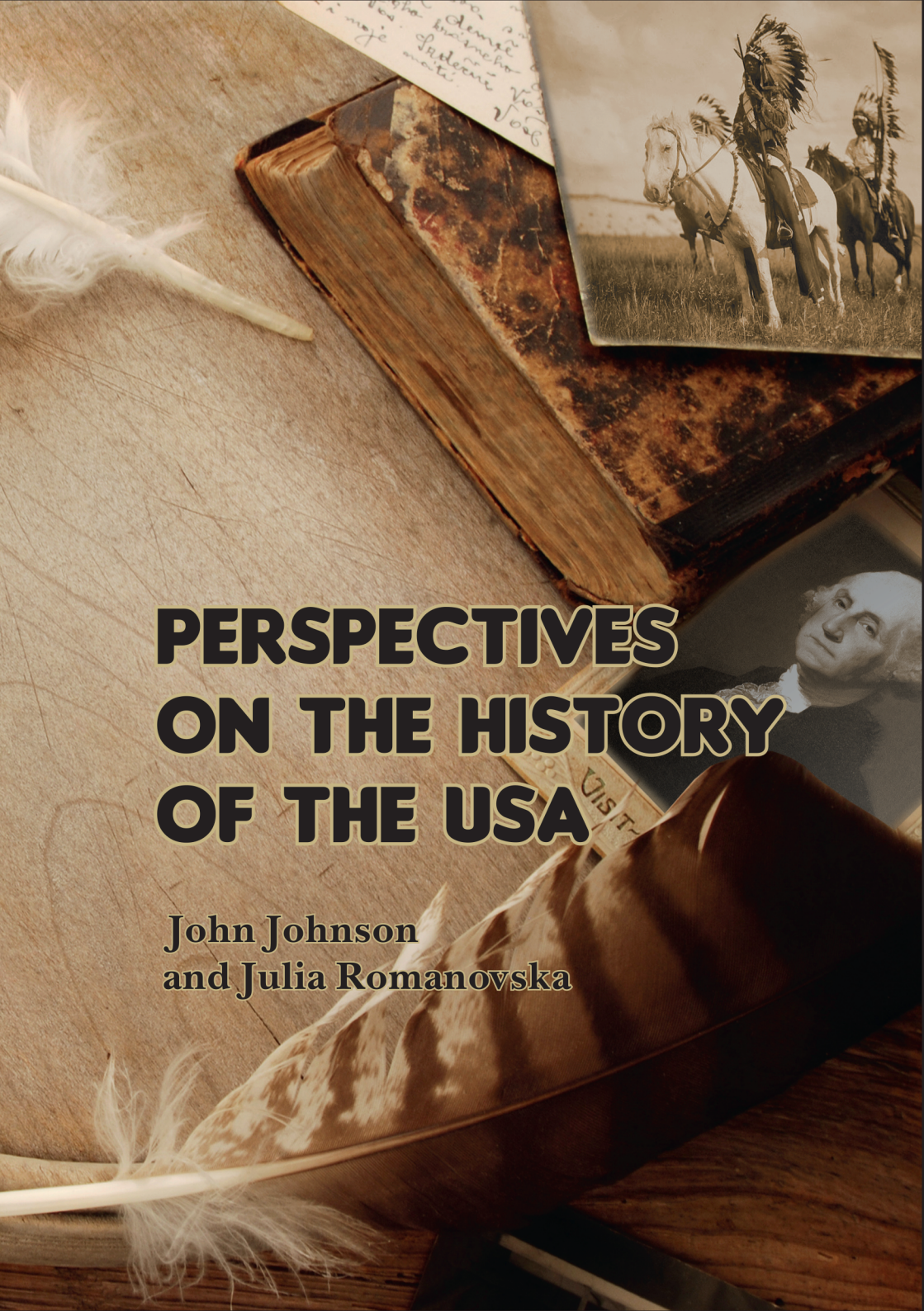


PERSPECTIVES ON THE HISTORY OF THE USA

John Johnson
and Julia Romanovska

John Johnson and Julia Romanovska



Perspectives on the History of the USA

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Perspectives on the History of the United States is *a* series publication on the United States of America and her culture. The manual provides texts, discussion questions and bibliography, along with practical tips for organizing and conducting discussions.

The volume is suitable both as a classroom reader and a reference book providing foundation for further study. The questions for discussion focus attention on important aspects of American history and stimulate comparative, intercultural perspectives. The detailed index allows readers to locate information quickly.

Perspectives on the History of the USA can be used as an up-to-date introduction to the history of the USA and her people by students, teachers and those who study English as a foreign language.

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PREFACE

We welcome you to our brief summary of American History. We are happy to share with you the thoughts in this book. This is a unique volume, and was produced in an unusual way. A team of Ukrainian researchers did the background research for the book, using only sources that can be obtained over the internet from Ukraine. For this effort, our special thanks to Iryna Kalynychenko, Natalia Buglak and Dr. Svitlana Buko for the work they have done. Their efforts demonstrate that students such as those who read this book can find information about usual and difficult subjects in this way. (Including the history of foreign countries such as the United States).

The foundation our researchers laid was built upon ourselves as Co-Authors, but what they did made the role we played much easier to accomplish. Their involvement as expert researchers also helped in the selection of materials for this book. And allowing them to outline the book, we attempt to focus on the aspects of American History which are of most importance to Ukrainians. The input of Co-Author Julia Romanovska was very important in this selection as well.

One of our hopes in writing the book is to demonstrate to our Ukrainian readers that the resources needed to create such a book are available to you, at this time and in your country. We will be grateful if our example will inspire those who read to do historical research on their own, producing their own books as well. We would like nothing better than to see that the example we have set inspires our readers to produce historical works in this

way. The mediums at our disposal are many these days, including e books, discussion postings, wikis and blogs.

Many of the resources used for reference in the book are on-line encyclopedias (such as wikipedia) and other sources which are easily accessible on-line. We make no apologies for this. Such sources are often not favored by the academic community, and as consumers of scientific journals (and contributors to them) we are aware of the feelings our colleagues have in this area. However, we strongly believe that there is a place for popular sources in a work such as this. They can be useful in the construction of a broad outline of history, such as the one we provide in this book. They are also accessible without tariff. The information contained in them is data which anyone, in any country of the world, can gain access to and use.

Our goal in writing the book, was to provide a quick overview of American History, one which students of English can understand. There are many perspectives on American history, and some of the facts in the book have been debated by historians for years. While we appreciate their concern for accuracy, we have sought to take a middle ground in the many and controversial debates. We candidly admit that we are educators and not historians. Thus, the gift we bring to the task is to make the story accessible, a history which individuals with no background in the content under consideration can understand. If our readers understand the basics of this narrative after reading the book, we will have accomplished our task. Should they wish to know more (and do the kind of research we have done on their own) we will have excelled at our task. The ultimate goal of any educator is to see students pursue an interest in the

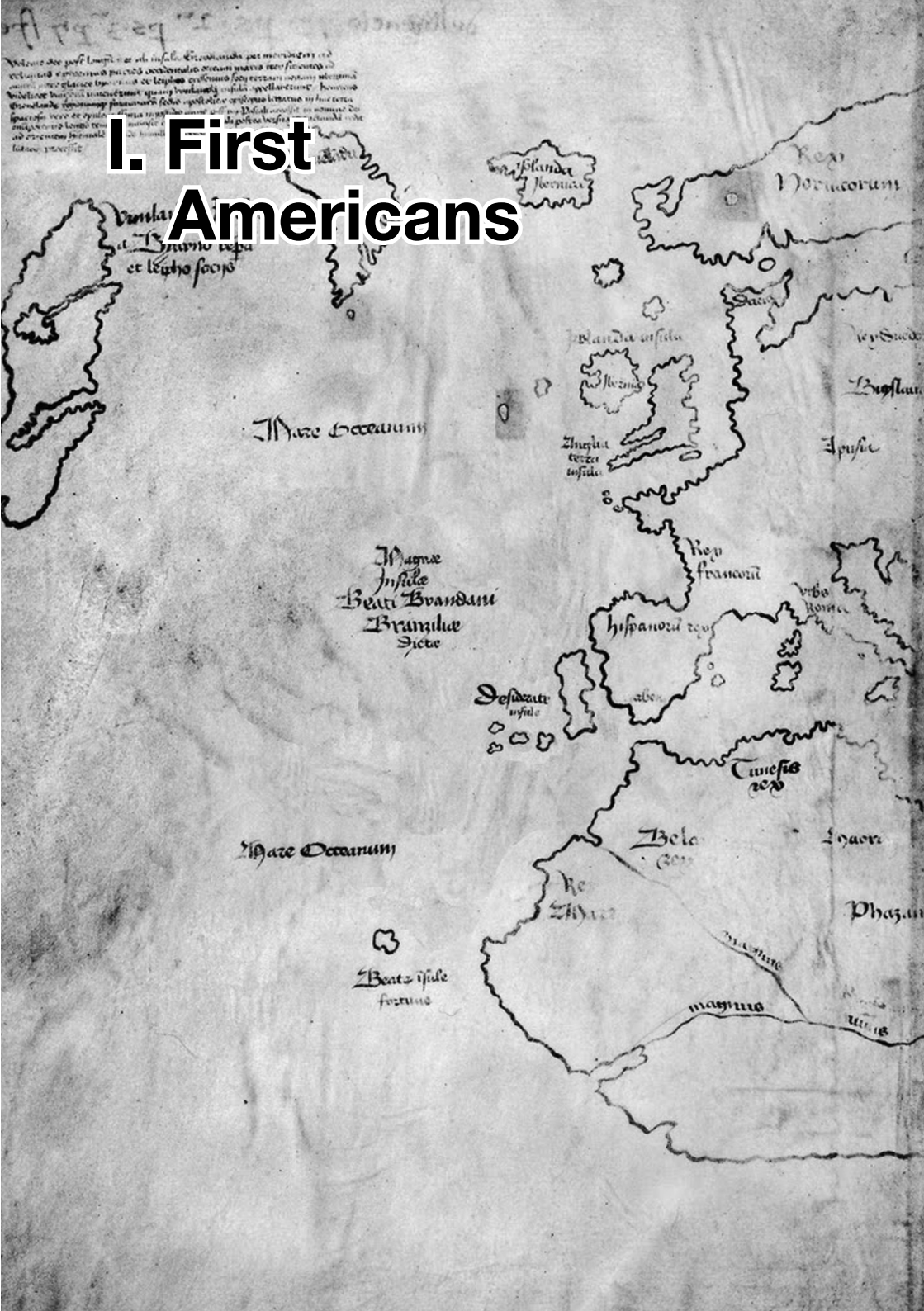
subject on their own, leaving behind the confines of a text which they may have read.

As a modern book, the work is in the process of evolution. In the initial version, a small quantity of the text will be produced. In the succeeding versions, we invite our readers to contribute to and develop the book. Suggestions for improvement will be accepted with gratitude, and incorporated into future editions of the book. Should you take the time to do this, the work will become not our book but yours, a tome you have helped develop and shape. Comments regarding the book can be sent by e mail to americanhistorybook@gmail.com. We will not be able to respond on a daily basis, but the input which is given will be incorporated into the book periodically, as successive versions with larger print runs become available.

In addition to the print version of the book, this book is an e book as well. It can be purchased through Amazon Kindle or on Barnes and Noble Nook. Paper copies of the book can also be purchased at the Precedent Academics site, which is www.precac.com.

We hope you enjoy this work and gain new insight regarding your understanding of American History.

John S. Johnson Ph. D.
Julia Romanovska Ph. D.



I. First Americans



The 15th century Vinland Map, the first known map to show part of America before explorer Christopher Columbus landed on the continent.

The first migration to America is believed to have happened as early as 40 thousand years ago (America Before Columbus, 1997). Archeologists have studied ancient findings, such as stone tools, skeletons, and refuse sites, to restore the picture of what happened during this time period. One theory holds that the Paleo-Indians came from Siberia, crossing the great land bridge (Beringia), which connected Asia and North America (Alaska), at the end of the Ice Age (Goebel & O'Rourke, 2008). The scientists are not sure why this migration happened, but archeologists tend to believe that the Paleo-Indians traveled in search for food, "following the herds of horses, caribou, or mammoth" (West Virginia Division of Culture and History, 2008, par.1).

This period of history is known as Archaic America (America Before Columbus, 1997). We know very little

The Narragansetts



about the culture of those people, but scientists have concluded that they relied on both flora and fauna in their diet. Paleo-Indians hunted for large mammals, such as mammoths and large sloths. As the climate became more moderate, they began to gather roots, seeds, and berries as well. People of that time period (8000-2000 BC) eventually became more settled, and changed their lifestyle from hunting to farming (Worldtimelines.org.uk, 2005).

The next period is known as Classical America, and is characterized by the ability of the Indians to cultivate various crops, such as corn, squash, and beans. This knowledge presumably was obtained from the Indians of the central Valley of Mexico. A number of such cultures existed, including the Mississippians, the Iroquois, and the Narragansetts (America Before Columbus, 1997). All of them possessed some of the characteristics of Urban societies, such as sharing of resources and cooperative living. One of the best examples of this is preserved in the mounds of the ancient city of Cahokia, near the city of St. Louis today. At the height of its development (around A.D. 1220), it was larger than the city of London was during this time period (Around 20,000). The Mississipians who lived there were accomplished builders, and the ruins of what they constructed can be seen there to this day (www.cahokiamounds.com and http://www.legendsofamerica.com/IL-Cahokia.html). No other settlements in North America during this time period were of this size; most of them consisted of villages inhabited by a few hundred individuals.

By the time Columbus reached the shores of America, Indian cultures had developed at least 221 languages (Communications Overview, 1997). When the first Europeans arrived, both North and South America were inhabited by "more than 90 million American

Indians", out of which 10 million lived north of present-day Mexico, 30 million in Mexico, 11 million in Central America, 39 million in South America, and 445,000 on the Caribbean islands (American Indians, n.d).

It is interesting to trace the origins of the term "Indian" in US history. When Christopher Columbus landed in the Bahamas in 1492 (October), he mistakenly thought that he had reached the islands near Asia. Consequently, he called their inhabitants Indians, being sure that they were the inhabitants of India. The people he encountered had light brown skin, hazel brown eyes, and dark, straight hair. The term "Native Americans" is now used instead, in recognition of their historic possession of the continent.

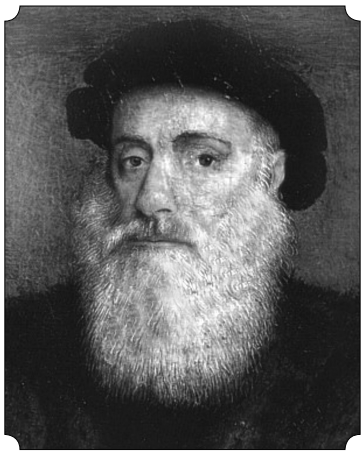
Discovering America

During the 15th and 16th centuries European countries were seeking ways to expand globally by exploring new lands, and colonizing territories in Asia and Africa. The Renaissance, (from 1350 to 1600 in Western Europe) was a period of technological innovations, transformation of thought, and recovery. Previous to this time, the Black Death had taken away the lives of 25-50 % of the European population and had a major negative impact on the economies of the various countries (EyeWitness to History.com, 2001). The Old World also faced a threat from the Muslim Ottoman Empire (early and mid 1400s), the troops of which entered the Southeast of Europe. All of these factors helped create the desire for new territory on the part of European nations. At the time of Christopher Columbus they were only aware of three continents, those of Europe, Africa, and Asia.

Technological innovations encouraged exploration as well. New types of ships were invented, such as the small caravel and carrack. Unlike previous vessels, they were able to travel the oceans safely. Improvements in firearms and warfare technologies emboldened European nations as well, causing them to feel they could colonize other nations.

In spite of these advances, there were some beliefs about the world that caused explorers of the time to fear an ocean crossing. European scientists of the time thought that heat near the equator was unbearable and that a ship entering the area would simply melt. Around this time, the scholars of Italy began to question such ideas, and the voyagers from Portugal proved the fallacy of these theories (Science Overview, 1997).

The dream and aim of rulers of Europe was to establish a trade route to India, China, and Indonesia. Europe was interested in buying silk cloth and spices at lower prices. Such goods were very expensive, and affordable only to the richest stratum of societies. The process of import was rather complicated and controlled by Muslim and Italian traders who controlled it as a monopoly. Explorer Vasco da Gama found a way to India by going around Africa (From 1497–1499). However, this path was rather lengthy and unreasonable.



Vasco da Gama



Portrait of Christopher Columbus

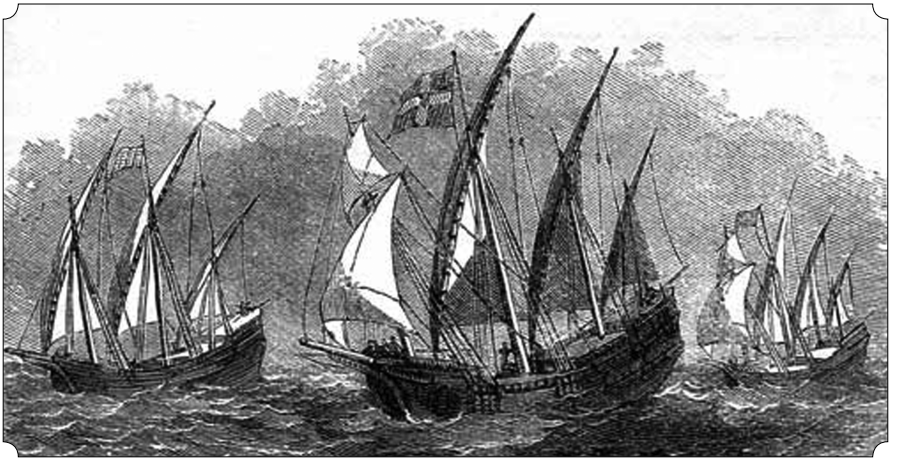
The scientists of the 15th century decided that it might be easier to reach the ports of India by traveling west from Europe across the Atlantic Ocean.

The Journey of Columbus

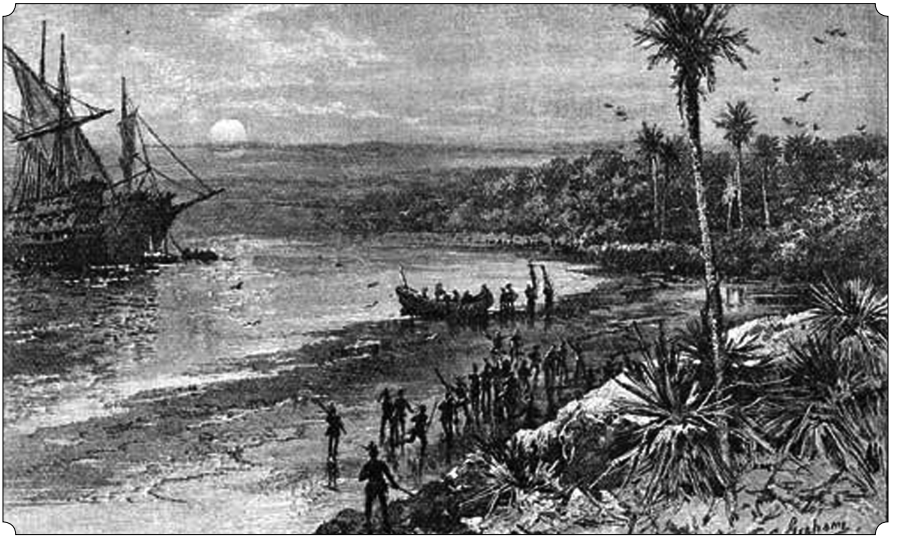
In 1492 Christopher Columbus, a native of Genoa, sailed off with the goal of finding such a route, with the support of the Spanish monarchy (Isabella and Ferdinand).

He had only 3 small vessels (the Santa Maria, the Nina, and the Pinta) with a crew of 90 men (Science Overview, 1997). On October 12, he landed in the Bahamas, and then travelled to Cuba, Hispaniola, and some other Caribbean Sea islands. He returned to Spain and reported to the monarchy about his findings (His report was published in April 1493). He notes that "There I found very many islands, filled with innumerable people, and I have taken posses-





sion of them all for their Highnesses, done by proclamation and with the royal standard unfurled, and no opposition was offered to me" (Library of Congress, 2008, par.4).



Spain proceeded to conquer these territories and establish colonies. Christopher Columbus went on to complete a total of four journeys to America. Until the time of his death in 1506 he whole-heartedly believed that he had found some islands near the Asian coast. To this day, his voyage is believed by many to be the first contact of the Old World (Europeans) and the New World (Native Americans). Its impact on the following chapters of history cannot be overestimated.

The short-term effects of the European presence in the "new world" were both good and bad. Europeans introduced wheat and horses to America and returned home with corn, potatoes, and tomatoes — foods that were not available in their countries. However new diseases such as smallpox were introduced as well… epidemics that killed millions of people who had not had opportunity to develop immunities to them. They also destabilized local provincial governments and introduced a long period of colonization and oppression, which forced the Native Americans out of their lands.



The lives of people groups on both continents were forever changed by the Columbus Journey.

In spite of the fact that Columbus discovered the New World, the continents were not named after him. In 1502 Florentine Amerigo Vespucci published a book, in which he shared his traveling experience to the New World, and made a statement that America was the newly discovered continent. French mapmakers decided to name the continents after Amerigo, and their map sold well throughout Europe. That is how the name "America" came into common use (Science Overview, 1997).

Spanish Colonies

Spain continued to send explorers to establish new colonies in Americas. In 1513 a troop led by Juan Ponce de Leon reached the Southeastern coasts, landing near Melbourne Florida. His objective was to search for the legendary Fountain of Youth, which he thought was located on the island Bimini (Driscoll, 2006).

Another explorer, Hernando de Soto, landed on Florida in 1539, searching the southeastern part of the present-day US for riches. His example was followed by Francisco Vasquez de Coronado in 1540, who traveled all the way to the Grand Canyon in search for gold, a distance of around 3300 Kilometers (America.gov, 2008).

In 1565 Pedro Menendez of Spain founded St. Augustine Florida, which was the first permanent Spanish and European settlement in the USA. This city served to defend the Caribbean shipping route and prevent the growth of privatizing practice near the coast of Florida (Trade Overview, 1997). During the 17th and 18th centuries many more settlements were established, mostly in

Central America. The overall goal of the Spanish empire was to conquer and use the resources of the land. Their approach to this involved "settling among, learning about, and intermarrying with the indigenous populations" (Arts Overview, 1997). They played the role of missionaries and viewed their mission to be honorable, one of spreading Catholicism and converting local populations to their way of thinking and culture.

French Colonies

The conquest of Mexico by Spanish troops in 1522 and the numerous benefits that Spain had obtained from colonizing the lands of America provoke the interest of other European monarchies. In 1524 Giovanni da Verrazano landed in North Carolina, and then explored the Atlantic coast of North America to the New York harbor. Another French sailor, Jacques Cartier, traveled along the St. Lawrence River a decade later. His expedition caused France to feel it had a right to claim rights to American territories later on in history. (America.gov, 2008). Initially, the goal of the French was to establish settlements for trade with Native Americans. The initial French settlers lived separately from them, and did not assimilate with the Native Americans.

Early British Colonies

Queen Elizabeth of England became deeply interested in colonizing the "heathen and barbarous lands" of the New World that were not yet claimed by the Spanish and French (America.gov, 2008). John Cabot arrived

in America in 1497, just a few years after Columbus. His trip gave England a right to claim territories in North America. Francis Drake, another English sailor, made a few successful attacks on the ships of Spain. He was a hero at home, but the Spanish viewed him as a pirate that robbed them of their possessions.

In 1578 the Queen granted a patent with the right to explore the New World to Humprey Gilbert. He and his brother, Raleigh, established the first British Colony in North America (Roanoke Island) in 1585 (later abandoned). Only in 1607 did the English manage to form a permanent settlement, which was called Jamestown.

In that year, a London Company received a charter from King James I of England, which allowed them to ship 100 men to the Chesapeake Bay. The settlers faced numerous challenges there including living in the wilderness, starvation, sickness, and numerous attacks by the Indians. However, the settlement provided England with tobacco and potatoes, which became the primary source of revenue for the colony. By the year 1624

Jamestown





around 14,000 people had migrated to Jamestown

The hazards of life at the time can be seen in the fact that only 1,132 of them survived (America.gov, 2008).

The first 20 Black Slaves came to the Virginia Colony in 1619, establishing the institution of Slavery there. During the 17th century, another 25 thousand of such individuals were shipped to America. Slavery was legal in all the British colonies, but were exploited more in the South, where the warm climate favored food and cotton production (U.S. History: The Debate over Slavery, n.d).

Dutch Colonies

Another European country took an active part in colonizing America. Henry Hudson of the Netherlands explored the area of present-day New York City in 1609, and his trips gave the Dutch a foundation to claim lands in North America. The primary interest of this expedition was to trade furs with the Native Americans who lived there. In the early 1620s the Dutch established a settlement on Manhattan Island, and in 1624 it was purchased from the local inhabitants for $24 and renamed New Amsterdam. New Netherland became a territory for refugees that sought to escape religious prosecutions in their native lands (America.gov, 2008).

American Indians and Colonization

The arrival of Europeans changed the way American Indians lived in significant ways. This created numerous civil altercations, some of which were very bloody.

The lifestyles and cultures of Indians varied from tribe to tribe. Some of them were nomadic and did not need permanent houses such as the Europeans had (American Indians, n.d). The trade between Europeans and many of the tribes was a "local, reciprocal exchange of high-prestige luxury items." This changed with the arrival of Europeans, who were interested in buying beaver furs (Trade Overview, 1997). Indians used to live in self-sufficient societies, with trade being the tool for keeping peaceful relationships between various tribes. Spanish, French, British, and other colonists established the early international trade with the local tribes, and made them dependent on the import of goods manufactured in Europe.

Although belief systems were different in various tribes they shared some common ground, such as an appreciation for the spiritual power of all living beings on the Earth. Indians believed that Nature and its forces should be highly respected, and that the goal of humanity was to sustain the balance in the universe. They believed in a direct reciprocal relationship with Nature — all actions were believed to have direct consequences. No distinct separation existed between religious and governmental authorities. Therefore shamen and medicine men were highly influential figures in their tribes. Indians had a system of clans, and believed that the original ancestor of the clan had the attributes of a certain animal. Some examples of this included the wolf clan, the bear clan, and others of like nature. In general,



Native American Indians of the Columbia Plateau on horses in front of tipis, 1908. Gelatin silver print from a glass negative. By Benjamin A. Gifford

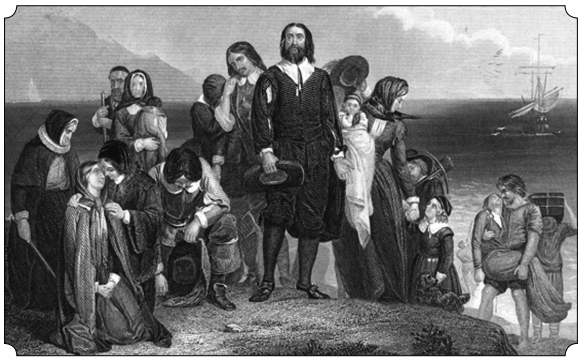
their political structures were founded upon kinship relationships (Government Overview, 1997).

During the period of colonization many armed conflicts took place, such as the Franco-Spanish, Anglo-Spanish, and European Indian conflicts. One of the most memorable was the Pequot War in 1637, an altercation which resulted in enslavement of the Pequot tribe by the British and the capture of their lands. Such conflicts continued long after the Declaration of Independence was proclaimed.

The Puritans

Some of the best known immigrants to North America were the Puritans. They were religious separatists who left the church of England to form their own denomination in the 1500s. To some extent, it was a populist movement. They were not happy with the pompous traditions of the Anglican Church and established their first local congregation in Scrooby, Nottinghamshire

(England). Among other beliefs, they practiced "democratic control by elected leadership" (Tristan, 2003, par.2). They also condemned original sin and the idea of salvation by faith. Sociologists would later contend that the Puritan revolt was a direct result of tension in society, associated with the protest of the middle class against the control and privileges of the elite.



The Puritans (also known as Pilgrims) were persecuted by the Anglican Church for their separatist stance. By 1608 most of them had moved to Leiden, in the Netherlands. But their journey did not end there. In 1617 they decided to start a new life in the New World. To do so they formed a join-stock company with Thomas Weston and his investors, promising to establish a trading post in North America for the company. But in the end, only 101 individuals agreed to sign the contract. These brave individuals sailed off on a ship named the Mayflower, facing a 66-day voyage across the Atlantic Ocean (The Mayflower Compact, 2006).

On November 11, 1620 they arrived on Cape Cod. Shortly after arrival the 41 males that were onboard signed a Mayflower Compact and agreed to form a democratic government. On December 16th they founded Plymouth, which was the first permanent settlement in New England. They establish contacts with the local tribes, (such as the Wampanoag and Patuxet), who taught them basic agricultural skills. In November 1621

the colony obtained official status; in 1691 it became a part of the Province of Massachusetts (The Mayflower Compact, 2006).

Thanksgiving

The Pilgrims' first winter in America was very harsh and the settlement lost 44 inhabitants (Tristan, 2003). In the fall of 1621 the colonists and Wampanoag Indians, which became their close friends and were invited by the Governor William Bradford, came together for a "feast giving thanks for the Pilgrims' survival" (American History Online, n.d, par.1).

This event is believed to be the one on which a very popular national holiday in the US, Thanksgiving, is founded upon. It is celebrated each year on the fourth Thursday in November. In his famous Proclamation in 1863 Abraham Lincoln explained the main purpose of the Thanksgiving Day: "I do therefore invite my fellow citizens in every part of the United States, and also those who are at sea and those who are sojourning in foreign lands, to set apart and observe the last Thursday of November next, as a day of Thanksgiving and Praise to our beneficent Father who dwelled in the Heavens" (George, 2004).



The first Thanksgiving menu consisted of "turkey, venison, oysters, fish,

clams, boiled pumpkin, corn cakes, and cranberries" (Feast of Thanks, 1996, par.1). In many US households nowadays the dishes are quite similar. The turkey is placed in the oven, the old silverware is laid on the table, and the TV is turned on to watch the Macy's parade. Family reunions became another tradition of the Thanksgiving Day (Gustaitis, 1995).

The Puritan Culture

The Puritans formed a very strong community, based on the laws of God, which they believed were reflected in the New Testament. No deviations from the norms of society or beliefs of the community were tolerated. They honored hard work as a duty to please God and the wealthy were believed to be blessed. Every wrongful doing was viewed as the devil's influence, and ministers reminded them of this during the sermon, to ensure the obedience and humility of the community.

Reading the Bible was an honorable duty of each Puritan, and education was promoted to preserve purity of thought. In 1635 the first formal school was established, called the Roxbury Latin School. Later, in 1639, the Pilgrims opened the first college in the US (Harvard) which has been a highly respected institution ever since. And as a sign of the focus on literacy, by 1700 Boston became the second largest publishing center of the British Empire (Kizer, 2007).

The rigidity of the Puritan culture had both positive and negative effects on the community. Pilgrims formed a society with a healthy economy, developed an effective educational system, and set a moral foundation for the US nation. However, the Puritan community suffered the consequences of their extremist views,

which we can see in the events that took place in Salem at the end of the 17th century.

Salem Witch Trial

At the end of 1691, difficult times fell on the Puritan community which included an epidemic of smallpox, conflicts with the Indians, and a very harsh winter. With no better explanation, the community begin to suspect some of their members were practicing witchcraft, which they defined as "the malevolent use of sorcery or magic against persons or the community" (Allard, 2006).

Then in January of 1692, strange things begin to happen in one of the Puritan villages. Elizabeth Parris and Abigail Williams (Daughter and Niece of minister Samuel Parris), were witnessed to behave oddly, falling with convulsions and suffering from



"Witchcraft at Salem Village"

hallucinations. The local doctor diagnosed them as "bewitched", since he could not classify the malady as any known disease. In doing so, he was following the Puritan tradition of believing that evil resulted from the powers of the devil. The doctor's conclusion led to the trial of more than 200 colonists, and the death of more then 24 people. The accused citizens had only 2 options: either to confess or go to trial, where they were found guilty simply because a "witness" saw them causing harm or acting strangely. There were no defense lawyers, and the execution of the accused ones was a most probable destiny. During the period from June to September 1692 a total of 19 Puritans, (who did not find themselves guilty), were hanged in a place called Hallow Hills. One other person was executed by crushing and four more died in prison. Until a general pardon was issued in May 1693, many other colonists were accused of witchcraft and imprisoned. Some of the most respected citizens were under suspicion, including the wife of Governor William Phils, a 4-year old child, and two dogs.

Many scientists have tried to explain what might have actually happened. Among the most common theories are that the strange behaviors were caused by ergot or rye fungus (Linda Caporal), an epidemic of encephalitis (Laurie Winn Carlson), or convulsive neurosis, also known as hysteria (Jean Charcot, Sigmund Freud, and Josef Breuer) (Childs, 2001).

In 1711 the Colony restored the good names of the victims by passing legislation and providing families with monetary compensation. However, without doubt, the Salem witchcraft trial remains one of the most unpleasant memories in United States history.

The Thirteen Colonies

In 1776, when independence was declared, there were thirteen British Colonies in North America. They were the:

- *New England Colonies*: Connecticut, Massachusetts, Main as part of Massachusetts, New Hampshire, and Rhode Island.
- *Middle Colonies*: Delaware, Pennsylvania, New York and New Jersey.
- *Chesapeake colonies*: Maryland, Virginia.
- *Southern Colonies*: North Carolina, South Carolina, and Georgia (O'Brien, 2000).

The New England territories were inhabited by Puritans. However, the Middle, Chesapeake and Southern Colonies were a mixture of cultures and religions, including representatives of the Catholic, Quaker, Lutheran, Jewish, Anglican, and Baptists Faiths. The economic foundation of these regions varied as well. New England's main occupation was fishing, while the Middle Colonies were agricultural. (wheat, corn and oats). Farmers in the South concentrated on cultivating tobacco and rice (Social Studies for Kids, 2002).

Despite all the religious, economic, and cultural differences, the thirteen colonies were united by the strong desire to live in the independent, democratic country that became known as the United States of America. We now know that the territory would someday expand, including 50 states and the District of Columbia.

Summary

The following timeline summarizes the material of this chapter, and the events which occured during this time.

Timeline



1492 — **Christopher Columbus** sighted land in the present-day Bahamas.
1497 — The first British explorer, **John Cabot**, explored northeast coast to Delaware.
1507 — New World named after **Americus Vespucci**.
1**513** — Expedition of **Juan Ponce de Leon** landed on the territory of modern-day Florida.
1524 — The first French explorer, Giovanni da Verrazano landed in North Carolina
1539 — Hernando De Soto landed in Florida, crossed Mississippi River, **1541.**
1540 — Francisco Vasquez de Coronado explored southwest north of Rio Grande. Others explored California coast.
1565 — Pedro Menendez founded St. Augustine — the first permanent Spanish settlement in America.
1607 — Jamestown, the first British permanent settlement, was founded in America.
1609 — Henry Hudson, the first known Dutch explorer of America, discovered the Hudson River.
1619 — The first 20 black slaves were brought to Virginia Colony.
1620 — Plymouth Pilgrims, Puritan separatists, left Plymouth, England, Sept.16 on *Mayflower.* They reached Cape Cod, explored coast. 103 passengers landed Dec. 26 at Plymouth.
1621 — Thanksgiving dinner took place at Plymouth.
1624 — Dutch colonies started in New York area.
1636 — Harvard College founded Oct.28, now oldest in U.S.; grammar school, compulsory Education established at Boston.



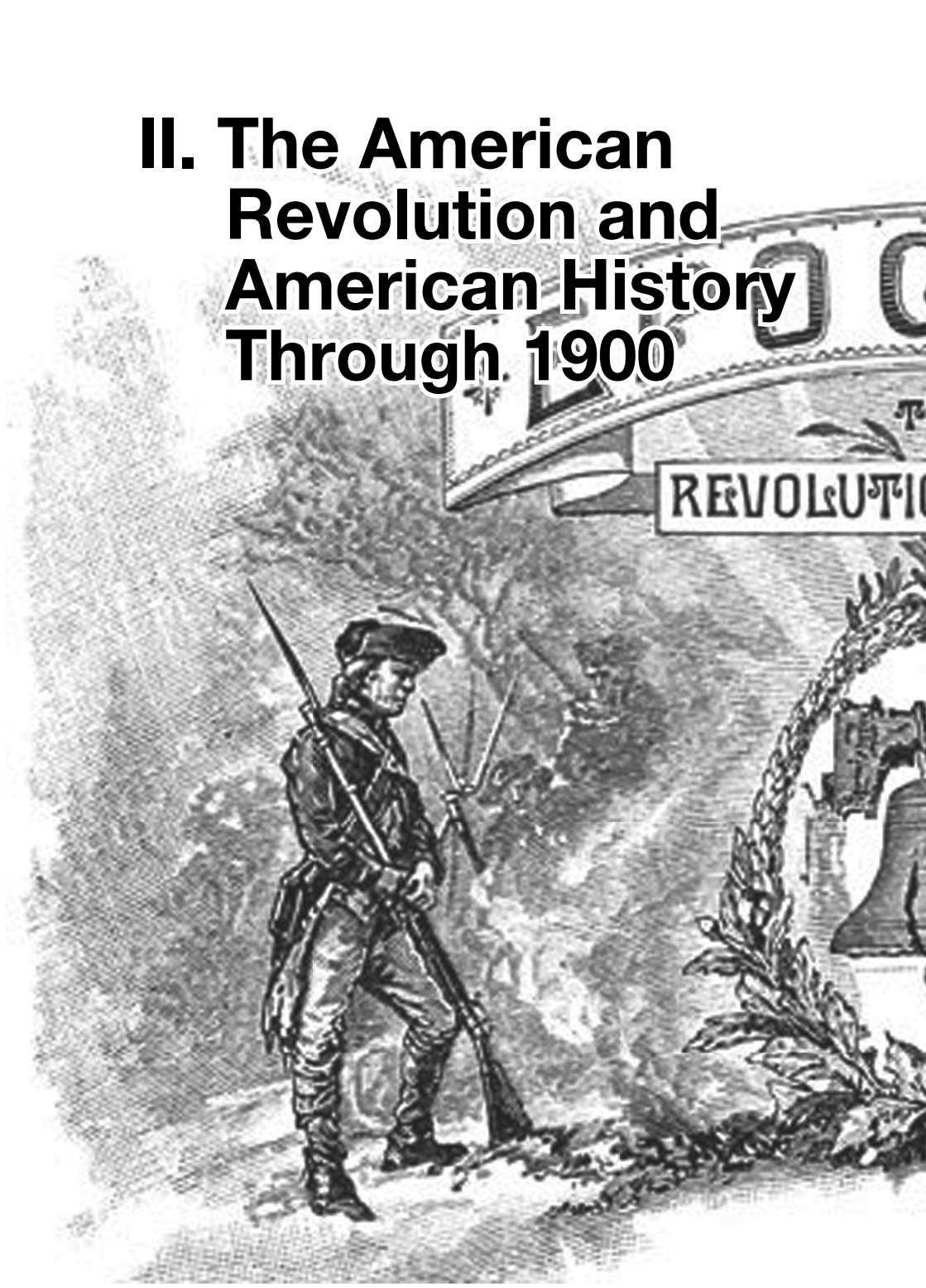
1692 — Salem Witchcraft trials took place in Massachusetts Bay Colony. 20 alleged witches executed by special court.

Questions and Assignments

1. Who were the first Americans?
2. When did the first migration to America happen?
3. What was the reason of the first migration?
4. Who inhabited America before Columbus? What was their lifestyle?
5. Find arguments to prove that Indian customs and culture at the time were extraordinary diverse.
6. What factors influenced migration to America in the 15–16th century?
7. What technological achievements encouraged exploration of America?
8. When and where did Christopher Columbus land? Was the expedition successful?
9. Point out the aim and the results of Columbus expedition.
10. What were the short-term effects of the European presence in America?
11. What were the most significant early Spanish explorations?
12. Who were the first Europeans to arrive in North America?
13. What were the first French settlements?
14. What were the early British settlements?
15. Who established a settlement on Manhattan Island?
16. What was the difference between the lifestyles and cultures of American Indians and the Europeans during the period of colonization?

17. Why were there a long series of setbacks and wars between the Indians and the European settlers?
18. When and where did the first black slaves arrive in America?
19. Why did the southern states turn to black slavery?
20. What were the motives and results of the expeditions of the London and the Plymouth companies?
21. What were the Puritans ideas?
22. Who founded Plymouth and when did they found it?
23. What is the history of Thanksgiving Day, a very popular national holiday in the USA?
24. When and where was the first American college opened?
25. What event in the history of Puritan community is called the Salem Witch trial?
26. What is the meaning of the political term "witch hunt"?
27. How many British Colonies were there in North America in the 1770s? Who inhabited them?
28. Who were the main non-British settlers in the New World?
29. Place the folowing events in the correct sequence (wich goes first, second, etc.).
    - Columbus' expedition
    - Amerigo Vespucci's expedition
    - Vikings
    - Mayflower ship
    - Expedition of Juan Ponce de Leon
    - Hernando De Soto's expedition
    - John Cabot
    - Giovanni da Verrazano
    - Henry Hudson
    - Francisco Vasquez

II. The American Revolution and American History Through 1900



“The Revolution was effected before the war commenced. The Revolution was in the hearts and minds of the people.”
Former President *John Adams*, 1818



The American Revolution

Between 1763 and 1783, Americans rebelled against British rule, declared independence, and established the United States of America. This was not an isolated event, but rather the culmination of a gradual, long term trend toward autonomy. Over the proceeding decades, the colonies had grown in economic strength and cultural attainment and wanted to become free and independent states. The American Revolution (1775 — 1783) started more as a gorilla movement than a war… a revolt against the institution of colony and an overseas King.

The situation came to a crisis when Great Britain began to require higher tax payments from its American Colonies. The Americans resisted, believing that "taxation without representation" was wrong. Britain then dropped most of the taxes except for the tea tax, which held symbolic power for the United Kingdom as a demonstration of the authority to make such demands. The response to this was the iconic Boston Tea Party, when American colonists in an act of protest destroyed many crates of tea belonging to a British company, dumping them in Boston Harbor (December 16, 1773). The British Army ended up surrendering after a 6 year war (The American Revolution, 2006). Contrary to popular belief, the conflict was not solely between the two powers. The Colonists would not likely have overcome the British without the support of the French, who were concerned about their territory and access to the region as well (The American Revolution, 2006). The goals of the American Revolution remained the same throughout the war (independence and democracy) and ended in a compromise with Britain. The American Revolution replaced a monarchial government with a republican democracy that served as a model for later revolutions around the world.

The Formation of National Government

The success of the Revolution gave Americans the opportunity to put legal form to their governmental ideas. However, creating an effective government was not easy. The governmental documents went through numerous iterations, beginning with the official documents which were drafted in 1776.

On July 4, of this year (1776) Congress adopted The Declaration of Independence**,** a statement that announced/explained why Congress had voted to declare the independence of thirteen American colonies from the British Empire. It is worth noting that this was at least a year after the American Revolutionary War began. The Declaration's primary author was Thomas Jefferson, and the statement centered around the expression of individual rights, including Life,



John Trumbull's The Declaration of Independence (1795)

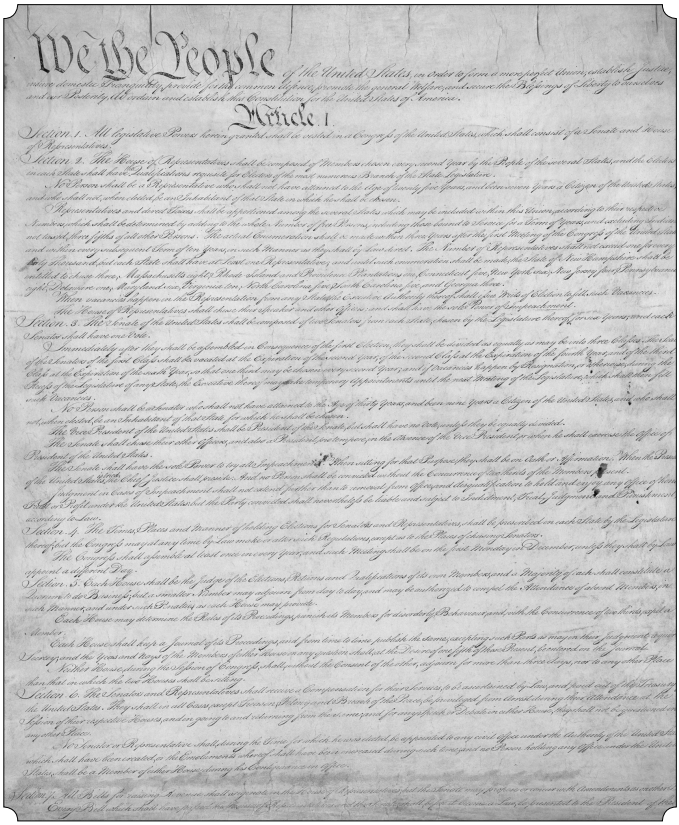
Liberty and the Pursuit of Happiness (Independence Hall Association, 1995). The meaning of the constitution has been debated since this time. Perhaps historian Pauline Maier described it correctly as a "moral standard by which day-to-day policies and practices of the nation could be judged" (Maier, 1997, p.154). The original Declaration of Independence and Bill of Rights can be seen by tourists; they are on permanent display in the "Rotunda for the Charters of Freedom" at the National Archives in Washington DC (The National Archives, n.d.).

Constitution

By 1789, the first phase of American political experimentation was over. During the first thirteen years of the republic, the people had come to realized that as important as sovereignty was, it was not the only impor-



Photograph of First Exhibit of Entire U.S. Constitution Day Exhibit, 1970


We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Article. I.

Section. 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section. 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons. The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to chuse three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

The House of Representatives shall chuse their Speaker and other Officers; and shall have the sole Power of Impeachment.

Section. 3. The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for six Years; and each Senator shall have one Vote.

Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one third may be chosen every second Year; and if Vacancies happen by Resignation, or otherwise, during the Recess of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies.

No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.

The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.

The Senate shall chuse their other Officers, and also a President pro tempore, in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.

The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.

Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of honor, Trust or Profit under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.

Section. 4. The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of chusing Senators.

The Congress shall assemble at least once in every Year, and such Meeting shall be on the first Monday in December, unless they shall by Law appoint a different Day.

Section. 5. Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business; but a smaller Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide.

Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behaviour, and, with the Concurrence of two thirds, expel a Member.

Each House shall keep a Journal of its Proceedings, and from time to time, publish the same, excepting such Parts as may in their Judgment require Secrecy; and the Yeas and Nays of the Members of either House on any question shall, at the Desire of one fifth of those Present, be entered on the Journal.

Neither House, during the Session of Congress, shall, without the Consent of the other, adjourn for more than three days, nor to any other Place than that in which the two Houses shall be sitting.

Section. 6. The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same; and for any Speech or Debate in either House, they shall not be questioned in any other Place.

No Senator or Representative shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the Emoluments whereof shall have been encreased during such time; and no Person holding any Office under the United States, shall be a Member of either House during his Continuance in Office.

Section. 7. All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as on other Bills.

Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the

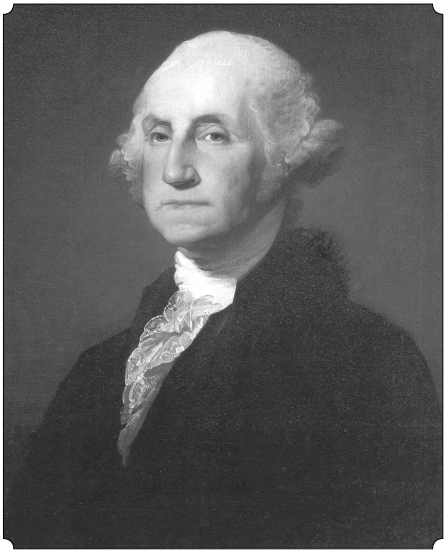
tant principle to be practiced in a successful Republic. They realized that complete popular sovereignty could cause problems, and created a stronger governmental structure based on a new Constitution. It showed the impact of democratic ideas, but also paid allegiance to the three-branch structure of government — executive, legislative and judicial — each of which was a check and balance to the others (The Constitution Society, 1995).

The Constitutional Convention was convened in order to draw up amendments to the Articles of Con-

federation. It recognized the need to reconcile two different powers — the power of local control and the power of central government. The Constitution that was signed in 1787 (September 17) adopted 10 amendments protecting individual rights (the Bill of Rights) making them a part of the Constitution. In this way, through several revisions, the Founding Fathers designed a government to promote individual liberty and public virtue. The constitution helped bring about a balance between liberty and order (The Library of Congress, 2008).

George Washington — the First US President

A portrait of George Washington painted by artist Gilbert Stuart



The first presidential election was organized in March 1789. At this time, George Washington was unanimously chosen to be the president of the United States. His biography to this point included a variety of experiences, many of which prepared him for the presidency. Among other things his roles had included those of farmer, business owner and commander. He had commanded 1,000 men in the French and Indian War (1755 — 1758) and served as one of Virginia's delegates at the Second Continental Congress (assembled in Philadelphia in May 1775). He had also been Commander-in-Chief of the Continental Army

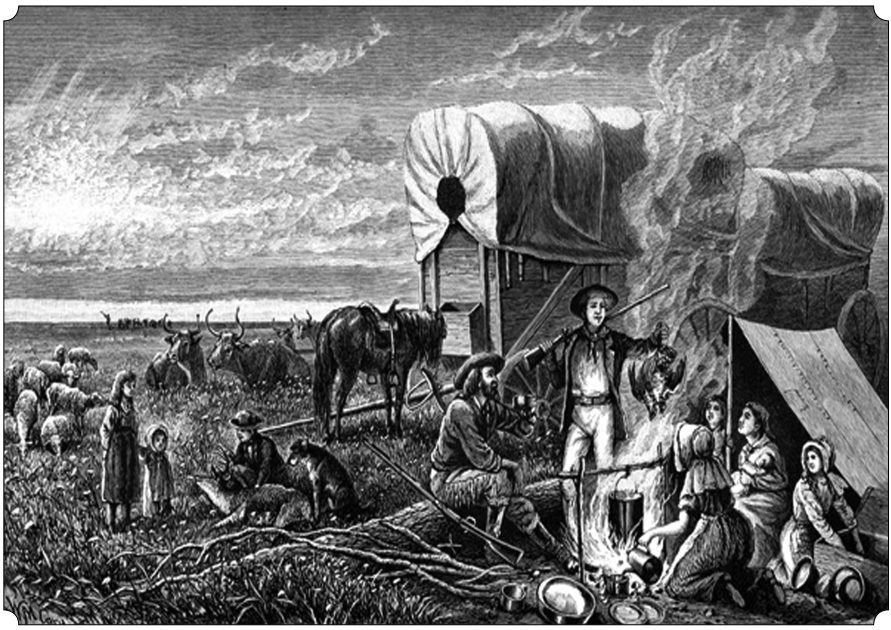
(of about 10,000 soliders) during the Revolutionary War (1775 — 1783). He was seen by his supporters as an intelligent, charming and well-intentioned gentleman.

George Washington served two Presidential terms (1798 — 1797), upholding the Constitution and shaping America's first unified national strategy (The White House, n.d.; George Washington's Mount Vernon, 2008). Slavery was not abolished in the United States until 1865, and as owner of a large estate and farmland at Mt. Vernon, Washington also used the labor of slaves. There is no excuse for this, but he was seen at the time to be recognizant of the injustice of slavery and is said to have treated his slaves with fairness and consideration. After his death in 1799, his will called for the slaves who worked for him to be set free and trained to support themselves through various crafts and skills (George Washington's Mount Vernon, 2008).

In his presidency, Washington was a supporter of strong national government, a central banking system and neutrality in foreign policy (he refused to ally with either France or Great Britain). He was also a visionary of America's expansion in the West, and its industrial development along the seacoast.

Westward Expansion

After the end of the Revolution, the United States began to expand to the West. This brought with it a new economic reality and began to reshape the dynamics of the country. It also brought with it many legal complications involving the settlement of land, trade, native American rights and the establishment of local government. But for millions of Americans, the move was



worth the effort. They were inspired by the promise of new land and newer regions with better soil than could be found along the East Coast. The nation was growing as well (from 7.25 million in 1812 to more than 23 million in 1852) and the new territories promised over 4.4 million square kilometers of land for new settlement (Clack, 2005).

Political leaders realized the importance of linking these distant citizens with the rest of the nation through a viable transportation network. Transportation improvements provoked increases in farm income and instigated commercial agriculture. This began to pull the country into the web of a global, market economy. In spite of these advances, the young republic faced many difficulties as well.

Slavery

Labor-intensive agricultural businesses (such as sugarcane, cotton and tobacco), created the demand for a cost-efficient labor force. Unfortunately, slavery had been an integral part of North America life since a Dutch ship brought the first 20 slaves from Africa to Virginia (in 1619). A dramatic increase in cotton production was made possible due to the immense growth in slave population. The slave population increased from 697,897 in 1770 to 4 million in 1860, with most of the population centered in the states of Alabama, Arkansas, Mississippi, and South Carolina. In fact, Mississippi and South Carolina had more slaves than they did free citizens by 1860 (Davis, n.d.).

Historian Ronald L.F. Davis (n.d.) notes that:

"Most southern whites did not own slaves-only about 400,000 out of 9 million in 1860. Of those who did



Slave Family

> own slaves, half owned fewer than five slaves in 1860. Very few slaveholders owned 20 or more slaves (usually 20 slaves defined one as a planter), only about 12 percent. And only 1 percent of the slaveholders owned more than 50 slaves. On the other hand, 56 percent of all slaves lived and worked on plantations of more than 20 slaves, meaning that while the typical slaveholder owned only a handful of slaves, the typical slave lived on a plantation of some size" (para 26).

By 1808, when the United States officially ended the importation of slaves to the country, about 500,000 African-American slaves had been brought in (Davis, n.d.). In contrast to other countries that highly exploited the work of African slaves, in the United States African slaves increased in numbers proportionate to that of the white population, stayed close to their families, maintained a strong network of extended and kinship family relations, and were given the medical care needed to do physical work in the fields. These conditions were not uniformly felt and did not in any way substitute for the freedom which was their right to possess. However, they did contribute to the development of a distinct African-American identity, including unique forms of language, art, religion and music. By 1860, there were already about 4 million African American slaves in the Southern states of the country, which constituted about 13 % of the total population (Davis, n.d.; U.S. Census Bureau, n.d.).

On the eve of the American Revolution (1770s), slavery was mostly practiced in the Southern colonies and was less prevalent in the North (states that were pro-slavery and against slavery). But even in the South, as the crop land became exhausted (after 100 plus years of tobacco and rice cultivation) the institution of slavery became less and less profitable. During and af-

ter the American Revolutionary War (in the 1780-90s), heated constitutional debates took place in the newly formed Congress over the vision of the new nation and the rights of the slaves. In spite of the anti-slavery positions of delegates from the North, the representatives of the South secured three concessions that preserved the institution of slavery for many years.

They were:

1. Provisions for slave catchers to cross the state borders in pursuit of runaway slaves (the federal Fugitive Act of 1793);
2. An agreement to count each slave as three-fifths of a free person in determining a state's representation in the House of Representatives and the Electoral College (know as the Three-Fifths Clause agreement);
3. The continuation of the slave trade with Africa until 1808.

In spite of these provisions, American society at large came to realize that the institution of slavery itself was headed for a natural decline. A number of Northern states officially abolished slavery by 1800, and the new territory north of the Ohio River was declared free of slavery by the Congressional Northwest Ordinance of 1787. In spite of this movement, it was still a long journey before this terrible institution was abolished by the Thirteenth Amendment in 1865, which ended slavery in the United States and provided for the rights of African Americans in all states.

Prior to this provision, about 50,000 slaves ran away per year from the plantations in the South to their freedom in the Northern states (from 1830 to 1860). Most of those who ran away were not able to escape slavery, and were either captured or returned to their masters

of their own will. Around a 1000 individuals per year were successful in their quest, and obtained new lives of freedom in the North. They were supported on the journey by courageous abolitionists, who formed a trail of shelters which become known as the underground railway (Davis, n.d.). Many of the homes where they hid during the daylight hours still exist. The secret hiding places within them have become monuments to the centuries long quest for freedom by an oppressed people in the United States.

In reflecting on Slavery in America, Davis notes that:

> "From the beginnings of slavery in British North America around 1619, when a Dutch ship brought 20 enslaved Africans to the Virginia colony at Jamestown, nearly 240 years passed until the Thirteenth Amendment to the U. S. Constitution officially ended slavery in 1865. This means that 12 generations of blacks survived and lived in America as enslaved people-direct descendants of the nearly 500,000 enslaved Africans imported into North America by European traders. Some of the 180,000 African Americans who fought for their freedom as Union soldiers in the American Civil War could trace their families to the time of the Pilgrims. Some of their family histories in America predated those of Thomas Jefferson, George Washington, Abraham Lincoln, and most sitting members of Congress and the U. S. Senate in 1860" (Davis (n.d.): para 3).

Slavery was indeed a national issue, and was closely tied to the economic growth of the United States. As a result, all states in the Union were divided into "free states" and "slave states." These basic conflicts, rooted in regional differences, resulted in the Civil war.

Conflict with Native Americans

In addition to the slavery issues, the westward expansion of the United States led to conflicts with the original owners of the land. Pushing the Indian tribes before them, settlers surged westward into the trans-Appalachian West. Native Americans were pushed from their lands and forced to radically change their cultures by the end of the century. The federal government supported an official policy through a series of treaties with the Indians that stripped them of their land east of the Mississippi River. Most of the land originally passed through the hands of speculators before it reached the hands of farmers and planters. Local marketing centers (developed to meet the needs of the farmers) quickly arose. As their land became invaded, the Indians resisted the best they could by striking back along the frontier. The Indians hoped that if they resisted, the whites would tire of the struggle and leave them in peace. However, the federal government did not give up over many years. White greed ultimately wrecked the res-





The Silenced War Whoop by Charles Schreyvogel (1861–1912)

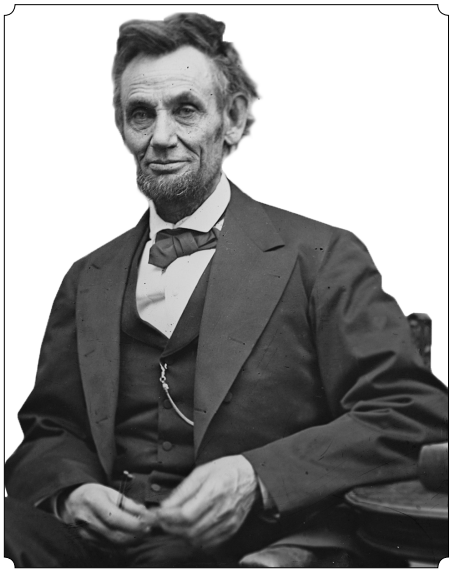
ervation solution and the government opened up the Black Hills to gold seekers, pushing the tribes to the Dakota reservation. These actions led to the passage of the Dawes Act of 1887 which authorized the president to carve up tribal lands, with each family head receiving an allotment of 160 acres and individuals receiving smaller parcels.

The United States transformed itself in the 19th century. A rural, agricultural nation became an industrial power whose backbone was railroads, steel and coal. New territory bounded by Mississippi river expanded across the North American continent. Railroad provided a way for Americans to travel across the country and settle there. But the new nation was divided by slavery and would soon be tested by civil war.

Secession and Civil War

The basic conflicts of the mid 19th century were rooted in the sectional differences which brought about the Civil war. The divisive issue of slavery was the most important political issue. In the North abolition ideas were very common. For Southerners slavery was an integral part of the economy of the region. The Presidential election of 1860 was won by the Republican Party and Abraham Lincoln became President. He had campaigned against slavery throughout the North, in all of the states which had abolished slavery in the early 1800s. Following his victory, the Southern slave states (eleven) seceded from the United States and declared themselves to be the Confederate States of America (the Confederacy). Both the old and new federal administrations declared this act to be rebellion and rejected their recession from the Union (David, n.d.; Wikipedia, 2008).

The first military action began on April 12, 1861, when the Confederates attacked a military base at Fort Sumter, South Carolina. This led to the start of a bloody civil war between the Confederacy and the U.S. Federal Government (the "Union"), that lasted from 1861 to1865. The Confederacy included the eleven southern slave states and was led by Jefferson Davis, while the Union included all of the free states and the five border slave states. Other prominent figures of the war included





Regimental headquarters by Brady, Mathew

Confederate Commander Robert E. Lee and Union generals Grant and Sherman. The battle pitted 23 states of the "Union" with a population of 22 million against 11 states of the "Confederacy," with a population of 9 million. Each side entered the conflict with high hopes for an early victory (Clack, 2005; Outline of American history, P. 163).

The advantages of the Union included a larger overall population, and industrial superiority. This included gun manufacturing facilities and Union owned railways. The South had geographical advantages and stronger military traditions. The War was the deadliest war in US history. Around 620,000 American soldiers lost their lives, including 40,000 African Americans, and thousands of civilians. After four years of fighting, the South was defeated by the North. This was followed by the Emancipation Proc-

lamation (1863) freeing all slaves in the Confederacy. The war ended with the ratification of the Thirteenth Amendment to the Constitution, putting a legal end to slavery anywhere on the territory of the United States. The country was territorially restored, under the rule of a stronger federal government.

Reconstruction

The period of time from 1863 to 1877 is known as the Reconstruction. During this time, the South and the nation as a whole faced the difficult period of rebuilding its government/economy and creating just policies for the newly freed African Americans. The Reconstruction Act of 1867 temporarily placed the South under military rule and allowed for the re-admittance of southern states, once African-American suffrage was legitimized.



Senator Hiram Revels, Mississippi; Representatives Benjamin S. Turner, Alabama; Josiah T. Walls, Florida; Jefferson H. Long, Georgia; Robert D. DeLarge, South Carolina; Robert Brown Elliot, South Carolina; and Joseph H. Rainey, South Carolina. "The First Colored Senator and Representatives, in the 41st and 42nd Congress of the United States." Washington: Currier and Ives, 1872, color lithograph, Library of Congress, Prints and Photographs Division, [Reproduction Number: LC-USZC2-2325, LC-USZ62-2814 (5-6)]

Congress struggled over how best to reconstruct the Union. The fight was colored by a debate over how far the federal government should go to secure equality and civil rights for the four million African Americans freed by the war. Abraham Lincoln and Andrew Johnson each pursued plans of Reconstruction that provided for a speedy restoration of the union. There were various proposals for restoring the Union after the Civil War and deciding between them became a struggle in itself. The outcome of all of this was the 14th and 15th amendments to the constitution. The fourteenth amendment gave civil rights to African Americans and the fifteenth amendment gave them the right to vote. In this way, the Federal government took on a new role, that of the protector of individual rights.

The South was devastated and demoralized after the war. Though slavery was dead, the region was dominated by southern Whites who strived to deny all rights to those who had been newly freed. African Americans pushed back against such oppression. They legalized marriage, formed churches, created associations and founded schools. Their roles as landowners helped to enforce the fact of their freedom as well. [1]

In spite of these efforts, African Americans in southern cities found themselves increasingly segregated from Whites by laws promoting discrimination (known as Black Codes), community pressure, and physical intimidation. At their root, the so called Black Codes were meant to insure White supremacy and privilege. Several terrorist organizations were founded (Ku Klux Klan etc.) as well, which gained followers throughout the United States. They intimidated Blacks (and White supporters) through beatings, lynching, physical threats and fires.

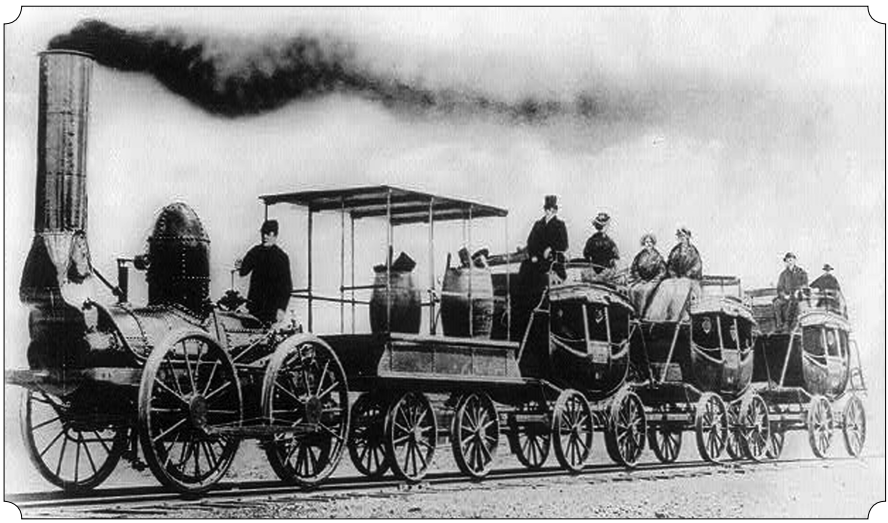
Politically, Reconstruction established southern governments made up of Republican business people

(many of whom were from the North), poor Whites (had been Unionists during the war), and freedmen. Although often corrupt, these radical regimes initiated significant reforms. They established the South's first public school systems, brought democracy to state and local governments, expanded public services and fostered economic development. However they failed to achieve interracial equality, and contributed to the hostility between southern Whites and Blacks.

Part of the problem had to do with the weakly worded promises of the 15th amendment. It left a great deal of room for interpretation. Through it, African Americans were guaranteed their freedom, but not equality. By the 1880s, Reconstruction was over, the nation was reunified, and Blacks were sentenced to oppression. But in the long run, reconstruction fundamentally changed how the United States defined citizenship and provided a framework for Civil Rights Movement that was to come in the 1960s. In spite of its problems, the role of the citizen was improved during this time through the creation of regulatory commissions, child labor laws, direct primaries and city improvements.

Industrialization: Growth and Transformation (1870–1900s)

The Civil War stimulated manufacturing and economic progress based on iron, steam and electric power. But despite the great gains of the industry, agriculture was the key occupation of the nation. After the reconstruction America entered the process of change from an agrarian, manual labor based economy to one dominated by industry and machine manufacture. Before the Civil War, the American Economy was still colonial



The DeWitt Clinton, one of the first locomotives in the US

or "third world." In spite of all the suffering involved, the Civil War initiated a real "takeoff" period in industrialization. In comparison with other countries in the world, in 1840 the USA ranked 5th in industrial output. By 1860 it ranked 4th. But by 1864 the USA ranked 1st in world output, with a production that was twice that of Britain and half of all of Europe put together. By 1900 it produced 35 % of world's economic output.

Key technological changes helped to produce this, including the use of new materials; new sources of energy; new machines and new management techniques. In particular, the growth in the steel and rail industries helped establish the industrialization of the economy. Corporations were founded which helped private investors raise large amounts of money for their businesses. Modernized advertising methods such as mail-order catalogs also helped increased customer acceptance of mass-produced items. A by product of these

things was geographic and social mobility. The wealth generated by the socially mobile class was used by the Progressives to help address human needs and social problems. A new industrial working class emerged during this time of non-agricultural urban factory workers. From 1875–1900 real wages rose for this class, working conditions improved, and workers' national influence increased. Health and educational services benefiting workers expanded as well.

Regrettably, this era was not without social problems. The growth of the large corporations drove many small scale producers out of business. There was unrest in times in the factories, as workers attempted to assert their rights over corporate power and the dehumanizing forces of the market. All of these things produced large scale strikes, many of which were marred by violence. The 1877 rail strikes threatened to shut down the system. The Chicago Haymarket strikes of 1886 were infamous as well.

Summary

The following timeline summarizes the material of this chapter, and the events which occured during this time.



Timeline

1704 — Indians attacked Deerfield, killed 40, carried off 100.

1709 — British-Colonial troops captured Port Royal, Nova Scotia, in Queen Anne's War 1701–1713. France yielded Nova Scotia by treaty in 1713.

1726 — The poor people rioted in Philadelphia. The Great Awakening religious revival began.

1732 — Benjamin Franklin published the first *Poor Richard's Almanac*; published annually to 1757.

1752 — Benjamin Franklin, flying a kite in a thunderstorm, proved lightning is electricity; invented the lightning rod.

1754 — French and Indian War began. French lost Canada and Midwest. Peace pact signed Feb. 10, 1763.

1764 — Sugar Act, placed duties on lumber, foodstuffs, molasses, and rum in colonies, to pay French and Indian War debts.

1767 — Townshend Acts levied taxes on glass, paper, and tea.

1773 — East India Co. tea ships turned back at Boston, New York and Philadelphia, cargo thrown overboard at Boston Tea Party to protest the tea tax.

1774 — First Continental Congress held in Philadelphia Sept. 5- Oct. 26; called for civil disobedience against British. Rhode Island abolished slavery.

1776 — Declaration of Independence approved July 4.

1777 — France recognized independence of 13 colonies Dec.17.

1778 — France signed treaty of aid with U.S. Feb.6.

1782 — New British cabinet agreed to recognize U.S. independence.

1783 — Massachusetts Supreme Court declared slavery illegal in that state. Britain, U.S. signed Paris treaty recognizing American independence.

1787 — The Constitution of the United States was adopted.

1789 — George Washington was elected president of the U.S.

1800 — Federal government moved to Washington, D.C.

1808 — Slave importation outlawed. Some 250,000 slaves were illegally imported

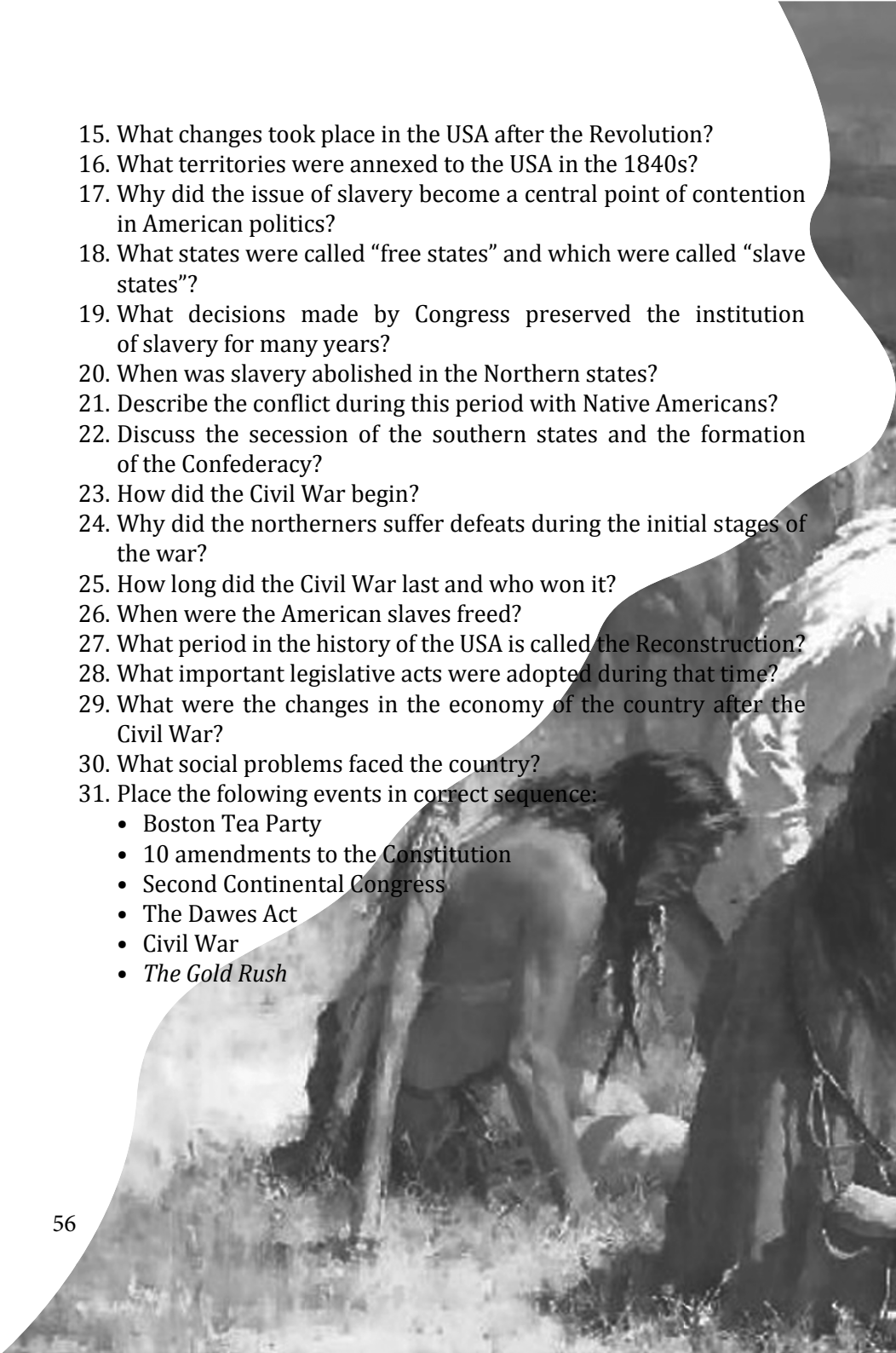
1808–1865 — The Thirteenth Amendment to the U.S. Constitution ended slavery.
1860–1869 — The Civil War.
1870–1879 — Industrial Revolution.

Questions and Assignments

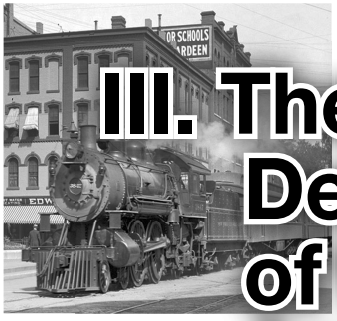


1. What characterized the relationsship between the colonists and the English King?
2. What was Britain's policy in the early 1770s and why did it evoke the resistance of protests?
3. Explaine the historical background of the Boston Tea Party?
4. What were the goals of the American Revolution?
5. When was the Declaration of Independence adopted?
6. Who was the primary author of the Declaration?
7. What was the philosophy of the American Revolution as given in the Declaration of Independence?
8. When was a new Constitution adopted?
9. What structure of government was established?
10. Name three main branches of the American government structure.
11. What vitally important decisions were taken after the adoption of the Constitution?
12. When did the first presidential election take place?
13. Why was George Washington elected the first president of the USA?
14. How many Presidential terms did George Washington serve? What characterized his presidency?

15. What changes took place in the USA after the Revolution?
16. What territories were annexed to the USA in the 1840s?
17. Why did the issue of slavery become a central point of contention in American politics?
18. What states were called “free states” and which were called “slave states”?
19. What decisions made by Congress preserved the institution of slavery for many years?
20. When was slavery abolished in the Northern states?
21. Describe the conflict during this period with Native Americans?
22. Discuss the secession of the southern states and the formation of the Confederacy?
23. How did the Civil War begin?
24. Why did the northerners suffer defeats during the initial stages of the war?
25. How long did the Civil War last and who won it?
26. When were the American slaves freed?
27. What period in the history of the USA is called the Reconstruction?
28. What important legislative acts were adopted during that time?
29. What were the changes in the economy of the country after the Civil War?
30. What social problems faced the country?
31. Place the folowing events in correct sequence:
    - Boston Tea Party
    - 10 amendments to the Constitution
    - Second Continental Congress
    - The Dawes Act
    - Civil War
    - *The Gold Rush*











III. The 1900s and the Development of the Modern American State









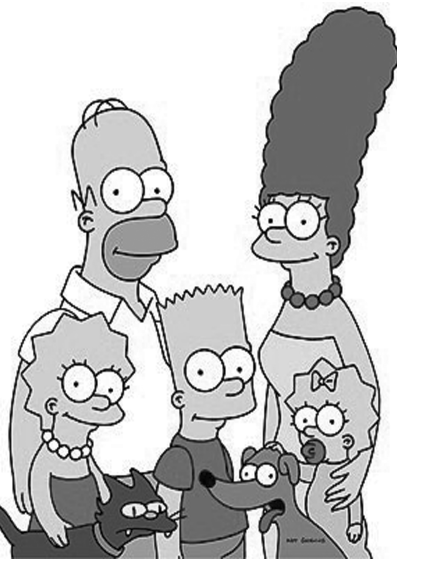




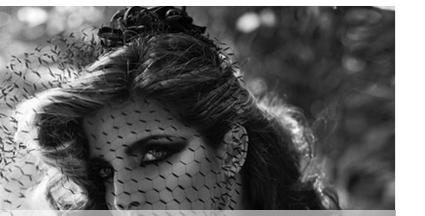












The 1900s ushered in a new era in US history. Often titled the Progressive Age, this period was characterized by enormous economic and social advance. The British Empire had faded away, giving way to a new leader on the world stage…The United States of America.







Industrialization

Industrialization, fueled by the increasing flow of immigrants to America, positioned the US as a leading industrial nation in the world. By the early 1900s, it produced around 30 per cent of the world's manufactured products (Palmowski, 2008). Scientists such as Frederick Taylor, brought significant contributions to the science of manufacturing and the art of business management (Taylor, 1911). Henry Ford — an inventor of the assembly line and mass production, provided for an affordable Model T auto for the American people. Eyewitness to History (2005) records that: "The Model T made its debut in 1908 with a purchase price of $825.00. Over ten thousand were sold in its first year, establishing a new record. Four years later the price dropped to $575.00 and sales soared. By 1914, Ford could claim a 48 % share of the automobile market."

Industrialization brought new challenges at the beginning of the 20th century, as workers and professional unions started to demand safer work environments, regulated work hours and labor protection. Governments tried to balance between the protection of corporations and workers at the same time.



The 1900s — Theodore Roosevelt

The century started under the two-terms of President Theodore

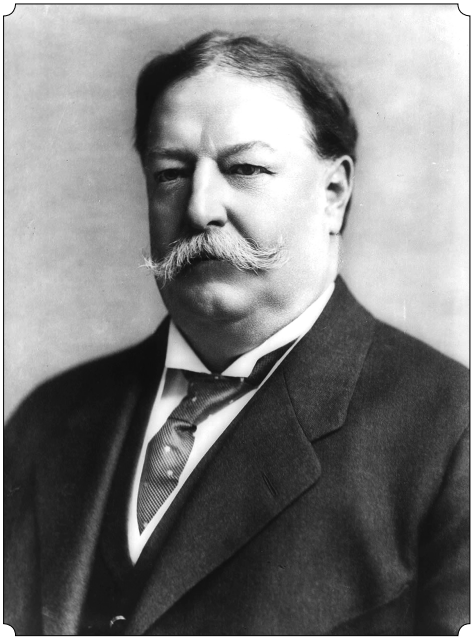
Roosevelt (1901–1909), who become known for creating the National Parks, fighting monopolies and establishing the country on the international arena (History Central, 2000).

Immigration

Between 1900 and 1915, more than 15 million immigrants flocked to the shores of the United States. They were attracted by a prosperous economy, the need for freedom and new opportunities, Compared to previous waves of immigration, this number was about equal to the total number of immigrants who had come to the USA in the previous 40 years. In 1907 alone, 1,285,000 people moved to America, which set the historical record up to that time (National Constitution Center, 2006). In 1910, 75 % of New York City's population consisted of either immigrants or the children of the immigrants who were born in the USA (The Library of Congress, 2002)



The origins of the "new immigrants" were different than those who had come before. They came from Eastern Europe, Russia, Poland and Italy. This was in sharp contrast to the immigrants of the 19th century, who were mostly Northern and Western European nationals. This diverse population challenged the rights of minority groups and laborers alike. At the same time, the established country had difficulties integrating the newcomers' hopes and expectations into an already shaped and naturalized culture. There were debates about restricting immigration flows, (in 1919) because they were changing the face of American life so fast, bringing in new values and traditions. Those opposed to such legislation felt it was in contradiction with the US values of acceptance, freedom and equality.



Change in Administration — William H. Taft

Roosevelt was succeeded by William H. Taft on March 4, 1909, who served as President from 1909 till 1913. Taft supported a less powerful Presidency than did the previous administration and was an avid supporter of anti-trust legislation. The Standard Oil Company and the American Tobacco Company — two of the major monopolies at that time--were broken up through the enforcement of special anti-trust

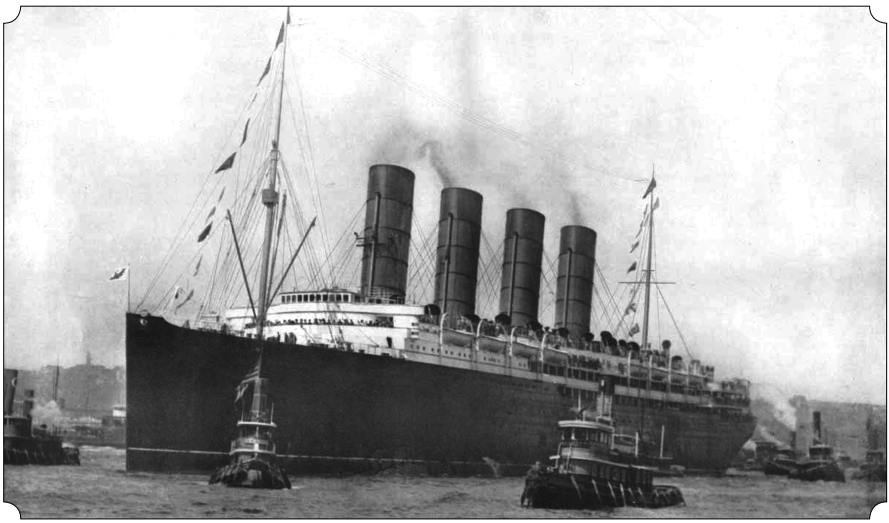
laws enacted at this time. He also favored the lowering of tariffs for trade and supported an active role for the United States in foreign policy and relations. This included the so called "Dollar Diplomacy," by which the United States used its military power to establish and promote American interests abroad (History Central, 2000). In 1913, closer to the end of his administration, the States ratified the 16th Amendment, allowing for federal income tax, and the 17th Amendment, giving the people the power to elect senators directly (National Constitution Center, 2006).

Woodrow Wilson and WWI

On April 8, 1913 Woodrow Wilson became the 28th President of the United States. Wilson's presidency provided for stronger support of domestic affairs. This included anti-trust legislation, child labor laws, workers compensation for federal employees, and an eight-hour day for railroad workers. He took a liberal stance on US foreign policy, ending the Dollar Diplomacy doctrine but promoting the build-up of democracies with the use of military force. Under his presidency, the Federal Reserve System was created, providing a viable banking system for the country.



The US entered World War I



on April 6, 1917 (National Constitution Center, 2006) under the administration of President Wilson (History Central, 2000). It took the side of the Allies (Great Britain and France) and fought against the Central Powers of Germany and Austro-Hungary. Initially, the country hoped to maintain a position of neutrality, due to the opposition of certain segments of US society to entering the war: Some were Americans of European ancestry (In particular German and Irish immigrants) as well as some individuals who opposed all involvement in Old World conflicts. The neutrality position was undermined by German submarine attacks against navy and civil ships. One of the largest — tragic sinking of passenger ship Lusitania — occurred in 1915 with 128 US citizens aboard (out of 12, 000)(History Central, 2000). With the help of a massive propaganda campaign, The Wilson administration finally managed to get public support to enter the war. US troops

fought in France, Germany, and Eastern Europe, with a casualty rate of nearly 137,000 US soldiers (Three-WorldWars, 2006).

It was during the war that President Wilson outlined the Fourteen Principles that outlined the US administration's view on critical points regarding the war and the postwar world order. These principles laid the foundations necessary to create the League of Nations — an intergovernmental institution that was a prototype of the UN (The History Place, n.d.). The US entered the war as a country with regional geo-political interests, still playing second role in the shadow of industrialized Europe. But it "…had emerged from the war as the major creditor and financier of postwar Europe, whose national economies had been greatly weakened by the war itself, by war debts, and, in the case of Germany and other defeated nations, by the need to pay war reparations" (About the Great Depression, n.d.). It left the war with strong ambitious to influence not only Asian and Latin American countries, but the European region as well.

In the years following the end of WWI, the US experienced economic boom due to a rapid growth in mass production, consumption, and industrialization. In his overview of United States history, Jan Palmowski (2008) notes that:

> "The non interventionist Republican Presidents Harding, Coolidge, and H. J. Hoover oversaw an unprecedented boom in the American economy. Techniques of industrial mass production, also known as Fordism, created mass consumption, even though very unevenly. Apart from their economic effects, items such as the motor car and radio revolutionized communications and popular culture. The boom of the 1920s had rested on unstable economic founda-

tions, which were exposed by the Wall Street Crash and the ensuing Great Depression" (paragraph 6).

Women's Suffrage

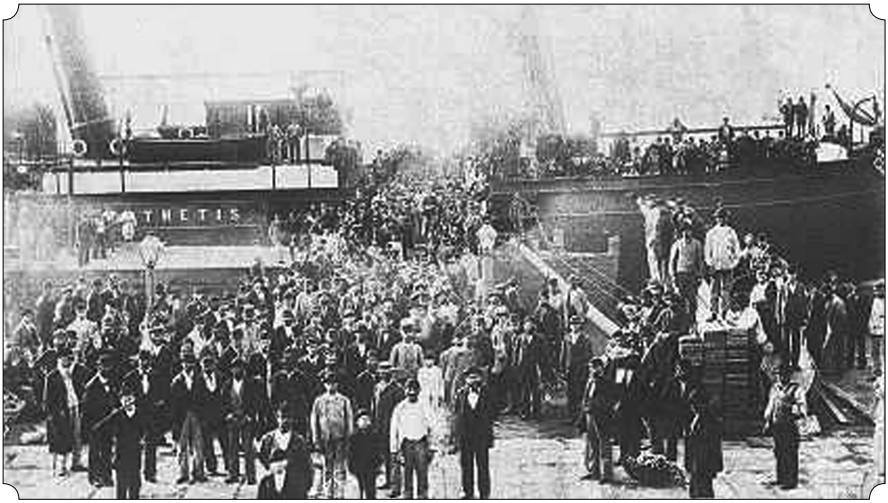
The women's suffrage movement began in 1848, and triumphed in the 1920s. The women's rights activists fought for other social reforms as well (temperance, peace movements, labor reforms, settlement houses), and the liberation of women was just one component of the growing human rights movement. They were successful in a number of ways. In 1916, Jeannette Rankin became the first woman elected to congress (National Constitution Center, 2006) and on January 16, 1919 the Constitution was amended to outlaw alcohol (a short lived experiment). In 1920, the 19th Amendment was passed, declaring that no citizen of the United States will be discriminated against for their right to vote on



the basis of gender (Fischer, 1995). However, there was debate on this issue while these bills were being passed, and the anti-suffrage movement was popular as well.

Jewish Immigrants and Anti-Semitism

With many Jewish immigrants entering the US labor force, anti-Semitism began escalating in the country during the first decade of the 20th century. — On July 10, 1913 B'nai B'rith (Children of the Covenant) established the Anti-Defamation League "to stop the defamation of the Jewish people and to secure justice and fair treatment to all." (ADL, 2008) Jewish immigrants brought with them language, theatre, talents and skills. In spite of this, many businesses, hotels and resorts officially declared themselves hostile towards representatives of this minority. Because of this, wealthy





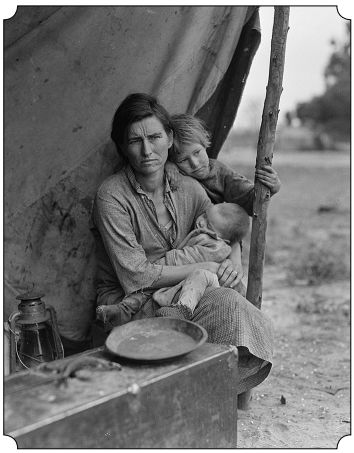
German Jewish businessmen built their own resorts in what came to be called the Borscht Belt, in the Catskill Mountains. The new Jewish immigrants and their children contributed to the development of culture and entertainment, arts and sciences, sports and business for many years to come (Buxbaum at al, 2003).

The Great Depression

By the year 1929 the economic boom (era of Jazz and gangsters) had steadily slowed down and come to an end. Part of this had to do with Black Thursday (October 24 1929) when a dramatic downfall affected stock-prices on the New York Stock Exchange, which was one of the most influential financial centers in the world. (About the Great Depression, n.d.). Known as "The Wall Street Crash", the event threw the US and



other world economies into what became known as the Great Depression (1929–1939). During these years the US faced severe economic and social challenges, including the collapse of financial institutions, unprecedented businesses bankruptcy, and drastic unemployment rates. A dramatic falling of the stock prices *(by 1932 up to nearly 20 percent of their value in 1929)* caused the collapse of many financial institutions due to the diminishing assets of their *values (failure of 11 000 out of 25 000 US banks)*, the rapid decrease in industries production *(U.S. manufacturing output had fallen to 54 percent of its 1929 level)*, a decline of prices in the agricultural sphere, and the shocking rise of unemployment *(up to 15 million, or almost a quarter of the working population by 1932)* (About the Great Depression, n.d.)



The failure of the Republican administration headed by President Herbert Hoover (who stood for the position of less government intervention) to cope with the crisis brought the Democrats to power.

After his election in late 1932, Democratic President Franklin D. Roosevelt announced a package of anti-crisis policies known as the "New Deal." This was based on unheard of government intervention into the economic and social spheres of American life. This included governmental regulation of the economy, wide social oriented projects designed to provide jobs, and welfare programs. In spite of these strong measures, economic and social instability and high unemployment rates continued to mark the period until the beginning of World War II.

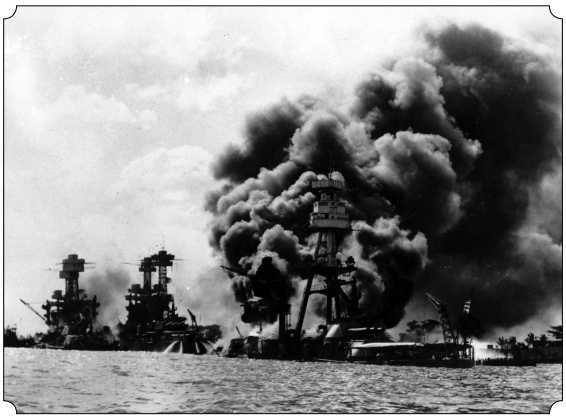


1935–1945s

This period of history was characterized by political agreements between European and Asian powers, military conflicts for territory, and rapid changes in the geopolitical map of the world (The National Archives, n.d.). The Nazi regime lead by Adolf Hitler came to power in Germany in 1933. This was followed by the rapid restructuring of German military forces and the militarization of the economy. In the East, Japan ran military campaigns for territories against China, while in Italy, the Fascists regime headed by Dictator Mussolini seized power. Military conflicts also escalated in Spain and in the Far East region.

In 1938 Germany annexed Austria. In October 1939 Germany and Italy formed the Rome-Berlin axis that morphed into the Axis alliance, counting Germany, Italy and Japan as the major powers. On September 1, 1939 Germany invaded Poland...the act that became the starting point of World War II. Within a few weeks, Soviet troops would invade Eastern Poland, the Baltic states (Lithuania, Latvia, Estonia) and Finland (Wikipedia, 2008). In April 1940, German forces occupied Norway and Denmark. In May, they took the Netherlands, Belgium, and Luxembourg. Finally, Germany's blitzkrieg campaign resulted in the occupation of France within a few weeks (World War History, 2007). They invaded through the Ardennes Forest, an area where the allies were not expecting any action. The climatic action occurred in June, when Germany broke the non-aggression pact with Soviet Union (Molotov-Ribbentrop Pact) and German troops crossed the border of the USSR in operation Barbarossa.

All this time the US maintained its neutrality, due to controversies which existed inside the country regard-





ing its involvement in the war. Yet the US had been supplying munitions, thus providing help to Great Britain, France and other countries of the Allies.

On December 7 1941, following the attacks of Japan on Pearl Harbor (a US Navy Base in Hawaii, the US entered World War II. Numerous military orders helped to mobilize both the economy and the society. Millions of new jobs were created by the war, serving to revive different sectors of the economy and overcome the Great Depression. However, entering the war created a significant threat of foreign invasion, and resulted in discrimination against Japanese and German Americans. This resulting in the internment of German Americans, and the relocation of more than 100 000 Japanese Americans from the West Coast to special camps (Library of Congress, 2002).

While providing assistance with munitions to Allied countries, (France Great Britain and the Soviet Union) US troops fought in the Atlantic and Pacific, Northern

Africa, the Mediterranean, the Pacific islands and Europe (World War II History, 2003). In June of 1944 through an operation called D- Day, US forces banded together with British and Canadian troops, crossed the English Channel and entered Normandy (Northern part of France). This was an extremely difficult operation due to the high seas that greeted them in the channel, and the withering German fire that announced their arrival. Much loss of life ensued, with the highest casualties occurring among the American troops. After crossing the beach, the troops began to free Northern Europe, while the USSR troops began the liberation of Eastern Europe.

The Allies triumphed in Germany on May 8 (9) 1945. Japan surrendered to the Allies upon the simultaneous bombing of Japan cities by the Americans (Hiroshima and Nagasaki) and the declaration of war by the USSR. Thus, the end of the war was on September 2 1941. It will be remembered in history as the most devastating war in history of humankind, causing more than 40 million deaths, including 300 000 members of the US military. In spite of the American losses, students of history recognize that the USA suffered very little in comparison with the USSR, which suffered a devastating loss of life (20 million) and the invasion of its territory. But in spite of their mutual suffering in the war, both countries emerged from this time into the long and fractious tension of the cold war.



1950–1960s

In the 1950s and 60's, American society was engaged in a re-determination of civil rights for representatives of different gender, professional, racial and ethnic minorities. It was also a time of great fear and anxiety, marked by the efforts of the US government to exterminate Communist influence on American life, as it was believed that Communism was a threat to the security of the American nation. Major investigations were made to detect communist agents among federal government servants, influencing civil liberties in the country. Society was once again split into those who supported such government efforts, and those who declared such campaign a "witch hunt", one that undermined the basic American freedoms and rights (National Constitution Center, 2006).

President Truman openly favored and promoted equal access to communication, fair housing and job opportunities. Thus the US stance in the international arena required justice and equal rights inside the country as well. In keeping with this, President Truman put an end to racial segregation in the US armed forces in h1948.



Men of the 1st Marine Division capture Chinese Communists during fighting on the central Korean front. Hoengsong, March 2, 1951

On April 4 1949 the North Atlantic Treaty Organization (NATO) was founded. Shortly following this, in 1951 the 22nd Amendment was ratified, which limited the presidency to two terms in the USA. In the early

1960s America became involved in one more war, this time with Korea. This began as President Truman sent US troops to Korea as part of a UN "police action", without securing formal congressional approval. (In June 27, 1950). Congress did support this action as an afterthought, but it became a case that tested presidential power (National Constitution Center, 2006).

To stop the country from going into economic crisis, Truman ordered the government to take over the steel industry and the mills during the Korean War. The Supreme Court ruled against this decision, preventing its implementation. The logic of the court was the fact that no person, not even the president, can seize private property in the United States. The Korean war ended without precipitating an economic crisis (in 1953). Around 55 thousand American service men and women (American Battle Monuments Commission, n.d.) were lost in the war.

The Decisive Acts of the Supreme Court



General Dwight D. Eisenhower

In 1953 Dwight D. Eisenhower was inaugurated as President of the United States. During his time in power, several significant judicial decisions were made by the supreme court. Earl Warren was the Chief Justice of the Court during this time. (1953–1969). As a former Govenor (of California) he believed in a pragmatic approach to the law, viewing it as a tool to

obtain equity and fairness for all people. Thus, this period marked the highest ever involvement/impact of the judicial branch on the development of the society, due to the fundamental decisions that the court made in the areas of racial segregation, voting, criminal procedures, punishment, freedom of speech, freedom of religion, and the right to privacy. An arising awareness of the inequality in American society led the Warren Court to impose the rule of "one person, one vote" and significantly expand the Bill of Rights. In the midst of the Court's deliberations, controversy emerged. Should the rights of criminals be protected? How far is too far?

One positive outcome of the emphasis on rights was the fact that in 1954, the Court ruled that government-enforced segregation of schools was unconstitutional (National Constitution Center, 2006). In a case commonly known as Brown vs. the Board of Education, the Court ruled against segregation in education on the basis of color, overruling it's 1896 decision to accept segregation as constitutional. The old decision was "separate but equal", but the new decision stated that "Separate educational facilities are inherently unequal." (National Constitution Center, 2006).



The successful outcome of this case was the turning point in the civil rights movement. It legally ended racial segregation, proclaiming that requiring separate educational facilities for Caucasian Americans and African Americans was inherently inequitable. This court ruling put an end to the "Jim

Crow" state and local laws that had been in affect since 1876, (laws restricting African Americans) and mandated de jure segregation in all public facilities, carrying out the "separate but equal" status for all non-white racial and ethnic communities in the United States (Wikipedia, 2008). But in spite of the change in laws, a period of frustration ensued in which little was done to enforce the ruling of the Supreme Court.

African-American Civil Rights Movement

By the 1960s, tension began to escalate between ethnic communities regarding equal rights and opportunities for minorities. This period was marked by a non-violent fight for the rights of minorities, with a focus on the African American community. The American Civil Rights Movement aimed to abolish racial discrimination against African Americans, and insure values such as freedom, respect, dignity, economic and social equality in the United States. The main activity of the movement was from 1955 till 1968, at which time it transitioned into the Southern Freedom Movement that continued until 1975 (Wikipedia, 2008). The most prominent African American figures of this era



were W.E.B.Du Bois, Malcolm X, Martin Luther King, Jr. and Rosa Parks. They exerted their influence through boycotts (for example, the successful Montgomery Bus Boycott of 1955-1956 in Alabama), "sit-ins" (for example, Greensboro sit-in in 1960 in North Carolina) and marches (such as Selma to Montgomery marches in 1965 in Alabama). These acts of civil disobedience received nationwide press coverage, and helped signal to the majority population of the United States that injustices such as discriminatory seating on buses (African Americans were forced to sit in the back) would not be tolerated. At the beginning of the Montgomery Alabama Bus Boycott, Rosa Parks defied the rules, and refused to sit in the back of the bus. She was arrested for her disobedience, but the entire African American community in the city stood with her by walking where they needed to go and avoiding the use of the bus. Since a high percentage of the ridership were African American, the boycott almost shut down the city's system of transportation. Attitudes such as those exhibited in Montgomery led to a mass migration of African Americans to the North and West between 1910 and 1970. Northern cities such as Chicago increased in population by thousands of individuals every week as a result of this phenomena. The new arrivals faced the challenges that other immigrants faced, but learned to adapt to the new environment, survive and prosper. Many African Americans who live in Midwestern cities today are there as a result of this phenomena, known to historians as the Great Migration.



One of the reasons for the successes of African-American Civil Rights movement was the television coverage that accompanied their activity. Their acts of resistance were broadcast throughout the United States. This greatly impacted the awareness of the problem, making the general public aware of the conditions that they faced, highlighting the social inequality and segregation of their experience (Thomas, 2004).

Among the biggest achievements of the Civil Rights Movement were the following:

1. The Civil Rights Act of 1964. This banned discrimination in employment practices and public accommodations.
2. The Voting Rights Act of 1965. This prevented individual states from creating additional requirements for voting eligibility. Before the law, some states required literacy tests and other qualifying measures for citizens wishing to vote.
3. The Immigration and Nationality Services Act of 1965. This opened the possibility of immigration to the USA to immigrants who were not of traditional European descent
4. The Civil Rights Act of 1968. This banned discrimination relating to the sale and rental of housing.



Dr. Martin Luther King, Jr., President of the Southern Christian Leadership Conference, and Mathew Ahmann, Executive Director of the National Catholic Conference for Interrracial Justice, in a crowd., 08/28/1963

5. The Civil Rights March on Washington, D.C.

These victories not only helped the African American community, but were a source of inspiration to other minority groups as well, encouraging them to insist on practicing their own civil liberties.

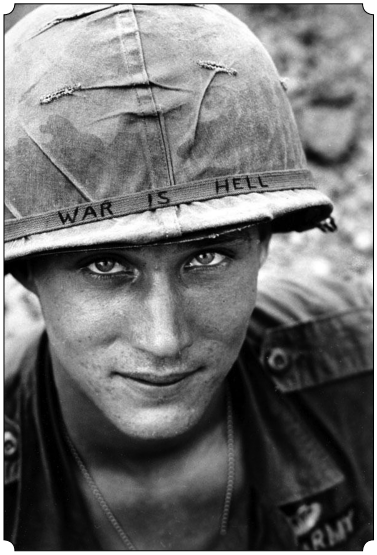
1970–1987s

In this period of (1970–1987) the fight for civil rights continued in American society. The early 1970s saw the rise of environmental movements as well. In addition to this, public unrest and mass campaigns against the Vietnam War prompted the final withdrawal of American combat troops from Vietnam (March 29, 1973). Debates over the presidential power to declare a war and send troops to military operations led to a reassertion of Congress's role and



authority in declaring war, a debate which had been alive since the presidency of Franklin Delano Roosevelt.

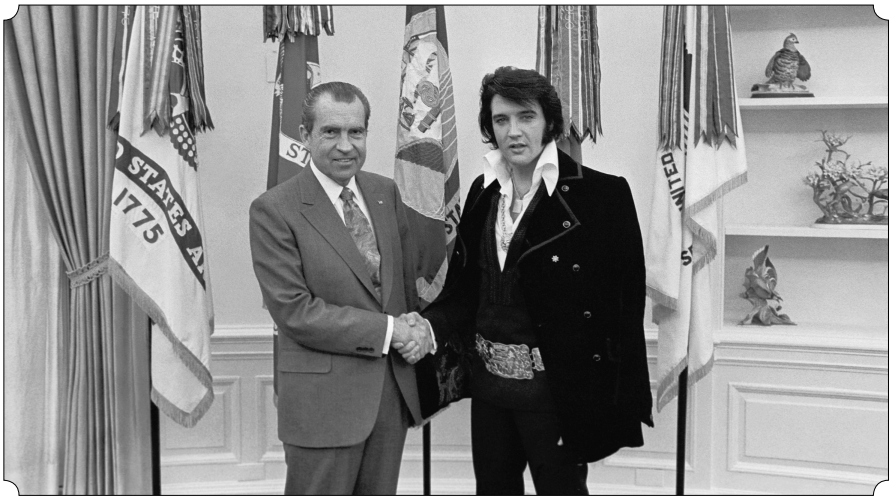
In October of 1973 the Organization of Arab Petroleum Exporting Countries (OAPEC) declared an oil embargo against the USA and Western European countries. The move came in reaction to the support show to Israel by the US in its war against Syria, Egypt and Iraq. The embargo had dramatic consequences for both the USA and world economies. The in prices for crude oil — an engine of western economies-along with the 1973–1974 stock market crash demonstrated the vulnerability of the US economy as prices rose and patterns of energy consumption changed dramatically all the way from homeowners to huge industries. One of the most visible consequence of this for Americans was the reduction of the freeway speed limit from 70 to 55 Miles per hour, in order to save on national fuel consumption. Co-author John Johnson was a teenager during these years, and remembers well how much longer it took to make the 3000 Kilometer trip from Illinois to Idaho after





the new laws had been enacted. The price of gasoline took a dramatic jump upwards as well, making fuel a much bigger budget item in automobile dependent Americans.

In the early 1970s Americans were shocked by the Watergate scandal and the resignation of President Richard Nixon (August 8, 1974). As he sought election to the presidency for the second time, Nixon authorized his associates to place concealed microphones in the offices of his political opponents. In doing so, he broke the law, and generated great negative opinion among the American people. He resigned under the threat of impeachment, but was subsequently pardoned for his crime by President Gerald Ford. (Who had been his Vice-President). This act of pardon was and continues to be controversial among the American public, many of whom felt he should suffer for his crimes (National Constitution Center, 2006).



Step-by-step changes took place during the seventies and eighties that strengthened the rights of numerous groups within American society, including youth, women, African Americans, Latin Americans and Native Americans. In July 1971 the Twenty-sixth Amendment was ratified by the states...extending the right to vote for citizens over 18 years old. In 1976, Ellen McCormack became the first woman to receive federal funds to run for president, and in 1981, Sandra Day O'Conner became the first female justice of the supreme court. The rights of Latin Americans were expanded during this time as well, entitling them to bilingual education and bilingual ballots. (National Constitution Center, 2006).

1980s — Present

The coming of President Ronald Reagan to the White House (January 1981) began an era of conservative constitutionalism and rigid foreign policy. Reagan began his career as a movie actor, and his charm as a communicator was one of the cornerstones of his presidency. Co-author John Johnson remembers hearing his radio addresses to the nation, and the patriotism that they inspired. Although times were difficult economically in the beginning



of his presidency, toward the end of his term in office the inflation rate decreased from 11 to 2 percent, the unemployment rate decreased to 7.5 percent, and economic growth rate increased from 4.5 to 7.2 percent (Wilentz, 2008). Reagan's legacy was not faultless. The legitimacy of his presidency came under question as he secretly supported anti-communist rebels in Nicaragua and provided weapons in exchange for the freeing of American political prisoners incarcerated in Iran.

The tough foreign policy carried out by President Reagan and President George Herbert Bush (inaugurated in 1989) against the Soviet Union caused unprecedented military spending by the both sides during the 1980s. The economic pressure this produced on the Soviet Union turned out to be one of the causes of its collapse. In the late nineteen eighties, the Soviet Union began to collapse, after almost 40 years of continuous cold war. Americans like to believe that President Reagan's famous speech at the Berlin Wall (in which he charged Gorbachev to tear down the wall) was responsible for it's collapse. However, President Gorbachev denied the impact of the speech on his decisions. It seems much more likely to thinking minds that it happened as the result of economic/social tensions, extending over time, with pressure from the United States playing only a minor role.

Tremendous changes on the political map of Eurasia happened in the1990s. After the falling of the Socialist Eastern Block and the Soviet Union, many new countries and political systems appeared on the map. The United States came forward as a superpower and entered a period of economic and military expansion. The new challenge became that of facing terrorism. The reality of this threat became reality with the attacks of September 11, 2001. The anger expressed by extrem-

ists on these days led to a number of counter measures, including the creation of a new Federal Department for defense (the Department of Homeland Security) and the coordination of anti-terrorism activities between Governmental departments in the United States and the police divisions of other countries. It also provided the justification for two wars (Iraq and Afghanistan), although the value of these measures in preventing terrorism is often debated in the United States.

Conclusion

The American story is one of contrasts and tensions. During the initial period of its history, a tension existed between the influence and power of other nations, and the independence that was needed to produce a nation of its own. Tension over the rights of Americans erupted in the mid-1800s, resulting in a bloody civil war. In the 20th century, the country witnessed the tension between the needs of the country to take care of its own and the necessity of involvement in the defense of other countries. The challenges of the 21st century involve the need to adapt to a changing world economy and create new roles for Americans based on the new balance of power in the world. The rise of new economies and superpowers (such as China), necessitates a readjustment of the role of the USA as the defender of the world. Our children will witness the next chapter, but the trends that will create it take shape every day. They can be seen in newspapers and television broadcasts around the world.



Timeline

1900–1909 — First Flight, the Automobile Era
1903 — Wisconsin set first direct primary voting system
1908 — Henry Ford introduced Model T car.
1910–1919 — World War I, the Radio Era
1911 — First transcontinental airplane flight
1914 — Panama Canal was officially opened
1917 — U.S. cut diplomatic ties with Germany
1918 — Pres. Wilson set out his 14 Points as basis of peace
1920 — League of Women Voters' founded
1930–1939 — The Great Depression
1932 — Franklin D. Roosevelt elected president for the first time
1940–1949 — World War II. The Atomic Bomb
1941 — Four Freedoms termed essential by Pres. Roosevelt in speech to Congress: freedom of speech and religion, freedom from want and fear. Japan attacked Pearl Harbor.
1944 — U.S., Allied forces invaded Europe.
1945 — Yalta Conference, Germany surrendered May, 7.
1949 — U.S troops withdrawn from Korea; NATO established by U.S., Canada and 10 Western European nations.
1950–1959 — The Moon Landing. The Television Era
1950 — U.S sent 35 military advisers to South Vietnam
1957 — Congress approved first civil rights bill for blacks.
1958 — First U.S. earth satellite to go into orbit.
1960–1969 — Vietnam War
1960 — J. Kennedy became president.
1962 — Lt. Col. John H. Glenn Jr. became first American in orbit.

1963 — President Kennedy shot and fatally wounded.
1965 — Pres. Jonson ordered bombing of North Vietnam. Malcolm X assassinated at New York City rally.
1966 — U.S. forces began firing in Cambodia.
1968 — Martin Luther King assassinated in Memphis.
1970–1979 — Watergate
1973 — Vietnam peace pacts were signed in Paris.
1974 — Impeachment hearings opened against Pres. Nixon.
1976 — U.S. celebrated 200th anniversary of Independence.
1980–1989 — The Computer Era
1983 — Sally Ride became the first American woman to travel in space.
1986 — For the first time the U.S. officially observed Martin Luther King Day.
1987 — Pres. Reagan and Soviet leader M.Gorbachev signed a pact to dismantle the U.S. and Soviet missiles with a 300- to 3 400-mi. range.
1990 — The Internet Era
1991 — The U.S. and its allies defeated Irag in the Persian War.
1992 — Bill Clinton was elected 42nd president.



Questions and Assignments

1. What period in the history of the U.S. is called "the Progressive Age"?
2. What challenges brought about industrialization?
3. What is Theodore Roosevelt famous for?
4. Characterize immigration to the country during 1900 — 1915.
5. When was William H.Taft elected President of the U.S.?
6. What did William H.Taft change in the policy of the country?
7. What amendments were adopted in 1913?
8. Who succeeded William H.Taft and when?
9. When did the U.S. enter World War I?
10. Where did US troops fight?
11. What principles laid the foundations necessary to create the League of Nations?
12. Can you prove the statement: "After World War I the U.S. experienced economic boom."
13. What is the history of the women's suffrage movement, and was it successful?
14. What was the aim of the Anti-Defamation League?
15. What problems did the country face during 1929 — 1939?
16. What measures were taken to overcome this crisis?
17. Did the U.S. take part in World War II?
18. Why did it maintain its neutrality at the beginning of the War?
19. When did the U.S. enter the Second World War?
20. What were the main operations of the U.S. troops?
21. When did the 2nd World War end?

22. What were the results of the War?
23. Which period of time is called the Cold War?
24. What civil liberties were discussed in the 60-ies?
25. When was the North Atlantic Treaty Organization founded?
26. What were the main goals of the Organization?
27. Why did the Korean War start?
28. What important acts were adopted under D. Eisenhower presidency?
29. What is the role of the Supreme Court?
30. What were the aims of the African-American Civil Rights movement? Name the most prominent figures of the movement.
31. Why was the African-American Civil Rights movement successful?
32. Why did President Richard Nixon resign?
33. What is meant under the term Watergate?
34. What were the main achievements of the feminists' movement in the 80ies?
35. What were the key points of the American Foreign policy in the 90ies?
36. Place the following events in the correct sequence:
    - *League of Women voters*
    - *Great Depression period*
    - *Pearle Harbor attack*
    - *Yalta Conference*
    - *Japanese peace Treaty*
    - *First U.S. earth satellite*
    - *Watergate scandal*

Appendix
Documents




S. JULY 4, 1776.
States of Amer

TEXT 1

Declaration of Independence

Here is the complete text of the Declaration of Independence (the original spelling and capitalization have been retained)

(Adopted by Congress on July 4, 1776)

The Unanimous Declaration of the Thirteen United States of America

When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That whenever any form of government becomes destructive to these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their safety and

happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of these colonies; and such is now the necessity which constrains them to alter their former systems of government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these states. To prove this, let facts be submitted to a candid world.

He has refused his assent to laws, the most wholesome and necessary for the public good.

He has forbidden his governors to pass laws of immediate and pressing importance, unless suspended in their operation till his assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other laws for the accommodation of large districts of people, unless those people would relinquish the right of representation in the legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved representative houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the legislative powers, incapable of annihilation, have returned to the people at large for their exercise; the state remaining in the meantime exposed to all the dangers of invasion from without, and convulsions within.

He has endeavored to prevent the population of these states; for that purpose obstructing the laws for naturalization of foreigners; refusing to pass others to encourage their migration hither, and raising the conditions of new appropriations of lands.

He has obstructed the administration of justice, by refusing his assent to laws for establishing judiciary powers.

He has made judges dependent on his will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of new offices, and sent hither swarms of officers to harass our people, and eat out their substance.

He has kept among us, in times of peace, standing armies without the consent of our legislature.

He has affected to render the military independent of and superior to civil power.

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

For quartering large bodies of armed troops among us:

For protecting them, by mock trial, from punishment for any murders which they should commit on the inhabitants of these states:

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

For imposing taxes on us without our consent:

For depriving us in many cases, of the benefits of trial by jury:

For transporting us beyond seas to be tried for pretended offenses:

For abolishing the free system of English laws in a neighboring province, establishing therein an arbitrary government, and enlarging its boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule in these colonies:

For taking away our charters, abolishing our most valuable laws, and altering fundamentally the forms of our governments:

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

He has abdicated government here, by declaring us out of his protection and waging war against us.

He has plundered our seas, ravaged our coasts, burned our towns, and destroyed the lives of our people.

He is at this time transporting large armies of foreign mercenaries to complete the works of death, desolation and tyranny, already begun with circumstances of cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the head of a civilized nation.

He has constrained our fellow citizens taken captive on the high seas to bear arms against their country, to become the executioners of their friends and brethren, or to fall themselves by their hands.

He has excited domestic insurrections amongst us, and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian savages, whose known

rule of warfare, is undistinguished destruction of all ages, sexes and conditions.

In every stage of these oppressions we have petitioned for redress in the most humble terms: our repeated petitions have been answered only by repeated injury. A prince, whose character is thus marked by every act which may define a tyrant, is unfit to be the ruler of a free people.

Nor have we been wanting in attention to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our separation, and hold them, as we hold the rest of mankind, enemies in war, in peace friends.

We, therefore, the representatives of the United States of America, in General Congress, assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name, and by the authority of the good people of these colonies, solemnly publish and declare, that these united colonies are, and of right ought to be free and independent states; that they are absolved from all allegiance to the British Crown, and that all political connection between them and the state of Great Britain, is and ought to be totally dissolved; and that as free and independent states, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts

and things which independent states may of right do. And for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes and our sacred honor.

New Hampshire: Josiah Bartlett, William Whipple, Matthew Thornton

Massachusetts: John Hancock, Samual Adams, John Adams, Robert Treat Paine, Elbridge Gerry

Rhode Island: Stephen Hopkins, William Ellery

Connecticut: Roger Sherman, Samuel Huntington, William Williams, Oliver Wolcott

New York: William Floyd, Philip Livingston, Francis Lewis, Lewis Morris

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

Pennsylvania: Robert Morris, Benjamin Rush, Benjamin Franklin, John Morton, George Clymer, James Smith, George Taylor, James Wilson, George Ross

Delaware: Caesar Rodney, George Read, Thomas McKean

Maryland: Samuel Chase, William Paca, Thomas Stone, Charles Carroll of Carrollton

Virginia: George Wythe, Richard Henry Lee, Thomas Jefferson, Benjamin Harrison, Thomas Nelson, Jr., Francis Lightfoot Lee, Carter Braxton

North Carolina: William Hooper, Joseph Hewes, John Penn

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

Georgia: Button Gwinnett, Lyman Hall, George Walton

Source: The Pennsylvania Packet, July 8, 1776

TEXT 2

The Constitution for the United States

Here is the complete text of the U.S. Constitution. The original spelling and capitalization have been retained.

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Article I

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the

whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons. The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to chuse three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

The House of Representatives shall chuse their Speaker and other Officers; and shall have the sole Power of Impeachment.

Section 3. The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for six Years; and each Senator shall have one Vote.

Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and the third Class at the Expiration of the sixth Year, so that one third may be chosen every second Year; and if Vacancies happen by Resignation, or otherwise, during the Recess of the Leg-

islature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies.

No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.

The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.

The Senate shall chuse their other Officers, and also a President pro tempore, in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.

The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.

Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of Honor, Trust or Profit under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.

Section 4. The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of chusing Senators.

The Congress shall assemble at least once in every Year, and such Meeting shall be on the first Monday in December, unless they shall by Law appoint a different Day.

Section 5. Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business; but a smaller Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide.

Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behaviour, and, with the Concurrence of two thirds, expel a Member.

Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy; and the Yeas and Nays of the Members of either House on any question shall, at the Desire of one fifth of those Present, be entered on the Journal.

Neither House, during the Session of Congress, shall, without the Consent of the other, adjourn for more than three days, nor to any other Place than that in which the two Houses shall be sitting.

Section 6. The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same; and for any Speech or Debate in either House, they shall not be questioned in any other Place.

No Senator or Representative shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the Emoluments whereof shall have been encreased during such time: and no Person

holding any Office under the United States, shall be a Member of either House during his Continuance in Office.

Section 7. All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as on other Bills.

Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States; if he approve he shall sign it, but if not he shall return it, with his Objections to that House in which it shall have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law. But in all such Cases the Votes of both Houses shall be determined by Yeas and Nays, and the Names of the Persons voting for and against the Bill shall be entered on the Journal of each House respectively. If any Bill shall not be returned by the President within ten Days (Sundays excepted) after it shall have been presented to him, the Same shall be a Law, in like Manner as if he had signed it, unless the Congress by their Adjournment prevent its Return, in which Case it shall not be a Law.

Every Order, Resolution, or Vote to which the Concurrence of the Senate and House of Representatives may be necessary (except on a question of Adjournment) shall be presented to the President of the United States; and before the Same shall take Effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the Rules and Limitations prescribed in the Case of a Bill.

Section 8. The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

To borrow Money on the credit of the United States;

To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

To establish Post Offices and post Roads;

To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

To constitute Tribunals inferior to the supreme Court;

To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;

To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water;

To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;

To provide and maintain a Navy;

To make Rules for the Government and Regulation of the land and naval Forces;

To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress;

To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as may, by Cession of particular States, and the Acceptance of Congress, become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards, and other needful Buildings;--And

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

Section 9. The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a Tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.

The Privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it.

No Bill of Attainder or ex post facto Law shall be passed.

No Capitation, or other direct, Tax shall be laid, unless in Proportion to the Census or Enumeration herein before directed to be taken.

No Tax or Duty shall be laid on Articles exported from any State.

No Preference shall be given by any Regulation of Commerce or Revenue to the Ports of one State over those of another: nor shall Vessels bound to, or from, one State, be obliged to enter, clear or pay Duties in another.

No Money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular Statement and Account of Receipts and Expenditures of all public Money shall be published from time to time.

No Title of Nobility shall be granted by the United States: And no Person holding any Office of Profit or Trust under them, shall, without the Consent of the Congress, accept of any present, Emolument, Office, or Title, of any kind whatever, from any King, Prince, or foreign State.

Section 10. No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; coin Money; emit Bills of Credit; make any Thing but gold and silver Coin a Tender in Payment of Debts; pass any Bill of Attainder, ex post facto Law, or Law impairing the Obligation of Contracts, or grant any Title of Nobility.

No State shall, without the Consent of the Congress, lay any Imposts or Duties on Imports or Exports, except what may be absolutely necessary for executing it's inspection Laws: and the net Produce of all Duties and Imposts, laid by any State on Imports or Exports, shall be for the Use of the Treasury of the United States; and all such Laws shall be subject to the Revision and Controul of the Congress.

No State shall, without the Consent of Congress, lay any Duty of Tonnage, keep Troops, or Ships of War in time of Peace, enter into any Agreement or Compact with another State, or with a foreign Power, or engage in War, unless actually invaded, or in such imminent Danger as will not admit of delay.

Article II

Section 1. The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows:

Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

The Electors shall meet in their respective States, and vote by Ballot for two Persons, of whom one at least shall not be an Inhabitant of the same State with themselves. And they shall make a List of all the Persons voted for, and of the Number of Votes for each; which List they shall sign and certify, and transmit sealed to the Seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the Presence of the Senate and House of Representatives, open all the Certificates, and the Votes shall then be counted. The Person having the greatest Number of Votes shall be the President, if such Number be a Majority of the whole Number of Electors appointed; and if there be more than one who have such Majority,

and have an equal Number of Votes, then the House of Representatives shall immediately chuse by Ballot one of them for President; and if no Person have a Majority, then from the five highest on the List the said House shall in like Manner chuse the President. But in chusing the President, the Votes shall be taken by States, the Representation from each State having one Vote; A quorum for this Purpose shall consist of a Member or Members from two thirds of the States, and a Majority of all the States shall be necessary to a Choice. In every Case, after the Choice of the President, the Person having the greatest Number of Votes of the Electors shall be the Vice President. But if there should remain two or more who have equal Votes, the Senate shall chuse from them by Ballot the Vice President.

The Congress may determine the Time of chusing the Electors, and the Day on which they shall give their Votes; which Day shall be the same throughout the United States.

No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the Powers and Duties of the said Office, the Same shall devolve on the Vice President, and the Congress may by Law provide for the Case of Removal, Death, Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly, until the Disability be removed, or a President shall be elected.

The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be encreased nor diminished during the Period for which he shall have been elected, and he shall not receive within that Period any other Emolument from the United States, or any of them.

Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation:--"I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

Section 2. The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to grant Reprieves and Pardons for Offences against the United States, except in Cases of Impeachment.

He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate,

by granting Commissions which shall expire at the End of their next Session.

Section 3. He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

Section 4. The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

Article III

Section 1. The judicial Power of the United States, shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behaviour, and shall, at stated Times, receive for their Services, a Compensation, which shall not be diminished during their Continuance in Office.

Section 2. The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority; — to all Cases affecting Ambassadors, other public Ministers and Consuls; — to all Cases of admiralty and maritime Jurisdiction; — to Controversies to which the United

States shall be a Party; — to Controversies between two or more States; — between a State and Citizens of another State; — between Citizens of different States; — between Citizens of the same State claiming Lands under Grants of different States, and between a State, or the Citizens thereof, and foreign States, Citizens or Subjects.

In all Cases affecting Ambassadors, other public Ministers and Consuls, and those in which a State shall be Party, the supreme Court shall have original Jurisdiction. In all the other Cases before mentioned, the supreme Court shall have appellate Jurisdiction, both as to Law and Fact, with such Exceptions, and under such Regulations as the Congress shall make.

The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

Section 3. Treason against the United States, shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and Comfort. No Person shall be convicted of Treason unless on the Testimony of two Witnesses to the same overt Act, or on Confession in open Court.

The Congress shall have Power to declare the Punishment of Treason, but no Attainder of Treason shall work Corruption of Blood, or Forfeiture except during the Life of the Person attainted.

Article IV

Section 1. Full Faith and Credit shall be given in each State to the public Acts, Records, and judicial Pro-

ceedings of every other State. And the Congress may by general Laws prescribe the Manner in which such Acts, Records, and Proceedings shall be proved, and the Effect thereof.

Section 2. The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States.

A Person charged in any State with Treason, Felony, or other Crime, who shall flee from Justice, and be found in another State, shall on Demand of the executive Authority of the State from which he fled, be delivered up, to be removed to the State having Jurisdiction of the Crime.

No Person held to Service or Labour in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labour, but shall be delivered up on Claim of the Party to whom such Service or Labour may be due.

Section 3. New States may be admitted by the Congress into this Union; but no new States shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or Parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress.

The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so construed as to Prejudice any Claims of the United States, or of any particular State.

Section 4. The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion;

and on Application of the Legislature, or of the Executive (when the Legislature cannot be convened) against domestic Violence.

Article V

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.

Article VI

All Debts contracted and Engagements entered into, before the Adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwith-standing.

The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States.

Article VII

The Ratification of the Conventions of nine States, shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.

Done in Convention by the Unanimous Consent of the States present the Seventeenth Day of September in the Year of our Lord one thousand seven hundred and Eighty seven and of the Independence of the United States of America the Twelfth

In witness whereof We have hereunto subscribed our Names,

George Washington--President and deputy from Virginia

New Hampshire: John Langdon, Nicholas Gilman

Massachusetts: Nathaniel Gorham, Rufus King

Connecticut: William Samuel Johnson, Roger Sherman

New York: Alexander Hamilton

New Jersey: William Livingston, David Brearly, William Paterson, Jonathan Dayton

Pennsylvania: Benjamin Franklin, Thomas Mifflin, Robert Morris, George Clymer, Thomas FitzSimons, Jared Ingersoll, James Wilson, Gouverneur Morris

Delaware: George Read, Gunning Bedford, Jr., John Dickinson, Richard Bassett, Jacob Broom

Maryland: James McHenry, Daniel of Saint Thomas Jenifer, Daniel Carroll

Virginia: John Blair, James Madison, Jr.

North Carolina: William Blount, Richard Dobbs Spaight, Hugh Williamson

South Carolina: John Rutledge, Charles Cotesworth Pinckney, Charles Pinckney, Pierce Butler

Georgia: William Few, Abraham Baldwin

TEXT 3

The Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation, so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate, we can not consecrate, we can not hallow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain — that this nation, under God, shall have a new birth of freedom — and that government of the people, by the people, for the people, shall not perish from the earth.

Abraham Lincoln
November 19, 1893

TEXT 4

The Original Bill of Rights

Here is the complete text of the original twelve amendments to the U.S. Constitution.

Article I

After the first enumeration required by the first article of the Constitution, there shall be one representative for every thirty thousand, until the number shall amount to one hundred, after which the proportion shall be so regulated by Congress, that there shall be not less than one hundred representatives, nor less than one representative for every forty thousand persons, until the number of representatives shall amount to two hundred; after which the proportion shall be so regulated by Congress, that there shall be not less than two hundred representatives, nor more than one representative for every fifty thousand persons.

Article II

No law varying the compensation for the services of the Senators and Representatives, shall take effect, until an election of Representatives shall have intervened.

Article III

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press;

or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Article IV

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

Article V

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

Article VI

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Article VII

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be de-

prived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Article VIII

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Article IX

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Article X

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

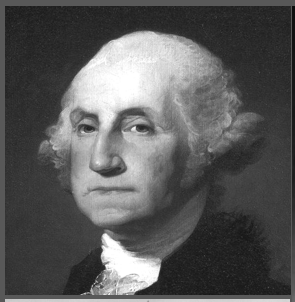
Article XI

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

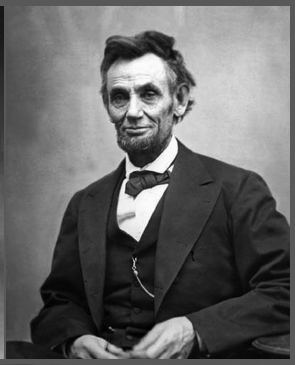
Article XII

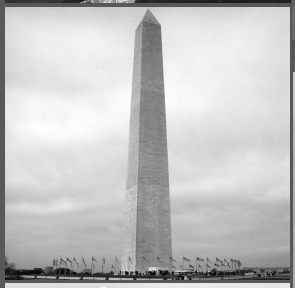
The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

American Historic Icons









IN CONGRESS, JULY 4, 1776.

A DECLARATION

BY THE REPRESENTATIVES OF THE

UNITED STATES OF AMERICA,

IN GENERAL CONGRESS ASSEMBLED.

WHEN in the Course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume among the Powers of the Earth, the separate and equal Station to which the Laws of Nature & of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the causes which impel them to the Separation.

We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly all Experience hath shewn, that Mankind are more disposed to suffer, while Evils are sufferable, than to right themselves by abolishing the Forms to which they are accustomed. But when a long Train of Abuses and Usurpations, pursuing invariably the same Object, evinces a Design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security.—Such has been the patient Sufferance of these Colonies; and such is now the Necessity which constrains them to alter their former Systems of Government. The History of the present King of Great Britain is a History of repeated Injuries and Usurpations, all having in direct Object the Establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid World.

He has refused his Assent to Laws, the most wholesome and necessary for the public Good.

He has forbidden his Governors to pass Laws of immediate and pressing Importance, unless suspended in their Operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the Accommodation of large Districts of People, unless those People would relinquish the Right of Representation in the Legislature, a Right inestimable to them, and formidable to Tyrants only.

He has called together Legislative Bodies at Places unusual, uncomfortable, and distant from the Depository of their public Records, for the sole Purpose of fatiguing them into Compliance with his Measures.

He has dissolved Representative Houses repeatedly, for opposing with manly Firmness his Invasions on the Rights of the People.

He has refused for a long Time, after such Dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the Dangers of Invasion from without, and Convulsions within.

He has endeavored to prevent the Population of these States; for that Purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their Migrations hither, and raising the Conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary Powers.

He has made Judges dependent on his Will alone, for the Tenure of their Offices, and the Amount and Payment of their Salaries.

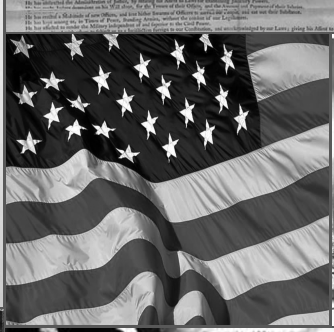
He has erected a Multitude of new Offices, and sent hither Swarms of Officers to harass our People, and eat out their Substance.

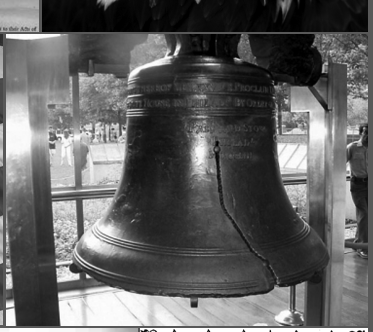
He has kept among us, in Times of Peace, Standing Armies, without the Consent of our Legislatures.

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















THE

STAR SPANGLED

BANNER.

SOLD BY

CHARLES H. ANDERSON,

Bookseller, Stationer, Newspaper and Periodical Dealer,

409, D street, between 9th and 7th sts.

WASHINGTON, D. C.

O! say can you see by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming;
Whose broad stripes and bright stars through the perilous fight,
O'er the ramparts we watched were so gallantly streaming;
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there;
O! say, does the star-spangled banner still wave,
O'er the land of the free and the home of the brave!

On the shore, dimly seen through the mist of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the stream;
'Tis the star-spangled banner, O! long may it wave,
O'er the land of the free and the home of the brave.

And where is the band who so vauntingly swore
That the havoc of war and the battle's confusion,
A home and a country should leave us no more?
Their blood has washed out their foul footsteps pollution.
No refuge could save the hireling and slave,
From the terror of flight or the gloom of the grave,
And the star-spangled banner in triumph doth wave,
O'er the land of the free and the home of the brave.

O! thus be it ever when freemen shall stand
Between their loved home and the war's desolation;
Blest with victory and peace, may the Heaven-rescued land,
Praise the power that hath made and preserved us a nation!
Then conquer we must, when our cause it is just,
And this be our motto:—"In God is our trust!"
And the star-spangled banner in triumph shall wave,
O'er the land of the free, and the home of the brave.

George Washington was the first president of the United States of America. He was the Commander in Chief of the Continental Army. His birthday is celebrated on February 22 with a holiday.

The Statue of Liberty is one of the best known American landmarks. It was a gift to the United States from France to commemorate their alliance during the American Revolution. It is located in the New York harbour near Ellis Island. The statue welcomed new immigrants to the United States who entered the country through Ellis Island between 1892 and 1954. The statue is 111 feet, 1 inch tall and made from 225 tons of copper. It was given to the people of the United States by France on July 4, 1884 to commemorate the 100 anniversary of the American Revolution. It was dedicated on October 28, 1886.

The flag of the United States is red, white, and blue. The fifty stars represent the fifty states. The thirteen red and white stripes represent the first thirteen colonies.

Abraham Lincoln was the sixteenth president of the United States. He issued the Emancipation Proclamation that freed the slaves. He was assassinated (killed) in 1865. His birthday is celebrated on February 12 with a holiday. Abraham Lincoln is remembered every day with his picture on the United States Penny and on the Five Dollar Bill.

The Liberty Bell is the bell of Independence Hall in Philadelphia, Pennsylvania. It was rung on July 8, 1776 to proclaim the independence of the United States of America from England. It cracked in 1835.

The Bald Eagle is the symbolic bird of the United States of America. The Bald Eagle represents the traits of courage, independence, and strength. It is a large eagle with white-feathered head and neck. The Bald Eagle appears on most of its official seals, including the Seal of the President of the United States. Some Native American cultures considered the Bald Eagle a sacred bird.

The Declaration of Independence was signed **on July 4, 1776**. This is the birthday of the United States of America. It is generally referred to as "Independence Day." It is usually celebrated with fireworks displays. Fireworks that represent a battle during the War of 1812. Francis Scott Keys was observing a battle during the War of 1812 when he wrote the Star-Spangled Banner, the National Anthem.

The Declaration of Independence is the formal statement, written by Thomas Jefferson and adopted by the Second Continental Congress, declaring the thirteen American colonies free and independent of Great Britain. There were fifty-six signers. This led to the Revolutionary War.

The Constitution of the United States of America is a written decree of the laws and principles for governing the United States. It has seven articles and twenty-five amendments (changes). The first ten amendments are called the Bill of Rights. It has been the supreme law of the nation since it was adopted in 1789.

The Washington Monument was built to honor George Washington, commander-in-chief of the continental army, and first president of the United States. The monument was completed and dedicated in 1885. It is a white marble structure 555 feet, 5-1/8 inches tall.

The Lincoln Memorial is located in Washington, D. C. and was built in honor of his memory. Inscribed on the memorial are the words:

"IN THIS TEMPLEAS IN THE HEARTS OF THE PEOPLE FOR WHOM HE SAVED THE UNION THE MEMORY OF ABRAHAM LINCOLNIS ENSHRINED FOREVER."

Pledge of Allegiance: "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

The Star-Spangled Banner:

Oh, say can you see, by the dawn's early light what so proudly we hailed by the twilight's last gleaming.

Whose broad stripes and bright stars, through the perilous fight, O'er the ramparts we watched were so gallantly streaming.

And the rockets red glare, the bombs bursting in air Gave proof through the night that our flag was still there.

Oh, say does that star-spangled banner yet wave O'er the land of the free, and the home of the brave.

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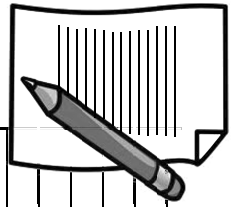
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Notes Notes Notes Notes Notes Notes



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