THE MAKING OF AMERICA, 1789 - 1900

• On the same paper as Living under Nazi Rule

Types of Questions
• 3 x 1 mark questions

• Write a clear and organised summary ... (9 marks)

• What was the impact... (10 marks)

• How far... (18 marks)

Name:
The USA in 1789 – A New Constitution

Aims:
• Describe the Constitution of the USA
• Explain why the USA faced initial problems in 1789
• Judge what the strengths and weaknesses were of the USA

Communication Aims:
• Use relevant information to support a point
What might the meeting below on the bank note be about? Give one reason for your idea.

What three questions could you ask to make this more useful as a piece of evidence?

How do we know that the meeting shown must be of great historical significance?
On 30th April 1789, George Washington, the man who had helped the Americans defeat the British in the War of Independence (1776-1783) was sworn in as the first ever President of the United States. His power rested in a new document known as the Constitution, which set out how America would be governed. Washington needed to adapt to his new role quickly.

What problems do you predict this newly independent country may face?
In 1776, a number of American colonists fought to take control of the colonies from their British rulers. This became known as the War of Independence. Colonists were particularly angry because they had to pay taxes to the British government but had no right to vote in British elections, and therefore no say about what happened in their colonies. For the colonists this was a war over freedom and democracy for the white settlers. At the start of the war, the colonists issued a document called the Declaration of Independence. This stated the views of the American rebels: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”

When the British were finally defeated in 1783, they were forced to hand over, not just the land from the original 13 colonies, but a huge chunk of territory west to the Mississippi River. This land was occupied at this time by the many Indian tribes who had fought alongside the British to try to defeat the Americans. They would soon be fighting for their lives.

**Visons of the land of America**

As early as 1780, key politicians like Thomas Jefferson had visions of a land in North America which would spread from coast to coast, “an Empire of Liberty,” Jefferson called it. He thought this could be achieved by bringing democracy and the right to own land to every person in North America.

However, not everyone agreed with Jefferson. The original Declaration of Independence had contained a section calling the trade in African slaves a “cruel war against human nature itself.” However, there were many slave holding people, especially in the Southern colonies, they made sure that this statement was removed before their joined the fight! Slave holders saw opportunities in this new land too, but their opportunities were ones which were only for white Americans.
House of Representatives
- Voted in every 2 years
- Population of state decides number of representatives
- Vote on new laws

Senate
- Elected every 6 years
- 1/3 each 2 years
- 2 senators per state
- Vote on new laws

The Executive (President)
- Elected every 4 years
- Can recommend laws, call Congress & veto (block) laws
- Appoint ministers/secretaries to run country
- Commands armed forces

Supreme Court
- Checks new laws fit with the Constitution
- Judges are chosen by the President and agreed by the Senate
- Highest court in USA

Both must agree to pass a law
The Constitution & Amendments

In case they had missed anything, the writers of the Constitution allowed it to be amended (changed) later. Amendments could only be brought in if 2/3 of Congress agreed to them and 3/4 of all state governments voted in support of them too. Constitutional Amendments would be used throughout the nineteenth century to benefit one group of another. The first 10 Amendments came in 1791 and were known as the “Bill of Rights.” The Bill included things like the right to carry weapons; the right to a fair trial; the right to free speech; and the right of US states to make their own laws and decisions.

<table>
<thead>
<tr>
<th>States</th>
<th>Territories</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have their own government and governor, elected by the people living in the state.</td>
<td>• Areas of land which don’t have enough people to become a state.</td>
</tr>
<tr>
<td>• Able to make their own laws as long as they did not go against the Constitution (this was tested by the Supreme Court). For example one state might allow people to carry guns openly and another to own them but not carry them in public. Neither could ban gun ownership because that would have been against the rights set down in the Constitution.</td>
<td>• Have a territorial governor appointed by Congress.</td>
</tr>
<tr>
<td>• Voters could vote in national elections and send representatives to Congress. Allowed them to shape the laws made for the whole country.</td>
<td>• Are controlled directly by the US government and have no say in the laws in their territory. The US government can decide the laws for a territory as long as they do not go against the Constitution.</td>
</tr>
<tr>
<td></td>
<td>• Cannot vote in national elections or send representatives to Congress.</td>
</tr>
</tbody>
</table>

Grades 9-7

• How can it be argued that the Constitution could remain a stable way of running the USA?
• Why may Territories feel angered by their treatment of the US government compared to States?

Grades 6-4

• How were amendments made to the Constitution?
• What are the key differences between States and Territories

Grades 3-1

• Give two examples of Amendments that were in the Bill of Rights
• Give two facts about States
• Give two facts about Territories
Who were the people of America?

White Americans

White Americans in 1789 were concentrated in the 13 new states of the USA. People could claim to be citizens of the USA if they were free, white and “of good character.” There were around 4 million people living in these states, of whom 807,000 were white adult males, 790,000 were white, male children and 1.5 million were white females. Only around 5% of these Americans lived in cities. Many whites could trace their roots directly to immigrant families, mainly from Northern Europe. However there were only around 60,000 white immigrants arriving a year by 1789, a large decline.

Voting rights were connected to owning property, but because most white people owned their own land, between 60% and 90% of white males could vote in the USA. This of course depended on a continuing supply of land so new Americans could be property owners too. By comparison, in Brittain, only around 4% of the adult male population could vote.

Women, non-citizens and slaves in the USA could not vote at all.

Black Americans

Black Americans appear mainly in 1789 as the 694,000 slaves who were concentrated in the southern states. Slaves are in the background of so much American history. In fact, if you look behind the image of Washinton from the previous page, you will find the President’s own slave, Billy Lee who rode into battle with him throughout the Revolutionary War.

From the very beginning slavery was seen as an issue of race. Black people were considered to be slaves in America automatically, therefore the children of slaves also became the property of their masters causing slavery to grow. When America won its independence from Britain, many Northern states worried that slaves might rebel against the new nation. The British even promised slaves their freedom if they helped to recapture the United States. Thomas Jefferson argued that slavery should be abolished completely, but many Southern states resisted this move as it would mean taking away the power and wealth of slave owners.

Indians

One of the biggest challenges the US faced when it was created was the fact that most of the land west of the Appalachian Mountains was occupied by various Indian tribes. It is estimated that around 5 million Indians, from hundreds of tribes, lived in North America when Europeans arrived in the 15th century. By 1800, the figure was around 600,000 thanks to disease and warfare. Many Indian tribes came into conflict with American settlers trying to farm this land and ignore the Indian claims. The British had stopped this by preventing settlement in Indian lands, but the War of Independence opened these lands up to settlement again.

Because the Indians were not a single group, but many different tribes and nations, divisions between them tribes meant that they struggled to stop white expansion in the 1770s-80s. By the time they began banding together in the late 1780s, it was already too late.
Aims:
• Understand the structure of America
• Explain why America started to push west
• Explain why tensions started to occur

Communication Aims:
• Using information to make detailed notes
The USA was a new country in 1789. It was made up of 13 states and had only just elected its first President. People were not really sure if the USA would survive because it had to share the land with other European empires and the native Indians who lived there already.

At this point, being a US citizen meant being white. Indians and black Americans were not allowed to be citizens. Men with property could vote in elections, but men without property, and women, could not vote.

Even at this early stage the USA was quite divided. People were divided over issues such as: slavery, the economy and ways of life. People in Northern States were generally against slavery and believed in modern business and industry. People in Southern States generally supported slavery and believed in farming and living a good Christian life. Many early Presidents saw their role as keeping a balance between the two sides.
This map clearly shows the years between 1789 and 1838 saw enormous changes in North America. In particular, the United States pushed westwards settling up new states and the Union expanded.
<table>
<thead>
<tr>
<th>Grades 9 – 7</th>
<th>Grades 6 – 4</th>
<th>Grades 3 - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Which states were added to the US between 1789 and 1838?</td>
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</tr>
<tr>
<td>2. Explain why the indigenous people of America would feel tension towards the expansion of the USA?</td>
<td>2. Explain why the expansion west of the USA would cause tension between the different people of the USA</td>
<td>2. Do you think the expansion of the USA would cause tension and why?</td>
</tr>
</tbody>
</table>
## Factors of Expansion and Their Impacts

<table>
<thead>
<tr>
<th>Factor</th>
<th>Details of this factor, e.g. what was happening</th>
<th>How this created tension due to expansion?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Indians of the East</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defeat and Dispossession</td>
<td></td>
<td></td>
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<tr>
<td>Land and Democracy</td>
<td></td>
<td></td>
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<tr>
<td>Land and Profit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land and Trade</td>
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<tr>
<td>Lewis and Clark</td>
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</tbody>
</table>

**Frontiersmen** – People who lived beyond the western borders of the American colonies

**Yeoman Farmer** – A self-sufficient landowner

Using the information from pages 11 -13 complete the table above.
Trade was the main reason that the USA pushed westwards. How far do you agree with this statement? (18)

<table>
<thead>
<tr>
<th>Expert History Words</th>
<th>Expert Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indians of the East</td>
<td>Westwards</td>
</tr>
<tr>
<td>Trade</td>
<td>It could be considered that...</td>
</tr>
<tr>
<td>Thomas Jefferson</td>
<td>Consequently</td>
</tr>
<tr>
<td>Profit</td>
<td></td>
</tr>
<tr>
<td>Land</td>
<td></td>
</tr>
</tbody>
</table>
Exploitation: Cotton plantations and slavery, 1793 - 1838

Aims:
• To understand the growing unpopularity of slavery in the North
• To explain the Constitutional arguments in favour of owning slaves in the South
• Assess the specific nature of plantation life and the pushing system
What does the source above show us about the American people?

The majority of slavery occurred in the Southern States, explain why you think this was?

Explain the problems that the expansion west and slavery would have on America?
In 1789, slavery was being phased out in the seven northernmost states of the USA. However, it continued to thrive in the southern states of Delaware, Maryland, Virginia, North and South Carolina and Georgia. It became common to talk about the nation in two halves: 'the North' and 'the South'. Over the years the resentment between the two sides grew as their differences deepened.

Using the information from Pages 14 and 15, add points to the mind map showing the main differences.

- Economic
- Religious
- Political

Divisions and differences between the North and South
New opportunities in the new territories

In 1788, Jefferson and his colleagues faced another big decision about slavery: should it be allowed to spread freely into the new lands that the USA had gained from Britain in 1783?

The new territories open for American settlement by 1790

- Some Americans in the North wanted the US Government to ban slavery completely. Others simply wanted to restrict slavery to states where it already existed. They believed it would die out as America grew.
- Southerners insisted that slavery must be allowed to spread into all new American lands. The Constitution said that the Government must not take any person’s property unless they had broken the law. As slaves were the property of their holders, Southerners argued that the US government could not legally end slavery.

The result was another compromise: slavery would be banned in the Northwest Territory but permitted in the Southwest Territory.

Straight away, new cotton plantations were opened in the ‘Deep South’, the lands to the west of Georgia and the Carolinas. This stimulated the sale which, by the mid-1790s was as big as the sale of cotton. Slave traders bought slaves in the old states of Maryland, North Carolina, Delaware and Virginia, then force-marched them for months for sale to plantation owners in the Deep South. When they arrived, slaves would be deloused and fed butter. Once they regained their weight, they were sold for an enormous profit (often over $1000 a slave). So much money could be made that people even began to kidnap free black people in the Northern states to sell into slavery.

Using the information above, briefly explain how the new territories continued to exploit slaves.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
The growth of slavery, 1793 – 1820

Thomas Jefferson hoped that slavery would ultimately die out, but he feared what would happen if the North tried to abolish it. He once said that ‘we have the wolf by the ears, and we can neither hold him, nor safely let him go’. Far from weakening, this ‘wolf’ grew more vigorous than ever in the early years of the 19th Century.

<table>
<thead>
<tr>
<th>What it was?</th>
<th>Key details of the event</th>
<th>How it explains that slavery was growing so quickly by 1820</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ‘Cotton gin’</td>
<td></td>
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<tr>
<td>The Louisiana Purchase and the ‘Cotton Kingdom’</td>
<td></td>
<td></td>
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<tr>
<td>The ‘Missouri Compromise’, 1820</td>
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</tbody>
</table>

Using the information on pages 16 and 17, complete the table above.
Assess how the Deep South’s nickname of ‘Cotton Kingdom’ reveals a tension within the USA?

Which of the three events do you think caused slavery to rise so quickly and why?

Why was the cotton Kingdom so important?

Growing troubles regarding slavery

<table>
<thead>
<tr>
<th>Reasons slavery should be kept</th>
<th>Reasons slavery should be abolished</th>
</tr>
</thead>
</table>

Reasons slavery should be kept

Reasons slavery should be abolished

Complete the table above using the information from 18 and 19.

Do you think it is fair to say that the North was united in its opposition to slavery and why?

Did all the Northerners want slavery to be abolished and why?

Did all abolitionists want slavery to end and why?

Complete the table above using the information from 18 and 19.
1) Give one reason why the abolitionists wanted to end slavery (1)
2) Name one factor that contributed to the expansion of slavery (1)
3) Give one outcome of The ‘Missouri Compromise’ in 1820 (1)
The Abolitionists

• Most abolitionists believed that slavery was simply wrong and must be ended peacefully.

• Some abolitionists had no deep objection to slavery but simply disliked the interference of Southerners. A federal (nation-wide) law of 1793 said that any black American in the North could be sent to the South if a judge agreed that the person was a runaway slave. Most Northern states then passed their own local laws saying that a full jury, not just a judge, should decide if the person truly was a runaway. Southern slave holders complained bitterly. Some Northerners became abolitionists just because they were angry with the South for trying to interfere with the Northern state laws.

• Some abolitionists wanted to free the slaves and then send all black Americans to Africa. Many Americans feared what might happen to the USA if too many slaves were set free or if they simply rose up in rebellion. In 1817, some Northerners set up a Colonization Society. They aimed to send free slaves to a new home far away in Africa, even though the vast majority had lived their whole life in America. Although many of the Colonization Society were abolitionists, they believed that these black people did not belong in American society. Slavery was revealing what we now call racist attitudes.

• Some abolitionists wanted to stir up violent slave revolts in the South. In 1829, a black abolitionist David Walker, published a pamphlet that called for slaves to rise up against those who tried to enslave them. Walker’s essays began turning up on Southern plantations in early 1830 and anyone found with a copy was put to death. Actions like this made other Northerners who objected to slavery view these abolitionists as dangerous extremists.
Aims:

• Explain who the Five Civilised Tribes were
• Assess the impact of the Indian Removal Act of 1830
• Judge the significance of this act.
Starter

Benjamin Hawkins and Creek Indians, painted in 1805. He is teaching the Indians how to plough

What can you see happening in this source?

How does this source show that White American and Native Indians were trying to work together?

What are the limitations to this source (think about the provenance of the source)
Indian responses to settlement, 1789 - 1829

- From **1787**, the USA opened the Northwest Territory to settlement. This covered land that later became Ohio, Indiana, Illinois and Michigan.
- Many of the tribes that lived there moved further west, out of the reach of the US government and the settlers.
- In **1790** when the Southwest Territory was opened in 1790, cotton slavers swarmed into the lands that became Kentucky, Tennessee, Alabama and Louisiana.
- These people were constantly challenged by Indian groups who lived on the land. The **Creeks** and the **Seminoles** both waged wars on the settlers.
- In **1814** this ended badly for the Creeks, who were forced to hand over 23 million acres of land after they were defeated by an army led by a Tennessee slave holder, Andrew Jackson.

### Grades 7 – 9

1. Briefly summarise the key information above.
2. On Page 21 – explain who the Five Civilised tribes were and how they tried to fit in to the White American way of life?

### Grades 4 – 6

1. Summarise the information above to 3 bullet points.
2. On Page 21 – who were the five civilised tribes and what did they do to try to fit in to the White Americans way of life?

### Grades 1 - 3

1. What were the key events that happened in 1787, 1790 and 1814.
2. Who were the Creeks and the Seminoles
3. Using page 21 – who were The ‘Five Civilised Tribes’ and what did they do?

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The Indian Removal Act of 1830

By 1830, Andrew Jackson had become President of the United States. He was unimpressed by the ‘civilisation’ of the Indian tribes and was convinced that cotton planters should be allowed to take over the lands on which they lived. He set his mind to end the ‘Indian problem’ in the East once and for all.

In 1830, Jackson persuaded Congress to pass the Indian Removal Act. This declared that certain lands would be set aside for Indians from the East. The Act was supposed to be voluntarily, however it made it clear that, in any disputes over landownership in the southeast, the Government would support the demands of white settlers, rather than Indian tribes. The Choctaws, Chickasaws and Creeks were quickly pressured into signing and began moving westwards across the Mississippi River to the newly declared Indian Territory.
The Indian Removal Act created resistance between the Whites and the remaining tribes. Many simply refused to move west.

Using the information on Pages 22 and 23, complete the timeline to show the effect of Indian Resistance between 1830 – 1838. Remember some events may go in the same year.
Grades 7 – 9
How far can it be argued that the ‘Trail of Tears’ was the most devastating in the events of Indian resistance between 1830 -1838?

Grades 4 – 6
Explain why was the Trail of Tears seen as so horrific for the Cherokee Tribes?

Grades 1 - 3
Which year do you think was the worst for the Indian tribes and why?
Write a clear and organised summary that analyses the impact of the Indian Removal Act of 1830. Support your summary with examples.   (9 marks)

<table>
<thead>
<tr>
<th>Key Words you must use in your answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert History words:</td>
</tr>
<tr>
<td>Andrew Jackson</td>
</tr>
<tr>
<td>Trail of Tears</td>
</tr>
<tr>
<td>Creek, Seminole, Chickasaw, Choctaw and Cherokee tribes.</td>
</tr>
<tr>
<td>Expert vocabulary:</td>
</tr>
<tr>
<td>By Contrast</td>
</tr>
<tr>
<td>However</td>
</tr>
<tr>
<td>Alternatively</td>
</tr>
</tbody>
</table>

Remember – You need to make sure you include second order concepts when you are analysing. These can be cause, consequence, change, continuity, significance and diversity.
Create a two coloured spider diagram and then turn these into flashcards

Expansion: Moving into new lands, 1789 - 1838
Create a two coloured spider diagram and then turn these into flashcards

Exploitation:
Cotton plantations and slavery, 1793 - 1838
Expulsion: Removing the Indians from the East, 1839 - 38