

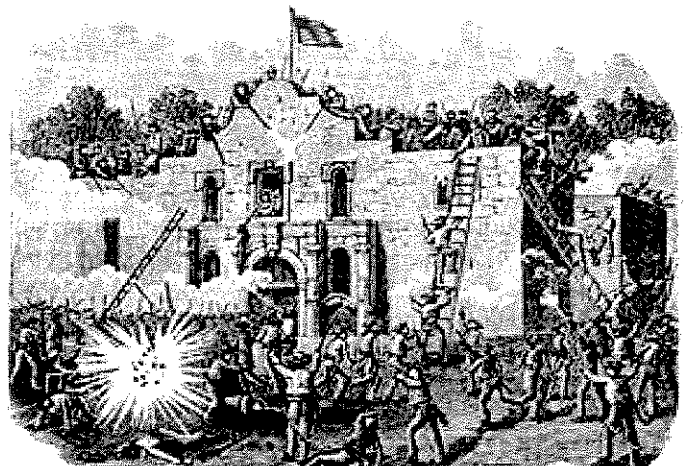
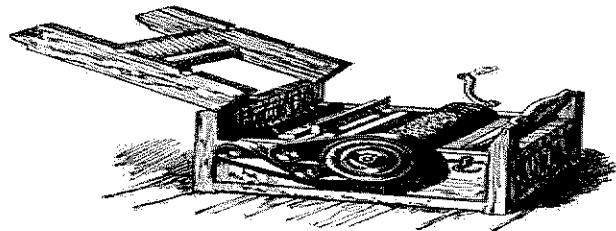


# ***101 Dual Credit***

## **Unit 2 – Chapters 5-10**

Name \_\_\_\_\_

Period \_\_\_\_\_



# Unit 2 US History 101

## Key Concepts/ Essential Questions

Textbook chapters	Maps & documents
<ul style="list-style-type: none"> <li>Chapter 5: The Problems of Empire</li> <li>Chapter 6: Making War &amp; Republican Government</li> <li>Chapter 7: Hammering Out a Federal Republican</li> <li>Chapter 9: Transforming the Economy 1800-1860</li> <li>Chapter 10: A Democratic Revolution 1800-1844</li> </ul>	<ol style="list-style-type: none"> <li>1. Timeline 1751-1800</li> <li>2. Declaration of Independence</li> <li>3. Articles of Confederation</li> <li>4. Constitution of the United States</li> <li>5. List of significant Supreme Court cases</li> <li>6. Marbury v. Madison excerpt</li> <li>7. Nullification documents</li> <li>8. List of American political parties</li> <li>9. Monroe Doctrine</li> <li>10. Indian Removal Act</li> <li>11. Nullification documents</li> </ol>

**Essential Questions:** Think about these questions **before**, **during**, and **after** the reading. They are very general; there is no specifically correct answer. If you understand their complexity and feel confident in using information from the text and the supplementary reading in answering these questions, you should understand the major themes from this period.

1. How did the 7 Years' War alter the relationship between the British and colonists?
2. How can the French & Indian War be seen as a turning point in American History?
3. What arguments did colonists use to resist Britain's actions after the war?
4. How did Enlightenment ideas help lead to the American Revolution?
5. How was the Constitution able to pass in light of conflicting interests? (North v. South, Federalists v. Anti-Federalists)
6. What were achievements of the Northwest Land Ordinance?
7. How did foreign policy debates impact America domestically?
8. What was the message of George Washington's Farewell Address?
9. How did Washington view political parties?
10. How did his ideas help influence foreign policy for decades to come?
11. What were the reasons for the development of political parties, and characteristics of each party?
12. How did the Second Great Awakening impact America?
13. How did slaves adapt to their circumstances and create a new culture?
14. How did the Market Revolution revolutionize the production of goods and family/gender roles?
15. How did new inventions transform the production of goods?
16. Impact of the Market Revolution?

## UNIT 2 - WORD WALL

**Directions:** Define the following terms and importance of each term in this unit

<b>Term</b>	<b>Definition and Importance to the Unit</b>
<b>Regulators</b>	
<b>Stamp Act of 1765</b>	
<b>Virtual Representation</b>	
<b>Quarting Act of 1765</b>	
<b>Stamp Act Congress</b>	
<b>Sons of Liberty</b>	
<b>Committees of Correspondence</b>	
<b>Tea Act of May 1773</b>	
<b>Coercive Act</b>	
<b>Minute Men</b>	
<b>Second Continental Congress</b>	
<b>Declaration of Independence</b>	
<b>Popular Sovereignty</b>	

<b>Battle of Saratoga</b>	
<b>Valley Forge</b>	
<b>Battle of Yorktown</b>	
<b>Treaty of Paris 1783</b>	
<b>Articles of Confederation</b>	
<b>North West Ordinance of 1787</b>	
<b>Shay's Rebellion</b>	
<b>Virginia Plan</b>	
<b>New Jersey Plan</b>	
<b>Federalist</b>	
<b>Anti-Federalist</b>	
<b>Federalist No. 10</b>	
<b>Bill of Rights</b>	
<b>Judiciary Act of 1789</b>	
<b>Bill of Rights</b>	

<b>Report on the Public Credit</b>	
<b>Bank of the United States</b>	
<b>Report on Manufactures</b>	
<b>Proclamation of Neutrality</b>	
<b>Whiskey Rebellion</b>	
<b>Jay's Treaty</b>	
<b>Haitian Revolution</b>	
<b>XYZ Affair</b>	
<b>Naturalization, Alien, Sedation Acts</b>	
<b>Virginia Resolution</b>	
<b>Kentucky Resolution</b>	
<b>Marbury v. Madison</b>	

<b>Louisiana Purchase</b>	
<b>Embargo Act of 1807</b>	
<b>Treaty of Ghent</b>	
<b>McCulloch v. Maryland</b>	
<b>Adams-Onis Treaty</b>	
<b>Monroe Doctrine</b>	

<b>Industrial Revolution</b>	
<b>Waltham-Lowell System</b>	
<b>Unions</b>	
<b>Labor Theory of Value</b>	
<b>Market Revolution</b>	
<b>American System</b>	
<b>American Temperance Society</b>	
<b>Nativist Movements</b>	

<b>Transcendentalism</b>	
<b>Utopias</b>	
<b>Mormonism</b>	
<b>Abolitionism</b>	
<b>Underground Railroad</b>	
<b>Gag Rule</b>	
<b>Domestic Slavery</b>	
<b>Seneca Falls Convention</b>	

Term	Definition and Importance to the Unit
Industrial Revolution	
Waltham-Lowell System	
Unions	
Labor Theory of Value	
Market Revolution	
American System	
American Temperance Society	
Nativist Movements	
Spoils System	
American System	
Corrupt Bargain	
Tariff of Abominations	
Nullification	



State's Rights	
Second Bank of the United States	
Indian Removal Act of 1830	
Trail of Tears	
Panic of 1837	

## UNIT 2 - KEY INDIVIDUALS

Individual	Significance of Individual to Unit of Study
Samuel Adams	
Thomas Paine	
Thomas Jefferson	
General George Washington	
General William Howe	
James Madison	
Alexander Hamilton	
Thomas Jefferson	
John Adams	
John Marshall	
Tecumseh	
John Quincy Adams	

<b>Samuel Slater</b>	
<b>Francis Cabot Lowell</b>	
<b>Eli Whitney</b>	
<b>Cyrus McCormick</b>	
<b>Charles Grandison and Lydia Finney</b>	
<b>Ralph Waldo Emerson</b>	
<b>Henry David Thoreau</b>	
<b>Walt Whitman</b>	
<b>Nat Turner</b>	
<b>William Lloyd Garrison</b>	
<b>Dorothea Dix</b>	
<b>Elizabeth Cady Stanton</b>	
<b>Susan B. Anthony</b>	

<b>Martin Van Buren</b>	
<b>John Quincy Adams</b>	
<b>Henry Clay</b>	
<b>Andrew Jackson</b>	
<b>John C. Calhoun</b>	
<b>Daniel Webster</b>	
<b>Roger B. Taney</b>	
<b>Harriet Jacobs</b>	
<b>Stephen Austin</b>	
<b>Antonio Lopez de Santa Ana</b>	
<b>Sam Houston</b>	

## Moving toward Revolution

**Directions:** Research the events leading to the American Revolution, and complete the chart.

<b>British Action</b>	<b>Rationale</b>	<b>Colonial Reaction</b>	<b>Rationale</b>
<b>Proclamation of 1763</b>			
<b>Sugar Act</b>			
<b>Currency Act</b>			
<b>Stamp Act</b>			
<b>Repeal of Stamp Act &amp; Passage of Declaratory Act</b>			
<b>Townshend Duties</b>			

<b>British Action</b>	<b>Rationale</b>	<b>Colonial Reaction</b>	<b>Rationale</b>
<b>Tea Act of 1773</b>			
<b>Quartering Act of 1774</b>			
<b>Coercive or “Intolerable” Acts</b>			
<b>Lexington and Concord</b>			

## The Declaration of Independence: A Transcription

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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 harrass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our 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 levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

*The 56 signatures on the Declaration appear in the positions indicated:*

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
<b>Georgia:</b>	<b>North Carolina:</b>	<b>Massachusetts:</b>	<b>Pennsylvania:</b>	<b>New York:</b>	<b>New Hampshire:</b>
Button Gwinnett	William Hooper	John Hancock	Robert Morris	William Floyd	Josiah Bartlett
Lyman Hall	Joseph Hewes	<b>Maryland:</b>	Benjamin Rush	Philip	William
George Walton	John Penn	Samuel Chase	Benjamin	Livingston	Whipple
	<b>South Carolina:</b>	William Paca	Franklin	Francis Lewis	<b>Massachusetts:</b>
	Edward	Thomas Stone	John Morton	Lewis Morris	Samuel Adams
	Rutledge	Charles Carroll of	George Clymer	<b>New Jersey:</b>	John Adams
	Thomas	Carrollton	James Smith	Richard	Robert Treat
	Heyward, Jr.	<b>Virginia:</b>	George Taylor	Stockton	Paine
	Thomas Lynch,	George Wythe	James Wilson	John	Elbridge Gerry
	Jr.	Richard Henry	George Ross	Witherspoon	<b>Rhode Island:</b>
	Arthur	Lee	<b>Delaware:</b>	Francis	Stephen
	Middleton	Thomas Jefferson	Caesar Rodney	Hopkinson	Hopkins
		Benjamin	George Read	John Hart	William Ellery
		Harrison	Thomas	Abraham Clark	<b>Connecticut:</b>
		Thomas Nelson,	McKean		Roger Sherman
		Jr.			Samuel
		Francis Lightfoot			Huntington
		Lee			William
		Carter Braxton			Williams
					Oliver Wolcott
					<b>New Hampshire:</b>
					Matthew
					Thornton



# **The Declaration of Independence**

**Directions:** Read the Declaration of Independence Carefully. Then answer the following questions

1. What was the cause for the issuing of the Declaration of Independence?
2. Merely declaring independence did not gain British recognition of colonial independence. What advantages could the colonist gain by announcing independence from Great Britain?
3. In view of the possible advantages of a declaration of independence from Great Britain, what factors caused the colonies to proceed with great caution?
4. According to Thomas Jefferson, who has the right to create a government? What is the purpose of government? What should people do if the government fails to fulfill its purpose?
5. Summarize Jefferson's major premise or assumption in the Declaration of Independence.

6. If Jefferson assumed the right of revolution-as no other practical Politician before him had done-what did he have to prove to justify a declaration of independence from Great Britain?
7. How did Jefferson organize the rest of the Declaration of Independence?
8. Why did Jefferson list the violations in reverse order, putting the pursuit of happiness first?
9. Who is the "he" mentioned repeatedly in the Declaration of Independence?
10. Why did Jefferson write vaguely about the complaints rather than listing the specific acts of the British that had so alienated the colonists?

William Trent (1715–1787) was a British merchant who served as an officer for the Virginia militia during the French and Indian War (1754–1763). This excerpt from Trent's journal describes the siege of Fort Pitt (in what is now Pittsburgh, Pennsylvania), during Pontiac's Rebellion, when native peoples west of the Appalachian Mountains revolted against British settlement in territories formerly held by the French.

[July 27, 1763]

Fifty-seven Indians all on horseback were seen from the fort, going down the road and some on foot. Soon after some were seen returning, some appeared in Hulings field cutting some wheat with their knives and a scythe[.] [W]e imagine they are hungry.

A gun was fired according to agreement to call them over to get their answer, soon after they appeared on the other side; as soon as they came over, Captain Ecuyer's answer to this speech was delivered . . . , letting them know that we took this place from the French, that this was our home and we would defend it to the last, that we were able to defend it against all the Indians in the woods, that we had ammunition and provisions for three years (I wish we had for three months), that we paid no regard to the Ottawas and Chippawas, that we knew that if they were not already attacked, that they would be in a short time in their own country which would find enough for them to do.

That they had pretended to be our friends, at the same time they murdered our traders in their towns and took their goods, that they stole our horses and cows from here, and killed some of our people, and every three or four days we hear the death halloo [a war cry], which we know must be some of their people who have been down the country and murdered some of the country people. That if they intended to be friends with us to go home to their towns and sit quietly till they heard from us. . . .

The Yellow Bird, a Shawnee chief, asked for the four rifle guns we had taken from the four Indians the 25th[.] [T]hey were answered, if it appeared that their nation had done us no harm, and that they continued to behave well, when we were convinced of it that they should either have their guns or pay for them. He was very much enraged. . . . White Eyes and Wingenum seemed to be very much irritated and would not shake hands with our people at parting.

Mary C. Darlington, Pierre Joseph Céloron de Blainville, Simeon Ecuyer, and William M. Darlington, *Fort Pitt and Letters from the Frontier* (Pittsburgh, PA: J. R. Weldin, 1892), 103–104.

### PRACTICING Historical Thinking

**Identify:** List three key features of the relationship between Trent's army and the native peoples.

**Analyze:** Does Trent's attitude appear more sympathetic or more critical of the native peoples? Explain your response with textual support.

**Evaluate:** In the aftermath of the French and Indian War, what advantage might the British have seen in maintaining good relations with western natives?

common goods was the first British tax on goods that were produced and used exclusively in the colonies.

Whereas, by an act made in the last session of Parliament, several duties were granted, continued and appropriated toward defraying the expenses of defending, protecting, and securing the British colonies and plantations in America; and whereas it is first necessary, that provision be made for raising a further revenue within your majesty's dominions in America, towards defraying the said expenses; we, your majesty's most dutiful and loyal subjects, *the Commons of Great Britain*, in parliament assembled, have therefore resolved to give and grant unto your majesty the rights and duties hereinafter mentioned. . . . That from and after the first day of November, one thousand seven hundred and sixty-five, there shall be raised, levied, collected, and paid unto his majesty. . . :

. . . For every skin or piece of vellum or parchment, or sheet or piece of paper, on which shall be engrossed, written, or printed, any declaration, plea, replication, rejoinder, demurrer, or other pleading, or any copy thereof, in any court of law within the British colonies and plantations in America, a stamp duty of *three pence*. . .

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Charles Bottà, *History of the United States of America: War of Independence*, vol. 2 (London: A. Fullarton & Co.), 29–33.

### **PRACTICING Historical Thinking**

**Identify:** Summarize the purpose of the Stamp Act as described in the first paragraph above.

**Analyze:** Why might a North American colonist see the Stamp Act as unfair? Why might a British policy maker see it as fair?

**Evaluate:** Compare the British treatment of the colonists as outlined in the Stamp Act with William Trent's treatment of the native peoples in Document 4.2.

## DOCUMENT 6.5 | Northwest Ordinance, Key Sections

1787

The Northwest Ordinance of 1787 was passed under the Articles of Confederation government and helped establish the process for creating new state governments west of the Appalachian Mountains and around the Great Lakes. The United States acquired these territories in the Treaty of Paris (1783), which also recognized American independence.

Sec. 13. And for extending the fundamental principles of civil and religious liberty, which form the basis whereon these republics, their laws, and constitutions are erected; to fix and establish those principles as the basis of all laws, constitutions, and governments, which for ever hereafter shall be formed in the said territory; to provide, also, for the establishment of States, and permanent government therein, and for . . . [their] admission to a share in the federal councils on an equal footing with the original States, at as early periods as may be consistent with the general interest: . . .

Article III. Religion, morality, and knowledge, being necessary to good government, and the happiness of mankind, schools and the means of education shall forever be encouraged. The utmost good faith shall always be observed towards the Indians; their lands and property shall never be taken from them without their consent; and in their property, rights, and liberty, they shall never be invaded or disturbed, unless in just and lawful wars authorized by Congress; but laws founded in justice and humanity shall, from time to time, be made, for preventing wrongs being done to them, and for preserving peace and friendship with them. . . .

Article VI. There shall be neither slavery nor involuntary servitude in the said territory, otherwise than in the punishment of crimes, whereof the party shall have been duly convicted: Provided, always, That any person escaping into the same, from whom labor or service is lawfully claimed in any one of the original States, such fugitive may be lawfully reclaimed, and conveyed to the person claiming his or her labor or service as aforesaid.

**Identify:** List the key provisions of the Northwest Ordinance of 1787.

**Analyze:** What might account for the seeming change in relations toward Native Americans and slavery? Consult your history textbook for additional information.

**Evaluate:** Evaluate the political, moral, and geographic influences in the passage of the Northwest Ordinance of 1787. Which of these influences was greatest? Consult your history textbook for additional information.

# ADVANTAGES & DISADVANTAGES ARTICLES OF CONFEDERATION

*Read the Articles of Confederation excerpt on page 56. Identify advantages and disadvantages of the Articles.*

ADVANTAGES		DISADVANTAGES	
<b>Advantages for State Government....</b> 1)  2)  3)	<b>Disadvantages for State Government....</b> 1)  2)  3)	<b>Advantages for National Government....</b> 1)  2)  3)	<b>Disadvantages for National Government...</b> 1)  2)  3)

**After completing the advantages and disadvantages chart, read the section titled *What were weaknesses in the Articles of Confederation?* Page 57 & 58. Answer the following questions upon finishing the reading.**

- 1) The Articles of Confederation demonstrated a distrust of a strong national government. What were the historical and philosophical reasons for this distrust?
  
- 2) What were the positive and negative consequences of a weak national government?
  
- 3) Why do you think the smaller states were satisfied with government under the Articles of Confederation?
  
- 4) Many people today continue to distrust the federal government. In your opinion, is such distrust justified? Explain your position.

# PLANS FOR A NEW CONSTITUTION

Summarize the Virginia Plan	Summarize the New Jersey Plan

Virginia Plan		New Jersey Plan	
Advantages	Disadvantages	Advantages	Disadvantages

## Resolution of the Philadelphia Convention (Connecticut Compromise)

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## *Anti-Federalist / Federalist Debates*

**Directions:** Compare the two contrasting viewpoints on the following issues.

	<b>Federalists</b>	<b>Anti-Federalists</b>
<b>Republican Government</b>		
<b>Federalism</b>		
<b>Separation of Powers</b>		
<b>The Congress</b>		
<b>The Presidency</b>		
<b>The Judiciary</b>		
<b>Bill of Rights</b>		



# UNITED STATES CONSTITUTION

Directions: Find a copy of the Constitution of the United States in your textbook or in another reference source. Answer the following questions.

## The Preamble and Articles I-VII

- (1) The Constitution begins with an introductory paragraph that states the purposes of the new plan of government. The introduction is called the \_\_\_\_\_. It says:

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*Constitution of the  
We the People of  
Articles*

- (2) The Constitution, as it was written in 1787, was divided into numerous parts called articles. How many articles were there? \_\_\_\_\_
- (3) Article I deals with the \_\_\_\_\_ branch of government.
- (4) Article I is subdivided into ten \_\_\_\_\_.
- (5) According to Article I, Section 1, legislative or "lawmaking" powers are granted to a \_\_\_\_\_, made up of the Senate and House of Representatives.
- (6) Article II discusses the organization of the \_\_\_\_\_ branch.
- (7) Article II, Section 1, says that executive power is given to a \_\_\_\_\_ of the United States.
- (8) Article III established a \_\_\_\_\_ branch of government.
- (9) Article III, Section 1, places judicial power in one \_\_\_\_\_ and various other courts organized by Congress.
- (10) Article IV explains the relationship between the individual \_\_\_\_\_, and between the states and the United States government.
- (11) Changes or additions to the Constitution, called \_\_\_\_\_, can be made according to the procedures outlined in Article V.
- (12) Article VI says that the United States will pay its debts, that national laws are to be followed when in conflict with state laws, and that government officials must take an \_\_\_\_\_, in which they promise to support the United States Constitution.
- (13) Article VII required that \_\_\_\_\_ states ratify the Constitution before it would go into effect.

## Amendments 1-10

The first ten amendments to the Constitution, known as the Bill of Rights, were adopted in 1791. This was four years after the original Constitution had been written, and two years

after George Washington became President. The Bill of Rights guaranteed that the national government would not take away the rights and liberties of the American people.

Decide which one of the ten amendments in the Bill of Rights gives people each of the rights and liberties in the following list. Fill in the space with the number of the amendment. Some numbers will be used more than once.

- (14) \_\_\_\_\_ the right not to be put on trial twice for the same crime
- (15) \_\_\_\_\_ freedom of assembly
- (16) \_\_\_\_\_ the right to be tried in the state and district where the crime was committed
- (17) \_\_\_\_\_ no quartering of soldiers in homes without the approval of the owner
- (18) \_\_\_\_\_ freedom of the press
- (19) \_\_\_\_\_ the right to have guns
- (20) \_\_\_\_\_ the right to a public trial
- (21) \_\_\_\_\_ the right to know the witnesses against oneself
- (22) \_\_\_\_\_ freedom of speech
- (23) \_\_\_\_\_ the right to have a lawyer
- (24) \_\_\_\_\_ the right not to testify against oneself
- (25) \_\_\_\_\_ the right not to lose life, liberty, or property without due process of law
- (26) \_\_\_\_\_ the right to be tried soon after being accused of a crime
- (27) \_\_\_\_\_ freedom of religion
- (28) \_\_\_\_\_ the right to know the charges on which one is being held
- (29) \_\_\_\_\_ freedom from unreasonable search and seizure
- (30) \_\_\_\_\_ the right to be paid for private property taken for public use
- (31) \_\_\_\_\_ the right to obtain witnesses in one's defense
- (32) \_\_\_\_\_ freedom to petition the government to correct grievances
- (33) \_\_\_\_\_ no cruel or unusual punishments; no excessive bail or fines

#### Other Amendments

The delegates at the Constitutional Convention realized that changes would have to be made to the Constitution as conditions and circumstances changed in the United States. Yet considering the number of years that have passed since the document was written in 1787, remarkably few revisions have been made. This is a tribute to the wisdom of the delegates — the “Founding Fathers.”

Listed below are the amendments that have been adopted since the Bill of Rights was added to the Constitution in 1791. Fill in the space with the number (11, 12, etc.) of the amendment being described. Do not use the same number more than once.

- (34) \_\_\_\_\_ If Congress votes itself a salary increase, it will not take effect until after the next election.
- (35) \_\_\_\_\_ A citizen cannot be denied the right to vote because of race, color, or previous condition of servitude. (This amendment protected the right of black male citizens to vote.)
- (36) \_\_\_\_\_ No person can be elected President more than twice. No person who has held the office of President for more than two years of a term to which some other person was elected President shall be elected to the office of President more than once.
- (37) \_\_\_\_\_ The Vice President will become President if the President is removed from office or if he dies or resigns. If the President is unable to carry out his powers and duties, the Vice President will assume the powers and duties while serving as acting President.
- (38) \_\_\_\_\_ Congress has the power to collect income taxes.

- (39) \_\_\_\_\_ People may not make, sell, or transport intoxicating liquors within the United States.
- (40) \_\_\_\_\_ The Eighteenth Amendment is repealed.
- (41) \_\_\_\_\_ A person cannot be denied their right to vote because they have not paid a poll tax.
- (42) \_\_\_\_\_ A citizen of one state cannot sue another state in federal court.
- (43) \_\_\_\_\_ The two United States senators from each state are to be elected by the people of the state. (Senators had previously been chosen by state legislatures.)
- (44) \_\_\_\_\_ Slavery is abolished in the United States.
- (45) \_\_\_\_\_ All persons born or naturalized in the United States are citizens of the United States and of the state in which they live. (This made former slaves citizens.) No state can take away rights of citizens of the United States. No state can take away a person's life, liberty, or property without due process of law. All persons are given equal protection of the laws.
- (46) \_\_\_\_\_ Congress must meet at least once every year, with the meeting beginning on January 3. The terms of the President and Vice President end on January 20. (Terms previously ended in March.)
- (47) \_\_\_\_\_ Citizens of the District of Columbia may vote.
- (48) \_\_\_\_\_ Members of the Electoral College, called electors, each will vote for one person for President and one for Vice President.
- (49) \_\_\_\_\_ Qualified citizens eighteen years or older may vote.
- (50) \_\_\_\_\_ The right to vote cannot be denied on account of sex. (This amendment gave women the right to vote.)

#### Thought Questions

- (1) In your opinion, what are the five most important rights and freedoms listed in the Bill of Rights (amendments 1-10)? Give the number of the amendment that includes each right or freedom you select.

- (a) Amendment \_\_\_\_\_: \_\_\_\_\_
- (b) Amendment \_\_\_\_\_: \_\_\_\_\_
- (c) Amendment \_\_\_\_\_: \_\_\_\_\_
- (d) Amendment \_\_\_\_\_: \_\_\_\_\_
- (e) Amendment \_\_\_\_\_: \_\_\_\_\_

- (2) Which five amendments not included in the Bill of Rights do you consider to be of greatest importance? Give the number of the amendment, and a reason for choosing it.

- (a) Amendment \_\_\_\_\_: \_\_\_\_\_
- (b) Amendment \_\_\_\_\_: \_\_\_\_\_
- (c) Amendment \_\_\_\_\_: \_\_\_\_\_
- (d) Amendment \_\_\_\_\_: \_\_\_\_\_
- (e) Amendment \_\_\_\_\_: \_\_\_\_\_

## United States Constitution

### Multiple-Choice

- (1) \_\_\_\_\_ When the Constitution was written in 1787, it included: (a) Articles I-VII (b) Articles I-VII and the Bill of Rights (c) Articles I-VII and Amendments 1-27
- (2) \_\_\_\_\_ The executive branch of government is headed by the: (a) President (b) Chief Justice (c) majority leader
- (3) \_\_\_\_\_ According to the Constitution, government officials must: (a) serve no more than 2-year terms (b) be members of a political party (c) take an oath promising to support the Constitution
- (4) \_\_\_\_\_ Freedom of religion, freedom of speech, and freedom of the press are guaranteed by the: (a) First Amendment (b) Fifth Amendment (c) Tenth Amendment
- (5) \_\_\_\_\_ A person accused of a crime: (a) must be tried in the state where they are arrested (b) can be given any form of punishment decided upon by a jury (c) has the right to a speedy and public trial

### Completion

- (6) The introduction to the Constitution is called the \_\_\_\_\_.
- (7) The Constitution gave legislative (lawmaking) powers to \_\_\_\_\_, made up of the Senate and House of Representatives.
- (8) Judicial power was given to the \_\_\_\_\_ and various lower courts organized by Congress.
- (9) Changes or additions to the Constitution are called \_\_\_\_\_.
- (10) The \_\_\_\_\_ will become President if the President is removed from office, or if he dies or resigns.

### Matching

- (11) \_\_\_\_\_ 13th Amendment (a) No person can be elected President more than twice.
- (12) \_\_\_\_\_ 16th Amendment (b) The right to vote cannot be denied on account of sex.
- (13) \_\_\_\_\_ 19th Amendment (c) Slavery is abolished in the United States.
- (14) \_\_\_\_\_ 22nd Amendment (d) Qualified citizens 18 years or older may vote.
- (15) \_\_\_\_\_ 26th Amendment (e) Congress has the power to collect income taxes.

### True/False

- (16) \_\_\_\_\_ National laws are to be followed when in conflict with state laws.
- (17) \_\_\_\_\_ All thirteen states had to approve the Constitution before it went into effect.
- (18) \_\_\_\_\_ The Founding Fathers did not want the Constitution to be amended.
- (19) \_\_\_\_\_ In a national election, a person must pay a poll tax before voting.
- (20) \_\_\_\_\_ Every four years, the terms of the President and Vice President end in March following the November election.

## **Shaping the Nation Videos**

### **A Search for Stability**

**12:39- Finish**

1. What is the biggest challenge the New US Government faced? And who was placed in charge of solving this problem?
2. Why did Hamilton want the government to assume the revolutionary debt? What trade did Hamilton have to make to get Jefferson to agree to acquiring the debt?
3. Explain Jefferson's and Hamilton's views of the Bank.
4. What does Jefferson do after losing his battle with Hamilton over the issue of the Bank?
5. What is the Whiskey Rebellion? Why is this event significant?
6. What is unique about George Washington Cabinet?
7. What is the significance of Washington stepping down after two terms?
8. How effective was Hamilton's economic reform policy (in the short term)? Explain.

## **A Peaceful Transition of Power**

**Start to 21:10**

9. What problems emerge when the American Military attempts to drive out the Native American population in Ohio?
10. What is the Treaty of Greenville? Explain the terms.
11. According to his Farewell Address, what Washington's foreign policy? Why?
12. What is the Jay Treaty? And explain the impact of this Treaty?
13. Explain the X,Y, & Z affair?
14. During the Quesi War, why do the Federalists pass the Alien & Sedition Act? And what is the impact of this law?
15. What two political parties emerged during Washington and Adams Presidencies?
16. What is the significance of the election of 1800?

## A Rebellious Nature

**Directions:** Using the graphic organizer below and the classic questions of a news reporter, Compare Shays's Rebellion and the Whiskey Rebellion.

Questions	Shays's Rebellion <a href="https://www.history.com/topics/early-us/shays-rebellion">https://www.history.com/topics/early-us/shays-rebellion</a>	Whiskey Rebellion <a href="https://www.history.com/topics/early-us/whiskey-rebellion">https://www.history.com/topics/early-us/whiskey-rebellion</a>
Who were the participants?		
What happened?		
When did it occur?		
Where did it happen?		
Why? What were the causes?		
So What? Why is this a significant event in U.S. history? What impact did it have on later events?		

**Shaping the Nation**  
**Jefferson's Vision of America**

1. What problems emerge for the United States as they continue to expand westward? Explain.
  
2. What was the purpose of the Lewis and Clark Expedition?
  
3. What are some obstacles the Corps of Discovery encountered during their exploration of Louisiana Territory and beyond?
  
4. Upon returning home, what three facets of the expedition did most Americans focus their attention and what is the impact?
  
5. Who was Tecumseh, and how was his Native Rebellion different than several other Native American rebellions?
  
6. Why does Tecumseh's Rebellion fail and what are the consequences of this failed attempt? Explain.
  
7. What are the three parts of the Missouri Compromise? Explain.



## HEADING WEST WITH LEWIS AND CLARK (1804)

Thomas Jefferson's intense curiosity about the West predated his presidency. Once elected to the office, he wasted little time in planning an expedition to travel up the Missouri river to the Pacific Ocean. Meriwether Lewis and William Clark, both acquaintances to Jefferson, would lead the mission. Their task was enormous—to make their way into unmarked territory with little hope of outside support in an effort to report on prospects for trade, to collect scientific data on the region's flora and fauna, and to map their route. The purchase of Louisiana shortly before their debarkation from St. Louis did little to simplify the mission. The following account by Patrick Gass describes winter quarters among the Mandan Indians near modern-day Bismarck, North Dakota. A Pennsylvania native, Gass had served in the army before joining the expedition, where his construction skills were useful in building winter shelter. The Mandan had long had friendly relations with French traders, but in 1837 a smallpox epidemic virtually wiped out the tribe. Gass's account of the expedition first appeared in 1807.

### Questions to Consider

1. What are the author's attitudes toward native life?
2. Compare and Contrast Gass's view of Native Americans with those of the general American population. How do you account for these differences?
3. In what ways does weather appear to affect the expedition?

**Saturday 27<sup>th</sup>.** The morning was clear and pleasant and we set out early. At half past even we arrived at the first village of the Mandans and halted about two hours. This village contains 40 or 50 lodges built in the manner of those of the Rickarees. These Indians have better complexions than most other Indians, and some of the children have fair hair. We passed a bluff on the south side with a stratum of black resembling coal. There is a bottom on the north side, where the second Mandan village is situated. We went about a mile above it, and encamped in the same bottom, for the purpose of holding a council with the natives. This place is 1610 miles from the mouth of the river du Bois, where we first embarked to proceed on the expedition. There are about the same number of lodges, and people, in this village as in the first. These people do not bury their dead, but place the body on a scaffold, wrapped in a buffaloe rob, where it lies exposed....

**Friday 2<sup>nd</sup>.** Captain Lewis, myself and some of the met, went up to the first village of the Mandans, who gave us some corn. Captain Clarke and the rest of our party, having dropt half a mile lower down the river, began to clear a place for a camp and fort. We pitched our tents and laid the foundation of our line of huts.

**Saturday 3<sup>rd</sup>.** A clear day; we continued building, and six men went down the river in a perioque to hunt. They will perhaps have to go 30 or 40 miles before they come to good hunting ground. —The following is the manner in which our huts and forts were built. The huts were in two rows, containing four rooms each, and joined at one end forming an angle. When raised about 7 feet high a floor of puncheons or split plank were laid, and covered with glass and clay; which made a warm loft. The upper part projected a foot over and the roofs were made shed-fashion, rising from the inner side, ad making the outer wall about 18 feet high. The part not enclosed by the huts we intend to picket. In the angle formed by the two rows of huts we built two rooms, for holding our provisions and stores...

**Thursday 29<sup>th</sup>.** This day was clear, but cold. We went to unrig the boat, and by accident one of the sergeants had his shoulder dislocated. The 30<sup>th</sup> the weather continued the same. Early in the morning of this day we saw an Indian on the opposite side of the river, and brought him over. He informed us, that a few days ago, eight of his nation were out hunting, and were attacked by a party of the Sioux tribe, who killed one and wounded two more; and also carried off their horses. Captain Clarke and twenty-three men immediately set out with an intention of pursuing the murderers. They went up to the first village of the Mandans, but their warriors did not seem disposed to turn out. They suggested the coldness of the weather; that the Sioux were too far gone to be overtaken: and put off the expedition to the spring of the year. Captain Clark and his party returned the same evening to the fort. We have been daily visited by the Indians since we came here. Our fort is called Fort Mandan, and by observation is in N. latitude 47.21.33.8.

**Saturday 1<sup>st</sup> December, 1804.** The day was pleasant, and we began to cut and carry pickets to complete our fort. One of the traders from the North West Company came to the fort, and related that the Indians had been troublesome in his way through. An Indian can down from the first Mandan village, and told us that a great number of the Chien or Dog nation had arrived near the village...

**Friday 7<sup>th</sup>.** A clear cold morning. At 9 o' clock the Bigwhite head chief, of the first village of the first village of the Mandans, came to our garrison and told us that the buffaloe wear in the prairie coming into the bottom. Captain Lewis and the eleven more of us went out immediately, and saw the prairie covered with buffaloe and the Indians on horseback killing them. They shoot them with bows and arrows, and have their horses so trained that they will advance vary near and suddenly wheel and fly off in case the wounded buffaloe attempt an attack...

**Monday 10<sup>th</sup>.** After breakfasting on marrow bones, Captain Lewis and four of us set out for the fort. Four hunters and another man to keep camp remained out. On our return we met one of our men, who said that a party had gone down with the horses for more meat. this day was very cold: an experiment was made with proof spirits, which in fifteen minutes froze into hard ice. In the evening two of our hunters came in came in with the horses, but had killing nothing. Five encamped out...

**Sunday 16<sup>th</sup>.** A clear cold day; I went up with some of the men to the 1<sup>st</sup> and 2<sup>nd</sup> village of the Mandans, and we were treated with much kindness. Three of the traders from the N. W. Company came to our fort, and brought a letter to our commanding officers. They remained with us all night. The object of the visits we received from the N. W. Company, was to ascertain our motives for visiting that country, and to gain information with respect to the change of government. . . .

# The Development of the Industrial Revolution in the United States

**Directions:** Read the following documents, and compile a list of factors that contributed to the development of the early Industrial Revolution in the United States.

## Document 1

### **Constitution, Article 1, Section 8.8**

The Congress shall have power . . . to promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries.

## Document 2

### **From *A History of the American People***

The Erie Canal's . . . impact on the entire American economy was enormously stimulating. In the pre-Civil War years state governments supplied about three-quarters of the total funds invested in canals, and roughly half of the capital used to construct the rail network. Local communities and counties were also extremely active in subsidizing transportation improvements. In some cases, like that of the Erie Canal, these developmental efforts were operated as well as financed by governments. It was more common, however, for new ventures to be launched with government funds raised by taxation or the sale of public securities, then placed under private control. Public policy reflected not only widespread confidence in private enterprise, but a determination that it needed spurring to carry out large-scale development projects.

Government actively promoted industrial growth in other ways: erecting tariffs to protect domestic manufacturers from foreign competition; creating new legal arrangements, like the corporation, to stimulate the release of economic energy; and building schools to produce a better educated labor force.<sup>1</sup>

## Document 3

### **A New England Farm Family's Reasons for Moving to a Mill Town (1843)**

. . . You will probely want to know the cause of our moving here which are many. . . One of them is the hard times to get aliving off the farm for so large a famely so we have devided our famely. For this year we have left Plummer and Luther to care on the farm with granmarm and Aunt Polly. The rest of us have moved here to Nashvill thinking the girls and Charles they would probely worke in the Mill but we have had bad luck in giting them in. Only Jane has got in yet. Ann has the promis of going in the mill next week. Hannah is going to school. We are in hopes to take a few borders but have not got any yet.<sup>2</sup>

## Document 4

### **From *The National Experience***

The first postwar Congress, one of the most fruitful of the nineteenth century, took long strides toward Clay's goal of an American System. By 1816 the Republican party numbered in its ranks a large cluster of interest groups, both urban and rural, clamoring for protective duties on certain foreign goods entering the American market. Leading the protectionists were those who

<sup>1</sup>Stephan Thernstrom, *A History of the American People*, Vol. 1 (New York: Harcourt Brace Jovanovich, 1984), 217.

<sup>2</sup>Letter by Jemima W. Sanborn to Richard and Ruth Bennett, Nashua, New Hampshire, May 14, 1843, in *The New England Mill Village, 1790-1860*, ed. Gary Kulik, Roger Parks, and Theodore Z. Penn (Cambridge, Mass.: The MIT Press, 1982), 397.

had invested in New England textile mills and Pennsylvania iron smelters when the embargo and war had choked off European supplies. Seconding them were the hemp growers of Kentucky, the wool growers of Ohio and Vermont, and an assortment of Southerners and Westerners who hoped either to promote industry or to expand their domestic market behind a tariff wall.

The cries of the protectionists grew louder when British exporters, seeking to dispose of surpluses accumulated during the war and to drive competing American manufacturers out of business, flooded the American market with relatively low-priced goods. Protectionists claimed that the British were plotting to wreck the American economy and asserted that a higher tariff was essential for national economic survival. America's "infant industries" were fragile things, they said, requiring the tender care of the federal government while they matured.<sup>3</sup>

## Document 5

### Principal Canals in 1840

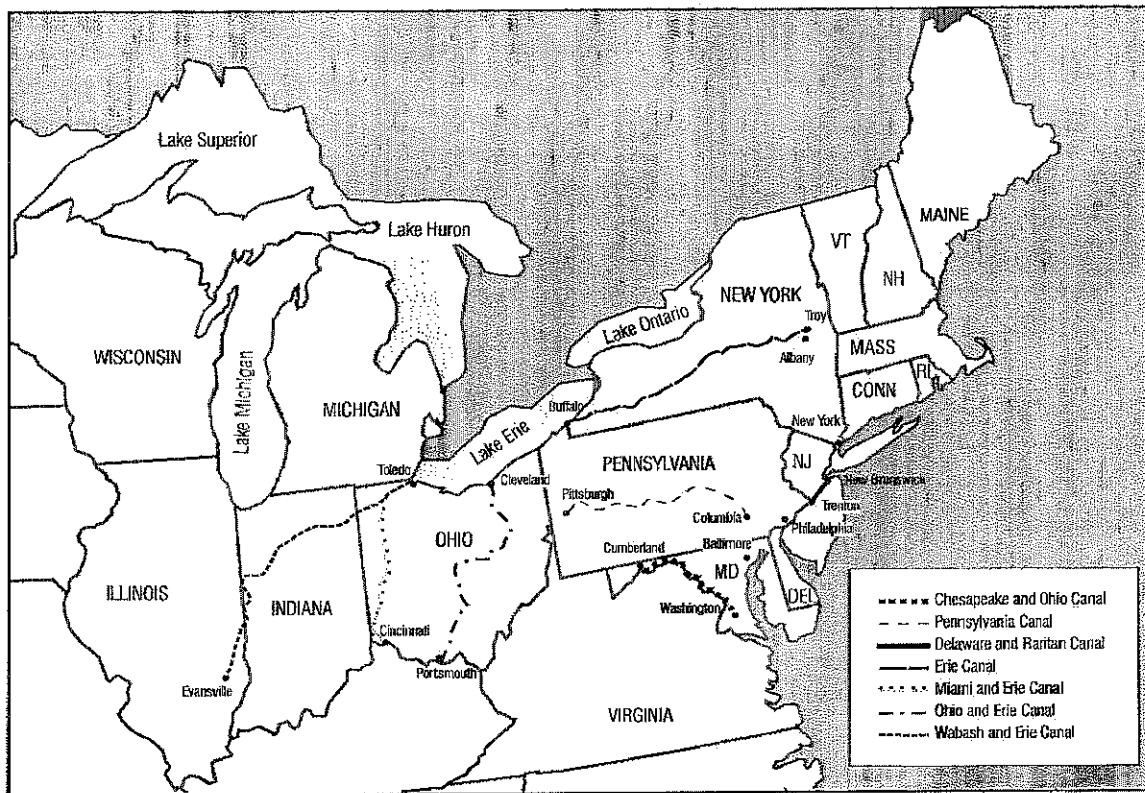


Fig. 5.1.

Note that the canals mainly facilitated east-west traffic, especially along the great Lake Erie artery. No comparable network of canals existed in the South—a disparity that helps to explain Northern superiority in the Civil War that came two decades later.<sup>4</sup>

<sup>3</sup>John M. Blum, et al., *The National Experience, Part I: A History of the United States to 1877* (New York: Harcourt Brace, 1993), 202.

<sup>4</sup>Thomas A. Bailey and David M. Kennedy, *The American Pageant*, 11th ed. (Boston: Houghton Mifflin, 1998), 321.

Fig. 5.1. Thomas A. Bailey and David M. Kennedy, *The American Pageant*, 11th ed. (Boston: Houghton Mifflin, 1998), 321.

## Document 6

### Necessary Technology for the Late 1700s and Early 1800s

Eli Whitney, Samuel Slater, Oliver Evans, and others furnished the necessary technology for industry. In 1793, Eli Whitney developed a system of interchangeable parts which greatly accelerated the process of assembly. Samuel Slater, in 1790, brought the plans for a cotton mill by memory from England. Later, in 1804, Oliver Evans developed a high-pressure steam engine that was applied to mills and printing presses. Evans also experimented with techniques of mass production, which he employed in a flour mill.

## Document 7

### Population and Immigration to the United States, 1820–1860

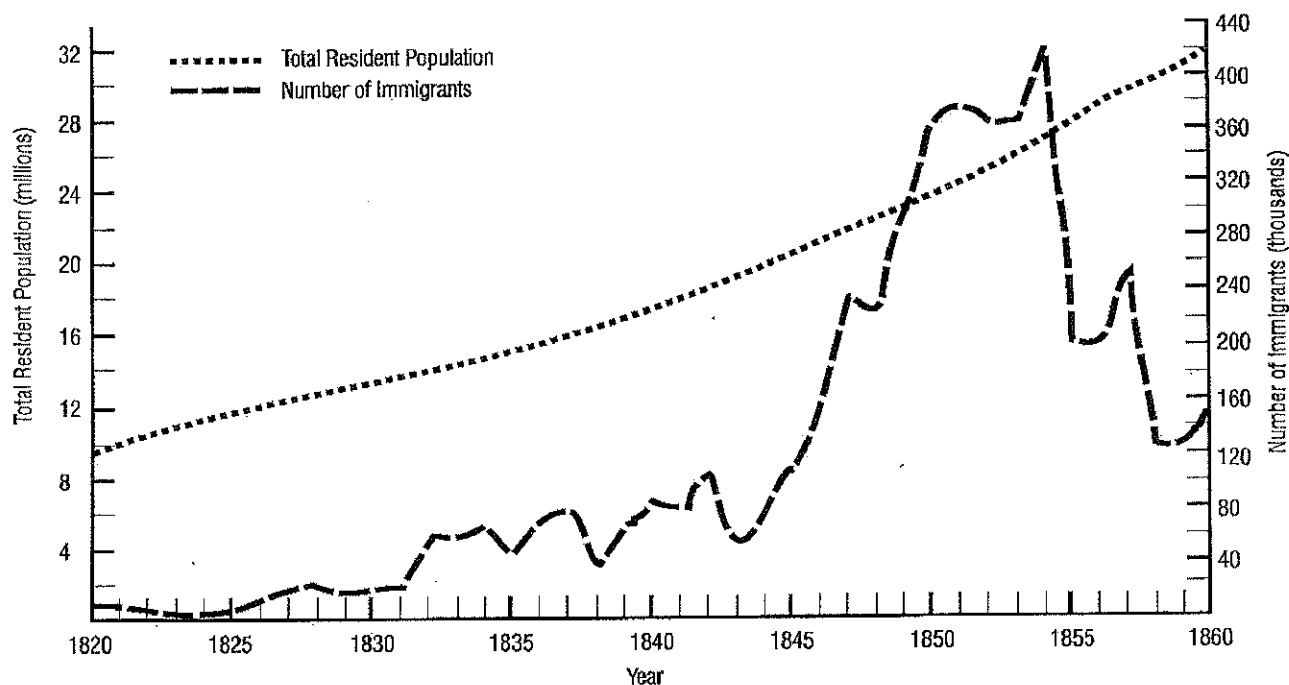


Fig. 5.2.

## Document 8

### From *A People and a Nation*

The federal judiciary validated government promotion of the economy and encouraged business enterprise. In *Gibbons v. Ogden* (1824), the Supreme Court overturned a New York State law that gave Robert Fulton and Robert Livingston a monopoly on the New York–New Jersey steamboat trade. Aaron Ogden, a successor, lost the 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's power under the commerce clause of the Constitution extended to "every species of commercial intercourse," including transportation. Within a year, forty-three steamboats were plying Ogden's route.

Fig. 5.2. U.S. Census Bureau, *Historical Statistics of the United States: Colonial Times to 1957* (Washington, D.C.: Government Printing Office, 1960).

In defining interstate commerce broadly, the Marshall Court expanded federal powers over the economy while restricting the ability of states to control economic activity within their borders. Its action was consistent with *Dartmouth College v. Woodward* (1819), which protected the sanctity of contracts against interference by the states, and with *Fletcher v. Peck* (1810), which voided a Georgia law that violated individuals' right to make contracts. "If business is to prosper," Marshall wrote, "men must have assurance that contracts will be enforced."<sup>5</sup>

## **Document 9**

### **Investment Money for Early Factories**

Investment capital for the early factory system came from both the public and private sectors. Commercial capitalists who could not invest in commercial enterprises during the Embargo and War of 1812 found an opportunity to put their money into early factories in the United States. State governments, and, to a far lesser degree, the federal government, invested in canals, banks, railroads, and manufacturing firms to promote the economy of the area.

## **Document 10**

### ***From A History of the United States***

The Bank of the United States, which had not been rechartered in 1811, had closed its doors. Without a national bank it was doubly difficult for the nation to pay for the war. Instead of being able to borrow from one central bank, the government had to deal with many. Without any Bank of the United States, state banks (private banks chartered by the states) had multiplied rapidly, each issuing its own paper money. There was no one national currency. In the dark days of the war, after the British burned Washington, many holders of these state bank notes tried to convert them to gold and silver (specie) as the banks had promised. But, lacking specie, the banks refused. As a result the value of the state bank notes declined. The bonds of the federal government sold below face value, and the national debt soared.

To deal with these hard economic problems, the federal government decided to charter a bank similar to Hamilton's bank of 1791, but with a larger capital. Again the government would hold one-fifth of the stock and would name one-fifth of the directors. Southern statesmen who had argued against the constitutionality of the old bank now suddenly changed their tune. They favored the second Bank of the United States. Madison, who had called Hamilton's bank unconstitutional, signed the new bank bill on April 10, 1816.<sup>6</sup>

## **List of Factors that contributed to the development of the early Industrial Revolution in the United States**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**White Man's Democracy  
Video Guide**

1. Why did Andrew Jackson appeal to the new voting population?
2. In the 1824 presidential election, how is Jackson different than any other previous president?
3. Briefly explain why Jackson and his supporters referred to the Presidential Election of 1824 as the corrupt bargain.
4. Who won the Presidential Election of 1828? Why?
5. What was Jackson's views towards African American, Native Americans, and Women?

African American	Native Americans	Women

6. What did the Virginia Resolution and Kentucky Resolution challenge?
7. What was the Nullification Crisis and how did Jackson respond to S. Carolina? And what role did HENRY CLAY play in this event?
8. Why did Jackson distrust the Bank of the United States?
9. How did Jackson destroy the Bank of the United States?
10. What were the results of Jackson's policies?
11. What is the Panic of 1837?

12. How did Jackson's views of Native Americans differ than that of previous presidents?
13. How did Cherokee Indians attempt to assimilate to American Culture?
14. What is *Worcester v. Georgia*? Who did the Supreme Court side with?
15. How did Georgia and the National government react to the ruling?
16. What is the Trail of Tears? And what was the impact for Native Americans, and whites?
17. What impact did Jackson have on US Democracy and future presidential races?



## DOCUMENT 9.5 | Indian Removal Act of 1830

President Andrew Jackson signed the Indian Removal Act (1830) to compel Native Americans of the so-called Five Civilized Tribes (Cherokee, Chickasaw, Choctaw, Creek, and Seminole) to move from the southeastern United States (Georgia, Mississippi, and Florida) to territories west of the Mississippi River (primarily in modern Oklahoma). The final forced march of these native peoples came to be known as the Trail of Tears.

AN ACT to provide for an exchange of lands with the Indians residing in any of the States or Territories, and for their removal west of the river Mississippi.

*Be it enacted, &c.,* That it shall and may be lawful for the President of the United States to cause so much of any territory belonging to the United States, west of the river Mississippi, not included in any State or organized Territory, and to which the Indian title has been extinguished, as he may judge necessary, to be divided into a suitable number of districts, for the reception of such tribes or nations of Indians as may choose to exchange the lands where they now reside, and remove there; and to cause each of said districts to be so described by natural or artificial marks, as to be easily distinguished from every other.

SEC. 2. *And be it further enacted,* That it shall and may be lawful for the President to exchange any or all of such districts, so to be laid off and described, with any tribe or nation of Indians now residing within the limits of any of the States or Territories, and with which the United States have existing treaties, for the whole or any part or portion of the territory claimed and occupied by such tribe or nation, within the bounds of any one or more of the States or Territories, where the land claimed and occupied by the Indians, is owned by the United States, or the United States are bound to the State within which it lies to extinguish the Indian claim thereto.

SEC. 3. *And be it further enacted,* That in the making of any such exchange or exchanges, it shall and may be lawful for the President solemnly to assure the tribe or nation with which the exchange is made, that the United States will forever secure and guaranty to them, and their heirs or successors, the country so exchanged with them; and if they prefer it, that the United States will cause a patent or grant to be made and executed to them for the same: *Provided always,* That such lands shall revert to the United States, if the Indians become extinct, or abandon the same. . . .

SEC. 8. *And be it further enacted,* That for the purpose of giving effect to the provisions of this act, the sum of five hundred thousand dollars is hereby appropriated, to be paid out of any money in the Treasury, not otherwise appropriated.

**Identify:** List the main points of the Indian Removal Act.

**Analyze:** Was the Indian Removal Act an extension of Manifest Destiny? Explain.

**Evaluate:** Did the Indian Removal Act violate States' rights? To what was it, along with the Missouri Compromise of 1820, part of a trend in which the federal government assumed large control over its territories?

## Assimilated Cherokees

**Directions:** Study the following documents related to the Cherokee in the early years of the 19<sup>th</sup> Century; then answer the questions.

### Document 1

#### Excerpt from Cherokee Woman's Petition (June 30, 1818)

We well remember that our country was formerly very extensive, but by repeated sales, it has become circumscribed to the very narrow limits we have at present. Our Father and President [of the United States] advised us to become farmers, to manufacture our own clothes, & to have our children instructed. To this advice we have attended in every thing as far as we were able. Now the thought of being compelled to remove to the other side of the Mississippi is dreadful to us, because it appears to us that we, by this removal, shall be brought to a savage state again, for we have, by endeavor of our Father the President, become too much enlightened to throw aside the privileges of a civilized life...

Some of our children have become Christians. We have missionary schools among us. We have heard the gospel in our nation. We have become civilized & enlightened, and are in hopes that in a few years our nation will be prepared for instruction in other branches of science and arts, which are both useful and necessary in civilized society.

### Document 2

#### Excerpt from a Letter from John Ross

Gentlemen: We have read in the Georgia Journal, of the 6<sup>th</sup> inst. a letter from the Georgia delegation in Congress to his Excellency Geo. M. Troup, the Governor of Georgia, and also some remarks of the Editor of that paper. However great our surprise has heretofore been at the course of proceeding of this delegation, as set forth in their letter to the President of the United States, and which the Georgia delegation consider "*respectful*," but which, if it be, is different in its style and temper from what we are accustomed to observe in our intercourse with *our* chiefs; yet this surprise has been much heightened at a new attempt to deprive us of another portion of our blessings. Not satisfied with wishing the Executive of the United States violently to rupture the solemn bond of our rights to our land and to put at defiance the pledges which existing treaties contain *guarantying* to us our lands, it is attempted to take from us the intellect which has directed us in conducting the several negotiations with commissioners appointed to treat with us for our lands, and with the Executive government, by the unfounded charge, that "*the last letter of the Cherokees to the Secretary of War, contains internal evidence that it was never written or dictated by an Indian.*" Whilst we expect to be complimented on the one hand, by this blow at our intelligence, we cannot, in justice, allow it to pass, upon the other, *without a flat contradiction*. That letter, and every other letter, was not only *written*, but dictated by an Indian. We are not so fortunate as to have such help. – The white man seldom comes forward in our defense. Our rights are in our own keeping; and the proofs of our loneliness, and the prejudiced eye with which every thing is looked upon which relates to us, by such a vast majority of those who should be our guardians and friends, have put us upon our resources, and we do thank God, sincerely, and our benevolent white brothers, for there are some Christian hearts which regard us, who, seeing our bereaved and helpless state, come in to our help, with letters and the lights of civilization and Christianity. We felt the necessity of our case, and we have endeavored to improve it....

### Document 3

#### Elias Boudinot (1826)

The nation is improving, rapidly improving in all those particulars which must finally constitute the inhabitants an industrious and intelligent people. . . .

In 1810 There were 19,500 cattle; 6,100 horses; 19,600 swine; 1,037 sheep; 467 looms; 1,600 spinning wheels; 30 waggons; 500 ploughs; 3 saw-mills; 13 grist-mills etc. At this time there

are 22,000 cattle; 7,600 Horses; 46,000 swine; 2,500 sheep; 762 looms; 2488 spinning wheels; 172 waggons; 2,943 ploughs; 10 saw-mills; 31 grist-mills; 62 Blacksmith-shops; 8 cotton machines; 18 schools; 18 ferries; and a number of public roads. In one district there were, last winter, upwards of 1000 volumes of good books; and 11 different periodical papers both religious and political.....

#### **Document 4**

##### **Excerpt from “Cherokee General Council Appeals to American People” (1830)**

The people of the United States will have the fairness to reflect; that all the treaties between them and the Cherokees were made at the sole invitation and for the benefit of the whites; that valuable considerations were given for every stipulation, on the part of the United States; that it is impossible to reinstate the parties in their former situation; that there are now hundreds of thousands of citizens of the United States residing upon lands ceded by the Cherokees in these very treaties, and that our people have trusted their country to the guaranty of the United States. If this guaranty fails them, in what can they trust, and where can they look for protection?

#### **Document 5**

##### **Major Ridge (1838)**



#### **Document 6**

##### **John Ridge, Major Ridge’s Son (1838)**



## **Questions**

- 1. In what ways do the documents show that many Cherokee people accepted English-American views of the land? Of culture? Of politics?**
- 2. To what extent would these views have been the ideas of a minority of the eighteen thousand Cherokee of the period?**
- 3. What do you see in the pictures of Major Ridger and his son? What does their European dress symbolize?**

## **Chapter 10**

### **A Democratic Revolution**

#### **1800-1844**

**Review Questions: People- Circle, Events- Underline, Terms- Box In**

- 1. What were the main features of the Democratic Revolution, and what role did Andrew Jackson play in its outcome?**
- 2. What was the relationship between the growth of democracy and the emergence of political parties?**
- 3. Why did Jacksonians consider the political deal between Adams and Clay “corrupt”?**
- 4. What were the successes and failures of John Adams’s presidency, and what accounted for these outcomes?**
- 5. Jackson lost the presidential election of 1824 and won in 1828; what changes explain these different outcomes?**

6. Jackson cut the national budget and the national debt but increased the number of federal employees. How do you explain this paradox?
7. How did South Carolina justify the nullification on constitutional grounds?
8. Why- and how- did Jackson destroy the Second National Bank?
9. How did the views of Jackson and John Marshall differ regarding the status and rights of Indian peoples?

**10. How did the Taney court and the Jacksonian state constitutions alter the American legal and constitutional system?**

**11. How did the Ideology of the Whigs differ from that of the Jacksonian Democrats?**

**12. What factors led to the demise of the Anti-Masonic and Working Men's political parties?**

**13. How did the Whigs and Democrats view women in politics, and why did they hold those views?**

Summary:

Name \_\_\_\_\_  
Period \_\_\_\_\_

**Chapter 9**  
**Transforming the Economy**  
**1800-1860**

**Review Questions: People-** Circle, **Events-** Underline, **Terms-** Box In

1. How did the division of labor increase output, and what was its impact on workers?
2. What were the advantages and strategies of British and American textile manufacturers?
3. What new types of products came out of American factories by the 1840's and 1850s?
4. How did the capitalist-run industrial economy conflict with artisan republicanism, and how did workers respond?
5. Which was more important in the Market Revolution, government support for transportation or technological innovations and why was that the case?
6. What different types of cities emerged between 1820 and 1860, and what caused their growth?
7. How and why did elite families change between 1800 and 1860?



8. What were the moral values and material culture of the urban middle class?
9. How did the increasingly urban, capitalist economy of the northeastern states affect the lives of the poor workers?
10. What was the Benevolent Empire, and why did it emerge at this specific historical moment?
11. Who opposed the work of the Benevolent Empire and why?
12. What was Finney's Central message, and how did it influence the work of reform movements?
13. Why did the catholic hierarchy consider republicanism a threat? Why did Morse think the same of Catholicism?

**Review Questions: People- Circle, Events- Underline, Terms- Box In**

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5. How did republican ideals, new economic, circumstances, and changing cultural values affect marriage practices?
6. Which form of child rearing- the rationalist or authoritarian- was the most compatible with republican values and why?
7. Why did aristocratic republicanism develop in the South, and what were its defining features?
8. Why did the colonization movement of the 1810s fail?
9. What compromises over slavery did congress make to settle the Missouri crisis?
10. What were the main principles of the new republican religious regime?

11. How did evangelical and African American churches differ from other Protestant denominations?
12. How was the Second Great Awakening similar to, and different from, the First Great Awakening of the 1740s (chapter 4)?
13. Why did Protestant Christianity and Protestant women emerge as forces for social change?

# **Chapter 7-1787-1820**

## **Hammering Out a Federal Republic**

### **Focus Questions**

**Review Questions: People-** Circle, **Events-** Underline **Terms – Box in**

1. Why did Hamilton believe a national debt would strengthen the United States and help ensure its survival?
2. How did Jefferson's idea of an agrarian republic differ from the economic vision put forward by Alexander Hamilton?
3. How did events abroad during the 1790s sharpen political divisions in the United States?
4. Why did the United States go to war against Western Indians so quickly after the revolution?

5. Why were westward migration and agricultural improvement so widespread in the late eighteenth and early nineteenth centuries?
6. How was Jefferson's agrarian vision reflected in his policies affecting western lands?
7. What do you think is the most persuasive explanation for the United States decision to declare war on Great Britain in 1812?
8. Why do historians think the decisions of the Marshall Court constitute a Federalist legacy?

## Chapter 6 – Making War and Republican Government 1776-89

**Review Questions: People- Circle, Events- Underline Terms – Box in**

1. Why was control of New York City Britain's first military objective in the emerging war?

**2. What factors made it difficult for the Continental Congress to create an effective army?**

**3. What were the most important results of the Patriot victory of Saratoga?**

#### 4. What were the keys to the Patriot victory in the south?

**5. Despite being at a clear disadvantage at the start of the war, the American patriots won. Why?**

6. What aspects of the Pennsylvania constitution were most objectionable to Adams, and what did he advocate instead?
7. What impacts did republican ideals have on gender roles and expectations during the revolutionary era?
8. How did the revolutionary commitment to liberty and the protection of property affect enslaved African Americans and western Indians?
9. In what ways did the confederation function effectively, and what were its greatest failings?
10. How did the Shaysites draw on the Revolution for inspiration?
11. How did the constitution, in its final form, differ from the plan that James Madison originally proposed?



## 1763-1776

**Review Questions: People- Circle, Events- Underline Terms – Box in**

1. What was the impact of the Great War for Empire on British policymakers and the colonies?
2. Why did most British and colonial leaders reject the idea that the colonies should be represented in parliament?
3. Why did the Stamp Act arouse so much resistance than the Sugar Act?
4. Why were southerners more threatened by challenges to the institution of slavery than northerners?
5. How did the nonimportation movement bring women into the political sphere?

6. What groups were most interested in western lands, and why did Hillsborough oppose them?
7. What was Benjamin Franklin's position on colonial representation in 1765, and why had his view changed by 1770?
8. Why did colonists react so strongly against the Tea Act, which imposed a small tax and actually lowered the price of tea?
9. Why did Parliament prefer North's solution to the Boston Tea Party to William Pitt's?
10. What led to Dunmore's War, and why did western settlers support it?
11. How did the violence around Boston in the spring of 1775 affect proceedings in the Second Continental Congress?