

Week 1: HIST 1301 in Global Perspective (up to 1510s)

1. Review: Maïdu Creation Story & Ancient Oral History
2. Common Characteristics of America's First People
3. Different Community Types based on Environment
4. Reasons for Competition and War

Key Term: **Aztec Empire**

Common Characteristics

- I. The first people in America shared a:
 - a. Basic need for food
 - b. Basic need for shelter
 - c. Basic need for community and relationships

Old Resources That Guided People to the “New World”

- Favorable Weather
- Animals that could feed groups of people in one place
- Sources of Metal and Water
- Luxuries and Large Markets to Sell Them In

How the Environment Shaped Communities

- People built communities based on the types of food available in their local landscape.
 - Nomadic
 - Village
 - City/Empire
- People tried to make work efficient.
- The communities with more food had more social services.

Reasons for Competition and War

- Desires to Expand Architecture and Agriculture
- Fear of Reduced Access to Essential Resources
- Common Interest in a Higher Social or Economic Status

Week 2: Motives for English Colonization, 1620s-1740s

1. Review: Ancient Cities/Empires, Pima Creation Story
2. Economic Values: Upward Mobility and **Staple Crops**
3. Family Values: Puritan **Women's Work** and Social Responsibility
4. Spiritual Values: **Triangular Trade** and Salem Witch Trials
5. Civic Values: The **Enlightenment** and the **Great Awakening**
(Key Terms are in **Bold**)

The Pima Creation Story

Strategies to Analyze Folklore/ Literature:

- Read the intro for hints of the authors' geographic and historical context.
- List the important items in the story. Guess their significance for the audience.
- Review the class lesson and note any similarities/contrasts in the ways Pima viewed their community and resources.

The Mayflower Compact (1620)

The Pilgrims established “such just and equal
Laws, Ordinances, Acts, Constitutions and
Offices... as shall be thought most meet and
convenient for the general good of the Colony
...”

John Winthrop, Model of Christian Charity (1630)

- “we shall be as a city upon a hill, the eyes of all people upon us. So that if we shall deal falsely with our God in this work we have undertaken... we shall open the mouths of enemies to speak evil of the ways of God...till we be consumed out of the good land whither we are going.”

Social Responsibility in New England

- Puritan women were models of Christian charity through housework, motherhood, and proper attitudes.
- What did it mean when a woman was not doing “typical “ female activities?



Week 2: Motives for English Colonization, 1620s-1740s

1. Review: Puritan **Women's Work**
2. Civic Values: **Enlightenment** and **Great Awakening**
3. Economic Values: **Mercantilism** and International Competition
4. Reading William Byrd II on Trade and "Proprietary Governments"
5. *Reading Bound*: Labor and Travel to the British Colonies

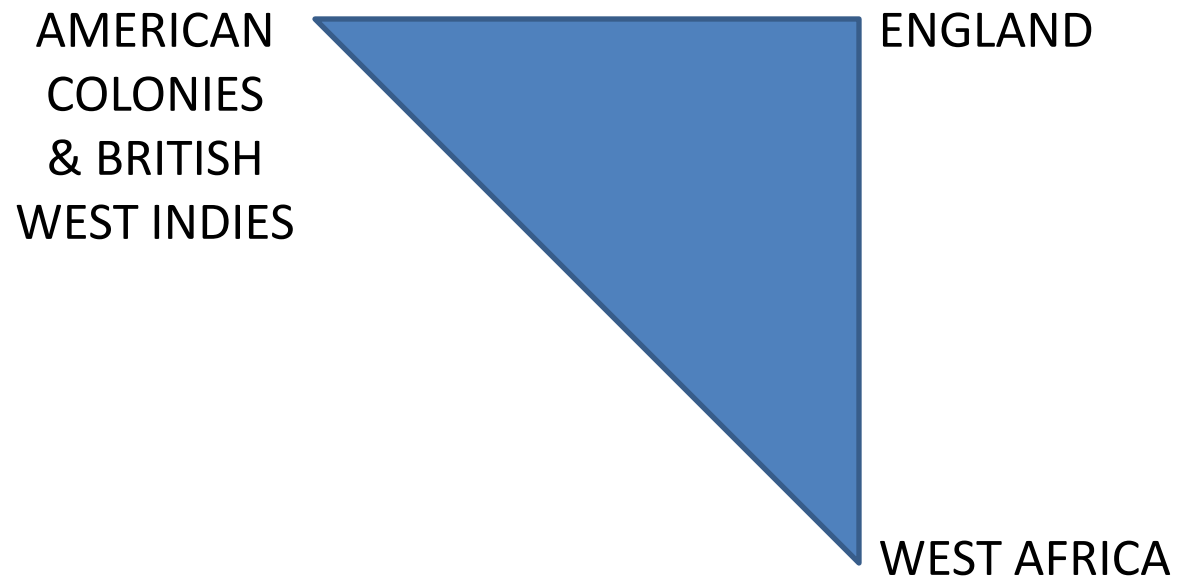
The Enlightenment and the Great Awakening, early 1700s

Enlightenment: A person's reason determines success (example: Thomas Jefferson, Benjamin Franklin)

Great Awakening: God's will and individual repentance determine success (example: George Whitefield, Jonathan Edwards, "Sinners in the Hands of an Angry God")

Trade and International Competition

- **Mercantilism:** theory that the international economy depended on merchants (people who make and sell items) and a fixed amount of wealth



Features of the English Mercantile System

- Factories in England made manufactured goods that were shipped to the colonies.
- The colonies could only sell unfinished products like staple crops. England outlawed American factories.
- Unenforced Navigation Acts of 1660 regulated the colonies' trade with England and restricted trade with other countries.

English Mercantilism and American Plantations

The strength of the British empire depended on:

- steady development of British plantations in America.
- Reliable British control (example: the Board of Trade and the Dominion of New England, 1670s-1691)
- A general sense of British loyalty

Discuss William Byrd II, “Concerning Proprietary Governments”

- Why was trade important to people in early America?
- What would have happened to people in early America without reliable trade?

William Byrd II, lawyer and Virginia tobacco plantation heir



“Proprietary
Governments”
Definition:

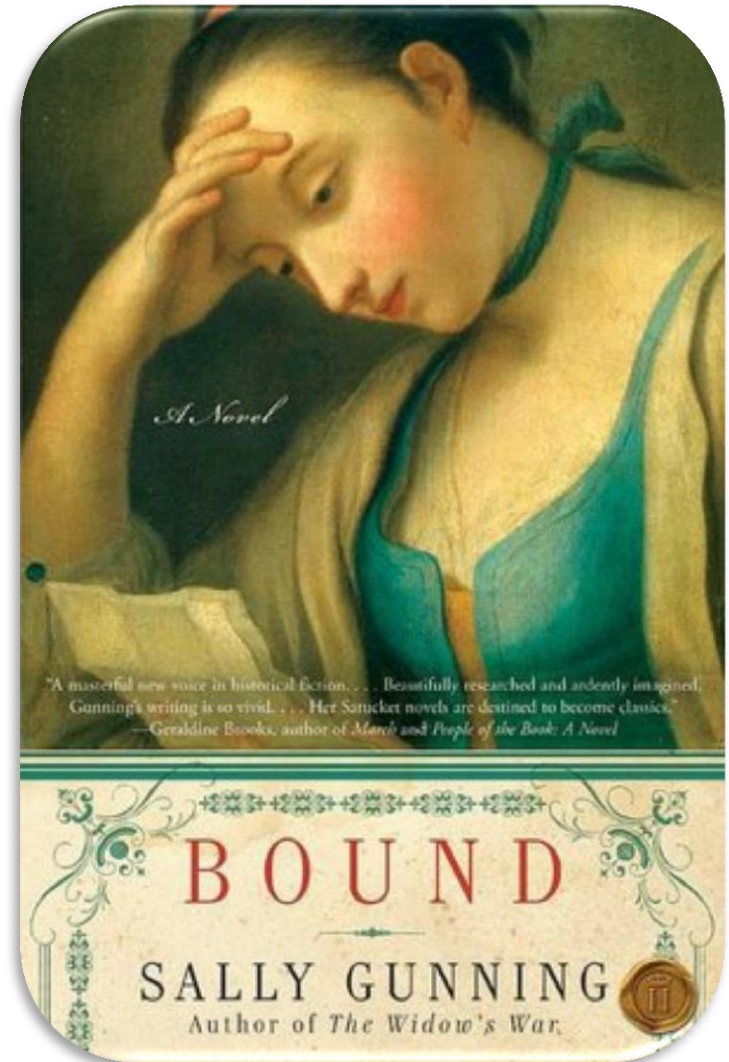
p. 50: a colony
owned by an
individual, not by a
company of stock-
owning investors

Discuss William Byrd II, “Concerning Proprietary Governments”

- Where was Byrd from?
- What was the “the Mother Country?”
- Why did he complain about the colonies?
- What role did pirates and runaways play in the colonial economic system?

Reading Bound: Labor and Travel to the British Colonies

- About 350,000 English people sailed to the American colonies as adult or child indentured servants.
- Indenture: a long-term manual labor contract in exchange for the cost of their trans-Atlantic passage



Closing Question

Write your name, your answer, and your hobby on a piece of paper and pass it down:

- Based on his argument, why would William Byrd II be concerned about a servant like Alice Cole breaking this contract?

Indentured Servants – Basic Facts

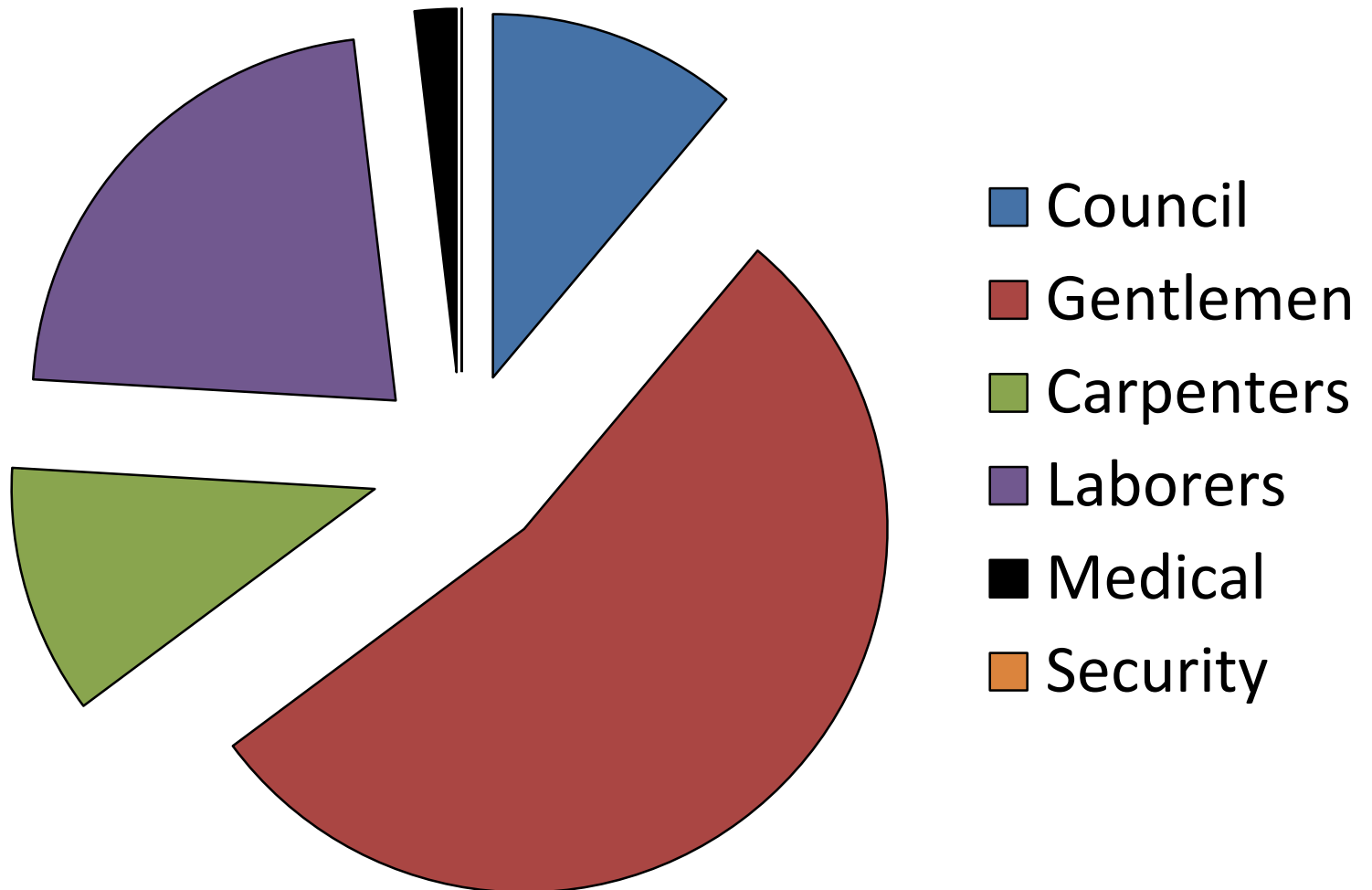
- Hired to work for a specific number of years, usually to pay a debt or acquire training.
- The indenture was a written contract between the master, servant, or servant's representative.
- Masters received servant's labor and Virginia headrights to 50 acres per servant.
- Servants were paid AFTER indenture term with land, livestock, and/or clothes.

Week 3: Methods of English Colonization, 1607-1730s

1. Review: William Byrd II and Colonial Wealth
2. The Virginia Company and Jamestown
 - a. John Smith, “The Starving Time”
 - b. Tobacco and the 1622 **Powhatan** Uprising
3. Reading Bound: **Indentured Servants** and Travel to the British Colonies
4. **Headright** and **Bacon’s Rebellion** (1676)
5. **King Philip’s War** in Massachusetts (1675-1676)

Jamestown Census: 1607

Settlers' Occupations



Review Question

Write your name, your answer, and your hobby on a piece of paper. At the end of class, pass it to the end of your row:

- Why would English colonial leaders like William Byrd II be concerned about a servant like Alice Cole breaking her labor contract?

Week 4: Forced Labor in the Spanish and British Empires, 1492-1750s

1. Review: Motives Behind Virginia Co.
2. Reasons for European Exploration in the 1400s
- 3. Christopher Columbus, Hernan Cortes, and Control of Native Communities**
4. Glory, God, and Gold in the Spanish Empire
5. Piracy and Global Competition for Native American Wealth

European Explorers

Reasons to Explore America:

- a. Seeking Shorter Trade Routes
- b. Seeking More Labor
- c. Expanding the Christian Empire

Conquistadores



- Usually young Spanish men in need of a trade.
- Travelled on behalf of the Spanish royalty to claim new territory.
- Paid based on the resources they found in the New World.

Conquistadors and the “Requirement/ Requerimiento”

- “Por ende, como mejor podemos, os rogamos y requerimos que entendáis bien esto que os hemos dicho, y toméis para entenderlo y deliberar sobre ello el tiempo que fuere justo, y reconozcáis a la Iglesia por señora y superiora del universo mundo, y al Sumo Pontífice, llamado Papa, en su nombre, y al Rey y reina doña Juana, nuestros señores, en su lugar, como a superiores y reyes de esas islas y tierra firme, por virtud de la dicha donación y consintáis y deis lugar que estos padres religiosos os declaren y prediquen lo susodicho. “

Britain and France Seek American Wealth



Jean Fleury (1520s) – First to steal Aztec treasure from the Spanish



Francis Drake (1570s-1580s) – First to rob Spanish ports on the Atlantic and Pacific coasts of America



French Explorers and the Fur Trade, 1534 to 1600s

- French settlers in America sought wealth, fashion, and freedom from anti-Protestant persecution
- First settled in eastern Canada, Florida, and the Great Lakes region



Week 4: Forced Labor in the British and Spanish Colonies, 1492-1750s

1. Review Video: “A Child’s Life” in Mission San Jose
2. Epidemics and the First British Colonies
 - a. Pilgrims (1620)
 - b. King Philip’s War (1675-76)**
3. Labor in the Middle Colonies and South Carolina (**Stono Rebellion**)
4. The Transition from British **Indentured Servants** to Racial Slavery
5. New England Ship Building and The **Middle Passage**

Epidemics in America: Causes



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Over 98% death rate in Hispaniola and throughout the continent from:

Smallpox	Influenza	Yellow Fever
Measles	Chicken pox	Malaria

Trade and Labor in the New York Colony



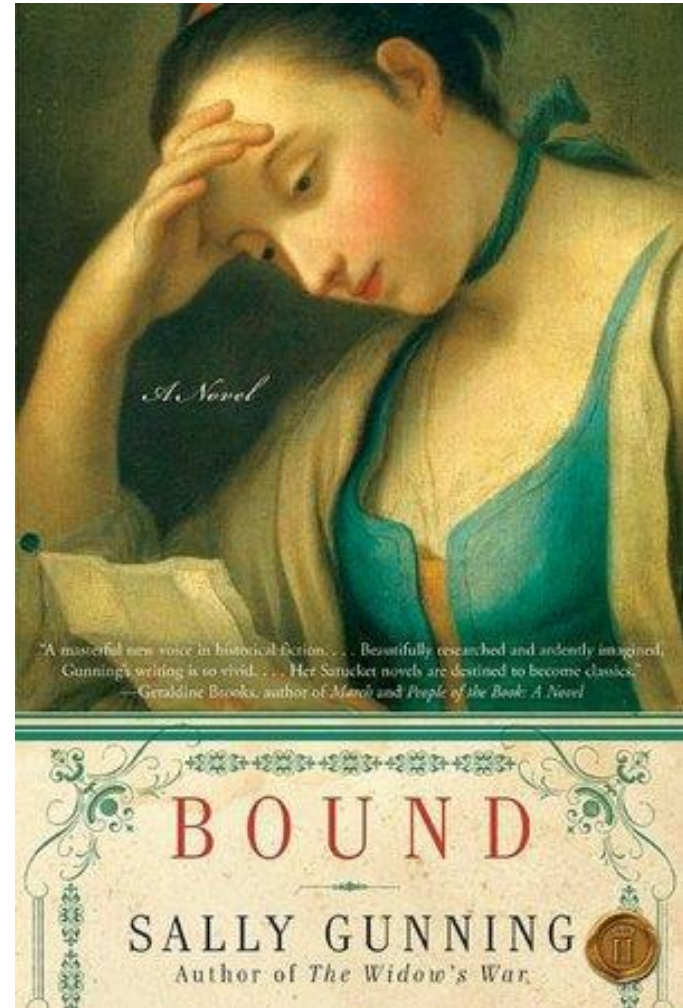
- Founded by the Dutch East India Co. in 1609 to control fur trade
- Religious Diversity encouraged to avoid labor shortages
- Slave Revolts in 1712 and 1741

Quakers in the Pennsylvania Colony

- Protestant Christians who arrived in 1681 in Pennsylvania
- Believed in spiritual equality (God can speak to any church member)
- Profited from wheat exports to Caribbean slave plantations
- Believed in purchasing land from local native people, leading to peace with Lenni Lenape

Bound, Ch. 3

- Would the contract terms change if Alice was “given” to a new master?
- How was her status different than that of an enslaved person?



Transition to Racial Slavery: Virginia Slave Codes

- (1662) Children of Enslaved Mothers are Slaves
- (1667) Baptized Slaves are Not Free
- (1668) Owners may Beat Slaves “Moderately”
- (1669) It is Not a Crime for a Master to Beat a Slave to Death by Accident

Week 5: Mercantilism and World War, 1650s-1776

1. Review of Your Choice

2. Exploring Historical Databases

3. Reading Exercise #1 due Thursday (Byrd and Columbus)

Exploring Historical Databases

A. slavevoyages.org/voyage/search

B. [http://www.virtualjamestown.org/indentures
/
search_indentures.html](http://www.virtualjamestown.org/indentures/search_indentures.html)

A. “Geography of Slavery:”

<http://www2.vcdh.virginia.edu/gos/browse>

In small groups, use a laptop or smart device to look up 3 entries in each database. Choose the search criteria that interests you. Write down your findings, specifically 2 details that surprised you or reminded you of a class lesson.

Week 5: Mercantilism and World War, 1650s-1776

1. Review: Social Responsibility in Native Communities and in New England
2. **Mercantilism and the French and Indian War**
3. Early American Identity: the **Albany Plan, Pontiac's Rebellion**, Enslaved Children
4. Enforcement of the **Navigation Acts**
5. Massachusetts, the **Stamp Act Congress**, and Revolutionary Thought
6. Patrick Henry: Liberty or Death, 1775

Review: Social Responsibility in Native Communities and in New England

Communities thrived on:

- Reliable division of important duties
(ex: “The Rule of Thumb”)
- Steady supply of new workers
(ex: Aztec captives)
- Strategies to pass on wealth and traditions
(ex: Bound Ch. 4)



The French Empire in America

Mercantilism and the French and Indian War

- When France lost the French and Indian War in 1763, it lost all territory in Canada and the Louisiana Territory, too.
- England claimed ownership of the land controlled by France, but Native Americans disagreed. (**Pontiac's Rebellion**)
- After spending 4 million pounds on war supplies, England could not afford to provide security for so much territory.

“Taxation Without Representation”

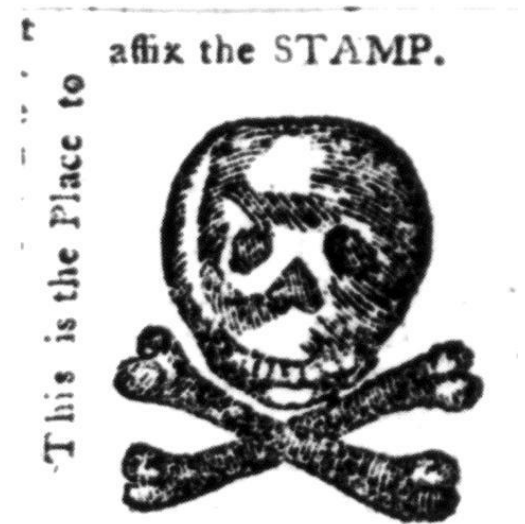
- Enforcement of Navigation Acts (Taxes and Import Duties):

1764: Revenue/Sugar Act

1765: Stamp Act

1767: Townshend Duties

1773: Tea Act



Why were so many revolutionary protests in Boston?

Stamp Act Congress, 1765

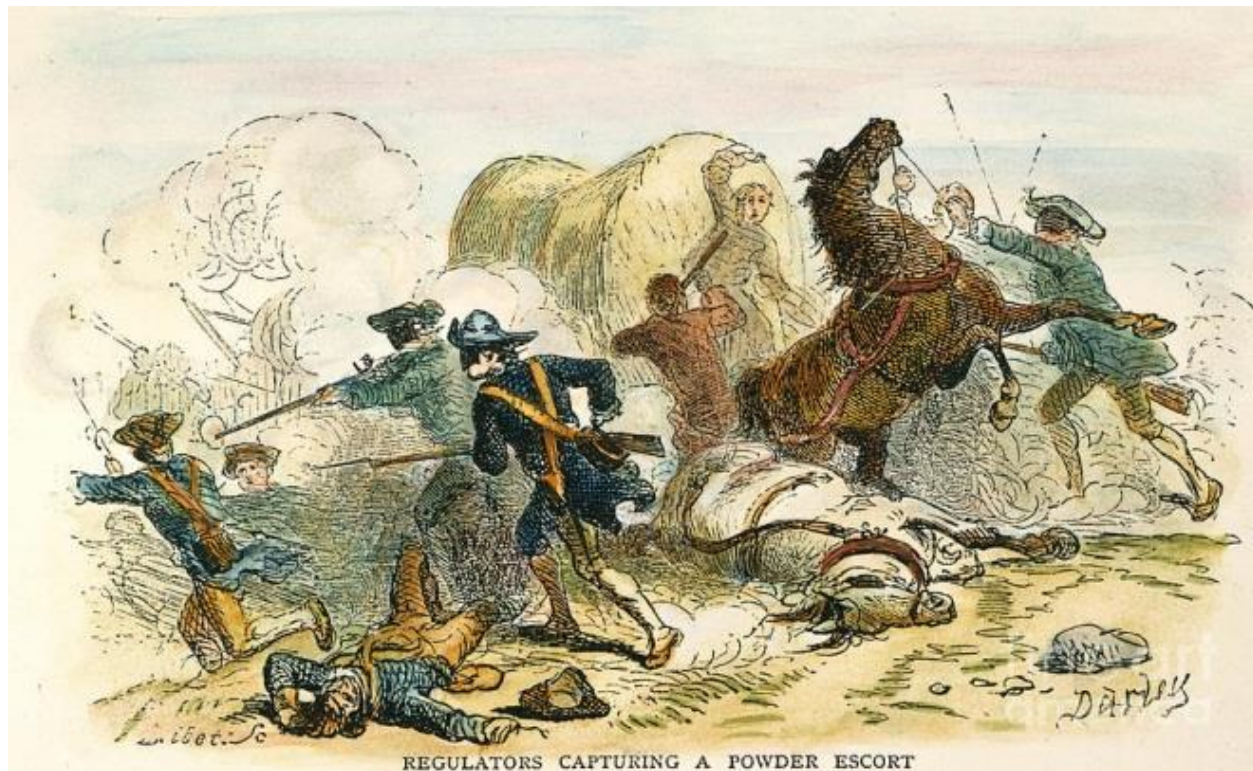
- “it is the indispensable duty of these colonies, to the best of sovereigns, to the mother country, and to themselves, to endeavor by a **loyal and dutiful address to his Majesty**, and humble applications to both Houses of Parliament, to procure the **repeal of the Act** for granting and applying certain stamp duties.”

Political Steps Toward Independence

- **Colonial Assemblies** – at least partly elected by property owners, known for not enforcing Navigation Acts
- **First Continental Congress (1774)** urged boycotts of British goods and demanded *English* rights
- **Second Continental Congress (1775)** formed army and demanded *English* rights
- **Declaration of Independence (1776)** called for *natural* rights

Carolina Regulators (1760s)

"The people were defrauded by the clerks of the courts, by the recorders of deeds, by entry-takers, by surveyors and by lawyers: every man demanding twice or three times his legal fee."



Why were the **Tories/Loyalists** against American Independence?

- Hatred for other Colonists
- Obedience to the English King
- Fear of Civil War

Week 6: The Uniqueness of US Democracy (1776-1789)

1. Patrick Henry, “Give Me Liberty or Give Me Death” (1775)
2. Enforcement of the **Navigation Acts**
3. The Carolina Regulator Movement of the 1760s and American **Loyalists**
4. Political Steps toward Independence
5. Military Strategy and Challenges Faced by the **Continental Army**
6. **Alliance with France** at the Battles of **Saratoga and Yorktown**

“Taxation Without Representation”

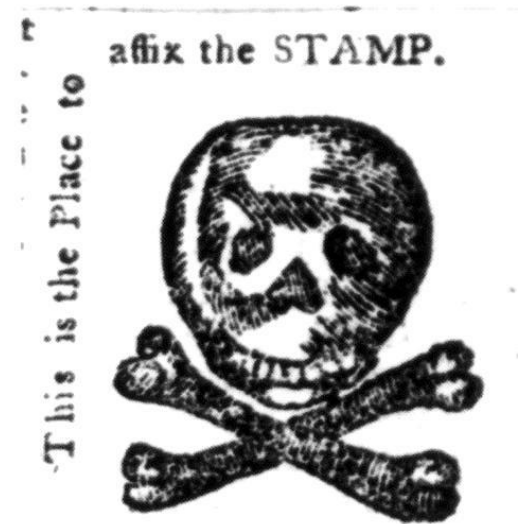
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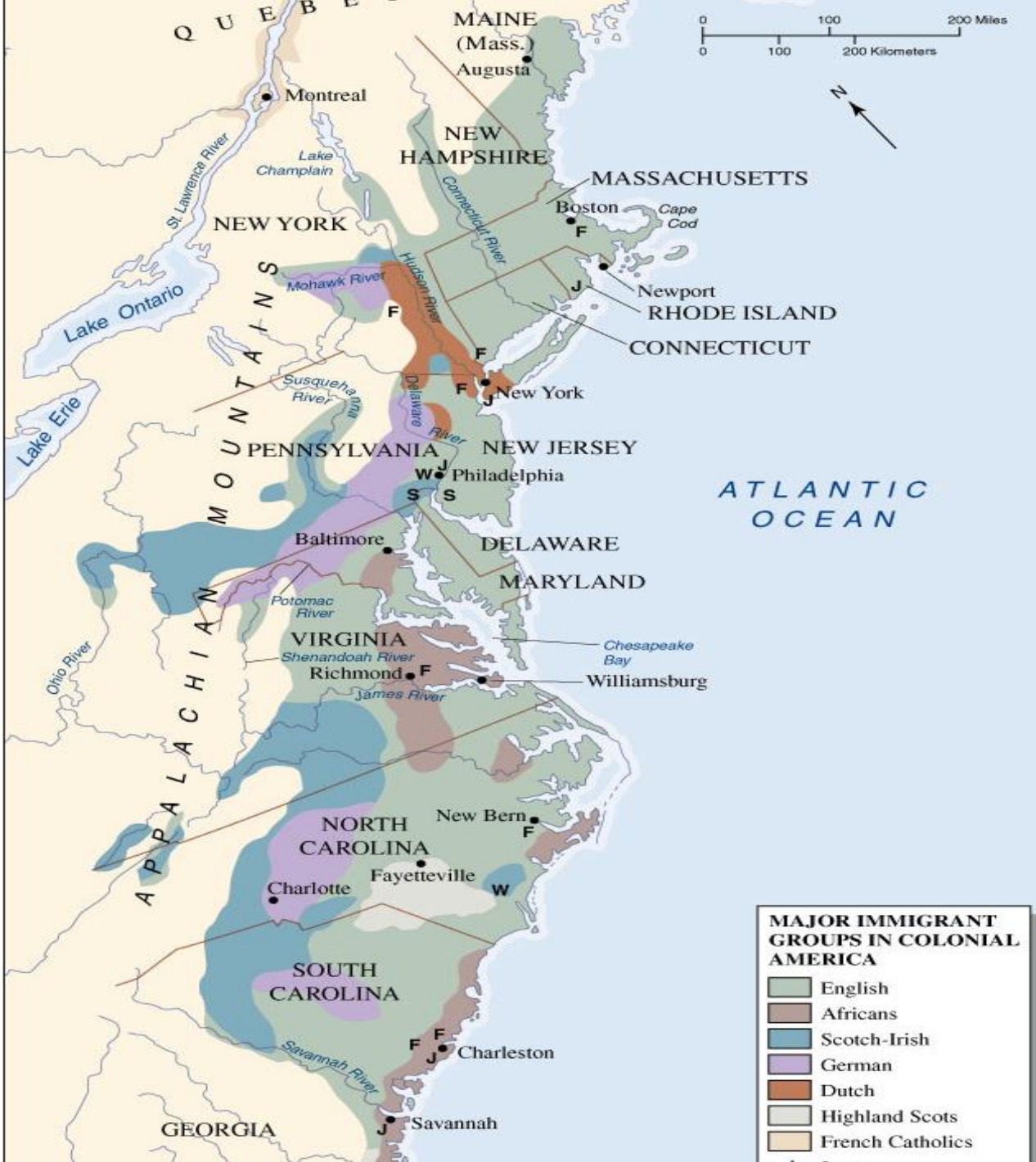
1765: Stamp Act

1767: Townshend Duties

1773: Tea Act



Why were so many revolutionary protests in Boston?



Loyalists and the Major Immigrant Groups in Colonial America

Political Steps Toward Independence

- *Colonial Assemblies* – at least partly elected by property owners, paid salaries of royal governors, known for not enforcing Navigation Acts
- *First Continental Congress* (1774) urged boycotts of British goods and demanded *English* rights
- *Second Continental Congress* (1775) formed army and demanded *English* rights
- *Declaration of Independence* (1776) called for ***natural*** rights

American Innovations in Military Strategy

- Using Forts and Barricades for Protection
- Splitting up the army (Battle of **Saratoga**)
- Earning the Trust of Local Civilians
- Hiring Substitutes for Individual Soldiers
(usually poor men and prisoners)

Smallpox, Recruitment, and Other Challenges

“Colonel Whitcomb's regiment, consisting of five hundred men, has now gone through the small-pox in [Boston] by inoculation, and all, except one negro, have recovered.”

-- Dr. James Thacher, “Military
Journal,” Aug. 1776

The Continental Army



- After the first year, mainly recruited from the poor or enslaved population of the colonies.

Week 6: the American Revolution

1. Review: The French and Indian War
- 2. Alliance with France at the Battles of Saratoga and Yorktown**
3. The Revolution and Political Equality
 - a. Portraits of Revolutionary Heroes
 - b. John and Abigail Adams
4. Activity: The Declaration of Independence in modern terms
5. Video: Schoolhouse Rock, “Fireworks”

Alliances with Other Nations: France



- France provided naval support, trade, and military training after the victory at **Saratoga** (1777).
- The French navy helped lay siege to the British army at **Yorktown** (1781), ending the war.

Alliances with Other Nations: The Iroquois

- Joseph Brant led most Iroquois to fight for England vs. two Christian Iroquois tribes in 1777. All Iroquois lost land after the war.



Abigail Adams – “Remember the Ladies” (March 31, 1776)



John Adams Response to Abigail

“We have been told that our Struggle has loosened the bands of Government every where. That Children and Apprentices were disobedient...that Indians slighted their Guardians and Negroes grew insolent to their Masters. But your Letter was the first Intimation that another Tribe more numerous and powerful than all the rest were grown discontented.” -- April 14, 1776

The Declaration of Independence in Modern Terms

1. Read your section of the Declaration with a few neighbors, then summarize it in 2-3 sentences.
2. Choose one summary to type here:
<http://tinyurl.com/js6kblz>
3. Also write one **specific** modern freedom that this sentence reminds you of:
4. “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are Life, Liberty, and the pursuit of Happiness.”

The Revolution and Political Equality

Loyalists/Tories worried that:

- Americans would recognize no central authority figure without a king.
- there would be no protection for those with less powerful views and interests.
- each state and region would seek its own economic interests, leading to division

Week 7: Creating A Strong Federal Government (1789-1815)

1. Review: Religious Freedom
2. Declaration of Independence Interpretations
3. Weak Federal Government: The Articles of Confederation and the Continental Army
4. Taxation with Representation: **Shays's Rebellion**
5. Property and the **Northwest Ordinance (1787)**: Midterm Map Exercise
6. Property, Haiti, and Jefferson's Support for the French Revolution



Declaration of Independence Interpretations

Permanent Rights to:

— Pursuit of Happiness:

Sex? Safety? Property?

— Liberty:

Lack of Discrimination? Free Expression?

— Life:

Your Choice of Unlimited Food?

— “all men are created equal:”

all humans are identical?

all males have the same social status?

Articles of Confederation Government (1777-1787)

No power to:

- Levy taxes
- Regulate commerce
- Amend the government structure

Structure:

- One legislative body
- No executive branch



Articles of Confederation and the Continental Army

“The country was rigorous in exacting my compliance to my engagements... but equally careless in performing her contracts with me, and why so? One reason was because she had all the power in her own hands, and I had none. Such things ought not to be.”

-- Joseph Plumb Martin, *Narrative of a Revolutionary Soldier*



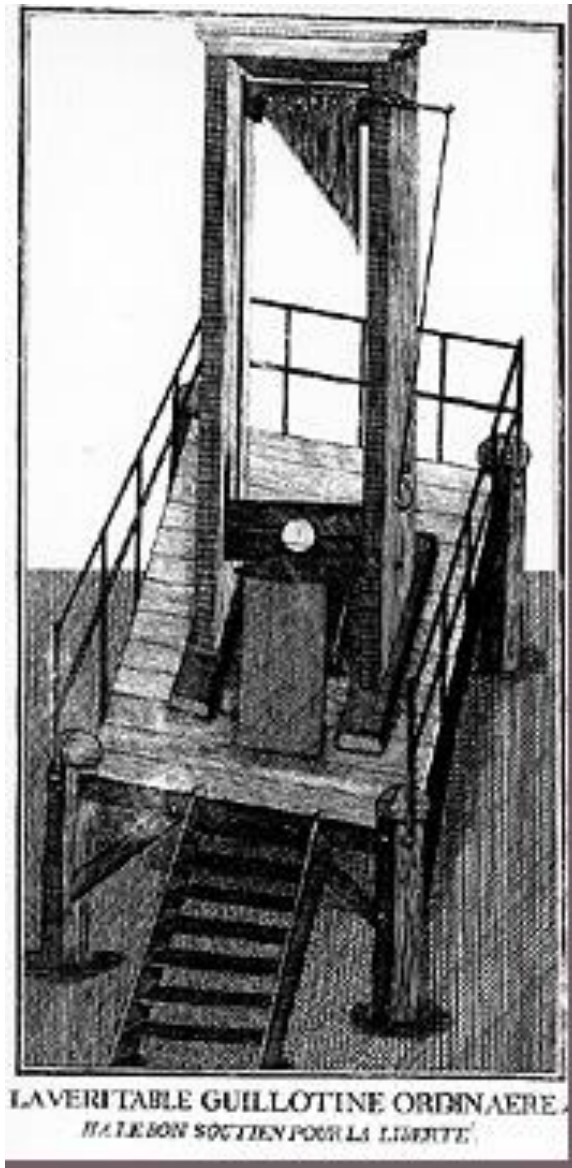
Articles of Confederation and **Shays's Rebellion** (1786-1787)

- Power of taxation was left to the states.
- Most western farmers were unable to pay the high Massachusetts land taxes.
- Farmers used weapons to demand protection from taxes and foreclosures.
- Mixed Reactions: Anti-Tyranny or Abuse of Liberty?

Property and the **Northwest Ordinance (1787)**

- 1785: New US government opens western settlement in modern Ohio, Indiana, Illinois, Michigan, and Wisconsin.
- 640 acre lots sold for at least \$1 per acre to raise funds for the Confederation government.
- In 1790, the Miami Confederacy inflicted the worst defeat of the United States by Native Americans.

French Revolution (1789-1799)



The guillotine, originally designed as a humane form of execution. It became the symbol of brutality and terror caused by the French Revolution.

The Haitian/Hispaniola Revolution (1791-1801)



**Gen. Toussaint
L'Ouverture**

Week 7: A Strong Federal Government, 1787-1794

1. Review: T. Jefferson on Rebellions & **Enlightenment**
2. **Separation of Powers** and James Madison
3. The Constitution and Slavery: Ending the **Middle Passage** to the USA
4. Political Parties and the **Bill of Rights**
5. Pres. John Adams and the **Alien and Sedition Acts**
6. Pres. Jefferson and the **Louisiana Purchase**

Thomas Jefferson on Rebellions & Enlightenment (1787)

“what country can preserve it’s liberties if their rulers are not warned from time to time that their people preserve the spirit of resistance? let them take arms. the remedy is to set them right as to facts, pardon & pacify them...”



the tree of liberty must be refreshed from time to time with the blood of patriots & tyrants.”

Separation of Powers: Branches of US Constitutional Government

- Executive (President)
- Judicial (Supreme Court)
- Legislative (Congress)
 - House of Representatives
 - Senate

Separation of Powers and James Madison

Separation of Powers: Each branch has different responsibilities

Checks and balances: Each branch relies on the other for its effectiveness.

Representation: The legislative branch is split into two houses to ensure that no state always has an advantage over another

Madison's Federalist Paper #10

- A “pure democracy” will lead to oppression, but a republic will protect all citizens
- A republic delegates responsibility to a smaller group of wise citizens for the public good
- A large republic will have a larger number of representatives, which brings a wider range of opinions

(in-class demonstration)

The Constitution and Slavery

- Because of the size and extent of plantations, the white population of the southern states remained lower than the northern population.

How would the southern states retain political influence in a House of Representatives based on population?

- Three-Fifths Clause Compromise
- The term “slavery” not used in writing
- Plans to move Capitol Building to the South

The Slave Trade and US Constitution

- **Issue:** What effect would a continued slave trade have on the US?

Pro: long-term financial security through land ownership and cash crops

Con: more diverse population and less respect for hard work

(The Middle Passage trade to the US was outlawed after 1808, but continued illegally.)

“Mad Tom in a Rage”



Pres. John Adams and the Sedition Act (1798-1801)

The Crime: advising or attempting an insurrection or riot, even if it never happens. Or spreading malicious information about the government, its representatives, and its laws.

The Punishment: “a fine not exceeding five thousand dollars, and by imprisonment during a term not less than six months nor exceeding five years.”

Pres. T. Jefferson & the Louisiana Purchase, 1803



