Seneca fought on the British side, while the Oneida and Tuscarora supported the revolutionaries. Ohio River Valley tribes such as the Shawnee, Miami, and Mungo had been fighting for years against colonial expansion west; these groups supported the British. Some native peoples who had previously allied with the French hoped the conflict between the colonies and Great Britain might lead to French intervention and the return of French rule. Few Indians sided with the American

revolutionaries, because almost all revolutionaries in the middle ground viewed them as an enemy to be destroyed. This racial hatred toward native peoples found expression in the American massacre of ninety-six Christian Delawares in 1782. Most of the dead were women and children.

After the war, the victorious Americans turned a deaf ear to Indian claims to what the revolutionaries saw as their hard-won land, and they moved aggressively to assert control over western New York and Pennsylvania. In response, Mohawk leader Joseph Brant helped to form the Western Confederacy, an alliance of native peoples who pledged to resist American intrusion into what was then called the Northwest. The Northwest Indian War (1785–1795) ended with the defeat of the Indians and their claims. Under the Treaty of Greenville (1795), the United States gained dominion over land in Ohio.

## RELIGION AND THE STATE

Prior to the Revolution, several colonies had official, tax-supported churches. After the Revolution, some questioned the validity of state-authorized churches; the limitation of public office-holding to those of a particular faith; and the payment of taxes to support churches. In other states, especially in New England where the older Puritan heritage cast a long shadow, religion and state remained intertwined.

During the colonial era in Virginia, the established church had been the Church of England, which did not tolerate Catholics, Baptists, or followers of other religions. In 1786, as a revolutionary response against the privileged status of the Church of England, Virginia's lawmakers approved the Virginia Statute for Religious Freedom, which ended the Church of England's hold and allowed religious liberty. Under the statute, no one could be forced to attend or support a specific church or be prosecuted for his or her beliefs.

Pennsylvania's original constitution limited officeholders in the state legislature to those who professed a belief in both the Old and the New Testaments. This religious test prohibited Jews from holding that office, as the New Testament is not part of Jewish belief. In 1790, however, Pennsylvania removed this qualification from its constitution.

The New England states were slower to embrace freedom of religion. In the former Puritan colonies, the Congregational Church (established by seventeenth-century Puritans) remained the church of most inhabitants. Massachusetts, Connecticut, and New Hampshire all required the public support of Christian churches. Article III of the Massachusetts constitution blended the goal of republicanism with the goal of promoting Protestant Christianity. It reads:

As the happiness of a people, and the good order and preservation of civil government, essentially depend upon piety, religion and morality; and as these cannot be generally diffused through a community, but by the institution of the public worship of GOD, and of public instructions in piety, religion and morality: Therefore, to promote their happiness and to secure the good order and preservation of their government, the people of this Commonwealth have a right to invest their legislature with power to authorize and require, and the legislature shall, from time to time, authorize and require, the several towns, parishes, precincts, and other bodies-politic, or religious societies, to make suitable provision, at their own expense, for the institution of the public worship of GOD, and for the support and maintenance of public protestant teachers of piety, religion and morality, in all cases where such provision shall not be made voluntarily. . . .

And every denomination of Christians, demeaning themselves peaceably, and as good subjects of the Commonwealth, shall be equally under the protection of the



law: And no subordination of any one sect or denomination to another shall ever be established by law.

Read more about religion and state governments at the Religion and the Founding of the American Republic exhibition page on the Library of Congress site. What was the meaning of the term “nursing fathers” of the church?

## Section Summary

After the Revolution, the balance of power between women and men and between whites, blacks, and Indians remained largely unchanged. Yet revolutionary principles, including the call for universal equality in the Declaration of Independence, inspired and emboldened many. Abigail Adams and others pressed for greater rights for women, while the Pennsylvania Abolition Society and New York Manumission Society worked toward the abolition of slavery. Nonetheless, for blacks, women, and native peoples, the revolutionary ideals of equality fell far short of reality. In the new republic, full citizenship—including the right to vote—did not extend to nonwhites or to women.

<https://www.openassessments.org/assessments/961>

## *Review Question*

1. How would you characterize Thomas Jefferson's ideas on race and slavery?

## *Answer to Review Question*

1. Although he owned hundreds of slaves in his lifetime and fathered several children with his slave Sally Hemings, Jefferson opposed slavery. He argued that the institution should be abolished and slaves returned to Africa, believing that blacks and whites could not live together in a free society without the result of a race war.

## *Glossary*

**coverture** the legal status of married women in the United States, which included complete legal and economic dependence on husbands

**manumission** the freeing of a slave by his or her owner

# 138. Debating Democracy

## *Learning Objectives*

By the end of this section, you will be able to:

- Explain the development of state constitutions
- Describe the features of the Articles of Confederation
- Analyze the causes and consequences of Shays' Rebellion

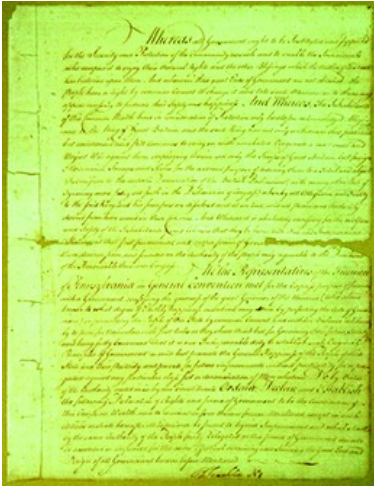
The task of creating republican governments in each of the former colonies, now independent states, presented a new opportunity for American revolutionaries to define themselves anew after casting off British control. On the state and national levels, citizens of the new United States debated who would hold the keys to political power. The states proved to be a laboratory for how much democracy, or majority rule, would be tolerated.

## THE STATE CONSTITUTIONS

In 1776, John Adams urged the thirteen independent colonies—soon to be states—to write their own state constitutions. Enlightenment political thought profoundly influenced Adams and other revolutionary leaders seeking to create viable republican governments. The ideas of the French philosopher Montesquieu,

who had advocated the separation of powers in government, guided Adams's thinking. Responding to a request for advice on proper government from North Carolina, Adams wrote *Thoughts on Government*, which influenced many state legislatures. Adams did not advocate democracy; rather, he wrote, "there is no good government but what is republican." Fearing the potential for tyranny with only one group in power, he suggested a system of checks and balances in which three separate branches of government—executive, legislative, and judicial—would maintain a balance of power. He also proposed that each state remain sovereign, as its own republic. The state constitutions of the new United States illustrate different approaches to addressing the question of how much democracy would prevail in the thirteen republics. Some states embraced democratic practices, while others adopted far more aristocratic and republican ones.

Visit the Avalon Project to read the constitutions of the seven states (Virginia, New Jersey, North Carolina, Maryland, Connecticut, Pennsylvania, and Delaware) that had written constitutions by the end of 1776.



The 1776 Pennsylvania constitution, the first page of which is shown here, adhered to more democratic principles than some other states' constitutions did initially.

The 1776 Pennsylvania constitution and the 1784 New Hampshire constitution both provide examples of democratic tendencies. In Pennsylvania, the requirement to own property in order to vote was eliminated, and if a man was twenty-one or older, had paid taxes, and had lived in the same location for one year, he could vote. This opened voting to most free white male citizens of Pennsylvania. The 1784 New Hampshire constitution allowed every small town and village to send representatives to the state

government, making the lower house of the legislature a model of democratic government.

Conservative Whigs, who distrusted the idea of majority rule, recoiled from the abolition of property qualifications for voting and office holding in Pennsylvania. Conservative Whig John Adams reacted with horror to the 1776 Pennsylvania constitution, declaring that it was “so democratical that it must produce confusion and every evil work.” In his mind and those of other conservative Whigs, this constitution simply put too much power in the hands of men who had no business exercising the right to vote. Pennsylvania’s constitution also eliminated the executive branch (there was no governor) and the upper house. Instead, Pennsylvania had a one-house—a unicameral—legislature.

The Maryland and South Carolina constitutions provide examples of efforts to limit the power of a democratic majority. Maryland’s, written in 1776, restricted office holding to the wealthy planter class. A man had to own at least £5,000 worth of personal property to

be the governor of Maryland, and possess an estate worth £1,000 to be a state senator. This latter qualification excluded over 90 percent of the white males in Maryland from political office. The 1778 South Carolina constitution also sought to protect the interests of the wealthy. Governors and lieutenant governors of the state had to have “a settled plantation or freehold in their and each of their own right of the value of at least ten thousand pounds currency, clear of debt.” This provision limited high office in the state to its wealthiest inhabitants. Similarly, South Carolina state senators had to own estates valued at £2,000.

John Adams wrote much of the 1780 Massachusetts constitution, which reflected his fear of too much democracy. It therefore created two legislative chambers, an upper and lower house, and a strong governor with broad veto powers. Like South Carolina, Massachusetts put in place office-holding requirements: To be governor under the new constitution, a candidate had to own an estate worth at least £1,000. To serve in the state senate, a man had to own an estate worth at least £300 and have at least £600 in total wealth. To vote, he had to be worth at least sixty pounds. To further keep democracy in check, judges were appointed, not elected. One final limit was the establishment of the state capitol in the commercial center of Boston, which made it difficult for farmers from the western part of the state to attend legislative sessions.

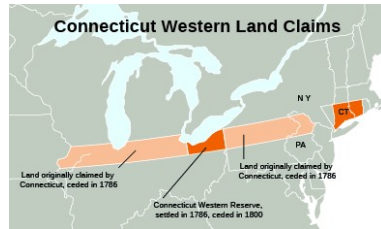
## THE ARTICLES OF CONFEDERATION

Most revolutionaries pledged their greatest loyalty to their individual states. Recalling the experience of British reform efforts imposed in the 1760s and 1770s, they feared a strong national government and took some time to adopt the Articles of Confederation, the first national constitution. In June 1776, the Continental Congress prepared to announce independence and began to think about the creation of a new government to replace

royal authority. Reaching agreement on the Articles of Confederation proved difficult as members of the Continental Congress argued over western land claims. Connecticut, for example, used its colonial charter to assert its claim to western lands in Pennsylvania and the Ohio Territory.

Members of the Continental Congress also debated what type of representation would be best and tried to figure out how to pay the expenses of the new government. In lieu of creating a new federal government, the Articles of Confederation created a

“league of friendship” between the states. Congress readied the Articles in 1777 but did not officially approve them until 1781. The delay of four years illustrates the difficulty of getting the thirteen states to agree on a plan of national government. Citizens viewed their respective states as sovereign republics and guarded their prerogatives against other states.



*Connecticut, like many other states, used its state constitution to stake claims to uncharted western lands.*

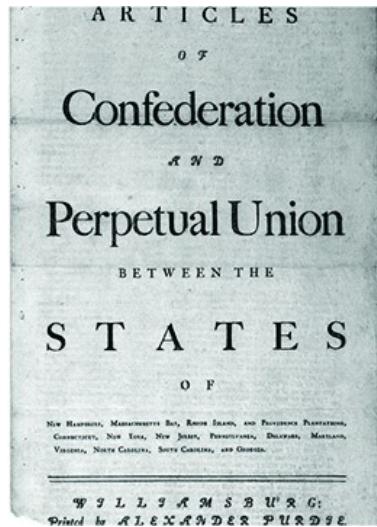
The Articles of Confederation authorized a unicameral legislature, a continuation of the earlier Continental Congress. The people could not vote directly for members of the national Congress; rather, state legislatures decided who would represent the state. In practice, the national Congress was composed of state delegations. There was no president or executive office of any kind, and there was no national judiciary (or Supreme Court) for the United States.

Passage of any law under the Articles of Confederation

proved difficult. It took the consensus of nine states for any measure to pass, and amending the Articles required the consent of all the states, also extremely difficult to achieve. Further, any acts put forward by the Congress were non-binding; states had the option to enforce them or not. This meant that while the Congress had power over Indian affairs and foreign policy, individual states could choose whether or not to comply.

The Congress did not have the power to tax citizens of the United States, a fact that would soon have serious consequences for the republic. During the Revolutionary War, the Continental Congress had sent requisitions for funds to the individual former colonies (now revolutionary states). These states already had an enormous financial burden because they had to pay for militias as well as supply them. In the end, the states failed to provide even half the funding requested by the Congress during the war, which led to a national debt in the tens of millions by 1784.

By the 1780s, some members of the Congress were greatly



*The first page of the 1777 Articles of Confederation, printed by Alexander Purdie, emphasized the “perpetual union” between the states.*



concerned about the financial health of the republic, and they argued that the national government needed greater power, especially the power to tax. This required amending the Articles of Confederation with the consent of all the states. Those who called for a stronger federal government were known as nationalists. The nationalist group that pushed for the power to tax included Washington's chief of staff, Alexander Hamilton; Virginia planter James Madison; Pennsylvania's wealthy merchant Robert Morris (who served under the Confederation government as superintendent of finance in the early 1780s); and Pennsylvania lawyer James Wilson. Two New Yorkers, Gouverneur Morris and James Duane, also joined the effort to address the debt and the weakness of the Confederation government.

These men proposed a 5 percent tax on imports coming into the United States, a measure that would have yielded enough revenue to clear the debt. However, their proposal failed to achieve unanimous support from the states when Rhode Island rejected it. Plans for a national bank also failed to win unanimous support. The lack of support illustrates the Americans' deep suspicion of a powerful national government, a suspicion that originated from the unilateral and heavy-handed reform efforts that the British Parliament imposed on the colonies in the 1760s and 1770s. Without revenue, the Congress could not pay back American creditors who had lent it money. However, it did manage to make interest payments to foreign creditors in France and the Dutch Republic, fearful that defaulting on those payments would destroy the republic's credit and leave it unable to secure loans.

One soldier in the Continental Army, Joseph Plumb Martin, recounted how he received no pay in paper money after 1777 and only one month's payment in specie, or hard currency, in 1781. Like thousands of other soldiers, Martin had fought valiantly against the British and helped secure independence, but had not been paid for his service. In the 1780s and beyond, men like Martin would soon express their profound dissatisfaction with their treatment. Their anger found expression in armed uprisings and political divisions.

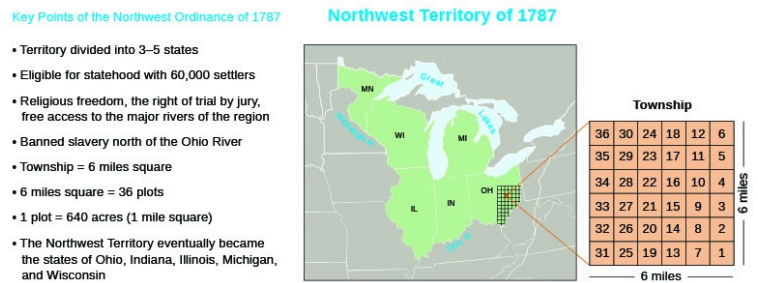
Establishing workable foreign and commercial policies under the Articles of Confederation also proved difficult. Each state could decide for itself whether to comply with treaties between the Congress and foreign countries, and there were no means of enforcement. Both Great Britain and Spain understood the weakness of the Confederation Congress, and they refused to make commercial agreements with the United States because they doubted they would be enforced. Without stable commercial policies, American exporters found it difficult to do business, and British goods flooded U.S. markets in the 1780s, in a repetition of the economic imbalance that existed before the Revolutionary War.

The Confederation Congress under the Articles did achieve success through a series of directives called land ordinances, which established rules for the settlement of western lands in the public domain and the admission of new states to the republic. The ordinances were designed to prepare the land for sale to citizens and raise revenue to boost the failing economy of the republic. In the land ordinances, the Confederation Congress created the Mississippi and Southwest Territories and stipulated that slavery would be permitted there. The system of dividing the vast domains of the United States stands as a towering achievement of the era, a blueprint for American western expansion.

The Ordinance of 1784, written by Thomas Jefferson and the first of what were later called the Northwest Ordinances, directed that new states would be formed from a huge area of land below the Great Lakes, and these new states would have equal standing with the original states. The Ordinance of 1785 called for the division of this land into rectangular plots in order to prepare for the government sale of land. Surveyors would divide the land into townships of six square miles, and the townships would be subdivided into thirty-six plots of 640 acres each, which could be further subdivided. The price of an acre of land was set at a minimum of one dollar, and the land was to be sold at public auction under the direction of the Confederation.

The Ordinance of 1787 officially turned the land into an

incorporated territory called the Northwest Territory and prohibited slavery north of the Ohio River. The map of the 1787 Northwest Territory shows how the public domain was to be divided by the national government for sale. Townships of thirty-six square miles were to be surveyed. Each had land set aside for schools and other civic purposes. Smaller parcels could then be made: a 640-acre section could be divided into quarter-sections of 160 acres, and then again into sixteen sections of 40 acres. The geometric grid pattern established by the ordinance is still evident today on the American landscape. Indeed, much of the western United States, when viewed from an airplane, is composed of an orderly grid system.



*The Northwest Ordinance of 1787 created territories and an orderly method for the admission of new states.*

Visit Window Seat to explore aerial views of the grid system established by the Northwest Ordinance of 1787, which is still evident in much of the Midwest.

The land ordinances proved to be the great triumph of the Confederation Congress. The Congress would appoint a governor for the territories, and when the population in the territory reached

five thousand free adult settlers, those citizens could create their own legislature and begin the process of moving toward statehood. When the population reached sixty thousand, the territory could become a new state.

## SHAYS' REBELLION

Despite Congress's victory in creating an orderly process for organizing new states and territories, land sales failed to produce the revenue necessary to deal with the dire economic problems facing the new country in the 1780s. Each state had issued large amounts of paper money and, in the aftermath of the Revolution, widespread internal devaluation of that currency occurred as many lost confidence in the value of state paper money and the Continental dollar. A period of extreme inflation set in. Added to this dilemma was American citizens' lack of specie (gold and silver currency) to conduct routine business. Meanwhile, demobilized soldiers, many of whom had spent their formative years fighting rather than learning a peacetime trade, searched desperately for work.

The economic crisis came to a head in 1786 and 1787 in western Massachusetts, where farmers were in a difficult position: they faced high taxes and debts, which they found nearly impossible to pay with the worthless state and Continental paper money. For several years after the peace in 1783, these indebted citizens had petitioned the state legislature for redress. Many were veterans of the Revolutionary War who had returned to their farms and families after the fighting ended and now faced losing their homes.

Their petitions to the state legislature raised economic and political issues for citizens of the new state. How could people pay their debts and state taxes when paper money proved unstable? Why was the state government located in Boston, the center of the merchant elite? Why did the 1780



*This woodcut, from Bickerstaff's Boston Almanack of 1787, depicts Daniel Shays and Job Shattuck. Shays and Shattuck were two of the leaders of the rebels who rose up against the Massachusetts government in 1786 to 1787. As Revolutionary War veterans, both men wear the uniform of officers of the Continental Army.*

Massachusetts constitution cater to the interests of the wealthy? To the indebted farmers, the situation in the 1780s seemed hauntingly

familiar; the revolutionaries had routed the British, but a new form of seemingly corrupt and self-serving government had replaced them.

In 1786, when the state legislature again refused to address the petitioners' requests, Massachusetts citizens took up arms and closed courthouses across the state to prevent foreclosure (seizure of land in lieu of overdue loan payments) on farms in debt. The farmers wanted their debts forgiven, and they demanded that the 1780 constitution be revised to address citizens beyond the wealthy elite who could serve in the legislature.

Many of the rebels were veterans of the war for independence, including Captain Daniel Shays from Pelham. Although Shays was only one of many former officers in the Continental Army who took part in the revolt, authorities in Boston singled him out as a ringleader, and the uprising became known as Shays' Rebellion. The Massachusetts legislature responded to the closing of the courthouses with a flurry of legislation, much of it designed to punish the rebels. The government offered the rebels clemency if they took an oath of allegiance. Otherwise, local officials were empowered to use deadly force against them without fear of

prosecution. Rebels would lose their property, and if any militiamen refused to defend the state, they would be executed.

Despite these measures, the rebellion continued. To address the uprising, Governor James Bowdoin raised a private army of forty-four hundred men, funded by wealthy Boston merchants, without the approval of the legislature. The climax of Shays' Rebellion came in January 1787, when the rebels attempted to seize the federal armory in Springfield, Massachusetts. A force loyal to the state defeated them there, although the rebellion continued into February.

Shays' Rebellion resulted in eighteen deaths overall, but the uprising had lasting effects. To men of property, mostly conservative Whigs, Shays' Rebellion strongly suggested the republic was falling into anarchy and chaos. The other twelve states had faced similar economic and political difficulties, and continuing problems seemed to indicate that on a national level, a democratic impulse was driving the population. Shays' Rebellion convinced George Washington to come out of retirement and lead the convention called for by Alexander Hamilton to amend the Articles of Confederation in order to deal with insurgencies like the one in Massachusetts and provide greater stability in the United States.

## Section Summary

The late 1770s and 1780s witnessed one of the most creative political eras as each state drafted its own constitution. The Articles of Confederation, a weak national league among the states, reflected the

dominant view that power should be located in the states and not in a national government. However, neither the state governments nor the Confederation government could solve the enormous economic problems resulting from the long and costly Revolutionary War. The economic crisis led to Shays' Rebellion by residents of western Massachusetts, and to the decision to revise the Confederation government.

<https://www.openassessments.org/assessments/962>

### *Review Question*

1. What were the primary causes of Shays' Rebellion?

### *Answer to Review Question*

1. A group of farmers in western Massachusetts, including Daniel Shays, rebelled against the Massachusetts government, which they saw as unresponsive to their needs. Many were veterans of the Revolutionary War and faced tremendous debts and high taxes, which they couldn't pay with their worthless paper money. They felt that they didn't

have a voice in the Massachusetts government, which seemed to cater to wealthy Boston merchants. They wanted their debts to be forgiven and the Massachusetts constitution to be rewritten to address their needs, and when these demands weren't met, they rebelled.

## *Glossary*

**checks and balances** the system that ensures a balance of power among the branches of government

**unicameral** having a single house (of legislative government)



# 139. The Constitutional Convention and Federal Constitution

## *Learning Objectives*

By the end of this section, you will be able to:

- Identify the central issues of the 1787 Constitutional Convention and their solutions
- Describe the conflicts over the ratification of the federal constitution

The economic problems that plagued the thirteen states of the Confederation set the stage for the creation of a strong central government under a federal constitution. Although the original purpose of the convention was to amend the Articles of Confederation, some—though not all—delegates moved quickly to create a new framework for a more powerful national government. This proved extremely controversial. Those who attended the convention split over the issue of robust, centralized government and questions of how Americans would be represented in the federal government. Those who opposed the proposal for a stronger federal government argued that such a plan betrayed the Revolution by limiting the voice of the American people.

# THE CONSTITUTIONAL CONVENTION

There had been earlier efforts to address the Confederation's perilous state. In early 1786, Virginia's James Madison advocated a meeting of states to address the widespread economic problems that plagued the new nation. Heeding Madison's call, the legislature in Virginia invited all thirteen states to meet in Annapolis, Maryland, to work on solutions to the issue of commerce between the states. Eight states responded to the invitation. But the resulting 1786 Annapolis Convention failed to provide any solutions because only five states sent delegates. These delegates did, however, agree to a plan put forward by Alexander Hamilton for a second convention to meet in May 1787 in Philadelphia. Shays' Rebellion gave greater urgency to the planned convention. In February 1787, in the wake of the uprising in western Massachusetts, the Confederation Congress authorized the Philadelphia convention. This time, all the states except Rhode Island sent delegates to Philadelphia to confront the problems of the day.

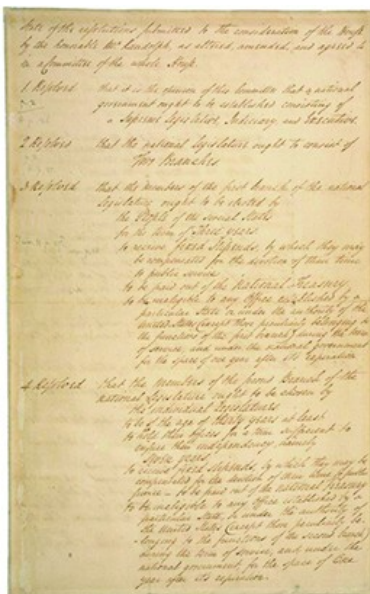
The stated purpose of the Philadelphia Convention in 1787 was to amend the Articles of Confederation. Very quickly, however, the attendees decided to create a new framework for a national government. That framework became the United States Constitution, and the Philadelphia convention became known as the Constitutional Convention of 1787. Fifty-five men met in Philadelphia in secret; historians know of the proceedings only because James Madison kept careful notes of what transpired. The delegates knew that what they were doing would be controversial; Rhode Island refused to send delegates, and New Hampshire's delegates arrived late. Two delegates from New York, Robert Yates and John Lansing, left the convention when it became clear that the Articles were being put aside and a new plan of national government was being drafted. They did not believe the delegates had the authority to create a strong national government.

Read “Reasons for Dissent from the Proposed Constitution” in order to understand why Robert Yates and John Lansing, New York’s delegates to the 1787 Philadelphia Convention, didn’t believe the convention should draft a new plan of national government.

## THE QUESTION OF REPRESENTATION

One issue that the delegates in Philadelphia addressed was the way in which representatives to the new national government would be chosen. Would individual citizens be able to elect representatives? Would representatives be chosen by state legislatures? How much representation was appropriate for each state?

James Madison put forward a proposition known as the Virginia Plan, which called for a strong national government that could overturn state laws. The plan featured a bicameral or two-house legislature, with an upper and a lower house.



James Madison's Virginia Plan, shown here, proposed a strong national government with proportional state representation.

The people of the states would elect the members of the lower house, whose numbers would be determined by the population of the state. State legislatures would send delegates to the upper house. The number of representatives in the upper chamber would also be based on the state's population. This proportional representation gave the more populous states, like Virginia, more political power. The Virginia Plan also called for an executive branch and a judicial branch, both of which were absent under the Articles of Confederation. The lower and upper house together were to appoint members to the executive and judicial branches. Under this plan, Virginia, the most populous state, would dominate national political power and ensure its interests, including slavery, would be safe

The Virginia Plan's call for proportional representation alarmed the representatives of the smaller states. William Paterson introduced a New Jersey Plan to counter Madison's scheme, proposing that all states have equal votes in a unicameral national legislature. He also addressed the economic problems of the day by calling for the Congress to have the power to regulate commerce, to raise revenue through taxes on imports and through postage, and to enforce Congressional requisitions from the states.

Roger Sherman from Connecticut offered a compromise to break the deadlock over the thorny question of representation. His Connecticut Compromise, also known as the Great Compromise, outlined a different bicameral legislature in which the upper house, the Senate, would have equal representation for all states; each state would be represented by two senators chosen by the state legislatures. Only the lower house, the House of Representatives, would have proportional representation.

## THE QUESTION OF SLAVERY

The question of slavery stood as a major issue at the Constitutional

Convention because slaveholders wanted slaves to be counted along with whites, termed “free inhabitants,” when determining a state’s total population. This, in turn, would augment the number of representatives accorded to those states in the lower house. Some northerners, however, such as New York’s Gouverneur Morris, hated slavery and did not even want the term included in the new national plan of government. Slaveholders argued that slavery imposed great burdens upon them and that, because they carried this liability, they deserved special consideration; slaves needed to be counted for purposes of representation.

The issue of counting or not counting slaves for purposes of representation connected directly to the question of taxation. Beginning in 1775, the Second Continental Congress asked states to pay for war by collecting taxes and sending the tax money to the Congress. The amount each state had to deliver in tax revenue was determined by a state’s total population, including both free and enslaved individuals. States routinely fell far short of delivering the money requested by Congress under the plan. In April 1783, the Confederation Congress amended the earlier system of requisition by having slaves count as three-fifths of the white population. In this way, slaveholders gained a significant tax break. The delegates in Philadelphia adopted this same three-fifths formula in the summer of 1787.

Under the three-fifths compromise in the 1787 Constitution, each slave would be counted as three-fifths of a white person. Article 1, Section 2 stipulated that “Representatives and direct Taxes shall be apportioned among the several states . . . according to their respective Number, which shall be determined by adding to the whole number of free Persons, including those bound for service for a Term of Years [white servants], and excluding Indians not taxed, three fifths of all other persons.” Since representation in the House of Representatives was based on the population of a state, the three-fifths compromise gave extra political power to slave states, although not as much as if the total population, both free and slave, had been used. Significantly, no direct federal income

tax was immediately imposed. (The Sixteenth Amendment, ratified in 1913, put in place a federal income tax.) Northerners agreed to the three-fifths compromise because the Northwest Ordinance of 1787, passed by the Confederation Congress, banned slavery in the future states of the northwest. Northern delegates felt this ban balanced political power between states with slaves and those without. The three-fifths compromise gave an advantage to slaveholders; they added three-fifths of their human property to their state's population, allowing them to send representatives based in part on the number of slaves they held.

## THE QUESTION OF DEMOCRACY

Many of the delegates to the Constitutional Convention had serious reservations about democracy, which they believed promoted anarchy. To allay these fears, the Constitution blunted democratic tendencies that appeared to undermine the republic. Thus, to avoid giving the people too much direct power, the delegates made certain that senators were chosen by the state legislatures, not elected directly by the people (direct elections of senators came with the Seventeenth Amendment to the Constitution, ratified in 1913). As an additional safeguard, the delegates created the Electoral College, the mechanism for choosing the president. Under this plan, each state has a certain number of electors, which is its number of senators (two) plus its number of representatives in the House of Representatives. Critics, then as now, argue that this process prevents the direct election of the president.

## THE FIGHT OVER RATIFICATION

The draft constitution was finished in September 1787. The delegates decided that in order for the new national government to be implemented, each state must first hold a special ratifying convention. When nine of the thirteen had approved the plan, the constitution would go into effect.

When the American public learned of the new constitution, opinions were deeply divided, but most people were opposed. To salvage their work in Philadelphia, the architects of the new national government began a campaign to sway public opinion in favor of their blueprint for a strong central government. In the fierce debate that erupted, the two sides articulated contrasting visions of the American republic and of democracy. Supporters of the 1787 Constitution, known as Federalists, made the case that a centralized republic provided the best solution for the future. Those who opposed it, known as Anti-Federalists, argued that the Constitution would consolidate all power in a national government, robbing the states of the power to make their own decisions. To them, the Constitution appeared to mimic the old corrupt and centralized British regime, under which a far-off government made the laws. Anti-Federalists argued that wealthy aristocrats would run the new national government, and that the elite would not represent ordinary citizens; the rich would monopolize power and use the new government to formulate policies that benefited their class—a development that would also undermine local state elites. They also argued that the Constitution did not contain a bill of rights.

New York's ratifying convention illustrates the divide between the Federalists and Anti-Federalists. When one Anti-Federalist delegate named Melancton Smith took issue with the scheme of representation as being too limited and not reflective of the people, Alexander Hamilton responded:

It has been observed by an honorable gentleman [Smith],

that a pure democracy, if it were practicable, would be the most perfect government. Experience has proven, that no position in politics is more false than this. The ancient democracies, in which the people themselves deliberated, never possessed one feature of good government. Their very character was tyranny; their figure deformity: When they assembled, the field of debate presented an ungovernable mob, not only incapable of deliberation, but prepared for every enormity. In these assemblies, the enemies of the people brought forward their plans of ambition systematically. They were opposed by their enemies of another party; and it became a matter of contingency, whether the people subjected themselves to be led blindly by one tyrant or by another.

The Federalists, particularly John Jay, Alexander Hamilton, and James Madison, put their case to the public in a famous series of essays known as *The Federalist Papers*. These were first published in New York and subsequently republished elsewhere in the United States.

## James Madison on the Benefits of Republicanism

The tenth essay in *The Federalist Papers*, often called Federalist No. 10, is one of the most famous. Written by James Madison, it addresses the problems of political parties (“factions”). Madison argued that there were two approaches to solving the problem of political parties: a republican government and a democracy. He argued that a large republic provided the best defense against what he viewed as the tumult of direct democracy. Compromises would be reached in a large republic and citizens would be represented by representatives of their own choosing.





*John Vanderlyn's 1816 portrait depicts James Madison, one of the leading Federalists who supported the 1787 Constitution.*

From this view of the subject, it may be concluded, that a pure Democracy, by which I mean a Society consisting of a small number of citizens, who assemble and administer the Government in person, can admit of no cure for the mischiefs of faction. A common passion or interest will, in almost every case, be felt by a majority of the whole; a communication and concert result from the form of Government itself; and there is nothing to check the inducements to sacrifice the weaker party, or an obnoxious individual. Hence it is, that such Democracies have ever been spectacles of turbulence and contention; have ever been found incompatible with personal security, or the rights of property; and have in general been as short in their

lives, as they have been violent in their deaths. Theoretic politicians, who have patronized this species of Government, have erroneously supposed, that by reducing mankind to a perfect equality in their political rights, they would, at the same time, be perfectly equalized and assimilated in their possessions, their opinions, and their passions.

A Republic, by which I mean a Government in which the scheme of representation takes place, opens a different prospect, and promises the cure for which we are seeking. Let us examine the points in which it varies from pure Democracy, and we shall comprehend both the nature of the cure, and the efficacy which it must derive from the Union.

The two great points of difference, between a Democracy and a Republic, are, first, the delegation of the Government, in the latter, to a small number of citizens elected by the rest: Secondly, the greater number of citizens, and greater sphere of country, over which the latter may be extended.

Does Madison recommend republicanism or democracy as the best form of government? What arguments does he use to prove his point?

Read the full text of Federalist No. 10 on Wikisource. What do you think are Madison's most and least compelling arguments? How would different members of the new United States view his arguments?

Including all the state ratifying conventions around the country, a total of fewer than two thousand men voted on whether to adopt the new plan of government. In the end, the Constitution only narrowly won approval. In New York, the vote was thirty in favor to twenty-seven opposed. In Massachusetts, the vote to approve was

187 to 168, and some claim supporters of the Constitution resorted to bribes in order to ensure approval. Virginia ratified by a vote of eighty-nine to seventy-nine, and Rhode Island by thirty-four to thirty-two. The opposition to the Constitution reflected the fears that a new national government, much like the British monarchy, created too much centralized power and, as a result, deprived citizens in the various states of the ability to make their own decisions.



The first page of the 1787 United States Constitution, shown here, begins: "We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."

## Section Summary

The economic crisis of the 1780s, shortcomings of the Articles of Confederation, and outbreak of Shays' Rebellion spurred delegates from twelve of the thirteen states to gather for the Constitutional Convention of 1787. Although the stated purpose of the convention was to modify the Articles of Confederation, their mission shifted to the building of a new, strong federal government. Federalists like James Madison and Alexander Hamilton led the charge for a new United States Constitution, the document that endures as the oldest written constitution in the world, a testament to the work done in 1787 by the delegates in Philadelphia.

<https://www.openassessments.org/assessments/963>

### *Review Question*

1. Explain the argument that led to the three-fifths rule and the consequences of that rule.

## *Answer to Review Question*

1. Southern slaveholders wanted slaves to count for the purposes of representation, while people from northern states feared that counting slaves would give the southern states too much power. Their fears were valid; the three-fifths rule, which stated that each slave counted as three-fifths of a white person for purposes of representation, gave the southern states the balance of political power.

## *Critical Thinking Questions*

1. Describe the state constitutions that were more democratic and those that were less so. What effect would these different constitutions have upon those states? Who could participate in government, whether by voting or by holding public office? Whose interests were represented, and whose were compromised?
2. In what ways does the United States Constitution manifest the principles of both republican and democratic forms of government? In what ways does it deviate from those principles?
3. In this chapter's discussion of New York's ratifying convention, Alexander Hamilton takes issue with Anti-Federalist delegate Melancton Smith's assertion

that (as Hamilton says) “a pure democracy, if it were practicable, would be the most perfect government.” What did Smith—and Hamilton—mean by “a pure democracy”? How does this compare to the type of democracy that represents the modern United States?

4. Describe popular attitudes toward African Americans, women, and Indians in the wake of the Revolution. In what ways did the established social and political order depend upon keeping members of these groups in their circumscribed roles? If those roles were to change, how would American society and politics have had to adjust?
5. How did the process of creating and ratifying the Constitution, and the language of the Constitution itself, confirm the positions of African Americans, women, and Indians in the new republic? How did these roles compare to the stated goals of the republic?
6. What were the circumstances that led to Shays’ Rebellion? What was the government’s response? Would this response have confirmed or negated the grievances of the participants in the uprising? Why?

## *Glossary*

**Anti-Federalists** those who opposed the 1787 Constitution and favored stronger individual states

**bicameral** having two legislative houses, an upper and a lower house

**Connecticut Compromise** also known as the Great Compromise, Roger Sherman's proposal at the Constitutional Convention for a bicameral legislature, with the upper house having equal representation for all states and the lower house having proportional representation

**Electoral College** the mechanism by which electors, based on the number of representatives from each state, choose the president

**Federalists** those who supported the 1787 Constitution and a strong central government; these advocates of the new national government formed the ruling political party in the 1790s

**proportional representation** representation that gives more populous states greater political power by allowing them more representatives

**three-fifths compromise** the agreement at the Constitutional Convention that each slave would count as three-fifths of a white person for purposes of representation

## 140. Video: The Constitution, the Articles, and Federalism

This video teaches you about the United States Constitution. During and after the American Revolutionary War, the government of the new country operated under the Articles of Confederation. While these Articles got the young nation through its war with England, they weren't of much use when it came to running a country. So, the founding fathers decided try their hand at nation-building, and they created the Constitution of the United States, which you may remember as the one that says "We The People" at the top. The video will tell you how the convention came together, some of the compromises that had to be made to pass this thing, and why it's very lucky that the framers installed a somewhat reasonable process for making changes to the thing. You'll learn about Shays' Rebellion, the Federalist Papers, the elite vs rabble dynamic of the houses of Congress, and start to find out just what an anti-federalist is.



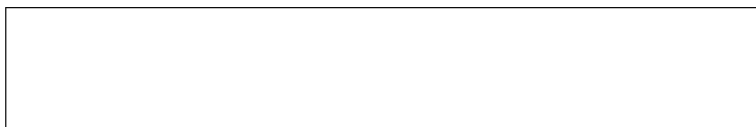
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here: <https://library.achievingthedream.org/herkimeramericanhistory1/?p=165#oembed-1>



# 141. Video: Where US Politics Came From

This video teaches you where American politicians come from. In the beginning, soon after the US constitution was adopted, politics were pretty non-existent. George Washington was elected president with no opposition, everything was new and exciting, and everyone just got along. For several months. Then the contentious debate about the nature of the United States began, and it continues to this day. Washington and his lackey/handler Alexander Hamilton pursued an elitist program of federalism. They attempted to strengthen the central government, create a strong nation-state, and leave less of the governance to the states. They wanted to create debt, encourage manufacturing, and really modernize the new nation/. The opposition, creatively known as the anti-federalists, wanted to build some kind of agrarian pseudo-paradise where every (white) man could have his own farm, and live a free, self-reliant life. The founding father who epitomized this view was Thomas Jefferson. By the time Adams became president, the anti-federalists had gotten the memo about how alienating a name like anti-federalist can be. It's so much more appealing to voters if your party is for something rather than being defined by what you're against, you know? In any case, Jefferson and his acolytes changed their name to the Democratic-Republican Party, which covered a lot of bases, and proceeded to protest nearly everything Adams did. Lest you think this video is all boring politics, you'll be thrilled to hear this episode has a Whiskey Rebellion, a Quasi-War, anti-French sentiment, some controversial treaties, and something called the XYZ Affair, which sounds very exciting.





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# 142. Primary Source Reading: The U.S. Constitution

## *Introduction*

The Constitution of the United States is the supreme law of the United States of America. The Constitution, originally comprising seven articles, delineates the national frame of government. Its first three articles entrench the doctrine of the separation of powers, whereby the federal government is divided into three branches: the legislative, consisting of the bicameral Congress; the executive, consisting of the President; and the judicial, consisting of the Supreme Court and other federal courts. Articles Four, Five and Six entrench concepts of federalism, describing the rights and responsibilities of state governments and of the states in relationship to the federal government. Article Seven establishes the procedure subsequently used by the thirteen States to ratify it.

Since the Constitution came into force in 1789, it has been amended twenty-seven times. In general, the first ten amendments, known collectively as the Bill of Rights, offer specific protections of individual liberty and justice and place restrictions on the powers of government. The majority of the seventeen later amendments expand individual civil rights. Others address issues related to federal authority or modify government processes and procedures. Amendments to the US Constitution, unlike ones made to many constitutions world-wide, are appended to the end of the document. At seven articles and twenty-seven amendments, it is the shortest written constitution in force.

The Constitution is interpreted, supplemented, and implemented by a large body of constitutional law. The Constitution of the United

States was the first constitution of its kind, and has influenced the constitutions of other nations.

## *The Constitution*

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

### **Article. I.**

#### **Section. 1.**

All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section. 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature. No Person shall be a Representative who shall not have attained to the age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen. Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all

other Persons. The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to chuse three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three. When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies. The House of Representatives shall chuse their Speaker and other Officers; and shall have the sole Power of Impeachment.

Section. 3. The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for six Years; and each Senator shall have one Vote. Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one third may be chosen every second Year; and if Vacancies happen by Resignation, or otherwise, during the Recess of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies. No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen. The Vice President of the United States shall be President of the Senate but shall have no Vote, unless they be equally divided. The Senate shall chuse their other Officers, and also a President pro tempore, in the Absence of the Vice President, or when he shall

exercise the Office of President of the United States. The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present. Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of honor, Trust or Profit under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.

Section. 4. The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of chusing Senators. The Congress shall assemble at least once in every Year, and such Meeting shall be on the first Monday in December, unless they shall by Law appoint a different Day.

Section. 5. Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business; but a smaller Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide. Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behaviour, and, with the Concurrence of two thirds, expel a Member. Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy; and the Yeas and Nays of the Members of either House on any question shall, at the Desire of one fifth of those Present, be entered on the Journal. Neither House, during the Session of Congress, shall, without the Consent of the other, adjourn for more than three days, nor to any other Place than that in which the two Houses shall be sitting.

Section. 6. The Senators and Representatives shall receive a

Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same; and for any Speech or Debate in either House, they shall not be questioned in any other Place. No Senator or Representative shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the Emoluments whereof shall have been encreased during such time; and no Person holding any Office under the United States, shall be a Member of either House during his Continuance in Office.

Section. 7. All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments as on other Bills. Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a law, be presented to the President of the United States: If he approve he shall sign it, but if not he shall return it, with his Objections to that House in which it shall have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law. But in all such Cases the Votes of both Houses shall be determined by Yeas and Nays, and the Names of the Persons voting for and against the Bill shall be entered on the Journal of each House respectively. If any Bill shall not be returned by the President within ten Days (Sundays excepted) after it shall have been presented to him, the Same shall be a Law, in like Manner as if he had signed it, unless the Congress by their Adjournment prevent its Return, in which Case it shall not be a Law. Every Order, Resolution, or Vote to which the Concurrence of the Senate and House of Representatives may be necessary (except on a question of Adjournment) shall be presented to the President of the United States; and before the Same shall

take Effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the Rules and Limitations prescribed in the Case of a Bill.

Section. 8. The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States; To borrow Money on the credit of the United States; To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes; To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States; To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures; To provide for the Punishment of counterfeiting the Securities and current Coin of the United States; To establish Post Offices and post Roads; To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries; To constitute Tribunals inferior to the supreme Court; To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations; To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water; To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years; To provide and maintain a Navy; To make Rules for the Government and Regulation of the land and naval Forces; To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions; To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress; To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles



square) as may, by Cession of Particular States, and the Acceptance of Congress, become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards and other needful Buildings;—And To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

Section. 9. The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a Tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person. The Privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it. No Bill of Attainder or ex post facto Law shall be passed. No Capitation, or other direct, Tax shall be laid, unless in Proportion to the Census or Enumeration herein before directed to be taken. No Tax or Duty shall be laid on Articles exported from any State. No Preference shall be given by any Regulation of Commerce or Revenue to the Ports of one State over those of another: nor shall Vessels bound to, or from, one State, be obliged to enter, clear or pay Duties in another. No Money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular Statement and Account of the Receipts and Expenditures of all public Money shall be published from time to time. No Title of Nobility shall be granted by the United States: And no Person holding any Office of Profit or Trust under them, shall, without the Consent of the Congress, accept of any present, Emolument, Office, or Title, of any kind whatever, from any King, Prince or foreign State.

Section. 10. No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; coin Money; emit Bills of Credit; make any Thing but gold and silver Coin a

Tender in Payment of Debts; pass any Bill of Attainder, ex post facto Law, or Law impairing the Obligation of Contracts, or grant any Title of Nobility.No State shall, without the Consent of the Congress, lay any Imposts or Duties on Imports or Exports, except what may be absolutely necessary for executing it's inspection Laws: and the net Produce of all Duties and Imposts, laid by any State on Imports or Exports, shall be for the Use of the Treasury of the United States; and all such Laws shall be subject to the Revision and Controul of the Congress.No State shall, without the Consent of Congress, lay any Duty of Tonnage, keep Troops, or Ships of War in time of Peace, enter into any Agreement or Compact with another State, or with a foreign Power, or engage in War, unless actually invaded, or in such imminent Danger as will not admit of delay.

## Article. II.

### Section. 1.

The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows:

Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

The Electors shall meet in their respective States, and vote by Ballot for two Persons, of whom one at least shall not be an Inhabitant of the same State with themselves. And they shall make a List of all the Persons voted for, and of the Number of Votes for each; which List they shall sign and certify, and transmit sealed to the Seat of the Government of the United

States, directed to the President of the Senate. The President of the Senate shall, in the Presence of the Senate and House of Representatives, open all the Certificates, and the Votes shall then be counted. The Person having the greatest Number of Votes shall be the President, if such Number be a Majority of the whole Number of Electors appointed; and if there be more than one who have such Majority, and have an equal Number of Votes, then the House of Representatives shall immediately chuse by Ballot one of them for President; and if no Person have a Majority, then from the five highest on the List the said House shall in like Manner chuse the President. But in chusing the President, the Votes shall be taken by States, the Representatives from each State having one Vote; a quorum for this Purpose shall consist of a Member or Members from two thirds of the States, and a Majority of all the States shall be necessary to a Choice. In every Case, after the Choice of the President, the Person having the greatest Number of Votes of the Electors shall be the Vice President. But if there should remain two or more who have equal Votes, the Senate shall chuse from them by Ballot the Vice President.

The Congress may determine the Time of chusing the Electors, and the Day on which they shall give their Votes; which Day shall be the same throughout the United States.

No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the Powers and Duties of the said Office, the Same shall devolve on the Vice President, and the Congress may by Law provide for the Case of Removal, Death, Resignation or Inability, both of the President and Vice President, declaring what Officer shall then

act as President, and such Officer shall act accordingly, until the Disability be removed, or a President shall be elected. The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be encreased nor diminished during the Period for which he shall have been elected, and he shall not receive within that Period any other Emolument from the United States, or any of them. Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation:—"I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

Section. 2. The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to Grant Reprieves and Pardons for Offences against the United States, except in Cases of Impeachment. He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments. The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate, by granting Commissions which shall expire at the End of their next Session.

Section. 3. He shall from time to time give to the Congress Information on the State of the Union, and recommend to their

Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

Section. 4. The President, Vice President and all Civil Officers of the United States, shall be removed from Office on Impeachment for and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

## Article. III.

### Section. 1.

The judicial Power of the United States, shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behaviour, and shall, at stated Times, receive for their Services, a Compensation, which shall not be diminished during their Continuance in Office.

Section. 2. The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority;—to all Cases affecting Ambassadors, other public ministers and Consuls;—to all Cases of admiralty and maritime Jurisdiction;—to Controversies to which the United States shall be a Party;—to Controversies between two or more States;—between a State and Citizens of another State;—between Citizens of different States;—between Citizens of the same State claiming Lands under

Grants of different States, and between a State, or the Citizens thereof, and foreign States, Citizens or Subjects. In all Cases affecting Ambassadors, other public Ministers and Consuls, and those in which a State shall be Party, the supreme Court shall have original Jurisdiction. In all the other Cases before mentioned, the supreme Court shall have appellate Jurisdiction, both as to Law and Fact, with such Exceptions, and under such Regulations as the Congress shall make. The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

Section. 3. Treason against the United States, shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and Comfort. No Person shall be convicted of Treason unless on the Testimony of two Witnesses to the same overt Act, or on Confession in open Court. The Congress shall have Power to declare the Punishment of Treason, but no Attainder of Treason shall work Corruption of Blood, or Forfeiture except during the Life of the Person attainted.

## Article. IV.

### Section. 1.

Full Faith and Credit shall be given in each State to the public Acts, Records, and judicial Proceedings of every other State. And the Congress may by general Laws prescribe the Manner in which such Acts, Records and Proceedings shall be proved, and the Effect thereof.

Section. 2. The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States. A Person charged in any State with Treason, Felony, or other Crime, who shall flee

from Justice, and be found in another State, shall on Demand of the executive Authority of the State from which he fled, be delivered up, to be removed to the State having Jurisdiction of the Crime.No Person held to Service or Labour in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labour, but shall be delivered up on Claim of the Party to whom such Service or Labour may be due.

Section. 3.New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or Parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress.The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so construed as to Prejudice any Claims of the United States, or of any particular State.

Section. 4.The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion; and on Application of the Legislature, or of the Executive (when the Legislature cannot be convened) against domestic Violence.

## Article. V.

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by

Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.

## Article. VI.

All Debts contracted and Engagements entered into, before the Adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any state to the Contrary notwithstanding.

The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States.

## Article. VII.

The Ratification of the Conventions of nine States, shall be



sufficient for the Establishment of this Constitution between the States so ratifying the same.

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done in Convention by the Unanimous Consent of the States present the Seventeenth Day of September in the Year of our Lord one thousand seven hundred and Eighty seven and of the Independance of the United States of America the Twelfth In Witness whereof We have hereunto subscribed our Names,  
G<sup>o</sup>. Washington—Presid<sup>t</sup>.  
and deputy from Virginia

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Delaware	{	
New Hampshire	{	Alexander Hamilton
New Jersey	{	

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# 143. Listen: Early American Parties Podcast

Listen to the The Bitter History of Elections podcast from Colonial Williamsburg to learn about early American political parties.

# 144. Assignment: The Constitution

In a paragraph or two, explain how the U.S. Constitution and its first 10 amendments represents a compromise between the different regional and political differences of the late 18th century in America. Support your answer with reference to the different parts of the Constitution. The finished product should be about 200 words.



PART IX

CHAPTER 8: GROWING  
PAINS: THE NEW REPUBLIC,  
1790-1820



## 145. Introduction



"The happy Effects of the Grand System [sic] of shutting Ports against the English!!" appeared in 1808. Less than a year earlier, Thomas Jefferson had recommended (and Congress had passed) the Embargo Act of 1807, which barred American ships from leaving their ports.

The partisan political cartoon above lampoons Thomas Jefferson's 1807 Embargo Act, a move that had a devastating effect on American commerce. American farmers and merchants complain to President Jefferson, while the French emperor Napoleon Bonaparte whispers to him, "You shall be King hereafter." This image illustrates one of many political struggles in the years after the fight for ratification of the Constitution. In the nation's first few years, no organized political parties existed. This began to change as U.S. citizens argued bitterly about the proper size and scope of the new national government. As a result, the 1790s witnessed the rise of opposing political parties: the Federalists and the Democratic-Republicans.

Federalists saw unchecked democracy as a dire threat to the republic, and they pointed to the excesses of the French Revolution as proof of what awaited. Democratic-Republicans opposed the Federalists' notion that only the wellborn and well educated were able to oversee the republic; they saw it as a pathway to oppression by an aristocracy.

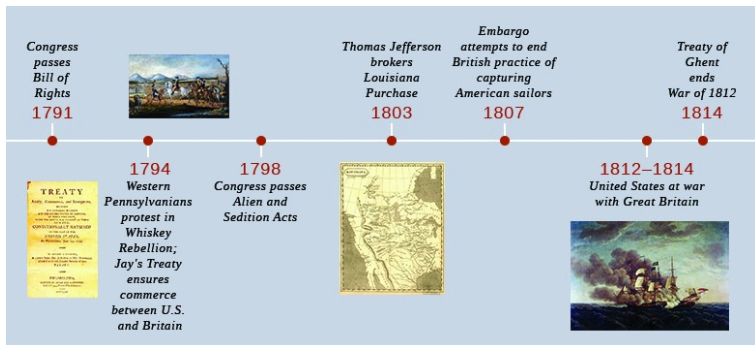


# 146. Competing Visions: Federalists and Democratic-Republicans

## *Learning Objectives*

By the end of this section, you will be able to:

- Describe the competing visions of the Federalists and the Democratic-Republicans
- Identify the protections granted to citizens under the Bill of Rights
- Explain Alexander Hamilton's financial programs as secretary of the treasury



In June 1788, New Hampshire became the ninth state to ratify the

federal Constitution, and the new plan for a strong central government went into effect. Elections for the first U.S. Congress were held in 1788 and 1789, and members took their seats in March 1789. In a reflection of the trust placed in him as the personification of republican virtue, George Washington became the first president in April 1789. John Adams served as his vice president; the pairing of a representative from Virginia (Washington) with one from Massachusetts (Adams) symbolized national unity. Nonetheless, political divisions quickly became apparent. Washington and Adams represented the Federalist Party, which generated a backlash among those who resisted the new government's assertions of federal power.

## FEDERALISTS IN POWER

Though the Revolution had overthrown British rule in the United States, supporters of the 1787 federal constitution, known as Federalists, adhered to a decidedly British notion of social hierarchy. The Federalists did not, at first, compose a political party. Instead, Federalists held certain shared assumptions. For them, political participation continued to be linked to property rights, which barred many citizens from voting or holding office. Federalists did not believe the Revolution had changed the traditional social roles between women and men, or between whites and other races. They did believe in clear distinctions in rank and intelligence. To these supporters of the Constitution, the idea that all were equal appeared ludicrous. Women, blacks, and native peoples, they argued, had to know their place as secondary to white male citizens. Attempts to impose equality, they feared, would destroy the republic. The United States was not created to be a democracy.

The architects of the Constitution committed themselves to leading the new republic, and they held a majority among the members of the new national government. Indeed, as expected,

many assumed the new executive posts the first Congress created. Washington appointed Alexander Hamilton, a leading Federalist, as secretary of the treasury. For secretary of state, he chose Thomas Jefferson. For secretary of war, he appointed Henry Knox, who had served with him during the Revolutionary War. Edmond Randolph, a Virginia delegate to the Constitutional Convention, was named attorney general. In July 1789, Congress also passed the Judiciary Act, creating a Supreme Court of six justices headed by those who were committed to the new national government.

Congress passed its first major piece of legislation by placing a duty on imports under the 1789 Tariff Act. Intended to raise revenue to address the country's economic problems, the act was a victory for nationalists, who favored a robust, powerful federal government and had worked unsuccessfully for similar measures during the Confederation Congress in the 1780s. Congress also placed a fifty-cent-per-ton duty (based on materials transported, not the weight of a ship) on foreign ships coming into American ports, a move designed to give the commercial advantage to American ships and goods.

## THE BILL OF RIGHTS

Many Americans opposed the 1787 Constitution because it seemed a dangerous concentration of centralized power that threatened the rights and liberties of ordinary U.S. citizens. These opponents, known collectively as Anti-Federalists, did not constitute a political party, but they united in demanding protection for individual rights, and several states made the passing of a bill of rights a condition of their acceptance of the Constitution. Rhode Island and North Carolina rejected the Constitution because it did not already have this specific bill of rights.

Federalists followed through on their promise to add such a bill in 1789, when Virginia Representative James Madison introduced

and Congress approved the Bill of Rights. Adopted in 1791, the bill consisted of the first ten amendments to the Constitution and outlined many of the personal rights state constitutions already guaranteed.

Rights Protected by the First Ten Amendments	
Amendment 1	Right to freedoms of religion and speech; right to assemble and to petition the government for redress of grievances
Amendment 2	Right to keep and bear arms to maintain a well-regulated militia
Amendment 3	Right not to house soldiers during time of war
Amendment 4	Right to be secure from unreasonable search and seizure
Amendment 5	Rights in criminal cases, including to due process and indictment by grand jury for capital crimes, as well as the right not to testify against oneself
Amendment 6	Right to a speedy trial by an impartial jury
Amendment 7	Right to a jury trial in civil cases
Amendment 8	Right not to face excessive bail or fines, or cruel and unusual punishment
Amendment 9	Rights retained by the people, even if they are not specifically enumerated by the Constitution
Amendment 10	States' rights to powers not specifically delegated to the federal government

The adoption of the Bill of Rights softened the Anti-Federalists' opposition to the Constitution and gave the new federal government greater legitimacy among those who otherwise distrusted the new centralized power created by men of property during the secret 1787 Philadelphia Constitutional Convention.

Visit the National Archives to consider the first ten amendments to the Constitution as an expression of the

fears many citizens harbored about the powers of the new federal government. What were these fears? How did the Bill of Rights calm them?

## ALEXANDER HAMILTON'S PROGRAM

Alexander Hamilton, Washington's secretary of the treasury, was an ardent nationalist who believed a strong federal government could solve many of the new country's financial ills. Born in the West Indies, Hamilton had worked on a St. Croix plantation as a teenager and was in charge of the accounts at a young age. He knew the Atlantic trade very well and used that knowledge in setting policy for the United States. In the early 1790s, he created the foundation for the U.S. financial system. He understood that a robust federal government would provide a solid financial foundation for the country.

The United States began mired in debt. In 1789, when Hamilton took up his post, the federal debt was over \$53 million. The states had a combined debt of around \$25 million, and the United States had been unable to pay its debts in the 1780s and was therefore considered a credit risk by European countries. Hamilton wrote three reports offering solutions to the economic crisis brought on by these problems. The first addressed public credit, the second addressed banking, and the third addressed raising revenue.

## The Report on Public Credit

For the national government to be effective, Hamilton deemed it essential to have the support of those to whom it owed money: the wealthy, domestic creditor class as well as foreign creditors. In January 1790, he delivered his “Report on Public Credit”, addressing the pressing need of the new republic to become creditworthy. He recommended that the new federal government honor all its debts, including all paper money issued by the Confederation and the states during the war, at face value. Hamilton especially wanted wealthy American creditors who held large amounts of paper money to be invested, literally, in the future and welfare of the new national government. He also understood the importance of making the new United States financially stable for creditors abroad. To pay these debts, Hamilton proposed that the federal government sell bonds—federal interest-bearing notes—to the public. These bonds would have the backing of the government and yield interest payments. Creditors could exchange their old notes for the new government bonds. Hamilton wanted to give the paper money that states had issued during the war the same status as government bonds; these federal notes would begin to yield interest payments in 1792.



(a)



(b)

As the first secretary of the treasury, Alexander Hamilton (a), shown here in a 1792 portrait by John Trumbull, released the “Report on Public Credit” (b) in January 1790.

Hamilton designed his “Report on Public Credit” (later called “First Report on Public Credit”) to ensure the survival of the new and shaky American republic. He knew the importance of making the United States financially reliable, secure, and strong, and his plan provided a blueprint to achieve that goal. He argued that his plan would satisfy creditors, citing the goal of “doing justice to the creditors of the nation.” At the same time, the plan would work “to promote the increasing respectability of the American name; to answer the calls for justice; to restore landed property to its due value; to furnish new resources both to agriculture and commerce; to cement more closely the union of the states; to add to their security against foreign attack; to establish public order on the basis of upright and liberal policy.”

Hamilton’s program ignited a heated debate in Congress. A great

many of both Confederation and state notes had found their way into the hands of speculators, who had bought them from hard-pressed veterans in the 1780s and paid a fraction of their face value in anticipation of redeeming them at full value at a later date. Because these speculators held so many notes, many in Congress objected that Hamilton's plan would benefit them at the expense of the original note-holders. One of those who opposed Hamilton's 1790 report was James Madison, who questioned the fairness of a plan that seemed to cheat poor soldiers.

Not surprisingly, states with a large debt, like South Carolina, supported Hamilton's plan, while states with less debt, like North Carolina, did not. To gain acceptance of his plan, Hamilton worked out a compromise with Virginians Madison and Jefferson, whereby in return for their support he would give up New York City as the nation's capital and agree on a more southern location, which they preferred. In July 1790, a site along the Potomac River was selected as the new "federal city," which became the District of Columbia.

Hamilton's plan to convert notes to bonds worked extremely well to restore European confidence in the U.S. economy. It also proved a windfall for creditors, especially those who had bought up state and Confederation notes at far less than face value. But it immediately generated controversy about the size and scope of the government. Some saw the plan as an unjust use of federal power, while Hamilton argued that Article 1, Section 8 of the Constitution granted the government "implied powers" that gave the green light to his program.

## The Report on a National Bank

As secretary of the treasury, Hamilton hoped to stabilize the American economy further by establishing a national bank. The United States operated with a flurry of different notes from multiple state banks and no coherent regulation. By proposing that the new



national bank buy up large volumes of state bank notes and demanding their conversion into gold, Hamilton especially wanted to discipline those state banks that issued paper money irresponsibly. To that end, he delivered his “Report on a National Bank” in December 1790, proposing a Bank of the United States, an institution modeled on the Bank of England. The bank would issue loans to American merchants and bills of credit (federal bank notes that would circulate as money) while serving as a repository of government revenue from the sale of land. Stockholders would own the bank, along with the federal government.

Like the recommendations in his “Report on Public Credit,” Hamilton’s bank proposal generated opposition. Jefferson, in particular, argued that the Constitution did not permit the creation of a national bank. In response, Hamilton again invoked the Constitution’s implied powers. President Washington backed Hamilton’s position and signed legislation creating the bank in 1791.

## The Report on Manufactures

The third report Hamilton delivered to Congress, known as the “Report on Manufactures,” addressed the need to raise revenue to pay the interest on the national debt. Using the power to tax as provided under the Constitution, Hamilton put forth a proposal to tax American-made whiskey. He also knew the importance of promoting domestic manufacturing so the new United States would no longer have to rely on imported manufactured goods. To break from the old colonial system, Hamilton therefore advocated tariffs on all foreign imports to stimulate the production of American-made goods. To promote domestic industry further, he proposed federal subsidies to American industries. Like all of Hamilton’s programs, the idea of government involvement in the development of American industries was new.

With the support of Washington, the entire Hamiltonian

economic program received the necessary support in Congress to be implemented. In the long run, Hamilton's financial program helped to rescue the United States from its state of near-bankruptcy in the late 1780s. His initiatives marked the beginning of an American capitalism, making the republic creditworthy, promoting commerce, and setting for the nation a solid financial foundation. His policies also facilitated the growth of the stock market, as U.S. citizens bought and sold the federal government's interest-bearing certificates.

## THE DEMOCRATIC-REPUBLICAN PARTY AND THE FIRST PARTY SYSTEM

James Madison and Thomas Jefferson felt the federal government had overstepped its authority by adopting the treasury secretary's plan. Madison found Hamilton's scheme immoral and offensive. He argued that it turned the reins of government over to the class of speculators who profited at the expense of hardworking citizens.

Jefferson, who had returned to the United States in 1790 after serving as a diplomat in France, tried unsuccessfully to convince Washington to block the creation of a national bank. He also took issue with what he perceived as favoritism given to commercial classes in the principal American cities. He thought urban life widened the gap between the wealthy few and an underclass of landless poor workers who, because of their oppressed condition, could never be good republican property owners. Rural areas, in contrast, offered far more opportunities for property ownership and virtue. In 1783 Jefferson wrote, "Those who labor in the earth are the chosen people of God, if ever he had a chosen people." Jefferson believed that self-sufficient, property-owning republican citizens or yeoman farmers held the key to the success and

longevity of the American republic. (As a creature of his times, he did not envision a similar role for either women or nonwhite men.) To him, Hamilton's program seemed to encourage economic inequalities and work against the ordinary American yeoman.

Opposition to Hamilton, who had significant power in the new federal government, including the ear of President Washington, began in earnest in the early 1790s. Jefferson turned to his friend Philip Freneau to help organize the effort through the publication of the *National Gazette* as a counter to the Federalist press, especially the *Gazette of the United States*. From 1791 until 1793, when it ceased publication, Freneau's partisan paper attacked Hamilton's program and Washington's administration. "Rules for Changing a Republic into a Monarchy," written by Freneau, is an example of the type of attack aimed at the national government, and especially at the elitism of the Federalist Party. Newspapers in the 1790s became enormously important in American culture as partisans like Freneau attempted to sway public opinion. These newspapers did not aim to be objective; instead, they served to broadcast the views of a particular party.



(a)



(b)

Here, the front page of the *Federalist Gazette of the United States* from September 9, 1789 (a), is shown beside that of the oppositional *National Gazette* from November 14, 1791 (b). The *Gazette of the United States* featured articles, sometimes written pseudonymously or anonymously, from leading Federalists like Alexander Hamilton and John Adams. The *National Gazette* was founded two years later to counter their political influence.

Visit [Lexrex.com](http://Lexrex.com) to read Philip Freneau's essay and others from the *National Gazette*. Can you identify three instances of persuasive writing against the Federalist Party or the government?

Opposition to the Federalists led to the formation of Democratic-Republican societies, composed of men who felt the domestic policies of the Washington administration were designed to enrich

the few while ignoring everyone else. Democratic-Republicans championed limited government. Their fear of centralized power originated in the experience of the 1760s and 1770s when the distant, overbearing, and seemingly corrupt British Parliament attempted to impose its will on the colonies. The 1787 federal constitution, written in secret by fifty-five wealthy men of property and standing, ignited fears of a similar menacing plot. To opponents, the Federalists promoted aristocracy and a monarchical government—a betrayal of what many believed to be the goal of the American Revolution.

While wealthy merchants and planters formed the core of the Federalist leadership, members of the Democratic-Republican societies in cities like Philadelphia and New York came from the ranks of artisans. These citizens saw themselves as acting in the spirit of 1776, this time not against the haughty British but by what they believed to have replaced them—a commercial class with no interest in the public good. Their political efforts against the Federalists were a battle to preserve republicanism, to promote the public good against private self-interest. They published their views, held meetings to voice their opposition, and sponsored festivals and parades. In their strident newspapers attacks, they also worked to undermine the traditional forms of deference and subordination to aristocrats, in this case the Federalist elites. Some members of northern Democratic-Republican clubs denounced slavery as well.

## DEFINING CITIZENSHIP

While questions regarding the proper size and scope of the new national government created a divide among Americans and gave rise to political parties, a consensus existed among men on the issue of who qualified and who did not qualify as a citizen. The 1790 Naturalization Act defined citizenship in stark racial terms. To be a citizen of the American republic, an immigrant had to be a “free

white person” of “good character.” By excluding slaves, free blacks, Indians, and Asians from citizenship, the act laid the foundation for the United States as a republic of white men.

Full citizenship that included the right to vote was restricted as well. Many state constitutions directed that only male property owners or taxpayers could vote. For women, the right to vote remained out of reach except in the state of New Jersey. In 1776, the fervor of the Revolution led New Jersey revolutionaries to write a constitution extending the right to vote to unmarried women who owned property worth £50. Federalists and Democratic-Republicans competed for the votes of New Jersey women who met the requirements to cast ballots. This radical innovation continued until 1807, when New Jersey restricted voting to free white males.

## Section Summary

While they did not yet constitute distinct political parties, Federalists and Anti-Federalists, shortly after the Revolution, found themselves at odds over the Constitution and the power that it concentrated in the federal government. While many of the Anti-Federalists’ fears were assuaged by the adoption of the Bill of Rights in 1791, the early 1790s nevertheless witnessed the rise of two political parties: the Federalists and the Democratic-Republicans. These rival political factions began by defining themselves in relationship to Hamilton’s financial program, a debate that exposed contrasting views of the proper role of the federal

government. By championing Hamilton's bold financial program, Federalists, including President Washington, made clear their intent to use the federal government to stabilize the national economy and overcome the financial problems that had plagued it since the 1780s. Members of the Democratic-Republican opposition, however, deplored the expanded role of the new national government. They argued that the Constitution did not permit the treasury secretary's expansive program and worried that the new national government had assumed powers it did not rightfully possess. Only on the question of citizenship was there broad agreement: only free, white males who met taxpayer or property qualifications could cast ballots as full citizens of the republic.

<https://www.openassessments.org/assessments/964>

### *Review Question*

1. What were the fundamental differences between the Federalist and Democratic-Republican visions?

## *Answer to Review Question*

1. Federalists believed in a strong federal republican government led by learned, public-spirited men of property. They believed that too much democracy would threaten the republic. The Democratic-Republicans, alternatively, feared too much federal government power and focused more on the rural areas of the country, which they thought were underrepresented and underserved. Democratic-Republicans felt that the spirit of true republicanism, which meant virtuous living for the common good, depended on farmers and agricultural areas.

## *Glossary*

**Bill of Rights** the first ten amendments to the United States Constitution, which guarantee individual rights

**Democratic-Republicans** advocates of limited government who were troubled by the expansive domestic policies of Washington's administration and opposed the Federalists



# 147. The New American Republic

## *Learning Objectives*

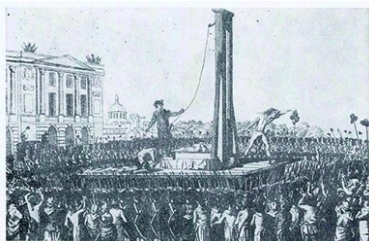
By the end of this section, you will be able to:

- Identify the major foreign and domestic uprisings of the early 1790s
- Explain the effect of these uprisings on the political system of the United States

The colonies' alliance with France, secured after the victory at Saratoga in 1777, proved crucial in their victory against the British, and during the 1780s France and the new United States enjoyed a special relationship. Together they had defeated their common enemy, Great Britain. But despite this shared experience, American opinions regarding France diverged sharply in the 1790s when France underwent its own revolution. Democratic-Republicans seized on the French revolutionaries' struggle against monarchy as the welcome harbinger of a larger republican movement around the world. To the Federalists, however, the French Revolution represented pure anarchy, especially after the execution of the French king in 1793. Along with other foreign and domestic uprisings, the French Revolution helped harden the political divide in the United States in the early 1790s.

# THE FRENCH REVOLUTION

The French Revolution, which began in 1789, further split American thinkers into different ideological camps, deepening the political divide between Federalists and their Democratic-Republican foes. At first, in 1789 and 1790, the revolution in France appeared to most in the United States as part of a new chapter in the rejection of corrupt monarchy, a trend inspired by the American Revolution. A



*An image from a 1791 Hungarian journal depicts the beheading of Louis XVI during the French Revolution. The violence of the revolutionary French horrified many in the United States—especially Federalists, who saw it as an example of what could happen when the mob gained political control and instituted direct democracy.*

constitutional monarchy replaced the absolute monarchy of Louis XVI in 1791, and in 1792, France was declared a republic. Republican liberty, the creed of the United States, seemed to be ushering in a new era in France. Indeed, the American Revolution served as an inspiration for French revolutionaries.

The events of 1793 and 1794 challenged the simple interpretation of the French Revolution as a happy chapter in the unfolding triumph of republican government over monarchy. The French king was executed in January 1793, and the next two years became known as the Terror, a period of extreme violence against perceived enemies of the revolutionary government. Revolutionaries advocated direct representative democracy, dismantled Catholicism, replaced that religion with a new philosophy known as the Cult of the Supreme Being, renamed the months of the year, and relentlessly employed the guillotine against their enemies. Federalists viewed these excesses with growing alarm, fearing that the radicalism of the French Revolution might infect the minds of citizens at home. Democratic-Republicans interpreted the same

events with greater optimism, seeing them as a necessary evil of eliminating the monarchy and aristocratic culture that supported the privileges of a hereditary class of rulers.

The controversy in the United States intensified when France declared war on Great Britain and Holland in February 1793. France requested that the United States make a large repayment of the money it had borrowed from France to fund the Revolutionary War. However, Great Britain would judge any aid given to France as a hostile act. Washington declared the United States neutral in 1793, but Democratic-Republican groups denounced neutrality and declared their support of the French republicans. The Federalists used the violence of the French revolutionaries as a reason to attack Democratic-Republicanism in the United States, arguing that Jefferson and Madison would lead the country down a similarly disastrous path.

Visit Liberty, Equality, Fraternity for images, texts, and songs relating to the French Revolution. This momentous event's impact extended far beyond Europe, influencing politics in the United States and elsewhere in the Atlantic World.

## THE CITIZEN GENÊT AFFAIR AND JAY'S TREATY

In 1793, the revolutionary French government sent Edmond-Charles Genêt to the United States to negotiate an alliance with the U.S. government. France empowered Genêt to issue letters of marque—documents authorizing ships and their crews to engage in

piracy—to allow him to arm captured British ships in American ports with U.S. soldiers. Genêt arrived in Charleston, South Carolina, amid great Democratic-Republican fanfare. He immediately began commissioning American privateer ships and organizing volunteer American militias to attack Spanish holdings in the Americas, then traveled to Philadelphia, gathering support for the French cause along the way. President Washington and Hamilton denounced Genêt, knowing his actions threatened to pull the United States into a war with Great Britain. The Citizen Genêt affair, as it became known, spurred Great Britain to instruct its naval commanders in the West Indies to seize all ships trading with the French. The British captured hundreds of American ships and their cargoes, increasing the possibility of war between the two countries.

In this tense situation, Great Britain worked to prevent a wider conflict by ending its seizure of American ships and offered to pay for captured cargoes. Hamilton saw an opportunity and recommended to Washington that the United States negotiate. Supreme Court Justice John Jay was sent to Britain, instructed by Hamilton to secure compensation for captured American ships; ensure the British leave the Northwest outposts they still occupied despite the 1783 Treaty of Paris; and gain an agreement for American trade in the West Indies. Even though Jay personally disliked slavery, his mission also required him to seek compensation from the British for slaves who left with the British at the end of the Revolutionary War.

The resulting 1794 agreement, known as Jay's Treaty, fulfilled most of his original goals. The British would turn over the frontier posts in the Northwest, American ships would be allowed to trade freely in the West Indies, and the United States agreed to assemble a commission charged with settling colonial debts U.S. citizens owed British merchants. The treaty did not address the important issue of impressment, however—the British navy's practice of forcing or "impressing" American sailors to work and fight on British warships. Jay's Treaty led the Spanish, who worried that it signaled an alliance between the United States and Great Britain, to negotiate a treaty

of their own—Pinckney's Treaty—that allowed American commerce to flow through the Spanish port of New Orleans. Pinckney's Treaty allowed American farmers, who were moving in greater numbers to the Ohio River Valley, to ship their products down the Ohio and Mississippi Rivers to New Orleans, where they could be transported to East Coast markets.

Jay's Treaty confirmed the fears of Democratic-Republicans, who saw it as a betrayal of republican France, cementing the idea that the Federalists favored aristocracy and monarchy. Partisan American newspapers tried to sway public opinion, while the skillful writing of Hamilton, who published a number of essays on the subject, explained the benefits of commerce with Great Britain.

# THE FRENCH REVOLUTION'S CARIBBEAN LEGACY

Unlike the American Revolution, which ultimately strengthened the institution of slavery and the powers of American slaveholders, the French Revolution inspired slave rebellions in the Caribbean, including a 1791 slave uprising in the French colony of Saint-Domingue (modern-day Haiti). Thousands of slaves joined together to overthrow the brutal system of slavery. They took control of a large section of the island, burning sugar plantations and killing the white planters who had forced them to labor under the lash.

In 1794, French revolutionaries abolished slavery in the French empire, and both Spain and England attacked Saint-Domingue, hoping to add the colony to their own empires. Toussaint L'Ouverture, a former domestic slave, emerged as the leader in the fight against Spain and England to secure a Haiti free of slavery and further European colonialism. Because revolutionary France had abolished slavery, Toussaint aligned himself with France, hoping to keep Spain and England at bay.

Events in Haiti further complicated the partisan wrangling in the United States. White refugee planters from Haiti and other French West Indian islands, along with slaves and free people of color, left



An 1802 portrait shows Toussaint L'Ouverture, "Chef des Noirs Insurgés de Saint Domingue" ("Leader of the Black Insurgents of Saint Domingue"), mounted and armed in an elaborate uniform.

the Caribbean for the United States and for Louisiana, which at the time was held by Spain. The presence of these French migrants raised fears, especially among Federalists, that they would bring the contagion of French radicalism to the United States. In addition, the idea that the French Revolution could inspire a successful slave uprising just off the American coastline filled southern whites and slaveholders with horror.

## THE WHISKEY REBELLION

While the wars in France and the Caribbean divided American citizens, a major domestic test of the new national government came in 1794 over the issue of a tax on whiskey, an important part of Hamilton's financial program. In 1791, Congress had authorized a tax of 7.5 cents per gallon of whiskey and rum. Although most citizens paid without incident, trouble erupted in four western Pennsylvania counties in an uprising known as the Whiskey Rebellion.

Farmers in the western counties of Pennsylvania produced whiskey from their grain for economic reasons. Without adequate roads or other means to transport a bulky grain harvest, these farmers distilled their grains into gin and whiskey, which were more cost-effective to transport. Since these farmers depended on the sale of whiskey, some citizens in



*This painting, attributed to Frederick Kemmelmeier ca. 1795, depicts the massive force George Washington led to put down the Whiskey Rebellion of the previous year. Federalists made clear they would not tolerate mob action.*

western Pennsylvania (and elsewhere) viewed the new tax as further proof that the new national government favored the commercial classes on the eastern seaboard at the expense of farmers in the

West. On the other hand, supporters of the tax argued that it helped stabilize the economy and its cost could easily be passed on to the consumer, not the farmer-distiller. However, in the spring and summer months of 1794, angry citizens rebelled against the federal officials in charge of enforcing the federal excise law. Like the Sons of Liberty before the American Revolution, the whiskey rebels used violence and intimidation to protest policies they saw as unfair. They tarred and feathered federal officials, intercepted the federal mail, and intimidated wealthy citizens. The extent of their discontent found expression in their plan to form an independent western commonwealth, and they even began negotiations with British and Spanish representatives, hoping to secure their support for independence from the United States. The rebels also contacted their backcountry neighbors in Kentucky and South Carolina, circulating the idea of secession.

With their emphasis on personal freedoms, the whiskey rebels aligned themselves with the Democratic-Republican Party. They saw the tax as part of a larger Federalist plot to destroy their republican liberty and, in its most extreme interpretation, turn the United States into a monarchy. The federal government lowered the tax, but when federal officials tried to subpoena those distillers who remained intractable, trouble escalated. Washington responded by creating a thirteen-thousand-man militia, drawn from several states, to put down the rebellion. This force made it known, both domestically and to the European powers that looked on in anticipation of the new republic's collapse, that the national government would do everything in its power to ensure the survival of the United States.

## Alexander Hamilton: “Shall the majority govern or be governed?”

Alexander Hamilton frequently wrote persuasive essays under



pseudonyms, like “Tully,” as he does here. In this 1794 essay, Hamilton denounces the whiskey rebels and majority rule.

It has been observed that the means most likely to be employed to turn the insurrection in the western country to the detriment of the government, would be artfully calculated among other things ‘to divert your attention from the true question to be decided.’

Let us see then what is this question. It is plainly this—shall the majority govern or be governed? shall the nation rule, or be ruled? shall the general will prevail, or the will of a faction? shall there be government, or no government? . . .

The Constitution *you* have ordained for yourselves and your posterity contains this express clause, ‘The Congress *shall have power* to lay and collect taxes, duties, imposts, and *Excises*, to pay the debts, and provide for the common defence and general welfare of the United States.’ You have then, by a solemn and deliberate act, the most important and sacred that a nation can perform, pronounced and decreed, that your Representatives in Congress shall have power to lay *Excises*. You have done nothing since to reverse or impair that decree. . . .

But the four western counties of Pennsylvania, undertake to rejudge and reverse your decrees, you have said, ‘The Congress *shall have power* to lay *Excises*.’ They say, ‘The Congress *shall not have* this power.’ . . .

There is no road to *despotism* more sure or more to be dreaded than that which begins at *anarchy*.”

—Alexander Hamilton’s “Tully No. II” for the *American Daily Advertiser*, Philadelphia, August 26, 1794

What are the major arguments put forward by Hamilton in this document? Who do you think his audience is?

## WASHINGTON'S INDIAN POLICY

Relationships with Indians were a significant problem for Washington's administration, but one on which white citizens agreed: Indians stood in the way of white settlement and, as the 1790 Naturalization Act made clear, were not citizens. After the War of Independence, white settlers poured into lands west of the Appalachian Mountains. As a result, from 1785 to 1795, a state of war existed on the frontier between these settlers and the Indians who lived in the Ohio territory. In both 1790 and 1791, the Shawnee and Miami had defended their lands against the whites who arrived in greater and greater numbers from the East. In response, Washington appointed General Anthony Wayne to bring the Western Confederacy—a loose alliance of tribes—to heel. In 1794, at the Battle of Fallen Timbers, Wayne was victorious. With the 1795 Treaty of Greenville, the Western Confederacy gave up their claims to Ohio.



Notice the contrasts between the depictions of federal and native representatives in this painting of the signing of the Treaty of Greenville in 1795. What message or messages did the artist intend to convey?

## Section Summary

Federalists and Democratic-Republicans interpreted the execution of the French monarch and the violent establishment of a French republic in very different ways. Revolutionaries' excesses in France and the slaves'

revolt in the French colony of Haiti raised fears among Federalists of similar radicalism and slave uprisings on American shores. They looked to better relationships with Great Britain through Jay's Treaty. Pinckney's Treaty, which came about as a result of Jay's Treaty, improved U.S. relations with the Spanish and opened the Spanish port of New Orleans to American commerce. Democratic-Republicans took a more positive view of the French Revolution and grew suspicious of the Federalists when they brokered Jay's Treaty. Domestically, the partisan divide came to a dramatic head in western Pennsylvania when distillers of whiskey, many aligned with the Democratic-Republicans, took action against the federal tax on their product. Washington led a massive force to put down the uprising, demonstrating Federalist intolerance of mob action. Though divided on many issues, the majority of white citizens agreed on the necessity of eradicating the Indian presence on the frontier.

<https://www.openassessments.org/assessments/965>

### *Review Question*

1. How did the French Revolution in the early 1790s influence the evolution of the American political system?

## *Answer to Review Question*

1. In the United States, the French Revolution hardened differences between the Federalists and the Democratic-Republicans. The Federalists feared the anarchy of the French Revolution and worried that Democratic-Republicanism would bring that kind of disorder to the United States. The Democratic-Republicans supported the goals of the French Revolution, even if they didn't support the means, and believed that siding with Great Britain instead of France meant a return to a system of monarchy.

## *Glossary*

**Citizen Genêt affair** the controversy over the French representative who tried to involve the United States in France's war against Great Britain

**impressment** the practice of capturing sailors and forcing them into military service

**letters of marque** French warrants allowing ships and their crews to engage in piracy

**the Terror** a period during the French Revolution characterized by extreme violence and the execution of numerous enemies of the revolutionary government, from 1793 through 1794

# 148. Partisan Politics

## *Learning Objectives*

By the end of this section, you will be able to:

- Identify key examples of partisan wrangling between the Federalists and Democratic-Republicans
- Describe how foreign relations affected American politics
- Assess the importance of the Louisiana Purchase

George Washington, who had been reelected in 1792 by an overwhelming majority, refused to run for a third term, thus setting a precedent for future presidents. In the presidential election of 1796, the two parties—Federalist and Democratic-Republican—competed for the first time. Partisan rancor over the French Revolution and the Whiskey Rebellion fueled the divide between them, and Federalist John Adams defeated his Democratic-Republican rival Thomas Jefferson by a narrow margin of only three electoral votes. In 1800, another close election swung the other way, and Jefferson began a long period of Democratic-Republican government.

## THE PRESIDENCY OF JOHN ADAMS

The war between Great Britain and France in the 1790s shaped U.S.

foreign policy. As a new and, in comparison to the European powers, extremely weak nation, the American republic had no control over European events, and no real leverage to obtain its goals of trading freely in the Atlantic. To Federalist president John Adams, relations with France posed the biggest problem. After the Terror, the French Directory ruled France from 1795 to 1799. During this time, Napoleon rose to power.

## The Art of Ralph Earl

Ralph Earl was an eighteenth-century American artist, born in Massachusetts, who remained loyal to the British during the Revolutionary War. He fled to England in 1778, but he returned to New England in the mid-1780s and began painting portraits of leading Federalists.

His portrait of Connecticut Federalist Oliver Ellsworth and his wife Abigail conveys the world as Federalists liked to view it: an orderly landscape administered by men of property and learning. His portrait of dry goods merchant Elijah Boardman shows Boardman as well-to-do and highly cultivated; his books include the works of Shakespeare and Milton.



(a)



(b)

Ralph Earl's portraits are known for placing their subjects in an orderly world, as seen here in the 1801 portrait of Oliver and Abigail Wolcott Ellsworth (a) and the 1789 portrait of Elijah Boardman (b).

What similarities do you see in the two portraits by Ralph Earl? What do the details of each portrait reveal about the sitters? About the artist and the 1790s?

Because France and Great Britain were at war, the French Directory issued decrees stating that any ship carrying British goods could be seized on the high seas. In practice, this meant the French would target American ships, especially those in the West Indies, where the United States conducted a brisk trade with the British. France declared its 1778 treaty with the United States null and void, and as a result, France and the United States waged an undeclared war—or



This 1799 print, entitled "Preparation for WAR to defend Commerce," shows the construction of a naval ship, part of the effort to ensure the United States had access to free trade in the Atlantic world.



what historians refer to as the Quasi-War—from 1796 to 1800. Between 1797 and 1799, the French seized 834 American ships, and Adams urged the buildup of the U.S. Navy, which consisted of only a single vessel at the time of his election in 1796.

In 1797, Adams sought a diplomatic solution to the conflict with France and dispatched envoys to negotiate terms. The French foreign minister, Charles-Maurice de Talleyrand, sent emissaries who told the American envoys that the United States must repay all outstanding debts owed to France, lend France 32 million guilders (Dutch currency), and pay a £50,000 bribe before any negotiations could take place. News of the attempt to extract a bribe, known as the XYZ affair because the French emissaries were referred to as X, Y, and Z in letters that President Adams released to Congress, outraged the American public and turned public opinion decidedly against France. In the court of public opinion, Federalists appeared to have been correct in their interpretation of France, while the pro-French Democratic-Republicans had been misled.



This anonymous 1798 cartoon, *Property Protected à la Française*, satirizes the XYZ affair. Five Frenchmen are shown plundering the treasures of a woman representing the United States. One man holds a sword labeled “French Argument” and a sack of gold and riches labeled “National Sack and Diplomatic Perquisites,” while the others collect her valuables. A group of other Europeans look on and commiserate that France treated them the same way.

Read the “transcript” of the above cartoon in the America in Caricature, 1765–1865 collection at Indiana University’s Lilly Library.

The complicated situation in Haiti, which remained a French colony in the late 1790s, also came to the attention of President Adams. The president, with the support of Congress, had created a U.S. Navy that now included scores of vessels. Most of the American ships cruised the Caribbean, giving the United States the edge over France in the region. In Haiti, the rebellion leader Toussaint, who had to contend with various domestic rivals seeking to displace him, looked to end an U.S. embargo on France and its colonies, put in place in 1798, so that his forces would receive help to deal with the civil unrest. In early 1799, in order to capitalize upon trade in the lucrative West Indies and undermine France’s hold on the island, Congress ended the ban on trade with Haiti—a move that acknowledged Toussaint’s leadership, to the horror of American slaveholders. Toussaint was able to secure an independent black republic in Haiti by 1804.

## THE ALIEN AND SEDITION ACTS

The surge of animosity against France during the Quasi-War led Congress to pass several measures that in time undermined Federalist power. These 1798 war measures, known as the Alien and Sedition Acts, aimed to increase national security against what most had come to regard as the French menace. The Alien Act and the Alien Enemies Act took particular aim at French immigrants fleeing the West

Indies by giving the president the power to deport new arrivals who appeared to be a threat to national security. The act expired in 1800 with no immigrants having been deported. The Sedition Act imposed harsh penalties—up to five years' imprisonment and a massive fine of \$5,000 in 1790 dollars—on those convicted of speaking or writing “in a scandalous or malicious” manner against the government of the United States. Twenty-five men, all Democratic-Republicans, were indicted under the act, and ten were convicted. One of these was Congressman Matthew Lyon, representative from Vermont, who had launched his own newspaper, *The Scourge Of Aristocracy and Repository of Important Political Truth*.

The Alien and Sedition Acts raised constitutional questions about the freedom of the press provided under the First Amendment. Democratic-Republicans argued that the acts were evidence of the Federalists' intent to squash individual liberties and, by enlarging the powers of the national government, crush states' rights. Jefferson and Madison mobilized the response to the acts in the



This 1798 cartoon, “Congressional Pugilists,” shows partisan chaos in the U.S. House of Representatives as Matthew Lyon, a Democratic-Republican from Vermont, holds forth against his opponent, Federalist Roger Griswold.

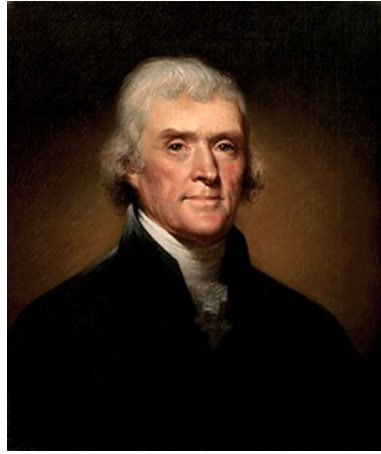
form of statements known as the Virginia and Kentucky Resolutions, which argued that the acts were illegal and unconstitutional. The resolutions introduced the idea of nullification, the right of states to nullify acts of Congress, and advanced the argument of states' rights. The resolutions failed to rally support in other states, however. Indeed, most other states rejected them, citing the necessity of a strong national government.

The Quasi-War with France came to an end in 1800, when President Adams was able to secure the Treaty of Mortefontaine. His willingness to open talks with France divided the Federalist Party, but the treaty reopened trade between the two countries and ended the French practice of taking American ships on the high seas.

## THE REVOLUTION OF 1800 AND THE PRESIDENCY OF THOMAS JEFFERSON

The Revolution of 1800 refers to the first transfer of power from one party to another in American history, when the presidency passed to Democratic-Republican Thomas Jefferson in the 1800 election. The peaceful transition calmed contemporary fears about possible violent reactions to a new party's taking the reins of government. The passing of political power from one political party to another without bloodshed also set an important precedent.

The election did prove even more divisive than the 1796 election, however, as both the Federalist and Democratic-Republican Parties waged a mudslinging campaign unlike any seen before. Because the Federalists were badly divided, the Democratic-Republicans gained political ground. Alexander Hamilton, who disagreed with President Adams's approach to France, wrote a lengthy letter, meant for people within his party, attacking his fellow Federalist's



*Thomas Jefferson's victory in 1800 signaled the ascendancy of the Democratic-Republicans and the decline of Federalist power.*

character and judgment and ridiculing his handling of foreign affairs. Democratic-Republicans got hold of and happily reprinted the letter.

Jefferson viewed participatory democracy as a positive force for the republic, a direct departure from Federalist views. His version of participatory democracy only extended, however, to the white yeoman farmers in whom Jefferson placed great trust. While Federalist statesmen, like the architects of the 1787 federal constitution, feared a pure democracy, Jefferson was far more optimistic that the common American farmer could be trusted to make good decisions. He believed in majority rule, that is, that the majority of yeoman should have the power to make decisions binding upon the whole. Jefferson had cheered the French Revolution, even when the French republic instituted the Terror to ensure the monarchy would not return. By 1799, however, he had rejected the cause of France because of his opposition to Napoleon's seizure of power and creation of a dictatorship.

Over the course of his two terms as president—he was reelected in 1804—Jefferson reversed the policies of the Federalist Party by

turning away from urban commercial development. Instead, he promoted agriculture through the sale of western public lands in small and affordable lots. Perhaps Jefferson's most lasting legacy is his vision of an "empire of liberty." He distrusted cities and instead envisioned a rural republic of land-owning white men, or yeoman republican farmers. He wanted the United States to be the breadbasket of the world, exporting its agricultural commodities without suffering the ills of urbanization and industrialization. Since American yeomen would own their own land, they could stand up against those who might try to buy their votes with promises of property. Jefferson championed the rights of states and insisted on limited federal government as well as limited taxes. This stood in stark contrast to the Federalists' insistence on a strong, active federal government. Jefferson also believed in fiscal austerity. He pushed for—and Congress approved—the end of all internal taxes, such as those on whiskey and rum. The most significant trimming of the federal budget came at the expense of the military; Jefferson did not believe in maintaining a costly military, and he slashed the size of the navy Adams had worked to build up. Nonetheless, Jefferson responded to the capture of American ships and sailors by pirates off the coast of North Africa by leading the United States into war against the Muslim Barbary States in 1801, the first conflict fought by Americans overseas.

The slow decline of the Federalists, which began under Jefferson, led to a period of one-party rule in national politics. Historians call the years between 1815 and 1828 the "Era of Good Feelings" and highlight the "Virginia dynasty" of the time, since the two presidents who followed Jefferson—James Madison and James Monroe—both hailed from his home state. Like him, they owned slaves and represented the Democratic-Republican Party. Though Federalists continued to enjoy popularity, especially in the Northeast, their days of prominence in setting foreign and domestic policy had ended.

## PARTISAN ACRIMONY

The earliest years of the nineteenth century were hardly free of problems between the two political parties. Early in Jefferson's term, controversy swirled over President Adams's judicial appointments of many Federalists during his final days in office. When Jefferson took the oath of office, he refused to have the commissions for these Federalist justices delivered to the appointed officials.

One of Adams's appointees, William Marbury, had been selected to be a justice of the peace in the District of Columbia, and when his commission did not arrive, he petitioned the Supreme Court for an explanation from Jefferson's secretary of state, James Madison. In deciding the case, *Marbury v. Madison*, in 1803, Chief Justice John Marshall agreed that Marbury had the right to a legal remedy, establishing that individuals had rights even the president of the United States could not abridge. However, Marshall also found that Congress's Judicial Act of 1789, which would have given the Supreme Court the power to grant Marbury remedy, was unconstitutional because the Constitution did not allow for cases like Marbury's to come directly before the Supreme Court. Thus, Marshall established the principle of judicial review, which strengthened the court by asserting its power to review (and possibly nullify) the actions of Congress and the president. Jefferson was not pleased, but neither did Marbury get his commission.

The animosity between the political parties exploded into open violence in 1804, when Aaron Burr, Jefferson's first vice president, and Alexander Hamilton engaged in a duel. When Democratic-Republican Burr lost his bid for the office of governor of New York, he was quick to blame Hamilton, who had long hated him and had done everything in his power to discredit him. On July 11, the two antagonists met in Weehawken, New Jersey, to exchange bullets in a duel in which Burr shot and mortally wounded Hamilton.

# THE LOUISIANA PURCHASE

Jefferson, who wanted to expand the United States to bring about his “empire of liberty,” realized his greatest triumph in 1803 when the United States bought the Louisiana territory from France. For \$15 million—a bargain price, considering the amount of land involved—the United States doubled in size. Perhaps the greatest real estate deal in American history, the Louisiana Purchase greatly enhanced the Jeffersonian vision of the United States as an agrarian republic in which yeomen farmers worked the land. Jefferson also wanted to bolster trade in the West, seeing the port of New Orleans and the Mississippi River (then the western boundary of the United States) as crucial to American agricultural commerce. In his mind, farmers would send their produce down the Mississippi River to New Orleans, where it would be sold to European traders.

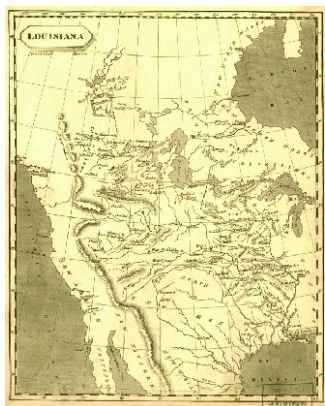
The purchase of Louisiana came about largely because of circumstances beyond Jefferson’s control, though he certainly recognized the implications of the transaction. Until 1801, Spain had controlled New Orleans and had given the United States the right to traffic goods in the port without paying customs duties. That year, however, the Spanish had ceded Louisiana (and New Orleans) to France. In 1802, the United States lost its right to deposit goods free in the port, causing outrage among many, some of whom called for war with France.

Jefferson instructed Robert Livingston, the American envoy to France, to secure access to New Orleans, sending James Monroe to France to add additional pressure. The timing proved advantageous. Because black slaves in the French colony of Haiti had successfully overthrown the brutal plantation regime, Napoleon could no longer hope to restore the empire lost with France’s defeat in the French and Indian War (1754–1763). His vision of Louisiana and the Mississippi Valley as the source for food for Haiti, the most profitable sugar island in the world, had failed. The emperor therefore agreed to the sale in early 1803.



Explore the collected maps and documents relating to the Louisiana Purchase and its history at the Library of Congress site.

The true extent of the United States' new territory remained unknown. Would it provide the long-sought quick access to Asian markets? Geographical knowledge was limited; indeed, no one knew precisely what lay to the west or how long it took to travel from the Mississippi to the Pacific. Jefferson selected two fellow Virginians, Meriwether Lewis and William Clark, to lead an expedition to the new western lands. Their purpose was to discover the commercial possibilities of the new land and, most importantly, potential trade routes. From 1804 to 1806, Lewis and Clark traversed the West.



(a)



(b)

*This 1804 map (a) shows the territory added to the United States in the Louisiana Purchase of 1803. Compare this depiction to the contemporary map (b). How does the 1804 version differ from what you know of the geography of the United States?*

The Louisiana Purchase helped Jefferson win reelection in 1804 by a

landslide. Of 176 electoral votes cast, all but 14 were in his favor. The great expansion of the United States did have its critics, however, especially northerners who feared the addition of more slave states and a corresponding lack of representation of their interests in the North. And under a strict interpretation of the Constitution, it remained unclear whether the president had the power to add territory in this fashion. But the vast majority of citizens cheered the increase in the size of the republic. For slaveholders, new western lands would be a boon; for slaves, the Louisiana Purchase threatened to entrench their suffering further.

## Section Summary

Partisan politics dominated the American political scene at the close of the eighteenth century. The Federalists' and Democratic-Republicans' views of the role of government were in direct opposition to each other, and the close elections of 1796 and 1801 show how the nation grappled with these opposing visions. The high tide of the Federalist Party came after the election of 1796, when the United States engaged in the Quasi-War with France. The issues arising from the Quasi-War gave Adams and the Federalists license to expand the powers of the federal government. However, the tide turned with the close election of 1800, when Jefferson began an administration based on Democratic-Republican ideals. A major success of Jefferson's administration was the Louisiana Purchase of 1803,

which helped to fulfill his vision of the United States as an agrarian republic.

<https://www.openassessments.org/assessments/966>

### *Review Questions*

1. How did U.S. relations with France influence events at the end of the eighteenth century?
2. Why do historians refer to the election of Thomas Jefferson as the Revolution of 1800?

### *Answers to Review Questions*

1. Relations with France were strongly tied to political events in the United States. Whereas the Federalists had roundly condemned the French revolutionaries for their excesses, the Democratic-Republicans applauded the rallying cries of liberty and equality. Relations with the French also led the Federalists to pass the Alien and Sedition Acts during the Adams administration, which many saw as a violation of the First Amendment.
2. The election was considered a revolution because,

for the first time in American history, political power passed from one party to another. Jefferson's presidency was a departure from the Federalist administrations of Washington and Adams, who had favored the commercial class and urban centers of the country. The Democratic-Republican vision increased states' rights and limited the power of the federal government, lowering taxes and slashing the military, which Adams had built up.

## *Glossary*

**Louisiana Purchase** the U.S. purchase of the large territory of Louisiana from France in 1803

**Marbury v. Madison** the landmark 1803 case establishing the Supreme Court's powers of judicial review, specifically the power to review and possibly nullify actions of Congress and the president

**Revolution of 1800** the peaceful transfer of power from the Federalists to the Democratic-Republicans with the election of 1800

**XYZ affair** the French attempt to extract a bribe from the United States during the Quasi-War of 1798–1800

## 149. Video: Thomas Jefferson & His Democracy

This video teaches you about founding father and third president of the United States, Thomas Jefferson. Jefferson is a somewhat controversial figure in American history, largely because he, like pretty much all humans, was a big bundle of contradictions. Jefferson was a slave-owner who couldn't decide if he liked slavery. He advocated for small government, but expanded federal power more than either of his presidential predecessor. He also idealized the independent farmer and demonized manufacturing, but put policies in place that would expand industrial production in the US. Controversy may ensue as we try to deviate a bit from the standard hagiography/slander story that usually told about old TJ. John explores Jefferson's election, his policies, and some of the new nation's (literally and figuratively) formative events that took place during Jefferson's presidency. In addition to all this, Napoleon drops in to sell Louisiana, John Marshall sets the course of the Supreme Court, and John Adams gets called a tiny tyrant.



*One or more interactive elements has been excluded from this version of the text. You can view them online*

*here: <https://library.achievingthedream.org/herkimeramericanhistory1/?p=175#oembed-1>*

# 150. The United States Goes Back to War

## *Learning Objectives*

By the end of this section, you will be able to:

- Describe the causes and consequences of the War of 1812
- Identify the important events of the War of 1812 and explain their significance

The origins of the War of 1812, often called the Second War of American Independence, are found in the unresolved issues between the United States and Great Britain. One major cause was the British practice of impressment, whereby American sailors were taken at sea and forced to fight on British warships; this issue was left unresolved by Jay's Treaty in 1794. In addition, the British in Canada supported Indians in their fight against further U.S. expansion in the Great Lakes region. Though Jefferson wanted to avoid what he called "entangling alliances," staying neutral proved impossible.

## THE EMBARGO OF 1807

France and England, engaged in the Napoleonic Wars, which raged

between 1803 and 1815, both declared open season on American ships, which they seized on the high seas. England was the major offender, since the Royal Navy, following a time-honored practice, “impressed” American sailors by forcing them into its service. The issue came to a head in 1807 when the HMS *Leopard*, a British warship, fired on a U.S. naval ship, the *Chesapeake*, off the coast of Norfolk, Virginia. The British then boarded the ship and took four sailors. Jefferson chose what he thought was the best of his limited options and responded to the crisis through the economic means of a sweeping ban on trade, the Embargo Act of 1807. This law prohibited American ships from leaving their ports until Britain and France stopped seizing them on the high seas. As a result of the embargo, American commerce came to a near-total halt.

The logic behind the embargo was that cutting off all trade would so severely hurt Britain and France that the seizures at sea would end. However, while the embargo did have some effect on the British economy, it was American commerce that actually felt the brunt of the impact. The embargo hurt American farmers, who could no longer sell their goods overseas, and seaport cities experienced a huge increase in unemployment and an uptick in bankruptcies. All told, American business activity declined by 75 percent from 1808 to 1809.



In this political cartoon from 1807, a snapping turtle (holding a shipping license) grabs a smuggler in the act of sneaking a barrel of sugar to a British ship. The smuggler cries, "Oh, this cursed Ograbme!" ("Ograbme" is "embargo" spelled backwards.)

Enforcement of the embargo proved very difficult, especially in the states bordering British Canada. Smuggling was widespread; Smugglers' Notch in Vermont, for example, earned its name from illegal trade with British Canada. Jefferson attributed the problems with the embargo to lax enforcement.

At the very end of his second term, Jefferson signed the Non-Intercourse Act of 1808, lifting the unpopular embargoes on trade except with Britain and France. In the election of 1808, American voters elected another Democratic-Republican, James Madison. Madison inherited Jefferson's foreign policy issues involving Britain and France. Most people in the United States, especially those in the West, saw Great Britain as the major problem.



## TECUMSEH AND THE WESTERN CONFEDERACY

Another underlying cause of the War of 1812 was British support for native resistance to U.S. western expansion. For many years, white settlers in the American western territories had besieged the Indians living there. Under Jefferson, two Indian policies existed: forcing Indians to adopt American ways of agricultural life, or aggressively driving Indians into debt in order to force them to sell their lands.

In 1809, Tecumseh, a Shawnee war chief, rejuvenated the Western Confederacy. His brother, Tenskwatawa, was a prophet among the Shawnee who urged a revival of native ways and rejection of Anglo-American culture, including alcohol. In 1811, William Henry Harrison, the governor of the Indiana Territory, attempted to eliminate the native presence by attacking Prophetstown, a Shawnee settlement named in honor of Tenskwatawa. In the ensuing Battle of Tippecanoe, U.S. forces led by Harrison destroyed the settlement. They also found ample evidence that the British had supplied the Western Confederacy with weapons, despite the stipulations of earlier treaties.



(a)



(b)

*Portrait (a), painted by Charles Bird King in 1820, is a depiction of Shawnee prophet Tenskwatawa. Portrait (b) is Rembrandt Peele's 1813 depiction of William Henry Harrison. What are the significant similarities and differences between the portraits? What was each artist trying to convey?*

## THE WAR OF 1812

The seizure of American ships and sailors, combined with the British support of Indian resistance, led to strident calls for war against Great Britain. The loudest came from the “war hawks,” led by Henry Clay from Kentucky and John C. Calhoun from South Carolina, who would not tolerate British insults to American honor. Opposition to the war came from Federalists, especially those in the Northeast, who knew war would disrupt the maritime trade on which they depended. In a narrow vote, Congress authorized the president to declare war against Britain in June 1812.

The war went very badly for the United States at first. In August 1812, the United States lost Detroit to the British and their Indian allies, including a force of one thousand men led by Tecumseh. By the end of the year, the British controlled half the Northwest.

The following year, however, U.S. forces scored several victories. Captain Oliver Hazard Perry and his naval force defeated the British on Lake Erie. At the Battle of the Thames in Ontario, the United States defeated the British and their native allies, and Tecumseh was counted among the dead. Indian resistance began to ebb, opening the Indiana and Michigan territories for white settlement.

These victories could not turn the tide of the war, however. With the British gaining the upper hand during the Napoleonic Wars and Napoleon's French army on the run, Great Britain now could divert skilled combat troops from Europe to fight in the United States. In July 1814, forty-five hundred hardened British soldiers sailed up the Chesapeake Bay and burned Washington, DC, to the ground, forcing President Madison and his wife to run for their lives. According to one report, they left behind a dinner the British officers ate. That summer, the British shelled Baltimore, hoping for another victory. However, they failed to dislodge the U.S. forces, whose survival of the bombardment inspired Francis Scott Key to write "The Star-Spangled Banner."



*George Munger painted The President's House shortly after the War of 1812, ca. 1814–1815. The painting shows the result of the British burning of Washington, DC.*

## Francis Scott Key's "In Defense of Fort McHenry"

After the British bombed Baltimore's Fort McHenry in 1814 but failed to overcome the U.S. forces there, Francis Scott Key was inspired by the sight of the American flag, which remained hanging proudly in the aftermath. He wrote the poem "In Defense of Fort McHenry," which was later set to the tune of a British song called "The Anacreontic Song" and eventually became the U.S. national anthem, "The Star-Spangled Banner."

Oh, say, can you see, by the dawn's early light,  
What so proudly we hailed at the twilight's last gleaming?  
Whose broad stripes and bright stars, thru the perilous fight,  
O'er the ramparts we watched, were so gallantly streaming?  
And the rockets' red glare, the bombs bursting in air,  
Gave proof through the night that our flag was still there.  
O say, does that star-spangled banner yet wave  
O'er the land of the free and the home of the brave?

On the shore dimly seen through the mists of the deep,  
Where the foe's haughty host in dread silence reposes,  
What is that which the breeze, o'er the towering steep,  
As it fitfully blows, half conceals, half discloses?  
Now it catches the gleam of the morning's first beam,  
In full glory reflected, now shines on the stream:  
Tis the star-spangled banner: O, long may it wave  
O'er the land of the free and the home of the brave!

And where is that band who so vauntingly swore  
That the havoc of war and the battle's confusion  
A home and a country should leave us no more?  
Their blood has washed out their foul footsteps' pollution.  
No refuge could save the hireling and slave  
From the terror of flight or the gloom of the grave:

And the star-spangled banner in triumph doth wave  
O'er the land of the free and the home of the brave.

O, thus be it ever when freemen shall stand,  
Between their loved home and the war's desolation!  
Blest with victory and peace, may the heav'n-rescued land  
Praise the Power that hath made and preserved us a nation!  
Then conquer we must, when our cause it is just,  
And this be our motto: "In God is our trust"  
And the star-spangled banner in triumph shall wave  
O'er the land of the free and the home of the brave!

—Francis Scott Key, "In Defense of Fort McHenry," 1814

What images does Key use to describe the American spirit? Most people are familiar with only the first verse of the song; what do you think the last three verses add?

Visit the Smithsonian Institute to explore an interactive feature on the flag that inspired "The Star-Spangled Banner," where clickable "hot spots" on the flag reveal elements of its history.

With the end of the war in Europe, Britain was eager to end the conflict in the Americas as well. In 1814, British and U.S. diplomats met in Flanders, in northern Belgium, to negotiate the Treaty of Ghent, signed in December. The boundaries between the United States and British Canada remained as they were before the war, an outcome welcome to those in the United States who feared a rupture in the country's otherwise steady expansion into the West.

The War of 1812 was very unpopular in New England because it inflicted further economic harm on a region dependent on maritime commerce. This unpopularity caused a resurgence of the Federalist

Party in New England. Many Federalists deeply resented the power of the slaveholding Virginians (Jefferson and then Madison), who appeared indifferent to their region. The depth of the Federalists' discontent is illustrated by the proceedings of the December 1814 Hartford Convention, a meeting of twenty-six Federalists in Connecticut, where some attendees issued calls for New England to secede from the United States. These arguments for disunion during wartime, combined with the convention's condemnation of the government, made Federalists appear unpatriotic. The convention forever discredited the Federalist Party and led to its downfall.

## EPILOGUE: THE BATTLE OF NEW ORLEANS

Due to slow communication, the last battle in the War of 1812 happened after the Treaty of Ghent had been signed ending the war. Andrew Jackson had distinguished himself in the war by defeating the Creek Indians in March 1814 before invading Florida in May of that year. After taking Pensacola, he moved his force of Tennessee fighters to New Orleans to defend the strategic port against British attack.

On January 8, 1815 (despite the official end of the war), a force of battle-tested British veterans of the Napoleonic Wars attempted to take the port. Jackson's forces devastated the British, killing over two thousand. New Orleans and the vast Mississippi River Valley had been successfully defended, ensuring the future of American settlement and commerce. The Battle of New Orleans immediately catapulted Jackson to national prominence as a war hero, and in the 1820s, he emerged as the head of the new Democratic Party.

## Section Summary

The United States was drawn into its “Second War of Independence” against Great Britain when the British, engaged in the Napoleonic Wars against France, took liberties with the fledgling nation by impressing (capturing) its sailors on the high seas and arming its Indian enemies. The War of 1812 ended with the boundaries of the United States remaining as they were before the war. The Indians in the Western Confederacy suffered a significant defeat, losing both their leader Tecumseh and their fight for contested land in the Northwest. The War of 1812 proved to be of great importance because it generated a surge of national pride, with expressions of American identity such as the poem by Francis Scott Key. The United States was unequivocally separate from Britain and could now turn as never before to expansion in the West.

<https://www.openassessments.org/assessments/967>

### *Critical Thinking Questions*

1. Describe Alexander Hamilton's plans to address the

nation's financial woes. Which aspects proved most controversial, and why? What elements of the foundation Hamilton laid can still be found in the system today?

2. Describe the growth of the first party system in the United States. How did these parties come to develop? How did they define themselves, both independently and in opposition to one another? Where did they find themselves in agreement?
3. What led to the passage of the Alien and Sedition Acts? What made them so controversial?
4. What was the most significant impact of the War of 1812?
5. In what ways did the events of this era pose challenges to the U.S. Constitution? What constitutional issues were raised, and how were they addressed?



## 151. Video: The War of 1812

This video teaches you about the War of 1812. The War of 1812 was fought between the United States and its former colonial overlord England. It started in, you guessed it, 1812. The war lasted until 1815, and it resolved very little. The video will take you through the causes of the war, tell you a little bit about the fighting itself, and get into just why the US Army couldn't manage to make any progress invading Canada. And yes, Canadians, we're going to talk about the White House getting burned down. The upshot: no territory changed hands, and most of the other bones of contention were solved prior to the actual war. Although nothing much changed for the US and England, the Native Americans were the big losers. Tecumseh was killed, and the Indian tribes lost a lot of territory.



*One or more interactive elements has been excluded from this version of the text. You can view them online*

*here: <https://library.achievingthedream.org/herkimeramericanhistory1/?p=177#oembed-1>*

## 152. Primary Source Reading: The Alien and Sedition Acts

The Alien and Sedition Acts were four bills that were passed by the Federalists in the 5th United States Congress and signed into law by President John Adams in 1798, the result of the French Revolution and during an undeclared naval war with France, later known as the Quasi-War. Authored by the Federalists, the laws were purported to strengthen national security, but critics argued that they were primarily an attempt to suppress voters who disagreed with the Federalist party.

The Naturalization Act increased the residency requirement for American citizenship from 5 to 14 years. The Alien Friends Act allowed the president to imprison or deport aliens considered “dangerous to the peace and safety of the United States” at any time, while the Alien Enemies Act authorized the president to do the same to any male citizen of a hostile nation, above the age of 14, during times of war. (At the time, the majority of immigrants supported Thomas Jefferson and the Democratic-Republicans, the political opponents of the Federalists.) Lastly, the controversial Sedition Act restricted speech which was critical of the federal government.

The acts were denounced by Democratic-Republicans and ultimately helped them to victory in the 1800 election, when Thomas Jefferson defeated the incumbent President Adams. The Sedition Act and the Alien Friends Act were allowed to expire in 1800 and 1801, respectively. The Alien Enemies Act, however, remains in effect as 50 USC Sections 21–24. During World War II, it was used to detain, deport and confiscate the property of Japanese, German, Italian, and other Axis nation citizens residing in the United States.

The Sedition Act

Chap. LXXIV.—An Act in addition to the act, entitled “An act for the punishment of certain crimes against the United States.”

Section 1. Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, Penalty on unlawful combinations to oppose the measures of government, &c. Ante, p. 112. That if any persons shall unlawfully combine or conspire together, with intent to oppose any measure or measures of the government of the United States, which are or

shall be directed by proper authority, or to impede the operation of any law of the United States, or to intimidate or prevent any person holding a place or office in or under the government of the United States, from undertaking, performing or executing his trust or duty; And with such intent counselling &c. insurrections, riots, &c. and if any person or persons, with intent as aforesaid, shall counsel, advise or attempt to procure any insurrection, riot, unlawful assembly, or combination, whether such conspiracy, threatening, counsel, advice, or attempt shall have the proposed effect or not, he or they shall be deemed guilty of a high misdemeanor, and on conviction, before any court of the United States having jurisdiction thereof; shall be punished by a fine not exceeding five thousand dollars, and by imprisonment during a term not less than six months nor exceeding five years; and further, at the discretion of the court may

506 FIFTH CONGRESS. Sess. II. Ch. 73, 74. 1798.

Exemption from arrest for debt and contract.

What duty they shall be subject to do.

STATUTE II.

July 14, 1798.

[Disables.]

CHAP. LXXIII.—An Act establishing an annual salary for the Surgeon of the port of Gloucester.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there be allowed to the surgeon of the port of Gloucester, in the state of Massachusetts, the yearly salary of two hundred and fifty dollars; to commence from the last day of March, in the year of our Lord one thousand seven hundred and ninety-seven.

Approved, July 14, 1798.

STATUTE II.

July 14, 1798.

[Repeals.]

Penalty on unlawful combinations to oppose the measures of government, &c.

Ante, p. 112.

And with such intent counselling &c. insurrections, riots, &c.

Penalty on libelling the government.

Secs. 1. Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, That if any persons shall unlawfully combine or conspire together, with intent to oppose any measure or measures of the government of the United States, which are or shall be directed by proper authority, or to impede the operation of any law of the United States, or to intimidate or prevent any person holding a place or office in or under the government of the United States, from undertaking, performing or executing his trust or duty; and if any person or persons, with intent as aforesaid, shall counsel, advise or attempt to procure any insurrection, riot, unlawful assembly, or combination, whether such conspiracy, threatening, counsel, advice, or attempt shall have the proposed effect or not, he or they shall be deemed guilty of a high misdemeanor, and on conviction, before any court of the United States having jurisdiction thereof, shall be punished by a fine not exceeding five thousand dollars, and by imprisonment during a term not less than six months nor exceeding five years; and further, at the discretion of the court may be helden to find surties for his good behaviour in such sum, and for such time, as the said court may direct.

Sec. 2. And he it further enacted, That if any person shall write, print, utter or publish, or shall cause or procure to be written, printed, uttered or published, or shall knowingly and willingly assist or aid in writing, printing, uttering or publishing any false, scandalous and malicious writing or writings against the government of the United States, or either house of the Congress of the United States, or the President of the United States, with intent to defame the said government, or either house of the said Congress, or the said President, or to bring them, or either of them, into contempt or disrepute; or to excite against them, or either or any of them, the hatred of the good people of the United States, or to stir up sedition within the United States, or to excite any unlawful combinations therein, for opposing or resisting any law of the United States, or any act of the President of the United States, done in pursuance of any such law, or of the powers in him vested by

The Sedition Act.

be holden to find sureties for his good behaviour in such sum, and for such time, as the said court may direct.

Sec. 2. *And be it further enacted*, Penalty on libelling the government That if any person shall write, print, utter or publish, or shall cause or procure to be written, printed, uttered or published, or shall knowingly and willingly assist or aid in writing, printing, uttering or publishing any false, scandalous and malicious writing or writings against the government of the United States, or either house of the Congress of the United States, or the President of the United States, with intent to defame the said government, or either house of the said Congress, or the said President, or to bring them, or either of them, into contempt or disrepute; or to excite against them, or either or any of them, the hatred of the good people of the United States, or to stir up sedition within the United States, or to excite any unlawful combinations therein, for opposing or resisting any law of the United States, or any act of the President of the United States, done in pursuance of any such law, or of the powers in him vested by the constitution of the United States, or to resist, oppose, or defeat any such law or act, or to aid, encourage or abet any hostile designs of any foreign nation against the United States, their people or government, then such person, being thereof convicted before any court of the United States having jurisdiction thereof, shall be punished by a fine not exceeding two thousand dollars, and by imprisonment not exceeding two years.

Sec. 3. *And be it further enacted and declared*, Truth of the matter may be given in evidence.

The jury shall determine the law and the fact, under the court's direction.

Limitation. That if any person shall be prosecuted under this act, for the writing or publishing any libel aforesaid, it shall be lawful for the defendant, upon the trial of the cause, to give in evidence in his defence, the truth of the matter contained in the publication charged as a libel. And the jury who shall try the cause, shall have a right to determine the law and the fact, under the direction of the court, as in other cases.

Sec. 4. *And be it further enacted*, That this act shall continue and be in force until the third day of March, one thousand eight hundred and one, and no longer: *Provided*, that the expiration of the act shall not prevent or defeat a prosecution and punishment of any offence against the law, during the time it shall be in force.

Approved, July 14, 1798.

## 153. Primary Source Reading: The Star-Spangled Banner

“The Star-Spangled Banner” is the national anthem of the United States of America. The lyrics come from “Defence of Fort M’Henry”, a poem written in 1814 by the 35-year-old lawyer and amateur poet Francis Scott Key after witnessing the bombardment of Fort McHenry by British ships of the Royal Navy in the Chesapeake Bay during the Battle of Fort McHenry in the War of 1812.

The poem was set to the tune of a popular British song written by John Stafford Smith for the Anacreontic Society, a men’s social club in London. “To Anacreon in Heaven” (or “The Anacreontic Song”), with various lyrics, was already popular in the United States. Set to Key’s poem and renamed “The Star-Spangled Banner”, it would soon become a well-known American patriotic song. With a range of one octave and one fifth (a semitone more than an octave and a half), it is known for being difficult to sing. Although the poem has four stanzas, only the first is commonly sung today.

“The Star-Spangled Banner” was recognized for official use by the U.S. Navy in 1889, and by U.S. President Woodrow Wilson in

### DEFENCE OF FORT M’HENRY.

*The annexed song was composed under the following circumstances.—A gentleman had left Baltimore, in a flag of truce for the purpose of getting released from the British fleet, a friend of his who had been captured at Marlborough.—He went as far as the mouth of the Patuxent, and was not permitted to return lest the intended attack on Baltimore should be disclosed.—He was therefore brought up the Bay to the mouth of the Patuxent, where the flag vessel was kept under the guns of a frigate, and he was compelled to witness the bombardment of Fort M’Henry, which the Admiral had boasted that he would carry in a few hours, and that the city must fall. He watched the flag at the Fort through the whole day with an anxiety that can be better felt than described, until the night prevented him from seeing it. In the night he watched the Bomb Shells, and at early dawn his eye was again greeted by the proudly waving flag of his country.*

#### TUNE—ANACREON IN HEAVEN.

O! say can you see by the dawn’s early light,  
What so proudly we hail’d at the twilight’s last gleaming,  
Whose broad stripes and bright stars thro’ the perilous fight,  
O’er the ramparts we watch’d, were so gallantly streaming?  
And the Rocket’s red glare, the Bomb bursting in air,  
Gave proof through the night that our Flag was still there;  
O! say does that star-spangled Banner yet wave,  
O’er the Land of the free, and the home of the brave?

On the shore dimly seen through the mists of the deep,  
Where the foe’s haughty host in dread silence reposes,  
What is that which the breeze, o’er the towering steep,  
As it fitfully blows, half conceals, half discloses?  
Now it catches the gleam of the morning’s first beam,  
In full glory reflected now shines in the stream,  
‘Tis the star-spangled banner, O! long may it wave,  
O’er the land of the free and the home of the brave.

And where is that band who so vauntingly swore,  
That the havoc of war and the battle’s confusion,  
A home and a country, shall leave us no more?  
Their blood has wash’d out their foul footsteps’ pollution.  
No refuge could save the hireling and slave,  
From the terror of flight or the gloom of the grave,  
And the star-spangled banner in triumph doth wave,  
O’er the Land of the Free, and the Home of the Brave.

O! thus be it ever when freemen shall stand,  
Between their lov’d home, and the war’s desolation,  
Blest with vict’ry and peace, may the heav’n rescued land,  
Praise the Power that hath made and preserved us a nation!  
Then conquer we must, when our cause is just, and  
And this be our motto—“In God is our Trust.”  
And the star-spangled Banner in triumph shall wave,  
O’er the Land of the Free, and the Home of the Brave.

One of two surviving copies of the 1812 broadside printing of the Defense of Fort McHenry, a poem that later became the national anthem of the United States.

1916, and was made the national anthem by a congressional resolution on March 3, 1931 (46 Stat. 1508, codified at 36 U.S.C. § 301), which was signed by President Herbert Hoover.

Before 1931, other songs served as the hymns of American officialdom. “Hail, Columbia” served this purpose at official functions for most of the 19th century. “My Country, ‘Tis of Thee”, whose melody is identical to “God Save the Queen”, the British national anthem,[2] also served as a de facto anthem.[3] Following the War of 1812 and subsequent American wars, other songs emerged to compete for popularity at public events, among them “The Star-Spangled Banner”.

### **Text of the Star-Spangled Banner**

O! say can you see by the dawn's early light,  
What so proudly we hailed at the twilight's last gleaming,  
Whose broad stripes and bright stars through the perilous fight,  
O'er the ramparts we watch'd, were so gallantly streaming?  
And the Rockets' red glare, the Bombs bursting in air,  
Gave proof through the night that our Flag was still there;  
O! say does that star-spangled Banner yet wave,  
O'er the Land of the free and the home of the brave?  
On the shore dimly seen through the mists of the deep,  
Where the foe's haughty host in dread silence reposes,  
What is that which the breeze, o'er the towering steep,  
As it fitfully blows, half conceals, half discloses?  
Now it catches the gleam of the morning's first beam,  
In full glory reflected now shines on the stream,  
'Tis the star-spangled banner, O! long may it wave  
O'er the land of the free and the home of the brave.  
And where is that band who so vauntingly swore  
That the havoc of war and the battle's confusion,  
A home and a country should leave us no more?  
Their blood has washed out their foul footsteps' pollution.  
No refuge could save the hireling and slave,  
From the terror of flight, or the gloom of the grave,  
And the star-spangled banner in triumph doth wave,

O'er the Land of the Free and the Home of the Brave.  
**O! thus be it ever, when freemen shall stand,**  
**Between their lov'd home and the war's desolation,**  
**Blest with vict'ry and peace, may the Heav'n rescued land,**  
**Praise the Power that hath made and preserv'd us a nation!**  
**Then conquer we must, when our cause it is just,**  
**And this be our motto—"In God is our Trust;"**  
**And the star-spangled Banner in triumph shall wave,**  
**O'er the Land of the Free and the Home of the Brave.**

THE  
**STAR SPANGLED BANNER**  
 A PATRIOTIC SONG.

Baltimore. Printed and Sold at CARBS Music Store 26 Baltimore Street.  
 Air, American in Heaven.

*Can be played*

*On the shore dimly seen through the mists of the deep*  
*Where the foe's haughty host in dread silence reposes*  
*What is that which the hero, o'er the burning ships*  
*As a faintly gleam, half conceal'd from the morning's eye*  
*New England's glories of the morning's eye*  
*In full glory reflected on the waves of the sea*  
*For the star-spangled banner, O'er the Land of the Free*  
*On the land of the free and the home of the brave*

*And where is that land, where so many a soldier's grave*  
*That the hero of war and the battle's confusion*  
*A home and a country shall forever be ours*  
*There blood has wash'd out their final fate*  
*From the tower of flight or the gloom of the grave*  
*And the star-spangled banner, in triumph shall wave*  
*O'er the Land of the Free*

*On this hill ever, when freemen shall stand*  
*Between their lov'd home and the war's desolation*  
*Blest with vict'ry and peace, may the Heav'n rescued land*  
*Praise the Power that hath made and preserv'd us a nation*  
*Then conquer we must, when our cause it is just*  
*And this be our motto, "In God is our Trust"*  
*And the star-spangled banner, in triumph shall wave*  
*O'er the Land of the Free*

*For the Flag.*

*On the shore dimly seen through the mists of the deep*  
*Where the foe's haughty host in dread silence reposes*  
*What is that which the hero, o'er the burning ships*  
*As a faintly gleam, half conceal'd from the morning's eye*  
*New England's glories of the morning's eye*  
*In full glory reflected on the waves of the sea*  
*For the star-spangled banner, O'er the Land of the Free*  
*On the land of the free and the home of the brave*

(Adapted & Arranged by T.C.) (P. 1)

(Adapted & Arranged by T.C.) (P. 2)

This 1814 copy of "The Star-Spangled Banner" was the first printed edition to combine the words and sheet music.



PART X

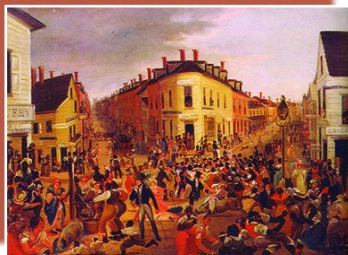
# CHAPTER 9: INDUSTRIAL TRANSFORMATION IN THE NORTH: 1800-1850



## 154. Introduction

By the 1830s, the United States had developed a thriving industrial and commercial sector in the Northeast. Farmers embraced regional and distant markets as the primary destination for their products. Artisans witnessed the methodical division of the labor process in factories. Wage labor became an increasingly common experience. These industrial and market revolutions, combined with advances in transportation, transformed the economic and social landscape. Americans could now quickly produce larger amounts of goods for a nationwide, and sometimes an international, market and rely less on foreign imports than in colonial times.

As American economic life shifted rapidly and modes of production changed, new class divisions emerged and solidified, resulting in previously unknown economic and social inequalities. This image of the Five Points district in New York City captures the turbulence of the time. Five Points began as a settlement for freed slaves, but it soon became a crowded urban world of American day laborers and low-wage workers who lived a precarious existence that the economic benefits of the new economy largely bypassed. An influx of immigrant workers swelled and diversified an already crowded urban population. By the 1830s, the area had become a slum, home to widespread poverty, crime, and disease. Advances in industrialization and the market revolution came at a human price.



*Five Points (1827), by George Catlin, depicts the infamous Five Points neighborhood of New York City, so called because it was centered at the intersection of five streets. Five Points was home to a polyglot mix of recent immigrants, freed slaves, and other members of the working class.*

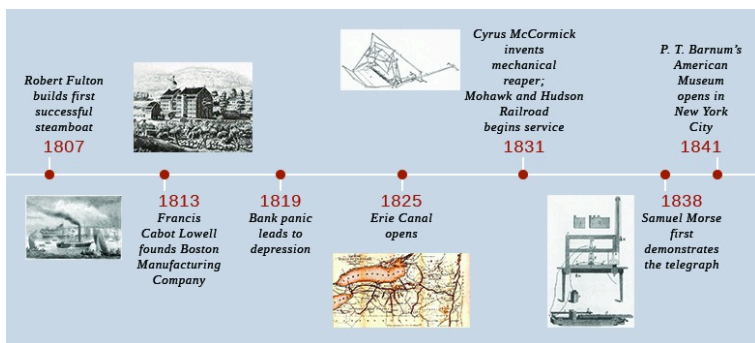


# 155. Early Industrialization in the Northeast

## *Learning Objectives*

By the end of this section, you will be able to:

- Explain the role of the putting-out system in the rise of industrialization
- Understand industrialization's impact on the nature of production and work
- Describe the effect of industrialization on consumption
- Identify the goals of workers' organizations like the Working Men's Party



(credit "1807 photo": Project Gutenberg Archives)

Northern industrialization expanded rapidly following the War of 1812. Industrialized manufacturing began in New England, where wealthy merchants built water-powered textile mills (and mill towns to support them) along the rivers of the Northeast. These mills introduced new modes of production centralized within the confines of the mill itself. As never before, production relied on mechanized sources with water power, and later steam, to provide the force necessary to drive machines. In addition to the mechanization and centralization of work in the mills, specialized, repetitive tasks assigned to wage laborers replaced earlier modes of handicraft production done by artisans at home. The operations of these mills irrevocably changed the nature of work by deskilling tasks, breaking down the process of production to its most basic, elemental parts. In return for their labor, the workers, who at first were young women from rural New England farming families, received wages. From its origin in New England, manufacturing soon spread to other regions of the United States.

## FROM ARTISANS TO WAGE WORKERS

During the seventeenth and eighteenth centuries, artisans—skilled, experienced craft workers—produced goods by hand. The production of shoes provides a good example. In colonial times, people bought their shoes from master shoemakers, who achieved their status by living and working as apprentices under the rule of an older master artisan. An apprenticeship would be followed by work as a journeyman (a skilled worker without his own shop). After sufficient time as a journeyman, a shoemaker could at last set up his own shop as a master artisan. People came to the shop, usually attached to the back of the master artisan's house, and there the

shoemaker measured their feet in order to cut and stitch together an individualized product for each customer.

In the late eighteenth and early nineteenth century, merchants in the Northeast and elsewhere turned their attention as never before to the benefits of using unskilled wage labor to make a greater profit by reducing labor costs. They used the putting-out system, which the British had employed at the beginning of their own Industrial Revolution, whereby they hired farming families to perform specific tasks in the production process for a set wage. In the case of shoes, for instance, American merchants hired one group of workers to cut soles into standardized sizes. A different group of families cut pieces of leather for the uppers, while still another was employed to stitch the standardized parts together.

This process proved attractive because it whittled production costs. The families who participated in the putting-out system were not skilled artisans. They had not spent years learning and perfecting their craft and did not have ambitious journeymen to pay. Therefore, they could not demand—and did not receive—high wages. Most of the year they tended fields and orchards, ate the food that they produced, and sold the surplus. Putting-out work proved a welcome source of extra income for New England farm families who saw their profits dwindle from new competition from midwestern farms with higher-yield lands.

Much of this part-time production was done under contract to merchants. Some farming families engaged in shoemaking (or shoe assemblage), as noted above. Many made brooms, plaited hats from straw or palm leaves (which merchants imported from Cuba and the West Indies), crafted furniture, made pottery, or wove baskets. Some, especially those who lived in Connecticut, made parts for clocks. The most common part-time occupation, however, was the manufacture of textiles. Farm women spun woolen thread and wove fabric. They also wove blankets, made rugs, and knit stockings. All this manufacturing took place on the farm, giving farmers and their wives control over the timing and pace of their labor. Their domestic

productivity increased the quantity of goods available for sale in country towns and nearby cities.

## THE RISE OF MANUFACTURING

In the late 1790s and early 1800s, Great Britain boasted the most advanced textile mills and machines in the world, and the United States continued to rely on Great Britain for finished goods. Great Britain hoped to maintain its economic advantage over its former colonies in North America. So, in an effort to prevent the knowledge of advanced manufacturing from leaving the Empire, the British banned the emigration of mechanics, skilled workers who knew how to build and repair the latest textile machines.

Some skilled British mechanics, including Samuel Slater, managed to travel to the United States in the hopes of profiting from their knowledge and experience with advanced textile manufacturing. Slater understood the workings of the latest water-powered textile mills, which British industrialist Richard Arkwright had pioneered. In the 1790s in Pawtucket, Rhode Island, Slater convinced several American merchants, including the wealthy Providence industrialist Moses Brown, to finance and build a water-powered cotton mill based on the British models. Slater's knowledge of both technology and mill organization made him the founder of the first truly successful cotton mill in the United States.





(a)



(b)

*Samuel Slater (a) was a British migrant who brought plans for English textile mills to the United States and built the nation's first successful water-powered mill in Pawtucket, Massachusetts (b).*

The success of Slater and his partners Smith Brown and William Almy, relatives of Moses Brown, inspired others to build additional mills in Rhode Island and Massachusetts. By 1807, thirteen more mills had been established. President Jefferson's embargo on British manufactured goods from late 1807 to early 1809 (discussed in a previous chapter) spurred more New England merchants to invest in industrial enterprises. By 1812, seventy-eight new textile mills had been built in rural New England towns. More than half turned out woolen goods, while the rest produced cotton cloth.

Slater's mills and those built in imitation of his were fairly small, employing only seventy people on average. Workers were organized the way that they had been in English factories, in family units. Under the "Rhode Island system," families were hired. The father was placed in charge of the family unit, and he directed the labor of his wife and children. Instead of being paid in cash, the father was given "credit" equal to the extent of his family's labor that could be redeemed in the form of rent (of company-owned housing) or goods from the company-owned store.

The Embargo of 1807 and the War of 1812 played a pivotal role

in spurring industrial development in the United States. Jefferson's embargo prevented American merchants from engaging in the Atlantic trade, severely cutting into their profits. The War of 1812 further compounded the financial woes of American merchants. The acute economic problems led some New England merchants, including Francis Cabot Lowell, to cast their gaze on manufacturing. Lowell had toured English mills during a stay in Great Britain. He returned to Massachusetts having memorized the designs for the advanced textile machines he had seen in his travels, especially the power loom, which replaced individual hand weavers. Lowell convinced other wealthy merchant families to invest in the creation of new mill towns. In 1813, Lowell and these wealthy investors, known as the Boston Associates, created the Boston Manufacturing Company. Together they raised \$400,000 and, in 1814, established a textile mill in Waltham and a second one in the same town shortly thereafter.

At Waltham, cotton was carded and drawn into coarse strands of cotton fibers called rovings. The rovings were then spun into yarn, and the yarn woven into cotton cloth. Yarn no longer had to be put out to farm families for further processing. All the work was now performed at a central location—the factory.

The work in Lowell's mills was both mechanized and specialized. Specialization meant the work was broken down into specific tasks, and workers repeatedly did the one task assigned to them in the course of a day. As machines took over labor



*The Boston Manufacturing Company, shown in this engraving made in 1813–1816, was headquartered in Waltham, Massachusetts. The company started the northeastern textile industry by building water-powered textile mills along suitable rivers and developing mill towns around them.*

from humans and people increasingly found themselves confined to the same repetitive step, the process of deskilling began.

The Boston Associates' mills, which each employed hundreds of workers, were located in company towns, where the factories and worker housing were owned by a single company. This gave the owners and their agents control over their workers. The most famous of these company towns was Lowell, Massachusetts. The new town was built on land the Boston Associates purchased in 1821 from the village of East Chelmsford at the falls of the Merrimack River, north of Boston. The mill buildings themselves were constructed of red brick with large windows to let in light. Company-owned boarding houses to shelter employees were constructed near the mills. The mill owners planted flowers and trees to maintain the appearance of a rural New England town and to forestall arguments, made by many, that factory work was unnatural and unwholesome.

In contrast to many smaller mills, the Boston Associates' enterprises avoided the Rhode Island system, preferring individual workers to families. These employees were not difficult to find. The competition New England farmers faced from farmers now settling in the West, and the growing scarcity of land in population-dense New England, had important implications for farmers' children. Realizing their chances of inheriting a large farm or receiving a substantial dowry were remote, these teenagers sought other employment opportunities, often at the urging of their parents. While young men could work at a variety of occupations, young women had more limited options. The textile mills provided suitable employment for the daughters of Yankee farm families.

Needing to reassure anxious parents that their daughters' virtue would be protected and hoping to avoid what they viewed as the problems of industrialization—filth and vice—the Boston Associates established strict rules governing the lives of these young workers. The women lived in company-owned boarding houses to which they paid a portion of their wages. They woke early at the sound of a bell and worked a twelve-hour day during which talking was forbidden.

They could not swear or drink alcohol, and they were required to attend church on Sunday. Overseers at the mills and boarding-house keepers kept a close eye on the young women's behavior; workers who associated with people of questionable reputation or acted in ways that called their virtue into question lost their jobs and were evicted.

## Michel Chevalier on Mill Worker Rules and Wages

In the 1830s, the French government sent engineer and economist Michel Chevalier to study industrial and financial affairs in Mexico and the United States. In 1839, he published *Society, Manners, and Politics in the United States*, in which he recorded his impressions of the Lowell textile mills. In the excerpt below, Chevalier describes the rules and wages of the Lawrence Company in 1833.

All persons employed by the Company must devote themselves assiduously to their duty during working-hours. They must be capable of doing the work which they undertake, or use all their efforts to this effect. They must on all occasions, both in their words and in their actions, show that they are penetrated by a laudable love of temperance and virtue, and animated by a sense of their moral and social obligations. The Agent of the Company shall endeavour to set to all a good example in this respect. Every individual who shall be notoriously dissolute, idle, dishonest, or intemperate, who shall be in the practice of absenting himself from divine service, or shall violate the Sabbath, or shall be addicted to gaming, shall be dismissed from the service of the Company. . . . All ardent spirits are banished from the Company's grounds, except when prescribed by

a physician. All games of hazard and cards are prohibited within their limits and in the boarding-houses.

Weekly wages were as follows:

For picking and carding, \$2.78 to \$3.10

For spinning, \$3.00

For weaving, \$3.10 to \$3.12

For warping and sizing, \$3.45 to \$4.00

For measuring and folding, \$3.12

What kind of world were the factory owners trying to create with these rules? How do you think those who believed all white people were born free and equal would react to them?

Visit the Textile Industry History site to explore the mills of New England through its collection of history, images, and ephemera.

The mechanization of formerly handcrafted goods, and the removal of production from the home to the factory, dramatically increased output of goods. For example, in one nine-month period, the numerous Rhode Island women who spun yarn into cloth on hand looms in their homes produced a total of thirty-four thousand yards of fabrics of different types. In 1855, the women working in just one of Lowell's mechanized mills produced more than forty-three thousand yards.

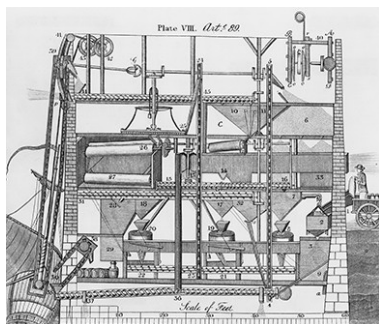
The Boston Associates' cotton mills quickly gained a competitive edge over the smaller mills established by Samuel Slater and those who had imitated him. Their success prompted the Boston Associates to expand. In Massachusetts, in addition to Lowell, they built new mill towns in Chicopee, Lawrence, and Holyoke. In New Hampshire, they built them in Manchester, Dover, and Nashua. And in Maine, they built a large mill in Saco on the Saco River. Other entrepreneurs copied them. By the time of the Civil War, 878 textile

factories had been built in New England. All together, these factories employed more than 100,000 people and produced more than 940 million yards of cloth.

Success in New England was repeated elsewhere. Small mills, more like those in Rhode Island than those in northern Massachusetts, New Hampshire, and Maine, were built in New York, Delaware, and Pennsylvania. By midcentury, three hundred textile mills were located in and near Philadelphia. Many produced specialty goods, such as silks and printed fabrics, and employed skilled workers, including people working in

their own homes. Even in the South, the region that otherwise relied on slave labor to produce the very cotton that fed the northern factory movement, more than two hundred textile mills were built. Most textiles, however, continued to be produced in New England before the Civil War.

Alongside the production of cotton and woolen cloth, which formed the backbone of the Industrial Revolution in the United States as in Britain, other crafts increasingly became mechanized and centralized in factories in the first half of the nineteenth century. Shoe making, leather tanning, papermaking, hat making, clock making, and gun making had all become mechanized to one degree or another by the time of the Civil War. Flour milling, because of the inventions of Oliver Evans, had become almost completely automated and centralized by the early decades of the nineteenth century. So efficient were Evans-style mills that two employees were able to do work that had originally required five,



Oliver Evans was an American engineer and inventor, best known for developing ways to automate the flour milling process, which is illustrated here in a drawing from a 1785 instructional book called *The Young Mill-Wright & Miller's Guide*.

and mills using Evans's system spread throughout the mid-Atlantic states.

## THE RISE OF CONSUMERISM

At the end of the eighteenth century, most American families lived in candlelit homes with bare floors and unadorned walls, cooked and warmed themselves over fireplaces, and owned few changes of clothing. All manufactured goods were made by hand and, as a result, were usually scarce and fairly expensive.

The automation of the manufacturing process changed that, making consumer goods that had once been thought of as luxury items widely available for the first time. Now all but the very poor could afford the necessities and some of the small luxuries of life. Rooms were lit by oil lamps, which gave brighter light than candles. Homes were heated by parlor stoves, which allowed for more privacy; people no longer needed to huddle together around the hearth. Iron cookstoves with multiple burners made it possible for housewives to prepare more elaborate meals. Many people could afford carpets and upholstered furniture, and even farmers could decorate their homes with curtains and wallpaper. Clocks, which had once been quite expensive, were now within the reach of most ordinary people.

## THE WORK EXPERIENCE TRANSFORMED

As production became mechanized and relocated to factories, the experience of workers underwent significant changes. Farmers and artisans had controlled the pace of their labor and the order in

which things were done. If an artisan wanted to take the afternoon off, he could. If a farmer wished to rebuild his fence on Thursday instead of on Wednesday, he could. They conversed and often drank during the workday. Indeed, journeymen were often promised alcohol as part of their wages. One member of the group might be asked to read a book or a newspaper aloud to the others. In the warm weather, doors and windows might be opened to the outside, and work stopped when it was too dark to see.

Work in factories proved to be quite different. Employees were expected to report at a certain time, usually early in the morning, and to work all day. They could not leave when they were tired or take breaks other than at designated times. Those who arrived late found their pay docked; five minutes' tardiness could result in several hours' worth of lost pay, and repeated tardiness could result in dismissal. The monotony of repetitive tasks made days particularly long. Hours varied according to the factory, but most factory employees toiled ten to twelve hours a day, six days a week. In the winter, when the sun set early, oil lamps were used to light the factory floor, and employees strained their eyes to see their work and coughed as the rooms filled with smoke from the lamps. In the spring, as the days began to grow longer, factories held "blowing-out" celebrations to mark the extinguishing of the oil lamps. These "blow-outs" often featured processions and dancing.

Freedom within factories was limited. Drinking was prohibited. Some factories did not allow employees to sit down. Doors and windows were kept closed, especially in textile factories where fibers could be easily disturbed by incoming breezes, and mills were often unbearably hot and humid in the summer. In the winter, workers often shivered in the cold. In such environments, workers' health suffered.

The workplace posed other dangers as well. The presence of cotton bales alongside the oil used to lubricate machines made fire a common problem in textile factories. Workplace injuries were also common. Workers' hands and fingers were maimed or severed when they were caught in machines; in some cases, their limbs



or entire bodies were crushed. Workers who didn't die from such injuries almost certainly lost their jobs, and with them, their income. Corporal punishment of both children and adults was common in factories; where abuse was most extreme, children sometimes died as a result of injuries suffered at the hands of an overseer.

As the decades passed, working conditions deteriorated in many mills. Workers were assigned more machines to tend, and the owners increased the speed at which the machines operated. Wages were cut in many factories, and employees who had once labored for an hourly wage now found themselves reduced to piecework, paid for the amount they produced and not for the hours they toiled. Owners also reduced compensation for piecework. Low wages combined with regular periods of unemployment to make the lives of workers difficult, especially for those with families to support. In New York City in 1850, for example, the average male worker earned \$300 a year; it cost approximately \$600 a year to support a family of five.

## WORKERS AND THE LABOR MOVEMENT

Many workers undoubtedly enjoyed some of the new wage opportunities factory work presented. For many of the young New England women who ran the machines in Waltham, Lowell, and elsewhere, the experience of being away from the family was exhilarating and provided a sense of solidarity among them. Though most sent a large portion of their wages home, having even a small amount of money of their own was a liberating experience, and many used their earnings to purchase clothes, ribbons, and other consumer goods for themselves.

The long hours, strict discipline, and low wages, however, soon led workers to organize to protest their working conditions and pay.

In 1821, the young women employed by the Boston Manufacturing Company in Waltham went on strike for two days when their wages were cut. In 1824, workers in Pawtucket struck to protest reduced pay rates and longer hours, the latter of which had been achieved by cutting back the amount of time allowed for meals. Similar strikes occurred at Lowell and in other mill towns like Dover, New Hampshire, where the women employed by the Cocheco Manufacturing Company ceased working in December 1828 after their wages were reduced. In the 1830s, female mill operatives in Lowell formed the Lowell Factory Girls Association to organize strike activities in the face of wage cuts and, later, established the Lowell Female Labor Reform Association to protest the twelve-hour workday. Even though strikes were rarely successful and workers usually were forced to accept reduced wages and increased hours, work stoppages as a form of labor protest represented the beginnings of the labor movement in the United States.



(a)



(b)

New England mill workers were often young women, as seen in this early tintype made ca. 1870 (a). When management proposed rent increases for those living in company boarding houses, female textile workers in Lowell responded by forming the Lowell Factory Girls Association—its constitution is shown in image (b)—in 1836 and organizing a “turn-out” or strike.

Critics of industrialization blamed it for the increased concentration of wealth in the hands of the few: the factory owners made vast profits while the workers received only a small fraction of the revenue from what they produced. Under the labor theory of value, said critics, the value of a product should accurately reflect the labor needed to produce it. Profits from the sale of goods produced by workers should be distributed so laborers recovered in the form of wages the value their effort had added to the finished product. While factory owners, who contributed the workspace, the machinery, and the raw materials needed to create a product, should receive a share of the profits, their share should not be greater than the value of their contribution. Workers should thus

receive a much larger portion of the profits than they currently did, and factory owners should receive less.

In Philadelphia, New York, and Boston—all cities that experienced dizzying industrial growth during the nineteenth century—workers united to form political parties. Thomas Skidmore, from Connecticut, was the outspoken organizer of the Working Men's Party, which lodged a radical protest against the exploitation of workers that accompanied industrialization. Skidmore took his cue from Thomas Paine and the American Revolution to challenge the growing inequity in the United States. He argued that inequality originated in the unequal distribution of property through inheritance laws. In his 1829 treatise, *The Rights of Man to Property*, Skidmore called for the abolition of inheritance and the redistribution of property. The Working Men's Party also advocated the end of imprisonment for debt, a common practice whereby the debtor who could not pay was put in jail and his tools and property, if any, were confiscated. Skidmore's vision of radical equality extended to all; women and men, no matter their race, should be allowed to vote and receive property, he believed. Skidmore died in 1832 when a cholera epidemic swept New York City, but the state of New York did away with imprisonment for debt in the same year.

Worker activism became less common in the late 1840s and 1850s. As German and Irish immigrants poured into the United States in the decades preceding the Civil War, native-born laborers found themselves competing for jobs with new arrivals who were willing to work longer hours for less pay. In Lowell, Massachusetts, for example, the daughters of New England farmers encountered competition from the daughters of Irish farmers suffering the effects of the potato famine; these immigrant women were willing to work for far less and endure worse conditions than native-born women. Many of these native-born “daughters of freemen,” as they referred to themselves, left the factories and returned to their families. Not all wage workers had this luxury, however. Widows with children to support and girls from destitute families had no choice but to stay and accept the faster pace and lower pay. Male

German and Irish immigrants competed with native-born men. Germans, many of whom were skilled workers, took jobs in furniture making. The Irish provided a ready source of unskilled labor needed to lay railroad track and dig canals. American men with families to support grudgingly accepted low wages in order to keep their jobs. As work became increasingly deskilled, no worker was irreplaceable, and no one's job was safe.

## Section Summary

Industrialization led to radical changes in American life. New industrial towns, like Waltham, Lowell, and countless others, dotted the landscape of the Northeast. The mills provided many young women an opportunity to experience a new and liberating life, and these workers relished their new freedom. Workers also gained a greater appreciation of the value of their work and, in some instances, began to question the basic fairness of the new industrial order. The world of work had been fundamentally reorganized.

<https://www.openassessments.org/assessments/968>

## *Review Question*

1. What effect did industrialization have on consumers?

## *Answer to Review Question*

1. Industrialization made manufactured goods more abundant and more widely available. All but the poorest Americans were able to equip their homes with cookstoves, parlor stoves, upholstered furniture, and decorations such as wallpaper and window curtains. Even such formerly expensive goods as clocks were now affordable for most.

## *Glossary*

**artisan** skilled, experienced worker who produces specialized goods by hand

**deskilling** breaking an artisanal production process into smaller steps that unskilled workers can perform

**labor theory of value** an economic theory holding that

profits from the sale of the goods produced by workers should be equitably distributed to those workers

**putting-out system** a labor system whereby a merchant hired different families to perform specific tasks in a production process

**Working Men's Party** a political group that radically opposed what they viewed as the exploitation of workers

## 156. Video: The Market Revolution

This video teaches you about the Market Revolution. In the first half of the 19th century, the way people lived and worked in the United States changed drastically. At play was the classic (if anything in a 30 year old nation can be called classic) American struggle between the Jeffersonian ideal of individuals sustaining themselves on small farms vs. the Hamiltonian vision of an economy based on manufacturing and trade. I'll give you one guess who won. Too late! It was Hamilton, which is why if you live in the United States, you probably live in a city, and are unlikely to be a farmer. In the early 19th century, new technologies in transportation and communication helped remake the economic system of the country. Railroads and telegraphs changed the way people moved goods and information around. The long and short of it is, the Market Revolution meant that people now went somewhere to work rather than working at home. Often, that somewhere was a factory where they worked for an hourly wage rather than getting paid for the volume of goods they manufactured. This shift in the way people work has repercussions in our daily lives right down to today. Learn how the Market Revolution sowed the seeds of change in the way Americans thought about the roles of women, slavery, and labor rights.



*One or more interactive elements has been excluded from this version of the text. You can view them online*

*here: <https://library.achievingthedream.org/herkimeraamericanhistory1/?p=183#oembed-1>*



# 157. A Vibrant Capitalist Republic

## *Learning Objectives*

By the end of this section, you will be able to:

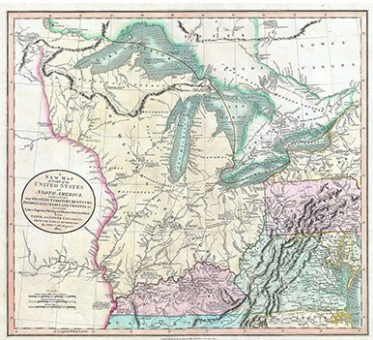
- Explain the process of selling western land
- Discuss the causes of the Panic of 1819
- Identify key American innovators and inventors

By the 1840s, the United States economy bore little resemblance to the import-and-export economy of colonial days. It was now a market economy, one in which the production of goods, and their prices, were unregulated by the government. Commercial centers, to which job seekers flocked, mushroomed. New York City's population skyrocketed. In 1790, it was 33,000; by 1820, it had reached 200,000; and by 1825, it had swelled to 270,000. New opportunities for wealth appeared to be available to anyone.

However, the expansion of the American economy made it prone to the boom-and-bust cycle. Market economies involve fluctuating prices for labor, raw materials, and consumer goods and depend on credit and financial instruments—any one of which can be the source of an imbalance and an economic downturn in which businesses and farmers default, wage workers lose their employment, and investors lose their assets. This happened for the first time in the United States in 1819, when waves of enthusiastic speculation (expectations of rapidly rising prices) in land and commodities gave way to drops in prices.

## THE LAND OFFICE BUSINESS

In the early nineteenth century, people poured into the territories west of the long-settled eastern seaboard. Among them were speculators seeking to buy cheap parcels from the federal government in anticipation of a rise in prices. The Ohio Country in the Northwest Territory appeared to offer the best prospects for many in the East, especially New Englanders. The result was “Ohio fever,” as thousands traveled there to reap the benefits of settling in this newly available territory.



*Cartographer John Cary drew this map “exhibiting The Western Territory, Kentucky, Pennsylvania, Maryland, Virginia &c” for his 1808 atlas; it depicted the huge western territory that fascinated settlers in the early nineteenth century.*

The federal government oversaw the orderly transfer of public land to citizens at public auctions. The Land Law of 1796 applied to the territory of Ohio after it had been wrested from Indians. Under this law, the United States would sell a minimum parcel of 640 acres for \$2 an acre. The Land Law of 1800 further encouraged land sales in the Northwest Territory by reducing the minimum parcel size by half and enabling sales on credit, with the goal of stimulating settlement by ordinary farmers. The government created land offices to handle these sales and established them in the West within easy reach of prospective landowners. They could thus purchase land directly from the government, at the price the government had set. Buyers were given low interest rates, with payments that could be spread over four years. Surveyors marked off the parcels in straight lines, creating a landscape of checkerboard squares.

The future looked bright for those who turned their gaze on the land in the West. Surveying, settling, and farming, turning the wilderness into a profitable commodity, gave purchasers a sense of progress. A uniquely American story of settling the land developed: hardy individuals wielding an axe cleared it, built a log cabin, and turned the frontier into a farm that paved the way for mills and towns.



*Thomas Cole, who painted Home in the Woods in 1847, was an American artist. Cole founded the Hudson River School, a style renowned for portrayals of landscapes and wilderness influenced by the emotional aesthetic known as romanticism. In what ways is this image realistic, and how is it idealized or romanticized?*

## A New Englander Heads West

A native of Vermont, Gershom Flagg was one of thousands of New Englanders who caught “Ohio fever.” In this letter to his brother, Azariah Flagg, dated August 3, 1817, he describes the hustle and bustle of the emerging commercial town of Cincinnati.

DEAR BROTHER,

Cincinnati is an incorporated City. It contained in 1815, 1,100 buildings of different descriptions among which are above 20 of Stone 250 of brick & 800 of Wood. The population in 1815 was 6,500. There are about 60 Mercantile stores several of which are wholesale. Here are a great share of Mechanics of all kinds.

Here is one Woolen Factory four Cotton factories but not now in operation. A most stupendously large building of Stone is likewise erected immediately on the bank of the River for a steam Mill. It is nine stories high at the Waters edge & is 87 by 62 feet. It drives four pair of Stones besides various other Machinery as Wool carding &c &c. There is also a valuable Steam Saw Mill driving four saws also an inclined Wheel or Saw Mill with two saws, one Glass Factory. The town is Rapidly increasing in Wealth & population. Here is a Branch of the United States Bank and three other banks & two Printing offices. The country around is rich. . . .

That you may all be prospered in the world is the anxious wish of your affectionate Brother

GERSHOM FLAGG

What caught Flagg's attention? From your reading of this letter and study of the engraving below, what impression can you take away of Cincinnati in 1817?



This engraving from *A Topographical Description of the State of Ohio, Indiana Territory, and Louisiana* (1812), by Jervis Cutler, presents a view of Cincinnati as it may have looked to Gershom Flagg.

Learn more about settlement of and immigration to the Northwest Territory by exploring the National Park Service's Historic Resource Study related to the Lincoln Boyhood National Memorial. According to the guide's maps, what lands were available for purchase?

## THE PANIC OF 1819

The first major economic crisis in the United States after the War of 1812 was due, in large measure, to factors in the larger Atlantic economy. It was made worse, however, by land speculation and poor banking practices at home. British textile mills voraciously

consumed American cotton, and the devastation of the Napoleonic Wars made Europe reliant on other American agricultural commodities such as wheat. This drove up both the price of American agricultural products and the value of the land on which staples such as cotton, wheat, corn, and tobacco were grown.

Many Americans were struck with “land fever.” Farmers strove to expand their acreage, and those who lived in areas where unoccupied land was scarce sought holdings in the West. They needed money to purchase this land, however. Small merchants and factory owners, hoping to take advantage of this boom time, also sought to borrow money to expand their businesses. When existing banks refused to lend money to small farmers and others without a credit history, state legislatures chartered new banks to meet the demand. In one legislative session, Kentucky chartered forty-six. As loans increased, paper money from new state banks flooded the country, creating inflation that drove the price of land and goods still higher. This, in turn, encouraged even more people to borrow money with which to purchase land or to expand or start their own businesses. Speculators took advantage of this boom in the sale of land by purchasing property not to live on, but to buy cheaply and resell at exorbitant prices.

During the War of 1812, the Bank of the United States had suspended payments in specie, “hard money” usually in the form of gold and silver coins. When the war ended, the bank continued to issue only paper banknotes and to redeem notes issued by state banks with paper only. The newly chartered banks also adopted this practice, issuing banknotes in excess of the amount of specie in their vaults. This shaky economic scheme worked only so long as people were content to conduct business with paper money and refrain from demanding that banks instead give them the gold and silver that was supposed to back it. If large numbers of people, or banks that had loaned money to other banks, began to demand specie payments, the banking system would collapse, because there was no longer enough specie to support the amount of paper money the banks had put into circulation. So terrified were bankers that

customers would demand gold and silver that an irate bank employee in Ohio stabbed a customer who had the audacity to ask for specie in exchange for the banknotes he held.

In an effort to bring stability to the nation's banking system, Congress chartered the Second Bank of the United States (a revival of Alexander Hamilton's national bank) in 1816. But this new institution only compounded the problem by making risky loans, opening branches in the South and West where land fever was highest, and issuing a steady stream of Bank of the United States notes, a move that increased inflation and speculation.

The inflated economic bubble burst in 1819, resulting in a prolonged economic depression or severe downturn in the economy called the Panic of 1819. It was the first economic depression experienced by the American public, who panicked as they saw the prices of agricultural products fall and businesses fail. Prices had already begun falling in 1815, at the end of the Napoleonic Wars, when Britain began to "dump" its surplus manufactured goods, the result of wartime overproduction, in American ports, where they were sold for low prices and competed with American-manufactured goods. In 1818, to make the economic situation worse, prices for American agricultural products began to fall both in the United States and in Europe; the overproduction of staples such as wheat and cotton coincided with the recovery of European agriculture, which reduced demand for American crops. Crop prices tumbled by as much 75 percent.

This dramatic decrease in the value of agricultural goods left farmers unable to pay their debts. As they defaulted on their loans, banks seized their property. However, because the drastic fall in agricultural prices had greatly reduced the value of land, the banks were left with farms they were unable to sell. Land speculators lost the value of their investments. As the countryside suffered, hard-hit farmers ceased to purchase manufactured goods. Factories responded by cutting wages or firing employees.

In 1818, the Second Bank of the United States needed specie to pay foreign investors who had loaned money to the United States

to enable the country to purchase Louisiana. The bank began to call in the loans it had made and required that state banks pay their debts in gold and silver. State banks that could not collect loan payments from hard-pressed farmers could not, in turn, meet their obligations to the Second Bank of the United States. Severe consequences followed as banks closed their doors and businesses failed. Three-quarters of the work force in Philadelphia was unemployed, and charities were swamped by thousands of newly destitute people needing assistance. In states with imprisonment for debt, the prison population swelled. As a result, many states drafted laws to provide relief for debtors. Even those at the top of the social ladder were affected by the Panic of 1819. Thomas Jefferson, who had cosigned a loan for a friend, nearly lost Monticello when his acquaintance defaulted, leaving Jefferson responsible for the debt.

In an effort to stimulate the economy in the midst of the economic depression, Congress passed several acts modifying land sales. The Land Law of 1820 lowered the price of land to \$1.25 per acre and allowed small parcels of eighty acres to be sold. The Relief Act of 1821 allowed Ohioans to return land to the government if they could not afford to keep it. The money they received in return was credited toward their debt. The act also extended the credit period to eight years. States, too, attempted to aid those faced with economic hard times by passing laws to prevent mortgage foreclosures so buyers could keep their homes. Americans made the best of the opportunities presented in business, in farming, or on the frontier, and by 1823 the Panic of 1819 had ended. The recovery provided ample evidence of the vibrant and resilient nature of the American people.



# ENTREPRENEURS AND INVENTORS

The volatility of the U.S. economy did nothing to dampen the creative energies of its citizens in the years before the Civil War. In the 1800s, a frenzy of entrepreneurship and invention yielded many new products and machines. The republic seemed to be a laboratory of innovation, and technological advances appeared unlimited.

One of the most influential advancements of the early nineteenth century was the

cotton engine or gin, invented by Eli Whitney and patented in 1794. Whitney, who was born in Massachusetts, had spent time in the South and knew that a device to speed up the production of cotton was desperately needed so cotton farmers could meet the growing demand for their crop. He hoped the cotton gin would render slavery obsolete. Whitney's seemingly simple invention cleaned the seeds from the raw cotton far more quickly and efficiently than could slaves working by hand. The raw cotton with seeds was placed in the cotton gin, and with the use of a hand crank, the seeds were extracted through a carding device that aligned the cotton fibers in strands for spinning.

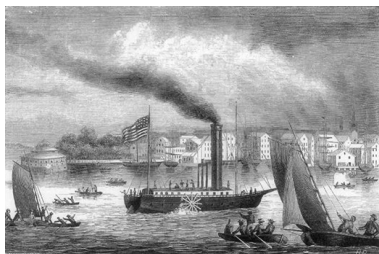
Whitney also worked on machine tools, devices that cut and shaped metal to make standardized, interchangeable parts for other mechanical devices like clocks and guns. Whitney's machine tools to manufacture parts for muskets enabled guns to be manufactured and repaired by people other than skilled gunsmiths. His creative



*The First Cotton-Gin, an 1869 drawing by William L. Sheppard, shows the first use of a cotton gin "at the close of the last century." African American slaves handle the gin while white men conduct business in the background. What do you think the artist was trying to convey with this image? (credit: Library of Congress)*

genius served as a source of inspiration for many other American inventors.

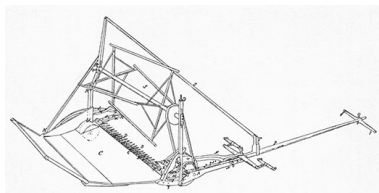
Another influential new technology of the early 1800s was the steamship engine, invented by Robert Fulton in 1807. Fulton's first steamship, the *Clermont*, used paddle wheels to travel the 150 miles from New York City to Albany in a record time of only thirty-two hours. Soon, a fleet of steamboats was traversing the



*Fulton's steamboat the Clermont transformed the speed, cost, and dependability of water transportation in the United States. (credit: Project Gutenberg Archives)*

Hudson River and New York Harbor, later expanding to travel every major American river including the mighty Mississippi. By the 1830s there were over one thousand of these vessels, radically changing water transportation by ending its dependence on the wind. Steamboats could travel faster and more cheaply than sailing vessels or keelboats, which floated downriver and had to be poled or towed upriver on the return voyage. Steamboats also arrived with much greater dependability. The steamboat facilitated the rapid economic development of the massive Mississippi River Valley and the settlement of the West.

Virginia-born Cyrus McCormick wanted to replace the laborious process of using a scythe to cut and gather wheat for harvest. In 1831, he and the slaves on his family's plantation tested a horse-drawn mechanical reaper, and over the next several decades, he made constant improvements to it. More farmers began using it in the 1840s, and greater demand



*This sketch is from the 1845 patent for an improved grain reaper invented by Cyrus Hall McCormick. The reaper mechanized the labor-intensive use of scythes to harvest wheat.*

for the McCormick reaper led McCormick and his brother to establish the McCormick Harvesting Machine Company in Chicago, where labor was more readily available. By the 1850s, McCormick's mechanical reaper had enabled farmers to vastly increase their output. McCormick—and also John Deere, who improved on the design of plows—opened the prairies to agriculture. McCormick's bigger machine could harvest grain faster, and Deere's plow could cut through the thick prairie sod. Agriculture north of the Ohio River became the pantry that would lower food prices and feed the major cities in the East. In short order, Ohio, Indiana, and Illinois all become major agricultural states.

Samuel Morse added the telegraph to the list of American innovations introduced in the years before the Civil War. Born in Massachusetts in 1791, Morse first gained renown as a painter before turning his attention to the development of a method of rapid communication in the 1830s. In 1838, he gave the first public demonstration of his method of conveying electric pulses over a wire, using the basis of what became known as Morse code. In 1843, Congress agreed to help fund the new technology by allocating \$30,000 for a telegraph line to connect Washington, DC, and Baltimore along the route of the Baltimore and Ohio Railroad. In 1844, Morse sent the first telegraph message on the new link. Improved communication systems fostered the development of business, economics, and politics by allowing for dissemination of news at a speed previously unknown.

## Section Summary

The selling of the public domain was one of the key features of the early nineteenth century in the United States. Thousands rushed west to take part in the bounty. In the wild frenzy of land purchases and speculation in land, state banks advanced risky loans and created unstable paper money not backed by gold or silver, ultimately leading to the Panic of 1819. The ensuing economic depression was the first in U.S. history. Recovery came in the 1820s, followed by a period of robust growth. In this age of entrepreneurship, in which those who invested their money wisely in land, business ventures, or technological improvements reaped vast profits, inventors produced new wonders that transformed American life.

<https://www.openassessments.org/assessments/969>

### *Review Question*

1. What did federal and state governments do to help people who were hurt in the Panic of 1819?

## *Answer to Review Question*

1. The federal government passed laws allowing people to sell back land they could not pay for and use the money to pay their debt. States made it more difficult to foreclose on mortgages and tried to make it easier for people to declare bankruptcy.

## *Glossary*

**land offices** sites where prospective landowners could buy public land from the government

**machine tools** machines that cut and shape metal to produce standardized, interchangeable parts for mechanical devices such as clocks or guns

**specie** “hard” money, usually in the form of gold and silver coins

# 158. On the Move: The Transportation Revolution

## *Learning Objectives*

By the end of this section, you will be able to:

- Describe the development of improved methods of nineteenth-century domestic transportation
- Identify the ways in which roads, canals, and railroads impacted Americans' lives in the nineteenth century

Americans in the early 1800s were a people on the move, as thousands left the eastern coastal states for opportunities in the West. Unlike their predecessors, who traveled by foot or wagon train, these settlers had new transport options. Their trek was made possible by the construction of roads, canals, and railroads, projects that required the funding of the federal government and the states.

New technologies, like the steamship and railroad lines, had brought about what historians call the transportation revolution. States competed for the honor of having the most advanced transport systems. People celebrated the transformation of the wilderness into an orderly world of improvement demonstrating the steady march of progress and the greatness of the republic. In 1817, John C. Calhoun of South Carolina looked to a future of rapid internal improvements, declaring, "Let us . . . bind the Republic together with a perfect system of roads and canals." Americans agreed that internal transportation routes would promote progress.

By the eve of the Civil War, the United States had moved beyond roads and canals to a well-established and extensive system of railroads.

## ROADS AND CANALS

One key part of the transportation revolution was the widespread building of roads and turnpikes. In 1811, construction began on the Cumberland Road, a national highway that provided thousands with a route from Maryland to Illinois. The federal government funded this important artery to the West, beginning the creation of a transportation infrastructure for the benefit of settlers and farmers. Other entities built turnpikes, which (as today) charged fees for use. New York State, for instance, chartered turnpike companies that dramatically increased the miles of state roads from one thousand in 1810 to four thousand by 1820. New York led the way in building turnpikes.

Canal mania swept the United States in the first half of the nineteenth century. Promoters knew these artificial rivers could save travelers immense amounts of time and money. Even short waterways, such as the two-and-a-half-mile canal going around the rapids of the Ohio River near Louisville, Kentucky, proved a huge leap forward, in this case by opening a water route from Pittsburgh to New Orleans. The preeminent example was the Erie Canal, which linked the Hudson River, and thus New York City and the Atlantic seaboard, to the Great Lakes and the Mississippi River Valley.

With its central location, large harbor, and access to the hinterland via the Hudson River, New York City already commanded the lion's share of commerce. Still, the city's merchants worried about losing ground to their competitors in Philadelphia and Baltimore. Their search for commercial advantage led to the dream of creating a water highway connecting the city's Hudson River to Lake Erie and markets



*Although the Erie Canal was primarily used for commerce and trade, in Pittsford on the Erie Canal (1837), George Harvey portrays it in a pastoral, natural setting. Why do you think the painter chose to portray the canal this way?*

in the West. The result was the Erie Canal. Chartered in 1817 by the state of New York, the canal took seven years to complete. When it opened in 1825, it dramatically decreased the cost of shipping while reducing the time to travel to the West. Soon \$15 million worth of goods (more than \$200 million in today's money) was being transported on the 363-mile waterway every year.

Explore the Erie Canal on [ErieCanal.org](http://ErieCanal.org) via an interactive map. Click throughout the map for images of and artifacts from this historic waterway.

The success of the Erie Canal led to other, similar projects. The Wabash and Erie Canal, which opened in the early 1840s, stretched over 450 miles, making it the longest canal in North America. Canals added immensely to the country's sense of progress. Indeed, they appeared to be the logical next step in the process of transforming wilderness into civilization.





(a)



(b)

*This map (a) shows the route taken by the Wabash and Erie Canal through the state of Indiana. The canal began operation in 1843 and boats operated on it until the 1870s. Sections have since been restored, as shown in this 2007 photo (b) from Delphi, Indiana.*

Visit [Southern Indiana Trails](#) to see historic photographs of the Wabash and Erie Canal:

As with highway projects such as the Cumberland Road, many canals were federally sponsored, especially during the presidency of John Quincy Adams in the late 1820s. Adams, along with Secretary of State Henry Clay, championed what was known as the American System, part of which included plans for a broad range of internal transportation improvements. Adams endorsed the creation of roads and canals to facilitate commerce and develop markets for agriculture as well as to advance settlement in the West.

# RAILROADS

Starting in the late 1820s, steam locomotives began to compete with horse-drawn locomotives. The railroads with steam locomotives offered a new mode of transportation that fascinated citizens, buoying their optimistic view of the possibilities of technological progress. The Mohawk and Hudson Railroad was the first to begin service with a steam locomotive. Its inaugural train ran in 1831 on a track outside Albany and covered twelve miles in twenty-five minutes. Soon it was traveling regularly between Albany and Schenectady.

Toward the middle of the century, railroad construction kicked into high gear, and eager investors quickly formed a number of railroad companies. As a railroad grid began to take shape, it stimulated a greater demand for coal, iron, and steel. Soon, both railroads and canals crisscrossed the states, providing a transportation infrastructure that fueled the growth of American commerce. Indeed, the transportation revolution led to development in the coal, iron, and steel industries, providing many Americans with new job opportunities.



*This 1853 map of the “Empire State” shows the extent of New York’s canal and railroad networks. The entire country’s transportation infrastructure grew dramatically during the first half of the nineteenth century.*

## AMERICANS ON THE MOVE

The expansion of roads, canals, and railroads changed people's lives. In 1786, it had taken a minimum of four days to travel from Boston, Massachusetts, to Providence, Rhode Island. By 1840, the trip took half a day on a train. In the twenty-first century, this may seem intolerably slow, but people at the time were amazed by the railroad's speed. Its average of twenty miles per hour was twice as fast as other available modes of transportation.

By 1840, more than three thousand miles of canals had been dug in the United States, and thirty thousand miles of railroad track had been laid by the beginning of the Civil War. Together with the hundreds of steamboats that plied American rivers, these advances in transportation made it easier and less expensive to ship agricultural products from the West to feed people in eastern cities, and to send manufactured goods from the East to people in the West. Without this ability to transport goods, the market revolution would not have been possible. Rural families also became less isolated as a result of the transportation revolution. Traveling circuses, menageries, peddlers, and itinerant painters could now more easily make their way into rural districts, and people in search of work found cities and mill towns within their reach.

### Section Summary

A transportation infrastructure rapidly took shape in the 1800s as American investors and the government

began building roads, turnpikes, canals, and railroads. The time required to travel shrank vastly, and people marveled at their ability to conquer great distances, enhancing their sense of the steady advance of progress. The transportation revolution also made it possible to ship agricultural and manufactured goods throughout the country and enabled rural people to travel to towns and cities for employment opportunities.

<https://www.openassessments.org/assessments/970>

### *Review Question*

1. What were the benefits of the transportation revolution?

### *Answer to Review Question*

1. The Cumberland Road made transportation to the West easier for new settlers. The Erie Canal facilitated trade with the West by connecting the Hudson River to Lake Erie. Railroads shortened transportation times throughout the country, making it easier and less expensive to move people and

goods.

## *Glossary*

**Cumberland Road** a national highway that provided thousands with a route from Maryland to Illinois

**Erie Canal** a canal that connected the Hudson River to Lake Erie and markets in the West

**Mohawk and Hudson Railroad** the first steam-powered locomotive railroad in the United States

# 159. A New Social Order: Class Divisions

## *Learning Objectives*

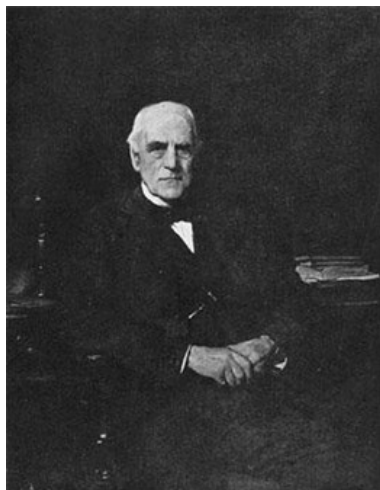
By the end of this section, you will be able to:

- Identify the shared perceptions and ideals of each social class
- Assess different social classes' views of slavery

The profound economic changes sweeping the United States led to equally important social and cultural transformations. The formation of distinct classes, especially in the rapidly industrializing North, was one of the most striking developments. The unequal distribution of newly created wealth spurred new divisions along class lines. Each class had its own specific culture and views on the issue of slavery.

## THE ECONOMIC ELITE

Economic elites gained further social and political ascendance in the United States due to a fast-growing economy that enhanced their wealth and allowed distinctive social and cultural characteristics to develop among different economic groups. In the major northern cities of Boston, New York, and Philadelphia, leading merchants formed an industrial capitalist elite. Many came from families that had been deeply engaged in colonial trade in tea, sugar, pepper, slaves, and other



*Junius Spencer Morgan of Boston was one of the fathers of the American private banking system. (credit: Project Gutenberg Archives)*

commodities and that were familiar with trade networks connecting the United States with Europe, the West Indies, and the Far East. These colonial merchants had passed their wealth to their children.

After the War of 1812, the new generation of merchants expanded their economic activities. They began to specialize in specific types of industry, spearheading the development of industrial capitalism based on factories they owned and on specific commercial services such as banking, insurance, and shipping. Junius Spencer Morgan, for example, rose to prominence as a banker. His success began in Boston, where he worked in the import business in the 1830s. He then formed a partnership with a London banker, George Peabody, and created Peabody, Morgan & Co. In 1864, he renamed the enterprise J. S. Morgan & Co. His son, J. P. Morgan, became a noted financier in the later nineteenth and early twentieth century.

Visit the Internet Archive to see scanned pages from *Hunt's Merchant's Magazine and Commercial Review*. This monthly business review provided the business elite with important information about issues pertaining to trade and finance: commodity prices, new laws affecting business, statistics regarding imports and exports, and similar content. Choose three articles and decide how they might have been important to the northern business elite.

Members of the northern business elite forged close ties with each other to protect and expand their economic interests. Marriages between leading families formed a crucial strategy to advance economic advantage, and the homes of the northern elite became important venues for solidifying social bonds. Exclusive neighborhoods started to develop as the wealthy distanced themselves from the poorer urban residents, and cities soon became segregated by class.

Industrial elites created chambers of commerce to advance their interests; by 1858 there were ten in the United States. These networking organizations allowed top bankers and merchants to stay current on the economic activities of their peers and further strengthen the bonds among themselves. The elite also established social clubs to forge and maintain ties. The first of these, the Philadelphia Club, came into being in 1834. Similar clubs soon formed in other cities and hosted a range of social activities designed to further bind together the leading economic families. Many northern elites worked hard to ensure the transmission of their inherited wealth from one generation to the next. Politically, they exercised considerable power in local and state elections. Most also had ties to the cotton trade, so they were strong supporters of slavery.

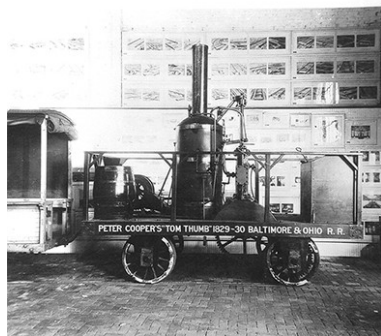


The Industrial Revolution led some former artisans to reinvent themselves as manufacturers. These enterprising leaders of manufacturing differed from the established commercial elite in the North and South because they did not inherit wealth. Instead, many came from very humble working-class origins and embodied the dream of achieving upward social mobility through hard work and discipline. As the beneficiaries of the economic transformations sweeping the republic, these newly established manufacturers formed a new economic elite that thrived in the cities and cultivated its own distinct sensibilities. They created a culture that celebrated hard work, a position that put them at odds with southern planter elites who prized leisure and with other elite northerners who had largely inherited their wealth and status.

Peter Cooper provides one example of the new northern manufacturing class. Ever inventive, Cooper dabbled in many different moneymaking enterprises before gaining success in the glue business. He opened his Manhattan glue factory in the 1820s and was soon using his profits to expand into a host of other activities, including iron production. One of his innovations was the steam locomotive, which he invented in 1827. Despite becoming one of the wealthiest

men in New York City, Cooper lived simply. Rather than buying an ornate bed, for example, he built his own. He believed respectability came through hard work, not family pedigree.

Those who had inherited their wealth derided self-made men like Cooper, and he and others like him were excluded from the social clubs established by the merchant and financial elite of New York



*Peter Cooper, who would go on to found the Cooper Union for the Advancement of Science and Art in New York City, designed and built the Tom Thumb, the first American-built steam locomotive, a replica of which is shown here.*

City. Self-made northern manufacturers, however, created their own organizations that aimed to promote upward mobility. The Providence Association of Mechanics and Manufacturers was formed in 1789 and promoted both industrial arts and education as a pathway to economic success. In 1859, Peter Cooper established the Cooper Union for the Advancement of Science and Art, a school in New York City dedicated to providing education in technology. Merit, not wealth, mattered most according to Cooper, and admission to the school was based solely on ability; race, sex, and family connections had no place. The best and brightest could attend Cooper Union tuition-free, a policy that remained in place until 2014.

## THE MIDDLE CLASS

Not all enterprising artisans were so successful that they could rise to the level of the elite. However, many artisans and small merchants, who owned small factories and stores, did manage to achieve and maintain respectability in an emerging middle class. Lacking the protection of great wealth, members of the middle class agonized over the fear that they might slip into the ranks of wage laborers; thus they strove to maintain or improve their middle-class status and that of their children.

To this end, the middle class valued cleanliness, discipline, morality, hard work, education, and good manners. Hard work and education enabled them to rise in life. Middle-class children, therefore, did not work in factories. Instead they attended school and in their free time engaged in “self-improving” activities, such as reading or playing the piano, or they played with toys and games that would teach them the skills and values they needed to succeed in life. In the early nineteenth century, members of the middle class began to limit the number of children they had. Children no longer contributed economically to the household, and raising them

“correctly” required money and attention. It therefore made sense to have fewer of them.

Middle-class women did not work for wages. Their job was to care for the children and to keep the house in a state of order and cleanliness, often with the help of a servant. They also performed the important tasks of cultivating good manners among their children and their husbands and of purchasing consumer goods; both activities proclaimed to neighbors and prospective business partners that their families were educated, cultured, and financially successful.

Northern business elites, many of whom owned or had invested in businesses like cotton mills that profited from slave labor, often viewed the institution of slavery with ambivalence. Most members of the middle class took a dim view of it, however, since it promoted a culture of leisure. Slavery stood as the antithesis of the middle-class view that dignity and respectability were achieved through work, and many members of this class became active in efforts to end it.

This class of upwardly mobile citizens promoted temperance, or abstinence from alcohol. They also gave their support to Protestant ministers like George Grandison Finney, who preached that all people possessed free moral agency, meaning they could change their lives and bring about their own salvation, a message that resonated with members of the middle class, who already believed their worldly efforts had led to their economic success.

## THE WORKING CLASS

The Industrial Revolution in the United States created a new class of wage workers, and this working class also developed its own culture. They formed their own neighborhoods, living away from the oversight of bosses and managers. While industrialization and the market revolution brought some improvements to the lives of

the working class, these sweeping changes did not benefit laborers as much as they did the middle class and the elites. The working class continued to live an often precarious existence. They suffered greatly during economic slumps, such as the Panic of 1819.

Although most working-class men sought to emulate the middle class by keeping their wives and children out of the work force, their economic situation often necessitated that others besides the male head of the family contribute to its support. Thus, working-class children might attend school for a few years or learn to read and write at Sunday school, but education was sacrificed when income was needed, and many working-class children went to work in factories. While the wives of wage laborers usually did not work for wages outside the home, many took in laundry or did piecework at home to supplement the family's income.

Although the urban working class could not afford the consumer goods that the middle class could, its members did exercise a great deal of influence over popular culture. Theirs was a festive public culture of release and escape from the drudgery of factory work, catered to by the likes of Phineas Taylor Barnum, the celebrated circus promoter and showman. Taverns also served an important function as places to forget the long hours and uncertain wages of the factories. Alcohol consumption was high among the working class, although many workers did take part in the temperance movement. It is little wonder that middle-class manufacturers attempted to abolish alcohol.

## **P. T. Barnum and the Feejee Mermaid**

The Connecticut native P. T. Barnum catered to the demand for escape and cheap amusements among the working class. His American Museum in New York City opened in 1841 and achieved great success. Millions flocked to see Barnum's exhibits, which included a number of fantastic human and animal oddities, almost

all of which were hoaxes. One exhibit in the 1840s featured the “Feejee Mermaid,” which Barnum presented as proof of the existence of the mythical mermaids of the deep. In truth, the mermaid was a half-monkey, half-fish stitched together.



(a)



(b)

*Spurious though they were, attractions such as the Feejee mermaid (a) from P. T. Barnum's American Museum in New York City (b) drew throngs of working-class wage earners in the middle of the nineteenth century.*

Visit The Lost Museum to take a virtual tour of P. T. Barnum's incredible museum.

Wage workers in the North were largely hostile to the abolition of slavery, fearing it would unleash more competition for jobs from free blacks. Many were also hostile to immigration. The pace of immigration to the United States accelerated in the 1840s and 1850s as Europeans were drawn to the promise of employment and land

in the United States. Many new members of the working class came from the ranks of these immigrants, who brought new foods, customs, and religions. The Roman Catholic population of the United States, fairly small before this period, began to swell with the arrival of the Irish and the Germans.

## Section Summary

The creation of distinctive classes in the North drove striking new cultural developments. Even among the wealthy elites, northern business families, who had mainly inherited their money, distanced themselves from the newly wealthy manufacturing leaders. Regardless of how they had earned their money, however, the elite lived and socialized apart from members of the growing middle class. The middle class valued work, consumption, and education and dedicated their energies to maintaining or advancing their social status. Wage workers formed their own society in industrial cities and mill villages, though lack of money and long working hours effectively prevented the working class from consuming the fruits of their labor, educating their children, or advancing up the economic ladder.

<https://www.openassessments.org/assessments/971>

### *Review Question*

1. What did Peter Cooper envision for the United States, and how did he work to bring his vision to life?

### *Answer to Review Question*

1. A successful northern manufacturer and inventor, Cooper valued hard work, thrift, and simplicity. He lived according to these values, choosing utilitarian, self-made furnishings rather than luxurious goods. Cooper's vision of hard work leading to respectability led him to found the Cooper Union for the Advancement of Science and Art; admission to this college, which was dedicated to the pursuit of technology, was based solely on merit.

### *Critical Thinking Questions*

1. Industrialization in the Northeast produced great benefits and also major problems. What were they? Who benefited and who suffered? Did the benefits outweigh the problems, or vice versa?

2. What factors led to the Panic of 1819? What government regulations might have prevented it?
3. Would the Industrial Revolution have been possible without the use of slave labor? Why or why not?
4. What might have been the advantages and disadvantages of railroads for the people who lived along the routes or near the stations?
5. What were the values of the middle class? How did they differ from the values of those above and below them on the socioeconomic ladder? In what ways are these values similar to or different from those held by the middle class today?

## *Glossary*

**free moral agency** the freedom to change one's own life and bring about one's own salvation



# 160. Primary Source Reading: The Mercantile System

## **Adam Smith: The Principle of the Mercantile System, 1776**

Some of the best English writers upon commerce set out with observing, that the wealth of a country consists, not in its gold and silver only, but in its lands, houses, and consumable goods of all different kinds. In the course of their reasoning, however, the lands, houses, and consumable goods seem to slip out of their memory, and the strain of their argument frequently supposes that all wealth consists in gold and silver, and that to multiply those metals is the great object of national industry and commerce. The two principles being established, however, that wealth consisted in gold and silver, and that those metals could be brought into a country which had no mines only by the balance of trade, or by exporting to a greater value than it imported; it necessarily became the great object of political economy to diminish as much as possible the importation of foreign goods for home consumption, and to increase as much as possible the exportation of the produce of domestic industry. Its two great engines for enriching the country, therefore, were restraints upon importation, and encouragements to exportation....

BY restraining, either by high duties, or by absolute prohibitions, the importation of such goods from foreign countries as can be produced at home, the monopoly of the home market is more or less secured to the domestic industry employed in producing them. Thus the prohibition of importing either live cattle or salt provisions from foreign countries secures to the grazers of Great Britain the monopoly of the home market for butcher's meat. The high duties upon the importation of grain, which in times of moderate plenty

amount to a prohibition, give a like advantage to the growers of that commodity. The prohibition of the importation of foreign woollens is equally favorable to the woollen manufacturers. The silk manufacture, though altogether employed upon foreign materials, has lately obtained the same advantage. The linen manufacture has not yet obtained it, but is making great strides towards it. Many other sorts of manufacturers have, in the same manner, obtained in Great Britain, either altogether, or very nearly a monopoly against their countrymen....That this monopoly of the home-market frequently gives great encouragement to that particular species of industry which enjoys it, and frequently turns towards that employment a greater share of both the labor and stock of the society than would otherwise have gone to it, cannot be doubted. But whether it tends either to increase the general industry of the society, or to give it the most advantageous direction, is not, perhaps, altogether so evident....

THOUGH the encouragement of exportation, and the discouragement of importation, are the two great engines by which the mercantile system proposes to enrich every country, yet with regard to some particular commodities, it seems to follow an opposite plan: to discourage exportation and to encourage importation. Its ultimate object, however, it pretends, is always the same, to enrich the country by an advantageous balance of trade. It discourages the exportation of the materials of manufacture, and of the instruments of trade, in order to give our own workmen an advantage, and to enable them to undersell those of other nations in all foreign markets; and by restraining, in this manner, the exportation of a few commodities, of no great price, it proposes to occasion a much greater and more valuable exportation of others. It encourages the importation of the materials of manufacture, in order that our own people may be enabled to work them up more cheaply, and thereby prevent a greater and more valuable importation of the manufactured commodities....

Consumption is the sole end and purpose of all production; and the interest of the producer ought to be attended to, only so far as

it may be necessary for promoting that of the consumer. The maxim is so perfectly self-evident, that it would be absurd to attempt to prove it. But in the mercantile system, the interest of the consumer is almost constantly sacrificed to that of the producer; and it seems to consider production, and not consumption, as the ultimate end and object of all industry and commerce....

In the system of laws which has been established for the management of our American and West Indian colonies the interest of the home-consumer has been sacrificed to that of the producer with a more extravagant profusion than in all our other commercial regulations. A great empire has been established for the sole purpose of raising up a nation of customers who should be obliged to buy from the shops of our different producers, all the goods with which these could supply them. For the sake of that little enhancement of price which this monopoly might afford our producers, the home-consumers have been burdened with the whole expense of maintaining and defending that empire. For this purpose, and for this purpose only, in the two last wars, more than two hundred millions have been spent, and a new debt of more than a hundred and seventy millions has been contracted over and above all that had been expended for the same purpose in former wars. The interest of this debt alone is not only greater than the whole extraordinary profit, which, it ever could be pretended, was made by the monopoly of the colony trade, but than the whole value of that trade, or than the whole value of the goods, which at an average have been annually exported to the colonies. It cannot be very difficult to determine who have been the contrivers of this whole mercantile system; not the consumers, we may believe, whose interest has been entirely neglected; but the producers, whose interest has been so carefully attended to; and among this latter class our merchants and manufacturers have been by far the principal architects.

The importation of gold and silver is not the principal much less the sole benefit which a nation derives from its foreign trade. Between whatever places foreign trade is carried on, they all of

them derive two distinct benefits from it. It carries out that surplus part of the produce of their land and labor for which there is no demand among them, and brings back in return for it something else for which there is a demand. It gives a value to their superfluities by exchanging them for something else, which may satisfy a part of their wants, and increase their enjoyments. By means of it, the narrowness of the home market does not hinder the division of labor in any particular branch of art or manufacture from being carried to the highest perfection. By opening a more extensive market for whatever part of the produce of their labor may exceed the home consumption, it encourages them to improve its productive powers and to augment its annual produce to the utmost, and thereby to increase the real revenue and wealth of the society.

**Source:** Adam Smith, *The Wealth of Nations*, (London, 1776), pp. 342, 346, 348-349, 424, 444-445.

Scanned by Jerome S. Arkenberg, Cal. State Fullerton. The text has been modernized by Prof. Arkenberg.

# 161. Primary Source Reading: Lowell Mill Girls

## Harriet Robinson: Lowell Mill Girls

*In her autobiography, Harriet Hanson Robinson, the wife of a newspaper editor, provided an account of her earlier life as female factory worker (from the age of ten in 1834 to 1848) in the textile Mills of Lowell, Massachusetts. Her account explains some of the family dynamics involved, and lets us see the women as active participants in their own lives – for instance in their strike of 1836.*

In what follows, I shall confine myself to a description of factory life in Lowell, Massachusetts, from 1832 to 1848, since, with that phase of Early Factory Labor in New England, I am the most familiar—because I was a part of it.

In 1832, Lowell was little more than a factory village. Five “corporations” were started, and the cotton mills belonging to them were building. Help was in great demand and stories were told all over the country of the new factory place, and the high wages that were offered to all classes of workpeople; stories that reached the ears of mechanics’ and farmers’ sons and glave new life to lonely and dependent women in distant towns and farmhouses .... Troops of young girls came from different parts of New England, and from Canada, and men were employed to collect them at so much a head, and deliver them at the factories.

...

At the time the Lowell cotton mills were started the caste of the factory girl was the lowest among the employments of women. In England and in France, particularly, great injustice had been done to her real character. She was represented as subjected to influences that must destroy her purity and selfrespect. In the eyes of her

overseer she was but a brute, a slave, to be beaten, pinched and pushed about. It was to overcome this prejudice that such high wages had been offered to women that they might be induced to become millgirls, in spite of the opprobrium that still clung to this degrading occupation....

The early millgirls were of different ages. Some were not over ten years old; a few were in middle life, but the majority were between the ages of sixteen and twentyfive. The very young girls were called “doffers.” They “doffed,” or took off, the full bobbins from the spinningframes, and replaced them with empty ones. These mites worked about fifteen minutes every hour and the rest of the time was their own. When the overseer was kind they were allowed to read, knit, or go outside the millyard to play. They were paid two dollars a week. The working hours of all the girls extended from five o’clock in the morning until seven in the evening, with one halfhour each, for breakfast and dinner. Even the doffers were forced to be on duty nearly fourteen hours a day. This was the greatest hardship in the lives of these children. Several years later a tenhour law was passed, but not until long after some of these little doffers were old enough to appear before the legislative committee on the subject, and plead, by their presence, for a reduction of the hours of labor.

Those of the millgirls who had homes generally worked from eight to ten months in the year; the rest of the time was spent with parents or friends. A few taught school during the summer months. Their life in the factory was made pleasant to them. In those days there was no need of advocating the doctrine of the proper relation between employer and employed. Help was too valuable to be ill-treated....

...

The most prevailing incentive to labor was to secure the means of education for some male member of the family. To make a gentleman of a brother or a son, to give him a college education, was the dominant thought in the minds of a great many of the better class of millgirls. I have known more than one to give every cent of her wages, month after month, to her brother, that he might get

the education necessary to enter some profession. I have known a mother to work years in this way for her boy. I have known women to educate young men by their earnings, who were not sons or relatives. There are many men now living who were helped to an education by the wages of the early millgirls.

It is well to digress here a little, and speak of the influence the possession of money had on the characters of some of these women. We can hardly realize what a change the cotton factory made in the status of the working women. Hitherto woman had always been a money saving rather than a money earning, member of the community. Her labor could command but small return. If she worked out as servant, or "help," her wages were from 50 cents to \$1 .00 a week; or, if she went from house to house by the day to spin and weave, or do tailoress work, she could get but 75 cents a week and her meals. As teacher, her services were not in demand, and the arts, the professions, and even the trades and industries, were nearly all closed to her.

As late as 1840 there were only seven vocations outside the home into which the women of New England had entered. At this time woman had no property rights. A widow could be left without her share of her husband's (or the family) property, an "incumbrance" to his estate. A father could make his will without reference to his daughter's share of the inheritance. He usually left her a home on the farm as long as she remained single. A woman was not supposed to be capable of spending her own, or of using other people's money. In Massachusetts, before 1840, a woman could not, legally, be treasurer of her own sewing society, unless some man were responsible for her. The law took no cognizance of woman as a moneyspender. She was a ward, an appendage, a relict. Thus it happened that if a woman did not choose to marry, or, when left a widow, to remarry, she had no choice but to enter one of the few employments open to her, or to become a burden on the charity of some relative.

...

One of the first strikes that ever took place in this country was in

Lowell in 1836. When it was announced that the wages were to be cut down, great indignation was felt, and it was decided to strike or “turn out” en masse. This was done. The mills were shut down, and the girls went from their several corporations in procession to the grove on Chapel Hill, and listened to incendiary speeches from some early labor reformers.

One of the girls stood on a pump and gave vent to the feelings of her companions in a neat speech, declaring that it was their duty to resist all attempts at cutting down the wages. This was the first time a woman had spoken in public in Lowell, and the event caused surprise and consternation among her audience

It is hardly necessary to say that, so far as practical results are concerned, this strike did no good. The corporation would not come to terms. The girls were soon tired of holding out, and they went back to their work at the reduced rate of wages. The illsuccess of this early attempt at resistance on the part of the wage element seems to have made a precedent for the issue of many succeeding strikes.

**Source:** Harriet H. Robinson, “Early Factory Labor in New England,” in Massachusetts Bureau of Statistics of Labor, Fourteenth Annual Report (Boston: Wright & Potter, 1883), pp. 38082, 38788, 39192.



# 162. Primary Source Reading: The Life of the Industrial Worker

## The Life of the Industrial Worker in Nineteenth-Century England

In 1832 Michael Sadler secured a parliamentary investigation of conditions in the textile factories and he sat as chairman on the committee. The evidence printed here is taken from the large body published in the committee's report and is representative rather than exceptional. It will be observed that the questions are frequently leading; this reflects Sadler's knowledge of the sort of information that the committee were to hear and his purpose of bringing it out. This report stands out as one of three great reports on the life of the industrial class — the two others being that of the Ashley Commission on the mines and 's report on sanitary problems. The immediate effect of the investigation and the report was the passage of the Act of 1833 limiting hours of employment for women and children in textile work.

Mr. Matthew Crabtree, called in; and Examined.

What age are you? — Twenty-two.

What is your occupation? — A blanket manufacturer.

Have you ever been employed in a factory? — Yes.

At what age did you first go to work in one? — Eight.

How long did you continue in that occupation? — Four years.

Will you state the hours of labour at the period when you first went to the factory, in ordinary times? — From 6 in the morning to 8 at night.

Fourteen hours? — Yes.

With what intervals for refreshment and rest? — An hour at noon.  
When trade was brisk what were your hours? — From 5 in the morning to 9 in the evening.

Sixteen hours? — Yes.

With what intervals at dinner? — An hour.

How far did you live from the mill? — About two miles.

Was there any time allowed for you to get your breakfast in the mill? — No.

Did you take it before you left your home? — Generally.

During those long hours of labour could you be punctual; how did you awake? — I seldom did awake spontaneously; I was most generally awoke or lifted out of bed, sometimes asleep, by my parents.

Were you always in time? — No.

What was the consequence if you had been too late? — I was most commonly beaten.

Severely? — Very severely, I thought.

In those mills is chastisement towards the latter part of the day going on perpetually? — Perpetually.

So that you can hardly be in a mill without hearing constant crying? — Never an hour, I believe.

Do you think that if the overlooker were naturally a humane person it would still be found necessary for him to beat the children, in order to keep up their attention and vigilance at the termination of those extraordinary days of labour? — Yes; the machine turns off a regular quantity of cardings, and of course, they must keep as regularly to their work the whole of the day; they must keep with the machine, and therefore however humane the slubber may be, as he must keep up with the machine or be found fault with, he spurs the children to keep up also by various means but that which he commonly resorts to is to strap them when they become drowsy.

At the time when you were beaten for not keeping up with your work, were you anxious to have done it if you possibly could? — Yes; the dread of being beaten if we could not keep up with our work was a sufficient impulse to keep us to it if we could.

When you got home at night after this labour, did you feel much fatigued? — Very much so.

Had you any time to be with your parents, and to receive instruction from them? — No.

What did you do? — All that we did when we got home was to get the little bit of supper that was provided for us and go to bed immediately. If the supper had not been ready directly, we should have gone to sleep while it was preparing.

Did you not, as a child, feel it a very grievous hardship to be roused so soon in the morning? — I did.

Were the rest of the children similarly circumstanced? — Yes, all of them; but they were not all of them so far from their work as I was.

And if you had been too late you were under the apprehension of being cruelly beaten? — I generally was beaten when I happened to be too late; and when I got up in the morning the apprehension of that was so great, that I used to run, and cry all the way as I went to the mill.

[The material above was reprinted in an old history textbook, *Readings in European History Since 1814*, edited by Jonathan F. Scott and Alexander Baltzly, and was published by Appleton-Century-Crofts, Inc. in 1930.]

## 163. Primary Source Reading: Irish Immigration

Read at least one of the following links, about Irish Immigration to the U.S, and the attitudes and prejudices they faced:

<https://hsp.org/education/primary-sources/letter-hannah-curtis-to-brother-john-curtis-november-24-1845>

<https://hsp.org/education/primary-sources/letter-william-dunne-to-his-nephew-john-curtis-april-25-1846>

<https://hsp.org/education/primary-sources/letter-william-dunne-to-john-curtis-november-161846>

<https://hsp.org/education/primary-sources/letter-hannah-curtis-to-john-curtis-april-2-1847>

<https://hsp.org/education/primary-sources/letter-william-dunne-to-john-curtis-april-2-1851>

<http://hsp.org/education/primary-sources/letter-john-and-jane-curtis-to-their-mother-bridget-dunne-curtis>

<http://historymatters.gmu.edu/d/5798/>

[https://hsp.org/sites/default/files/legacy\\_files/migrated/catholicherald.pdf](https://hsp.org/sites/default/files/legacy_files/migrated/catholicherald.pdf)

[http://hsp.org/sites/default/files/legacy\\_files/migrated/worksheetcurtisletters.pdf](http://hsp.org/sites/default/files/legacy_files/migrated/worksheetcurtisletters.pdf)

<https://hsp.org/education/primary-sources/%E2%80%9Cwhat-irish-boys-can-do%E2%80%9D>

<https://hsp.org/education/primary-sources/song-%E2%80%9Cpoor-pat-must-emigrate%E2%80%9D>

From:

(<https://hsp.org/education/unit-plans/irish-immigration/irish-immigrant-letters-home>)

(<https://hsp.org/education/unit-plans/irish-immigration/irish-immigrant-ballads>)

# 164. Extra Credit Assignments

## Extra Credit Primary Source Assignment

Pick one of the online primary sources assigned from the past two modules (Growing Pains: The New Republic, 1790-1820 and Industrial Transformation in the North: 1800-1850). Remember, primary sources are sources from the time we are studying – not stuff written about it later.

Answer the question about it, following the procedure provided, and using quoted evidence from the source. You may supplement your answer with evidence from other primary sources, or with information from our textbook.

Write a long paragraph/short page about your source (250 words):

Question: What does your chosen source demonstrate about the time period when it was produced?

In order to answer this question, you will probably want to do the following:

- Explain and analyze what you can determine about the author, the author's point of view.
- Explain and analyze what you can determine about document's likely audience, and their point of view.
- Summarize and explain the author's message. What do they want to convince their audience to do or think? How do they go about this?
- Explain and analyze what you can determine about the context in which the document was produced.

If you wish to do this assignment more than once, you may. (Email me for details.)

Points from this assignment will be added to your final grade.

## Extra Credit Movie Assignment

Pick one of the following films relevant to the past few weeks' material:

- One or more episodes of the John Adams TV series from HBO (2008)
- Amistad (1997)
- Twelve Years a Slave (2013)

You'll need to obtain them yourself (Netflix or a library, or something).

Watch the film. In a long paragraph/short page (250 words) consider how the film-maker depicted the past and what decisions he or she made.

In order to answer this question, you will probably want to do the following:

- Explain and analyze what you can determine about the film's creator and the film-maker's point of view.
- Explain and analyze what you can determine about film's likely audience, and their point of view.
- Summarize and explain the film-maker's message. What do they want to convince their audience to do or think? How do they go about this?
- Explain and analyze what you can determine about the context in which the objects were produced.

You may do this assignment more than once. Email me for further details.

Points from this assignment will be added to your final grade.





PART XI

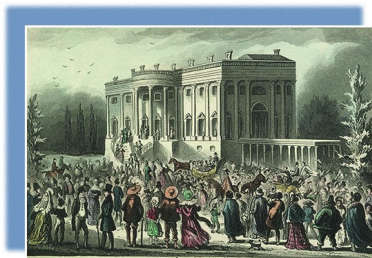
# CHAPTER 10: JACKSONIAN DEMOCRACY, 1820-1840



# 165. Introduction

The most extraordinary political development in the years before the Civil War was the rise of American democracy. Whereas the founders envisioned the United States as a republic, not a democracy, and had placed safeguards such as the Electoral College in the 1787 Constitution to prevent simple majority rule, the early 1820s saw many Americans embracing majority rule and rejecting old forms of deference that were based on elite ideas of virtue, learning, and family lineage.

A new breed of politicians learned to harness the magic of the many by appealing to the resentments, fears, and passions of ordinary citizens to win elections. The charismatic Andrew Jackson gained a reputation as a fighter and defender of American expansion, emerging as the quintessential figure leading the rise of American democracy. In the image above, crowds flock to the White House to celebrate his inauguration as president. While earlier inaugurations had been reserved for Washington's political elite, Jackson's was an event for the people, so much so that the pushing throngs caused thousands of dollars of damage to White House property. Characteristics of modern American democracy, including the turbulent nature of majority rule, first appeared during the Age of Jackson.



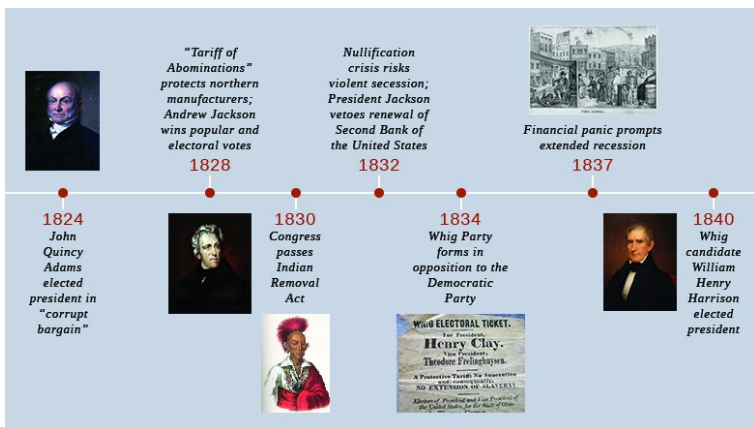
*In President's Levee, or all Creation going to the White House, Washington (1841), by Robert Cruikshank, the artist depicts Andrew Jackson's inauguration in 1829, with crowds surging into the White House to join the celebrations. Rowdy revelers destroyed many White House furnishings in their merriment. A new political era of democracy had begun, one characterized by the rule of the majority.*

# 166. A New Political Style: From John Quincy Adams to Andrew Jackson

## Learning Objectives

By the end of this section, you will be able to:

- Explain and illustrate the new style of American politics in the 1820s
- Describe the policies of John Quincy Adams's presidency and explain the political divisions that resulted



In the 1820s, American political culture gave way to the democratic urges of the citizenry. Political leaders and parties rose to popularity by championing the will of the people, pushing the country toward a future in which a wider swath of citizens gained a political voice. However, this expansion of political power was limited to white men; women, free blacks, and Indians remained—or grew increasingly—disenfranchised by the American political system.

## THE DECLINE OF FEDERALISM

The first party system in the United States shaped the political contest between the Federalists and the Democratic-Republicans. The Federalists, led by Washington, Hamilton, and Adams, dominated American politics in the 1790s. After the election of Thomas Jefferson—the Revolution of 1800—the Democratic-Republicans gained ascendance. The gradual decline of the Federalist Party is evident in its losses in the presidential contests that occurred between 1800 and 1820. After 1816, in which Democratic-Republican James Monroe defeated his Federalist rival Rufus King, the Federalists never ran another presidential candidate.

Before the 1820s, a code of deference had underwritten the republic's political order. Deference was the practice of showing respect for individuals who had distinguished themselves through military accomplishments, educational attainment, business success, or family pedigree. Such individuals were members of what many Americans in the early republic agreed was a natural aristocracy. Deference shown to them dovetailed with republicanism and its emphasis on virtue, the ideal of placing the common good above narrow self-interest. Republican statesmen in the 1780s and 1790s expected and routinely received deferential treatment from others, and ordinary Americans deferred to their “social betters” as a matter of course.

For the generation who lived through the American Revolution, for instance, George Washington epitomized republican virtue, entitling him to great deference from his countrymen. His judgment and decisions were considered beyond reproach. An Anglican minister named Mason Locke Weems wrote the classic tale of Washington's unimpeachable virtue in his 1800 book, *The Life of Washington*. Generations of nineteenth-century American children read its fictional story of a youthful Washington



*"Father, I Can Not Tell a Lie: I Cut the Tree" (1867) by John McRae, after a painting by George Gorgas White, illustrates Mason Locke Weems's tale of Washington's honesty and integrity as revealed in the incident of the cherry tree. Although it was fiction, this story about Washington taught generations of children about the importance of virtue.*

chopping down one of his father's cherry trees and, when confronted by his father, confessing: "I cannot tell a lie." The story spoke to Washington's unflinching honesty and integrity, encouraging readers to remember the deference owed to such towering national figures.

Washington and those who celebrated his role as president established a standard for elite, virtuous leadership that cast a long shadow over subsequent presidential administrations. The presidents who followed Washington shared the first president's pedigree. With the exception of John Adams, who was from Massachusetts, all the early presidents—Thomas Jefferson, James Madison, and James Monroe—were members of Virginia's elite slaveholder aristocracy.

## DEMOCRATIC REFORMS

In the early 1820s, deference to pedigree began to wane in American society. A new type of deference—to the will of the majority and not to a ruling class—took hold. The spirit of democratic reform became most evident in the widespread belief that all white men, regardless of whether they owned property, had the right to participate in elections.

Before the 1820s, many state constitutions had imposed property qualifications for voting as a means to keep democratic tendencies in check. However, as Federalist ideals fell out of favor, ordinary men from the middle and lower classes increasingly questioned the idea that property ownership was an indication of virtue. They argued for universal manhood suffrage, or voting rights for all white male adults.

New states adopted constitutions that did not contain property qualifications for voting, a move designed to stimulate migration across their borders. Vermont and Kentucky, admitted to the Union in 1791 and 1792 respectively, granted the right to vote to all white men regardless of whether they owned property or paid taxes. Ohio's state constitution placed a minor taxpaying requirement on voters but otherwise allowed for expansive white male suffrage. Alabama, admitted to the Union in 1819, eliminated property qualifications for voting in its state constitution. Two other new states, Indiana (1816) and Illinois (1818), also extended the right to vote to white men regardless of property. Initially, the new state of Mississippi (1817) restricted voting to white male property holders, but in 1832 it eliminated this provision.

In Connecticut, Federalist power largely collapsed in 1818 when the state held a constitutional convention. The new constitution granted the right to vote to all white men who paid taxes or served in the militia. Similarly, New York amended its state constitution in 1821–1822 and removed the property qualifications for voting.

Expanded voting rights did not extend to women, Indians, or free

blacks in the North. Indeed, race replaced property qualifications as the criterion for voting rights. American democracy had a decidedly racist orientation; a white majority limited the rights of black minorities. New Jersey explicitly restricted the right to vote to white men only. Connecticut passed a law in 1814 taking the right to vote away from free black men and restricting suffrage to white men only. By the 1820s, 80 percent of the white male population could vote in New York State elections. No other state had expanded suffrage so dramatically. At the same time, however, New York effectively disenfranchised free black men in 1822 (black men had had the right to vote under the 1777 constitution) by requiring that “men of color” must possess property over the value of \$250.

## PARTY POLITICS AND THE ELECTION OF 1824

In addition to expanding white men’s right to vote, democratic currents also led to a new style of political party organization, most evident in New York State in the years after the War of 1812. Under the leadership of Martin Van Buren, New York’s “Bucktail” Republican faction (so named because members wore a deer’s tail on their hats, a symbol of membership in the Tammany Society) gained political power by cultivating loyalty to the will of the majority, not to an elite family or renowned figure. The Bucktails emphasized a pragmatic approach. For example, at first they opposed the Erie Canal project, but when the popularity of the massive transportation venture became clear, they supported it.

One of the Bucktails’ greatest achievements in New York came in the form of revisions to the state constitution in the 1820s. Under the original constitution, a Council of Appointments selected local officials such as sheriffs and county clerks. The Bucktails replaced this process with a system of direct elections, which meant

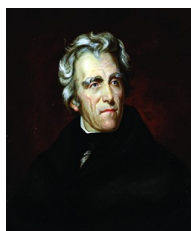


thousands of jobs immediately became available to candidates who had the support of the majority. In practice, Van Buren's party could nominate and support their own candidates based on their loyalty to the party. In this way, Van Buren helped create a political machine of disciplined party members who prized loyalty above all else, a harbinger of future patronage politics in the United States. This system of rewarding party loyalists is known as the spoils system (from the expression, "To the victor belong the spoils"). Van Buren's political machine helped radically transform New York politics.

Party politics also transformed the national political landscape, and the election of 1824 proved a turning point in American politics. With tens of thousands of new voters, the older system of having members of Congress form congressional caucuses to determine who would run no longer worked. The new voters had regional interests and voted on them. For the first time, the popular vote mattered in a presidential election. Electors were chosen by popular vote in eighteen states, while the six remaining states used the older system in which state legislatures chose electors.

With the caucus system defunct, the presidential election of 1824 featured five candidates, all of whom ran as Democratic-Republicans (the Federalists having ceased to be a national political force). The crowded field included John Quincy Adams, the son of the second president, John Adams. Candidate Adams had broken with the Federalists in the early 1800s and served on various diplomatic missions, including the mission to secure peace

with Great Britain in 1814. He represented New England. A second candidate, John C. Calhoun from South Carolina, had served as



(a)

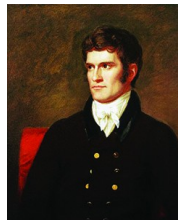


(b)

*The two most popular presidential candidates in the election of 1824 were Andrew Jackson (a), who won the popular vote but failed to secure the requisite number of votes in the Electoral College, and John Quincy Adams (b), who emerged victorious after a contentious vote in the U.S. House of Representatives.*

secretary of war and represented the slaveholding South. He dropped out of the presidential race to run for vice president. A third candidate, Henry Clay, the Speaker of the House of Representatives, hailed from Kentucky and represented the western states. He favored an active federal government committed to internal improvements, such as roads and canals, to bolster national economic development and settlement of the West. William H. Crawford, a slaveholder from Georgia, suffered a stroke in 1823 that left him largely incapacitated, but he ran nonetheless and had the backing of the New York machine headed by Van Buren. Andrew Jackson, the famed “hero of New Orleans,” rounded out the field. Jackson had very little formal education, but he was popular for his military victories in the War of 1812 and in wars against the Creek and the Seminole. He had been elected to the Senate in 1823, and his popularity soared as pro-Jackson newspapers sang the praises of the courage and daring of the Tennessee slaveholder.

Results from the eighteen states where the popular vote determined the electoral vote gave Jackson the election, with 152,901 votes to Adams’s 114,023, Clay’s 47,217, and Crawford’s 46,979. The Electoral College, however, was another matter. Of the 261 electoral votes, Jackson needed 131 or better to win but secured only 99. Adams won 84, Crawford 41, and Clay 37.



(a)



(b)

*John C. Calhoun (a) believed that the assistance Henry Clay (b) gave to John Quincy Adams in the U.S. House of Representatives’ vote to decide the presidential election of 1824 indicated that a “corrupt bargain” had been made.*

Because Jackson did not receive a majority vote from the Electoral College, the election was decided following the terms of the Twelfth Amendment, which stipulated that when a candidate did not receive a majority of electoral votes, the election went to the House of Representatives, where each state would provide one vote. House Speaker Clay did not want to see his rival, Jackson, become

president and therefore worked within the House to secure the presidency for Adams, convincing many to cast their vote for the New Englander. Clay's efforts paid off; despite not having won the popular vote, John Quincy Adams was certified by the House as the next president. Once in office, he elevated Henry Clay to the post of secretary of state.

Jackson and his supporters cried foul. To them, the election of Adams reeked of anti-democratic corruption. So too did the appointment of Clay as secretary of state. John C. Calhoun labeled the whole affair a "corrupt bargain." Everywhere, Jackson supporters vowed revenge against the anti-majoritarian result of 1824.

## THE PRESIDENCY OF JOHN QUINCY ADAMS

Secretary of State Clay championed what was known as the American System of high tariffs, a national bank, and federally sponsored internal improvements of canals and roads. Once in office, President Adams embraced Clay's American System and proposed a national university and naval academy to train future leaders of the republic. The president's opponents smelled elitism in these proposals and pounced on what they viewed as the administration's catering to a small privileged class at the expense of ordinary citizens.

Clay also envisioned a broad range of internal transportation improvements. Using the proceeds from land sales in the West, Adams endorsed the creation of roads and canals to facilitate commerce and the advance of settlement in the West. Many in Congress vigorously opposed federal funding of internal improvements, citing among other reasons that the Constitution did not give the federal government the power to fund these

projects. However, in the end, Adams succeeded in extending the Cumberland Road into Ohio (a federal highway project). He also broke ground for the Chesapeake and Ohio Canal on July 4, 1828.

Visit the Cumberland Road Project and the Chesapeake and Ohio Canal National Historic Park to learn more about transportation developments in the first half of the nineteenth century. How were these two projects important for westward expansion?

Tariffs, which both Clay and Adams promoted, were not a novel idea; since the birth of the republic they had been seen as a way to advance domestic manufacturing by making imports more expensive. Congress had approved a tariff in 1789, for instance, and Alexander Hamilton had proposed a protective tariff in 1790. Congress also passed tariffs in 1816 and 1824. Clay spearheaded the drive for the federal government to impose high tariffs to help bolster domestic manufacturing. If imported goods were more expensive than domestic goods, then people would buy American-made goods.

President Adams wished to promote manufacturing, especially in his home region of New England. To that end, in 1828 he proposed a high tariff on imported goods, amounting to 50 percent of their value. The tariff raised questions about how power should be distributed, causing a fiery debate between those who supported states' rights and those who supported the expanded power of the federal government. Those who championed states' rights denounced the 1828 measure as the Tariff of Abominations, clear evidence that the federal government favored one region, in this case the North, over another, the South. They made their case by pointing out that the North had an expanding manufacturing base while the South did not. Therefore, the South imported far more

manufactured goods than the North, causing the tariff to fall most heavily on the southern states.



*The Monkey System or 'Every one for himself at the expense of his neighbor!!!!!!'*  
Philadelphia: Published by E. W. Clay 1831.

The Monkey System or 'Every one for himself at the expense of his neighbor!!!!!!' (1831) critiqued Henry Clay's proposed tariff and system of internal improvements. In this political cartoon by Edward Williams Clay, four caged monkeys labeled "Home," "Consumption," "Internal," and "Improv" (improvements)—different parts of the nation's economy—steal each other's food while Henry Clay, in the foreground, extols the virtues of his "grand original American System." (credit: Project Gutenberg Archives)

The 1828 tariff generated additional fears among southerners. In particular, it suggested to them that the federal government would unilaterally take steps that hurt the South. This line of reasoning led some southerners to fear that the very foundation of the South—slavery—could come under attack from a hostile northern majority in Congress. The spokesman for this southern view was President Adams's vice president, John C. Calhoun.

## John C. Calhoun on the Tariff of 1828

Vice President John C. Calhoun, angry about the passage of the Tariff of 1828, anonymously wrote a report titled “South Carolina Exposition and Protest” (later known as “Calhoun’s Exposition”) for the South Carolina legislature. As a native of South Carolina, Calhoun articulated the fear among many southerners that the federal government could exercise undue power over the states.

If it be conceded, as it must be by every one who is the least conversant with our institutions, that the sovereign powers delegated are divided between the General and State Governments, and that the latter hold their portion by the same tenure as the former, it would seem impossible to deny to the States the right of deciding on the infractions of their powers, and the proper remedy to be applied for their correction. The right of judging, in such cases, is an essential attribute of sovereignty, of which the States cannot be divested without losing their sovereignty itself, and being reduced to a subordinate corporate condition. In fact, to divide power, and to give to one of the parties the exclusive right of judging of the portion allotted to each, is, in reality, not to divide it at all; and to reserve such exclusive right to the General Government (it matters not by what department) to be exercised, is to convert it, in fact, into a great consolidated government, with unlimited powers, and to divest the States, in reality, of all their rights. It is impossible to understand the force of terms, and to deny so plain a conclusion.

—John C. Calhoun, “South Carolina Exposition and Protest,” 1828

What is Calhoun’s main point of protest? What does he say about the sovereignty of the states?

## Section Summary

The early 1800s saw an age of deference give way to universal manhood suffrage and a new type of political organization based on loyalty to the party. The election of 1824 was a fight among Democratic-Republicans that ended up pitting southerner Andrew Jackson against northerner John Quincy Adams. When Adams won through political negotiations in the House of Representatives, Jackson's supporters derided the election as a "corrupt bargain." The Tariff of 1828 further stirred southern sentiment, this time against a perceived bias in the federal government toward northeastern manufacturers. At the same time, the tariff stirred deeper fears that the federal government might take steps that could undermine the system of slavery.

<https://www.openassessments.org/assessments/972>

### *Review Questions*

1. Why did Andrew Jackson and his supporters consider the election of John Quincy Adams to be a "corrupt bargain"?

2. Who stood to gain from the Tariff of Abominations, and who expected to lose by it?

## *Answers to Review Questions*

1. Jackson and his supporters resented Speaker Henry Clay's maneuvering in the House of Representatives, which gave Adams the election even though Jackson had won the popular vote. When Adams, after taking office, gave Clay the post of secretary of state, it seemed that Adams was rewarding Clay—perhaps even fulfilling the terms of a secret bargain.
2. Northern manufacturers were expected to gain from the tariff because it made competing goods from abroad more expensive than those they made. Southern plantation owners expected the tariff would be costly for them, because it raised the price of goods they could only import. Southerners also feared the tariff represented an unwelcome expansion of federal power over the states.

## *Glossary*

**American System** the program of federally sponsored



roads and canals, protective tariffs, and a national bank advocated by Henry Clay and enacted by President Adams

**code of deference** the practice of showing respect for individuals who had distinguished themselves through accomplishments or birth

**corrupt bargain** the term that Andrew Jackson's supporters applied to John Quincy Adams's 1824 election, which had occurred through the machinations of Henry Clay in the U.S. House of Representatives

**spoils system** the political system of rewarding friends and supporters with political appointments

**Tariff of Abominations** a federal tariff introduced in 1828 that placed a high duty on imported goods in order to help American manufacturers, which southerners viewed as unfair and harmful to their region

**universal manhood suffrage** voting rights for all male adults

# 167. The Rise of American Democracy

## *Learning Objectives*

By the end of this section, you will be able to:

- Describe the key points of the election of 1828
- Explain the scandals of Andrew Jackson's first term in office

A turning point in American political history occurred in 1828, which witnessed the election of Andrew Jackson over the incumbent John Quincy Adams. While democratic practices had been in ascendance since 1800, the year also saw the further unfolding of a democratic spirit in the United States. Supporters of Jackson called themselves Democrats or the Democracy, giving birth to the Democratic Party. Political authority appeared to rest with the majority as never before.

# THE CAMPAIGN AND ELECTION OF 1828

During the 1800s, democratic reforms made steady progress with the abolition of property qualifications for voting and the birth of new forms of political party organization. The 1828 campaign pushed new democratic practices even further and highlighted the difference between the Jacksonian expanded electorate and the older, exclusive Adams style. A slogan of the day, “Adams who can write/Jackson who can fight,” captured the contrast between Adams the aristocrat and Jackson the frontiersman.

The 1828 campaign differed significantly from earlier presidential contests because of the party organization that promoted Andrew Jackson.

Jackson and his supporters reminded voters of the “corrupt bargain” of 1824. They framed it as the work of a small group of political elites deciding who would lead the nation, acting in a self-serving manner and ignoring the will of the majority. From Nashville, Tennessee, the Jackson campaign organized supporters around the nation through editorials in partisan newspapers and other publications. Pro-Jackson newspapers heralded the “hero of New Orleans” while denouncing Adams. Though he did not wage an election campaign



*The bitter rivalry between Andrew Jackson and Henry Clay was exacerbated by the “corrupt bargain” of 1824, which Jackson made much of during his successful presidential campaign in 1828. This drawing, published in the 1830s during the debates over the future of the Second Bank of the United States, shows Clay sewing up Jackson’s mouth while the “cure for calumny [slander]” protrudes from his pocket.*

filled with public appearances, Jackson did give one major campaign speech in New Orleans on January 8, the anniversary of the defeat of the British in 1815. He also engaged in rounds of discussion with politicians who came to his home, the Hermitage, in Nashville.

At the local level, Jackson's supporters worked to bring in as many new voters as possible. Rallies, parades, and other rituals further broadcast the message that Jackson stood for the common man against the corrupt elite backing Adams and Clay. Democratic organizations called Hickory Clubs, a tribute to Jackson's nickname, Old Hickory, also worked tirelessly to ensure his election.

In November 1828, Jackson won an overwhelming victory over Adams, capturing 56 percent of the popular vote and 68 percent of the electoral vote. As in 1800, when Jefferson had won over the Federalist incumbent John Adams, the presidency passed to a new political party, the Democrats. The election was the climax of several decades of expanding democracy in the United States and the end of the older politics of deference.

Visit The Hermitage to explore a timeline of Andrew Jackson's life and career. How do you think the events of his younger life affected the trajectory of his political career?

## SCANDAL IN THE PRESIDENCY

Amid revelations of widespread fraud, including the disclosure that some \$300,000 was missing from the Treasury Department, Jackson removed almost 50 percent of appointed civil officers, which allowed him to handpick their replacements. This replacement of appointed federal officials is called rotation in office. Lucrative

posts, such as postmaster and deputy postmaster, went to party loyalists, especially in places where Jackson's support had been weakest, such as New England. Some Democratic newspaper editors who had supported Jackson during the campaign also gained public jobs.

Jackson's opponents were angered and took to calling the practice the spoils system, after the policies of Van Buren's Bucktail Republican Party. The rewarding of party loyalists with government jobs resulted in spectacular instances of corruption. Perhaps the most notorious occurred in New York City, where a Jackson appointee made off with over \$1 million. Such examples seemed proof positive that the Democrats were disregarding merit, education, and respectability in decisions about the governing of the nation.

In addition to dealing with rancor over rotation in office, the Jackson administration became embroiled in a personal scandal known as the Petticoat affair. This incident exacerbated the division between the president's team and the insider class in the nation's capital, who found the new arrivals from Tennessee lacking in decorum and propriety. At the center of the storm was Margaret ("Peggy") O'Neal, a well-known socialite



*Peggy O'Neal was so well known that advertisers used her image to sell products to the public. In this anonymous nineteenth-century cigar-box lid, her portrait is flanked by vignettes showing her scandalous past. On the left, President Andrew Jackson presents her with flowers. On the right, two men fight a duel for her.*

in Washington, DC. O'Neal cut a striking figure and had connections to the republic's most powerful men. She married John Timberlake, a naval officer, and they had three children. Rumors abounded, however, about her involvement with John Eaton, a U.S. senator from Tennessee who had come to Washington in 1818.

Timberlake committed suicide in 1828, setting off a flurry of

rumors that he had been distraught over his wife's reputed infidelities. Eaton and Mrs. Timberlake married soon after, with the full approval of President Jackson. The so-called Petticoat affair divided Washington society. Many Washington socialites snubbed the new Mrs. Eaton as a woman of low moral character. Among those who would have nothing to do with her was Vice President John C. Calhoun's wife, Floride. Calhoun fell out of favor with President Jackson, who defended Peggy Eaton and derided those who would not socialize with her, declaring she was "as chaste as a virgin." (Jackson had personal reasons for defending Eaton: he drew a parallel between Eaton's treatment and that of his late wife, Rachel, who had been subjected to attacks on her reputation related to her first marriage, which had ended in divorce.) Martin Van Buren, who defended the Eatons and organized social gatherings with them, became close to Jackson, who came to rely on a group of informal advisers that included Van Buren and was dubbed the Kitchen Cabinet. This select group of presidential supporters highlights the importance of party loyalty to Jackson and the Democratic Party.

## Section Summary

The Democratic-Republicans' "corrupt bargain" that brought John Quincy Adams and Henry Clay to office in 1824 also helped to push them out of office in 1828. Jackson used it to highlight the cronyism of Washington politics. Supporters presented him as a true man of the people fighting against the elitism of Clay and Adams.

Jackson rode a wave of populist fervor all the way to the White House, ushering in the ascendancy of a new political party: the Democrats. Although Jackson ran on a platform of clearing the corruption out of Washington, he rewarded his own loyal followers with plum government jobs, thus continuing and intensifying the cycle of favoritism and corruption.

<https://www.openassessments.org/assessments/973>

### *Review Questions*

1. What were the planks of Andrew Jackson's campaign platform in 1828?
2. What was the significance of the Petticoat affair?

### *Answers to Review Questions*

1. Jackson campaigned as a man of the people, intent on sweeping away the corrupt elite by undoing the "corrupt bargain" of Adams's election, making new federal appointments, and elevating officials whose election actually reflected the will of the majority of voters.

2. The Petticoat affair divided those loyal to President Jackson from Washington, DC, insiders. When Washington socialite Peggy O'Neal's husband committed suicide and O'Neal then married John Eaton, a Tennessee senator with whom she was reportedly unfaithful to her husband, Jackson and those loyal to him defended Peggy Eaton against other Washington, DC, socialites and politicians. Martin Van Buren, in particular, supported the Eatons and became an important figure in Jackson's "Kitchen Cabinet" of select supporters and advisers.

## *Glossary*

**Kitchen Cabinet** a nickname for Andrew Jackson's informal group of loyal advisers

**rotation in office** originally, simply the system of having term limits on political appointments; in the Jackson era, this came to mean the replacement of officials with party loyalists



# 168. The Nullification Crisis and the Bank War

## *Learning Objectives*

By the end of this section, you will be able to:

- Explain the factors that contributed to the Nullification Crisis
- Discuss the origins and creation of the Whig Party

The crisis over the Tariff of 1828 continued into the 1830s and highlighted one of the currents of democracy in the Age of Jackson: namely, that many southerners believed a democratic majority could be harmful to their interests. These southerners saw themselves as an embattled minority and claimed the right of states to nullify federal laws that appeared to threaten state sovereignty. Another undercurrent was the resentment and anger of the majority against symbols of elite privilege, especially powerful financial institutions like the Second Bank of the United States.

## THE NULLIFICATION CRISIS

The Tariff of 1828 had driven Vice President Calhoun to pen his “South Carolina Exposition and Protest,” in which he argued that if a national majority acted against the interest of a regional minority,

then individual states could void—or nullify—federal law. By the early 1830s, the battle over the tariff took on new urgency as the price of cotton continued to fall. In 1818, cotton had been thirty-one cents per pound. By 1831, it had sunk to eight cents per pound. While production of cotton had soared during this time and this increase contributed to the decline in prices, many southerners blamed their economic problems squarely on the tariff for raising the prices they had to pay for imported goods while their own income shrank.

Resentment of the tariff was linked directly to the issue of slavery, because the tariff demonstrated the use of federal power. Some southerners feared the federal government would next take additional action against the South, including the abolition of slavery. The theory of nullification, or the voiding of unwelcome federal laws, provided wealthy slaveholders, who were a minority in the United States, with an argument for resisting the national government if it acted contrary to their interests. James Hamilton, who served as governor of South Carolina in the early 1830s, denounced the “despotic majority that oppresses us.” Nullification also raised the specter of secession; aggrieved states at the mercy of an aggressive majority would be forced to leave the Union.

On the issue of nullification, South Carolina stood alone. Other southern states backed away from what they saw as the extremism behind the idea. President Jackson did not make the repeal of the 1828 tariff a priority and denied the nullifiers’ arguments. He and others, including former President Madison, argued that Article 1, Section 8 of the Constitution gave Congress the power to “lay and collect taxes, duties, imposts, and excises.” Jackson pledged to protect the Union against those who would try to tear it apart over the tariff issue. “The union shall be preserved,” he declared in 1830.

To deal with the crisis, Jackson advocated a reduction in tariff rates. The Tariff of 1832, passed in the summer, lowered the rates on imported goods, a move designed to calm southerners. It did not have the desired effect, however, and Calhoun’s nullifiers still claimed their right to override federal law. In November, South Carolina passed the Ordinance of Nullification, declaring the 1828

and 1832 tariffs null and void in the Palmetto State. Jackson responded, however, by declaring in the December 1832 Nullification Proclamation that a state did not have the power to void a federal law.

With the states and the federal government at an impasse, civil war seemed a real possibility. The next governor of South Carolina, Robert Hayne, called for a force of ten thousand volunteers to defend the state against any federal action. At the same time, South Carolinians who opposed the nullifiers told Jackson that eight thousand men stood ready to defend the Union. Congress passed the Force Bill of 1833, which gave the federal government the right to use federal troops to ensure compliance with federal law.



*The governor of South Carolina, Robert Hayne, elected in 1832, was a strong proponent of states' rights and the theory of nullification.*

The crisis—or at least the prospect of armed conflict in South Carolina—was defused by the Compromise Tariff of 1833, which reduced tariff rates considerably. Nullifiers in South Carolina accepted it, but in a move that demonstrated their inflexibility, they nullified the Force Bill.

The Nullification Crisis illustrated the growing tensions in American democracy: an aggrieved minority of elite, wealthy slaveholders taking a stand against the will of a democratic majority; an emerging sectional divide between South and North over slavery; and a clash between those who believed in free trade and those who believed in protective tariffs to encourage the nation's economic growth. These tensions would color the next three decades of politics in the United States.

## THE BANK WAR

Congress established the Bank of the United States in 1791 as a key pillar of Alexander Hamilton's financial program, but its twenty-year charter expired in 1811. Congress, swayed by the majority's hostility to the bank as an institution catering to the wealthy elite, did not renew the charter at that time. In its place, Congress approved a new national bank—the Second Bank of the United States—in 1816. It too had a twenty-year charter, set to expire in 1836.

The Second Bank of the United States was created to stabilize the banking system. More than two hundred banks existed in the United States in 1816, and almost all of them issued paper money. In other words, citizens faced a bewildering welter of paper money with no standard value. In fact, the problem of paper money had contributed significantly to the Panic of 1819.

In the 1820s, the national bank moved into a magnificent new building in Philadelphia. However, despite Congress's approval of the Second Bank of the United States, a great many people continued to view it as tool of the wealthy, an anti-democratic force. President Jackson was among them; he had faced economic crises of his own during his days speculating in land, an experience that had made him uneasy about paper money. To Jackson, hard currency—that is, gold or silver—was the far better alternative. The president also personally disliked the bank's director, Nicholas Biddle.

A large part of the allure of mass democracy for politicians was the opportunity to capture the anger and resentment of ordinary Americans against what they saw as the privileges of a few. One of the leading opponents of the bank was Thomas Hart Benton, a senator from Missouri, who declared that the bank served “to make the rich richer, and the poor poorer.” The self-important statements of Biddle, who claimed to have more power than President Jackson, helped fuel sentiments like Benton's.

In the reelection campaign of 1832, Jackson's opponents in

Congress, including Henry Clay, hoped to use their support of the bank to their advantage. In January 1832, they pushed for legislation that would re-charter it, even though its charter was not scheduled to expire until 1836. When the bill for re-chartering passed and came to President Jackson, he used his executive authority to veto the measure.

The defeat of the Second Bank of the United States demonstrates Jackson's ability to focus on the specific issues that aroused the democratic majority. Jackson understood people's anger and distrust toward the bank, which stood as an emblem of special privilege and big government. He skillfully used that perception to his advantage, presenting the bank issue as a struggle of ordinary people against a rapacious elite class who cared nothing for the public and pursued only their own selfish ends. As Jackson portrayed it, his was a battle for small government and ordinary Americans. His stand against what bank opponents called the "monster bank" proved very popular, and the Democratic press lionized him for it. In the election of 1832, Jackson received nearly 53 percent of the popular vote against his opponent Henry Clay.



In *General Jackson Slaying the Many Headed Monster* (1836), the artist, Henry R. Robinson, depicts President Jackson using a cane marked “Veto” to battle a many-headed snake representing state banks, which supported the national bank. Battling alongside Martin Van Buren and Jack Downing, Jackson addresses the largest head, that of Nicholas Biddle, the director of the national bank: “Biddle thou Monster Avaunt [go away]!! . . .”

Jackson’s veto was only one part of the war on the “monster bank.” In 1833, the president removed the deposits from the national bank and placed them in state banks. Biddle, the bank’s director, retaliated by restricting loans to the state banks, resulting in a reduction of the money supply. The financial turmoil only increased when Jackson issued an executive order known as the Specie Circular, which required that western land sales be conducted using gold or silver only. Unfortunately, this policy proved a disaster when the Bank of England, the source of much of the hard currency borrowed by American businesses, dramatically cut back on loans to the United States. Without the flow of hard currency from England,

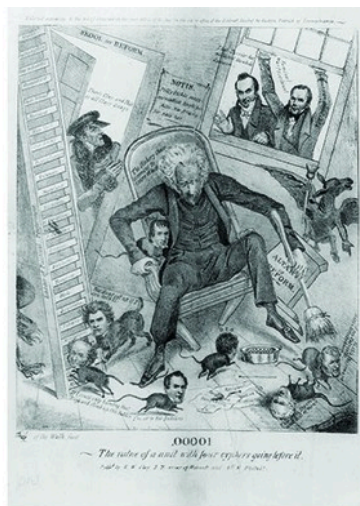
American depositors drained the gold and silver from their own domestic banks, making hard currency scarce. Adding to the economic distress of the late 1830s, cotton prices plummeted, contributing to a financial crisis called the Panic of 1837. This economic panic would prove politically useful for Jackson's opponents in the coming years and Van Buren, elected president in 1836, would pay the price for Jackson's hard-currency preferences.

## WHIGS

Jackson's veto of the bank and his Specie Circular helped galvanize opposition forces into a new political party, the Whigs, a faction that began to form in 1834. The name was significant; opponents of Jackson saw him as exercising tyrannical power, so they chose the name Whig after the eighteenth-century political party that resisted the monarchical power of King George III. One political cartoon dubbed the president "King Andrew the First" and displayed Jackson standing on the Constitution, which has been ripped to shreds.



(a)



(b)

This anonymous 1833 political caricature (a) represents President Andrew Jackson as a despotic ruler, holding a scepter in one hand and a veto in the other. Contrast the image of “King Andrew” with a political cartoon from 1831 (b) of Jackson overseeing a scene of uncontrollable chaos as he falls from a hickory chair “coming to pieces at last.”

Whigs championed an active federal government committed to internal improvements, including a national bank. They made their first national appearance in the presidential election of 1836, a contest that pitted Jackson’s handpicked successor, Martin Van Buren, against a field of several Whig candidates. Indeed, the large field of Whig candidates indicated the new party’s lack of organization compared to the Democrats. This helped Van Buren, who carried the day in the Electoral College. As the effects of the Panic of 1837 continued to be felt for years afterward, the Whig press pinned the blame for the economic crisis on Van Buren and the Democrats.



Explore a Library of Congress collection of 1830s political cartoons from the pages of *Harper's Weekly* to learn more about how Andrew Jackson was viewed by the public in that era.

## Section Summary

Andrew Jackson's election in 1832 signaled the rise of the Democratic Party and a new style of American politics. Jackson understood the views of the majority, and he skillfully used the popular will to his advantage. He adroitly navigated through the Nullification Crisis and made headlines with what his supporters viewed as his righteous war against the bastion of money, power, and entrenched insider interests, the Second Bank of the United States. His actions, however, stimulated opponents to fashion an opposition party, the Whigs.

<https://www.openassessments.org/assessments/974>

## *Review Questions*

1. Why did the Second Bank of the United States make such an inviting target for President Jackson?
2. What were the philosophies and policies of the new Whig Party?

## *Answers to Review Questions*

1. Many people saw the Second Bank of the United States, the “monster bank,” as a tool for the privileged few, not for the public good. To Jackson, who saw himself as a spokesman for the common people against a powerful minority elite, it represented the elites’ self-serving policies. Fighting to dismantle the bank increased his popularity among many American voters.
2. Whigs opposed what they viewed as the tyrannical rule of Andrew Jackson. For this reason, they named themselves after the eighteenth-century British-American Whigs, who stood in opposition to King George. Whigs believed in an active federal government committed to internal improvements, including the establishment of a national bank.

## *Glossary*

**monster bank** the term Democratic opponents used to denounce the Second Bank of the United States as an emblem of special privilege and big government

**nullification** the theory, advocated in response to the Tariff of 1828, that states could void federal law at their discretion

**Whigs** a political party that emerged in the early 1830s to oppose what members saw as President Andrew Jackson's abuses of power

## 169. Video: Age of Jackson

This video teaches you about the presidency of Andrew Jackson. So how did a president with astoundingly bad fiscal policies end up on the \$20 bill? That's a question we can't answer, but we can tell you how Jackson got to be president, and how he changed the country when he got the job. Jackson's election was more democratic than any previous presidential election. More people were able to vote, and they picked a doozie. Jackson was a well-known war hero, and he was elected over his longtime political enemy, John Quincy Adams. Once Jackson was in office, he did more to expand executive power than any of the previous occupants of the White House. He used armed troops to collect taxes, refused to enforce legislation and supreme court legislation, and hired and fired his staff based on support in elections. He was also the first president to regularly wield the presidential veto as a political tool. Was he a good president? Watch this video and draw your own conclusions.



*One or more interactive elements has been excluded from this version of the text. You can view them online*

*here: <https://library.achievingthedream.org/herkimeramericanhistory1/?p=197#oembed-1>*

# 170. Indian Removal

## *Learning Objectives*

By the end of this section, you will be able to:

- Explain the legal wrangling that surrounded the Indian Removal Act
- Describe how depictions of Indians in popular culture helped lead to Indian removal

Pro-Jackson newspapers touted the president as a champion of opening land for white settlement and moving native inhabitants beyond the boundaries of “American civilization.” In this effort, Jackson reflected majority opinion: most Americans believed Indians had no place in the white republic. Jackson’s animosity toward Indians ran deep. He had fought against the Creek in 1813 and against the Seminole in 1817, and his reputation and popularity rested in large measure on his firm commitment to remove Indians from states in the South. The 1830 Indian Removal Act and subsequent displacement of the Creek, Choctaw, Chickasaw, Seminole, and Cherokee tribes of the Southeast fulfilled the vision of a white nation and became one of the identifying characteristics of the Age of Jackson.

## INDIANS IN POPULAR CULTURE

Popular culture in the first half of the nineteenth century reflected the aversion to Indians that was pervasive during the Age of Jackson. Jackson skillfully played upon this racial hatred to engage the United States in a policy of ethnic cleansing, eradicating the Indian presence from the land to make way for white civilization.

In an age of mass democracy, powerful anti-Indian sentiments found expression in mass culture, shaping popular perceptions. James Fenimore Cooper's very popular historical novel, *The Last of the Mohicans*, published in 1826 as part of his Leatherstocking series, told the tale of Nathaniel "Natty" Bumppo (aka Hawkeye), who lived among Indians but had been born to white parents. Cooper provides a romantic version of the French and Indian War in which Natty helps the British against the French and the feral, bloodthirsty Huron. Natty endures even as his Indian friends die, including the noble Uncas, the last Mohican, in a narrative that dovetailed with most people's approval of Indian removal.

Indians also made frequent appearances in art. George Catlin produced many paintings of native peoples, which he offered as true representations despite routinely emphasizing their supposed savage nature. *The Cutting Scene, Mandan O-kee-pa Ceremony* is one example. Scholars have long questioned the accuracy of this portrayal of a rite of passage among the Mandan people. Accuracy aside, the painting captured the imaginations of white viewers, reinforcing their disgust at the savagery of Indians.



*The Cutting Scene, Mandan O-kee-pa Ceremony, an 1832 painting by George Catlin, depicts a rite-of-passage ceremony that Catlin said he witnessed. It featured wooden splints inserted into the chest and back muscles of young men. Such paintings increased Indians' reputation as savages.*

## The Paintings of George Catlin

George Catlin seized upon the public fascination with the supposedly exotic and savage Indian, seeing an opportunity to make money by painting them in a way that conformed to popular white stereotypes. In the late 1830s, he toured major cities with his Indian Gallery, a collection of paintings of native peoples. Though he hoped his exhibition would be profitable, it did not bring him financial security.



(a)



(b)

In *Attacking the Grizzly Bear* (a), painted in 1844, Catlin focused on the Indians' own vanishing culture, while in *Wi-jún-jon, Pigeon's Egg Head (The Light) Going To and Returning From Washington* (b), painted in 1837-1839, he contrasted their ways with those of whites by showing an Assiniboine chief transformed by a visit to Washington, DC.

Catlin routinely painted Indians in a supposedly aboriginal state. In *Attacking the Grizzly Bear*, the hunters do not have rifles and instead rely on spears. Such a portrayal stretches credibility as native peoples had long been exposed to and adopted European weapons. Indeed, the painting's depiction of Indians riding horses, which were introduced by the Spanish, makes clear that, as much as Catlin and white viewers wanted to believe in the primitive and savage native, the reality was otherwise.

In *Wi-jún-jon, Pigeon's Egg Head (The Light) Going To and Returning From Washington*, the viewer is shown a before and after portrait of Wi-jún-jon, who tried to emulate white dress and manners after going to Washington, DC. What differences do you see between these two representations of Wi-jún-jon? Do you think his attempt to imitate whites was successful? Why or why not? What do you think Catlin was trying to convey with this depiction of Wi-jún-jon's assimilation?



# THE INDIAN REMOVAL ACT

In his first message to Congress, Jackson had proclaimed that Indian groups living independently within states, as sovereign entities, presented a major problem for state sovereignty. This message referred directly to the situation in Georgia, Mississippi, and Alabama, where the Creek, Choctaw, Chickasaw, Seminole, and Cherokee peoples stood as obstacles to white settlement. These groups were known as the Five Civilized Tribes, because they had largely adopted Anglo-American culture, speaking English and practicing Christianity. Some held slaves like their white counterparts.

Whites especially resented the Cherokee in Georgia, coveting the tribe's rich agricultural lands in the northern part of the state. The impulse to remove the Cherokee only increased when gold was discovered on their lands. Ironically, while whites insisted the Cherokee and other native peoples could never be good citizens because of their savage ways, the Cherokee had arguably gone farther than any other indigenous group in adopting white culture. The *Cherokee Phoenix*, the newspaper of the Cherokee, began publication in 1828 in English and the Cherokee language. Although the Cherokee followed the lead of their white neighbors by farming and owning property, as well as embracing Christianity and owning



This image depicts the front page of the Cherokee Phoenix newspaper from May 21, 1828. The paper was published in both English and the Cherokee language.

their own slaves, this proved of little consequence in an era when whites perceived all Indians as incapable of becoming full citizens of the republic.

Jackson's anti-Indian stance struck a chord with a majority of white citizens, many of whom shared a hatred of nonwhites that spurred Congress to pass the 1830 Indian Removal Act. The act called for the removal of the Five Civilized Tribes from their home in the southeastern United States to land in the West, in present-day Oklahoma. Jackson declared in December 1830, "It gives me pleasure to announce to Congress that the benevolent policy of the Government, steadily pursued for nearly thirty years, in relation to the removal of the Indians beyond the white settlements is approaching to a happy consummation. Two important tribes have accepted the provision made for their removal at the last session of Congress, and it is believed that their example will induce the remaining tribes also to seek the same obvious advantages."

The Cherokee decided to fight the federal law, however, and took their case to the Supreme Court. Their legal fight had the support of anti-Jackson members of Congress, including Henry Clay and Daniel Webster, and they retained the legal services of former attorney general William Wirt. In *Cherokee Nation v. Georgia*, Wirt argued that the Cherokee constituted an independent foreign nation, and that an injunction (a stop) should be placed on Georgia laws aimed at eradicating them. In 1831, the Supreme Court found the Cherokee did not meet the criteria for being a foreign nation.

Another case involving the Cherokee also found its way to the highest court in the land. This legal struggle—*Worcester v. Georgia*—asserted the rights of non-natives to live on Indian lands. Samuel Worcester was a Christian missionary and federal postmaster of New Echota, the capital of the Cherokee nation. A Congregationalist, he had gone to live among the Cherokee in Georgia to further the spread of Christianity, and he strongly opposed Indian removal.

By living among the Cherokee, Worcester had violated a Georgia law forbidding whites, unless they were agents of the federal

government, to live in Indian territory. Worcester was arrested, but because his federal job as postmaster gave him the right to live there, he was released. Jackson supporters then succeeded in taking away Worcester's job, and he was re-arrested. This time, a court sentenced him and nine others for violating the Georgia state law banning whites from living on Indian land. Worcester was sentenced to four years of hard labor. When the case of *Worcester v. Georgia* came before the Supreme Court in 1832, Chief Justice John Marshall ruled in favor of Worcester, finding that the Cherokee constituted "distinct political communities" with sovereign rights to their own territory.

## Chief Justice John Marshall's Ruling in *Worcester v. Georgia*

In 1832, Chief Justice of the Supreme Court John Marshall ruled in favor of Samuel Worcester in *Worcester v. Georgia*. In doing so, he established the principle of tribal sovereignty. Although this judgment contradicted *Cherokee Nation v. Georgia*, it failed to halt the Indian Removal Act. In his opinion, Marshall wrote the following:

From the commencement of our government Congress has passed acts to regulate trade and intercourse with the Indians; which treat them as nations, respect their rights, and manifest a firm purpose to afford that protection which treaties stipulate. All these acts, and especially that of 1802, which is still in force, manifestly consider the several Indian nations as distinct political communities, having territorial boundaries, within which their authority is exclusive, and having a right to all the lands within those boundaries, which is not only acknowledged, but guaranteed by the United States. . . .

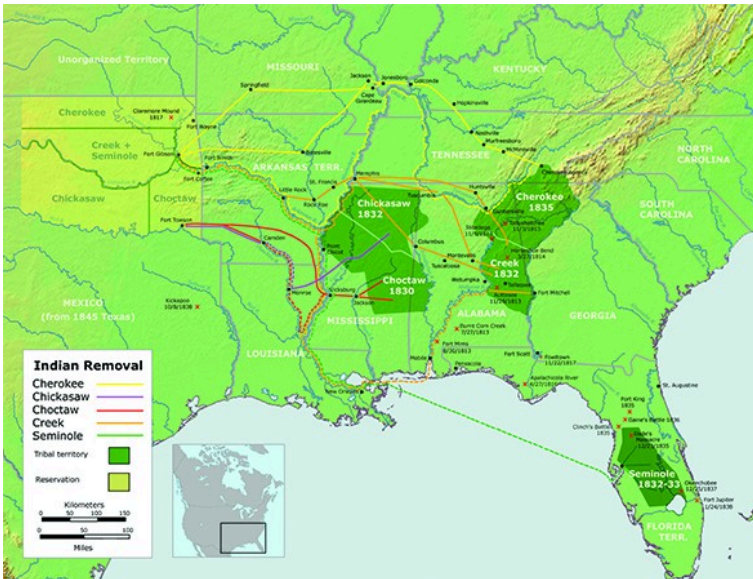
The Cherokee Nation, then, is a distinct community,

occupying its own territory, with boundaries accurately described, in which the laws of Georgia can have no force, and which the citizens of Georgia have no right to enter but with the assent of the Cherokees themselves or in conformity with treaties and with the acts of Congress. The whole intercourse between the United States and this nation is, by our Constitution and laws, vested in the government of the United States.

The act of the State of Georgia under which the plaintiff in error was prosecuted is consequently void, and the judgment a nullity. . . . The Acts of Georgia are repugnant to the Constitution, laws, and treaties of the United States.

How does this opinion differ from the outcome of *Cherokee Nation v. Georgia* just one year earlier? Why do you think the two outcomes were different?

The Supreme Court did not have the power to enforce its ruling in *Worcester v. Georgia*, however, and it became clear that the Cherokee would be compelled to move. Those who understood that the only option was removal traveled west, but the majority stayed on their land. In order to remove them, the president relied on the U.S. military. In a series of forced marches, some fifteen thousand Cherokee were finally relocated to Oklahoma. This forced migration, known as the Trail of Tears, caused the deaths of as many as four thousand Cherokee. The Creek, Choctaw, Chickasaw, and Seminole peoples were also compelled to go. The removal of the Five Civilized Tribes provides an example of the power of majority opinion in a democracy.



After the passage of the Indian Removal Act, the U.S. military forced the Cherokee, Creek, Choctaw, Chickasaw, and Seminole to relocate from the Southeast to an area in the western territory (now Oklahoma), marching them along the routes shown here.

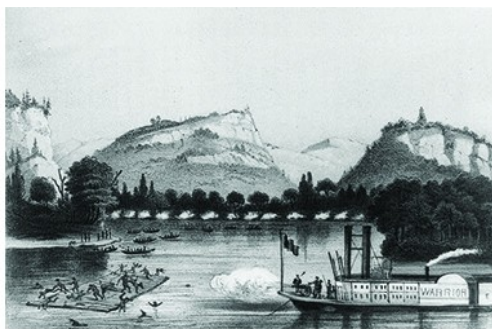
Explore the interactive Trail of Tears map at [PBS.org](https://www.pbs.org/interactive/trail-of-tears/) to see the routes the Five Civilized Tribes traveled when they were expelled from their lands. Then listen to a collection of Cherokee oral histories including verses of a Cherokee-language song about the Trail of Tears. What do you think is the importance of oral history in documenting the Cherokee experience?

## BLACK HAWK'S WAR

The policy of removal led some Indians to actively resist. In 1832, the Fox and the Sauk, led by Sauk chief Black Hawk (Makataimeshekiakiah), moved back across the Mississippi River to reclaim their ancestral home in northern Illinois. A brief war in 1832, Black Hawk's War, ensued. White settlers panicked at the return of the native peoples, and militias and federal troops quickly mobilized. At the Battle of Bad Axe (also known as the Bad Axe Massacre), they killed over two hundred men, women, and children. Some seventy white settlers and soldiers also lost their lives in the conflict. The war, which lasted only a matter of weeks, illustrates how much whites on the frontier hated and feared Indians during the Age of Jackson.



(a)



(b)

Charles Bird King's 1837 portrait Sauk Chief Makataimeshekiakiah, or Black Hawk (a), depicts the Sauk chief who led the Fox and Sauk peoples in an ill-fated effort to return to their native lands in northern Illinois. This engraving depicting the Battle of Bad Axe (b) shows U.S. soldiers on a steamer firing on Indians aboard a raft. (credit b: modification of work by Library of Congress)

## Section Summary

Popular culture in the Age of Jackson emphasized the savagery of the native peoples and shaped domestic policy. Popular animosity found expression in the Indian Removal Act. Even the U.S. Supreme Court's ruling in favor of the Cherokee in Georgia offered no protection against the forced removal of the Five Civilized Tribes from the Southeast, mandated by the 1830 Indian Removal Act and carried out by the U.S. military.

<https://www.openassessments.org/assessments/975>

### *Review Question*

1. What was the Trail of Tears?

### *Answer to Review Question*

1. The Trail of Tears was the route of the forced

removal of the Cherokee and other Indian tribes from their ancestral lands in the southeastern United States to what is now Oklahoma. The expulsion was carried out by the U.S. military, and thousands of Indians perished on the way.

## *Glossary*

**Five Civilized Tribes** the five tribes—Cherokee, Seminole, Creek, Choctaw, and Chickasaw—who had most thoroughly adopted Anglo-American culture; they also happened to be the tribes that were believed to stand in the way of western settlement in the South

**Trail of Tears** the route of the forced removal of the Cherokee and other tribes from the southeastern United States to the territory that is now Oklahoma



# 171. The Tyranny and Triumph of the Majority

## *Learning Objectives*

By the end of this section, you will be able to:

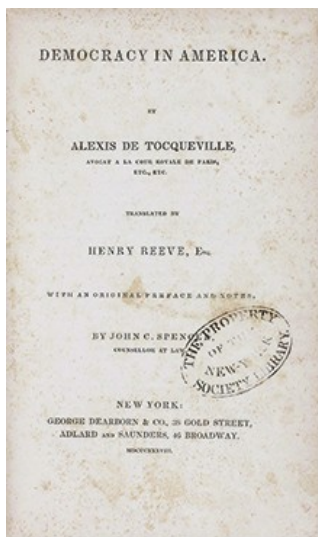
- Explain Alexis de Tocqueville's analysis of American democracy
- Describe the election of 1840 and its outcome

To some observers, the rise of democracy in the United States raised troubling questions about the new power of the majority to silence minority opinion. As the will of the majority became the rule of the day, everyone outside of mainstream, white American opinion, especially Indians and blacks, were vulnerable to the wrath of the majority. Some worried that the rights of those who opposed the will of the majority would never be safe. Mass democracy also shaped political campaigns as never before. The 1840 presidential election marked a significant turning point in the evolving style of American democratic politics.

## ALEXIS DE TOCQUEVILLE

Perhaps the most insightful commentator on American democracy was the young French aristocrat Alexis de Tocqueville, whom the

French government sent to the United States to report on American prison reforms. Tocqueville marveled at the spirit of democracy that pervaded American life. Given his place in French society, however, much of what he saw of American democracy caused him concern.



(a)



(b)

Alexis de Tocqueville is best known for his insightful commentary on American democracy found in *De la démocratie en Amérique*. The first volume of Tocqueville's two-volume work was immediately popular throughout Europe. The first English translation, by Henry Reeve and titled *Democracy in America* (a), was published in New York in 1838. Théodore Chassériau painted this portrait of Alexis de Tocqueville in 1850 (b).

Tocqueville's experience led him to believe that democracy was an unstoppable force that would one day overthrow monarchy around the world. He wrote and published his findings in 1835 and 1840 in a two-part work entitled *Democracy in America*. In analyzing the democratic revolution in the United States, he wrote that the major benefit of democracy came in the form of equality before the law. A great deal of the social revolution of democracy, however, carried negative consequences. Indeed, Tocqueville described a new type

of tyranny, the tyranny of the majority, which overpowers the will of minorities and individuals and was, in his view, unleashed by democracy in the United States.

In this excerpt from *Democracy in America*, Alexis de Tocqueville warns of the dangers of democracy when the majority will can turn to tyranny:

When an individual or a party is wronged in the United States, to whom can he apply for redress? If to public opinion, public opinion constitutes the majority; if to the legislature, it represents the majority, and implicitly obeys its injunctions; if to the executive power, it is appointed by the majority, and remains a passive tool in its hands; the public troops consist of the majority under arms; the jury is the majority invested with the right of hearing judicial cases; and in certain States even the judges are elected by the majority. However iniquitous or absurd the evil of which you complain may be, you must submit to it as well as you can.

The authority of a king is purely physical, and it controls the actions of the subject without subduing his private will; but the majority possesses a power which is physical and moral at the same time; it acts upon the will as well as upon the actions of men, and it represses not only all contest, but all controversy. I know no country in which there is so little true independence of mind and freedom of discussion as in America.

Take the Alexis de Tocqueville Tour to experience nineteenth-century America as Tocqueville did, by reading his journal entries about the states and territories he visited with fellow countryman Gustave de

Beaumont. What regional differences can you draw from his descriptions?

## THE 1840 ELECTION

The presidential election contest of 1840 marked the culmination of the democratic revolution that swept the United States. By this time, the second party system had taken hold, a system whereby the older Federalist and Democratic-Republican Parties had been replaced by the new Democratic and Whig Parties. Both Whigs and Democrats jockeyed for election victories and commanded the steady loyalty of political partisans. Large-scale presidential campaign rallies and emotional propaganda became the order of the day. Voter turnout increased dramatically under the second party system. Roughly 25 percent of eligible voters had cast ballots in 1828. In 1840, voter participation surged to nearly 80 percent.

The differences between the parties were largely about economic policies. Whigs advocated accelerated economic growth, often endorsing federal government projects to achieve that goal. Democrats did not view the federal government as an engine promoting economic growth and advocated a smaller role for the national government. The membership of the parties also differed: Whigs tended to be wealthier; they were prominent planters in the South and wealthy urban northerners—in other words, the beneficiaries of the market revolution. Democrats presented themselves as defenders of the common people against the elite.

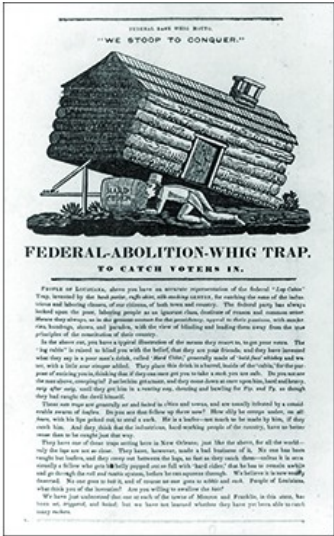
In the 1840 presidential campaign, taking their cue from the Democrats who had lionized Jackson's military accomplishments, the Whigs promoted William Henry Harrison as a war hero based

on his 1811 military service against the Shawnee chief Tecumseh at the Battle of Tippecanoe. John Tyler of Virginia ran as the vice presidential candidate, leading the Whigs to trumpet, “Tippecanoe and Tyler too!” as a campaign slogan.

The campaign thrust Harrison into the national spotlight. Democrats tried to discredit him by declaring, “Give him a barrel of hard [alcoholic] cider and settle a pension of two thousand a year on him, and take my word for it, he will sit the remainder of his days in his log cabin.” The Whigs turned the slur to their advantage by presenting Harrison as a man of the people who had been born in a log cabin (in fact, he came from a privileged background in Virginia), and the contest became known as the log cabin campaign. At Whig political rallies, the faithful were treated to whiskey made by the E. C. Booz Company, leading to the introduction of the word “booze” into the American lexicon. Tippecanoe Clubs, where booze flowed freely, helped in the marketing of the Whig candidate.



(a)



(b)

The Whig campaign song “Tippecanoe and Tyler Too!” (a) and the anti-Whig flyers (b) that were circulated in response to the “log cabin campaign” illustrate the partisan fervor of the 1840 election.

The Whigs' efforts, combined with their strategy of blaming Democrats for the lingering economic collapse that began with the hard-currency Panic of 1837, succeeded in carrying the day. A mass campaign with political rallies and party mobilization had molded a candidate to fit an ideal palatable to a majority of American voters, and in 1840 Harrison won what many consider the first modern election.

## Section Summary

American culture of the 1830s reflected the rise of democracy. The majority exercised a new type of power that went well beyond politics, leading Alexis de Tocqueville to write about the “tyranny of the majority.” Very quickly, politicians among the Whigs and Democrats learned to master the magic of the many by presenting candidates and policies that catered to the will of the majority. In the 1840 “log cabin campaign,” both sides engaged in the new democratic electioneering. The uninhibited expression during the campaign inaugurated a new political style.

<https://www.openassessments.org/assessments/976>

### *Review Question*

1. How did Alexis de Tocqueville react to his visit to the United States? What impressed and what worried him?

### *Answer to Review Question*

1. Tocqueville came to believe that democracy was an unstoppable force whose major benefit was equality before the law. However, he also described the tyranny of the majority, which overpowers the will of minorities and individuals.

### *Critical Thinking Questions*

1. What were some of the social and cultural beliefs that became widespread during the Age of Jackson? What lay behind these beliefs, and do you observe any of them in American culture today?
2. Were the political changes of the early nineteenth century positive or negative? Explain your opinion.
3. If you were defending the Cherokee and other

native nations before the U.S. Supreme Court in the 1830s, what arguments would you make? If you were supporting Indian removal, what arguments would you make?

4. How did depictions of Indians in popular culture help to sway popular opinion? Does modern popular culture continue to wield this kind of power over us? Why or why not?
5. Does Alexis de Tocqueville's argument about the tyranny of the majority reflect American democracy today? Provide examples to support your answer.

## *Glossary*

**log cabin campaign** the 1840 election, in which the Whigs painted William Henry Harrison as a man of the people

**second party system** the system in which the Democratic and Whig Parties were the two main political parties after the decline of the Federalist and Democratic-Republican Parties

**tyranny of the majority** Alexis de Tocqueville's phrase warning of the dangers of American democracy



# 172. Primary Source Reading: "An Address to the Whites"

**Elias Boudinot, "An Address to the Whites,"  
Philadelphia, May 26, 1826**

## *Introduction*

Elias Boudinot (born Gallegina Uwati, also known as Buck Watie<sup>[1]</sup>) (1802 – June 22, 1839), was a member of a prominent family of the Cherokee Nation who was born in and grew up in present-day Georgia. His Cherokee name reportedly means either 'male deer' or 'turkey.' Educated at a missionary school in Connecticut, he became one of several leaders who believed that acculturation was critical to Cherokee survival; he was influential in the period of removal to Indian Territory. In 1828 Boudinot became the editor of the Cherokee Phoenix, the first Native American newspaper. It published in Cherokee and English, to showcase Cherokee achievements as well as to build unity within the Nation while under United States pressure for Indian Removal.

Boudinot delivered this speech in the First Presbyterian Church in Philadelphia on May 26, 1826. He described the similarities between the Cherokee and the whites, and ways in which the Cherokee were adopting aspects of white culture. He was fundraising for a Cherokee national academy and printing equipment for the newspaper, support for "civilizing" the Cherokee. Following the speech, he published his speech in a pamphlet by the same title. "An Address to the Whites" was well received and "proved to be remarkably effective at fund-raising".

## *Text*

Download and read the speech [HERE](#) (From the National Humanities Center).

# 173. Primary Source Reading: Speech to Congress on India Removal

## Introduction

The Indian Removal Act was passed by Congress on May 28, 1830, during the presidency of Andrew Jackson. The law authorized the president to negotiate with Indian tribes in the Southern United States for their removal to federal territory west of the Mississippi River in exchange for their ancestral homelands.

The act enjoyed strong support from the non-native peoples of the South, who were eager to gain access to lands inhabited by the Five Civilized Tribes. Christian missionaries, such as Jeremiah Evarts, protested against the law's passage.

## *Andrew Jackson's Speech to Congress on Indian Removal*

"It gives me pleasure to announce to Congress that the benevolent policy of the Government, steadily pursued for nearly thirty years, in relation to the removal of the Indians beyond the white settlements is approaching to a happy consummation. Two important tribes have accepted the provision made for their removal at the last session of Congress, and it is believed that their example will induce the remaining tribes also to seek the same obvious advantages.

The consequences of a speedy removal will be important to the United States, to individual States, and to the Indians themselves.

The pecuniary advantages which it promises to the Government are the least of its recommendations. It puts an end to all possible danger of collision between the authorities of the General and State Governments on account of the Indians. It will place a dense and civilized population in large tracts of country now occupied by a few savage hunters. By opening the whole territory between Tennessee on the north and Louisiana on the south to the settlement of the whites it will incalculably strengthen the southwestern frontier and render the adjacent States strong enough to repel future invasions without remote aid. It will relieve the whole State of Mississippi and the western part of Alabama of Indian occupancy, and enable those States to advance rapidly in population, wealth, and power. It will separate the Indians from immediate contact with settlements of whites; free them from the power of the States; enable them to pursue happiness in their own way and under their own rude institutions; will retard the progress of decay, which is lessening their numbers, and perhaps cause them gradually, under the protection of the Government and through the influence of good counsels, to cast off their savage habits and become an interesting, civilized, and Christian community.

What good man would prefer a country covered with forests and ranged by a few thousand savages to our extensive Republic, studded with cities, towns, and prosperous farms embellished with all the improvements which art can devise or industry execute, occupied by more than 12,000,000 happy people, and filled with all the blessings of liberty, civilization and religion?

The present policy of the Government is but a continuation of the same progressive change by a milder process. The tribes which occupied the countries now constituting the Eastern States were annihilated or have melted away to make room for the whites. The waves of population and civilization are rolling to the westward, and we now propose to acquire the countries occupied by the red men of the South and West by a fair exchange, and, at the expense of the United States, to send them to land where their existence may be prolonged and perhaps made perpetual. Doubtless it will be painful

to leave the graves of their fathers; but what do they more than our ancestors did or than our children are now doing? To better their condition in an unknown land our forefathers left all that was dear in earthly objects. Our children by thousands yearly leave the land of their birth to seek new homes in distant regions. Does Humanity weep at these painful separations from everything, animate and inanimate, with which the young heart has become entwined? Far from it. It is rather a source of joy that our country affords scope where our young population may range unconstrained in body or in mind, developing the power and facilities of man in their highest perfection. These remove hundreds and almost thousands of miles at their own expense, purchase the lands they occupy, and support themselves at their new homes from the moment of their arrival. Can it be cruel in this Government when, by events which it cannot control, the Indian is made discontented in his ancient home to purchase his lands, to give him a new and extensive territory, to pay the expense of his removal, and support him a year in his new abode? How many thousands of our own people would gladly embrace National Park Service, Park Museum Management Program Teaching with Museum Collections the opportunity of removing to the West on such conditions! If the offers made to the Indians were extended to them, they would be hailed with gratitude and joy.

And is it supposed that the wandering savage has a stronger attachment to his home than the settled, civilized Christian? Is it more afflicting to him to leave the graves of his fathers than it is to our brothers and children? Rightly considered, the policy of the General Government toward the red man is not only liberal, but generous. He is unwilling to submit to the laws of the States and mingle with their population. To save him from this alternative, or perhaps utter annihilation, the General Government kindly offers him a new home, and proposes to pay the whole expense of his removal and settlement.”

**Citation:** President Jackson’s Message to Congress “On Indian Removal”, December 6, 1830; Records of the United States Senate,

1789–1990; Record Group 46; Records of the United States Senate,  
1789–1990; National Archives and Records Administration (NARA]

# 174. Primary Source Reading: Jackson and the Bank of the U.S.

## President Jackson's Veto Message Regarding the Bank of the United States; July 10, 1832

VETO MESSAGE.

WASHINGTON, July 10, 1832.

To the Senate.

The bill "to modify and continue" the act entitled "An act to incorporate the subscribers to the Bank of the United States" was presented to me on the 4th July instant. Having considered it with that solemn regard to the principles of the Constitution which the day was calculated to inspire, and come to the conclusion that it ought not to become a law, I herewith return it to the Senate, in which it originated, with my objections.

A bank of the United States is in many respects convenient for the Government and useful to the people. Entertaining this opinion, and deeply impressed with the belief that some of the powers and privileges possessed by the existing bank are unauthorized by the Constitution, subversive of the rights of the States, and dangerous to the liberties of the people, I felt it my duty at an early period of my Administration to call the attention of Congress to the practicability of organizing an institution combining all its advantages and obviating these objections. I sincerely regret that in the act before me I can perceive none of those modifications of the bank charter which are necessary, in my opinion, to make it compatible with justice, with sound policy, or with the Constitution of our country.

The present corporate body, denominated the president,

directors, and company of the Bank of the United States, will have existed at the time this act is intended to take effect twenty years. It enjoys an exclusive privilege of banking under the authority of the General Government, a monopoly of its favor and support, and, as a necessary consequence, almost a monopoly of the foreign and domestic exchange. The powers, privileges, and favors bestowed upon it in the original charter, by increasing the value of the stock far above its par value, operated as a gratuity of many millions to the stockholders.

An apology may be found for the failure to guard against this result in the consideration that the effect of the original act of incorporation could not be certainly foreseen at the time of its passage. The act before me proposes another gratuity to the holders of the same stock, and in many cases to the same men, of at least seven millions more. This donation finds no apology in any uncertainty as to the effect of the act. On all hands it is conceded that its passage will increase at least so or 30 per cent more the market price of the stock, subject to the payment of the annuity of \$200,000 per year secured by the act, thus adding in a moment one-fourth to its par value. It is not our own citizens only who are to receive the bounty of our Government. More than eight millions of the stock of this bank are held by foreigners. By this act the American Republic proposes virtually to make them a present of some millions of dollars. For these gratuities to foreigners and to some of our own opulent citizens the act secures no equivalent whatever. They are the certain gains of the present stockholders under the operation of this act, after making full allowance for the payment of the bonus.

Every monopoly and all exclusive privileges are granted at the expense of the public, which ought to receive a fair equivalent. The many millions which this act proposes to bestow on the stockholders of the existing bank must come directly or indirectly out of the earnings of the American people. It is due to them, therefore, if their Government sell monopolies and exclusive privileges, that they should at least exact for them as much as they



are worth in open market. The value of the monopoly in this case may be correctly ascertained. The twenty-eight millions of stock would probably be at an advance of 50 per cent, and command in market at least \$42,000,000, subject to the payment of the present bonus. The present value of the monopoly, therefore, is \$17,000,000, and this the act proposes to sell for three millions, payable in fifteen annual installments of \$200,000 each.

It is not conceivable how the present stockholders can have any claim to the special favor of the Government. The present corporation has enjoyed its monopoly during the period stipulated in the original contract. If we must have such a corporation, why should not the Government sell out the whole stock and thus secure to the people the full market value of the privileges granted? Why should not Congress create and sell twenty-eight millions of stock, incorporating the purchasers with all the powers and privileges secured in this act and putting the premium upon the sales into the Treasury?

But this act does not permit competition in the purchase of this monopoly. It seems to be predicated on the erroneous idea that the present stockholders have a prescriptive right not only to the favor but to the bounty of Government. It appears that more than a fourth part of the stock is held by foreigners and the residue is held by a few hundred of our own citizens, chiefly of the richest class. For their benefit does this act exclude the whole American people from competition in the purchase of this monopoly and dispose of it for many millions less than it is worth. This seems the less excusable because some of our citizens not now stockholders petitioned that the door of competition might be opened, and offered to take a charter on terms much more favorable to the Government and country.

But this proposition, although made by men whose aggregate wealth is believed to be equal to all the private stock in the existing bank, has been set aside, and the bounty of our Government is proposed to be again bestowed on the few who have been fortunate enough to secure the stock and at this moment wield the power

of the existing institution. I can not perceive the justice or policy of this course. If our Government must sell monopolies, it would seem to be its duty to take nothing less than their full value, and if gratuities must be made once in fifteen or twenty years let them not be bestowed on the subjects of a foreign government nor upon a designated and favored class of men in our own country. It is but justice and good policy, as far as the nature of the case will admit, to confine our favors to our own fellow-citizens, and let each in his turn enjoy an opportunity to profit by our bounty. In the bearings of the act before me upon these points I find ample reasons why it should not become a law.

...

I have now done my duty to my country. If sustained by my fellow citizens, I shall be grateful and happy; if not, I shall find in the motives which impel me ample grounds for contentment and peace. In the difficulties which surround us and the dangers which threaten our institutions there is cause for neither dismay nor alarm. For relief and deliverance let us firmly rely on that kind Providence which I am sure watches with peculiar care over the destinies of our Republic, and on the intelligence and wisdom of our countrymen. Through His abundant goodness and heir patriotic devotion our liberty and Union will be preserved.

ANDREW JACKSON.

**Source:**

A Compilation of the Messages and Papers of the Presidents  
Prepared under the direction of the Joint Committee on printing, of  
the House and Senate

Pursuant to an Act of the Fifty-Second Congress of the United  
States.

New York: Bureau of National Literature, Inc., 1897

PART XII

CHAPTER 11: A NATION ON  
THE MOVE: WESTWARD  
EXPANSION, 1800-1860



# 175. Introduction

After 1800, the United States militantly expanded westward across North America, confident of its right and duty to gain control of the continent and spread the benefits of its “superior” culture. In John Gast’s *American Progress*, the white, blonde figure of Columbia—a historical personification of the United States—strides triumphantly westward with the Star of Empire on her head. She brings education, symbolized by the



*In the first half of the nineteenth century, settlers began to move west of the Mississippi River in large numbers. In John Gast’s American Progress (ca. 1872), the figure of Columbia, representing the United States and the spirit of democracy, makes her way westward, literally bringing light to the darkness as she advances.*

schoolbook, and modern technology, represented by the telegraph wire. White settlers follow her lead, driving the helpless natives away and bringing successive waves of technological progress in their wake. In the first half of the nineteenth century, the quest for control of the West led to the Louisiana Purchase, the annexation of Texas, and the Mexican-American War. Efforts to seize western territories from native peoples and expand the republic by warring with Mexico succeeded beyond expectations. Few nations ever expanded so quickly. Yet, this expansion led to debates about the fate of slavery in the West, creating tensions between North and South that ultimately led to the collapse of American democracy and a brutal civil war.

# 176. Lewis and Clark

## Learning Objectives

By the end of this section, you will be able to:

- Explain the significance of the Louisiana Purchase
- Describe the terms of the Adams-Onís Treaty
- Describe the role played by the filibuster in American expansion



For centuries Europeans had mistakenly believed an all-water route across the North American continent existed. This “Northwest Passage” would afford the country that controlled it not only access to the interior of North America but also—more importantly—a relatively quick route to the Pacific Ocean and to trade with Asia. The Spanish, French, and British searched for years before American

explorers took up the challenge of finding it. Indeed, shortly before Lewis and Clark set out on their expedition for the U.S. government, Alexander Mackenzie, an officer of the British North West Company, a fur trading outfit, had attempted to discover the route. Mackenzie made it to the Pacific and even believed (erroneously) he had discovered the headwaters of the Columbia River, but he could not find an easy water route with a minimum of difficult portages, that is, spots where boats must be carried overland.

Many Americans also dreamed of finding a Northwest Passage and opening the Pacific to American commerce and influence, including President Thomas Jefferson. In April 1803, Jefferson achieved his goal of purchasing the Louisiana Territory from France, effectively doubling the size of the United States. The purchase was made possible due to events outside the nation's control. With the success of the Haitian Revolution, an uprising of slaves against the French, France's Napoleon abandoned his quest to re-establish an extensive French Empire in America. As a result, he was amenable to selling off the vast Louisiana territory. President Jefferson quickly set out to learn precisely what he had bought and to assess its potential for commercial exploitation. Above all else, Jefferson wanted to exert U.S. control over the territory, an area already well known to French and British explorers. It was therefore vital for the United States to explore and map the land to pave the way for future white settlement.

## JEFFERSON'S CORPS OF DISCOVERY HEADS WEST

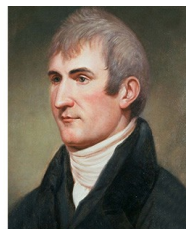
To head the expedition into the Louisiana territory, Jefferson appointed his friend and personal secretary, twenty-nine-year-old army captain Meriwether Lewis, who was instructed to form a

Corps of Discovery. Lewis in turn selected William Clark, who had once been his commanding officer, to help him lead the group.

Jefferson wanted to improve the ability of American merchants to access the ports of China. Establishing a river route from St. Louis to the Pacific Ocean was crucial to capturing a portion of the fur trade that had proven so profitable to Great Britain. He also wanted to legitimize American claims to the land against rivals, such as Great



(a)



(b)

*Charles Willson Peale, celebrated portraitist of the American Revolution, painted both William Clark (a) and Meriwether Lewis (b) in 1810 and 1807, respectively, after they returned from their expedition west.*

Britain and Spain. Lewis and Clark were thus instructed to map the territory through which they would pass and to explore all tributaries of the Missouri River. This part of the expedition struck fear into Spanish officials, who believed that Lewis and Clark would encroach on New Mexico, the northern part of New Spain. Spain dispatched four unsuccessful expeditions from Santa Fe to intercept the explorers. Lewis and Clark also had directives to establish friendly relationships with the western tribes, introducing them to American trade goods and encouraging warring groups to make peace. Establishing an overland route to the Pacific would bolster U.S. claims to the Pacific Northwest, first established in 1792 when Captain Robert Gray sailed his ship *Columbia* into the mouth of the river that now bears his vessel's name and forms the present-day border between Oregon and Washington. Finally, Jefferson, who had a keen interest in science and nature, ordered Lewis and Clark to take extensive notes on the geography, plant life, animals, and natural resources of the region into which they would journey.

After spending the winter of 1803–1804 encamped at the mouth of the Missouri River while the men prepared for their expedition, the corps set off in May 1804. Although the thirty-three frontiersmen,



boatmen, and hunters took with them Alexander Mackenzie's account of his explorations and the best maps they could find, they did not have any real understanding of the difficulties they would face. Fierce storms left them drenched and freezing. Enormous clouds of gnats and mosquitos swarmed about their heads as they made their way up the Missouri River. Along the way they encountered (and killed) a variety of animals including elk, buffalo, and grizzly bears. One member of the expedition survived a rattlesnake bite. As the men collected minerals and specimens of plants and animals, the overly curious Lewis sampled minerals by tasting them and became seriously ill at one point. What they did not collect, they sketched and documented in the journals they kept. They also noted the customs of the Indian tribes who controlled the land and attempted to establish peaceful relationships with them in order to ensure that future white settlement would not be impeded.

Read the journals of Lewis and Clark on the University of Virginia website or on the University of Nebraska–Lincoln website, which also has footnotes, maps, and commentary. According to their writings, what challenges did the explorers confront?

The corps spent their first winter in the wilderness, 1804–1805, in a Mandan village in what is now North Dakota. There they encountered a reminder of France's former vast North American empire when they met a French fur trapper named Toussaint Charbonneau. When the corps left in the spring of 1805, Charbonneau accompanied them as a guide and interpreter, bringing his teenage Shoshone wife Sacagawea and their newborn son. Charbonneau knew the land better than the Americans, and Sacagawea proved invaluable in many ways, not least of which was

that the presence of a young woman and her infant convinced many groups that the men were not a war party and meant no harm.

The corps set about making friends with native tribes while simultaneously attempting to assert American power over the territory. Hoping to overawe the people of the land, Lewis would let out a blast of his air rifle, a relatively new piece of technology the Indians had never seen. The corps also followed native custom by distributing gifts, including shirts, ribbons, and kettles, as a sign of goodwill. The explorers presented native leaders with medallions, many of which bore Jefferson's image, and invited them to visit their new "ruler" in the East. These medallions or



*In this idealized image, Sacagawea leads Lewis and Clark through the Montana wilderness. In reality, she was still a teenager at the time and served as interpreter; she did not actually guide the party, although legend says she did. Kidnapped as a child, she would not likely have retained detailed memories about the place where she grew up.*

peace medals were meant to allow future explorers to identify friendly native groups. Not all efforts to assert U.S. control went peacefully; some Indians rejected the explorers' intrusion onto their land. An encounter with the Blackfoot turned hostile, for example, and members of the corps killed two Blackfoot men.

After spending eighteen long months on the trail and nearly starving to death in the Bitterroot Mountains of Montana, the Corps of Discovery finally reached the Pacific Ocean in 1805 and spent the winter of 1805–1806 in Oregon. They returned to St. Louis later in 1806 having lost only one man, who had died of appendicitis. Upon their return, Meriwether Lewis was named governor of the Louisiana Territory. Unfortunately, he died only three years later

in circumstances that are still disputed, before he could write a complete account of what the expedition had discovered.

Although the Corps of Discovery failed to find an all-water route to the Pacific Ocean (for none existed), it nevertheless accomplished many of the goals Jefferson had set. The men traveled across the North American continent and established relationships with many Indian tribes, paving the way for fur traders like John Jacob Astor who later established trading posts solidifying U.S. claims to Oregon. Delegates of several tribes did go to Washington to meet the president. Hundreds of plant and animal specimens were collected, several of which were named for Lewis and Clark in recognition of their efforts. And the territory was now more accurately mapped and legally claimed by the United States. Nonetheless, most of the vast territory, home to a variety of native peoples, remained unknown to Americans.

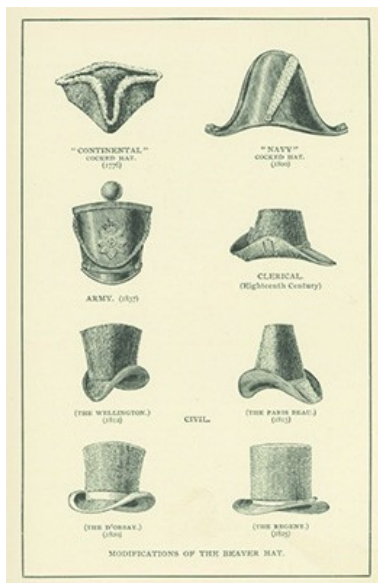


*This 1814 map of Lewis and Clark's path across North America from the Missouri River to the Pacific Ocean was based on maps and notes made by William Clark. Although most of the West still remained unknown, the expedition added greatly to knowledge of what lay west of the Mississippi. Most important, it allowed the United States to solidify its claim to the immense territory.*

## A Selection of Hats for the Fashionable Gentleman

Beaver hats were popular apparel in the eighteenth and nineteenth centuries in both Europe and the United States because they were naturally waterproof and bore a glossy sheen. Demand for beaver pelts (and for the pelts of sea otters, foxes, and martens) by hat makers, dressmakers, and tailors led many fur trappers into the wilderness in pursuit of riches. Beaver hats fell out of fashion in the 1850s when silk hats became the rage and beaver became harder to find. In some parts of the West, the animals had been hunted nearly to extinction.

Are there any contemporary fashions or fads that likewise promise to alter the natural world?



*This illustration from *Castrologia, Or, The History and Traditions of the Canadian Beaver* shows a variety of beaver hat styles. Beaver pelts were also used to trim women's bonnets.*

## SPANISH FLORIDA AND THE ADAMS-ONÍS TREATY

Despite the Lewis and Clark expedition, the boundaries of the Louisiana Purchase remained contested. Expansionists chose to

believe the purchase included vast stretches of land, including all of Spanish Texas. The Spanish government disagreed, however. The first attempt to resolve this issue took place in February 1819 with the signing of the Adams-Onís Treaty, which was actually intended to settle the problem of Florida.

Spanish Florida had presented difficulties for its neighbors since the settlement of the original North American colonies, first for England and then for the United States. By 1819, American settlers no longer feared attack by Spanish troops garrisoned in Florida, but hostile tribes like the Creek and Seminole raided Georgia and then retreated to the relative safety of the Florida wilderness. These tribes also sheltered runaway slaves, often intermarrying with them and making them members of their tribes. Sparsely populated by Spanish colonists and far from both Mexico City and Madrid, the frontier in Florida proved next to impossible for the Spanish government to control.

In March 1818, General Andrew Jackson, frustrated by his inability to punish Creek and Seminole raiders, pursued them across the international border into Spanish Florida. Under Jackson's command, U.S. troops defeated the Creek and Seminole, occupied several Florida settlements, and executed two British citizens accused of acting against the United States. Outraged by the U.S. invasion of its territory, the Spanish government demanded that Jackson and his troops withdraw. In agreeing to the withdrawal, however, U.S. Secretary of State John Quincy Adams also offered to purchase the colony. Realizing that conflict between the United States and the Creeks and Seminoles would continue, Spain opted to cede the Spanish colony to its northern neighbor. The Adams-Onís Treaty, named for Adams and the Spanish ambassador, Luís de Onís, made the cession of Florida official while also setting the boundary between the United States and Mexico at the Sabine River. In exchange, Adams gave up U.S. claims to lands west of the Sabine and forgave Spain's \$5 million debt to the United States.

## The Adams-Onís Treaty



*The red line indicates the border between U.S. and Spanish territory established by the Adams-Onís Treaty of 1819.*

The Adams-Onís Treaty upset many American expansionists, who criticized Adams for not laying claim to all of Texas, which they believed had been included in the Louisiana Purchase. In the summer of 1819, James Long, a planter from Natchez, Mississippi, became a filibuster, or a private, unauthorized military adventurer, when he led three hundred men on an expedition across the Sabine River to take control of Texas. Long's men succeeded in capturing Nacogdoches, writing a Declaration of Independence (see below), and setting up a republican government. Spanish troops drove them out a month later. Returning in 1820 with a much smaller force, Long was arrested by the Spanish authorities, imprisoned, and killed.

Long was but one of many nineteenth-century American filibusters who aimed at seizing territory in the Caribbean and Central America.

## The Long Expedition's Declaration of Independence

The Long Expedition's short-lived Republic of Texas was announced with the drafting of a Declaration of Independence in 1819. The declaration named settlers' grievances against the limits put on expansion by the Adams-Onís treaty and expressed their fears of Spain:

The citizens of Texas have long indulged the hope, that in the adjustment of the boundaries of the Spanish possessions in America, and of the territories of the United States, that they should be included within the limits of the latter. The claims of the United States, long and strenuously urged, encouraged the hope. The recent [Adams-Onís] treaty between Spain and the United States of America has dissipated an illusion too long fondly cherished, and has roused the citizens of Texas... They have seen themselves... literally abandoned to the dominion of the crown of Spain and left a prey... to all those exactions which Spanish rapacity is fertile in devising. The citizens of Texas would have proved themselves unworthy of the age... unworthy of their ancestry, of the kindred of the republics of the American continent, could they have hesitated in this emergency... Spurning the fetters of colonial vassalage, disdaining to submit to the most atrocious despotism that ever disgraced the annals of Europe, they have resolved under the blessing of God to be free.

How did the filibusters view Spain? What do their actions say about the nature of American society and of U.S. expansion?

## Section Summary

In 1803, Thomas Jefferson appointed Meriwether Lewis to organize an expedition into the Louisiana Territory to explore and map the area but also to find an all-water route from the Missouri River to the Pacific Coast. The Louisiana Purchase and the journey of Lewis and Clark's Corps of Discovery captured the imagination of many, who dedicated themselves to the economic exploitation of the western lands and the expansion of American influence and power. In the South, the Adams-Onís treaty legally secured Florida for the United States, though it did nothing to end the resistance of the Seminoles against American expansionists. At the same time, the treaty frustrated those Americans who considered Texas a part of the Louisiana Purchase. Taking matters into their own hands, some American settlers tried to take Texas by force.

<https://www.openassessments.org/assessments/977>



## *Review Question*

1. For what purposes did Thomas Jefferson send Lewis and Clark to explore the Louisiana Territory? What did he want them to accomplish?

## *Answer to Review Question*

1. Jefferson wanted Lewis and Clark to find an all-water route to the Pacific Ocean, strengthen U.S. claims to the Pacific Northwest by reaching it through an overland route, explore and map the territory, make note of its natural resources and wildlife, and make contact with Indian tribes with the intention of establishing trade with them.

## *Glossary*

**Corps of Discovery** the group led by Meriwether Lewis and William Clark on the expedition to explore and map the territory acquired in the Louisiana Purchase

**filibuster** a person who engages in an unofficial military

operation intended to seize land from foreign countries or foment revolution there

**Northwest Passage** the nonexistent all-water route across the North American continent sought by European and American explorers

# 177. The Missouri Crisis

## *Learning Objectives*

By the end of this section, you will be able to:

- Explain why the North and South differed over the admission of Missouri as a state
- Explain how the admission of new states to the Union threatened to upset the balance between free and slave states in Congress

Another stage of U.S. expansion took place when inhabitants of Missouri began petitioning for statehood beginning in 1817. The Missouri territory had been part of the Louisiana Purchase and was the first part of that vast acquisition to apply for statehood. By 1818, tens of thousands of settlers had flocked to Missouri, including slaveholders who brought with them some ten thousand slaves. When the status of the Missouri territory was taken up in earnest in the U.S. House of Representatives in early 1819, its admission to the Union proved to be no easy matter, since it brought to the surface a violent debate over whether slavery would be allowed in the new state.

Politicians had sought to avoid the issue of slavery ever since the 1787 Constitutional Convention arrived at an uneasy compromise in the form of the “three-fifths clause.” This provision stated that the entirety of a state’s free population and 60 percent of its enslaved population would be counted in establishing the number of that state’s members in the House of Representatives and the size of its federal tax bill. Although slavery existed in several northern states

at the time, the compromise had angered many northern politicians because, they argued, the “extra” population of slaves would give southern states more votes than they deserved in both the House and the Electoral College. Admitting Missouri as a slave state also threatened the tenuous balance between free and slave states in the Senate by giving slave states a two-vote advantage.

The debate about representation shifted to the morality of slavery itself when New York representative James Tallmadge, an opponent of slavery, attempted to amend the statehood bill in the House of Representatives. Tallmadge proposed that Missouri be admitted as a free state, that no more slaves be allowed to enter Missouri after it achieved statehood, and that all enslaved children born there after its admission be freed at age twenty-five. The amendment shifted the terms of debate by presenting slavery as an evil to be stopped.

Northern representatives supported the Tallmadge Amendment, denouncing slavery as immoral and opposed to the nation’s founding principles of equality and liberty. Southerners in Congress rejected the amendment as an attempt to gradually abolish slavery—not just in Missouri but throughout the Union—by violating the property rights of slaveholders and their freedom to take their property wherever they wished. Slavery’s apologists, who had long argued that slavery was a necessary evil, now began to perpetuate the idea that slavery was a positive good for the United States. They asserted that it generated wealth and left white men free to exercise their true talents instead of toiling in the soil, as the descendants of Africans were better suited to do. Slaves were cared for, supporters argued, and were better off exposed to the teachings of Christianity as slaves than living as free heathens in uncivilized Africa. Above all, the United States had a destiny, they argued, to create an empire of slavery throughout the Americas. These proslavery arguments were to be made repeatedly and forcefully as expansion to the West proceeded.

Most disturbing for the unity of the young nation, however, was that debaters divided along sectional lines, not party lines. With only a few exceptions, northerners supported the Tallmadge

Amendment regardless of party affiliation, and southerners opposed it despite having party differences on other matters. It did not pass, and the crisis over Missouri led to strident calls of disunion and threats of civil war.

Congress finally came to an agreement, called the Missouri Compromise, in 1820. Missouri and Maine (which had been part of Massachusetts) would enter the Union at the same time, Maine as a free state, Missouri as a slave state. The Tallmadge Amendment was narrowly rejected, the balance between free and slave states was maintained in the Senate, and southerners did not have to fear that Missouri slaveholders would be deprived of their human property. To prevent similar conflicts each time a territory applied for statehood, a line coinciding with the southern border of Missouri (at latitude  $36^{\circ} 30'$ ) was drawn across the remainder of the Louisiana Territory. Slavery could exist south of this line but was forbidden north of it, with the obvious exception of Missouri.

## The Missouri Compromise



*The Missouri Compromise resulted in the District of Maine, which had originally been settled in 1607 by the Plymouth Company and was a part of Massachusetts, being admitted to the Union as a free state and Missouri being admitted as a slave state.*

## Thomas Jefferson on the Missouri Crisis

On April 22, 1820, Thomas Jefferson wrote to John Holmes to express his reaction to the Missouri Crisis, especially the open threat of disunion and war:

I thank you, Dear Sir, for the copy you have been so kind as to send me of the letter to your constituents on the Missouri question. it is a perfect justification to them. I had for a long time ceased to read the newspapers or pay any attention to public affairs, confident they were in good hands, and content to be a passenger in our bark to the shore from which I am not distant. but this momentous question [over slavery in Missouri], like a fire bell in the night, awakened and filled me with terror. I considered it at once as the knell of the Union. it is hushed indeed for the moment. but this is a reprieve only, not a final sentence. a geographical line, coinciding with a marked principle, moral and political, once conceived [sic] and held up to the angry passions of men, will never be obliterated; and every new irritation will mark it deeper and deeper. I can say with conscious truth that there is not a man on earth who would sacrifice more than I would, to relieve us from this heavy reproach, in any practicable way. . . .

I regret that I am now to die in the belief that the useless sacrifice of themselves, by the generation of 76. to acquire self government and happiness to their country, is to be thrown away by the unwise and unworthy passions of their sons, and that my only consolation is to be that I live not to weep over it. if they would but dispassionately weigh the blessings they will throw away against an abstract principle more likely to be effected by union than by scission, they would pause before they would perpetuate this act of suicide themselves and of treason against the hopes of the

world. to yourself as the faithful advocate of union I tender the offering of my high esteem and respect.

Th. Jefferson

How would you characterize the former president's reaction? What do you think he means by writing that the Missouri Compromise line "is a reprieve only, not a final sentence"?

Access a collection of primary documents relating to the Missouri Compromise, including Missouri's application for admission into the Union and Jefferson's correspondence on the Missouri question, at the Library of Congress website.

## Section Summary

The Missouri Crisis created a division over slavery that profoundly and ominously shaped sectional identities and rivalries as never before. Conflict over the uneasy balance between slave and free states in Congress came to a head when Missouri petitioned to join the Union as a slave state in 1819, and the debate broadened from simple issues of representation to a critique of the morality of slavery. The debates also raised the specter of disunion and civil war, leading many, including Thomas Jefferson, to fear for the future

of the republic. Under the Missouri Compromise, Missouri and Maine entered the Union at the same time, Maine as a free state, Missouri as a slave state, and a line was drawn across the remainder of the Louisiana territory north of which slavery was forbidden.

<https://www.openassessments.org/assessments/978>

### *Review Question*

1. Why did the Missouri Crisis trigger threats of disunion and war? Identify the positions of both southern slaveholders and northern opponents of the spread of slavery.

### *Answer to Review Question*

1. Northern politicians disliked the terms of the Missouri Compromise because it allowed the expansion of slavery into the lands acquired in the Louisiana Purchase. They feared this would lead to the West being dominated by slaveholders. Southerners disliked the compromise because it prohibited people from taking their slaves into the



territory north of 36° 30' latitude, which they believed was a violation of their property rights.

## *Glossary*

**Missouri Compromise** an agreement reached in Congress in 1820 that allowed Missouri to enter the Union as a slave state, brought Maine into the Union as a free state, and prohibited slavery north of 36° 30' latitude

**Tallmadge Amendment** an amendment (which did not pass) proposed by representative James Tallmadge in 1819 that called for Missouri to be admitted as a free state and for all slaves there to be gradually emancipated

# 178. Independence for Texas

## *Learning Objectives*

By the end of this section, you will be able to:

- Explain why American settlers in Texas sought independence from Mexico
- Discuss early attempts to make Texas independent of Mexico
- Describe the relationship between Anglo-Americans and Tejanos in Texas before and after independence

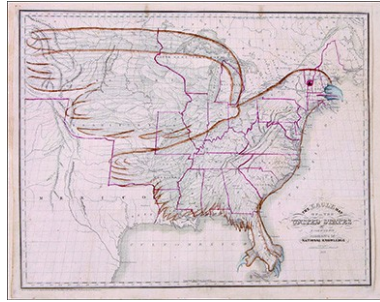
As the incursions of the earlier filibusters into Texas demonstrated, American expansionists had desired this area of Spain's empire in America for many years. After the 1819 Adams-Onís treaty established the boundary between Mexico and the United States, more American expansionists began to move into the northern portion of Mexico's province of Coahuila y Texas. Following Mexico's independence from Spain in 1821, American settlers immigrated to Texas in even larger numbers, intent on taking the land from the new and vulnerable Mexican nation in order to create a new American slave state.

## AMERICAN SETTLERS MOVE TO TEXAS

After the 1819 Adams-Onís Treaty defined the U.S.-Mexico boundary, Spain began actively encouraging Americans to settle their northern province. Texas was sparsely settled, and the few Mexican farmers and ranchers who lived there were under constant threat of attack by hostile Indian tribes, especially the Comanche, who supplemented their hunting with raids in pursuit of horses and cattle.

To increase the non-Indian population in Texas and provide a buffer zone between its hostile tribes and the rest of Mexico, Spain began to recruit *empresarios*. An *empresario* was someone who brought settlers to the region in exchange for generous grants of land. Moses Austin, a once-prosperous entrepreneur reduced to poverty by the Panic of 1819, requested permission to settle three hundred English-speaking American residents in Texas. Spain agreed on the condition that the resettled people convert to Roman Catholicism.

On his deathbed in 1821, Austin asked his son Stephen to carry out his plans, and Mexico, which had won independence from Spain the same year, allowed Stephen to take control of his father's grant. Like Spain, Mexico also wished to encourage settlement in the state of Coahuila y Texas and passed colonization laws to encourage immigration. Thousands of Americans, primarily from slave states, flocked to Texas and quickly came to outnumber the Tejanos, the Mexican residents of the region. The soil and



*By the early 1830s, all the lands east of the Mississippi River had been settled and admitted to the Union as states. The land west of the river, though in this contemporary map united with the settled areas in the body of an eagle symbolizing the territorial ambitions of the United States, remained largely unsettled by white Americans. Texas (just southwest of the bird's tail feathers) remained outside the U.S. border.*

climate offered good opportunities to expand slavery and the cotton kingdom. Land was plentiful and offered at generous terms. Unlike the U.S. government, Mexico allowed buyers to pay for their land in installments and did not require a minimum purchase. Furthermore, to many whites, it seemed not only their God-given right but also their patriotic duty to populate the lands beyond the Mississippi River, bringing with them American slavery, culture, laws, and political traditions.

## THE TEXAS WAR FOR INDEPENDENCE

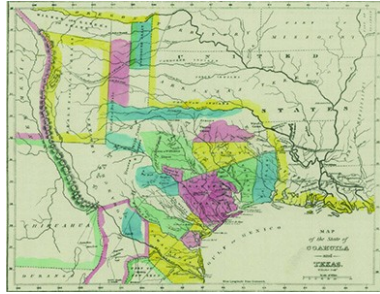
Many Americans who migrated to Texas at the invitation of the Mexican government did not completely shed their identity or

loyalty to the United States. They brought American traditions and expectations with them (including, for many, the right to own slaves). For instance, the majority of these new settlers were Protestant, and though they were not required to attend the Catholic mass, Mexico's prohibition on the public practice of other religions upset them and they routinely ignored it.

Accustomed to representative democracy, jury trials, and the defendant's right to appear before a judge, the Anglo-American settlers in Texas also disliked the Mexican legal system, which provided for an initial hearing by an *alcalde*, an administrator who often combined the duties of mayor, judge, and law enforcement officer. The *alcalde* sent a written record of the proceeding to a judge in Saltillo, the state capital, who decided the outcome. Settlers also resented that at most two Texas representatives were allowed in the state legislature.

Their greatest source of discontent, though, was the Mexican government's 1829 abolition of slavery. Most American settlers were from southern states, and many had brought slaves with them. Mexico tried to accommodate them by maintaining the fiction that the slaves were indentured servants. But American slaveholders in Texas distrusted the Mexican government and wanted Texas to be a new U.S. slave state. The dislike of most for Roman Catholicism (the prevailing religion of Mexico) and a widely held belief in American racial superiority led them generally to regard Mexicans as dishonest, ignorant, and backward.

Belief in their own superiority inspired some Texans to try to undermine the power of the Mexican government. When *empresario* Haden Edwards attempted to evict people who had settled his land grant before he gained title to it, the Mexican government nullified its agreement with him. Outraged, Edwards and a small party of men took prisoner the *alcalde* of



*This 1833 map shows the extent of land grants made by Mexico to American settlers in Texas. Nearly all are in the eastern portion of the state, one factor that led to war with Mexico in 1846.*

Nacogdoches. The Mexican army marched to the town, and Edwards and his troop then declared the formation of the Republic of Fredonia between the Sabine and Rio Grande Rivers. To demonstrate loyalty to their adopted country, a force led by Stephen Austin hastened to Nacogdoches to support the Mexican army. Edwards's revolt collapsed, and the revolutionaries fled Texas.

The growing presence of American settlers in Texas, their reluctance to abide by Mexican law, and their desire for independence caused the Mexican government to grow wary. In 1830, it forbade future U.S. immigration and increased its military presence in Texas. Settlers continued to stream illegally across the long border; by 1835, after immigration resumed, there were twenty thousand Anglo-Americans in Texas.

Fifty-five delegates from the Anglo-American settlements gathered in 1831 to demand the suspension of customs duties, the resumption of immigration from the United States, better protection from Indian tribes, the granting of promised land titles, and the creation of an independent state of Texas separate from Coahuila. Ordered to disband, the delegates reconvened in early April 1833 to write a constitution for an independent Texas. Surprisingly, General Antonio Lopez de Santa Anna, Mexico's new president, agreed to all demands, except the call for statehood.

Coahuila y Texas made provisions for jury trials, increased Texas's representation in the state legislature, and removed restrictions on commerce.

Texans' hopes for independence were quashed in 1834, however, when Santa Anna dismissed the Mexican Congress and abolished all state governments, including that of Coahuila y Texas. In January 1835, reneging on earlier promises, he dispatched troops to the town of Anahuac to collect customs duties. Lawyer and soldier William B. Travis and a small force marched on Anahuac in June, and the fort surrendered. On October 2, Anglo-American forces met Mexican troops at



*This portrait of General Antonio Lopez de Santa Anna depicts the Mexican president and general in full military regalia.*

the town of Gonzales; the Mexican troops fled and the Americans moved on to take San Antonio. Now more cautious, delegates to the Consultation of 1835 at San Felipe de Austin voted against declaring independence, instead drafting a statement, which became known as the Declaration of Causes, promising continued loyalty if Mexico returned to a constitutional form of government. They selected Henry Smith, leader of the Independence Party, as governor of Texas and placed Sam Houston, a former soldier who had been a congressman and governor of Tennessee, in charge of its small military force.

The Consultation delegates met again in March 1836. They declared their independence from Mexico and drafted a constitution calling for an American-style judicial system and an elected president and legislature. Significantly, they also established

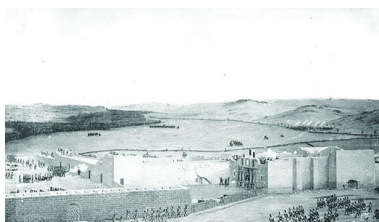
that slavery would not be prohibited in Texas. Many wealthy Tejanos supported the push for independence, hoping for liberal governmental reforms and economic benefits.

## REMEMBER THE ALAMO!

Mexico had no intention of losing its northern province. Santa Anna and his army of four thousand had besieged San Antonio in February 1836. Hopelessly outnumbered, its two hundred defenders, under Travis, fought fiercely from their refuge in an old mission known as the Alamo. After ten days, however, the mission was taken and all but a few of the defenders were dead, including Travis and James Bowie, the famed frontiersman who was also a land speculator and slave trader. A few male survivors, possibly including the frontier legend and former Tennessee congressman Davy Crockett, were led outside the walls and executed. The few women and children inside the mission were allowed to leave with the only adult male survivor, a slave owned by Travis who was then freed by the Mexican Army. Terrified, they fled.

Although hungry for revenge, the Texas forces under Sam Houston nevertheless withdrew across Texas, gathering recruits as they went. Coming upon Santa Anna's encampment on the banks of San Jacinto River on April 21, 1836, they waited as the Mexican troops settled for an

afternoon nap. Assured by Houston that "Victory is certain!" and told to "Trust in God and fear not!" the seven hundred men descended on a sleeping force nearly twice their number with cries



*The Fall of the Alamo, painted by Theodore Gentilz fewer than ten years after this pivotal moment in the Texas Revolution, depicts the 1836 assault on the Alamo complex.*



of “Remember the Alamo!” Within fifteen minutes the Battle of San Jacinto was over. Approximately half the Mexican troops were killed, and the survivors, including Santa Anna, taken prisoner.

Santa Anna grudgingly signed a peace treaty and was sent to Washington, where he met with President Andrew Jackson and, under pressure, agreed to recognize an independent Texas with the Rio Grande River as its southwestern border. By the time the agreement had been signed, however, Santa Anna had been removed from power in Mexico. For that reason, the Mexican Congress refused to be bound by Santa Anna’s promises and continued to insist that the renegade territory still belonged to Mexico.

Visit the official Alamo website to learn more about the battle of the Alamo and take a virtual tour of the old mission.

## THE LONE STAR REPUBLIC

In September 1836, military hero Sam Houston was elected president of Texas, and, following the relentless logic of U.S. expansion, Texans voted in favor of annexation to the United States. This had been the dream of many settlers in Texas all along. They wanted to expand the United States west and saw Texas as the next logical step. Slaveholders there, such as Sam Houston, William B. Travis and James Bowie (the latter two of whom died at the Alamo), believed too in the destiny of slavery. Mindful of the vicious debates over Missouri that had led to talk of disunion and war, American politicians were reluctant to annex Texas or, indeed, even to recognize it as a sovereign nation. Annexation would almost

certainly mean war with Mexico, and the admission of a state with a large slave population, though permissible under the Missouri Compromise, would bring the issue of slavery once again to the fore. Texas had no choice but to organize itself as the independent Lone Star Republic. To protect itself from Mexican attempts to reclaim it, Texas sought and received recognition from France, Great Britain, Belgium, and the Netherlands. The United States did not officially recognize Texas as an independent nation until March 1837, nearly a year after the final victory over the Mexican army at San Jacinto.

Uncertainty about its future did not discourage Americans committed to expansion, especially slaveholders, from rushing to settle in the Lone Star Republic, however. Between 1836 and 1846, its population nearly tripled. By 1840, nearly twelve thousand enslaved Africans had been brought to Texas by American slaveholders. Many new settlers had suffered financial losses in the severe financial depression of 1837 and hoped for a new start in the new nation. According to folklore, across the United States, homes and farms were deserted overnight, and curious neighbors found notes reading only “GTT” (“Gone to Texas”). Many Europeans, especially Germans, also immigrated to Texas during this period.

In keeping with the program of ethnic cleansing and white racial domination, as illustrated by the image at the beginning of this chapter, Americans in Texas generally treated both Tejano and Indian residents with utter contempt, eager to displace and dispossess them. Anglo-American leaders failed to return the support their Tejano neighbors had extended during the rebellion and repaid them by seizing their lands. In 1839, the republic’s militia attempted to drive out the Cherokee and Comanche.

The impulse to expand did not lay dormant, and Anglo-American settlers and leaders in the newly formed Texas republic soon cast their gaze on the Mexican province of New Mexico as well. Repeating the tactics of earlier filibusters, a Texas force set out in 1841 intent on taking Santa Fe. Its members encountered an army of New Mexicans and were taken prisoner and sent to Mexico City. On Christmas Day, 1842, Texans avenged a Mexican assault on San

Antonio by attacking the Mexican town of Mier. In August, another Texas army was sent to attack Santa Fe, but Mexican troops forced them to retreat. Clearly, hostilities between Texas and Mexico had not ended simply because Texas had declared its independence.

## Section Summary

The establishment of the Lone Star Republic formed a new chapter in the history of U.S. westward expansion. In contrast to the addition of the Louisiana Territory through diplomacy with France, Americans in Texas employed violence against Mexico to achieve their goals. Orchestrated largely by slaveholders, the acquisition of Texas appeared the next logical step in creating an American empire that included slavery. Nonetheless, with the Missouri Crisis in mind, the United States refused the Texans' request to enter the United States as a slave state in 1836. Instead, Texas formed an independent republic where slavery was legal. But American settlers there continued to press for more land. The strained relationship between expansionists in Texas and Mexico in the early 1840s hinted of things to come.

<https://www.openassessments.org/assessments/979>

## *Review Question*

1. How did Texas settlers' view of Mexico and its people contribute to the history of Texas in the 1830s?

## *Answer to Review Question*

1. American slaveholders in Texas distrusted the Mexican government's reluctant tolerance of slavery and wanted Texas to be a new U.S. slave state. Most also disliked Mexicans' Roman Catholicism and regarded them as dishonest, ignorant, and backward. Belief in their own superiority inspired some Texans to try to undermine the power of the Mexican government.

## *Glossary*

**alcalde** a Mexican official who often served as combined civil administrator, judge, and law enforcement officer

**empresario** a person who brought new settlers to Texas  
in exchange for a grant of land

**Tejanos** Mexican residents of Texas

# 179. The Mexican-American War, 1846–1848

## *Learning Objectives*

By the end of this section, you will be able to:

- Identify the causes of the Mexican-American War
- Describe the outcomes of the war in 1848, especially the Mexican Cession
- Describe the effect of the California Gold Rush on westward expansion

Tensions between the United States and Mexico rapidly deteriorated in the 1840s as American expansionists eagerly eyed Mexican land to the west, including the lush northern Mexican province of California. Indeed, in 1842, a U.S. naval fleet, incorrectly believing war had broken out, seized Monterey, California, a part of Mexico. Monterey was returned the next day, but the episode only added to the uneasiness with which Mexico viewed its northern neighbor. The forces of expansion, however, could not be contained, and American voters elected James Polk in 1844 because he promised to deliver more lands. President Polk fulfilled his promise by gaining Oregon and, most spectacularly, provoking a war with Mexico that ultimately fulfilled the wildest fantasies of expansionists. By 1848, the United States encompassed much of North America, a republic that stretched from the Atlantic to the Pacific.

## JAMES K. POLK AND THE TRIUMPH OF EXPANSION

A fervent belief in expansion gripped the United States in the 1840s. In 1845, a New York newspaper editor, John O'Sullivan, introduced the concept of "manifest destiny" to describe the very popular idea of the special role of the United States in overspreading the continent—the divine right and duty of white Americans to seize and settle the American West, thus spreading Protestant, democratic values. In this climate of opinion, voters in 1844 elected James K. Polk, a slaveholder from Tennessee, because he vowed to annex Texas as a new slave state and take Oregon.

Annexing Oregon was an important objective for U.S. foreign policy because it appeared to be an area rich in commercial possibilities. Northerners favored U.S. control of Oregon because ports in the Pacific Northwest would be gateways for trade with Asia. Southerners hoped that, in exchange for their support of expansion into the northwest, northerners would not oppose plans for expansion into the southwest.

President Polk—whose campaign slogan in 1844 had been “Fifty-four forty or fight!”—asserted the United States’ right to gain full control of what was known as Oregon Country, from its southern border at 42° latitude (the current boundary with California) to its northern border at 54° 40’ latitude. According to an 1818 agreement, Great Britain and the United States held joint ownership of this territory, but the 1827 Treaty of Joint



*This map of the Oregon territory during the period of joint occupation by the United States and Great Britain shows the area whose ownership was contested by the two powers.*

Occupation opened the land to settlement by both countries. Realizing that the British were not willing to cede all claims to the territory, Polk proposed the land be divided at 49° latitude (the current border between Washington and Canada). The British, however, denied U.S. claims to land north of the Columbia River (Oregon’s current northern border). Indeed, the British foreign secretary refused even to relay Polk’s proposal to London. However, reports of the difficulty Great Britain would face defending Oregon in the event of a U.S. attack, combined with concerns over affairs at home and elsewhere in its empire, quickly changed the minds of the British, and in June 1846, Queen Victoria’s government agreed to a division at the forty-ninth parallel.

In contrast to the diplomatic solution with Great Britain over Oregon, when it came to Mexico, Polk and the American people proved willing to use force to wrest more land for the United States. In keeping with voters’ expectations, President Polk set his sights on the Mexican state of California. After the mistaken capture of Monterey, negotiations about purchasing the port of San Francisco from Mexico broke off until September 1845. Then, following a revolt



in California that left it divided in two, Polk attempted to purchase Upper California and New Mexico as well. These efforts went nowhere. The Mexican government, angered by U.S. actions, refused to recognize the independence of Texas.

Finally, after nearly a decade of public clamoring for the annexation of Texas, in December 1845 Polk officially agreed to the annexation of the former Mexican state, making the Lone Star Republic an additional slave state. Incensed that the United States had annexed Texas, however, the Mexican government refused to discuss the matter of selling land to the United States. Indeed, Mexico refused even to acknowledge Polk's emissary, John Slidell, who had been sent to Mexico City to negotiate. Not to be deterred, Polk encouraged Thomas O. Larkin, the U.S. consul in Monterey, to assist any American settlers and any Californios, the Mexican residents of the state, who wished to proclaim their independence from Mexico. By the end of 1845, having broken diplomatic ties with the United States over Texas and having grown alarmed by American actions in California, the Mexican government warily anticipated the next move. It did not have long to wait.

## WAR WITH MEXICO, 1846–1848

Expansionistic fervor propelled the United States to war against Mexico in 1846. The United States had long argued that the Rio Grande was the border between Mexico and the United States, and at the end of the Texas war for independence Santa Anna had been pressured to agree. Mexico, however, refused to be bound by Santa Anna's promises and insisted the border lay farther north, at the Nueces River. To set it at the Rio Grande would, in effect,

allow the United States to control land it had never occupied. In Mexico's eyes, therefore, President Polk violated its sovereign territory when he ordered U.S. troops into the disputed lands in 1846. From the Mexican perspective, it appeared the United States had invaded their nation.

In January 1846, the U.S. force that was ordered to the banks of the Rio Grande to build a fort on the "American" side encountered a Mexican cavalry unit on patrol. Shots rang out, and sixteen U.S. soldiers were killed or wounded. Angrily declaring that Mexico "has invaded our territory and shed American blood upon American soil," President Polk demanded the United States declare war on Mexico. On May 12, Congress obliged.

The small but vocal antislavery faction decried the decision to go to war, arguing that Polk had deliberately provoked hostilities so the United States could annex more slave territory. Illinois representative Abraham Lincoln and other members of Congress



*In 1845, when Texas joined the United States, Mexico insisted the United States had a right only to the territory northeast of the Nueces River. The United States argued in turn that it should have title to all land between the Nueces and the Rio Grande as well.*

issued the “Spot Resolutions” in which they demanded to know the precise spot on U.S. soil where American blood had been spilled. Many Whigs also denounced the war. Democrats, however, supported Polk’s decision, and volunteers for the army came forward in droves from every part of the country except New England, the seat of abolitionist activity. Enthusiasm for the war was aided by the widely held belief that Mexico was a weak, impoverished country and that the Mexican people, perceived as ignorant, lazy, and controlled by a corrupt Roman Catholic clergy, would be easy to defeat.

U.S. military strategy had three main objectives: 1) Take control of northern Mexico, including New Mexico; 2) seize California; and 3) capture Mexico City. General Zachary Taylor and his Army of the Center were assigned to accomplish the first goal, and with superior weapons they soon captured the Mexican city of Monterrey. Taylor quickly became a hero in the eyes of the American people, and Polk appointed him commander of all U.S. forces.

General Stephen Watts Kearny, commander of the Army of the West, accepted the surrender of Santa Fe, New Mexico, and moved on to take control of California, leaving Colonel Sterling Price in command. Despite Kearny’s assurances that New Mexicans need not fear for their lives or their property, and in fact the region’s residents rose in revolt in January 1847 in an effort to drive the Americans away. Although Price managed to put an end to the rebellion, tensions remained high.



*Anti-Catholic sentiment played an important role in the Mexican-American War. The American public widely regarded Roman Catholics as cowardly and vice-ridden, like the clergy in this ca. 1846 lithograph who are shown fleeing the Mexican town of Matamoros accompanied by pretty women and baskets full of alcohol. (credit: Library of Congress)*

Kearny, meanwhile, arrived in California to find it already in American hands through the joint efforts of California settlers, U.S. naval commander John D. Sloat, and John C. Fremont, a former army captain and son-in-law of Missouri senator Thomas Benton. Sloat, at anchor off the coast of Mazatlan, learned that war had begun and quickly set sail for California. He seized the town of Monterey in July 1846, less than a month after a group of American settlers led by William B. Ide had taken control of Sonoma and declared California a republic. A week after the fall of Monterey, the navy took San Francisco with no resistance. Although some Californios staged a short-lived rebellion in September 1846, many others submitted to the U.S. takeover. Thus Kearny had little to do other than take command of California as its governor.

Leading the Army of the South was General Winfield Scott. Both Taylor and Scott were potential competitors for the presidency, and believing—correctly—that whoever seized Mexico City would become a hero, Polk assigned Scott the campaign to avoid elevating the more popular Taylor, who was affectionately known as “Old Rough and Ready.”

Scott captured Veracruz in March 1847, and moving in a northwesterly direction from there (much as Spanish conquistador Hernán Cortés had done in 1519), he slowly closed in on the capital. Every step of the way was a hard-fought victory, however, and Mexican soldiers and civilians both fought bravely to save their land from the American invaders. Mexico City’s defenders, including young military cadets, fought to the end. According to legend, cadet Juan Escutia’s last act was to save the Mexican flag, and he leapt from the city’s walls with it wrapped around his body. On September 14, 1847, Scott entered Mexico City’s central plaza; the city had fallen. While Polk and other expansionists called for “all Mexico,” the Mexican government and the United States negotiated for peace in 1848, resulting in the Treaty of Guadalupe Hidalgo.

The Treaty of Guadalupe Hidalgo, signed in February 1848, was a triumph for American expansionism under which Mexico ceded nearly half its land to the United States. The Mexican Cession, as the conquest of land west of the Rio Grande was called, included the current states of California, New Mexico, Arizona, Nevada, Utah, and portions of Colorado and Wyoming. Mexico also recognized the Rio Grande as the border with the United States. Mexican citizens in the

ceded territory were promised U.S. citizenship in the future when the territories they were living in became states. In exchange, the United States agreed to assume \$3.35 million worth of Mexican debts owed to U.S. citizens, paid Mexico \$15 million for the loss of its land, and promised to guard the residents of the Mexican Cession from Indian raids.

As extensive as the Mexican Cession was, some argued the United States should not be satisfied until it had taken all of Mexico. Many who were opposed to this idea were southerners who, while desiring the annexation of more slave territory, did not want to make Mexico's large mestizo (people of mixed Indian and European ancestry) population part of the United States. Others did not want to absorb a large group of Roman Catholics. These expansionists could not accept the idea of new U.S. territory filled with mixed-race, Catholic populations.



*In General Scott's Entrance into Mexico (1851), Carl Nebel depicts General Winfield Scott on a white horse entering Mexico City's Plaza de la Constitución as anxious residents of the city watch. One woman peers furtively from behind the curtain of an upstairs window. On the left, a man bends down to pick up a paving stone to throw at the invaders.*

Explore the U.S.-Mexican War at PBS to read about life in the Mexican and U.S. armies during the war and to learn more about the various battles.

## CALIFORNIA AND THE GOLD RUSH

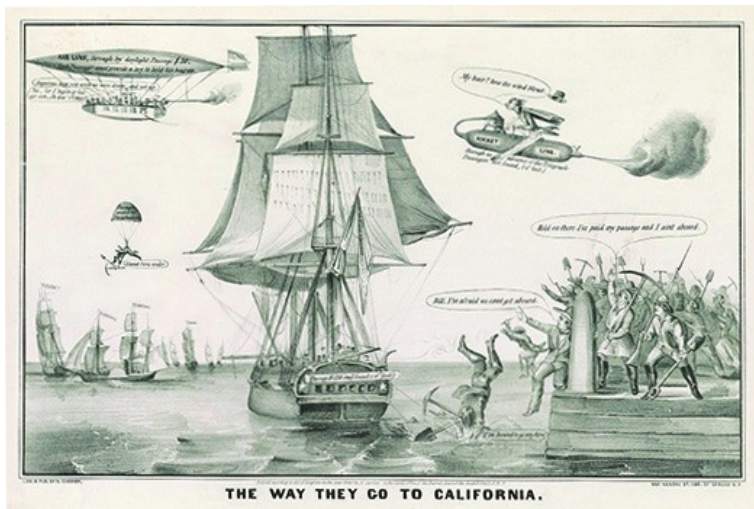
The United States had no way of knowing that part of the land about to be ceded by Mexico had just become far more valuable than anyone could have imagined. On January 24, 1848, James Marshall discovered gold in the millrace of the sawmill he had built with his partner John Sutter on the south fork of California's American River. Word quickly spread, and within a few weeks all of Sutter's employees had left to search for gold. When the news reached San Francisco, most of its inhabitants abandoned the town and headed for the American River. By the end of the year, thousands of California's residents had gone north to the gold fields with visions of wealth dancing in their heads, and in 1849 thousands of people from around the world followed them. The Gold Rush had begun.

The fantasy of instant wealth induced a mass exodus to California.



*Word about the discovery of gold in California in 1848 quickly spread and thousands soon made their way to the West Coast in search of quick riches.*

Settlers in Oregon and Utah rushed to the American River. Easterners sailed around the southern tip of South America or to Panama's Atlantic coast, where they crossed the Isthmus of Panama to the Pacific and booked ship's passage for San Francisco. As California-bound vessels stopped in South American ports to take on food and fresh water, hundreds of Peruvians and Chileans streamed aboard. Easterners who could not afford to sail to California crossed the continent on foot, on horseback, or in wagons. Others journeyed from as far away as Hawaii and Europe. Chinese people came as well, adding to the polyglot population in the California boomtowns.



This Currier & Ives lithograph from 1849 imagines the extreme lengths that people might go to in order to be part of the California Gold Rush. In addition to the men with picks and shovels trying to reach the ship from the dock, airships and rocket are shown flying overhead. (credit: Library of Congress)

Once in California, gathered in camps with names like Drunkard's Bar, Angel's Camp, Gouge Eye, and Whiskeytown, the "forty-niners" did not find wealth so easy to come by as they had first imagined. Although some were able to find gold by panning for it or shoveling

soil from river bottoms into sieve-like contraptions called rockers, most did not. The placer gold, the gold that had been washed down the mountains into streams and rivers, was quickly exhausted, and what remained was deep below ground. Independent miners were supplanted by companies that could afford not only to purchase hydraulic mining technology but also to hire laborers to work the hills. The frustration of many a miner was expressed in the words of Sullivan Osborne. In 1857, Osborne wrote that he had arrived in California “full of high hopes and bright anticipations of the future” only to find his dreams “have long since perished.” Although \$550 million worth of gold was found in California between 1849 and 1850, very little of it went to individuals.

Observers in the gold fields also reported abuse of Indians by miners. Some miners forced Indians to work their claims for them; others drove Indians off their lands, stole from them, and even murdered them. Foreigners were generally disliked, especially those from South America. The most despised, however, were the thousands of Chinese migrants. Eager to earn money to send to their families in Hong Kong and southern China, they quickly earned a reputation as frugal men and hard workers who routinely took over diggings others had abandoned as worthless and worked them until every scrap of gold had been found. Many American miners, often spendthrifts, resented their presence and discriminated against them, believing the Chinese, who represented about 8 percent of the nearly 300,000 who arrived, were depriving them of the opportunity to make a living.

Visit [The Chinese in California](#) to learn more about the experience of Chinese migrants who came to California in the Gold Rush era.



In 1850, California imposed a tax on foreign miners, and in 1858 it prohibited all immigration from China. Those Chinese who remained in the face of the growing hostility were often beaten and killed, and some Westerners made a sport of cutting off Chinese men's queues, the long braids of hair worn down their backs. In 1882, Congress took up the power to restrict immigration by banning the further immigration of Chinese.



*This daguerreotype shows the bustling port of San Francisco in January 1851, just a few months after San Francisco became part of the new U.S. state of California. (credit: Library of Congress)*

As people flocked to California in 1849, the population of the new territory swelled from a few thousand to about 100,000. The new arrivals quickly organized themselves into communities, and the trappings of “civilized” life—stores, saloons, libraries, stage lines, and fraternal lodges—began to appear. Newspapers were established, and musicians, singers, and acting companies arrived to entertain the gold seekers. The epitome of these Gold Rush boomtowns was San Francisco, which counted only a few hundred residents in 1846 but by 1850 had reached a population of thirty-four thousand ([link]). So quickly did the territory grow that by 1850 California was ready to enter the Union as a state. When it sought admission, however, the issue of slavery expansion and sectional tensions emerged once again.



"Pacific Chivalry: Encouragement to Chinese Immigration," which appeared in Harper's Weekly in 1869, depicts a white man attacking a Chinese man with a whip as he holds him by the queue. Americans sometimes forcefully cut off the queues of Chinese immigrants. This could have serious consequences for the victim. Until 1911, all Chinese men were required by their nation's law to wear the queue as a sign of loyalty. Miners returning to China without it could be put to death. (credit: Library of Congress)

## Section Summary

President James K. Polk's administration was a period of intensive expansion for the United States. After overseeing the final details regarding the annexation of

Texas from Mexico, Polk negotiated a peaceful settlement with Great Britain regarding ownership of the Oregon Country, which brought the United States what are now the states of Washington and Oregon. The acquisition of additional lands from Mexico, a country many in the United States perceived as weak and inferior, was not so bloodless. The Mexican Cession added nearly half of Mexico's territory to the United States, including New Mexico and California, and established the U.S.-Mexico border at the Rio Grande. The California Gold Rush rapidly expanded the population of the new territory, but also prompted concerns over immigration, especially from China.

<https://www.openassessments.org/assessments/980>

### *Review Question*

1. Why did whites in California dislike the Chinese so much?

### *Answer to Review Question*

1. The Chinese were seemingly more disciplined than

the majority of the white miners, gaining a reputation for being extremely hard-working and frugal. White miners resented the mining successes that the Chinese earned. They believed the Chinese were unfairly depriving them of the means to earn a living.

## *Glossary*

**Californios** Mexican residents of California

**forty-niners** the nickname for those who traveled to California in 1849 in hopes of finding gold

**Mexican Cession** the lands west of the Rio Grande ceded to the United States by Mexico in 1848, including California, Arizona, New Mexico, Nevada, Utah, and parts of Wyoming and Colorado

# 180. Video: War & Expansion

This video teaches you about the Mexican-American War in the late 1840s, and the expansion of the United States into the western end of North America. In this episode of Crash Course, US territory finally reaches from the Atlantic coast to the Pacific Ocean. After Oregon was secured from the UK and the southwest was ceded by Mexico, that is. Famous Americans abound in this episode, including James K Polk (Young Hickory, Napoleon of the Stump), Martin Van Buren, Zachary Taylor, and Winfield Scott. You'll also learn about the California Gold Rush of 1848, and California's admission as a state, which necessitated the Compromise of 1850. Once more slavery is a crucial issue.



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://library.achievingthedream.org/herkimeramericanhistory1/?p=209#oembed-1>*

# 181. Free Soil or Slave? The Dilemma of the West

## *Learning Objectives*

By the end of this section, you will be able to:

- Describe the terms of the Wilmot Proviso
- Discuss why the Free-Soil Party objected to the westward expansion of slavery
- Explain why sectional and political divisions in the United States grew
- Describe the terms of the Compromise of 1850

The 1848 treaty with Mexico did not bring the United States domestic peace. Instead, the acquisition of new territory revived and intensified the debate over the future of slavery in the western territories, widening the growing division between North and South and leading to the creation of new single-issue parties. Increasingly, the South came to regard itself as under attack by radical northern abolitionists, and many northerners began to speak ominously of a southern drive to dominate American politics for the purpose of protecting slaveholders' human property. As tensions mounted and both sides hurled accusations, national unity frayed. Compromise became nearly impossible and antagonistic sectional rivalries replaced the idea of a unified, democratic republic.

# THE LIBERTY PARTY, THE WILMOT PROVISIO, AND THE ANTISLAVERY MOVEMENT

Committed to protecting white workers by keeping slavery out of the lands taken from Mexico, Pennsylvania congressman David Wilmot attached to an 1846 revenue bill an amendment that would prohibit slavery in the new territory. The Wilmot Proviso was not entirely new. Other congressmen had drafted similar legislation, and Wilmot's language was largely copied from the 1787 Northwest Ordinance that had banned slavery in that territory. His ideas were very controversial in the 1840s, however, because his proposals would prevent American slaveholders from bringing what they viewed as their lawful property, their slaves, into the western lands. The measure passed the House but was defeated in the Senate. When Polk tried again to raise revenue the following year (to pay for lands taken from Mexico), the Wilmot Proviso was reintroduced, this time calling for the prohibition of slavery not only in the Mexican Cession but in all U.S. territories. The revenue bill passed, but without the proviso.

That Wilmot, a loyal Democrat, should attempt to counter the actions of a Democratic president hinted at the party divisions that were to come. The 1840s were a particularly active time in the creation and reorganization of political parties and constituencies, mainly because of discontent with the positions of the mainstream Whig and Democratic Parties in regard to slavery and its extension into the territories. The first new party, the small and politically weak Liberty Party founded in 1840, was a single-issue party, as were many of those that followed it. Its members were abolitionists who fervently believed slavery was evil and should be ended, and that this was best accomplished by political means.

The Wilmot Proviso captured the “antislavery” sentiments during and after the Mexican War. Antislavery advocates differed from the

abolitionists. While abolitionists called for the end of slavery everywhere, antislavery advocates, for various reasons, did not challenge the presence of slavery in the states where it already existed. Those who supported antislavery fervently opposed its expansion westward because, they argued, slavery would degrade white labor and reduce its value, cast a stigma upon hard-working whites, and deprive them of a chance to advance economically. The western lands, they argued, should be open to white men only—small farmers and urban workers for whom the West held the promise of economic advancement. Where slavery was entrenched, according to antislavery advocates, there was little land left for small farmers to purchase, and such men could not compete fairly with slaveholders who held large farms and gangs of slaves. Ordinary laborers suffered also; no one would pay a white man a decent wage when a slave worked for nothing. When labor was associated with loss of freedom, antislavery supporters argued, all white workers carried a stigma that marked them as little better than slaves.

Wilmot opposed the extension of slavery into the Mexican Cession not because of his concern for African Americans, but because of his belief that slavery hurt white workers, and that lands acquired by the government should be used to better the position of white small farmers and laborers. Work was not simply something that people did; it gave them dignity, but in a slave society, labor had no dignity. In response to these arguments, southerners maintained that laborers in northern factories were treated worse than slaves. Their work was tedious and low paid. Their meager income was spent on inadequate food, clothing, and shelter. There was no dignity in such a life. In contrast, they argued, southern slaves were provided with a home, the necessities of life, and the protection of their masters. Factory owners did not care for or protect their employees in the same way.



## THE FREE-SOIL PARTY AND THE ELECTION OF 1848

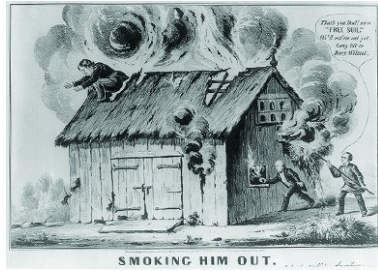
The Wilmot Proviso was an issue of great importance to the Democrats. Would they pledge to support it? At the party's New York State convention in Buffalo, Martin Van Buren's antislavery supporters—called Barnburners because they were likened to farmers who were willing to burn down their own barn to get rid of a rat infestation—spoke in favor of the proviso. Their opponents, known as Hunkers, refused to support it. Angered, the Barnburners organized their own convention, where they chose antislavery, pro-Wilmot Proviso delegates to send to the Democrats' national convention in Baltimore. In this way, the controversy over the expansion of slavery divided the Democratic Party.

At the national convention, both sets of delegates were seated—the pro-proviso ones chosen by the Barnburners and the anti-proviso ones chosen by the Hunkers. When it came time to vote for the party's presidential nominee, the majority of votes were for Lewis Cass, an advocate of popular sovereignty. Popular sovereignty was the belief that citizens should be able to decide issues based on the principle of majority rule; in this case, residents of a territory should have the right to decide whether slavery would be allowed in it. Theoretically, this doctrine would allow slavery to become established in any U.S. territory, including those from which it had been banned by earlier laws.

Disgusted by the result, the Barnburners united with antislavery Whigs and former members of the Liberty Party to form a new political party—the Free-Soil Party, which took as its slogan “Free Soil, Free Speech, Free Labor, and Free Men.” The party had one real goal—to oppose the extension of slavery into the territories. In the minds of its members and many other northerners of the time, southern slaveholders had marshaled their wealth and power to control national politics for the purpose of

protecting the institution of slavery and extending it into the territories. Many in the Free-Soil Party believed in this far-reaching conspiracy of the slaveholding elite to control both foreign affairs and domestic policies for their own ends, a cabal that came to be known as the Slave Power.

In the wake of the Mexican War, antislavery sentiment entered mainstream American politics when the new Free-Soil party promptly selected Martin Van Buren as its presidential candidate. For the first time, a national political party committed itself to the goal of stopping the expansion of slavery. The Democrats chose Lewis Cass, and the Whigs nominated General Zachary Taylor, as Polk had assumed they would. On Election Day, Democrats split their votes between Van Buren and Cass. With the strength of the Democratic vote diluted, Taylor won. His popularity with the American people served him well, and his status as a slaveholder helped him win the South.



*This political cartoon depicts Martin Van Buren and his son John, both Barnburners, forcing the slavery issue within the Democratic Party by “smoking out” fellow Democrat Lewis Cass on the roof. Their support of the Wilmot Proviso and the new Free-Soil Party is demonstrated by John’s declaration, “That’s you Dad! more ‘Free-Soil.’ We’ll rat ‘em out yet. Long life to Davy Wilmot.” (credit: Library of Congress)*

Visit the archives of the Gilder Lehrman Institute to read an August 1848 letter from Gerrit Smith, a staunch abolitionist, regarding the Free-Soil candidate, Martin Van Buren. Smith played a major role in the Liberty Party and was their presidential candidate in 1848.

## THE COMPROMISE OF 1850

The election of 1848 did nothing to quell the controversy over whether slavery would advance into the Mexican Cession. Some slaveholders, like President Taylor, considered the question a moot point because the lands acquired from Mexico were far too dry for growing cotton and therefore, they thought, no slaveholder would want to move there. Other southerners, however, argued that the question was not whether slaveholders *would* want to move to the lands of the Mexican Cession, but whether they *could* and still retain control of their slave property. Denying them the right to freely relocate with their lawful property was, they maintained, unfair and unconstitutional. Northerners argued, just as fervidly, that because Mexico had abolished slavery, no slaves currently lived in the Mexican Cession, and to introduce slavery there would extend it to a new territory, thus furthering the institution and giving the Slave Power more control over the United States. The strong current of antislavery sentiment—that is, the desire to protect white labor—only increased the opposition to the expansion of slavery into the West.

Most northerners, except members of the Free-Soil Party, favored popular sovereignty for California and the New Mexico territory. Many southerners opposed this position, however, for they feared

residents of these regions might choose to outlaw slavery. Some southern politicians spoke ominously of secession from the United States. Free-Soilers rejected popular sovereignty and demanded that slavery be permanently excluded from the territories.

Beginning in January 1850, Congress worked for eight months on a compromise that might quiet the growing sectional conflict. Led by the aged Henry Clay, members finally agreed to the following:

1. California, which was ready to enter the Union, was admitted as a free state in accordance with its state constitution.
2. Popular sovereignty was to determine the status of slavery in New Mexico and Utah, even though Utah and part of New Mexico were north of the Missouri Compromise line.
3. The slave trade was banned in the nation's capital. Slavery, however, was allowed to remain.
4. Under a new fugitive slave law, those who helped runaway slaves or refused to assist in their return would be fined and possibly imprisoned.
5. The border between Texas and New Mexico was established.

The Compromise of 1850 brought temporary relief. It resolved the issue of slavery in the territories for the moment and prevented secession. The peace would not last, however. Instead of relieving tensions between North and South, it had actually made them worse.

## Section Summary

The acquisition of lands from Mexico in 1848 reawakened debates regarding slavery. The suggestion that slavery be barred from the Mexican Cession caused rancorous debate between North and South and split the Democratic Party when many northern members left to create the Free-Soil Party. Although the Compromise of 1850 resolved the question of whether slavery would be allowed in the new territories, the solution pleased no one. The peace brought by the compromise was short-lived, and the debate over slavery continued.

<https://www.openassessments.org/assessments/981>

### *Review Question*

1. Describe the events leading up to the formation of the Free-Soil Party.

## *Answer to Review Question*

1. At the party's national convention in 1848, the majority of Democrats voted for a candidate who supported popular sovereignty. A faction of the party was dismayed by this outcome; they opposed popular sovereignty and wanted to restrict the expansion of slavery in order to protect the value of white workers' labor. They united with antislavery Whigs and former members of the Liberty Party to form a new political party—the Free-Soil Party—which had one goal, to oppose the extension of slavery into the territories.

## *Critical Thinking Questions*

1. Consider the role of filibusters in American expansion. What are some arguments in favor of filibustering? What are some arguments against it?
2. What are the economic and political issues raised by having an imbalance between free and slave states? Why did the balance of free and slave states matter?
3. How did Anglo-American settlers in Texas see themselves? Did they adopt a Mexican identity because they were living in Mexican territory? Why or why not?
4. Consider the annexation of Texas and the Mexican-

American War from a Mexican perspective. What would you find objectionable about American actions, foreign policy, and attitudes in the 1840s?

5. Describe the place of Texas in the history of American westward expansion by comparing Texas's early history to the Missouri Crisis in 1819–1820. What are the similarities and what are the differences?
6. Consider the arguments over the expansion of slavery made by both northerners and southerners in the aftermath of the U.S. victory over Mexico. Who had the more compelling case? Or did each side make equally significant arguments?

## *Glossary*

**Barnburners** northern Democrats loyal to Martin Van Buren who opposed the extension of slavery into the territories and broke away from the main party when it nominated a pro-popular sovereignty candidate

**Compromise of 1850** five separate laws passed by Congress in September 1850 to resolve issues stemming from the Mexican Cession and the sectional crisis

**Free-Soil Party** a political party that sought to exclude slavery from the western territories, leaving these areas open for settlement by white farmers and ensuring that white laborers would not have to compete with slaves

**Liberty Party** a political party formed in 1840 by those

who believed political measures were the best means by which abolition could be accomplished

**Slave Power** a term northerners used to describe the disproportionate influence that they felt elite southern slaveholders wielded in both domestic and international affairs

**Wilmot Proviso** an amendment to a revenue bill that would have barred slavery from all the territory acquired from Mexico



# 182. Primary Source Reading: The Great Nation of Futurity

## The Great Nation of Futurity

John L. O'Sullivan

The American people having derived their origin from many other nations, and the Declaration of National Independence being entirely based on the great principle of human equality, these facts demonstrate at once our disconnected position as regards any other nation; that we have, in reality, but little connection with the past history of any of them, and still less with all antiquity, its glories, or its crimes. On the contrary, our national birth was the beginning of a new history, the formation and progress of an untried political system, which separates us from the past and connects us with the future only; and so far as regards the entire development of the natural rights of man, in moral, political, and national life, we may confidently assume that our country is destined to be *the great nation of futurity*.

It is so destined, because the principle upon which a nation is organized fixes its destiny, and that of equality is perfect, is universal. It presides in all the operations of the physical world, and it is also the conscious law of the soul—the self-evident dictate of morality, which accurately defines the duty of man to man, and consequently man's rights as man. Besides, the truthful annals of any nation furnish abundant evidence, that its happiness, its greatness, its duration, were always proportionate to the democratic equality in its system of government.

How many nations have had their decline and fall, because the

equal rights of the minority were trampled on by the despotism of the majority; or the interests of the many sacrificed to the aristocracy of the few; or the rights and interests of all given up to the monarchy of one? These three kinds of government have figured so frequently and so largely in the ages that have passed away, that their history, through all time to come, can only furnish a resemblance. Like causes produce like effects, and the true philosopher of history will easily discern the principle of equality, or of privilege, working out its inevitable result. The first is regenerative, because it is natural and right; the latter is destructive to society, because it is unnatural and wrong.

What friend of human liberty, civilization, and refinement, can cast his view over the past history of the monarchies and aristocracies of antiquity, and not deplore that they ever existed? What philanthropist can contemplate the oppressions, the cruelties, and injustice inflicted by them on the masses of mankind, and not turn with moral horror from the retrospect?

America is destined for better deeds. It is our unparalleled glory that we have no reminiscences of battle fields, but in defence of humanity, of the oppressed of all nations, of the rights of conscience, the rights of personal enfranchisement. Our annals describe no scenes of horrid carnage, where men were led on by hundreds of thousands to slay one another, dupes and victims to emperors, kings, nobles, demons in the human form called heroes. We have had patriots to defend our homes, our liberties, but no aspirants to crowns or thrones; nor have the American people ever suffered themselves to be led on by wicked ambition to depopulate the land, to spread desolation far and wide, that a human being might be placed on a seat of supremacy.

We have no interest in the scenes of antiquity, only as lessons of avoidance of nearly all their examples. The expansive future is our arena, and for our history. We are entering on its untrodden space, with the truths of God in our minds, beneficent objects in our hearts, and with a clear conscience unsullied by the past. We are the nation of human progress, and who will, what can, set limits to

our onward march? Providence is with us, and no earthly power can. We point to the everlasting truth on the first page of our national declaration, and we proclaim to the millions of other lands, that “the gates of hell”—the powers of aristocracy and monarchy—“shall not prevail against it.”

The far-reaching, the boundless future will be the era of American greatness. In its magnificent domain of space and time, the nation of many nations is destined to manifest to mankind the excellence of divine principles; to establish on earth the noblest temple ever dedicated to the worship of the Most High—the Sacred and the True. Its floor shall be a hemisphere—its roof the firmament of the star-studded heavens, and its congregation an Union of many Republics, comprising hundreds of happy millions, calling, owning no man master, but governed by God’s natural and moral law of equality, the law of brotherhood—of “peace and good will amongst men.”

But although the mighty constituent truth upon which our social and political system is founded will assuredly work out the glorious destiny herein shadowed forth, yet there are many untoward circumstances to retard our progress, to procrastinate the entire fruition of the greatest good to the human race. There is a tendency to imitativeness, prevailing amongst our professional and literary men, subversive of originality of thought, and wholly unfavorable to progress. Being in early life devoted to the study of the laws, institutions, and antiquities of other nations, they are far behind the mind and movement of the age in which they live: so much so, that the spirit of improvement, as well as of enfranchisement, exists chiefly in the great masses—the agricultural and mechanical population.

This propensity to imitate foreign nations is absurd and injurious. It is absurd, for we have never yet drawn on our mental resources that we have not found them ample and of unsurpassed excellence; witness our constitutions of government, where we had no foreign ones to imitate. It is injurious, for never have we followed foreign examples in legislation; witness our laws, our charters of monopoly,

that we did not inflict evil on ourselves, subverting common right, in violation of common sense and common justice. The halls of legislation and the courts of law in a Republic are necessarily the public schools of the adult population. If, in these institutions, foreign precedents are legislated, and foreign decisions adjudged over again, is it to be wondered at that an imitative propensity predominates amongst professional and business men. Taught to look abroad for the highest standards of law, judicial wisdom, and literary excellence, the native sense is subjugated to a most obsequious idolatry of the tastes, sentiments, and prejudices of Europe. Hence our legislation, jurisprudence, literature, are more reflective of foreign aristocracy than of American democracy.

European governments have plunged themselves in debt, designating burthens on the people “national blessings.” Our State Legislatures, humbly imitating their pernicious example, have pawned, bonded the property, labor, and credit of their constituents to the subjects of monarchy. It is by our own labor, and with our own materials, that our internal improvements are constructed, but our British-law-trained legislators have enacted that we shall be in debt for them, paying interest, but never to become owners. With various climates, soils, natural resources, and products, beyond any other country, and producing more real capital annually than any other sixteen millions of people on earth, we are, nevertheless, borrowers, paying tribute to the money powers of Europe.

Our business men have also conned the lesson of example, and devoted themselves body and mind to the promotion of foreign interests. If States can steep themselves in debt, with any propriety in times of peace, why may not merchants import merchandise on credit? If the one can bond the labor and property of generations yet unborn, why may not the other contract debts against the yearly crops and daily labor of their contemporary fellow citizens?

And our literature!—Oh, when will it breathe the spirit of our republican institutions? When will it be imbued with the God-like aspiration of intellectual freedom—the elevating principle of equality? When will it assert its national independence, and speak

the soul—the heart of the American people? Why cannot our literati comprehend the matchless sublimity of our position amongst the nations of the world—our high destiny—and cease bending the knee to foreign idolatry, false tastes, false doctrines, false principles? When will they be inspired by the magnificent scenery of our own world, imbibe the fresh enthusiasm of a new heaven and a new earth, and soar upon the expanded wings of truth and liberty? Is not nature as original—her truths as captivating—her aspects as various, as lovely, as grand—her Promethean fire as glowing in this, our Western hemisphere, as in that of the East? And above all, is not our private life as morally beautiful and good—is not our public life as politically right, as indicative of the brightest prospects of humanity, and therefore as inspiring of the highest conceptions? Why, then, do our authors aim at no higher degree of merit, than a successful imitation of English writers of celebrity?

But with all the retrograde tendencies of our laws, our judicature, our colleges, our literature, still they are compelled to follow the mighty impulse of the age; they are carried onward by the increasing tide of progress; and though they cast many a longing look behind, they cannot stay the glorious movement of the masses, nor induce them to venerate the rubbish, the prejudices, the superstitions of other times and other lands, the theocracy of priests, the divine right of kings, the aristocracy of blood, the metaphysics of colleges, the irrational stuff of law libraries. Already the brightest hopes of philanthropy, the most enlarged speculations of true philosophy, are inspired by the indications perceptible amongst the mechanical and agricultural population. There, with predominating influence, beats the vigorous national heart of America, propelling the onward march of the multitude, propagating and extending, through the present and the future, the powerful purpose of soul, which, in the seventeenth century, sought a refuge among savages, and reared in the wilderness the sacred altars of intellectual freedom. This was the seed that produced individual equality, and political liberty, as its natural fruit; and this is our true nationality. American patriotism is not of soil; we are

not aborigines, nor of ancestry, for we are of all nations; but it is essentially personal enfranchisement, for “where liberty dwells,” said Franklin, the sage of the Revolution, “there is my country.”

Such is our distinguishing characteristic, our popular instinct, and never yet has any public functionary stood forth for the rights of conscience against any, or all, sects desirous of predominating over such right, that he was not sustained by the people. And when a venerated patriot of the Revolution appealed to his fellow-citizens against the overshadowing power of a monarch institution, they came in their strength, and the moneyed despot was brought low. Corporate powers and privileges shrink to nothing when brought in conflict against the rights of individuals. Hence it is that our professional, literary, or commercial aristocracy, have no faith in the virtue, intelligence or capability of the people. The latter have never responded to their exotic sentiments nor promoted their views of a strong government irresponsible to the popular majority, to the will of the masses.

Yes, we are the nation of progress, of individual freedom, of universal enfranchisement. Equality of rights is the cynosure of our union of States, the grand exemplar of the correlative equality of individuals; and while truth sheds its effulgence, we cannot retrograde, without dissolving the one and subverting the other. We must onward to the fulfilment of our mission—to the entire development of the principle of our organization—freedom of conscience, freedom of person, freedom of trade and business pursuits, universality of freedom and equality. This is our high destiny, and in nature’s eternal, inevitable decree of cause and effect we must accomplish it. All this will be our future history, to establish on earth the moral dignity and salvation of man—the immutable truth and beneficence of God. For this blessed mission to the nations of the world, which are shut out from the life-giving light of truth, has America been chosen; and her high example shall smite unto death the tyranny of kings, hierarchs, and oligarchs, and carry the glad tidings of peace and good will where myriads now endure an existence scarcely more enviable than that of beasts of the field.

Who, then, can doubt that our country is destined to be the great nation of futurity?

([http://en.wikisource.org/wiki/  
The\\_Great\\_Nation\\_of\\_Futurity](http://en.wikisource.org/wiki/The_Great_Nation_of_Futurity))





PART XIII

CHAPTER 12: COTTON IS  
KING: THE ANTEBELLUM  
SOUTH, 1800-1860



# 183. Introduction

Nine new slave states entered the Union between 1789 and 1860, rapidly expanding and transforming the South into a region of economic growth built on slave labor. In the image above, innumerable slaves load cargo onto a steamship in the Port of New Orleans, the commercial center of the antebellum South, while two well-dressed white men stand by talking. Commercial activity extends as far as the eye can see.



*Bateaux à Vapeur Géant, la Nouvelle-Orléans 1853 (Giant Steamboats at New Orleans, 1853), by Hippolyte Sebron, shows how New Orleans, at the mouth of the Mississippi River, was the primary trading hub for the cotton that fueled the growth of the southern economy.*

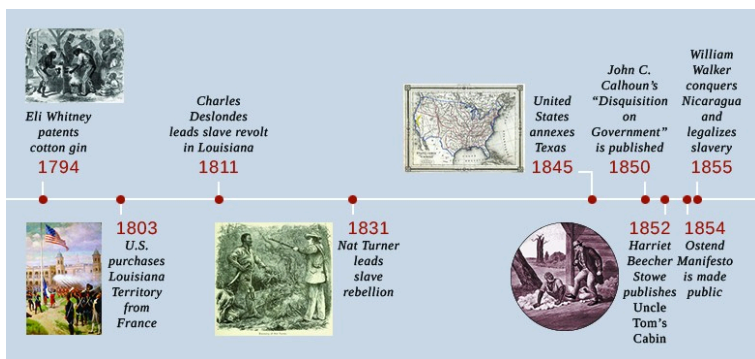
By the mid-nineteenth century, southern commercial centers like New Orleans had become home to the greatest concentration of wealth in the United States. While most white southerners did not own slaves, they aspired to join the ranks of elite slaveholders, who played a key role in the politics of both the South and the nation. Meanwhile, slavery shaped the culture and society of the South, which rested on a racial ideology of white supremacy and a vision of the United States as a white man's republic. Slaves endured the traumas of slavery by creating their own culture and using the Christian message of redemption to find hope for a world of freedom without violence.

# 184. The Economics of Cotton

## *Learning Objectives*

By the end of this section, you will be able to:

- Explain the labor-intensive processes of cotton production
- Describe the importance of cotton to the Atlantic and American antebellum economy



In the antebellum era—that is, in the years before the Civil War—American planters in the South continued to grow Chesapeake tobacco and Carolina rice as they had in the colonial era. Cotton, however, emerged as the antebellum South's major commercial crop, eclipsing tobacco, rice, and sugar in economic

importance. By 1860, the region was producing two-thirds of the world's cotton. In 1793, Eli Whitney revolutionized the production of cotton when he invented the cotton gin, a device that separated the seeds from raw cotton. Suddenly, a process that was extraordinarily labor-intensive when done by hand could be completed quickly and easily. American plantation owners, who were searching for a successful staple crop to compete on the world market, found it in cotton.

As a commodity, cotton had the advantage of being easily stored and transported. A demand for it already existed in the industrial textile mills in Great Britain, and in time, a steady stream of slave-grown American cotton would also supply northern textile mills. Southern cotton, picked and processed by American slaves, helped fuel the nineteenth-century Industrial Revolution in both the United States and Great Britain.

## KING COTTON

Almost no cotton was grown in the United States in 1787, the year the federal constitution was written. However, following the War of 1812, a huge increase in production resulted in the so-called cotton boom, and by midcentury, cotton became the key cash crop (a crop grown to sell rather than for the farmer's sole use) of the southern economy and the most important American commodity. By 1850, of the 3.2 million slaves in the country's fifteen slave states, 1.8 million were producing cotton; by 1860, slave labor was producing over two billion pounds of cotton per year. Indeed, American cotton soon made up two-thirds of the global supply, and production continued to soar. By the time of the Civil War, South Carolina politician James Hammond confidently proclaimed that the North could never threaten the South because "cotton is king."

The crop grown in the South was a hybrid: *Gossypium barbadense*, known as Petit Gulf cotton, a mix of Mexican, Georgia, and Siamese

strains. Petit Gulf cotton grew extremely well in different soils and climates. It dominated cotton production in the Mississippi River Valley—home of the new slave states of Louisiana, Mississippi, Arkansas, Tennessee, Kentucky, and Missouri—as well as in other states like Texas. Whenever new slave states entered the Union, white slaveholders sent armies of slaves to clear the land in order to grow and pick the lucrative crop. The phrase “to be sold down the river,” used by Harriet Beecher Stowe in her 1852 novel *Uncle Tom’s Cabin*, refers to this forced migration from the upper southern states to the Deep South, lower on the Mississippi, to grow cotton.

The slaves who built this cotton kingdom with their labor started by clearing the land. Although the Jeffersonian vision of the settlement of new U.S. territories entailed white yeoman farmers single-handedly carving out small independent farms, the reality proved quite different. Entire old-growth forests and cypress swamps fell to the axe as slaves labored to strip the vegetation to make way for cotton. With the land cleared, slaves readied the earth by plowing and planting. To ambitious white planters, the extent of new land available for cotton production seemed almost limitless, and many planters simply leapfrogged from one area to the next, abandoning their fields every ten to fifteen years after the soil became exhausted. Theirs was a world of mobility and restlessness, a constant search for the next area to grow the valuable crop. Slaves composed the vanguard of this American expansion to the West.

Cotton planting took place in March and April, when slaves planted seeds in rows around three to five feet apart. Over the next several months, from April to August, they carefully tended the plants. Weeding the cotton rows took significant energy and time. In August, after the cotton plants had flowered and the flowers had begun to give way to cotton bolls (the seed-bearing capsule that contains the cotton fiber), all the plantation’s slaves—men, women, and children—worked together to pick the crop. On each day of cotton picking, slaves went to the fields with sacks, which they would fill as many times as they could. The effort was laborious, and

a white “driver” employed the lash to make slaves work as quickly as possible.

Cotton planters projected the amount of cotton they could harvest based on the number of slaves under their control. In general, planters expected a good “hand,” or slave, to work ten acres of land and pick two hundred pounds of cotton a day. An overseer or master measured each individual slave’s daily yield. Great pressure existed to meet the expected daily amount, and some masters whipped slaves who picked less than expected.

Cotton picking occurred as many as seven times a season as the plant grew and continued to produce bolls through the fall and early winter. During the picking season, slaves worked from sunrise to sunset with a ten-minute break at lunch; many slaveholders tended to give them little to eat, since spending on food would cut into their profits. Other slaveholders knew that feeding slaves could increase productivity and therefore provided what they thought would help ensure a profitable crop. The slaves’ day didn’t end after they picked the cotton; once they had brought it to the gin house to be weighed, they then had to care for the animals and perform other chores. Indeed, slaves often maintained their own gardens and livestock, which they tended after working the cotton fields, in order to supplement their supply of food.

Sometimes the cotton was dried before it was ginned (put through the process of separating the seeds from the cotton fiber).



*In the late nineteenth century, J. N. Wilson captured this image of harvest time at a southern plantation. While the workers in this photograph are not slave laborers, the process of cotton harvesting shown here had changed little from antebellum times.*

The cotton gin allowed a slave to remove the seeds from fifty pounds of cotton a day, compared to one pound if done by hand. After the seeds had been removed, the cotton was pressed into bales. These bales, weighing about four hundred to five hundred pounds, were wrapped in burlap cloth and sent down the Mississippi River.

Visit the Internet Archive to watch a 1937 WPA film showing cotton bales being loaded onto a steamboat.

As the cotton industry boomed in the South, the Mississippi River quickly became the essential water highway in the United States. Steamboats, a crucial part of the transportation revolution thanks to their enormous freight-carrying capacity and ability to navigate shallow waterways, became a defining component of the cotton kingdom. Steamboats also illustrated the class and social distinctions of the antebellum age. While the decks carried precious cargo, ornate rooms graced the interior. In these spaces, whites socialized in the ship's saloons and dining halls while black slaves served them.

Investors poured huge sums into steamships. In 1817, only seventeen plied the waters of western rivers, but by 1837, there were over seven hundred steamships in operation. Major new ports developed at St. Louis, Missouri; Memphis, Tennessee; and other locations. By 1860, some thirty-five hundred vessels were steaming in and out of New Orleans,



*As in this depiction of the saloon of the Mississippi River steamboat Princess, elegant and luxurious rooms often occupied the interiors of antebellum steamships, whose decks were filled with cargo.*



carrying an annual cargo made up primarily of cotton that amounted to \$220 million worth of goods (approximately \$6.5 billion in 2014 dollars).

New Orleans had been part of the French empire before the United States purchased it, along with the rest of the Louisiana Territory, in 1803. In the first half of the nineteenth century, it rose in prominence and importance largely because of the cotton boom, steam-powered river traffic, and its strategic position near the mouth of the Mississippi River. Steamboats moved down the river transporting cotton grown on plantations along the river and throughout the South to the port at New Orleans. From there, the bulk of American cotton went to Liverpool, England, where it was sold to British manufacturers who ran the cotton mills in Manchester and elsewhere. This lucrative international trade brought new wealth and new residents to the city. By 1840, New Orleans alone had 12 percent of the nation's total banking capital, and visitors often commented on the great cultural diversity of the city. In 1835, Joseph Holt Ingraham wrote: "Truly does New-Orleans represent every other city and nation upon earth. I know of none where is congregated so great a variety of the human species." Slaves, cotton, and the steamship transformed the city from a relatively isolated corner of North America in the eighteenth century to a thriving metropolis that rivaled New York in importance.

## THE DOMESTIC SLAVE TRADE

The South's dependence on cotton was matched by its dependence on slaves to harvest the cotton. Despite the rhetoric of the Revolution that "all men are created equal," slavery not only endured in the American republic but formed the very foundation of the country's economic success. Cotton and slavery occupied a central—and intertwined—place in the nineteenth-century economy.

In 1807, the U.S. Congress abolished the foreign slave trade, a ban that went into effect on January 1, 1808. After this date, importing slaves from Africa became illegal in the United States. While smuggling continued to occur, the end of the international slave trade meant that domestic slaves were in very high demand. Fortunately for Americans whose wealth depended upon the exploitation of slave labor, a fall in the price of tobacco had caused landowners in the Upper South to reduce their production of this crop and use more of their land to grow wheat, which was far more profitable. While tobacco was a labor-intensive crop that required many people to cultivate it, wheat was not. Former tobacco farmers in the older states of Virginia and Maryland found themselves with "surplus" slaves whom they were obligated to feed, clothe, and shelter. Some slaveholders responded to this situation by freeing slaves; far more decided to sell their excess bondsmen. Virginia and Maryland therefore took the lead in the domestic slave trade, the trading of slaves within the borders of the United States.

The domestic slave trade offered many economic opportunities for white men. Those who sold their slaves could realize great



*This print of The Levee – New Orleans (1884) shows the bustling port of New Orleans with bales of cotton waiting to be shipped. The sheer volume of cotton indicates its economic importance throughout the century.*

profits, as could the slave brokers who served as middlemen between sellers and buyers. Other white men could benefit from the trade as owners of warehouses and pens in which slaves were held, or as suppliers of clothing and food for slaves on the move. Between 1790 and 1859, slaveholders in Virginia sold more than half a million slaves. In the early part of this period, many of these slaves were sold to people living in Kentucky, Tennessee, and North and South Carolina. By the 1820s, however, people in Kentucky and the Carolinas had begun to sell many of their slaves as well. Maryland slave dealers sold at least 185,000 slaves. Kentucky slaveholders sold some seventy-one thousand individuals. Most of the slave traders carried these slaves further south to Alabama, Louisiana, and Mississippi. New Orleans, the hub of commerce, boasted the largest slave market in the United States and grew to become the nation's fourth-largest city as a result. Natchez, Mississippi, had the second-largest market. In Virginia, Maryland, the Carolinas, and elsewhere in the South, slave auctions happened every day.

All told, the movement of slaves in the South made up one of the largest forced internal migrations in the United States. In each of the decades between 1820 and 1860, about 200,000 people were sold and relocated. The 1800 census recorded over one million African Americans, of which nearly 900,000 were slaves. By 1860, the total number of African Americans increased to 4.4 million, and of that number, 3.95 million were held in bondage. For many slaves, the domestic slave trade incited the terror of being sold away from family and friends.

## Solomon Northup Remembers the New Orleans Slave Market

Solomon Northup was a free black man living in Saratoga, New York, when he was kidnapped and sold into slavery in 1841. He later escaped and wrote a book about his experiences: *Twelve Years*

*a Slave. Narrative of Solomon Northup, a Citizen of New-York, Kidnapped in Washington City in 1841 and Rescued in 1853* (the basis of a 2013 Academy Award-winning film). This excerpt derives from Northup's description of being sold in New Orleans, along with fellow slave Eliza and her children Randall and Emily.

One old gentleman, who said he wanted a coachman, appeared to take a fancy to me. . . .

The same man also purchased Randall. The little fellow was made to jump, and run across the floor, and perform many other feats, exhibiting his activity and condition. All the time the trade was going on, Eliza was crying aloud, and wringing her hands. She besought the man not to buy him, unless he also bought her self and Emily. . . . Freeman turned round to her, savagely, with his whip in his uplifted hand, ordering her to stop her noise, or he would flog her. He would not have such work—such snivelling; and unless she ceased that minute, he would take her to the yard and give her a hundred lashes. . . . Eliza shrunk before him, and tried to wipe away her tears, but it was all in vain. She wanted to be with her children, she said, the little time she had to live. All the frowns and threats of Freeman, could not wholly silence the afflicted mother.

What does Northup's narrative tell you about the experience of being a slave? How does he characterize Freeman, the slave trader? How does he characterize Eliza?

## THE SOUTH IN THE AMERICAN AND WORLD MARKETS

The first half of the nineteenth century saw a market revolution in the United States, one in which industrialization brought changes

to both the production and the consumption of goods. Some southerners of the time believed that their region's reliance on a single cash crop and its use of slaves to produce it gave the South economic independence and made it immune from the effects of these changes, but this was far from the truth. Indeed, the production of cotton brought the South more firmly into the larger American and Atlantic markets. Northern mills depended on the South for supplies of raw cotton that was then converted into textiles. But this domestic cotton market paled in comparison to the Atlantic market. About 75 percent of the cotton produced in the United States was eventually exported abroad. Exporting at such high volumes made the United States the undisputed world leader in cotton production. Between the years 1820 and 1860, approximately 80 percent of the global cotton supply was produced in the United States. Nearly all the exported cotton was shipped to Great Britain, fueling its burgeoning textile industry and making the powerful British Empire increasingly dependent on American cotton and southern slavery.

The power of cotton on the world market may have brought wealth to the South, but it also increased its economic dependence on other countries and other parts of the United States. Much of the corn and pork that slaves consumed came from farms in the West. Some of the inexpensive clothing, called “slops,” and shoes worn by slaves were manufactured in the North. The North also supplied the furnishings found in the homes of both wealthy planters and members of the middle class. Many of the trappings of domestic life, such as carpets, lamps, dinnerware, upholstered furniture, books, and musical instruments—all the accoutrements of comfortable living for southern whites—were made in either the North or Europe. Southern planters also borrowed money from banks in northern cities, and in the southern summers, took advantage of the developments in transportation to travel to resorts at Saratoga, New York; Litchfield, Connecticut; and Newport, Rhode Island.

## Section Summary

In the years before the Civil War, the South produced the bulk of the world's supply of cotton. The Mississippi River Valley slave states became the epicenter of cotton production, an area of frantic economic activity where the landscape changed dramatically as land was transformed from pinewoods and swamps into cotton fields. Cotton's profitability relied on the institution of slavery, which generated the product that fueled cotton mill profits in the North. When the international slave trade was outlawed in 1808, the domestic slave trade exploded, providing economic opportunities for whites involved in many aspects of the trade and increasing the possibility of slaves' dislocation and separation from kin and friends. Although the larger American and Atlantic markets relied on southern cotton in this era, the South depended on these other markets for food, manufactured goods, and loans. Thus, the market revolution transformed the South just as it had other regions.

<https://www.openassessments.org/assessments/982>

### *Review Question*

1. Why did some southerners believe their region was immune to the effects of the market revolution? Why was this thinking misguided?

### *Answer to Review Question*

1. Some southerners believed that their region's monopoly over the lucrative cotton crop—on which both the larger American and Atlantic markets depended—and their possession of a slave labor force allowed the South to remain independent from the market revolution. However, the very cotton that provided the South with such economic potency also increased its reliance on the larger U.S. and world markets, which supplied—among other things—the food and clothes slaves needed, the furniture and other manufactured goods that defined the southern standard of comfortable living, and the banks from which southerners borrowed needed funds.

## *Glossary*

**antebellum** a term meaning “before the war” and used to describe the decades before the American Civil War began in 1861

**cash crop** a crop grown to be sold for profit instead of consumption by the farmer’s family

**cotton boom** the upswing in American cotton production during the nineteenth century

**cotton gin** a device, patented by Eli Whitney in 1794, that separated the seeds from raw cotton quickly and easily

**domestic slave trade** the trading of slaves within the borders of the United States



# 185. African Americans in the Antebellum United States

## *Learning Objectives*

By the end of this section, you will be able to:

- Discuss the similarities and differences in the lives of slaves and free blacks
- Describe the independent culture and customs that slaves developed

In addition to cotton, the great commodity of the antebellum South was human chattel. Slavery was the cornerstone of the southern economy. By 1850, about 3.2 million slaves labored in the United States, 1.8 million of whom worked in the cotton fields. Slaves faced arbitrary power abuses from whites; they coped by creating family and community networks. Storytelling, song, and Christianity also provided solace and allowed slaves to develop their own interpretations of their condition.

## LIFE AS A SLAVE

Southern whites frequently relied upon the idea of paternalism—the premise that white slaveholders acted in the best interests of slaves, taking responsibility for their care, feeding, discipline, and even

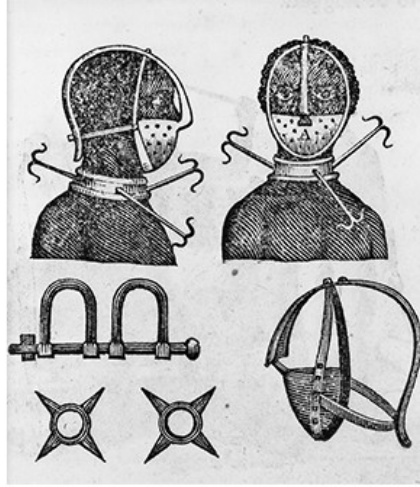
their Christian morality—to justify the existence of slavery. This grossly misrepresented the reality of slavery, which was, by any measure, a dehumanizing, traumatizing, and horrifying human disaster and crime against humanity. Nevertheless, slaves were hardly passive victims of their conditions; they sought and found myriad ways to resist their shackles and develop their own communities and cultures.

Slaves often used the notion of paternalism to their advantage, finding opportunities within this system to engage in acts of resistance and win a degree of freedom and autonomy. For example, some slaves played into their masters' racism by hiding their intelligence and feigning childishness and ignorance. The slaves could then slow down the workday and sabotage the system in small ways by “accidentally” breaking tools, for example; the master, seeing his slaves as unsophisticated and childlike, would believe these incidents were accidents rather than rebellions. Some slaves engaged in more dramatic forms of resistance, such as poisoning their masters slowly. Other slaves reported rebellious slaves to their masters, hoping to gain preferential treatment. Slaves who informed their masters about planned slave rebellions could often expect the slaveholder's gratitude and, perhaps, more lenient treatment. Such expectations were always tempered by the individual personality and caprice of the master.

Slaveholders used both psychological coercion and physical violence to prevent slaves from disobeying their wishes. Often, the most efficient way to discipline slaves was to threaten to sell them. The lash, while the most common form of punishment, was effective but not efficient; whippings sometimes left slaves incapacitated or even dead. Slave masters also used punishment gear like neck braces, balls and chains, leg irons, and paddles with holes to produce blood blisters. Slaves lived in constant terror of both physical violence and separation from family and friends.



(a)



(b)

The original caption of this photograph of a slave's scarred back (a), taken in Baton Rouge, Louisiana, in 1863, reads as follows: "Overseer Artayou Carrier whipped me. I was two months in bed sore from the whipping. My master come after I was whipped; he discharged the overseer. The very words of poor Peter, taken as he sat for his picture." Images like this one helped bolster the northern abolitionist message of the inhumanity of slavery. The drawing of an iron mask, collar, leg shackles, and spurs (b) demonstrates the various cruel and painful instruments used to restrain slaves.

Under southern law, slaves could not marry. Nonetheless, some slaveholders allowed marriages to promote the birth of children and to foster harmony on plantations. Some masters even forced certain slaves to form unions, anticipating the birth of more children (and consequently greater profits) from them. Masters sometimes allowed slaves to choose their own partners, but they could also veto a match. Slave couples always faced the prospect of being sold away from each other, and, once they had children, the horrifying reality that their children could be sold and sent away at any time.

Browse a collection of first-hand narratives of slaves and former slaves at the National Humanities Center to learn more about the experience of slavery.

Slave parents had to show their children the best way to survive under slavery. This meant teaching them to be discreet, submissive, and guarded around whites. Parents also taught their children through the stories they told. Popular stories among slaves included tales of tricksters, sly slaves, or animals like Brer Rabbit, who outwitted their antagonists. Such stories provided comfort in humor and conveyed the slaves' sense of the wrongs of slavery. Slaves'

work songs commented on the harshness of their life and often had double meanings—a literal meaning that whites would not find offensive and a deeper meaning for slaves.

African beliefs, including ideas about the spiritual world and the importance of African healers, survived in the South as well. Whites who became aware of non-Christian rituals among slaves labeled such practices as witchcraft. Among Africans, however, the rituals and use of various plants by respected slave healers created connections between the African past and the American South while also providing a sense of community and identity for slaves. Other African customs, including traditional naming patterns, the



*Brer Rabbit, depicted here in an illustration from *Uncle Remus, His Songs and His Sayings: The Folk-Lore of the Old Plantation* (1881) by Joel Chandler Harris, was a trickster who outwitted his opponents.*

making of baskets, and the cultivation of certain native African plants that had been brought to the New World, also endured.

## African Americans and Christian Spirituals

Many slaves embraced Christianity. Their masters emphasized a scriptural message of obedience to whites and a better day awaiting slaves in heaven, but slaves focused on the uplifting message of being freed from bondage.

The styles of worship in the Methodist and Baptist churches, which emphasized emotional responses to scripture, attracted slaves to those traditions and inspired some to become preachers. Spiritual songs that referenced the Exodus (the biblical account of the Hebrews' escape from slavery in Egypt), such as “Roll, Jordan, Roll,” allowed slaves to freely express messages of hope, struggle, and overcoming adversity.

**ROLL, JORDAN, ROLL.**

1. My brudder\* sittin' on de tree of life, An' he yearde when Jer-dan

*Var.*

roll; Roll, Jer-dan, Roll, Jer-dan, Roll, Jer-dan, roll!

O march de an - gel march, O march de an - gel march; O my

soul a - rise in Heaven, Lord, For to yearde when Jer-dan roll.

2 Little chifren, learn to fear de Lord,  
And let your days be long;  
Roll, Jordan, &c.

3 O, let no false nor spiteful word  
Be found upon your tongue;  
Roll, Jerd i, &c.

*This version of “Roll, Jordan, Roll” was included in Slave Songs of the United States, the first published collection of African American music, which appeared in 1867.*

What imagery might the Jordan River suggest to slaves working in the Deep South? What lyrics in this song suggest redemption and a better world ahead?

Listen to a rendition of “Roll, Jordan, Roll” from the movie based on Solomon Northup’s memoir and life.



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

*[https://library.achievingthedream.org/  
herkimeramericanhistory1/?p=215](https://library.achievingthedream.org/herkimeramericanhistory1/?p=215)*

## THE FREE BLACK POPULATION

Complicating the picture of the antebellum South was the existence of a large free black population. In fact, more free blacks lived in the South than in the North; roughly 261,000 lived in slave states, while 226,000 lived in northern states without slavery. Most free blacks did not live in the Lower, or Deep South: the states of Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, South Carolina, and Texas. Instead, the largest number lived in the upper southern states of Delaware, Maryland, Virginia, North Carolina, and later Kentucky, Missouri, Tennessee, and the District of Columbia.

Part of the reason for the large number of free blacks living in slave states were the many instances of manumission—the formal

granting of freedom to slaves—that occurred as a result of the Revolution, when many slaveholders put into action the ideal that “all men are created equal” and freed their slaves. The transition in the Upper South to the staple crop of wheat, which did not require large numbers of slaves to produce, also spurred manumissions. Another large group of free blacks in the South had been free residents of Louisiana before the 1803 Louisiana Purchase, while still other free blacks came from Cuba and Haiti.

Most free blacks in the South lived in cities, and a majority of free blacks were lighter-skinned women, a reflection of the interracial unions that formed between white men and black women. Everywhere in the United States blackness had come to be associated with slavery, the station at the bottom of the social ladder. Both whites and those with African ancestry tended to delineate varying degrees of lightness in skin color in a social hierarchy. In the slaveholding South, different names described one’s distance from blackness or whiteness: mulattos (those with one black and one white parent), quadroons (those with one black grandparent), and octoroons (those with one black great-grandparent). Lighter-skinned blacks often looked down on their darker counterparts, an indication of the ways in which both whites and blacks internalized the racism of the age.

Some free blacks in the South owned slaves of their own. Andrew Durnford, for example, was born in New Orleans in 1800, three years before the Louisiana Purchase. His father was white, and his mother was a free black. Durnford became an American citizen after the Louisiana Purchase, rising to prominence as a Louisiana sugar planter and slaveholder. William Ellison, another free black who amassed great wealth and power in the South, was born a slave in 1790 in South Carolina. After buying his freedom and that of his wife and daughter, he proceeded to



*In this late eighteenth-century painting, a free woman of color stands with her quadroon daughter in New Orleans. Families with members that had widely varying ethnic characteristics were not uncommon at the time, especially in the larger cities.*

purchase his own slaves, whom he then put to work manufacturing cotton gins. By the eve of the Civil War, Ellison had become one of the richest and largest slaveholders in the entire state.

The phenomenon of free blacks amassing large fortunes within a slave society predicated on racial difference, however, was exceedingly rare. Most free blacks in the South lived under the specter of slavery and faced many obstacles. Beginning in the early nineteenth century, southern states increasingly made manumission of slaves illegal. They also devised laws that divested free blacks of their rights, such as the right to testify against whites in court or the right to seek employment where they pleased. Interestingly, it was in the upper southern states that such laws were the harshest. In Virginia, for example, legislators made efforts to require free blacks to leave the state. In parts of the Deep South, free blacks were able to maintain their rights more easily. The difference in treatment between free blacks in the Deep South and



those in the Upper South, historians have surmised, came down to economics. In the Deep South, slavery as an institution was strong and profitable. In the Upper South, the opposite was true. The anxiety of this economic uncertainty manifested in the form of harsh laws that targeted free blacks.

## SLAVE REVOLTS

Slaves resisted their enslavement in small ways every day, but this resistance did not usually translate into mass uprisings. Slaves understood that the chances of ending slavery through rebellion were slim and would likely result in massive retaliation; many also feared the risk that participating in such actions would pose to themselves and their families. White slaveholders, however, constantly feared uprisings and took drastic steps, including torture and mutilation, whenever they believed that rebellions might be simmering. Gripped by the fear of insurrection, whites often imagined revolts to be in the works even when no uprising actually happened.

At least two major slave uprisings did occur in the antebellum South. In 1811, a major rebellion broke out in the sugar parishes of the booming territory of Louisiana. Inspired by the successful overthrow of the white planter class in Haiti, Louisiana slaves took up arms against planters. Perhaps as many five hundred slaves joined the rebellion, led by Charles Deslondes, a mixed-race slave driver on a sugar plantation owned by Manuel Andry.

The revolt began in January 1811 on Andry's plantation. Deslondes and other slaves attacked the Andry household, where they killed the slave master's son (although Andry himself escaped). The rebels then began traveling toward New Orleans, armed with weapons gathered at Andry's plantation. Whites mobilized to stop the rebellion, but not before Deslondes and the other rebelling slaves set fire to three plantations and killed numerous whites. A small

white force led by Andry ultimately captured Deslondes, whose body was mutilated and burned following his execution. Other slave rebels were beheaded, and their heads placed on pikes along the Mississippi River.

The second rebellion, led by the slave Nat Turner, occurred in 1831 in Southampton County, Virginia. Turner had suffered not only from personal enslavement, but also from the additional trauma of having his wife sold away from him. Bolstered by Christianity, Turner became convinced that like Christ, he should lay down his life to end slavery. Mustering his relatives and friends, he began the rebellion August 22, killing scores of whites in the county. Whites mobilized quickly and within forty-eight hours had brought the rebellion to an end. Shocked by Nat Turner's Rebellion, Virginia's state legislature considered ending slavery in the state in order to provide greater security. In the end, legislators decided slavery would remain and that their state would continue to play a key role in the domestic slave trade.

## SLAVE MARKETS

As discussed above, after centuries of slave trade with West Africa, Congress banned the further importation of slaves beginning in 1808. The domestic slave trade then expanded rapidly. As the cotton trade grew in size and importance, so did the domestic slave trade; the cultivation of cotton gave new life and importance to slavery, increasing the value of slaves. To meet the South's fierce demand for labor, American smugglers illegally transferred slaves through Florida and later through Texas. Many more slaves arrived illegally from Cuba; indeed, Cubans relied on the smuggling of slaves to prop up their finances. The largest number of slaves after 1808, however, came from the massive, legal internal slave market in which slave states in the Upper South sold enslaved men, women, and children to states in the Lower South. For slaves, the domestic trade

presented the full horrors of slavery as children were ripped from their mothers and fathers and families destroyed, creating heartbreak and alienation.

Some slaveholders sought to increase the number of slave children by placing male slaves with fertile female slaves, and slave masters routinely raped their female slaves. The resulting births played an important role in slavery's expansion in the first half of the nineteenth century, as many slave children were born as a result of rape. One account written by a slave named William J. Anderson captures the horror of sexual exploitation in the antebellum South. Anderson wrote about how a Mississippi slaveholder

divested a poor female slave of all wearing apparel, tied her down to stakes, and whipped her with a handsaw until he broke it over her naked body. In process of time he ravished [raped] her person, and became the father of a child by her. Besides, he always kept a colored Miss in the house with him. This is another curse of Slavery—concubinage and illegitimate connections—which is carried on to an alarming extent in the far South. A poor slave man who lives close by his wife, is permitted to visit her but very seldom, and other men, both white and colored, cohabit with her. It is undoubtedly the worst place of incest and bigamy in the world. A white man thinks nothing of putting a colored man out to carry the fore row [front row in field work], and carry on the same sport with the colored man's wife at the same time.

Anderson, a devout Christian, recognized and explains in his narrative that one of the evils of slavery is the way it undermines the family. Anderson was not the only critic of slavery to emphasize this point. Frederick Douglass, a Maryland slave who escaped to the North in 1838, elaborated on this dimension of slavery in his 1845 narrative. He recounted how slave masters had to sell their own children whom they had with slave women to appease the white wives who despised their offspring.

The selling of slaves was a major business enterprise in the antebellum South, representing a key part of the economy. White men invested substantial sums in slaves, carefully calculating the annual returns they could expect from a slave as well as the possibility of greater profits through natural increase. The domestic slave trade was highly visible, and like the infamous Middle Passage that brought captive Africans to the Americas, it constituted an equally disruptive and horrifying journey now called the second middle passage. Between 1820 and 1860, white American traders sold a million or more slaves in the domestic slave market. Groups of slaves were transported by ship from places like Virginia, a state that specialized in raising slaves for sale, to New Orleans, where they were sold to planters in the Mississippi Valley. Other slaves made the overland trek from older states like North Carolina to new and booming Deep South states like Alabama.

New Orleans had the largest slave market in the United States. Slaveholders brought their slaves there from the East (Virginia, Maryland, and the Carolinas) and the West (Tennessee and Kentucky) to be sold for work in the Mississippi Valley. The slave trade benefited whites in the Chesapeake and Carolinas, providing them with extra income: A healthy young male slave in the 1850s could be sold for \$1,000 (approximately \$30,000 in 2014 dollars), and a planter who could sell ten such slaves collected a windfall.

In fact, by the 1850s, the demand for slaves reached an all-time high, and prices therefore doubled. A slave who would have sold for \$400 in the 1820s could command a price of \$800 in the 1850s. The high price of slaves in the 1850s and the inability of natural



*In Sale of Estates, Pictures and Slaves in the Rotunda, New Orleans (1853) by J. M. Starling, it is clear that slaves are considered property to be auctioned off, just like pictures or other items.*

increase to satisfy demands led some southerners to demand the reopening of the international slave trade, a movement that caused a rift between the Upper South and the Lower South. Whites in the Upper South who sold slaves to their counterparts in the Lower South worried that reopening the trade would lower prices and therefore hurt their profits.

## John Brown on Slave Life in Georgia

A slave named John Brown lived in Virginia, North Carolina, and Georgia before he escaped and moved to England. While there, he dictated his autobiography to someone at the British and Foreign Anti-Slavery Society, who published it in 1855.

I really thought my mother would have died of grief at being obliged to leave her two children, her mother, and her relations behind. But it was of no use lamenting, the few things we had were put together that night, and we completed our preparations for being parted for life by kissing one another over and over again, and saying good bye till some of us little ones fell asleep. . . . And here I may as well tell what kind of man our new master was. He was of small stature, and thin, but very strong. He had sandy hair, a very red face, and chewed tobacco. His countenance had a very cruel expression, and his disposition was a match for it. He was, indeed, a very bad man, and used to flog us dreadfully. He would make his slaves work on one meal a day, until quite night, and after supper, set them to burn brush or spin cotton. We worked from four in the morning till twelve before we broke our fast, and from that time till eleven or twelve at night . . . we labored eighteen hours a day.

—John Brown, *Slave Life in Georgia: A Narrative of the Life*,

*Sufferings, and Escape of John Brown, A Fugitive Slave, Now in England, 1855*

What features of the domestic slave trade does Brown's narrative illuminate? Why do you think he brought his story to an antislavery society? How do you think people responded to this narrative?

Read through several narratives at "Born in Slavery," part of the American Memory collection at the Library of Congress. Do these narratives have anything in common? What differences can you find between them?

## Section Summary

Slave labor in the antebellum South generated great wealth for plantation owners. Slaves, in contrast, endured daily traumas as the human property of masters. Slaves resisted their condition in a variety of ways, and many found some solace in Christianity and the communities they created in the slave quarters. While some free blacks achieved economic prosperity and even became slaveholders themselves, the vast majority found themselves restricted by the same white-supremacist assumptions upon which the institution of slavery was based.

### *Review Question*

1. How did both slaveholders and slaves use the concept of paternalism to their advantage?

### *Answer to Review Question*

1. Southern whites often used paternalism to justify the institution of slavery, arguing that slaves, like children, needed the care, feeding, discipline, and moral and religious education that they could provide. Slaves often used this misguided notion to their advantage: By feigning ignorance and playing into slaveholders' paternalistic perceptions of them, slaves found opportunities to resist their condition and gain a degree of freedom and autonomy.

### *Glossary*

**paternalism** the premise that southern white slaveholders acted in the best interests of their slaves

**second middle passage** the internal forced migration of slaves to the South and West in the United States



## 186. Video: Slavery

This video teaches you about America's "peculiar institution," slavery. I wouldn't really call it peculiar. I'd lean more toward horrifying and depressing institution, but nobody asked me. This video will talk about what life was like for a slave in the 19th century United States, and how slaves resisted oppression, to the degree that was possible. We'll hear about cotton plantations, violent punishment of slaves, day to day slave life, and slave rebellions. Nat Turner, Harriet Tubman, and Whipped Peter all make an appearance. Slavery as an institution is arguably the darkest part of America's history, and we're still dealing with its aftermath 150 years after it ended.



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://library.achievingthedream.org/herkimeramericanhistory1/?p=216#oembed-1>*

# 187. Wealth and Culture in the South

## *Learning Objectives*

By the end of this section, you will be able to:

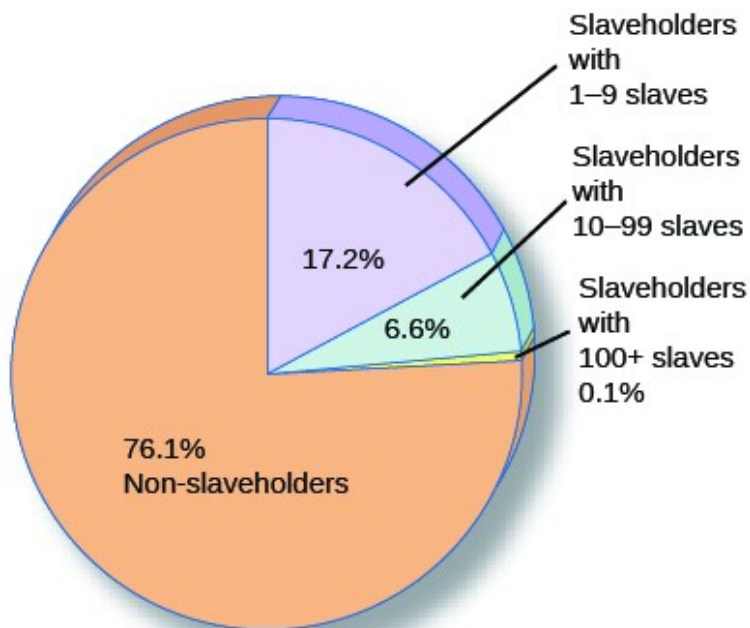
- Assess the distribution of wealth in the antebellum South
- Describe the southern culture of honor
- Identify the main proslavery arguments in the years prior to the Civil War

During the antebellum years, wealthy southern planters formed an elite master class that wielded most of the economic and political power of the region. They created their own standards of gentility and honor, defining ideals of southern white manhood and womanhood and shaping the culture of the South. To defend the system of forced labor on which their economic survival and genteel lifestyles depended, elite southerners developed several proslavery arguments that they levied at those who would see the institution dismantled.

## SLAVERY AND THE WHITE CLASS STRUCTURE

The South prospered, but its wealth was very unequally distributed. Upward social mobility did not exist for the millions of slaves who produced a good portion of the nation's wealth, while poor southern whites envisioned a day when they might rise enough in the world to own slaves of their own. Because of the cotton boom, there were more millionaires per capita in the Mississippi River Valley by 1860 than anywhere else in the United States. However, in that same year, only 3 percent of whites owned more than fifty slaves, and two-thirds of white households in the South did not own any slaves at all. Distribution of wealth in the South became less democratic over time; fewer whites owned slaves in 1860 than in 1840.

## White Class Structure in the South, 1860



*As the wealth of the antebellum South increased, it also became more unequally distributed, and an ever-smaller percentage of slaveholders held a substantial number of slaves.*

At the top of southern white society stood the planter elite, which comprised two groups. In the Upper South, an aristocratic gentry, generation upon generation of whom had grown up with slavery, held a privileged place. In the Deep South, an elite group of slaveholders gained new wealth from cotton. Some members of this group hailed from established families in the eastern states (Virginia and the Carolinas), while others came from humbler backgrounds. South Carolinian Nathaniel Heyward, a wealthy rice planter and member of the aristocratic gentry, came from an established family and sat atop the pyramid of southern slaveholders. He amassed an

enormous estate; in 1850, he owned more than eighteen hundred slaves. When he died in 1851, he left an estate worth more than \$2 million (approximately \$63 million in 2014 dollars).

As cotton production increased, new wealth flowed to the cotton planters. These planters became the staunchest defenders of slavery, and as their wealth grew, they gained considerable political power.

One member of the planter elite was Edward Lloyd V, who came from an established and wealthy family of Talbot County, Maryland. Lloyd had inherited his position rather than rising to it through his own labors. His hundreds of slaves formed a crucial part of his wealth. Like many of the planter elite, Lloyd's plantation was a masterpiece of elegant architecture and gardens.

One of the slaves on Lloyd's plantation was Frederick Douglass, who escaped in 1838 and became an abolitionist leader, writer, statesman, and orator in the North. In his autobiography, Douglass described the plantation's elaborate gardens and racehorses, but also its underfed and brutalized slave population. Lloyd provided



*The grand house of Edward Lloyd V advertised the status and wealth of its owner. In its heyday, the Lloyd family's plantation boasted holdings of forty-two thousand acres and one thousand slaves.*

employment opportunities to other whites in Talbot County, many of whom served as slave traders and the “slave breakers” entrusted with beating and overworking unruly slaves into submission. Like other members of the planter elite, Lloyd himself served in a variety of local and national political offices. He was governor of Maryland from 1809 to 1811, a member of the House of Representatives from 1807 to 1809, and a senator from 1819 to 1826. As a representative and a senator, Lloyd defended slavery as the foundation of the American economy.

Wealthy plantation owners like Lloyd came close to forming an American ruling class in the years before the Civil War. They helped shape foreign and domestic policy with one goal in view: to expand the power and reach of the cotton kingdom of the South. Socially, they cultivated a refined manner and believed whites, especially members of their class, should not perform manual labor. Rather, they created an identity for themselves based on a world of leisure in which horse racing and entertainment mattered greatly, and where the enslavement of others was the bedrock of civilization.

Below the wealthy planters were the yeoman farmers, or small landowners. Below yeomen were poor, landless whites, who made up the majority of whites in the South. These landless white men dreamed of owning land and slaves and served as slave overseers, drivers, and traders in the southern economy. In fact, owning land and slaves



*In this painting by Felix Octavius Carr Darley, a yeoman farmer carrying a scythe follows his livestock down the road.*

provided one of the only opportunities for upward social and economic mobility. In the South, living the American dream meant possessing slaves, producing cotton, and owning land.

Despite this unequal distribution of wealth, non-slaveholding whites shared with white planters a common set of values, most notably a belief in white supremacy. Whites, whether rich or poor, were bound together by racism. Slavery defused class tensions among them, because no matter how poor they were, white southerners had race in common with the mighty plantation owners. Non-slaveholders accepted the rule of the planters as defenders of their shared interest in maintaining a racial hierarchy. Significantly, all whites were also bound together by the constant, prevailing fear of slave uprisings.

## D. R. Hundley on the Southern Yeoman

D. R. Hundley was a well-educated planter, lawyer, and banker from Alabama. Something of an amateur sociologist, he argued against the common northern assumption that the South was made up exclusively of two tiers of white residents: the very wealthy planter class and the very poor landless whites. In his 1860 book, *Social Relations in Our Southern States*, Hundley describes what he calls the “Southern Yeomen,” a social group he insists is roughly equivalent to the middle-class farmers of the North.

*But you have no Yeomen in the South, my dear Sir? Beg your pardon, our dear Sir, but we have—hosts of them. I thought you had only poor White Trash? Yes, we dare say as much—and that the moon is made of green cheese! . . . Know, then, that the Poor Whites of the South constitute a separate class to themselves; the Southern Yeomen are as distinct from them as the Southern Gentleman is from the Cotton Snob. Certainly the Southern Yeomen are nearly always poor, at least so far as this world's goods are to be taken into account. As a general thing they own no slaves; and even in case they do, the wealthiest of them rarely possess more than from ten to fifteen. . . . The Southern Yeoman much resembles in his speech, religious opinions, household arrangements, indoor sports, and family traditions, the middle class farmers of the Northern States. He is fully as intelligent as the latter, and is on the whole much better versed in the lore of politics and the provisions of our Federal and State Constitutions. . . . [A]lthough not as a class pecuniarily interested in slave property, the Southern Yeomanry are almost unanimously pro-slavery in sentiment. Nor do we see how any honest, thoughtful person can reasonably find fault with them on this account.*

—D. R. Hundley, *Social Relations in Our Southern States*, 1860

What elements of social relations in the South is Hundley attempting to emphasize for his readers? In what respects might his position as an educated and wealthy planter influence his understanding of social relations in the South?

Because race bound all whites together as members of the master race, non-slaveholding whites took part in civil duties. They served on juries and voted. They also engaged in the daily rounds of maintaining slavery by serving on neighborhood patrols to ensure that slaves did not escape and that rebellions did not occur. The practical consequence of such activities was that the institution of slavery, and its perpetuation, became a source of commonality among different economic and social tiers that otherwise were separated by a gulf of difference.

Southern planters exerted a powerful influence on the federal government. Seven of the first eleven presidents owned slaves, and more than half of the Supreme Court justices who served on the court from its inception to the Civil War came from slaveholding states. However, southern white yeoman farmers generally did not support an active federal government. They were suspicious of the state bank and supported President Jackson's dismantling of the Second Bank of the United States. They also did not support taxes to create internal improvements such as canals and railroads; to them, government involvement in the economic life of the nation disrupted what they perceived as the natural workings of the economy. They also feared a strong national government might tamper with slavery.

Planters operated within a larger capitalist society, but the labor system they used to produce goods—that is, slavery—was similar to systems that existed before capitalism, such as feudalism and serfdom. Under capitalism, free workers are paid for their labor (by owners of capital) to produce commodities; the money from the sale of the goods is used to pay for the work performed. As slaves did not reap any earnings from their forced labor, some economic



historians consider the antebellum plantation system a “pre-capitalist” system.

## HONOR IN THE SOUTH

A complicated code of honor among privileged white southerners, dictating the beliefs and behavior of “gentlemen” and “ladies,” developed in the antebellum years. Maintaining appearances and reputation was supremely important. It can be argued that, as in many societies, the concept of honor in the antebellum South had much to do with control over dependents, whether slaves, wives, or relatives. Defending their honor and ensuring that they received proper respect became preoccupations of whites in the slaveholding South. To question another man’s assertions was to call his

honor and reputation into question. Insults in the form of words or behavior, such as calling someone a coward, could trigger a rupture that might well end on the dueling ground. Dueling had largely disappeared in the antebellum North by the early nineteenth century, but it remained an important part of the southern code of honor through the Civil War years. Southern white men, especially those of high social status, settled their differences with duels,



*“The Modern Tribunal and Arbiter of Men’s Differences,” an illustration that appeared on the cover of The Mascot, a newspaper published in nineteenth-century New Orleans, reveals the importance of dueling in southern culture; it shows men bowing before an altar on which are laid a pistol and knife.*

before which antagonists usually attempted reconciliation, often through the exchange of letters addressing the alleged insult. If the challenger was not satisfied by the exchange, a duel would often result.

The dispute between South Carolina's James Hammond and his erstwhile friend (and brother-in-law) Wade Hampton II illustrates the southern culture of honor and the place of the duel in that culture. A strong friendship bound Hammond and Hampton together. Both stood at the top of South Carolina's society as successful, married plantation owners involved in state politics. Prior to his election as governor of the state in 1842, Hammond became sexually involved with each of Hampton's four teenage daughters, who were his nieces by marriage. "[A]ll of them rushing on every occasion into my arms," Hammond confided in his private diary, "covering me with kisses, lolling on my lap, pressing their bodies almost into mine . . . and permitting my hands to stray unchecked." Hampton found out about these dalliances, and in keeping with the code of honor, could have demanded a duel with Hammond. However, Hampton instead tried to use the liaisons to destroy his former friend politically. This effort proved disastrous for Hampton, because it represented a violation of the southern code of honor. "As matters now stand," Hammond wrote, "he [Hampton] is a convicted dastard who, not having nerve to redress his own wrongs, put forward bullies to do it for him. . . . To challenge me [to a duel] would be to throw himself upon my mercy for he knows I am not bound to meet him [for a duel]." Because Hampton's behavior marked him as a man who lacked honor, Hammond was no longer bound to meet Hampton in a duel even if Hampton were to demand one. Hammond's reputation, though tarnished, remained high in the esteem of South Carolinians, and the governor went on to serve as a U.S. senator from 1857 to 1860. As for the four Hampton daughters, they never married; their names were disgraced, not only by the whispered-about scandal but by their father's actions in response to it; and no man of honor in South Carolina would stoop so low as to marry them.

# GENDER AND THE SOUTHERN HOUSEHOLD

The antebellum South was an especially male-dominated society. Far more than in the North, southern men, particularly wealthy planters, were patriarchs and sovereigns of their own household. Among the white members of the household, labor and daily ritual conformed to rigid gender delineations. Men represented their household in the larger world of politics, business, and war. Within the family, the patriarchal male was the ultimate authority. White women were relegated to the household and lived under the thumb and protection of the male patriarch. The ideal southern lady conformed to her prescribed gender role, a role that was largely domestic and subservient. While responsibilities and experiences varied across different social tiers, women's subordinate state in relation to the male patriarch remained the same.

Writers in the antebellum period were fond of celebrating the image of the ideal southern woman. One such writer, Thomas Roderick Dew, president of Virginia's College of William and Mary in the mid-nineteenth century, wrote approvingly of the virtue of southern women, a virtue he concluded derived from their natural weakness, piety, grace, and modesty. In his *Dissertation on the Characteristic Differences Between the Sexes*, he writes that southern women derive their power not by

leading armies to combat, or of enabling her to bring into more formidable action the physical power which nature has conferred on her. No! It is but the better to perfect all those feminine graces, all those fascinating attributes, which render her the center of attraction, and which delight and charm all those who breathe the atmosphere in which she moves; and, in the language of Mr. Burke, would make ten thousand swords leap from their scabbards to avenge the insult that might be offered to her. By her very meekness

and beauty does she subdue all around her.

Such popular idealizations of elite southern white women, however, are difficult to reconcile with their lived experience: in their own words, these women frequently described the trauma of childbirth, the loss of children, and the loneliness of the plantation.



*This cover illustration from Harper's Weekly in 1861 shows the ideal of southern womanhood.*

## Louisa Cheves McCord's "Woman's Progress"

Louisa Cheves McCord was born in Charleston, South Carolina, in 1810. A child of some privilege in the South, she received an excellent education and became a prolific writer. As the excerpt from her poem "Woman's Progress" indicates, some southern women also contributed to the idealization of southern white womanhood.

Sweet Sister! stoop not thou to be a man!  
Man has his place as woman hers; and she  
As made to comfort, minister and help;  
Moulded for gentler duties, ill fulfils  
His jarring destinies. Her mission is  
To labour and to pray; to help, to heal,  
To soothe, to bear; patient, with smiles, to suffer;  
And with self-abnegation noble lose  
Her private interest in the dearer weal  
Of those she loves and lives for. Call not this—  
(The all-fulfilling of her destiny;  
She the world's soothing mother)—call it not,  
With scorn and mocking sneer, a drudgery.  
The ribald tongue profanes Heaven's holiest things,  
But holy still they are. The lowliest tasks  
Are sanctified in nobly acting them.  
Christ washed the apostles' feet, not thus cast shame  
Upon the God-like in him. Woman lives  
Man's constant prophet. If her life be true  
And based upon the instincts of her being,  
She is a living sermon of that truth  
Which ever through her gentle actions speaks,  
That life is given to labour and to love.—Louisa Susanna  
Cheves McCord, "Woman's Progress," 1853

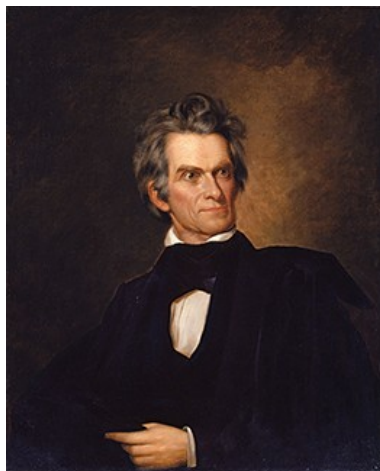
What womanly virtues does Louisa Cheves McCord emphasize? How might her social status, as an educated southern woman of great privilege, influence her understanding of gender relations in the South?

For slaveholding whites, the male-dominated household operated to protect gendered divisions and prevalent gender norms; for slave women, however, the same system exposed them to brutality and frequent sexual domination. The demands on the labor of slave women made it impossible for them to perform the role of domestic caretaker that was so idealized by southern men. That slaveholders

put them out into the fields, where they frequently performed work traditionally thought of as male, reflected little the ideal image of gentleness and delicacy reserved for white women. Nor did the slave woman's role as daughter, wife, or mother garner any patriarchal protection. Each of these roles and the relationships they defined was subject to the prerogative of a master, who could freely violate enslaved women's persons, sell off their children, or separate them from their families.

## DEFENDING SLAVERY

With the rise of democracy during the Jacksonian era in the 1830s, slaveholders worried about the power of the majority. If political power went to a majority that was hostile to slavery, the South—and the honor of white southerners—would be imperiled. White southerners keen on preserving the institution of slavery bristled at what they perceived to be northern attempts to deprive them of their livelihood. Powerful southerners like South Carolinian John C. Calhoun highlighted laws like



*John C. Calhoun, shown here in a ca. 1845 portrait by George Alexander Healy, defended states' rights, especially the right of the southern states to protect slavery from a hostile northern majority.*

the Tariff of 1828 as evidence of the North's desire to destroy the southern economy and, by extension, its culture. Such a tariff, he and others concluded, would disproportionately harm the South, which relied heavily on imports, and benefit the North, which would

receive protections for its manufacturing centers. The tariff appeared to open the door for other federal initiatives, including the abolition of slavery. Because of this perceived threat to southern society, Calhoun argued that states could nullify federal laws. This belief illustrated the importance of the states' rights argument to the southern states. It also showed slaveholders' willingness to unite against the federal government when they believed it acted unjustly against their interests.

As the nation expanded in the 1830s and 1840s, the writings of abolitionists—a small but vocal group of northerners committed to ending slavery—reached a larger national audience. White southerners responded by putting forth arguments in defense of slavery, their way of life, and their honor. Calhoun became a leading political theorist defending slavery and the rights of the South, which he saw as containing an increasingly embattled minority. He advanced the idea of a concurrent majority, a majority of a separate region (that would otherwise be in the minority of the nation) with the power to veto or disallow legislation put forward by a hostile majority.

Calhoun's idea of the concurrent majority found full expression in his 1850 essay "Disquisition on Government." In this treatise, he wrote about government as a necessary means to ensure the preservation of society, since society existed to "preserve and protect our race." If government grew hostile to society, then a concurrent majority had to take action, including forming a new government. "Disquisition on Government" advanced a profoundly anti-democratic argument. It illustrates southern leaders' intense suspicion of democratic majorities and their ability to effect legislation that would challenge southern interests.

Go to the Internet Archive to read John C. Calhoun's "Disquisition on Government." Why do you think he

proposed the creation of a concurrent majority?

White southerners reacted strongly to abolitionists' attacks on slavery. In making their defense of slavery, they critiqued wage labor in the North. They argued that the Industrial Revolution had brought about a new type of slavery—wage slavery—and that this form of “slavery” was far worse than the slave labor used on southern plantations. Defenders of the institution also lashed out directly at abolitionists such as William Lloyd Garrison for daring to call into question their way of life. Indeed, Virginians cited Garrison as the instigator of Nat Turner's 1831 rebellion.

The Virginian George Fitzhugh contributed to the defense of slavery with his book *Sociology for the South, or the Failure of Free Society* (1854). Fitzhugh argued that laissez-faire capitalism, as celebrated by Adam Smith, benefited only the quick-witted and intelligent, leaving the ignorant at a huge disadvantage. Slaveholders, he argued, took care of the ignorant—in Fitzhugh's argument, the slaves of the South. Southerners provided slaves with care from birth to death, he asserted; this offered a stark contrast to the wage slavery of the North, where workers were at the mercy of economic forces beyond their control. Fitzhugh's ideas exemplified southern notions of paternalism.

## George Fitzhugh's Defense of Slavery

George Fitzhugh, a southern writer of social treatises, was a staunch supporter of slavery, not as a necessary evil but as what he argued was a necessary good, a way to take care of slaves and keep them from being a burden on society. He published *Sociology for the South, or the Failure of Free Society* in 1854, in which he laid out



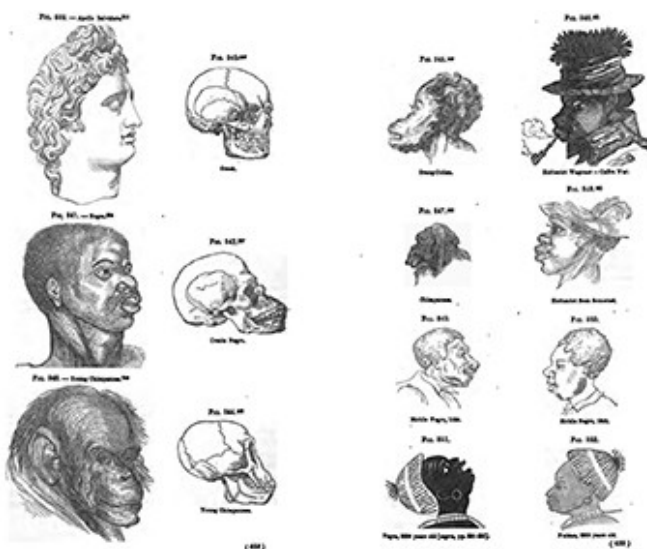
what he believed to be the benefits of slavery to both the slaves and society as a whole. According to Fitzhugh:

[I]t is clear the Athenian democracy would not suit a negro nation, nor will the government of mere law suffice for the individual negro. He is but a grown up child and must be governed as a child . . . The master occupies towards him the place of parent or guardian. . . . The negro is improvident; will not lay up in summer for the wants of winter; will not accumulate in youth for the exigencies of age. He would become an insufferable burden to society. Society has the right to prevent this, and can only do so by subjecting him to domestic slavery.

In the last place, the negro race is inferior to the white race, and living in their midst, they would be far outstripped or outwitted in the chase of free competition. . . . Our negroes are not only better off as to physical comfort than free laborers, but their moral condition is better.

What arguments does Fitzhugh use to promote slavery? What basic premise underlies his ideas? Can you think of a modern parallel to Fitzhugh's argument?

The North also produced defenders of slavery, including Louis Agassiz, a Harvard professor of zoology and geology. Agassiz helped to popularize polygenism, the idea that different human races came from separate origins. According to this formulation, no single human family origin existed, and blacks made up a race wholly separate from the white race. Agassiz's notion gained widespread popularity in the 1850s with the 1854 publication of George Gliddon and Josiah Nott's *Types of Mankind* and other books. The theory of polygenism codified racism, giving the notion of black inferiority the lofty mantle of science. One popular advocate of the idea posited that blacks occupied a place in evolution between the Greeks and chimpanzees.



This 1857 illustration by an advocate of polygenism indicates that the “Negro” occupies a place between the Greeks and chimpanzees. What does this image reveal about the methods of those who advocated polygenism?

## Section Summary

Although a small white elite owned the vast majority of slaves in the South, and most other whites could only aspire to slaveholders’ wealth and status, slavery shaped the social life of all white southerners in profound ways. Southern culture valued a behavioral code in which men’s honor, based on the domination of others and the

protection of southern white womanhood, stood as the highest good. Slavery also decreased class tensions, binding whites together on the basis of race despite their inequalities of wealth. Several defenses of slavery were prevalent in the antebellum era, including Calhoun's argument that the South's "concurrent majority" could overrule federal legislation deemed hostile to southern interests; the notion that slaveholders' care of their chattel made slaves better off than wage workers in the North; and the profoundly racist ideas underlying polygenism.

<https://www.openassessments.org/assessments/984>

### *Review Question*

1. How did defenders of slavery use the concept of paternalism to structure their ideas?

### *Answer to Review Question*

1. Defenders of slavery, such as George Fitzhugh, argued that only the clever and the bright could truly benefit within a laissez-faire economy. Premising

their argument on the notion that slaves were, by nature, intellectually inferior and less able to compete, such defenders maintained that slaves were better off in the care of paternalistic masters. While northern workers found themselves trapped in wage slavery, they argued, southern slaves' needs—for food, clothing, and shelter, among other things—were met by their masters' paternal benevolence.

## *Glossary*

**concurrent majority** a majority of a separate region (that would otherwise be in the minority of the nation) with the power to veto or disallow legislation put forward by a hostile majority

**polygenism** the idea that blacks and whites come from different origins

# 188. The Filibuster and the Quest for New Slave States

## *Learning Objectives*

By the end of this section, you will be able to:

- Explain the expansionist goals of advocates of slavery
- Describe the filibuster expeditions undertaken during the antebellum era

Southern expansionists had spearheaded the drive to add more territory to the United States. They applauded the Louisiana Purchase and fervently supported Indian removal, the annexation of Texas, and the Mexican-American War. Drawing inspiration from the annexation of Texas, proslavery expansionists hoped to replicate that feat by bringing Cuba and other territories into the United States and thereby enlarging the American empire of slavery.

In the 1850s, the expansionist drive among white southerners intensified. Among southern imperialists, one way to push for the creation of an American empire of slavery was through the actions of filibusters—men who led unofficial military operations intended to seize land from foreign countries or foment revolution there. These unsanctioned military adventures were not part of the official foreign policy of the United States; American citizens simply formed themselves into private armies to forcefully annex new land without the government's approval.

An 1818 federal law made it a crime to undertake such adventures,

which was an indication of both the reality of efforts at expansion through these illegal expeditions and the government's effort to create a U.S. foreign policy. Nonetheless, Americans continued to filibuster throughout the nineteenth century. In 1819, an expedition of two hundred Americans invaded Spanish Texas, intent on creating a republic modeled on the United States, only to be driven out by Spanish forces. Using force, taking action, and asserting white supremacy in these militaristic drives were seen by many as an ideal of American male vigor. President Jackson epitomized this military prowess as an officer in the Tennessee militia, where earlier in the century he had played a leading role in ending the Creek War and driving Indian peoples out of Alabama and Georgia. His reputation helped him to win the presidency in 1828 and again in 1832.

Filibustering plots picked up pace in the 1850s as the drive for expansion continued. Slaveholders looked south to the Caribbean, Mexico, and Central America, hoping to add new slave states. Spanish Cuba became the objective of many American slaveholders in the 1850s, as debate over the island dominated the national conversation. Many who urged its annexation believed Cuba had to be made part of the United States to prevent it from going the route of Haiti, with black slaves overthrowing their masters and creating another black republic, a prospect horrifying to many in the United States. Americans also feared that the British, who had an interest in the sugar island, would make the first move and snatch Cuba from the United States. Since Britain had outlawed slavery in its colonies in 1833, blacks on the island of Cuba would then be free.

Narisco López, a Cuban who wanted to end Spanish control of the island, gained American support. He tried five times to take the island, with his last effort occurring in the summer of 1851 when he led an armed group from New Orleans. Thousands came out to cheer his small force as they set off to wrest Cuba from the Spanish. Unfortunately for López and his supporters, however, the effort to take Cuba did not produce the hoped-for spontaneous

uprising of the Cuban people. Spanish authorities in Cuba captured and executed López and the American filibusters.

Efforts to take Cuba continued under President Franklin Pierce, who had announced at his inauguration in 1853 his intention to pursue expansion. In 1854, American diplomats met in Ostend, Belgium, to find a way to gain Cuba. They wrote a secret memo, known as the Ostend Manifesto (thought to be penned by James Buchanan, who was elected president two years later), stating that if Spain refused to sell Cuba to the United States, the United States was justified in taking the island as a national security measure.

The contents of this memo were supposed to remain secret, but details were leaked to the public, leading the House of Representatives to demand a copy. Many in the North were outraged over what appeared to be a southern scheme, orchestrated by what they perceived as the Slave Power—a term they used to describe the disproportionate influence that elite slaveholders wielded—to expand slavery. European powers also reacted with anger. Southern annexationists, however, applauded the effort to take Cuba. The Louisiana legislature in 1854 asked the federal government to take decisive action, and John Quitman, a former Mississippi governor, raised money from slaveholders to fund efforts to take the island.

Read an 1860 editorial titled *Annexation of Cuba Made Easy* from the online archives of *The New York Times*. Does the author support annexation? Why or why not?

Controversy around the Ostend Manifesto caused President Pierce to step back from the plan to take Cuba. After his election, President Buchanan, despite his earlier expansionist efforts, denounced filibustering as the action of pirates. Filibustering caused an even wider gulf between the North and the South.



The “Ostend Doctrine” (1856), by artist Louis Maurer and lithographer Nathaniel Currier, mocks James Buchanan by depicting him being robbed, just as many northerners believed slaveholders were attempting to rob Spain. The thugs robbing Buchanan use specific phrases from the Ostend Manifesto as they relieve him of his belongings.

Cuba was not the only territory in slaveholders’ expansionist sights: some focused on Mexico and Central America. In 1855, Tennessee-born William Walker, along with an army of no more than sixty mercenaries, gained control of the Central American nation of Nicaragua. Previously, Walker had launched a successful invasion of Mexico, dubbing his conquered land the Republic of Sonora. In a relatively short period of time, Walker was dislodged from Sonora by Mexican authorities and forced to retreat back to the United States. His conquest of Nicaragua garnered far more attention, catapulting him into national popularity as the heroic embodiment of white supremacy.





(a)



(b)

*Famed Civil War photographer Mathew Brady took this photograph (a) of “General” William Walker circa 1855–1860. Walker led a filibuster expedition and briefly conquered Nicaragua, fulfilling a dream of many pro-expansionist southern slaveholders. Cornelius Vanderbilt (b), the shipping tycoon who controlled much of the traffic across Nicaragua between the Atlantic and the Pacific, clashed with Walker and ultimately supported Costa Rica in its war against him.*

Why Nicaragua? Nicaragua presented a tempting target because it provided a quick route from the Caribbean to the Pacific: Only twelve miles of land stood between the Pacific Ocean, the inland Lake Nicaragua, and the river that drained into the Atlantic. Shipping from the East Coast to the West Coast of the United States had to travel either by land across the continent, south around the entire continent of South America, or through Nicaragua. Previously, American tycoon Cornelius Vanderbilt had recognized the strategic importance of Nicaragua and worked with the Nicaraguan government to control shipping there. The filibustering of William Walker may have excited expansionist-minded southerners, but it greatly upset Vanderbilt’s business interests in the region.

Walker clung to the racist, expansionist philosophies of the proslavery South. In 1856, Walker made slavery legal in Nicaragua—it had been illegal there for thirty years—in a move to gain the support of the South. He also reopened the slave trade. In 1856, he was elected president of Nicaragua, but in 1857, he was chased from the country. When he returned to Central America in 1860, he was captured by the British and released to Honduran authorities, who executed him by firing squad.

## Section Summary

The decade of the 1850s witnessed various schemes to expand the American empire of slavery. The Ostend Manifesto articulated the right of the United States to forcefully seize Cuba if Spain would not sell it, while filibuster expeditions attempted to annex new slave states without the benefit of governmental approval. Those who pursued the goal of expanding American slavery believed they embodied the true spirit of white racial superiority.

<https://www.openassessments.org/assessments/985>

### *Review Question*

1. Why did expansionists set their sights on the annexation of Spanish Cuba?

### *Answer to Review Question*

1. Many slaveholding expansionists believed that the events of the Haitian Revolution could repeat themselves in Cuba, leading to the overthrow of slavery on the island and the creation of an independent black republic. Americans also feared that the British would seize Cuba—which, since Britain had outlawed slavery in its colonies in 1833, would render all slaves on the island free.

### *Critical Thinking Questions*

1. Compare and contrast the steamboats of the antebellum years with technologies today. In your estimation, what modern technology compares to steamboats in its transformative power?
2. Does the history of the cotton kingdom support or

undermine the Jeffersonian vision of white farmers on self-sufficient farms? Explain your answer.

3. Based on your reading of William J. Anderson's and John Brown's accounts, what types of traumas did slaves experience? How were the experiences of black women and men similar and different?
4. What strategies did slaves employ to resist, revolt, and sustain their own independent communities and cultures? How did slaves use white southerners' own philosophies—paternalism and Christianity, for example—to their advantage in these efforts?
5. What are the major arguments put forward by proslavery advocates? How would you argue against their statements?
6. Consider filibustering from the point of view of the Cuban or Nicaraguan people. If you lived in Cuba or Nicaragua, would you support filibustering? Why or why not?

## *Glossary*

**Ostend Manifesto** the secret diplomatic memo stating that if Spain refused to sell Cuba to the United States, the United States was justified in taking the island as a national security measure

# 189. Primary Source Reading: Twelve Years a Slave

## Solomon Northup, *Twelve Years a Slave* (Selections)

Solomon Northup (July 1808–1863?) was an American abolitionist and the primary author of the memoir *Twelve Years a Slave*. A free-born African American from New York, he was the son of a freed slave and free woman of color. A farmer and violinist, Northup owned land in Hebron, New York. In 1841, he was offered a traveling musician's job and went to Washington, D.C. (where slavery was legal), where he was kidnapped, and sold as a slave. He was shipped to New Orleans, purchased by a planter, and held as a slave for 12 years in the Red River region of Louisiana, mostly in Avoyelles Parish. He remained in slavery until he met a Canadian working on his plantation who helped get word to New York, where state law provided for aid to free New York citizens kidnapped into slavery. Family and friends enlisted the aid of the Governor of New York, Washington Hunt, and Northup regained his freedom on January 3, 1853.

The slave trader in Washington, D.C., James H. Birch, was arrested and tried, but acquitted because District of Columbia law prohibited Northup as a black man from testifying against white people. Later, in New York State, his northern kidnappers were located and charged, but the case was tied up in court for two years due to jurisdictional challenges and finally dropped when Washington, D.C., was found to have jurisdiction. The D.C. government did not pursue the case. Those who had kidnapped and enslaved Northup received no punishment.

In his first year of freedom, Northup wrote and published a memoir, *Twelve Years a Slave* (1853). He lectured on behalf of the abolitionist movement, giving more than two dozen speeches throughout the

Northeast about his experiences, to build momentum against slavery. He largely disappears from the historical record in 1857 (although a letter later reported him alive in early 1863); some commentators thought he had been kidnapped again, but historians believe it unlikely, as he would have been considered too old to bring a good price. The details of his death have never been documented.

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EDWIN EPPS, of whom much will be said during the remainder of this history, is a large, portly, heavybodied man with light hair, high cheek bones, and a Roman nose of extraordinary dimensions. He has blue eyes, a fair complexion, and is, as I should say, full six feet high. He has the sharp, inquisitive expression of a jockey. His manners are repulsive and coarse, and his language gives speedy and unequivocal evidence that he has never enjoyed the advantages of an education. He has the faculty of saying most provoking things, in that respect even excelling old Peter Tanner. At the time I came into his possession, Edwin Epps was fond of the bottle, his "sprees" sometimes extending over the space of two whole weeks. Latterly, however, he had reformed his habits, and when I left him, was as strict a specimen of temperance as could be found on Bayou Boeuf. When "in his Cups," Master Epps was a roystering, blustering, noisy fellow, whose chief delight was in dancing with his "niggers," or lashing them about the yard with his long whip, just for the pleasure of hearing them screech and scream, as the great welts were planted on their backs. When sober, he was silent, reserved and cunning, not beating us indiscriminately, as in his drunken moments, but sending the end of his rawhide to some tender spot of a lagging slave, with a sly dexterity peculiar to himself.

He had been a driver and overseer in his younger years, but at this time was in possession of a plantation on Bayou Huff Power, two and a half miles from Holmesville, eighteen from Marksville, and twelve from Cheneyville. It belonged to Joseph B. Roberts, his wife's uncle, and was leased by Epps. His principal business was raising cotton, and inasmuch as some may read this book who have never seen a

cotton field, a description of the manner of its culture may not be out of place.

The ground is prepared by throwing up beds or ridges, with the plough—back-furrowing, it is called. Oxen and mules, the latter almost exclusively, are used in ploughing. The women as frequently as the men perform this labor, feeding, currying, and taking care of their teams, and in all respects doing the field and stable work, precisely as do the ploughboys of the North.

The beds, or ridges, are six feet wide, that is, from water furrow to water furrow. A plough drawn by one mule is then run along the top of the ridge or center of the bed, making the drill, into which a girl usually drops the seed, which she carries in a bag hung round her neck. Behind her comes a mule and harrow, covering up the seed, so that two mules three slaves, a plough and harrow, are employed in planting a row of cotton. This is done in the months of March and April. Corn is planted in February. When there are no cold rains, the cotton usually makes its appearance in a week. In the course of eight or ten days afterwards the first hoeing is commenced. This is performed in part, also, by the aid of the plough and mule. The plough passes as near as possible to the cotton on both sides, throwing the furrow from it. Slaves follow with their hoes, cutting up the grass and cotton, leaving hills two feet and a half apart. This is called scraping cotton. In two weeks more commences the second hoeing. This time the furrow is thrown towards the cotton. Only one stalk, the largest, is now left standing in each hill. In another fortnight it is hoed the third time, throwing the furrow towards the cotton in the same manner as before, and killing all the grass between the rows. About the first of July, when it is a foot high or thereabouts, it is hoed the fourth and last time. Now the whole space between the rows is ploughed, leaving a deep water furrow in the center. During all these hoeings the overseer or driver follows the slaves on horseback with a whip, such as has been described. The fastest hoer takes the lead row. He is usually about a rod in advance of his companions. If one of them passes him, he is whipped. If one falls behind or is a moment idle, he is whipped. In

fact, the lash is flying from morning until night, the whole day long. The hoeing season thus continues from April until July, a field having no sooner been finished once, than it is commenced again.

In the latter part of August begins the cotton picking season. At this time each slave is presented with a sack. A strap is fastened to it, which goes over the neck, holding the mouth of the sack breast high, while the bottom reaches nearly to the ground. Each one is also presented with a large basket that will hold about two barrels. This is to put the cotton in when the sack is filled. The baskets are carried to the field and placed at the beginning of the rows.

When a new hand, one unaccustomed to the business, is sent for the first time into the field, he is whipped up smartly, and made for that day to pick as fast as he can possibly. At night it is weighed, so that his capability in cotton picking is known. He must bring in the same weight each night following. If it falls short, it is considered evidence that he has been laggard, and a greater or less number of lashes is the penalty.

An ordinary day's work is two hundred pounds. A slave who is accustomed to picking, is punished, if he or she brings in a less quantity than that. There is a great difference among them as regards this kind of labor. Some of them seem to have a natural knack, or quickness, which enables them to pick with great celerity, and with both hands, while others, with whatever practice or industry, are utterly unable to come up to the ordinary standard. Such hands are taken from the cotton field and employed in other business. Patsey, of whom I shall have more to say, was known as the most remarkable cotton picker on Bayou Boeuf. She picked with both hands and with such surprising rapidity, that five hundred pounds a day was not unusual for her.

Each one is tasked, therefore, according to his picking abilities, none, however, to come short of two hundred weight. I, being unskillful always in that business, would have satisfied my master by bringing in the latter quantity, while on the other hand, Patsey would surely have been beaten if she failed to produce twice as much.



The cotton grows from five to seven feet high, each stalk having a great many branches, shooting out in all directions, and lapping each other above the water furrow.

There are few sights more pleasant to the eye, than a wide cotton field when it is in the bloom. It presents an appearance of purity, like an immaculate expanse of light, new-fallen snow.

Sometimes the slave picks down one side of a row, and back upon the other, but more usually, there is one on either side, gathering all that has blossomed, leaving the unopened boils for a succeeding picking. When the sack is filled, it is emptied into the basket and trodden down. It is necessary to be extremely careful the first time going through the field, in order not to break the branches off the stalks. The cotton will not bloom upon a broken branch. Epps never failed to inflict the severest chastisement on the unlucky servant who, either carelessly or unavoidably, was guilty in the least degree in this respect.

The hands are required to be in the cotton field as soon as it is light in the morning, and, with the exception of ten or fifteen minutes, which is given them at noon to swallow their allowance of cold bacon, they are not permitted to be a moment idle until it is too dark to see, and when the moon is full, they often times labor till the middle of the night. They do not dare to stop even at dinner time, nor return to the quarters, however late it be, until the order to halt is given by the driver.

The day's work over in the field, the baskets are "toted," or in other words, carried to the gin-house, where the cotton is weighed. No matter how fatigued and weary he may be—no matter how much he longs for sleep and rest—a slave never approaches the gin-house with his basket of cotton but with fear. If it falls short in weight—if he has not performed the full task appointed him, he knows that he must suffer. And if he has exceeded it by ten or twenty pounds, in all probability his master will measure the next day's task accordingly. So, whether he has too little or too much, his approach to the gin-house is always with fear and trembling. Most frequently they have too little, and therefore it is they are not anxious to leave the

field. After weighing, follow the whippings; and then the baskets are carried to the cotton house, and their contents stored away like hay, all hands being sent in to tramp it down. If the cotton is not dry, instead of taking it to the gin-house at once, it is laid upon platforms, two feet high, and some three times as wide, covered with boards or plank, with narrow walks running between them.

This done, the labor of the day is not yet ended, by any means. Each one must then attend to his respective chores. One feeds the mules, another the swine—another cuts the wood, and so forth; besides, the packing is all done by candle light. Finally, at a late hour, they reach the quarters, sleepy and overcome with the long day's toil. Then a fire must be kindled in the cabin, the corn ground in the small hand-mill, and supper, and dinner for the next day in the field, prepared. All that is allowed them is corn and bacon, which is given out at the corncrib and smoke-house every Sunday morning. Each one receives, as his weekly allowance, three and a half pounds of bacon, and corn enough to make a peck of meal. That is all—no tea, coffee, sugar, and with the exception of a very scanty sprinkling now and then, no salt. I can say, from a ten years' residence with Master Epps, that no slave of his is ever likely to suffer from the gout, superinduced by excessive high living. Master Epps' hogs were fed on shelled corn—it was thrown out to his “niggers” in the ear. The former, he thought, would fatten faster by shelling, and soaking it in the water—the latter, perhaps, if treated in the same manner, might grow too fat to labor. Master Epps was a shrewd calculator, and knew how to manage his own animals, drunk or sober.

The corn mill stands in the yard beneath a shelter. It is like a common coffee mill, the hopper holding about six quarts. There was one privilege which Master Epps granted freely to every slave he had. They might grind their corn nightly, in such small quantities as their daily wants required, or they might grind the whole week's allowance at one time, on Sundays, just as they preferred. A very generous man was Master Epps!

I kept my corn in a small wooden box, the meal in a gourd; and, by the way, the gourd is one of the most convenient and necessary

utensils on a plantation. Besides supplying the place of all kinds of crockery in a slave cabin, it is used for carrying water to the fields. Another, also, contains the dinner. It dispenses with the necessity of pails, dippers, basins, and such tin and wooden superfluities altogether.

When the corn is ground, and fire is made, the bacon is taken down from the nail on which it hangs a slice cut off and thrown upon the coals to broil. The majority of slaves have no knife, much less a fork. They cut their bacon with the axe at the woodpile. The corn meal is mixed with a little water, placed in the fire, and baked. When it is "done brown," the ashes are scraped off; and being placed upon a chip, which answers for a table, the tenant of the slave hut is ready to sit down upon the ground to supper. By this time it is usually midnight. The same fear of punishment with which they approach the gin-house, possesses them again on lying down to get a snatch of rest. It is the fear of oversleeping in the morning. Such an offence would certainly be attended with not less than twenty lashes. With a prayer that he may be on his feet and wide awake at the first sound of the horn, he sinks to his slumbers nightly.

The softest couches in the world are not to be found in the log mansion of the slave. The one whereon I reclined year after year, was a plank twelve inches wide and ten feet long. My pillow was a stick of wood. The bedding was a coarse blanket, and not a rag or shred beside. Moss might be used, were it not that it directly breeds a swarm of fleas.

The cabin is constructed of logs, without floor or window. The latter is altogether unnecessary, the crevices between the logs admitting sufficient light. In stormy weather the rain drives through them, rendering it comfortless and extremely disagreeable. The rude door hangs on great wooden hinges. In one end is constructed an awkward fire-place.

An hour before day light the horn is blown. Then the slaves arouse, prepare their breakfast, fill a gourd with water, in another deposit their dinner of cold bacon and corn cake, and hurry to the field again. It is an offence invariably followed by a flogging, to be

found at the quarters after daybreak. Then the fears and labors of another day begin; and until its close there is no such thing as rest. He fears he will be caught lagging through the day; he fears to approach the gin-house with his basket-load of cotton at night; he fears, when he lies down, that he will oversleep himself in the morning. Such is a true, faithful, unexaggerated picture and description of the slave's daily life, during the time of cotton-picking, on the shores of Bayou Boeuf.

In the month of January, generally, the fourth and last picking is completed. Then commences the harvesting, of corn. This is considered a secondary crop, and receives far less attention than the cotton. It is planted, as already mentioned, in February. Corn is grown in that region for the purpose of fattening hogs and feeding slaves; very little, if any, being sent to market. It is the white variety, the ear of great size, and the stalk growing to the height of eight, and often times ten feet. In August the leaves are stripped off, dried in the sun, bound in small bundles, and stored away as provender for the mules and oxen. After this the slaves go through the field, turning down the ear, for the purpose of keeping the rains from penetrating to the grain. It is left in this condition until after cotton-picking is over, whether earlier or later. Then the ears are separated from the stalks, and deposited in the corncrib with the husks on; otherwise, stripped of the husks, the weevil would destroy it. The stalks are left standing in the field.

The Carolina, or sweet potato, is also grown in that region to some extent. They are not fed, however, to hogs or cattle, and are considered but of small importance. They are preserved by placing them upon the surface of the ground, with a slight covering of earth or cornstalks. There is not a cellar on Bayou Boeuf. The ground is so low it would fill with water. Potatoes are worth from two to three "bits," or shillings a barrel; corn, except when there is an unusual scarcity, can be purchased at the same rate.

As soon as the cotton and corn crops are secured, the stalks are pulled up, thrown into piles and burned. The ploughs are started at the same time, throwing up the beds again, preparatory to another

planting. The soil, in the parishes of Rapides and Avoyelles, and throughout the whole country, so far as my observation extended, is of exceeding richness and fertility. It is a kind of marl, of a brown or reddish color. It does not require those invigorating composts necessary to more barren lands, and on the same field the same crop is grown for many successive years.

Ploughing, planting, picking cotton, gathering the corn, and pulling and burning stalks, occupies the whole of the four seasons of the year. Drawing and cutting wood, pressing cotton, fattening and killing hog's, are but incidental labors.

In the month of September or October, the hogs are run out of the swamps by dogs, and confined in pens. On a cold morning, generally about New Year's day, they are slaughtered. Each carcass is cut into six parts, and piled one above the other in salt, upon large tables in the smoke-house. In this condition it remains a fortnight, when it is hung up, and a fire built, and continued more than half the time during the remainder of the year. This thorough smoking is necessary to prevent the bacon from becoming infested with worms. In so warm a climate it is difficult to preserve it, and very many times myself and my companions have received our weekly allowance of three pounds and a half, when it was full of these disgusting vermin.

Although the swamps are overrun with cattle, they are never made the source of profit, to any considerable extent. The planter cuts his mark upon the ear, or brands his initials upon the side, and turns them into the swamps, to roam unrestricted within their almost limitless confines. They are the Spanish breed, small and spike-horned. I have known of droves being taken from Bayou Boeuf, but it is of very rare occurrence. The value of the best cows is about five dollars each. Two quarts at one milking, would be considered an unusual large quantity. They furnish little tallow, and that of a soft, inferior quality. Notwithstanding the great number of cows that throng the swamps, the planters are indebted to the North for their cheese and butter, which is purchased in the New-

Orleans market. Salted beef is not an article of food either in the great house, or in the cabin.

Master Epps was accustomed to attend shooting matches for the purpose of obtaining what fresh beef he required. These sports occurred weekly at the neighboring village of Holmesville. Fat beeves are driven thither and shot at, a stipulated price being demanded for the privilege. The lucky marksman divides the flesh among his fellows, and in this manner the attending planters are supplied.

The great number of tame and untamed cattle which swarm the woods and swamps of Bayou Boeuf, most probably suggested that appellation to the French, inasmuch as the term, translated, signifies the creek or river of the wild ox.

Garden products, such as cabbages, turnips and the like, are cultivated for the use of the master and his family. They have greens and vegetables at all times and seasons of the year. "The grass withereth and the flower fadeth" before the desolating winds of autumn in the chill northern latitudes, but perpetual verdure overspreads the hot lowlands, and flowers bloom in the heart of winter, in the region of Bayou Boeuf.

There are no meadows appropriated to the cultivation of the grasses. The leaves of the corn supply a sufficiency of food for the laboring cattle, while the rest provide for themselves all the year in the evergrowing pasture.

There are many other peculiarities of climate, habit, custom, and of the manner of living and laboring at the South, but the foregoing, it is supposed, will give the reader an insight and general idea of life on a cotton plantation in Louisiana. The mode of cultivating cane, and the process of sugar manufacturing, will be mentioned in another place.

Twelve Years a Slave:

Narrative of Solomon Northup, a Citizen of New-York,  
Kidnapped in Washington City in 1841, and Rescued in 1853:  
Electronic Edition.

Solomon Northup (b. 1808)

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# 190. Primary Source Reading: Fredrick Douglass

## Fredrick Douglass, Autobiography (1845)

### *Introduction*

Frederick Douglass (born Frederick Augustus Washington Bailey, c. February 1818 – February 20, 1895) was an African-American social reformer, orator, writer, and statesman. After escaping from slavery, he became a leader of the abolitionist movement, gaining note for his dazzling oratory and incisive antislavery writing. He stood as a living counter-example to slaveholders' arguments that slaves lacked the intellectual capacity to function as independent American citizens. Many Northerners also found it hard to believe that such a great orator had been a slave.

Douglass wrote several autobiographies. He described his experiences as a slave in his 1845 autobiography, *Narrative of the Life of Frederick Douglass, an American Slave*, which became a bestseller and influential in supporting abolition, as did the second, *My Bondage and My Freedom* (1855). After the Civil War, Douglass remained an active campaigner against slavery and wrote his last autobiography, *Life and Times of Frederick Douglass*. First published in 1881 and revised in 1892, three years before his death, it covered events through and after the Civil War. Douglass also actively supported women's suffrage, and held several public offices. Without his approval, Douglass became the first African American nominated for Vice President of the United States as the running mate and Vice Presidential nominee of Victoria Woodhull on the impracticable, small, but far foreseeing Equal Rights Party ticket.



A firm believer in the equality of all people, whether black, female, Native American, or recent immigrant, Douglass famously said, “I would unite with anybody to do right and with nobody to do wrong.”

## *Selections*

### **CHAPTER I**

I was born in Tuckahoe, near Hillsborough, and about twelve miles from Easton, in Talbot county, Maryland. I have no accurate knowledge of my age, never having seen any authentic record containing it. By far the larger part of the slaves know as little of their ages as horses know of theirs, and it is the wish of most masters within my knowledge to keep their slaves thus ignorant. I do not remember to have ever met a slave who could tell of his birthday. They seldom come nearer to it than planting-time, harvesttime, cherry-time, spring-time, or fall-time. A want of information concerning my own was a source of unhappiness to me even during childhood. The white children could tell their ages. I could not tell why I ought to be deprived of the same privilege. I was not allowed to make any inquiries of my master concerning it. He deemed all such inquiries on the part of a slave improper and impertinent, and evidence of a restless spirit. The nearest estimate I can give makes me now between twenty-seven and twentyeight years of age. I come to this, from hearing my master say, some time during 1835, I was about seventeen years old.

My mother was named Harriet Bailey. She was the daughter of Isaac and Betsey Bailey, both colored, and quite dark. My mother was of a darker complexion than either my grandmother or grandfather.

My father was a white man. He was admitted to be such by all I ever heard speak of my parentage. The opinion was also whispered that my master was my father; but of the correctness of this opinion, I know nothing; the means of knowing was withheld from me. My

mother and I were separated when I was but an infant—before I knew her as my mother. It is a common custom, in the part of Maryland from which I ran away, to part children from their mothers at a very early age. Frequently, before the child has reached its twelfth month, its mother is taken from it, and hired out on some farm a considerable distance off, and the child is placed under the care of an old woman, too old for field labor. For what this separation is done, I do not know, unless it be to hinder the development of the child's affection toward its mother, and to blunt and destroy the natural affection of the mother for the child. This is the inevitable result.

I never saw my mother, to know her as such, more than four or five times in my life; and each of these times was very short in duration, and at night. She was hired by a Mr. Stewart, who lived about twelve miles from my home. She made her journeys to see me in the night, travelling the whole distance on foot, after the performance of her day's work. She was a field hand, and a whipping is the penalty of not being in the field at sunrise, unless a slave has special permission from his or her master to the contrary—a permission which they seldom get, and one that gives to him that gives it the proud name of being a kind master. I do not recollect of ever seeing my mother by the light of day. She was with me in the night. She would lie down with me, and get me to sleep, but long before I waked she was gone. Very little communication ever took place between us. Death soon ended what little we could have while she lived, and with it her hardships and suffering. She died when I was about seven years old, on one of my master's farms, near Lee's Mill. I was not allowed to be present during her illness, at her death, or burial. She was gone long before I knew any thing about it. Never having enjoyed, to any considerable extent, her soothing presence, her tender and watchful care, I received the tidings of her death with much the same emotions I should have probably felt at the death of a stranger.

Called thus suddenly away, she left me without the slightest intimation of who my father was. The whisper that my master was

my father, may or may not be true; and, true or false, it is of but little consequence to my purpose whilst the fact remains, in all its glaring odiousness, that slaveholders have ordained, and by law established, that the children of slave women shall in all cases follow the condition of their mothers; and this is done too obviously to administer to their own lusts, and make a gratification of their wicked desires profitable as well as pleasurable; for by this cunning arrangement, the slaveholder, in cases not a few, sustains to his slaves the double relation of master and father.

I know of such cases; and it is worthy of remark that such slaves invariably suffer greater hardships, and have more to contend with, than others. They are, in the first place, a constant offence to their mistress. She is ever disposed to find fault with them; they can seldom do any thing to please her; she is never better pleased than when she sees them under the lash, especially when she suspects her husband of showing to his mulatto children favors which he withholds from his black slaves. The master is frequently compelled to sell this class of his slaves, out of deference to the feelings of his white wife; and, cruel as the deed may strike any one to be, for a man to sell his own children to human flesh-mongers, it is often the dictate of humanity for him to do so; for, unless he does this, he must not only whip them himself, but must stand by and see one white son tie up his brother, of but few shades darker complexion than himself, and ply the gory lash to his naked back; and if he lisp one word of disapproval, it is set down to his parental partiality, and only makes a bad matter worse, both for himself and the slave whom he would protect and defend.

Every year brings with it multitudes of this class of slaves. It was doubtless in consequence of a knowledge of this fact, that one great statesman of the south predicted the downfall of slavery by the inevitable laws of population. Whether this prophecy is ever fulfilled or not, it is nevertheless plain that a very different-looking class of people are springing up at the south, and are now held in slavery, from those originally brought to this country from Africa; and if their increase do no other good, it will do away the force of the

argument, that God cursed Ham, and therefore American slavery is right. If the lineal descendants of Ham are alone to be scripturally enslaved, it is certain that slavery at the south must soon become unscriptural; for thousands are ushered into the world, annually, who, like myself, owe their existence to white fathers, and those fathers most frequently their own masters.

I have had two masters. My first master's name was Anthony. I do not remember his first name. He was generally called Captain Anthony—a title which, I presume, he acquired by sailing a craft on the Chesapeake Bay. He was not considered a rich slaveholder. He owned two or three farms, and about thirty slaves. His farms and slaves were under the care of an overseer. The overseer's name was Plummer. Mr. Plummer was a miserable drunkard, a profane swearer, and a savage monster. He always went armed with a cowskin and a heavy cudgel. I have known him to cut and slash the women's heads so horribly, that even master would be enraged at his cruelty, and would threaten to whip him if he did not mind himself. Master, however, was not a humane slaveholder. It required extraordinary barbarity on the part of an overseer to affect him. He was a cruel man, hardened by a long life of slaveholding. He would at times seem to take great pleasure in whipping a slave. I have often been awakened at the dawn of day by the most heart-rending shrieks of an own aunt of mine, whom he used to tie up to a joist, and whip upon her naked back till she was literally covered with blood. No words, no tears, no prayers, from his gory victim, seemed to move his iron heart from its bloody purpose. The louder she screamed, the harder he whipped; and where the blood ran fastest, there he whipped longest. He would whip her to make her scream, and whip her to make her hush; and not until overcome by fatigue, would he cease to swing the blood-clotted cowskin. I remember the first time I ever witnessed this horrible exhibition. I was quite a child, but I well remember it. I never shall forget it whilst I remember any thing. It was the first of a long series of such outrages, of which I was doomed to be a witness and a participant. It struck me with awful force. It was the blood-stained gate, the

entrance to the hell of slavery, through which I was about to pass. It was a most terrible spectacle. I wish I could commit to paper the feelings with which I beheld it.

This occurrence took place very soon after I went to live with my old master, and under the following circumstances. Aunt Hester went out one night,—where or for what I do not know,—and happened to be absent when my master desired her presence. He had ordered her not to go out evenings, and warned her that she must never let him catch her in company with a young man, who was paying attention to her belonging to Colonel Lloyd. The young man's name was Ned Roberts, generally called Lloyd's Ned. Why master was so careful of her, may be safely left to conjecture. She was a woman of noble form, and of graceful proportions, having very few equals, and fewer superiors, in personal appearance, among the colored or white women of our neighborhood.

Aunt Hester had not only disobeyed his orders in going out, but had been found in company with Lloyd's Ned; which circumstance, I found, from what he said while whipping her, was the chief offence. Had he been a man of pure morals himself, he might have been thought interested in protecting the innocence of my aunt; but those who knew him will not suspect him of any such virtue. Before he commenced whipping Aunt Hester, he took her into the kitchen, and stripped her from neck to waist, leaving her neck, shoulders, and back, entirely naked. He then told her to cross her hands, calling her at the same time a d—d b—h. After crossing her hands, he tied them with a strong rope, and led her to a stool under a large hook in the joist, put in for the purpose. He made her get upon the stool, and tied her hands to the hook. She now stood fair for his infernal purpose. Her arms were stretched up at their full length, so that she stood upon the ends of her toes. He then said to her, “Now, you d—d b—h, I'll learn you how to disobey my orders!” and after rolling up his sleeves, he commenced to lay on the heavy cowskin, and soon the warm, red blood (amid heart-rending shrieks from her, and horrid oaths from him) came dripping to the floor. I was so terrified and horror-stricken at the sight, that I hid myself in a closet, and

dared not venture out till long after the bloody transaction was over. I expected it would be my turn next. It was all new to me. I had never seen any thing like it before. I had always lived with my grandmother on the outskirts of the plantation, where she was put to raise the children of the younger women. I had therefore been, until now, out of the way of the bloody scenes that often occurred on the plantation.

## **CHAPTER II**

My master's family consisted of two sons, Andrew and Richard; one daughter, Lucretia, and her husband, Captain Thomas Auld. They lived in one house, upon the home plantation of Colonel Edward Lloyd. My master was Colonel Lloyd's clerk and superintendent. He was what might be called the overseer of the overseers. I spent two years of childhood on this plantation in my old master's family. It was here that I witnessed the bloody transaction recorded in the first chapter; and as I received my first impressions of slavery on this plantation, I will give some description of it, and of slavery as it there existed. The plantation is about twelve miles north of Easton, in Talbot county, and is situated on the border of Miles River. The principal products raised upon it were tobacco, corn, and wheat. These were raised in great abundance; so that, with the products of this and the other farms belonging to him, he was able to keep in almost constant employment a large sloop, in carrying them to market at Baltimore. This sloop was named Sally Lloyd, in honor of one of the colonel's daughters. My master's son-in-law, Captain Auld, was master of the vessel; she was otherwise manned by the colonel's own slaves. Their names were Peter, Isaac, Rich, and Jake. These were esteemed very highly by the other slaves, and looked upon as the privileged ones of the plantation; for it was no small affair, in the eyes of the slaves, to be allowed to see Baltimore.

Colonel Lloyd kept from three to four hundred slaves on his home plantation, and owned a large number more on the neighboring farms belonging to him. The names of the farms nearest to the home plantation were Wye Town and New Design. "Wye Town" was

under the overseership of a man named Noah Willis. New Design was under the overseership of a Mr. Townsend. The overseers of these, and all the rest of the farms, numbering over twenty, received advice and direction from the managers of the home plantation. This was the great business place. It was the seat of government for the whole twenty farms. All disputes among the overseers were settled here. If a slave was convicted of any high misdemeanor, became unmanageable, or evinced a determination to run away, he was brought immediately here, severely whipped, put on board the sloop, carried to Baltimore, and sold to Austin Woolfolk, or some other slave-trader, as a warning to the slaves remaining.

Here, too, the slaves of all the other farms received their monthly allowance of food, and their yearly clothing. The men and women slaves received, as their monthly allowance of food, eight pounds of pork, or its equivalent in fish, and one bushel of corn meal. Their yearly clothing consisted of two coarse linen shirts, one pair of linen trousers, like the shirts, one jacket, one pair of trousers for winter, made of coarse negro cloth, one pair of stockings, and one pair of shoes; the whole of which could not have cost more than seven dollars. The allowance of the slave children was given to their mothers, or the old women having the care of them. The children unable to work in the field had neither shoes, stockings, jackets, nor trousers, given to them; their clothing consisted of two coarse linen shirts per year. When these failed them, they went naked until the next allowance-day. Children from seven to ten years old, of both sexes, almost naked, might be seen at all seasons of the year.

There were no beds given the slaves, unless one coarse blanket be considered such, and none but the men and women had these. This, however, is not considered a very great privation. They find less difficulty from the want of beds, than from the want of time to sleep; for when their day's work in the field is done, the most of them having their washing, mending, and cooking to do, and having few or none of the ordinary facilities for doing either of these, very many of their sleeping hours are consumed in preparing for the field the coming day; and when this is done, old and young, male and

female, married and single, drop down side by side, on one common bed,—the cold, damp floor,—each covering himself or herself with their miserable blankets; and here they sleep till they are summoned to the field by the driver's horn. At the sound of this, all must rise, and be off to the field. There must be no halting; every one must be at his or her post; and woe betides them who hear not this morning summons to the field; for if they are not awakened by the sense of hearing, they are by the sense of feeling: no age nor sex finds any favor. Mr. Severe, the overseer, used to stand by the door of the quarter, armed with a large hickory stick and heavy cowskin, ready to whip any one who was so unfortunate as not to hear, or, from any other cause, was prevented from being ready to start for the field at the sound of the horn.

Mr. Severe was rightly named: he was a cruel man. I have seen him whip a woman, causing the blood to run half an hour at the time; and this, too, in the midst of her crying children, pleading for their mother's release. He seemed to take pleasure in manifesting his fiendish barbarity. Added to his cruelty, he was a profane swearer. It was enough to chill the blood and stiffen the hair of an ordinary man to hear him talk. Scarce a sentence escaped him but that was commenced or concluded by some horrid oath. The field was the place to witness his cruelty and profanity. His presence made it both the field of blood and of blasphemy. From the rising till the going down of the sun, he was cursing, raving, cutting, and slashing among the slaves of the field, in the most frightful manner. His career was short. He died very soon after I went to Colonel Lloyd's; and he died as he lived, uttering, with his dying groans, bitter curses and horrid oaths. His death was regarded by the slaves as the result of a merciful providence.

Mr. Severe's place was filled by a Mr. Hopkins. He was a very different man. He was less cruel, less profane, and made less noise, than Mr. Severe. His course was characterized by no extraordinary demonstrations of cruelty. He whipped, but seemed to take no pleasure in it. He was called by the slaves a good overseer.

The home plantation of Colonel Lloyd wore the appearance of a



country village. All the mechanical operations for all the farms were performed here. The shoemaking and mending, the blacksmithing, cartwrighting, coopering, weaving, and grain-grinding, were all performed by the slaves on the home plantation. The whole place wore a business-like aspect very unlike the neighboring farms. The number of houses, too, conspired to give it advantage over the neighboring farms. It was called by the slaves the ~Great House Farm.~ Few privileges were esteemed higher, by the slaves of the out-farms, than that of being selected to do errands at the Great House Farm. It was associated in their minds with greatness. A representative could not be prouder of his election to a seat in the American Congress, than a slave on one of the out-farms would be of his election to do errands at the Great House Farm. They regarded it as evidence of great confidence reposed in them by their overseers; and it was on this account, as well as a constant desire to be out of the field from under the driver's lash, that they esteemed it a high privilege, one worth careful living for. He was called the smartest and most trusty fellow, who had this honor conferred upon him the most frequently. The competitors for this office sought as diligently to please their overseers, as the office-seekers in the political parties seek to please and deceive the people. The same traits of character might be seen in Colonel Lloyd's slaves, as are seen in the slaves of the political parties.

The slaves selected to go to the Great House Farm, for the monthly allowance for themselves and their fellow-slaves, were peculiarly enthusiastic. While on their way, they would make the dense old woods, for miles around, reverberate with their wild songs, revealing at once the highest joy and the deepest sadness. They would compose and sing as they went along, consulting neither time nor tune. The thought that came up, came out—if not in the word, in the sound;—and as frequently in the one as in the other. They would sometimes sing the most pathetic sentiment in the most rapturous tone, and the most rapturous sentiment in the most pathetic tone. Into all of their songs they would manage to weave something of the Great House Farm. Especially would they do

this, when leaving home. They would then sing most exultingly the following words:—

“I am going away to the Great House Farm!

O, yea! O, yea! O!” This they would sing, as a chorus, to words which to many would seem unmeaning jargon, but which, nevertheless, were full of meaning to themselves. I have sometimes thought that the mere hearing of those songs would do more to impress some minds with the horrible character of slavery, than the reading of whole volumes of philosophy on the subject could do.

I did not, when a slave, understand the deep meaning of those rude and apparently incoherent songs. I was myself within the circle; so that I neither saw nor heard as those without might see and hear. They told a tale of woe which was then altogether beyond my feeble comprehension; they were tones loud, long, and deep; they breathed the prayer and complaint of souls boiling over with the bitterest anguish. Every tone was a testimony against slavery, and a prayer to God for deliverance from chains. The hearing of those wild notes always depressed my spirit, and filled me with ineffable sadness. I have frequently found myself in tears while hearing them. The mere recurrence to those songs, even now, afflicts me; and while I am writing these lines, an expression of feeling has already found its way down my cheek. To those songs I trace my first glimmering conception of the dehumanizing character of slavery. I can never get rid of that conception. Those songs still follow me, to deepen my hatred of slavery, and quicken my sympathies for my brethren in bonds. If any one wishes to be impressed with the soul-killing effects of slavery, let him go to Colonel Lloyd’s plantation, and, on allowance-day, place himself in the deep pine woods, and there let him, in silence, analyze the sounds that shall pass through the chambers of his soul,—and if he is not thus impressed, it will only be because “there is no flesh in his obdurate heart.”

I have often been utterly astonished, since I came to the north, to find persons who could speak of the singing, among slaves, as evidence of their contentment and happiness. It is impossible to

conceive of a greater mistake. Slaves sing most when they are most unhappy. The songs of the slave represent the sorrows of his heart; and he is relieved by them, only as an aching heart is relieved by its tears. At least, such is my experience. I have often sung to drown my sorrow, but seldom to express my happiness. Crying for joy, and singing for joy, were alike uncommon to me while in the jaws of slavery. The singing of a man cast away upon a desolate island might be as appropriately considered as evidence of contentment and happiness, as the singing of a slave; the songs of the one and of the other are prompted by the same emotion.

# 191. Primary Source Reading: John Calhoun on Slavery

## John C. Calhoun, *Slavery a Positive Good* (1837)

### *Introduction*

John Caldwell Calhoun (March 18, 1782 – March 31, 1850) was a leading American politician and political theorist during the first half of the 19th century. Hailing from South Carolina, Calhoun began his political career as a nationalist, modernizer, and proponent of a strong national government and protective tariffs. After 1830, his views evolved and he became a greater proponent of states' rights, limited government, nullification and free trade; as he saw these means as the only way to preserve the Union. He is best known for his intense and original defense of slavery as something positive, his distrust of majoritarianism, and for pointing the South toward secession from the Union. ...

Calhoun died eleven years before the start of the American Civil War, but he was an inspiration to the secessionists of 1860–61. Nicknamed the “cast-iron man” for his ideological rigidity [2][3] as well as for his determination to defend the causes he believed in,[4] Calhoun supported states' rights and nullification, under which states could declare null and void federal laws which they viewed as unconstitutional. He was an outspoken proponent of the institution of slavery, which he defended as a “positive good” rather than as a “necessary evil”.[5] His rhetorical defense of slavery was partially responsible for escalating Southern threats of secession in the face of mounting abolitionist sentiment in the North. ([http://en.wikipedia.org/wiki/John\\_C.\\_Calhoun](http://en.wikipedia.org/wiki/John_C._Calhoun))

## *Speech*

Delivered February 6, 1837

I do not belong, said Mr. C., to the school which holds that aggression is to be met by concession. Mine is the opposite creed, which teaches that encroachments must be met at the beginning, and that those who act on the opposite principle are prepared to become slaves. In this case, in particular I hold concession or compromise to be fatal. If we concede an inch, concession would follow concession—compromise would follow compromise, until our ranks would be so broken that effectual resistance would be impossible. We must meet the enemy on the frontier, with a fixed determination of maintaining our position at every hazard. Consent to receive these insulting petitions, and the next demand will be that they be referred to a committee in order that they may be deliberated and acted upon. At the last session we were modestly asked to receive them, simply to lay them on the table, without any view to ulterior action. . . . I then said, that the next step would be to refer the petition to a committee, and I already see indications that such is now the intention. If we yield, that will be followed by another, and we will thus proceed, step by step, to the final consummation of the object of these petitions. We are now told that the most effectual mode of arresting the progress of abolition is, to reason it down; and with this view it is urged that the petitions ought to be referred to a committee. That is the very ground which was taken at the last session in the other House, but instead of arresting its progress it has since advanced more rapidly than ever. The most unquestionable right may be rendered doubtful, if once admitted to be a subject of controversy, and that would be the case in the present instance. The subject is beyond the jurisdiction of Congress – they have no right to touch it in any shape or form, or to make it the subject of deliberation or discussion. . . .

As widely as this incendiary spirit has spread, it has not yet infected this body, or the great mass of the intelligent and business

portion of the North; but unless it be speedily stopped, it will spread and work upwards till it brings the two great sections of the Union into deadly conflict. This is not a new impression with me. Several years since, in a discussion with one of the Senators from Massachusetts (Mr. Webster), before this fell spirit had showed itself, I then predicted that the doctrine of the proclamation and the Force Bill—that this Government had a right, in the last resort, to determine the extent of its own powers, and enforce its decision at the point of the bayonet, which was so warmly maintained by that Senator, would at no distant day arouse the dormant spirit of abolitionism. I told him that the doctrine was tantamount to the assumption of unlimited power on the part of the Government, and that such would be the impression on the public mind in a large portion of the Union. The consequence would be inevitable. A large portion of the Northern States believed slavery to be a sin, and would consider it as an obligation of conscience to abolish it if they should feel themselves in any degree responsible for its continuance, and that this doctrine would necessarily lead to the belief of such responsibility. I then predicted that it would commence as it has with this fanatical portion of society, and that they would begin their operations on the ignorant, the weak, the young, and the thoughtless—and gradually extend upwards till they would become strong enough to obtain political control, when he and others holding the highest stations in society, would, however reluctant, be compelled to yield to their doctrines, or be driven into obscurity. But four years have since elapsed, and all this is already in a course of regular fulfilment.

Standing at the point of time at which we have now arrived, it will not be more difficult to trace the course of future events now than it was then. They who imagine that the spirit now abroad in the North, will die away of itself without a shock or convulsion, have formed a very inadequate conception of its real character; it will continue to rise and spread, unless prompt and efficient measures to stay its progress be adopted. Already it has taken possession of the pulpit, of the schools, and, to a considerable extent, of the press; those

great instruments by which the mind of the rising generation will be formed.

However sound the great body of the non—slaveholding States are at present, in the course of a few years they will be succeeded by those who will have been taught to hate the people and institutions of nearly one-half of this Union, with a hatred more deadly than one hostile nation ever entertained towards another. It is easy to see the end. By the necessary course of events, if left to themselves, we must become, finally, two people. It is impossible under the deadly hatred which must spring up between the two great nations, if the present causes are permitted to operate unchecked, that we should continue under the same political system. The conflicting elements would burst the Union asunder, powerful as are the links which hold it together. Abolition and the Union cannot coexist. As the friend of the Union I openly proclaim it—and the sooner it is known the better. The former may now be controlled, but in a short time it will be beyond the power of man to arrest the course of events. We of the South will not, cannot, surrender our institutions. To maintain the existing relations between the two races, inhabiting that section of the Union, is indispensable to the peace and happiness of both. It cannot be subverted without drenching the country or the other of the races. . . . But let me not be understood as admitting, even by implication, that the existing relations between the two races in the slaveholding States is an evil:—far otherwise; I hold it to be a good, as it has thus far proved itself to be to both, and will continue to prove so if not disturbed by the fell spirit of abolition. I appeal to facts. Never before has the black race of Central Africa, from the dawn of history to the present day, attained a condition so civilized and so improved, not only physically, but morally and intellectually.

In the meantime, the white or European race, has not degenerated. It has kept pace with its brethren in other sections of the Union where slavery does not exist. It is odious to make comparison; but I appeal to all sides whether the South is not equal in virtue, intelligence, patriotism, courage, disinterestedness, and all the high qualities which adorn our nature.

But I take higher ground. I hold that in the present state of civilization, where two races of different origin, and distinguished by color, and other physical differences, as well as intellectual, are brought together, the relation now existing in the slaveholding States between the two, is, instead of an evil, a good—a positive good. I feel myself called upon to speak freely upon the subject where the honor and interests of those I represent are involved. I hold then, that there never has yet existed a wealthy and civilized society in which one portion of the community did not, in point of fact, live on the labor of the other. Broad and general as is this assertion, it is fully borne out by history. This is not the proper occasion, but, if it were, it would not be difficult to trace the various devices by which the wealth of all civilized communities has been so unequally divided, and to show by what means so small a share has been allotted to those by whose labor it was produced, and so large a share given to the non-producing classes. The devices are almost innumerable, from the brute force and gross superstition of ancient times, to the subtle and artful fiscal contrivances of modern. I might well challenge a comparison between them and the more direct, simple, and patriarchal mode by which the labor of the African race is, among us, commanded by the European. I may say with truth, that in few countries so much is left to the share of the laborer, and so little exacted from him, or where there is more kind attention paid to him in sickness or infirmities of age. Compare his condition with the tenants of the poor houses in the more civilized portions of Europe—look at the sick, and the old and infirm slave, on one hand, in the midst of his family and friends, under the kind superintending care of his master and mistress, and compare it with the forlorn and wretched condition of the pauper in the poorhouse. But I will not dwell on this aspect of the question; I turn to the political; and here I fearlessly assert that the existing relation between the two races in the South, against which these blind fanatics are waging war, forms the most solid and durable foundation on which to rear free and stable political institutions. It is useless to disguise the fact. There is and always has been in an advanced stage of wealth and civilization,



a conflict between labor and capital. The condition of society in the South exempts us from the disorders and dangers resulting from this conflict; and which explains why it is that the political condition of the slaveholding States has been so much more stable and quiet than that of the North. . . . Surrounded as the slaveholding States are with such imminent perils, I rejoice to think that our means of defense are ample, if we shall prove to have the intelligence and spirit to see and apply them before it is too late. All we want is concert, to lay aside all party differences and unite with zeal and energy in repelling approaching dangers. Let there be concert of action, and we shall find ample means of security without resorting to secession or disunion. I speak with full knowledge and a thorough examination of the subject, and for one see my way clearly. . . . I dare not hope that anything I can say will arouse the South to a due sense of danger; I fear it is beyond the power of mortal voice to awaken it in time from the fatal security into which it has fallen.

# 192. Primary Source Reading: The Life of Plantation Field Hands

## The Life of Plantation Field Hands, 1857

### *Introduction*

James Stirling, was a British writer who visited the American South in 1857. He wrote a book – Letters from the Slave States – which contains interviews plantation owners and former slaves.

### *Source*

In judging of the welfare of the slaves, it is necessary to distinguish the different conditions of slavery. The most important distinction, both as regards numbers and its influence on the wellbeing of the slave, is that between houseservants and farm or fieldhands. The houseservant is comparatively well off. He is frequently born and bred in the family he belongs to; and even when this is not the case, the constant association of the slave and his master, and master's family, naturally leads to such an attachment as ensures good treatment. There are not wanting instances of devoted attachment on both sides in such cases. There is even a danger that the affection on the part of the owner may degenerate into overindulgence. It is no uncommon thing to make pets of slaves, as we do of other inferior animals; and when this is the case, the real welfare of the

slave is sacrificed to an indiscriminating attachment. I was struck with the appearance of the slaves in the streets of Charleston on a Sunday afternoon. A large proportion of them were well dressed and of decent bearing, and had all the appearance of enjoying a holiday. I was informed they were principally houseservants belonging to the town; and there could be no doubt the control of public opinion, natural to a large city, had exercised a favourable influence on the condition of these poor people.

The position of the fieldhands is very different; of those, especially, who labour on large plantations. Here there are none of those humanizing influences at work which temper the rigour of the system, nor is there the same check of public opinion to control abuse. The 'force' is worked en masse, as a great human mechanism; or, if you will, as a drove of human cattle. The proprietor is seldom present to direct and control. Even if he were, on large estates the numbers are too great for his personal attention to details of treatment. On all large plantations the comfort of the slave is practically at the disposal of the white overseer, and his subordinate, the negro driver. There are many estates which the proprietor does not visit at all, or visits perhaps once a year; and where, during his absence, the slaves are left to the uncontrolled caprice of the overseer and his assistants, not another white man, perhaps, being within miles of the plantation. Who can say what passes in those voiceless solitudes? Happen what may, there is none to tell. Whatever the slave may suffer there is none to bear witness to his wrong. It needs a large amount of charity to believe that power so despotic, so utterly uncontrolled even by opinion, will never degenerate into violence. It could only be so if overseers were saints, and drivers angels.

It is often said that the interest of the slaveowner is sufficient guarantee for the good treatment of the slave; that no man will voluntarily injure the value of his property. This reasoning assumes, first, that slaveowners will take an intelligent view of their own interests; and, secondly, that they will be guided by the passion of gain rather than by other passions. But we find the Cuba slave-

owner working his slaves to death, at the rate of 3 per cent. per annum. And again, slavery is a system which evokes passions more powerful even than the love of gain. Against the action of these angry passions, the distant calculation of mere profit can avail but little with men of violent dispositions.

But even if we grant the restraint placed on the passions of the master by considerations of pecuniary interest, we cannot allow the same effect to be produced on the overseer. On the contrary, the interest of the overseer is to exhibit a large production as the result of his exertions; and the more remote consideration of being a prudent husbandman of his forces will only affect a superior mind. On this point I prefer giving the opinions of slaveowners themselves. In an article in *De Bow's Review*, on the management of slaves, I find some interesting remarks on this subject, in a report to a committee of slave-holders. After pointing out the interest of the owners in the good treatment of their slaves, it continues:—"There is one class of our community to whom all the motives referred to, to induce us to kindness to our slaves, do not apply. Your committee refer to our overseers. As they have no property in our slaves, of course they lack the check of selfinterest. As their only aim, in general, is to get the largest possible crop for the year, we can readily conceive the strong inducement they have to overwork our slaves, and masters are often much to blame for inadvertently encouraging this feeling in their overseers."

It appears, then, that nothing but high principle on the part of the overseer could ensure the good treatment of the slave on large plantations. But all testimony concurs in representing the overseers as a very inferior class in point of character. A Virginian slaveowner used this language to Olmsted:—"They (the overseers) are the curse of this country, sir; the worst men in the community." Yet these are the men on whom devolves, practically, the management of the great bulk of the agricultural slave population, in the cotton, rice, and sugar districts.

Midway between houseservants and plantationhands stand the farmservants of small proprietors. Of all slaves these are, probably,

the best off. They are neither spoiled like pet domestics, nor abused like plantation cattle. They live much in the farmer's family, work with himself and his children, take an interest in his affairs, and, in return, become objects of his regard. Such is the condition of many slaves among the small farmers in the upland districts of Virginia, Kentucky, Tennessee, Georgia, and the Carolinas. The same applies also to many proprietors in Texas, and, I believe, Arkansas. In general it may be affirmed, that the welfare of the slaves is in an inverse ratio to their numbers.

**Source:** James Stirling, *Letters From the Slave States* (New York: Kraus Reprint Co., 1969), pp. 28791 .

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# 193. Twelve Years a Slave (1859)

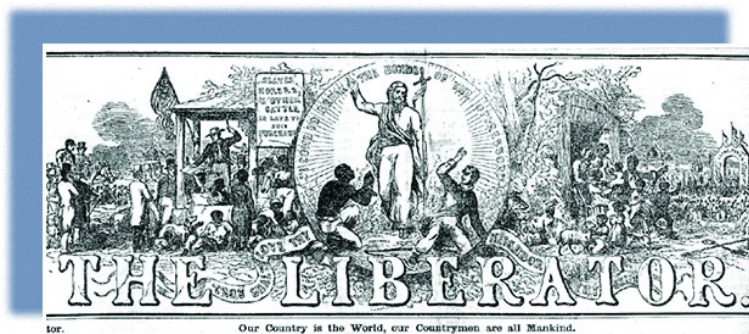
PART XIV

CHAPTER 13: ANTEBELLUM  
IDEALISM AND REFORM  
IMPULSES, 1820-1860





## 194. Introduction



The masthead of *The Liberator*, by Hammatt Billings in 1850, highlights the religious aspect of antislavery crusades. *The Liberator* was an abolitionist newspaper published by William Lloyd Garrison, one of the leaders of the abolitionist movement in the United States.

This masthead for the abolitionist newspaper *The Liberator* shows two Americas. On the left is the southern version where slaves are being sold; on the right, free blacks enjoy the blessing of liberty. Reflecting the role of evangelical Protestantism in reforms such as abolition, the image features Jesus as the central figure. The caption reads, “I come to break the bonds of the oppressor,” and below the masthead, “Our country is the World, our Countrymen are all Mankind.”

The reform efforts of the antebellum years, including abolitionism, aimed to perfect the national destiny and redeem the souls of individual Americans. A great deal of optimism, fueled by evangelical Protestantism revivalism, underwrote the moral crusades of the first half of the nineteenth century. Some reformers targeted what they perceived as the shallow, materialistic, and democratic market culture of the United States and advocated a stronger sense of individualism and self-reliance. Others dreamed

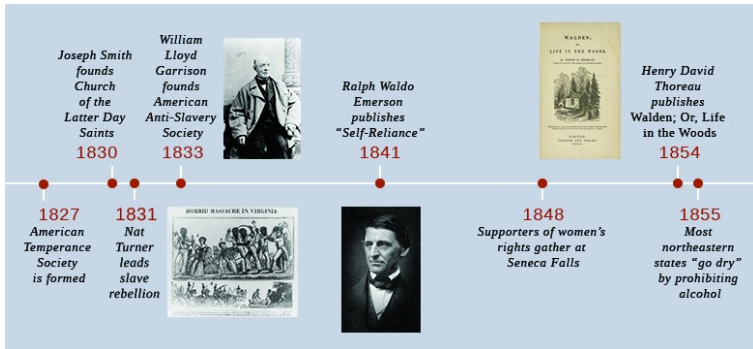
of a more equal society and established their own idealistic communities. Still others, who viewed slavery as the most serious flaw in American life, labored to end the institution. Women's rights, temperance, health reforms, and a host of other efforts also came to the forefront during the heyday of reform in the 1830s and 1840s.

# 195. An Awakening of Religion and Individualism

## *Learning Objectives*

By the end of this section, you will be able to:

- Explain the connection between evangelical Protestantism and the Second Great Awakening
- Describe the message of the transcendentalists



Protestantism shaped the views of the vast majority of Americans in the antebellum years. The influence of religion only intensified during the decades before the Civil War, as religious camp meetings spread the word that people could bring about their own salvation, a direct contradiction to the Calvinist doctrine of predestination. Alongside this religious fervor, transcendentalists advocated a more

direct knowledge of the self and an emphasis on individualism. The writers and thinkers devoted to transcendentalism, as well as the reactions against it, created a trove of writings, an outpouring that has been termed the American Renaissance.

## THE SECOND GREAT AWAKENING

The reform efforts of the antebellum era sprang from the Protestant revival fervor that found expression in what historians refer to as the Second Great Awakening. (The First Great Awakening of evangelical Protestantism had taken place in the 1730s and 1740s.) The Second Great Awakening emphasized an emotional religious style in which sinners grappled with



*This 1819 engraving by Jacques Gerard shows a Methodist camp meeting. Revivalist camp meetings held by itinerant Protestant ministers became a feature of nineteenth-century American life.*

their unworthy nature before concluding that they were born again, that is, turning away from their sinful past and devoting themselves to living a righteous, Christ-centered life. This emphasis on personal salvation, with its rejection of predestination (the Calvinist concept that God selected only a chosen few for salvation), was the religious embodiment of the Jacksonian celebration of the individual. Itinerant ministers preached the message of the awakening to hundreds of listeners at outdoors revival meetings.

The burst of religious enthusiasm that began in Kentucky and Tennessee in the 1790s and early 1800s among Baptists, Methodists, and Presbyterians owed much to the uniqueness of the early decades of the republic. These years saw swift population growth, broad western expansion, and the rise of participatory democracy.

These political and social changes made many people anxious, and the more egalitarian, emotional, and individualistic religious practices of the Second Great Awakening provided relief and comfort for Americans experiencing rapid change. The awakening soon spread to the East, where it had a profound impact on Congregationalists and Presbyterians. The thousands swept up in the movement believed in the possibility of creating a much better world. Many adopted millennialism, the fervent belief that the Kingdom of God would be established on earth and that God would reign on earth for a thousand years, characterized by harmony and Christian morality. Those drawn to the message of the Second Great Awakening yearned for stability, decency, and goodness in the new and turbulent American republic.

The Second Great Awakening also brought significant changes to American culture. Church membership doubled in the years between 1800 and 1835. Several new groups formed to promote and strengthen the message of religious revival. The American Bible Society, founded in 1816, distributed Bibles in an effort to ensure that every family had access to the sacred text, while the American Sunday School Union, established in 1824, focused on the religious education of children and published religious materials specifically for young readers. In 1825, the American Tract Society formed with the goal of disseminating the Protestant revival message in a flurry of publications.

Missionaries and circuit riders (ministers without a fixed congregation) brought the message of the awakening across the United States, including into the lives of slaves. The revival spurred many slaveholders to begin encouraging their slaves to become Christians. Previously, many slaveholders feared allowing their slaves to convert, due to a belief that Christians could not be enslaved and because of the fear that slaves might use Christian principles to oppose their enslavement. However, by the 1800s, Americans established a legal foundation for the enslavement of Christians. Also, by this time, slaveholders had come to believe that if slaves learned the “right” (that is, white) form of Christianity,

then slaves would be more obedient and hardworking. Allowing slaves access to Christianity also served to ease the consciences of Christian slaveholders, who argued that slavery was divinely ordained, yet it was a faith that also required slaveholders to bring slaves to the “truth.” Also important to this era was the creation of African American forms of worship as well as African American churches such as the African Methodist Episcopal Church, the first independent black Protestant church in the United States. Formed in the 1790s by Richard Allen, the African Methodist Episcopal Church advanced the African American effort to express their faith apart from white Methodists.



(a)



(b)

*Charles Grandison Finney (a) was one of the best-known ministers of the Second Great Awakening. Richard Allen (b) created the first separate African American church, the African Methodist Episcopal Church, in the 1790s.*

In the Northeast, Presbyterian minister Charles Grandison Finney rose to prominence as one of the most important evangelicals in the movement. Born in 1792 in western New York, Finney studied to be a lawyer until 1821, when he experienced a religious conversion and thereafter devoted himself to revivals. He led revival meetings in New York and Pennsylvania, but his greatest success occurred after

he accepted a ministry in Rochester, New York, in 1830. At the time, Rochester was a boomtown because the Erie Canal had brought a lively shipping business.

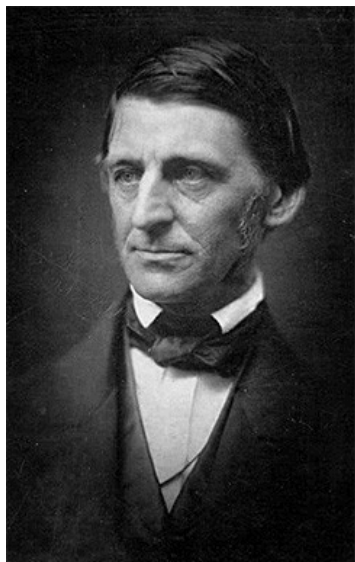
The new middle class—an outgrowth of the Industrial Revolution—embraced Finney’s message. It fit perfectly with their understanding of themselves as people shaping their own destiny. Workers also latched onto the message that they too could control their salvation, spiritually and perhaps financially as well. Western New York gained a reputation as the “burned over district,” a reference to the intense flames of religious fervor that swept the area during the Second Great Awakening.

## TRANSCENDENTALISM

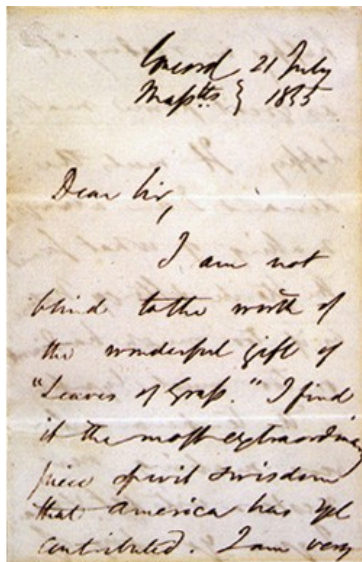
Beginning in the 1820s, a new intellectual movement known as transcendentalism began to grow in the Northeast. In this context, to transcend means to go beyond the ordinary sensory world to grasp personal insights and gain appreciation of a deeper reality, and transcendentalists believed that all people could attain an understanding of the world that surpassed rational, sensory experience. Transcendentalists were critical of mainstream American culture. They reacted against the age of mass democracy in Jacksonian America—what Tocqueville called the “tyranny of majority”—by arguing for greater individualism against conformity. European romanticism, a movement in literature and art that stressed emotion over cold, calculating reason, also influenced transcendentalists in the United States, especially the transcendentalists’ celebration of the uniqueness of individual feelings.

Ralph Waldo Emerson emerged as the leading figure of this movement. Born in Boston in 1803, Emerson came from a religious family. His father served as a Unitarian minister and, after graduating from Harvard Divinity School in the 1820s, Emerson

followed in his father's footsteps. However, after his wife died in 1831, he left the clergy. On a trip to Europe in 1832, he met leading figures of romanticism who rejected the hyper-rationalism of the Enlightenment, emphasizing instead emotion and the sublime.



(a)



(b)

Ralph Waldo Emerson (a), shown here circa 1857, is considered the father of transcendentalism. This letter (b) from Emerson to Walt Whitman, another brilliant writer of the transcendentalist movement, demonstrates the closeness of a number of these writers.

When Emerson returned home the following year, he began giving lectures on his romanticism-influenced ideas. In 1836, he published "Nature," an essay arguing that humans can find their true spirituality in nature, not in the everyday bustling working world of Jacksonian democracy and industrial transformation. In 1841, Emerson published his essay "Self-Reliance," which urged readers to think for themselves and reject the mass conformity and mediocrity he believed had taken root in American life. In this essay, he wrote,



“Whoso would be a man must be a nonconformist,” demanding that his readers be true to themselves and not blindly follow a herd mentality. Emerson’s ideas dovetailed with those of the French aristocrat, Alexis de Tocqueville, who wrote about the “tyranny of the majority” in his *Democracy in America*. Tocqueville, like Emerson, expressed concern that a powerful majority could overpower the will of individuals.

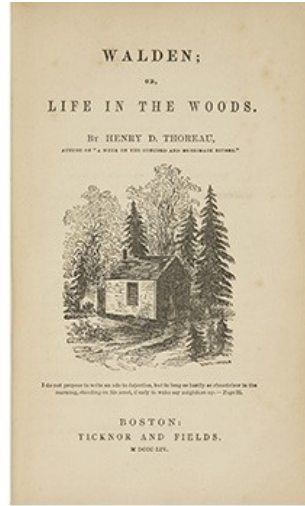
Visit Emerson Central to read the full text of “Self Reliance” by Ralph Waldo Emerson. How have Emerson’s ideas influenced American society?

Emerson’s ideas struck a chord with a class of literate adults who also were dissatisfied with mainstream American life and searching for greater spiritual meaning. Many writers were drawn to transcendentalism, and they started to express its ideas through new stories, poems, essays, and articles. The ideas of transcendentalism were able to permeate American thought and culture through a prolific print culture, which allowed magazines and journals to be widely disseminated.

Among those attracted to Emerson’s ideas was his friend Henry David Thoreau, whom he encouraged to write about his own ideas. Thoreau placed a special emphasis on the role of nature as a gateway to the transcendentalist goal of greater individualism. In 1848, Thoreau gave a lecture in which he argued that individuals must stand up to governmental injustice, a topic he chose because of his disgust over the Mexican-American War and slavery. In 1849, he published his lecture “Civil Disobedience” and urged readers to refuse to support a government that was immoral. In 1854, he published *Walden; Or, Life in the Woods*, a book about the two years he spent in a small cabin on Walden Pond near Concord, Massachusetts. Thoreau had lived there as an experiment in living apart, but not too far apart, from his conformist neighbors.



(a)



(b)

Henry David Thoreau (a) argued that men had the right to resist authority if they deemed it unjust. “All men recognize the right of revolution; that is, the right to refuse allegiance to, and to resist, the government, when its tyranny or its inefficiency are great and unendurable.” Thoreau’s *Walden; or, Life in the Woods* (b) articulated his emphasis on the importance of nature as a gateway to greater individuality.

Margaret Fuller also came to prominence as a leading transcendentalist and advocate for women’s equality. Fuller was a friend of Emerson and Thoreau, and other intellectuals of her day. Because she was a woman, she could not attend Harvard, as it was a male-only institution for undergraduate students until 1973. However, she was later granted the use of the library there because of her towering intellect. In 1840, she became the editor of *The Dial*, a transcendentalist journal, and she later found employment as a book reviewer for the *New York Tribune* newspaper. Tragically, in 1850, she died at the age of forty in a shipwreck off Fire Island, New York.

Walt Whitman also added to the transcendentalist movement, most notably with his 1855 publication of twelve poems, entitled

*Leaves of Grass*, which celebrated the subjective experience of the individual. One of the poems, “Song of Myself,” amplified the message of individualism, but by uniting the individual with all other people through a transcendent bond.

## Walt Whitman’s “Song of Myself”

Walt Whitman was a poet associated with the transcendentalists. His 1855 poem, “Song of Myself,” shocked many when it was first published, but it has been called one of the most influential poems in American literature.



*This steel engraving of Walt Whitman by Samuel Hollyer is from a lost daguerreotype by Gabriel Harrison, taken in 1854.*

I CELEBRATE myself, and sing myself,  
And what I assume you shall assume,  
For every atom belonging to me as good belongs to you.  
I loafe and invite my soul,  
I lean and loafe at my ease observing a spear of summer  
grass.  
My tongue, every atom of my blood, form'd from this soil,  
this air,  
Born here of parents born here from parents the same, and  
their parents the same,  
I, now thirty-seven years old in perfect health begin,  
Hoping to cease not till death. . . .  
And I say to mankind, Be not curious about God,  
For I who am curious about each am not curious about God,  
(No array of terms can say how much I am at peace about  
God and about death.)  
I hear and behold God in every object, yet understand God  
not in the least,  
Nor do I understand who there can be more wonderful than  
myself. . . .  
I too am not a bit tamed, I too am untranslatable,  
I sound my barbaric yawp over the roofs of the world. . . .  
You will hardly know who I am or what I mean,  
But I shall be good health to you nevertheless,  
And filter and fibre your blood.  
Failing to fetch me at first keep encouraged,  
Missing me one place search another,  
I stop somewhere waiting for you.

What images does Whitman use to describe himself and the world around him? What might have been shocking about this poem in 1855? Why do you think it has endured?

Some critics took issue with transcendentalism's emphasis on rampant individualism by pointing out the destructive consequences of compulsive human behavior. Herman Melville's

novel *Moby Dick*, Or, *The Whale* emphasized the perils of individual obsession by telling the tale of Captain Ahab's single-minded quest to kill a white whale, Moby Dick, which had destroyed Ahab's original ship and caused him to lose one of his legs. Edgar Allan Poe, a popular author, critic, and poet, decried "the so-called poetry of the so-called transcendentalists." These American writers who questioned transcendentalism illustrate the underlying tension between individualism and conformity in American life.

## Section Summary

Evangelical Protestantism pervaded American culture in the antebellum era and fueled a belief in the possibility of changing society for the better. Leaders of the Second Great Awakening like Charles G. Finney urged listeners to take charge of their own salvation. This religious message dovetailed with the new economic possibilities created by the market and Industrial Revolution, making the Protestantism of the Second Great Awakening, with its emphasis on individual spiritual success, a reflection of the individualistic, capitalist spirit of the age. Transcendentalists took a different approach, but like their religiously oriented brethren, they too looked to create a better existence. These authors, most notably Emerson, identified a major tension in American life between the effort to be part of the democratic majority and the need to remain true to oneself as an individual.

### *Review Question*

1. What do the Second Great Awakening and transcendentalism have in common?

### *Answer to Review Question*

1. They both emphasize the power of the individual over that of the majority. Evangelists of the Second Great Awakening preached the power of personal spirituality, whereas transcendentalists were more concerned with the individual soul.

### *Glossary*

**millennialism** the belief that the Kingdom of God would be established on earth and that God would reign on earth for a thousand years characterized by harmony and Christian morality

**Second Great Awakening** a revival of evangelical Protestantism in the early nineteenth century

**transcendentalism** the belief that all people can attain an understanding of the world that transcends rational, sensory experience

# 196. Video: 19th Century Reforms

This video teaches you about various reform movements in the 19th century United States. From Utopian societies to the Second Great Awakening to the Abolition movement, American society was undergoing great changes in the first half of the 19th century. Attempts at idealized societies popped up (and universally failed) at Utopia, OH, New Harmony, IN, Modern Times, NY, and many other places around the country. These utopians had a problem with mainstream society, and their answer was to withdraw into their own little worlds. Others didn't like the society they saw, and decided to try to change it. Relatively new protestant denominations like the Methodists and Baptists reached out to "the unchurched" during the Second Great Awakening, and membership in evangelical sects of Christianity rose quickly. At the same time, Abolitionist societies were trying to free the slaves. Americans of the 19th century had looked at the world they were living in, and decided to change it.



*One or more interactive elements has been excluded from this version of the text. You can view them online*

*here: <https://library.achievingthedream.org/herkimeramericanhistory1/?p=227#oembed-1>*



# 197. Antebellum Communal Experiments

## *Learning Objectives*

By the end of this section, you will be able to:

- Identify similarities and differences among utopian groups of the antebellum era
- Explain how religious utopian communities differed from nonreligious ones

Prior to 1815, in the years before the market and Industrial Revolution, most Americans lived on farms where they produced much of the foods and goods they used. This largely pre-capitalist culture centered on large family units whose members all lived in the same towns, counties, and parishes.

Economic forces unleashed after 1815, however, forever altered that world. More and more people now bought their food and goods in the thriving market economy, a shift that opened the door to a new way of life. These economic transformations generated various reactions; some people were nostalgic for what they viewed as simpler, earlier times, whereas others were willing to try new ways of living and working. In the early nineteenth century, experimental communities sprang up, created by men and women who hoped not just to create a better way of life but to recast American civilization, so that greater equality and harmony would prevail. Indeed, some of these reformers envisioned the creation of alternative ways of living, where people could attain perfection in human relations. The exact

number of these societies is unknown because many of them were so short-lived, but the movement reached its apex in the 1840s.

## RELIGIOUS UTOPIAN SOCIETIES

Most of those attracted to utopian communities had been profoundly influenced by evangelical Protestantism, especially the Second Great Awakening. However, their experience of revivalism had left them wanting to further reform society. The communities they formed and joined adhered to various socialist ideas and were considered radical, because members wanted to create a new social order, not reform the old.

German Protestant migrants formed several pietistic societies: communities that stressed transformative individual religious experience or piety over religious rituals and formality. One of the earliest of these, the Ephrata Cloister in Pennsylvania, was founded by a charismatic leader named Conrad Beissel in the 1730s. By the antebellum era, it was the oldest communal experiment in the United States. Its members devoted themselves to spiritual contemplation and a disciplined work regime while they awaited the millennium. They wore homespun rather than buying cloth or premade clothing, and encouraged celibacy. Although the Ephrata Cloister remained small, it served as an early example of the type of community that antebellum reformers hoped to create.

In 1805, a second German religious society, led by George Rapp, took root in Pennsylvania with several hundred members called Rappites who encouraged celibacy and adhered to the socialist principle of holding all goods in common (as opposed to allowing individual ownership). They not only built the town of Harmony but also produced surplus goods to sell to the outside world. In 1815, the group sold its Pennsylvanian holdings and moved to Indiana, establishing New Harmony on a twenty-thousand-acre plot along

the Wabash River. In 1825, members returned to Pennsylvania, and established themselves in the town called Economy.

The Shakers provide another example of a community established with a religious mission. The Shakers started in England as an outgrowth of the Quaker religion in the middle of the eighteenth century. Ann Lee, a leader of the group in England, emigrated to New York in the 1770s, having experienced a profound religious awakening that convinced her that she was “mother in Christ.” She taught that God was both male and female; Jesus embodied the male side, while Mother Ann (as she came to be known by her followers) represented the female side. To Shakers in both England and the United States, Mother Ann represented the completion of divine revelation and the beginning of the millennium of heaven on earth.

In practice, men and women in Shaker communities were held as equals—a radical departure at the time—and women often outnumbered men. Equality extended to the possession of material goods as well; no one could hold private property. Shaker communities



*In this image of a Shaker dance from 1840, note the raised arms, indicating emotional expression.*

aimed for self-sufficiency, raising food and making all that was necessary, including furniture that emphasized excellent workmanship as a substitute for worldly pleasure.

The defining features of the Shakers were their spiritual mysticism and their prohibition of sexual intercourse, which they held as an example of a lesser spiritual life and a source of conflict between women and men. Rapturous Shaker dances, for which the group gained notoriety, allowed for emotional release. The high point of the Shaker movement came in the 1830s, when about six thousand members populated communities in New England, New York, Ohio, Indiana, and Kentucky.

Learn more about the musical heritage of the Shakers, including the

well-known song “Simple Gifts,” which has become part of American culture.

Another religious utopian experiment, the Oneida Community, began with the teachings of John Humphrey Noyes, a Vermonter who had graduated from Dartmouth, Andover Theological Seminary, and Yale. The Second Great Awakening exerted a powerful effect on him, and he came to believe in perfectionism, the idea that it is possible to be perfect and free of sin. Noyes claimed to have achieved this state of perfection in 1834.



*The Oneida Community was a utopian experiment located in Oneida, New York, from 1848 to 1881.*

Noyes applied his idea of perfection to relationships between men and women, earning notoriety for his unorthodox views on marriage and sexuality. Beginning in his home town of Putney, Vermont, he began to advocate what he called “complex marriage,” a form of communal marriage in which women and men who had achieved perfection could engage in sexual intercourse without sin. Noyes also promoted “male continence,” whereby men would not ejaculate, thereby freeing women from pregnancy and the difficulty of determining paternity when they had many partners. Intercourse became fused with spiritual power among Noyes and his followers.

The concept of complex marriage scandalized the townspeople in Putney, so Noyes and his followers removed to Oneida, New York. Individuals who wanted to join the Oneida Community underwent a tough screening process to weed out those who had not reached a state of perfection, which Noyes believed promoted self-control, not out-of-control behavior. The goal was a balance between individuals in a community of love and respect. The perfectionist

community Noyes envisioned ultimately dissolved in 1881, although the Oneida Community itself continues to this day.

The most successful religious utopian community to arise in the antebellum years was begun by Joseph Smith. Smith came from a large Vermont family that had not prospered in the new market economy and moved to the town of Palmyra, in the “burned over district” of western New York. In 1823, Smith claimed to have been visited by the angel Moroni, who told him the location of a trove of golden plates or tablets. During the late 1820s, Smith translated the writing on the golden plates, and in 1830, he published his finding as *The Book of Mormon*. That same year, he organized the Church of Christ, the progenitor of the Church of Latter-day Saints popularly known as Mormons. He presented himself as a prophet and aimed to recapture what he viewed as the purity of the primitive Christian church, purity that had been lost over the centuries. To Smith, this meant restoring male leadership.

Smith emphasized the importance of families being ruled by fathers. His vision of a reinvigorated patriarchy resonated with men and women who had not thrived during the market revolution, and his claims attracted those who hoped for a better future. Smith's new church placed great stress on work and discipline. He aimed to create a New Jerusalem where the church exercised oversight of its members.

Smith's claims of translating the golden plates antagonized his neighbors in New York. Difficulties with anti-Mormons led him and his followers to move to Kirtland, Ohio, in 1831. By 1838, as the United States experienced continued economic turbulence following the Panic of 1837, Smith and his followers were facing financial collapse after a series of efforts in banking and money-making ended in disaster. They moved to Missouri, but trouble soon developed there as well, as citizens reacted against the Mormons' beliefs. Actual fighting broke out in 1838, and the ten thousand or so Mormons removed to Nauvoo, Illinois, where they founded a new center of Mormonism.

By the 1840s, Nauvoo boasted a population of thirty thousand,

making it the largest utopian community in the United States. Thanks to some important conversions to Mormonism among powerful citizens in Illinois, the Mormons had virtual autonomy in Nauvoo, which they used to create the largest armed force in the state. Smith also received further revelations there, including one that allowed male church leaders to practice polygamy. He also declared that all of North and South America would be the new Zion and announced that he would run for president in the 1844 election.

Smith and the Mormons' convictions and practices generated a great deal of opposition from neighbors in surrounding towns. Smith was arrested for treason (for destroying the printing press of a newspaper that criticized Mormonism), and while he was in prison, an anti-Mormon mob stormed into his cell and killed him. Brigham Young then assumed leadership of the group, which he led to a permanent home in what is now Salt Lake City, Utah.



(a)



(b)

Carl Christian Anton Christensen depicts *The angel Moroni delivering the plates of the Book of Mormon to Joseph Smith*, circa 1886 (a). On the basis of these plates, Joseph Smith (b) founded the Church of Latter-day Saints. Following Smith's death at the hands of a mob in Illinois, Brigham Young took control of the church and led them west to the Salt Lake Valley, which at that time was still part of Mexico.

## SECULAR UTOPIAN SOCIETIES

Not all utopian communities were prompted by the religious fervor of the Second Great Awakening; some were outgrowths of the intellectual ideas of the time, such as romanticism with its emphasis on the importance of individualism over conformity. One of these, Brook Farm, took shape in West Roxbury, Massachusetts, in the 1840s. It was founded by George Ripley, a transcendentalist from Massachusetts. In the summer of 1841, this utopian community gained support from Boston-area thinkers and writers, an intellectual group that included many important transcendentalists. Brook Farm is best characterized as a community of intensely individualistic personalities who combined manual labor, such as the growing and harvesting food, with intellectual pursuits. They opened a school that specialized in the liberal arts rather than rote memorization and published a weekly journal called *The Harbinger*, which was “Devoted to Social and Political Progress.” Members of Brook Farm never totaled more than one hundred, but it won renown largely because of the luminaries, such as Emerson and Thoreau, whose names were attached to it. Nathaniel Hawthorne, a Massachusetts writer who took issue with some of the transcendentalists’ claims, was a founding member of Brook Farm, and he fictionalized some of his experiences in his novel *The Blithedale Romance*. In 1846, a fire destroyed the main building of Brook Farm, and already hampered by financial problems, the Brook Farm experiment came to an end in 1847.

[illegible]

(b)

Robert Owen, a British industrialist, helped inspire those who dreamed of a more equitable world in the face of the changes brought about by industrialization. Owen had risen to prominence before he turned thirty by running cotton mills in New Lanark, Scotland; these were considered the most successful cotton mills in Great Britain. Owen was very uneasy about the conditions of workers, and he devoted both his life and his fortune to trying to create cooperative societies where workers would lead meaningful, fulfilled lives. Unlike the founders of many utopian communities, he did not gain inspiration from religion; his vision derived instead from his faith in human reason to make the world better.



When the Rappite community in Harmony, Indiana, decided to sell its holdings and relocate to Pennsylvania, Owen seized the opportunity to put his ideas into action. In 1825, he bought the twenty-thousand-acre parcel in Indiana and renamed it New Harmony. After only a



*This 1838 engraving of New Harmony shows the ideal collective community that Robert Owen hoped to build.*

few years, however, a series of bad decisions by Owen and infighting over issues like the elimination of private property led to the dissolution of the community. But Owen's ideas of cooperation and support inspired other "Owenite" communities in the United States, Canada, and Great Britain.

A French philosopher who advocated the creation of a new type of utopian community, Charles Fourier also inspired American readers, notably Arthur Brisbane, who popularized Fourier's ideas in the United States. Fourier emphasized collective effort by groups of people or "associations." Members of the association would be housed in large buildings or "phalanxes," a type of communal living arrangement. Converts to Fourier's ideas about a new science of living published and lectured vigorously. They believed labor was a type of capital, and the more unpleasant the job, the higher the wages should be. Fourierists in the United States created some twenty-eight communities between 1841 and 1858, but by the late 1850s, the movement had run its course in the United States.

## Section Summary

Reformers who engaged in communal experiments aimed to recast economic and social relationships by introducing innovations designed to create a more stable and equitable society. Their ideas found many expressions, from early socialist experiments (such as by the Fourierists and the Owenites) to the dreams of the New England intellectual elite (such as Brook Farm). The Second Great Awakening also prompted many religious utopias, like those of the Rappites and Shakers. By any measure, the Mormons emerged as the most successful of these.

<https://www.openassessments.org/assessments/987>

### *Review Question*

1. How were the reform communities of the antebellum era treated by the general population?

## *Answer to Review Question*

1. Many reform communities were shunned, especially those that emphasized different forms of marriage (like the Oneida Community) or a departure from mainstream Protestantism. The Mormons, in particular, were forced to move ever further westward in their attempt to find a place to practice their religion in peace.

## *Glossary*

**Mormons** an American denomination, also known as the Latter-day Saints, that emphasized patriarchal leadership

**pietistic** the stressing of stressed transformative individual religious experience or piety over religious rituals and formality

**Shakers** a religious sect that emphasized communal living and celibacy

# 198. Reforms to Human Health

## *Learning Objectives*

By the end of this section, you will be able to:

- Explain the different reforms aimed at improving the health of the human body
- Describe the various factions and concerns within the temperance movement

Antebellum reform efforts aimed at perfecting the spiritual and social worlds of individuals, and as an outgrowth of those concerns, some reformers moved in the direction of ensuring the health of American citizens. Many Americans viewed drunkenness as a major national problem, and the battle against alcohol and the many problems associated with it led many to join the temperance movement. Other reformers offered plans to increase physical well-being, instituting plans designed to restore vigor. Still others celebrated new sciences that would unlock the mysteries of human behavior and, by doing so, advance American civilization.

## TEMPERANCE

According to many antebellum reformers, intemperance

(drunkenness) stood as the most troubling problem in the United States, one that eroded morality, Christianity, and played a starring role in corrupting American democracy. Americans consumed huge quantities of liquor in the early 1800s, including gin, whiskey, rum, and brandy. Indeed, scholars agree that the rate of consumption of these drinks during the first three decades of the 1800s reached levels that have never been equaled in American history.

A variety of reformers created organizations devoted to temperance, that is, moderation or self-restraint. Each of these organizations had its own distinct orientation and target audience. The earliest ones were formed in the 1810s in New England. The Massachusetts Society for the Suppression of Intemperance and the Connecticut Society for the Reformation of Morals were both formed in 1813. Protestant ministers led both organizations, which enjoyed support from New Englanders who clung to the ideals of the Federalist Party and later the Whigs. These early temperance societies called on individuals to lead pious lives and avoid sin, including the sin of overindulging in alcohol. They called not for the eradication of drinking but for a more restrained and genteel style of imbibing.

## The Drunkard's Progress



This 1846 image, *The Drunkard's Progress*. From the First Glass to the Grave, by Nathaniel Currier, shows the destruction that prohibitionists thought could result from drinking alcoholic beverages.

This 1840 temperance illustration charts the path of destruction for those who drink. The step-by-step progression reads:

- Step 1. A glass with a friend.
- Step 2. A glass to keep the cold out.
- Step 3. A glass too much.
- Step 4. Drunk and riotous.
- Step 5. The summit attained. Jolly companions. A confirmed drunkard.
- Step 6. Poverty and disease.
- Step 7. Forsaken by Friends.
- Step 8. Desperation and crime.
- Step 9. Death by suicide.

Who do you think was the intended audience for this engraving? How do you think different audiences (children, drinkers, nondrinkers) would react to the story it tells? Do you think it is an effective piece of propaganda? Why or why not?

In the 1820s, temperance gained ground largely through the work of Presbyterian minister Lyman Beecher. In 1825, Beecher delivered six sermons on temperance that were published the follow year as *Six Sermons on the Nature, Occasions, Signs, Evils, and Remedy of Intemperance*. He urged total abstinence from hard liquor and called for the formation of voluntary associations to bring forth a new day without spirits (whiskey, rum, gin, brandy). Lyman's work enjoyed a wide readership and support from leading Protestant ministers as well as the emerging middle class; temperance fit well with the middle-class ethic of encouraging hard work and a sober workforce.

In 1826, the American Temperance Society was formed, and by the early 1830s, thousands of similar societies had sprouted across the country. Members originally pledged to shun only hard liquor. By 1836, however, leaders of the temperance movement, including Beecher, called for a more comprehensive approach. Thereafter, most temperance societies advocated total abstinence; no longer would beer and wine be tolerated. Such total abstinence from alcohol is known as teetotalism.

Teetotalism led to disagreement within the movement and a loss of momentum for reform after 1836. However, temperance enjoyed a revival in the 1840s, as a new type of reformer took up the cause against alcohol. The engine driving the new burst of enthusiastic temperance reform was the Washington Temperance Society (named in deference to George Washington), which organized in 1840. The leaders of the Washingtonians came not from the ranks of Protestant ministers but from the working class. They aimed their efforts at confirmed alcoholics, unlike the early temperance advocates who mostly targeted the middle class.

Washingtonians welcomed the participation of women and children, as they cast alcohol as the destroyer of families, and those

who joined the group took a public pledge of teetotalism. Americans flocked to the Washingtonians; as many as 600,000 had taken the pledge by 1844. The huge surge in membership had much to do with the style of this reform effort. The Washingtonians turned temperance into theater by dramatizing the plight of those who fell into the habit of drunkenness. Perhaps the most famous fictional drama put forward by the temperance movement was *Ten Nights in a Bar-Room* (1853), a novel that became the basis for popular theatrical productions. The Washingtonians also sponsored picnics and parades that drew whole families into the movement. The group's popularity quickly waned in the late 1840s and early 1850s, when questions arose about the effectiveness of merely taking a pledge. Many who had done so soon relapsed into alcoholism.

Still, by that time, temperance had risen to a major political issue. Reformers lobbied for laws limiting or prohibiting alcohol, and states began to pass the first temperance laws. The earliest, an 1838 law in Massachusetts, prohibited the sale of liquor in quantities less than fifteen gallons, a move designed to make it difficult for ordinary workmen of modest means to buy spirits. The law was repealed in 1840, but Massachusetts towns then took the initiative by passing local laws banning alcohol. In 1845, close to one hundred towns in the state went “dry.”

An 1839 Mississippi law, similar to Massachusetts' original law, outlawed the sale of less than a gallon of liquor. Mississippi's law illustrates the national popularity of temperance; regional differences notwithstanding, citizens in northern and southern states agreed on the issue of alcohol. Nonetheless, northern states pushed hardest for outlawing alcohol. Maine enacted the first statewide prohibition law in 1851. New England, New York, and states in the Midwest passed local laws in the 1850s, prohibiting the sale and manufacture of intoxicating beverages.

## REFORMS FOR THE BODY AND THE

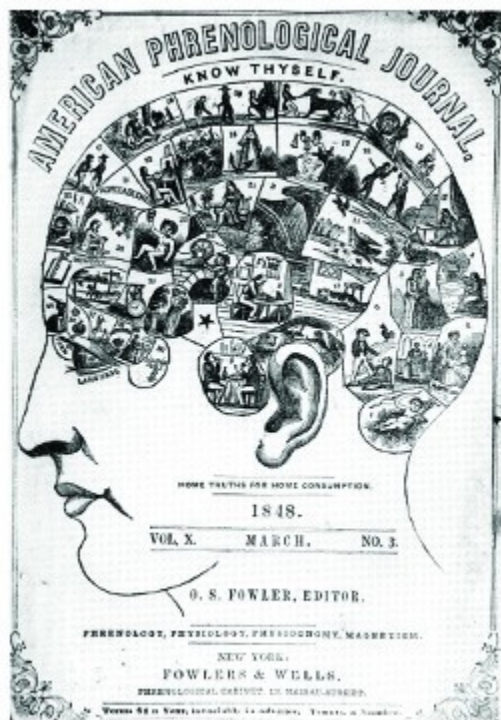


## MIND

Beyond temperance, other reformers looked to ways to maintain and improve health in a rapidly changing world. Without professional medical organizations or standards, health reform went in many different directions; although the American Medical Association was formed in 1847, it did not have much power to oversee medical practices. Too often, quack doctors prescribed regimens and medicines that did far more harm than good.

Sylvester Graham stands out as a leading light among the health reformers in the antebellum years. A Presbyterian minister, Graham began his career as a reformer, lecturing against the evils of strong drink. He combined an interest in temperance with vegetarianism and sexuality into what he called a “Science of Human Life,” calling for a regimented diet of more vegetables, fruits, and grain, and no alcohol, meat, or spices.

Graham advocated baths and cleanliness in general to preserve health; hydropathy, or water cures for various ailments, became popular in the United States in the 1840s and 1850s. He also viewed masturbation and excessive sex as a cause of disease and debility. His ideas led him to create what he believed to be a perfect food that would maintain health: the Graham cracker, which he invented in 1829. Followers of Graham, known as Grahamites, established boardinghouses where lodgers followed the recommended strict diet and sexual regimen.



*This March 1848 cover of the American Phrenological Journal illustrates the different faculties of the mind as envisioned by phrenologists.*

During the early nineteenth century, reformers also interested themselves in the workings of the mind in an effort to better understand the effects of a rapidly changing world awash with religious revivals and democratic movements. Phrenology—the mapping of the cranium to specific human attributes—stands as an early type of science, related to what would become psychology and devoted to understanding how the mind worked. Phrenologists believed that the mind contained thirty-seven “faculties,” the strengths or weaknesses of which could be determined by a close examination of the size and shape of the cranium.

Initially developed in Europe by Franz Joseph Gall, a German doctor, phrenology first came to the United States in the 1820s. In the 1830s and 1840s, it grew in popularity as lecturers crisscrossed the republic. It was sometimes used as an educational test, and like temperance, it also became a form of popular entertainment.

Map the brain! Check out all thirty-seven of phrenology's purported faculties of the mind.

The popularity of phrenology offers us some insight into the emotional world of the antebellum United States. Its popularity speaks to the desire of those living in a rapidly changing society, where older ties to community and family were being challenged, to understand one another. It appeared to offer a way to quickly recognize an otherwise-unknown individual as a readily understood set of human faculties.

## Section Summary

Reformers targeted vices that corrupted the human body and society: the individual and the national soul. For many, alcohol appeared to be the most destructive and widespread. Indeed, in the years before the Civil War, the United States appeared to be a republic of drunkenness to many. To combat this national substance abuse problem, reformers created a host of

temperance organizations that first targeted the middle and upper classes, and then the working classes. Thanks to Sylvester Graham and other health reformers, exercise and fresh air, combined with a good diet, became fashionable. Phrenologists focused on revealing the secrets of the mind and personality. In a fast-paced world, phrenology offered the possibility of knowing different human characteristics.

<https://www.openassessments.org/assessments/988>

### *Review Question*

1. Whom did temperance reformers target?

### *Answer to Review Question*

1. At first, temperance reformers, who were predominantly led by Presbyterian ministers, targeted the middle and upper classes. When the movement veered toward teetotalism instead of temperance, the movement lost momentum. However, it was reborn with a focus on the working class in the 1840s.

## *Glossary*

**phrenology** the mapping of the mind to specific human attributes

**teetotalism** complete abstinence from all alcohol

**temperance** a social movement encouraging moderation or self-restraint in the consumption of alcoholic beverages

# 199. Addressing Slavery

## *Learning Objectives*

By the end of this section, you will be able to:

- Identify the different approaches to reforming the institution of slavery
- Describe the abolitionist movement in the early to mid-nineteenth century

The issue of slavery proved especially combustible in the reform-minded antebellum United States. Those who hoped to end slavery had different ideas about how to do it. Some could not envision a biracial society and advocated sending blacks to Africa or the Caribbean. Others promoted the use of violence as the best method to bring American slavery to an end. Abolitionists, by contrast, worked to end slavery and to create a multiracial society of equals using moral arguments—moral suasion—to highlight the immorality of slavery. In keeping with the religious fervor of the era, abolitionists hoped to bring about a mass conversion in public opinion to end slavery.

## “REFORMS” TO SLAVERY

An early and popular “reform” to slavery was colonization, or a movement advocating the displacement of African Americans out

of the country, usually to Africa. In 1816, the Society for the Colonization of Free People of Color of America (also called the American Colonization Society or ACS) was founded with this goal. Leading statesmen including Thomas Jefferson endorsed the idea of colonization.

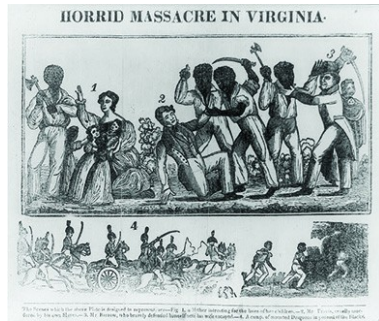
Members of the ACS did not believe that blacks and whites could live as equals, so they targeted the roughly 200,000 free blacks in the United States for relocation to Africa. For several years after the ACS's founding, they raised money and pushed Congress for funds. In 1819, they succeeded in getting \$100,000 from the federal government to further the colonization project. The ACS played a major role in the creation of the colony of Liberia, on the west coast of Africa. The country's capital, Monrovia, was named in honor of President James Monroe. The ACS stands as an example of how white reformers, especially men of property and standing, addressed the issue of slavery. Their efforts stand in stark contrast with other reformers' efforts to deal with slavery in the United States.

Although rebellion stretches the definition of reform, another potential solution to slavery was its violent overthrow. Nat Turner's Rebellion, one of the largest slave uprisings in American history, took place in 1831, in Southampton County, Virginia.

Like many slaves, Nat Turner was inspired by the evangelical Protestant fervor sweeping the republic. He preached to fellow slaves in Southampton County, gaining a reputation among them as a prophet. He organized them for rebellion, awaiting a sign to begin, until

an eclipse in August signaled that the appointed time had come.

Turner and as many as seventy other slaves killed their masters and their masters' families, murdering a total of around sixty-five people. Turner eluded capture until late October, when he was tried, hanged, and then beheaded and quartered. Virginia put to death fifty-six other slaves whom they believed to have taken part in the rebellion. White vigilantes killed two hundred more as panic swept through Virginia and the rest of the South.



*In Horrid Massacre in Virginia, circa 1831, the text on the bottom reads, "The Scenes which the above plate is designed to represent are Fig 1. a mother intreating for the lives of her children. -2. Mr. Travis, cruelly murdered by his own Slaves. -3. Mr. Barrow, who bravely defended himself until his wife escaped. -4. A comp. of mounted Dragoons in pursuit of the Blacks." From whose side do you think the illustrator is telling this story?*

## Nat Turner on His Battle against Slavery

Thomas R. Gray was a lawyer in Southampton, Virginia, where he visited Nat Turner in jail. He published *The Confessions of Nat Turner, the leader of the late insurrection in Southampton, Va., as*



*fully and voluntarily made to Thomas R. Gray in November 1831, after Turner had been executed.*

For as the blood of Christ had been shed on this earth, and had ascended to heaven for the salvation of sinners, and was now returning to earth again in the form of dew . . . it was plain to me that the Saviour was about to lay down the yoke he had borne for the sins of men, and the great day of judgment was at hand. . . . And on the 12th of May, 1828, I heard a loud noise in the heavens, and the Spirit instantly appeared to me and said the Serpent was loosened, and Christ had laid down the yoke he had borne for the sins of men, and that I should take it on and fight against the Serpent, . . . Ques. Do you not find yourself mistaken now? Ans. Was not Christ crucified. And by signs in the heavens that it would make known to me when I should commence the great work—and on the appearance of the sign, (the eclipse of the sun last February) I should arise and prepare myself, and slay my enemies with their own weapons.

How did Turner interpret his fight against slavery? What did he mean by the “serpent?”

Nat Turner’s Rebellion provoked a heated discussion in Virginia over slavery. The Virginia legislature was already in the process of revising the state constitution, and some delegates advocated for an easier manumission process. The rebellion, however, rendered that reform impossible. Virginia and other slave states recommitted themselves to the institution of slavery, and defenders of slavery in the South increasingly blamed northerners for provoking their slaves to rebel.

Literate, educated blacks, including David Walker, also favored rebellion. Walker was born a free black man in North Carolina in 1796. He moved to Boston in the 1820s, lectured on slavery, and promoted the first African American newspaper, *Freedom’s Journal*. He called for blacks to actively resist slavery and to use violence if

needed. He published *An Appeal to the Colored Citizens of the World* in 1829, denouncing the scheme of colonization and urging blacks to fight for equality in the United States, to take action against racism. Walker died months after the publication of his *Appeal*, and debate continues to this day over the cause of his death. Many believe he was murdered. Walker became a symbol of hope to free people in the North and a symbol of the terrors of literate, educated blacks to the slaveholders of the South.

## ABOLITIONISM

Abolitionists took a far more radical approach to the issue of the slavery by using moral arguments to advocate its immediate elimination. They publicized the atrocities committed under slavery and aimed to create a society characterized by equality of blacks and whites. In a world of intense religious fervor, they hoped to bring about a mass awakening in the United States of the sin of slavery, confident that they could transform the national conscience against the South's peculiar institution.

### William Lloyd Garrison and Antislavery Societies

William Lloyd Garrison of Massachusetts distinguished himself as the leader of the abolitionist movement. Although he had once been in favor of colonization, he came to believe that such a scheme only deepened racism and perpetuated the sinful practices of his fellow Americans. In 1831, he founded the abolitionist newspaper *The Liberator*, whose first edition declared:

I am aware that many object to the severity of my language;  
but is there not cause for severity? I will be as harsh as truth,

and as uncompromising as justice. On this subject, I do not wish to think, or speak, or write, with moderation. No! No! Tell a man whose house is on fire to give a moderate alarm; tell him to moderately rescue his wife from the hands of the ravisher; tell the mother to gradually extricate her babe from the fire into which it has fallen;—but urge me not to use moderation in a cause like the present. I am in earnest—I will not equivocate—I will not excuse—I will not retreat a single inch—AND I WILL BE HEARD.

White Virginians blamed Garrison for stirring up slaves and instigating slave rebellions like Nat Turner's.

Garrison founded the New England Anti-Slavery Society in 1831, and the American Anti-Slavery Society (AASS) in 1833. By 1838, the AASS had 250,000 members, sometimes called Garrisonians. They rejected colonization as a racist scheme and opposed the use of violence to end slavery. Influenced by evangelical Protestantism, Garrison and other abolitionists believed in moral suasion, a technique of appealing to the conscience of the public, especially slaveholders. Moral suasion relied on dramatic narratives, often from former slaves, about the horrors of slavery, arguing that slavery destroyed families, as children were sold and taken away from their mothers and fathers. Moral suasion resonated with many women, who condemned the sexual violence against slave women and the victimization of southern white women by adulterous husbands.



(a)



(b)

These woodcuts of a chained and pleading slave, *Am I Not a Man and a Brother?* (a) and *Am I Not a Woman and a Sister?*, accompanied abolitionist John Greenleaf Whittier's antislavery poem, "Our Countrymen in Chains." Such images exemplified moral suasion: showing with pathos and humanity the moral wrongness of slavery.

Read the full text of John Greenleaf Whittier's antislavery poem "Our Countrymen in Chains."

What imagery and rhetoric does Whittier use to advance the cause of abolitionism?

Garrison also preached immediatism: the moral demand to take immediate action to end slavery. He wrote of equal rights and demanded that blacks be treated as equal to whites. He appealed to women and men, black and white, to join the fight. The abolition press, which produced hundreds of tracts, helped to circulate moral suasion. Garrison and other abolitionists also used the power of petitions, sending hundreds of petitions to Congress in the early 1830s, demanding an end to slavery. Since most newspapers

published congressional proceedings, the debate over abolition petitions reached readers throughout the nation.

Although Garrison rejected the U.S. political system as a tool of slaveholders, other abolitionists believed mainstream politics could bring about their goal, and they helped create the Liberty Party in 1840. Its first candidate was James G. Birney, who ran for president that year. Birney epitomized the ideal and goals of the abolitionist movement. Born in Kentucky in 1792, Birney owned slaves and, searching for a solution to what he eventually condemned as the immorality of slavery, initially endorsed colonization. In the 1830s, however, he rejected colonization, freed his slaves, and began to advocate the immediate end of slavery. The Liberty Party did not generate much support and remained a fringe third party. Many of its supporters turned to the Free-Soil Party in the aftermath of the Mexican Cession.

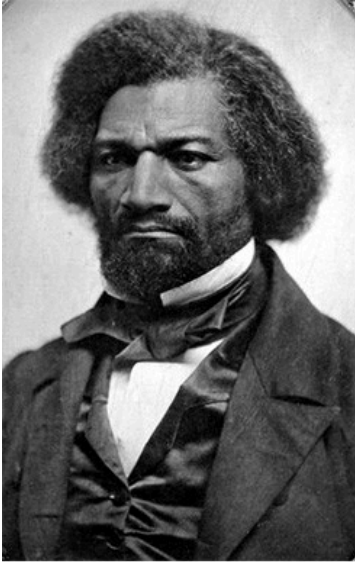
The vast majority of northerners rejected abolition entirely. Indeed, abolition generated a fierce backlash in the United States, especially during the Age of Jackson, when racism saturated American culture. Anti-abolitionists in the North saw Garrison and other abolitionists as the worst of the worst, a threat to the republic that might destroy all decency and order by upending time-honored distinctions between blacks and whites, and between women and men. Northern anti-abolitionists feared that if slavery ended, the North would be flooded with blacks who would take jobs from whites.

Opponents made clear their resistance to Garrison and others of his ilk; Garrison nearly lost his life in 1835, when a Boston anti-abolitionist mob dragged him through the city streets. Anti-abolitionists tried to pass federal laws that made the distribution of abolitionist literature a criminal offense, fearing that such literature, with its engravings and simple language, could spark rebellious blacks to action. Their sympathizers in Congress passed a “gag rule” that forbade the consideration of the many hundreds of petitions sent to Washington by abolitionists. A mob in Illinois killed an abolitionist named Elijah Lovejoy in 1837, and the following year,

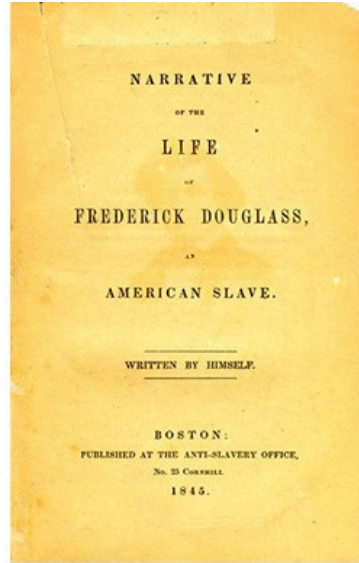
ten thousand protestors destroyed the abolitionists' newly built Pennsylvania Hall in Philadelphia, burning it to the ground.

## Frederick Douglass

Many escaped slaves joined the abolitionist movement, including Frederick Douglass. Douglass was born in Maryland in 1818, escaping to New York in 1838. He later moved to New Bedford, Massachusetts, with his wife. Douglass's commanding presence and powerful speaking skills electrified his listeners when he began to provide public lectures on slavery. He came to the attention of Garrison and others, who encouraged him to publish his story. In 1845, Douglass published *Narrative of the Life of Frederick Douglass, An American Slave Written by Himself*, in which he told about his life of slavery in Maryland. He identified by name the whites who had brutalized him, and for that reason, along with the mere act of publishing his story, Douglass had to flee the United States to avoid being murdered.



(a)



(b)

*This 1856 ambrotype of Frederick Douglass (a) demonstrates an early type of photography developed on glass. Douglass was an escaped slave who was instrumental in the abolitionism movement. His slave narrative, told in *Narrative of the Life of Frederick Douglass, An American Slave Written by Himself* (b), followed a long line of similar narratives that demonstrated the brutality of slavery for northerners unfamiliar with the institution.*

British abolitionist friends bought his freedom from his Maryland owner, and Douglass returned to the United States. He began to publish his own abolitionist newspaper, *North Star*, in Rochester, New York. During the 1840s and 1850s, Douglass labored to bring about the end of slavery by telling the story of his life and highlighting how slavery destroyed families, both black and white.

## Frederick Douglass on Slavery

Most white slaveholders frequently raped female slaves. In this excerpt, Douglass explains the consequences for the children fathered by white masters and slave women.

Slaveholders have ordained, and by law established, that the children of slave women shall in all cases follow the condition of their mothers . . . this is done too obviously to administer to their own lusts, and make a gratification of their wicked desires profitable as well as pleasurable . . . the slaveholder, in cases not a few, sustains to his slaves the double relation of master and father. . . .

Such slaves [born of white masters] invariably suffer greater hardships . . . They are . . . a constant offence to their mistress . . . she is never better pleased than when she sees them under the lash, . . . The master is frequently compelled to sell this class of his slaves, out of deference to the feelings of his white wife; and, cruel as the deed may strike any one to be, for a man to sell his own children to human flesh-mongers, . . . for, unless he does this, he must not only whip them himself, but must stand by and see one white son tie up his brother, of but few shades darker . . . and ply the gory lash to his naked back.

—Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave Written by Himself* (1845)

What moral complications did slavery unleash upon white slaveholders in the South, according to Douglass? What imagery does he use?



## Section Summary

Contrasting proposals were put forth to deal with slavery. Reformers in the antebellum United States addressed the thorny issue of slavery through contrasting proposals that offered profoundly different solutions to the dilemma of the institution. Many leading American statesmen, including slaveholders, favored colonization, relocating American blacks to Africa, which abolitionists scorned. Slave rebellions sought the end of the institution through its violent overthrow, a tactic that horrified many in the North and the South. Abolitionists, especially those who followed William Lloyd Garrison, provoked equally strong reactions by envisioning a new United States without slavery, where blacks and whites stood on equal footing. Opponents saw abolition as the worst possible reform, a threat to all order and decency. Slaveholders, in particular, saw slavery as a positive aspect of American society, one that reformed the lives of slaves by exposing them to civilization and religion.

<https://www.openassessments.org/assessments/989>

## *Glossary*

**abolitionist** a believer in the complete elimination of slavery

**colonization** the strategy of moving African Americans out of the United States, usually to Africa

**immediatism** the moral demand to take immediate action against slavery to bring about its end

**moral suasion** an abolitionist technique of appealing to the consciences of the public, especially slaveholders

## 200. Women's Rights

### *Learning Objectives*

By the end of this section, you will be able to:

- Explain the connections between abolition, reform, and antebellum feminism
- Describe the ways antebellum women's movements were both traditional and revolutionary

Women took part in all the antebellum reforms, from transcendentalism to temperance to abolition. In many ways, traditional views of women as nurturers played a role in encouraging their participation. Women who joined the cause of temperance, for example, amplified their accepted role as moral guardians of the home. Some women advocated a much more expansive role for themselves and their peers by educating children and men in solid republican principles. But it was their work in antislavery efforts that served as a springboard for women to take action against gender inequality. Many, especially northern women, came to the conclusion that they, like slaves, were held in shackles in a society dominated by men.

Despite the radical nature of their effort to end slavery and create a biracial society, most abolitionist men clung to traditional notions of proper gender roles. White and black women, as well as free black men, were forbidden from occupying leadership positions in the AASS. Because women were not allowed to join the men in playing leading roles in the organization, they formed separate societies,

such as the Boston Female Anti-Slavery Society, the Philadelphia Female Anti-Slavery Society, and similar groups.

## THE GRIMKÉ SISTERS

Two leading abolitionist women, Sarah and Angelina Grimké, played major roles in combining the fight to end slavery with the struggle to achieve female equality. The sisters had been born into a prosperous slaveholding family in South Carolina. Both were caught up in the religious fervor of the Second Great Awakening, and they moved to the North and converted to Quakerism.

In the mid-1830s, the sisters joined the abolitionist movement, and in 1837, they embarked on a public lecture tour, speaking about immediate abolition to “promiscuous assemblies,” that is, to audiences of women and men. This public action thoroughly scandalized respectable society, where it was unheard of for women to lecture to men. William Lloyd Garrison endorsed the Grimké sisters’ public lectures, but other abolitionists did not. Their lecture tour served as a turning point; the reaction against them propelled the question of women’s proper sphere in society to the forefront of public debate.

## THE DECLARATION OF RIGHTS AND SENTIMENTS

Participation in the abolitionist movement led some women to embrace feminism, the advocacy of women’s rights. Lydia Maria Child, an abolitionist and feminist, observed, “The comparison between women and the colored race is striking . . . both have

been kept in subjection by physical force.” Other women, including Elizabeth Cady Stanton, Lucy Stone, and Susan B. Anthony, agreed.



(a)



(b)

*Elizabeth Cady Stanton (a) and Lucretia Mott (b) both emerged from the abolitionist movement as strong advocates of women’s rights.*

In 1848, about three hundred male and female feminists, many of them veterans of the abolition campaign, gathered at the Seneca Falls Convention in New York for a conference on women’s rights that was organized by Lucretia Mott and Elizabeth Cady Stanton. It was the first of what became annual meetings that have continued to the present day. Attendees agreed to a “Declaration of Rights and Sentiments” based on the Declaration of Independence; it declared, “We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness.” “The history of mankind,” the document continued, “is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her.”

Read the entire text of the Declaration of Rights and Sentiments in the Internet Modern History Sourcebook at Fordham University.

## REPUBLICAN MOTHERHOOD IN THE ANTEBELLUM YEARS

Some northern female reformers saw new and vital roles for their sex in the realm of education. They believed in traditional gender roles, viewing women as inherently more moral and nurturing than men. Because of these attributes, the feminists argued, women were uniquely qualified to take up the roles of educators of children.

Catharine Beecher, the daughter of Lyman Beecher, pushed for women's roles as educators. In her 1845 book, *The Duty of American Women to Their Country*, she argued that the United States had lost its moral compass due to democratic excess. Both "intelligence and virtue" were imperiled in an age of riots and disorder. Women, she argued, could restore the moral center by instilling in children a sense of right and wrong. Beecher represented a northern, middle-class female sensibility. The home, especially the parlor, became the site of northern female authority.

## Section Summary

The spirit of religious awakening and reform in the antebellum era impacted women lives by allowing them to think about their lives and their society in new and empowering ways. Of all the various antebellum reforms, however, abolition played a significant role in generating the early feminist movement in the United States. Although this early phase of American feminism did not lead to political rights for women, it began the long process of overcoming gender inequalities in the republic.

<https://www.openassessments.org/assessments/990>

### *Review Question*

1. How did the abolitionist movement impact the women's movement?

## *Answer to Review Question*

1. Women's involvement in the abolitionist movement, where they were unable to take leadership roles in traditional male organizations, led them to create their own organizations, where they were thrust into the public sphere.

## *Critical Thinking Questions*

1. In what ways did the Second Great Awakening and transcendentalism reflect and react to the changes in antebellum American thought and culture?
2. What did the antebellum communal projects have in common? How did the ones most influenced by religion differ from those that had other influences?
3. In what ways do temperance, health reforms, and phrenology offer reflections on the changes in the United States before the Civil War? What needs did these reforms fill in the lives of antebellum Americans?
4. Of the various approaches to the problem of slavery, which one do you find to be the most effective and why?
5. In what ways were antebellum feminists radical? In what ways were they traditional?



## *Glossary*

**Seneca Falls** the location of the first American conference on women's rights and the signing of the "Declaration of Rights and Sentiments" in 1848

## 201. Video: Women in the 19th Century

This video finally gets around to talking about some women's history. In the 19th Century, the United States was changing rapidly, as we noted in the recent Market Revolution and Reform Movements episodes. Things were also in a state of flux for women. The reform movements, which were in large part driven by women, gave these self-same women the idea that they could work on their own behalf, and radically improve the state of their own lives. So, while these women were working on prison reform, education reform, and abolition, they also started talking about equal rights, universal suffrage, temperance, and fair pay. Women like Susan B. Anthony, Carry Nation, Elizabeth Cady Stanton, the Grimkés, and Lucretia Mott strove tirelessly to improve the lot of American women, and it worked, eventually. John will teach you about the Christian Temperance Union, the Seneca Falls Convention, the Declaration of Sentiments, and a whole bunch of other stuff that made life better for women.



*One or more interactive elements has been excluded from this version of the text. You can view them online*

*here: <https://library.achievingthedream.org/herkimeramericanhistory1/?p=232#oembed-1>*

# 202. Primary Source Reading: The Declaration of Sentiments

## The Declaration of Sentiments, Seneca Falls Conference, 1848

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

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

## The Declaration of Sentiments

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

that they should declare the causes that impel them to such a course.

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

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

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

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

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

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

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

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

He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master—the law giving him power to deprive her of her liberty, and to administer chastisement.

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

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

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

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

He allows her in church, as well as state, but a subordinate position, claiming apostolic authority for her exclusion from the

ministry, and, with some exceptions, from any public participation in the affairs of the church.

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

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

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

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

**Source:** from Elizabeth Cady Stanton, *A History of Woman Suffrage*, vol. 1 (Rochester, N.Y.: Fowler and Wells, 1889), pages 70–71.

# 203. Primary Source Reading: The Liberator

## The Liberator

Inaugural Editorial by William Lloyd Garrison

1 January 1831

TO THE PUBLIC

In the month of August, I issued proposals for publishing “The Liberator” in Washington City; but the enterprise, though hailed in different sections of the country, was palsied by public indifference. Since that time, the removal of the Genius of Universal Emancipation to the Seat of Government has rendered less imperious the establishment of a similar periodical in that quarter.

During my recent tour for the purpose of exciting the minds of the people by a series of discourses on the subject of slavery, every place that I visited gave fresh evidence of the fact, that a greater revolution in public sentiment was to be effected in the free States — and particularly in New-England — than at the South. I found contempt more bitter, opposition more active, detraction more relentless, prejudice more stubborn, and apathy more frozen, than among slave-owners themselves. Of course, there were individual exceptions to the contrary. This state of things afflicted, but did not dishearten me. I determined, at every hazard, to lift up the standard of emancipation in the eyes of the nation, within sight of Bunker Hill and in the birthplace of liberty. That standard is now unfurled; and long may it float, unhurt by the spoliations of time or the missiles of a desperate foe — yea, till every chain be broken, and every bondman set free! Let Southern oppressors tremble — let their secret abettors tremble — let their Northern apologists tremble — let all the enemies of the persecuted blacks tremble.

I deem the publication of my original Prospectus unnecessary, as it has obtained a wide circulation. The principles therein inculcated will be steadily pursued in this paper, excepting that I shall not array myself as the political partisan of any man. In defending the great cause of human rights, I wish to derive the assistance of all religions and of all parties.

Assenting to the “self-evident truth” maintained in the American Declaration of Independence, “that all men are created equal, and endowed by their Creator with certain inalienable rights — among which are life, liberty and the pursuit of happiness,” I shall strenuously contend for the immediate enfranchisement of our slave population. In Park-Street Church, on the Fourth of July, 1829, I unreflectingly assented to the popular but pernicious doctrine of gradual abolition. I seize this moment to make a full and unequivocal recantation, and thus publicly to ask pardon of my God, of my country, and of my brethren the poor slaves, for having uttered a sentiment so full of timidity, injustice, and absurdity. A similar recantation, from my pen, was published in the *Genius of Universal Emancipation* at Baltimore, in September, 1829. My conscience is now satisfied.

I am aware that many object to the severity of my language; but is there not cause for severity? I will be as harsh as truth, and as uncompromising as justice. On this subject, I do not wish to think, or to speak, or write, with moderation. No! no! Tell a man whose house is on fire to give a moderate alarm; tell him to moderately rescue his wife from the hands of the ravisher; tell the mother to gradually extricate her babe from the fire into which it has fallen; — but urge me not to use moderation in a cause like the present. I am in earnest — I will not equivocate — I will not excuse — I will not retreat a single inch — AND I WILL BE HEARD. The apathy of the people is enough to make every statue leap from its pedestal, and to hasten the resurrection of the dead.

It is pretended, that I am retarding the cause of emancipation by the coarseness of my invective and the precipitancy of my measures. The charge is not true. On this question of my influence,



— humble as it is,— is felt at this moment to a considerable extent, and shall be felt in coming years — not perniciously, but beneficially — not as a curse, but as a blessing; and posterity will bear testimony that I was right. I desire to thank God, that he enables me to disregard “the fear of man which bringeth a snare,” and to speak his truth in its simplicity and power. And here I close with this fresh dedication:

“Oppression! I have seen thee, face to face,  
And met thy cruel eye and cloudy brow,  
But thy soul-withering glance I fear not now —  
For dread to prouder feelings doth give place  
Of deep abhorrence! Scorning the disgrace  
Of slavish knees that at thy footstool bow,  
I also kneel — but with far other vow  
Do hail thee and thy herd of hirelings base: —  
I swear, while life-blood warms my throbbing veins,  
Still to oppose and thwart, with heart and hand,  
Thy brutalising sway — till Afric’s chains  
Are burst, and Freedom rules the rescued land, —  
Trampling Oppression and his iron rod:  
Such is the vow I take — SO HELP ME GOD!”  
[by the Scottish poet Thomas Pringle]

**Source:** Reprinted in Wendell Phillips Garrison, William Lloyd Garrison, 1805-1879: The Story of His Life, Told by His Children, vol. I (New York: The Century Company, 1885), pages 224-226.

# 204. Primary Source Reading: Henry Box Brown

## *Introduction*

Henry “Box” Brown (c.1816–after 1889)[1] was a 19th-century Virginia slave who escaped to freedom at age 33 by arranging to have himself mailed in a wooden crate in 1849 to Philadelphia, Pennsylvania abolitionists. He left behind his enslaved wife and children.

For a short time Brown became a noted abolitionist speaker in the northeast United States. He lost the support of the abolitionist community, notably Frederick Douglass, who wished Brown had kept quiet about the details of his escape so that others could have used similar means. As a public figure and fugitive slave, Brown felt endangered by passage of the Fugitive Slave Law of 1850, which increased pressure to capture escaped slaves. He moved to England and lived there for 25 years, touring with an anti-slavery panorama and becoming a mesmerist and showman. Mostly forgotten in the United States,[2] he married an English woman and had a second family with her. He returned to the US with them in 1875 and continued to earn a living as an entertainer. ([http://en.wikipedia.org/wiki/Henry\\_Box\\_Brown](http://en.wikipedia.org/wiki/Henry_Box_Brown))



The  
Resurrection  
of Henry Box  
Brown at  
Philadelphia,  
a lithograph  
by Samuel  
Rowse  
published in  
1850.

## Source

Song, sung by Mr. Brown on being removed from the Box:[19]

I waited patiently for the Lord

And he, in kindness to me, heard my calling

And he hath put a new song into my mouth

Even thanksgiving – even thanksgiving

Unto our God!

Blessed-blessed is the man

That has set his hope, his hope in the Lord!

O Lord! my God! great, great is the wondrous work

Which thou hast done!

If I should declare them – and speak of them

They would be more than I am able to express.

I have not kept back thy love, and kindness, and truth,

From the great congregation!

Withdraw not thou thy mercies from me,

Let thy love, and kindness, and thy truth, always preserve me

Let all those that seek thee be joyful and glad!

Be joyful and glad!

And let such as love thy salvation

*Say always – say always*

*The Lord be praised!*

*The Lord be praised!*

## 205. Primary Source Reading: Letter from Anthony Burns to the Baptist Church

In answer to my request by mail, under date July 13, 1855, for a letter of dismission in fellowship and of recommendation to another church, I have received a copy of the Front Royal Gazette, dated Nov. 8, 1855, in which I find a communication addressed to myself and signed by John Clark, as pastor of your body, covering your official action upon my request, as follows: —

The Church Of Jesus Christ, At Union, Fauquier Co.,  
Virginia.

To all whom it may concern,

Whereas, Anthony Burns, a member of this church, has made application to us, by a letter to our pastor, for a letter of dismission, in fellowship, in order that he may unite with another church of the same faith and order; and whereas, it has been satisfactorily established before us, that the said Anthony Burns absconded from the service of his master, and refused to return voluntarily — thereby disobeying both the laws of God and man, although he subsequently obtained his freedom by purchase, yet we have now to consider him only as a fugitive from labor (as he was before his arrest and restoration to his master), have therefore Resolved, Unanimously, that he be excommunicated from this communion and fellowship of this church.

Done by order of the church, in regular church meeting, this twentieth day of October, 1855.

Wm. W. West, Clerk.

Thus you have excommunicated me, on the charge of “disobeying both the laws of God and men,” “in absconding from the service of my master, and refusing to return voluntarily.”

I admit that I left my master (so called), and refused to return; but I deny that in this I disobeyed either the law of God, or any real law of men.

Look at my case, I was stolen and made a slave as soon as I was born. No man had any right to steal me. That manstealer who stole me trampled on my dearest rights. He committed an outrage on the law of God; therefore his manstealing gave him no right in me, and laid me under no obligation to be his slave. God made me a man — not a slave; and gave me the same right to myself that he gave the man who stole me to himself. The great wrongs he has done me, in stealing me and making me a slave, in compelling me to work for him many years without wages, and in holding me as merchandize, — these wrongs could never put me under obligation to stay with him, or to return voluntarily, when once escaped.

You charge me that, in escaping, I disobeyed God’s law. No, indeed! That law which God wrote on the table of my heart, inspiring the love of freedom, and impelling me to seek it at every hazard, I obeyed, and, by the good hand of my God upon me, I walked out of the house of bondage.

I disobeyed no law of God revealed in the Bible. I read in Paul (Cor. 7:21), “But, if thou mayest be made free, use it rather.” I read in Moses (Deut. 23:15), “Thou shalt not deliver unto his master the servant which is escaped from his master unto thee. He shall dwell with thee, even among you in that place which he shall choose in one of thy gates, where it liketh him best; thou shalt not oppress him.” This implies my right to flee if I feel myself oppressed, and debars any man from delivering me again to my professed master.

I said I was stolen. God’s Word Declares, “He that stealeth a man and selleth him, or if he be found in his hand, he shall surely be put to death.” (Ex. 21:16) Why did you not execute God’s law on the man who stole me from my mother’s arms? How is it that you trample down God’s law against the oppressor, and wrest it to condemn

me, the innocent and oppressed? Have you forgotten that the New Testament classes “manstealers” with “murderers of fathers” and “murderers of mothers” with “manslaver and whoremongers?” (1 Tim. 1:9, 10)

The advice you volunteered to send me, along with this sentence of excommunication, exhorts me, when I shall come to preach like Paul, to send every runaway home to his master, as he did Onesimus to Philemon. Yes, indeed I would, if you would let me. I should love to send them back as he did, “NOT NOW AS A SERVANT, but above a servant: — A BROTHER — a brother beloved — both in the flesh and in the Lord;” both a brother man, and a brother-Christian. Such a relation would be delightful — to be put on a level, in position, with Paul himself. “If thou count me, therefore, a partner, receive him as myself.” I would to God that every fugitive had the privilege of returning to such a condition — to the embrace of such a Christianity — “not now as a servant, but above a servant,” — a “partner.” — even as Paul himself was to Philemon!

You charge me with disobeying the laws of men. I utterly deny that those things which outrage all right as laws. To be real laws, they must be founded in equity.

You have thrust me out of your church fellowship. So be it. You can do no more. You cannot exclude me from heaven; you cannot hinder my daily fellowship with God.

You have used your liberty of speech freely in exhorting and rebuking me. You are aware, that I too am now where I may think for myself, and can use great freedom of speech, too, if I please. I shall therefore be only returning the favor of your exhortation if I exhort you to study carefully the golden rule, which reads, “All things whatsoever ye would that men should do to you, do ye even so to them; for this is the law and the prophets.” Would you like to be stolen, and then sold? and then worked without wages? and forbidden to read the Bible? and be torn from your wife and children? and then, if you were able to make yourself free, and should, as Paul said, “use it rather,” would you think it quite right to be cast out of the church for this? If it were done, so wickedly, would

you be afraid God would indorse it? Suppose you were to put your soul in my soul's stead; how would you read the law of love?



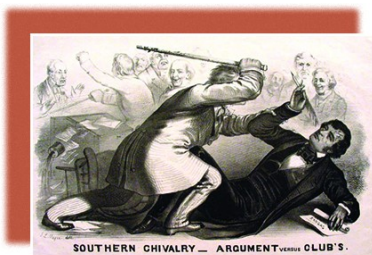
PART XV

CHAPTER 14: TROUBLED  
TIMES: THE TUMULTUOUS  
1850S



## 206. Introduction

The heated sectional controversy between the North and the South reached new levels of intensity in the 1850s. Southerners and northerners grew ever more antagonistic as they debated the expansion of slavery in the West. The notorious confrontation between Representative Preston Brooks of South Carolina and Massachusetts senator Charles Sumner depicted in the image above, illustrates the contempt



*In Southern Chivalry: Argument versus Club's (1856), by John Magee, South Carolinian Preston Brooks attacks Massachusetts senator Charles Sumner after his speech denouncing "border ruffians" pouring into Kansas from Missouri. For southerners, defending slavery meant defending southern honor.*

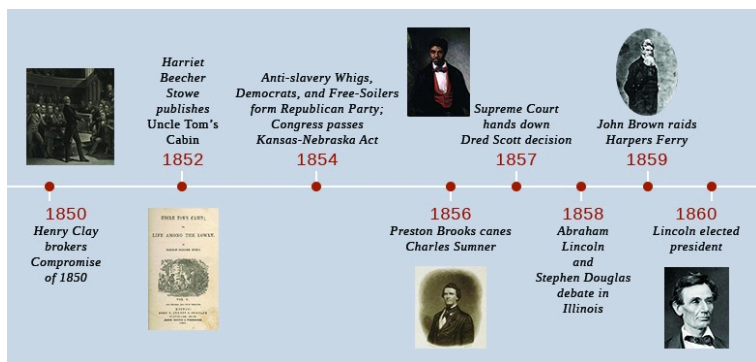
between extremists on both sides. The "Caning of Sumner" in May 1856 followed upon a speech given by Sumner two days earlier in which he condemned slavery in no uncertain terms, declaring: "[Admitting Kansas as a slave state] is the rape of a virgin territory, compelling it to the hateful embrace of slavery; and it may be clearly traced to a depraved longing for a new slave state, the hideous offspring of such a crime, in the hope of adding to the power of slavery in the national government." Sumner criticized proslavery legislators, particularly attacking a fellow senator and relative of Preston Brooks. Brooks responded by beating Sumner with a cane, a thrashing that southerners celebrated as a manly defense of gentlemanly honor and their way of life. The episode highlights the violent clash between pro- and antislavery factions in the 1850s, a conflict that would eventually lead to the traumatic unraveling of American democracy and civil war.

## 207. The Compromise of 1850

### Learning Objectives

By the end of this section, you will be able to:

- Explain the contested issues that led to the Compromise of 1850
- Describe and analyze the reactions to the 1850 Fugitive Slave Act



At the end of the Mexican-American War, the United States gained a large expanse of western territory known as the Mexican Cession. The disposition of this new territory was in question; would the new states be slave states or free-soil states? In the long run, the Mexican-American War achieved what abolitionism alone had failed to do: it mobilized many in the North against slavery.

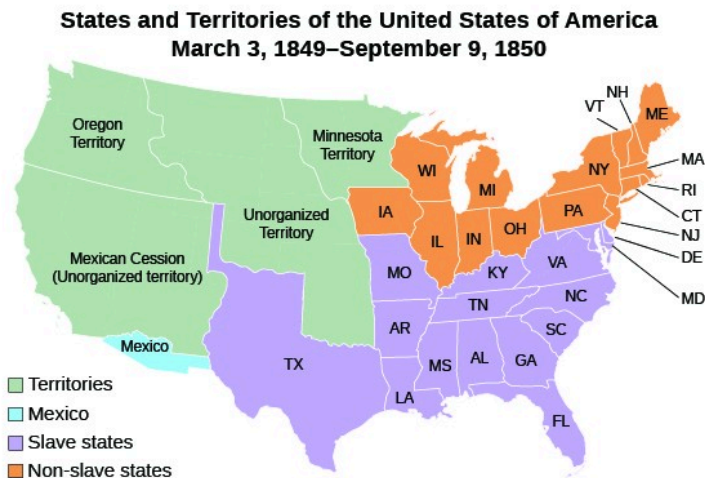
Antislavery northerners clung to the idea expressed in the 1846

Wilmot Proviso: slavery would not expand into the areas taken, and later bought, from Mexico. Though the proviso remained a proposal and never became a law, it defined the sectional division. The Free-Soil Party, which formed at the conclusion of the Mexican-American War in 1848 and included many members of the failed Liberty Party, made this position the centerpiece of all its political activities, ensuring that the issue of slavery and its expansion remained at the front and center of American political debate. Supporters of the Wilmot Proviso and members of the new Free-Soil Party did not want to abolish slavery in the states where it already existed; rather, Free-Soil advocates demanded that the western territories be kept free of slavery for the benefit of white laborers who might settle there. They wanted to protect white workers from having to compete with slave labor in the West. (Abolitionists, in contrast, looked to destroy slavery everywhere in the United States.) Southern extremists, especially wealthy slaveholders, reacted with outrage at this effort to limit slavery's expansion. They argued for the right to bring their slave property west, and they vowed to leave the Union if necessary to protect their way of life—meaning the right to own slaves—and ensure that the American empire of slavery would continue to grow.

## BROKERING THE COMPROMISE

The issue of what to do with the western territories added to the republic by the Mexican Cession consumed Congress in 1850. Other controversial matters, which had been simmering over time, complicated the problem further. Chief among these issues were the slave trade in the District of Columbia, which antislavery advocates hoped to end, and the fugitive slave laws, which southerners wanted to strengthen. The border between Texas and New Mexico remained contested because many Texans hoped to enlarge their state further, and, finally, the issue of California had

not been resolved. California was the crown jewel of the Mexican Cession, and following the discovery of gold, it was flush with thousands of emigrants. By most estimates, however, it would be a free state, since the former Mexican ban on slavery still remained in force and slavery had not taken root in California. The map below shows the disposition of land before the 1850 compromise.



*This map shows the states and territories of the United States as they were in 1849–1850. (credit “User:Golbez”/Wikimedia Commons)*

The presidential election of 1848 did little to solve the problems resulting from the Mexican Cession. Both the Whigs and the Democrats attempted to avoid addressing the issue of slavery publicly as much as possible. The Democrats nominated Lewis Cass of Michigan, a supporter of the idea of popular sovereignty, or letting the people in the territories decide the issue of whether or not to permit slavery based on majority rule. The Whigs nominated General Zachary Taylor, a slaveholder from Kentucky, who had achieved national prominence as a military hero in the Mexican-American War. Taylor did not take a personal stand on any issue

and remained silent throughout the campaign. The fledgling Free-Soil Party put forward former president Martin Van Buren as their candidate. The Free-Soil Party attracted northern Democrats who supported the Wilmot Proviso, northern Whigs who rejected Taylor because he was a slaveholder, former members of the Liberty Party, and other abolitionists.

Both the Whigs and the Democrats ran different campaigns in the North and South. In the North, all three parties attempted to win voters with promises of keeping the territories free of slavery, while in the South, Whigs and Democrats promised to protect slavery in the territories. For southern voters, the slaveholder Taylor appeared the natural choice. In the North, the Free-Soil Party took votes away from Whigs and Democrats and helped to ensure Taylor's election in 1848.

As president, Taylor sought to defuse the sectional controversy as much as possible, and, above all else, to preserve the Union. Although Taylor was born in Virginia before relocating to Kentucky and owned more than one hundred slaves by the late 1840s, he did not push for slavery's expansion into the Mexican Cession. However, the California Gold Rush made California's statehood into an issue demanding immediate attention. In 1849, after California residents adopted a state constitution prohibiting slavery, President Taylor called on Congress to admit California and New Mexico as free states, a move that infuriated southern defenders of slavery who argued for the right to bring their slave property wherever they chose. Taylor, who did not believe slavery could flourish in the arid lands of the Mexican Cession because the climate prohibited plantation-style farming, proposed that the Wilmot Proviso be applied to the entire area.

In Congress, Kentucky senator Henry Clay, a veteran of congressional conflicts, offered a series of resolutions addressing the list of issues related to slavery and its expansion. Clay's resolutions called for the admission of California as a free state; no restrictions on slavery in the rest of the Mexican Cession (a rejection of the Wilmot Proviso and the Free-Soil Party's position); a boundary

between New Mexico and Texas that did not expand Texas (an important matter, since Texas allowed slavery and a larger Texas meant more opportunities for the expansion of slavery); payment of outstanding Texas debts from the Lone Star Republic days; and the end of the slave trade (but not of slavery) in the nation's capital, coupled with a more robust federal fugitive slave law. Clay presented these proposals as an omnibus bill, that is, one that would be voted on its totality.

Clay's proposals ignited a spirited and angry debate that lasted for eight months. The resolution calling for California to be admitted as a free state aroused the wrath of the aged and deathly ill John C. Calhoun, the elder statesman for the proslavery position. Calhoun, too sick to deliver a speech, had his friend Virginia senator James Mason present his assessment of Clay's resolutions and the current state of sectional strife.

In Calhoun's eyes, blame for the stalemate fell squarely on the North, which stood in the way of southern and American prosperity by limiting the zones where slavery could flourish. Calhoun called for a vigorous federal law to ensure that runaway slaves were returned to their masters. He also proposed a constitutional amendment specifying a dual presidency—one office that would represent the South and another for the North—a suggestion that hinted at the possibility of disunion. Calhoun's argument portrayed an embattled South faced with continued northern aggression—a line of reasoning that only furthered the sectional divide.

Several days after Mason delivered Calhoun's speech, Massachusetts senator Daniel Webster countered Calhoun in his "Seventh of March" speech. Webster called for national unity, famously declaring that he spoke "not as a Massachusetts man, not as a Northern man, but as an American." Webster asked southerners to end threats of disunion and requested that the North stop antagonizing the South by harping on the Wilmot Proviso. Like Calhoun, Webster also called for a new federal law to ensure the return of runaway slaves.

Webster's efforts to compromise led many abolitionist



sympathizers to roundly denounce him as a traitor. Whig senator William H. Seward, who aspired to be president, declared that slavery—which he characterized as incompatible with the assertion in the Declaration of Independence that “all men are created equal”—would one day be extinguished in the United States. Seward’s speech, in which he invoked the idea of a higher moral law than the Constitution, secured his reputation in the Senate as an advocate of abolition.

The speeches made in Congress were published in the nation’s newspapers, and the American public followed the debates with great interest, anxious to learn how the issues of the day, especially the potential advance of slavery, would be resolved. Colorful reports of wrangling in Congress further piqued public interest. Indeed, it was not uncommon for arguments to devolve into fistfights or worse. One of the most astonishing episodes of the debate occurred in April 1850, when a quarrel erupted between Missouri Democratic senator Thomas Hart Benton, who by the time of the debate had become a critic of slavery (despite owning slaves), and Mississippi Democratic senator Henry S. Foote. When the burly Benton appeared ready to assault Foote, the Mississippi senator drew his pistol.



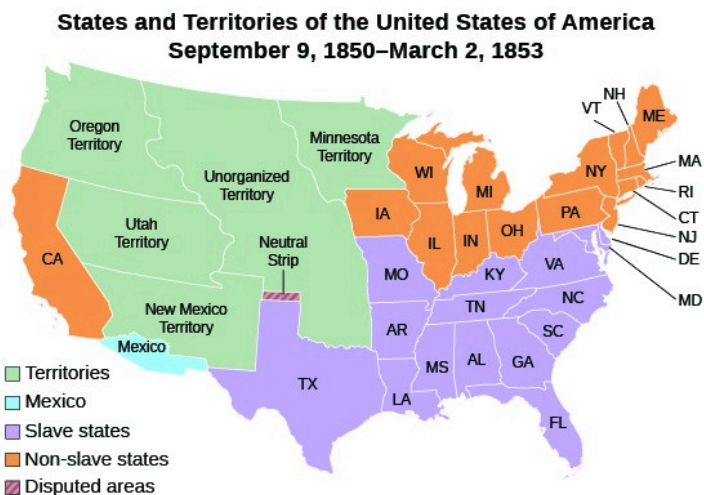
This 1850 print, *Scene in Uncle Sam's Senate*, depicts Mississippi senator Henry S. Foote taking aim at Missouri senator Thomas Hart Benton. In the print, Benton declares: "Get out of the way, and let the assassin fire! let the scoundrel use his weapon! I have no arm's! I did not come here to assassinate!" Foote responds, "I only meant to defend myself!" (credit: Library of Congress)

President Taylor and Henry Clay, whose resolutions had begun the verbal fireworks in the Senate, had no patience for each other. Clay had long harbored ambitions for the White House, and, for his part, Taylor resented Clay and disapproved of his resolutions. With neither side willing to budge, the government stalled on how to resolve the disposition of the Mexican Cession and the other issues of slavery. The drama only increased when on July 4, 1850, President Taylor became gravely ill, reportedly after eating an excessive amount of fruit washed down with milk. He died five days later, and Vice President Millard Fillmore became president. Unlike his predecessor, who many believed would be opposed to a compromise, Fillmore worked with Congress to achieve a solution to the crisis of 1850.

In the end, Clay stepped down as leader of the compromise effort in frustration, and Illinois senator Stephen Douglas pushed five separate bills through Congress, collectively composing the

Compromise of 1850. First, as advocated by the South, Congress passed the Fugitive Slave Act, a law that provided federal money—or “bounties”—to slave-catchers. Second, to balance this concession to the South, Congress admitted California as a free state, a move that cheered antislavery advocates and abolitionists in the North. Third, Congress settled the contested boundary between New Mexico and Texas by favoring New Mexico and not allowing for an enlarged Texas, another outcome pleasing to the North. Fourth, antislavery advocates welcomed Congress’s ban on the slave trade in Washington, DC, although slavery continued to thrive in the nation’s capital. Finally, on the thorny issue of whether slavery would expand into the territories, Congress avoided making a direct decision and instead relied on the principle of popular sovereignty. This put the onus on residents of the territories to decide for themselves whether to allow slavery. Popular sovereignty followed the logic of American democracy; majorities in each territory would decide the territory’s laws. The compromise, however, further exposed the sectional divide as votes on the bills divided along strict regional lines.

Most Americans breathed a sigh of relief over the deal brokered in 1850, choosing to believe it had saved the Union. Rather than resolving divisions between the North and the South, however, the compromise stood as a truce in an otherwise white-hot sectional conflict. Tensions in the nation remained extremely high; indeed, southerners held several conventions after the compromise to discuss ways to protect the South. At these meetings, extremists who called for secession found themselves in the minority, since most southerners committed themselves to staying in the Union—but only if slavery remained in the states where it already existed, and if no effort was made to block its expansion into areas where citizens wanted it, thereby applying the idea of popular sovereignty.



*This map shows the states and territories of the United States as they were from 1850 to March 1853. (credit "User:Golbez"/Wikimedia Commons)*

## THE FUGITIVE SLAVE ACT AND ITS CONSEQUENCES

The hope that the Compromise of 1850 would resolve the sectional crisis proved short-lived when the Fugitive Slave Act turned into a major source of conflict. The federal law imposed heavy fines and prison sentences on northerners and midwesterners who aided runaway slaves or refused to join posses to catch fugitives. Many northerners felt the law forced them to act as slave-catchers against their will.

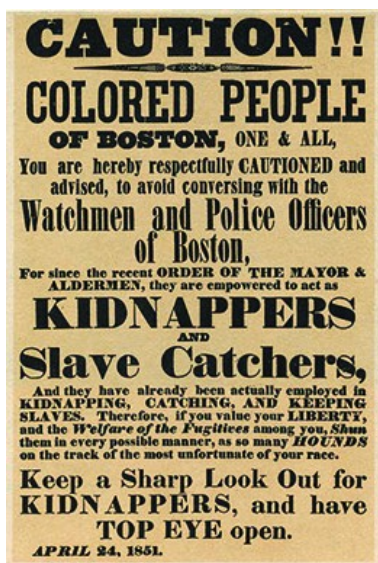
The law also established a new group of federal commissioners who would decide the fate of fugitives brought before them. In some instances, slave-catchers even brought in free northern blacks, prompting abolitionist societies to step up their efforts to prevent kidnappings. The commissioners had a financial incentive to send

fugitives and free blacks to the slaveholding South, since they received ten dollars for every African American sent to the South and only five if they decided the person who came before them was actually free. The commissioners used no juries, and the alleged runaways could not testify in their own defense.

The operation of the law further alarmed northerners and confirmed for many the existence of a “Slave Power”—that is, a minority of elite slaveholders who wielded a disproportionate amount of power over the federal government, shaping domestic and foreign policies to suit their interests. Despite southerners’ repeated insistence on states’ rights, the Fugitive Slave Act showed that slaveholders were willing to use the power of the federal government to bend people in other states to their will. While rejecting the use of federal power to restrict the

expansion of slavery, proslavery southerners turned to the federal government to protect and promote the institution of slavery.

The actual number of runaway slaves who were not captured within a year of escaping remained very low, perhaps no more than one thousand per year in the early 1850s. Most stayed in the South, hiding in plain sight among free blacks in urban areas. Nonetheless, southerners feared the influence of a vast Underground Railroad: the network of northern whites and free blacks who sympathized with runaway slaves and provided safe houses and safe passage from the South. Quakers, who had long been troubled by slavery,



*This 1851 poster, written by Boston abolitionist Theodore Parker, warned that any black person, free or slave, risked kidnapping by slave-catchers.*

were especially active in this network. It is unclear how many slaves escaped through the Underground Railroad, but historians believe that between 50,000 and 100,000 slaves used the network in their bids for freedom. Meanwhile, the 1850 Fugitive Slave Act greatly increased the perils of being captured. For many thousands of fugitives, escaping the United States completely by going to southern Ontario, Canada, where slavery had been abolished, offered the best chance of a better life beyond the reach of slaveholders.

Harriet Tubman, one of the thousands of slaves who made their escape through the Underground Railroad, distinguished herself for her efforts in helping other enslaved men and women escape. Born a slave in Maryland around 1822, Tubman, who suffered greatly under slavery but found solace in Christianity, made her escape in the late 1840s. She returned to the South more than a dozen times to lead other slaves, including her family and friends, along the Underground Railroad to freedom.

## Harriet Tubman: An American Moses?

Harriet Tubman was a legendary figure in her own time and beyond. An escaped slave herself, she returned to the South thirteen times to help over three hundred slaves through the Underground Railroad to liberty in the North. In 1869, printer William J. Moses published Sarah H. Bradford's *Scenes in the Life of Harriet Tubman*. Bradford was a writer and biographer who had known Tubman's family for years. The excerpt below is from the beginning of her book, which she updated in 1886 under the title *Harriet, the Moses of Her People*.



*This full-length portrait of Harriet Tubman hangs in the National Portrait Gallery of the Smithsonian.*

It is proposed in this little book to give a plain and unvarnished account of some scenes and adventures in the life of a woman who, though one of earth's lowly ones, and of dark-hued skin, has shown an amount of heroism in her character rarely possessed by those of any station in life. Her name (we say it advisedly and without exaggeration) deserves to be handed down to posterity side by side with

the names of Joan of Arc, Grace Darling, and Florence Nightingale; for not one of these women has shown more courage and power of endurance in facing danger and death to relieve human suffering, than has this woman in her heroic and successful endeavors to reach and save all whom she might of her oppressed and suffering race, and to pilot them from the land of Bondage to the promised land of Liberty. Well has she been called “Moses,” for she has been a leader and deliverer unto hundreds of her people.

—Sarah H. Bradford, *Scenes in the Life of Harriet Tubman*

How does Bradford characterize Tubman? What language does Bradford use to tie religion into the fight for freedom?

The Fugitive Slave Act provoked widespread reactions in the North. Some abolitionists, such as Frederick Douglass, believed that standing up against the law necessitated violence. In Boston and elsewhere, abolitionists tried to protect fugitives from federal authorities. One case involved Anthony Burns, who had escaped slavery in Virginia in 1853 and made his way to Boston. When federal officials arrested Burns in 1854, abolitionists staged a series of mass demonstrations and a confrontation at the



Anthony Burns, drawn ca. 1855 by an artist identified only as “Barry,” shows a portrait of the fugitive slave surrounded by scenes from his life, including his escape from Virginia, his arrest in Boston, and his address to the court.

courthouse. Despite their best efforts, however, Burns was returned to Virginia when President Franklin Pierce supported the Fugitive Slave Act with federal troops. Boston abolitionists eventually bought



Burns's freedom. For many northerners, however, the Burns incident, combined with Pierce's response, only amplified their sense of a conspiracy of southern power.

The most consequential reaction against the Fugitive Slave Act came in the form of a novel, *Uncle Tom's Cabin*. In it, author Harriet Beecher Stowe, born in Connecticut, made use of slaves' stories she had heard firsthand after marrying and moving to Ohio, then on the country's western frontier. Her novel first appeared as a series of stories in a Free-Soil newspaper, the *National Era*, in 1851 and was published as a book the following year. Stowe told the tale of slaves who were sold by their Kentucky master. While Uncle Tom is indeed sold down the river, young Eliza escapes with her baby. The story highlighted the idea that slavery was a sin because it destroyed families, ripping children from their parents and husbands and wives from one another. Stowe also emphasized the ways in which slavery corrupted white citizens. The cruelty of some of the novel's white slaveholders (who genuinely believe that slaves don't feel things the way that white people do) and the brutality of the slave dealer Simon Legree, who beats slaves and sexually exploits a slave woman, demonstrate the dehumanizing effect of the institution even on those who benefit from it.



This drawing from *Uncle Tom's Cabin*, captioned "Eliza comes to tell Uncle Tom that he is sold, and that she is running away to save her child," illustrates the ways in which Harriet Beecher Stowe's antislavery novel bolstered abolitionists' arguments against slavery.



*This photograph shows Harriet Beecher Stowe, the author of *Uncle Tom's Cabin*, in 1852. Stowe's work was an inspiration not only to abolitionists, but also to those who believed that women could play a significant role in upholding the nation's morality and shaping public opinion.*

Stowe's novel proved a runaway bestseller and was the most-read novel of the nineteenth century, inspiring multiple theatrical productions and musical compositions. It was translated into sixty languages and remains in print to this day. Its message about the evils of slavery helped convince many northerners of the righteousness of the cause of abolition. The novel also demonstrated the power of women to shape public opinion. Stowe and other American women believed they had a moral obligation to

mold the conscience of the United States, even though they could not vote.

Visit the Documenting the American South collection on the University of North Carolina at Chapel Hill website to read the memoirs of Levi Coffin, a prominent Quaker abolitionist who was known as the “president” of the Underground Railroad for his active role in helping slaves to freedom. The memoirs include the story of Eliza Harris, which inspired Harriet Beecher Stowe’s famous character.

The backlash against the Fugitive Slave Act, fueled by *Uncle Tom’s Cabin* and well-publicized cases like that of Anthony Burns, also found expression in personal liberty laws passed by eight northern state legislatures. These laws emphasized that the state would provide legal protection to anyone arrested as a fugitive slave, including the right to trial by jury. The personal liberty laws stood as a clear-cut example of the North’s use of states’ rights in opposition to federal power while providing further evidence to southerners that northerners had no respect for the Fugitive Slave Act or slaveholders’ property rights.

Go to an archived page from the Michigan Department of Natural Resources site to read the original text of Michigan’s 1855 personal liberty laws. How do these laws refute the provisions of the federal Fugitive Slave Act of 1850?

## Section Summary

The difficult process of reaching a compromise on slavery in 1850 exposed the sectional fault lines in the United States. After several months of rancorous debate, Congress passed five laws—known collectively as the Compromise of 1850—that people on both sides of the divide hoped had solved the nation's problems. However, many northerners feared the impact of the Fugitive Slave Act, which made it a crime not only to help slaves escape, but also to fail to help capture them. Many Americans, both black and white, flouted the Fugitive Slave Act by participating in the Underground Railroad, providing safe houses for slaves on the run from the South. Eight northern states passed personal liberty laws to counteract the effects of the Fugitive Slave Act.

<https://www.openassessments.org/assessments/991>

### *Review Question*

1. Why did many in the North resist the Fugitive Slave Act?

## *Answer to Review Question*

1. This federal law appeared to northerners to be further proof of a “Slave Power” conspiracy and elite slaveholders’ disproportionate influence over U.S. domestic policy. Northerners also resented being compelled to serve as de facto slave-catchers, as the law punished people not only for helping fugitive slaves, but also for failing to aid in efforts to return them. Finally, the law rankled many northerners for the hypocrisy that it exposed, given southerners’ arguments in favor of states’ rights and against the federal government’s meddling in their affairs.

## *Glossary*

**Compromise of 1850** five laws passed by Congress to resolve issues stemming from the Mexican Cession and the sectional crisis

**Free-Soil Party** a political party committed to ensuring that white laborers would not have to compete with unpaid slaves in newly acquired territories

**popular sovereignty** the principle of letting the people residing in a territory decide whether or not to permit slavery in that area based on majority rule

**Underground Railroad** a network of free blacks and

northern whites who helped slaves escape bondage  
through a series of designated routes and safe houses

## 208. The Kansas-Nebraska Act and the Republican Party

### *Learning Objectives*

By the end of this section, you will be able to:

- Explain the political ramifications of the Kansas-Nebraska Act
- Describe the founding of the Republican Party

In the early 1850s, the United States' sectional crisis had abated somewhat, cooled by the Compromise of 1850 and the nation's general prosperity. In 1852, voters went to the polls in a presidential contest between Whig candidate Winfield Scott and Democratic candidate Franklin Pierce. Both men endorsed the Compromise of 1850. Though it was considered unseemly to hit the campaign trail, Scott did so—much to the benefit of Pierce, as Scott's speeches focused on forty-year-old battles during the War of 1812 and the weather. In New York, Scott, known as “Old Fuss and Feathers,” talked about a thunderstorm that did not occur and greatly confused the crowd. In Ohio, a cannon firing to herald Scott's arrival killed a spectator.

Pierce was a supporter of the “Young America” movement of the Democratic Party, which enthusiastically anticipated extending democracy around the world and annexing additional territory for the United States. Pierce did not take a stance on the slavery issue. Helped by Scott's blunders and the fact that he had played no role in the bruising political battles of the past five years, Pierce won



the election. The brief period of tranquility between the North and South did not last long, however; it came to an end in 1854 with the passage of the Kansas-Nebraska Act. This act led to the formation of a new political party, the Republican Party, that committed itself to ending the further expansion of slavery.

## THE KANSAS-NEBRASKA ACT

The relative calm over the sectional issue was broken in 1854 over the issue of slavery in the territory of Kansas. Pressure had been building among northerners to organize the territory west of Missouri and Iowa, which had been admitted to the Union as a free state in 1846. This pressure came primarily from northern farmers, who wanted the federal government to survey the land and put it up for sale. Promoters of a transcontinental railroad were also pushing for this westward expansion.

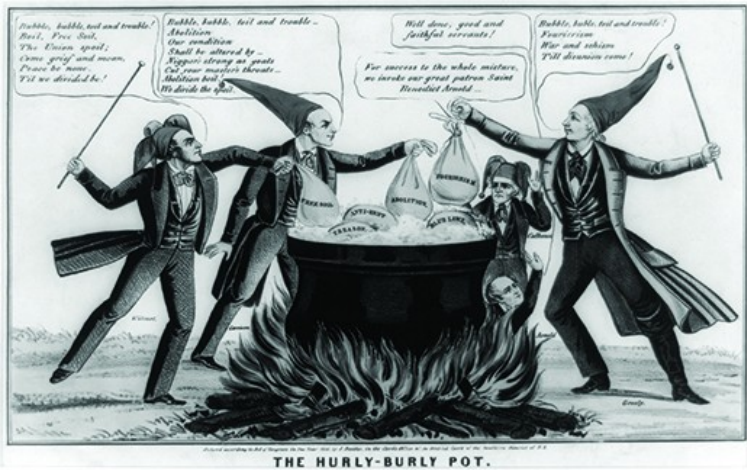
Southerners, however, had long opposed the Wilmot Proviso's stipulation that slavery should not expand into the West. By the 1850s, many in the South were also growing resentful of the Missouri Compromise of 1820, which established the 36° 30' parallel as the geographical boundary of slavery on the north-south axis. Proslavery southerners now contended that popular sovereignty should apply to all territories, not just Utah and New Mexico. They argued for the right to bring their slave property wherever they chose.

Attitudes toward slavery in the 1850s were represented by a variety of regional factions. Throughout the South, slaveholders entrenched themselves in defense of their "way of life," which depended on the ownership of slaves. Since the 1830s, abolitionists, led by journalist and reformer William Lloyd Garrison, had cast slavery as a national sin and called for its immediate end. For three decades, the abolitionists remained a minority, but they had a significant effect on American society by bringing the evils of

slavery into the public consciousness. By the 1850s, some abolitionists advocated the use of violence against those who owned slaves. In 1840, the Liberty Party, whose members came from the ranks of ministers, was founded; this group sought to work within the existing political system, a strategy Garrison and others rejected. Meanwhile, the Free-Soil Party committed itself to ensuring that white laborers would find work in newly acquired territories and not have to compete with unpaid slaves.

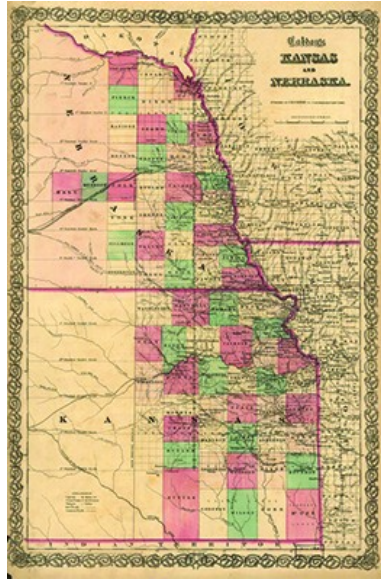
It is important to note that, even among those who opposed the expansion of slavery in the West, very different attitudes toward slavery existed. Some antislavery northerners wanted the West to be the best country for poor whites to go and seek opportunity. They did not want white workers to have to compete with slave labor, a contest that they believed demeaned white labor. Radical abolitionists, in contrast, envisioned the end of all slavery, and a society of equality between blacks and whites. Others opposed slavery in principle, but believed that the best approach was colonization; that is, settling freed slaves in a colony in Africa.

The growing political movement to address the issue of slavery stiffened the resolve of southern slaveholders to defend themselves and their society at all costs. Prohibiting slavery's expansion, they argued, ran counter to basic American property rights. As abolitionists fanned the flames of antislavery sentiment, southerners solidified their defense of their enormous investment in human chattel. Across the country, people of all political stripes worried that the nation's arguments would cause irreparable rifts in the country.



In this 1850 political cartoon, the artist takes aim at abolitionists, the Free-Soil Party, Southern states' rights activists, and others he believes risk the health of the Union.

As these different factions were agitating for the settlement of Kansas and Nebraska, leaders of the Democratic Party in 1853 and 1854 sought to bind their party together in the aftermath of intraparty fights over the distribution of patronage jobs. Illinois Democratic senator Stephen Douglas believed he had found a solution—the Kansas-Nebraska bill—that would promote party unity and also satisfy his colleagues from the South, who detested the Missouri Compromise line. In January 1854, Douglas introduced the bill. The act created two territories: Kansas,



*This 1855 map shows the new territories of Kansas and Nebraska, complete with proposed routes of the transcontinental railroad.*

directly west of Missouri; and Nebraska, west of Iowa. The act also applied the principle of popular sovereignty, dictating that the people of these territories would decide for themselves whether to adopt slavery. In a concession crucial to many southerners, the proposed bill would also repeal the 36° 30' line from the Missouri Compromise. Douglas hoped his bill would increase his political capital and provide a step forward on his quest for the presidency. Douglas also wanted the territory organized in hopes of placing the eastern terminus of a transcontinental railroad in Chicago, rather than St. Louis or New Orleans.

After heated debates, Congress narrowly passed the Kansas-Nebraska Act. (In the House of Representatives, the bill passed by a mere three votes: 113 to 110.) This move had major political consequences. The Democrats divided along sectional lines as a result of the bill, and the Whig party, in decline in the early 1850s,

found its political power slipping further. Most important, the Kansas-Nebraska Act gave rise to the Republican Party, a new political party that attracted northern Whigs, Democrats who shunned the Kansas-Nebraska Act, members of the Free-Soil Party, and assorted abolitionists. Indeed, with the formation of the Republican Party, the Free-Soil Party ceased to exist.

The new Republican Party pledged itself to preventing the spread of slavery into the territories and railed against the Slave Power, infuriating the South. As a result, the party became a solidly northern political organization. As never before, the U.S. political system was polarized along sectional fault lines.

## BLEEDING KANSAS

In 1855 and 1856, pro- and antislavery activists flooded Kansas with the intention of influencing the popular-sovereignty rule of the territories. Proslavery Missourians who crossed the border to vote in Kansas became known as border ruffians; these gained the advantage by winning the territorial elections, most likely through voter fraud and illegal vote counting. (By some estimates, up to 60 percent of the votes cast in Kansas were fraudulent.) Once in power, they wrote a proslavery constitution, known as the Lecompton Constitution because President Pierce approved it at Lecompton, Kansas.

### The Lecompton Constitution

Kansas was home to no fewer than four state constitutions in its early years. Its first constitution, the Topeka Constitution, would have made Kansas a free-soil state. A proslavery legislature, however, created the 1857 Lecompton Constitution to enshrine the

institution of slavery in the new Kansas-Nebraska territories. In January 1858, Kansas voters defeated the proposed Lecompton Constitution, excerpted below, with an overwhelming margin of 10,226 to 138.

#### ARTICLE VII.—SLAVERY

SECTION 1. The right of property is before and higher than any constitutional sanction, and the right of the owner of a slave to such slave and its increase is the same and as inviolable as the right of the owner of any property whatever.

SEC. 2. The Legislature shall have no power to pass laws for the emancipation of slaves without the consent of the owners, or without paying the owners previous to their emancipation a full equivalent in money for the slaves so emancipated. They shall have no power to prevent immigrants to the State from bringing with them such persons as are deemed slaves by the laws of any one of the United States or Territories, so long as any person of the same age or description shall be continued in slavery by the laws of this State: Provided, That such person or slave be the bona fide property of such immigrants.

How are slaves defined in the 1857 Kansas constitution? How does this constitution safeguard the rights of slaveholders?

The majority in Kansas, however, were Free-Soilers who seethed at the border ruffians' co-opting of the democratic process. Many had come from New England to ensure a numerical advantage over the border ruffians. The New England Emigrant Aid Society, a northern antislavery group, helped fund these efforts to halt the expansion of slavery into Kansas and beyond.

The work of a Legislature started by bullying rulers who tormented Kaimosi with war, and whose drinking, revelling, and dissipation cost thousands, and completely weakened them, was a disgrace to mankind, and a bad example to the people of the whole Government. If they do, they are slaves already, and with them Freedom is but a mockery.

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constitution?

In 1856, clashes between antislavery Free-Soilers and border ruffians came to a head in Lawrence, Kansas. The town had been founded by the New England Emigrant Aid Society, which funded antislavery settlement in the territory and were determined that Kansas should be a free-soil state. Proslavery emigrants from Missouri were equally determined that no “abolitionist tyrants” or “negro thieves” would control the territory. In the spring of 1856, several of Lawrence’s leading antislavery citizens were indicted for treason, and federal marshal Israel Donaldson called for a posse to help make arrests. He did not have trouble finding volunteers from Missouri. When the posse, which included Douglas County sheriff Samuel Jones, arrived outside Lawrence, the antislavery town’s “committee of safety” agreed on a policy of nonresistance. Most of those who were indicted fled. Donaldson arrested two men without incident and dismissed the posse.

However, Jones, who had been shot during an earlier confrontation in the town, did not leave. On May 21, falsely claiming that he had a court order to do so, Jones took command of the posse and rode into town armed with rifles, revolvers, cutlasses and bowie knives. At the head of the procession, two flags flew: an American flag and a flag with a crouching tiger. Other banners followed, bearing the words “Southern rights” and “The Superiority of the White Race.” In the rear were five artillery pieces, which were dragged to the center of town. The posse smashed the presses of the two newspapers, *Herald of Freedom* and the *Kansas Free State*, and burned down the deserted Free State Hotel. When the posse finally left, Lawrence residents found themselves unharmed but terrified.

The next morning, a man named John Brown and his sons, who were on their way to provide Lawrence with reinforcements, heard



the news of the attack. Brown, a strict, God-fearing Calvinist and staunch abolitionist, once remarked that “God had raised him up on purpose to break the jaws of the wicked.” Disappointed that the citizens of Lawrence did not resist the “slave hounds” of Missouri, Brown opted not to go to Lawrence, but to the homes of proslavery settlers near Pottawatomie Creek in Kansas. The group of seven, including Brown’s four sons, arrived on May 24, 1856, and announced they were the “Northern Army” that had come to serve justice. They burst into the cabin of proslavery Tennessean James Doyle and marched him and two of his sons off, sparing the youngest at the desperate request of Doyle’s wife, Mahala. One hundred yards down the road, Owen and Salmon Brown hacked their captives to death with broadswords and John Brown shot a bullet into Doyle’s forehead. Before the night was done, the Browns visited two more cabins and brutally executed two other proslavery settlers. None of those executed owned any slaves or had had anything to do with the raid on Lawrence.

Brown’s actions precipitated a new wave of violence. All told, the guerilla warfare between proslavery “border ruffians” and antislavery forces, which would continue and even escalate during the Civil War, resulted in over 150 deaths and significant property loss. The events in Kansas served as an extreme reply to Douglas’s

proposition of popular sovereignty. As the violent clashes increased, Kansas became known as “Bleeding Kansas.” Antislavery advocates’ use of force carved out a new direction for some who opposed slavery. Distancing themselves from William Lloyd Garrison and other pacifists, Brown and fellow abolitionists believed the time had come to fight slavery with violence.

The violent hostilities associated with Bleeding Kansas were not



*This undated image shows the aftermath of the sacking of Lawrence, Kansas, by border ruffians. Shown are the ruins of the Free State Hotel.*

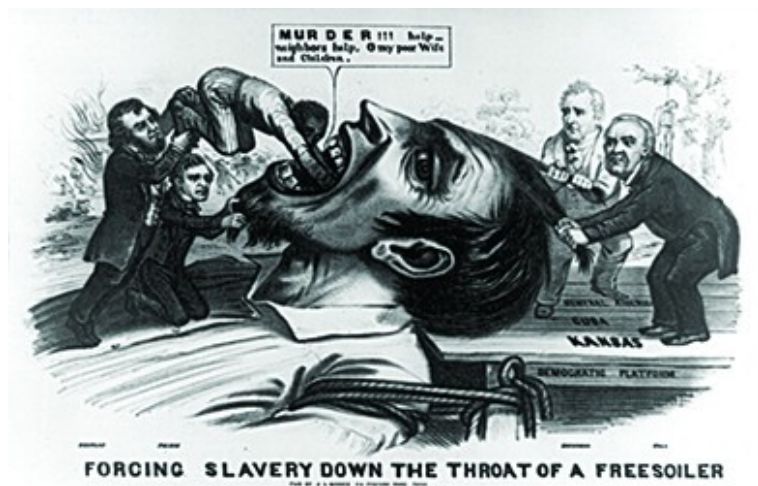
limited to Kansas itself. It was the controversy over Kansas that prompted the caning of Charles Sumner, introduced at the beginning of this chapter with the political cartoon *Southern Chivalry: Argument versus Club's*. Note the title of the cartoon; it lampoons the southern ideal of chivalry, the code of behavior that Preston Brooks believed he was following in his attack on Sumner. In Sumner's "Crime against Kansas" speech he went much further than politics, filling his verbal attack with allusions to sexuality by singling out fellow senator Andrew Butler from South Carolina, a zealous supporter of slavery and Brooks's uncle. Sumner insulted Butler by comparing slavery to prostitution, declaring, "Of course he [Butler] has chosen a mistress to whom he has made his vows, and who, though ugly to others, is always lovely to him; though polluted in the sight of the world, is chaste in his sight. I mean the harlot Slavery." Because Butler was aged, it was his nephew, Brooks, who sought satisfaction for Sumner's attack on his family and southern honor. Brooks did not challenge Sumner to a duel; by choosing to beat him with a cane instead, he made it clear that he did not consider Sumner a gentleman. Many in the South rejoiced over Brooks's defense of slavery, southern society, and family honor, sending him hundreds of canes to replace the one he had broken assaulting Sumner. The attack by Brooks left Sumner incapacitated physically and mentally for a long period of time. Despite his injuries, the people of Massachusetts reelected him.

## THE PRESIDENTIAL ELECTION OF 1856

The electoral contest in 1856 took place in a transformed political landscape. A third political party appeared: the anti-immigrant American Party, a formerly secretive organization with the nickname "the Know-Nothing Party" because its members denied

knowing anything about it. By 1856, the American or Know-Nothing Party had evolved into a national force committed to halting further immigration. Its members were especially opposed to the immigration of Irish Catholics, whose loyalty to the Pope, they believed, precluded their loyalty to the United States. On the West Coast, they opposed the entry of immigrant laborers from China, who were thought to be too foreign to ever assimilate into a white America.

The election also featured the new Republican Party, which offered John C. Fremont as its candidate. Republicans accused the Democrats of trying to nationalize slavery through the use of popular sovereignty in the West, a view captured in the 1856 political cartoon *Forcing Slavery Down the Throat of a Free Soiler*. The cartoon features the image of a Free-Soiler settler tied to the Democratic Party platform while Senator Douglas (author of the Kansas-Nebraska Act) and President Pierce force a slave down his throat. Note that the slave cries out “Murder!!! Help—neighbors help, O my poor Wife and Children,” a reference to the abolitionists’ argument that slavery destroyed families.



This 1856 political cartoon, *Forcing Slavery Down the Throat of a Free Soiler*, by John Magee, shows Republican resentment of the Democratic platform—here represented as an actual platform—of expanding slavery into new western territories.

The Democrats offered James Buchanan as their candidate. Buchanan did not take a stand on either side of the issue of slavery; rather, he attempted to please both sides. His qualification, in the minds of many, was that he was out of the country when the Kansas-Nebraska Act was passed. In the above political cartoon, Buchanan, along with Democratic senator Lewis Cass, holds down the Free-Soil advocate. Buchanan won the election, but Fremont garnered more than 33 percent of the popular vote, an impressive return for a new party. The Whigs had ceased to exist and had been replaced by the Republican Party. Know-Nothings also transferred their allegiance to the Republicans because the new party also took an anti-immigrant stance, a move that further boosted the new party's standing. (The Democrats courted the Catholic immigrant vote.) The Republican Party was a thoroughly northern party; no southern delegate voted for Fremont.

## Section Summary

The application of popular sovereignty to the organization of the Kansas and Nebraska territories ended the sectional truce that had prevailed since the Compromise of 1850. Senator Douglas's Kansas-Nebraska Act opened the door to chaos in Kansas as proslavery and Free-Soil forces waged war against each other, and radical abolitionists, notably John Brown, committed themselves to violence to end slavery. The act also upended the second party system of Whigs and Democrats by inspiring the formation of the new

Republican Party, committed to arresting the further spread of slavery. Many voters approved its platform in the 1856 presidential election, though the Democrats won the race because they remained a national, rather than a sectional, political force.

<https://www.openassessments.org/assessments/992>

### *Review Question*

1. How did the “Bleeding Kansas” incident change the face of antislavery advocacy?

### *Answer to Review Question*

1. In response to proslavery forces’ destruction of the antislavery press and Free State Hotel, radical abolitionists, including John Brown, murdered proslavery settlers at Pottawatomie. This was a turning point for Brown and many other radical abolitionists, who—unlike their largely pacifist counterparts, such as William Lloyd Garrison—came to believe that slavery must be extinguished by any means necessary, including open violence.

## *Glossary*

**American Party** also called the Know-Nothing Party, a political party that emerged in 1856 with an anti-immigration platform

**Bleeding Kansas** a reference to the violent clashes in Kansas between Free-Soilers and slavery supporters

**border ruffians** proslavery Missourians who crossed the border into Kansas to influence the legislature

**Republican Party** an antislavery political party formed in 1854 in response to Stephen Douglas's Kansas-Nebraska Act

## 209. John Brown and the Election of 1860

### *Learning Objectives*

By the end of this section, you will be able to:

- Describe John Brown's raid on Harpers Ferry and its results
- Analyze the results of the election of 1860

Events in the late 1850s did nothing to quell the country's sectional unrest, and compromise on the issue of slavery appeared impossible. Lincoln's 1858 speeches during his debates with Douglas made the Republican Party's position well known; Republicans opposed the extension of slavery and believed a Slave Power conspiracy sought to nationalize the institution. They quickly gained political momentum and took control of the House of Representatives in 1858. Southern leaders were divided on how to respond to Republican success. Southern extremists, known as "Fire-Eaters," openly called for secession. Others, like Mississippi senator Jefferson Davis, put forward a more moderate approach by demanding constitutional protection of slavery.

# JOHN BROWN

In October 1859, the radical abolitionist John Brown and eighteen armed men, both blacks and whites, attacked the federal arsenal in Harpers Ferry, Virginia. They hoped to capture the weapons there and distribute them among slaves to begin a massive uprising that would bring an end to slavery. Brown had already demonstrated during the 1856 Pottawatomie attack in Kansas that he had no patience for the nonviolent approach preached by pacifist abolitionists like William Lloyd Garrison. Born in Connecticut in 1800,

Brown spent much of his life in the North, moving from Ohio to Pennsylvania and then upstate New York as his various business ventures failed. To him, slavery appeared an unacceptable evil that must be purged from the land, and like his Puritan forebears, he believed in using the sword to defeat the ungodly.

Brown had gone to Kansas in the 1850s in an effort to stop slavery, and there, he had perpetrated the killings at Pottawatomie. He told other abolitionists of his plan to take Harpers Ferry Armory and initiate a massive slave uprising. Some abolitionists provided financial support, while others, including Frederick Douglass, found the plot suicidal and refused to join. On October 16, 1859, Brown's force easily took control of the federal armory, which was unguarded. However, his vision of a mass uprising failed completely.



*John Brown, shown here in a photograph from 1859, was a radical abolitionist who advocated the violent overthrow of slavery.*



Very few slaves lived in the area to rally to Brown's side, and the group found themselves holed up in the armory's engine house with townspeople taking shots at them. Federal troops, commanded by Colonel Robert E. Lee, soon captured Brown and his followers. On December 2, Brown was hanged by the state of Virginia for treason.



John Brown's raid on Harpers Ferry represented the radical abolitionist's attempt to start a revolt that would ultimately end slavery. This 1859 illustration, captioned "Harper's Ferry insurrection—Interior of the Engine-House, just before the gate is broken down by the storming party—Col. Washington and his associates as captives, held by Brown as hostages," is from Frank Leslie's Illustrated Magazine. Do you think this image represents a southern or northern version of the raid? How are the characters in the scene depicted?

Visit the Avalon Project on Yale Law School's website to read the impassioned speech that Henry David Thoreau delivered on October 30, 1859, arguing against the execution of John Brown. How does Thoreau

characterize Brown? What does he ask of his fellow citizens?

John Brown's raid on Harpers Ferry generated intense reactions in both the South and the North. Southerners grew especially apprehensive of the possibility of other violent plots. They viewed Brown as a terrorist bent on destroying their civilization, and support for secession grew. Their anxiety led several southern states to pass laws designed to prevent slave rebellions. It seemed that the worst fears of the South had come true: A hostile majority would stop at nothing to destroy slavery. Was it possible, one resident of Maryland asked, to "live under a government, a majority of whose subjects or citizens regard John Brown as a martyr and Christian hero?" Many antislavery northerners did in fact consider Brown a martyr to the cause, and those who viewed slavery as a sin saw easy comparisons between him and Jesus Christ.

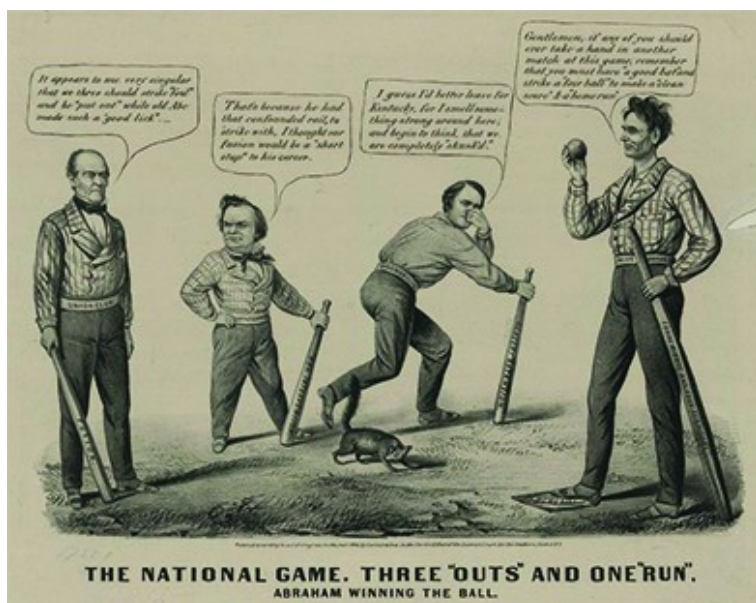
## THE ELECTION OF 1860

The election of 1860 triggered the collapse of American democracy when the elevation of Abraham Lincoln to the presidency inspired secessionists in the South to withdraw their states from the Union.

Lincoln's election owed much to the disarray in the Democratic Party. The Dred Scott decision and the Freeport Doctrine had opened up huge sectional divisions among Democrats. Though Brown did not intend it, his raid had furthered the split between northern and southern Democrats. Fire-Eaters vowed to prevent a northern Democrat, especially Illinois's Stephen Douglas, from becoming their presidential candidate. These proslavery zealots insisted on a southern Democrat.

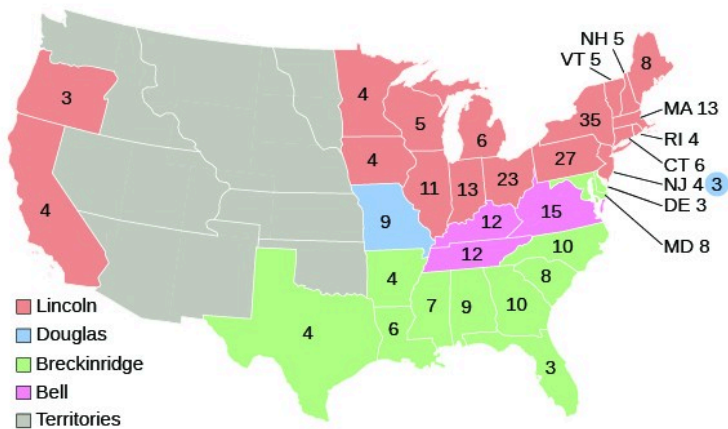
The Democratic nominating convention met in April 1860 in Charleston, South Carolina. However, it broke up after northern Democrats, who made up a majority of delegates, rejected Jefferson Davis's efforts to protect slavery in the territories. These northern Democratic delegates knew that supporting Davis on this issue would be very unpopular among the people in their states. A second conference, held in Baltimore, further illustrated the divide within the Democratic Party. Northern Democrats nominated Stephen Douglas, while southern Democrats, who met separately, put forward Vice President John Breckinridge from Kentucky. The Democratic Party had fractured into two competing sectional factions.

By offering two candidates for president, the Democrats gave the Republicans an enormous advantage. Also hoping to prevent a Republican victory, pro-Unionists from the border states organized the Constitutional Union Party and put up a fourth candidate, John Bell, for president, who pledged to end slavery agitation and preserve the Union but never fully explained how he'd accomplish this objective. In a pro-Lincoln political cartoon of the time, the presidential election is presented as a baseball game. Lincoln stands on home plate. A skunk raises its tail at the other candidates. Holding his nose, southern Democrat John Breckinridge holds a bat labeled "Slavery Extension" and declares "I guess I'd better leave for Kentucky, for I smell something strong around here, and begin to think, that we are completely skunk'd."



The national game. Three "outs" and one "run" (1860), by Currier and Ives, shows the two Democratic candidates and one Constitutional Union candidate who lost the 1860 election to Republican Lincoln, shown at right.

The Republicans nominated Lincoln, and in the November election, he garnered a mere 40 percent of the popular vote, though he won every northern state except New Jersey. (Lincoln's name was blocked from even appearing on many southern states' ballots by southern Democrats.) More importantly, Lincoln did gain a majority in the Electoral College. The Fire-Eaters, however, refused to accept the results. With South Carolina leading the way, Fire-Eaters in southern states began to withdraw formally from the United States in 1860. South Carolinian Mary Boykin Chesnut wrote in her diary about the reaction to the Lincoln's election. "Now that the black radical Republicans have the power," she wrote, "I suppose they will Brown us all." Her statement revealed many southerners' fear that with Lincoln as President, the South could expect more mayhem like the John Brown raid.



*This map shows the disposition of electoral votes for the election of 1860. The votes were divided along almost perfect sectional lines.*

## Section Summary

A new level of animosity and distrust emerged in 1859 in the aftermath of John Brown's raid. The South exploded in rage at the northern celebration of Brown as a heroic freedom fighter. Fire-Eaters called openly for disunion. Poisoned relations split the Democrats into northern and southern factions, a boon to the Republican candidate Lincoln. His election triggered the downfall of the American experiment with democracy as southern states began to leave the Union.

### *Review Question*

1. What were southerners' and northerners' views of John Brown?

### *Answer to Review Question*

1. Antislavery northerners tended to view Brown as a martyr for the antislavery cause; some saw in him a Christ-like figure who died for his beliefs. Southerners, for their part, considered Brown a terrorist. They felt threatened by northerners' deification of Brown and worried about the potential for other, similar armed insurrections.

### *Critical Thinking Questions*

1. Why would Americans view the Compromise of 1850 as a final solution to the sectional controversy that began with the Wilmot Proviso in 1846?
2. If you were a proslavery advocate, how would you

feel about the platform of the newly formed Republican Party?

3. Based on the text of the Lincoln-Douglas debates, what was the position of the Republican Party in 1858? Was the Republican Party an abolitionist party? Why or why not?
4. John Brown is often described as a terrorist. Do you agree with this description? Why or why not? What attributes might make him fit this profile?
5. Was it possible to save American democracy in 1860? What steps might have been taken to maintain unity? Why do you think these steps were not taken?

## *Glossary*

**Harpers Ferry** the site of a federal arsenal in Virginia, where radical abolitionist John Brown staged an ill-fated effort to end slavery by instigating a mass uprising among slaves

**Fire-Eaters** radical southern secessionists

## 210. Video: The Election of 1860 & the Road to Disunion

This video teaches you about the election of 1860. As you may remember from last week, things were not great at this time in US history. The tensions between the North and South were rising, ultimately due to the single issue of slavery. The North wanted to abolish slavery, and the South wanted to continue on with it. It seemed like a war was inevitable, and it turns out that it was. But first the nation had to get through this election. You'll learn how the bloodshed in Kansas, and the truly awful Kansas-Nebraska Act led directly to the decrease in popularity of Stephen Douglas, the splitting of the Democratic party, and the unlikely victory of a relatively inexperienced politician from Illinois, Abraham Lincoln. Lincoln's election would lead directly to the secession of several southern states, and thus to the Civil War. John will teach you about all this, plus Dred Scott, Roger Taney, and John Brown.



*One or more interactive elements has been excluded from this version of the text. You can view them online*

here: <https://library.achievingthedream.org/herkimeramericanhistory1/?p=242#oembed-1>



## 2II. The Dred Scott Decision and Sectional Strife

### *Learning Objectives*

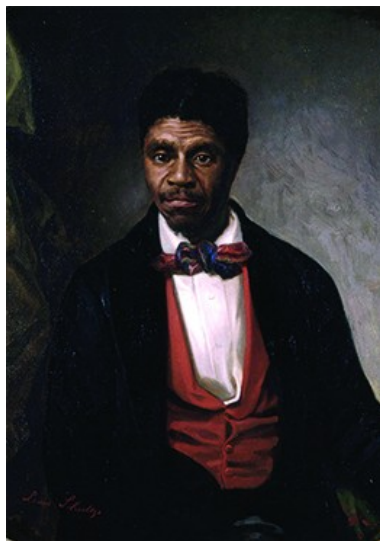
By the end of this section, you will be able to:

- Explain the importance of the Supreme Court's Dred Scott ruling
- Discuss the principles of the Republican Party as expressed by Abraham Lincoln in 1858

As president, Buchanan confronted a difficult and volatile situation. The nation needed a strong personality to lead it, and Buchanan did not possess this trait. The violence in Kansas demonstrated that applying popular sovereignty—the democratic principle of majority rule—to the territory offered no solution to the national battle over slavery. A decision by the Supreme Court in 1857, which concerned the slave Dred Scott, only deepened the crisis.

# DRED SCOTT

In 1857, several months after President Buchanan took the oath of office, the Supreme Court ruled in *Dred Scott v. Sandford*. Dred Scott, born a slave in Virginia in 1795, had been one of the thousands forced to relocate as a result of the massive internal slave trade and taken to Missouri, where slavery had been adopted as part of the Missouri Compromise. In 1820, Scott's owner took him first to Illinois and then to the Wisconsin territory. However, both of those regions were part of the Northwest Territory, where the 1787 Northwest Ordinance had



*This 1888 portrait by Louis Schultze shows Dred Scott, who fought for his freedom through the American court system.*

prohibited slavery. When Scott returned to Missouri, he attempted to buy his freedom. After his owner refused, he sought relief in the state courts, arguing that by virtue of having lived in areas where slavery was banned, he should be free.

In a complicated set of legal decisions, a jury found that Scott, along with his wife and two children, were free. However, on appeal from Scott's owner, the state Superior Court reversed the decision, and the Scotts remained slaves. Scott then became the property of John Sanford (his name was misspelled as "Sandford" in later court documents), who lived in New York. He continued his legal battle, and because the issue involved Missouri and New York, the case fell under the jurisdiction of the federal court. In 1854, Scott lost in federal court and appealed to the United States Supreme Court.

In 1857, the Supreme Court—led by Chief Justice Roger Taney, a former slaveholder who had freed his slaves—handed down its decision. On the question of whether Scott was free, the Supreme Court decided he remained a slave. The court then went beyond the specific issue of Scott’s freedom to make a sweeping and momentous judgment about the status of blacks, both free and slave. Per the court, blacks could never be citizens of the United States. Further, the court ruled that Congress had no authority to stop or limit the spread of slavery into American territories. This proslavery ruling explicitly made the Missouri Compromise unconstitutional; implicitly, it made Douglas’s popular sovereignty unconstitutional.

## Roger Taney on *Dred Scott v. Sandford*

In 1857, the United States Supreme Court ended years of legal battles when it ruled that Dred Scott, a slave who had resided in several free states, should remain a slave. The decision, written by Chief Justice Roger Taney, also stated that blacks could not be citizens and that Congress had no power to limit the spread of slavery. The excerpt below is from Taney’s decision.

A free negro of the African race, whose ancestors were brought to this country and sold as slaves, is not a “citizen” within the meaning of the Constitution of the United States.

...

The only two clauses in the Constitution which point to this race treat them as persons whom it was morally lawfully to deal in as articles of property and to hold as slaves. . . .

Every citizen has a right to take with him into the Territory any article of property which the Constitution of the United States recognises as property. . . .

The Constitution of the United States recognises slaves

as property, and pledges the Federal Government to protect it. And Congress cannot exercise any more authority over property of that description than it may constitutionally exercise over property of any other kind. . . .

Prohibiting a citizen of the United States from taking with him his slaves when he removes to the Territory . . . is an exercise of authority over private property which is not warranted by the Constitution, and the removal of the plaintiff [Dred Scott] by his owner to that Territory gave him no title to freedom.

How did the Supreme Court define Dred Scott? How did the court interpret the Constitution on this score?

The Dred Scott decision infuriated Republicans by rendering their goal—to prevent slavery’s spread into the territories—unconstitutional. To Republicans, the decision offered further proof of the reach of the South’s Slave Power, which now apparently extended even to the Supreme Court. The decision also complicated life for northern Democrats, especially Stephen Douglas, who could no longer sell popular sovereignty as a symbolic concession to southerners from northern voters. Few northerners favored slavery’s expansion westward.

## THE LINCOLN-DOUGLAS DEBATES

The turmoil in Kansas, combined with the furor over the Dred Scott decision, provided the background for the 1858 senatorial contest in Illinois between Democratic senator Stephen Douglas and Republican hopeful Abraham Lincoln. Lincoln and Douglas engaged in seven debates before huge crowds that met to hear the two men argue the central issue of slavery and its expansion. Newspapers throughout the United States published their speeches. Whereas

Douglas already enjoyed national recognition, Lincoln remained largely unknown before the debates. These appearances provided an opportunity for him to raise his profile with both northerners and southerners.

Douglas portrayed the Republican Party as an abolitionist effort—one that aimed to bring about miscegenation, or race-mixing through sexual relations or marriage. The “black Republicans,” Douglas declared, posed a dangerous threat to the Constitution. Indeed, because Lincoln declared the nation could not survive if the slave state–free state division continued, Douglas claimed the Republicans aimed to destroy what the founders had created.

For his part, Lincoln said: “A house divided against itself cannot stand. I believe this government cannot endure permanently half Slave and half Free. I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect it will cease to be divided. It will become all one thing, or all the other. Either the opponents of slavery will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction: or its advocates will push it forward till it shall become alike lawful in all the States—old as well as new, North as well as South.” Lincoln interpreted the Dred Scott decision and the Kansas-Nebraska Act as efforts to nationalize slavery: that is, to make it legal everywhere from New England to the Midwest and beyond.



(a)



(b)

*In 1858, Abraham Lincoln (a) debated Stephen Douglas (b) seven times in the Illinois race for the U.S. Senate. Although Douglas won the seat, the debates propelled Lincoln into the national political spotlight.*

## The Lincoln-Douglas Debates

On August 21, 1858, Abraham Lincoln and Stephen Douglas met in Ottawa, Illinois, for the first of seven debates. People streamed into Ottawa from neighboring counties and from as far away as Chicago. Reporting on the event was strictly partisan, with each of the candidates' supporters claiming victory for their candidate. In this excerpt, Lincoln addresses the issues of equality between blacks and whites.

[A]nything that argues me into his idea of perfect social and political equality with the negro, is but a specious and fantastic arrangement of words, . . . I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so. I have no purpose to introduce political and social equality between the white and the black races. There is a physical difference between the two, which, in my judgment, will probably forever forbid their living together upon the footing of perfect equality, . . . I, as well as Judge Douglas, am in favor of the race to which I belong having the superior position. . . . [N]otwithstanding all this, there is no reason in the world why the negro is not entitled to all the natural rights enumerated in the Declaration of Independence, the right to life, liberty, and the pursuit of happiness. I hold that he is as much entitled to these as the white man. . . . [I]n the right to eat the bread, without the leave of anybody else, which his own hand earns, he is my equal and the equal of Judge Douglas, and the equal of every living man.

—Lincoln's speech on August 21, 1858, in Ottawa, Illinois

How would you characterize Lincoln's position on equality between blacks and whites? What types of equality exist, according to Lincoln?

Go to the Lincoln Home National Historic Site on the National Park Service's website to read excerpts from and full texts of the debates. Then, visit The Lincoln/Douglas Debates of 1858 on the Northern Illinois University website to read different newspaper accounts of the debates. Do you see any major differences in the way the newspapers reported the debates? How does the commentary vary, and why?

During the debates, Lincoln demanded that Douglas explain whether or not he believed that the 1857 Supreme Court decision in the Dred Scott case trumped the right of a majority to prevent the expansion of slavery under the principle of popular sovereignty. Douglas responded to Lincoln during the second debate at Freeport, Illinois. In what became known as the Freeport Doctrine, Douglas adamantly upheld popular sovereignty, declaring: "It matters not what way the Supreme Court may hereafter decide as to the abstract question whether slavery may or may not go into a territory under the Constitution, the people have the lawful means to introduce it or exclude it as they please." The Freeport Doctrine antagonized southerners and caused a major rift in the Democratic Party. The doctrine did help Douglas in Illinois, however, where most voters opposed the further expansion of slavery. The Illinois legislature selected Douglas over Lincoln for the senate, but the debates had the effect of launching Lincoln into the national spotlight. Lincoln had argued that slavery was morally wrong, even as he accepted the racism inherent in slavery. He warned that Douglas and the Democrats would nationalize slavery through the policy of popular sovereignty. Though Douglas had survived the election challenge from Lincoln, his Freeport Doctrine undermined the Democratic Party as a national force.

## Section Summary

The Dred Scott decision of 1857 went well beyond the question of whether or not Dred Scott gained his freedom. Instead, the Supreme Court delivered a far-reaching pronouncement about African Americans in the United States, finding they could never be citizens and that Congress could not interfere with the expansion of slavery into the territories. Republicans erupted in anger at this decision, which rendered their party's central platform unconstitutional. Abraham Lincoln fully articulated the Republican position on the issue of slavery in his 1858 debates with Senator Stephen Douglas. By the end of that year, Lincoln had become a nationally known Republican icon. For the Democrats' part, unity within their party frayed over both the Dred Scott case and the Freeport Doctrine, undermining the Democrats' future ability to retain control of the presidency.

<https://www.openassessments.org/assessments/994>



## *Review Question*

1. What are the main points of the Dred Scott decision?

## *Answer to Review Question*

1. The Supreme Court decided that Dred Scott had not earned freedom by virtue of having lived in a free state; thus, Scott and his family would remain enslaved. More broadly, the Court ruled that blacks could never be citizens of the United States and that Congress had no authority to stop or limit the spread of slavery into American territories.

## *Glossary*

***Dred Scott v. Sandford*** an 1857 case in which the Supreme Court ruled that blacks could not be citizens and Congress had no jurisdiction to impede the expansion of slavery

**Freeport Doctrine** a doctrine that emerged during the Lincoln-Douglas debates in which Douglas reaffirmed his

commitment to popular sovereignty, including the right to halt the spread of slavery, despite the 1857 Dred Scott decision affirming slaveholders' right to bring their property wherever they wished

**miscegenation** race-mixing through sexual relations or marriage

**term** meaning of the term

## 212. Assignment: Pre-Civil War Perspectives

History contains many people with different circumstances and perspectives. To understand actions in the past, a historian must understand their perspective and concerns and how they interacted.

Imagine you are one of the following people from the decades before the US Civil War:

- An abolitionist (white or black, male or female)
- A women's rights activist (white or black, male or female)
- A free black person
- An enslaved black person
- A white person in the US south (male or female, poor, middle-class, or rich.)
- A white person in the US north (male or female, poor, middle-class, or rich.)

Tell your (imaginary) life story? How do you make your living? How do you feel about the major issues of the day? What are your primary concerns (economic, social, or political)? Why? Write about 200 words.



PART XVI

# CHAPTER 15: THE CIVIL WAR, 1860-1865



## 213. Introduction



*This photograph by John Reekie, entitled, “A burial party on the battle-field of Cold Harbor,” drives home the brutality and devastation wrought by the Civil War. Here, in April 1865, African Americans collect the bones of soldiers killed in Virginia during General Ulysses S. Grant’s Wilderness Campaign of May–June 1864.*

In May 1864, General Ulysses S. Grant ordered the Union’s Army of the Potomac to cross the Rapidan River in Virginia. Grant knew that Confederate general Robert E. Lee would defend the Confederate capital at Richmond at all costs, committing troops that might otherwise be sent to the Shenandoah or the Deep South to stop Union general William Tecumseh Sherman from capturing Atlanta, a key Confederate city. For two days, the Army of the Potomac fought Lee’s troops in the Wilderness, a wooded area along the Rapidan River. Nearly ten thousand Confederate soldiers were killed or wounded, as were more than seventeen thousand Union troops. A few weeks later, the armies would meet again at the Battle of Cold Harbor, where another fifteen thousand men would be wounded or

killed. As in many battles, the bodies of those who died were left on the field where they fell. A year later, African Americans, who were often called upon to perform menial labor for the Union army, collected the skeletal remains of the dead for a proper burial. The state of the graves of many Civil War soldiers partly inspired the creation of Memorial Day, a day set aside for visiting and decorating the graves of the dead.

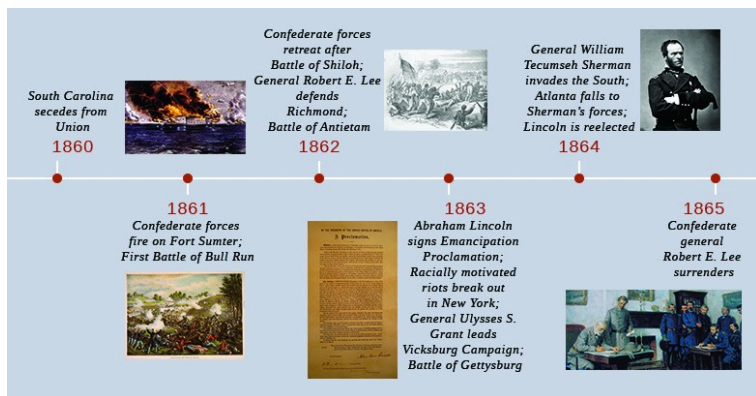


# 214. The Origins and Outbreak of the Civil War

## *Learning Objectives*

By the end of this section, you will be able to:

- Explain the major events that occurred during the Secession Crisis
- Describe the creation and founding principles of the Confederate States of America



(credit "1865": modification of work by "Alaskan Dude"/Wikimedia Commons)

The 1860 election of Abraham Lincoln was a turning point for the United States. Throughout the tumultuous 1850s, the Fire-Eaters of

the southern states had been threatening to leave the Union. With Lincoln's election, they prepared to make good on their threats. Indeed, the Republican president-elect appeared to be their worst nightmare. The Republican Party committed itself to keeping slavery out of the territories as the country expanded westward, a position that shocked southern sensibilities. Meanwhile, southern leaders suspected that Republican abolitionists would employ the violent tactics of John Brown to deprive southerners of their slave property. The threat posed by the Republican victory in the election of 1860 spurred eleven southern states to leave the Union to form the Confederate States of America, a new republic dedicated to maintaining and expanding slavery. The Union, led by President Lincoln, was unwilling to accept the departure of these states and committed itself to restoring the country. Beginning in 1861 and continuing until 1865, the United States engaged in a brutal Civil War that claimed the lives of over 600,000 soldiers. By 1863, the conflict had become not only a war to save the Union, but also a war to end slavery in the United States. Only after four years of fighting did the North prevail. The Union was preserved, and the institution of slavery had been destroyed in the nation.

## THE CAUSES OF THE CIVIL WAR

Lincoln's election sparked the southern secession fever into flame, but it did not cause the Civil War. For decades before Lincoln took office, the sectional divisions in the country had been widening. Both the Northern and southern states engaged in inflammatory rhetoric and agitation, and violent emotions ran strong on both sides. Several factors played into the ultimate split between the North and the South.

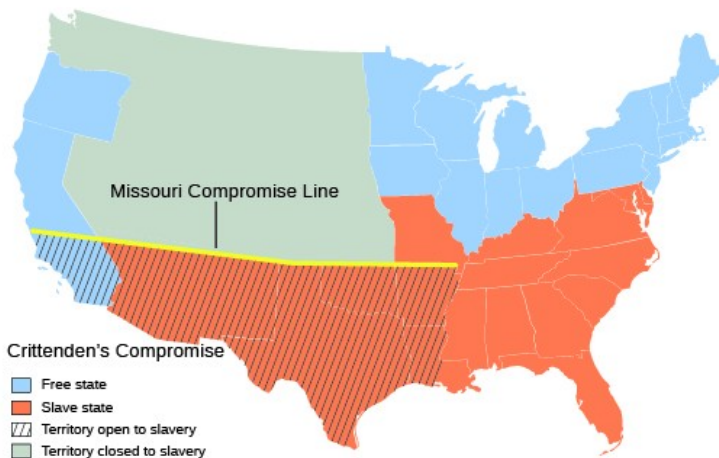
One key irritant was the question of slavery's expansion westward. The debate over whether new states would be slave or free reached back to the controversy over statehood for Missouri

beginning in 1819 and Texas in the 1830s and early 1840s. This question arose again after the Mexican-American War (1846–1848), when the government debated whether slavery would be permitted in the territories taken from Mexico. Efforts in Congress to reach a compromise in 1850 fell back on the principle of popular sovereignty—letting the people in the new territories south of the 1820 Missouri Compromise line decide whether to allow slavery. This same principle came to be applied to the Kansas-Nebraska territories in 1854, a move that added fuel to the fire of sectional conflict by destroying the Missouri Compromise boundary and leading to the birth of the Republican Party. In the end, popular sovereignty proved to be no solution at all. This was especially true in “Bleeding Kansas” in the mid-1850s, as pro- and antislavery forces battled each another in an effort to gain the upper hand.

The small but very vocal abolitionist movement further contributed to the escalating tensions between the North and the South. Since the 1830s, abolitionists, led by journalist and reformer William Lloyd Garrison, had cast slavery as a national sin and called for its immediate end. For three decades, the abolitionists—a minority even within the antislavery movement—had had a significant effect on American society by bringing the evils of slavery into the public consciousness. By the 1850s, some of the most radical abolitionists, such as John Brown, had resorted to violence in their efforts to destroy the institution of slavery.

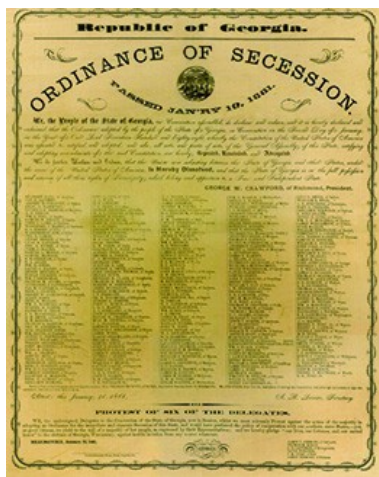
The formation of the Liberty Party (1840), the Free-Soil Party (1848), and the Republican Party (1854), all of which strongly opposed the spread of slavery to the West, brought the question solidly into the political arena. Although not all those who opposed the westward expansion of slavery had a strong abolitionist bent, the attempt to limit slaveholders’ control of their human property stiffened the resolve of southern leaders to defend their society at all costs. Prohibiting slavery’s expansion, they argued, ran counter to fundamental American property rights. Across the country, people of all political stripes worried that the nation’s arguments would cause irreparable rifts in the country.

Despite the ruptures and tensions, by the 1860s, some hope of healing the nation still existed. Before Lincoln took office, John Crittenden, a senator from Kentucky who had helped form the Constitutional Union Party during the 1860 presidential election, attempted to diffuse the explosive situation by offering six constitutional amendments and a series of resolutions, known as the Crittenden Compromise. Crittenden's goal was to keep the South from seceding, and his strategy was to transform the Constitution to explicitly protect slavery forever. Specifically, Crittenden proposed an amendment that would restore the 36°30' line from the Missouri Compromise and extend it all the way to the Pacific Ocean, protecting and ensuring slavery south of the line while prohibiting it north of the line. He further proposed an amendment that would prohibit Congress from abolishing slavery anywhere it already existed or from interfering with the interstate slave trade.



*Crittenden's Compromise would protect slavery in all states where it already existed. More importantly, however, it proposed to allow the western expansion of slavery into states below the Missouri Compromise line.*

Republicans, including President-elect Lincoln, rejected Crittenden's proposals because they ran counter to the party's goal of keeping slavery out of the territories. The southern states also rejected Crittenden's attempts at compromise, because it would prevent slaveholders from taking their human chattel north of the 36°30' line. On December 20, 1860, only a few days after Crittenden's proposal was introduced in Congress, South Carolina began the march towards war when it seceded from the United



*Georgia's Ordinance of Secession and those of the other Deep South states were all based on that of South Carolina, which was drafted just a month after Abraham Lincoln was elected.*

States. Three more states of the Deep South—Mississippi, Florida, and Alabama—seceded before the U.S. Senate rejected Crittenden's proposal on January 16, 1861. Georgia, Louisiana, and Texas joined them in rapid succession on January 19, January 26, and February 1, respectively. In many cases, these secessions occurred after extremely divided conventions and popular votes. A lack of unanimity prevailed in much of the South.

Explore the causes, battles, and aftermath of the Civil War at the interactive website offered by the National Parks Service.

# THE CREATION OF THE CONFEDERATE STATES OF AMERICA

The seven Deep South states that seceded quickly formed a new government. In the opinion of many Southern politicians, the federal Constitution that united the states as one nation was a contract by which individual states had agreed to be bound. However, they maintained, the states had not sacrificed their autonomy and could withdraw their consent to be controlled by the federal government. In their eyes, their actions were in keeping with the nature of the Constitution and the social contract theory of government that had influenced the founders of the American Republic.

The new nation formed by these men would not be a federal union, but a confederation. In a confederation, individual member states agree to unite under a central government for some purposes, such as defense, but to retain autonomy in other areas of government. In this way, states could protect themselves, and slavery, from interference by what they perceived to be an overbearing central government. The constitution of the Confederate States of America (CSA), or the Confederacy, drafted at a convention in Montgomery, Alabama, in February 1861, closely followed the 1787 Constitution. The only real difference between the two documents centered on slavery. The Confederate Constitution declared that the new nation existed to defend and perpetuate racial slavery, and the leadership of the slaveholding class. Specifically, the constitution protected the interstate slave trade, guaranteed that slavery would exist in any new territory gained by the Confederacy, and, perhaps most importantly, in Article One, Section Nine, declared that “No . . . law impairing or denying the right of property in negro slaves shall be passed.” Beyond its focus on slavery, the Confederate Constitution resembled the 1787 U.S. Constitution. It allowed for a Congress composed of two chambers,

a judicial branch, and an executive branch with a president to serve for six years.

The convention delegates chose Jefferson Davis of Mississippi to lead the new provisional government as president and Alexander Stephens of Georgia to serve as vice president until elections could be held in the spring and fall of 1861. By that time, four new states—Virginia, Arkansas, Tennessee, and North Carolina—had joined the CSA. As 1861 progressed, the Confederacy claimed Missouri and Kentucky, even though no ordinance of secession had been approved in those states. Southern nationalism ran high, and the Confederacy, buoyed by its sense of purpose, hoped that their new nation would achieve eminence in the world.

By the time Lincoln reached Washington, DC, in February 1861, the CSA had already been established. The new president confronted an unprecedented crisis. A conference held that month with delegates from the Southern states failed to secure a promise of peace or to restore the Union. On inauguration day, March 4, 1861, the new president repeated his views on slavery: “I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so.” His recognition of slavery in the South did nothing to mollify slaveholders, however, because Lincoln also pledged to keep slavery from expanding into the new western territories. Furthermore, in his inaugural address, Lincoln made clear his commitment to maintaining federal power against the secessionists working to destroy it. Lincoln declared that the Union could not be dissolved by individual state actions, and, therefore, secession was unconstitutional.

Read Lincoln’s entire inaugural address at the Yale Avalon project’s website. How would Lincoln’s audience have responded to this speech?

## FORT SUMTER

President Lincoln made it clear to Southern secessionists that he would fight to maintain federal property and to keep the Union intact. Other politicians, however, still hoped to avoid the use of force to resolve the crisis. In February 1861, in an effort to entice the rebellious states to return to the Union without resorting to force, Thomas Corwin, a representative from Ohio, introduced a proposal to amend the Constitution in the House of Representatives. His was but one of several measures proposed in January and February 1861, to head off the impending conflict and save the United States. The proposed amendment would have made it impossible for Congress to pass any law abolishing slavery. The proposal passed the House on February 28, 1861, and the Senate passed the proposal on March 2, 1861. It was then sent to the states to be ratified. Once ratified by three-quarters of state legislatures, it would become law. In his inaugural address, Lincoln stated that he had no objection to the amendment, and his predecessor James Buchanan had supported it. By the time of Lincoln's inauguration, however, seven states had already left the Union. Of the remaining states, Ohio ratified the amendment in 1861, and Maryland and Illinois did so in 1862. Despite this effort at reconciliation, the Confederate states did not return to the Union.

Indeed, by the time of the Corwin amendment's passage through Congress, Confederate forces in the Deep South had already begun to take over federal forts. The loss of Fort Sumter, in the harbor of Charleston, South Carolina, proved to be the flashpoint in the contest between the new Confederacy and the federal



*The Confederacy's attack on Fort Sumter, depicted here in an 1861 lithograph by Currier and Ives, stoked pro-war sentiment on both sides of the conflict.*



government. A small Union garrison of fewer than one hundred soldiers and officers held the fort, making it a vulnerable target for the Confederacy. Fire-Eaters pressured Jefferson Davis to take Fort Sumter and thereby demonstrate the Confederate government's resolve. Some also hoped that the Confederacy would gain foreign recognition, especially from Great Britain, by taking the fort in the South's most important Atlantic port. The situation grew dire as local merchants refused to sell food to the fort's Union soldiers, and by mid-April, the garrison's supplies began to run out. President Lincoln let it be known to Confederate leaders that he planned to resupply the Union forces. His strategy was clear: The decision to start the war would rest squarely on the Confederates, not on the Union. On April 12, 1861, Confederate forces in Charleston began a bombardment of Fort Sumter. Two days later, the Union soldiers there surrendered.

The attack on Fort Sumter meant war had come, and on April 15, 1861, Lincoln called upon loyal states to supply armed forces to defeat the rebellion and regain Fort Sumter. Faced with the need to choose between the Confederacy and the Union, border states and those of the Upper South, which earlier had been reluctant to dissolve their ties with the United States, were inspired to take action. They quickly voted for secession. A convention in Virginia that had been assembled earlier to consider the question of secession voted to join the Confederacy on April 17, two days after Lincoln called for troops. Arkansas left the Union on May 6 along with Tennessee one day later. North Carolina followed on May 20.

Not all residents of the border states and the Upper South wished to join the Confederacy, however. Pro-Union feelings remained strong in Tennessee, especially in the eastern part of the state where slaves were few and consisted largely of house servants owned by the wealthy. The state of Virginia—home of revolutionary leaders and presidents such as George Washington, Thomas Jefferson, James Madison, and James Monroe—literally was split on the issue of secession. Residents in the north and west of the state, where few slaveholders resided, rejected secession. These counties

subsequently united to form “West Virginia,” which entered the Union as a free state in 1863. The rest of Virginia, including the historic lands along the Chesapeake Bay that were home to such early American settlements as Jamestown and Williamsburg, joined the Confederacy. The addition of this area gave the Confederacy even greater hope and brought General Robert E. Lee, arguably the best military commander of the day, to their side. In addition, the secession of Virginia brought Washington, DC, perilously close to the Confederacy, and fears that the border state of Maryland would also join the CSA, thus trapping the U.S. capital within Confederate territories, plagued Lincoln.

The Confederacy also gained the backing of the Five Civilized Tribes, as they were called, in the Indian Territory. The Five Civilized Tribes comprised the Choctaws, Chickasaws, Creeks, Seminoles, and Cherokees. The tribes supported slavery and many members owned slaves. These Indian slaveholders, who had been forced from their lands in Georgia and elsewhere in the Deep South during the presidency of Andrew Jackson, now found unprecedented common cause with white slaveholders. The CSA even allowed them to send delegates to the Confederate Congress.

While most slaveholding states joined the Confederacy, four crucial slave states remained in the Union. Delaware, which was technically a slave state despite its tiny slave population, never voted to secede. Maryland, despite deep divisions, remained in the Union as well. Missouri became the site of vicious fighting and the home of pro-Confederate guerillas but never joined the Confederacy. Kentucky declared itself neutral, although that did little to stop the fighting that occurred within the state. In all, these four states deprived the Confederacy of key resources and soldiers.



*This map illustrates the southern states that seceded from the Union and formed the Confederacy in 1861, at the outset of the Civil War.*

## Section Summary

The election of Abraham Lincoln to the presidency in 1860 proved to be a watershed event. While it did not cause the Civil War, it was the culmination of increasing tensions between the proslavery South and the antislavery North. Before Lincoln had even taken office, seven Deep South states had seceded from the Union to form the CSA, dedicated to maintaining racial slavery and white supremacy. Last-minute efforts to reach a compromise, such as the proposal by Senator Crittenden and the Corwin amendment, went nowhere. The time for compromise had come to an end. With the

Confederate attack on Fort Sumter, the Civil War began.

<https://www.openassessments.org/assessments/995>

### *Review Question*

1. Why did the states of the Deep South secede from the Union sooner than the states of the Upper South and the border states?

### *Answer to Review Question*

1. Slavery was more deeply entrenched in the Deep South than it was in the Upper South or the border states. The Deep South was home to larger numbers of both slaveholders and slaves. Pro-Union sentiment remained strong in parts of the Upper South and border states, particularly those areas with smaller populations of slaveholders.

## *Glossary*

**Confederacy** the new nation formed by the seceding southern states, also known as the Confederate States of America (CSA)

**Crittenden Compromise** a compromise, suggested by Kentucky senator John Crittenden, that would restore the 36°30' line from the Missouri Compromise and extend it to the Pacific Ocean, allowing slavery to expand into the southwestern territories

**Fort Sumter** a fort in the harbor of Charleston, South Carolina, where the Union garrison came under siege by Confederate forces in an attack on April 12, 1861, beginning the Civil War

# 215. Early Mobilization and War

## *Learning Objectives*

By the end of this section, you will be able to:

- Assess the strengths and weaknesses of the Confederacy and the Union
- Explain the strategic importance of the Battle of Bull Run and the Battle of Shiloh

In 1861, enthusiasm for war ran high on both sides. The North fought to restore the Union, which Lincoln declared could never be broken. The Confederacy, which by the summer of 1861 consisted of eleven states, fought for its independence from the United States. The continuation of slavery was a central issue in the war, of course, although abolitionism and western expansion also played roles, and Northerners and Southerners alike flocked eagerly to the conflict. Both sides thought it would be over quickly. Militarily, however, the North and South were more equally matched than Lincoln had realized, and it soon became clear that the war effort would be neither brief nor painless. In 1861, Americans in both the North and South romanticized war as noble and positive. Soon the carnage and slaughter would awaken them to the horrors of war.

# THE FIRST BATTLE OF BULL RUN

After the fall of Fort Sumter on April 15, 1861, Lincoln called for seventy-five thousand volunteers from state militias to join federal forces. His goal was a ninety-day campaign to put down the Southern rebellion. The response from state militias was overwhelming, and the number of Northern troops exceeded the requisition. Also in April, Lincoln put in place a naval blockade of the South, a move that gave tacit recognition of the Confederacy while providing a legal excuse for the British and the French to trade with Southerners. The Confederacy responded to the blockade by declaring that a state of war existed with the United States. This official pronouncement confirmed the beginning of the Civil War. Men rushed to enlist, and the Confederacy turned away tens of thousands who hoped to defend the new nation.

Many believed that a single, heroic battle would decide the contest. Some questioned how committed Southerners really were to their cause. Northerners hoped that most Southerners would not actually fire on the American flag. Meanwhile, Lincoln and military leaders in the North hoped a quick blow to the South, especially if they could capture the Confederacy's new capital of Richmond, Virginia, would end the rebellion before it went any further. On July 21, 1861, the two armies met near Manassas, Virginia, along Bull Run Creek, only thirty miles from Washington, DC. So great was the belief that this would be a climactic Union victory that many Washington socialites and politicians brought picnic lunches to a nearby area, hoping to witness history unfolding before them. At the First Battle of Bull Run, also known as First Manassas, some sixty thousand troops assembled, most of whom had never seen combat, and each side sent eighteen thousand into the fray. The Union forces attacked first, only to be pushed back. The Confederate forces then carried the day, sending the Union soldiers and Washington, DC, onlookers scrambling back from Virginia and

destroying Union hopes of a quick, decisive victory. Instead, the war would drag on for four long, deadly years.



*The First Battle of Bull Run, which many Northerners thought would put a quick and decisive end to the South's rebellion, ended with a Confederate victory.*

## BALANCE SHEET: THE UNION AND THE CONFEDERACY

As it became clearer that the Union would not be dealing with an easily quashed rebellion, the two sides assessed their strengths and weaknesses. At the onset on the war, in 1861 and 1862, they stood as relatively equal combatants.

The Confederates had the advantage of being able to wage a defensive war, rather than an offensive one. They had to protect and preserve their new boundaries, but they did not have to be the aggressors against the Union. The war would be fought primarily



in the South, which gave the Confederates the advantages of the knowledge of the terrain and the support of the civilian population. Further, the vast coastline from Texas to Virginia offered ample opportunities to evade the Union blockade. And with the addition of the Upper South states, especially Virginia, North Carolina, Tennessee, and Arkansas, the Confederacy gained a much larger share of natural resources and industrial might than the Deep South states could muster.

Still, the Confederacy had disadvantages. The South's economy depended heavily on the export of cotton, but with the naval blockade, the flow of cotton to England, the region's primary importer, came to an end. The blockade also made it difficult to import manufactured goods. Although the secession of the Upper South added some industrial assets to the Confederacy, overall, the South lacked substantive industry or an extensive railroad infrastructure to move men and supplies. To deal with the lack of commerce and the resulting lack of funds, the Confederate government began printing paper money, leading to runaway inflation. The advantage that came from fighting on home territory quickly turned to a disadvantage when Confederate armies were defeated and Union forces destroyed Southern farms and towns, and forced Southern civilians to take to the road as refugees. Finally, the population of the South stood at fewer than nine million people, of whom nearly four million were black slaves, compared to over twenty million residents in the North. These limited numbers became a major factor as the war dragged on and the death toll rose.



The Confederacy started printing paper money at an accelerated rate, causing runaway inflation and an economy in which formerly well-off people were unable to purchase food.

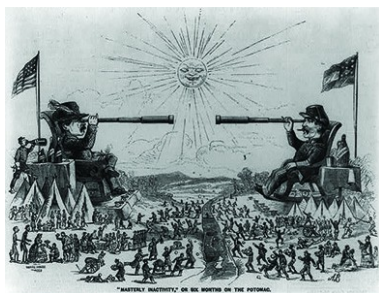
The Union side held many advantages as well. Its larger population, bolstered by continued immigration from Europe throughout the 1860s, gave it greater manpower reserves to draw upon. The North's greater industrial capabilities and extensive railroad grid made it far better able to mobilize men and supplies for the war effort. The Industrial Revolution and the transportation revolution, beginning in the 1820s and continuing over the next several decades, had transformed the North. Throughout the war, the North was able to produce more war materials and move goods more quickly than the South. Furthermore, the farms of New England, the Mid-Atlantic, the Old Northwest, and the prairie states supplied Northern civilians and Union troops with abundant food throughout the war. Food shortages and hungry civilians were common in the South, where the best land was devoted to raising cotton, but not in the North.

Unlike the South, however, which could hunker down to defend itself and needed to maintain relatively short supply lines, the North had to go forth and conquer. Union armies had to establish long supply lines, and Union soldiers had to fight on unfamiliar ground and contend with a hostile civilian population off the battlefield. Furthermore, to restore the Union—Lincoln's overriding goal, in

1861—the United States, after defeating the Southern forces, would then need to pacify a conquered Confederacy, an area of over half a million square miles with nearly nine million residents. In short, although it had better resources and a larger population, the Union faced a daunting task against the well-positioned Confederacy.

## MILITARY STALEMATE

The military forces of the Confederacy and the Union battled in 1861 and early 1862 without either side gaining the upper hand. The majority of military leaders on both sides had received the same military education and often knew one another personally, either from their time as students at West Point or as commanding officers in the Mexican-



*As this cartoon indicates, the fighting strategy at the beginning of the war included watchful waiting by the leaders of the North and South.*

American War. This familiarity allowed them to anticipate each other's strategies. Both sides believed in the use of concentrated armies charged with taking the capital city of the enemy. For the Union, this meant the capture of the Confederate capital in Richmond, Virginia, whereas Washington, DC, stood as the prize for Confederate forces. After hopes of a quick victory faded at Bull Run, the months dragged on without any major movement on either side.

General George B. McClellan, the general in chief of the army, responsible for overall control of Union land forces, proved especially reluctant to engage in battle with the Confederates. In direct command of the Army of the Potomac, the Union fighting force operating outside Washington, DC, McClellan believed, incorrectly, that Confederate forces were too strong to defeat and

was reluctant to risk his troops in battle. His cautious nature made him popular with his men but not with the president or Congress. By 1862, however, both President Lincoln and the new Secretary of War Edwin Stanton had tired of waiting. The Union put forward a new effort to bolster troop strength, enlisting one million men to serve for three-year stints in the Army of the Potomac. In January 1862, Lincoln and Stanton ordered McClellan to invade the Confederacy with the goal of capturing Richmond.

To that end, General McClellan slowly moved 100,000 soldiers of the Army of the Potomac toward Richmond but stopped a few miles outside the city. As he did so, a Confederate force led by Thomas “Stonewall” Jackson moved north to take Washington, DC. To fend off Jackson’s attack, somewhere between one-quarter and one-third of McClellan’s soldiers, led by Major General Irvin McDowell, returned to defend the nation’s capital, a move that Jackson hoped would leave the remaining troops near Richmond more vulnerable. Having succeeding in drawing off a sizable portion of the Union force, he joined General Lee to launch an attack on McClellan’s remaining soldiers near Richmond. From June 25 to July 1, 1862, the two sides engaged in the brutal Seven Days Battles that killed or wounded almost twenty thousand Confederate and ten thousand Union soldiers. McClellan’s army finally returned north, having failed to take Richmond.

General Lee, flush from his success at keeping McClellan out of Richmond, tried to capitalize on the Union’s failure by taking the fighting northward. He moved his forces into northern Virginia, where, at the Second Battle of Bull Run, the Confederates again defeated the Union forces. Lee then pressed into Maryland, where his troops met the much larger Union forces near Sharpsburg, at Antietam Creek. The ensuing one-day battle on September 17, 1862, led to a tremendous loss of life. Although there are varying opinions about the total number of deaths, eight thousand soldiers were killed or wounded, more than on any other single day of combat. Once again, McClellan, mistakenly believing that the Confederate troops outnumbered his own, held back a significant portion of his

forces. Lee withdrew from the field first, but McClellan, fearing he was outnumbered, refused to pursue him.

The Union army's inability to destroy Lee's army at Antietam made it clear to Lincoln that McClellan would never win the war, and the president was forced to seek a replacement. Lincoln wanted someone who could deliver a decisive Union victory. He also personally disliked McClellan, who referred to the president as a "baboon" and a "gorilla," and constantly criticized his decisions. Lincoln chose General Ambrose E. Burnside to replace McClellan as commander of the Army of the Potomac, but Burnside's efforts to push into Virginia failed in December 1862, as Confederates held their position at Fredericksburg and devastated Burnside's forces with heavy artillery fire. The Union's defeat at Fredericksburg harmed morale in the North but bolstered Confederate spirits. By the end of 1862, the Confederates were still holding their ground in Virginia. Burnside's failure led Lincoln to make another change in leadership, and Joseph "Fighting Joe" Hooker took over command of the Army of the Potomac in January 1863.

General Ulysses S. Grant's Army of the West, operating in Kentucky, Tennessee, and the Mississippi River Valley, had been more successful. In the western campaign, the goal of both the Union and the Confederacy was to gain control of the major rivers in the west, especially the Mississippi. If the Union could control the Mississippi, the Confederacy would be split in two. The fighting in this campaign initially centered in Tennessee, where Union forces commanded by Grant pushed Confederate troops back and gained control of the state. The major battle in the western theater took place at Pittsburgh Landing, Tennessee, on April 6 and 7, 1862. Grant's army was camped on the west side of the Tennessee River near a small log church called Shiloh, which gave the battle its name. On Sunday morning, April 6, Confederate forces under General Albert Sidney Johnston attacked Grant's encampment with the goal of separating them from their supply line on the Tennessee River and driving them into the swamps on the river's western side, where they could be destroyed. Union general William Tecumseh Sherman

tried to rally the Union forces as Grant, who had been convalescing from an injured leg when the attack began and was unable to walk without crutches, called for reinforcements and tried to mount a defense. Many of Union troops fled in terror.

Unfortunately for the Confederates, Johnston was killed on the afternoon of the first day. Leadership of the Southern forces fell to General P. G. T. Beauregard, who ordered an assault at the end of that day. This assault was so desperate that one of the two attacking columns did not even have ammunition. Heavily reinforced Union forces counterattacked the next day, and the Confederate forces were routed. Grant had maintained the Union foothold in the western part of the Confederacy. The North could now concentrate on its efforts to gain control of the Mississippi River, splitting the Confederacy in two and depriving it of its most important water route.

Read a first-hand account from a Confederate soldier at the Battle at Shiloh, followed by the perspective of a Union soldier at the same battle.

In the spring and summer of 1862, the Union was successful in gaining control of part of the Mississippi River. In April 1862, the Union navy under Admiral David Farragut fought its way past the forts that guarded New Orleans and fired naval guns upon the below-sea-level city. When it became obvious that New Orleans could no longer be defended, Confederate major general Marshall Lovell sent his artillery upriver to Vicksburg, Mississippi. Armed civilians in New Orleans fought the Union forces that entered the city. They also destroyed ships and military supplies that might be used by the Union. Upriver, Union naval forces also bombarded Fort Pillow, forty miles from Memphis, Tennessee, a Southern industrial center and one of the largest cities in the Confederacy. On June 4, 1862, the Confederate defenders abandoned the fort. On June

6, Memphis fell to the Union after the ships defending it were destroyed.

## Section Summary

Many in both the North and the South believed that a short, decisive confrontation in 1861 would settle the question of the Confederacy. These expectations did not match reality, however, and the war dragged on into a second year. Both sides mobilized, with advantages and disadvantages on each side that led to a rough equilibrium. The losses of battles at Manassas and Fredericksburg, Virginia, kept the North from achieving the speedy victory its generals had hoped for, but the Union did make gains and continued to press forward. While they could not capture the Southern capital of Richmond, they were victorious in the Battle of Shiloh and captured New Orleans and Memphis. Thus, the Confederates lost major ground on the western front.

<https://www.openassessments.org/assessments/996>

### *Review Question*

1. What military successes and defeats did the Union

experience in 1862?

### *Answer to Review Question*

1. In the eastern part of the Confederacy, the Army of the Potomac met with mixed success. The Union army failed to capture Richmond and won at Antietam only because the Confederates withdrew from the field first. In the western part of the Confederacy, the Army of the West won the Battle of Shiloh, and the Union navy captured New Orleans and Memphis.

### *Glossary*

**Army of the Potomac** the Union fighting force operating outside Washington, DC

**Army of the West** the Union fighting force operating in Kentucky, Tennessee, and the Mississippi River Valley

**general in chief** the commander of army land forces



## 216. Video: Battles of the Civil War

This video lists a whole lot of the battles of the US Civil War in seven and a half minutes. It offers a list of battle names, with some commentary about outcomes, and lots of really interesting pictures. This is a bit of a departure for Crash Course as we leave behind the world of thoughtful analysis and just list some facts.



*One or more interactive elements has been excluded from this version of the text. You can view them online*

here: <https://library.achievingthedream.org/herkimeramericanhistory1/?p=249#oembed-1>

# 217. 1863: The Changing Nature of the War

## *Learning Objectives*

By the end of this section, you will be able to:

- Explain what is meant by the term “total war” and provide examples
- Describe mobilization efforts in the North and the South
- Explain why 1863 was a pivotal year in the war

Wars have their own logic; they last far longer than anyone anticipates at the beginning of hostilities. As they drag on, the energy and zeal that marked the entry into warfare often wane, as losses increase and people on both sides suffer the tolls of war. The American Civil War is a case study of this characteristic of modern war.

Although Northerners and Southerners both anticipated that the battle between the Confederacy and the Union would be settled quickly, it soon became clear to all that there was no resolution in sight. The longer the war continued, the more it began to affect life in both the North and the South. Increased need for manpower, the issue of slavery, and the ongoing challenges of keeping the war effort going changed the way life on both sides as the conflict progressed.

# MASS MOBILIZATION

By late 1862, the course of the war had changed to take on the characteristics of total war, in which armies attempt to demoralize the enemy by both striking military targets and disrupting their opponent's ability to wage war through destruction of their resources. In this type of war, armies often make no distinction between civilian and military targets. Both the Union and Confederate forces moved toward total war, although neither side ever entirely abolished the distinction between military and civilian. Total war also requires governments to mobilize all resources, extending their reach into their citizens' lives as never before. Another reality of war that became apparent in 1862 and beyond was the influence of combat on the size and scope of government. Both the Confederacy and the Union governments had to continue to grow in order to manage the logistics of recruiting men and maintaining, feeding, and equipping an army.

## Confederate Mobilization

The Confederate government in Richmond, Virginia, exercised sweeping powers to ensure victory, in stark contradiction to the states' rights sentiments held by many Southern leaders. The initial emotional outburst of enthusiasm for war in the Confederacy waned, and the Confederate government instituted a military draft in April 1862. Under the terms of the draft, all men between the ages of eighteen and thirty-five would serve three years. The draft had a different effect on men of different socioeconomic classes. One loophole permitted men to hire substitutes instead of serving in the Confederate army. This provision favored the wealthy over the poor, and led to much resentment and resistance. Exercising its power

over the states, the Confederate Congress denied state efforts to circumvent the draft.

In order to fund the war, the Confederate government also took over the South's economy. The government ran Southern industry and built substantial transportation and industrial infrastructure to make the weapons of war. Over the objections of slaveholders, it impressed slaves, seizing these workers from their owners and forcing them to work on fortifications and rail lines. Concerned about the resistance to and unhappiness with the government measures, in 1862, the Confederate Congress gave President Davis the power to suspend the writ of habeas corpus, the right of those arrested to be brought before a judge or court to determine whether there is cause to hold the prisoner. With a stated goal of bolstering national security in the fledgling republic, this change meant that the Confederacy could arrest and detain indefinitely any suspected enemy without giving a reason. This growth of the Confederate central government stood as a glaring contradiction to the earlier states' rights argument of pro-Confederate advocates.

The war efforts were costing the new nation dearly. Nevertheless, the Confederate Congress heeded the pleas of wealthy plantation owners and refused to place a tax on slaves or cotton, despite the Confederacy's desperate need for the revenue that such a tax would have raised. Instead, the Confederacy drafted a taxation plan that kept the Southern elite happy but in no way met the needs of the war. The government also resorted to printing immense amounts of paper money, which quickly led to runaway inflation. Food prices soared, and poor, white Southerners faced starvation. In April 1863, thousands of hungry people rioted in Richmond, Virginia. Many of the rioters were mothers who could not feed their children. The riot ended when President Davis threatened to have Confederate forces open fire on the crowds.

One of the reasons that the Confederacy was so economically devastated was its ill-advised gamble that cotton sales would continue during the war. The government had high hopes that Great Britain and France, which both used cotton as the raw material in their textile mills, would ensure the South's economic strength—and therefore victory in the war—by continuing to buy. Furthermore, the Confederate government hoped that Great Britain and France would make



*Rampant inflation in the 1860s made food too expensive for many Southerners, leading to widespread starvation.*

loans to their new nation in order to ensure the continued flow of raw materials. These hopes were never realized. Great Britain in particular did not wish to risk war with the United States, which would have meant the invasion of Canada. The United States was also a major source of grain for Britain and an important purchaser of British goods. Furthermore, the blockade made Southern trade with Europe difficult. Instead, Great Britain, the major consumer of American cotton, found alternate sources in India and Egypt, leaving the South without the income or alliance it had anticipated.

Dissent within the Confederacy also affected the South's ability to fight the war. Confederate politicians disagreed over the amount of power that the central government should be allowed to exercise. Many states' rights advocates, who favored a weak central government and supported the sovereignty of individual states, resented President Davis's efforts to conscript troops, impose taxation to pay for the war, and requisition necessary resources. Governors in the Confederate states often proved reluctant to provide supplies or troops for the use of the Confederate

government. Even Jefferson Davis's vice president Alexander Stephens opposed conscription, the seizure of slave property to work for the Confederacy, and suspension of habeas corpus. Class divisions also divided Confederates. Poor whites resented the ability of wealthy slaveholders to excuse themselves from military service. Racial tensions plagued the South as well. On those occasions when free blacks volunteered to serve in the Confederate army, they were turned away, and enslaved African Americans were regarded with fear and suspicion, as whites whispered among themselves about the possibility of slave insurrections.

## Union Mobilization

Mobilization for war proved to be easier in the North than it was in the South. During the war, the federal government in Washington, DC, like its Southern counterpart, undertook a wide range of efforts to ensure its victory over the Confederacy. To fund the war effort and finance the expansion of Union infrastructure, Republicans in Congress drastically expanded government activism, impacting citizens' everyday lives through measures such as new types of taxation. The government also contracted with major suppliers of food, weapons, and other needed materials. Virtually every sector of the Northern economy became linked to the war effort.

In keeping with their longstanding objective of keeping slavery out of the newly settled western territories, the Republicans in Congress (the dominant party) passed several measures in 1862. First, the Homestead Act provided generous inducements for Northerners to relocate and farm in the West. Settlers could lay claim to 160 acres of federal land by residing on the property for five years and improving it. The act not only motivated free-labor farmers to move west, but it also aimed to increase agricultural output for the war effort. The federal government also turned its attention to creating a transcontinental railroad to facilitate the

movement of people and goods across the country. Congress chartered two companies, the Union Pacific and the Central Pacific, and provided generous funds for these two businesses to connect the country by rail.

The Republican emphasis on free labor, rather than slave labor, also influenced the 1862 Land Grant College Act, commonly known as the Morrill Act after its author, Vermont Republican senator Justin Smith Morrill. The measure provided for the creation of agricultural colleges, funded through federal grants, to teach the latest agricultural techniques. Each state in the Union would be granted thirty thousand acres of federal land for the use of these institutions of higher education.

Congress paid for the war using several strategies. They levied a tax on the income of the wealthy, as well as a tax on all inheritances. They also put high tariffs in place. Finally, they passed two National Bank Acts, one in 1863 and one in 1864, calling on the U.S. Treasury to issue war bonds and on Union banks to buy the bonds. A Union campaign to convince individuals to buy the bonds helped increase sales. The Republicans also passed the Legal Tender Act of 1862, calling for paper money—known as greenbacks—to be printed. Some \$150 million worth of greenbacks became legal tender, and the Northern economy boomed, although high inflation also resulted.



The Union began printing these paper “greenbacks” to use as legal tender as one of its strategies for funding the war effort.

Like the Confederacy, the Union turned to conscription to provide the troops needed for the war. In March 1863, Congress passed the Enrollment Act, requiring all unmarried men between the ages of twenty and twenty-five, and all married men between the ages of thirty-five and forty-five—including immigrants who had filed for citizenship—to register with the Union to fight in the Civil War. All who registered were subject to military service, and draftees were selected by a lottery system. As in the South, a loophole in the law allowed individuals to hire substitutes if they could afford it. Others could avoid enlistment by paying \$300 to the federal government. In keeping with the Supreme Court decision in *Dred Scott v. Sandford*, African Americans were not citizens and were therefore exempt from the draft.



(a)



(b)

The Union tried to provide additional incentives for soldiers, in the form of bounties, to enlist without waiting for the draft, as shown in recruitment posters (a) and (b).

Like the Confederacy, the Union also took the step of suspending habeas corpus rights, so those suspected of pro-Confederate



sympathies could be arrested and held without being given the reason. Lincoln had selectively suspended the writ of habeas corpus in the slave state of Maryland, home to many Confederate sympathizers, in 1861 and 1862, in an effort to ensure that the Union capital would be safe. In March 1863, he signed into law the Habeas Corpus Suspension Act, giving him the power to detain suspected Confederate operatives throughout the Union. The Lincoln administration also closed down three hundred newspapers as a national security measure during the war.

In both the North and the South, the Civil War dramatically increased the power of the belligerent governments. Breaking all past precedents in American history, both the Confederacy and the Union employed the power of their central governments to mobilize resources and citizens.

## **Women's Mobilization**

As men on both sides mobilized for the war, so did women. In both the North and the South, women were forced to take over farms and businesses abandoned by their husbands as they left for war. Women organized themselves into ladies' aid societies to sew uniforms, knit socks, and raise money to purchase necessities for the troops. In the South, women took wounded soldiers into their homes to nurse. In the North, women volunteered for the United States Sanitary Commission, which formed in June 1861. They inspected military camps with the goal of improving cleanliness and reducing the number of soldiers who died from disease, the most common cause of death in the war. They also raised money to buy medical supplies and helped with the injured. Other women found jobs in the Union army as cooks and laundresses. Thousands volunteered to care for the sick and wounded in response to a call by reformer Dorothea Dix, who was placed in charge of the Union army's nurses. According to rumor,

Dix sought respectable women over the age of thirty who were “plain almost to repulsion in dress” and thus could be trusted not to form romantic liaisons with soldiers. Women on both sides also acted as spies and, disguised as men, engaged in combat.

## EMANCIPATION

Early in the war, President Lincoln approached the issue of slavery cautiously. While he disapproved of slavery personally, he did not believe that he had the authority to abolish it. Furthermore, he feared that making the abolition of slavery an objective of the war would cause the border slave states to join the Confederacy. His one objective in 1861 and 1862 was to restore the Union.

### Lincoln’s Evolving Thoughts on Slavery

President Lincoln wrote the following letter to newspaper editor Horace Greeley on August 22, 1862. In it, Lincoln states his position on slavery, which is notable for being a middle-of-the-road stance. Lincoln’s later public speeches on the issue take the more strident antislavery tone for which he is remembered.

I would save the Union. I would save it the shortest way under the Constitution. The sooner the national authority can be restored the nearer the Union will be “the Union as it was.” If there be those who would not save the Union unless they could at the same time save Slavery, I do not agree with them. If there be those who would not save the Union unless they could at the same time destroy Slavery, I do not agree with them. My paramount object in this struggle is to save the Union, and is not either to save or destroy Slavery. If I

could save the Union without freeing any slave, I would do it, and if I could save it by freeing all the slaves, I would do it, and if I could save it by freeing some and leaving others alone, I would also do that. What I do about Slavery and the colored race, I do because I believe it helps to save this Union, and what I forbear, I forbear because I do not believe it would help to save the Union. I shall do less whenever I shall believe what I am doing hurts the cause, and I shall do more whenever I shall believe doing more will help the cause. I shall try to correct errors when shown to be errors; and I shall adopt new views so fast as they shall appear to be true views. I have here stated my purpose according to my view of official duty, and I intend no modification of my oft-expressed personal wish that all men, everywhere, could be free. Yours, A. LINCOLN.

How would you characterize Lincoln's public position in August 1862? What was he prepared to do for slaves, and under what conditions?

Since the beginning of the war, thousands of slaves had fled to the safety of Union lines. In May 1861, Union general Benjamin Butler and others labeled these refugees from slavery contrabands. Butler reasoned that since Southern states had left the United States, he was not obliged to follow federal fugitive slave laws. Slaves who made it through the Union lines were shielded by the U.S. military and not returned to slavery. The intent was not only to assist slaves but also to deprive the South of a valuable source of manpower.

Congress began to define the status of these ex-slaves in 1861 and 1862. In August 1861, legislators approved the Confiscation Act of 1861, empowering the Union to seize property, including slaves, used by the Confederacy. The Republican-dominated Congress took additional steps, abolishing slavery in Washington, DC, in April 1862. Congress passed a second Confiscation Act in July 1862, which extended freedom to runaway slaves and those captured by Union armies. In that month, Congress also addressed the issue of slavery

in the West, banning the practice in the territories. This federal law made the 1846 Wilmot Proviso and the dreams of the Free-Soil Party a reality. However, even as the Union government took steps to aid individual slaves and to limit the practice of slavery, it passed no measure to address the institution of slavery as a whole.

Lincoln moved slowly and cautiously on the issue of abolition. His primary concern was the cohesion of the Union and the bringing of the Southern states back into the fold. However, as the war dragged on and many thousands of contrabands made their way north, Republicans in Congress continued to call for the end of slavery. Throughout his political career, Lincoln's plans for former slaves had been to send them to Liberia. As late as August 1862, he had hoped to interest African Americans in building a colony for former slaves in Central America, an idea that found favor neither with black leaders nor with abolitionists, and thus was abandoned by Lincoln. Responding to Congressional demands for an end to slavery, Lincoln presented an ultimatum to the Confederates on September 22, 1862, shortly after the Confederate retreat at Antietam. He gave the Confederate states until January 1, 1863, to rejoin the Union. If they did, slavery would continue in the slave states. If they refused to rejoin, however, the war would continue and all slaves would be freed at its conclusion. The Confederacy took no action. It had committed itself to maintaining its independence and had no interest in the president's ultimatum.

On January 1, 1863, Lincoln made good on his promise and signed the Emancipation Proclamation. It stated "That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free." The proclamation did not immediately free the slaves in the Confederate states. Although they were in rebellion against the United States, the lack of the Union army's presence in such areas meant that the president's directive could not be enforced. The proclamation also did not free slaves in the border states, because

these states were not, by definition, in rebellion. Lincoln relied on his powers as commander-in-chief in issuing the Emancipation Proclamation. He knew the proclamation could be easily challenged in court, but by excluding the territories still outside his control, slaveholders and slave governments could not sue him. Moreover, slave states in the Union, such as Kentucky, could not sue because the proclamation did not apply to them. Slaveholders in Kentucky knew full well that if the institution were abolished throughout the South, it would not survive in a handful of border territories. Despite the limits of the proclamation, Lincoln dramatically shifted the objective of the war increasingly toward ending slavery. The Emancipation Proclamation became a monumental step forward on the road to changing the character of the United States.

Read through the full text of the Emancipation Proclamation at the National Archives website.

The proclamation generated quick and dramatic reactions. The news created euphoria among slaves, as it signaled the eventual end of their bondage. Predictably, Confederate leaders raged against the proclamation, reinforcing their commitment to fight to maintain slavery, the foundation of the Confederacy. In the North, opinions split widely on the issue. Abolitionists praised Lincoln's actions, which they saw as the fulfillment of their long campaign to strike down an immoral institution. But other Northerners, especially Irish, working-class, urban dwellers loyal to the Democratic Party and others with racist beliefs, hated the new goal of emancipation and found the idea of freed slaves repugnant. At its core, much of this racism had an economic foundation: Many Northerners feared competing with emancipated slaves for scarce jobs.

In New York City, the Emancipation Proclamation, combined with unhappiness over the Union draft, which began in March 1863, fanned the flames of white racism. Many New Yorkers supported

the Confederacy for business reasons, and, in 1861, the city's mayor actually suggested that New York City leave the Union. On July 13, 1863, two days after the first draft lottery took place, this racial hatred erupted into violence. A volunteer fire company whose commander had been drafted initiated a riot, and the violence spread quickly across the city. The rioters chose targets associated either with the Union army or with African Americans. An armory was destroyed, as was a Brooks Brothers' store, which supplied uniforms to the army. White mobs attacked and killed black New Yorkers and destroyed an African American orphanage. On the fourth day of the riots, federal troops dispatched by Lincoln arrived in the city and ended the violence. Millions of dollars in property had been destroyed. More than one hundred people died, approximately one thousand were left injured, and about one-fifth of the city's African American population fled New York in fear.



*The race riots in New York showed just how divided the North was on the issue of equality, even as the North went to war with the South over the issue of slavery.*

## UNION ADVANCES

The war in the west continued in favor of the North in 1863. At the

start of the year, Union forces controlled much of the Mississippi River. In the spring and summer of 1862, they had captured New Orleans—the most important port in the Confederacy, through which cotton harvested from all the Southern states was exported—and Memphis. Grant had then attempted to capture Vicksburg, Mississippi, a commercial center on the bluffs above the Mississippi River. Once Vicksburg fell, the Union would have won complete control over the river. A military bombardment that summer failed to force a Confederate surrender. An assault by land forces also failed in December 1862.

In April 1863, the Union began a final attempt to capture Vicksburg. On July 3, after more than a month of a Union siege, during which Vicksburg's residents hid in caves to protect themselves from the bombardment and ate their pets to stay alive, Grant finally achieved his objective. The trapped Confederate forces surrendered. The Union had succeeded in capturing Vicksburg and splitting the Confederacy. This victory inflicted a serious blow to the Southern war effort.

As Grant and his forces pounded Vicksburg, Confederate strategists, at the urging of General Lee, who had defeated a larger Union army at Chancellorsville, Virginia, in May 1863, decided on a bold plan to invade the North. Leaders hoped this invasion would force the Union to send



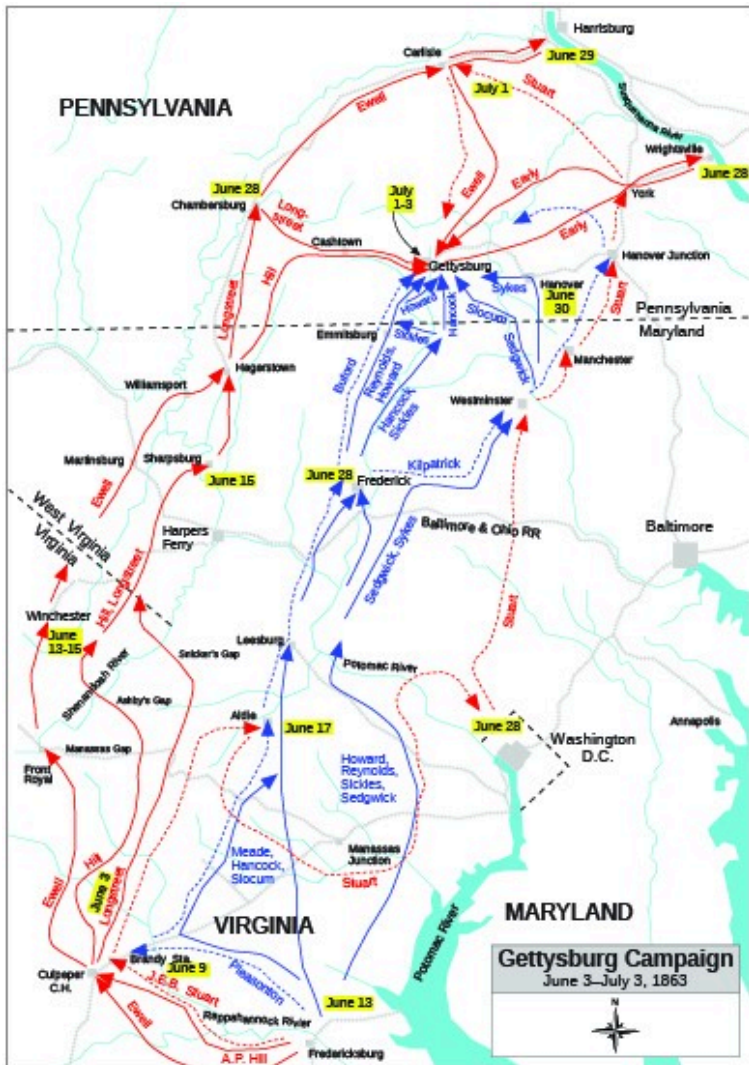
*In this illustration, Union gun boats fire on Vicksburg in the campaign that helped the Union take control of the Mississippi River.*

troops engaged in the Vicksburg campaign east, thus weakening their power over the Mississippi. Further, they hoped the aggressive action of pushing north would weaken the Union's resolve to fight. Lee also hoped that a significant Confederate victory in the North would convince Great Britain and France to extend support to

Jefferson Davis's government and encourage the North to negotiate peace.

Beginning in June 1863, General Lee began to move the Army of Northern Virginia north through Maryland. The Union army—the Army of the Potomac—traveled east to end up alongside the Confederate forces. The two armies met at Gettysburg, Pennsylvania, where Confederate forces had gone to secure supplies. The resulting battle lasted three days, July 1–3 and remains the biggest and costliest battle ever fought in North America. The climax of the Battle of Gettysburg occurred on the third day. In the morning, after a fight lasting several hours, Union forces fought back a Confederate attack on Culp's Hill, one of the Union's defensive positions. To regain a perceived advantage and secure victory, Lee ordered a frontal assault, known as Pickett's Charge (for Confederate general George Pickett), against the center of the Union lines on Cemetery Ridge. Approximately fifteen thousand Confederate soldiers took part, and more than half lost their lives, as they advanced nearly a mile across an open field to attack the entrenched Union forces. In all, more than a third of the Army of Northern Virginia had been lost, and on the evening of July 4, Lee and his men slipped away in the rain. General George Meade did not pursue them. Both sides suffered staggering losses. Total casualties numbered around twenty-three thousand for the Union and some twenty-eight thousand among the Confederates. With its defeats at Gettysburg and Vicksburg, both on the same day, the Confederacy lost its momentum. The tide had turned in favor of the Union in both the east and the west.





As this map indicates, the battlefield at Gettysburg was the farthest north that the Confederate army advanced. (credit: Hal Jespersen)

Following the Battle of Gettysburg, the bodies of those who had fallen were hastily buried. Attorney David Wills, a resident of

Gettysburg, campaigned for the creation of a national cemetery on the site of the battlefield, and the governor of Pennsylvania tasked him with creating it. President Lincoln was invited to attend the cemetery's dedication. After the featured orator had delivered a two-hour speech, Lincoln addressed the crowd for several minutes. In his speech, known as the Gettysburg Address, which he had finished writing while a guest in David Wills' home the day before the dedication, Lincoln invoked the Founding Fathers and the spirit of the American Revolution. The Union soldiers who had died at Gettysburg, he proclaimed, had died not only to preserve the Union, but also to guarantee freedom and equality for all.

## Lincoln's Gettysburg Address

Several months after the battle at Gettysburg, Lincoln traveled to Pennsylvania and, speaking to an audience at the dedication of the new Soldiers' National Ceremony near the site of the battle, he delivered his now-famous Gettysburg Address to commemorate the turning point of the war and the soldiers whose sacrifices had made it possible. The two-minute speech was politely received at the time, although press reactions split along party lines. Upon receiving a letter of congratulations from Massachusetts politician and orator William Everett, whose speech at the ceremony had lasted for two hours, Lincoln said he was glad to know that his brief address, now virtually immortal, was not "a total failure."

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

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a

final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

It is for us the living . . . to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

—Abraham Lincoln, Gettysburg Address, November 19, 1863

What did Lincoln mean by “a new birth of freedom”? What did he mean when he said “a government of the people, by the people, for the people, shall not perish from the earth”?

Acclaimed filmmaker Ken Burns has created a documentary about a small boys' school in Vermont where students memorize the Gettysburg Address. It explores the value the address has in these boys' lives, and why the words still matter.

## Section Summary

The year 1863 proved decisive in the Civil War for two major reasons. First, the Union transformed the purpose of the struggle from restoring the Union to ending slavery. While Lincoln's Emancipation Proclamation actually succeeded in freeing few slaves, it made freedom for African Americans a cause of the Union. Second, the tide increasingly turned against the Confederacy. The success of the Vicksburg Campaign had given the Union control of the Mississippi River, and Lee's defeat at Gettysburg had ended the attempted Confederate invasion of the North.

<https://www.openassessments.org/assessments/997>

### *Review Question*

1. Why is 1863 considered a turning point in the Civil War?

## *Answer to Review Question*

1. At the beginning of 1863, Abraham Lincoln issued the Emancipation Proclamation, which freed all slaves in areas under rebellion. This changed the war from one in which the North fought to preserve the Union to one in which it fought to free enslaved African Americans. On the battlefield, Union forces led by Grant captured Vicksburg, Mississippi, splitting the Confederacy in two and depriving it of a major avenue of transportation. In the east, General Meade stopped a Confederate invasion of the North at Gettysburg, Pennsylvania.

## *Glossary*

**Emancipation Proclamation** signed on January 1, 1863, the document with which President Lincoln transformed the Civil War into a struggle to end slavery

**Gettysburg Address** a speech by Abraham Lincoln dedicating the military cemetery at Gettysburg on November 19, 1863

**greenbacks** paper money the United States began to issue during the Civil War

**habeas corpus** the right of those arrested to be brought

before a judge or court to determine whether there is cause to hold the prisoner

**total war** a state of war in which the government makes no distinction between military and civilian targets, and mobilizes all resources, extending its reach into all areas of citizens' lives

**contrabands** slaves who escaped to the Union army's lines

## 218. The Union Triumphant

### *Learning Objectives*

By the end of this section, you will be able to:

- Describe the reasons why many Americans doubted that Abraham Lincoln would be reelected
- Explain how the Union forces overpowered the Confederacy

By the outset of 1864, after three years of war, the Union had mobilized its resources for the ongoing struggle on a massive scale. The government had overseen the construction of new railroad lines and for the first time used standardized rail tracks that allowed the North to move men and materials with greater ease. The North's economy had shifted to a wartime model. The Confederacy also mobilized, perhaps to a greater degree than the Union, its efforts to secure independence and maintain slavery. Yet the Confederacy experienced ever-greater hardships after years of war. Without the population of the North, it faced a shortage of manpower. The lack of industry, compared to the North, undercut the ability to sustain and wage war. Rampant inflation as well as food shortages in the South lowered morale.

## THE RELATIONSHIP WITH EUROPE

From the beginning of the war, the Confederacy placed great hope in being recognized and supported by Great Britain and France. European intervention in the conflict remained a strong possibility, but when it did occur, it was not in a way anticipated by either the Confederacy or the Union.

Napoleon III of France believed the Civil War presented an opportunity for him to restore a French empire in the Americas. With the United States preoccupied, the time seemed ripe for action. Napoleon's target was Mexico, and in 1861, a large French fleet took Veracruz. The French then moved to capture Mexico City, but the advance came to an end when Mexican forces defeated the French in 1862. Despite this setback, France eventually did conquer Mexico, establishing a regime that lasted until 1867. Rather than coming to the aid of the Confederacy, France used the Civil War to provide a pretext for efforts to reestablish its former eighteenth-century colonial holdings.

Still, the Confederacy had great confidence that it would find an ally in Great Britain despite the antislavery sentiment there. Southerners hoped Britain's dependence on cotton for its textile mills would keep the country on their side. The fact that the British proved willing to build and sell ironclad ships intended to smash through the Union naval blockade further raised Southern hopes. The Confederacy purchased two of these armored blockade runners, the CSS *Florida* and the CSS *Alabama*. Both were destroyed during the war.

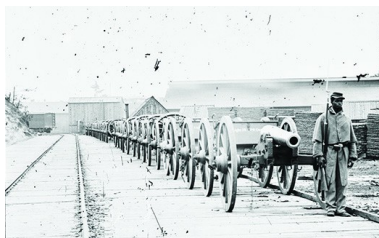
The Confederacy's staunch commitment to slavery eventually worked against British recognition and support, since Great Britain had abolished slavery in 1833. The 1863 Emancipation Proclamation ended any doubts the British had about the goals of the Union cause. In the aftermath of the proclamation, many in Great Britain cheered for a Union victory. Ultimately, Great Britain, like France, disappointed the Confederacy's hope of an alliance, leaving the



outnumbered and out-resourced states that had left the Union to fend for themselves.

## AFRICAN AMERICAN SOLDIERS

At the beginning of the war, in 1861 and 1862, Union forces had used contrabands, or escaped slaves, for manual labor. The Emancipation Proclamation, however, led to the enrollment of African American men as Union soldiers. Huge numbers, former slaves as well as free blacks from the North, enlisted, and by the end of the war in 1865, their



*This 1865 daguerreotype illustrates three of the Union's distinct advantages: African American soldiers, a stream of cannons and supplies, and an extensive railroad grid. (credit: Library of Congress)*

numbers had swelled to over 190,000. Racism among whites in the Union army ran deep, however, fueling the belief that black soldiers could never be effective or trustworthy. The Union also feared for the fate of captured black soldiers. Although many black soldiers saw combat duty, these factors affected the types of tasks assigned to them. Many black regiments were limited to hauling supplies, serving as cooks, digging trenches, and doing other types of labor, rather than serving on the battlefield.

African American soldiers also received lower wages than their white counterparts: ten dollars per month, with three dollars deducted for clothing. White soldiers, in contrast, received thirteen dollars monthly, with no deductions. Abolitionists and their Republican supporters in Congress worked to correct this discriminatory practice, and in 1864, black soldiers began to receive the same pay as white soldiers plus retroactive pay to 1863.

For their part, African American soldiers welcomed the opportunity to prove themselves. Some 85 percent were former slaves who were fighting for the liberation of all slaves and the end of slavery. When given the opportunity to serve, many black regiments did so heroically. One such regiment, the Fifty-Fourth Regiment of Massachusetts Volunteers, distinguished itself at Fort Wagner in South Carolina by fighting valiantly against an entrenched Confederate position. They willingly gave their lives for the cause.



*African American and white soldiers of the Union army pose together in this photograph, although in reality, black soldiers were often kept separate and given only menial jobs.*

The Confederacy, not surprisingly, showed no mercy to African American troops. In April 1864, Southern forces attempted to take Fort Pillow in Tennessee from the Union forces that had captured it in 1862. Confederate troops under Major General Nathan Bedford Forrest, the future founder of the Ku Klux Klan, quickly overran the fort, and the Union defenders surrendered. Instead of taking the African American soldiers prisoner, as they did the white soldiers, the Confederates executed them. The massacre outraged the North, and the Union refused to engage in any future exchanges of prisoners with the Confederacy.

## THE CAMPAIGNS OF 1864 AND 1865

In the final years of the war, the Union continued its efforts on

both the eastern and western fronts while bringing the war into the Deep South. Union forces increasingly engaged in total war, not distinguishing between military and civilian targets. They destroyed everything that lay in their path, committed to breaking the will of the Confederacy and forcing an end to the war. General Grant, mastermind of the Vicksburg campaign, took charge of the war effort. He understood the advantage of having large numbers of soldiers at his disposal and recognized that Union soldiers could be replaced, whereas the Confederates, whose smaller population was feeling the strain of the years of war, could not. Grant thus pushed forward relentlessly, despite huge losses of men. In 1864, Grant committed his forces to destroying Lee's army in Virginia.

In the Virginia campaign, Grant hoped to use his larger army to his advantage. But at the Battle of the Wilderness, fought from May 5 to May 7, Confederate forces stopped Grant's advance. Rather than retreating, he pushed forward. At the Battle of Spotsylvania on May 8 through 12, Grant again faced determined Confederate resistance, and again his advance was halted. As before, he renewed the Union campaign. At the Battle of Cold Harbor in early June, Grant had between 100,000 and 110,000 soldiers, whereas the Confederates had slightly more than half that number. Again, the Union advance was halted, if only momentarily, as Grant awaited reinforcements. An attack on the Confederate position on June 3 resulted in heavy casualties for the Union, and nine days later, Grant led his army away from Cold Harbor to Petersburg, Virginia, a rail center that supplied Richmond. The immense losses that Grant's forces suffered severely hurt Union morale. The war seemed unending, and with the tremendous loss of life, many in the North began to question the war and desire peace. Undaunted by the changing opinion in the North and hoping to destroy the Confederate rail network in the Upper South, however, Grant laid siege to Petersburg for nine months. As the months wore on, both sides dug in, creating miles of trenches and gun emplacements.

The other major Union campaigns of 1864 were more successful and gave President Lincoln the advantage that he needed to win

reelection in November. In August 1864, the Union navy captured Mobile Bay. General Sherman invaded the Deep South, advancing slowly from Tennessee into Georgia, confronted at every turn by the Confederates, who were commanded by Johnston. When President Davis replaced Johnston with General John B. Hood, the Confederates made a daring but ultimately costly direct attack on the Union army that failed to drive out the invaders. Atlanta fell to Union forces on September 2, 1864. The fall of Atlanta held tremendous significance for the war-weary Union and helped to reverse the North's sinking morale. In keeping with the logic of total war, Sherman's forces cut a swath of destruction to Savannah. On Sherman's March to the Sea, the Union army, seeking to demoralize the South, destroyed everything in its path, despite strict instructions regarding the preservation of civilian property. Although towns were left standing, houses and barns were burned. Homes were looted, food was stolen, crops were destroyed, orchards were burned, and livestock was killed or confiscated. Savannah fell on December 21, 1864—a Christmas gift for Lincoln, Sherman proclaimed. In 1865, Sherman's forces invaded South Carolina, capturing Charleston and Columbia. In Columbia, the state capital, the Union army burned slaveholders' homes and destroyed much of the city. From South Carolina, Sherman's force moved north in an effort to join Grant and destroy Lee's army.

## Dolly Sumner Lunt on Sherman's March to the Sea

The following account is by Dolly Sumner Lunt, a widow who ran her Georgia cotton plantation after the death of her husband. She describes General Sherman's march to Savannah, where he enacted the policy of total war by burning and plundering the landscape to inhibit the Confederates' ability to keep fighting.

Alas! little did I think while trying to save my house from plunder and fire that they were forcing my boys [slaves] from home at the point of the bayonet. One, Newton, jumped into bed in his cabin, and declared himself sick. Another crawled under the floor,—a lame boy he was,—but they pulled him out, placed him on a horse, and drove him off. Mid, poor Mid! The last I saw of him, a man had him going around the garden, looking, as I thought, for my sheep, as he was my shepherd. Jack came crying to me, the big tears coursing down his cheeks, saying they were making him go. I said: ‘Stay in my room.’

But a man followed in, cursing him and threatening to shoot him if he did not go; so poor Jack had to yield. . . .

Sherman himself and a greater portion of his army passed my house that day. All day, as the sad moments rolled on, were they passing not only in front of my house, but from behind; they tore down my garden palings, made a road through my back-yard and lot field, driving their stock and riding through, tearing down my fences and desolating my home—wantonly doing it when there was no necessity for it.

. . .

About ten o'clock they had all passed save one, who came in and wanted coffee made, which was done, and he, too, went on. A few minutes elapsed, and two couriers riding rapidly passed back. Then, presently, more soldiers came by, and this ended the passing of Sherman's army by my place, leaving me poorer by thirty thousand dollars than I was yesterday morning. And a much stronger Rebel!

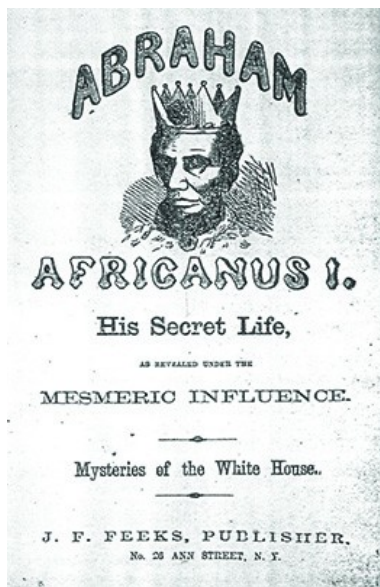
According to this account, what was the reaction of slaves to the arrival of the Union forces? What did the Union forces do with the slaves? For Lunt, did the strategy of total war work as planned?

## THE ELECTION OF 1864

Despite the military successes for the Union army in 1863, in 1864, Lincoln's status among many Northern voters plummeted. Citing the suspension of the writ of habeas corpus, many saw him as a dictator, bent on grabbing power while senselessly and uncaringly drafting more young men into combat. Arguably, his greatest liability, however, was the Emancipation Proclamation and the enlistment of African American soldiers. Many whites in the North found this deeply offensive, since they still believed in racial inequality. The 1863 New York City Draft Riots illustrated the depth of white anger.

Northern Democrats railed against Lincoln and the war. Republicans labeled these vocal opponents of the President Copperheads, a term that many antiwar Democrats accepted. As the anti-Lincoln poster below illustrates, his enemies tried to paint him as an untrustworthy and suspect leader. It seemed to most in the North that the Democratic candidate, General George B. McClellan, who did not support abolition and was replaced with another commander by Lincoln, would win the election.

The Republican Party also split over the issue of reelecting Lincoln. Those who found him timid and indecisive, and favored extending full rights to African Americans, as well as completely refashioning the South after its



*Anti-Lincoln sentiment in the North ran high in 1864, and many believed he would not be reelected president that year.*

defeat, earned the name Radicals. A moderate faction of Republicans opposed the Radicals. For his part, Lincoln did not align himself with either group.

The tide of the election campaign turned in favor of Lincoln, however, in the fall of 1864. Above all else, Union victories, including the fall of Atlanta in September and General Philip Sheridan's successes in the Shenandoah Valley of Virginia, bolstered Lincoln's popularity and his reelection bid. In November 1864, despite earlier forecasts to the contrary, Lincoln was reelected. Lincoln won all but three states—New Jersey and the border states of Delaware and Kentucky. To the chagrin of his opponent, McClellan, even Union army troops voted overwhelmingly for the incumbent President.

## THE WAR ENDS

By the spring of 1865, it had become clear to both sides that the Confederacy could not last much longer. Most of its major cities, ports, and industrial centers—Atlanta, Savannah, Charleston, Columbia, Mobile, New Orleans, and Memphis—had been captured. In April 1865, Lee had abandoned both Petersburg and Richmond. His goal in doing so was to unite his depleted army with Confederate forces commanded by General Johnston. Grant effectively cut him off. On April 9, 1865, Lee surrendered to Grant at Appomattox Court House in Virginia. By that time, he had fewer than 35,000 soldiers, while Grant had some 100,000. Meanwhile, Sherman's army proceeded to North Carolina, where General Johnston surrendered on April 19, 1865. The Civil War had come to an end. The war had cost the lives of more than 600,000 soldiers. Many more had been wounded. Thousands of women were left widowed. Children were left without fathers, and many parents were deprived of a source of support in their old age. In some areas, where local volunteer units had marched off to battle, never to return, an entire generation of young women was left without

marriage partners. Millions of dollars' worth of property had been destroyed, and towns and cities were laid to waste. With the conflict finally over, the very difficult work of reconciling North and South and reestablishing the United States lay ahead.



*Vastly outnumbered by the Union army, the Confederate general Robert E. Lee (seated at the left) surrendered to Ulysses S. Grant at Appomattox Courthouse. (credit: "Alaskan Dude"/Wikimedia Commons)*

## Section Summary

Having failed to win the support it expected from either Great Britain or France, the Confederacy faced a long war with limited resources and no allies. Lincoln won reelection in 1864, and continued to pursue the Union campaign, not only in the east and west, but also with a drive into the South under the leadership of General Sherman, whose March to the Sea through



Georgia destroyed everything in its path. Cut off and outnumbered, Confederate general Lee surrendered to Union general Grant on April 9 at Appomattox Court House in Virginia. Within days of Lee's surrender, Confederate troops had lay down their arms, and the devastating war came to a close.

<https://www.openassessments.org/assessments/998>

### *Critical Thinking Questions*

1. Could the differences between the North and South have been worked out in late 1860 and 1861? Could war have been avoided? Provide evidence to support your answer.
2. Why did the North prevail in the Civil War? What might have turned the tide of the war *against* the North?
3. If you were in charge of the Confederate war effort, what strategy or strategies would you have pursued? Conversely, if you had to devise the Union strategy, what would you propose? How does your answer depend on your knowledge of how the war actually played out?
4. What do you believe to be the enduring qualities of the Gettysburg Address? Why has this two-minute speech so endured?
5. What role did women and African Americans play in

the war?

## *Glossary*

**Copperheads** Democrats who opposed Lincoln in the 1864 election

**Sherman's March to the Sea** the scorched-earth campaign employed in Georgia by Union general William Tecumseh Sherman

## 219. Videos: The Civil War

In part one of this two-part look at the US Civil War, we look into the causes of the war, and the motivations of the individuals who went to war. The overarching causes and the individual motivations were not always the same, you see. John also looks into why the North won, and whether that outcome was inevitable. The North's industrial and population advantages are examined, as are the problems of the Confederacy, including its need to build a nation at the same time it was fighting a war. As usual, we don't get much into the actual battle by battle breakdown. He does talk a little about the overarching strategy that won the war, and Grant's plan to just overwhelm the South with numbers. Grant took a lot of losses in the latter days of the war, but in the end, it did lead to the surrender of the South. If you want to learn more about the Civil War, we recommend these books:

- Battle Cry of Freedom by James McPherson
- The Civil War by Shelby Foote



*One or more interactive elements has been excluded from this version of the text. You can view them online*

here: <https://library.achievingthedream.org/herkimeramericanhistory1/?p=252#oembed-1>

In part two, the video teaches you how the Civil War played a large part in making the United States the country that it is today. The video covers some of the key ways in which Abraham Lincoln influenced the outcome of the war, and how the lack of foreign intervention also helped the Union win the war. The video also

covers the technology that made the Civil War different than previous wars. New weapons helped to influence the outcomes of battles, but photography influenced how the public at large perceived the war. In addition, the video gets into the long term effects of the war, including the federalization and unification of the United States. All this plus homesteading, land grant universities, railroads, federal currency, and taxes.



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://library.achievingthedream.org/herkimeramericanhistory1/?p=252#oembed-2>*

## 220. Primary Source Reading: The Emancipation Proclamation

### *Introduction*

The Emancipation Proclamation was a presidential proclamation and executive order issued by President Abraham Lincoln on January 1, 1863, as a war measure during the American Civil War, directed to all of the areas in rebellion and all segments of the executive branch (including the Army and Navy) of the United States. It proclaimed the freedom of slaves in the ten states that were still in rebellion. Because it was issued under the President's war powers, it necessarily excluded areas not in rebellion – it applied to more than 3 million of the 4 million slaves in the U.S. at the time. The Proclamation was based on the president's constitutional authority as commander in chief of the armed forces; it was not a law passed by Congress. The Proclamation also ordered that suitable persons among those freed could be enrolled into the paid service of United States' forces, and ordered the Union Army (and all segments of the Executive branch) to “recognize and maintain the freedom of” the ex-slaves. The Proclamation did not compensate the owners, did not outlaw slavery, and did not grant citizenship to the ex-slaves (called freedmen). It made the eradication of slavery an explicit war goal, in addition to the goal of reuniting the Union.

[https://en.wikipedia.org/wiki/Emancipation\\_Proclamation](https://en.wikipedia.org/wiki/Emancipation_Proclamation)

## *The Proclamation*

The Emancipation Proclamation is the popular name given to two complementary Presidential Proclamations issued 100 days apart from each other by United States President Abraham Lincoln during the American Civil War. These are officially known as Proclamation 93 and Proclamation 95.

Proclamation 93, the preliminary Emancipation Proclamation, was issued on September 22, 1862. It declared the freedom of all slaves in any state of the Confederate States of America as did not return to Union control by January 1, 1863. Proclamation 95, the final Emancipation Proclamation was issued on January 1, 1863. This enumerated the specific states where it applied.

### *Proclamation 95*

By the President of the United States of America:

#### A PROCLAMATION.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

“That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

“That the Executive will, on the first day of January aforesaid,

by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States.”

Now, Therefore, I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana (except the parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James, Ascension, Assumption, Terrebone, Lafourche, St. Mary, St. Martin, and Orleans, including the city of New Orleans), Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia (except the forty-eight counties designated as West Virginia, and also the counties of Berkeley, Accomac, Northampton, Elizabeth City, York, Princess Anne, and Norfolk, including the cities of Norfolk and Portsmouth), and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States,

including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

In Witness Whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done US Great Seal 1877 drawing.png at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

A handwritten signature in cursive script that reads "Abraham Lincoln". The ink is dark and the handwriting is fluid, characteristic of the President's personal signature.

[Abraham Lincoln]

By the President:  
William H. Seward,  
*Secretary of State.*



# 22I. Primary Source Reading: Lincoln's 2nd Inaugural Address

## Lincoln, 2<sup>nd</sup> Inaugural Address (1865)

### *Introduction*

Abraham Lincoln delivered his second inaugural address on March 4, 1865, during his second inauguration as President of the United States. At a time when victory over the secessionists in the American Civil War was within days and slavery was near an end, Lincoln did not speak of happiness, but of sadness. Some see this speech as a defense of his pragmatic approach to Reconstruction, in which he sought to avoid harsh treatment of the defeated South by reminding his listeners of how wrong both sides had been in imagining what lay before them when the war began four years earlier. Lincoln balanced that rejection of triumphalism, however, with recognition of the unmistakable evil of slavery, which he described in the most concrete terms possible. John Wilkes Booth, David Herold, George Atzerodt, Lewis Paine, John Surratt and Edmund Spangler, some of the conspirators involved with Lincoln's assassination, were present in the crowd at the inauguration. The address is inscribed, along with the Gettysburg Address, in the Lincoln Memorial.

## Source

Fellow Countrymen:

At this second appearing to take the oath of the presidential office, there is less occasion for an extended address than there was at the first. Then a statement, somewhat in detail, of a course to be pursued, seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention, and engrosses the energies [sic] of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself; and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it so ventured.

On the occasion corresponding to this four years ago, all thoughts were anxiously directed to an impending civil-war. All dreaded it—all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, insurgent agents were in the city seeking to destroy it without war—seeking to dissolve the Union, and divide effects, by negotiation. Both parties deprecated war; but one of them would make war rather than let the nation survive; and others would accept war rather than let it perish. And the war came.

One eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the Southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was somehow, the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union, even by war; while the government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war, the magnitude, or the duration, which it has already attained. Neither anticipated that the cause of the conflict might cease with, or even

before, the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible, and pray to the same God; and each invokes His aid against the other. It may seem strange that any men should dare ask a just God's assistance in wringing their bread from the sweat of other men's faces; but let us judge not that we will be not judged. The prayers of both could not be answered; that of neither has been answered fully. The Almighty has His own purposes. Woe unto the world because of offenses! for it must needs be that offenses come; but woe to that man by whom the offense cometh! (2) If we shall suppose that American Slavery is one of those offenses which, in the providence of God, must needs come, but which, having continued through His appointed time, He now wills to remove, and that He gives to both North and South, this terrible war, as the woe due to those by whom the offense came, shall we discern therein any departure from those divine attributes which the believers in a Living God always ascribe to Him? Fondly do we hope—ferently do we pray—that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue, until all the wealth piled by the bond-man's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash, shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said the judgments of the Lord, are true and righteous altogether.

With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan—to do all which may achieve and cherish a just, and a lasting piece, among ourselves, and with all nations.

#### Notes

- (1) Matthew 7:1.
- (2) Matthew 18:7.
- (3) Psalms 19:9

# 222. Primary Source Reading: Stephens' Cornerstone Address

**Alexander H. Stephens (1812-1883): Cornerstone  
Address, March 21, 1861**

## *Introduction*

The Cornerstone Speech, also known as the Cornerstone Address, was an oration delivered by Confederate Vice President Alexander Stephens at the Athenaeum in Savannah, Georgia on March 21, 1861.

Delivered extemporaneously a few weeks before the Confederacy would start the American Civil War by firing on the U.S. Army at Fort Sumter, Stephens' speech explained what the fundamental differences were between the constitutions of the Confederacy and that of the United States, contrasts between U.S. and Confederate ideologies and beliefs, laid out the Confederacy's causes for starting the American Civil War, and defended slavery.

## *Source*

*Alexander H. Stephens (1812-1883), although originally opposed to secession, was elected vice-president of the Confederacy. After the war he returned to political service in Georgia and in the House of*

*Representatives. He was elected governor of Georgia in 1882 and died in office.*

We are in the midst of one of the greatest epochs in our history. The last ninety days will mark one of the most memorable eras in the history of modern civilization.

... we are passing through one of the greatest revolutions in the annals of the world—seven States have, within the last three months, thrown off an old Government and formed a new. This revolution has been signally marked, up to this time, by the fact of its having been accomplished without the loss of a single drop of blood. [Applause.] This new Constitution, or form of government, constitutes the subject to which your attention will be partly invited.

In reference to it, I make this first general remark: It amply secures all our ancient rights, franchises, and privileges. All the great principles of Magna Charta are retained in it. No citizen is deprived of life, liberty, or property, but by the judgment of his peers, under the laws of the land. The great principle of religious liberty, which was the honor and pride of the old Constitution, is still maintained and secured. All the essentials of the old Constitution, which have endeared it to the hearts of the American people, have been preserved and perpetuated.... So, taking the whole new Constitution, I have no hesitancy in giving it as my judgment, that it is decidedly better than the old. [Applause.] Allow me briefly to allude to some of these improvements. The question of building up class interests, or fostering one branch of industry to the prejudice of another, under the exercise of the revenue power, which gave us so much trouble under the old Constitution, is put at rest forever under the new. We allow the imposition of no duty with a view of giving advantage to one class of persons, in any trade or business, over those of another. All, under our system, stand upon the same broad principles of perfect equality. Honest labor and enterprise are left free and unrestricted in whatever pursuit they may be engaged in ....

But not to be tedious in enumerating the numerous changes for

the better, allow me to allude to one other-though last, not least: the new Constitution has put at rest forever all the agitating questions relating to our peculiar institutions-African slavery as it exists among us-the proper status of the negro in our form of civilization. This was the immediate cause of the late rupture and present revolution. Jefferson, in his forecast, had anticipated this, as the "rock upon which the old Union would split." He was right. What was conjecture with him, is now a realized fact. But whether he fully comprehended the great truth upon which that rock stood and stands, may be doubted. The prevailing ideas entertained by him and most of the leading statesmen at the time of the formation of the old Constitution were, that the enslavement of the African was in violation of the laws of nature; that it was wrong in principle, socially, morally and politically. It was an evil they knew not well how to deal with; but the general opinion of the men of that day was, that, somehow or other, in the order of Providence, the institution would be evanescent and pass away. This idea, though not incorporated in the Constitution, was the prevailing idea at the time. The Constitution, it is true, secured every essential guarantee to the institution while it should last, and hence no argument can be justly used against the constitutional guarantees thus secured, because of the common sentiment of the day. Those ideas, however, were fundamentally wrong. They rested upon the assumption of the equality of races. This was an error. It was a sandy foundation, and the idea of a Government built upon it-when the "storm came and the wind blew, it fell."

Our new Government is founded upon exactly the opposite ideas; its foundations are laid, its cornerstone rests, upon the great truth that the negro is not equal to the white man; that slavery, subordination to the superior race, is his natural and moral condition. [Applause.] This, our new Government, is the first, in the history of the world, based upon this great physical, philosophical, and moral truth. This truth has been slow in the process of its development, like all other truths in the various departments of science. It is so even amongst us. Many who hear me, perhaps, can

recollect well that this truth was not generally admitted, even within their day. The errors of the past generation still clung to many as late as twenty years ago. Those at the North who still cling to these errors with a zeal above knowledge, we justly denominate fanatics. All fanaticism springs from an aberration of the mind; from a defect in reasoning. It is a species of insanity. One of the most striking characteristics of insanity, in many instances, is, forming correct conclusions from fancied or erroneous premises; so with the anti-slavery fanatics: their conclusions are right if their premises are. They assume that the negro is equal, and hence conclude that he is entitled to equal privileges and rights, with the white man.... I recollect once of having heard a gentleman from one of the Northern States, of great power and ability, announce in the House of Representatives, with imposing effect, that we of the South would be compelled, ultimately, to yield upon this subject of slavery; that it was as impossible to war successfully against a principle in politics, as it was in physics or mechanics. That the principle would ultimately prevail. That we, in maintaining slavery as it exists with us, were warring against a principle—a principle founded in nature, the principle of the equality of man. The reply I made to him was, that upon his own grounds we should succeed, and that he and his associates in their crusade against our institutions would ultimately fail. The truth announced, that it was as impossible to war successfully against a principle in politics as well as in physics and mechanics, I admitted, but told him it was he and those acting with him who were warring against a principle. They were attempting to make things equal which the Creator had made unequal.

In the conflict thus far, success has been on our side, complete throughout the length and breadth of the Confederate States. It is upon this, as I have stated, our social fabric is firmly planted; and I cannot permit myself to doubt the ultimate success of a full recognition of this principle throughout the civilized and enlightened world.

As I have stated, the truth of this principle may be slow in development, as all truths are, and ever have been, in the various

branches of science. It was so with the principles announced by Galileo—it was so with Adam Smith and his principles of political economy. It was so with Harvey, and his theory of the circulation of the blood. It is stated that not a single one of the medical profession, living at the time of the announcement of the truths made by him, admitted them. Now, they are universally acknowledged. May we not therefore look with confidence to the ultimate universal acknowledgment of the truths upon which our system rests? It is the first Government ever instituted upon principles in strict conformity to nature, and the ordination of Providence, in furnishing the materials of human society. Many Governments have been founded upon the principles of certain classes; but the classes thus enslaved, were of the same race, and in violation of the laws of nature. Our system commits no such violation of nature's laws. The negro by nature, or by the curse against Canaan, [note: A reference to Genesis, 9:20-27, which was used as a justification for slavery] is fitted for that condition which he occupies in our system. The architect, in the construction of buildings, lays the foundation with the proper material—the granite—then comes the brick or the marble. The substratum of our society is made of the material fitted by nature for it, and by experience we know that it is the best, not only for the superior but for the inferior race, that it should be so. It is, indeed, in conformity with the Creator. It is not for us to inquire into the wisdom of His ordinances or to question them. For His own purposes He has made one race to differ from another, as He has made “one star to differ from another in glory.”

The great objects of humanity are best attained, when conformed to his laws and degrees [sic], in the formation of Governments as well as in all things else. Our Confederacy is founded upon principles in strict conformity with these laws. This stone which was rejected by the first builders “is become the chief stone of the corner” in our new edifice.

**Source:** Alexander H. Stephens, “Cornerstone Address, March 21, 1861 ” in *The Rebellion Record: A Diary of American Events with*



Documents, Narratives, Illustrative Incidents, Poetry, etc., vol. 1, ed. Frank Moore (New York: O.P. Putnam, 1862), pp. 44-46.

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PART XVII

CHAPTER 16: THE ERA OF  
RECONSTRUCTION,  
1865-1877

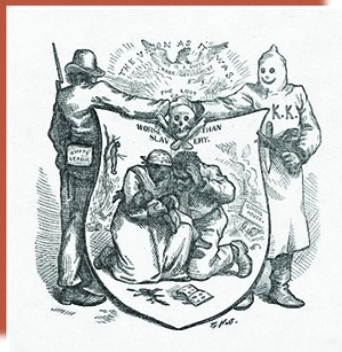


## 223. Introduction

Few times in U.S. history have been as turbulent and transformative as the Civil War and the twelve years that followed. Between 1865 and 1877, one president was murdered and another impeached. The Constitution underwent major revision with the addition of three amendments. The effort to impose Union control and create equality in the defeated South ignited a fierce backlash as various terrorist and vigilante organizations, most notably the Ku Klux Klan, battled to maintain a pre-Civil War society in which whites held complete power. These

groups unleashed a wave of violence, including lynching and arson, aimed at freed blacks and their white supporters. Historians refer to this era as Reconstruction, when an effort to remake the South faltered and ultimately failed.

The above political cartoon expresses the anguish many Americans felt in the decade after the Civil War. The South, which had experienced catastrophic losses during the conflict, was reduced to political dependence and economic destitution. This humiliating condition led many southern whites to vigorously contest Union efforts to transform the South's racial, economic, and social landscape. Supporters of equality grew increasingly dismayed



In this political cartoon by Thomas Nast, which appeared in Harper's Weekly in October 1874, the "White League" shakes hands with the Ku Klux Klan over a shield that shows a couple weeping over a baby. In the background, a schoolhouse burns, and a lynched freedman is shown hanging from a tree. Above the shield, which is labeled "Worse than Slavery," the text reads, "The Union as It Was: This Is a White Man's Government."

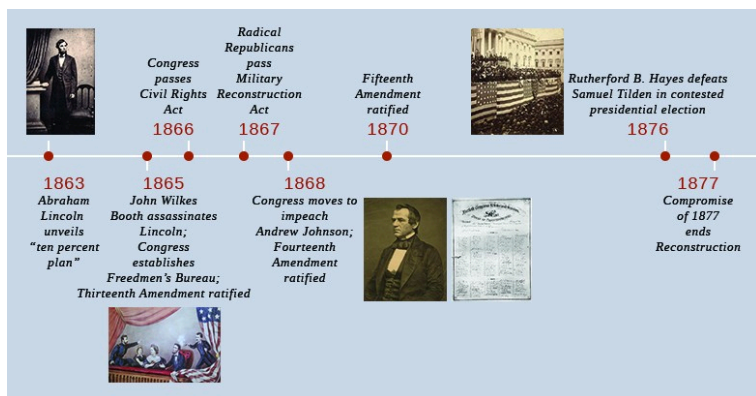
at Reconstruction's failure to undo the old system, which further compounded the staggering regional and racial inequalities in the United States.

## 224. Restoring the Union

### *Learning Objectives*

By the end of this section, you will be able to:

- Describe Lincoln's plan to restore the Union at the end of the Civil War
- Discuss the tenets of Radical Republicanism
- Analyze the success or failure of the Thirteenth Amendment



The end of the Civil War saw the beginning of the Reconstruction era, when former rebel Southern states were integrated back into the Union. President Lincoln moved quickly to achieve the war's ultimate goal: reunification of the country. He proposed a generous and non-punitive plan to return the former Confederate states

speedily to the United States, but some Republicans in Congress protested, considering the president's plan too lenient to the rebel states that had torn the country apart. The greatest flaw of Lincoln's plan, according to this view, was that it appeared to forgive traitors instead of guaranteeing civil rights to former slaves. President Lincoln oversaw the passage of the Thirteenth Amendment abolishing slavery, but he did not live to see its ratification.

## THE PRESIDENT'S PLAN

From the outset of the rebellion in 1861, Lincoln's overriding goal had been to bring the Southern states quickly back into the fold in order to restore the Union. In early December 1863, the president began the process of reunification by unveiling a three-part proposal known as the ten percent plan that outlined how the states would return. The ten percent plan gave a general pardon to all Southerners except high-ranking Confederate government and military leaders; required 10 percent of the 1860 voting population in the former rebel states to take a binding oath of future allegiance to the United States and the emancipation of slaves; and declared that once those voters took those oaths, the restored Confederate states would draft new state constitutions.





(a)



(b)

Thomas Le Mere took this albumen silver print (a) of Abraham Lincoln in April 1863. Le Mere thought a standing pose of Lincoln would be popular. In this political cartoon from 1865 (b), Lincoln and his vice president, Andrew Johnson, endeavor to sew together the torn pieces of the Union.

Lincoln hoped that the leniency of the plan—90 percent of the 1860 voters did not have to swear allegiance to the Union or to emancipation—would bring about a quick and long-anticipated resolution and make emancipation more acceptable everywhere. This approach appealed to some in the moderate wing of the Republican Party, which wanted to put the nation on a speedy course toward reconciliation. However, the proposal instantly drew fire from a larger faction of Republicans in Congress who did not want to deal moderately with the South. These members of Congress, known as Radical Republicans, wanted to remake the South and punish the rebels. Radical Republicans insisted on harsh terms for the defeated Confederacy and protection for former slaves, going far beyond what the president proposed.

In February 1864, two of the Radical Republicans, Ohio senator Benjamin Wade and Maryland representative Henry Winter Davis,

answered Lincoln with a proposal of their own. Among other stipulations, the Wade-Davis Bill called for a majority of voters and government officials in Confederate states to take an oath, called the Ironclad Oath, swearing that they had never supported the Confederacy or made war against the United States. Those who could not or would not take the oath would be unable to take part in the future political life of the South. Congress assented to the Wade-Davis Bill, and it went to Lincoln for his signature. The president refused to sign, using the pocket veto (that is, taking no action) to kill the bill. Lincoln understood that no Southern state would have met the criteria of the Wade-Davis Bill, and its passage would simply have delayed the reconstruction of the South.

## THE THIRTEENTH AMENDMENT

Despite the 1863 Emancipation Proclamation, the legal status of slaves and the institution of slavery remained unresolved. To deal with the remaining uncertainties, the Republican Party made the abolition of slavery a top priority by including the issue in its 1864 party platform. The platform read: “That as slavery was the cause, and now constitutes the strength of this Rebellion, and as it must be, always and everywhere, hostile to the principles of Republican Government, justice and the National safety demand its utter and complete extirpation from the soil of the Republic; and that, while we uphold and maintain the acts and proclamations by which the Government, in its own defense, has aimed a deathblow at this gigantic evil, we are in favor, furthermore, of such an amendment to the Constitution, to be made by the people in conformity with its provisions, as shall terminate and forever prohibit the existence of Slavery within the limits of the jurisdiction of the United States.” The platform left no doubt about the intention to abolish slavery.

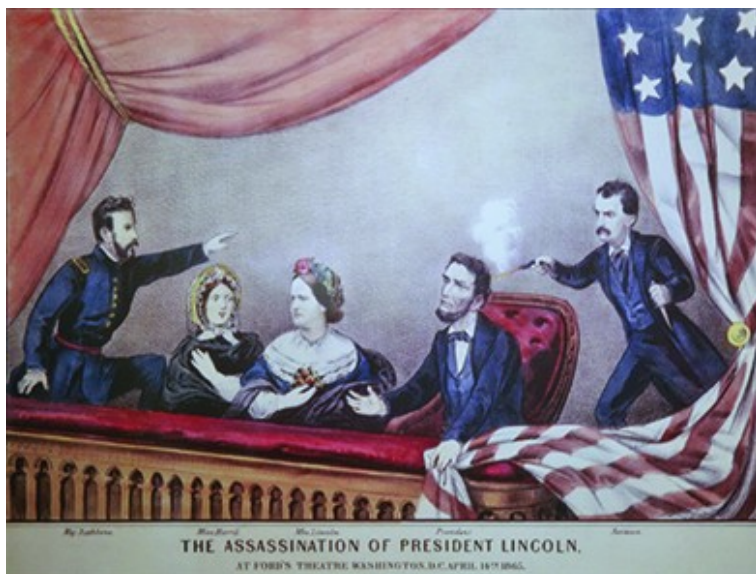
The president, along with the Radical Republicans, made good on this campaign promise in 1864 and 1865. A proposed constitutional

amendment passed the Senate in April 1864, and the House of Representatives concurred in January 1865. The amendment then made its way to the states, where it swiftly gained the necessary support, including in the South. In December 1865, the Thirteenth Amendment was officially ratified and added to the Constitution. The first amendment added to the Constitution since 1804, it overturned a centuries-old practice by permanently abolishing slavery.

Explore a comprehensive collection of documents, images, and ephemera related to Abraham Lincoln on the Library of Congress website.

President Lincoln never saw the final ratification of the Thirteenth Amendment. On April 14, 1865, the Confederate supporter and well-known actor John Wilkes Booth shot Lincoln while he was attending a play, *Our American Cousin*, at Ford's Theater in Washington. The president died the next day. Booth had steadfastly defended the Confederacy and white supremacy, and his act was part of a larger conspiracy to eliminate the heads of the Union government and keep the Confederate fight going. One of Booth's associates stabbed and wounded Secretary of State William Seward the night of the assassination. Another associate abandoned the planned assassination of Vice President Andrew Johnson at the last moment. Although Booth initially escaped capture, Union troops shot and killed him on April 26, 1865, in a Maryland barn. Eight other conspirators were convicted by a military tribunal for participating in the conspiracy, and four were hanged. Lincoln's death earned him immediate martyrdom, and hysteria spread throughout the North. To many Northerners, the assassination suggested an even greater conspiracy than what was revealed, masterminded by the unrepentant leaders of the defeated Confederacy. Militant

Republicans would use and exploit this fear relentlessly in the ensuing months.



*In The Assassination of President Lincoln (1865), by Currier and Ives, John Wilkes Booth shoots Lincoln in the back of the head as he sits in the theater box with his wife, Mary Todd Lincoln, and their guests, Major Henry R. Rathbone and Clara Harris.*

## ANDREW JOHNSON AND THE BATTLE OVER RECONSTRUCTION

Lincoln's assassination elevated Vice President Andrew Johnson, a Democrat, to the presidency. Johnson had come from very humble origins. Born into extreme poverty in North Carolina and having never attended school, Johnson was the picture of a self-made man. His wife had taught him how to read and he had worked as a tailor, a trade he had been apprenticed to as a child. In Tennessee, where he had moved as a young man, he gradually rose up the political

ladder, earning a reputation for being a skillful stump speaker and a staunch defender of poor southerners. He was elected to serve in the House of Representatives in the 1840s, became governor of Tennessee the following decade, and then was elected a U.S. senator just a few years before the country descended into war. When Tennessee seceded, Johnson remained loyal to the Union and stayed in the Senate. As Union troops marched on his home state of North Carolina, Lincoln appointed him governor of the then-occupied state of Tennessee, where he served until being nominated by the Republicans to run for vice president on a Lincoln ticket. The nomination of Johnson, a Democrat and a slaveholding southerner, was a pragmatic decision made by concerned Republicans. It was important for them to show that the party supported all loyal men, regardless of their origin or political persuasion. Johnson appeared an ideal choice, because his nomination would bring with it the support of both pro-Southern elements and the War Democrats who rejected the conciliatory stance of the Copperheads, the northern Democrats who opposed the Civil War.

Unexpectedly elevated to the presidency in 1865, this formerly impoverished tailor's apprentice and unwavering antagonist of the wealthy southern planter class now found himself tasked with administering the restoration of a destroyed South. Lincoln's position as president had been that the secession of the Southern states was never legal; that is, they had not succeeded in leaving the Union, therefore they still had certain rights to self-government as states. In keeping with Lincoln's plan, Johnson desired to quickly reincorporate the South back into the Union on lenient terms and heal the wounds of the nation. This position angered many in his own party. The northern Radical Republican plan for Reconstruction looked to overturn southern society and specifically aimed at ending the plantation system. President Johnson quickly disappointed Radical Republicans when he rejected their idea that the federal government could provide voting rights for freed slaves. The initial disagreements between the president and the Radical

Republicans over how best to deal with the defeated South set the stage for further conflict.

In fact, President Johnson's Proclamation of Amnesty and Reconstruction in May 1865 provided sweeping "amnesty and pardon" to rebellious Southerners. It returned to them their property, with the notable exception of their former slaves, and it asked only that they affirm their support for the Constitution of the United States. Those Southerners excepted from this amnesty included the Confederate political leadership, high-ranking military officers, and persons with taxable property worth more than \$20,000. The inclusion of this last category was specifically designed to make it clear to the southern planter class that they had a unique responsibility for the outbreak of hostilities. But it also satisfied Johnson's desire to exact vengeance on a class of people he had fought politically for much of his life. For this class of wealthy Southerners to regain their rights, they would have to swallow their pride and request a personal pardon from Johnson himself.

For the Southern states, the requirements for readmission to the Union were also fairly straightforward. States were required to hold individual state conventions where they would repeal the ordinances of secession and ratify the Thirteenth Amendment. By the end of 1865, a number of former Confederate leaders were in the Union capital looking to claim their seats in Congress. Among them was Alexander Stephens, the vice president of the Confederacy, who had spent several months in a Boston jail after the war. Despite the outcries of Republicans in Congress, by early 1866 Johnson announced that all former Confederate states had satisfied the necessary requirements. According to him, nothing more needed to be done; the Union had been restored.

Understandably, Radical Republicans in Congress did not agree with Johnson's position. They, and their northern constituents, greatly resented his lenient treatment of the former Confederate states, and especially the return of former Confederate leaders like Alexander Stephens to Congress. They refused to acknowledge the southern state governments he allowed. As a result, they would not

permit senators and representatives from the former Confederate states to take their places in Congress.

Instead, the Radical Republicans created a joint committee of representatives and senators to oversee Reconstruction. In the 1866 congressional elections, they gained control of the House, and in the ensuing years they pushed for the dismantling of the old southern order and the complete reconstruction of the South. This effort put them squarely at odds with President Johnson, who remained unwilling to compromise with Congress, setting the stage for a series of clashes.

## Section Summary

President Lincoln worked to reach his goal of reunifying the nation quickly and proposed a lenient plan to reintegrate the Confederate states. After his murder in 1865, Lincoln's vice president, Andrew Johnson, sought to reconstitute the Union quickly, pardoning Southerners en masse and providing Southern states with a clear path back to readmission. By 1866, Johnson announced the end of Reconstruction. Radical Republicans in Congress disagreed, however, and in the years ahead would put forth their own plan of Reconstruction.

<https://www.openassessments.org/assessments/999>

## *Review Question*

1. What was the purpose of the Thirteenth Amendment? How was it different from the Emancipation Proclamation?

## *Answer to Review Question*

1. The Thirteenth Amendment officially and permanently banned the institution of slavery in the United States. The Emancipation Proclamation had freed only those slaves in rebellious states, leaving many slaves—most notably, those in the border states—in bondage; furthermore, it did not alter or prohibit the institution of slavery in general.

## *Glossary*

**Ironclad Oath** an oath that the Wade-Davis Bill required a majority of voters and government officials in Confederate states to take; it involved swearing that they had never supported the Confederacy



**Radical Republicans** northern Republicans who contested Lincoln's treatment of Confederate states and proposed harsher punishments

**Reconstruction** the twelve-year period after the Civil War in which the rebel Southern states were integrated back into the Union

**ten percent plan** Lincoln's Reconstruction plan, which required only 10 percent of the 1860 voters in Confederate states to take an oath of allegiance to the Union

# 225. Congress and the Remaking of the South, 1865–1866

## *Learning Objectives*

By the end of this section, you will be able to:

- Describe the efforts made by Congress in 1865 and 1866 to bring to life its vision of Reconstruction
- Explain how the Fourteenth Amendment transformed the Constitution

President Johnson and Congress's views on Reconstruction grew even further apart as Johnson's presidency progressed. Congress repeatedly pushed for greater rights for freed people and a far more thorough reconstruction of the South, while Johnson pushed for leniency and a swifter reintegration. President Johnson lacked Lincoln's political skills and instead exhibited a stubbornness and confrontational approach that aggravated an already difficult situation.

## THE FREEDMEN'S BUREAU

Freed people everywhere celebrated the end of slavery and

immediately began to take steps to improve their own condition by seeking what had long been denied to them: land, financial security, education, and the ability to participate in the political process. They wanted to be reunited with family members, grasp the opportunity to make their own independent living, and exercise their right to have a say in their own government.

However, they faced the wrath of defeated but un-reconciled southerners who were determined to keep blacks an impoverished and despised underclass. Recognizing the widespread devastation in the South and the dire situation of freed people, Congress created the Bureau of Refugees, Freedmen, and Abandoned Lands in March 1865, popularly known as the Freedmen's Bureau. Lincoln had approved of the bureau, giving it a charter for one year.

The Freedmen's Bureau engaged in many initiatives to ease the transition from slavery to freedom. It delivered food to blacks and whites alike in the South. It helped freed people gain labor contracts, a significant step in the creation of wage labor in place of slavery. It helped reunite families of freedmen, and it also devoted much energy to education, establishing scores of public schools where freed people and poor whites could receive both elementary and higher education. Respected institutions such as Fisk University, Hampton University, and Dillard University are part of the legacy of the Freedmen's Bureau.

In this endeavor, the Freedmen's Bureau received support from Christian organizations that had long advocated for abolition, such as the American Missionary Association (AMA). The AMA used the knowledge and skill it had acquired while working in missions in Africa and with American Indian groups to establish and run schools for freed slaves in the postwar South. While men and women, white and black, taught in these schools, the opportunity was crucially important for participating women. At the time, many opportunities, including admission to most institutes of higher learning, remained closed to women. Participating in these schools afforded these women the opportunities they otherwise may have been denied. Additionally, the fact they often risked life and limb to

work in these schools in the South demonstrated to the nation that women could play a vital role in American civic life.

The schools that the Freedmen's Bureau and the AMA established inspired great dismay and resentment among the white populations in the South and were sometimes targets of violence. Indeed, the Freedmen's Bureau's programs and its very existence were sources of controversy. Racists and others who resisted this type of federal government activism denounced it as both a waste of federal money and a

foolish effort that encouraged laziness among blacks. Congress renewed the bureau's charter in 1866, but President Johnson, who steadfastly believed that the work of restoring the Union had been completed, vetoed the re-chartering. Radical Republicans continued to support the bureau, igniting a contest between Congress and the president that intensified during the next several years. Part of this dispute involved conflicting visions of the proper role of the federal government. Radical Republicans believed in the constructive power of the federal government to ensure a better day for freed people. Others, including Johnson, denied that the government had any such role to play.



*The Freedmen's Bureau, as shown in this 1866 illustration from Frank Leslie's Illustrated Newspaper, created many schools for black elementary school students. Many of the teachers who provided instruction in these southern schools, though by no means all, came from northern states.*

## The Freedmen's Bureau

The image below shows a campaign poster for Hiester Clymer, who

ran for governor of Pennsylvania in 1866 on a platform of white supremacy.



The caption of this image reads, “The Freedman’s Bureau! An agency to keep the Negro in idleness at the expense of the white man. Twice vetoed by the President, and made a law by Congress. Support Congress & you support the Negro. Sustain the President & you protect the white man.”

The image in the foreground shows an indolent black man wondering, “Whar is de use for me to work as long as dey make dese appropriations.” White men toil in the background, chopping wood and plowing a field. The text above them reads, “In the sweat of thy face shall thou eat bread. . . . The white man must work to keep his children and pay his taxes.” In the middle background, the Freedmen’s Bureau looks like the Capitol, and the pillars are inscribed with racist assumptions of things blacks value, like “rum,” “idleness,” and “white women.” On the right are estimates of the costs of the Freedmen’s Bureau and the bounties (fees for enlistment) given to both white and black Union soldiers.

What does this poster indicate about the political climate of the Reconstruction era? How might different people have received this image?

## BLACK CODES

In 1865 and 1866, as Johnson announced the end of Reconstruction, southern states began to pass a series of discriminatory state laws collectively known as black codes. While the laws varied in both content and severity from state to state, the goal of the laws remained largely consistent. In effect, these codes were designed to maintain the social and economic structure of racial slavery in the absence of slavery itself. The laws codified white supremacy by restricting the civic participation of freed slaves—depriving them of the right to vote, the right to serve on juries, the right to own or carry weapons, and, in some cases, even the right to rent or lease land.

A chief component of the black codes was designed to fulfill an important economic need in the postwar South. Slavery had been a pillar of economic stability in the region before the war. To maintain agricultural production, the South had relied on slaves to work the land. Now the region was faced with the daunting prospect of making the transition from a slave economy to one where labor was purchased on the open market. Not surprisingly, planters in the southern states were reluctant to make such a transition. Instead, they drafted black laws that would re-create the antebellum economic structure with the façade of a free-labor system.

Black codes used a variety of tactics to tie freed slaves to the land. To work, the freed slaves were forced to sign contracts with their employer. These contracts prevented blacks from working for more than one employer. This meant that, unlike in a free labor market, blacks could not positively influence wages and conditions by choosing to work for the employer who gave them the best

terms. The predictable outcome was that freed slaves were forced to work for very low wages. With such low wages, and no ability to supplement income with additional work, workers were reduced to relying on loans from their employers. The debt that these workers incurred ensured that they could never escape from their condition. Those former slaves who attempt to violate these contracts could be fined or beaten. Those who refused to sign contracts at all could be arrested for vagrancy and then made to work for no wages, essentially being reduced to the very definition of a slave.

The black codes left no doubt that the former breakaway Confederate states intended to maintain white supremacy at all costs. These draconian state laws helped spur the congressional Joint Committee on Reconstruction into action. Its members felt that ending slavery with the Thirteenth Amendment did not go far enough. Congress extended the life of the Freedmen's Bureau to combat the black codes and in April 1866 passed the first Civil Rights Act, which established the citizenship of African Americans. This was a significant step that contradicted the Supreme Court's 1857 Dred Scott decision, which declared that blacks could never be citizens. The law also gave the federal government the right to intervene in state affairs to protect the rights of citizens, and thus, of African Americans. President Johnson, who continued to insist that restoration of the United States had already been accomplished, vetoed the 1866 Civil Rights Act. However, Congress mustered the necessary votes to override his veto. Despite the Civil Rights Act, the black codes endured, forming the foundation of the racially discriminatory Jim Crow segregation policies that impoverished generations of African Americans.

## THE FOURTEENTH AMENDMENT

Questions swirled about the constitutionality of the Civil Rights Act of 1866. The Supreme Court, in its 1857 decision forbidding

black citizenship, had interpreted the Constitution in a certain way; many argued that the 1866 statute, alone, could not alter that interpretation. Seeking to overcome all legal questions, Radical Republicans drafted another constitutional amendment with provisions that followed those of the 1866 Civil Rights Act. In July 1866, the Fourteenth Amendment went to state legislatures for ratification.

The Fourteenth Amendment stated, “All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside.” It gave citizens equal protection under both the state and federal law, overturning the Dred Scott decision. It eliminated the three-fifths compromise of the 1787 Constitution, whereby slaves had been counted as three-fifths of a free white person, and it reduced the number of House representatives and Electoral College electors for any state that denied suffrage to any adult male inhabitant, black or white. As Radical Republicans had proposed in the Wade-Davis bill, individuals who had “engaged in insurrection or rebellion [against] . . . or given aid or comfort to the enemies [of]” the United States were barred from holding political (state or federal) or military office unless pardoned by two-thirds of Congress.

The amendment also answered the question of debts arising from the Civil War by specifying that all debts incurred by fighting to defeat the Confederacy would be honored. Confederate debts, however, would not: “[N]either the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.” Thus, claims by former slaveholders requesting compensation for slave property had no standing. Any state that ratified the Fourteenth Amendment would automatically be readmitted. Yet, all former Confederate states refused to ratify the amendment in 1866.

President Johnson called openly for the rejection of the



Fourteenth Amendment, a move that drove a further wedge between him and congressional Republicans. In late summer of 1866, he gave a series of speeches, known as the “swing around the circle,” designed to gather support for his mild version of Reconstruction. Johnson felt that ending slavery went far enough; extending the rights and protections of citizenship to freed people, he believed, went much too far. He continued to believe that blacks were inferior to whites. The president’s “swing around the circle” speeches to gain support for his program and derail the Radical Republicans proved to be a disaster, as hecklers provoked Johnson to make damaging statements. Radical Republicans charged that Johnson had been drunk when he made his speeches. As a result, Johnson’s reputation plummeted.

Read the text of the Fourteenth Amendment and then view the original document at Our Documents.

## Section Summary

The conflict between President Johnson and the Republican-controlled Congress over the proper steps to be taken with the defeated Confederacy grew in intensity in the years immediately following the Civil War. While the president concluded that all that needed to be done in the South had been done by early 1866, Congress forged ahead to stabilize the defeated

Confederacy and extend to freed people citizenship and equality before the law. Congress prevailed over Johnson's vetoes as the friction between the president and the Republicans increased.

<https://www.openassessments.org/assessments/1000>

### *Review Question*

1. What was the goal of the black codes?

### *Answer to Review Question*

1. The black codes in southern states had the goal of keeping blacks impoverished and in debt. Black codes outlawed vagrancy and required all black men to have an annual labor contract, which gave southern states an excuse to arrest those who failed to meet these requirements and put them to hard labor.

## *Glossary*

**black codes** laws some southern states designed to maintain white supremacy by keeping freed people impoverished and in debt

**Freedmen's Bureau** the Bureau of Refugees, Freedmen, and Abandoned Lands, which was created in 1865 to ease blacks' transition from slavery to freedom

## 226. Radical Reconstruction, 1867–1872

### *Learning Objectives*

By the end of this section, you will be able to:

- Explain the purpose of the second phase of Reconstruction and some of the key legislation put forward by Congress
- Describe the impeachment of President Johnson
- Discuss the benefits and drawbacks of the Fifteenth Amendment

During the Congressional election in the fall of 1866, Republicans gained even greater victories. This was due in large measure to the northern voter opposition that had developed toward President Johnson because of the inflexible and overbearing attitude he had exhibited in the White House, as well as his missteps during his 1866 speaking tour. Leading Radical Republicans in Congress included Massachusetts senator Charles Sumner (the same senator whom proslavery South Carolina representative Preston Brooks had thrashed with his cane in 1856 during the Bleeding Kansas crisis) and Pennsylvania representative Thaddeus Stevens. These men and their supporters envisioned a much more expansive change in the South. Sumner advocated integrating schools and giving black men the right to vote while disenfranchising many southern voters. For his part, Stevens considered that the southern states had forfeited their rights as states when they seceded, and were no more than

conquered territory that the federal government could organize as it wished. He envisioned the redistribution of plantation lands and U.S. military control over the former Confederacy.

Their goals included the transformation of the South from an area built on slave labor to a free-labor society. They also wanted to ensure that freed people were protected and given the opportunity for a better life. Violent race riots in Memphis, Tennessee, and New Orleans, Louisiana, in 1866 gave greater urgency to the second phase of Reconstruction, begun in 1867.

## THE RECONSTRUCTION ACTS

The 1867 Military Reconstruction Act, which encompassed the vision of Radical Republicans, set a new direction for Reconstruction in the South. Republicans saw this law, and three supplementary laws passed by Congress that year, called the Reconstruction Acts, as a way to deal with the disorder in the South. The 1867 act divided the ten southern states that had yet to ratify the Fourteenth Amendment into five military districts (Tennessee had already been readmitted to the Union by this time and so was excluded from these acts). Martial law was imposed, and a Union general commanded each district. These generals and twenty thousand federal troops stationed in the districts were charged with protecting freed people. When a supplementary act extended the right to vote to all freed men of voting age (21 years old), the military in each district oversaw the elections and the registration of voters. Only after new state constitutions had been written and states had ratified the Fourteenth Amendment could these states rejoin the Union. Predictably, President Johnson vetoed the Reconstruction Acts, viewing them as both unnecessary and unconstitutional. Once again, Congress overrode Johnson's vetoes, and by the end of 1870, all the southern states under military rule had ratified the Fourteenth Amendment and been restored to the Union.



The map above shows the five military districts established by the 1867 Military Reconstruction Act and the date each state rejoined the Union. Tennessee was not included in the Reconstruction Acts as it had already been readmitted to the Union at the time of their passage.

## THE IMPEACHMENT OF PRESIDENT JOHNSON

President Johnson's relentless vetoing of congressional measures created a deep rift in Washington, DC, and neither he nor Congress would back down. Johnson's prickly personality proved to be a liability, and many people found him grating. Moreover, he firmly believed in white supremacy, declaring in his 1868 State of the Union address, "The attempt to place the white population under the domination of persons of color in the South has impaired, if not destroyed, the kindly relations that had previously existed between them; and mutual distrust has engendered a feeling of animosity which leading in some instances to collision and bloodshed, has prevented that cooperation between the two races so essential to

the success of industrial enterprise in the southern states.” The president’s racism put him even further at odds with those in Congress who wanted to create full equality between blacks and whites.

The Republican majority in Congress by now despised the president, and they wanted to prevent him from interfering in congressional Reconstruction. To that end, Radical Republicans passed two laws of dubious constitutionality. The Command of the Army Act prohibited the president from issuing military orders except through the commanding general of the army, who could not be relieved or reassigned without the consent of the Senate. The Tenure of Office Act, which Congress passed in 1867, required the president to gain the approval of the Senate whenever he appointed or removed officials. Congress had passed this act to ensure that Republicans who favored Radical Reconstruction would not be barred or stripped of their jobs. In August 1867, President Johnson removed Secretary of War Edwin M. Stanton, who had aligned himself with the Radical Republicans, without gaining Senate approval. He replaced Stanton with Ulysses S. Grant, but Grant resigned and sided with the Republicans against the president. Many Radical Republicans welcomed this blunder by the president as it allowed them to take action to remove Johnson from office, arguing that Johnson had openly violated the Tenure of Office Act. The House of Representatives quickly drafted a resolution to impeach him, a first in American history.

In impeachment proceedings, the House of Representatives serves as the prosecution and the Senate acts as judge, deciding whether the president should be removed from office. The House brought eleven counts against Johnson, all alleging his encroachment on the powers of Congress. In the Senate, Johnson barely survived. Seven Republicans joined the Democrats and independents



*This illustration by Theodore R. Davis, which was captioned “The Senate as a court of impeachment for the trial of Andrew Johnson,” appeared in Harper’s Weekly in 1868. Here, the House of Representatives brings its grievances against Johnson to the Senate during impeachment hearings.*

to support acquittal; the final vote was 35 to 19, one vote short of the required two-thirds majority. The Radicals then dropped the impeachment effort, but the events had effectively silenced President Johnson, and Radical Republicans continued with their plan to reconstruct the South.

## THE FIFTEENTH AMENDMENT

In November 1868, Ulysses S. Grant, the Union’s war hero, easily won the presidency in a landslide victory. The Democratic nominee was Horatio Seymour, but the Democrats carried the stigma of disunion. The Republicans, in their campaign, blamed the devastating Civil War and the violence of its aftermath on the rival party, a strategy that southerners called “waving the bloody shirt.”

Though Grant did not side with the Radical Republicans, his victory allowed the continuance of the Radical Reconstruction program. In the winter of 1869, Republicans introduced another constitutional amendment, the third of the Reconstruction era.



When Republicans had passed the Fourteenth Amendment, which addressed citizenship rights and equal protections, they were unable to explicitly ban states from withholding the franchise based on race. With the Fifteenth Amendment, they sought to correct this major weakness by finally extending to black men the right to vote. The amendment directed that “[t]he right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.” Unfortunately, the new amendment had weaknesses of its own. As part of a compromise to ensure the passage of the amendment with the broadest possible support, drafters of the amendment specifically excluded language that addressed literacy tests and poll taxes, the most common ways blacks were traditionally disenfranchised in both the North and the South. Indeed, Radical Republican leader Charles Sumner of Massachusetts, himself an ardent supporter of legal equality without exception to race, refused to vote for the amendment precisely because it did not address these obvious loopholes.

Despite these weaknesses, the language of the amendment did provide for universal manhood suffrage—the right of all men to vote—and crucially identified black men, including those who had been slaves, as deserving the right to vote. This, the third and final of the Reconstruction amendments, was ratified in 1870. With the ratification of the Fifteenth Amendment, many believed that the process of restoring the Union was safely coming to a close and that the rights of freed slaves were finally secure. African American communities expressed great hope as they celebrated what they understood to be a national confirmation of their unqualified citizenship.



The Fifteenth Amendment. Celebrated May 19th, 1870, a commemorative print by Thomas Kelly, celebrates the passage of the Fifteenth Amendment with a series of vignettes highlighting black rights and those who championed them. Portraits include Ulysses S. Grant, Abraham Lincoln, and John Brown, as well as black leaders Martin Delany, Frederick Douglass, and Hiram Revels. Vignettes include the celebratory parade for the amendment's passage, "The Ballot Box is open to us," and "Our representative Sits in the National Legislature."

Visit the Library of Congress to take a closer look at *The Fifteenth Amendment* by Thomas Kelly. Examine each individual vignette and the accompanying text. Why do you think Kelly chose these to highlight?

## WOMEN'S SUFFRAGE

While the Fifteenth Amendment may have been greeted with applause in many corners, leading women's rights activists, who had been campaigning for decades for the right to vote, saw it as a major disappointment. More dispiriting still was the fact that many women's rights activists, such as Susan B. Anthony and Elizabeth Cady Stanton, had played a large part in the abolitionist movement leading up to the Civil War. Following the war, women and men, white and black, formed the American Equal Rights Association (AERA) for the expressed purpose of securing "equal Rights to all American citizens, especially the right of suffrage, irrespective of race, color or sex." Two years later, with the adoption of the Fourteenth Amendment, section 2 of which specifically qualified the liberties it extended to "male citizens," it seemed as though the progress made in support of civil rights was not only passing women by but was purposely codifying their exclusion. As Congress debated the language of the Fifteenth Amendment, some held out hope that it would finally extend the franchise to women. Those hopes were dashed when Congress adopted the final language.

The consequence of these frustrated hopes was the effective split of a civil rights movement that had once been united in support of African Americans and women. Seeing this split occur, Frederick Douglass, a great admirer of Stanton, struggled to argue for a piecemeal approach that should prioritize the franchise for black men if that was the only option. He insisted that his support for women's right to vote was sincere, but that getting black men the right to vote was "of the most urgent necessity." "The government of this country loves women," he argued. "They are the sisters, mothers, wives and daughters of our rulers; but the negro is loathed. . . . The negro needs suffrage to protect his life and property, and to ensure him respect and education."

These appeals were largely accepted by women's rights leaders and AERA members like Lucy Stone and Henry Browne Blackwell,

who believed that more time was needed to bring about female suffrage. Others demanded immediate action. Among those who pressed forward despite the setback were Stanton and Anthony. They felt greatly aggrieved at the fact that other abolitionists, with whom they had worked closely for years, did not demand that women be included in the language of the amendments. Stanton argued that the women's vote would be necessary to counter the influence of uneducated freedmen in the South and the waves of poor European immigrants arriving in the East.

In 1869, Stanton and Anthony helped organize the National Woman Suffrage Association (NWSA), an organization dedicated to ensuring that women gained the right to vote immediately, not at some future, undetermined date. Some women, including Virginia Minor, a member of the NWSA, took action by trying to register to vote; Minor attempted this in St. Louis, Missouri, in 1872. When election officials turned her away, Minor brought the issue to the Missouri state courts, arguing that the Fourteenth Amendment ensured that she was a citizen with the right to vote. This legal effort to bring about women's suffrage eventually made its way to the Supreme Court, which declared in 1874 that "the constitution of the United States does not confer the right of suffrage upon any one," effectively dismissing Minor's claim.

## **Constitution of the National Woman Suffrage Association**

Despite the Fifteenth Amendment's failure to guarantee female suffrage, women did gain the right to vote in western territories, with the Wyoming Territory leading the way in 1869. One reason for this was a belief that giving women the right to vote would provide a moral compass to the otherwise lawless western frontier. Extending the right to vote in western territories also provided an incentive for white women to emigrate to the West, where they

were scarce. However, Susan B. Anthony, Elizabeth Cady Stanton, and others believed that immediate action on the national front was required, leading to the organization of the NWSA and its resulting constitution.

ARTICLE 1.—This organization shall be called the National Woman Suffrage Association.

ARTICLE 2.—The object of this Association shall be to secure STATE and NATIONAL protection for women citizens in the exercise of their right to vote.

ARTICLE 3.—All citizens of the United States subscribing to this Constitution, and contributing not less than one dollar annually, shall be considered members of the Association, with the right to participate in its deliberations.

ARTICLE 4.—The officers of this Association shall be a President, Vice-Presidents from each of the States and Territories, Corresponding and Recording Secretaries, a Treasurer, an Executive Committee of not less than five, and an Advisory Committee consisting of one or more persons from each State and Territory.

ARTICLE 5.—All Woman Suffrage Societies throughout the country shall be welcomed as auxiliaries; and their accredited officers or duly appointed representatives shall be recognized as members of the National Association. OFFICERS OF THE NATIONAL WOMAN SUFFRAGE ASSOCIATION.

PRESIDENT.

SUSAN B. ANTHONY, Rochester, N. Y.

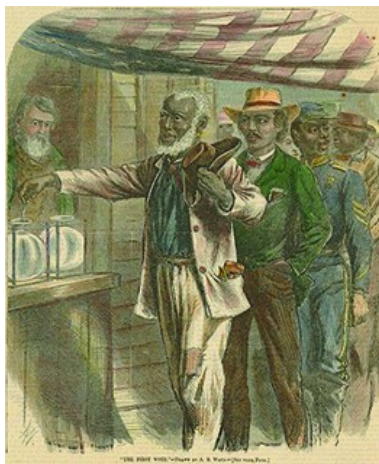
How was the NWSA organized? How would the fact that it operated at the national level, rather than at the state or local level, help it to achieve its goals?

# BLACK POLITICAL ACHIEVEMENTS

Black voter registration in the late 1860s and the ratification of the Fifteenth Amendment finally brought what Lincoln had characterized as “a new birth of freedom.” Union Leagues, fraternal groups founded in the North that promoted loyalty to the Union and the Republican Party during the Civil War, expanded into the South after the war and were transformed into political clubs that served both political and civic functions. As centers of the black communities in the South, the leagues became

vehicles for the dissemination of information, acted as mediators between members of the black community and the white establishment, and served other practical functions like helping to build schools and churches for the community they served. As extensions of the Republican Party, these leagues worked to enroll newly enfranchised black voters, campaign for candidates, and generally help the party win elections.

The political activities of the leagues launched a great many African Americans and former slaves into politics throughout the South. For the first time, blacks began to hold political office, and several were elected to the U.S. Congress. In the 1870s, fifteen members of the House of Representatives and two senators were black. The two senators, Blanche K. Bruce and Hiram Revels, were both from Mississippi, the home state of former U.S. senator and later Confederate president Jefferson Davis. Hiram Revels, was a



*The First Vote, by Alfred R. Waud, appeared in Harper's Weekly in 1867. The Fifteenth Amendment gave black men the right to vote for the first time.*

freeborn man from North Carolina who rose to prominence as a minister in the African Methodist Episcopal Church and then as a Mississippi state senator in 1869. The following year he was elected by the state legislature to fill one of Mississippi's two U.S. Senate seats, which had been vacant since the war. His arrival in Washington, DC, drew intense interest: as the *New York Times* noted, when "the colored Senator from Mississippi, was sworn in and admitted to his seat this afternoon . . . there was not an inch of standing or sitting room in the galleries, so densely were they packed. . . . When the Vice-President uttered the words, 'The Senator elect will now advance and take the oath,' a pin might have been heard drop."



*Hiram Revels served as a preacher throughout the Midwest before settling in Mississippi in 1866. When he was elected by the Mississippi state legislature in 1870, he became the country's first African American senator.*

## Senator Revels on Segregated Schools in Washington, DC

Hiram R. Revels became the first African American to serve in the U.S. Senate in 1870. In 1871, he gave the following speech about Washington's segregated schools before Congress.

Will establishing such [desegregated] schools as I am now advocating in this District harm our white friends? . . . By some it is contended that if we establish mixed schools here a great insult will be given to the white citizens, and that the white schools will be seriously damaged. . . . When I was on a lecturing tour in the state of Ohio . . . [o]ne of the leading gentlemen connected with the schools in that town came to see me. . . . He asked me, "Have you been to New England, where they have mixed schools?" I replied, "I have sir." "Well," said he, "please tell me this: does not social equality result from mixed schools?" "No, sir; very far from it," I responded. "Why," said he, "how can it be otherwise?" I replied, "I will tell you how it can be otherwise, and how it is otherwise. Go to the schools and you see there white children and colored children seated side by side, studying their lessons, standing side by side and reciting their lessons, and perhaps in walking to school they may walk together; but that is the last of it. The white children go to their homes; the colored children go to theirs; and on the Lord's day you will see those colored children in colored churches, and the white family, you will see the white children there, and the colored children at entertainments given by persons of their color." I aver, sir, that mixed schools are very far from bringing about social equality."

According to Senator Revels's speech, what is "social equality" and why is it important to the issue of desegregated schools? Does



Revels favor social equality or social segregation? Did social equality exist in the United States in 1871?

Though the fact of their presence was dramatic and important, as the *New York Times* description above demonstrates, the few African American representatives and senators who served in Congress during Reconstruction represented only a tiny fraction of the many hundreds, possibly thousands, of blacks who served in a great number of capacities at the local and state levels. The South during the early 1870s brimmed with freed slaves and freeborn blacks serving as school board commissioners, county commissioners, clerks of court, board of education and city council members, justices of the peace, constables, coroners, magistrates, sheriffs, auditors, and registrars. This wave of local African American political activity contributed to and was accompanied by a new concern for the poor and disadvantaged in the South. The southern Republican leadership did away with the hated black codes, undid the work of white supremacists, and worked to reduce obstacles confronting freed people.

Reconstruction governments invested in infrastructure, paying special attention to the rehabilitation of the southern railroads. They set up public education systems that enrolled both white and black students. They established or increased funding for hospitals, orphanages, and asylums for the insane. In some states, the state and local governments provided the poor with basic necessities like firewood and even bread. And to pay for these new services and subsidies, the governments levied taxes on land and property, an action that struck at the heart of the foundation of southern economic inequality. Indeed, the land tax compounded the existing problems of white landowners, who were often cash-poor, and contributed to resentment of what southerners viewed as another northern attack on their way of life.

White southerners reacted with outrage at the changes imposed upon them. The sight of once-enslaved blacks serving in positions of authority as sheriffs, congressmen, and city council members

stimulated great resentment at the process of Reconstruction and its undermining of the traditional social and economic foundations of the South. Indignant southerners referred to this period of reform as a time of “negro misrule.” They complained of profligate corruption on the part of vengeful freed slaves and greedy northerners looking to fill their pockets with the South’s riches. Unfortunately for the great many honest reformers, southerners did have a handful of real examples of corruption they could point to, such as legislators using state revenues to buy hams and perfumes or giving themselves inflated salaries. Such examples, however, were relatively few and largely comparable to nineteenth-century corruption across the country. Yet these powerful stories, combined with deep-seated racial animosity toward blacks in the South, led to Democratic campaigns to “redeem” state governments. Democrats across the South leveraged planters’ economic power and wielded white vigilante violence to ultimately take back state political power from the Republicans. By the time President Grant’s attentions were being directed away from the South and toward the Indian Wars in the West in 1876, power in the South had largely been returned to whites and Reconstruction was effectively abandoned. By the end of 1876, only South Carolina, Louisiana, and Florida still had Republican governments.

The sense that the South had been unfairly sacrificed to northern vice and black vengeance, despite a wealth of evidence to the contrary, persisted for many decades. So powerful and pervasive was this narrative that by the time D. W. Griffith released his 1915 motion picture, *The Birth of a Nation*, whites around the country were primed to accept the fallacy that white southerners were the frequent victims of violence and violation at the hands of unrestrained blacks. The reality is that the opposite was true. White southerners orchestrated a sometimes violent and generally successful counterrevolution against Reconstruction policies in the South beginning in the 1860s. Those who worked to change and modernize the South typically did so under the stern gaze of exasperated whites and threats of violence. Black Republican

officials in the South were frequently terrorized, assaulted, and even murdered with impunity by organizations like the Ku Klux Klan. When not ignoring the Fourteenth and Fifteenth Amendments altogether, white leaders often used trickery and fraud at the polls to get the results they wanted. As Reconstruction came to a close, these methods came to define southern life for African Americans for nearly a century afterward.

## Section Summary

Though President Johnson declared Reconstruction complete less than a year after the Confederate surrender, members of Congress disagreed. Republicans in Congress began to implement their own plan of bringing law and order to the South through the use of military force and martial law. Radical Republicans who advocated for a more equal society pushed their program forward as well, leading to the ratification of the Fifteenth Amendment, which finally gave blacks the right to vote. The new amendment empowered black voters, who made good use of the vote to elect black politicians. It disappointed female suffragists, however, who had labored for years to gain women's right to vote. By the end of 1870, all the southern states under Union military control had satisfied the requirements of Congress and been readmitted to the Union.

<https://www.openassessments.org/assessments/1001>

## *Review Question*

1. What were the benefits and drawbacks of the Fifteenth Amendment?

## *Answer to Review Question*

1. The Fifteenth Amendment granted the vote to all black men, giving freed slaves and free blacks greater political power than they had ever had in the United States. Blacks in former Confederate states elected a handful of black U.S. congressmen and a great many black local and state leaders who instituted ambitious reform and modernization projects in the South. However, the Fifteenth Amendment continued to exclude women from voting. Women continued to fight for suffrage through the NWSA and AWSA.

## *Glossary*

**Union Leagues** fraternal groups loyal to the Union and the Republican Party that became political and civic centers for blacks in former Confederate states

# 227. The Collapse of Reconstruction

## *Learning Objectives*

By the end of this section, you will be able to:

- Explain the reasons for the collapse of Reconstruction
- Describe the efforts of white southern “redeemers” to roll back the gains of Reconstruction

The effort to remake the South generated a brutal reaction among southern whites, who were committed to keeping blacks in a subservient position. To prevent blacks from gaining economic ground and to maintain cheap labor for the agricultural economy, an exploitative system of sharecropping spread throughout the South. Domestic terror organizations, most notably the Ku Klux Klan, employed various methods (arson, whipping, murder) to keep freed people from voting and achieving political, social, or economic equality with whites.

## BUILDING BLACK COMMUNITIES

The degraded status of black men and women had placed them outside the limits of what antebellum southern whites considered appropriate gender roles and familial hierarchies. Slave marriages did not enjoy legal recognition. Enslaved men were humiliated and deprived of authority and of the ability to protect enslaved women, who were frequently exposed to the brutality and sexual domination of white masters and vigilantes alike. Slave parents could not



*After emancipation, many fathers who had been sold from their families as slaves—a circumstance illustrated in the engraving above, which shows a male slave forced to leave his wife and children—set out to find those lost families and rebuild their lives.*

protect their children, who could be bought, sold, put to work, brutally disciplined, and abused without their consent; parents, too, could be sold away from their children. Moreover, the division of labor idealized in white southern society, in which men worked the land and women performed the role of domestic caretaker, was null and void where slaves were concerned. Both slave men and women were made to perform hard labor in the fields.

In the Reconstruction era, African Americans embraced the right to enjoy the family bonds and the expression of gender norms they had been systematically denied. Many thousands of freed black men who had been separated from their families as slaves took to the road to find their long-lost spouses and children and renew their bonds. In one instance, a journalist reported having interviewed a freed slave who traveled over six hundred miles on foot in search of the family that was taken from him while in bondage. Couples that had been spared separation quickly set out to legalize their marriages, often by way of the Freedmen's Bureau, now that this

option was available. Those who had no families would sometimes relocate to southern towns and cities, so as to be part of the larger black community where churches and other mutual aid societies offered help and camaraderie.

## SHARECROPPING

Most freed people stayed in the South on the lands where their families and loved ones had worked for generations as slaves. They hungered to own and farm their own lands instead of the lands of white plantation owners. In one case, former slaves on the Sea Islands off the coast of South Carolina initially had hopes of owning the land they had worked for many decades after General Sherman directed that freed people be granted title to plots of forty acres.

The Freedmen's Bureau provided additional cause for such hopes by directing that leases and titles to lands in the South be made available to former slaves. However, these efforts ran afoul of President Johnson. In 1865, he ordered the return of land to white landowners, a setback for those freed people, such as those on the South Carolina Sea Islands, who had begun to cultivate the land as their own. Ultimately, there was no redistribution of land in the South.

The end of slavery meant the transition to wage labor. However, this conversion did not entail a new era of economic independence for former slaves. While they no longer faced relentless toil under the lash, freed people emerged from slavery without any money and needed farm implements, food, and other basic necessities to start their new lives. Under the crop-lien system, store owners extended credit to farmers under the agreement that the debtors would pay with a portion of their future harvest. However, the creditors charged high interest rates, making it even harder for freed people to gain economic independence.

Throughout the South, sharecropping took root, a crop-lien

system that worked to the advantage of landowners. Under the system, freed people rented the land they worked, often on the same plantations where they had been slaves. Some landless whites also became sharecroppers. Sharecroppers paid their landlords with the crops they grew, often as much as half their harvest. Sharecropping favored the landlords and ensured that freed people could not attain independent livelihoods. The year-to-year leases meant no incentive existed to substantially improve the land, and high interest payments siphoned additional money away from the farmers. Sharecroppers often became trapped in a never-ending cycle of debt, unable to buy their own land and unable to stop working for their creditor because of what they owed. The consequences of sharecropping affected the entire South for many generations, severely limiting economic development and ensuring that the South remained an agricultural backwater.

## THE “INVISIBLE EMPIRE OF THE SOUTH”

Paramilitary white-supremacist terror organizations in the South helped bring about the collapse of Reconstruction, using violence as their primary weapon. The “Invisible Empire of the South,” or Ku Klux Klan, stands as the most notorious. The Klan was founded in 1866 as an oath-bound fraternal order of Confederate veterans in Tennessee, with former Confederate General Nathan Bedford Forrest as its first leader. The organization—its name likely derived from *kuklos*, a Greek word meaning circle—devised elaborate rituals and grandiose names for its ranking members: Grand Wizard, Grand Dragon, Grand Titan, and Grand Cyclops. Soon, however, this fraternal organization evolved into a vigilante terrorist group that vented southern whites’ collective frustration over the loss of the



war and the course of Radical Reconstruction through acts of intimidation and violence.

The Klan terrorized newly freed blacks to deter them from exercising their citizenship rights and freedoms. Other anti-black vigilante groups around the South began to adopt the Klan name and perpetrate acts of unspeakable violence against anyone they considered a tool of Reconstruction. Indeed, as historians have noted, Klan units around the South operated autonomously and with a variety of motives. Some may have sincerely believed they were righting wrongs, others merely satisfying their lurid desires for violence. Nor was the Klan the only racist vigilante organization. Other groups, like the Red Shirts from Mississippi and the Knights of the White Camelia and the White League, both from Louisiana, also sprang up at this time. The Klan and similar organizations also worked as an extension of the Democratic Party to win elections.

Despite the great variety in Klan membership, on the whole, the group tended to direct its attention toward persecuting freed people and people they considered carpetbaggers, a term of abuse applied to northerners accused of having come to the South to acquire wealth through political power at the expense of southerners. The colorful term captured the disdain of southerners for these people, reflecting the common assumption that these men, sensing great opportunity, packed up all their worldly possessions in carpetbags, a then-popular type of luggage, and made their way to the South. Implied in this definition is the notion that these men came from little and were thus shiftless wanderers motivated only by the desire for quick money. In reality, these northerners tended to be young, idealistic, often well-educated men who responded to northern campaigns urging them to lead the modernization of the South. But the image of them as swindlers taking advantage of the South at its time of need resonated with a white southern population aggrieved by loss and economic decline. Southern whites who supported Reconstruction, known as scalawags, also generated great hostility as traitors to the South. They, too, became targets of the Klan and similar groups.

The Klan seized on the pervasive but largely fictional narrative of the northern carpetbagger as a powerful tool for restoring white supremacy and overturning Republican state governments in the South. To preserve a white-dominated society, Klan members punished blacks for attempting to improve their station in life or acting “uppity.” To prevent freed people from attaining an education, the Klan burned public schools. In an effort to stop blacks from voting, the Klan murdered, whipped, and otherwise intimidated freed people and their white supporters. It wasn’t uncommon for Klan members to intimidate Union League members and Freedmen’s Bureau workers. The Klan even perpetrated acts of political assassination, killing a sitting U.S. congressman from Arkansas and three state congressmen from South Carolina.

# I AM COMMITTEE

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1st. No man shall squat negroes on his place unless they are all under his employ male and female.

2d. Negro women shall be employed by white persons

3d. All children shall be hired out for something.

4th. Negroes found in cabins to themselves shall suffer the penalty.

5th. Negroes shall not be allowed to hire negroes.

6th. Idle men, women or children, shall suffer the penalty.

7th. All white men found with negroes in secret places shall be dealt with and those that hire negroes must pay promptly and act with good faith to the negro. I will make the negro do his part, and the white must too.

8th. For the first offence is one hundred lashes—the second is looking up a sap lin.

9th. This I do for the benefit of all young or old, high and tall, black and white. Any one that may not like these rules can try their luck, and see whether or not I will be found doing my duty.

10th. Negroes found stealing from any one or taking from their employers to other negroes, death is the first penalty.

11th. Running about late of nights shall be strictly dealt with.

12th. White man and negro, I am everywhere. I have friends in every place, do your duty and I will have but little to do.

*The Ku Klux Klan posted circulars such as this 1867 West Virginia broadside to warn blacks and white sympathizers of the power and ubiquity of the Klan.*

Klan tactics included riding out to victims' houses, masked and armed, and firing into the homes or burning them down. Other tactics relied more on the threat of violence, such as happened in Mississippi when fifty masked Klansmen rode out to a local schoolteacher's house to express their displeasure with the school tax and to suggest that she consider leaving. Still other tactics

intimidated through imaginative trickery. One such method was to dress up as ghosts of slain Confederate soldiers and stage stunts designed to convince their victims of their supernatural abilities.



*This illustration by Frank Bellew, captioned “Visit of the Ku-Klux,” appeared in Harper’s Weekly in 1872. A hooded Klansman surreptitiously points a rifle at an unaware black family in their home.*

Regardless of the method, the general goal of reinstating white supremacy as a foundational principle and returning the South to a situation that largely resembled antebellum conditions remained a constant. The Klan used its power to eliminate black economic independence, decimate blacks’ political rights, reclaim white dominance over black women’s bodies and black men’s masculinity, tear apart black communities, and return blacks to earlier patterns of economic and political subservience and social deference. In this, they were largely successful.

Visit Freedmen's Bureau Online to view digitized records of attacks on freed people that were reported in Albany, Georgia, between January 1 and October 31, 1868.

The president and Congress, however, were not indifferent to the violence, and they worked to bring it to an end. In 1870, at the insistence of the governor of North Carolina, President Grant told Congress to investigate the Klan. In response, Congress in 1871 created the Joint Select Committee to Inquire into the Condition of Affairs in the Late Insurrectionary States. The committee took testimony from freed people in the South, and in 1872, it published a thirteen-volume report on the tactics the Klan used to derail democracy in the South through the use of violence.

## Abram Colby on the Methods of the Ku Klux Klan

The following statements are from the October 27, 1871, testimony of fifty-two-year-old former slave Abram Colby, which the joint select committee investigating the Klan took in Atlanta, Georgia. Colby had been elected to the lower house of the Georgia State legislature in 1868.

On the 29th of October, they came to my house and broke my door open, took me out of my bed and took me to the woods and whipped me three hours or more and left me in the woods for dead. They said to me, "Do you think you will ever vote another damned Radical ticket?" I said, "I will not tell you a lie." They said, "No; don't tell a lie." . . . I said, "If

there was an election to-morrow, I would vote the Radical ticket.” They set in and whipped me a thousand licks more, I suppose. . . .

They said I had influence with the negroes of other counties, and had carried the negroes against them. About two days before they whipped me they offered me \$5,000 to turn and go with them, and said they would pay me \$2,500 cash if I would turn and let another man go to the legislature in my place. . . .

I would have come before the court here last week, but I knew it was no use for me to try to get Ku-Klux condemned by Ku-Klux, and I did not come. Mr. Saunders, a member of the grand jury here last week, is the father of one of the very men I knew whipped me. . . .

They broke something inside of me, and the doctor has been attending to me for more than a year. Sometimes I cannot get up and down off my bed, and my left hand is not of much use to me.

—Abram Colby testimony, Joint Select Committee Report, 1872

Why did the Klan target Colby? What methods did they use?

Congress also passed a series of three laws designed to stamp out the Klan. Passed in 1870 and 1871, the Enforcement Acts or “Force Acts” were designed to outlaw intimidation at the polls and to give the federal government the power to prosecute crimes against freed people in federal rather than state courts. Congress believed that this last step, a provision in the third Enforcement Act, also called the Ku Klux Klan Act, was necessary in order to ensure that trials would not be decided by white juries in southern states friendly to the Klan. The act also allowed the president to impose martial law in areas controlled by the Klan and gave President Grant the power to suspend the writ of habeas corpus, a continuation of the wartime power granted to President Lincoln. The suspension meant

individuals suspected of engaging in Klan activity could be jailed indefinitely.

President Grant made frequent use of the powers granted to him by Congress, especially in South Carolina, where federal troops imposed martial law in nine counties in an effort to derail Klan activities. However, the federal government faced entrenched local organizations and a white population firmly opposed to Radical Reconstruction. Changes came slowly or not at all, and disillusionment set in. After 1872, federal government efforts to put down paramilitary terror in the South waned.

## **“REDEEMERS” AND THE END OF RECONSTRUCTION**

While the president and Congress may have seen the Klan and other clandestine white supremacist, terrorist organizations as a threat to stability and progress in the South, many southern whites saw them as an instrument of order in a world turned upside down. Many white southerners felt humiliated by the process of Radical Reconstruction and the way Republicans had upended southern society, placing blacks in positions of authority while taxing large landowners to pay for the education of former slaves. Those committed to rolling back the tide of Radical Reconstruction in the South called themselves redeemers, a label that expressed their desire to redeem their states from northern control and to restore the antebellum social order whereby blacks were kept safely under the boot heel of whites. They represented the Democratic Party in the South and worked tirelessly to end what they saw as an era of “negro misrule.” By 1877, they had succeeded in bringing about the “redemption” of the South, effectively destroying the dream of Radical Reconstruction.

Although Ulysses S. Grant won a second term in the presidential

election of 1872, the Republican grip on national political power began to slip in the early 1870s. Three major events undermined Republican control. First, in 1873, the United States experienced the start of a long economic downturn, the result of economic instability in Europe that spread to the United States. In the fall of 1873, the bank of Jay Cooke & Company failed to meet its financial obligations and went bankrupt, setting off a panic in American financial markets. An economic depression ensued, which Democrats blamed on Republicans and which lasted much of the decade.

Second, the Republican Party experienced internal squabbles and divided into two factions. Some Republicans began to question the expansive role of the federal government, arguing for limiting the size and scope of federal initiatives. These advocates, known as Liberal Republicans because they followed classical liberalism in championing small government, formed their own breakaway party. Their ideas changed the nature of the debate over Reconstruction by challenging reliance on federal government help to bring about change in the South. Now some Republicans argued for downsizing Reconstruction efforts.

Third, the Grant administration became mired in scandals, further tarnishing the Republicans while giving Democrats the upper hand. One scandal arose over the siphoning off of money from excise taxes on whiskey. The “Whiskey Ring,” as it was called, involved people at the highest levels of the Grant administration, including the president’s personal secretary, Orville Babcock. Another scandal entangled Crédit Mobilier of America, a construction company and part of the important French Crédit Mobilier banking company. The Union Pacific Railroad company, created by the federal government during the Civil War to construct a transcontinental railroad, paid Crédit Mobilier to build the railroad. However, Crédit Mobilier used the funds it received to buy Union Pacific Railroad bonds and resell them at a huge profit. Some members of Congress, as well as Vice President Schuyler Colfax, had accepted funds from Crédit Mobilier in return for forestalling an inquiry. When the scam became known



in 1872, Democratic opponents of Reconstruction pointed to Cr dit Mobilier as an example of corruption in the Republican-dominated federal government and evidence that smaller government was better.

The Democratic Party in the South made significant advances in the 1870s in its efforts to wrest political control from the Republican-dominated state governments. The Ku Klux Klan, as well as other paramilitary groups in the South, often operated as military wings of the Democratic Party in former Confederate states. In one notorious episode following a contested 1872 gubernatorial election in Louisiana, as many as 150 freedmen loyal to the Republican Party were killed at



*In this illustration by Charles Harvey Weigall, captioned “The Louisiana Murders—Gathering the Dead and Wounded” and published in Harper’s Weekly in 1873, survivors of the Colfax Massacre tend to those involved in the conflict. The dead and wounded all appear to be black, and two white men on horses watch over them. Another man stands with a gun pointed at the survivors.*

the Colfax courthouse by armed members of the Democratic Party, even as many of them tried to surrender.

In other areas of the South, the Democratic Party gained control over state politics. Texas came under Democratic control by 1873, and in the following year Alabama and Arkansas followed suit. In national politics, too, the Democrats gained ground—especially during the 1874 elections, when they recaptured control of the House of Representatives for the first time since before the Civil War. Every other southern state, with the exception of Florida, South Carolina, and Louisiana—the states where federal troops remained a force—also fell to the Democratic Party and the restoration of white supremacy. Southerners everywhere celebrated their “redemption” from Radical Republican rule.

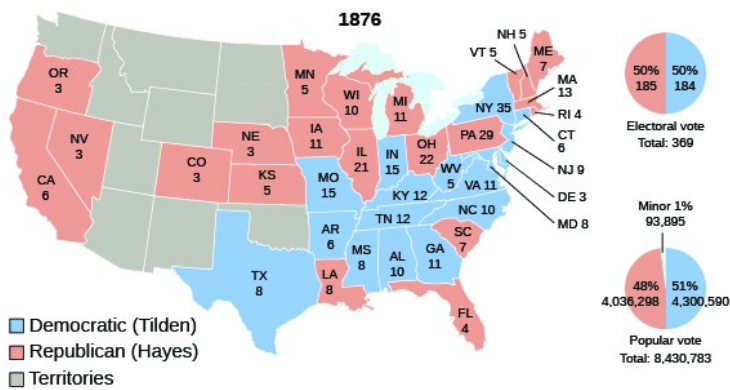
## THE CONTESTED ELECTION OF 1876

By the time of the 1876 presidential election, Reconstruction had come to an end in most southern states. In Congress, the political power of the Radical Republicans had waned, although some continued their efforts to realize the dream of equality between blacks and whites. One of the last attempts to do so was the passage of the 1875 Civil Rights Act, which required equality in public places and on juries. This law was challenged in court, and in 1883 the Supreme Court ruled it unconstitutional, arguing that the Thirteenth and Fourteenth Amendments did not prohibit discrimination by private individuals. By the 1870s, the Supreme Court had also undercut the letter and the spirit of the Fourteenth Amendment by interpreting it as affording freed people only limited federal protection from the Klan and other terror groups.

The country remained bitterly divided, and this was reflected in the contested election of 1876. While Grant wanted to run for a third term, scandals and Democratic successes in the South dashed those hopes. Republicans instead selected Rutherford B. Hayes, the three-time governor of Ohio. Democrats nominated Samuel Tilden, the reform governor of New York, who was instrumental in ending the Tweed Ring and Tammany Hall corruption in New York City. The November election produced an apparent Democratic victory, as Tilden carried the South and large northern states with a 300,000-vote advantage in the popular vote. However, disputed returns from Louisiana, South Carolina, Florida, and Oregon, whose electoral votes totaled twenty, threw the election into doubt.

Hayes could still win if he gained those twenty electoral votes. As the Constitution did not provide a method to determine the validity of disputed votes, the decision fell to Congress, where Republicans controlled the Senate and Democrats controlled the House of Representatives. In late January 1877, Congress tried to break the deadlock by creating a special electoral commission composed of five senators, five representatives, and five justices of the Supreme

Court. The congressional delegation represented both parties equally, with five Democrats and five Republicans. The court delegation had two Democrats, two Republicans, and one independent—David Davis, who resigned from the Supreme Court (and from the commission) when the Illinois legislature elected him to the Senate. After Davis’s resignation, President Grant selected a Republican to take his place, tipping the scales in favor of Hayes. The commission then awarded the disputed electoral votes and the presidency to Hayes, voting on party lines, 8 to 7. The Democrats called foul, threatening to hold up the commission’s decision in the courts.



*This map illustrates the results of the presidential election of 1876. Tilden, the Democratic candidate, swept the South, with the exception of the contested states of Florida, Louisiana, and South Carolina.*

In what became known as the Compromise of 1877, Republican Senate leaders worked with the Democratic leadership so they would support Hayes and the commission’s decision. The two sides agreed that one Southern Democrat would be appointed to Hayes’s cabinet, Democrats would control federal patronage (the awarding of government jobs) in their areas in the South, and there would be a commitment to generous internal improvements, including federal

aid for the Texas and Pacific Railway. Perhaps most important, all remaining federal troops would be withdrawn from the South, a move that effectively ended Reconstruction. Hayes believed that southern leaders would obey and enforce the Reconstruction-era constitutional amendments that protected the rights of freed people. His trust was soon proved to be misguided, much to his dismay, and he devoted a large part of his life to securing rights for freedmen. For their part, the Democrats took over the remaining southern states, creating what became known as the “Solid South”—a region that consistently voted in a bloc for the Democratic Party.

## Section Summary

The efforts launched by Radical Republicans in the late 1860s generated a massive backlash in the South in the 1870s as whites fought against what they considered “negro misrule.” Paramilitary terrorist cells emerged, committing countless atrocities in their effort to “redeem” the South from black Republican rule. In many cases, these organizations operated as an extension of the Democratic Party. Scandals hobbled the Republican Party, as did a severe economic depression. By 1875, Reconstruction had largely come to an end. The contested presidential election the following year, which was decided in favor of the Republican candidate, and the removal of federal troops from the South only confirmed the obvious: Reconstruction had failed to

achieve its primary objective of creating an interracial democracy that provided equal rights to all citizens.

<https://www.openassessments.org/assessments/1002>

### *Review Question*

1. Why was it difficult for southern free blacks to gain economic independence after the Civil War?

### *Answer to Review Question*

1. Southern blacks emerged from slavery with no money to begin their new lives, so they had to rely on the crop-lien and sharecropping systems. These systems enabled freed people to get tools and rent land to farm, but the high interest rate (paid in harvested crops) made it difficult for them to rise out of poverty.

## *Critical Thinking Questions*

1. How do you think would history have been different if Lincoln had not been assassinated? How might his leadership after the war have differed from that of Andrew Johnson?
2. Was the Thirteenth Amendment a success or a failure? Discuss the reasons for your answer.
3. Consider the differences between the Thirteenth and Fourteenth Amendments. What does the Fourteenth Amendment do that the Thirteenth does not?
4. Consider social, political, and economic equality. In what ways did Radical Reconstruction address and secure these forms of equality? Where did it fall short?
5. Consider the problem of terrorism during Radical Reconstruction. If you had been an adviser to President Grant, how would you propose to deal with the problem?

## *Glossary*

**carpetbagger** a term used for northerners working in the South during Reconstruction; it implied that these were opportunists who came south for economic or political gain

**Compromise of 1877** the agreement between Republicans

and Democrats, after the contested election of 1876, in which Rutherford B. Hayes was awarded the presidency in exchange for withdrawing the last of the federal troops from the South

**crop-lien system** a loan system in which store owners extended credit to farmers for the purchase of goods in exchange for a portion of their future crops

**Ku Klux Klan** a white vigilante organization that engaged in terroristic violence with the aim of stopping Reconstruction

**redeemers** a term used for southern whites committed to rolling back the gains of Reconstruction

**scalawags** a pejorative term used for southern whites who supported Reconstruction

**sharecropping** a crop-lien system in which people paid rent on land they farmed (but did not own) with the crops they grew

## 228. Video: Reconstruction and 1876

This video teaches you about Reconstruction. After the divisive, destructive Civil War, Abraham Lincoln had a plan to reconcile the country and make it whole again. Then he got shot, Andrew Johnson took over, and the disagreements between Johnson and Congress ensured that Reconstruction would fail. The election of 1876 made the whole thing even more of a mess, and the country called it off, leaving the nation still very divided. This video will talk about the gains made by African-Americans in the years after the Civil War, and how they lost those gains almost immediately when Reconstruction stopped. You'll learn about the Freedman's Bureau, the 14th and 15th amendments, and the disastrous election of 1876. This video will explore the goals of Reconstruction, the successes and ultimate failure, and why his alma mater Kenyon College is better than Raoul's alma mater NYU.

<https://youtu.be/nowsS7pMApI?t=1s>



PART XVIII  
APPENDICES



## 229. The Declaration of Independence

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. —That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, —That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. —Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great

Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences:

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high

Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our Brittish brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things

which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

*The 56 signatures on the Declaration appear in the positions indicated:*

**Column 1**

**Georgia:**

Button Gwinnett

Lyman Hall

George Walton

**Column 2**

**North Carolina:**

William Hooper

Joseph Hewes

John Penn

**South Carolina:**

Edward Rutledge

Thomas Heyward, Jr.

Thomas Lynch, Jr.

Arthur Middleton

**Column 3**

**Massachusetts:**

John Hancock

**Maryland:**

Samuel Chase

William Paca

Thomas Stone

Charles Carroll of Carrollton

**Virginia:**

George Wythe

Richard Henry Lee

Thomas Jefferson

Benjamin Harrison

Thomas Nelson, Jr.

Francis Lightfoot Lee

Carter Braxton

#### **Column 4**

##### **Pennsylvania:**

Robert Morris

Benjamin Rush

Benjamin Franklin

John Morton

George Clymer

James Smith

George Taylor

James Wilson

George Ross

##### **Delaware:**

Caesar Rodney

George Read

Thomas McKean

#### **Column 5**

##### **New York:**

William Floyd

Philip Livingston

Francis Lewis

Lewis Morris

##### **New Jersey:**

Richard Stockton

John Witherspoon

Francis Hopkinson

John Hart

Abraham Clark

#### **Column 6**

##### **New Hampshire:**

Josiah Bartlett

William Whipple

##### **Massachusetts:**

Samuel Adams



John Adams

Robert Treat Paine

Elbridge Gerry

**Rhode Island:**

Stephen Hopkins

William Ellery

**Connecticut:**

Roger Sherman

Samuel Huntington

William Williams

Oliver Wolcott

**New Hampshire:**

Matthew Thornton

# 230. The Constitution of the United States

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

## **Article. I.**

### **Section. 1.**

All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

### **Section. 2.**

The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons. The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand,

but each State shall have at Least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to chuse three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

The House of Representatives shall chuse their Speaker and other Officers; and shall have the sole Power of Impeachment.

### **Section. 3.**

The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for six Years; and each Senator shall have one Vote.

Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one third may be chosen every second Year; and if Vacancies happen by Resignation, or otherwise, during the Recess of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies.

No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.

The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.

The Senate shall chuse their other Officers, and also a President pro tempore, in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.

The Senate shall have the sole Power to try all Impeachments.

When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.

Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of honor, Trust or Profit under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.

#### **Section. 4.**

The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of chusing Senators.

The Congress shall assemble at least once in every Year, and such Meeting shall be on the first Monday in December, unless they shall by Law appoint a different Day.

#### **Section. 5.**

Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business; but a smaller Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide.

Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behaviour, and, with the Concurrence of two thirds, expel a Member.

Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy; and the Yeas and Nays of the Members of either House on any question shall, at the Desire of one fifth of those Present, be entered on the Journal.

Neither House, during the Session of Congress, shall, without the

Consent of the other, adjourn for more than three days, nor to any other Place than that in which the two Houses shall be sitting.

**Section. 6.**

The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same; and for any Speech or Debate in either House, they shall not be questioned in any other Place.

No Senator or Representative shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the Emoluments whereof shall have been encreased during such time; and no Person holding any Office under the United States, shall be a Member of either House during his Continuance in Office.

**Section. 7.**

All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as on other Bills.

Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States; If he approve he shall sign it, but if not he shall return it, with his Objections to that House in which it shall have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law. But in all such Cases the Votes of both Houses shall be determined by yeas and Nays, and the Names of the Persons voting for and against the Bill shall be entered on the Journal of each House respectively. If any Bill shall not be returned by the President within ten Days (Sundays excepted) after

it shall have been presented to him, the Same shall be a Law, in like Manner as if he had signed it, unless the Congress by their Adjournment prevent its Return, in which Case it shall not be a Law.

Every Order, Resolution, or Vote to which the Concurrence of the Senate and House of Representatives may be necessary (except on a question of Adjournment) shall be presented to the President of the United States; and before the Same shall take Effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the Rules and Limitations prescribed in the Case of a Bill.

### **Section. 8.**

The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

To borrow Money on the credit of the United States;

To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

To establish Post Offices and post Roads;

To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

To constitute Tribunals inferior to the supreme Court;

To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;

To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water;

To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;

To provide and maintain a Navy;

To make Rules for the Government and Regulation of the land and naval Forces;

To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress;

To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as may, by Cession of particular States, and the Acceptance of Congress, become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards, and other needful Buildings;—And

To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

#### **Section. 9.**

The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a Tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.

The Privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it.

No Bill of Attainder or ex post facto Law shall be passed.

No Capitation, or other direct, Tax shall be laid, unless in Proportion to the Census or enumeration herein before directed to be taken.

No Tax or Duty shall be laid on Articles exported from any State.

No Preference shall be given by any Regulation of Commerce or Revenue to the Ports of one State over those of another: nor shall Vessels bound to, or from, one State, be obliged to enter, clear, or pay Duties in another.

No Money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular Statement and Account of the Receipts and Expenditures of all public Money shall be published from time to time.

No Title of Nobility shall be granted by the United States: And no Person holding any Office of Profit or Trust under them, shall, without the Consent of the Congress, accept of any present, Emolument, Office, or Title, of any kind whatever, from any King, Prince, or foreign State.

#### **Section. 10.**

No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; coin Money; emit Bills of Credit; make any Thing but gold and silver Coin a Tender in Payment of Debts; pass any Bill of Attainder, ex post facto Law, or Law impairing the Obligation of Contracts, or grant any Title of Nobility.

No State shall, without the Consent of the Congress, lay any Imposts or Duties on Imports or Exports, except what may be absolutely necessary for executing it's inspection Laws: and the net Produce of all Duties and Imposts, laid by any State on Imports or Exports, shall be for the Use of the Treasury of the United States; and all such Laws shall be subject to the Revision and Controul of the Congress.

No State shall, without the Consent of Congress, lay any Duty of Tonnage, keep Troops, or Ships of War in time of Peace, enter into any Agreement or Compact with another State, or with a foreign Power, or engage in War, unless actually invaded, or in such imminent Danger as will not admit of delay.

#### **Article. II.**

##### **Section. 1.**

The executive Power shall be vested in a President of the United



States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows

Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

The Electors shall meet in their respective States, and vote by Ballot for two Persons, of whom one at least shall not be an Inhabitant of the same State with themselves. And they shall make a List of all the Persons voted for, and of the Number of Votes for each; which List they shall sign and certify, and transmit sealed to the Seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the Presence of the Senate and House of Representatives, open all the Certificates, and the Votes shall then be counted. The Person having the greatest Number of Votes shall be the President, if such Number be a Majority of the whole Number of Electors appointed; and if there be more than one who have such Majority, and have an equal Number of Votes, then the House of Representatives shall immediately chuse by Ballot one of them for President; and if no Person have a Majority, then from the five highest on the List the said House shall in like Manner chuse the President. But in chusing the President, the Votes shall be taken by States, the Representation from each State having one Vote; A quorum for this Purpose shall consist of a Member or Members from two thirds of the States, and a Majority of all the States shall be necessary to a Choice. In every Case, after the Choice of the President, the Person having the greatest Number of Votes of the Electors shall be the Vice President. But if there should remain two or more who have equal Votes, the Senate shall chuse from them by Ballot the Vice President.

The Congress may determine the Time of chusing the Electors,

and the Day on which they shall give their Votes; which Day shall be the same throughout the United States.

No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the Powers and Duties of the said Office, the Same shall devolve on the Vice President, and the Congress may by Law provide for the Case of Removal, Death, Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly, until the Disability be removed, or a President shall be elected.

The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be encreased nor diminished during the Period for which he shall have been elected, and he shall not receive within that Period any other Emolument from the United States, or any of them.

Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation:—"I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

## **Section. 2.**

The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to grant Reprieves and Pardons for Offences against the United States, except in Cases of Impeachment.

He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate, by granting Commissions which shall expire at the End of their next Session.

#### **Section. 3.**

He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

#### **Section. 4.**

The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

### **Article III.**

#### **Section. 1.**

The judicial Power of the United States, shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behaviour, and shall, at stated Times, receive for their Services,

a Compensation, which shall not be diminished during their Continuance in Office.

### **Section. 2.**

The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority;—to all Cases affecting Ambassadors, other public Ministers and Consuls;—to all Cases of admiralty and maritime Jurisdiction;—to Controversies to which the United States shall be a Party;—to Controversies between two or more States;— between a State and Citizens of another State,—between Citizens of different States,—between Citizens of the same State claiming Lands under Grants of different States, and between a State, or the Citizens thereof, and foreign States, Citizens or Subjects.

In all Cases affecting Ambassadors, other public Ministers and Consuls, and those in which a State shall be Party, the supreme Court shall have original Jurisdiction. In all the other Cases before mentioned, the supreme Court shall have appellate Jurisdiction, both as to Law and Fact, with such Exceptions, and under such Regulations as the Congress shall make.

The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

### **Section. 3.**

Treason against the United States, shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and Comfort. No Person shall be convicted of Treason unless on the Testimony of two Witnesses to the same overt Act, or on Confession in open Court.

The Congress shall have Power to declare the Punishment of Treason, but no Attainder of Treason shall work Corruption of Blood, or Forfeiture except during the Life of the Person attainted.

### **Article. IV.**

**Section. 1.**

Full Faith and Credit shall be given in each State to the public Acts, Records, and judicial Proceedings of every other State. And the Congress may by general Laws prescribe the Manner in which such Acts, Records and Proceedings shall be proved, and the Effect thereof.

**Section. 2.**

The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States.

A Person charged in any State with Treason, Felony, or other Crime, who shall flee from Justice, and be found in another State, shall on Demand of the executive Authority of the State from which he fled, be delivered up, to be removed to the State having Jurisdiction of the Crime.

No Person held to Service or Labour in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labour, but shall be delivered up on Claim of the Party to whom such Service or Labour may be due.

**Section. 3.**

New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or Parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress.

The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so construed as to Prejudice any Claims of the United States, or of any particular State.

**Section. 4.**

The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion; and on Application of the Legislature, or of the

Executive (when the Legislature cannot be convened), against domestic Violence.

**Article. V.**

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.

**Article. VI.**

All Debts contracted and Engagements entered into, before the Adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstanding.

The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States.

**Article. VII.**

The Ratification of the Conventions of nine States, shall be

sufficient for the Establishment of this Constitution between the States so ratifying the Same.

Done in Convention by the Unanimous Consent of the States present the Seventeenth Day of September in the Year of our Lord one thousand seven hundred and Eighty seven and of the Independance of the United States of America the Twelfth In witness whereof We have hereunto subscribed our Names,

G. Washington

*Presidt and deputy from Virginia*

**Delaware**

Geo: Read

Gunning Bedford jun

John Dickinson

Richard Bassett

Jaco: Broom

**Maryland**

James McHenry

Dan of St Thos. Jenifer

Danl. Carroll

**Virginia**

John Blair

James Madison Jr.

**North Carolina**

Wm. Blount

Richd. Dobbs Spaight

Hu Williamson

**South Carolina**

J. Rutledge

Charles Cotesworth Pinckney

Charles Pinckney

Pierce Butler

**Georgia**

William Few

Abr Baldwin

**New Hampshire**

John Langdon

Nicholas Gilman

**Massachusetts**

Nathaniel Gorham

Rufus King

**Connecticut**

Wm. Saml. Johnson

Roger Sherman

**New York**

Alexander Hamilton

**New Jersey**

Wil: Livingston

David Brearley

Wm. Paterson

Jona: Dayton

**Pennsylvania**

B Franklin

Thomas Mifflin

Robt. Morris

Geo. Clymer

Thos. FitzSimons

Jared Ingersoll

James Wilson

Gouv Morris

**Constitutional Amendments**

The U.S. Bill of Rights (Amendments 1–10)

**The Preamble to The Bill of Rights**

Congress of the United States begun and held at the City of New-York, on Wednesday the fourth of March, one thousand seven hundred and eighty nine.

The Conventions of a number of the States, having at the time of their adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added: And as



extending the ground of public confidence in the Government, will best ensure the beneficent ends of its institution.

Resolved by the Senate and House of Representatives of the United States of America, in Congress assembled, two thirds of both Houses concurring, that the following Articles be proposed to the Legislatures of the several States, as amendments to the Constitution of the United States, all, or any of which Articles, when ratified by three fourths of the said Legislatures, to be valid to all intents and purposes, as part of the said Constitution; viz.

Articles in addition to, and Amendment of the Constitution of the United States of America, proposed by Congress, and ratified by the Legislatures of the several States, pursuant to the fifth Article of the original Constitution.

Note: The following text is a transcription of the first ten amendments to the Constitution in their original form. These amendments were ratified December 15, 1791, and form what is known as the “Bill of Rights.”

#### **Amendment I**

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

#### **Amendment II**

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

#### **Amendment III**

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

#### **Amendment IV**

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable

cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

#### **Amendment V**

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

#### **Amendment VI**

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

#### **Amendment VII**

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

#### **Amendment VIII**

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

#### **Amendment IX**

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

#### **Amendment X**

The powers not delegated to the United States by the

Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

#### **Amendment XI**

The Judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by Citizens of another State, or by Citizens or Subjects of any Foreign State.

#### **Amendment XII**

The Electors shall meet in their respective states and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate; — the President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted; — The person having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of Electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. [And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in case of the death or other constitutional disability of the President. —]\* The person having the greatest number of votes

as Vice-President, shall be the Vice-President, if such number be a majority of the whole number of Electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

*\*Superseded by Section 3 of the 20th amendment.*

### **Amendment XIII**

#### **Section 1.**

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

#### **Section 2.**

Congress shall have power to enforce this article by appropriate legislation.

### **Amendment XIV**

#### **Section 1.**

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

#### **Section 2.**

Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the

members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age,\* and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

### **Section 3.**

No person shall be a Senator or Representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

### **Section 4.**

The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

### **Section 5.**

The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

*\*Changed by Section 1 of the 26th amendment.*

## **Amendment XV**

### **Section 1.**

The right of citizens of the United States to vote shall not be

denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude—

### **Section 2.**

The Congress shall have the power to enforce this article by appropriate legislation.

### **Amendment XVI**

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.

### **Amendment XVII**

The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.

When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: *Provided*, That the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

### **Amendment XVIII**

#### **Section 1.**

After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

#### **Section 2.**

The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.

### **Section 3.**

This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

### **Amendment XIX**

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Congress shall have power to enforce this article by appropriate legislation.

### **Amendment XX**

#### **Section 1.**

The terms of the President and the Vice President shall end at noon on the 20th day of January, and the terms of Senators and Representatives at noon on the 3d day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

#### **Section 2.**

The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3d day of January, unless they shall by law appoint a different day.

#### **Section 3.**

If, at the time fixed for the beginning of the term of the President, the President elect shall have died, the Vice President elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vice President elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President elect nor a Vice President elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice President shall have qualified.

#### **Section 4.**

The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice President whenever the right of choice shall have devolved upon them.

#### **Section 5.**

Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.

#### **Section 6.**

This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission.

### **Amendment XXI**

#### **Section 1.**

The eighteenth article of amendment to the Constitution of the United States is hereby repealed.

#### **Section 2.**

The transportation or importation into any State, Territory, or possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

#### **Section 3.**

This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

### **Amendment XXII**

#### **Section 1.**

No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of the President more than once. But this Article shall not apply



to any person holding the office of President when this Article was proposed by the Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this Article becomes operative from holding the office of President or acting as President during the remainder of such term.

#### **Section 2.**

This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission to the States by the Congress.

### **Amendment XXIII**

#### **Section 1.**

The District constituting the seat of Government of the United States shall appoint in such manner as the Congress may direct:

A number of electors of President and Vice President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a State, but in no event more than the least populous State; they shall be in addition to those appointed by the States, but they shall be considered, for the purposes of the election of President and Vice President, to be electors appointed by a State; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment.

#### **Section 2.**

The Congress shall have power to enforce this article by appropriate legislation.

### **Amendment XXIV**

#### **Section 1.**

The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax.

#### **Section 2.**

The Congress shall have power to enforce this article by appropriate legislation.

### **Amendment XXV**

#### **Section 1.**

In case of the removal of the President from office or of his death or resignation, the Vice President shall become President.

#### **Section 2.**

Whenever there is a vacancy in the office of the Vice President, the President shall nominate a Vice President who shall take office upon confirmation by a majority vote of both Houses of Congress.

#### **Section 3.**

Whenever the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that he is unable to discharge the powers and duties of his office, and until he transmits to them a written declaration to the contrary, such powers and duties shall be discharged by the Vice President as Acting President.

#### **Section 4.**

Whenever the Vice President and a majority of either the principal officers of the executive departments or of such other body as Congress may by law provide, transmit to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office, the Vice President shall immediately assume the powers and duties of the office as Acting President.

Thereafter, when the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that no inability exists, he shall resume the powers and duties of his office unless the Vice President and a majority of either the principal officers of the executive department or of such other body as Congress may by law provide, transmit within four days to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the

powers and duties of his office. Thereupon Congress shall decide the issue, assembling within forty-eight hours for that purpose if not in session. If the Congress, within twenty-one days after receipt of the latter written declaration, or, if Congress is not in session, within twenty-one days after Congress is required to assemble, determines by two-thirds vote of both Houses that the President is unable to discharge the powers and duties of his office, the Vice President shall continue to discharge the same as Acting President; otherwise, the President shall resume the powers and duties of his office.

### **Amendment XXVI**

#### **Section 1.**

The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

#### **Section 2.**

The Congress shall have power to enforce this article by appropriate legislation.

### **Amendment XXVII**

No law, varying the compensation for the services of the Senators and Representatives, shall take effect, until an election of Representatives shall have intervened.

# 231. Presidents of the United States of America

## Presidents of the United States of America

Order	Election Year	President
1	1788–1789	George Washington
1	1792	George Washington
2	1796	John Adams
3	1800	Thomas Jefferson
3	1804	Thomas Jefferson
4	1808	James Madison
4	1812	James Madison
5	1816	James Monroe
5	1820	James Monroe
6	1824	John Quincy Adams
7	1828	Andrew Jackson
7	1832	Andrew Jackson
8	1836	Martin Van Buren
9	1840	William Henry Harrison
10	1840	John Tyler
11	1844	James K. Polk
12	1848	Zachary Taylor
13	1848	Mallard Fillmore
14	1852	Franklin Pierce
15	1856	James Buchanan
16	1860	Abraham Lincoln
16	1864	Abraham Lincoln
17	1864	Andrew Johnson
18	1868	Ulysses S. Grant
18	1872	Ulysses S. Grant
19	1876	Rutherford B. Hayes
20	1880	James A. Garfield
21	1880	Chester A. Arthur

<b>Order</b>	<b>Election Year</b>	<b>President</b>
22	1884	Grover Cleveland
23	1888	Benjamin Harrison
24	1892	Grover Cleveland
25	1896	William McKinley
25	1900	William McKinley
26	1904	Theodore Roosevelt
27	1908	William Howard Taft
28	1912	Woodrow Wilson
28	1916	Woodrow Wilson
29	1920	Warren G. Harding
30	1924	Calvin Coolidge
31	1928	Herbert Hoover
32	1932	Franklin D. Roosevelt
32	1936	Franklin D. Roosevelt
32	1940	Franklin D. Roosevelt
32	1944	Franklin D. Roosevelt
33	1948	Harry S. Truman
34	1952	Dwight D. Eisenhower
34	1956	Dwight D. Eisenhower
35	1960	John F. Kennedy
36	1964	Lyndon B. Johnson
37	1968	Richard Nixon
37	1972	Richard Nixon
38	1972	Gerald Ford
39	1976	Jimmy Carter
40	1980	Ronald Reagan
40	1984	Ronald Reagan
41	1988	George H. W. Bush
42	1992	Bill Clinton

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Order	Election Year	President
42	1996	Bill Clinton
43	2000	George W. Bush
43	2004	George W. Bush
44	2008	Barack Obama
44	2012	Barack Obama

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## 232. U.S. Political Map



(credit: U.S. Department of the Interior, U.S. Geological Survey, The National Atlas of the United States of America/[nationalatlas.gov](http://nationalatlas.gov))



## 233. U.S. Topographical Map



# 234. United States Population Chart

United States Population Chart <sup>1</sup>			
Census Year	Population	Census Year	Population
1610	350	1820	9,638,453
1620	2,302	1830	12,866,020
1630	4,646	1840	17,069,453
1640	26,634	1850	23,191,876
1650	50,368	1860	31,443,321
1660	75,058	1870	38,558,371
1670	111,935	1880	50,189,209
1680	151,507	1890	62,979,766
1690	210,372	1900	76,212,168
1700	250,888	1910	92,228,496
1710	331,711	1920	106,021,537
1720	466,185	1930	123,202,624
1730	629,445	1940	132,164,569
1740	905,563	1950	151,325,798
1750	1,170,760	1960	179,323,175
1760	1,593,625	1970	203,211,926
1770	2,148,076	1980	226,656,805
1780	2,780,369	1990	248,709,873
1790	3,929,214	2000	281,421,906
1800	5,308,483	2010	308,745,538
1810	7,239,881		

## Footnotes

1. Population figures for the decades before the first U.S. census in 1790 are estimates.

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## PART XIX



# 236. Learning Module #1

## Writing Assignment

Answer the following in proper essay form (Introduction, Body and Conclusion). It needs to be formatted in Microsoft Word, Times New Roman, 12 pt font single spaced. The length should be between 750 and 1000 words. Simply replying with two to three sentences will not be acceptable.

Essay Question:

Analyze similarities and differences in the rise of TWO of the following empires. Maya Empire, Aztec Empire, and Inca Empire

# 237. Research Paper

American History I

Summer 2017 (VA)

American Revolution Research Paper

Due Date: June 27, 2017. Late papers will receive a grade of 0%.

The research paper must use APA (American Psychological Association) format. You do not have to submit an abstract page. If the APA format is not used then the paper will automatically receive a 0%. Please refer to the following for specifics on APA format:

<https://owl.english.purdue.edu/owl/resource/560/01/>

Requirements:

- Length: Minimum of 9 and maximum of 10 pages (Follow APA guidelines) (title page and references page do not count towards the 9-10 pages)!
- Minimum of six references.
- You will need to write a Thesis Statement that must be approved by me, no later than Friday, May 26, 2017 at 11:59 pm EST. Email your proposed thesis statement to me at [vernoldem@herkimer.edu](mailto:vernoldem@herkimer.edu). If you do not have your thesis approved by this date you will receive a 0% for the research paper.

Your paper can focus on any aspect of the American Revolution. For example:

- Benedict Arnold, Traitor or American Hero?
- The impact of the Mohawk Valley on the American Revolution.
- Battle of Saratoga, what factors contributed to an American Victory?
- What was the role of Thomas Paine's *Common Sense* in

promoting the movement for independence?

Throughout the years of my teaching there have been students that have been given 0% for plagiarizing their research papers, either by purchasing them from an online service that enables cheating, or turning in a paper written by another student for another class, or by cutting and pasting directly from a website without attribution. Please don't put yourself or me in this situation. It is not that hard to track down a plagiarized paper online, and it is often obvious when a student turns in someone else's paper. It is unfair to the vast majority of students who work hard and do their own research to take this shortcut, and it would be better to not do the research paper than to plagiarize this assignment.