**50 REVIEW QUESTIONS AND CONNECTIONS**

**Directions**: Each group will complete two Review Questions and Connections by emailing an electronic copy of their response to Mr. Tickler. Responses should summarize the most pertinent information (in paragraph or chart form, depending on the type of question assigned) needed to answer each question. Responses for all must include a specific claim statement to directly connect the relevant information.

1. What were the **motives of Europeans to explore** the world? (Susi B)
* Different European nations had various motives for exploring the new world. These motives could be described by the phrase “God, glory and gold. Countries such as Spain wanted to spread religious ideas throughout the native populations and new territories. England wanted to get rid of religious minorities, so the minorities fled to the new territory. Individuals wanted to obtain glory by spreading their country’s culture and expanding their territory. Several of the explorers set out to discover gold in the North America. European countries also competed with each other for new land and resources.
1. What were the **Spanish relations with Native Americans**? (Jacob H)
* The Spanish had a largely hostile and brutal relationship with Native Americans. As you know The Spanish came to the Americas purely for economic gain. So, in order to be more efficient in their quest for gold, silver, and fertile land, for cash crops, they enslaved all the indigenous peoples possible and those who did not give in to bondage were killed (South America & Caribbean). The Spanish also progressed to the south west Coast of North America focusing mainly on colonization and attempting forced conversion of the Native American Populations to Christianity. However this was largely unsuccessful due to The Native Americans loyalty to their own traditions. Over the 17th century the Native American population declined significantly as the Spanish brought diseases with them causing huge epidemics.
* SPANISH REASONS FOR COMING TO AMERICA
	+ GOD
	+ GLORY
	+ GOLD
1. What were the **French relations with Native Americans**? (Randy M)
	* THE RELATIONS BETWEEEN THE FRENCH AND THE NATIVE AMERICAN WAS VERY STRONG. THE FRENCH CAME TO THE NEW WORLD TO ENGAGE IN SEASONAL FUR TRADE AND IMMEDIATELY ESTABLISHED TIES WITH THE NATIVES WHO SETTLED THERE. THE FRENCH RETURNED TO FRANCE DURING WINTER TIMES BUT BEFORE THAT THE NATIVES EVEN HAD HUNTING PARTIES TO SHOW THE FRENCH WHERE THE GOOD FUR COULD BE LOCATED AND ALSO TAUGHT THERE LANGUAGES.. THE FENCH RESPECTED NATIVE TERRITORIES, THEIR WAYS, AND TREATED THEM AS THE HUMAN BEINGS THEY WERE. THE NATIVES IN RETURN TREATED THE FRENCH AS TRUSTED FRIENDS. FURTHERMORE, MORE INTERMARIAGES TOOK PLACE BETWEEN NATIVE AND FRENCH THEN ANY OTHER EUROPEAN GROUP.
2. CHART: Compare and Contrast **European, Native American and West African societies** during the Age of Exploration in terms of structure of government, family life, religious beliefs and values.(Camille C)

|  |  |  |  |
| --- | --- | --- | --- |
| **Societies during the Age of Exploration** | European | Native American | West African |
| *Government* | - Monarchy: Kings & Queens- Men dominated politics, women were excluded from positions of political authority | - Warfare between territories - Varying political structures: (ex) village council, developed into nations and confederations with a council of representatives to make decisions, clan matrons in agricultural societies | - Kin groups linked into hierarchical kingdoms but there was decentralized political and social authority - Each sex handled its own affairs, one female counterpart for every male  |
| *Family Life* | -Very few cities, most families lived in small villages- Men: fieldwork, livestock herding- Women: planting and harvest, childcare and household tasks | - Sexual division of labor differed between types of Native societies (hunter vs. agriculture societies)- Lived in villages w/ 1,000+ people- Each house was organized matrilineally or patrilineally  | - Fishing, cattle herding, and agriculture - Complementary gender roles- Women: shared same agricultural duties as men, childcare, food preparation, managed local trade- Polygyny (many wives) - Had slavery in their own continent |
| *Religious Beliefs and Values* | - Christianity & Catholic Church, although there were many local belief systems that varied from the church- Goal to drive all nonbelievers out of Europe | - Polytheism, concentrated on the god’s that were tied to its means of substinence (ex) Agricultural societies focused on planting and harvest gods | - Many Muslims, influence of Islamic culture through trade- Began to develop own rituals- Women and men served as head of cults and societies that directed spritiual life in the villages (Sandé cult and Poro cult) |

1. Trace the **Origins and Impact of Slavery** (Charisma C)
	* Slavery can be traced back to the settlements of the Americas by the Spanish and Portuguese.Spain had developed a model for colonization by using the exploitation of the indigenous people by using the encomienda system. The Encomienda system was a Spanish government policy that gave indians to colonists that would Christianize them. Europeans believed, at the time, that enslaving heathens of an exotic origin was justifiable. However as European diseases spread to natives, many began to die. As a result the Spanish and Portuguese needed to find alternatives. Initially using indentured-European born servants, they found that it was difficult to get a full use of these servants for their sugar industries. During West African exploration, the Portuguese found that slavery was common in West Africa and they began the first salve trade. After the British Settlement in 1620s during the tobacco boom, the planters also found the same problem the Spanish and Portuguese went through with Indentured servants. They began to import slaves to America.
	* Results of Slavery
		+ Created an economy based on Slavery, which also boosted it.
		+ Became the main cause of the Civil war and the Emancipation Proclamation.
		+ Created hostility between the North and South
		+ Resulted in one of the first interracial relations with the settlers.
		+ Ruined the lives of many African Americans and their families.
2. What are **royal, proprietary, and charter colonies**? (Tara M)
* Royal colonies were under the English monarchy’s control in the absence of revocation of a proprietary charter. Their purpose was mainly to benefit the English Crown; most colonies started as proprietary ventures and later became royal through revoked charters. In the mid 1700s eight of the thirteen colonies were royal: Massachusetts, Georgia, New Hampshire, South Carolina, New York, North Carolina, New Jersey, and Virginia. The proprietary colonies were grants of land in the form of charter, or a license to rule for individuals or groups; they were used to settle areas rapidly with British subjects. They were also used to repay a debt or do a favor for a rich person. In charter colonies Britain would grant a charter to the colonial government establishing the rules for the colonies. These colonies granted the colonists more political liberty than the other colonies.
1. Characteristics of **Jamestown / Chesapeake** (Jiaxi C)
	* Jamestown generated the first representative government with the opening of the General Assembly.
	* As Jamestown did not rely so much upon the production of agriculture due to unfitting climate, the colonists relied upon indentured servitude.
	* Sponsored by the Virginia Company, Jamestown relied upon the manufacturing of goods, and later the cultivation of tobacco as a cash crop.
	* Headright System: granted new settlers 50 acres as land grant, wealthy gentry could pay for indentured servant to get both land and labor
	* House of Burgesses: land-owning, male representatives from major Virginian settlements
	* Virginia colony was heavily reliant upon agricultural production, as the warmer climate made it ideal for farming and a labor force of indentured servitude.
2. Characteristics of **Massachusetts Bay** (Heidy N)
* The Massachusetts Bay was one of the original colonies that existed during the 1600’s originally as part of the New England colony. John Winthrop and other Puritans founded it in 1630. The New England colony was known to have long winters and short summers. in addition, It had poor rocky soil which made it hard to farm. This therefore resulted in the colonists of the Massachusetts Bay to concentrate on manufacturing and town life. Colonist who settled along the water would fish, whale, and build ships.
1. How did **religion** play a role in **New England**? (Tickler-In Class Example)
* The religious beliefs of Puritans helped shape the economy, society, and the theocratic government of New England. The development of an independent, self-sustaining society helped nurture the founding ideals of America.

|  |  |  |
| --- | --- | --- |
| Economic:* subsistence farming
* -development of seaports
* -Massachusetts Bay Company
 | Social* communal ideal
* religion strictly Congregational
* Roger Williams and Rhode Island
* Anne Hutchinson
 | Political* Mayflower Compact
* Governor John Winthrop
* town meetings
 |

1. Characteristics of **Middle Colonies** (Maggie L)
* As a region inhabited by people seeking religious freedom, the Middle Colonies were filled with a diverse group of settlers, ranging from Quakers to Jews and from Indians to the Scots-Irish. Thus, the Middle Colonies welcomed those who might not be welcomed elsewhere. Lastly, due to the warmer climate, the fertile soil, and the coastal location, the Middle Colonies profited from cash crops and coastal trade with England.

|  |  |
| --- | --- |
| Colonies | New YorkPennsylvaniaNew JerseyDelaware  |
| Settlements | Reasons:* For Religious Tolerance
* Freedom from Puritans
* Freedom from England

Who:* Quakers
* Indians
* Scots-Irish
* Immigrants
 |
| Geographic  | * Fertile Lands
* Waterways
* Wide Valleys
* Warmer than New England
 |
| Economic | * Coastal Trade with England
* Profitable farm land
* Cash Crops
* Produced Textiles / Paper
* Traded in Furs
* Mining and Iron work
 |
| Political  | * Mixture of town meetings and county governments
* Quakers fought for separation of church and state
 |
| Social  | * Religious Tolerance
* Quakers
* Catholics
* Jews
* Protestant
* Treated Natives fairly
 |

1. Characteristics of **Southern Colonies** (Lily R)
	* The Southern colonies (i.e. Georgia, North & South Carolina) were founded, and existed largely because of the economic benefits that the southern climate offered. The Southern colonies were the warmest, flattest and had the richest soil of all of the British colonies, and the land was best suited for large plantations where African slaves did all of the manual labor. For these reasons, the Southern colonies supported themselves growing cash crops such as Rice, Indigo and Tobacco. Most of Southern money was invested into Southern land and business, and Southern social structure was based on family status and land ownership, with largest landowners at the top of the social pyramid, dominating southern colonial government.
2. Characteristics of the **Colonial Economy** (Seyran B)
* The Northern or New England colonies were mostly full of farming and fishing communities. They were industrious and made their own clothes and food; which, in part, were traded to and from England. The Middle colonies, like the New England colonies, were industrial because of their factories producing iron and textiles; trade with England was common from the Middle Colonies as well. However, the Southern colonies were almost completely agricultural due to plantations being the source of their economy and slave trade was the reason for such successful crop growth and export.
1. CHART: Compare and Contrast the **New England, Middle and Southern Colonies** from a political, economic, social, religious, intellectual and artistic point of view (Josue L)

|  |  |  |  |
| --- | --- | --- | --- |
|  | New England | Middle  | Southern |
| Economic | -Mostly subsistence farming and fishing communities-Craftsmen-Lumber-Sold slaves to southern colonies | -Farming (biggest product was grain)-Produced paper and textiles-Cash crops-Mining | -Cash crops (tobacco, rice, indigo)-Trade with Caribbean (ex: sugar)-Fewer crafts and industry |
| Political | -Multiple levels of government-Close relationship between church and state | -The Duke of York chose governors and a council to govern New York-New Jersey and Pennsylvania had representative assemblies-Quakers tried to separate church and state | -Had a representative government dominated by the elites |
| Social | -Puritan society (had strict rules and a social hierarchy) | -Had a diverse population-Fewer schools than New England-Better relationships with the Natives | -Was a slave society because of the need for a lot of labor to cultivate cash crops-Not a lot of urban development |
| Religious | -Puritan | -New Jersey and Pennsylvania were owned by Quakers-Had religious freedom | -Church of England |
| Intellectual | -Focused more on the politics of the community than what was happening around them | -Policies were based on Euro-American social traditions | -Settlers focused on the common good rather than everything else because of how hard their lives were |
| Artistic | N/A | -Craftsmen created various items such as furniture, weapons, and hardware | N/A |

1. Connect the **Great Awakening** and the **Enlightenment** (Mishaal G)
* The First Great Awakening and the Enlightenment were, in many ways, contradictory to each other. The Enlightenment focused on logic and reason. It began the process of approaching things problems with science, as opposed to religion. The Great Awakening was the opposite. A greater focus was placed on religion. Additionally, people were taught to not think about religion, to just accept it without any logical approach. Despite their ideological differences, the two are very similar in their emphasis on the individual. The Enlightenment sought to separate from the monarchical system, raising the status of the common man. The Great Awakening presented a very personal approach to religion. Similarly to the distancing from monarchs, the Great Awakening distanced religious practices from the hierarchical religious system.
1. **Conflicts of the 1700s**: Queen Anne’s War, Stono Rebellion, King George’s War, Paxton Boys uprising, Pontiac’s Rebellion and Dunmore’s War (Nabil Y)
* Queen Anne’s War: Fought by England and France from 1702 to 1713, Queen Anne’s War was fought for control over the North American Continent. Not only did England fight France but Native American tribes also fought on both sides, and Spain allied with France also partook in the fighting. The War ended in 1713 with the treaty of Treaty of Utrecht. But tensions still remained between the British and French and would continue on for a reasonably long time.
* Stono Rebellion: A slave rebellion that began on the 9th of September 1739 in the South Carolina Colony. It was the largest slave uprising in the mainland British colonies Roughly 42 whites were killed. The rebellion was in hopes of reaching Spanish territory where they promised freedom for British slaves. This event showed that slaves could rebel, and it might have led to early thoughts of abolition.
* King George’s War: Fought between France and Britain in 1744-1748 in the colonies, King George’s war left a heavy toll on the colonies. Roughly 8% of the Massachusetts’s colonies men were lost in battle. It ended with the Treaty of Aix-la-Chapelle. Again this event had historical impact because it kept tensions brewing between the British and the French.
* Paxton Boys Uprising: On the 14th of December 1763 roughly 57 settlers from Paxton Pennsylvania in a drunken stupor killed roughly 20 defenseless and innocent Native Americans. Due to the good relations between the natives and the colonists nothing happened to the persecutors but it did show the views the colonists held on the natives.
* Pontiac’s Rebellion: In 1763 led by a Native Pontiac a confederation of Native tribes rebelled against Britain. The Natives couldn’t drive out the British out of their lands, and the British negotiated treaties with Natives to remain in their lands. This event connects to the theme of fighting and violence in the colonies.
* Dumore’s War: In 1774 there was a conflict between Natives and the Colony of Virginia, a state of war declared and a militia fought the natives. The war resulted in just more conflict between natives and those living in their lands; it also resulted in the Natives fighting against colonists in that area during the Revolutionary War.
* All of these events were early ideas of revolution, before the Declaration of Independence and show how consistent the ideas of freedom and independence were in America since the beginning.
1. What are the reasons **King George III** and **Prime Minister George Greenville** wanted to **raise colonial taxes** in 1763? (Michael D)
	* The ending of the Seven Years war, otherwise known as the French and Indian War, was a turning point in North America for the British Colonists.  The first “World War” brought huge debt for the British, so King George the Third and his Prime Minister George Greenville believed that the colonies should be taxed to pay it off .  King George and the Prime Minister were both arrogant, and Greenville believed that the colonies should be ruled with a much tighter grip than they had been before.  The colonies also had no real representation in Parliament, so whatever laws were passed in Britain could be placed on the them.
2. Connect the various provisions and colonial reactions to **British Parliament Legislation** (Hannah G)
* The British believed in virtual representation and their power to tax the colonies. The colonists’ reactions to various acts revealed their increasing resistance to Britain, while still remaining reluctant to call for independence.

|  |  |  |
| --- | --- | --- |
| **Name** | **Provisions** | **Colonial Reaction** |
| Proclamation of 1763 | -Set a boundary (from Appalachians) for western settlement in America-Tried to prevent conflict with colonists and Native Americans | -Angered colonists who already claimed land past the boundary-Angered land-speculation companies-Colonists tried to negotiate the boundary with Iroquois during a treaty in 1768 (but didn’t pass in House of Burgesses) |
| Sugar Act | -Set duties on foreign imports-Vice admiralty court established-Discouraged smuggling of molasses (British islands now met with more demands for their sugar) -Set to raise revenue | -Hurt the economy and affected merchants, farmers/planters, and artisans-In response, essays were written and protests were held, but did not have a unified protest |
| Currency Act | -Banned majority of colonial paper money | Same as ^^^ |
| Stamp Act | -Tax stamps on printed materials-Stamps had to be purchased with British sterling -Tried at vice admiralty courts if they violated the act | -Specifically affected merchants and elites- *The Rights of the British Colonies Asserted and Proved* : pamphlet discussing British legislation and colonial rights-Virginia act resolves: claims of various colonial rights - Loyal Nine, Sons of Liberty: groups of protesters -- sometimes became violent-Stamp Act Congress: drafted a protest for their rights |
| Townshend Acts | -Taxes levied on trade goods like paper, glass, and tea-Similar to the Navigation Acts, but applied to items imported from Britain and the revenues were designed to fund salaries of the colonies’ royal officials | -These acts angered the merchants because their profits would be affected-Quick reaction from colonists: petitions for protests, pamphlets and letters to Parliament, Sons and Daughters of Liberty fighting to resist the movement |
| Tea Act | -Tea would be sold in America only by the East India Company to prevent profits to less expensive tea vendors and smugglers-Designed to save East India Company from bankruptcy | -Out of the first 4 cities where tea was to be received, Boston was the only one to reject the compromise-Led to the daring and bold Boston Tea Party and resistance groups |
| Coercive and Quebec Acts | -Coercive/Intolerable Acts ordered the port of Boston closed until the tea was paid for, and prohibited trade until then; also included Quartering, Justice, and Massachusetts Government Acts-The Quebec Act granted more religious freedom to Catholics, reinstated French civil law, established an appointed council, and annexed Quebec to the area east of the Mississippi River | -Boston Committee of Correspondence urged colonists to boycott British goods-Most still felt loyal to the empire, but the colonies agreed to send delegates to Philadelphia to attend a Continental Congress |

1. Discuss the key players, events, opinions and compromises of the **Constitutional Convention in Philadelphia 1787.** .(Emery K)
	* The Constitutional Convention that took place in Philadelphia in 1787 was initially a meeting for appointed state delegates to review and improve the Articles of Confederation.  Some of the key players in attendance included John Adams, Alexander Hamilton, Patrick Henry,  George Washington, and James Madison. However, the difficulty of any revision to the Articles of Confederation, along with its myriad of weaknesses, eventually prompted the delegates to instead completely rewrite the Articles in a new form, which would become known as the Constitution. James Madison arrived at the Convention first, and wrote before the Convention a new plan for the government called the Virginia Plan,  a nationalistic proposal backed by a coalition of delegates which was generally used as the starting point for negotiations. Another plan, the New Jersey plan, was also in play, but was written mostly as a protest against the ideas of the Virginia Plan, not as a serious proposal in its own right. One of the main issues addressed by the Convention was the issue of legislative representation, which was resolved by The Great Compromise, which combined the Virginia and New Jersey Plans so that there would be two sections in Congress: The House of Representatives (based on population), per the Virginia plan,  and the Senate (based on equal representation), per the New Jersey plan. This gave rise to another issue- whether or not slaves could be counted as members of the population despite their lack of citizenship. This was resolved by the infamous Three-fifths compromise, in which each slave was counted as three fifths of a free person in terms of representation in the House. The new constitution also set forth another compromise, the Slave Trade Compromise, which allowed a 20 year period for southerners to continue slave trading, while northerners would be able to ban slavery in the future.
2. Connect the Declaration of Independence, Articles of Confederation, the Constitution and the Bill of Rights as they related the development of **American Ideals** (Tickler-In class example)
	* America was founded upon the ideals of freedom and democracy, starting with the Declaration of Independence, which demanded the unalienable rights of life, liberty and prosperity. These rights were further protected by the Bill of Rights, and later given to all citizens with the 14th, 15th and 19th amendments. However, the first attempt at implementing a national government to embody these ideals, the Articles of Confederation, was a complete failure. The Articles gave little to no power to the central government and was inadequate to prompt and protect the American Ideals. In order to create a stronger federal government, the Constitution of the United States was drafted and later combined with the Bill of Rights. From the founding of America to the mid-19th century, the focus of these rights was solely dedicated to those of white men. This inspired the abolition and women suffrage movements to try and gain those same rights for African Americans and women respectively and to be able to live out those ideals, but although African Americans and women legally have the same rights, more progress still needs to be made.
3. What **key issues** led to the **development of political parties**? (Tori G)
	* Federalists: After being nominated for Secretary of the Treasury, Hamilton proposed the Hamilton's Economic program, that included the idea of a national debt and national bank. This plan had sparked a divide in the republic, where one side supported Hamilton, while the other was against him. Hamilton decides to gather supporters to get his plans through congress. These supporters mainly consists of merchants and bankers. This faction soon became the Federalist Party.
	* Whigs: In 1834, political opponents of Andrew Jackson organized a new party to oppose Jacksonian Democrats. This party, led by Henry Clay, became the Whigs. Despite its short life, the party managed to win support from many economic groups.
	* Democratic-Republicans: The Democratic-Republican Party was formed by Thomas Jefferson and others who shared his views. The party was established to oppose the Federalists who supported the ratification of the US Constitution. However, after Andrew Jackson’s election in 1824, the party split apart into the National Republicans, led by Henry Clay, and the Democratic Party, led by Andrew Jackson.
	* Democrats: In the 1828 presidential campaign Jackson offered an alternative to Adams’ strong federal government support. Jackson and his followers fundamental views were similar to the Jeffersonian concept of an agrarian society. Democrats viewed the central government as an enemy of individual liberty.
	* Republicans: The demise of the Whigs party allowed the Republican party to appeal to the northerners and midwesterners interested in the economic development of the West. Republicans promised internal improvements and land grants to farmers for western land as well as higher tariffs for industrialists. Republicans portrayed their party as the guardian of opportunity because they gave individuals a chance to work, acquire land, and attain success.
	* Know-Nothings: The Know-Nothings nativist movement exploited northerners and southerners fear of foreigners and Catholics. They strove to reinforce Protestant morality and restrict voting and officeholding to the native born. The Know-Nothings filled the void temporarily after the Whig party faded.
4. What were the **priorities of the Washington Administration**? (Emma N)
	* After the revolutionary war finally came to an end, the priorities of Washington’s administration were to maintain the neutrality of the Americans, and to establish the judicial and the executive branch. After the revolutionary war, France declared war on Great Britain. Instead of choosing sides, Washington decision was to maintain the neutrality of the U.S. Also establishing a new form of government was necessary since the American people had just seceded from their previous country’s government. The creation of a new branches of government was necessary to maintain the stability of the newly formed nation.
5. What were the **financial policies of Alexander Hamilton**? (Dante G)
	* The first issue that Hamilton tackled as Washington's secretary of the treasury concerned the problem of public credit. The government at all levels had taken on massive amounts of debt during the Revolution. The commitment to pay it back was not taken very seriously. By the late 1780s, the value of such public securities had plunged to a small fraction of their face value. In other words, state IOU's — the money borrowed to finance the Revolution — were viewed as nearly worthless. Hamilton issued a bold proposal. The federal government should pay off all confederation (state) debts at full value. Such action would dramatically enhance the legitimacy of the new central government. To raise money to pay off the debts, Hamilton would issue new securities bonds. Investors who had purchased these public securities could make enormous profits when the time came for the United States to pay off these new debts. Hamilton's vision for reshaping the American economy included a federal charter for a national financial institution. He proposed a Bank of the United States. Modeled along the lines of the Bank of England, a central bank would help make the new nation's economy dynamic through a more stable paper currency. The central bank faced significant opposition. Many feared it would fall under the influence of wealthy, urban northeasterners and speculators from overseas. In the end, with the support of George Washington, the bank was chartered with its first headquarters in Philadelphia. The third major area of Hamilton's economic plan aimed to make American manufacturers self-sufficient. The American economy had traditionally rested upon large-scale agricultural exports to pay for the import of British manufactured goods. Hamilton rightly thought that this dependence on expensive foreign goods kept the American economy at a limited level, especially when compared to the rapid growth of early industrialization in Great Britain.
	* Rather than accept this condition, Hamilton wanted the United States to adopt a mercantilist economic policy. This would protect American manufacturers through direct government subsides (handouts to business) and tariffs (taxes on imported goods). This protectionist policy would help fledgling American producers to compete with inexpensive European imports.
	* Hamilton possessed a remarkably acute economic vision. His aggressive support for manufacturing, banks, and strong public credit all became central aspects of the modern capitalist economy that would develop in the United States in the century after his death. Nevertheless, his policies were deeply controversial in their day.
6. Connect **Washington’s Farewell Address** to the presidencies from 1796 – 1877. (Isa M)
	* In George Washington’s Farewell Address, the president called for an end to the growing trend of partisan politics occurring within the nation and a more neutral foreign policy. Of course, the tides of ever dividing parties were not quelled by the president’s words. Federalists and Democratic-Republicans continued to fervently oppose each other and debate on distinctly conflicting sides of the political spectrum. The Federalists and Democratic-Republicans would eventually vanish, but other parties would evolve out of the same opposition they dealt with. These parties would eventually create sectional difficulties within the nation and become major factors in the causation of the Civil War. But Washington’s second call to action in his Farewell Address did, in fact, leave a large impact on American foreign policy years to come. Washington’s support for neutrality left America on difficult terms with France. The two countries had once agreed upon a Treaty of Alliance in 1778 which Washington later annulled with his Neutrality Proclamation in 1793. John Adams, Washington’s successor, was left with the tensions between the two nations. The Jay Treaty, issued under Washington’s presidency, constructed strong trade relations between England and America, but enraged the French who viewed it as America betraying their allegiance and helping their sworn enemy, England. This led to raids of American trading vessels and the XYZ Affair, France’s demand for bribe money before proceeding with peace negotiations. An unofficial, strictly naval Quasi War broke out between America and France, settled with a treaty drafted by William Vans Murray that officially dissolved all French-American alliance. America remained locked into general neutrality until the War of 1812 when America would fight Britain on their American soil. Negotiations were made to try and prevent this war from occurring beforehand, but such efforts proved to be insufficient to stifle the tensions growing between the countries. The general theme of American foreign policy after the War of 1812 and carried on through the 1800s was much more geared towards imperial conquest than foreign neutrality. With expansionism and “manifest destiny” pushing Americans farther into the West, both Indian and Mexican warfare broke out, making foreign affairs anything but neutral. Abraham Lincoln, during the Civil War, fought to cut off British trade from the south, again straying from Washington’s call for neutrality. Though the Farewell Address was praised and revered by Americans throughout the late 18th and 19th century, the philosophies of the document were not strictly practiced by the succeeding politicians.
7. Who are the participants, what is the background, and what is the significance of the **Election in 1800**? (Susi B)
* The participants of the election of 1800s were John Adams and Thomas Jefferson. Both the candidates felt that the election of each other would ruin the nation. Jefferson was a Democratic Republican and Adams was a Federalist. This election was significant because it demonstrated the two political parties opposing each other for the first time. This election ultimately led to the end of the Federalist party, because of the domination of the Democratic Republican party.
1. **Major Supreme Court Decisions 1793 – 1842**(Jacob H)
* Chisholm v. Georgia (1793): The Chisholm vs. Georgia case established that states could be sued in federal courts by citizens of other states. This decision was unpopular with state governments, which caused it to eventually be overturned five years later by the 11th amendment to the constitution.
* Marbury v. Madison (1803): William Marbury, a federalist official was appointed as a Supreme Court justice as one of John Adam's midnight appointees. However, the new Secretary of State James Madison refused to recognize this appointment, because he knew Thomas Jefferson would want to appoint a Democratic-Republican in Marbury's place. The Federalists had no way of winning this battle, because if the court ruled in favor of Marbury by issuing a writ of mandamus, then the President would eventually reject it. And if the court refused to issue the writ, Marbury would lose his job as a justice. Though the Federalists weren't able to win, this case created a new role for the Supreme Court in the National Government as Chief Justice John Marshall encouraged Judicial Review of federal laws as a result of this case.
* Fletcher v. Peck (1810): This act voided a Georgia law that violated individuals' rights to make contracts. "If business is to prosper," wrote Chief Justice John Marshall, "men must have assurance that contracts will be enforced."
* Dartmouth College v. Woodward (1819): This ruling protected the sanctity of contracts against interference by the states. It helped support the ideals and regulations for interstate commerce and it also helped restrict States' rights to control trade activity within their borders.
* McCulloch v. Maryland (1819): In 1819, the Supreme court struck down a Maryland law taxing banks within the state that were not chartered by the Maryland legislature (a law aimed at hindering the Baltimore Branch of the federally chartered Second Bank of the United States). The Bank of the United States had refused to pay the tax and sued, causing a State vs. Federal jurisdiction. Chief Justice John Marshall further established the Supreme Court as a supreme power by stating "The Constitution and the laws thereof are supreme...They control the constitution and laws of the respective states and cannot be controlled by them."
* Gibbons v. Ogden (1824): The Supreme Court overturned the New York State law that gave Robert Fulton and Robert Livingston a monopoly on the New York/New Jersey steamboat trade. A successor, Aaron Ogden, lost their monopoly when Chief Justice John Marshall ruled that the federal power to license new enterprises took precedence over New York's grant of monopoly rights. Marshall declared that Congress' power under the commerce clause of the Constitution extended to "every species of commercial intercourse."
* Charles River Bridge v. Warren Bridge (1837): The Charles River Bridge was chartered by the Massachusetts legislature and was built in 1785. It connected the cities of Charlestown and Boston and its owners had the rights to collect tolls. In 1828, the legislature issued a charter for the construction of the nearby Warren Bridge. The Warren Bridge could collect tolls for six years, and afterwards it would be turned over to the state without any tolls. The Charles River Bridge company sued in 1829, claiming that the new bridge defied the earlier charter which was an exclusive contract protected by the result of the Dartmouth College v. Woodward case. New Chief Justice Roger Taney defended the Warren Bridge by stating that new enterprises should not be restricted by old charters. With this ruling, Taney helped support technological and economical growth.
* Prigg v. Pennsylvania (1842): In 1842, 8 years before the compromise of 1850, slavery was a major problem in the United States. Some of the biggest slavery-related problems of the time were fugitive slave rights. Even though it was stated in the constitution that fugitive slaves must be returned to their owners in the Constitution, the topic was debated for several decades. This problem was solved in the Prigg vs. Pennsylvania case, which ruled that the fugitive slave clause in the Constitution was a federal obligation, reinforcing long-standing southern desires to bring the issue to a head.
1. Chart of American **Territorial Acquisitions** (Randy M)
	* Louisiana: The Louisiana Purchase in 1803, was negotiated with Napoleon during the presidency of Thomas Jefferson; the territory was acquired from France for $15 million (equivalent to $237 million in present-day terms). A small portion of this land was ceded to Britain in 1818 in exchange for the Red River Basin. More of this land was ceded to Spain in 1819 with the Florida Purchase, but was later reacquired through Texas annexation and Mexican Cession.
	* West Florida: West Florida was declared to be a U.S. possession in 1810 by President James Madison after the territory had declared its independence from Spain. Madison ordered the U.S. Army to take control. Six weeks later, the army entered and occupied the capital, St. Francisville, putting an end to the republic after 74 days of independence. Spain did not relinquish its claim to sovereignty (see West Florida controversy) until ratification of the Adams-Onis Treaty. General Andrew Jackson personally accepted the delivery of West Florida from its Spanish governor on July 17, 1821
	* East Florida: The Adams–Onís Treaty of 1819 with Spain resulted in Spain's cession of East Florida and the Sabine Free State and Spain's surrender of any claims to the Oregon Country. Article III of the treaty, when properly surveyed, resulted in the acquisition of a small part of central Colorado.
	* Along Canadian border: Webster-Ashburton Treaty of 1842 with Britain split the disputed territory in Maine and New Brunswick and finalized the border with Canada, including the disputed Indian Stream territory. In 1850 Britain ceded to the U.S. less than one acre of underwater rock (Horseshoe Reef) in Lake Erie near Buffalo for a lighthouse
	* Texas: Texas Annexation of 1845: The independent Republic of Texas long sought to join the U.S., despite Mexican claims and the warning by Mexican leader Antonio López de Santa Anna that this would be "equivalent to a declaration of war against the Mexican Republic." Congress approved the annexation of Texas on February 28, 1845. On December 29, 1845, Texas became the 28th state. Texas had claimed New Mexico east of the Rio Grande but had only made one unsuccessful attempt to occupy it; New Mexico was captured by the U.S. Army in August 1846 and then administered separately from Texas. Mexico acknowledged the loss of territory in the Treaty of Guadalupe Hidalgo of 1848
	* Oregon Territory: Oregon Country, the territory of North America west of the Rockies to the Pacific, was jointly controlled by the U.S. and Britain following the Anglo-American Convention of 1818 until June 15, 1846 when the Oregon Treaty divided the territory at the 49th parallel (see Oregon boundary dispute). The San Juan Islands were claimed and jointly occupied by the U.S. and the U.K. from 1846–72 due to ambiguities in the treaty (see Northwestern Boundary Dispute). Arbitration led to the sole U.S. possession of the San Juan Islands since 1872.
	* Mexican Cession: Mexican Cession lands were captured in the Mexican–American War in 1846–48, and ceded by Mexico in the Treaty of Guadalupe Hidalgo, where Mexico agreed to the present Mexico–United States border except for the later Gadsden Purchase. The United States paid $15 million (equivalent to $381 million in present-day terms) and agreed to pay claims made by American citizens against Mexico which amounted to more than $3 million (equivalent to $76 million today).
	* Gadsden Purchase: In the Gadsden Purchase of 1853, the United States purchased a strip of land along the Mexico–United States border for $10 million (equivalent to $284 million in present-day terms), now in New Mexico and Arizona. This territory was intended for a southern transcontinental railroad.
2. Explain the changes to the American economy associated with the **Market Revolution** (Camille C)
* Between 1815 and 1840 the United States experienced new economic expansion through industrialization and the development of new technology, now labeled as the Market Revolution. As the supply of cotton skyrocketed after the development of the cotton gin, an expansion of American manufacturing occurred. This manufacturing economy, based in New England, supplied new jobs and established a centralized method of production. With the ongoing creation of new technology for production, the industrial economy expanded more and more, creating the need for extensive transportation and centralized, stable currency, defining the American System. Through the Market Revolution, Americas’ own independent economy expanded, overall increasing the standard of living of many in the United States.
1. Who are the participants, what is the background, and what is the significance of the **Election in 1824**? (Charisma C)
* The election of 1824 was one of the most significant elections in the 19th century. it consisted of Andrew Jackson, a Tennessee legislature and a war hero, John Quincy Adams, whose primary support was New England, William H. Crawford of Georgia, secretary of treasury, and the house of speaker Henry Clay. the Background of the election was that politicians sought to control the direction of change in expanding the nation. In the election. Jackson led in both popular and electoral vote. The candidate with the least votes, Henry Clay, gave his votes to Adams. jAckson denounced that the outcome was a “corrupt bargain”. Jackson used hi bitterness to reinforce his oppositions and to push it upon people's will. In its significance, Adams proposed a strong nationalist incorporation of Henry Clay’s “American System” which was a program of protective tariffs, a national bank, and internal improvements. He also proposed a national university. It was significant because it was the first election where the candidate with the most electoral votes did not win and was the end of the “Era of Good feelings” for the Jacksonian Party.
1. What are the **political reforms** made by the **Jackson Administration**? (Tara M)
* Jacksonians restrained government and emphasized individualism, and sought to restore traditional republican values, like prudence and economy. Jackson sought to encourage self-discipline and self-reliance, traits undermined by economic and social change. Jackson looked to Jefferson and the founding fathers as the model of traditional values. He strengthened the executive branch of government and weakened the federal role. By combining the roles of party leader and chief of state he centralized power at the White House. Introduced a spoils system to replace officeholders with Democrats. He believed sovereignty rested with the people, and he thus returned government to majority rule. After Jackson’s reelection, he dismantled the Second Bank of the United States and deposited federal funds in state-charted banks (“pet banks”). The issue of Specie Circular provided that only gold, silver, or Virginia scrip (paper money), would be accepted, which ended in disaster. Jackson used the veto 12 times during his presidency, previous presidents had believed the veto was to be used only for constitutional issues but Jackson used to veto for policy disagreements and as a effective way to control Congress. He thus made the executive a rival branch of government.
1. Compare and Contrast the positions of the **Whig Party and the Democratic Party**. (Jiaxi C)

WHIGS                                  SECOND PARTY SYSTEM (1828-1850)                DEMOCRATS

|  |  |
| --- | --- |
| Favored government action to improve American society; formed in opposition to President Andrew Jackson or “King Andrew” | Favored states’ rights, did not support federal gov’t interference in social/economic affairs |
| Opposed Mexican War, gradual territorial expansion and internal improvements (schools, roads, canals) | Favored rapid territorial expansion through purchase or war |
| Urbanization, industrialization, (did not take a stance on slavery due to gag rule) | Agrarianism, slavery |
| In favor of Protective Tariff and National Bank | Opposed banks and corporationsRejected paper money for gold/silver coins |
| Supported reforms like temperance movement, public schools and prison reform | Opposed state-legislated reforms in favor of individual freedom of choice |

1. Explain the key people, events and ideas that impacted the **Nullification Crisis** (Heidy N)
* The concept of nullification was that a state could ignore or refuse to apply federal laws. South Carolina did just that after a series of tariffs they deemed unfair were imposed.In 1828, congress passed a high protective tariff on imported and manufactured goods. The South believed that congress was overusing their power to provided support to the North manufacturing industries with the Tariff of 1628. By 1830, southern states discussed nullification. Two years later in 1832, Congress passed the Tariff of 1832. This time South Carolina proceed to nullify the tariff and threatened to leave the union. In the end, Henry Clay introduced a compromise that both the South and North agreed to. The Nullification crisis was a foreshadow of what was to come in the beginnings of the civil war. Ideas that impacted this crisis were some of the southern states (or in this case South Carolina) felt that the government was imposing on their state government duties and forcing them into adding changes to their governing methods. People that played a key role were president John Quincy Adams and his Vice President John Calhoun. John Quincy Adams was the president with the Tariff of 1628 was passed. Many people believe that with the election of Andrew Jackson, the president would reduce the tariff. However, this did not happen. People began to advocate that the state should nullify. In 1632, Vice President Calhoun defended the nullification. President Andrew Jackson then signed the Tariff of 1632.
1. Trace the development of a **national banking system**.(Tickler-In Class Example)
	* The national banking system began to help regulate the economy, but between different presidencies along with different political positions the usage of the bank fluctuated from large government to small banks throwing the economy in fluctuations of crisis. George Washington was elected as the first president of the United States. He selected Thomas Jefferson and Alexander Hamilton as part of his cabinet. As the new government was defining itself, Hamilton proposed a national bank to regulate and strengthen the economy. Both houses of congress approved of Hamilton's plan, but Jefferson and the "strict constitutionalists" argue that it was not necessary. However Washington agreed with Hamilton and signed the bill. Hamilton was successful at handling he national debt however his plan clearly favored northern banks. In 1828 Jackson was voted into presidency, and he distrusted big governments and northeastern power brokers. He wanted to downsize the federal government, so he vetoed congresses attempt at a second bank of the United States and withdrew federal funds putting them into "pet banks". In 1836 van Buren took over presidency continuing Jackson's policies, worsening the already struggling economic crisis. In 1844 James Polk was elected president. He wanted to restore the idea of keeping government funds in the Treasury- keeping them out of "pet" banks, and to reduce tariffs.
2. Trace the development of **Federal Indian Policy from 1790 – 1840**. (Maggie L)
* Towards the end of the 18th century, many Americans continued to view the Indian culture as inferior and tried to “civilize” them. Thus, the Indian Trade and Intercourse Act was established in 1793, which promised Native Americans livestock and farming supplies, as a means of integrating the American lifestyle in to the Natives’ lives. The American government had no respect for the Indian culture and customs and saw no room for the inferior race within the American society leading to their removal from their land to the West on the Trail of Tears.  However, the Natives rebelled against their oppressors through violent and nonviolent protest. For example, the two Shawnee brothers, Tecumseh and Prophet tried to create an Indian federation by encouraging unification as well as a return to their pre-American lifestyle. They also led the Indians in the Battle of Tippecanoe, during which they fought for land occupied by the dominant white Americans. Finally, as the American economy flourished on the Market economy, Indians fell into debt and thus depended on America to survive. This dependence fostered a loss of Indian culture. While the Indians attempted to resist their cruel treatment, white superiority ultimately prevailed.
1. Trace the **growth and impact of Religion** from 1600 – 1877 in the U.S. (Lily R)
	* Puritans, Separatists, and Catholics originally settled in New England to escape the oppression they witnessed in Great Britain. Many early colonies’ first bodies of law were based heavily on scriptures, required colonists to attend religious services, and stressed the conversion of Native Americans. Religion also took part in their moral codes, as they stressed their opposition to drunkenness and even idleness. In many areas, church and state were heavily intertwined, leading to the rejection of anyone who challenged the church’s authority (eg. Quakers). However, as the country grew and developed (through periods including The Enlightenment) there was a greater separation between the two, as new religious groups settled in their own towns (eg. Mormons). Later on, the 1st and 2nd Great Awakenings would go on to challenge classic methods of thought while reinvigorating religious feelings of Americans as well. While this period witnessed massive amounts of change, religion ultimately went on to give hope and escape to all, including Native Americans, African Americans, and White Americans alike.
2. Connect the growth of **American Literature and Art** (Emerson, Longfellow, Whitman, Thoreau, Poe, Irving, Fennimore Cooper, Hudson River School of Art, de Tocqueville) (Seyran B)
* The growth of literature and art in early American history was very diverse and full of purpose. With authors such as Emerson and Thoreau, transcendentalism allowed readers to “transcend” the limits of intellect, an academic movement. Longfellow with his descriptions of American and European traditions along with Whitman, Irving, and de Tocqueville writing autobiographies of significant American role models or spreading ideas of democratic values made their impact as far as Europe, so American literature was a global effect. Creativity and art were also important values among American authors. With the teachings and spread of freedom of art from the Hudson River School of Art, one of the first official schools for such a subject, and the emotionally and figuratively charged writings of Edgar Allen Poe lead the way for an American Renaissance.
1. Trace the development of **Education and Health Reforms** **Bay** (Josue L)
* Health Reform: During the Civil War women pushed for the U.S. Sanitary Commission, organized over ten thousand soldiers’ aid societies, and served as nurses in frontline hospitals, where they pressed for better care of the wounded. Also, during the war, several nursing schools were opened in the North, which advanced the professionalization of nursing.
* Education Reform: The "common school movement" was basically a description of formal education to all citizens, made through an increase of governmental activity and supported by local property taxes. In the early 1800s, Horace Mann, secretary of the state board of education, pushed for free, state-sponsored education in Massachusetts. While schooling had previously focused on literacy, religious training, and discipline, Mann made the curriculum of these new, free public schools more secular. The other states followed Massachusetts and by 1860, public education was offered in every state.
1. CHART: **Role of Women and Women’s Movement** by 1848 from a physical, intellectual, spiritual, social and political position (Mishaal G)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Physical | Intellectual | Spiritual | Social | Political |
| -fight against prostitution in 1834-Active involvement in Anti-Slavery Society-men owned wives' property and were legal guardians of the children-early birth control and abortions  | -exclusion from advanced schooling-teaching became a women's profession and earned half the salary as male teachers | -responded to Second Great Awakening by spreading word to other women-publicly declared faith and shared conversion experiences | -exclusion from many occupations-market economy created new occupations -divorce was rare-Worked as domestic servants, cooks, seamstresses, etc. | -limited property rights-inability to vote |

During the Second Great Awakening, women spread the word of Christianity to other women and motivated organized groups. Women did not vote and represented themselves by participating directly in church activities. They were also very prominent in the antislavery movement from the start and were as involved as men in this aspect. Involvement in revival and reform led women to look at their positions in their communities and want to improve them. At events like Seneca Falls, women gathered to demand equality and wrote documents such as the Declaration of Sentiments to launch the women's rights movement.

1. Who are the participants, what is the background, and what is the significance of the **Election in 1844**? (Tickler-In Class Example)
	* The Election of 1844 was between Democrat James K. Polk and Whig nominee Henry Clay. The election took place amid many debates over slavery, and whether free and slave states could both exist within the United States. Polk took a stance that was very Pro-expansion, as opposed to his opponent, Clay, who had an anti-annexation stance. By doing so, Polk managed to win the overall election by gaining the votes of some southern expansionists. He won the electoral vote 170-105, signifying that the US would indeed head down the path of expansionism, and established that many of the annexation plans would be followed through upon.
2. Trace the development and impact of **Slavery from 1800-1860** (Michael D)
	* Slavery played a huge role in the development of American States, and impacted many decisions the government made throughout the 19th century.  Slavery was used primarily in the South for free, dispensable labor and was opposed by many in the North.  As the agricultural economy grew in the South due to innovations in technology, slaves became more necessary to help maintain the cultivation of cash crop products.  Those cash crops and settlers slowly made their way to the West, and new territories were formed.  Controversy to whether or not slavery should be allowed in the new lands was brought to Congress.  To keep the Union in balance and satisfy the South, many compromises to spread slavery were created to prevent problems from escalating.  However, by the mid 19th century compromise began to fail.  The differences in opinion between the North and South soon became a huge problem, especially when Lincoln was elected for president in 1860.  The South felt slavery was part of their culture, and when the president opposed slavery, they felt their culture was being stripped from them.
3. CHART: **Sectionalism**, compare and contrast the North, South and West in terms of land, labor, tariffs, internal improvements, economic development (Tickler-In Class Example)

|  |  |  |  |
| --- | --- | --- | --- |
|  | North | South | West |
| Land | -High priced public lands-Not as much open land as other regions-Soil not as good for cash crops | -Plantations-Cotton-Land determined wealth and social status-Land not evenly distributed | -Low priced land to encourage settlement-Rich new soil-Lots of open land-Prairie region |
| Labor | -Immigrants in factories-Family farming-Working Children-Industrialization-Textiles | -Primarily farming-Slaves worked to pick cotton-Yeomen farmers worked on their own small farms | -Immigrants-People who wanted more opportunities-Many moved West-Farming |
| Tariffs | -Supported because an industrial center-American system-Supported Tariff of Abominations (1828) | -Did not support tariffs as they supported industry in an agricultural region-Hated Tariff of Abominations (1828) | -Wanted protective tariffs to stimulate and grow the domestic economy |
| Internal Improvements | -Canals (Erie Canal)-Roads (National Road)-Railroads-Connected North and West-Reduced travel time | -Did not support internal improvements.-Fewer roads and railroads than other regions | -Canals-Transcontinental Railroad-New roads-Connected North and West  |
| Economic Developments | -Commercial Farming-Industrial factories-Supported by the American system-National banking system | -Focused primarily on cotton and farming-Shipped raw materials in exchange for manufactured goods-Slave society | -Mostly specialized commercial Farming-Gold Rush-Those who missed on Gold Rush did CA agricultural boom |

1. Discuss **political compromises** related to the issue of **slavery** (Emery K)
	* In the period leading up to the Civil War, tensions were steadily mounting between the North and South as a result of differing social and moral standpoints on slavery. These tensions were temporarily alleviated with compromises that were somewhat favorable to both sides. The first ever slavery-related deal was embedded into the Constitution; the Three-Fifths Compromise solved the problem of slave over-representation in the South by counting each slave as three-fifths of a person. This clause was extremely important in that it set precedent for the eventual split of the Northern and Southern states. The North feared the prospect of the South’s overwhelming power, so they attempted to keep power out of southern hands.
	* Similarly, the Missouri Compromise illustrated growing resentment between the Abolitionists and slaveholders, drawing a line that  separated slave states from non-slave states. This act was the first of it’s kind to recognize the issue of slavery in the new territories as the nation expanded. The Missouri compromise was also an example of the way the Union would eventually be divided into North and South and the beginning issues of the Civil War.
	* In an effort to determine whether new western territories would allow slavery,  the Kansas-Nebraska Act was later passed, introducing the concept of popular sovereignty. This system attempted to allow citizens to determine whether slavery would be permitted in their states. The results were disastrous; determined to claim the territory for themselves, radical abolitionists and slave holding southerners resorted to violence in what came to be known as “Bleeding Kansas”. While these compromises were put in place in an attempt to unify the nation, in practice they only exposed the growing divide between the North and south. As time passed, war slowly became inevitable with violent revolts such as Bleeding Kansas, the Sumner beating incident,  ultimately leading to the Civil War.
2. CHART: **Strategies of the Abolition Movement** (Tori G)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Gradual Emancipation | Immediatists | Literature | Violent Resistance | Political Methods |
| The American Colonization Society advocated gradual, voluntary emancipation and resettlement of former slaves to Africa, specifically in Liberia. | Immediates shared great moral urgency; they believed that slaveholding was a sin which motivated them to abolish slavery. They founded the American Anti-Slavery Society. | -Frederick Douglass’ and Sojourner Truth’s slave narrative.-William Lloyd Garrison a immediatist & publisher of a anti-slavery newspaper *The Liberator.*-Harriet Beecher Stowe, an abolitionist, wrote *Uncle Tom’s Cabin* which conveyed the agonies and suffering of slaves.- Susan B. Anthony, along with Elizabeth Cady Stanton, published *The Revolution*, a weekly newspaper that argued for women’s rights. | -Nat Turner led a band of rebels that slaughtered sixty whites. In retaliation, whites killed slaves at random, killing over 200 African Americans. Nat was caught and hanged. -Gabriel’s Rebellion expanding up to 1,000 slaves planned to seize the state capital of Virginia and capture governor James Monroe. -David Walker published *An Appeal to the Colored Citizens of the World* calling slavery a moral evil and believed that violence should be used as a means to end slavery.-John Brown’s attack on the federal arsenal at Harpers Ferry, Virginia hoping to trigger a slave rebellion but he failed and was later captured.- In 1855, proslavery Missourians increased the amount of fake votes for proslavery candidates resulting in the legalization of slavery in Kansas. This led to the Free-Soils, an abolitionist group, in creating their own government. In 1856, a proslavery group sent to arrest the Free-Soil leaders, attacked and killed several people. In revenge, John Brown murdered five proslavery settlers. | -Gag Rule which tabled abolitionist petitions to abolish slavery and the slave trade in the District of Columbia.-Negro Convention movement served as an organization that gathered free black delegates who petitioned against slavery.- Abolitionist newspapers attacked the Fugitive Slave Act as a violation of American rights because it denied alleged fugitives a trial by jury.- In the Dred Scott case the Supreme Court ruled that Scott was not a citizen of the US or Missouri. Abolitionists in the North rejected the decision and African Americans believed that there was no hope for justice.-In 1856, Charles Sumner, who was radical in his antislavery views, attacked the president of the South and the Senator of South Carolina. This resulted in the Senator’s cousin beating Sumner with his cane. -Emancipation Proclamation declared that the slaves in the rebelling states are to be free.-The 13th amendment formally abolished slavery throughout the US. |

1. What were the **causes of the Civil War**? (Nabil Y)
* The ongoing disputes of slavery in the United States
* The struggle between the federal government and state’s jurisdiction over the right to regulate slavery such as the Dred Scott Case
* Abolitionist Movements which transformed American Literature such as the novel Uncle Tom’s Cabin
* Lincoln’s “House Divided” speech which acknowledged the decline of peculiar institution
* The Missouri Compromise since advocates of slavery feared that if slavery was abolished in the new territories the political power of slave states would ultimately weaken
* Lincoln’s relentlessness to not compromise with his party’s decision on the territories
* The election of Abraham Lincoln in 1860 which angered the South especially South Carolina
* The formal separation and secession of Southern states into the Confederate States of America
* The attack at Fort Sumter in April 1861 by Confederate troops which begun the war and exemplified how Lincoln extended his presidential authority
1. CHART: Compare and contrast the **advantages / disadvantages and military strategies** between the **North and South** (Tickler-In Class Example)

|  |  |  |
| --- | --- | --- |
|  | **NORTH** | **SOUTH** |
| **ADVANTAGE** | * The North had larger army which would lead to them being able to outlast the southern army.
* The North was able to quickly transport their resources quickly.
* With them being able transport their products faster they were able to maintain a strong economy.
* ANACONDA PLAN, the basic plan was to blockade ports of the South and to stop all commerce on the Mississippi River so no cotton could be exported and no war supplies could be imported.
 | * Great military leaders like General Robert E. Lee and Stonewall Jackson lead to early victories.
* HIGH MORALE DUE TO EARLY VICTORIES
* Knowledge of the territory (home court advantage).
 |
| **DISADVANTAGE** | * UNCLEAR MOTIVE
* BAD MILITARY FORCES
* LOW MORALE OF SOLDIERS
 | * LESS RESOURCES which
* Smaller army
* Due to a small army the south had to have a defensive war strategy.
 |

1. CHART: **Civil War Military Events**, list the year, generals involved, background and results of .(Tickler-In Class Example)

African Americans had many roles in the Civil War on both the Confederate and Union sides. Slaves in the Confederacy were forced to build fortifications and perform camp duties. Southerners were hesitant to arm their slaves, but some ended up fighting on the Confederate side. Freed slaves enlisted in the Union army and, after the Emancipation Proclamation, many freedmen went to the North and served the Union in any way they could. For example, working as nurses, cooks, and blacksmiths. The South refused to arm blacks but used them to build fortifications and perform camp duties; many Northern officers refused to believe black troops would fight, and so they were often assigned to non-combat duties or placed in the rear guarding railroads and bridges. Blacks also served as spies and scouts to the Union Army, providing valuable information about Confederate forces, plans, and familiar terrain.By the time the war ended, some 179,000 black men had served in the Union Army, representing 10 percent of its total. Nearly 20,000 more were in the navy. Nearly 40,000 died, three-fourths of them due to disease or infections.

1. What were the **roles of African Americans** during the **Civil War**? (Hannah G)
	* African Americans had many roles in the Civil War on both the Confederate and Union sides. Slaves in the Confederacy were forced to build fortifications and perform camp duties. Southerners were hesitant to arm their slaves, but some ended up fighting on the Confederate side. Freed slaves enlisted in the Union army and, after the Emancipation Proclamation, many freedmen went to the North and served the Union in any way they could. For example, working as nurses, cooks, and blacksmiths. The South refused to arm blacks but used them to build fortifications and perform camp duties; many Northern officers refused to believe black troops would fight, and so they were often assigned to non-combat duties or placed in the rear guarding railroads and bridges. Blacks also served as spies and scouts to the Union Army, providing valuable information about Confederate forces, plans, and familiar terrain.By the time the war ended, some 179,000 black men had served in the Union Army, representing 10 percent of its total. Nearly 20,000 more were in the navy. Nearly 40,000 died, three-fourths of them due to disease or infections.
2. What are the primary **goals of the Reconstruction**? (Emma N)
	* The primary goals of the Reconstruction were to restore the union, rebuild the South, as well as help the newly freed African Americans. Lincoln had granted amnesty to all southerners who decided to rejoin the union. This allowed for a peaceful reunion between northerners and southerners. Helping the newly freed African Americans almost seems counterproductive by passing restrictive laws called “black codes” which controlled the labor and behavior of African Americans--freed or not.
3. Compare and Contrast the following **groups that clashed during Reconstruction**: Reconstruction Presidents, Radical Republicans, Freed Slaves, Southern Planter Class, Southern Democrats (Tickler-In Class Example)
	* The differing goals of the groups taking part in Reconstruction ultimately led to its failure. Lincoln’s Ten Percent Plan aimed to quickly put the Southern States back into the Union, with almost no punishment. After Lincoln’s assassination, President Andrew Johnson tried to put the plans in place, yet he could not unite people the way Lincoln could. Johnson was supported by Northern Democrats who had been opposed to the war and opposed racial equality. The Radical Republicans felt that Johnson was being much to easy on the South. They believed the South should be punished and completely transformed. Some of their goals were to democratize the South, establish better public education, and give rights to the freed slaves. This would require and active Federal push into the South. The Southern Democrats wanted none of the Federal Power in the South, as they wanted to keep the old social and political orders. They denounced Reconstruction as “black domination”, and denounced Northerners as carpet baggers, and any white Southern Republicans as “scalawags”. All the while, newly freed slaves were looking for economic, social, and political freedoms that the whites surrounding them in the South actively trying to deny them. Initial progress including the Freedmen’s Bureau and some African-Americans in higher political office soon faded.
4. Trace the events, people and actions that led to the **Collapse of Reconstruction** (Dante G)
* **EVENTS**
	+ 1873: Depression of 1873 hits, Supreme Court hears Slaughterhouse Cases.
	The Slaughterhouse Cases, resolved by the U.S. Supreme Court in 1873, ruled that a citizen's "privileges and immunities," as protected by the Constitution's Fourteenth Amendment against the states, were limited to those spelled out in the Constitution and did not include many rights given by the individual states
	+ 1874: Democrats become majority party in House of Representatives
	+ 1875: Civil Rights Act of 1875 passed.
	The civil rights act was a United States federal law enacted during the Reconstruction Era to guarantee African Americans equal treatment in public accommodations, public transportation, and to prohibit exclusion from jury service. The bill was passed by the 43rd United States Congress and signed into law by President Ulysses S. Grant on March 1, 1875.
	+ 1876: Samuel J. Tilden and Rutherford B. Hayes both claim victory in presidential election. The United States presidential election of 1876 was the 23rd quadrennial presidential election, held on Tuesday, November 7, 1876. It was one of the most contentious and controversial presidential elections in American history. The results of the election remain among the most disputed ever, although there is no question that Samuel J. Tilden of New York outpolled Ohio's Rutherford B. Hayes in the popular vote. After a first count of votes, Tilden won 184 electoral votes to Hayes's 165, with 20 votes unresolved. These 20 electoral votes were in dispute in four states: in the case of Florida, Louisiana, and South Carolina, each party reported its candidate had won the state.
	+ 1877: Congress passes Electoral Count Act and Hayes becomes president. Hayes removes remaining troops from the South to end Reconstruction. Congress passed the Electoral Count Act, which clarified procedures for the submission and counting of electoral votes.
* **People**
	+ Rutherford B. Hayes -  Ohio governor chosen to run against Democrat Samuel J. Tilden in the presidential election of 1876. He received fewer popular votes than Tilden but became president after the Compromise of 1877. As a bipartisan congressional commission debated over the outcome of the election in early 1877, allies of the Republican Party candidate Rutherford Hayes met in secret with moderate southern Democrats in order to negotiate acceptance of Hayes’ election. The Democrats agreed not to block Hayes’ victory on the condition that Republicans withdraw all federal troops from the South, thus consolidating Democratic control over the region. As a result of the so-called Compromise of 1877, Florida, Louisiana and South Carolina became Democratic once again, effectively marking the end of the Reconstruction era.
	+ Samuel J. Tilden -  Famous New York prosecutor; ran for president on Democratic ticket against Rutherford B. Hayes in election of 1876; fell one electoral vote shy of becoming president
1. What are the **political, economic and social impacts of the Civil War and Reconstruction?** (Isa M)
	* After the Civil War, a large question that lingered was the course of action that should be taken to readmit the South to the Union. Politicians debated just how penalizing the readmission of the South to the Union should be and what laws could lead to the advancement of the Union. This period of time after the Civil War was named by historians as Reconstruction.
	* Economically, the south had been shattered due to much of its capital being formerly invested in slaves. In addition, one fifth of the South adult white male population was lost fighting for the confederacy. The loss of manpower was monumental in the south. In addition to the abolishment of slavery taking a toll on southern economy, the loss of foreign support and trade resulted in the downfall of southern profit.
	* Politically, the South continued their dislike for President Lincoln and the Republican party. The Republican party tried integrating Republican politics in the South by placing Republican politicians in Southern government positions, but these men were antagonized and named “carpetbaggers” for allegedly being corrupt politicians who only came to the South for financial gain. But these migrating northerners were not the only ones to be antagonized in the South. “Scalawag” was the named assigned to native-born white Southerners who sided with the Republican party and helped provide support for newly freed blacks. Though it was part of the Republicans’ goal in Reconstruction to help integrate their ideals and politics in the South, their attempt to do so was ultimately futile.
	* Socially, the immediate ramifications of the war resulted in a freed black community with minimal opportunity and access to education, thus leading to the draft of the 14th and 15th amendments which granted citizenship to all natural born Americans and prohibited the denial of one's right to vote based off of race, color, or previous servitude. These social justices granted blacks equal freedoms as whites and gave them opportunities to hold offices in the government. Although blacks were given equal rights, they were still discriminated against in many cities and faced life threatening hardships such as the KKK.