COURSE OBJECTIVES

1) To fulfill the state requirement in American History and Institutions
2) To describe and analyze the political, economic, social, and cultural development of the United States to 1877
3) To develop skills in analyzing and evaluating problems encountered in every phase of our history
4) To develop critical instincts in oral and written form
5) To develop knowledge about facts and arguments related to important issues in contemporary life

COURSE ARRANGEMENTS

The Student experience will include lectures, discussions, pertinent videos, and essay and objective examinations. Examinations will be given on timelines, study guides, topical abstracts, lecture material, and the basic text. Exam three will involve a take home essay on Manifest Destiny. An 8 1/2 x 11 Blue Book is required. Exam four will be a session in which all students will participate in a comprehensive open book cooperative examination.

REQUIRED TEXTS


Bagnall, Joseph A. United States History to 1877. Course Pack. This material is to be downloaded from the Professor’s web site http://daphne.palomar.edu/jbagnall/ or simply Google Dr. Joseph A. Bagnall.

ASSIGNED READING AND EXAMINATION DATES

Reading Assignments

Students will be expected to master the assigned material in the course pack for each examination. In addition students should read the following sections of the assigned text.

Exam One  USH Abstract Chapters 1 and 2 to “The New Nation”
Mid Term  USH Abstract Chapters 2, 3, and 4
Exam Three  Course Pack Notes on Continental Expansion (Take Home Essay)
Exam Four  Open Book Cooperative Exam (comprehensive)
Final  USH Abstract Chapters 5-7
Examination Schedule

One: Assigned Material on the period 1607-1781 Date ______________
Mid Term: Assigned Material on the period 1781-1840 Date ______________
Three: Assigned Material on Continental Expansion 1803-1850 Date ______________
Four: Open Book Cooperative Exam ______________
Final: Assigned Material on the period 1850-1877 Date ______________

CLASS STANDARDS AND PROCEDURES

A typical class hour is devoted to lecture and discussion. DVDs and videos will be scheduled when they clarify and enrich material from the text and lectures.

Appropriate language and college classroom manners are mandatory.

Classes meet for fifty minute hours. Break time is the difference between class hours and clock hours.

ATTENDANCE POLICY AND STUDENT RESPONSIBILITIES

Your attendance in class is a high priority. Please inform me if it becomes necessary to miss class. Grades will be lowered for unexcused absences. Three unexcused absences will result in a grade of F for the course. You are responsible for making arrangements for make-up examinations.

METHODS OF EVALUATION

1) Exam One 15%
2) Midterm 30%
3) Exam Three 15%
4) Exam Four (OB) 10%
5) Final Exam 30%

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UNITED STATES HISTORY TO 1877

TOPICAL ABSTRACTS

and

TIMELINES

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1. Describe the Spanish, French, and English patterns of settlement in the New World.

As a followup to the voyages of Columbus, the Spanish settled Florida, Central America, most of South America, and the present area known as Southwest United States of America (CA, NV, UT, AZ, NM, and small parts of WYO and COLO).

The French came to the New World next. They settled along the waterways to facilitate their fur trading ventures. They built fur trading posts and forts along the St. Lawrence River, Hudson Bay (Canada), the Great Lakes region, the Ohio Valley, and down the Mississippi River.

The English arrived last and started 13 colonies (plus Plymouth) along the eastern seaboard. The New England colonies were New Hampshire, Rhode Island, Connecticut, and Massachusetts Bay. The Middle colonies were New York, Pennsylvania, Maryland, New Jersey, and Delaware. The Southern colonies were Virginia, North Carolina, South Carolina, Georgia.

2. Describe the English-French struggle in North America and explain its significance in American history.

The French pattern of settlement in the Ohio Valley and along the Mississippi River curbed the English expansionist designs on the interior. As a result four worldwide imperialistic struggles between the French and English had American phases. The fourth worldwide war had an American phase called the French and Indian war. It lasted from 1754 to 1763; in this war the French were eliminated as a British imperial rival in the New World. This important war determined the basic language, political tradition and culture for North America. British historian Lawrence Henry Gipson felt that Americans had understated the significance of their so-called French and Indian War. He renamed it “The Great War for Empire.”

3. Characterize the basic structure of English colonization in the New World in terms of types of colonies, types of economies, and land expansion.

There were three basic types of English colonies in America. First was the company colony which was organized in England for profit. Examples of company colonies were Virginia and Massachusetts Bay. The latter was settled for religious reasons as well. The second basic colony was a proprietary colony. These colonies resulted from land grants from the king to “royal favorites” or people to whom the king was indebted. Examples of proprietary colonies were Maryland, a haven for Roman Catholics (Lord Baltimore, Prop.), New Hampshire (Captain John Mason, Prop.), Pennsylvania (William Penn, Prop.), Georgia, a haven for debtors, (George Oglethorpe, Prop.), and others. The third type of colony was a corporate or charter colony. Rhode Island and Connecticut were examples of these. They were each founded by religious dissenters who were sent away from Massachusetts Bay.

There were three types of economies in the English colonies. In New England the economy was based on fishing, manufacturing, and ship building. In the Middle Colonies the economy was
based on farming, fur trading, and manufacturing. In the South the economy was based on tobacco, rice, indigo, and naval stores.

There was also three types of land development or expansion in the English colonies. New England had freeholds organized into townships, the middle colonies had large manors and patroonships, and the southern colonies had plantations.

4. Discuss the old colonial system (before 1763) with special attention to the mercantilism of the period.

In the British Imperial-Colonial framework colonies were sought after as sources of raw products, cheap labor, and markets for finished manufactured goods. Under the mercantilist system the British sought a favorable balance of trade (a profit), an abundance of gold and silver, a large merchant fleet, and a powerful army and navy. Colonies were blatantly told that they existed for the benefit of the mother country.

To implement the mercantilist system, Navigation Acts were passed. The Navigation Act of 1651 set the regulation that goods coming from the colonies would be transported on British ships manned by British crews. The Navigation Act of 1660 specified that a long list of enumerated goods could be shipped to England only. The Navigation act of 1663 required that ships of other countries that wished to trade in the colonies had to pass through an English port first. This is the essence of a protected system that guaranteed English prosperity before 1763.

5. Describe the early permanent English settlements and explain the significance of Puritanism in the American experience.

EARLY BRITISH SETTLEMENTS

The first permanent English settlement was Jamestown, Virginia, in 1607. This was a company colony, organized in London for profit. The second English colony was Plymouth, settled by religious radicals who sought a complete break with the Anglican church. They were the Pilgrims who sailed on the Mayflower in 1620. Their colony was absorbed into Massachusetts Bay. The third English settlement was Massachusetts Bay. This was a company colony that accommodated religious dissenters called Puritans. Puritans were religious reformers, that is they sought to “purify” the Anglican church and remain within it. They settled in America in 1630.

AN ASSESSMENT OF PURITANISM - TWO VIEWS

THOMAS JEFFERSON WERTENBAKER wrote a trilogy on colonial America. In one volume, THE PURITAN OLIGARCHY, he emphasized the thought that Puritans hated democracy and preferred rule by the few. He pointed out that Puritans believed that they were building a KINGDOM and that GOD’S law would prevail in the civil as well as the religious domain.

Wertenbaker also maintained that the seeds of American democracy were planted by those who rebelled against the Puritan oligarchy. Roger Williams, Thomas Hooker, and Anne Hutchinson were religious rebels who were responsible for founding new colonies based on religious freedom, and devotion to rudimentary democratic practices.
Wertenbaker chronicles Puritan intolerance which included the following atrocities against Quakers: jailing them and burning their books, cutting off their ears and boring holes in their tongues with hot irons, and if they remained in Massachusetts Bay, hanging them. He also described the Salem witchcraft hysteria in which 19 “witches” were executed.

Wertenbaker portrayed Puritans as self righteous, narrow, intolerant, and superstitious.

SAMUEL ELIOT MORISON, former Professor at Harvard, and a native of New England, wrote BUILDERS OF THE BAY COLONY and other important works about Puritans. He emphasized the positive contributions that Puritans made to the American tradition. Among them were strong conscience, the Protestant work ethic, the pursuit of excellence, religious commitment, and dedication to education (Harvard was founded in 1636, but originally it was established for the training of ministers).

Morison portrayed Puritans as important contributors to American values and thought. He pointed out that New England had far more members in the Royal Academy of Science in England than the middle or southern regions of British North America.

6. Trace the events (1763-1774) that led to the American Revolution.

After the French were eliminated from the interior, the British Crown experienced a financial crisis. It became necessary, therefore, to ask American colonists to share the burden of financing the administration of the newly conquered area up to the Mississippi River. The resultant programs of the Grenville and Townshend governments alienated the colonists and paved the way to revolution. The following were measures of THE GRENVILLE PROGRAM:

The ROYAL PROCLAMATION OF 1763 forbade the colonists to move beyond the boundary of the Appalachian Mountains even though the British flag now flew all the way to the Mississippi. This caused imperial-colonial conflict.

THE SUGAR ACT (MOLASSES ACT) lowered the import duties on molasses and simultaneously enforced them more strictly. The British alienated the colonists with this action in 1764.

THE CURRENCY ACT (1764) forbade the printing of paper money. Imperial England was interested in acquiring hard specie.

THE QUARTERING ACT (1765) required colonists in some colonies to house “his majesty’s troops” in their private homes.

THE STAMP ACT (1765) placed REVENUE STAMPS on about forty commercial items, including newspapers, legal documents, marriage licenses, playing cards, etc. This attempt to raise revenue alienated the Colonists.

SONS OF LIBERTY were organized at this juncture, violence was committed against stamp officials. Sam Adams was the key organizer and agitator.

THE STAMP ACT CONGRESS was called. Twenty seven delegates were sent from nine colonies. This was direct defiance of Parliament and this illegal CONGRESS passed non-
importation agreements. The resultant pressure from British merchants forced Parliament to repeal the Stamp Act.

THE DECLARATORY ACT (1766). The Parliament repealed the Stamp Act, but it passed The Declaratory Act, asserting Parliament’s right to tax at will.

The Grenville administration fell on the Stamp Act failure. It was replaced by the Townshend administration which soon decided to impose less visible taxes. In this turmoil members of the British parliament insisted that American colonists were VIRTUALLY represented while the colonists chanted “no taxation without representation.”

TOWNSHEND DUTIES were passed in 1767. These were duties on lead, painter’s colors, paper, tea, etc. New resistance in the colonies prompted the sending of more British troops to America.

THE BOSTON MASSACRE resulted when a crowd of about 60 colonists taunted British soldiers at a Customs House in Boston on March 15, 1770. British officers fired into the crowd, killing or wounding eleven people. Colonial reaction brought repeal of the hated Townshend Duties except for a tax on tea.

A PERIOD OF QUIET resulted from 1770-1773. Radical agitators kept the idea of protest and revolution alive by organizing COMMITTEES OF CORRESPONDENCE. These “revolutionary cells” were an underground network operated by Samuel Adams, Patrick Henry, Thomas Jefferson, and others.

THE BRITISH EAST INDIA COMPANY was practically bankrupt. It had 17,000,000 pounds of tea to sell, so the British gave the company a monopoly on the sale of tea in America and taxed the tea at a nominal rate.

BOSTON TEA PARTY (1773). Sam Adams organized a mob and dressed them like Indians. They went to Boston Harbor and threw over 342 chests of tea into the harbor.

INTOLERABLE ACTS (1774). The British responded with 1) the closing of the Port of Boston, 2) the cancellation of town meetings, 3) and a new requirement that Royal officials be tried in England only.

QUEBEC ACT (1774). This attempt by the British to give Ohio Valley back to the French Canadians aroused colonial opposition.

All of the above events combined to lead to the opening shots of the American Revolution at Lexington and Concord in the spring of 1775.
Salient Points In and About the Declaration of Independence

I. The Declaration of Independence contains America’s creed.

II. America’s creed is the philosophical foundation for the new nation.

III. America’s creed is
   A. All men are created equal
   B. Our Creator has given us Life, liberty, and an environment within which to pursue Happiness
   C. Governments are instituted among men for the express purpose of securing life, Liberty and an environment in which to pursue happiness
   D. Governments derive their just powers from the consent of the governed (people)

IV. Whenever any government becomes destructive of the elements stated in America’s creed, It is the right of the people to alter or abolish that government.

V. The balance of the Declaration of Independence is composed of grievances against the British King and Parliament. These grievances are destructive of the elements stated in America’s creed. Therefore it is the right of the colonists (American people) to rise up and Abolish British rule and establish a new independent nation.

VI. In the final part of the Declaration of Independence the signers pledged their lives, their fortunes and their sacred honor, to one another and to their work in establishing a new nation. They bravely published the Declaration of Independence on July 4, 1776, barely one year into the War for Independence. That war would not end until 1781. Therefore these courageous men declared independence long before they were actually able to win it.
Directions: Match the items by placing the correct number in the appropriate blank.

THE ENGLISH COLONIZATION
1. English colonization began
2. The three kinds of colonies
3. Examples of company colonies
4. Examples of proprietary colonies
5. Examples of corporate or charter colonies
6. Economy of New England
7. Economy of Middle Colonies
8. Economy of Southern Colonies
9. Land system in New England
10. Land system in Middle Colonies
11. Land system in Southern Colonies

THE OLD COLONIAL SYSTEM
12. Mercantilism
15. Navigation Act of 1663

ENGLISH-FRENCH CONFLICT
16. Early French settlements
17. World Wars with American Phases
18. Albany Plan of Union, 1754
19. French and Indian War, 1754-63
20. Peace of Paris, 1763

COLONIES VS. ENGLAND
21. Royal Proclamation of 1763
22. Sugar Act, 1764
23. Currency Act, 1764
24. Stamp Act, 1765
25. Quartering Act, 1765
26. Sons of Liberty
27. Repeal of Stamp Act
28. Declaratory Act
29. Townshend Duties, 1767
30. Boston Massacre, 1770
31. Townshend Duties repealed
32. Committees of Correspondence
33. Tea Act, 1773
34. Boston Tea Party
35. Intolerable Acts, 1774
36. First Continental Congress, September 1774
37. Lexington and Concord, April, 1775
38. Second Continental Congress, 1775
39. Chose commander of Continental Army
40. Common Sense
41. R. H. Lee’s Resolution

The numbers in the blanks correspond to the following:

____ British troops kill patriots
____ Right to tax at will
____ Virginia and Massachusetts Bay
____ Shipbuilding, fishing, and manufacturing
____ Enumerated goods to England only
____ 7 colonies vs. French & Indians
____ MD, NH, PA
____ Farming, fur trading, manufacturing
____ English, ships, English crews
____ Troops in private homes
____ Monopoly by British East India Company
____ Revolutionary “Indians”
____ Company, proprietary, charter
____ Great War for empire—Gipson
____ Pressure from British merchants
____ King William’s Queen Anne’s, King George’s
____ Union Jack to the Mississippi
____ Forbade paper money
____ Revenue to administer colonies
____ St. Lawrence, Great Lakes, Ohio Valley to mouth of Mississippi
____ Freeholds organized into townships
____ Late in 16th century
____ Revolutionary cells
____ Tobacco, rice, indigo, naval stores
____ Patroonships, large manors
____ Favorable balance of trade, abundance of gold & silver, colonies
____ Imports go to England first
____ Restricted colonial movement past the Alleghnies
____ Discouraged smuggling
____ Violence against stamp officials
____ Import duties
____ Except tax on tea
____ Closed Boston Port, forbade town meeting
____ Created the “Associations”
____ Not a war for independence
____ June 7, 1776
____ Pressure for independence
____ Shot heard around the world
____ George Washington
____ Rhode Island and Connecticut
____ Plantations
1. Characterize the weaknesses of the Articles of Confederation and explain how they were rectified in the Constitution of the United States.

2. Utilizing evolutionary and social contract theory, trace the origins of the nation-state. Cite the rationale for each level in the evolution of the state, and present a rationale for the ultimate social contract. Is the American Constitution a model for the ultimate social contract?

3. Compare and contrast the philosophies of Alexander Hamilton and Thomas Jefferson.

4. Describe Hamilton’s financial plan and explain how political parties developed as a response to his plan.

5. What were the causes of the War of 1812?

6. What were the elements of the emergent nationalism that followed the war of 1812, and why did they occur?

7. Evaluate the decisions of the Marshall Court as a contributing factor to the development of national power.

8. Most polls of historians and political scientists rate Jefferson and Jackson as “great” and “near great” respectively. Do you agree?

9. Describe four confrontations between North and South that were settled by major compromises in the period 1787-1850.

10. Assess the contributions of the following in the shaping of the new nation: Washington, Hamilton, Jefferson, Jackson. Rate them in order of their importance to the American tradition.
Characterize the weaknesses of the Articles of Confederation and explain how they were rectified in the United States Constitution.

Brave patriots fought the American war for independence and, with the help of the French, were triumphant over the British by 1781. During this war the Declaration of Independence was drafted by the Second Continental Congress, and signed July 4, 1776. The courageous men who signed this document pledged their “lives, fortunes, and sacred honor” to the cause of American independence at a time when it was by no means certain that it could be won.

In the same year that Cornwallis surrendered to Americans at Yorktown, Virginia, (1781), the Articles of Confederation were adopted. This first American Constitution reflected the spirit of the Declaration of Independence, and embodied the freedom that the most dedicated revolutionists, men like Sam Adams and Patrick Henry, had insisted upon.

The Articles of Confederation were deficient, however, in many ways. It seems that Americans had overreacted to the tyranny of the King and the Parliament. In making their first Constitution, Americans failed to polarize enough authority at the helm. As a result we had no President; a committee of the Congress served as the executive in a perfunctory manner. We had no supreme court, and as a result, no uniform standard of justice. Serious disputes among states could not be adjudicated and armed clashes occurred. The Articles Congress could not levy and collect taxes, due largely to the fact that Congressmen thought in terms of the interests of their states, and rarely considered collective responsibilities and needs.

It was impossible to convince foreign governments that we could make treaties or pay foreign debts, because in reality we had no national government or no discernible national purpose. Power had been vested in sovereign states that jealously guarded their new found freedom from central power.

Under the Articles of Confederation large states, small states, free states, and slave states were loosely combined. They were thirteen in number, economically, politically, and culturally diverse, and fragmented to the point that the prospect of an enduring United States seemed dim. In this crisis, American patriots sought commonality in “a more perfect union.” They fashioned a new American Constitution that provided for an effective executive, a supreme court, and an effective legislative branch. The new federal structure checked tyranny, harbored ideological differences, established justice through enforceable federal law, provided for the common defense, promoted the general welfare and guaranteed liberty in perpetuity.

The success of the new government was immediate and dramatic. In the first eight years under the new Constitution we became politically and economically solvent, gained respect at home and abroad, negotiated treaties with England and Spain, and added ten amendments to the greatest political document ever struck by the hand of man.
EXCERPT

The Economic Interests of the Members of the U. S. Constitutional Convention

1. Not one member represented the economic interests of the farming or mechanic classes.
2. At least 5/6 of the members were directly and personally interested in the outcome of their labors and stood to benefit personally from their work.
3. Of the 55 members who attended, over forty held government securities. Beard lists the names from the records of the U. S. Treasury. They expected to profit from these holdings, and argued for a full discharge of the public debt.
4. Fourteen members were large land holders.
5. Twenty Four members were creditors who loaned money at interest.
6. Eleven members owned manufacturing and shipping lines.
7. Fifteen members owned slaves, including George Washington.
8. Beard maintains they built the constitution on the foundation of their own fundamental economic interests.
9. Hamilton argued that the President should be elected by a select few electors and that his term should be for life.

Hamilton also argued that electors should choose the congressmen who would be given a three year term, and Senators who would serve for life. Hamilton admired the British House of Lords, and felt that the U.S. Senate should resemble it.
Compare and contrast the political and economic philosophies of Thomas Jefferson and Alexander Hamilton. Trace the legacies of Jefferson and Hamilton through reconstruction.

THOMAS JEFFERSON
1. Egalitarian - spokesman for democracy
2. Favored small farmers, artisans and mechanics
3. Favored states rights
4. Advocated economy in federal expenditures
5. Opposed the Bank of the United States and Hamilton’s emphasis on manufacturing and industry
6. Favored Expansion
7. Favored France in foreign affairs

ALEXANDER HAMILTON
1. Elitist - “Government by the rich and well born”
2. Favored the wealthy, creditor class
3. Favored strong national government
4. “A national debt is a national blessing”
5. Favored Bank of the U. S., tariff and excise taxes for revenue
6. Identified with development of well established Atlantic seaboard
7. Favored England in foreign affairs

EARLY AMERICAN POLITICAL TRADITION

1. George Washington
   (No Party)

   Thomas Jefferson DR
3. Thomas Jefferson DR
4. James Madison DR
5. James Monroe DR
7. Andrew Jackson D
8. Martin Van Buren D

   Alexander Hamilton F
2. John Adams F
6. John Quincy Adams NR
9. W. H. Harrison W
12. Zachary Taylor W
13. Millard Fillmore W

   Franklin Pierce D
14. Franklin Pierce D
15. James Buchanon D

   Andrew Johnson D & CU
16. Abraham Lincoln R & CU
17. Andrew Johnson D & CU
Hamilton’s Financial Plan

Alexander Hamilton was the guiding spirit behind the calling of the Constitutional Convention of 1787. Ever an enemy of the fragmented “ramshackle” Articles of Confederation, he insisted on the creation of a strong national government.

In the Washington administration the success of the new federal government was dramatic. The congress could levy and collect taxes, the prospect for a strong army and navy quickly materialized, the President put down a rebellion in Pennsylvania, and the new nation made treaties with England and Spain. But the most outstanding success was identified with the work of the Secretary of the Treasury, Alexander Hamilton. Hamilton was the key figure in fashioning political and economic solvency for the new federal republic.

Hamilton’s financial plan centralized the national economy in the following manner:

1) The creation of a BANK OF THE UNITED STATES, capitalized at $10 million dollars. Four-fifths of the stock was held by private investors and one-fifth was held by the federal government. In addition, the Bank housed the United States treasury.

2) The “rich and well born” handled government money, financed the national debt and profited therefrom.

3) Hamilton characterized “a national debt (as) a national blessing,” and so he called for ASSUMPTION OF ALL STATES’ DEBTS, which were to be added to the national debt.

4) All DEBTS to domestic and foreign creditors were to be PAID AT PAR. By having the federal government pay the debts that had been incurred in France and the Netherlands during the Revolutionary War, and the debts owed to its own citizens, the new federal government earned immense credibility.

5) As SOURCES OF REVENUE, Hamilton called for A FEDERAL TARIFF AND EXCISE TAXES. These two sources kept the national treasury brimming with the currency needed to build the navy and furnish internal improvements for an evolving industrial, manufacturing base.

A Jeffersonian political movement grew from opposition to Hamiltonian political elitism, a Bank of the United States that seemed an institution of aristocratic privilege, and a strong central government that seemed to favor the industrial, manufacturing interests of the northeast over the agricultural interests of the south and the west.

United States politics through the first half of the 19th century centered on Hamiltonian economics; and Hamiltonian economics were a basic cause of secession and civil war.
Causes of the War of 1812

Remote Causes

1. **Impressment of American Sailors**: On June 22, 1807, the *Leopard*, a British frigate, ordered an American man-of-war, the *Chesapeake*, to surrender four sailors who were supposed deserters. The *Leopard* subsequently attacked the *Chesapeake*.

2. **The President-Little Belt incident**: Tensions mounted when the *President*, an American 44 gun frigate, crippled a 20 gun corvette named the *Little Belt*.

*Tecumseh’s Conspiracy*: War fever mounted as the British, in Canada, passed arms to Tecumseh and his native American followers, who in turn, raided Americans in the interior.

Immediate Cause

**War Hawks Demand Expansion**: After the election of 1810, young Jeffersonians called War Hawks dominated the political scene. These intemperate expansionists wanted to annex Canada, and wrest Florida from Britain’s ally Spain. Prominent among these unseasoned extremists were: John C. Calhoun, Henry Clay, and Felix Grundy.

The War Hawks came from the south and the west. They were the driving force behind the war, and the war was fought, chiefly, for southern and western reasons. This became evident when in 1814, Hamiltonian Federalists of the northeast met in the *Hartford Convention* and passed resolutions against the war. There was also some talk of secession in this gathering.

**Character of the War**

For the most part the war went poorly. At this juncture America had about 20 ships compared to Britain’s 600. America temporarily lost Detroit and the Great Lakes region. The White House was burned, the President and his family and the Congress had to flee.

The Treaty of Ghent was signed in 1814. It basically granted neither victory nor defeat to the Americans, Ironically the most decisive victory for the U.S. occurred in the Battle of New Orleans, which was fought two weeks after the Treaty of Ghent had been signed.
US. History 101
Objective Items

Timeline

SECOND CONTINENTAL CONGRESS, 1775
1. Resolution of Independence
2. Declaration of Independence
3. Financed Revolution
4. Obtained treaty with France
5. Cornwallis surrenders, 1781
6. Created a national government

ARTICLES OF CONFEDERATION
7. Executive
8. Legislative
9. Judicial
10. Land Ordinance of 1785
11. Northwest Ordinance of 1787
12. Diplomacy
13. Shay's Rebellion
14. Mount Vernon Conference, 1785
15. Annapolis Convention, 1786
16. Philadelphia Convention, 1787
17. Virginia Plan
18. New Jersey Plan
19. Connecticut Compromise
20. Separation of Powers
21. 3/5 compromise
22. Ratification of Constitution

WASHINGTON ADMINISTRATION
23. Secretary of the Treasury
24. Secretary of State
25. Bill of Rights
26. Hamilton's financial program
27. Democratic-Republican
28. Federalists
29. Neutrality Proclamation, 1793
30. Whiskey Rebellion, 1794
31. Jay's Treaty, 1795
32. Pinkney's Treaty, 1796

JOHN ADAMS' TERM, 1797-1801
33. XYZ Affair, 1797
34. Naturalization Act, 1798
35. Alien Act, 1798
36. Sedition Act, 1798
37. Convention of 1800
38. Virginia and Kentucky Resolutions
39. Election of 1800–12th Amendment

____ President could deport aliens
____ Jefferson wrote most of it
____ Couldn't tax or raise revenue
____ North vs. South
____ With Spain
____ States' Rights–against Alien and
____ Sedition Acts
____ Yorktown
____ Gave impetus to vote for independence,
   July 2, 1776
____ Thomas Jefferson
____ 5 states adopt resolution to call
____ Philadelphia Convention
____ Large state Plan–representation based
____ on population
____ Against foreclosing mortgages
____ Montesquieu
____ Paper money, domestic borrowing,
____ foreign loans from France, Spain,
____ Holland
____ Articles of Confederation drafted 1777,
____ adopted 1781
____ Fight over a Bill of Rights
____ No effective national Law
____ By Committee–ineffective
____ Elected one President
____ States enter as equals
____ Drafted the Constitution
____ Jefferson-Burr tie
____ Bribe for treaty
____ Created towns 6 miles square, consisting
____ of 36 sections, 640 acres each
____ "One treaty or 13"
____ Small state plan–equal representation
____ Settled dispute between large states and
____ small states
____ Navigation of Potomac and Chesapeake
____ Bay
____ Against excise tax
____ Abrogated French treaty
____ With England
____ Jeffersonians
____ Avoidance of French-British conflict
____ Second Continental Congress
____ First 10 Amendments
____ Alexander Hamilton
____ Extended period for Citizenship from 4 to
____ 14 years
____ Curbed free speech
____ Economic foundation–economic
____ solvency
U.S. History 101
Objective Items
Timeline

THE JEFFERSONIAN ERA, 1801-09

40. Secretary of State
41. Secretary of the Treasury
42. Reduced period for naturalization
43. Repealed the whiskey tax
44. Repealed Judiciary Act of 1800
45. Refused to deliver commissions to Adams’ midnight appointees
46. Economized in government spending
47. Cut the Army and Navy
48. Purchase of Louisiana
49. Lewis & Clark expedition
50. Hamilton-Burr duel
51. Chesapeake-Leopard Affair, 1807
52. Embargo Act, 1807

JAMES MADISON, 1809-17
53. President—Little Belt Incident
54. Battle of Thames
55. War Wawks elected 1810
56. Tecumesh’s Conspiracy
57. War of 1812—divided country
58. Untrained, small Army, inadequate Navy
59. O. H. Perry’s victory
60. William Henry Harrison’s victory
61. British burn White House
62. Hartford Convention, 1814
63. Treaty of Ghent
64. Andrew Jackson victory at New Orleans
65. Rush-Bagot Agreement
66. Passage of Protective Tarriff, 1816
67. Second Bank of U.S., 1816
68. Increased Army and Navy

JOHN MARSHALL’S COURT DECISIONS
69. Marbury vs. Madison, 1803
70. Fletcher vs. Peck, 1810
71. Martin vs. Hunter’s Lessee, 1816
72. McCulloch vs. Maryland, 1819
73. Dartmouth College vs. Woodward, 1819
74. Gibbons vs. Ogden

___ Purchased from France
___ Explorers
___ A charter is a contract not subject to state violation
___ Albert Gallatin
___ Increased Dem.-Rep. Ranks
___ Lowered national debt
___ Hamilton killed
___ Demilitarized Great Lakes
___ Pushed for war in 1812
___ Dolly saved Gilbert’s portrait of George Washington
___ First protective tariff
___ Chartered for 20 years
___ Aroused anti-British sentiment
___ Supreme Court declares state legislation unconstitutional
___ Forbade state to tax a function of the Federal Government
___ Weakened National Power
___ Decreased Federalist Judgships
___ James Madison
___ Impressed U.S. sailors
___ U.S. blamed the English
___ Battle fought after treaty
___ Recaptured Detroit
___ Judicial review
___ Ends war of 1812
___ Invasion of Canada fails
___ Tecumesh killed
___ Lake Erie
___ Federalists oppose War of 1812
___ Supreme Court overturns highest state court
___ Part of emergent nationalism after 1816
___ Interstate waterways subject to exclusive control by Congress
___ 19 to 13 in the Senate, 97 to 49 in the House
___ Forbids all American and foreign vessels engaged in trade to enter or leave American ports
___ Cut Federal Revenue from excise tax
___ Appointees not commissioned
JAMES MONROE, 1817
75. Era of Good Feelings
76. American System
77. Convention with Great Britain, 1818
78. Adams-Onis Treaty, 1819
79. Missouri Compromise, 1820
80. Monroe Doctrine, 1823
81. Election of 1824
82. "Corrupt Bargain"
83. Democrats
84. National Republicans

JOHN QUINCY ADAMS, 1825-29
85. Advocated internal improvements
86. Larger Navy
87. Advocated federal aid to education and a national university

THE AGE OF JACKSON, 1829-37
88. Kitchen Cabinet
89. Spoils system
90. Eaton Affair
91. South Carolina opposes the tariff
92. Doctrine of Nullification ("Exposition and Protest")
93. Webster-Hayne Debate
94. Compromise Tariff of 1833
95. Force Bill
96. Trail of Tears
97. Maysville veto
98. Veto of US. Bank
99. Pet banks
100. Wildcat banks
101. Specie Circular
102. Panic of 1837

MARTIN VAN BUREN, 1837-41
103. Unemployment & crop failure
104. Independent Treasury Act

WILLIAM HENRY HARRISON, 1841-41
105. Log Cabin & Cider campaign
106. Harrison serves one month

JOHN TYLER, 1841-45
107. Tippecanoe and Tyler too!
108. Tyler kills Whig program
109. Webster-Ashburton Treaty
110. Annexation of Texas

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Jackson kills Road Bill
Andrew Jackson's Party
First modern election campaign
Decided in the House
The Education President
Missouri slave, Maine free
Indian tragedy
John Q. Adams' party
Maine-New Brunswick boundary
Shortest term
Calhoun loses, Van Buren wins
Henry Clay's nationalistic slogan
Action of a States' Rights president
Spawned by veto of Bank of US
Purchase of Florida from Spain
Jackson vs. Biddle
Authorization to compel South Carolina
Land purchased with gold and silver only
Clay-Adams "deal"
Jackson's "favorites"
Joint occupation of Oregon territory
Lowered tariff over 9-year period
Van Buren depression
Jackson's informal advisor's
John C. Calhoun
Joint resolution of Congress
No further colonization of the Americas
Attempted to improve defense
Adams' domestic proposal
Van Buren's main achievement
William L. Marcy's quote
Lack of national political conflict
Economic trouble in the Jackson Administration
Governor Hamilton and R. B. Rhett
Nature of the Union
Campaign slogan, 1840
1. Describe the four major compromises between North and South, 1787 to 1860 (The 3/5 Compromise, the Missouri Compromise, the Compromise Tariff of 1833, and the Compromise of 1850) and explain why compromise was not possible by 1860.

2. Trace the events that led to the Mexican cession from the early 19th Century to the Treaty of Guadalupe Hidalgo.

3. James K. Polk has been called our most successful President. Evaluate that statement.

4. Discuss the events of the 1850’s that led to the Civil War. What were the basic causes of the Civil War?

5. Trace the evolution of slavery as an institution in the United States, and evaluate it as a factor in the precipitation of Civil War.

6. Was the Civil War caused primarily by economic factors? Explain.

7. Evaluate the following in the elevation of America’s Blacks: 1) The Emancipation Proclamation, and 2) the 13th, 14th, and 15th Amendments. Why was a civil rights movement in the 1960’s necessary?

8. Discuss the nature of the dispute between Lincoln and Congress over reconstruction of the defeated South. Compare the reconstruction policies with those of Lincoln’s successor, Andrew Johnson. Did Andrew Johnson deserve impeachment?

9. President Lincoln is ranked Number One in every major poll of historians and political scientists since 1948. Evaluate President Lincoln as a communicator, as a politician, as a person, and as a President.
Describe the four major confrontations between North and South, 1787-1860.

I. In the Constitutional convention of 1787 the delegates of the North and South had serious conflict over the problem of representation in the House of Representatives. Southerners were outnumbered badly, particularly when African-Americans who constituted 40% of the South were ignored in the count. When Northerners realized that Southern demands must be met in order to create the federal union, they agreed to count each African-American as 3/5 of a person for purposes of establishing the number of representatives allotted to the south.

II. By 1820 differences between north and south (over the tariff, the labor system, and the needs of an agricultural vs. an industrial society) had sharpened. Conflict was inevitable, when the Union was composed of eleven free and eleven slave states—and Missouri asked for admission to the Union as a slave state. The conflict was resolved when the State of Maine was created out of a portion of Massachusetts and simultaneously admitted as a free state. One of the major features of this so called Missouri Compromise was the agreement that thereafter all states asking for admission above 36 degrees 30 minutes would be free. All below it would have slaves.

III. Disputes over the tariffs of 1828 and 1832 led to serious confrontation between North and South. John C. Calhoun of South Carolina wrote and spoke of the need for nullification of the federal tariff. He mentioned secession as possibility in this crisis as well. This conflict was resolved when Henry Clay, architect of the Missouri compromise, introduced the Compromise Tariff of 1833. This tariff was to be gradually reduced over a nine-year period.

IV. After the Mexican war the US gained the territory of present day California, Nevada, Utah, Arizona, New Mexico, and parts of Wyoming and Colorado. The debate over admission of the new territory as slave or free threatened to tear the Union apart. Henry Clay was the major force in shaping the Compromise of 1850. His effort was instrumental in postponing civil war for ten years. The compromise included: admission of California as a free state, admission of the New Mexico territory on the basis of popular sovereignty, the enactment of a strong fugitive slave law, and the abolition of slave trade in Washington, DC.
NOTES ON THE ASSIGNED ESSAY ON MANIFEST DESTINY

I. 1811–1821 – New Spain became Mexico. The present US southwest (CA, UT, NV, AZ, NM, TX, and small parts of WYO and CO) belong to Mexico.

1815 – Southern farmers settled in east Texas to plant cotton.

1823 – Three thousand Americans lived in eastern Texas.

1824 – The Mexican government encourages Americans to colonize Texas. They wanted protection from the Indians.

1825 – Stephen F. Austin brought 300 American families to Texas. Promises were made to observe the Catholic religion and obey Mexican law.

1829 – Slavery was abolished in Mexico. Americans in Texas had slaves.

1836 – Texas contained 30,000 Americans with 5,600 African American slaves. Only 4,000 Mexicans lived in Texas at this time.

Americans in Texas declared a TEXAS REPUBLIC. Santa Anna responded with 4,000 Mexican troops who forced 200 Americans into an abandoned mission called the Alamo. Americans killed 1,500 Mexicans, but every American at the Alamo was killed, including Davy Crockett and Jim Bowie. Santa Anna then massacred 350 Texas prisoners at Goliad.

Sam Houston then led an army of 800, destroyed half of the Mexican army at San Jacinto during siesta time, captured Santa Anna and forced him to sign a treaty granting Texas independence.

II. The TEXAS REPUBLIC lasted nine-years, 1836-1845.

III. James K. Polk campaigned for the presidency in 1844, promising annexation of the Texas Republic as a state. After Polk won, President Tyler obtained the annexation of Texas through a joint resolution of Congress, just before Polk was sworn into the office.

IV. Polk sent John Slidell to Mexico to purchase California and the New Mexico territory. The US offered $25 million for California and New Mexico, and $5 million for New Mexico alone. Mexico refused to sell.

V. The United States had just annexed Texas as a state. Next there was a border dispute in Texas. The United States claimed that the southwest border of the US was the Rio Grande River, Mexico claimed the border was the Nueces River. President Polk sent troops to occupy the disputed area. Mexico fired on the troops. This clash precipitated the Mexican war.
VI. Congressman Abraham Lincoln's reaction.
Abraham Lincoln challenged President Polk to "name the spot where American blood was shed on American soil." He also introduced the "Spot Resolutions" in the house. He believed that President Polk had committed aggression. Lincoln's controversial stand cost him his seat in congress. He was widely referred to as "Benedict Arnold" and "Rancho Spotty."

VII. The United States took California and New Mexico by force. The Treaty of Guadalupe-Hidalgo granted the United States our present southwest region.
Was James K. Polk Our Most Successful President?

In the campaign of 1844, James K. Polk promised that if elected he would annex the Texas Republic as a state, obtain exclusive occupation of the Oregon territory; obtain California, lower the tariff, and establish an independent treasury system.

The annexation of Texas was a sensitive issue. Previous presidents were reluctant to open the debate of the admission of new slave states. Ironically, Polk popularized the issue of annexation, but a few days before he took the oath, President Tyler obtained a joint resolution of Congress, and so Texas was admitted in the warning moments of a lame duck Tyler administration.

Polk campaigned on the slogan 54 40 or fight! Actually he settled with England for exclusive occupation of Oregon at the 49th parallel. The Treaty of 1846, in which Oregon was acquired, was negotiated and signed during the war with Mexico.

Polk tried to purchase California and the New Mexico territory for $25 million. When this attempt failed, the Polk administration quarreled with Mexico over the southwest border of newly acquired Texas. A border incident brought was with Mexico, and Polk was able to obtain California and the New Mexico territory by force.

Polk persuaded congress to lower the tariff (Walker Tariff) and establish the independent treasury system.

Polk promised heroic things in 1844 and achieved them all. He is often referred to as our most successful president. The manner in which some things were accomplished, however, probably excludes him from being considered a great president.
Trace the events that helped precipitate the Civil War 1850-1861.

Many events helped precipitate the Civil War. Among them was publication of two important books. 1) H. B. Stowe's *Uncle Tom's Cabin* and 2) Hinton R. Helper's *Impending Crisis of the South*. Both books popularized anti-slavery sentiment.

The North-South contest to control newly admitted Kansas (1854), was an important prelude to the Civil War as well. On the Kansas question southerners had supported Stephen A. Douglas popular sovereignty scheme with the informal understanding that Kansas would be slave and Nebraska free. When northerners, through the New England Immigrant Aid Company, flocked into Kansas with "Beecher's Bibles" (rifles), and southerners called "border ruffians", flocked into Kansas, a small-scale civil war called Bleeding Kansas erupted.

At this junction a new Republican Party emerged with the incendiary plank, "no further extension of slavery."

When Charles Sumner delivered a speech in the United States Senate in 1856—called, "The Crime against Kansas," he insulted Senator Butler of South Carolina. Congressman Brooks of South Carolina, a distant relative of Senator Butler, pounded Charles Sumner with an eleven-ounce cane until Sumner fell to the floor, bleeding and unconscious. Sumner had to leave his Senate seat for 3 ½ years for costly medical treatment in Europe.

In a crucial case before the Supreme Court in 1856, Dred Scott, a slave who resided in the North, sued for his freedom. The majority decision of the Taney court included the assertion that Scott was not a citizen; he was property, and he would remain a white man's property regardless of his residence in free territory. This decision inflamed passions in both North and South, thereby becoming a key event in the movement toward war.

In 1858 Abraham Lincoln challenged Stephen A. Douglas for a U. S. Senate seat from the State of Illinois. In the ensuing Lincoln-Douglas debates national attention was focused on Lincoln’s call for no further extension of slavery and Douglas’ insistence that slavery could exist in any state where it had majority support. The debates were divisive and inflammatory.

John Brown's raid on Harper's Ferry, Virginia, in 1859, was an abortive attempt to capture weapons from a federal arsenal in order to arm the slaves. The failed attempt and the hanging of abolitionist John Brown further inflamed war sentiment.

Finally the election of Lincoln in 1860 with a Republican platform calling for a protective tariff, internal improvements at federal expense, subsidies to railroads, and "no further extension of slavery," made compromise impossible. Secession came immediately. When Lincoln took the oath of office seven states had already left the Union.

Lincoln's attempt to provision Ft. Sumter (a federal fort located on an island off the coast of South Carolina) led to the opening shots of the Civil War, fired by the south, on April 12, 1861.
The major factors in the elevation of African-Americans include:

THE ISSUANCE OF THE EMANCIPATION PROCLAMATION: On September 22, 1862, President Lincoln issued a preliminary proclamation, which promised that all states still in rebellion as of January 1, 1863, would henceforth have all slaves freed.

Note the following:

A. Lincoln had previously indicated that his primary objective in the Civil War was to save the Union. He was willing to save it with slavery or without. The Emancipation Proclamation seems consistent with that objective. For example: What if the south had decided to cease the rebellion as of January 1? The union would obviously have been reinstated with slavery. What if part of the confederacy had ceased the rebellion? Part of the Confederacy would have been reinstated or admitted with retention of slaves.

B. The foregoing suggests that Lincoln was not really a "Great Emancipator." His strongest commitment was to saving the Union. Consider further that the Emancipation Proclamation could be considered a generous offer of peace with slavery.

What about the loyal slave states? Lincoln had the authority to abolish slavery in the slave states that fought for the Union. He did not do so for fear of losing vital support militarily.

Another question—how many slaves were freed by the EP? No slaves were immediately freed, because Lincoln had no authority to free slaves in the Confederacy. The EP did encourage slaves to flee from the south and join Union ranks. It also made the Civil War a struggle for the abolition of slavery as a secondary goal. British liberals therefor identified with the Union cause, and the EP was instrumental in preventing British recognition of and assistance to the Confederacy.

C. The Emancipation Proclamation was quite instrumental in the elevation of blacks.

THE THIRTEENTH, FOURTEENTH, AND FIFTEENTH AMENDMENTS to the Constitution elevated blacks dramatically in the period 1865 to 1877. These amendments came through the efforts of Radical Republicans who controlled the Congress of the United States.

Radical Republicans also divided the south into five military districts where at point of bayonet they disenfranchised the white power structure, guaranteed black suffrage, and installed black rule.

These extreme measures brought a severe white backlash. The Ku Klux Klan was formed in 1866; as a result, violence and terror against blacks became commonplace. In 1877 the last of the federal troops were withdrawn from the south and state legislatures began to pass back into the hands of the whites. So called "Jim Crow" laws were passed in various states. Varying in locale, they assuredly had the same intent—to perpetuate a southern color line. "Grandfather clauses" prevented African-Americans from voting if their progenitors had not voted, literacy tests and poll takes kept blacks from the polling place as well, and state laws legalizing segregation on railroads led to other law as segregation schools and most other public places.

In summary, the 13th, 14th, and 15th amendments brought temporary elevation of blacks, so long as federal troops occupied the south, but post reconstruction white backlash destroyed black rule.
The civil rights crusade of the 1960's was necessary in order to insure the rights blacks had been guaranteed through the 13th, 14th, and 15th amendments to the American Constitution.
Presidential vs. Radical Republican Reconstruction

I. Lincoln’s second inaugural – “With malice toward none...”

II. Response to a presidential serenade – A request for “Dixie”

III. Lincoln’s reconstruction plan restored a seceded state upon request of 10% of 1860 voters.

IV. Lincoln’s provisional governments “restored” - VA, LA, ARK, TN (rejected by Congress)

V. Congressional reconstruction - Wade-Davis Bill restored a state upon request of the majority of voters. Lincoln gave it a pocket veto.

VI. Johnson reconstruction policy - General amnesty to all except ex-Confederates and rebels whose wealth exceeded $20,000. Must swear allegiance to the US and ratify the 13th Amendment abolishing slavery.

VII. Johnson governments “admitted” - NC, MISS, GA, TX, Al, SC, and FLA.

VIII. Congress refused to seat Johnson govts. Lincoln-Johnson presidential reconstruction failed.

IX. Radical leaders in the Congress were Thadeus Stevens, Charles Sumner, and Benjamin Wade.

X. Radical Republican reconstruction begins:

A. Freedman’s Bureau was passed over Johnson’s veto.

B. Civil rights Acts of 1866 were passed over Johnson’s veto. They confer citizenship and legal equality on African-Americans.

C. Command of the Army Act was passed over Johnson’s veto. It had the practical effect of empowering Secretary of War Stanton, who cooperated with radicals and worked with General Grant and Commanders in the field to implement radical congressional reconstruction in defiance of President Johnson.

D. The Tenure of Office Act was passed over Johnson’s veto. It forbade the President to dismiss cabinet officers without Senate approval. President Johnson dismissed Secretary of War Stanton in violation of the act.

E. Johnson was impeached for “high crimes and misdemeanors” –chiefly for violation of the Tenure of Office Act.

F. In Johnson’s trial, the Senate failed to muster a 2/3 majority by one vote. Therefore it failed to convict the President and remove him from office.
Directions: Match the items by placing the correct number in the appropriate blank.

**JAMES K. POLK (D) 1845-1849**
1. Campaign of 1844
2. Slidell Mission
3. General Taylor Occupies Disputed Territory
4. Treaty of 1846
5. Mexican War 1846-1848
6. Bear Flag Republic
7. Treaty of Guadalupe-Hidalgo

**ZACHARY TAYLOR (W) 1849-1850**
8. Henry Clay Introduces the Compromise of 1850
9. Taylor opposes Compromise of 1850
10. Taylor dies

**MILLARD FILLMORE (W) 1850-1853**
11. Compromise of 1850 passed into law
12. Uncle Tom’s Cabin published in 1852

**FRANKLIN PIERCE (D) 1853-1857**
13. Gadsden Purchase
14. Kansas-Nebraska Act
15. Bleeding Kansas (1854-1858)
16. Republican Party founded (1854)
17. Ostend Manifesto
18. Sumner- Brooks Affair

**JAMES BUCHANAN (D) 1857-1861**
19. Dred Scott decision
20. Lincoln-Douglas debates
21. John Brown’s raid
22. Election of 1860
23. Stephen A. Douglas
24. John Bell
25. John Breckenridge
26. Seven Southern States secede

**ABRAHAM LINCOLN (R) 1861-1865**
27. Civil War Begins
28. First Battle of Bull Run
29. Lincoln Uses Emergency Powers
30. President of CSA elected
31. Battle of Shiloh
32. Battle of Mechanicsville
33. Battle of Antietem, MD
34. The Emancipation Proclamation 9/22/1862
35. Battle of Fredericksburg
36. Battle of Gettysburg
37. Gettysburg Address 11/19/1863
38. Union Victories bring end to Civil War
39. Lee Surrenders to Grant
40. Lincoln Assassinated

___ US obtains present southwest region
___ small scale civil war
___ violence in the US Senate
___ southern candidate in election of 1860
___ indecisive, but edge to the north
___ major features were: California admitted as a free state, and a Fugitive Slave Act
___ Confederates defeat McDowell
___ Court denies freedom
___ Grant and Sherman
___ Ft. Sumter
___ Democratic candidate in 1860
___ Harper’s Ferry, a federal arsenal
___ Mexican war begins
___ Confederates are repulsed 6/26/1862
___ both sides claim victory
___ rationale to invade Cuba
___ ice milk and cherries in July
___ turning point for the North
___ ends the Civil War
___ Constitutional Unionist in 1860
___ John Wilkes Booth
___ Jefferson Davis
___ precipitates secession
___ December, 1860
___ Stephen A. Douglas was the author
___ failed mission to Mexico
___ became effective 1/1/1863
___ contest for US Senate seat from Illinois
___ Taylor becomes war hero
___ California is briefly, a republic
___ Burnside (Union) defeated
___ dedication of a national cemetery
___ declares war; raises army, issues an Income tax; suspends Habeas Corpus; declares martial law; blockades southern Ports
___ Clay resolves conflict for the third time
___ US obtains Oregon Territory
___ “Rough and Ready” dislikes compromise
___ Polk vs Clay
___ Harriet Beecher Stowe
___ as a result of “Bleeding Kansas”
___ completes continental expansion
U.S. History
Objective Items
Drill Sheet

CIVIL WAR 1861-1865
41. Secession - The original 7
42. The first capital - CSA
43. Last attempts at compromise
44. Opening shots - April 12, 1861
45. Lincoln calls for 75,000 volunteers
46. Loyal slave states
47. Advantages of the North
48. Advantages of the South
49. Gradual compensated emancipation
50. Emancipation Proclamation - September 22, 1862
51. Union financing of the War
52. Confederate financing of the War
53. Total casualties (deaths)
54. Casualties in all other U.S. wars (deaths)
55. Lee surrenders to Grant
56. Lincoln assassinated

RECONSTRUCTION
57. Lincoln’s 10% plan
58. Lincoln’s provisional governments restored
59. Wade-Davis Bill
60. Johnson reconstruction policy
61. Johnson governments
62. Congress refuses to seat Johnson governments
63. Thadeus Stevens, Charles Sumner; Ben Wade
   (Radical Republican Reconstruction)
64. Joint Committee on Reconstruction
65. Freedman’s Bureau
66. Civil Rights Act of 1866
67. Command of the Army Act
68. Tenure of Office Act
69. Johnson impeached for “high crimes and
   misdemeanors” chiefly for violation of the Tenure of
   Office Act of 1867

_____ Greater population, industrial base, superior
   resources
_____ Montgomery, Alabama
_____ National Bank Act of 1863, taxing, borrowing,
   legal tender “greenbacks”
_____ Over 600,000
_____ Appomattox Court House, 4/9/65
_____ Cotton, superior military leaders
_____ SC, TX, GA, AL, FL, MS, LA
_____ Taxes, bond issues, paper money
_____ April 14, 1865
_____ DE, MD, KY, MO
_____ Crittendon proposals, VA Peace Convention
_____ Lincoln’s original idea for Emancipation
_____ Less that 600,000
_____ VA, AR, NC, TN join the Confederacy
_____ Fort Sumter
_____ Slaves freed in states in rebellion as of 1/1/63

_____ NC, MS, GA, TX, AL, SC, FL
_____ Proposes radical reconstruction measures,
   including the 14th Amendment
_____ Restored a state upon request of majority of
   voters - Lincoln gave it a pocket veto
_____ General amnesty to all except ex-Confederates
   and rebels whose wealth exceeded $20,000; must
   swear allegiance to U.S. and ratify 13th
   Amendment
_____ VA, LA, AR, TN
_____ Confers citizenship and legal equality
_____ Established to protect rights of freed slaves
_____ Failure of Lincoln-Johnson Presidential
   reconstruction
_____ Restored a seceded state upon request of 10% of
   1860 voters
_____ Divides South into 5 military districts
_____ Senate failed to convict and remove from office
_____ Forbade President to dismiss cabinet officers
   without Senate approval
_____ Radical Republican leaders
IN CONGRESS, JULY 4, 1776

The unanimous Declaration of the thirteen united States of America

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 harass 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 benefit 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 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 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 law War, conclude Peace, contract Alliances, establish Commerces, and to do...
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.

— John Hancock

New Hampshire:
Josiah Bartlett, William Whipple, Matthew Thornton

Massachusetts:
John Hancock, 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 York:
William Floyd, Philip Livingston, Francis Lewis, Lewis Morris

New Jersey:
Richard Stockton, John Witherspoon, Francis Hopkinson, John Hart, Abraham Clark

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

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

North Carolina:
William Hooper, Joseph Hewes, John Penn

South Carolina:
Edward Rutledge, Thomas Heyward, Jr., Thomas Lynch, Jr., Arthur Middleton

Georgia:
Button Gwinnett, Lyman Hall, George Walton
The Ridings and McKiver Poll of 1997

This latest poll had 719 respondents from American Universities and Colleges. Ninety seven percent were professors of history and/or political science. Three percent were elected officials, political activists, attorneys, and authors. This poll was published in Ridings and McKiver's book titled, Rating the Presidents... A Citadel Press Book, 1997.

The Ranking of U.S. Presidents

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<th>U.S. President in Order of Overall Ranking</th>
<th>Leadership Qualities</th>
<th>Accomplishments and Crisis Management</th>
<th>Appointments</th>
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| 1982 Murray-Blessing Poll  
(846 Respondents) | 1962 Schlesinger Poll  
(75 Respondents) | 1948 Schlesinger Poll  
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