



OCR SHP
GCSE

THE MAKING OF AMERICA

1789–1900

ALEX FORD

An OCR endorsed textbook





THE MAKING OF AMERICA

1789–1900

ALEX FORD

SERIES EDITORS:

Jamie Byrom and Michael Riley



Copyright: Sample Material

The Schools History Project

Set up in 1972 to bring new life to history for school students, the Schools History Project has been based at Leeds Trinity University since 1978. SHP continues to play an innovative role in history education based on its six principles:

- Making history meaningful for young people
- Engaging in historical enquiry
- Developing broad and deep knowledge
- Studying the historic environment
- Promoting diversity and inclusion
- Supporting rigorous and enjoyable learning.

These principles are embedded in the resources which SHP produces in partnership with Hodder Education to support history at Key Stage 3, GCSE (SHP OCR B) and A level. The Schools History Project contributes to national debate about school history. It strives to challenge, support and inspire teachers through its published resources, conferences and website: <http://www.schoolshistoryproject.org.uk>

This resource is endorsed by OCR for use with specification OCR Level 1/2 GCSE (9–1) in History B (Schools History Project) (J411). In order to gain OCR endorsement, this resource has undergone an independent quality check. Any references to assessment and/or assessment preparation are the publisher's interpretation of the specification requirements and are not endorsed by OCR. OCR recommends that a range of teaching and learning resources are used in preparing learners for assessment. OCR has not paid for the production of this resource, nor does OCR receive any royalties from its sale. For more information about the endorsement process, please visit the OCR website, www.ocr.co.uk.

The publishers thank OCR for permission to use specimen exam questions on pages 102–103 from OCR's GCSE (9–1) History B (Schools History Project) © OCR 2016. OCR have neither seen nor commented upon any model answers or exam guidance related to these questions.

The wording and sentence structure of some written sources have been adapted and simplified to make them accessible to all pupils while faithfully preserving the sense of the original.

Every effort has been made to trace all copyright holders, but if any have been inadvertently overlooked, the Publishers will be pleased to make the necessary arrangements at the first opportunity.

Although every effort has been made to ensure that website addresses are correct at time of going to press, Hodder Education cannot be held responsible for the content of any website mentioned in this book. It is sometimes possible to find a relocated web page by typing in the address of the home page for a website in the URL window of your browser.

Hachette UK's policy is to use papers that are natural, renewable and recyclable products and made from wood grown in sustainable forests. The logging and manufacturing processes are expected to conform to the environmental regulations of the country of origin.

Orders: please contact Bookpoint Ltd, 130 Park Drive, Milton Park, Abingdon, Oxon OX14 4SE. Telephone: (44) 01235 827720. Fax: (44) 01235 400454. Email education@bookpoint.co.uk Lines are open from 9 a.m. to 5 p.m., Monday to Saturday, with a 24-hour message answering service. You can also order through our website: www.hoddereducation.co.uk

ISBN: 978 1 4718 60898

© Alex Ford 2017

First published in 2017 by

Hodder Education,

An Hachette UK Company

Carmelite House

50 Victoria Embankment

London EC4Y 0DZ

www.hoddereducation.co.uk

Impression number 10 9 8 7 6 5 4 3 2 1

Year 2021 2020 2019 2018 2017

All rights reserved. Apart from any use permitted under UK copyright law, no part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or held within any information storage and retrieval system, without permission in writing from the publisher or under licence from the Copyright Licensing Agency Limited. Further details of such licences (for reprographic reproduction) may be obtained from the Copyright Licensing Agency Limited, Saffron House, 6–10 Kirby Street, London EC1N 8TS.

Cover photo © Prints & Photographs Division, Library of Congress, LC-DIG-ppmsca-40073

Typeset by White-Thomson Publishing LTD

Printed in Italy

A catalogue record for this title is available from the British Library.

Copyright: Sample Material

CONTENTS

Introduction	2
Making the most of this book	
I Growing pains	8
What tensions arose as the USA grew, 1789–1838?	
Closer look 1: Slavery – hands, fingers and blood	
2 Visions	26
How did different groups see the American West, 1839–60?	
Closer look 2: The diary of Abigail Scott	
3 ‘A new birth of freedom’?	44
What sense can be made of the Civil War and its aftermath, 1861–77?	
Closer look 3: John Brown – fanatical abolitionist	
4 Smoke and blood	62
Settlement and conflict on the Plains, 1861–77	
Closer look 4: Picturing Little Bighorn	
5 We the people	80
How did the lives of Americans change, 1877–1900?	
Closer look 5: Quanah Parker – one man, many visions	
Preparing for the examination	96
Glossary	104
Index	106
Acknowledgements	108

Introduction

Making the most of this book

● Where this book fits into your GCSE history course

The course

The GCSE history course you are following is made up of five different studies. These are shown in the table below. For each type of study you will follow **one** option. We have highlighted the option that this particular book helps you with.

OCR SHP GCSE B

Paper 1 1 $\frac{3}{4}$ hours	British thematic study 20%
	<ul style="list-style-type: none">● The People's Health● Crime and Punishment● Migrants to Britain
Paper 2 1 hour	British depth study 20%
	<ul style="list-style-type: none">● The Norman Conquest● The Elizabethans● Britain in Peace and War
Paper 3 1 $\frac{3}{4}$ hours	History around us 20%
	<ul style="list-style-type: none">● Any site that meets the given criteria.
	World period study 20%
	<ul style="list-style-type: none">● Viking Expansion● The Mughal Empire● The Making of America
	World depth study 20%
	<ul style="list-style-type: none">● The First Crusade● The Aztecs and the Spanish Conquest● Living under Nazi Rule

The world period study

The world period study focuses on a wider world society and the unfolding story of a particularly interesting period in its history. It explores the relationship between different cultures at a time of great upheaval and considers the experiences and perspectives of different individuals and groups in the past.

Growing pains

What tensions arose as the USA grew, 1789–1838?

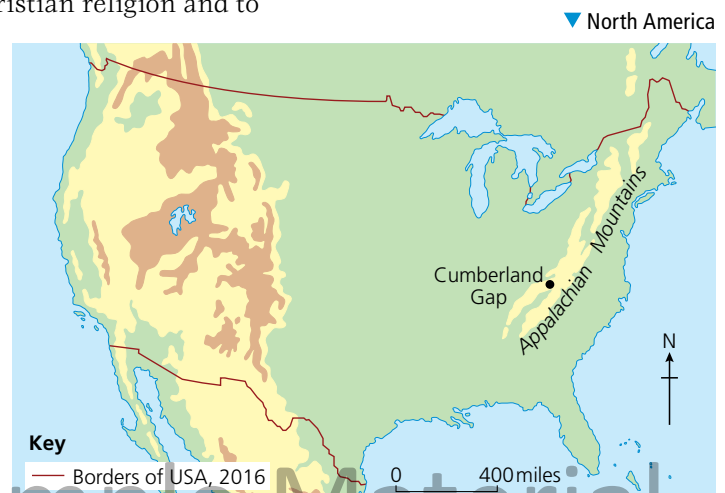
The history of America is often told as a story of movement, of feet tramping from place to place, of people striking out to build a new future. For over 150 years, however, the first inhabitants of England's colonies in North America lived only in the East, in the land between the Atlantic Ocean and the system of mountain ranges known as the Appalachians. These mountains, together with French and Spanish lands in the South and West, made a natural barrier to any movement westwards.

In the 1770s, however, a few bold families disobeyed their British rulers and made their way through the Appalachians and settled in the lands beyond. By 1789, the colonists had thrown off British rule and had set up their own government which encouraged movement over the Appalachians. Since then, millions of Americans have settled and lived in the West.

▲ The Cumberland Gap in the Appalachian Mountains of North America. It was through this mountain pass that the first settlers moved west in the 1770s

Two views of America's expansion

- Until quite recently, the history of this growth of the United States of America was generally told as a positive story. Americans saw themselves as pioneers, moving out to settle and tame a continent, bringing trade and helping to make the land useful. In this version of events, Americans went to claim land for their new nation, to spread the Christian religion and to bring freedom to all.
- More recent historians, however, have challenged the idea that the growth of America was entirely positive. They point out that the expansion of America was bought at great cost. In order to claim land, indigenous peoples were forcibly removed from their homes. These historians also argue that the wealth which allowed the new nation to expand was created on the backs of enslaved men and women who fuelled America's booming cotton industry. It was a story of tension, pain and suffering.





The Enquiry

In just 50 years, between 1789 and 1838, the United States expanded rapidly, claiming land and forming new states in territories west of the Appalachian Mountains. By 1838, it grew to cover nearly half of the continent of North America. The number of states doubled from 13 to 26. Much of this land was taken through direct conflict with the Indian tribes already living there. Other land was acquired from the Spanish in the south, the French in the west and the British in the north.

In this Enquiry you will try to unpick the tensions which were created as the United States began its development from a relatively small, new nation, to one of the largest

and most important countries in the world, filling much of the land shown in the map on page 8.

You will focus on three important developments:

- 1 **Expansion:** how and why America began to grow after the War of Independence in the period between 1789 and 1838.
- 2 **Exploitation:** how and why slavery became the backbone of America's wealth between 1793 and 1838.
- 3 **Expulsion:** how and why the indigenous peoples of the eastern USA were moved to new lands between 1830 and 1838.

As you learn about these three developments, you will need to identify tensions or 'growing pains' that the new nation experienced as it increased so rapidly in these years. Make notes in a table like this:

Where expansion was happening	Why expansion was happening	What tensions the expansion reveals

Your final challenge will include using your notes to annotate a simple map of the United States, as if for use in a textbook like this. It will have the heading, 'The growing pains of the USA, 1789–1838'.

Expansion: Moving into new lands, 1789–1838

As the map below clearly shows, the years between 1789 and 1838 saw enormous changes in North America. In particular, the United States pushed westwards setting up new states as the Union expanded. As you will learn, the growth revealed significant tensions within the new, young nation.

Record

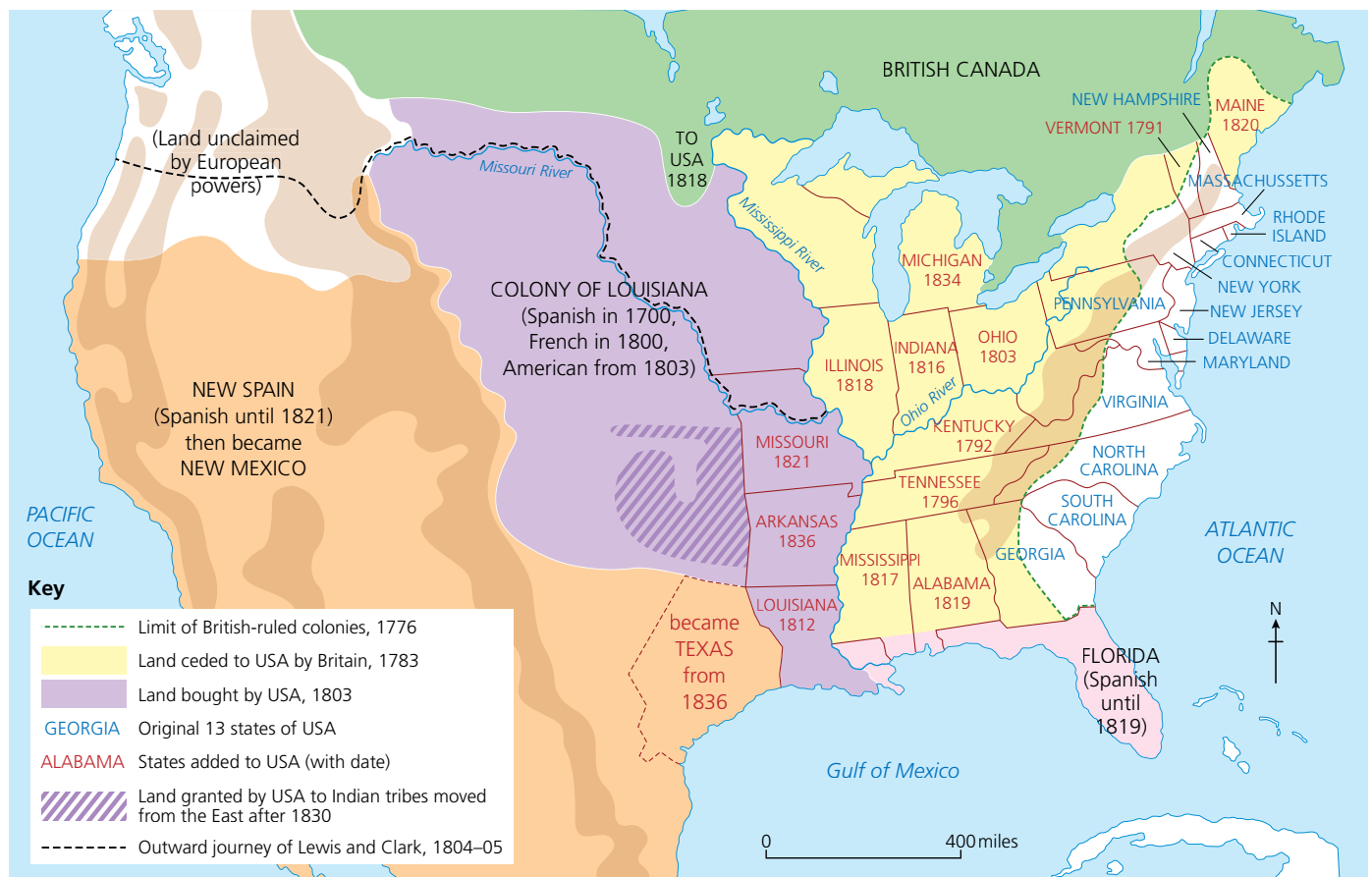
As you read pages 10–13 you should add your first entries to your list of the USA's 'growing pains' (see page 9).

Reflect

Study the map below.

- 1 Which states were added to the Union (the United States) between 1789 and 1838?
- 2 Do you think growing so far and so fast would make it more or less likely that the nation would experience tensions and 'growing pains'?

▼ North America, 1789–1838



The Indians of the East

During the American War of Independence, Indian tribes that lived in the lands to the northwest of the original 13 colonies supported the British side. These tribes, such as the Iroquois and Miami, knew that the British had agreed not to expand their American colonies into Indian lands. In 1783, however, the British lost the war and, as part of the peace treaty, they handed over 230 million acres of Indian lands to the newly created United States of America (see the yellow shading on the map on page 10).

As the Indians had not been defeated in the war, they were extremely angry that the British had given their lands away and had effectively placed them under the rule of the new United States Government.

The US Government called the lands to the north of the River Ohio the 'Northwest Territory'. The lands to the south of the Ohio were called the 'Southwest Territory'. In the Southwest Territory, frontiersmen set up farms in Indian-held land west of Virginia and the Carolinas even before the War of Independence. This was one reason why so many Indian tribes supported the British against the Americans.

Once the frontiersmen had set up farms in Indian lands, they demanded that the Government help to defend them against Indian attack. When no help was given, the settlers attacked the Indians themselves, leading to bloody conflicts between the two sides.

Defeat and dispossession

When he became president in 1789, George Washington believed that there was a real possibility that the Indians in the Northwest Territory might attack the United States. He was especially worried that Britain might support an Indian attack, hoping to win American lands back for the British Crown.

From 1791, Washington put 80 per cent of his government budget into a huge campaign against the Indians. In 1794, the Indians were defeated at the Battle of Fallen Timbers and a year later their leaders agreed to the Treaty of Greenville. This allowed the USA to take vast areas of the Northwest Territory under its control and even more settlers moved there. Eventually, the different areas of land became full states and joined the Union. Ohio, Indiana, Illinois and Michigan were all formed out of the northwestern lands between 1803 and 1837. In the Southwest Territory, the new states of Kentucky, Tennessee, Mississippi and Alabama were added by 1819.

As the USA spread, the Indians who had occupied this land moved further west into regions that were often already inhabited by other Indian tribes. This created conflict between the Indians.

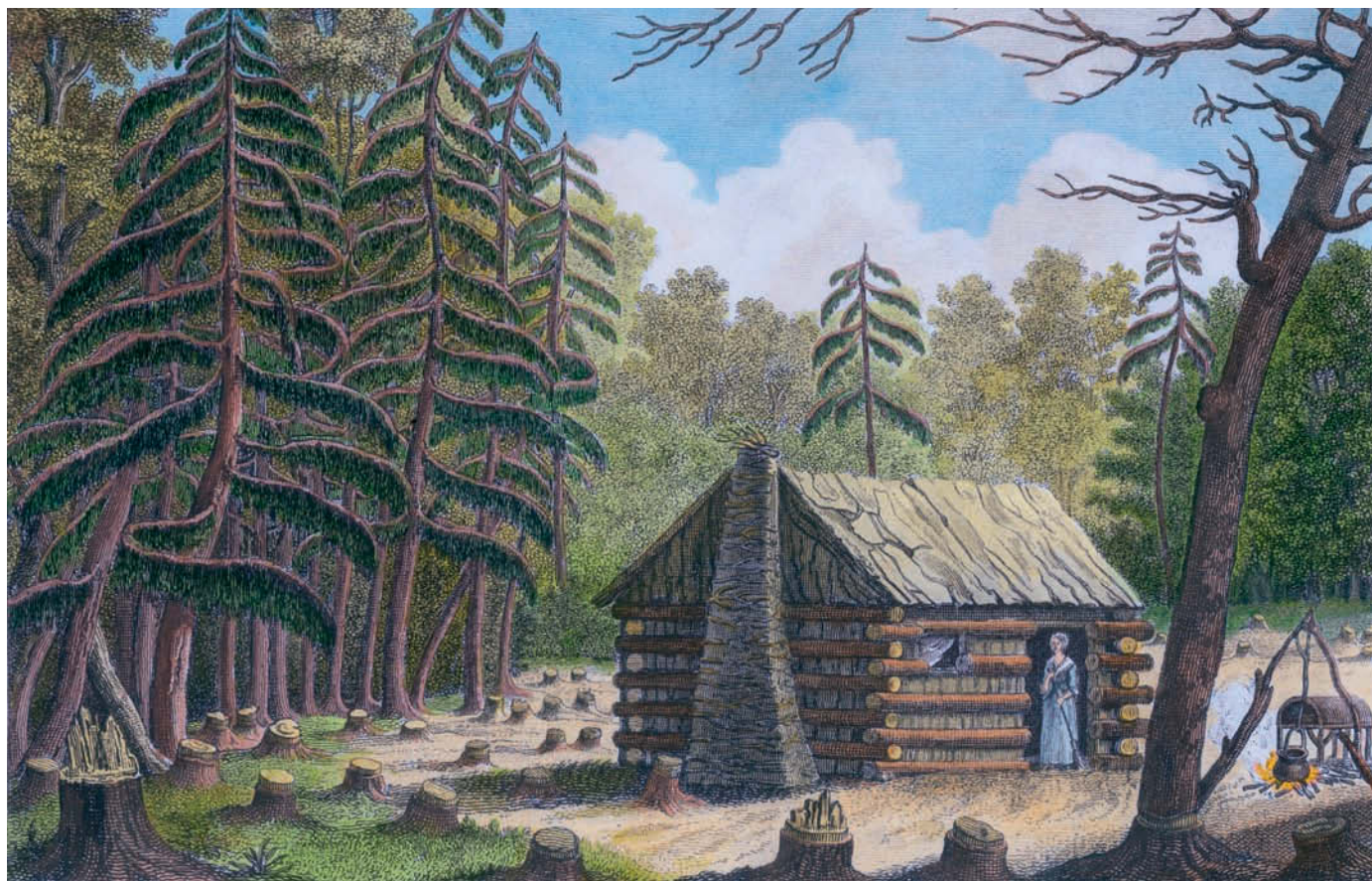
Reflect

What part did the following play in creating tensions in the United States between 1783 and 1795?

- 1 The British
- 2 Early settlers
- 3 George Washington

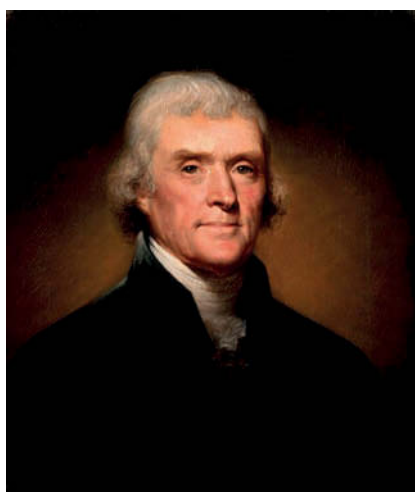
► A painting of the Treaty of Greenville, 1795. The artist was probably one of the American army officers present at the time. It gives an impression of the fine land that was being passed to the white settlers by the Indians





▲ An engraving of a settler's small farm and cabin in Ohio, from a travel book published in 1826. The French author, Georges Collot, wrote the book about his journey along the Ohio River in 1796

▼ Thomas Jefferson, painted by Rembrandt Peale, 1800



Land and democracy

The United States was one of the world's first democratic countries. Thomas Jefferson, the third President of the USA (1801–09), believed that the ideal democratic American was a 'yeoman farmer' who owned his own piece of land and could provide for himself. He argued that such people would make more sensible democratic decisions than those who had no property or land and who had nothing to lose by voting for extreme ideas.

It was Jefferson who, before he was president, helped to set up the Northwest and Southwest Territories. He also created systems to divide and sell this land as quickly as possible. The territories were divided up into a neat grid of six-mile squares. Each of these was then divided into 36 sections of 640 acres each. Each acre was to be sold for \$1–2, but the Government would only sell whole sections of 640 acres at a time. Most farming families barely made \$100 a year so few small farmers could therefore scrape together the \$640 payment to buy a section of land.

Nevertheless, thousands of white Americans were inspired by the promise that they could own their own piece of land. In the Northwest Territory, many became 'squatters', people who simply settled the land without paying, hoping that they would raise the funds by the time the bailiff came knocking.

Reflect

- 1 What is meant by the term 'yeoman farmer'?
- 2 Why did Jefferson think land was so important to democracy?
- 3 Do you think the US Government would approve of squatters?

Land and profit

Farmers were not the only people interested in land. Land speculators made big profits by buying up large amounts of cheap land from the Government and selling it on to small farmers who could not afford to buy a full 640 acres at a time, or who did not want to risk squatting without permission. The Government even offered a 10 per cent discount to those who bought land in cash. This played into the hands of the wealthy speculators.

In Wisconsin, the territory to the north of Illinois, half a million acres was bought up by just 68 men. This caused a lot of anger among the farmers who had begun to farm the land, hoping they could buy it later. In many cases, farmers literally had the land bought from under them. They were then given a simple choice: pay a large sum to the new landowner or leave the farm and go back east. In some cases, small farmers clubbed together to buy land before the speculators could get in. Most of the time, they did not succeed.

Reflect

Why do you think so many farmers were angry at the land speculators?

Land and trade

In 1789, the USA relied almost entirely on being able to trade across the Atlantic, but the new nation was keen to become a major player in the world economy by becoming a Pacific trader as well. In order to do this, President Jefferson was keen to open new land routes across the continent.

In 1803, Jefferson had a remarkable stroke of good fortune during his negotiations to buy the important port of New Orleans from the French.

While they were discussing the deal, the French negotiator made the Americans an offer they could not refuse: they would sell the whole of the French territory of Louisiana for just \$15 million (see the purple shading on the map on page 10). This enormous purchase at a tiny price added 530 million acres of land to the USA.

Lewis and Clark

Once the land was purchased, President Jefferson ordered his government to find opportunities for trade to the West. Merriweather Lewis and William Clark were given the task of exploring the new lands. They set out in May 1804, following the Missouri River into the Rocky Mountains and making their way overland through unclaimed territory to the Pacific coast (see the map on page 10).

On their journey, Lewis and Clark travelled through areas occupied by many different groups of Indians. For the most part, they got on well with the natives and a Shoshone woman called Sacagawea acted as their guide. However, some violence did occur and misunderstandings with the Sioux chief, Black Buffalo, nearly led to a small war.

Although Lewis and Clark failed to find a river route to the Pacific, their exploration led to an explosion in the fur trade. The fur traders used the routes and maps created by Lewis and Clark to help them hunt beaver furs for sale to Europe. This encouraged other traders to head westwards into the new lands, especially the mountains. The trade with the Indians grew rapidly and with remarkably few problems until around 1840.



▲ A painting made in 1939 of Lewis, Clark and Sacagawea during their 1804 expedition

Record

Check that your list of the USA's 'growing pains' (see page 9) has as many good examples as possible from pages 10–13.

● Exploitation: Cotton plantations and slavery, 1793–1838

Record

As you read pages 14–19 you should continue adding entries to your table about the USA's 'growing pains' (see page 9).

Not everyone who moved west after 1789 had a say in the matter. This engraving shows a coffle (chained group) of enslaved African Americans, both men and women, being marched westwards by slave traders into the state of Kentucky in the 1820s. The years between 1793 and 1838 saw an enormous expansion of slavery across the United States. As the nation grew, so did the suffering and so did the divisions.



▲ A slave coffle being taken to Kentucky c.1820, from a book published in 1836

Divisions over slavery

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

Economic differences

The nature of the land and the type of work in the North did not lend itself to keeping a workforce of enslaved people. This, rather than any moral argument, explains why slavery died out in the North. The South was different. Most of its wealth came from growing crops such as tobacco, rice and – above all – cotton. Ever since the seventeenth century it had become common for the work on these plantations, large or small, to be done by black people of African origin, held as slaves, the human property of the landowner.

Many in the North had little real sympathy for slaves but Northern businessmen believed that slave holders could make profits much more easily as they did not have to pay their workers or give them any rights. Northern workers might go on strike if they didn't feel they were being paid enough. This seemed to give the South an unfair advantage in trade.