



Echahid Cheikh Larbi Tebessi University, Tebessa
Faculty of Letters and Languages
Department of English Language

Semestrial Lectures of USA: The Making of a Modern Nation

Master 1 LC

Dr. Amina BOUAZIZ

2024/ 2025

Table of Contents

LECTURE 1: Colonization of North America	1
1. Reasons for Colonization	1
2. First Colonization	2
3. Types of English Colonies	3
4. English Migration to America	3
5. Three Colonial Regions	4
6. Puritans	4
7. Pilgrims	4
8. Plymouth Colony	4
LECTURE 2: Contact and Interaction with Native Americans	6
1. Early Encounters and Cultural Diversity	6
2. The Environmental Challenge: Food, Climate, and Culture	7
3. Conditions of Conquest	8
4. Native American Responses	9
5. Cultural Differences	9
6. Threats to Survival: Columbian Exchange	9
7. Europe on the Eve of Conquest	10
8. Campaign to Sell America	12
LECTURE 3: Formation of New Societies, Economies and Institutions	14
1. Labor Systems: From Indentured Servitude to Slavery	14
2. Colonial Diversity	15
3. New England Confederation	16
4. Dominion of New England	17
5. Puritan Theology	17
6. Religion and Politics: “Massachusetts Bible Commonwealth”	17
7. The Collapse of Puritanism	18
8. The Great Awakening	18
9. Higher Education	19
10. Restoration Colonies	20
11. Basic Concepts of Democracy	21
LECTURE 4: New Political and Social Ideas in America and Move toward Independence	22
1. Colonial Society on the Eve of Revolution 1700-1775	22
2. The Triangular Trade	23
3. Horsepower & Sailpower	24
4. Religious diversity by 1775	24
5. Politics in the Colonies	24
6. Colonial Folkways	24
7. Events Leading up to the Revolutionary War	25
8. The Declaration of Independence	27
LECTURE 5: Post-colonial developments in America	28
1. America after the War	28
2. American gains from the War	28
3. Problems facing America after the Revolution	28
4. The European existence in the American Continent	29
5. Plans for the New Nation	29

6. Abolition and Transfer of Claims by States	30
7. Creation and Admission of New States	30
8. Establishing Natural Rights	30
9. Shay's Rebellion	31
10. Constitutional Convention	31
11. Conflict over Representation	31
12. Ratifying the Constitution	32
13. Political Differences	32
14. More Problems Facing the Nation	32
15. Conflict over the National Bank	33
LECTURE 6: Antebellum South, Abolitionism, Civil War and Reconstruction	34
1. Characteristics of the Antebellum South	34
2. Antebellum Southern Economy	34
3. Development in Slavery Issue	35
4. The Culture of Slavery	36
5. African Americans during the Revolution	38
6. The Civil War 1861-1865	39
7. Impact of the Civil War	39
8. Reconstruction 1865-1877	39
9. Impact of Segregation	41
References	42

LECTURE 1: Colonization of North America

Learning Objectives

By the completion of this lesson, students will be able to:

1. Explain the key reasons for English colonization of North America.
2. Analyze how economic, religious, and political issues shaped early settlements.
3. Evaluate the triumphs and failures of early English colonies like Roanoke and Jamestown.
4. Understand the function of joint-stock companies in funding colonial endeavors.
5. Describe the emergence of representative governance in the American colonies.
6. Compare the motivations and experiences of different immigration groups, including the Pilgrims and Puritans.

Introduction

After the destruction of the Spanish Armada in 1588, England was free to explore and occupy the New World. The British colonization of North America was motivated by numerous significant factors that impacted the direction of American history.

1. Reasons for Colonization

1.1. The first was overcrowding induced by the Enclosure Movement in England to cut off farmland for grazing land for sheep due to the profitability of wool.

The dispossessed tenant farmers went into the city (primarily London) generating overpopulation in the metropolitan areas. Making the Americas a suitable spot to send the overcrowding.

1.2. The second was a change in business methods known as the joint-stock company (a collection of investors that pool their money for significant business endeavors).

Most of these corporations financed the many colonization operations of the British in America.

1.3. The third was a change in national economics with the creation of Mercantilism (that a nation becomes powerful and wealthy by having large stores of Specie [hard money such as gold and silver] and gains this by the creation of colonies controlled by a parent nation to trade with so the wealth stays in the nation).

1.4. The fourth was a sense of national Patriotism (love and dedication to one's homeland) and intrigue (curiosity) in the colonization of America.

In Richard Hakluyt's book *Voyages*, he depicted America as the New Eden or perfect utopia to entice people to desire to migrate there.

In Hakluyt's book *Discourse Concerning Western Discoveries*, he asserted that England should be at the forefront of the discovery and colonization of America because of national pride.

1.5. The final reason was following the Protestant Reformation and numerous events within England many people were yearning for a place as a safe haven to worship their faith freely.

After the destruction of the Spanish Armada in 1588, England was free to explore and The two major reasons the British colonized America were for Gold and God; either to get wealthy through the development of cash-crop colonies or to avoid religious persecution.

2. First Colonization

The British planned to plant the first colonies in America as military outposts to fight Spanish commerce along the Spanish Maine.

Sir Humphrey Gilbert was granted a charter (license to colonize a region) in 1578 to colonize America, but his endeavors failed in Canada and in New Found land.

Gilbert's brother Sir Walter Raleigh obtained his brother's charter, and explored the east coast discovering what is presently North Carolina.

2.1. Virginia Charter

Raleigh dubbed the new region he claimed for England Virginia in honor of Queen Elizabeth I getting the Virginia Charter to populate the area.

In 1585 Raleigh established a small colony on the island of Roanoke off the coast of North Carolina.

After repeated attempts to make the colony prosper, it finally collapsed in 1587.

The colony was located with no people on it, supposable following a run in with the local Croatian Indians garnering it the appellation of the "Lost Colony."

In 1606 the Virginia Company of London was awarded a charter by James I to populate the province of Virginia.

The Susan Constant, Godspeed, and Discovery sailed up an entrance of the Chesapeake Bay they dubbed James River and established on James Island founding the settlement of Jamestown with a defensive fort called James Fort.

The early Jamestown colony had various issues that almost led to its demise.

2.2. Jamestown Colony

During the colony's first winter a member of the ruling council Captain John Smith was able to establish an alliance with the native Powhattan Confederacy leader Opechancanel.

Opechancanel's daughter Metoaka (Pocahontas) supported the settlers by giving them with food to make it through the winter.

During the winter of 1609 and 1610 the partnership with the Indians soured and John Smith withdrew, which forced the settlers to go through what was called the "starving time."

In the summer of 1610 the new governor of Jamestown, Thomas West (Lord De La Warr) arrived on the Providence to replenish the colony.

De La Warr instituted strict laws and drove the settlers to farm to make the colony self-sustaining (able to care for itself) and provide the investors some profit.

The colony did not become a viable operation until John Rolfe in 1613 built a tobacco plantation of Orinoco Tobacco (Caribbean type) making it all the craze in England and Europe.

The success of Tobacco cultivation and publicity of the colony in England, Jamestown became the first permanent English settlement in the New World.

Due to the success of the colony and people expanding onto mainland Virginia, the head of the Virginia Company Edwin Sandys enabled the settlers to organize their own colonial legislative body called the House of Burgesses (representatives).

2.3. Settling of Virginia

To persuade new settlers to come to Virginia the head of the corporation devised the Headright System.

The Headright System granted land owner 50 acres of land additional for every individual brought to America.

This evolved to indentured slavery where a person sold themselves into servitude for five to seven years for passage to the new world.

The person that the "servant" sold themselves to was known as a patron.

3. Types of English Colonies

- A Charter colony was a concession to a private business (joint-stock) to construct and administer a colony.

- A Proprietary colony was a gift to an individual or group to create and govern a colony, usually friends of the king.

- A Royal colony was a colony that the king formed or had exclusive control over.

4. English Migration to America

The success of Jamestown and later British colonies led to four big migrations (to relocate to a new place) to America by the British.

- **Puritans** (1630s to 1660s) religious sect that moved into the New England area.
- **Cavaliers** (1640s to 1680s) affluent Englishmen who settled into the Coastal area of Virginia known as the Tidewater.
- **Quakers** (1660s) religious group that moved into Pennsylvania
- **Scotts-Irish** (1710s -1775) were people from the Ulster Plantation of Ireland that moved into hilly regions and South.

5. Three Colonial Regions

- New England was made up of Maine, New Hampshire, Massachusetts, Connecticut, Rhode Island, and Plymouth.
- Middle was made up of New York, Pennsylvania, New Jersey, and Delaware.
- Southern was made up Maryland, Virginia, North Carolina, South Carolina, and Georgia.

6. Puritans

During the reign of Queen Elizabeth, the Puritans were a reform sect of the Anglican Church (Church of England) to “purify” it from Popery (Catholic like behaviors or teachings). The Puritans were divided into two groups of Congregationalists (think each church should be independent and autonomous), conformists (remain in England and fix it) and separatists (go away and build own settlements).

7. Pilgrims

The Pilgrims were a group of separatist Puritans also called as Brownists (followers of Robert Browne) who sequestered themselves on the Scooby Manor Plantation in England. The Pilgrims then migrated to Amsterdam, but wanted to leave owing to the “evil” influences of the Dutch. In 1620 the Pilgrims led by William Bradford acquired a charter to create the Plymouth Colony in the northern Virginia Colony.

8. Plymouth Colony

The Pilgrims journeyed over the Atlantic Ocean on the Mayflower (another ship the Speedwell was ditched because it had a leak) with 121 individuals (mainly “strangers”) following John Smith’s “Map of New England” landing in Cape Cod Bay. The Pilgrims initially made the Mayflower Compact (first contract of equal government founded by the people and God, not a king) to preside over the new colony. The Pilgrims then settled in a place named Patuxet which was a historic Indian hamlet that was killed off by illness found by Myles Standish (military leader). [Aka legendary Plymouth Rock]

The first winter was dreadful taking off most of the settlers owing to scurvy (vitamin C deficiency) and other difficulties. The first Native the Pilgrims came into contact with was Samoset who said “Welcome Englishmen” in English. Samoset informed them of the local Indian tribe; the Wampanoag commanded by their Sachem (chief) Massasoit and a Patuxet survivor living with the Wampanoag named Squanto. Squanto helped the Pilgrims negotiate a peace deal with the Wampanoag and taught the Pilgrims how to produce, nurture, and harvest grain. In 1621 the pilgrims staged a three-day celebration with the Indians known as a Harvest Festival which became known later as the First Thanksgiving.

- The very first Thanksgiving Day was a day of prayer and fasting in 1623 to thank God for the entrance of new immigrants.
- Thanksgiving did not become a holiday until George Washington designated it one in October 3, 1789.

Conclusion

The colonization of North America by the British was motivated by a complex mix of economic, political, religious, and social pressures. From the disastrous Roanoke settlement to the success of Jamestown and Plymouth, these early colonies lay the basis for the establishment of the United States.

LECTURE 2: Contact and Interaction with Native Americans

Learning Objectives

By the completion of this lecture, students should be able to:

1. Understand the diversity of Native American societies before European contact.
2. Analyze the influence of early European discovery on indigenous communities.
3. Explain how cultural misconceptions affected early relationships between Europeans and Native Americans.
4. Evaluate the impact of the Columbian Exchange on Native American existence and survival.
5. Identify major historical people and events in early European-Native American contacts.

Introduction:

Before European arrival, Native American communities were richly diverse, with sophisticated social structures, agricultural systems, and spiritual traditions. The introduction of Europeans in the late fifteenth and sixteenth centuries destroyed these cultures through battle, sickness, and forced assimilation. This lecture analyzes the early connections between Europeans and Native Americans, highlighting the intricacy of these meetings and their long-term implications.

1. Early Encounters and Cultural Diversity

1.1. New World Encounters, Preconquest–1608

Diverse Cultures: Cabeza de Vaca's Journey Through Native America, Europeans astonished by the diversity of Native Peoples, De Vaca shipwrecked in Florida in 1528, Met and lived among the Indians of twenty unique cultures, Encountered Apalachees of Florida, who cultivated maize, beans, and squash, Indians of southeastern Texas, "People of the Figs", Indians who hunted bison in northern Mexico, "People of the Cows", Expanded New World narrative, Explorers and conquerors such as de Vaca , Heroic adventures, Missionaries and soldiers shared Western civilization with New World, Virgin land opened for development, Flawed view, Placed experiences in an interpretative framework, Recaptured human dimensions of conquest and resistance, Ordinary people

1.2. Native Americans before the Conquest

The Environmental Challenge: Food, Climate, and Culture, Aztec Dominance, Eastern Woodland Cultures, Peopling of America began thousands of years ago, 15,000–20,000 years ago, Environmental factors, Last Ice Age, Cooler climate, Glaciers extended far to the south, Land bridge; Beringia , Connected Asia and North America, Paleo-Indians, Pursued giant mammals across tundra, Small bands – no common identity, Stone Age tools, Communicable diseases gone, Fewer epidemics, Smallpox, measles, Physical isolation, Theory – no contact with domestic animals to spread microbes, Took place over long time

2. The Environmental Challenge: Food, Climate, and Culture

Native Americans enjoyed an abundant supply of meat, Rapid population growth, Coincided with loss of many large mammal species, Mammoths, mastodons, camels, horses, Overhunting may have caused the extinction, Climatic warming probably played a much bigger role, Well-watered areas transformed into arid territories, Especially in urban centers, Southwest and Mississippi Valley, Indians adjusted to changing environment, New food sources; Agricultural Revolution, Smaller mammals, fish, nuts, and berries 7,000 years ago; Agricultural Revolution

Crops: maize, squash, beans, Shift from nomadic hunting and gathering to permanent villages, new technology, Ceramics for storing grain, Hierarchy developed – social classes, Diversity of cultures, Inuit in far north, Kayaks to travel and hunt seals, Great Plains and elsewhere, Combined agriculture with hunting, some permanent villages with seasonal hunting camps, Annual burning of grasslands, Southwest, Pueblo villages, Irrigation canals, Required complex society

2.1. Aztec Dominance

More complexity in Mexico and Central America developed, Inca, area of Ecuador, Peru, and northern Chile, Mayan and Toltec, Central Mexico, Traits common to Inca and Mayan, Cities, Government bureaucracies, Large tributary populations, Hieroglyphic writing, Accurate solar calendar, Aztecs, valley of Mexico.

Center of big, powerful empire, highly organized social and political system, ruled by terror and force, human sacrifice, rites related to agricultural cycle.

2.2. Eastern Woodland Cultures

- Atlantic coast of North America, Native Americans lived in smaller bands.
- Identified by ethnographers as Eastern Woodland Cultures, dispersed in winter, but established settlements during summer.
- Agriculture supplemented by hunting and gathering, Women farmed maize and other crops.
- Men hunted and fished, possibly were the first locals visited by English settlers .
- Algonquian-speaking people, North Carolina to Maine.
- Powhatan of Tidewater, Virginia, area, Narragansett of Rhode Island, Abenaki of northern New England, Exploited distinct resources and had diverse dialects, No strong links of mutual identification, Allied with Europeans against other Algonquian speakers.
- Shared many cultural ideas and beliefs, Kinship crucial, Economic and political relations
- Matrilineal, Women owned lands, residences, involvement in governance.
- Patrilineal, More common in northern Great Lakes, Reciprocal relationships, In diplomacy, trade, and war, Chains of authority loosely structures, Strong public speakers – persuasive, Wars rarely very lethal, Revenge for insult or death of a relative, Secured captives,

Tortured to death, Adopted into community to replace fallen relatives, Fatalities led to revenge.

2.3. Cultural contrasts among Native American populations before European

Thousands of years ago, Paleo-Indians came into North America from Asia. During the travels, they separated into distinct groups, frequently speaking different languages. The Agricultural Revolution encouraged population expansion, allowing certain civilizations, such as the Aztecs, to create complex societies. The Eastern Woodland Indians, who lived along the Atlantic coast, had only begun to adopt agriculture when the Europeans came.

3. Conditions of Conquest

- **Portuguese exploration:** Fifteenth century, Sea route - around Africa Direct trading with Asia.
- Bypassed Middle Eastern middle guys.
- **Christopher Columbus:** Sailing for Spain, Headed west across Atlantic, Sought new path to eastern markets.
- **Encountered new and ancient cultures:** Experienced change .
- **West Africa: Ancient and Complex Societies: Europeans encountered numerous cultures:** Islam had extended into West Africa, Expanded trade networks, Camel caravans, traded gold and slaves, Political systems, Spoke many languages.
- Ancient empires, lose control over wide areas, Example - Ghana, Mali, Benin, Kongo Vulnerable to assault and internal rebellion.
- Rise and collapse of various kingdoms.
- Stateless societies, Autonomous communities.
- Lineage structures comparable to Native American civilizations.
- Portuguese search for riches and slaves, African trade laws, paid tolls and fees, regulated conduct of commerce, Small forts or castles on coast, Used local African currency.

Europeans lacked options, African states – armies, risky to enter interior, diseases; malaria and yellow fever, Slaves, War prisoners, Judicial processes, Manipulated to supply slaves to Europeans. By 1650 – most slaves went to New World rather than Middle East. Before New World Portuguese purchased roughly 1,000 slaves per year, Sugar plantations of Atlantic islands

- Similar conditions to slave labor later employed in American colonies.
- 1650 to 1831 - more Africans than Europeans arrived to America.
- Cultural Negotiations in the Americas.
- Arrival of Europeans impacted Native American traditions; Different rates at different sites Atlantic shore – quick pressure / Inland groups – greater time to adjust.

4. Native American Responses

Held own in early interactions, Accepted trade products, opposed other aspects of European civilization, Curiosity and surprise.

Trade: Exchanged beaver skins for metal things, Saw advantage of guns, Metal knives – daily duties easier, Beaver skins regarded as numerous, Native Americans thought they were getting a fair bargain.

Cultural seminars: Europeans encountered Indian customs pushed harsh negotiations, demanded presents, Set time and place of trade.

5. Cultural Differences

Language : Communication difficult, Misunderstandings, Thought Indians held them in high regard, Thought Indians had no religion, Projected what they wanted to hear rather than what was said “Civilized” Dressed like colonists, Attended white schools, Stuffy classrooms stifling, Leaders found educated Indians unable to carry out Native American lifestyle, Lived in permanent structures, Accepted Christianity, Some attracted to it, Native men who traded animal skins more receptive, More frequent contact with Europeans, Most paid lip service or found it irrelevant to needs, Women guarded traditional culture, Polygamy, Woman authority of food in village equals power. Matrimony; Marriage more with French and Spanish than English.

- European frequently lived among Indians, Enslavement Unsuccessful; Indian slaves went away or perished. Indians rejected European values.

6. Threats to Survival: Columbian Exchange

Cooperative contacts decreased over time, European land use, Europeans did not comprehend Indians’ relationship to nature, English plowed land and built fences, Interfered with supply of animals, Native Americans keen for trade. Dependent on, indebted to, Europeans, Led to further loss of animal population, Violence led to suspension of commerce, Indians grew dependent on firearms and ammunition, Native American population dropped.

Cause: lack of resistance to disease, Smallpox, measles, influenza, Alcoholism, Europeans little concept of germ theory, Rate as high as 95 percent.

Effects: Decreased supply of indigenous laborers, Sought substitute labor force in Africa, Survivors of diseases unraveled traditional society, questioned traditional religious beliefs and practices, Refugee Indians integrated into healthier communities.

Native Americans first embraced the opportunity to trade with the Europeans. The newcomers insisted on “civilizing” the Indians. Neither Christianity nor European-style education held any attraction for Native Americans, and they opposed efforts to modify their cultures. Contagious Old World illnesses, such as smallpox, killed the Indians, leaving them exposed to numerous sorts of cultural imperialism.

7. Europe on the Eve of Conquest

Spanish Expansion

- Spain became an international power, Centralized political authority, Unified under Ferdinand and Isabella, Geographic knowledge.
- Religious connection: Catholic rulers – very religious, Reconquista – conquistadores.
- Expelled Jews and Moors (Spanish Muslims).
- Conquistadores: Eager for personal glory and money gain, Loyal to crown, Religious.
- Canary Islands were captured before West Indies.
- Models of subjugation: Sugar plantations, African slaves.

The union of Spain under Ferdinand and Isabella, and the experience of the Reconquista, endowed Spain tremendous advantages in its eventual conquest of the New World. The Spanish Crown backed the voyages of Christopher Columbus, who thought he had discovered a new way to Asia. His trips gave the Spanish a lead start in claiming American territory.

Spain in the Americas

- From Plunder to Settlement.
- Conflict between Portugal and Spain, Both sought riches in Asia.
- **Treaty of Tordesillas:** Pope Alexander I negotiated settlement, Divided globe discovery between Spain and Portugal, Western areas to Spain, Eastern parts to Portugal, Brazil is east of the line of demarcation.

The Conquistadores: Faith and Greed

- Conquistadores in the Caribbean, Did not desire permanent society, Sought instant fortune
 - gold. Hernán Cortés, Conquered Aztec in Mexico, Aztec leader – Montezuma, Allied with tributary people, Technological supremacy, Guns, Horses.
- Psychological advantage, they Thought Spaniards were gods.

From Plunder to Settlement

- **Encomienda system:** Rewarded conquistadores, Brought them under royal authority, substantial land grants and Indians, Indian residents gave labor or tribute. Must offer legal protection and religious guidance to Indians, Crown authority of colonies, Correspondence.
- Duplicated documents, much about banal topics, Up to a year for responses, Appointed officials answered solely to crown.
- Catholic Church, Dominicans and Franciscans, Missions throughout New Spain, Protected Indian rights, Fra Bartolomé de las Casas, Led to debate and reform , Performed mass conversions.
- **Virgin of Guadalupe:** Blending of cultures, Source of precious metals, Tons of gold and silver, Spurred inflation, Funded European wars, Spain grew dependent on exports. Spanish conquistadores conquered enormous lands in the Caribbean, Mexico, and Central and South America throughout the sixteenth century. Catholic missionaries followed the conquistadors to convert the Indians to Christianity. Although the Spanish conquerors

mercilessly exploited the Indians as laborers, marriages between the groups quickly led to the emergence of a new culture integrating Spanish and Indian components.

The French Claim Canada

- Jacques Cartier – 1534 expedition, Saint Lawrence River, Traveled as far as Montreal, Discouraged by severe winters, 1608 – Samuel de Champlain , Founded Québec, French in New World.
- **Stated goals:** Search for fortune, Convert Indians to Christianity.
- **Relations with Native Americans:** Viewed indigenous as business partners, Trading in furs with Indian hunters and trappers, French traders lived among the Indians, Often took Indian wives.
- **Coueurs de bois:** Fur trappers, Traveled into the interior, Mississippi Valley, Louisiana, Missionaries, Jesuits and the Recollects, Converted more Indians than English counterparts to the south, Lived with Indians and acquired their language.
- **Flaws:** Crown apathetic to Canadian matters, Royal officials received minimal support, cold, inhospitable geographic area, few settlers, Men outnumbered women, minimal new families.
- Imports and exports had to travel via Quebec, Crown officials controlled trade, Rewarded court favorites with monopolies, Political turmoil, hampered economic progress.

The French in Canada focused on developing a trading empire rather than on settlement. The coureurs de bois and Catholic missionaries lived among the Indians and learnt their languages and traditions. French explorers followed the great river networks of North America and claimed claim to vast tracts of land along the St. Lawrence and Mississippi Rivers.

The English Take up the Challenge

John Cabot – 1497, First recorded transatlantic voyage for England, Earlier unrecorded visits in 1480s possible, Rich fishing areas in Nova Scotia and Newfoundland, Sought northwest passage to Asia, Claimed New World territory under Henry VIII (r. 1509–1547) English interest in New World wanes, Preoccupied with domestic and religious concerns at home.

Birth of English Protestantism

- England in late fifteenth century, Henry VII brought peace from civil war, Little fealty to the pope, Not a crusader for Catholicism, Many strong magnates, Paid scant respect to royal authority, Maintained armed retainers, King had no standing army and small fleet.
- Internal diplomacy, 1509 - alliance between Spain and England, Future King Henry VIII married Catherine of Aragon, daughter of Ferdinand and Isabella of Spain, Limited rights to trade in Spain's American colonies, English ambition to colonize in New World would threaten alliance.

Protestant Reformation

European Protestants against Catholics, English reconsidered relationship with Spain, Monarchy, Growth of nationalism, Developed stronger central authority, Anticlericalism, People resented paying monies to pope in Rome, Criticism of clergy grew, Cardinal Thomas Wolsey, Flaunted wealth, Symbol of corruption, Parish priests ridiculed, Ignorant of theology, Lined owned pockets.

King Henry VIII Wanted to divorce wife, Catherine of Aragon, Only a daughter, Mary, no sons, Needed male heir, Blocked by Spanish, Seen as humiliating, King fell in love with Anne Boleyn, who became second wife, Daughter, Elizabeth Severed all ties with the pope, Seized church lands, Dissolved monasteries, Assumed head of new Church of England, Many Catholic ceremonies survived, New ideas, 1539 – English translation of the Bible appeared in print, Latin only before this time, Language of educated elite, Ordinary people could read the Bible, Period of instability, Political changes, Edward VI was sickly child, militant Protestants took control, Moved to remove all vestiges of Catholicism, Mary I took the throne, Loyal to Catholic faith, Protestants executed or fled, Elizabeth I, Beginning of true colonization of New World, Established unique church, Catholic in ceremony and government, but Protestant in doctrine.

Religion, War, and Nationalism

- Elizabeth the symbol of English, Protestant nationhood, Sea Dogs' seizure of Spanish riches made them English heroes, Sir Francis Drake and Sir John Hawkins, The Spanish Armada.
- Philip II – attacked England, 1588 – Spanish Armada defeated, Sir Walter Raleigh.
- Roanoke, Settlement in North America, under command of John White, Doomed, Poor planning, Preparation for war with Spain, Hostilities with Native Americans, Settlers departed.

During the early 1500s, religious unrest engaged the undivided attention of England's monarchs. After gaining the throne in 1558, Queen Elizabeth I ended internal religious warfare by establishing an English Church that was Protestant in doctrine but Catholic in ritual. Under Elizabeth, English nationalism blended with anti-Catholicism in a campaign to oppose Spanish rule of the Americas.

8. Campaign to Sell America

By 1600, no English settlements in New World, Richard Hakluyt sold benefits of American colonization, Claimed that England needed American colonies, the book was edited to persuade readers, Paid little regard to Native Americans and African slaves in account.

Conclusion

Native American communities were diverse, adaptive, and deeply established in their environs long before European contact. While early meetings involved collaboration and exchange, they eventually gave way to conflict, sickness, and cultural disruption.

Understanding this history provides vital context for the formation of colonial societies and the continuing legacy of indigenous resistance and resilience.

LECTURE 3: Formation of New Societies, Economies and Institutions

Learning Objectives

By the completion of this lecture, students should be able to:

1. Explain the transition from indentured servitude to African slavery in the American colonies.
2. Analyze the reasons and implications of Bacon's Rebellion.
3. Describe the diversity of colonial populations by 1755.
4. Evaluate the impact of slave revolts and slave codes on colonial society.
5. Understand the formation of political institutions like the New England Confederation and Dominion of New England.
6. Identify major events in the history of Puritan culture and religious revivalism.
7. Assess the significance of legal precedents such as the Zenger Trial.

Introduction

The emergence of colonial communities in North America was impacted by evolving labor systems, shifting political institutions, and the development of new economic structures. As English colonies developed, they transformed from modest outposts to complex communities defined by class differences, religious influence, and evolving democratic ideals. This lecture analyzes the transition of colonial life, focusing on the rise of slavery, political events, and the growth of social institutions.

1. Labor Systems: From Indentured Servitude to Slavery

1.1. How Slavery Came to the U.S.

- Slavery has been practiced since the beginning of documented history.
- Slavery introduced by the Spanish into the West Indies after Columbus's discovery of America.
- Spanish and Portuguese pushed African slavery throughout Central and South American once enslaved Indians began dying off.
- In 1619, the first known importation of African slaves into what would become the United States was in the hamlet of Jamestown.....Only 20 slaves were purchased.

1.2. Indentured Servants

Indentured servants became the first means to address this requirement for labor. In return for free transportation to Virginia, a laborer worked for four to five years in the fields before being awarded freedom. The Crown compensated planters with 50 acres of land for every inhabitant they brought to the New World. Naturally, the colony proceeded to expand. That expansion was quickly resisted by the Native American confederacy created and named after Powhatan.

1.2.1. Indentured Servitude Institution (1607 - 1700)

- Headright System: Plantation owners were given 50 acres for every indentured servant they sponsored to come to America.
- Indentured Contract: Served plantation owner for 7 years as a laborer in return for passage to America.
- **Freedom Dues:** Once servant completed his contract, he/she was freed.... They were given land, tools, seed and animals. However, they did not obtain voting privileges.

1.3. Indentured Servitude vs. Slavery

What reasons contributed to the advent of African slavery replacing indentured servitude as the labor force in the American Colonies?

1.3.1. Bacon's Rebellion

- Involved former indentured servants
- Not accepted in Jamestown
- Disenfranchised and unable to get their land
- Gov. Berkeley would not defend settlements against Indian attacks
- Nathaniel Bacon acts as the spokesperson for rebels
- Gov. Berkeley refused to satisfy their requirements and breaks into a civil war.
- Bacon dies, Gov. Berkeley puts down insurrection and some rebels are executed

1.3.2. Consequence of Bacon's Rebellion

Plantation owners rapidly replaced indentured laborers with African slaves because it was considered as a better investment in the long term than indentured servitude.

2. Colonial Diversity

1700	1755
African 11%	African 20%
Dutch 4%	German 7%
Scottish 3%	Scots-Irish 7%
Other European 2%	Irish 5%
English/Welsh 80%	Scottish 4%
	Dutch 3%
	Other Europeans 2%
	English/Welsh 52%

2.1. Slave Revolts:

- Slaves resorted to revolts in the 13 colonies and later in the southern U.S.
- 250 insurrections have been documented; between 1780 and 1864.
- 91 African-Americans were convicted of insurrection in Virginia alone.
- First insurrection in what became the United States took place in 1526 at a Spanish outpost near the mouth of the Pee Dee River in South Carolina.

2.1.1. Stono County Rebellion

- September 9, 1739, twenty black Carolinians convened near the Stono River, approximately twenty miles southwest of Charleston. They seized firearms and powder from a store and killed the two storekeepers they found there.
- "With chants of 'Liberty' and beating of drums," "the rebels erected a standard and went south toward Spanish St. Augustine. Burned buildings, and slaughtered white opponents.
- Largest slave uprising in the 13 colonies prior to the American Revolution.
- Slaveowners caught up with the band of 60 to 100 slaves. 20 white Carolinians and 40 black Carolinians were slaughtered before the insurrection was repressed.

2.2. Slave Codes and Laws

- Slave Revolts would prompt plantation owners to adopt a series of slave laws/codes which restricted the movement of the slaves.
- Slaves were not taught to read or write.
- Restricted to the plantation.
- Slaves could not congregate after dark.
- Slaves could not possess any form of firearm.
- A bigger slave population than white in several states.
- Slave owners intended to keep their slaves ignorant of the outside world since understanding about life beyond the plantation could lead to further slave revolts and wishing to flee.

3. New England Confederation

- **Purpose:** Unite against a common enemy.
- **Involved:** Massachusetts Connecticut but not Rhode Island.
- Democratic growth.

3.1. The Pequot War

It was a short, vicious war in 1634-1638 between the Pequot tribe, who were members of a powerful tribe of Algonquian-speaking Indians of Connecticut, against an alliance of the Massachusetts Bay, Connecticut and Plymouth English colonies with their Indian allies, the Narragansett and Mohegan tribes.

The Pequots were crushed in a crushing defeat in which they were compelled to sign the Treaty of Hartford pronouncing the Pequot nation to be dissolved.

3.2. King Philip's War

King Philip's War (1675-1676) marked the last major effort by the Native Americans of southern New England to drive out the English settlers. With tensions spilling over following the collapse of trade partnerships and aggressive expansion of colonist territories, Pokunoket chief Metacom. King Philip led a bloody uprising of Wampanoag, Nipmuck, Pocumtuck and

Narragansett tribes. The fighting lasted fourteen months and destroyed twelve frontier towns, ending shortly after Metacom was captured and beheaded. Some of his supporters escaped to Canada, while others who surrendered were sold into slavery.

4. Dominion of New England

- Forced by King James II
- NE Colonies, NJ & NY
- Goals: Restrict Colonial trade/ Defend Colonies/ Stop Colonial smuggling

Sir Edmund Andros: Gain authority over Colonies, Eliminated town meetings, the press and schools, Taxed without the agreement of the governed. Collapsed following Glorious Revolution.

5. Puritan Theology

- **Puritans were Calvinists:** God was all powerful and all-good. Humans were totally wicked.
- **Predestination:** God was all-knowing and knew beforehand who was destined to heaven or damnation.
- "elect" were chosen by God to enjoy eternal salvation.
- "Good works" did not determine salvation (like Catholic Church).
- One could not act morally as no one understood their status before God.
- A conversion experience (personal experience with God) was seen to be a sign from God that one had been selected. "Visible Saints"
- After conversion, people expected "visible saints" to lead "sanctified" lives as a model for the society.
- Puritans felt they, as God's elect, had the duty to control national affairs according to God's will as revealed in the Bible. Purpose of government was to uphold God's laws. This was called a Theocracy.
- This merger of church and state to construct a holy commonwealth gave Puritanism direct and exclusive control over most colonial activity. Commercial and political changes forced them to relinquish it around the end of the 17th century.
- **John Winthrop:** Governor of Mass. Bay Colony.
- **Covenant Theology:** Winthrop felt Puritans had a covenant with God to lead new religious experiment in New World: "We shall build a city upon a hill"
- His leadership helped the colony to prosper.

6. Religion and Politics: "Massachusetts Bible Commonwealth"

- Governing accessible to all free adult males (2/5 of population) belonging to Puritan congregations; Percentage of eligible officeholders was larger than in England.
- Eventually, Puritan churches expanded collectively into the Congregational Church.
- Non-religious men and all women could not vote.
- Townhall meetings established as a mainstay of democracy .

- Town governments enabled all male property holders and at times additional inhabitants to vote and publicly discuss matters. Majority-rule show of hands.
- Provincial gov't under Governor Winthrop was not a democracy.
- Only Puritans, the "visible saints", could be freemen; only freemen could vote .
- Hated democracy and distrusted non-Puritan ordinary people.
- Congregational church was "established": Non-church members as well as believers compelled to pay taxes for the gov't-supported church. Contributions to American character.
- Democracy (inside church) via town meetings and voting rights to church members (beginning in 1631).
- Townhall meetings, democracy in its simplest form.
- Villagers assembled to elect their officials and attend civic concerns .

Perfectionism

- Puritans intended to construct a utopia based on God's rules.
- Argued against slavery on moral grounds .
- Ideas create foundation for later reform movements: abolition of slavery, women's rights, education, prohibition, jail reform, etc.
- Protestant work ethic: people who were faithful and worked hard and prospered were looked favorably by God.

7. The Collapse of Puritanism

- First generation Puritans began losing their religious passion as time went on.
- Puritan populace moved out of town away from control of church.
- Too much religious intolerance.
- Children of non-converted members could not be baptized.
- The jeremiad, was used by preachers to reprimand parishioners into becoming more committed to their beliefs.
- "Half-Way Covenant", 1662: tried to recruit additional members by granting partial membership.
- Puritan churches baptized anyone and differentiation between the "elect" and other parts of society disappeared.
- Salem Witch Trials, 1692, the collapse of Puritan priesthood.

8. The Great Awakening

The Great Awakening was a spiritual rebirth that swept the American Colonies, particularly New England, during the first half of the 18th Century. It originated in England before catching fire across the Atlantic.

Unlike the solemn, primarily Puritan religiosity of the early 1700s, the revivalism ushered in by the Awakening brought people back to "spiritual life" as they felt a closer closeness with God.

- Began in Mass. with Jonathan Edwards (considered as best American theologian)
- Rejected salvation by works, recognized necessity for entire dependence on grace of God (“Sinners in the Hands of an Angry God”)
- Orator George Whitefield followed, traveling colonies, led revivals, innumerable conversions, and inspired imitators

Half-Way Covenant

- 1st generation’s Puritan enthusiasm diminished over time
- Problem of dwindling church membership
- 1662: Half-Way Covenant – half membership to those not yet converted (typically children/ grandchildren of members)
- Eventually all invited to church, eliminating difference of “elect”

9. Higher Education

- Harvard, 1636—First colonial institution; taught candidates for ministry
- College of William & Mary, 1694 (Anglican)
- Yale, 1701 (Congregational)
- Great Awakening influences development of 5 new institutions in mid-1700s
- College of New Jersey (Princeton), 1746 (Presbyterian)
- King’s College (Columbia), 1754 (Anglican)
- Rhode Island College (Brown), 1764 (Baptist)
- Queens College (Rutgers), 1766 (Dutch Reformed)
- Dartmouth College, 1769, (Congregational)

The Awakening's main significance was the manner it prepared America for its War of Independence.

In the decades preceding the war, revivalism taught people that they could be courageous when questioning religious authority, and that when churches weren't living up to the believers' expectations, the people might break out and start new ones.

Through the Awakening, the Colonists learned that religious power belonged in their own hands, rather than in the hands of the Church of England, or any other religious authority.

After a generation or two passed with this kind of attitude, the Colonists began to recognize that political power did not lay in the hands of the English monarch, but in their own will for self-governance.

Salem Witch Trials

- The Salem Witch Trials took place in Salem, Massachusetts from March to September 1693, was one of the most notorious occurrences in early American history.
- Based on the claims of two young girls, Elizabeth Parris and Abigail Williams.

Under British law and Puritan society those who were convicted of consorting with the devil were considered felons, having committed a crime against their country. The punishment was hanging.

Causes: dissatisfaction of Reverend Parris, land disputes amongst families, Indian taught witchcraft to girls. Girls caught dancing, began to throw tantrums and accuse people of bewitching (To bring under one's power by magic or cast a spell over) them to not get in trouble.

- 19 hung, 1 pressed, 55 confessed as witches and 150 awaited trial.
- Shows the strictness of Puritan society
- Shows how a rumor can induce frenzy even to illogical thinking.
- Later, several persons involved realized the trials & deaths had been error.

Zenger Trial

- John Peter Zenger, a New York printer prosecuted with libel against the colonial governor
- Zenger's lawyer claims that what he wrote was accurate, so it can't be libel
- English law states it doesn't matter if it's true or not
- Jury acquits Zenger anyway
- Not unlimited freedom of the press, but media increasingly took greater chances in criticism of political officials.
- Zenger judgment was a key case which opened the road for the eventual freedom of the press.
- Zenger Case, 1734-5: New York newspaper criticized corrupt local governor, charged with libel, defended by Alexander Hamilton

10. Restoration Colonies

Restoration refers to the restoration to power of an English monarch, Charles II, in 1660 following a brief period of Puritan government under Oliver Cromwell.

- Carolina, Georgia, New York, New Jersey, Pennsylvania, Delaware

English Bill of Rights

- Parliament gave the kingdom to William and Mary in 1686.
- This was called as the "Glorious Revolution." (it was a Revolution because they ousted the last Catholic monarch, Glorious because no one died.)
- Monarchs had to adhere to specific conditions which curtailed their power.
- No standing armies during peace time.
- Parliament elected by the people and lawmaking body
- King cannot tax without the authorization of Parliament.
- The Guarantees of trial by jury, fair and prompt trial, freedom from high bail, cruel and unusual punishment were the fundamental prerequisites.
- The Bill of Rights emphasized limited, orderly & representative government.

- The English Bill of Rights impacted the American “Bill of Rights”.

11. Basic Concepts of Democracy

- The English colonists who founded America carried with them three basic concepts:
- The necessity for an ordered social organization, or government.
- The philosophy of limited government, that is, that government should not be all-powerful.
- The concept of representational government or a government that serves the desires of the people.

Conclusion

The formation of colonial societies in British North America was characterized by the evolution of labor systems, the emergence of representative institutions, and the influence of religious and intellectual movements. These developments laid the foundation for the eventual break from British rule and the creation of a uniquely American identity rooted in liberty, self-governance, and pluralism.

LECTURE 4: New Political and Social Ideas in America and Move toward Independence

Learning Objectives

By the completion of this lecture, students should be able to:

1. Describe the social and economic framework of colonial America and how it contributed to revolutionary passion.
2. Explain important political and economic disputes between Britain and the American colonies.
3. Analyze the important events leading to the Declaration of Independence (1763-1776).
4. Evaluate the significance of colonial resistance activities (e.g., Boston Tea Party, Continental Congress).
5. Understand the outcomes of the Revolutionary War, especially the Treaty of Paris (1783).

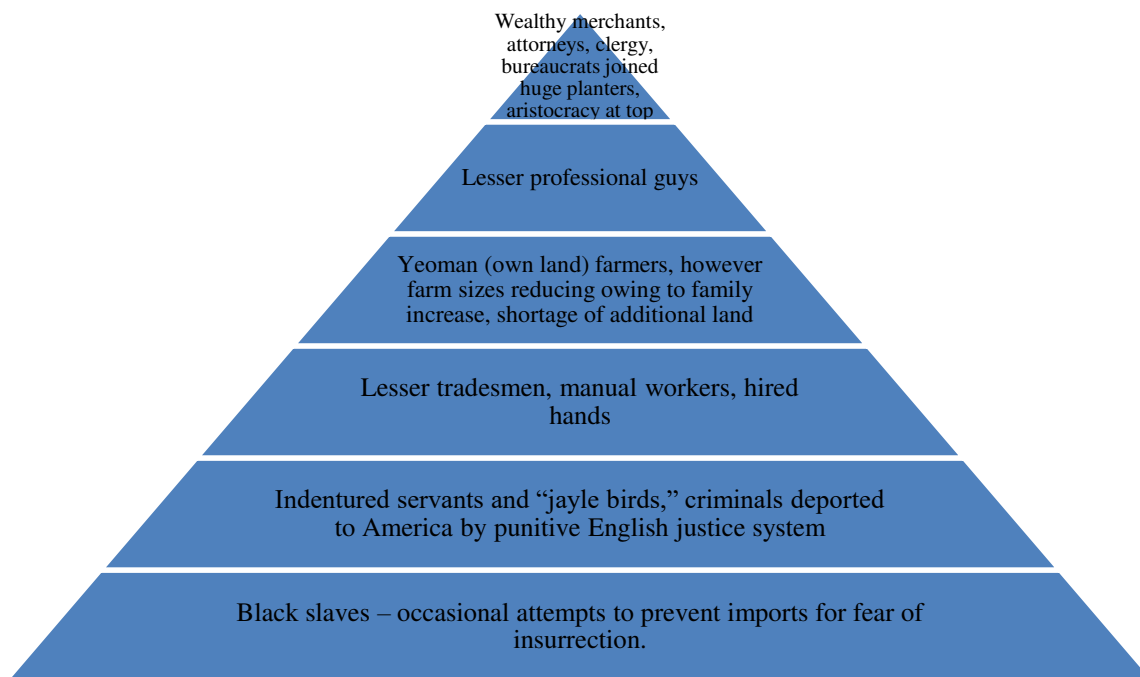
Introduction

The period from 1700 to 1775 was one of significant transformation in colonial America. As the colonies increased in population and economic strength, they established a distinct identity separate from Britain. Social mobility, different religious practices, and self-governance produced a sense of freedom among colonists. However, British attempts to tighten control through taxation and restrictive laws led to increased resistance. This lecture analyzes the social, economic, and political processes that set the setting for the American Revolution, culminating in the Declaration of Independence in 1776.

1. Colonial Society on the Eve of Revolution 1700-1775

- America, a “melting pot”
- African/Dutch/English/German/Scots-Irish/Scots/Swedish/Welsh.
- Structure of Colonial Society
- 18th century society fairly equal compared to Europe (save for slavery)
- Most Americans were modest (“yeoman”) farmers
- Most noticeable feature: potential for “rags to riches”
- Yet compared to 17th century, certain hurdles to movement

1.1. New social pyramid:



1.2. Workaday America

- 90% of population working in agriculture this led to highest living standard in historical history.
- Fishing pursued in all colonies, significant industry in New England this stimulated shipbuilding.
- Commerce successful, especially in New England; Triangular trade was highly profitable.

2. The Triangular Trade

- New England merchants get access to slave trade in the early 1700s.
- Rum carried to Africa, swaps for slaves.
- Ships transit the Middle Passage, slavery trades in the West Indies.
- Disease, torture, malnourishment, death for slaves.
- Sugar brought to New England.
- Other products commerce across the Atlantic, with considerable profits from enslavement making merchants affluent.
- Manufacturing was secondary: Lumbering most significant, also rum, beaver caps, iron, spinning/weaving.
- England relies on American goods (tar, pitch, and rosin, turpentine) to build ships and maintain mastery over seas.
- 1730s: expanding American populace sought more English products.
- However, English population did not require more imports from America: trade imbalance, Americans needed to find non-English markets for their commodities.
- Sending lumber & food to French West Indies addressed need.
- 1733: Parliament passes Molasses Act to prohibit trade with French West Indies.

- Americans responded by bribing and smuggling, precursor of revolution against government who threatened livelihood.

3. Horsepower & Sailpower

- No roads connecting major cities until 1700, even then they were dreadful.
- Heavy reliance on waterways, where human concentrations formed.
- Taverns along transit routes: mixing of socioeconomic classes.
- Taverns also acted as cradles of democracy, clearinghouse of information, hotbeds of agitation.

3. Dominant Denominations

- Two denominations “established” (tax-supported): Anglican (GA, NC, SC, VA, MD, NY) & Congregational (New England excluding RI).
- Anglican Church served as prop of royal authority.
- Anglican Church more worldly, secure, less zealous, clergy had terrible reputation (College of William & Mary).
- Congregational church evolved out of Puritan church, campaigned for rebellion.

4. Religious diversity by 1775

- Anglican/ Congregational/ Lutheran/Presbyterian/Baptist/Roman Catholic/Jewish.
- Reformed Churches: Dutch/ German/French/Quaker.

5. Politics in the Colonies

- 1775: 8 colonies had royal governors, 3 under proprietors (MD, PA, DE), and 2 under self-governing charters (CT, RI).
- Used bicameral legislatures - upper house (council) appointed by king, lower house by elections.
- Self-taxation through elected legislatures was highly appreciated.
- Conflicts between Governors & colonial assemblies: withheld governor’s salary to gain what they wanted, possessed control of purse.
- 1775: all colonies have property requirements for voting, office holding.
- Upper classes frightened to give vote to “every biped of the forest,” ½ mature white males have vote.
- Not pure democracy, but more so than England.

6. Colonial Folkways

- Mid-1700s similarities of colonies.
- English in language/customs.
- Protestant.
- Some ethnic/religious tolerance.
- Unusual social mobility.
- Some self-government.

- A 3,000-mile moat separated them from England.

7. Events Leading up to the Revolutionary War

- **Navigation Acts 1756:** King George III used an existing rule to have the colonies pay taxes on goods conveyed aboard English ships. The colonists retaliated by sneaking goods!
- **French and Indian War (1754-1763):** The British won the French and Indian War but had a significant debt because of it. They decide to pay the colonies for defending them in the war.
- **Writs of Assistance:** The monarch outraged the colonists again by adopting the Writs of Assistance, which was another old law. This authorized the use of generic search warrants, which let them search anyone, anytime, anyplace. The colonists were very furious and objected.
- **Proclamation of 1763:** The Proclamation of 1763 was an act in which the king pronounced NO! to colonization west of Appalachian Mountains. The colonists disobeyed his directives.
- By 1763, the colonists had experienced a tremendous measure of independence. They hated the new directives given by the king and of being taxed without their agreement.
- **Sugar Act of 1764:** Sugar was used to sweeten dishes, and most crucially, to sweeten tea. Even though the colonists were living in North America today and were not in England, they were still English at heart – and took their tea time extremely seriously.
- **The Stamp Act of 1765:** Paper was used regularly for everyday life. Legal papers, stamps, newspapers, books, licenses, ownership paperwork, posters, etc. needed paper...and the tax on paper was hefty. If it had a stamp (or government seal) on the paper, the colonists refused to buy it. They would utilize non-stamped or smuggled paper, which indicated they were breaking the law.
- **The Quartering Act 1765:** The cost of housing troops during the French and Indian War was highly costly for Britain. They had to provide accommodation, clothing, supplies, and money for each soldier. This was practically hard to perform from an ocean away.
- **Townshend Acts 1767:** Another measure, the Townshend Acts of 1767, levied taxes on glass, lead, paint and tea and was used to fund salaries of colonial officers - including governors & judges. In reaction, the colonists boycotted all British goods.
- **The Daughters of Liberty:** formed themselves to teach each other how to sew their own cloth and do other things to keep from buying British goods.
- **VIOLENCE:** All of the boycotts made the king very unhappy, and British troops were instructed to travel to Boston to restore order. Violence erupts when British troops are sent to Boston 1768. This leads to the Boston Massacre.
- **The Boston Massacre:** occurred on March 5, 1770. It happened when tensions between colonists and redcoats soared. Townspeople pushed to the customs house and the British guard asked for help as colonists were pressing. The throng of colonists proceeded to throw stones, wood, etc. at the soldiers, and several soldiers were knocked down. They fired guns at the throng, and several colonists were murdered. The disturbance was utilized as propaganda by the colonists.

Fallout from the Boston Massacre:

- Crispus Attucks was the first colonist slain. He was of African-American origin.
- The British soldiers were put to trial in Boston. They were guarded by John Adams.
- Adams maintained that the gunshots occurred as a consequence of self-defense, and they were ruled to be innocent.

Declaration of Independence: On July 9, 1776, the Declaration of Independence was read for the first time in New York in front of George Washington and his men. In reaction to what had been read, soldiers and people went to Bowling Green, a park in Manhattan, where a lead statue of King George III on horseback stood. The mob of people ripped down the statue, and later the lead was melted down to form musket balls, or bullets for use in the struggle for independence.

- About one fifth of the colonists were Loyalists who considered that British rules must be obeyed.
- About two fifths of the colonists were Moderates who, in general, desired Britain and the American colonies to resolve their disputes peacefully. Moderates are not clearly portrayed in the painting but could have been present at the scene.

Committee of Correspondence

- Founded in 1772 by Samuel Adams, James Warren, and Mercy Otis Warren.
- Wrote pamphlets and letters that were disseminated around the colonies to arouse hostility of the British.
- Mercy Otis Warren also drafted the first American history of the Revolutionary War.
- **The Tea Act of 1773:** was passed by Parliament so that the British East India Tea Company could sell tea less than the price of smuggled tea. This launched the Boston Tea Party.
- **Boston Tea Party:** On December 16, 1773, Sam Adams led a party of Patriots disguised as Indians on a raid of British ships docked in Boston's harbor. They tossed the cargos of tea overboard.
- **The Intolerable Acts of 1774:** The monarch chastised Boston for the Tea Party. It closed the harbor until it was cleaned up, self-government was denied in Massachusetts, and the Quartering Act was enforced. The colonists were appalled! They formed up the 1st Continental Congress to decide their strategy of action.
- **The First Continental Congress September 5 – October 26, 1774:** at Philadelphia, 55 men met and represented the colonies. It was a political entity to represent American interests.
- Representatives at the 1st Continental Congress.
- Massachusetts - Sam Adams & John Adams.
- New York – John Jay.
- Virginia - Patrick Henry & George Washington.
- **Decisions of the Congress:** The Congress wrote a Statement of Grievances which annulled the 13 acts of Parliament because they violated colonists' rights. They banned ALL British goods and trade and promised to arm themselves against British if necessary.

- **Britain's Soldiers:** Britain's soldiers were trained and wore uniforms with vivid red jackets. This earned them the nickname "redcoats".
- **The Colonial Militia:** Was a citizens' army that composed of ordinary citizens, farmers, crafters, and businesses. They were prepared to drop everything at a moment's notice and were thus nicknamed the Minutemen.

Colonists Viewpoints

- **Patriots:** Wanted to struggle for independence from the king
- **Loyalists:** Loyal to the ruler and the mother country.
- **Second Continental Congress:** colonists assembled to discuss what to do now. Initiated a last effort with King George III for peace – they extended an Olive Branch Petition, which he rejected.
- **Continental Army:** The Americans needed an actual army (minutemen weren't exactly the greatest plan of action), and they nominated George Washington as leader. He had become a combat hero during the French and Indian combat, and he was widely regarded by all of the colonial chiefs.

8. The Declaration of Independence

Declaring independence in 1776 was not easy for the colonists. They discussed it for 1 month. On July 2, 1776, 12 states chose to declare independence from Britain. Only New York did not vote. The Declaration of Independence was written on July 4, 1776, 13 states unanimously approved, and the United States of America was created! This was treason in the eyes of the monarch!

- **The Treaty of Paris 1783:** Ended the American Revolution "The American colonies hereby recognize...all lands east of Mississippi..." King George III Treaty of Paris 1783.
- Land from the Atlantic Ocean to the Mississippi River and from Canada to Florida (Ohio River Valley).
- All redcoats were ordered to leave the U.S.

Conclusion

The American Revolution was not a spontaneous occurrence but the result of decades of social, economic, and political tensions. Colonial society's unique qualities, self-governance, economic independence, and Enlightenment concepts, spurred resistance to British domination. From the Stamp Act demonstrations until the Declaration of Independence, colonies increasingly considered themselves as independent from Britain. The Revolution not only formed the United States but also inspired future democratic revolutions abroad.

LECTURE 5: Post-colonial developments in America

Learning Objectives

By the completion of this lecture, students should be able to:

1. Analyze the obstacles experienced by the U.S. following independence (e.g., weak government under the Articles of Confederation).
2. Evaluate the relevance of the Northwest Ordinance (1787) in shaping westward expansion and slavery.
3. Explain the disputes and concessions of the Constitutional Convention (1787).
4. Compare the political ideas of Federalists (Hamilton) vs. Democratic-Republicans (Jefferson).
5. Assess early nation-building measures (e.g., National Bank, Alien and Sedition Acts).

Introduction

After obtaining independence in 1783, the U.S. faced key questions: How would it govern itself? Who would dominate western lands? Could it avoid the tyranny it had rebelled against? This lecture analyzes the unstable Articles of Confederation, the Constitutional Convention's concessions, and the formation of political groups under Washington and Adams. It also demonstrates how post-war policies set the framework for American development and democracy.

1. America after the War

- The previous 13 colonies became the first 13 states.
- The territory between the Appalachian Mountains and the Mississippi River was now open to American settlement.

2. American gains from the War

- Americans might move and establish west of the Appalachian Mountains.
- Mississippi River.
- Ohio River Valley.
- Great Lakes.
- Confidence in the ability to battle the British.
- Curiosity about land further west.
- Belief that America had the finest type of government.
- Freedom.
- Equality.
- Representation.

3. Problems facing America after the Revolution

a. An organized army

- The army during the war was primarily untrained volunteers
- Most farmers wanted to go home, look after their land

b. A navy!

- Americans had long relied on the British navy to protect us
- The British Navy was the strongest in the world

c. A technique of arranging the new territory

4. The European existence in the American Continent

- **NORTH:** England occupied Canada
- **SOUTH:** Spain occupied Florida
- **WEST:** Spain occupied land west of Mississippi
- **EVERYWHERE:** Native Americans
- Articles of Confederation
- Now that they were independent, the colonies had to create a government.
- **Articles of Confederation:** established a WEAK central administration with limited collaboration among the states.
- Weaknesses of the Articles of Confederation
- Could not collect taxes from the states.
- Each state had one vote (regardless of size).
- 9 out of 13 states had to agree to pass laws.
- No executive branch.
- No national court system.
- Could not restrict interstate trade (company).

5. Plans for the New Nation

- a. Build a strong navy
- b. Protect the access to the Mississippi River
- c. Land Ordinance of 1785 & Northwest Ordinance

Northwest Ordinance

Considered as one of the most significant acts of the Continental Congress in regards to public domain lands, piling in significance only to the Declaration of Independence, the Northwest Ordinance of 1787, also known as 'An Ordinance for the Government of the Territory of the United States, Northwest of the River Ohio', was a law which created the Northwest Territory, the first region organized under the new government of the United States, which stretched from the Ohio river to the Mississippi river, and the areas around the great lakes to encompass what is today, Ohio, Indiana, Illinois, Michigan, and some parts of Minnesota. Preceded by the Northwest Ordinances of 1784 and 1785, which split the new area into self-governing districts, and permitted scientific surveys, the Ordinance of 1787 set out how the United States would grow towards the west, and how new states would be admitted to the U.S. The steadily increasing number of people arriving in the states of Ohio, Indiana, Illinois, Michigan, and Wisconsin prompted the Ohio Land Company to buy enormous swaths of land in the northwest region, which forced Congress approve the statute. The statute was

founded on principles set by Thomas Jefferson, which catered to the development of three to five new states, and provisions for education, civil rights, and the elimination of slavery.

Purpose of the Ordinance

The major goal of the ordinance was to create the Northwest Territory as the first organized section of the fledging United States, out of the territories close to the Great Lakes, and to the north and west of the Ohio River. This act also intended to ban slavery in the entire Northwest Territory. The new states that were to be included were to have equal status as the original 13 states.

Background

After the American victory in the Revolutionary War, and the signing of the Treaty of Paris, the Americans claimed claim to the Ohio Country and the regions south of this area. But portions of the area overlapped with parts of Massachusetts, Connecticut, Virginia, and New York. Since the land was particularly suitable for new settlements, Thomas Jefferson, the delegate of Virginia, advocated that the states should give up the overlapping regions west of the Appalachian Mountains, and the new areas had to be separated into new states of the American Union. After multiple inspections in 1784, 1785, and 1786, the five states of Ohio, Indiana, Illinois, Michigan, and Wisconsin were founded.

6. Abolition and Transfer of Claims by States

The significance of the Northwest Ordinance of 1787 stems from the precedent it created, of western development by the United States through the incorporation of new states, instead of extending the existing ones. Its purpose was to prove that the territory north of the Ohio River and east of the Mississippi river would be populated and become a part of the United States, which had been barred for development until then. All unsettled territories were transferred by the founding states to the federal government, to be managed directly by Congress to create new states. Also, all navigation, transport, and communication routes to be developed in the future were built anticipating growth beyond the Northwest Territories. Thus, this considerably expedited the expansion of the United States to the west.

7. Creation and Admission of New States

The ordinance provided the pattern for governance in the new states through the appointment of governors, secretaries, and legislative councils, who would rule the new states till the population reached 5,000 free male inhabitants, after which the people would be allowed to pick their representatives. All lands in this area were under the Confederation of the United States, and functioned under the regulations of the Confederation Articles, making the territory subject to the rules of all the states, rather than any one state. Any state that reach a population of 60,000 or more would be represented in Congress as an equal to the original 13 states. Ohio was the first state to acquire this designation.

8. Establishing Natural Rights

The provisions for natural rights in the ordinance, such as property rights, religious tolerance, and legal rights were developed. These rules were retained in place until the U.S. Constitution and the Bill of Rights was drafted, which included many elements of the ordinance.

Education

The setup of educational institutions, such as universities and schools, were an essential influence in the settlement of these areas. It also allowed Manasseh Cutler and Rufus Putnam, who were part of the Ohio Land firm, to influence the ordinance and allow the firm to purchase roughly half a million acres of land. Two students graduated with Bachelor degrees from the Ohio University, the first of many to come.

Prohibition of Slavery

Due to the clause of the ban on slavery, the Ohio River was officially considered as the free and slave territories, between the Mississippi river and the Appalachian mountain range, which was crucial for balancing pro-slavery and anti-slavery political views, until the Civil War in the 19th Century. However, slave owners from abroad were allowed to retrieve their slaves if they had escaped into the North West areas.

Provisions for Native Indians

The regulation indicated in some detail regarding the boundaries of regions which Indian tribes had lost or ceded. It further indicated how the law of the government was to be used in such places, and that the general behavior of the Americans towards the tribes was to be friendly in nature and of good faith. However, many Native Indians did not respect this decree, which led to fights, and their eventual loss at Fallen Timbers.

9. Shay's Rebellion

- Massachusetts farmers protested rising state taxes.
- Protests turned a riot, state militia ended up killing some farmers.
- Scared all of the colonies; people concluded that a stronger government was needed to tackle the county's problems.

10. Constitutional Convention

- Meeting of colonial leaders to debate a proposal to fix the Articles of Confederation.
- They ended up developing a totally new kind of government:
- Federalism: system where the central (federal) government shares authority with the states.

11. Conflict over Representation

- Large states requested representation in congress based on population.
- Small states wanted each state to be represented equally.

11.1. Great Compromise: two houses of congress: one based on population (House of Representatives), one with equal representation (Senate).

11.2. Conflict over Slaves

- Southern states wanted slaves to be counted for representation.
- Northern states did not want them counted.
- Three-Fifths Compromise — they agreed that a slave would be counted as 3/5ths of a person for representation (and taxes).

11.3. Separation of Powers

- Legislative Branch - creates the laws.
- Executive Branch - executes the laws.
- Judicial Branch - interprets the laws and settles disputes.
- Checks and balances - each branch can prevent the others from becoming too powerful.

12. Ratifying the Constitution

- Federalists: backed the Constitution.
- Anti-federalists: against the Constitution.
- Bill of Rights: the first 10 Amendments that secured people’ individual rights protected against government growing too powerful.
- Washington is President
- Judiciary Act of 1789: established the Supreme Court (and other federal courts).
- Cabinet: the president’s principal advisors.
- Secretary of State: Thomas Jefferson
- Secretary of War: Henry Knox
- Secretary of Treasury: Alexander Hamilton

13. Political Differences

Alexander Hamilton	Thomas Jefferson
<ul style="list-style-type: none"> • Favored strong federal government • Favored business interests • Loose interpretation of the Constitution • FEDERALISTS 	<ul style="list-style-type: none"> • Favored states having more power – “states’ rights” • Favored farming interests • Strict interpretation of the Constitution • DEMOCRATIC-REPUBLICANS

14. More Problems Facing the Nation

- a. Financial issues (debt from the Revolution)
 - Created the National Bank.
 - Protective Tariffs– levies on imported goods (intended to encourage local production).

d. Foreign Affairs

- Stayed impartial in battle between England and France.

15. Conflict over the National Bank

- Federalists felt that it was vital to govern the nation's economy.
- Anti-federalists felt that it was unconstitutional (the constitution didn't grant the federal government the right to do so).
- John Adams is President
- Adams was a Federalist

Alien and Sedition Acts

- Extended the duration it took for immigrants to become citizens to 14 years.
- Made it illegal to make statements against the US government.

Nullification: principle that asserts that states can nullify/ignore any law that they consider is unlawful (it never became a law).

- Inspired by the Virginia and Kentucky Resolutions

Conclusion

The post-Revolution era (1783–1800) converted the U.S. from a loosely ruled confederation to a constitutional republic. Despite debates over federal power, slavery, and western expansion, key policies like the Northwest Ordinance and Constitution set precedents for democracy and progress. These conflicts between Hamiltonian centralization and Jeffersonian liberty continue to impact American politics today.

LECTURE 6: Antebellum South, Abolitionism, Civil War and Reconstruction

Learning Objectives

By the completion of this lesson, students will be able to:

1. Analyze the economic and social structure of the antebellum South.
2. Evaluate the reasons and impact of slave resistance and abolitionist movements.
3. Explain how sectional tensions led to the Civil War.
4. Understand the goals and outcomes of Reconstruction.
5. Assess the long-term repercussions of Reconstruction's failure, especially Jim Crow legislation.

Introduction

The decades leading up to the Civil War were marked by widening sectional differences between the North and South. The Southern economy relied mainly on slavery and agriculture, notably cotton production. Meanwhile, the North industrialized and was increasingly opposed to the extension of slavery. These conflicts culminated in the Civil War (1861–1865), which ended slavery but left unsolved problems regarding race relations, citizenship, and federal vs. state power. Reconstruction (1865–1877) aimed to reconstruct the South and integrate liberated African Americans into society, but its failures established the framework for systemic racial discrimination that lasted long into the 20th century.

1. Characteristics of the Antebellum South

- The South was primarily agrarian.
- Economic power transferred from the “upper South” to the “lower South.”
- “Cotton Is King!” 1860: 5 million bales of cotton a year. It composed (57% of total US exports).
- Very slow growth of industrialization.
- Rudimentary financial system.
- Inadequate transportation system.

1.1. Southern Society (1850)

- “Slavocracy” [plantation owners]
- The “Plain Folk” [white yeoman farmers]
- Black Freemen
- Black Slaves
- Total US Population: 23,000,000 [9,250,000 in the South = 40%]

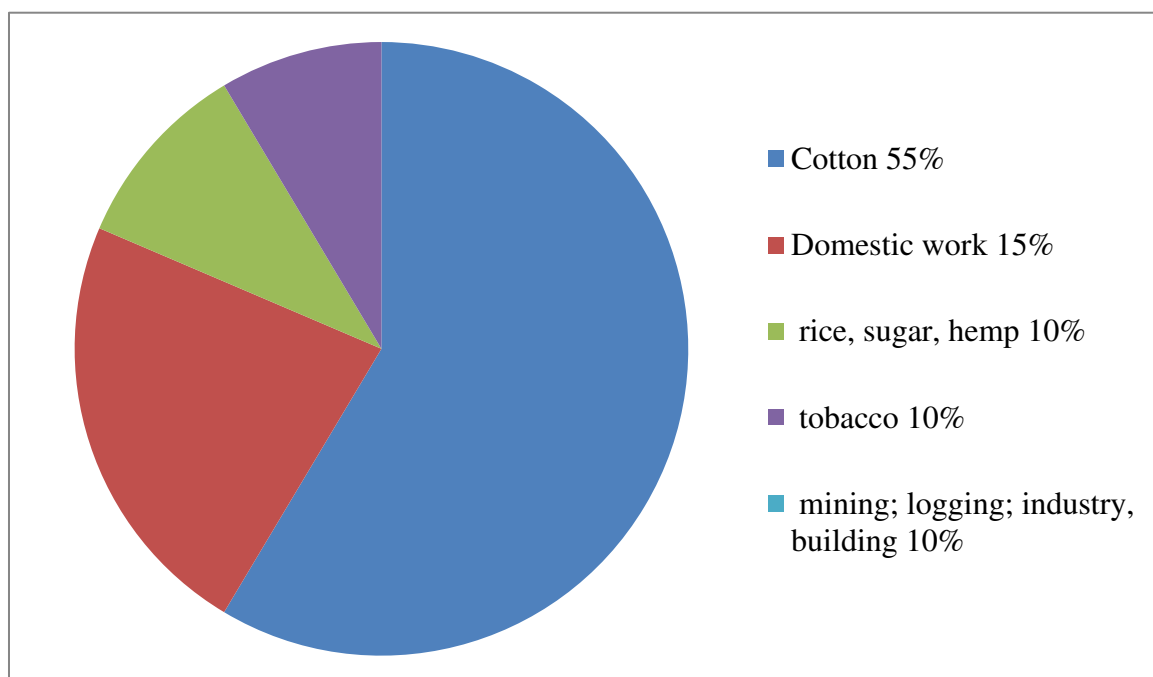
2. Antebellum Southern Economy

- Graniteville Textile Co.
- Founded in 1845, it was the South's first attempt at industrialization at Graniteville, SC.

2.1. Southern Agriculture

- Tobacco was the first cash crop and was a mainstay in NC, VA, and MD
- Indigo had been a major business, but declined following the Am-Rev
- Rice farming was big in the little strips on the SC coast (stretched to NC and GA)
- Sugar was particularly essential to the Gulf coast
- Corn: 1 crop on small scale farms to feed families
- Cotton boomed long after these crops
- The South's "Peculiar Institution"
- Slave Auctions

2.2. Distribution of Slave Labor in 1850



2.3. Antebellum Southern Plantation Life

- Slave-Owning Population (1850)
- 64% non-slaveholders
- 18% owning 5 or less slaves
- 15.5% owning 5-50 slaves
- 2.5% holding 50 or more slaves
- US Laws Regarding Slavery
- U. S. Constitution: 3/5s compromise [I.2] fugitive slave clause [IV.2]
- **1793:** Fugitive Slave Act.
- **1850:** stronger Fugitive Slave Act.

3. Development in Slavery Issue

- **1780s:** 1st antislavery society formed in Philadelphia.

- **By 1804:** slavery eradicated from last northern state.
- **1807:** the legal termination of the slave trade, enforced by the Royal Navy.
- **1820s:** newly independent. Republics of Central & South; America declared their slaves free.
- **1833:** slavery abolished throughout the British Empire.
- **1844:** slavery abolished in the French colonies.
- **1861:** the serfs of Russia were freed.

4. The Culture of Slavery

Black Christianity [Baptists or Methodists]: more emotional worship services; Negro spirituals.

- “Pidgin” or Gullah languages.
- Nuclear family with extensive familial links, where possible.
- Importance of music in their life.
- Slave Resistance & Uprisings

4.1. Slave Resistance

“SAMBO” style of behavior utilized as a charade in front of whites [the innocent, smiling black man caricature - protruding eyes, thick lips, wide smile, etc.].

- Refusal to work hard.
- Isolated acts of sabotage.
- Escape via the Underground Railroad.

4.2. Slave Rebellions in the Antebellum South:

a. Nat Turner, 1831

Nat Turner was an African-American slave who led a two-day insurrection of slaves and free blacks in Southampton County, Virginia on August 21, 1831. The uprising caused the death of roughly sixty white men, women and children. Whites established militias and brought out regular troops to quell the insurrection.

b. Effects of Turner’s Rebellion

The Virginia General Assembly passed new legislation making it criminal to teach slaves, free blacks, or mulattoes to read or write. The General Assembly also enacted a law barring all blacks from attending religious meetings without the presence of a licensed white pastor. Similar laws were also established in other slave-holding states across the South.

c. Southern Reaction

- Abolitionist literature forbidden in the Southern mails.

- Federal government ordered southern postmasters to remove abolitionist materials and to jail federal postmasters who did not cooperate.
- Bounty on Garrison's head.
- (Postmasters were to publicize names of abolitionists to provoke lynch mobs to form).
- Blamed on newly created abolitionist William Lloyd Garrison and the Liberator and his literature in Southern mail.
- After this was the last time the South debated eliminating slavery and became united in Pro-Slavery arguments.
- In 1820s, southern antislavery societies outnumbered northern ones.

4.3. Nullification Crisis, 1832

- (Southerners were afraid of powerful federal government may embrace abolition some day?)
- Tariff: spring of 1824, Congress begins contemplation of a more extensive federal tariff. Explain what it is, who it favors, and how southerners regard it as parochial legislation and unwarranted by the constitution.
- As on earlier arguments over broad use of federal power, southerners are concerned about the effect on slavery. One member wrote to another: "if Congress can make banks, roads, and canals under the Constitution, they can free any slave in the United States."
- Concerned that practical effect may cost the South more.
- Congressional context: William Drayton, SC Unionist in Nullification Affair: "Much as we love our country, we would rather see our cities in flames, our plains drenched in blood - rather endure all the calamities of civil war, than parley for an instant upon the right of any power than our own to interfere with the regulation of our slaves." (1828)
- Southerners dispute this all the time, wanting government protection of slavery where it is expedient. Closest historian of this process finds that because the constitution reinforced the government it had huge proslavery "potential" - depended on who wins the war.
- The "Tariff of Abominations" passes in 1828. Jackson comes to office (1828-1836). Had backed the tariff when in Senate from TN (since it benefitted hemp growers in the state), but as slaveholding southerner he is seen as an ally of state rights.
- Gag Rule Gag Rule, 1836-1844
- Elijah Lovejoy slain at Alton, Illinois in 1837
- Gag rule (1835-1844): because southern politicians controlled most of the major committee chairmanships and other leadership posts inside Congress, they were able to prohibit debate of slavery at the national level.
- On December 13, 1835, a Maine congressman introduced a petition from 172 "ladies" in his district who petitioned Congress to abolish slavery in the District of Columbia. Similar petitions had been printed in the records of Congressional debates, assigned to committees, and never handled again. But with abolitionist agitation on the topic of slavery increasing louder and more intense each year, southern lawmakers protested and requested that Congress "reject" the petition, an unprecedented request. Henry Hammond of South Carolina, who submitted the original motion that produced what critics would term the gag

rule, said that "he could not sit there and see the rights of the Southern people assaulted day after day, by the ignorant fanatics from whom these memorials proceeded."

5. African Americans during the Revolution

- Declaration of Independence concepts of liberty & equality thrilled African Americans.
- Southern whites anticipated the British to spark slave rebellions.
- 1775, Virginia Royal Governor Lord Dunmore offered freedom to any slave who fought for the British, 800 joined.
- African Americans fought in the conflict on both sides.
- Washington initially forbade them into the Continental Army, but policy altered as become more desperate, 5,000 fought for Rebels.
- 1,000's joined British under General Clinton following the surrender of Charleston, most sold into slavery in the West Indies after the war.
- 55,000 slaves escaped to freedom.
- Slave revolts never materialized.

6. The Civil War 1861-1865

- 1861: Lincoln becomes president
- Primary goal: to preserve the Union
- April 15: S.C. attacks Fort Sumter
- Lincoln calls for 75,000 troops to end revolt
- This is the commencement of the Civil War
- 11 Southern states create the Confederate States of America (the Confederacy)
- The South won most of the war's early battles
- They were seeking to get foreign help (either Great Britain or France)
- The conflict was unpopular in the North
- September 1862 : Battle of Antietam
- Enables Lincoln to issue the Emancipation Proclamation

Emancipation Proclamation

- Frees all slaves in the southern states (places still in rebellion) □ not all slaves, not all slaves in northern/border states
- Abolitionists are dissatisfied, but the main reason for the proclamation is to give meaning to the conflict
- The conflict is now also about abolition; ending slavery as the North conquers the South
- G.B. and France presently will not help the South struggle against a nation dedicated to abolition
- The Emancipation Proclamation is a key turning event in the Civil War
- Two battles influence the trajectory of the war
- 1. Vicksburg (Mississippi)
- North captures town, entire Miss. R., breaks the Confederacy into two
- 2. Gettysburg (Pennsylvania)

- North stops a 2nd invasion by the South
- 50,000 casualties' total
- In November 1863, Lincoln issues the Gettysburg Address; it describes the objective of the Civil War
- The Union promoted Ulysses Grant to the head of the Army; he is willing to accept many fatalities to win (100,000s die in the last year of the war)
- Grant and Lee (leader of Southern army) impasse in Virginia
- Sherman (North) leads Union across the South
- Captures Atlanta, which contributes to Lincoln's re-election in 1864
- Sherman destroys Georgia and South Carolina ("March to the Sea")
- By April 1865, the Northern Army has worn out the Southern Army
- April 9, 1865: the South surrenders to end the war
- April 15: Lincoln is killed by John Wilkes Booth
- VP Andrew Johnson becomes the new President
- Johnson was the only Southern senator to be faithful to the Union

7. Impact of the Civil War

- 4 million slaves are released.
- 600,000 dead.
- The United States stays together.
- The federal government establishes its supremacy over the states.
- Sparks industrialization in the North.

8. Reconstruction 1865-1877

- 1865 to 1877: when the United States endeavored to rebuild the southern states.
- Former slaves (freedmen) were awarded rights that they previously did not have.

8.1. Different Views on Reconstruction

- Lincoln & Johnson wanted to reunite the country amicably and not punish the South.
- Congress (Radical Republicans) wants to punish the South.

8.2. Impeachment of Johnson

- Congress impeached President Johnson because they disagreed over Reconstruction.
- He was cleared (found not guilty) by one vote in the Senate trial.

8.3. Reconstruction Amendments

- The 13th, 14th, and 15th amendments were intended to preserve the rights of the freed slaves.
- 13th Amendment (1865): Abolished slavery.
- 14th Amendment (1868) Guarantees 3 things:

- Citizenship for former slaves (overturns Dred Scott case).
- Due process for all citizens.
- Equal protection of the law .
- 15th Amendment (1870): Right to vote for all men regardless of race.
- Radical Reconstruction.
- Lasts from 1868-1877.
- Congress controls the path of Reconstruction.

8.4. Reconstruction Act of 1867

- Military rule in the south.
- Protects Freedmen's rights.
- States had to ratify the 14th amendment to rejoin the Union .
- Freedmen voted mainly for the Republican Party (Party of Lincoln).

8.5. Attempts to Limit Reconstruction

- **Carpetbaggers** (northerners who migrated South to benefit from Reconstruction) and
- **Scalawags** (southerners who backed the Republicans) were loathed by most white Southerners

Sharecropping

- Many freedmen became sharecroppers
- Sharecropping: farmers rented land in exchange for a % of their crop
- Many freedmen were thrown into perpetual poverty since they could not pay off their obligations
- The Black Codes were passed by all the southern states
- They often limited what jobs freedmen might do, and they curtailed the rights of freedmen
- These would eventually lead to the Jim Crow (segregation) laws passed in the South
- The Ku Klux Klan was created to terrorize blacks in the South
- Their main purpose was to limit voting by blacks, who supported the Republican Party

8.6. End of Reconstruction

- By the mid-1870s, the country was bored of Reconstruction.
- White racists eventually took over all the Southern states.
- The key topic of the 1876 election was Reconstruction—should it continue or end?
- Several states had a disputed electoral vote count.
- The Democrats and Republicans compromised to decide the election.
- The Compromise of 1877: Hayes (Republican) became president, and he backed the end of Reconstruction.

8.7. Results of Reconstruction

a. Jim Crow Laws

- The southern states were taken over by white Democrats by the conclusion of Reconstruction.
- They began to build a system of Segregation.
- Policy of separate facilities for whites and blacks .
- Separate schools, railroad cars, restrooms, restaurants, etc
- The southern states established many tactics to prohibit African-Americans from voting.

b. Grandfather Clause: Excluded from voting if your grandfather could not vote in 1867.

c. Poll charge: a charge in order to vote.

- Was only a few dollars, but was often more than African-Americans could pay.

d. Literacy Test: This routinely prevented African-Americans from voting since many were illiterate.

9. Impact of Segregation

- **Plessy v. Ferguson (1896).**
- The Supreme Court declares that “separate but equal” segregation is permissible.
- Separate facilities for whites and blacks.
- “Solid South”: Democratic Party dominated until 1960s.
- Most African-Americans could not vote until 1960s.
- Legalized prejudice in the South for nearly 100 years.

Conclusion

The Antebellum South was heavily anchored in slavery and agricultural riches, notably cotton. Tensions over slavery grew into civil strife, culminating in the Civil War. While the war ended slavery, Reconstruction failed to ensure durable equality for African Americans. The emergence of Jim Crow legislation reinforced racial segregation and inequality for generations. Understanding this period is vital for appreciating the foundations of present racial inequality and the protracted struggle for civil rights in America.

References

Primary Sources & Early Works

- Cabeza de Vaca, Á. N. (2003). *The Narrative of Cabeza de Vaca* (R. Adorno & P. Pautz, Trans.). University of Nebraska Press. (Original work published 1542)
- Edwards, J. (1741). *Sinners in the Hands of an Angry God* [Sermon]. Enfield, CT.
- Hakluyt, R. (1935). *Discourse Concerning Western Discoveries*. In G. E. Weare (Ed.), *The original writings and correspondence of the two Richard Hakluyts* (pp. [page range]). Hakluyt Society. (Original work published 1584)
- Jefferson, T. (1776). *Declaration of Independence*. National Archives. <https://www.archives.gov/founding-docs/declaration>
- Las Casas, B. de. (2004). *A short Account of the Destruction of the Indies* (N. Griffin, Trans.). Penguin Classics. (Original work published 1542)
- Paine, T. (1776). *Common Sense*. Project Gutenberg. <https://www.gutenberg.org/ebooks/147>
- Revere, P. (1770). *The Bloody Massacre Perpetrated in King Street* [Engraving]. Library of Congress.

Books

- Appleby, J. (2010). *The Founding Fathers: Critical Thinking about the Revolutionary Generation*. Beacon Press.
- Bailyn, B. (1992). *The Ideological Origins of the American Revolution*. Harvard University Press.
- Calloway, C. G. (2003). *New Worlds for All: Indians, Europeans, and the Remaking of Early America* (2nd ed.). Johns Hopkins University Press.
- Chernow, R. (2004). *Alexander Hamilton*. Penguin Press.
- Diamond, J. (1997). *Guns, Germs, and Steel: The Fates of Human Societies*. W. W. Norton & Company.
- Elliott, J. H. (2006). *Empires of the Atlantic World: Britain and Spain in America, 1492–1830*. Yale University Press.
- Ellis, J. J. (2000). *Founding Brothers: The Revolutionary Generation*. Knopf.
- Fischer, D. H. (1989). *Albion's Seed: Four British folkways in America*. Oxford University Press.
- Henretta, J. A., Brody, D., Dumenil, L., & McCaughey, R. (2019). *America's History* (9th ed.). Bedford/St. Martin's.

Mann, C. C. (2005). *1491: New revelations of the Americas before Columbus*. Alfred A. Knopf.

Morgan, E. S. (1975). *American Slavery, American Freedom: The Ordeal of Colonial Virginia*. W. W. Norton & Company.

Richter, D. K. (2001). *Facing East from Indian Country: A Native History of Early America*. Harvard University Press.

Stannard, D. E. (1992). *American Holocaust: Columbus and the Conquest of the New World*. Oxford University Press.

Wood, G. S. (1992). *The Radicalism of the American Revolution*. Alfred A. Knopf.

Zinn, H. (2003). *A people's History of the United States: 1492–present*. Harper Perennial Modern Classics.

Edited Collections & Government Documents

Continental Congress. (1781). *Articles of Confederation*. National Archives.
<https://www.archives.gov/milestone-documents/articles-of-confederation>

Madison, J., Hamilton, A., & Jay, J. (1788). *The Federalist Papers*. Library of Congress.
<https://guides.loc.gov/federalist-papers>

U.S. Congress. (1787). *Northwest Ordinance*. National Archives.
<https://www.archives.gov/milestone-documents/northwest-ordinance>

Online Sources & Secondary References

American Battlefield Trust. (n.d.). *American Revolution timeline*.
<https://www.battlefields.org/learn/articles/american-revolution-timeline>

Baker, H. A. (n.d.). *Cabeza de Vaca's journey through Native America*. U.S. History.org.
[URL if available]

Gilder Lehrman Institute. (n.d.). *Period 3: 1754–1800 (AP US History)*.
<https://www.gilderlehrman.org/ap-us-history/period-3>

National Park Service. (n.d.). *Timeline of the Revolution*.
<https://www.nps.gov/subjects/americanrevolution/timeline.htm>