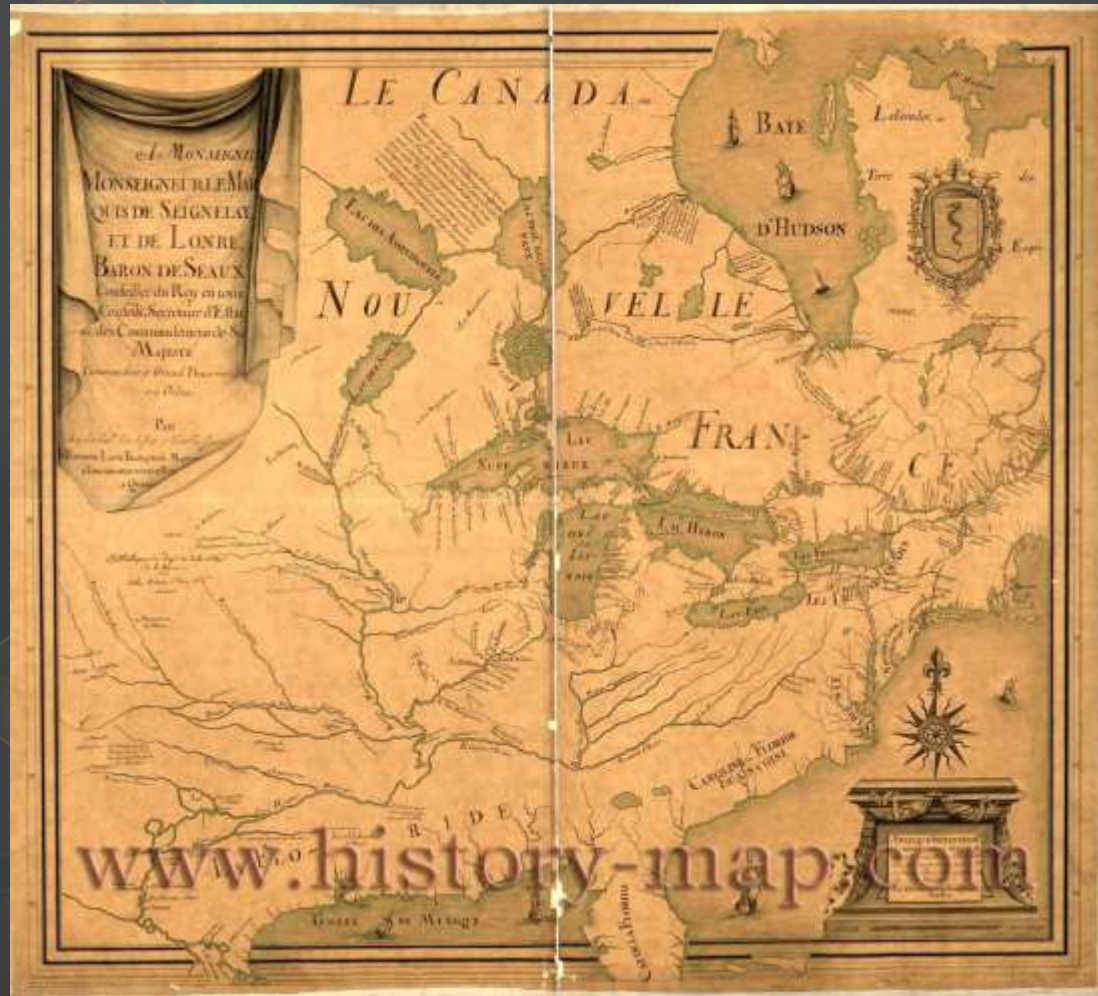


Colonial America and the Birth of a New Nation



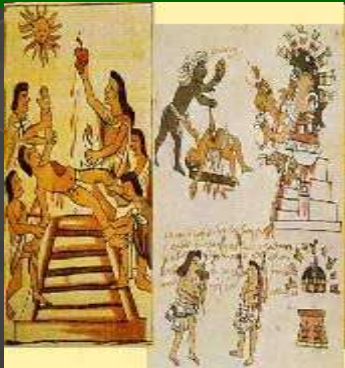
Analyzing how the ideas of modern democracy originated in England, were brought to North America by English Settlers, and changed depending on the different regions where they settled.

Colonial Regions

Summarizing the distinct religious, social, political, and economic characteristics of each colonial region, including the influence of the British political system based on the Magna Carta and the English Bill of Rights

America before the British

- Migrated across “land bridge” from Siberia, Russia to Alaska during the last ice age
- Migrated South, isolated into hundreds of unique Native American tribes





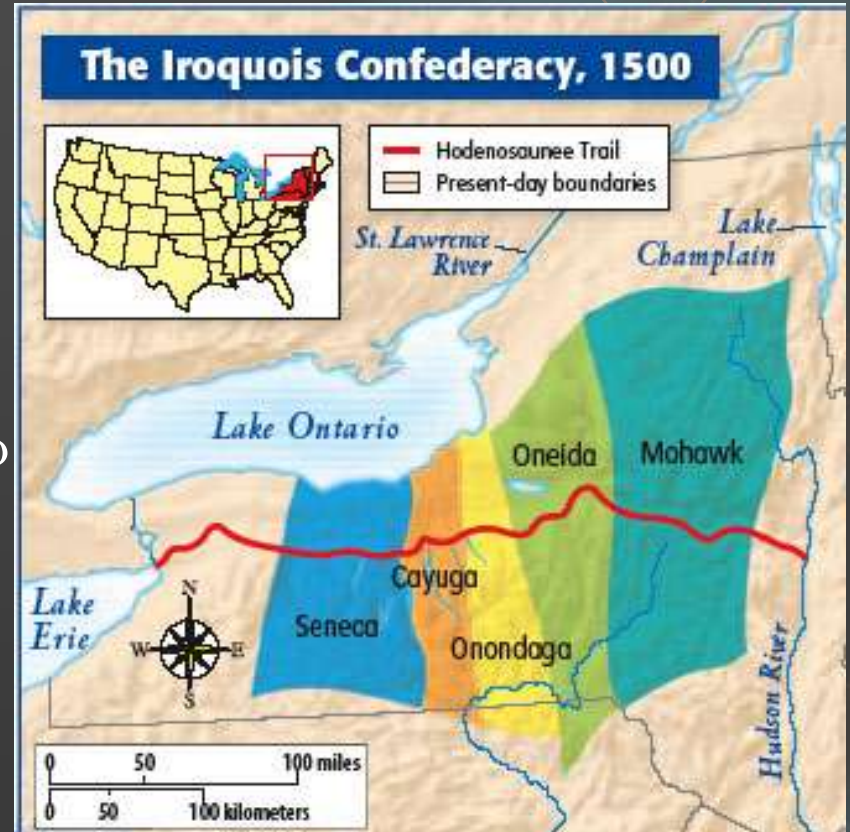
Native American Politics

○ Iroquois League

○ North East: aligned various Iroquois tribes together

○ Ended fighting, created cooperation

○ Later became basis of Benjamin Franklin's idea to unify British Colonies



Native American Beliefs

- Valued Kinship
- Religion lead to respect for the spirit world, the land, and every man's equal right to it
- How would this lead to conflict?

"Treat the earth well: It was not given to you by your parents. It was loaned to you by your children. We do not inherit the Earth from our Ancestors. we borrow it from our Children."

Ancient Indian Proverb

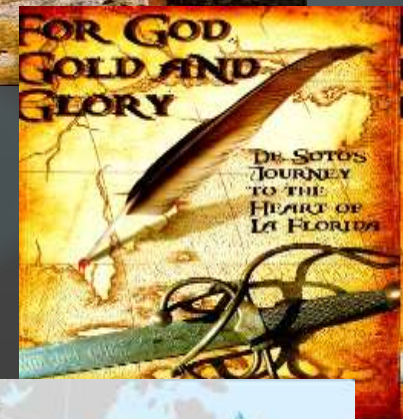
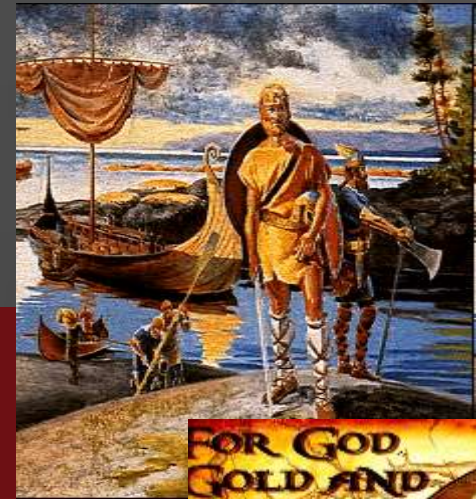


First European Settlers

○ **Vikings** lead by Leif Erickson around 1000

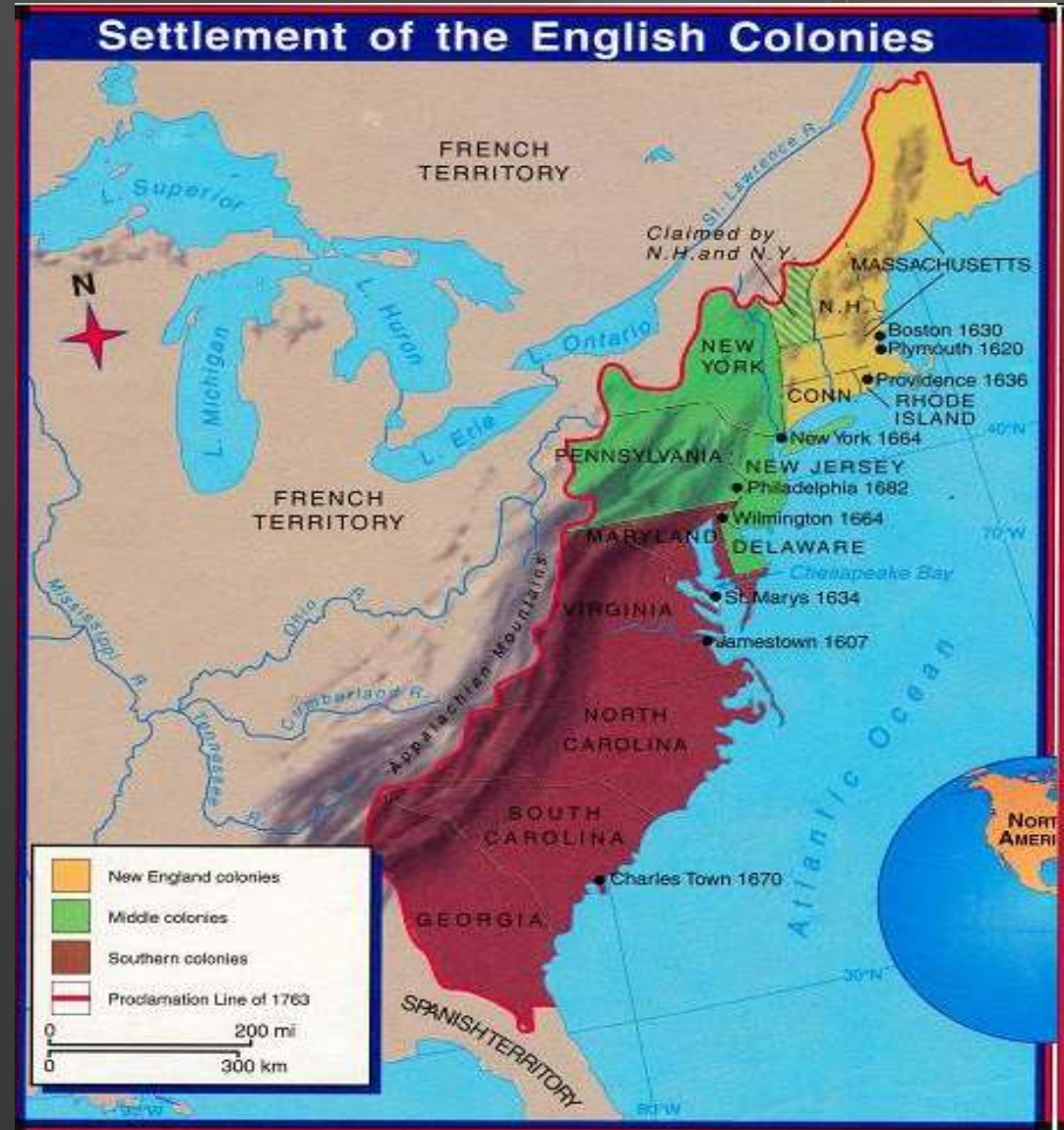
○ **Spanish** after Columbus for God, Gold, and Glory, South America northward into present day **South Western, US** and **St. Augustine, Florida**

○ **French**: Canada into Mid Western, United States; **Fur Traders** (great trading partners with **Native Americans**)



The British Colonies

- Along Atlantic Coast
- Settled long term for varying reasons from religious freedom to money
- 3 Regions:
 - New England
 - Middle Atlantic
 - Southern Colonies



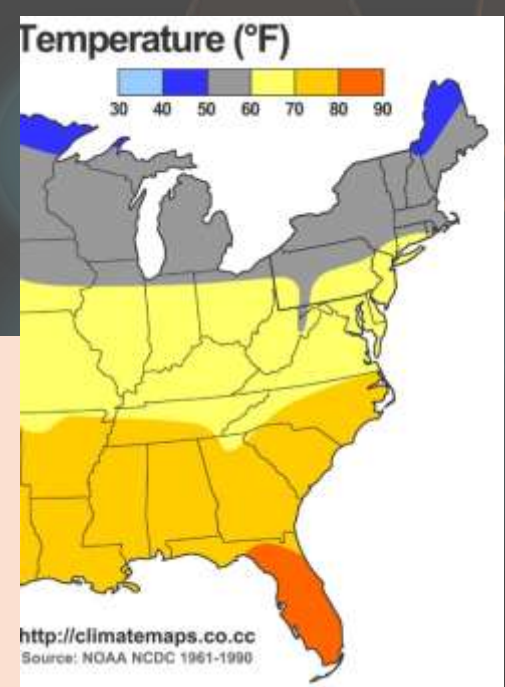
13 Colonies

- **New England:**
 - Massachusetts, New Hampshire, Rhode Island, and Connecticut
- **Middle Atlantic Colonies**
 - New York, New Jersey, Pennsylvania, and Delaware
- **Southern Colonies**
 - Maryland, Virginia, North Carolina, South Carolina, and Georgia



Influences on Regional Colonial Development

- The unique motivations and geographies of the 3 colonial regions created 3 diverse groups of colonies socially, religiously, economically, and politically
- Geographic Diversity
 - Influence on economy and politics
- Motivations
 - Religious Freedom influence on society and politics
 - Land and Money influence on economics, politics, and society



MONEY
IS MY
MOTIVATION

Types of Colonies

○ Royal Colonies

○ Governed directly by King with an appointed Royal Governor

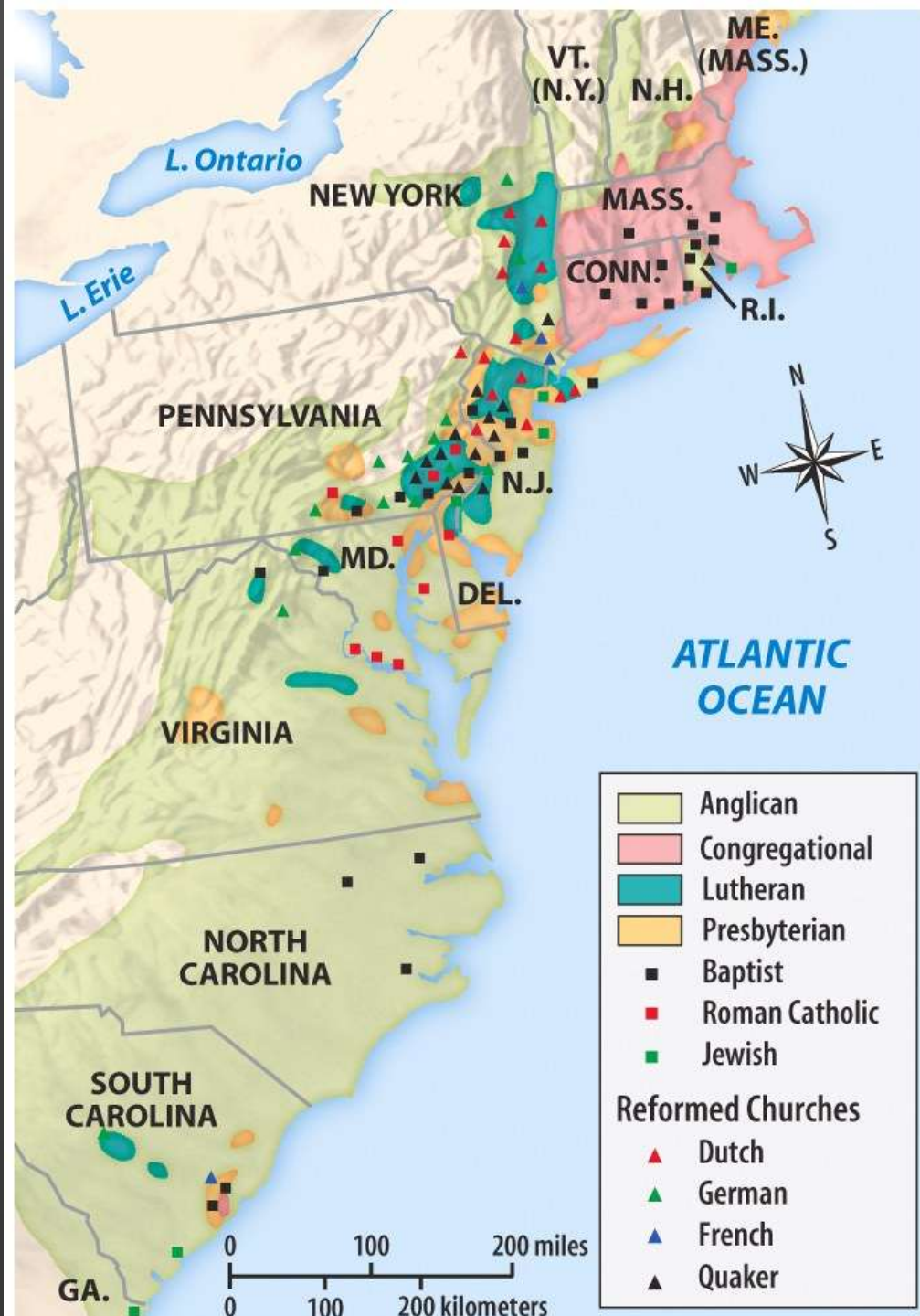
○ Proprietary Colonies

○ Charters granted by England and established by private groups or individuals

○ Overtime most proprietary colonies converted to royal colonies before the American Revolution



Religion and the Colonial Regions



New England Colonies and Religion

- Puritans in **religious disagreement with Anglican Church** (established church of England)
- Puritan “Pilgrims” came to form the **Massachusetts bay Colony** chartered by **John Winthrop** at **Plymouth** seeking **religious freedom**
 - John Winthrop preached to create a **“City upon a Hill”**
 - Wanted a **community of “pure biblical teaching”** upholding **charity, and their covenant of God**



Puritan Religious Society

<http://www.eyewitnesstohistory.com/salem.htm>

- Settlers required to support and attend Puritan church
- 1692-commitment to protect Puritan faith lead to the Salem Witch Trials
- Established religious freedom in name only, persecuted those with views against the Puritan establishment



New England Persecution leads to Rhode Island

- Roger Williams and Anne Hutchinson questioned the rights of Puritans (under the name of the King) to take Native American land and the authority of many Puritan ministers, respectfully leading to their banishment
 - Established Rhode Island with Religious freedom at its core



Middle Colonies and Religion

- Colonized by Diverse groups of people such as Dutch and Swedes (**Most Culturally diverse region**)
 - Result: Some colonies **additional religious freedoms**

Maryland's Religious Tolerance

○ Maryland's "Art of Tolerance"

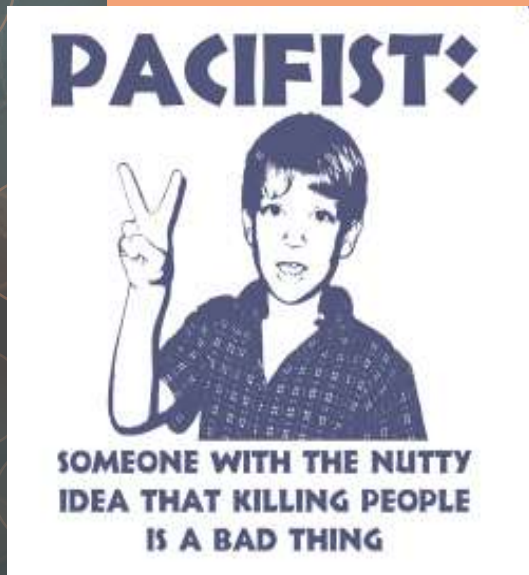
- Proprietor of Maryland Lord Baltimore assured religious tolerance to Catholics and other Christians in light of his Protestant Governor



A LAW OF MARYLAND Concerning RELIGION.

Whereas such as is well-governed and Christian Commonwealth, Matters concerning Religion and the Honour of God ought to be in the first place to be taken into serious consideration, and endeavoured to be settled. Be it therefore Ordained and Enacted by the Right Honourable Charles the First Lord Baron of Baltimore, absolute Lord and Proprietary of this Province, with the Advice and Consent of the Upper and Lower House of this General Assembly, That whatsoever person or persons within this Province and the Islands thereto belonging, shall from henceforth blaspheme GOD, that is curse him; or shall deny our Saviour JESUS CHRIST to be the Son of God; or shall deny the Holy Trinity, the Father, Son, & Holy Ghost, or the Godhead of any of the said Three Persons of the Trinity, or the Unity of the Godhead, or shall use or utter any reproachful speeches, words, or language, concerning the Holy Trinity, or any of the said three Persons thereof, shall be punished with death, and confiscation or forfeiture of all his or her Lands and Goods to the Lord Proprietary and his Heirs.

Pennsylvania's "Society of Friends"



○ William Penn a Quaker "Society of Friends" in England believed in religious tolerance, pacifism, and no formal ministers. Chartered a colony to later become Pennsylvania based on these principles



- Equality for sexes
- Fair deals for Native Americans
- No class differences
- Religious tolerance attracted German Lutherans, Scotch-Irish, Presbyterians, and Swiss Mennonites

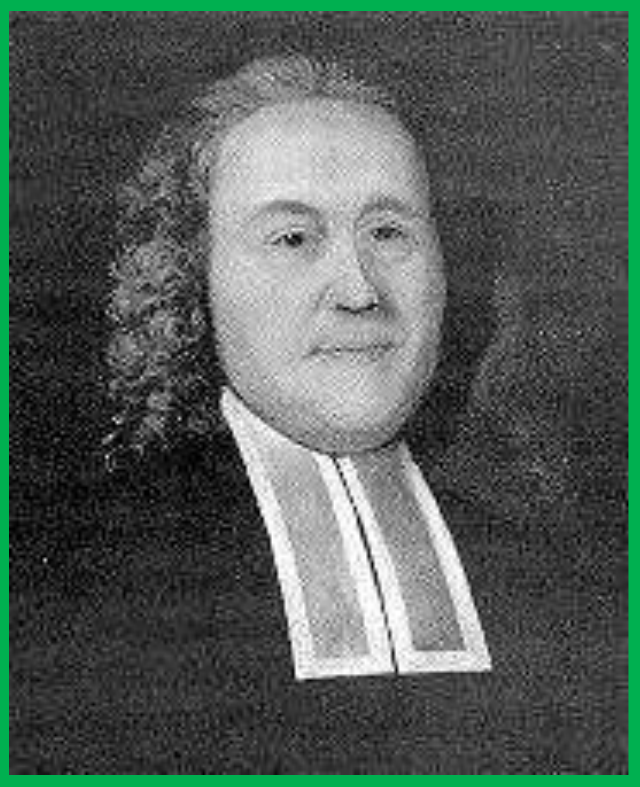
New York breaks the mold

- Originally a Dutch Colony
- Home to colonies first Synagogue for Jewish settlers

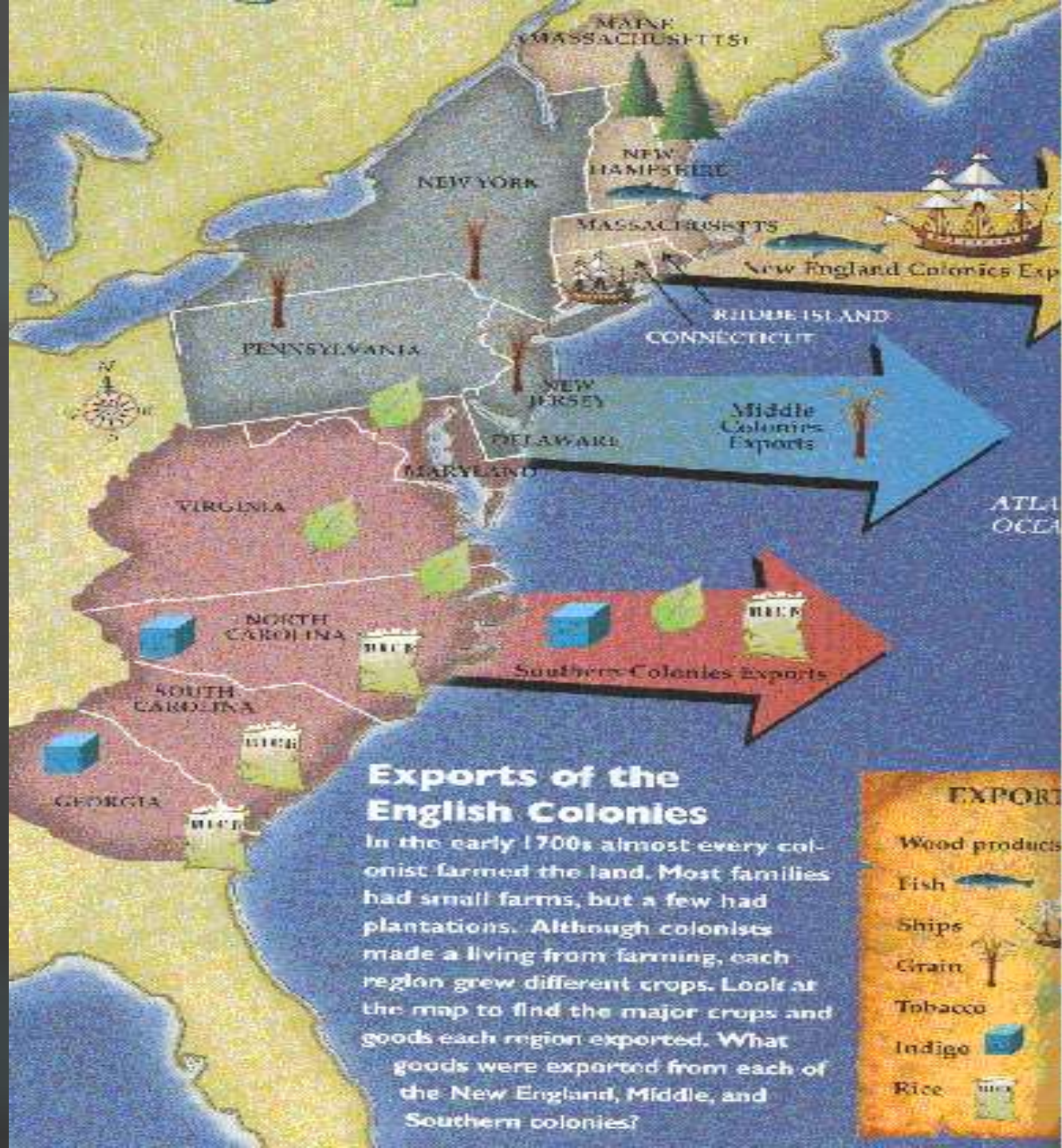


Southern Colonies and Religion

- Land for economic gain motivated colonization of the south
 - Result: **Religion** important personally but **did not dictate society or politics**
 - Becomes more important after the **“Great Awakening”**
 - A revival of religious enthusiasm in the mid 1700’s in response to the secularism (separation of church and state) of the Enlightenment
 - Mostly **follow the Anglican church of England**



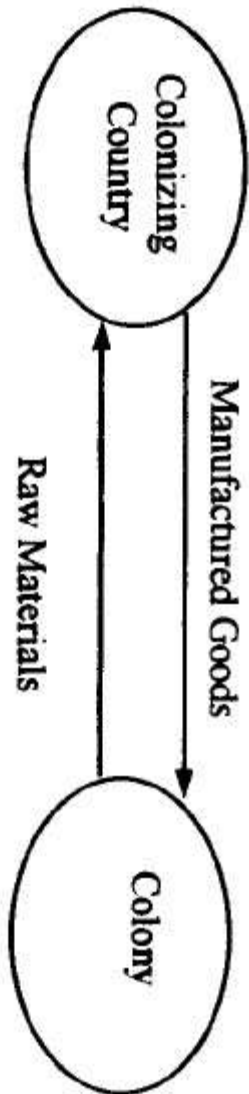
Economy and the Colonial Regions



Interdependency

3 unique economies of the regions lead to an **interdependent network of coastal trade**

- Traded with the **British Caribbean colonies, Africa, and Europe**
- Impacted by **British Mercantilism**: raw materials produced in colonies, materials turned into manufactured goods in **Great Britain** to ensure British economic superiority
 - Made the colonies major suppliers of various raw materials depending on geography but limited early industrial growth
 - Large port cities developed to help trade

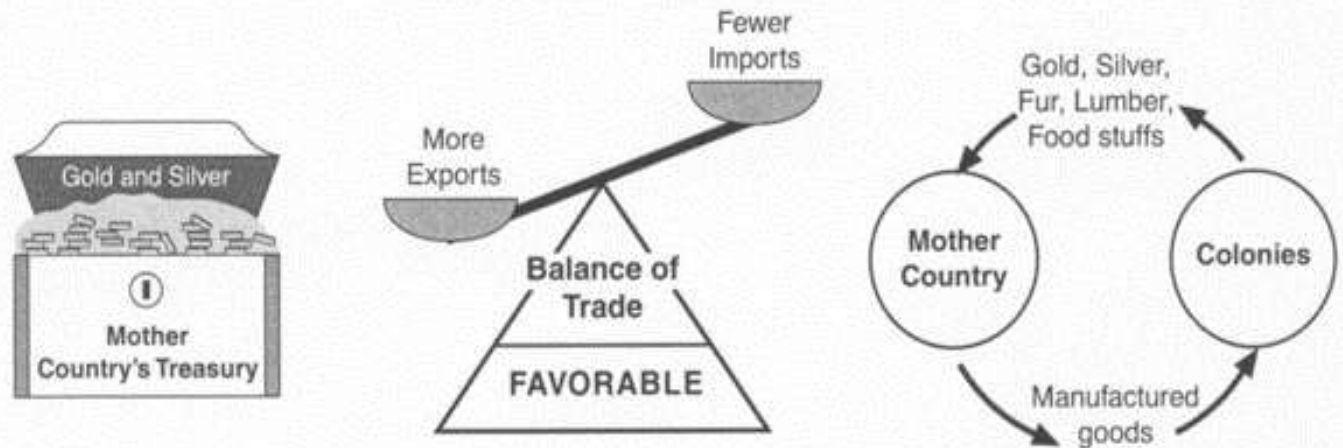


The Mercantilist Argument for Colonial Expansion



Source: Philip Dorf, *Our Early Heritage: Ancient and Medieval History*, Oxford Book Company (adapted)

A European View



Economy of New England

- Geography limited farming

- Poor, rocky soil, short growing season

- Created subsistence farmers: **farmed for their own family** to eat not for money

- Turned to **forestry to build ships**, running merchant ships, **trading goods** with England and the West Indies (Caribbean), **and fishing** to make money



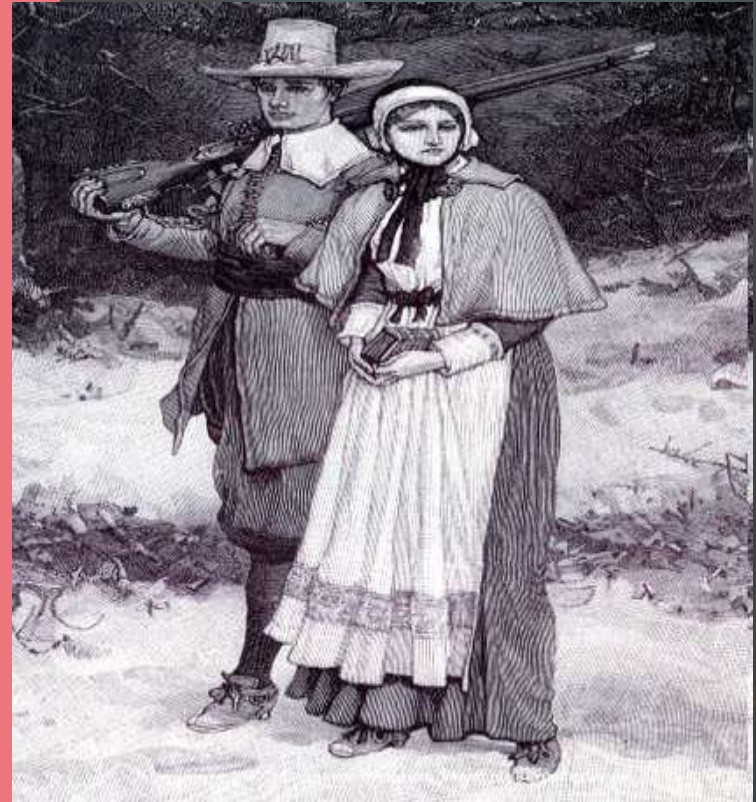
Boston, Massachusetts

- Boston became a booming urban center due to its harbor becoming a center for New England's trade
- Traded **North American products** such as sugarcane, molasses, and rum for **African slaves** from Barbados to be sold to the South along the **Triangular Trade**



Economy of the Middle Atlantic Colonies

- Geographically, benefitted from fertile soil and a moderate climate
 - Participated in both **farming and commerce (trade)**
 - **Exported food stuffs** such as wheat and other grains (13 colonies “breadbasket”)
 - **Traded furs** with Native Americans such as the Iroquois due to great waterway access to the interior
 - Usually **had large families for labor** making them less dependent upon slave labor



New York and Philadelphia

- Largest port cities of the Middle Colonies
 - Along the Hudson and Delaware Bays providing easy sea access for trade
 - Diverse population and businesses
 - Philadelphia eventually became the largest colonial city



Colonial Slavery in the NE and Middle Colonies

- In the Middle colonies and New England, slaves were often trained in a craft and then put to work in shops and cities
- Some were even permitted to make money provided they pay a share of their earnings to their master
- In this way, some blacks were able to buy their own freedom



Economy of the Southern Colonies

- Geographically fertile soil and a long growing season lead to cash crops (large plantations owned by wealthy landowners of 1 or 2 crops sold for money-commercial agriculture)
 - Required extensive manual labor
 - Low cost solution? First indentured servitude then slavery became popular



Indentured Servants vs. Slavery

○ Indentured Servants

- Europeans who could not afford to come to America on their own
- Agreed to work for a landowner for 7 years if the landowner paid for their trip
- (practice still in place until 1917!)

○ Slavery


- Mostly Africans owned as property for life, becomes most popular form of labor and indentured servitude died away

A SERVANT Girl's Time to be disposed of, having about two Years and four Months to serve, is very fit for coarse Work ; spins exceeding well, and would do for Country Business. For Terms apply to **JAMES PLUNKET**, at the Sign of **Æsop** in the Shades, in Walnut-street, Philadelphia. †

To be **S O L D**,

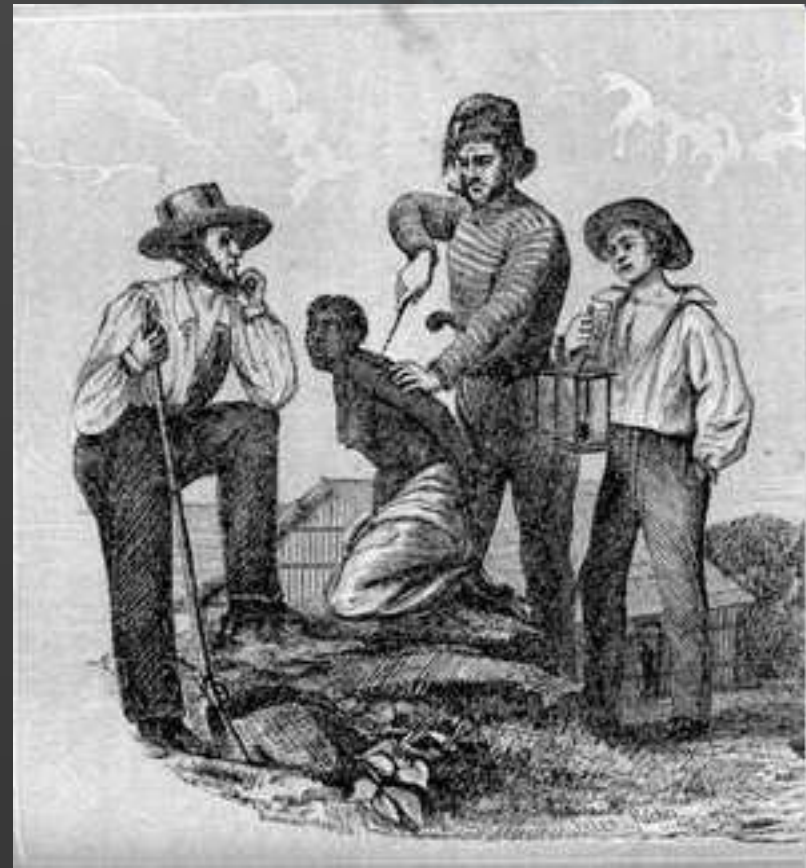
A Scotch Servant Girls Time, who has almost four Years to serve : She has had the Small-Pox, and is remarkably strong and healthy, fit for Town or Country Business. Enquire at the New-Printing Office, Market-street, Philadelphia. ⊕

Charlestown, July 24th, 1769.

TO BE SOLD,
On THURSDAY the third Day
of AUGUST next,
A CARGO
OF
NINETY-FOUR
PRIME, HEALTHY

NEGROES,
CONSISTING OF
Thirty-nine MEN, Fifteen BOYS,
Twenty-four WOMEN, and
Sixteen GIRLS.
JUST ARRIVED,
In the Brigantine *DEMBIA*, *Francis Bare*, Master, from SIERRA-
LEON, by
DAVID & JOHN DEAS.

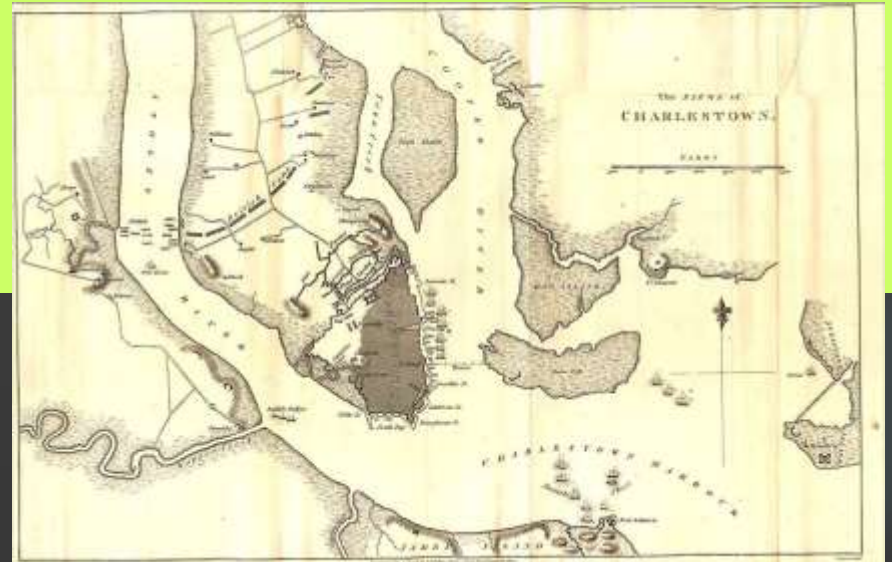
Colonial Slavery in the South

- In SC and Georgia, where rice was the predominant crop, African American slaves tended to be used mostly in the fields and remained somewhat segregated from white society
- Since cultivating tobacco took less time than rice, slaves in Virginia, NC and Maryland served in more expanded capacities and had more direct contact with whites
- As a result, they tended to adopt more European customs and behavior



Southern Cities

- Few large southern cities (exception Charleston as major Southern port city) developed due to plantation agriculture
 - Large land holdings did not provide the land for cities to develop
 - Most plantations had their own sea access for shipping, did not need a central port
- Often shipped their products on the boats of Northern shippers/merchants



Jamestown, Virginia

- First successful English settlement
- Group of investors called the **Virginia company** founded the colony
- Founded for **economic reasons: searching for raw materials**

<https://www.youtube.com/watch?v=ssS6UoBoiuc>



Jamestown, Virginia

○ Brutal beginnings:

- Bitter winters, starvation, disease
- Native Americans helped some survive
- Still more settlers poured in hoping for riches



Jamestown, Virginia

- Tobacco Saves Jamestown

- John Rolfe arrived with seeds of the preferred Spanish tobacco

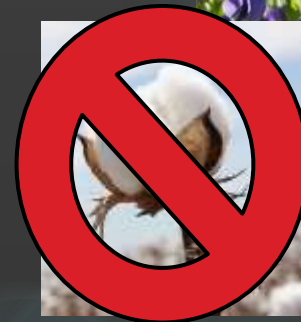
- Experimented with it in Virginia (Bumper crop!)

- Needed more labor created a Head Right System: 50 acres of land to those willing to settle the colony



Cash Crops of the South

- Tobacco flourishes in Virginia, Maryland, and North Carolina
- Rice and Indigo flourish in hot, wet climates of South Carolina and Georgia
- Cotton does not become important until after Eli Whitney's Cotton Gin in 1793 (after independence)



Society and the Colonial Regions



New England and Middle Atlantic

- Started out with a more egalitarian (equal society)
 - Limited farming meant they depended on each other for survival as church congregations settled in small towns, creating democratic political institutions and sense of equality
- Economic prosperity with shipping and trade as well as immigration would lead to more divisions based on economic and social class



New England Education

○ Puritan Church promoted public education

- Started with a strong belief in literacy to read the Bible but spread to other fields of study
- 1647 Massachusetts passed law requiring public schools in towns of 50 for more families,
 - If they had 100 or more families must prepare young boys for college
 - Only boys generally attended school (girls “trained” in “womanly duties”)
- Founded earliest Universities of Harvard and Yale (first as a place to train ministers)



Southern Society

- Strong Class distinctions (Hierarchical society) from the beginning
- Plantation system gave rise to several classes:
 - Wealthy plantation owners “Gentry” class
 - Accepted they were superior and male members should hold societies power and authority
 - Poor small southern farmers
 - Indentured Servants
 - Slaves

Social Hierarchy in the South

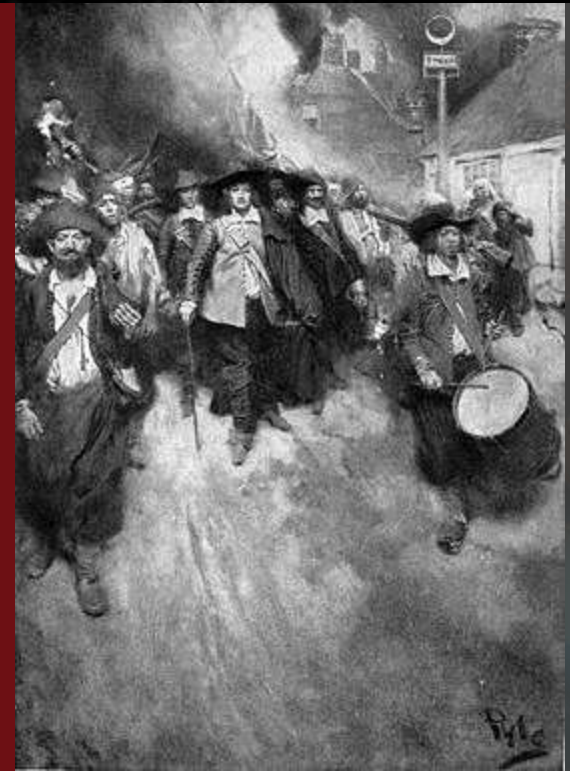


Southern Colonial Rebellion

○ Class discrimination and rules lead to tensions and rebellions starting in the 1600's

○ Bacon's Rebellion in Virginia over the economic rights of frontiersman

○ Stono Rebellion: slave uprising in South Carolina in the 1730's



Southern Education

- Few towns meant **few areas large enough to support public education**, took much longer to reach the southern colonies
- Most **education occurred in the home** among the poorer farmers
- **Wealthy** plantation owners would hire tutors or **send their children to Europe** for education



Women of Colonial America

- In most cases, colonial women were considered to be second class citizens
- Although they tended to enjoy greater freedom and more expanded roles than women in England, they still could not vote, nor could they usually attend school
- By law, they were normally considered to be under their husband's or father's control
- Their main responsibilities were bearing and raising children, as well as taking care of the home



Politics and the Colonial Regions



Basis for Colonial Representative Governments



1. English Magna Carta: First document limiting the power of the King

- Colonists influenced by 3 parts:
 - People have the right to be consulted before taxation
 - People have the right to be judged by a jury of their peers
 - Rule of Law: everyone., even the king, must obey the clear, well understood, and equally enforced laws of the land

Basis for Colonial Representative Governments

2. English Bill of Rights: Signed by the newly appointed King and Queen of England William and Mary after the **Glorious Revolution/English Civil War** which overthrew King James in the mid 1600's

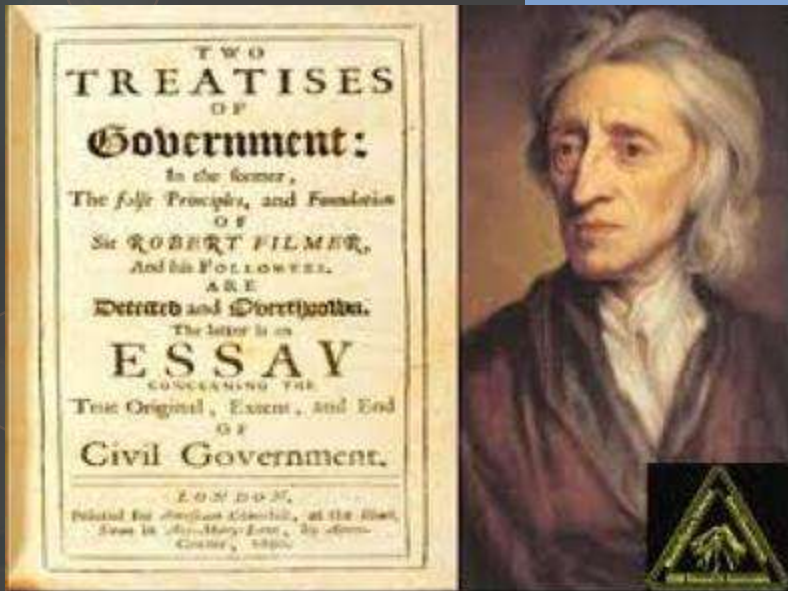
- **Gave Parliament** (their version of congress) supreme power over the monarchy and control of taxes, religious freedom



Basis for Colonial Representative Governments

3. John Locke

- Wrote Two Treatises of Government inspired by the Glorious Revolution
 - Outlined 3 important factors that would inspire Colonial Governments
 - **Natural Rights** of Life, Liberty, and Property
 - Popular Sovereignty and the Social Contract: governments get their power to rule from the people and therefore the government must protect their natural rights
 - Can overthrow governments that break the social contract



Basis for Colonial Representative Governments



4. Salutary Neglect

- Distance, Civil War, and the Glorious Revolution lead England to allow the colonies to govern themselves (ignoring them so to speak) for much of their colonial development

Representative Government in the South

○ Virginia's House of Burgesses (1619 Jamestown)

○ Only Social Elite in charge (**White males owning property voted**) but showed voice being given to the people above the King

○ Permitted by Virginia Company to **maintain order, and pass legislature to attract new colonists**



Representative Government in New England

- **Mayflower Compact**
 - Puritans drafted while aboard the Mayflower before even landing in America
 - Established **elected legislature** under the belief in popular sovereignty that the **power of government comes from the people**
 - Showed desire to have **Local governance over England**



Representative Government in New England



- Male members of the Puritan Congregation controlled the local church and the town's civil (ordinary non religious) society
- Used **Town Meetings**:
 - Town representative went to a **General Court in Boston** to represent community
 - By end of the 1700's **all male property owners**, not just Puritans, could participate

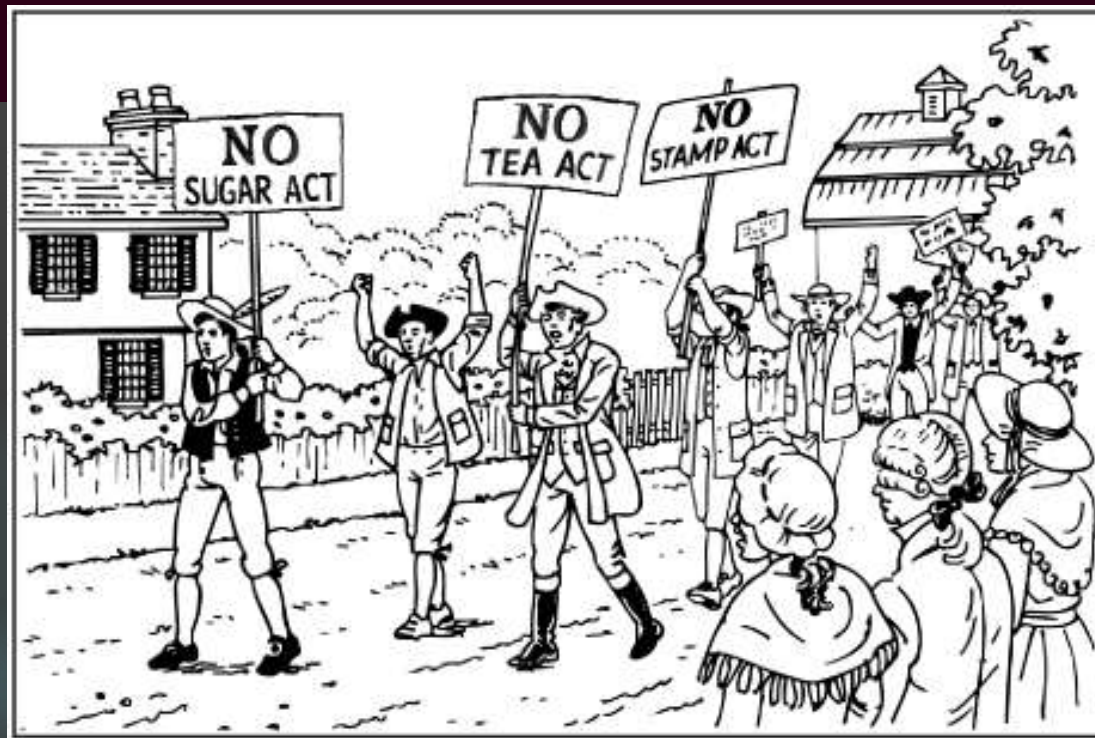


The American Revolution

Analyze how conflicts between the Parliament and the Colonial Legislatures over taxation, the Declaration of Independence lead to the American Revolution and all established the ideals of a democratic republic

Roots of Tension between the Colonist and The British

~ When British chartered the colonies, the colonists were assured all rights as British men



1. Mercantilism

- The idea that countries get rich by exporting more than they import

- To do this British controlled Colonial Trade through the **Navigation Acts**, ensuring they exported more of their final products to the colonies than they imported goods from the colonies, getting richer

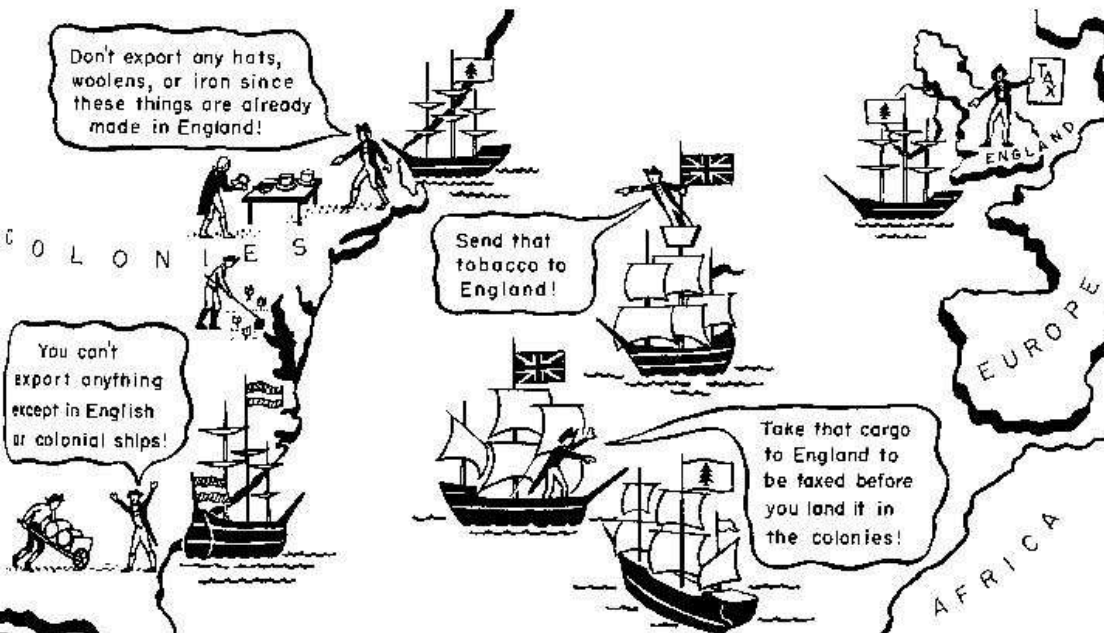
- What was the role of the colonists in this Trade? British?

- Colonists used for natural resources and taxed for trading with other countries

- Colonial Response to Mercantilism:

- Smuggling goods to avoid duties

The Navigation Acts Enforced Mercantilism



2. Quartering Acts

- 1765: **Required colonists to house and supply British soldiers stationed in North America**
- May also stay in taverns or hotels and the colonists had to pay for these stays



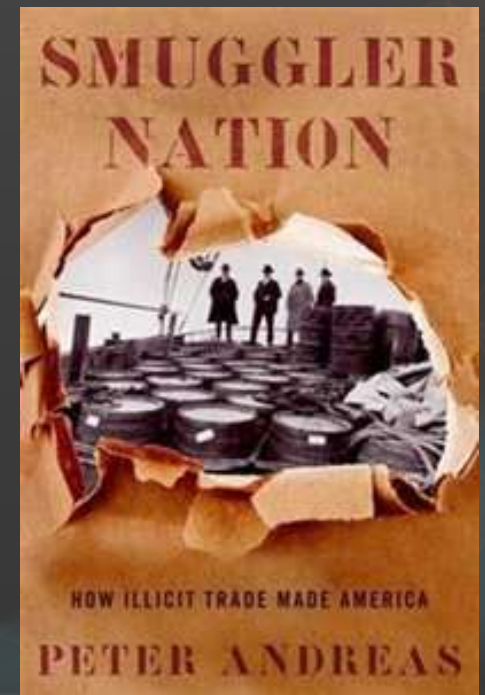
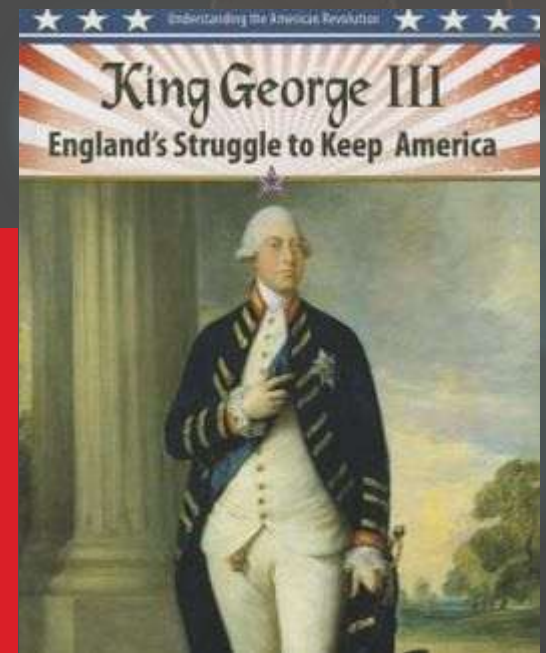
3. French and Indian War

- In Europe referred to as the Seven Years War between Britain and France
- Spilled into the colonies where many Native Americans sided with the French due to the fact the French did not settle their lands as much as the British, leading the Colonists and British to fight the French and Native Americans
- British will win, gaining land in Canada and East of the Mississippi River
- General George Washington becomes a national hero



3. French and Indian War

- Forbade colonists to settle west of the Appalachian Mountains due to Native American Attacks
 - Colonists resented restrictions and ignored the proclamation seeing King George as a tyrant
- British left with War Debt to pay
 - Parliament ends their Salutary Neglect , enforcing Mercantilism and The Navigation Acts to pay off this debt
 - Crack down on Smuggling
 - 1760 Passed Writs of Assistance: allowed British to search colonial ships without warrants
 - Series of New Taxes
 - Prior only tariffs, indirect tax (taxes on imports) afterwards began taxing domestic goods, direct tax (goods traded within US)



Taxes

○ Sugar Act 1764

○ Tax on import of Sugar, although an indirect tax, the punishment for violating was what the Americans protested

○ Violation led to being sent to Admiralty Courts in Canada, military courts violating their right to a trial by jury of their peers under The Magna Carta



Taxes

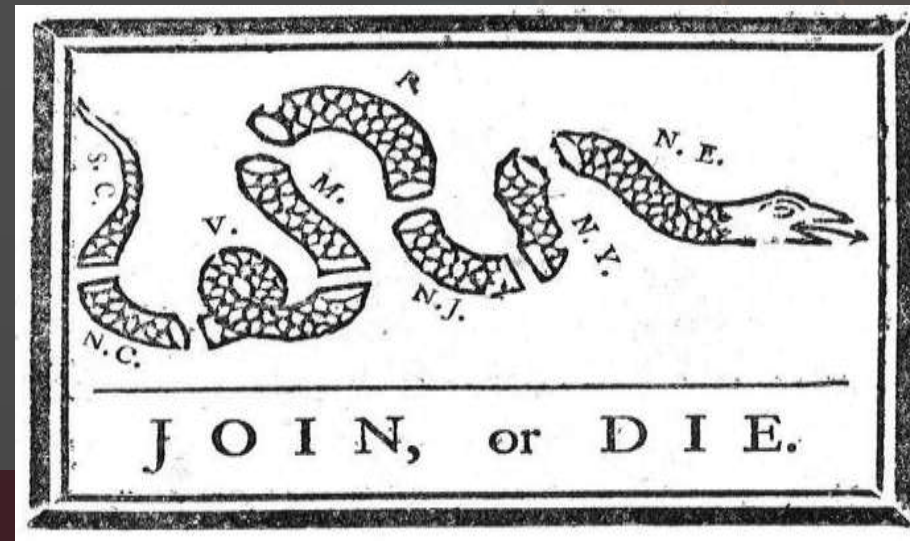
○ Stamp Act 1765

- Direct tax requiring all printed material to have a government stamp
- Colonist saw this as violating their colonial assemblies exclusive right to tax and violating their British right to “No taxation without representation” –James Otis since they did not have representation in the English Parliament (didn’t want it actually because they knew they would be out numbered)



Responses to Stamp Act 1765

- Smuggled More
- Sons and Daughters of Liberty
 - Enforced boycotts (refusal to buy) on British goods, hurting English business
 - Violence and intimidated to prevent Royal governors of implementing British Laws
- Stamp Act Congress
 - 9 colonial representatives met in NY City and officially expressed to Great Britain the Stamp Acts illegal nature based on No Taxation Without Representation



British Response

- Violence and Boycotts led British to repeal the Stamp Act
- But also passed the Declaratory Act of 1766 ensuring they have the right to impose laws on their colonies



More Turmoil and Taxes

- **1767 Townshend Acts:** direct tax on glass, lead, paper, paint and tea
 - Colonists boycotted and protested violently
- **Stationed British soldiers in colonial cities to enforce law**
 - Colonial Reaction: **Boston Massacre 1770**
 - British soldier felt threatened by a mob of protesters, opened fire leaving several colonists dead
 - Shown by Americans as the brutal slaying of innocent colonists protesting their rights



British Reaction to the Boston Massacre

- **Boycotts and Boston Massacre lead to all Townshend taxes being repealed except for the Tea Act**
 - Tea Act meant that only the East India Tea Company could sell to the colonies tax free, allowing them to create a monopoly. The cost of tea actually lowered, but colonial tea would be taxed.
 - With low tea costs the colonists, against the British control of trade, knew a boycott would be unsuccessful, needed another means of protest



Boston Tea Party

○ Dressed as Mohawk Indians, protestors entered Boston Harbor, raiding British Tea ships and hurling the crates of tea overboard




British response to the Tea Party

Georgii III. Regis.

C A P. XIX.

An Act to discontinue, in such Manner, and for such Time as are therein mentioned, the landing and discharging, lading or shipping, of Goods, Wares, and Merchandise, at the Town, and within the Harbour, of *Boston*, in the Province of *Massachusetts Bay*, in *North America*.

HEREAS dangerous Commotions and Insurrections have been somented and raised in the Town of Boston, in the Province of Massachusetts Bay, in New England, by divers ill-affected Persons, to the Subversion of His Majesty's Government, and to the utter Destruction of the publick Peace, and good Order of the said Town; in which Commotions and Insurrections certain valuable Cargoes of Teas, being the Property of the East India Company, and on Board certain Vessels lying within the Bay or Harbour

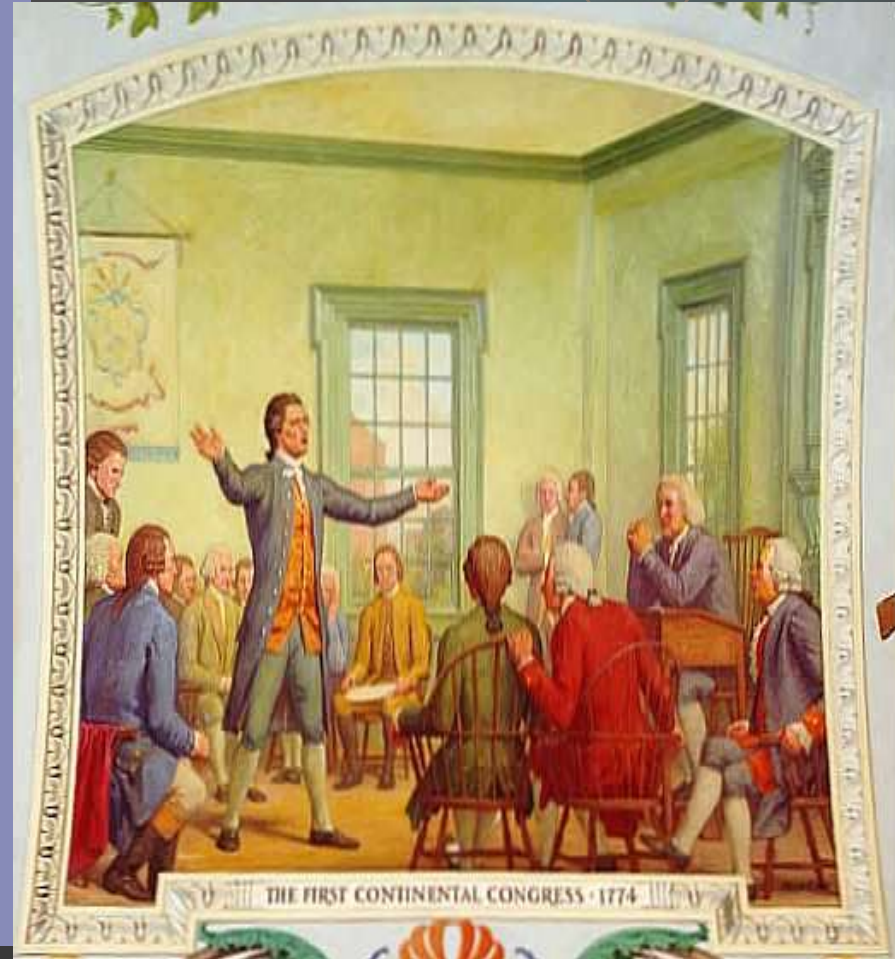
○ Passed the Coercive Act and Intolerable Acts

○ Closed Boston Harbor and placed a military governor over Massachusetts

○ Expanded the Canadian border taking land away from the Northern Colonies

Colonial Response

- **First Continental Congress 1774**
- Representatives from all but Georgia gather in Sept of 1774
- Wrote to King George
 - That people have the right to representative government and since they are not represented in Parliament, they have the right to govern themselves



War is Brewing

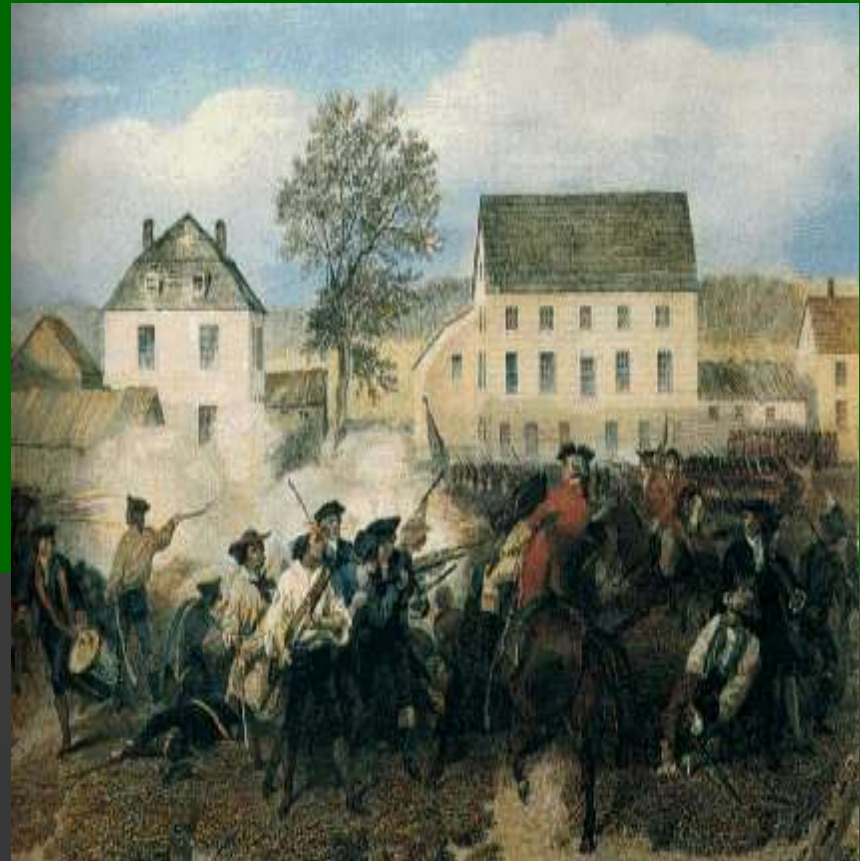
- Colonists continue Boycotts
- Form Militias (voluntary military units of private citizens)
- Colonists raid British munitions (military) units



Leads to the Shots Heard Round the World

○ 1775 War begins with the first shots at Lexington and Concord, Massachusetts in April

○ Why does it make sense this occurred in Massachusetts?



Colonial Response



○ 2nd Continental Congress formed in 1775

○ Established a formal Continental Army

○ George Washington named general

Initial Goals of the War

Resolution not Independence

Upset over loss of “rights of Englishmen” and promised by their charters and “no taxation without representation”

Not upset over the cost of the taxes, which were low, but the principle of representation

Did not want to create a new country or government

Desired to reestablish the governments during Salutary Neglect

Desire for British to recognize the colonial assemblies exclusive rights to tax

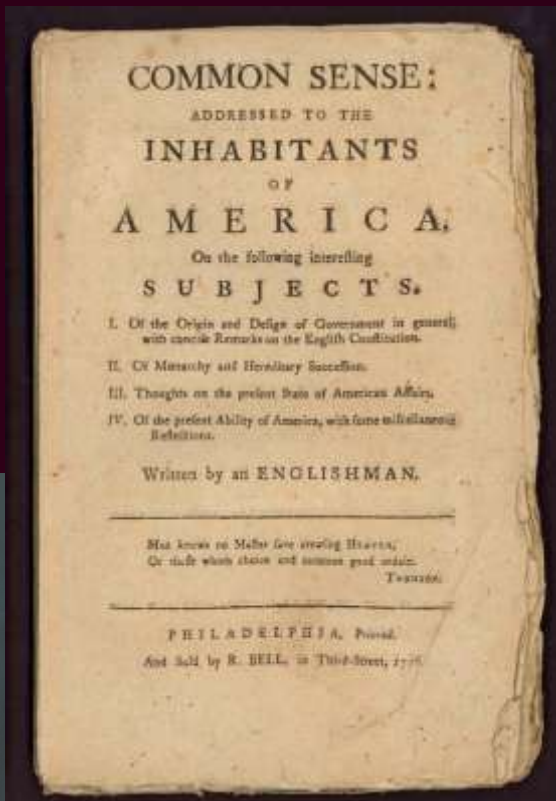


The Effects of the Declaration of Independence



Thomas Paine

- 1776: Writes a Pamphlet known as Common Sense
- Argues for Independence
- Influence of Paine and others causes Second Continental Congress to seek independence instead



July 4, 1776 Sign the Declaration of Independence

<https://www.youtube.com/watch?v=A56cZGRMx4>



- Written by young Thomas Jefferson
- Reason for passing the Declaration of Independence
 - Written to the colonists still loyal to the British and those uncommitted to the cause of Independence
 - Made to inspire the patriots 2 years into the conflict

Principles and Points of the Declaration of Independence

- Based on the Principles of John Locke
 - Explains the Goal of Limited Government
 - Principles of equality
 - Natural Rights of Life, Liberty, and the Pursuit of Happiness
 - Purpose of Government is to secure these rights
 - If these rights are not secured, people can abolish that government



Principles and Points of the Declaration of Independence

○ 3rd part: List Grievances

○ Blames the King not Parliament for violated the colonists' rights

○ Hope to Break the bonds between Loyalists and the King

○ Create 1 common enemy for the colonists

○ Grievances specifically reference events that lead to the war Examples:

○ 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 keeping among us in times of peace Standing Armies without the consent of our legislatures, For quartering large bodies of armed troops among us

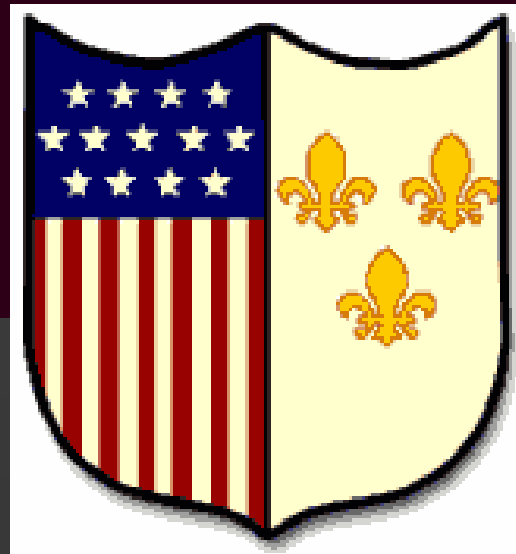
○ 4th Part declared Independence

https://www.youtube.com/watch?v=A_56cZGRMx4



Effects of the Declaration of Independence During the War

- Enabled the colonies to create foreign alliances
 - Most important: The French, still enemies of the British
 - French and Spanish sent army supplied to the Patriots (Colonial Army)



Effects of the Declaration of Independence After the War

- Influenced State governments and the Articles of Confederation to limit the executive branch (king/president), giving most power to the Legislative branches
- Due to idea of “All men created equal” Northern states gave gradual emancipation to slaves and freedom of religion
- Voting still restricted to white males who owned property but widespread property ownership meant many men could vote



Effects of the Declaration of Independence After the War

- Still many groups left out
 - All races and women not equal
 - Used by these groups as a battle cry for rights for over a century to come
- Other countries inspired to seek their own independence and rights
 - French Revolution
 - Latin American Revolutions



British vs Colonial Advantages

British Advantages

Colonial (Patriot) Advantages

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Important Revolutionary Battles

- 1775 Battle of Bunker Hill: despite win heavy casualties lead British to leave Boston and move to NY
- Battle of Trenton: after heavy Patriot losses, troops gain moral after small victories using Guerilla tactics
- **Battle of Saratoga 1777: turning point!**
 - Victory causes French to believe that the colonies can win, leading them to align sending French naval support an increase supplies, which proved crucial to colonial success



1781 Battle of Yorktown

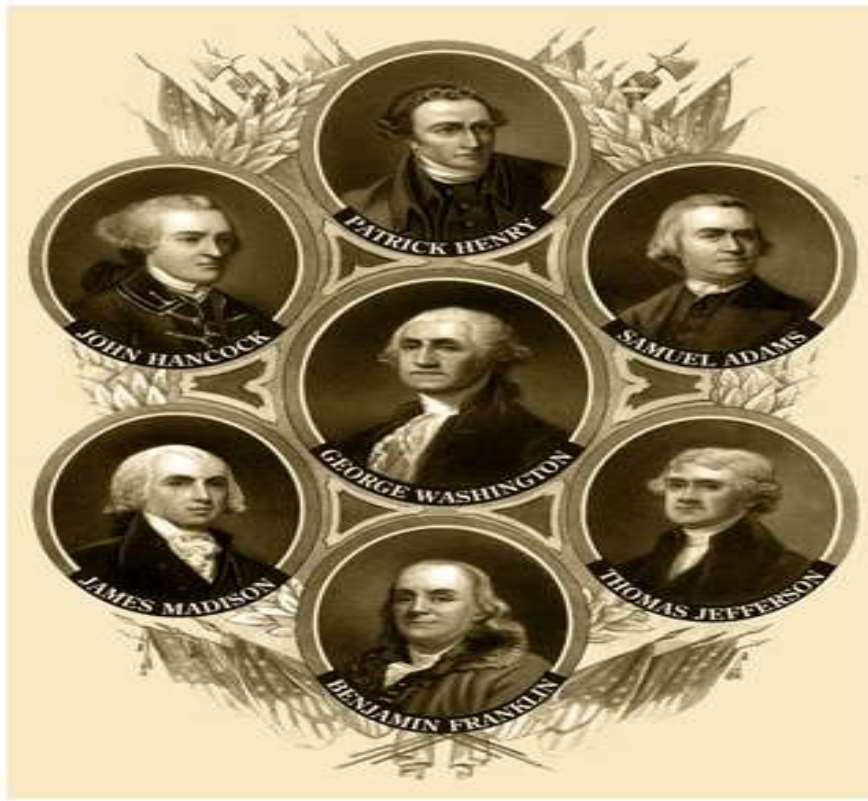
- Patriots have Cornwallis and British trapped on Virginia Peninsula
- French Navy creates blockade so Brits can't get new supplies.
- Cornwallis finally surrenders to George Washington



The End of the War

- Although fighting would continue and negotiations would go on for two more years, Yorktown effectively ended the Revolutionary War
- The war officially ended when the two sides signed the Treaty of Paris of 1783
- British recognize USA with Mississippi River as Western Border





<https://www.youtube.com/watch?v=JDdjSh5FPFU>

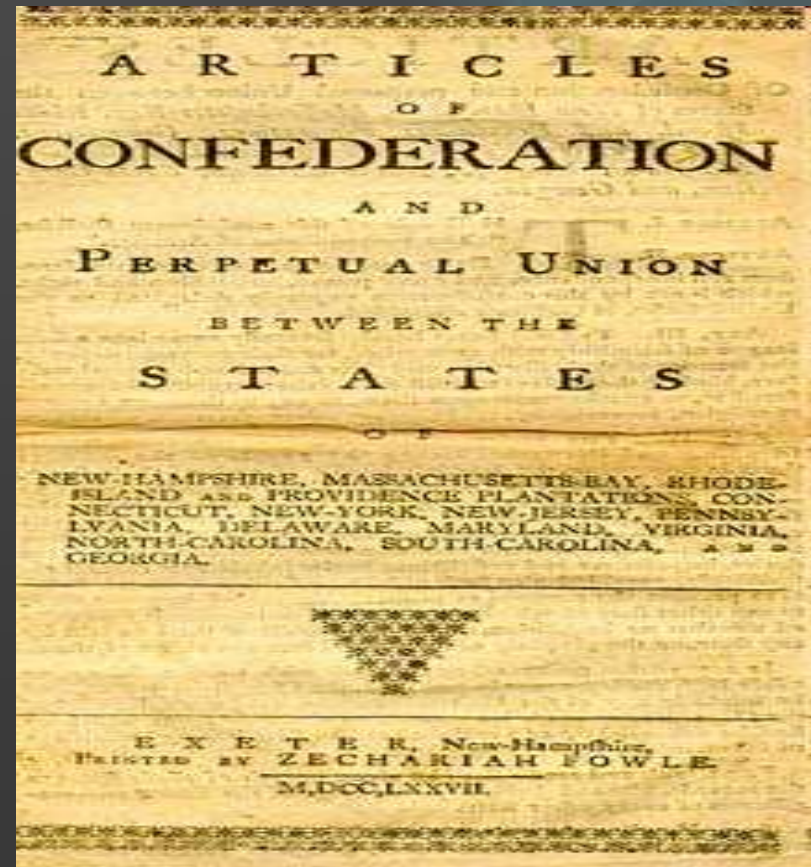
Creating a New Nation: The Constitution

Analyze how the debates and compromises of the Philadelphia Convention addressed the problems with the Articles of Confederation and the eventual ratification of the Constitution ; which protected the ideals of democracy, republicanism, federalism, separation of powers, checks and balances, and individual rights.

First Form of Government

- Created the Articles of Confederation

- Created a Confederate Government: a group of loosely unified States which overall maintained their sovereignty (freedom/power) but came together for things such as war



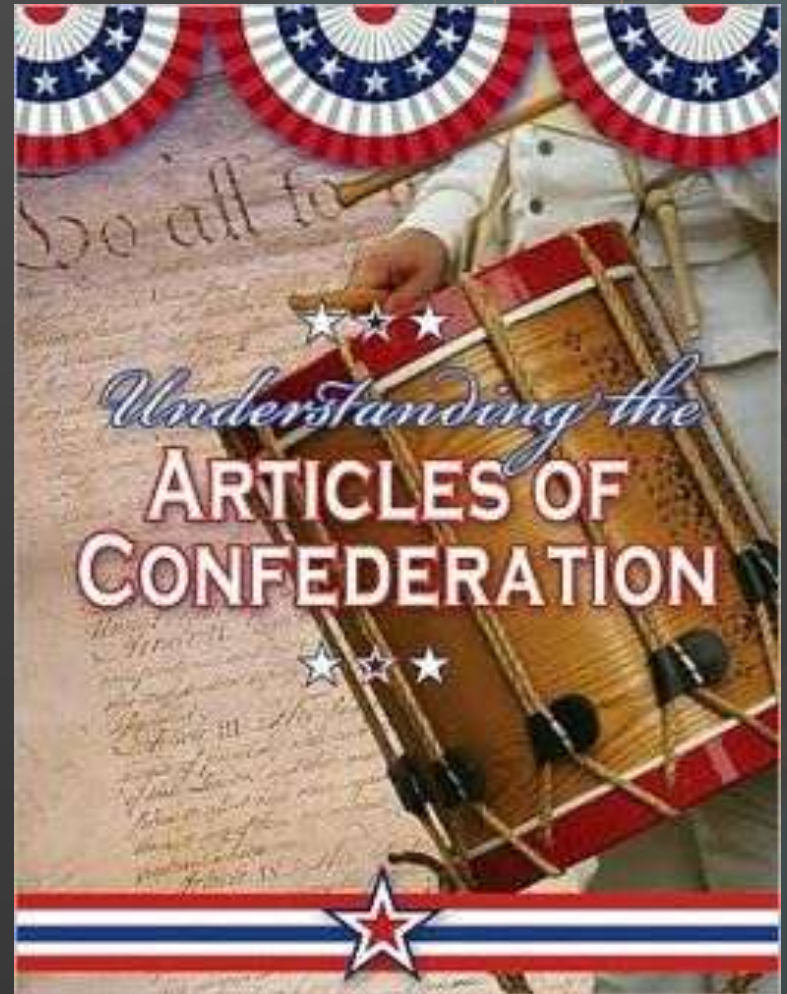
Reasons for this Type of Government

- Attempted to protect rights fought for during American Revolution
 - Protect rights of Colonial Assemblies to establish laws and raise taxes over national “tyrant”
 - Feared the power of a King and National Government like that of Parliament infringing on these rights again
 - Accommodate differences between the States
- Result: created a weak national government that had few powers to address national problems



Initial Successes of the Articles of Confederation

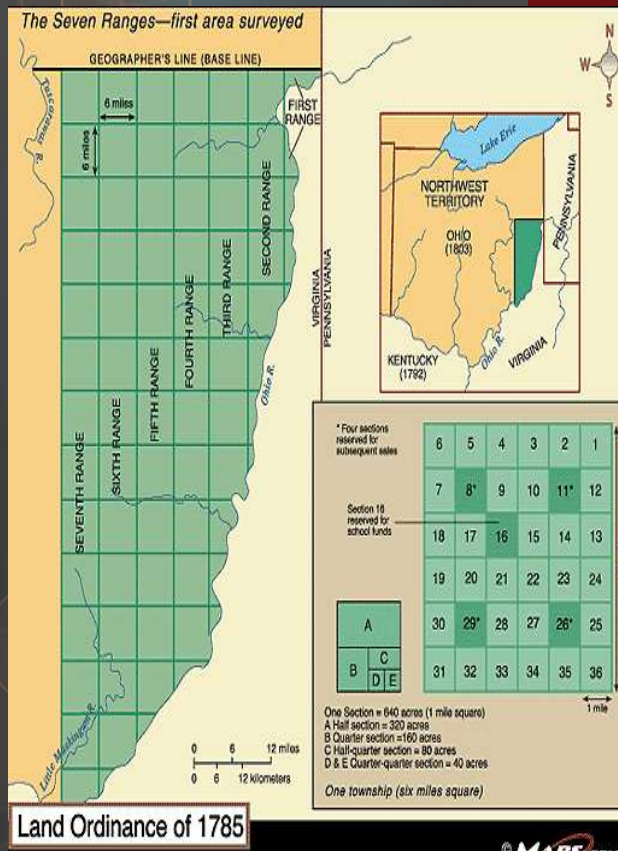
- Very successful during the **American Revolution**
 - All States had a **common cause** of independence
- Ineffective nationally but **worked well at the State level**
 - States created unique constitutions and passed unique laws that addressed their specific problems
- **Effective at negotiating the terms of the Treaty of Paris** (which was?)



Initial Successes of the Articles of Confederation

○ Dealing with New Territory Gained after Revolution

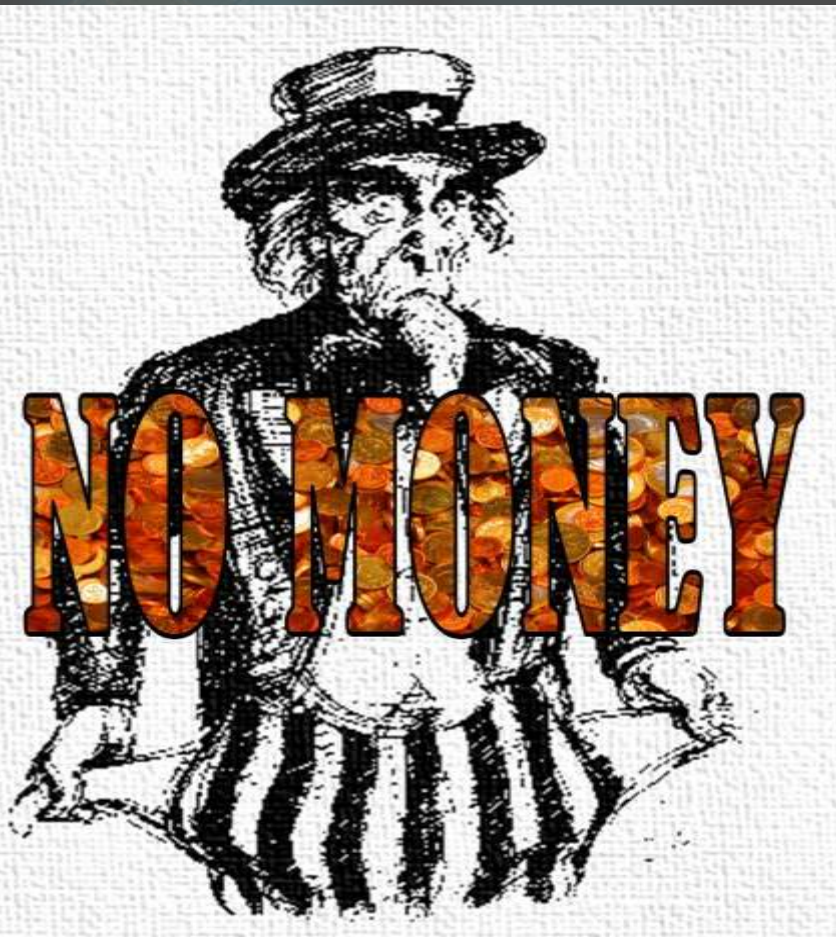
- To stop current States from competing over territory, gave power over this land to the National Government
- created a system of **Land Ordinances to distribute land**
- Set up a system (approved by the first Congress under the new Constitution of 1787) to create new **States equal in power to the original 13 States** through the North West Ordinances
- Made **slavery illegal in the North West Territory** (1st effort to prohibit slavery in the territories)



Failures of the Articles of Confederation Addressed by the Constitution...Compromise, Compromise, Compromise

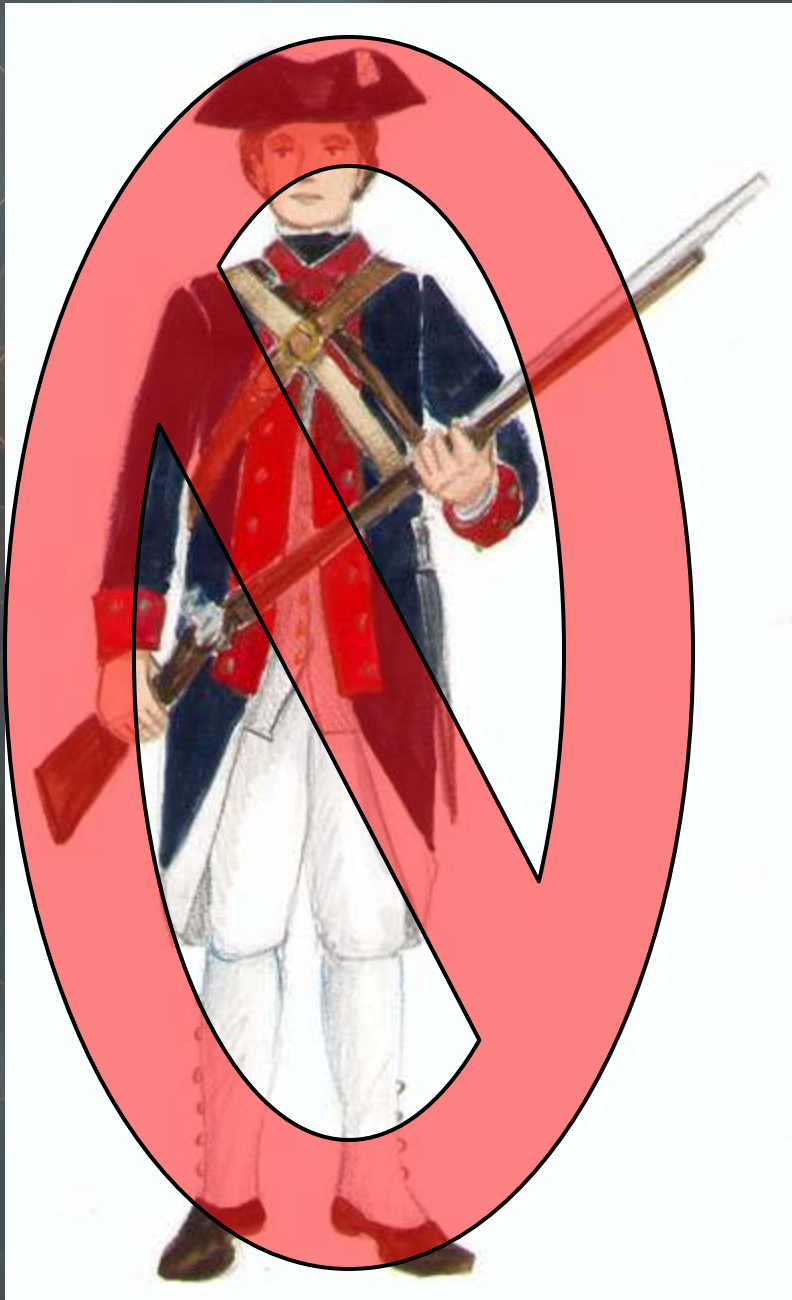
Articles	Constitution
• NO army	→ Fed raise army
• No fed tax	→ Congress tax
• No nat'l \$	→ Congress \$
• No exec lead.	→ President
• Equal vote	→ Bicameral legislature
• Amendments unanimous	→ Constitution 1787

1. Unable to Collect Taxes



- Could only request that States send them money: most States refused to fund the national government
- **Effect: Did not have the money to create a national Military**
 - No way to persuade “intimidate” Spain into allowing the States to use the port at New Orleans
 - **Effect: States began to negotiate with foreign countries on their own**

1. Unable to Collect Taxes



- Did not have a military to force the British to remove their troops from the Western Frontier via The Treaty of Paris
- Couldn't persuade Britain to allow their merchants to trade with the former colonies
 - Effect: Economic Depression at the loss of their #1 trading partner Great Britain
 - Value of currency was low
 - States had to raise taxes to pay for their own war debts

Depression Leads to Rebellion

○ Shays Rebellion in Massachusetts

- Many people could not pay their mortgages or the new taxes
- Group of Farmers lead by Daniel Shay violently rebelled to avoid courts foreclosing on their farms
- Scared the Elite ruling class who realized that they wanted a national government with the ability to fund a military to protect their citizens instead of them alone
- Led to them calling for delegates to meet in Philadelphia to draft a new Constitution.



- In 1787 they meet to “revise the Articles of Confederation” but it had no provisions for altering the document, so they decided to scrap the whole document and write a new set of laws
- Leading to the United States Constitution



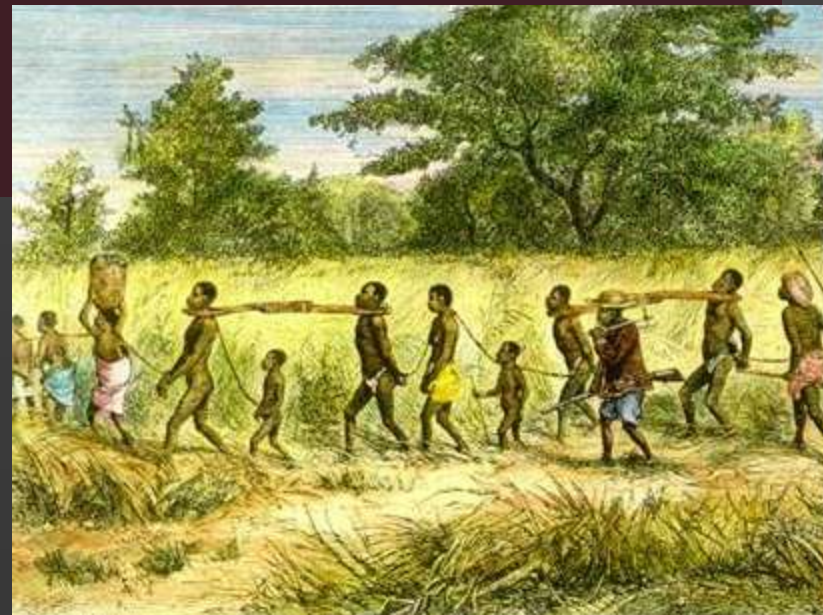
How the New Constitution Fixed the Problem



- The National or Federal Government Given the **power** to levy taxes to maintain a military which would “preserve domestic tranquility” (keep the peace)
- The National government was given **Exclusive rights** to form treaties to protect US diplomatic (international) relationships

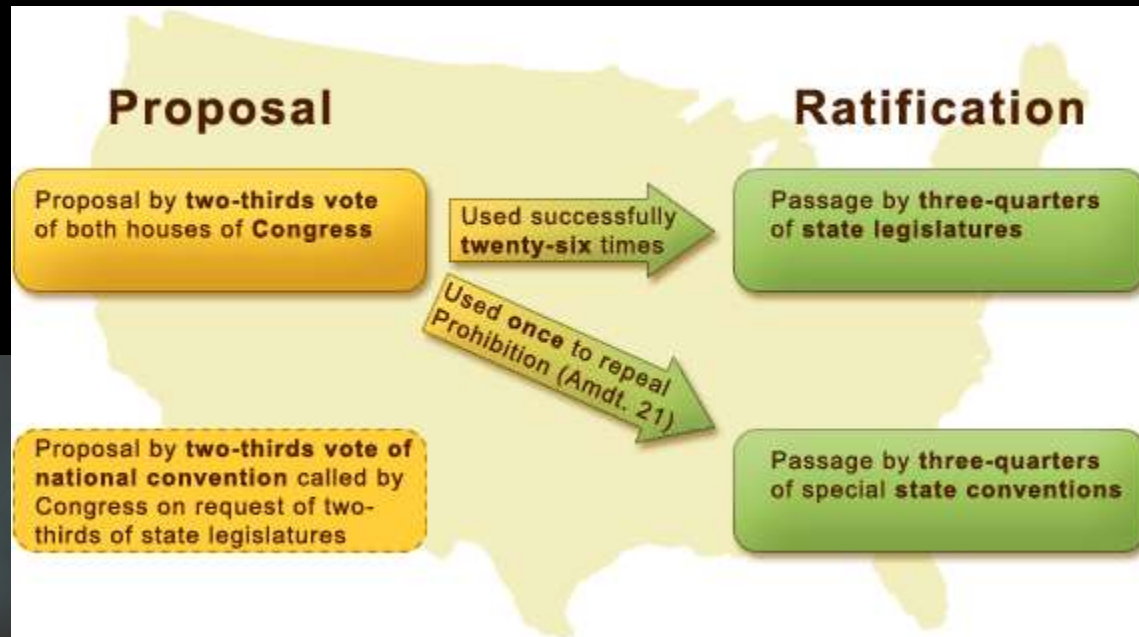
Slave Trade Compromise

○ Southern States afraid the government would immediately outlaw the Slave Trade, to get them to ratify, they agreed to not stop the slave trade for at least 20 years (around the world ended in 1808 though)



2. Unable to Change Problems with the Document

- The Articles of Confederation created no provision for the ability to make changes to it if issues arose
- How the Constitution Fixed the Problem: **New Constitution** had the ability to amend and fix any unforeseen problems if $\frac{3}{4}$ of the States supported the amendment



3. No Executive or Judicial Branches



- The Articles of Confederation did not have:
 - An executive branch (president) to carry out the will of Congress (or the legislature/law making body)
 - A judiciary to solve disputes
- How the Constitution Fixed the Problem: **created an executive branch and a Judicial Branch** with the powers to ensure each branch protects the will and rights of the people

4. Had only 1 Legislative House where each State (regardless of population size) received only 1 vote

○ Large States felt representation should be based on Population, supporting **The Virginia Plan**

○ a Bicameral legislature (2 Houses with representation based on population size)



4. Had only 1 Legislative House where each State (regardless of population size) received only 1 vote

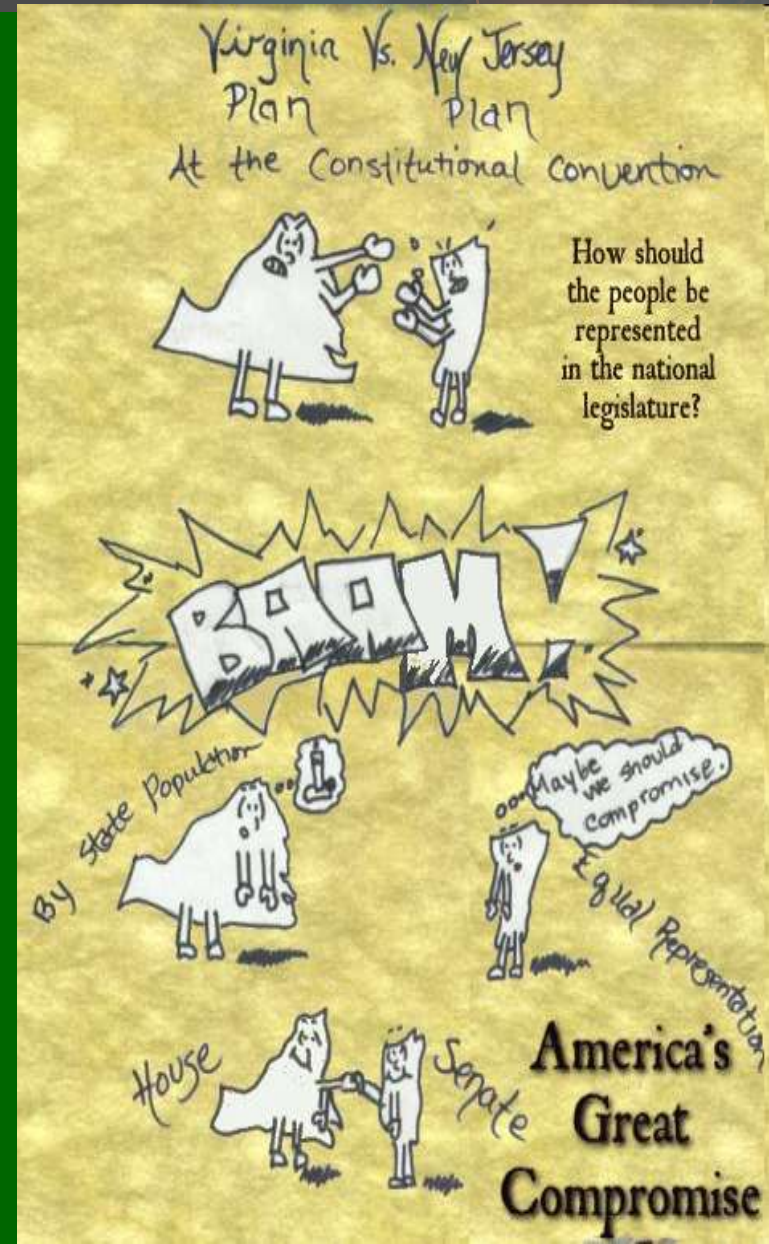
○ Small States did not want to give up their power and wanted to keep equal voting, supporting the **New Jersey Plan**

○ A legislative branch with only 1 house with each State receiving only 1 vote



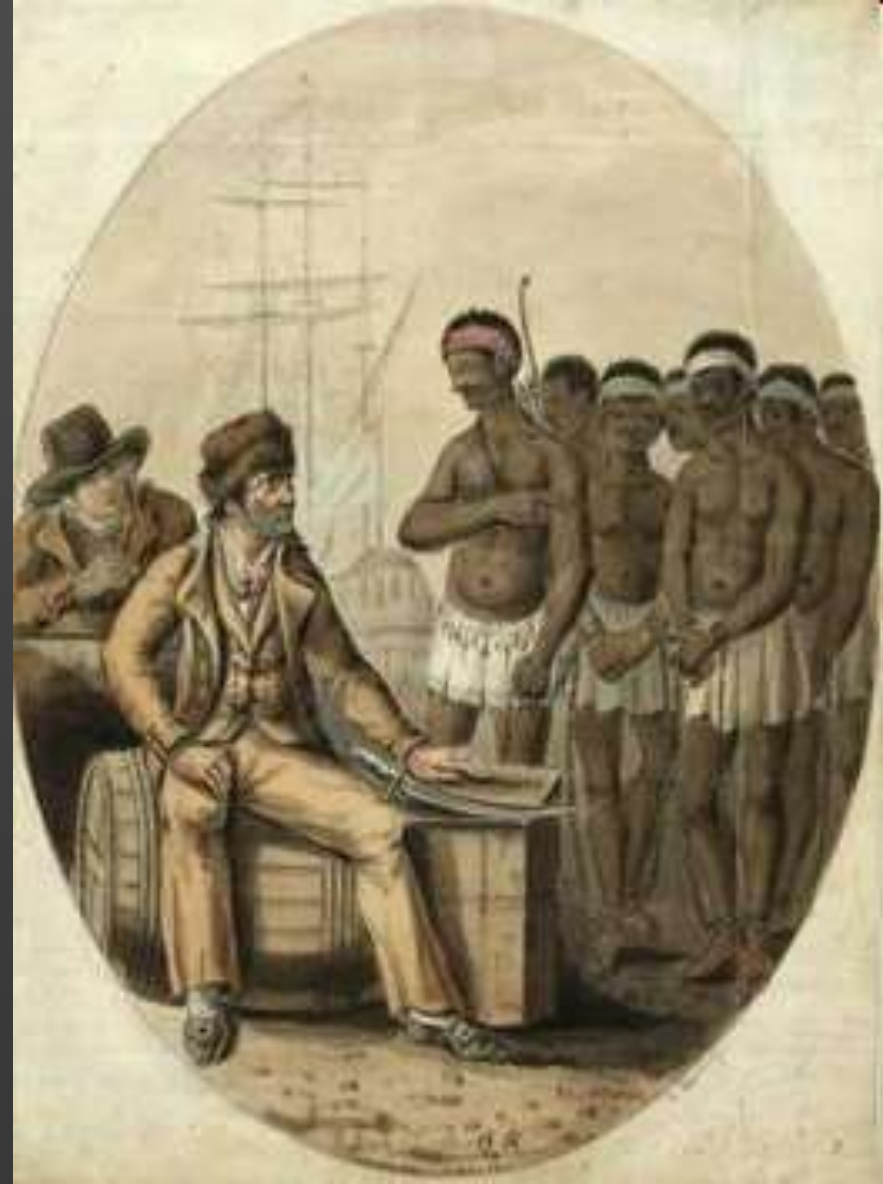
The Great Compromise

- Also known as the **Connecticut Compromise**
- Established a **bicameral (2 house legislative branch)**
- 1st House: **The House of Representatives**, would be **directly elected by the people** and each State would be granted a number of seats based on population
- 2nd House: **The Senate**, would be **indirectly elected by State Legislatures** and each State would have **2 senators**, giving **equal representation** to all States regardless of population
- Together this branch of government would be called **Congress**



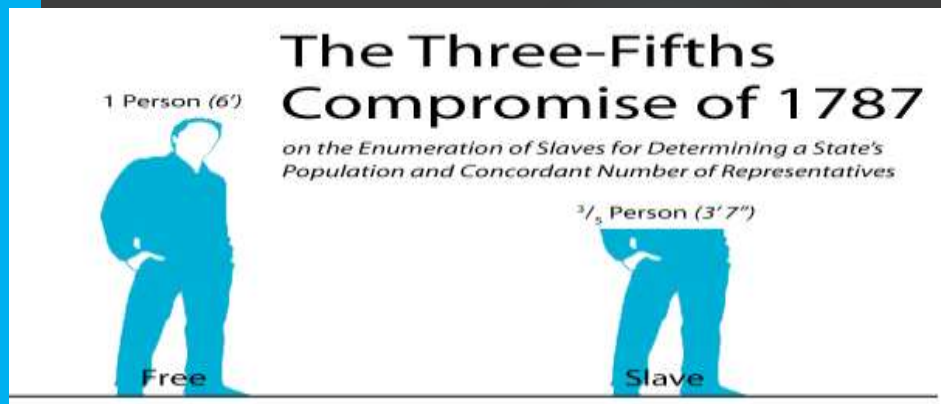
Great Compromise leads to the 3/5 Compromise

- Actually debate over what is considered “people”
- Northern States had few slaves, South had large Slave populations
- North did not want slaves to count as “people” because that would give the South more representatives in the House of Representatives
- South wanted this additional power through representatives



Great Compromise leads to the 3/5 Compromise

- So they agree that a Slave will count as “3/5 of a person” for the purpose of determining population and taxes
- So for every 5 slaves States would be credited with having 3 additional people



Great Compromise Cartoon Assignment

5. Articles of Confederation Could not:



- Resolve Conflicts between States including Boundary issued due to having no National Court System
- Control Interstate trade
- Control Currency
- How the Constitution fixed this problem: New Constitution gave the **National Government all these rights and created a Judicial Branch** to solve disputes

6. National Government too Weak to Solve National Issues

- Power was given to the States
- During the framing of the Constitution this created a debate between the Federalists and Anti-Federalists
 - Both wanted a limited government that was controlled to protect the rights of people
 - Debated on the amount of power that the National Government should be given

Federalists:

- ▶ Favored ratification of the Constitution
- ▶ Favored a powerful federal government
- ▶ Argued a Bill of Rights was not needed, as federal power was limited
- ▶ “The Federalist Papers”

V.

Anti-Federalists:

- ▶ Opposed ratification of the Constitution
- ▶ Wanted a weak federal government that would not threaten states rights
- ▶ Wanted a Bill of Rights to declare and protect the rights of the people

RATIFICATION:

- Federalists promise addition of a Bill of Rights
- Ratification succeeded, new government formed 1789
- James Madison drafts 10 amendments to the Constitution, these become the U.S. Bill of Rights

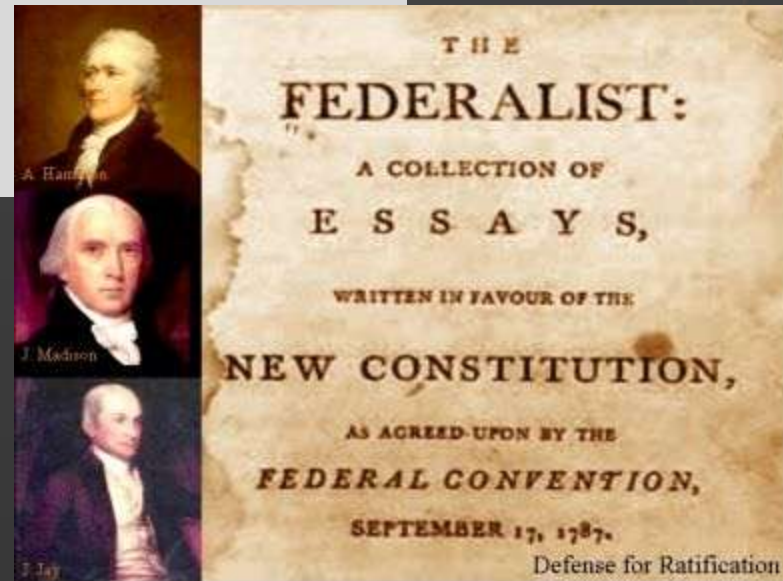
- Lead by **Alexander Hamilton** (Representative of New York); **James Madison** (Virginia Planter and Politician); and **John Jay** (New York politician and lawyer) and **supported by many from the elite classes and coastal areas**
- **Wrote the Federalist Papers** which influenced the draft of the **Constitution**
- **Supported a strong national government** (as expressed in the Constitution)
 - Believed a **strong national government** would protect people from **States with local prejudices** infringing rights of minorities in the State

Federalists



- Federalists believed in a “loose interpretation of the constitution” that the Constitution gave the federal government the power to take certain actions not specifically stated when these actions were necessary for carrying out constitutional responsibilities
- As such, many Federalists felt a Bill of Rights gave the impression that these were all the rights that a person had

Federalists



- Mostly supported by back country farmers
- Believed that most power should be left to the States
- Feared that Elite classes far from their local communities would control their lives
- Thought State governments would be more responsive to individual and local needs
- Believed in a “strict interpretation” of the constitution, that National Governments only have the powers strictly expressed within the Constitution
- So they wanted a Bill of Rights to protect individuals from an abusive National Government



Anti-Federalists

ANTI-FEDERALIST

Bill of Rights Compromise

○ To ensure the 9 of 13 States required would ratify (approve) the new Constitution Federalists agreed to later amend the Constitution to include the Bill of Rights

○ First 10 Amendments to the Constitution ensuring the National Government could not infringe upon the rights of the people

Bill of Rights

Congress OF THE United States,
*Began and held at the City of New York, on
Wednesday, the fourth of March, one thousand seven hundred and eighty nine.*

The Comptions of a number of the States having, at the time of their adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government, will best insure the beneficent ends of its institution:

Resolved, by the SENATE and HOUSE OF REPRESENTATIVES of the UNITED STATES of AMERICA in Congress assembled, two thirds of both Houses concurring, That the following Articles be proposed to the Legislatures of the several States, as Amendments to the Constitution of the United States: all, or any of which Articles, when ratified by three fourths of the said Legislatures, to be valid in all intents and purposes, as part of the said Constitution, viz.

Article I: in addition to, and Amendment of the Constitution of the United States of America, proposed by Congress, and ratified by the Legislatures of the several States, pursuant to the fifth Article of the Original Constitution.

Article the first After the first Enumeration required by the first Article of the Constitution, there shall be one Representative for every fifty thousand, until the number shall amount to one hundred, after which, the proportion shall be so regulated by Congress, that there shall be not less than one hundred Representatives, nor less than one Representative for every forty thousand persons, until the number of Representatives shall amount to two hundred, after which, the proportion shall be so regulated by Congress, that there shall not be less than two hundred Representatives, nor more than one Representative for every fifty thousand persons. [Not Ratified]

Article the second No law, varying the compensation for the services of the Senators and Representatives, shall take effect, until an election of Representatives shall have intervened. [Not Ratified]

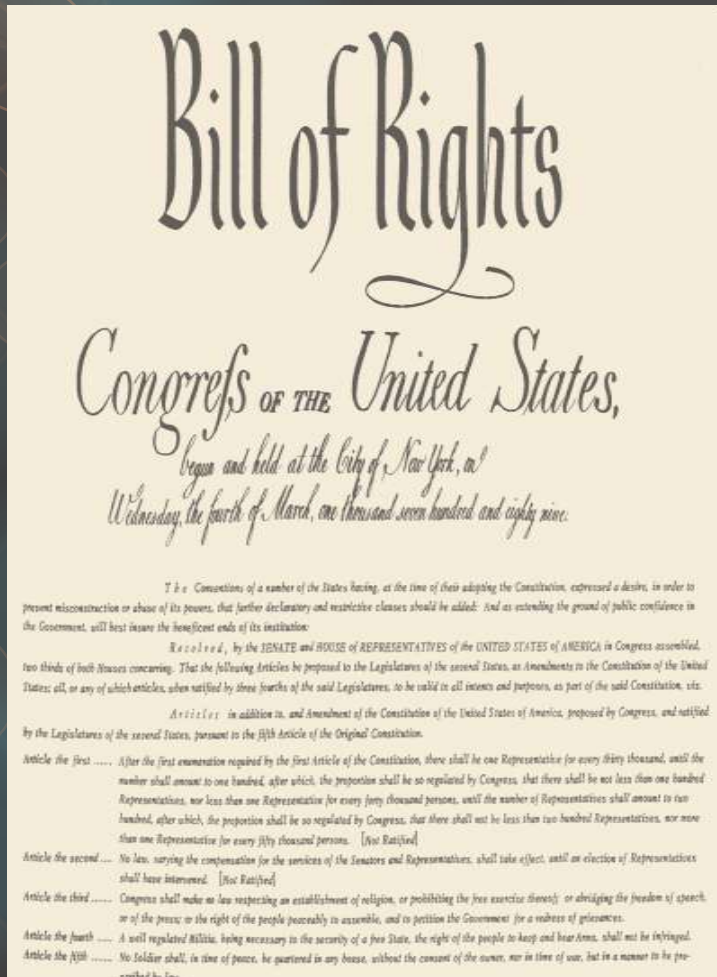
Article the third Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Article the fourth A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Article the fifth No Soldier shall, in time of peace, be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Bill of Rights Compromise

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



○ Gave Freedoms of Speech, Religion, Assembly (Peaceful protest), and the Press; protected people against unfair trials, unreasonable searches and seizures, and gave them the right to bear arms (carry weapons)

○ Rights are not exclusive to this list

○ Rights not specifically addressed in the constitution will be given to the States

Major Principles of the Constitution



1. Principle of Democracy

- Under the Articles of Confederation, power came from the States
- Under the Constitution power was derived from the people: the consent of the government
 - Constitution begins “We the people...do ordain and establish this Constitution”
- Still not a true democracy since only white male property owners could vote but still authority came from voters



<https://www.youtube.com/watch?v=yHp7sMqPL0g>

(1 minute in)

2. Principle of Republicanism

- People are represented by elected legislators
- People directly elect their members of the House of Representatives
- Some feared uncontrolled elections giving power to the uneducated and uninformed
 - Made indirect election of Senators
 - Created the electoral college to watch the popular vote of the President



3. Principle of Federalism

Federalism

National

- Declare war
- Maintain armed forces
- Regulate interstate and foreign trade
- Admit new states
- Establish post offices
- Set standard weights and measures
- Coin money
- Establish foreign policy
- Make all laws necessary and proper for carrying out delegated powers

Shared

- Maintain law and order
- Levy taxes
- Borrow money
- Charter banks
- Establish courts
- Provide for public welfare

State

- Establish and maintain schools
- Establish local governments
- Regulate business within the state
- Make marriage laws
- Provide for public safety
- Assume other powers not delegated to the national government or prohibited to the states

- The national government shared powers with the State governments
- Some Exclusive powers to the National Government
- Some Exclusive powers to the State Governments
- Some powers shared between the two

○ Created 3 Branches of Government (Separation of Powers):

○ **Executive:** President and Cabinet (executes laws)

○ **Legislature:** 2 Houses- which are? (creates laws)

○ **Judiciary:** Supreme Court (ensures laws are constitutional and settles disputes)

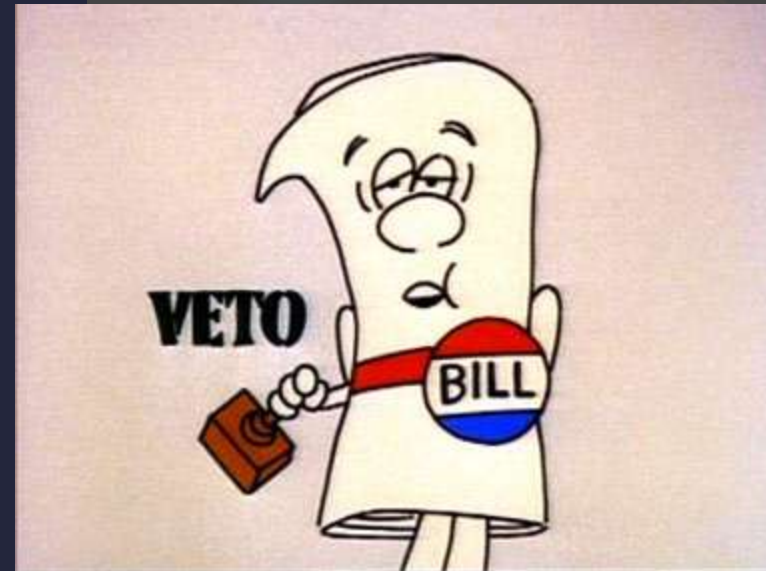
○ Each have roles to ensure the other Branch is protecting citizens rights and desires

4. Principle of Checks and Balances






Examples of the Principle of Checks and Balances

- Based on No Taxation Without Representation, **House of Representatives** (directly elected body) initiates tax bills
- **President can Veto** (squash) bills that Congress (Legislative Branch) passes **BUT**
- A **Supermajority Vote (2/3)** Congress can override the veto
- **Supreme Court** can rule a law unconstitutional
- The **President** creates foreign treaties but the **Senate** must ratify (agree) to the treaty



- The national judiciary (Supreme Court Justices) are appointed by the President BUT must be approved (confirmed) by the Senate
- Legislative branch, through proceedings, can impeach (convict of wrong doing) and remove a member of the Judicial or Executive Branches (i.e. Supreme Court Justices or the President)

<p>Executive Branch (President carries out laws)</p> 	<p>Checks on the Legislative Branch</p> <ul style="list-style-type: none"> • Can propose laws • Can veto laws • Can call special sessions of Congress • Makes appointments • Negotiates foreign treaties 	<p>Checks on the Judicial Branch</p> <ul style="list-style-type: none"> • Appoints federal judges • Can grant pardons to federal offenders
<p>Legislative Branch (Congress makes laws)</p> 	<p>Checks on the Executive Branch</p> <ul style="list-style-type: none"> • Can override President's veto • Confirms executive appointments • Ratifies treaties • Can declare war • Appropriates money • Can impeach and remove President 	<p>Checks on the Judicial Branch</p> <ul style="list-style-type: none"> • Creates lower federal courts • Can impeach and remove judges • Can propose amendments to overrule judicial decisions • Approves appointments of federal judges
<p>Judicial Branch (Supreme Court interprets laws)</p> 	<p>Checks on the Executive Branch</p> <ul style="list-style-type: none"> • Can declare executive actions unconstitutional 	<p>Checks on the Legislative Branch</p> <ul style="list-style-type: none"> • Can declare acts of Congress unconstitutional

Examples of the Principle of Checks and Balances

Two Political Parties and an Expanding National Government

The controversies over domestic and foreign policies and the regional interests of the Democratic Republicans and the Federalists including expanding the power of the national government under *Marbury v. Madison*

George Washington

Elected president in 1789
with 100% of the electoral
vote

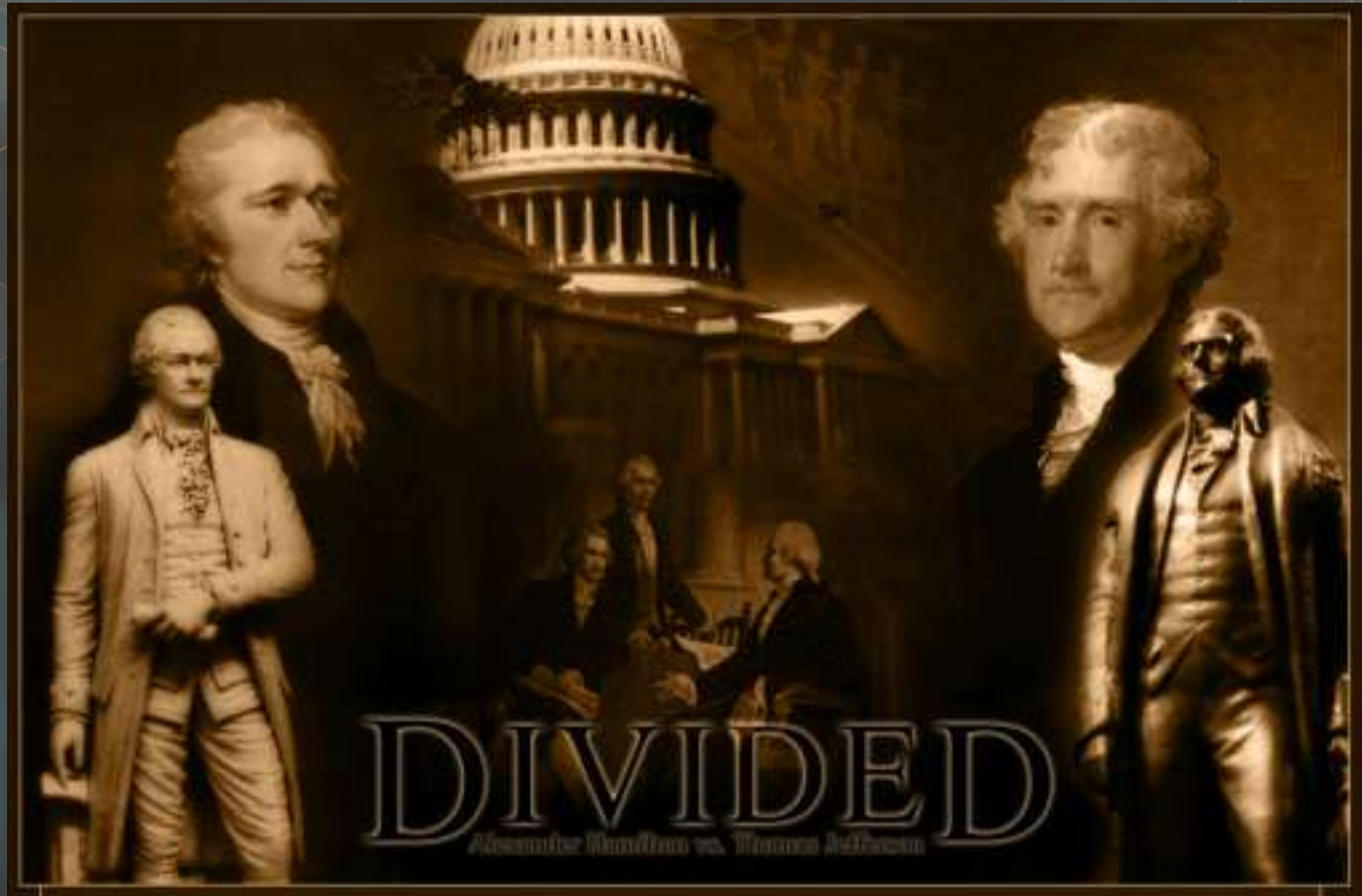
Did not want to be paid but
Congress urged him

As he left office after his
second term, warned of
political parties as different
groups were already beginning
to form during his term

Warning these parties would
work for their own special
interests, not the public good



Federalists vs the Democratic Republicans



2 Party System Develops

- The split and parties developed over differences between Alexander Hamilton (Washington's Secretary of Treasury) and Thomas Jefferson (supported by James Madison) the Secretary of State
- Most differences stemmed from unique economic plans



Alexander Hamilton's Federalist Point of View

- Wanted a **Strong National Government**

- Believed in a **loose construction** of the Constitution **under the elastic clause** or the **Necessary and Proper Clause**:

- *The Congress shall have Power ... To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.*

- Thought **industrialization** was the key to the **United State's economic future**

- Supported by **Northern Industrialists** and a few elite **Southern Plantation owners**



Jefferson's Democratic Republican Perspective

- (sometimes called Jeffersonian Republicans or Democrats)
- Wanted a **limited central government with strong State governments**
 - Believing like the Anti-federalist that they were closer to the will of the people
- Believed in a **“strict” construction** of the Constitution
- Believed that the **economic future of the United States rested with farmers**, opposing industrialization at all costs
- **Supported by “common man”** such as rural Northerners, Southerners, “back country folk”



Hamilton's Economic Plan

1. Have the federal government take on the State war debts, paid for by selling new savings bonds
2. Create a National Bank to hold the national tax revenue and to loan money for economic growth
3. Create a Protective Tariff (tax on imports) to encourage people to buy cheap industrial products made in America
4. Put an Excise tax (a production tax) on Whiskey to control drinking and raise national revenue



Jefferson's Reaction to Absorbing State Debt

- Did not like selling bonds to investors and most **Southern States had already paid off their debts and against the idea** (it was the Northern States still struggling to pay their War debts)
- To get it to pass, they **agreed to move the capital to the South, establishing the District of Columbia or Washington, D.C. between Virginia and Maryland**



Jefferson's Reaction to the National Bank

- Believed this was **unconstitutional** because it was not **STRICTLY** written in the **Constitution** that the Federal Government could create one
- **Hamilton** argued it was “**necessary and proper**” to exercise the Congressional power of **establishing a national currency and regulating trade** (elastic clause)
- Passed and was established



Jefferson's reaction to a Protective Tariff



"I just thought of a great new idea that will benefit all mankind. I call it 'TAXES'."

- Jefferson's believed our economy should be dependent upon the independent farmer not industry
- Tariffs would encourage other countries to pass their own **Tariffs, hurting farmers ability to sell their goods overseas**
- Also would **reduce competition from foreigners causing the prices of American made goods to increase** even if it did support Hamilton's goal of increasing American industry
- Bill was not passed

Jefferson's reaction to the Whiskey Tax

- Always in support of the farmer, Jefferson avidly against the Whiskey Tax
- Supported Western farmers (in and the immediate west of the Appalachian Mountains) of places like Pennsylvania, Maryland, Virginia, and North Carolina
 - Most converted their grain harvest to whiskey, which was easy to transport over mountains and profitable



Result of Whiskey Tax

○ Whiskey Rebellion in Pennsylvania 1794

- First challenge of the National Government when these farmers refused to pay the tax and resorted to violence
- President Washington showed the power of the national government to enforce its laws when he and his troops squashed the rebellion
- Pushed these farmers to support Jefferson and defend States rights over the national government, who they now saw as “tyrannical” under Hamilton



Foreign Policy Adds to the Formation of 2 Parties



○ French Revolution

- French people fighting for rights and to overthrow their King
- British fighting the French to save the French Monarchy
 - **Dispute over remaining neutral, supporting French, supporting British**, but still keeping good trade relations

The 2 Party Perspectives

Democratic Republicans

- Support French
- Fighting for the same rights and type of Government as American Revolution (French Declaration of the Rights of Man and Citizen similar to the Declaration of Independence)
- French Alliance helped us win the Revolution

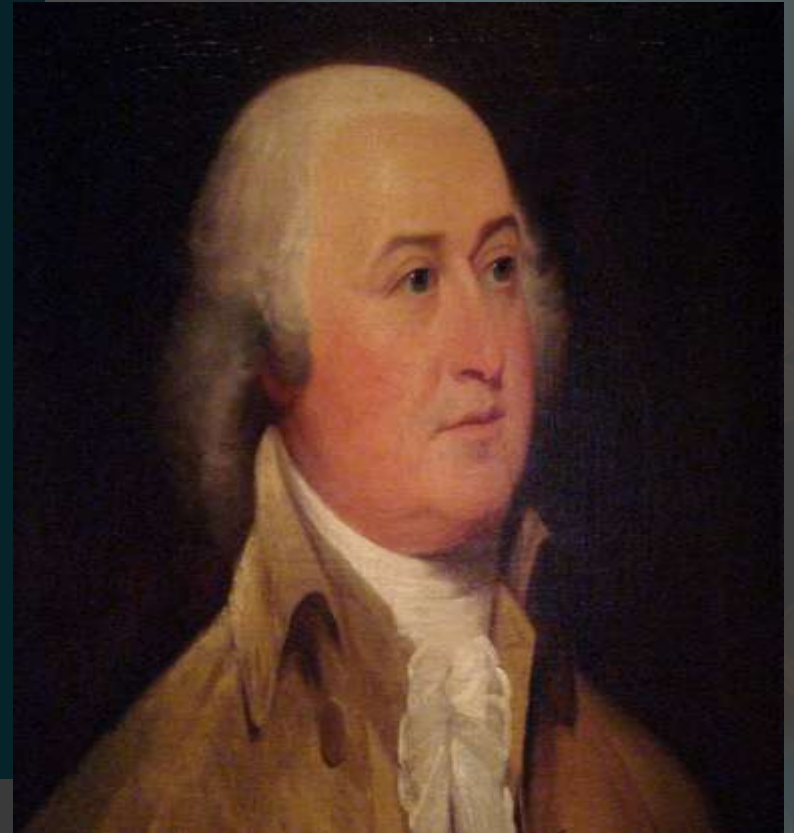
Federalists

- Support British/ neutrality
- Did not want to disrupt strong trade partnership



Continued Problems into next Administration

○ Officially America supports neutrality but **continued tension with the French trying to get American support (Citizen Genet Incident and XYZ Affair)** will lead to the passing of the Alien and Sedition Acts by 2nd president (and Federalist) John Adams



Alien Act

- With the Naturalization act **required** a person to live in the US for 14 years before they could get citizenship
- Allowed the **government** to arrest, detain, and remove any foreigner they deemed **untrustworthy**



Sedition Act

- Limited Free Speech- ability to lawfully speak out against the government
- The Alien and Sedition acts helped the Federalists because immigrants were poor and often sided with the Democratic Republicans, this prevented them voting
- Also used the Sedition acts to silence the Democratic Republicans

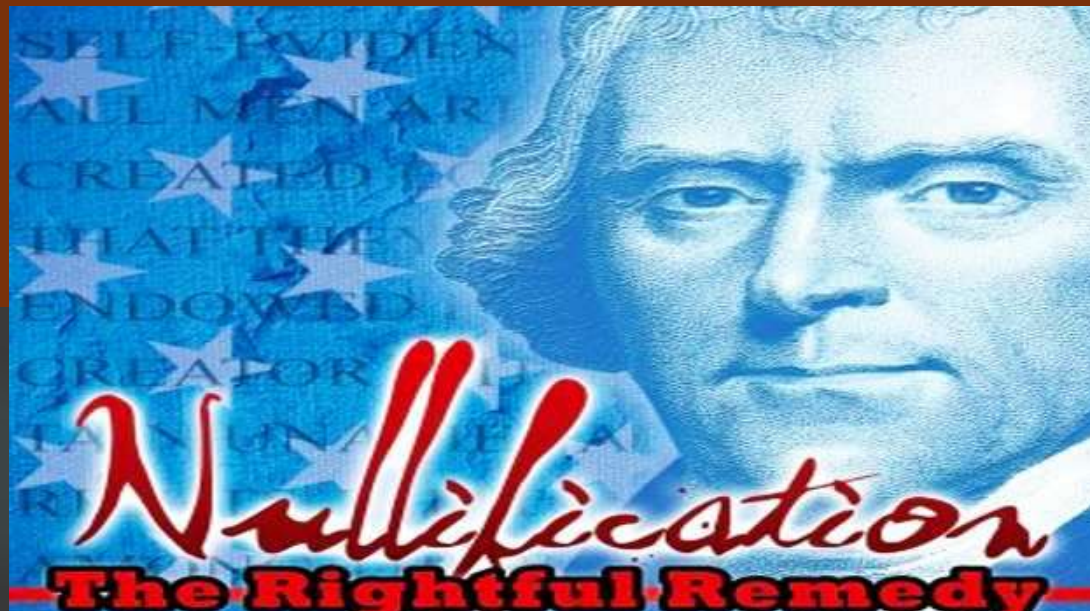
"To learn who rules over you, simply find out who you are not allowed to criticize."

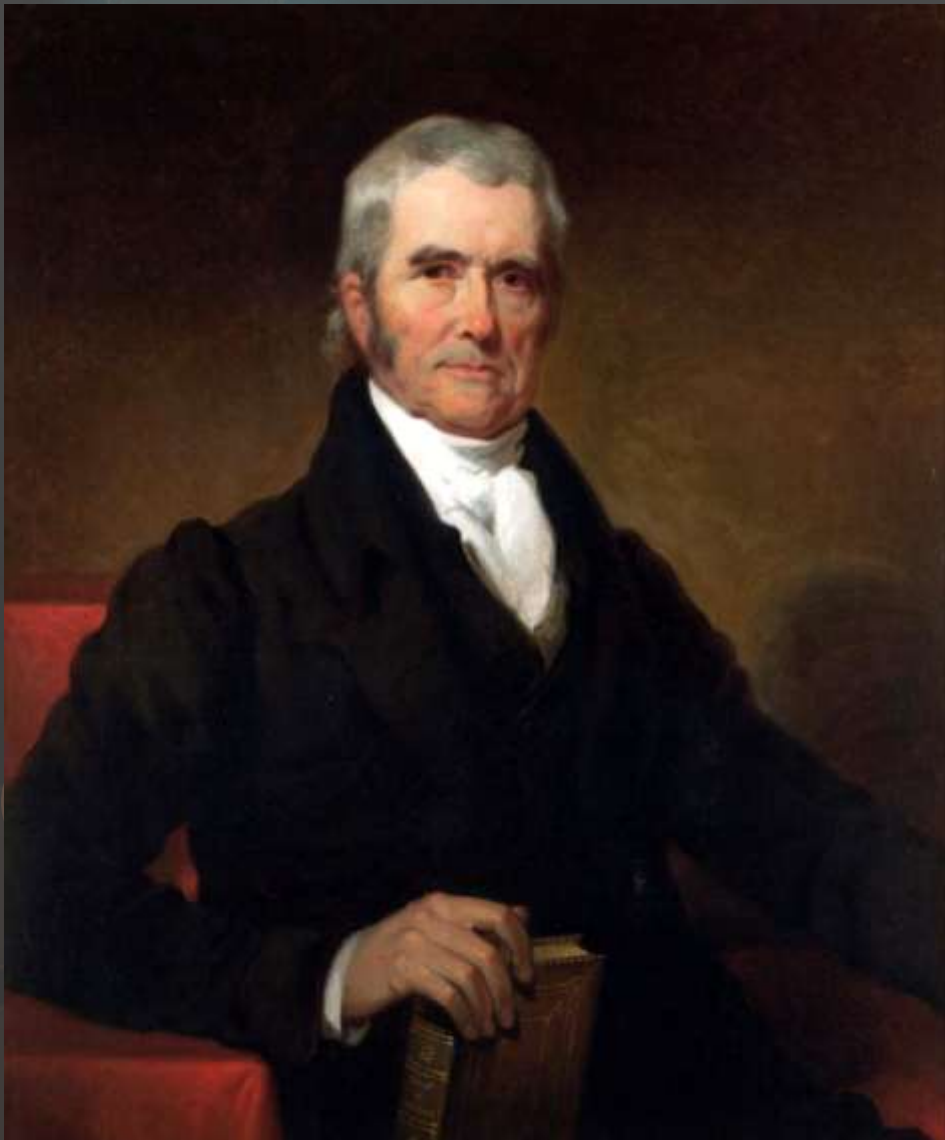
- Voltaire



Reaction of Jefferson and the Democratic Republicans to the Alien and Sedition Acts

- Drafted the Virginia and Kentucky Resolutions
 - Stated that states had the right to decide if Congressional Acts were unconstitutional
 - Used the principle of nullification (championed by John C. Calhoun of SC)





Before the Democratic
Republicans under
Jefferson take Control,
The Federalists move to
Establish the Supremacy
of the National
Government and
Supreme Court

The Marshall Courts

Chief Justice John Marshall

- Goal: Federalist Supreme Court Justice, appointed by President Adams who want to make the supreme court a powerful part of the national government and to establish the supremacy of the national government over State governments



How the Supreme Court Gained Power

- Supreme Court case: *Marbury vs. Madison*
- Established **Judicial Review** as an important part of our Checks and Balances System
 - Means the **Courts** have the power to declare acts of congress or the State as unconstitutional

A photograph of a stone inscription with a silhouette of a person in the foreground. The inscription is in gold lettering on a light-colored stone. The text reads: "IT IS EMPHATICALLY THE PROVINCE AND DUTY OF THE JUDICIAL DEPARTMENT TO SAY WHAT THE LAW IS." Below this, it says "MARBURY v. MADISON" and "1803". The silhouette of a person is in the foreground, looking towards the inscription.

IT IS EMPHATICALLY THE
PROVINCE AND DUTY OF
THE JUDICIAL DEPARTMENT
TO SAY WHAT THE LAW IS.

MARBURY v. MADISON
1803

Summary of Marbury vs Madison Reading

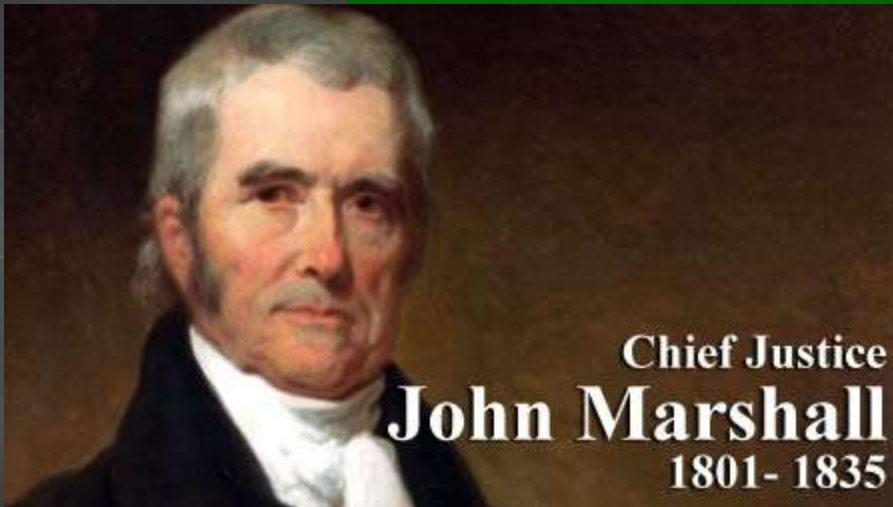
- Asserted that the 3rd Branch of the Government was important and powerful
- Challenged the Virginia and Kentucky Resolution
- Notion of Judicial Review would prove important during the debate over States Rights during the Dred Scott Case in 1857, when the freedom of a slave is called to question

Result



Legacy of the Marshall Courts

- John Marshall served for 30 years, ruling in support of the Federal Government over State Government, showing that a president's influence can continue after their administration because Supreme Court justices serve for life on “good behavior” and Presidents have the power to appoint justices with similar views to themselves.



Legacy of the Marshall Courts

- Continued over his 30 years to **Strengthen the Federal Government: over the States**

- Federal Government given exclusive control over interstate commerce

- Stopped Maryland from preventing the establishment of the National Bank through taxes

- Stopped Georgia from limiting individual rights of people (Native American or otherwise) from traveling on Native American reservations

