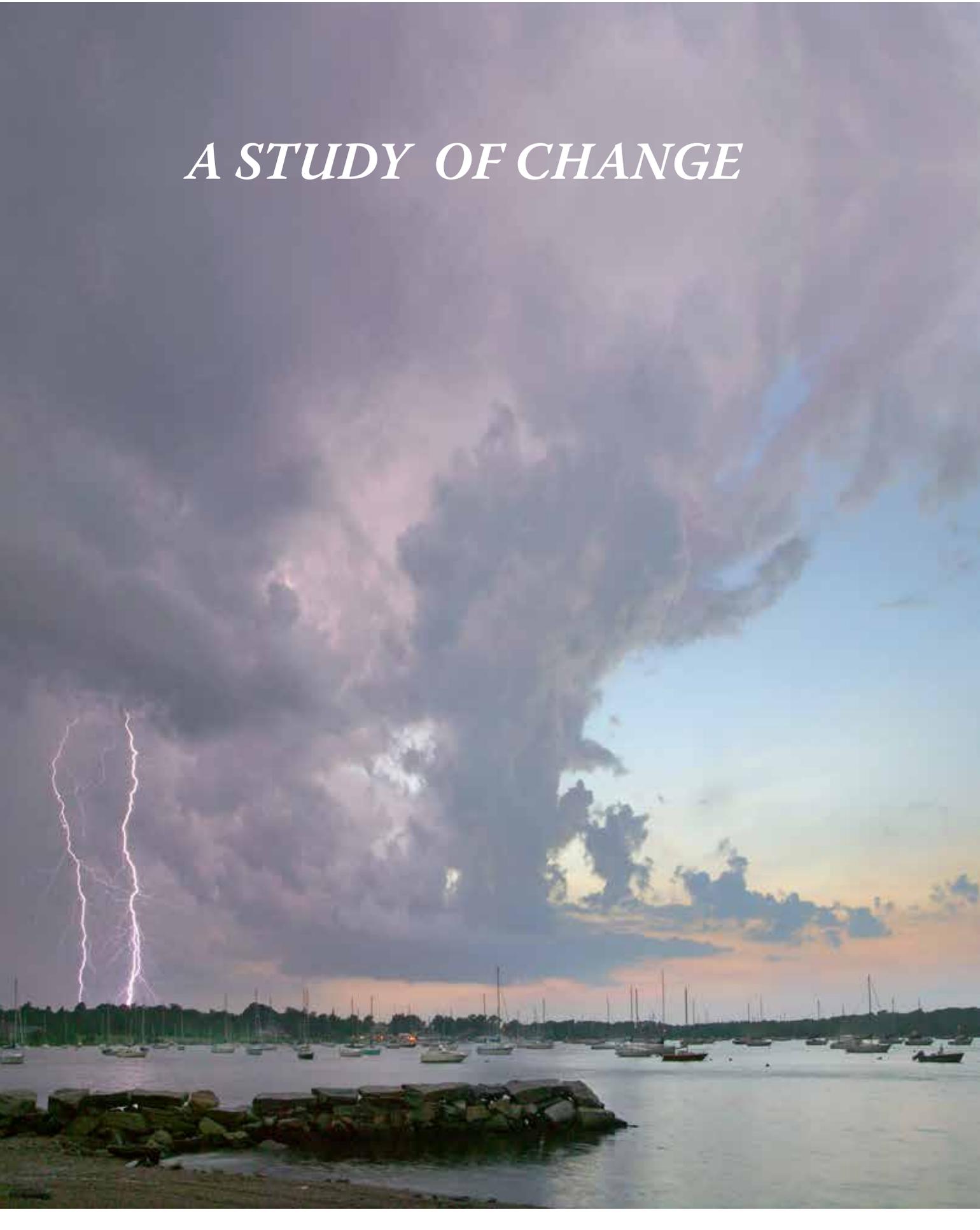


A STUDY OF CHANGE





Marta Aparicio's 2014 visit to Hope High Life Skills class to share her amazing story of success, from her birth in Guatemala, meeting her parents for the first time 13 years later in the United States, living on her own during her Junior year at Hope with a full time job and a number 1 class rank, her eventual admission to Georgetown University in Washington, D.C. on a full scholarship, studying in Europe during her college junior year, to her 2014 graduation from Georgetown and onto a management position at the Follette Corporation.

*America's
Middle Period
and
the Change Agents
Who Shaped It*

GLOSSARY OF KEY TERMS:

PERSPECTIVE

INTERPRETATION, OPINION

“This text is not fact, rather the view of one author; consequently, it should not be automatically accepted as ‘truth.’ Two time Pulitzer Prize winning historian and author, Barbara Tuchman, stated ‘there is no such thing as a neutral or purely objective historian....without an opinion, a historian would simply be a ticking clock....’ Your mission should be to determine the ‘truth.’ Your challenge will be to explain why anyone should believe you.”

CREDIBILITY

BELIEVABILITY

“It’s not a given, we acquiesce too quickly. Be respectfully skeptical. Do your homework; check the record and the resume. Ask the question – ‘should I trust this person as a credible source for the truth?’ Make it a prerequisite before embracing the claims of anyone who professes to have the ‘answers.’”

*“By erecting walls to protect oneself
from change,
we become a prisoner of the past,
never free
to reap the bounty of
a potentially fulfilling future.”*

-Moi, 2005

*“If you avoid change,
you’re standing still;
if you’re standing still,
you’ll be passed. ”*

-Moi, 2005



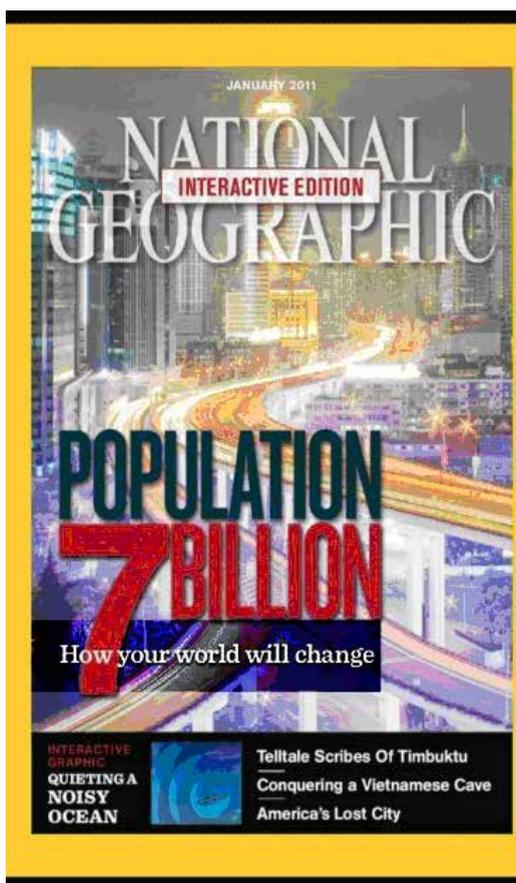
President Obama
Change Speech
“Yes we can”

<http://bit.ly/cJnBS6>

PREFACE

If you haven't noticed yet,

'change' is fact of life.



Like family, 'change' periodically, often unexpectedly, drops by for a visit, bringing one of its' constant companions 'fear' or 'excitement'. You exhilarate at the sight of 'excitement'; you run for cover with the arrival of 'fear'. Most of us consider 'change' a challenge but others

see opportunities with it. Don't be embarrassed; the person you admire most undoubtedly experiences nervousness during 'change' in their life. Most people do, even the 'great' ones. As you'll soon discover, our arguably greatest president, Abraham Lincoln, most certainly did.

This text is about 'change'. The stories of Lincoln and other change agents will hopefully

**help you,
manage your 'change',
challenges and
opportunities.**

"America's Middle Period And The Change Agents Who Shaped It" examines a specific period of American history, from the end of Jefferson's Presidency to the start of the Civil War. It's a time, somewhat forgotten, according to historians like **John Meacham**, when dramatic changes occurred. Immigrants arrived by the millions, mostly Irish, and most to America's northern cities. Americans living in the east moved west beyond the Appalachian Mountains and across the Mississippi River, taking Indian lands to expand the Southern plantation economy or establish mid-western farms which eventually started feeding the world. Daily conversation changed from the issues of The Founders to "*topics we recognize today*" like "*greater media coverage, and debates about God and birth control*". New states were added to the country and, with each admission, Congress attempt-

ed to maintain a fragile balance between “slave” and “free” states. Most people had farm related jobs in the 18th century; the **Middle Period** saw new kinds of **jobs in factories and mills**. Turnpikes, toll roads, canals and railroads improved transportation. Inventions like the **sewing machine, rotary washing machine, matches, typewriter, stethoscope, steel plow, saxophone, steel ribbed umbrella, potato chip, anesthesia, and safety pin** changed the American way of life.

The Middle Period pace of ‘change’ was brisk. The notable exception was the institution of slavery. While President **Thomas Jefferson** signed a bill abolishing the slave trade on March 2nd, 1807, the trade still flourished because US government leaders chose not to enforce it. History reveals

**‘change’ often encounters
resistance
because some people
think
‘worst consequences’
rather than
‘exciting opportunities’.**

The fear of emancipating African American slaves was so great that many emancipation supporters bought territory in western Africa to relocate freed slaves rather than integrating them into the American society. The relocation organization was called “**The American Colonization Society**”; the new African country they created was and remains “**Liberia**”. America eventually fractured over eman-

ipation on December 20th, 1860 with South Carolina’s ‘*Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union*’ to preserve their right to enslave African Americans. The country started to right itself with Lincoln’s Emancipation Proclamation on January 1st 1863 and the Thirteenth Amendment to the Constitution on December 6th, 1865, but continued to wobble along the path of civil rights for more than another century.

‘Change’ doesn’t happen by itself, change often occurs when individuals called

‘change agents’

introduce and guide others through changes taking place in their lives and their communities.

This text shares the personal struggles and triumphs of some of the Middle Period’s political and social ‘change agents’:

Abraham Lincoln, DeWitt Clinton, Andrew Jackson, Frederick Douglass, Samuel Morse, John Ross, James Marshall, Richard Jordan Gatling, and Sam Houston.

“America’s Middle Period And The Change Agents Who Shaped It” is a story of

**intransigence and
epiphanies,
fear and courage,
set backs and victories.**

Your analysis, evaluations, yes, your opinions, will be encouraged and valued. I'm asking for your insights into the interesting men and women who changed America. I'm also

**challenging you
to find
your passion'
and**

**your focus,
the energy of change.**

Once you find passion, your attitude toward 'change,' then mistakes and failure, your future and the potential opportunities accompanying it, will change too.

Welcome to "America's Middle Period And The Change Agents Who Shaped It". I look forward to your feedback.

'Change'
*for most of us,
is unavoidable.
It often presents itself
as a challenge,
accompanied by
anxiety,
but always with
OPPORTUNITY!*

*“TO EXIST IS TO CHANGE, TO CHANGE IS TO
MATURE, TO MATURE IS TO GO ON CREATING
ONESELF ENDLESSLY”*

French philosopher Henri -Louis Bergson: 1859 -1941

*“OF THE FORCES WHICH ARE IMPERCEPTIBLE
FORCES, NONE IS GREATER THAN CHANGE, ALL
THINGS ARE EVER IN THE STATE OF CHANGE...
THEREFORE THE ‘I’ OF THE PAST IS NO LONGER THE
‘I’ OF TODAY.”*

Zhuangzi, Chinese philosopher: 369BC – 286 BC

*“..ONE CAN REMAIN ALIVE LONG PAST
DISINTEGRATION IF ONE IS UNAFRAID OF CHANGE,
INSATIABLE IN
INTELLECTUAL CURIOSITY, INTERESTED IN BIG
THINGS, AND HAPPY IN SMALL WAYS”.*

Edith Wharton 1862-1937

CHANGE

Why all this talk about ‘change’?

Do people have to ‘change’ ?

you’re probably wondering ‘will I be penalized if I stay the way I am? What if I’m happy as I am? What if I’m happy with the direction of my life?’

Good questions. They make sense.

Why ‘change’?

There may be no reason to. Here are a few things to consider.

You do not have to ‘change’

anything about yourself if you don’t want to. You have free will in a free country. However, it’s important to be aware

**the world is always
‘changing’!**

**Technology and globalization
are catalysts
for change.**

Stuff’ gets invented like the value of ‘zero’, the wheel, electricity, the radio, the internet, cell phones, drones, Artificial Intelligence, Facebook, and Insta-

gram! And, a lot of ‘stuff’ we use gets made in factories and offices outside the United States. In your future,

**3D home printers
will print
the shoes and clothes
you design
on your computer;
essentially, an ability
to create and make
clothes
in your home
when you want them!**

These clothes will also supply vitamins to your body and detect early stages of diseases. **And** tissue engineers will be able to print new organs - ears, livers, fingers, toes, pancreases - on 3D printers to replace ones that no longer work or were damaged.



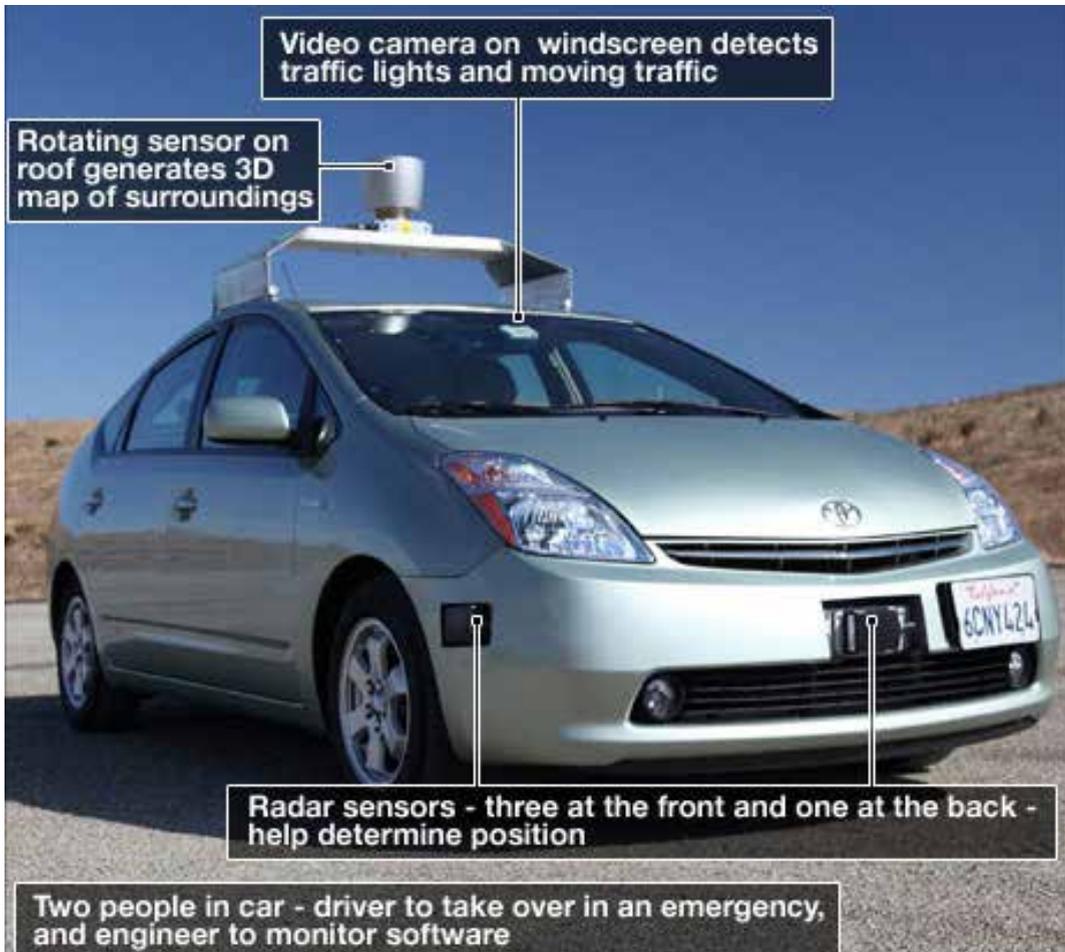
Three-dimensional (3D) printers gradually lay a variety of materials from plastic to human cells one on top of another to form shapes and produce materials like shoes, jewelry, furniture and cars. 3D printers are now making parts of a human body like skin and knees.

Eric Schmidt, the Executive Chairman of **Google**, and **Jared Cohen**, the Director of Google Ideas, are authors of the 2013 book "*The New Digital Age: Reshaping The Future of People, Nations, and Business*". Schmidt and Cohen are credible futurists who describe

**a world where
technology driven
changes
affecting our lives
are
unfolding**

**at an
accelerating pace.**

Driverless cars are legal now in California, Florida and Nevada! According to Schmidt and Cohen, people will soon have access to "*electronic pills which carry a tiny sensor one square millimeter in size. Once swallowed, stomach acid activates a circuit in the pill and then sends a signal to a small patch worn on the outside of a person's body which in turn sends personal medical information to a mobile phone about the person's health! These 'intelligent pills' collect information about*



the Google driverless car



how a person is responding to the medication they're taking. It will relay data about what a person is eating. Earrings will monitor blood pressure and send results to your smart phone. And,

soon, a cure for aging!

*Inside hospitals, robots will take on responsibilities formerly assumed by doctors and nurses. Surgeons will let machines handle parts of different procedures. Fully automated robots with super **artificial intelligence (AI)** will take over home chores like vacuuming, ironing, and cleaning clothes. More and more jobs will be assumed by robots and AI. **Holograms** will allow a virtual version of you to be somewhere else so when you're feeling bored, turn on your hologram box at home and take a two hour visit to Disney World.*

Businesses and governments are collecting vast amounts of data and turning it into information so they know a lot about you.

One of the results of this data collection will be in the commercials and product advertisements you see and hear. You'll only get advertising on products you're interested in! You can imagine other things governments and companies will do with the information about you..



Safeway Foods app symbol. Safeway is the second largest supermarket in North America. Many of their American stores are found in the west and central part of the United States as well as some stores in the Mid Atlantic states. Safeway uses **complex algorithms to examine the data Safeway has collected on your previous purchases** to predict what you'll buy the next time you visit the Supermarket. When a shopper accesses the Safeway app, Safeway Foods offers special discounts on the foods you like to buy; essentially, personalized coupons. Stores believe customized offers will keep shoppers from switching to competitor stores.

Other changes in your life will occur. You'll have new friendships, get married, possibly children and grandchild-



Mr & Mrs Shawn Corey Carter

dren; loved ones unfortunately will die. You might move to a new city, state, even country. There are wars, blizzards, tsunamis, earthquakes, and fires. What do you think; could you avoid being affected by changes like these? Would you want to? Or, would you take advantage of

the opportunities each of these 'changes' presents?

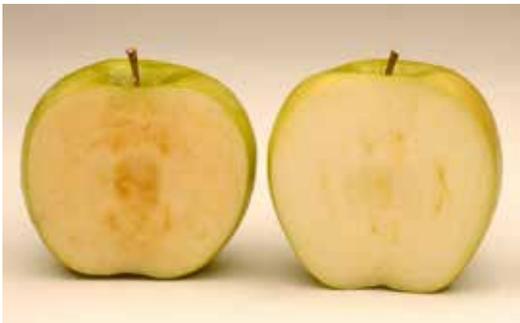
This text will introduce what has, what is, and what will 'change' in the world. You will soon realize

**'change' will continue
around you.**

There are opportunities for those who realize this and create ways to deal with it. There's no escaping the fact that 'change' happens whether you want it to or not.

I believe it's safe to say we all know people who want and get excited about 'change'. Other people are less enthusiastic about 'change'.

If you agree that 'change' happens, sometimes by a decision you make



photos of genetically modified **Arctic Apples**. Notice the browning on the inside of the cut apple on the left. The one on the right does not have browning. In February 2015, Arctic Apples were approved by the USDA becoming the first genetically modified apple approved for sale in the US. Gene engineering is used to reduce the expression of a chemical that causes browning in this kind of apple. Other foods are also being changed through genetic engineering. Genetic engineering techniques allow for the introduction of new qualities. Most food modifications have primarily focused on crops in high demand by farmers such as soybean, corn, granola, and cotton seed oil. Livestock, cows and pigs, have also been genetically modified although, as of November 2013, none were on the market. (wikipedia)

and other times without anyone consulting you, please consider this –

**anticipate 'change'...
rather than
waiting
for its consequences.**

If you are comfortable doing this, you'll put yourself in an advantageous position for future success.

This text introduces America's Middle Period and the choices several important people made dealing with the changes they faced. Many Middle Period Americans, like **John Quincy Adams**, made difficult decisions for personal change. The life lessons from the Middle Period provide examples for us to learn from which can help us deal with the rapid pace of our personal changes.



1843 photograph of Middle Period 'Change Agent'
John Quincy Adams



Japanese manufactured robot maids



Robots/Androids looking more and more human.

$$C = \{\, a \mapsto 0, b \mapsto 01, c \mapsto 011 \, \}$$

This equation above is 'Code'.

It's also called a computer program, algorithm, software

and/or mathematical formula; it's what enables your mobile phone, tablet, car, television, headphones, drone and so many other things run by computers, do the things they do. The code is essentially the operating instructions for this 'stuff'. That's right; all this 'hardware' I just mentioned doesn't work unless someone or something has written a code for it. Just as automobiles need gasoline, electricity or diesel to run, computers need code! Code is written by creative people called 'computer programmers'. 'Programmers' are in great demand; the best programmers make lots of money. Today, computer programmers are people. But will 'code' or 'computer programs' always need people to create them? hmmm..

what do you think, ?



Drones do everything from delivering packages to surveillance (spying). Some drones will be as small as insects!



Google is developing a contact lens at its secret laboratory called Google X that will monitor a person's heart-rate and blood pressure. Smart contact lens will also measure glucose levels for diabetics in their tears using a tiny wireless chip and miniaturized glucose sensor that are embedded between two layers of soft contact lens material.



People wearing pajamas made from a new form of genetically modified cotton. Its fibres had been impregnated with nanoparticles of zinc oxide, giving the material antibacterial properties. Hospitals report patients suffered fewer infections with these pajamas. Anti-microbial clothes reduce body odor. Mosquito-repellent clothing is made by treating fabric with permethrin, a synthetic insecticide. Water-repellent clothers designed to prevent hyperthermia among Swiss and German soldiers are being used to make sportswear that is more comfortable in hot weather.

Let's start with a definition!

The dictionary defines 'change' as "*something different from what preceded it*"; to undergo a transformation; "*to become different... to make different in some particular way*". Learned people have opined throughout history about man's inevitable confrontation with 'change'. History is filled with the stories of men and women who successfully and unsuccessfully managed lifetime 'change'. The fascinating part of each story is a person's

attitude

toward 'change'. Some attitudes are fraught with reluctance and fear while others are filled with excitement and anticipation. For the reluctant souls, 'change' is something to avoid or resist while the optimist sees 'change' as a door to open. There is scientific proof of the benefits of a positive attitude on 'change'. In a recent study of skills and attitudes for future success, psychologists Paul Sackett from the University of Minnesota and **Neal Schmidt** of Michigan State University, as well as other prominent researchers determined

***"a willingness to try
new experiences"***
**is one of the
best predictors
of
a person's future success.**

I encourage you to read a very interesting book by **Ken Robinson** entitled "*The Element: How Finding Your Passion Changes Everything*". Dr Robinson contends we are all born with talents, more than you realize or even imagine. You have tremendous potential waiting for you to tap into. Some of you have no idea of the great things you can do. Dr Robinson challenges us to find

**our 'Element',
the special place
where we do
*"things we love to do
and
we're good at"***

'The Element' is the optimum condition, where everything comes together as we use our special talents to feel good about what we're doing and ourselves! To find your 'Element', you must open yourself to the possibilities that come with 'change'. To make this possible, you need to push yourself out of your comfort zone, meet new people, visit new places and take on different assignments. Do your research. Join clubs. Get an internship. Ask the visitors to our class about their 'Element', what it is and how they found it. Some of you may have to take a few chances and make a few changes. However, once you find your 'Element', it will be easier to manage 'change'.

Are you curious

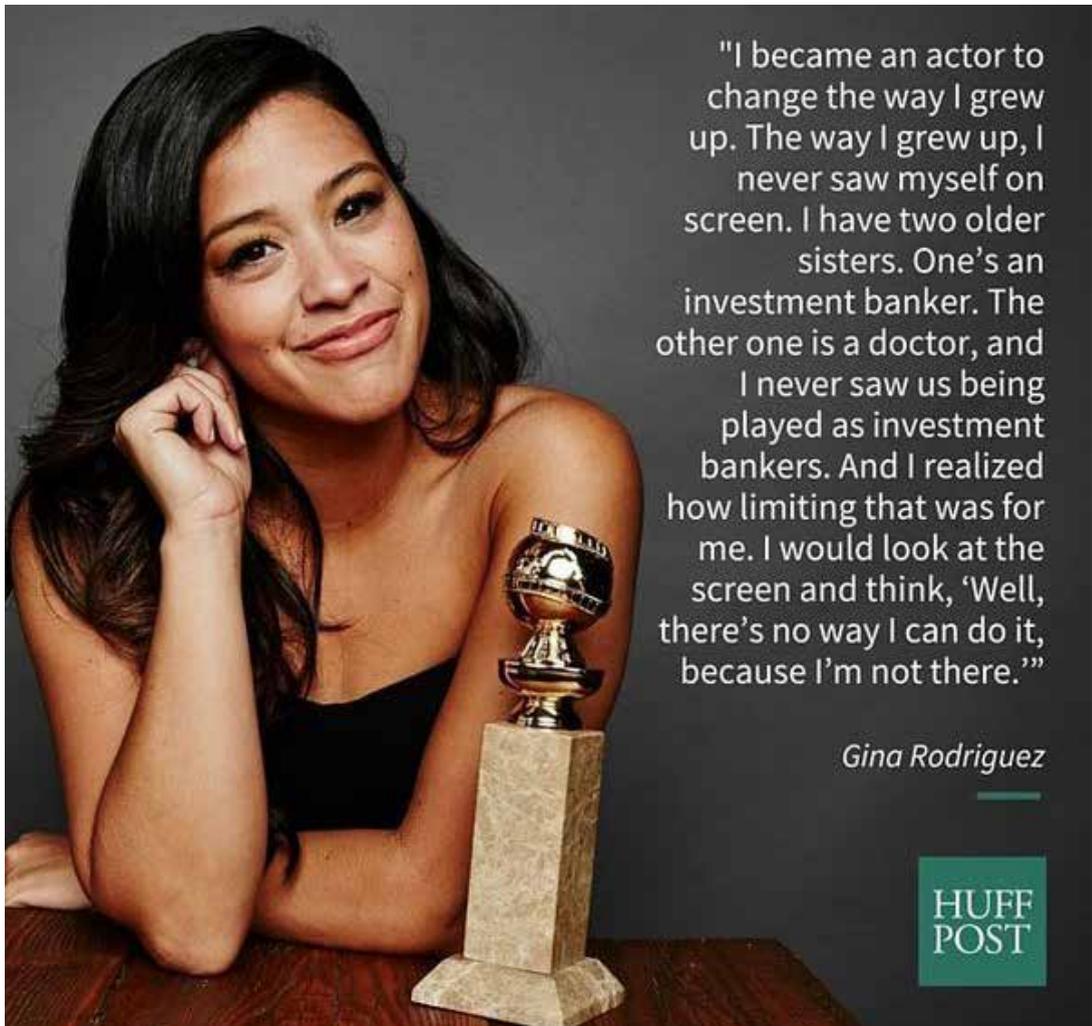
about the great things you can do once

you discover your special talents?

You most certainly have special talents!

Regardless of the attitude controlling your perspective on 'change,' it's critical for all of us to be proactive about 'change' and develop a plan in advance to either exploit the opportunity or avoid the pain. The key is what we do before a 'change' occurs. Before making any decision regarding 'change,' ask questions. What is your personal decision making process;

in other words, how do you make decisions? Are you continually looking to anticipate future opportunities, challenges, or changes? What do you do to gather accurate information about the effect of a 'change'? What preparations are made for exploiting opportunities or avoiding catastrophes? As you'll see with most successful 'change agents,' they pursue accurate information. Yes, there is anxiety. Yes, there are questions. And yes, there's the gnawing doubt in the pit of your stomach. But, with successful 'change agents,' there is



"I became an actor to change the way I grew up. The way I grew up, I never saw myself on screen. I have two older sisters. One's an investment banker. The other one is a doctor, and I never saw us being played as investment bankers. And I realized how limiting that was for me. I would look at the screen and think, 'Well, there's no way I can do it, because I'm not there.'"

Gina Rodriguez

HUFF
POST

**always *passion*,
the energy of change.**

There are no guarantees with ‘change.’ Whether you are a consistent resister or the eternal optimist, there is always risk. Risk’s reward can only be realized by anticipation and careful preparation. Author and motivational speaker, Tim Ferriss, encourages anyone anxiously considering ‘change’ to ask themselves

***“what’s the worst thing
that could happen
when you
leave your comfort zone
for a ‘change’?”***

Another famous, contemporary ‘change agent’ introduced later in this essay boils down his preparation to take risks for change to 4 simple questions.

- **What is the best thing that can happen if I do this?**
- **What is the worst thing that can happen if I do this?**
- **What is the best thing that can happen if I don’t do this?**
- **What is the worst thing that can happen if I don’t do this?**

After Dr Benjamin Carson analyzes potential outcomes to each of these questions weighing risk and reward, he makes his final decision. We all need a decision making process. ‘Change,’

even with its risk, can be managed.

**A good decision-making
process
will help you get
the best out of ‘change.’**

Lastly, whenever discussing ‘change,’ it’s important to speak about the normal fear of ‘failure,’ ‘mistakes,’ or not accomplishing what you set out to do. Getting out of our comfort zone is hard

**Mistakes
offer
life lessons
that make us
smarter
and
stronger
and
gives us confidence
to take measured risks
for change.**

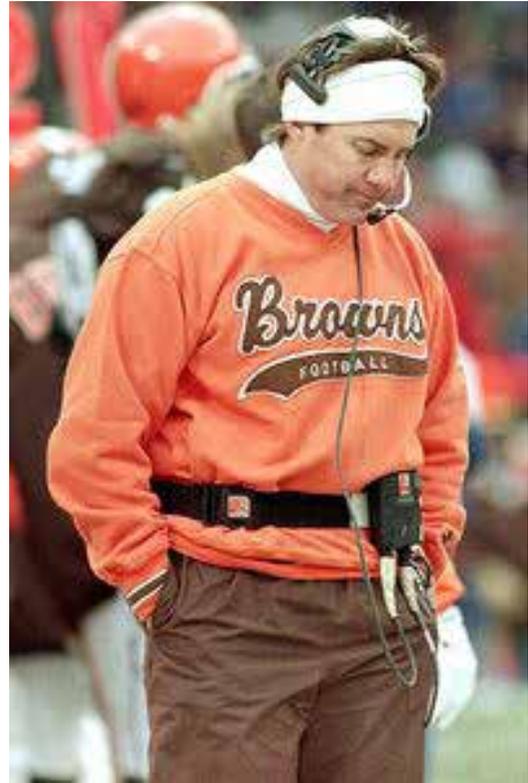
James Joyce, the celebrated early 20th century Irish author, called “*mistakes the portals of discovery!*” Garry Kasparov, Russian World Chess Champion and persevering political activist, states great “*people must have the courage to fail*”. The brilliant Physicist Niels Bohr claims “*an ‘expert’ is a person who has made all the mistakes that can be made in a very narrow field.*” And psychologist Carol Dweck adds “*the most useful kind of learning activity is learning from mistakes.*”

**If you're looking for
a healthy perspective
about
mistakes and failure,
look to
successful people
because they've all faced
adversity and failure**



Nhlanhla Nciza

Nhlanhla Nciza is a founding member of the popular music group **Mafikizolo**. Despite a disappointing start to her music career when her first two albums performed poorly and later losing her only child in a car accident, Nhlanhla has persevered to realize a thriving musical and fashion design career. Legendary New England Patriot Football Coach **Bill Belichick** was fired from his first NFL head coaching job as Coach of the Cleveland Browns. **Angel Taveras**, whose parents emigrated from the Dominican, was born in New York



New England Patriots coach Bill Belichick



Angel Taveras

City and, soon after, relocated to South Providence, Rhode Island. He became Providence's first Hispanic Mayor in 2011.

When many people believed Providence would be forced to declare bankruptcy in 2012, Mayor Taveras found a way to avoid it by negotiating challenging deals with the city's unions and creditors. Today, Mr Taveras is a successful attorney.

Taveras, Belichick and Nciza. Three successful people who overcame adversity, challenges and sometimes failure. Successful people realize adversity is often our greatest teacher and provides the best lessons for growth and future success. Consequently, a fear of making a mistake or failing should never stop us from undertaking a challenge or considering change. Dr **Madeline Levine** reminds us in her book *“Teach Your Children Well”* that

*“every student,
every person
is
a work in progress!”*

It takes time, often through adversity,

to develop your talent and skills. And then, because the world keeps changing, you keep learning by refining old skills and learning new ones. Lifetime learning! And,

**building networks
of successful people
with good values!**

Opportunities for success will come through someone in your network. If you

stay open to change,

and keep working and networking and never giving up, success will come.

Let's take a look on the next several pages at a few more

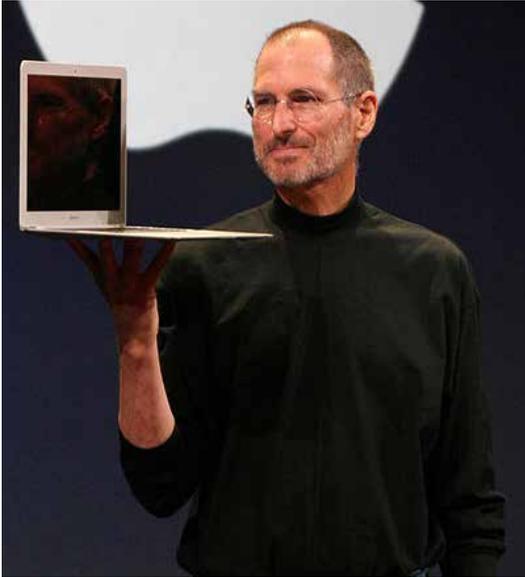
‘change agents,’

who changed their own lives and the lives of many others.



Mayor Taveras (left) networks with New York City Mayor and entrepreneur, **Michael Bloomberg**, who is the Founder of a multi-million dollar financial news media network and financial services empire.

STEVE JOBS



was the cofounder and CEO of **Apple**. Jobs and friend, Steve Wozniak, started building computers in his parents' garage! Apple eventually became one of the first commercially successful personal computer companies. This is the same Steve Jobs who, as described in a January 2009 article in the **Economist Magazine**, was thrown out of Apple, the company he founded, in 1985.

Incredibly, Steve Jobs was essentially fired from the company he created!

Jobs later said getting fired was the best thing that could have happened.

He then spent 12 years changing, remaking himself,

“before returning to lead a near bankrupt

Apple company. Jobs quickly changed the company he founded and helped lead it to its greatest creations: the iMAC, which reinvigorated Apple's computer business; the iPod, which has transformed music; and the iPhone, which has shaken up the mobile-phone industry”.

Steve Jobs was born on February 24th, 1955. Job's natural parents arranged, during his mother's pregnancy, to have Steve adopted. However, when a lawyer and his wife found out the baby was a boy, they rejected Steve and cancelled the adoption. Steve was then adopted by a high school dropout who loved mechanics named **Paul Jobs** and his kind and loving wife, **Clara**, who was a bookkeeper. From an early age, Paul and Clara let Steve know he was adopted and how much they truly loved him.

During and following Steve Job's life, he was given many accolades and awards. Inc Magazine named Jobs the “**Entrepreneur of the 1980s**” in 1989. Fortune Magazine named Jobs “**Entrepreneur of the 2000s**” in 2009. Fortune Magazine named Steve Jobs the “greatest entrepreneur of our time” in March of 2012. When 16 to 25 year olds were questioned in a 2012 survey on who was the “greatest innovator of our time”, Jobs placed 2nd to Thomas Edison. The Disney film “John Carter” is dedicated to Steve Jobs.

Mr. Jobs, unfortunately, died from cancer related issues in 2011. His 2008 net worth was \$5,400,000,000 (that's right, billions!)

ANNE MULCAHY



was born on Long Island, New York in 1952. After graduating from college with a degree in English and Journalism, she joined the **Xerox Corporation** selling copying equipment in 1975. She rose through the ranks of Xerox until asked by the company's Board of Directors to become Xerox's CEO and eventually Chairwoman on January 1st, 2002. She had doubts about whether she could do the job. She had never been a company Chief Executive Officer (CEO) before, especially with a company that was near bankruptcy. But, she decided to take a risk, go out of her comfort zone and accept the job.

"I took on the position feeling equal parts excitement and equal part dread"

she told Stanford graduate students in December of 2004.

"I certainly hadn't been trained to be a CEO. I had to make up for it with intense on-the-job learning."

Ms. Mulcahy added *"crisis is a powerful motivator. It forces you to make choices you otherwise wouldn't have made. It intensifies your focus and your competitiveness."* Despite the economic hardships Xerox faced, Ms. Mulcahy

made sure Xerox continued to invest in its future by spending over \$1,000,000,000 annually on research, developing changes and improvements in their products and services to keep Xerox at the forefront of the marketplace. Following Ms. Mulcahy's changes, Xerox was again prosperous and continuing to evolve. As for Ms. Mulcahy,

she was consistently lauded as one of the world's top CEO's.

A commitment to listening may be the most important lesson she learned along the way.

"If you spend as much time listening as you do talking, that is time well spent".

Anne Mulcahy retired on July 1st, 2009 from her position as CEO. She remained on Xerox's Board of Directors. **Ursula Burns** replaced Ms Mulcahy as Xerox's CEO.



Ursula Burns, Chairman and CEO of the Xerox Corporation

DR BENJAMIN CARSON



didn't always know he would become a world renowned pediatric neurosurgeon at Johns Hopkins Hospital in Baltimore, Maryland. He was born in Detroit, Michigan, in 1951. His father left his family when Benjamin was 8, forcing his mother, Sonya, to support Ben and his brother, Curtis. The world famous

Dr. Carson recalled feeling like *"the class dummy"* in grammar school: poor grades, low self esteem, facing the taunts from his classmates, responding with his violent temper, and convinced his stupidity and his African American ethnicity made his prospects for future success slim to none.

When his mother, Sonya, saw his failing grades and plummeting self esteem, she took action. She limited his television viewing and refused to let Ben and his

brother play outside until they finished their homework. She then required them to read 2 library books a week and give her written reports on what they had read. Sonya had become the family's 'agent of change' despite the fact she only had a third grade education. When the Carson's brothers returned to school the following year, teachers and fellow students were stunned by the boys new found intelligence. *"It was at this moment that I realized I wasn't stupid"*. A change had occurred in the life of Ben Carson. The rest is history. Ben Carson read everything he could get his hands on. He graduated from high school with honors and went on to Yale University in Connecticut for a degree in psychology. He then went to study medicine at the University of Michigan. At 32 years old, Dr. Ben Carson became a resident at Johns Hopkins. In 1987, Dr. Carson agreed to accept a risky operation on Siamese twins joined at the back of the head. The prospects for a successful separation were not encouraging; in most instances, one and sometimes both of the children died.

Dr. Carson led a 70 person surgical team, working for 22 hours, to successfully separate the Binder twins. Both children beat the odds and survived to live independently. In June of 2008, Dr. Carson received the Presidential Medal of Honor, America's highest civilian award.

He has published several books, including a memoir entitled "Gifted Hands" as well as a motivational book, "Think Big". He is a frequent motivational speaker and a TV movie entitled "Gifted Hands: The Ben Carson Story", starring Cuba Gooding, premiered on TNT on February 7th, 2009. Dr Carson continues to offer valuable insights on life during his motivational speeches. Speaking about

knowledge:

*"It makes you
a more valuable person.*

*The more knowledge you have,
the more people need you.
It's an interesting phenomenon,
but when people need you,
they pay you,
so you'll be ok in life".*

And, on **books:**

"read, read, read!"

Carson believes reading gives a person confidence to go out of their comfort zone. *"Books are the mechanism for obtaining knowledge, much better than watching television."*

Dr Carson unsuccessfully ran for President of the United States in the 2016 Presidential Election.

MARTA APARICIO



Marta Aparicio was born in **Guatemala** in 1992. Her parents moved to the United States at Marta's birth, leaving Marta in Guatemala to be raised by her grandmother. Marta eventually emigrated to the United States to meet her parents for the first time when she was 12 years old. Unfortunately, the reunion did not work out well. By the time

**Marta was 17,
she was living on her own,
supporting herself
working 30 hours a week
at a local hospital and
paying for her own
health insurance.**

All the while, Marta was an outstanding high school student, playing on the school's soccer team, volunteering at McAuley House in Providence and as a Spanish translator at school events, as well as achieving the highest grade point average in her class. Marta was ultimately the valedictorian of her graduating class. She graduated from Providence's Hope High School in 2010. At the Rhode Island 2010 Hispanic American Annual Banquet, Marta was awarded Providence Mayor **David Cicilline's "Youth Excellence" Award**. She applied to several top colleges, including **Brown, Harvard, Holy Cross, Georgetown, and Roger Williams.**



Former Providence Mayor David Cicillini presenting Marta with an Achievement Award

Marta received several scholarship offers before eventually accepting

**a full scholarship, worth
\$56,000 a year,
to Georgetown University.**

Once again, Marta was confronted by significant challenges. *"Most of my Georgetown classmates came from affluent families. They went to private*

schools and spoke English from birth. I had to find a job to support myself. I initially questioned myself, wondering if I belonged at Georgetown and could do the class work. First semester, my history professor assigned us 10 books to read! I retreated to my dorm room after each class to be alone." In typical Marta Aparicio fashion, she persevered, worked hard, developed and utilized a strong support network, and once again was successful. Her first semester GPA was 3.3. *"It was hard;*

***I had my doubts the first year.
I eventually realized
I had to
get out of the comfort zone
of my dorm room
and start meeting new people***

*and join some organizations.
I became focused, worked very
hard, sometimes all-nighters.*

***My college experience
suddenly changed.***

I had two exciting internships over one summer in Washington, D.C.. I met some very interesting people and continued to build my network. I earned a 3.2 GPA and I studied abroad in Spain my junior year. My college experience at Georgetown was amazing! By the way, Mr Cronin,

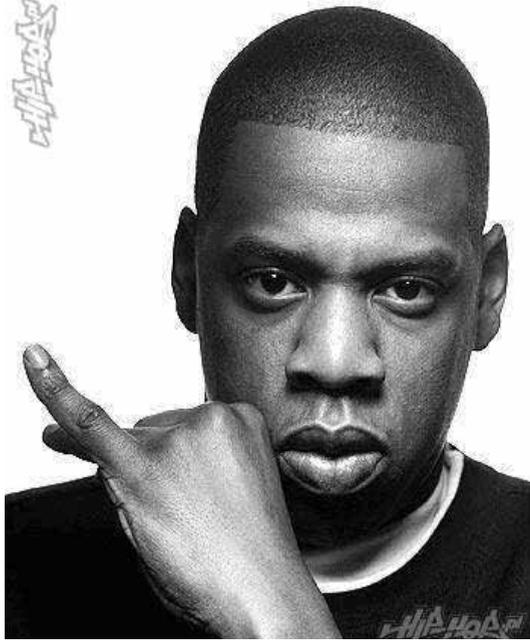
***can you please print me more
business cards?"***

For Marta Aparicio, of course!



Marta, 3rd in from the right in the 2nd row from the bottom, was one of only 50 Latino college students chosen in the United States to attend The 2012 LOFT Leadership Summit. This select group of students met with American government officials and Latino community and corporate leaders.

JAY Z



Jay-Z was born **Shawn Corey Carter** December 4th, 1969 and raised in one of New York City's most notorious projects, **Marcy Houses**, in the **Bedford-Stuyvesant** neighborhood of Brooklyn.

In his 2010 memoir, Jay-Z states he went from the violence and poverty of the projects, "hustling" and running from police to rhyming with neighborhood associates, to rap success, producing "*Reasonable Doubt*", one of the highest selling CDs of all time, and being arrested for the stabbing of **Lance "Un" Rivera**. From this violent and arguably self serving, dysfunctional past,

Jay-Z changed.
*"I learned
 the difference
 between
 recklessness and
 boldness..."*

*about not giving in
 to the wrong pressure
 because
 you can throw
 your life away.
 I realized I had a choice
 and
 not put my life
 and
 those who depend on me
 on the line
 because
 of a momentary loss
 of self control...
 I vowed never to allow myself
 to be like that again."*

Jay-z diversified his business and personal networks. His instinctive entrepreneurial skills enabled him to create an urban clothing brand called Rocawear. He became part owner of the NBA's New Jersey Net's franchise and the 40/40 sports restaurant chain. Along with **P. Diddy**, Jay-Z pledged \$1,000,000 to the victims of Hurricane Katrina. He has raised money for local scholarships and the United Nations effort to remedy water shortages in countries like Angola. "*Katrina made me see the bigger picture.*"

*The worst thing
 about poverty
 isn't
 deprivation.
 It's being
 embarrassed everyday
 and
 you can't do anything
 about it.*



Jay-Z (left) networking with Warren Buffet, one of the world's richest people

*A Jewish friend told me about the eight degrees of giving... the 7th is giving anonymously. It's a way of putting the giver and receiver on the same level... and the 8th is the highest level, a way to make the recipient self-sufficient." He married **Beyonce Bowles** in 2008. He met President **Barack Obama** to discuss social issues, and **Warren Buffet**, arguably the world's most successful entrepreneur and 3rd richest person in the world, to talk about investing, philanthropy, and*

Today, Jay-Z's net worth is approximately \$460,000,000.

"listening to your instincts"
for
'change' and 'success.'

Jack Ma



His real name is Ma Yun.

Ma grew up poor at a time China was changing by inviting American and European businesses to come to China. He lived near the Shangri La Hotel in the city of Hangzhou. Ma observed many successful Americans staying at the Shangri La Hotel. He decided to offer the Americans free tours of the city in exchange for English language lessons. Ma learned more than the English language. He also

**learned
networking,
getting out of
one's comfort zone
to take risks
and
futurist thinking
were critical to
life time success.**

One of the first things Ma did was change his first name to 'Jack' after an American tourist Ma was escorting around the Chinese city suggested this Anglo name. *"He told me the name 'Jack' would help me network with more American and European visitors."* From that day on in 1978,

'Yun' became 'Jack'

While Jack Ma was Chinese, he started thinking differently than the typical Chinese person. Jack Ma started thinking like a capitalist from the America just as China was connecting to the Internet in 1999. Today, Jack Ma is a successful, risk taking business person with a significant network of successful people and an e-commerce empire. Jack Ma is purportedly the richest man in mainland China, the 18th richest person in the world, with an estimated net worth of \$24.1 billion according to Forbes Magazine and

**a personal brand
as one of the world
most well known
and successful
entrepreneurs.**

But the journey to fame and fortune for Jack Ma was not a quick or easy ascent. In fact, when he applied to college, he

**failed the
college entrance exam
3 times!**

He eventually was accepted and graduated from a teacher's college in 1998. After graduation, Ma

**applied for 30 different jobs
and
got rejected for all!**

“I went for a job with the police; they said, ‘you’re no good,’” Ma told journalist **Charlie Rose**. *“I even went to KFC when it came to my city. Twenty-four people went for the job. Twenty-three were accepted. I was the only guy ...”*

He eventually got a teacher’s position teaching English. Driven by his

**insatiable curiosity
and a
thirst for learning,**

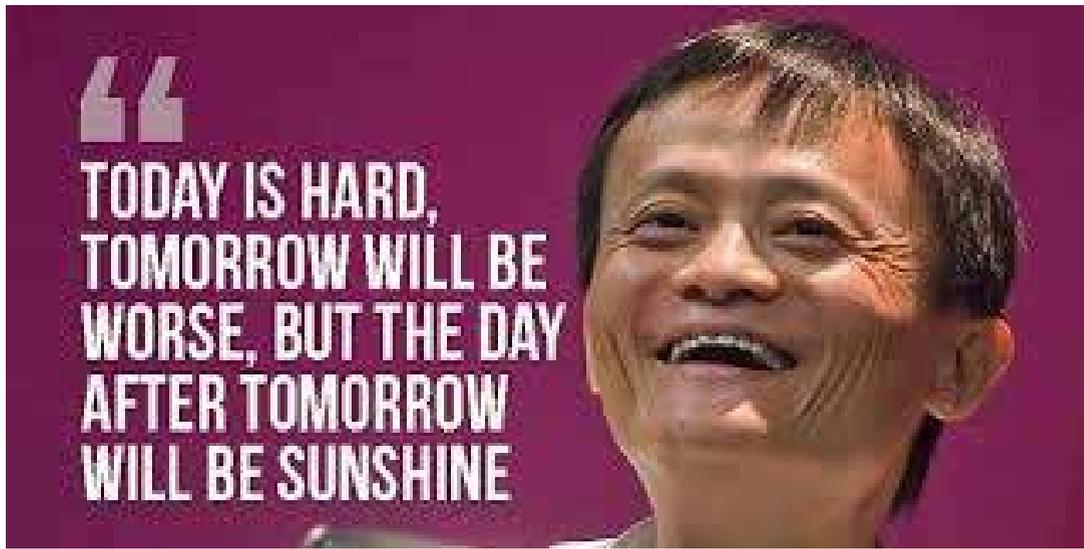
Ma took a trip to the United States of America in early 1995 and eventually ended up in Seattle, Washington. Jack Ma didn’t know about the power and

reach of Internet but soon saw it for the first time in Seattle. *“It was the first time in my life I touched a keyboard and a computer.”*

***The first time I connected to
the Internet was the first time
I decided to quit my job
and
start a company”***

Ma said. By the end of 1995, Ma and his wife convinced several people to invest \$20,000 in his new ‘start up’ company that built web sites for Chinese companies. It worked. The phones of these Chinese companies started ringing with new business opportunities. By 1999, Ma was back in his hometown of Hangzhou with a team of 17 curious, risk takers like himself within the confines of his small apartment to start





**his new company called
Alibaba,**

an online shopping website (alibaba.com) with an expressed

**purpose of helping
millions of Chinese factories
find customers
outside of China
for their products.**

In 2003,

**Ma launched another
online company called
Taobao,**

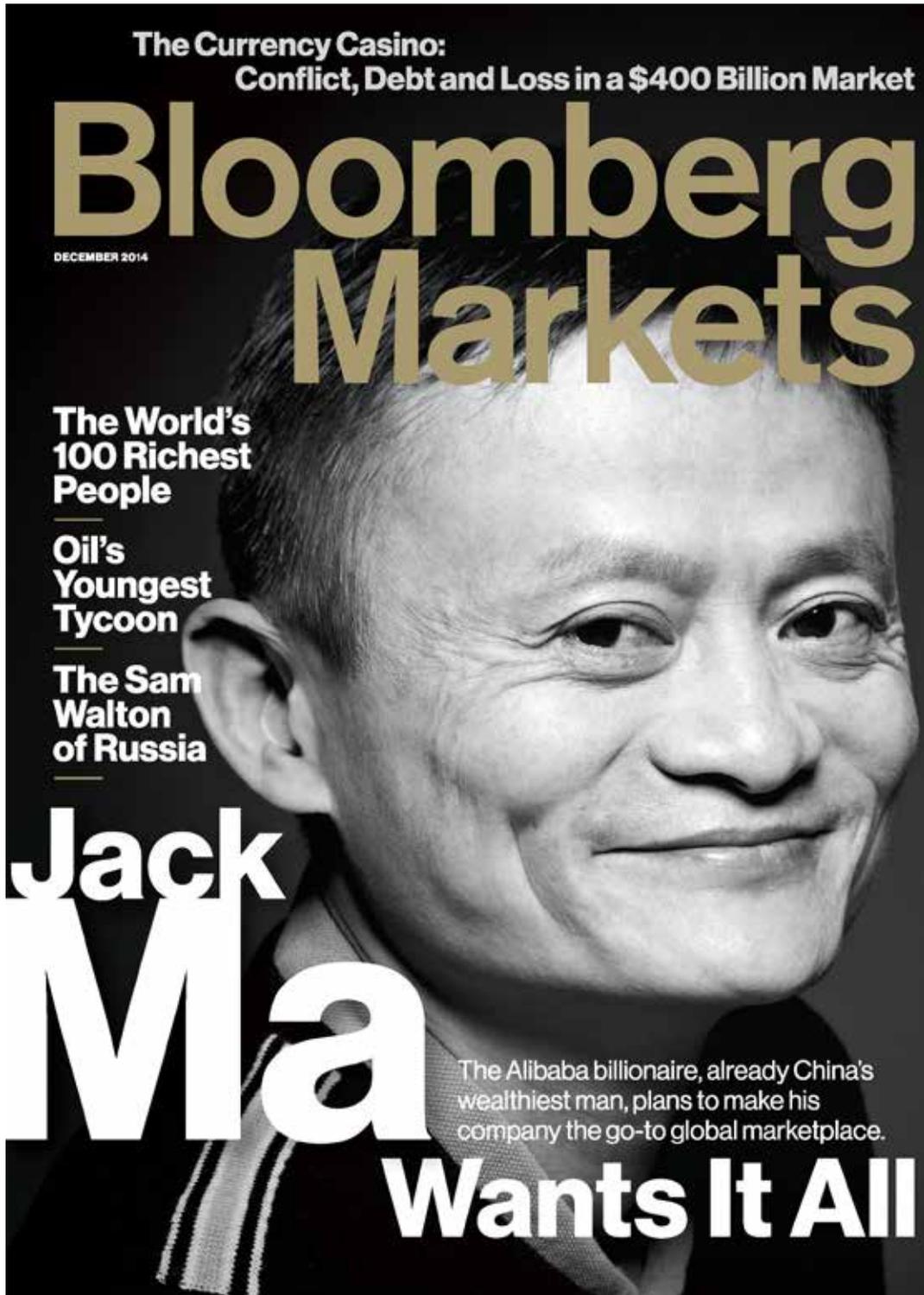
(taobao.com), an online shopping website similar to eBay and Amazon but offering consumer-to-consumer, in other words, people to people buying and selling rather than businesses selling to customers. Ordinary people sell their goods at a fixed

price or in an auction on Taobao. Buyers can get background checks on sellers reliability from information available on the website including ratings, comments and complaints. With around 760 million product listings as of March 2013, Taobao Marketplace is one of the world's top 10 most visited websites. Today, Jack Ma and his Alibaba empire continue to grow.

So how does Jack Ma do it?

How does a person from a poor family, who struggled in math in high school and didn't know anything about the Internet, who couldn't get a job after college, whose first business (China Pages) ultimately went out of business, who lived in a communist country with a history of no private ownership only government ownership of companies, how does Jack Ma become one of the world's great business risk takers and successful businessmen? Joe Tsai, Ma's most important business associate, claimed it is

grit, a never give up attitude



The Currency Casino:
Conflict, Debt and Loss in a \$400 Billion Market

Bloomberg Markets

DECEMBER 2014

The World's
100 Richest
People

Oil's
Youngest
Tycoon

The Sam
Walton
of Russia

Jack Ma

The Alibaba billionaire, already China's wealthiest man, plans to make his company the go-to global marketplace.

Wants It All

found in most successful people. He's also curious with

an insatiable need to learn new things

to become a better person. It's also

a little luck, created by constant networking, of being in the right place at the right time.

And, a willingness to take risks to exploit the opportunities accompanying it.

Another quality of the Ma brand is

humility. *"I'm not smart. I don't understand the technology*

behind the Internet" Ma states. But Ma is

a great communicator

with exceptional leadership skills. Ma

constantly networks

and is comfortable extending himself out of his comfort zone. He's also passionate about what he does. As a result, people believe in his vision and follow his lead. Jack Ma has become a legendary China Change Agent and one of the 21st century's most successful people.

**6 modern day
'change agents':**

**Steve Jobs,
Anne Mulcahy,
Benjamin Carson,
Jack Ma,
Jay Z,
and
Marta Aparicio;
each made
tough decisions for 'change'
and
overcame challenges
for
dreams to be realized.**

I sometimes wonder how their lives would have been different if, for instance, **Steve Jobs** didn't decide to return to the company he founded to initiate change and return Apple to profitability through innovative technology, or if, **Anne Mulcahy**, the English major, didn't accept her company's request to become Xerox's CEO and then make the tough decisions for change to save a once profitable company, or if **Benjamin Carson**, the inner city kid from Detroit, convinced he was dumb with no hope for success, didn't listen to his mother's call to change his attitude about school and himself, or if **Marta Aparicio**, Guatemalan émigré, raised by her grandmother, **Marta**, and eventually, as a teenager, living on her own, didn't persevere to become her high school's valedictorian and a scholarship student at

Georgetown University, and if **Jay Z** didn't read "*The Seat of The Soul*" which made him think about the importance of doing the right thing and the power of intention, or if Jack Ma wasn't the curious kid who had the courage to continually push himself out of his comfort zone and persevere after many rejections to take measured risks to start on online shopping empire.

We will now step back to explore the Middle Period of American History and the change agents who shaped this incredibly dynamic time in American history. And, when you read the stories of these people, their reactions, challenges, and strategies for change, I encourage you to think about the way Marta, Steve Jobs, Ben Carson, Jay-Z, Jack Ma, and you, deal with change. Because

'change'
is unavoidable.

It often presents itself as a
challenge,
accompanied by
anxiety,
but always with
OPPORTUNITY!

*“The real value of history is
its relevance to the present.
Without relevance,
history is as
‘useless as lips on a woodpecker.’”*

Moi and Earl Pitts

SCOUTING REPORT: AMERICA 1808 TO 1860

After the Revolutionary War, America's Founders changed focus from 'independence' to 'stability'.

The Founders worried about the survival of the new nation. Washington, Adams, Hamilton, Madison and the rest did everything possible to keep the 13 states together: they paid off the country's significant loans, secured America's borders from predatory European nations, overcame internal obstacles to expansion by, most regrettably, taking American Indian land, and, most hypocritically, preserving the institution of slavery.

As the country left the 18th (1700s) and entered

the 19th century (1800s), American leaders again changed their focus. This time American Presidents, especially Jefferson, Jackson, and Polk, concentrated on 'building an empire.'

Expansion, security, and wealth became priorities. **President Jefferson** bought the 828,000 square miles of France's **Louisiana territory** west of the Mississippi River from **Napoleon Bonaparte** in 1803 for about 3 cents per acre! President **Andrew Jackson** evicted American Indians from their

homes in the southeastern United States and threatened the Spanish enough for them to give up Florida. President James Polk provoked a war with Mexico to annex California and negotiated a treaty with England for Oregon and Washington. White Americans headed west for the cheap land in the newly acquired territories. An Industrial Revolution, beginning in Pawtucket, Rhode Island, energized the American economy. America became a global commercial power exporting raw cotton from Southern plantations, American-made cloth from New England mills, and food grown on western farms to European markets.

1808 to 1860. America's 'Middle Period'



Edward Bannister photograph circa 1826

A time of change; the pace of change seemed to accelerate by the year!

New ideas.

New inventions.

New cities.

New states.

New jobs.

New Americans.

New challenges.

New problems.

Inventions like the **tin can** (1810), the **photograph** (1826), the **telegraph** (1836), **Morse Code** (1844), and the **sewing machine** (1846), changed the lives of Middle Period Americans. The kinds of jobs changed too - instead of only finding work on farms or the sea, mills and factories offered a new kind of job, usually making cloth from cotton grown on America's Southern plantations. New roads, canals, and railroads took Americans and its immigrants to new western territories and states. America's population increased at a phenomenal pace, from 6,000,000 in 1810 to 32,000,000 in 1860! Millions of Irish immigrated to America's northern cities; thousands of Germans too. **New York, Boston, Philadelphia, and Baltimore's** populations increased significantly. Most of the country was living and working in the original colonies along the eastern seaboard in 1810; by 1860, Americans were living in cities, once small villages as recently as 1810, across the 3,000 miles of the continent! Chicago was ceded to the United States in 1816 by the Ottawa Indians. On October 12th, 1833, the Town of Chicago was organized with a population of 350. By 1860, Chicago had a population of more than 112,000! San Francisco was not even part of the United States in 1810; it was a Mexican village of 1,000 people. By 1860, California was a state and **San Francisco** had a population of more the 56,000 thanks, in part, to the discovery of gold in 1849 (**The Forty Niners!**)

20 Largest Population Centers: 1810

Rank	Place	Population
1	New York city, NY	96,373
2	Philadelphia city, PA	53,722
3	Baltimore city, MD	46,555
4	Boston town, MA	33,787
5	Charleston city, SC	24,711
6	Northern Liberties, PA	19,874
7	New Orleans city, LA	17,242
8	Southwark district, PA	13,707
9	Salem town, MA	12,613
10	Albany city, NY	10,762
11	Providence town, RI	10,071
12	Richmond city, VA	9,735
13	Norfolk borough, VA	9,193
14	Washington city, DC	8,208
15	Newport town, RI	7,907
16	Newburyport town, MA	7,634
17	Alexandria town, DC	7,227
18	Portland town, ME	7,169
19	Portsmouth town, NH	6,934
20	Nantucket town, MA	6,807

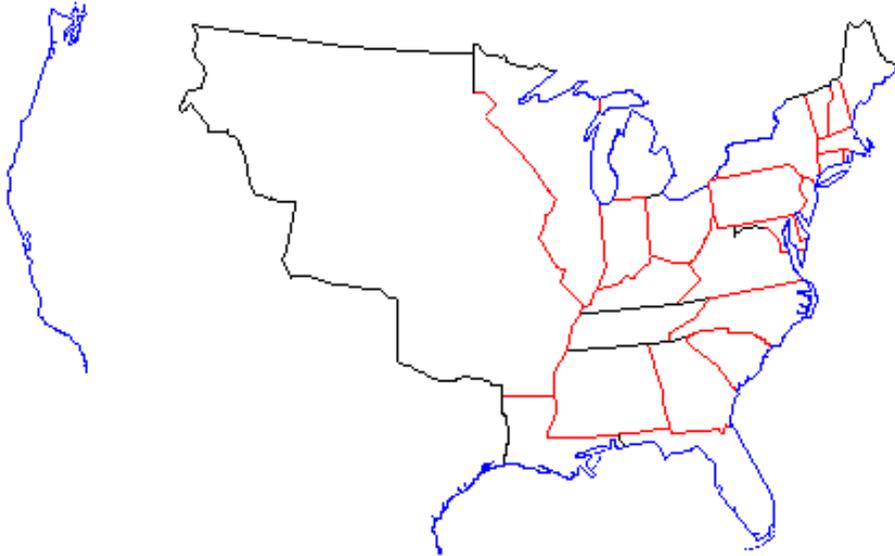
20 Largest Population Centers: 1860

1	New York city, NY	813,669
2	Philadelphia city, PA	565,529
3	Brooklyn city, NY	266,661
4	Baltimore city, MD	212,418
5	Boston city, MA	177,840
6	New Orleans city, LA	168,675
7	Cincinnati city, OH	161,044
8	St. Louis city, MO	160,773
9	Chicago city, IL	112,172
10	Buffalo city, NY	81,129
11	Newark city, NJ	71,941
12	Louisville city, KY	68,033
13	Albany city, NY	62,367
14	Washington city, DC	61,122
15	San Francisco city, CA	56,802
16	Providence city, RI	50,666
17	Pittsburgh city, PA	49,221
18	Rochester city, NY	48,204
19	Detroit city, MI	45,619
20	Milwaukee city, WI	45,246

The face and personality of America changed during the Middle Period like a

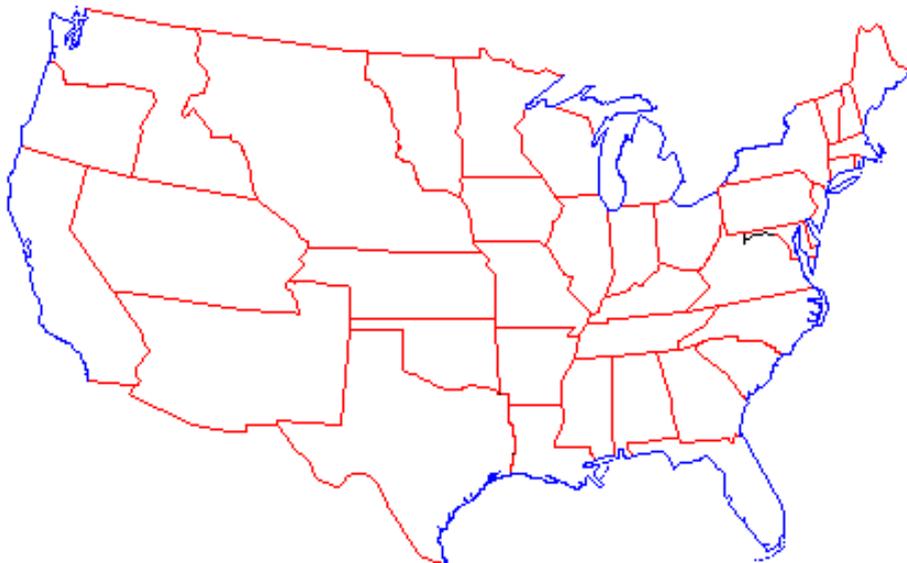
1810 Map of the United States

The map of the United States shown below displays the boundaries for each of the states that existed in year 1810 according to the United States Geological Survey Bulletin 1212.



1860 Map of the United States

The map of the United States shown below displays the boundaries for each of the states that existed in year 1860 according to the United States Geological Survey Bulletin 1212.



20 Largest Population Centers: 2009

1	New York, N.Y.	8,274,527
2	Los Angeles, Calif.	3,834,340
3	Chicago, Ill.	2,836,658
4	Houston, Tex.	2,208,180
5	Philadelphia, Pa.	1,449,634
6	Phoenix, Ariz.	1,552,259
7	San Antonio, Tex.	1,328,984
8	San Diego, Calif.	1,266,731
9	Dallas, Tex.	1,240,499
10	San Jose, Calif.	939,899
11	Detroit, Mich.	916,952
12	Indianapolis, Ind.	795,458
13	Jacksonville, Fla.	805,605
14	San Francisco, Calif.	764,976
15	Columbus, Ohio	747,755
16	Austin, Tex.	743,074
17	Memphis, Tenn.	674,028
18	Baltimore, Md.	637,455
19	Fort Worth, Tex.	681,818
20	Charlotte, N.C.	671,588

young child passing into adolescence. The country got bigger. Its people were different as immigrants from Europe poured into America's eastern cities. An American attitude developed. New ideas planted the seeds for an industrial society which over time replaced America's centuries-old agricultural based society. Small towns evolved into big cities. The building of new roads and canals created huge population booms, seemingly overnight, in cities like **Cincinnati**, **Buffalo**, and **Chicago**. The United States' first national census in 1790 determined that 3% of America's population lived in cities and a large city was defined by a population over 25,000. By 1860 the national census found 10% of the population lived in cities with over 100,000 people. Americans were on the move and immigrants, especially the Irish, were coming to America to live and work in places like **New York** and

Boston. Other than African Americans, all parts of America's population were extremely mobile. By 1860, only 55% of the total population of the United States lived in the original thirteen colonies! In 1790, the mean population center⁽¹⁾ of the United States was in northern Maryland; by 1860, it moved to southern Ohio! The dramatic population growth, the movement of people in the country, and the growth of America's cities were propelled by high family birth rates, the emergence of northern industry, and, most significantly, an influx of millions of European immigrants.

As the places where Americans were living changed, so did communications. The **United States Post Service** was the center of America's communication network and newspapers the primary outlet. Started by the 2nd Continental Congress in 1775 with **Benjamin Franklin** as the country's first Postmaster, the US Postal Service was one of the largest organizations in the world in the 19th century. One of the largest expansions of the USPS took place during the Middle Period under **John McLean**, appointed Postmaster by **President Monroe** in December of 1823. McLean saw the Postal Service as a way to unify the nation. McLean signed contracts with the stagecoaches and steamboats bringing families west to bring the mail

1) 'The mean center of population' is a calculation which identifies a specific place that's in the middle of where people are living in a country or state. The United States 2008 population center is Phelps County, Missouri. In 1790, it was Kent County, Maryland; in 2000, it was in the middle of the state of Missouri! The 2009 population center of the world is Timbuktu, Mali. Some countries use the population center calculation to determine the best location for their capital city.

too! Later in the Middle Period, railroads became the principal carrier of the mail. Like the rural post offices of today, the mail was delivered to post offices not the home. Post offices were mandated by law to be open 7 days a week.

**Local post offices, run
by local storekeepers,
sold supplies and liquor!
The local post office was the
place to meet and drink and
Middle Period America was a
drinking nation.**

Daniel Howe, in his book "*What Hath God Wrought*" claims in 1825, "the average American over 15 years old consumed 7 gallons of alcohol a year compared to less than 2 gallons at the beginning of the 21st century. Whiskey and hard cider were the drinks of that time. All social classes drank heavily; college students, printers, agricultural laborers and canal diggers. School children might even face an inebriated teacher.... Drinking was socially acceptable."

Most of the mail delivered by the Post Office in the Middle Period wasn't letters but rather newspapers! And Newspapers had agendas, often, to promote a political party or organization. America's major political parties had influential relationships with America's major newspapers. The cost for mailing a newspaper during the Middle Period was actually lower than mailing a letter! Newspaper publication exploded during the early 19th century. For example, **New York City** had 66 newspapers in 1810;

by 1828, it had 161, including *Freedom's Journal*, the first to be published by and for African Americans. New technology in printing and the making of newspaper from rags coupled with low postal rates enabled newspaper publishers to lower the costs of printing and distributing their papers to America's extended and growing population.

The importance and demand for whale oil dramatically increased as Americans moved to the cities. Whale oil was an illuminant for lamps. **Whaling** was a major American industry since the 1700s. Whale byproducts, used to make products as varied as **perfume** and **candle wax**, were exported all over the world. By 1835, 'most of the world's whaling ships were American.' The island of **Nantucket**, Massachusetts, had been the center of whaling until the early 1800s when it shifted to **New Bedford**.

**New Bedford, Massachusetts,
became one of
world's most prosperous cities
with one of the highest per
capita incomes!**

Lewis Temple, an African American New Bedford resident, made the industry even more profitable with his invention of a special **harpoon**. Another famous New Bedford resident and whaling employee of the Middle Period was **Herman Melville**, the future author of the great American novel, "*Moby Dick*".

America's northern cities became the centers of change and symbols of the

country's prosperity and optimism. **Doris Kearns Goodwin**, in her critically acclaimed book, *"Team of Rivals"*, cites historian **Kenneth Stampp**'s description of the North's Middle Period cities: *"the North teemed with bustling, restless men and women who believed passionately in 'progress' and equated it with growth and change; the air was filled with the excitement of intellectual ferment and with the schemes of entrepreneurs; and the land was honey combed with societies aiming at nothing less than the total reform of mankind."*

Life in the Southern states was different.

The South didn't develop cities like the North. There were a few exceptions. **New Orleans**, Louisiana, and **Charleston**, South Carolina, for example, were bustling, international ports. **Cotton** became Charleston's leading export. New Orleans was the gatekeeper for America's busiest commercial highway, the **Mississippi River**. Both New Orleans and Charleston were also primary entry locations for the international slave trade. In fact, the majority of Charleston's 24,000 people were African Americans in 1810. **Richmond**, Virginia, was another exception. Richmond was possibly the South's most industrialized city of the Middle Period. The city emerged as an important industrial center; it also became a crossroads of transportation and commerce, much of this tied to its role as a distribution hub for the South's **slave trade**. Richmond was also home to some of the largest **manufacturing** facilities in the country, including iron works

and flour mills. However, New Orleans, Richmond and Charleston were the exceptions. The South during the Middle Period did not develop industrialized urban centers like the North. For the most part, Southern states remained as they had been, a plantation based society. The Southern plantation society revolved around an entrenched white aristocracy with an enslaved black population supporting them. The South seemed frozen in time. Once again, Professor Goodwin, in *"Team of Rivals"*, describes the observations of **Frances Seward**, wife of New York Senator and 1860 Republican Presidential aspirant **William Seward**, during her family's vacation from their home in New York into Virginia in 1835. Once leaving the North and entering Virginia, *"we no longer passed frequent farm houses, taverns, and shops but our rough road conducted us past low log huts, the habitations of slaves.... How deeply the curse of slavery is set upon this venerated and storied region of the old dominion."* There was a particularly poignant scene, described by Frances' husband William, as they traveled on a road just outside of the city of Richmond, Virginia. The Seward's came upon a group of slave children chained together by the side of the road. *"Ten naked little boys, between the six and twelve years old, tied together, two and two, by their wrists, were fastened to a long rope, and followed by a tall, gaunt white man, who, with his long lash, whipped up the sad and weary little procession, drove it to the horse-trough to drink, and thence, to a shed, where they lay down on the ground and sobbed and moaned themselves to sleep."*

Frances quickly demanded her husband end their vacation and return home.

Slavery's exploitation was not confined to the South; it permeated through several Northern states too, albeit in a different way.

While thousands of slaves were held in servitude throughout **Rhode Island, Connecticut, and New York** into America's Middle Period, millions were enslaved in the South. But the mills of the Northern states were as guilty as the Southern plantations for creating the demand for slaves. The reason was cotton. '**King Cotton**', as it came to be called, was a cash cow for America generating incredible wealth for Southern plantations as well as for the Northern **textile mills**. There were 75,000 **cotton plantations** in the South in 1850; Alabama, Mississippi, and Georgia had almost 15,000 each. There were approximately 2.3 million slaves working in the 10 cotton producing states of the South at that time. Most of the cotton grown in the South went to textile mills in **Great Britain** and America's northern states. 66% of the cotton spun into cloth in the world's mills in 1860 was grown in America's southern states. **New England** had 472 cotton mills. Hundreds of other mills were scattered throughout **New York and New Jersey**. Great Britain, the industrial power in the world, had 2,650 mills spinning cotton products. 100 million pounds of Southern grown cotton were imported by Northern mills; another 1 billion pounds by mills in Britain! And

the profits from the North's cotton mills, in places like Pawtucket, Rhode Island, and Lowell, Massachusetts, poured into the banks, insurance companies and other interconnected business of these cities. **Hartford Courant** newspaper reporters Anne Farrow, Joel Lang, and Jennifer Frank, issued a sharp indictment in 2005 of the North's complicity in the enslavement of African Americans entitled "*Complicity: How the North Promoted, Prolonged, and Profited from Slavery*". According to the authors, "*slavery became the foundation for interdependent economic systems in America. Northern merchants, shippers, and financial institutions, many based in New York City, were crucial players in every phase of the national and international cotton trade.*

Well before the Civil War, the economy of the North, particularly in New England, relied heavily on cotton grown by millions of slaves in the South”

Despite its documented complicity in the North, slavery's scarlet letter has almost exclusively adorned the history of the Confederate states and not the North. This is a mistake.

Another misconception has been the popular unity within the Confederacy for slavery. Not so, says historian David Williams. It's interesting to note that ¾ of the free people living in the Southern states did NOT own slaves. Consequently, it's not surprising to hear that

most Southerners were NOT IN FAVOR OF SECESSION!

David Williams' 2008 book *"Bitterly Divided: The South's Inner Civil War"* purports plantation owners controlled the power in the South while non-slave owning whites had little say. *"It's a fact that the Southern people are fast becoming bitterly divided against each other"* Samuel Knight wrote to Georgia **Governor Joseph Brown**. Following the severe economic depression of 1837, large plantation owners took over small farms of white families no longer able to pay their mortgages. By 1860, 25% of all Southern farmers rented the land they farmed. On the eve of the Civil War, nearly half of the money earned in the South went to 1,000 families! While a white minority grew wealthy from the slave based plantations, most white families were doomed to subsistence living. 'The Southern economic plantation model did not support the creation of a sizable middle class.' What further alienated the common white person from the South's political leaders was a law allowing anyone owning more than 20 slaves to avoid serving in the Confederate army.

The Middle History also witnessed explosive western territorial expansion.

America's third President, **Thomas Jefferson**, bought **French Emperor Napoleon's Louisiana Territory** which doubled the territory of the 13 colonies.

President **Andrew Jackson**, the country's seventh President, evicted the **Cherokees, Creeks, Seminoles** and **Choctaw** Indians from their tribal lands in southeastern America. Jackson also bullied the Spanish out of their colony in **Florida**. Andrew Jackson's mentee, the enigmatic **Sam Houston**, defeated the armies of Mexican leader, **Antonio Lopez de Santa Anna**, at the **Battle of San Jacinto** on April 21st, 1836, winning independence for Texas. Texas became a separate country "**The Lone Star Republic**" in 1836 with Sam Houston its' first President; in 1845, Texas was granted statehood into the United States. **President James Polk** continued American western expansion with a war against **Mexico** in 1846. In fact, on the eve of his inauguration, Polk



confided to his Secretary of the Navy one of the main objectives of his Presidency would be the acquisition of the Mexican territory of California. Polk's American army was led by future President, then General **Zachary Taylor**, who defeated the indomitable, Napoleon like, Mexican President Santa Anna's army at **Buena Vista** on February 22nd, 1847. Polk sent a second army under Winfield Scott to Mexico to extinguish the last Mexican resistance near Mexico City on May 1st.

**Santa Anna⁽²⁾ and
his cork leg
finally acquiesced to the
humiliating terms of the
Treaty of
Guadalupe Hidalgo on
February 2nd, 1848,
surrendering the present
lands of California,
New Mexico, Arizona, and
Nevada as well as extending
Texas' southern boundary to
the Rio Grande River**

President Polk later brokered a deal with the British for the U.S. to annex the Oregon

territory in 1846 which eventually created the states of Oregon, Washington, Idaho, and parts of Montana, and Wyoming. By 1860, America was an empire extending 3,000 miles from the Atlantic to the Pacific Ocean with three distinct regions and large cities on both coasts and in between.

Sectional differences became stark as the Middle History of America unfolded. The North built railroads, canals, and highways to connect their growing cities and factories to the developing mining and lumber industries, and emerging population centers of the West. The opening of the Erie Canal on October 26, 1825, was responsible for population and commerce booms in New York City, Buffalo, Rochester, Albany, and emerging western cities like Chicago and Detroit. Northern canals and east-to-West railroads diminished dependency on transportation up and down the Mississippi River. Most of the new railroad track in America was being laid in the North. The Southern economy was almost exclusively plantation based with slave labor. The Western states were rapidly increasing in population too as European immigrants and eastern

(2) Antonio Lopez de Santa Anna was one of history's most resilient 'Change Agents'. His political and military career spanned 22 years. His allegiances were usually determined by the best deal, switching sides like Football teams change coaches. He fought for the Spanish army and later against them in the Mexican war of independence. As Mexican President, he led his "Black Flag" army into the rebellious Mexican territory of Texas, killing David Crockett, Jim Bowie, and 150 other Texans at the San Antonio Alamo, and 21 days later, at Goliad, where he purportedly massacred 350 prisoners. After his defeat by Sam Houston at San Jacinto, he lived in the United States before returning to Mexico to help the government defeat a French invasion. His ankle was shattered fighting the French; soon after he amputated it then ordered the ankle buried with full military honors. He then used a cork prosthetic for the rest of his life. During the war against the United States, he and his cork prosthetic were captured; Santa Anna returned to Mexico while US troops took his cork leg back to America. The leg was on display at the Illinois National Guard Museum in Illinois; the Mexican government has repeatedly asked for its return to no avail! He was exiled a second and third time from Mexico after the war against the United States and followed with another return to power in 1855. His banishment from Mexico left him living at various times in Columbia, Jamaica, Cuba, and New York City. During his time in New York, he purportedly brought the first shipments of chicle, the base for chewing gum, to the US to create an alternative to rubber used in carriage tires. It failed but the American assigned to him by the US government, Thomas Adams, conducted his own experiments on chicle, calling it 'CHICLETS, which eventually began the chewing gum industry. Santa Ana eventually returned to Mexico in 1874 and died penniless and crestfallen on June 21, 1876.

Americans looked for a better way of life.

‘Each region remained dedicated to the “American Dream,” each attempted to reach the dream in different ways: the North with industry and commerce, the South with plantations and farms, and the Western frontier combined commercial farms and manufacturing, showing a bit of both northern and southern heritage.’

While factories changed the economy of the North, the South clung to its’ agricultural past. Between 1810 and 1860, the percentage of laborers working in on farms dropped from 70% to only 40%. The overwhelming majority of immigrants, seven out of every eight, settled in the North rather than the South. Paying jobs were available in the North while Southern plantations relied on slave labor.

Transportation was better in the North; more than two-thirds of the railroad tracks in the country were built in the North to facilitate its growing industrial based economy and exploit new markets in the West. The South developed a different economy and culture, plantation oriented and sustained by slavery.

In the South, merchants and manufacturers were less important than plantation owners; “King cotton,” and, most importantly, slavery, was the foundation of the Southern state economy.

‘Eighty percent of the Southern labor force worked on farms. Although two-thirds of Southerners owned no slaves at all, by 1860 the South’s “*peculiar institution*” as Southern slavery was sometimes called, was inextricably tied to the region’s economy and culture. In fact, there were almost as many African Americans - slaves and free - in the South as whites; 4 million blacks and 5.5 million whites.’ There were no large cities aside from **New Orleans** and, to a lesser extent, **Louisville**, Kentucky; most of the other cities that did exist were small and located on rivers and coasts as shipping ports to send agricultural produce to European or North American destinations. Only one-tenth of Southerners lived in urban areas and transportation between cities was difficult, except by water. By 1860, the South’s agricultural economy was beginning to stall while the Northern factories and mills were booming.

The economic, territorial, and political changes of America’s Middle Period created deep, prejudicial divides within America’s growing population. Jefferson’s noble verse of “*all men are created equal...with inalienable rights...*” became a hollow proclamation.

**American Indians,
African Americans, and
Irish Catholics, were
perceived as threats
to the stability and security of
America during the Middle
Period.**

**These Americans soon realized
'independence'
was not synonymous
with 'freedom'.**

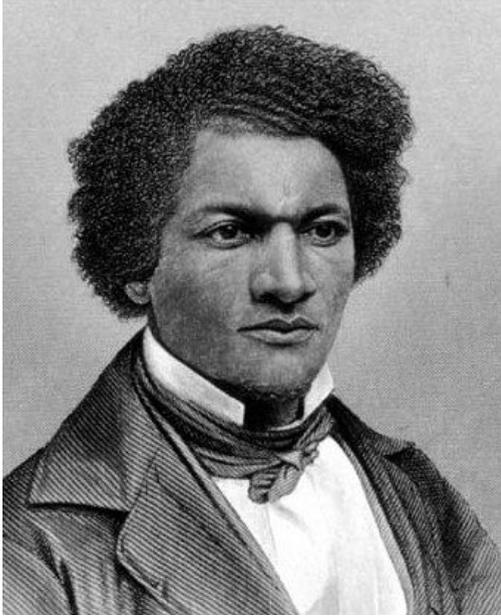
The Founders consciously deferred the issues connected to 'freedom' and 'equality' to future generations. While many Americans saw opportunity, African Americans and American Indians struggled to stay alive. The Irish who came to America's shores by the millions during the Middle Period, especially in the late 1840s and into the 1850s, had their problems too.

**The Irish weren't wanted.
Most help wanted and job
ads were often followed by
'NO IRISH NEED APPLY'.**



Consequently, the Irish clung together in slums called "**Irish Towns**" or "**Shanty Towns**", partly because of poverty but also because the Irish were considered bad for other neighborhoods. Their poor living conditions bred sickness and early death. It was estimated that 80% of all infants born to Irish immigrants during the Middle Period in New York City died. Their **brogue** and dress provoked ridicule; their poverty and illiteracy provoked scorn. Segments of the American population felt threatened by the Irish religion. Catholics were thought to be hostile to US values with allegiance to a Pope in Rome rather than a President in Washington. Newspapers and Protestant preachers stoked anti Catholic fears, leading to several anti Catholic riots in America's Northern cities where many of the Irish immigrants were living. The Chicago Post wrote, "*The Irish fill our prisons, our poor houses...Scratch a convict or a pauper, and the chances are that you tickle the skin of an Irish Catholic. Putting them on a boat and sending them home would end crime in this country!*"

The 2002 Martin Scorsese film, "*Gangs of New York*", depicts the violent tension of this period among the Irish and those considered Native New Yorkers! More than ¼ of **Ireland's** total population emigrated to the United States between 1844 and 1854. An anti immigration organization actually formed during the Middle Period. The '*Know Nothings*' originated in New York in 1843. Their anti immigration sentiments actually coalesced into a political party, the *Native American Party* in 1845; in 1855,



Purported drawing of **Denmark Vesey**, a South Carolina slave, led an unsuccessful rebellion to free slaves in Charlestown, S.C. in 1822.

it renamed itself the American Party. The origin of the “Know Nothing” term was in the semi-secret organization of the party. When a member was asked about its activities, he or she was supposed to reply, “*I know nothing.*” While the party originated in the East, the Know Nothings established a presence in the West in the 1850s too. **California’s** Know Nothings focused their efforts against **Chinese** and **Chilean** immigrants as well as some Irish working in the state’s gold mines. While the party had marginal, if any, effect on national elections, their efforts did bear occasional fruit in some local elections. In 1855, Know Nothing candidate **Levi Boone** was elected Mayor of **Chicago, Illinois**, and immediately barred immigrants from city jobs. Lincoln’s reaction to the Know Nothings during his Illinois Senate campaign was “*we began as a Nation declaring ‘all*

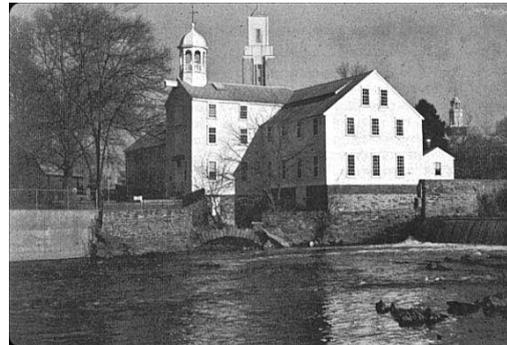
men are created equal.’ We now read it ‘all men are created equal, except Negroes.’ When the Know Nothings get control, it will read ‘all men are created equal except negroes, foreigners, and catholics.’”

**Hostility to the Irish
eventually waned and shifted
to the next immigrant wave:
Jews, Slavs, Chinese, and
Italians.**

America’s urban face lift was driven by industry; wealthy investors supplied the money and millions of northern European immigrants the labor. Places like

**Rhode Island emerged
at the forefront of America’s,
new, industrial society
with Samuel Slater’s
Pawtucket mill,
financed by Providence’s
wealthy entrepreneur
Moses Brown,
as its’ centerpiece.**

Children aged 7 to 12 were the first employees of the **Slater mill**; they were ideal for fitting into the factory’s small



Slater Mill, downtown Pawtucket, Rhode Island

nooks and crannies to fix thread and other parts of the textile process. They were paid less and were more manageable than adults. Children provided needed income to their families looking to augment the wages of their poor parents. 'By 1830, 55% of the mill workers in **Rhode Island** were children, working 12 hour days, 6 days a week, often in unhealthy conditions, for wages less than \$1 per week.

Children became America's next exploited group.



Slater unsuccessfully tried to import women and children⁴ from far away to staff his mill; soon after, he brought whole families to **Pawtucket** by providing company-owned housing and company stores. Shortly after the establishment of Slater's Pawtucket mill, **Lowell, Massachusetts**, became the first large scale factory town in America. The first textile mill opened in Lowell in 1822. With a population of less than 300 living in the immedi-

ate area, thousands of employees, mostly young women, were recruited from all over New England to work in Lowell's mills and live in the company's boarding-houses. These women were expected to be model citizens, unlike the working underclass in England. They went to cultural events, attended classes, and read books. By 1850, Lowell's population reached 33,000, making it the second largest city in Massachusetts and America's largest industrial center. Other Northern cities changed to factory and mill centric economies during the Middle Period. As industries developed, more mills were built and populations soared. Industrialization produced great wealth for the rich while sickness, disease, and infant mortality rates ravaged the poor. Earlier in the 19th century, a white person's life expectancy at birth was at least 2 to 5 years longer than later in the Middle Period. Life expectancy was often affected by where a person lived. More isolated rural residents, especially in the cooler climates of the North, lived longer than city dwellers of the North and South. Inhabitants of southern coastal cities, like **Washington** and the tidewater area of coastal Virginia, were more frequently exposed to smallpox and other contagious diseases in the warm, humid summer months. Many residents in Washington and even **Philadelphia** actually left these cities during the summer months to avoid the annual lethal outbreak of smallpox. Likewise,

4) Children always worked. But factory work was different. A child with a factory job might work 12 to 18 hours a day, six days a week, for \$1! Many children were younger than age 7. Mills were often damp, dark, and dirty. Some children worked underground, in coal mines. Working children had no time to play or go to school, and little time to rest. They often became ill. Limbs were often severed in machines. By 1810, about 2,000,000 school-age children were working 50- to 70-hour weeks! Most of the kids came from poor families. When parents couldn't support their children, they sometimes turned them over to a mill or factory owner. One glass factory in Massachusetts was fenced with barbed wire "to keep the young imps inside." The "young imps" were boys under 12 who carried loads of hot glass all night for a wage of 40 cents to \$1.10 per night. In 1853, Rhode Island set a minimum working age of 12 years old for factory workers! Only 48% of Rhode Island children were attending school in the early 1900s! (Scholastic.com)

**poor sanitation
in America's densely
populated cities
combined with the
arrival of large numbers
of foreign immigrants
carrying new diseases
lowered America's
life expectancy
during the Middle Period.**

Herbert Klein adds in his interesting book "*A Population History of the United States*" "*a white male, born in 1850, had a life expectancy of 38 years old. African American life expectancies were lower. Besides the poor sanitation and new diseases of immigrants breeding in America's densely populated cities, there was a nutritional crisis, not well understood, affecting the entire American population in the Middle Period.*" The nutrition crisis even affected the physical growth of the American people; the average height of native born males actually decreased during the Middle Period!

**As the decades moved
deeper into the middle of the
nineteenth century, the once
faint voice of the
anti-slavery movement
suddenly became louder.
One of the loudest voices to
emerge during the Middle
Period was Massachusetts
newspaper journalist,
William Lloyd Garrison.**

In 1831, Garrison founded *'The Liberator'*, a weekly newspaper advocating the emancipation of all "slaves" in the United States. Garrison was focused on terminating America's institution of slavery. On a July 4th celebration, Garrison publically burned a copy of the Constitution condemning it as "pro slavery". The State of **Georgia** offered \$5,000 for Garrison's arrest. South Carolina issued a \$1,500 fine for distribution of 'The Liberator'. Garrison received numerous death threats. He was chased down the streets of Boston in 1835 when he attempted to address an anti Slavery audience. The Liberator's last edition was December 29th, 1865 with the passage of the Thirteenth Amendment to the U.S. Constitution. While Garrison's approach to emancipation was non-violent, he vigorously challenged readers and the audience during his passionate speeches to take their own action against the gross injustices of American slavery. "The Liberator" upset the country. Most whites saw slavery as a necessary evil and thought it would only end with God's intervention.

The **Fugitive Slave Law**, passed by the United States Congress in 1850, obligated all Federal marshals and other officials to arrest alleged runaway slaves for return to their owner based only on the sworn testimony from a person claiming to be the owner. Refusal to apprehend the slave would result in a fine of \$1,000. Soon after becoming a federal law, a letter arrived at the home of mother and little known New England author, **Harriet Beecher Stowe** from Mrs Stowe's sister-in-law: "*Harriet, if I could use a pen as you can, I would write something that would make*

this whole nation what an accursed thing slavery is". Harriet then read the letter to her children. After crumpling the paper in her hand, she said to them "I will write something if I live." **Harriet Elizabeth Beecher** was born in 1811 in Litchfield, Connecticut, the seventh child of a Protestant minister. Her family always supported African American rights. As a young woman, she was a teacher and writer of a geography book for children. She dated **Ralph Waldo Emerson**. She later married **Calvin Ellis Stowe**, a widower and clergyman, who took a job at **Bowdoin College** after their marriage. To help support their family of seven children, she began writing poems, travel books, adult novels, and children's books. It was her 1852 composition of "*Uncle Tom's Cabin*" that changed her life and brought her instant fame. "I wrote what I did because as a woman, as a mother I was oppressed and broken-hearted, with the sorrows and injustice I saw, because as a Christian I felt the dishonor to Christianity because as a lover of my country I trembled at the coming day of wrath." Within a week of its publication, "*Uncle Tom's Cabin*" sold 10,000 copies; in the first year, it sold 300,000! Sales were even higher in England.

No book other than the Bible sold more copies than "*Uncle Tom's Cabin*".

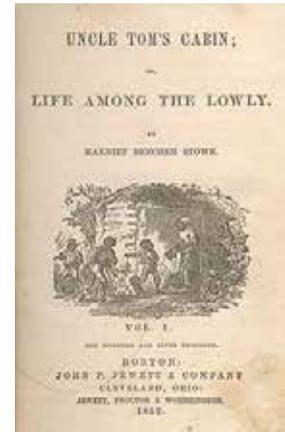
Mrs Stowe closely monitored Abraham's Lincoln posture on slavery and emancipation throughout his presidency. She was frustrated by his perceived reticence to embrace emancipation and commented

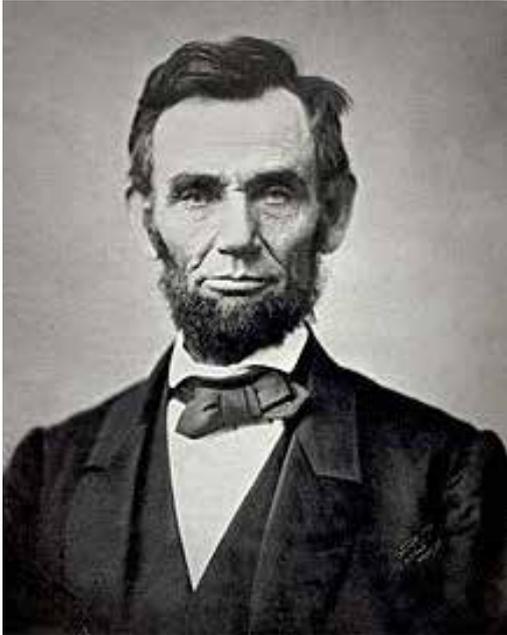
to family members on her disappointment with the President. She eventually decided to visit the White House in 1862 to engage Lincoln in conversation on the matter. Biographer Constance Mayfield Rourke wrote that "she decided that

Lincoln was 'too slow' and hastened to Washington to offer him advice. He seems to have received her gravely; after all he had been harassed by many evangelists." Her son and grandson recalled: "Mrs. Stowe, in telling of her interview with Mr. Lincoln...dwelt particularly on the rustic pleasantries with which that great man received her." She was introduced into a cozy room where the President had been seated before an open fire, for the day was damp and chilly. It was Mr. Seward who introduced her, and Mr. Lincoln rose awkwardly from his chair, saying,

"Why, Mrs. Stowe, right glad to see you!"
Then, he quickly added 'So you're the little woman who wrote the book that made this great war! Please, sit down',

as he seated himself once more before the fire, meditatively warming his immense hands over the smoldering embers by first extending the palms, and then turning his wrists so that the grateful warmth



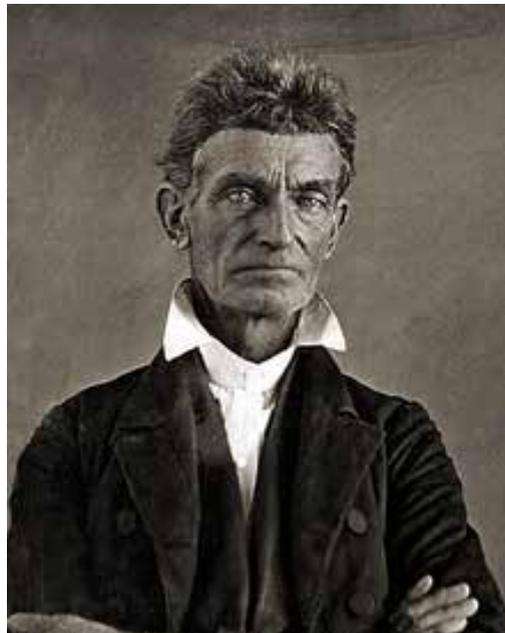


President Abraham Lincoln

reached the backs of his hands. The first thing he said was, *'I do love an open fire. I always had one at home.'* Mrs. Stowe particularly remarked on the expression 'at home.' 'Mr. Lincoln,' said Mrs. Stowe, *"I want to ask you about your views on emancipation."* It was on that subject that the conversation turned. Harriet Beecher's Stowe little book galvanized the abolitionist spirit in America. Its greatest impact was obviously in the North. "*Uncle Tom's Cabin*" was banned in the South and anyone in possession of it could be arrested. In her journal, Stowe noted her feelings about the war. *"It was God's will this Nation—both North and South—should deeply and terribly suffer for the sin of consenting to and encouraging the great oppressions of the South....the blood of the poor slave, that had cried for so many years from the ground in vain, should be answered by the blood of the*

sons from the best hearthstones of all the free states." Stowe went on to write additional magazine articles and books, including "*A Key To Uncle Tom's Cabin*" which responded to the South's claim that "*Uncle Tom's Cabin*" did not accurately depict the life of a slave. She died at her home in Hartford, Connecticut on July 1st, 1896. She is buried at Philips Academy in Andover, Massachusetts.

Not every Abolitionist embraced Garrison's non-violent, philosophy. While **John Brown** shared Garrison's passion about freeing enslaved African Americans, he advocated a violent tact. Brown, a native New Englander, went to **Kansas** in 1855, at the behest of his sons living in the state, to stage bloodletting attacks against slave holders and slavery sympathizers. Kansas had become a battleground territory between abolitionists and pro slavery groups fighting for control of the state. In one horrific attack on May 24, 1856,



John Brown

Brown purportedly took five pro slavery Kansas settlers from their homes in **Pottawatomie Creek** shortly after 10pm and hacked them to death with swords. Kansas immediately exploded in violence between pro slavery and Brown's abolitionist guerilla force. A new Kansas governor, elected in 1856, quickly brokered a fragile peace with grants of clemency to Brown and the as culpable pro slavery forces. Brown soon left Kansas to raise funds in New England and New York for his emancipation mission. He met many influential and wealthy Abolitionists including **William Lloyd Garrison** and poets **Henry David Thoreau** and **Ralph Waldo Emerson**. Brown's solicitations brought financial donations but there is no report found by this investigator of any funds from Thoreau or Emerson.

**On July 3rd, 1859,
John Brown
arrived in Harper's Ferry,
Virginia (now in modern
day West Virginia),
to prepare a raid on a
federal armory as part of
a plan to arm area slaves
in a revolt for their freedom.**

Brown developed an intricate plan based on recruiting a brigade of approximately 4,500 sympathizers. Despite only attracting 21 sympathizers, on October 16th, Brown attacked. His 'army' ranged in age from 21 to 49 (16 whites, three of whom were sons **Owen, Oliver** and **Watson**, three free African Americans, one freed slave, and a fugitive slave). Twelve of the

men had been with Brown during his Kansas raids. After initial success in the raid, Brown's brigade came under fire from local farmers, shopkeepers and militia. News quickly reached Washington, DC. Union troops were dispatched under the command of future Confederate General **Robert E Lee**. A Union force, under the command of lieutenant, **J.E.B. Stuart**, approached Brown's beleaguered group under a white flag. Brown's army was barricaded in a small brick building at the entrance of the Armory. When Stuart told Brown his raiders' lives would be spared if he surrendered, Brown responded "*No. I prefer to die here!*" The US Marines then crashed down the door, killing ten of the raiders and capturing Brown. On November 2nd, 1859, after a week long trial, Brown was found guilty. Ten days later, at 11:00 am, Brown was escorted through a crowd of 2,000 soldiers on his way to the gallows. Among the onlookers were future Confederate general **Stonewall Jackson** and

**John Wilkes Booth,
who borrowed a militia
uniform to gain admission
to the execution.
John Brown was hanged at
11:15am and pronounced
dead at 11:50am;
his body was placed in a
wooden coffin with the
noose still around his neck.**

Prior to his hanging, he wrote "*I, John Brown, am now quite certain that the crimes of this guilty land will never be*

purged away but with blood. I had, as I now think, vainly flattered myself that without very much bloodshed it might be done." After word spread of Brown's death, church bells rang, guns were fired, and large memorial meetings were held throughout the North, and famous writers such as Emerson and Thoreau joined other Northerners in tributes to Brown.

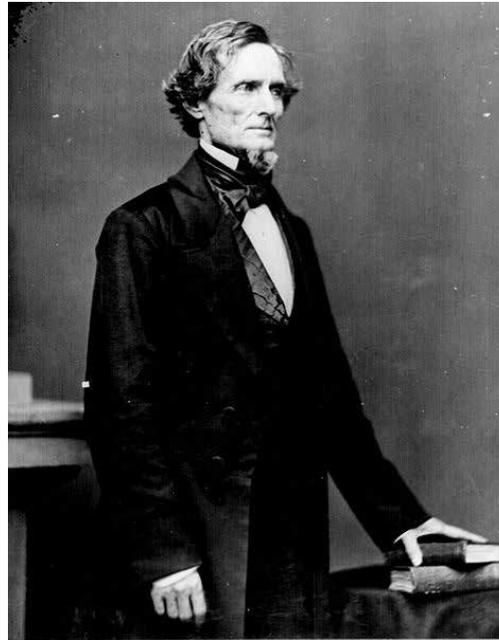
On March 4th, 1861, Abraham Lincoln was sworn in as the 16th President of the United States succeeding President James Buchanan.

**With this act, 7 states –
South Carolina, Georgia,
Louisiana, Mississippi,
Florida, Texas and Alabama
– made the fateful decision
for dramatic change,
secession,
from the United States of
America.**

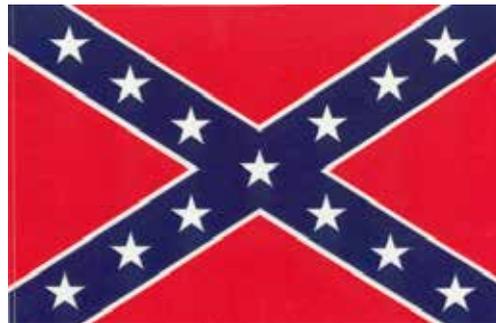
8 days later, at 4:20am, the Confederate army of South Carolina began its bombardment of the Federal **Fort Sumter** in the harbor of **Charleston**, South Carolina.

**4 more states – North
Carolina, Virginia, Tennessee,
and Arkansas – joined the
Confederate cause**

The Confederacy chose 'change'; the Union decided to prevent it. America's Civil War is an interesting study of change, the causes for and its horrific and profound effects.



President of the Confederate States of America, Jefferson Davis.

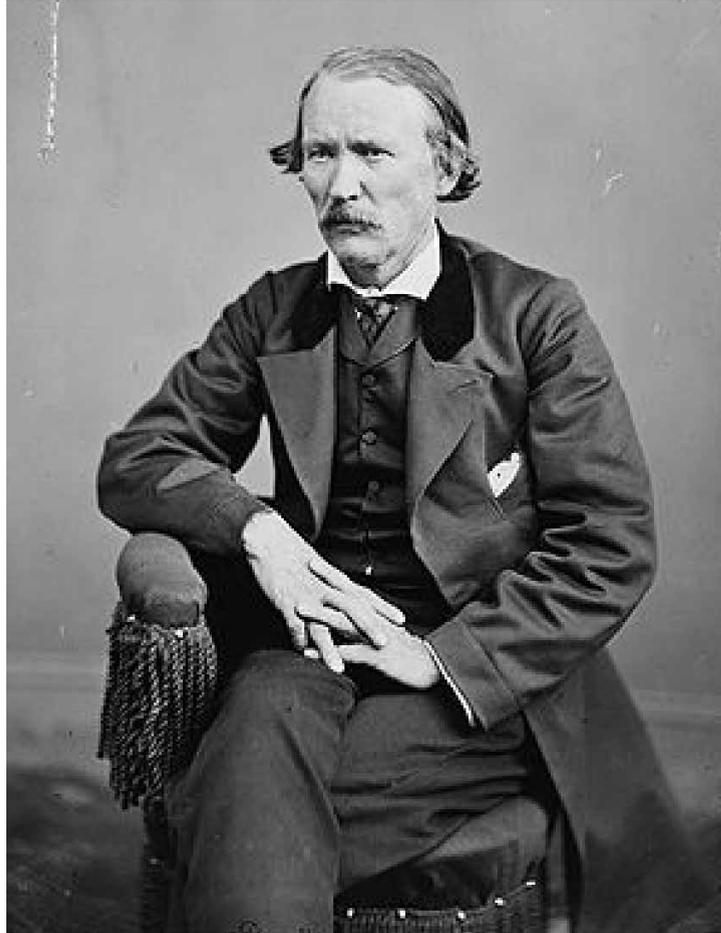


Flag of the Confederate States

I now submit to you several 'change agents'
who profoundly affected the history of
Middle Period America,
some very ordinary people
doing
extra-ordinary things
to change America.

KIT CARSON

Photograph by Mathew Brady: 1868



Hero or Villain? Famous American who paved the way for white settlers to California or infamous accomplice in the genocide of America's Indians? American patriot who helped **President James Polk** expand America's boundaries to the Pacific Ocean or 'yes man' who helped a notorious President Polk and the US military steal **California, Nevada, and New Mexico** from the Mexican government? Loving father and loyal husband of 25 years or absentee father to several children and lonely wife? These are perpetual questions accompanying any conversation of Kit Carson.

But what is not questionable is the fact Christopher "Kit" Carson was arguably the most famous man of his time. He was "*bigger than life!*"

**Kit Carson was Edmund
Hillary, Chesley
Sullenberger, and Captain
America
all rolled into one.
Carson was a Middle
Period Marvel Comicbook
SuperHero.**

Here are a couple of Carson stories circulating through America in the 1830s: *“sometime in the 1830s while hunting buffalo, a large band of Comanches on horseback prepared an assault on Carson a short distance away. The Comanches were the meanest, most ferocious Indians of the plains. While still on his own mule (Carson preferred mules to horses), he reached down around his mules neck and slit its throat with his knife. The mule dropped to the ground and promptly died. Using the mule’s body as a barricade, Carson took his rifle and proceeded to shoot the attacking Comanche warriors. One by one, he shot them off their horses; but there were too many to shoot all of them. But just as some of the warriors got close to Carson, their horses suddenly stopped as they smelled the blood of Carson’s dead mule. The horses wouldn’t move any closer; they were spooked by the scent of the mule’s blood. When the Comanches couldn’t get any closer to Carson to kill him, they gave up and galloped away.”*

Here’s another: *“in 1835, while Carson was attending a Mountain Man gathering in southern Wyoming, he began courting a young Arapaho woman, named Sing-*



ing Grass. Joseph Chouinard, a huge, loud mouth French Canadian trapper known as the Bully of the Mountains, also wanted Singing Grass. After Singing Grass chose Carson, Chouinard got mad, had a few drinks, and went into a camp of trappers, one of whom was Carson, and started cursing and belittling Americans. Carson, with a strange smile on his face, approached the Frenchman saying “I’m the worst American. Stop right now or I’ll rip out your guts”. Both men turned to get their guns, mounted their horses and galloped into an open grassy area, stopping so close to each other, their horses’ noses almost touched. Both men drew and shot their pistols simultaneously. As Chouinard pulled his trigger, his horse jumped, causing the bullet to graze the left side of Carson’s face, scorching his eye and hair and leaving a scar under his ear he would

carry the rest of his life. Carson's shot ripped through the left hand of the Frenchman and blew off his thumb. As Carson went for his other pistol to kill Chouinard, the Frenchman dropped to his knees, holding up his mangled hand, begging for his life. Some versions of the story had Carson killing Chouinard while others said Carson took pity and let the Frenchman live.

Carson's fame went to a new dimension when **John C. Fremont** was commissioned in 1843 by the US government to find and map a trail over the Rocky Mountains into California. Soon after Fremont returned from his successful mission and released his report to Congress and US newspapers, Kit Carson became a celebrity. A paperback book "*Kit Carson: The Prince of the Gold Hunters*", written by "a hack" writer named **Charles Averill** who didn't even bother to interview Carson or seek his permission, was published in 1849. Averill's **25 cent novel** exaggerated and fabricated many of Carson's exploits as well as Carson's physical description: tall, barrel-chested strong man, never losing a fight, saving lost maidens and stolen children, and tracking and killing maniacal, savage Indians in the name of justice. The real Christopher "Kit" Carson stood only "**5' 4" tall**, with stringy brown hair to his shoulders, his eyes a penetrating gray-blue, and his mouth set in a tight, subtle downturn that looked like a frown of disgust. He had a **scar** along his left ear, another one on his right shoulder – both left by bullets. He appeared bow-legged, probably from all his time in the saddle." Kit Carson was superstitious and very neat. He was very quiet, never spoke

about himself or his exploits, rarely spoke until spoken to, and then in a twang using words like "*thar, ain't yonder, that away, crick (instead of creek) and reckon so.*"

He was also illiterate; he couldn't write his name,

but spoke several languages (English, **Spanish, French, Navajo, Ute, Comanche, Cheyenne, Arapaho, Crow, & Blackfoot**). In fact, Carson could speak with almost any Indian on the western frontier either in sign or with just enough words for a meaningful conversation. He was an excellent rider preferring a mule to a horse. He was an exceptional marksman and mountain climber as well as a shrewd negotiator. Despite countless Indian battles, many of his friends were Indians. He was faithfully married to **Singing Grass** until she died during the childbirth of their second child. He liked poker and often smoked a pipe. He stitched his own buckskin clothing and could sustain himself in the wilderness indefinitely. He was humble, rarely speaking about himself and never, ever, embellished or exaggerated any of his real life exploits. Hampton Sides, in his 2006 Carson biography "*Blood and Thunder*", describes him as

**a "straight arrow, honest,
kind, loyal to his wife,
children, and friends,
saving numerous people
in harms way throughout
his life without ever
seeking compensation;**

he was a dashing good Samaritan.
Kit Carson was also a “natural born killer”, a perfect assassin.

But the real Carson didn't matter. Books, newspaper articles, and exaggerated conversations created a Carson bigger, faster, and braver than any American. 'Carson-mania' swept America. It was as if 60 Minutes, E Entertainment, Oprah, **You Tube**, and The Discovery Channel all featured Carson stories. The distortion was so great that when an Arkansawyer met Carson on the Oregon Trail, the skeptical traveler told the diminutive, quiet Carson he couldn't be the real Kit Carson; *“you ain't the kind of Kit Carson I'm looking for!”*

Christopher Houston “Kit” Carson was born two months premature in the same state and the same year as Abraham Lincoln: **Kentucky** in 1809. He was the 11th of 15 children born to **Lindsey Carson**, five by his first wife and ten by Rebecca, Kit's mother and Lindsey's second wife. Kit grew up in **Boone's Lick County**, named after **Daniel Boone's** sons who bought the land from the Spanish before it became part of President Jefferson's Louisiana Purchase. The Boones and Carsons were friendly neighbors. Boones Lick was a wild, untamed land, where Kit and his brothers and sisters lived in constant fear of being kidnapped by Indians. Kit's father was killed suddenly when a large tree limb broke off and struck him while clearing some land in 1818. The Carson's *“were immediately reduced to*

desperate poverty” forcing Kit, at 10 years old to drop out of school and work to support the family. His first job was an apprentice saddle maker, and then, at the age of 16, he signed on as a *“cavvy boy”*, the lowly job of caring for spare horses, mules, and oxen on a merchant caravan heading southwest west along the Sante Fe trail. And Carson loved it. By 1828,

Carson began building a network of successful people.

He soon became a chef for mountain man trapper, Ewing Young. *“Mountain men lived with Indians, fought alongside and against them, loved them, married them, buried them, gambled and smoked with them, learned to dress, wear their hair, and eat like them”*. They lived in teepees and became experts in the Indian ways. Carson's right of passage apparently occurred in the spring of 1828, when Young's campsite was approached by several Apache Indians. Young's men sensed imminent danger as the *“hills became covered with Apaches”*. Young's men drew first blood in a pitched battle. It was during this battle that the expert marksman, Carson, killed his first man shooting him *“straight through the heart”*. While Carson does not mention the next incident in his autobiography, one account purports Carson *“removed his knife from its sheath and pulled back the dead Apache's scalp, as was the common custom among mountain men”*. Kit Carson was 19 years old.



John C. Fremont

The next successful person in his network was John C. Fremont.

He met Fremont on a Mississippi riverboat, just outside of St Louis in 1842, when Fremont was looking for a guide for his assignment to find and map a safe route into California for the US government. This part of the continent was uncharted and very dangerous. Fremont hired Carson, arguably the country's best guide and tracker. John C. Fremont was, in this author's opinion, a self absorbed, egomaniacal self-promoter, western frontier pioneer, America's first Republican Party Presidential candidate in 1856, and son-in-law of influential **US Senator Thomas Benton**. The US government at the time was trying to encourage Americans to move west into areas like **Texas** and **California** which were part of Mexico. After the newspapers wrote

stories of the incredible journey over the Rockies, Fremont became known as "**The Pathfinder**", achieving a celebrity status similar to **Lewis and Clarke**. But truly, Kit Carson was the real reason for the mission's success; Fremont would have got lost and probably died without Carson leading the way. Fremont's reports acclaimed Carson's incredible bravery, and survival and tracking skills, bringing celebrity status to Carson too. Carson and Fremont developed a strong, life long bond of friendship. Fremont's report told amazing Carson stories, like Carson's remedy for quenching thirst on the trail by either "*opening the fruit of a cactus or clipping a mules ears to drink the blood*". Probably the most captivating story was Fremont's account of Carson's chance encounter of Mexican **Andreas Fuentes** and his 11 year old son on the trail, survivors of an Indian ambush in the Mojave Desert of Nevada. "*The Indians stole 30 of Fuentes' horses as well as torturing and killing two other men and women. For two days, the sympathetic Carson tracked the Indians. Carson and mountain man friend, **Alex Godey**, eventually surprised the Indians at their campsite, shooting two of them, and retrieving all but two of the horses which had been eaten.*" Fremont wrote "*two men, in a savage desert, pursue day and night an unknown body of Indians into the defiles of an unknown mountain - attack them on sight, without counting numbers - and defeat them in an instant. And for what reason? To punish robbers of the desert, and to avenge the wrongs committed to Mexicans whom they did not know?*"

**Carson's personal brand
shaped in
America's newspapers,
became
"Kit Carson ,
an action figure hero"**

according to biographer Hampton Sides. And the ultimate irony was Carson couldn't read any of it. Fremont had three government sponsored missions. On Fremont's third in June of 1845, Fremont left **St Louis** with 55 volunteers and Carson as the guide with a publicly stated mission to explore the eastern slope of the **Rocky Mountains**. However, the real mission, as some historians suggest, encouraged or commissioned by Senator Benton or **President James Polk**, was to start trouble with the Mexican government in California. President Polk wanted California part of America. Several battles between Fremont's force and Mexican authorities occurred in **California**. Fremont's force was fortified by US naval Commodore **Robert Stockton** in early 1846. Stockton and Fremont's actions coincided with other aggressive American military action in the Mexican state of **Texas**. The United States eventually declared war against Mexico on April 25 of 1846. In June of 1846, after capturing three men suspected of being Mexican government couriers, Carson was ordered by Captain Fremont *"I have no use for prisoners. Do your duty!"*

**Despite quietly
questioning the ethics
of Fremont's order,**

**Carson,
as he always did,
followed his superior's order
and gunned down 19 year
old Ramon and Francisco**

de Haro, sons of the Mexican mayor of Sonoma, California, and their elderly uncle'. By February of 1848, the United States army, with the help of **Lieutenant Kit Carson**, who had been commissioned by Stockton, fulfilled President James Polk's dream of wresting **California, Nevada, Utah**, parts of **Colorado, Arizona, New Mexico**, and **Wyoming** from Mexico.

**The Mexican-American
War was one of America's
most ignominious
military actions.**

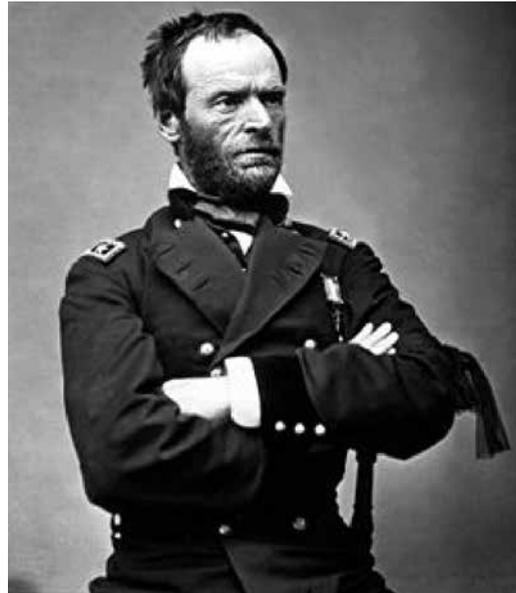
Following the war, Carson retired to his farm in New Mexico with his new Hispanic wife, **Josefa**. He eventually became an Indian agent in 1853 with an annual salary of \$1500. Carson became a genuine advocate for the Indians, developing a special bond with the **Ute** tribe. The Ute chief, **Ouray**, called Carson *"Father Kit"*.

Carson joined the New Mexico Volunteers to fight for the Union in 1861 with the outbreak of America's Civil War. During this period, the US Army began to confront the problem of Indian raids throughout America's new southwestern territories. Several tribes - the **Utes** in the north, the **Kiowas** and **Comanches**

in the east, the **Apaches** in the south, and the **Navajo** who called themselves the '**Dine**' - routinely conducted raids on Hispanic and Anglo farmers stealing their sheep, food, woman and children. The Navajos were the strongest, richest, and most notorious tribe in the southwest. Besides being 'masters raiders', they also grew crops, managed bountiful orchards, and were active traders. The Spanish tried unsuccessfully to stop the Navajo and convert them to **Christianity**. The Spanish and Mexicans routinely launched retaliatory raids on Navajo camps to retrieve their stolen sheep and capture Navajo women and children to work in their homes as domestic slaves. It's ironic that America fought a Civil War to abolish slavery but it flourished in the southwest long after the War and **Emancipation Proclamation** as Anglo New Mexicans continued to steal Indian women and children while Indians did the same with Hispanic and Anglo women and children.

Into this rugged and hostile environment, Kit Carson was ordered by the US military leaders to stop the Indian tribes and force them to go to government 'reservations'. After initially defeating the Mescalero Apaches, the 52 year old, tired, homesick, and ill Carson tried to resign from the army and go home to his farm in New Mexico. But when **Brigadier General James Carleton** demanded Carson stay until he defeated the Navajo, Carson gave in and returned to the army. Carleton believed there was gold in the Navajo homeland. Many times in his life, Carson had difficulty saying 'no' to superiors, including **John**

Fremont and General Carleton, even when he believed the order was wrong. Carleton ordered Carson to defeat the Navajo. No Spanish, Mexican, or American army had ever been able to defeat them and bring them out of their mountain stronghold. The only way Carson believed he could defeat the Navajo was by traveling into their homeland and destroying all he could find: Navajo homes, sheep, orchards, warehouses, everything the Navajo relied on for their survival. It became Carson's most controversial action of his life. This 'Scorched earth' policy was the same brutal tactic Union army **General William Tecumseh Sherman** used a few years later when he burned **Columbia, South**



General William Tecumseh Sherman

Carolina, Atlanta, Georgia, and everything in between to the ground to break the back of the **Confederacy**.

Kit Carson burned and destroyed everything that could sustain and feed the Navajo,

ultimately forcing them to either surrender or die from hunger. In the spring of 1864, 8,000 starving Navajo surrendered and then forced to walk 300 miles to **Fort Sumter**, New Mexico. The Navajos called their forced journey "*The Long Walk*". The US army said 350 Navajos died along the way; the Navajos claimed the death toll closer to 3,000. Within 3 years, hundreds more Navajos died from starvation and disease living on their new homeland, the government 'reservation'. Generations of Navajos placed the blame of this injustice squarely on the shoulders of Kit Carson.

In the later years of his life, the uneducated, illiterate, but clearly sensitive Carson was overcome by guilt over his actions against the Indians.

Carson finally developed empathy,

went to Washington in 1868 to the US Congress explaining that the government's forced removal of Indians from their native lands to government reservations was a failure and unfair to Indians.

This was one of the few times in his life he challenged a superior's order.

Carson now worked to secure better homelands for America's Indians. Nearing his own death, Carson helped negotiate a favorable treaty for the Ute Indians. One writer, who kept a diary while traveling with General Sherman, claimed Carson also met with Sherman and asked for his help to lead the desperate and dying Navajo back to their mountain homes. On June 1st 1868, Sherman signed a new treaty with the Navajo allowing them to return to their mountain homes in New Mexico.

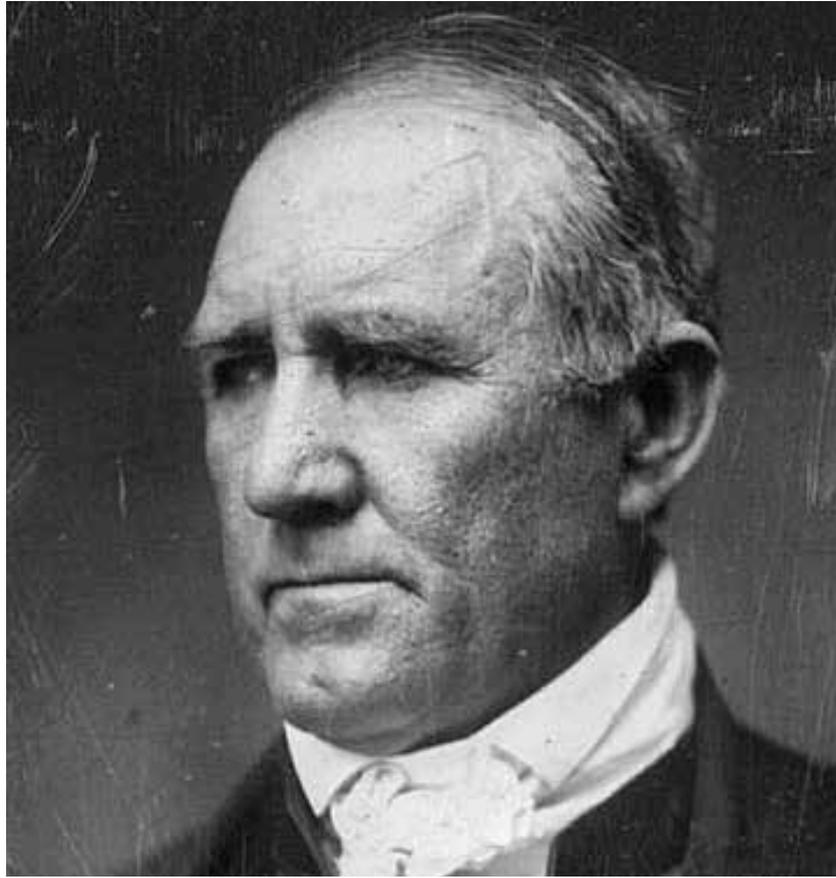
Christopher "Kit" Carson died of an aneurysm of the aorta at 4:25pm on May 23rd, 1868, about one month after his wife, Josefa, died in childbirth. His last words were "*Doctor, compadre, adios*". With all his notoriety in books and newspapers, Carson died a poor man, with little to no money. There were no royalties sent to him for all the money authors made writing about him. His death left seven living children, 3 boys and 4 girls, the youngest only eleven days old.

President Lincoln had promoted him to the rank of Brevet Brigadier General of Volunteers in 1865; Carson became the "*only illiterate general in the history of the American military*".



Kit Carson statue in Kit Carson Park, Trinidad, Colorado

SAM HOUSTON



***'Tough'* is the first word that comes to mind to describe him.**

Some might say 'crazy'; but, he wasn't. **Sam Houston** was probably plagued by a bi polar disorder. Unfortunately for him and our country, there was no diagnostic psychology and psychiatric medicines at his disposal which successfully treat people with this affliction today. Houston probably resorted to alcohol to change his deep depression; unfortunately, this remedy plagued him throughout his life.

Sam Houston's story is remarkable, almost unbelievable. 'Change' was seemingly commonplace in his life. He ran away from home at 16 to live with a neighboring **Cherokee** Indian tribe for three years. At 21 years old, he enlisted as a private in the 7th Infantry Regiment during the **War of 1812** to fight with his idol and future mentor, **General Andrew Jackson**. On March 27th, 1814, Jackson led Houston and 2,000 Tennesseans, 500 Cherokees and 100 Creek

Indians against 1,000 **Red Stick Indians** who had allied themselves with the British during the War. The Red Sticks camped at a Creek village called **Horseshoe Bend** located near a bend in the Tallapoosa River about 12 miles east of present day Alexander City in Alabama. **Major Lemuel Montgomery** led the initial charge; he was killed instantly leading his brigade over a Red Stick fortification. Marshall DeBruhl describes what happened next in his acclaimed biography of Houston, *"The Sword Of San Jacinto"*: *"Houston was just behind Montgomery and, shouting to the men to follow, scaled the wall. Houston was soon hit, by an arrow embedded in his thigh, but he was inside the Red Stick fort with his men streaming in behind him. Houston summoned a subaltern to pull out the barbed arrow, but he failed twice to do so. Threatening the hapless subordinate with his sword, Houston ordered him to 'try again, and if you fail this time, I will smite you to the earth.' On the third try, the arrow came out but the torn flesh and loss of blood obliged Houston to cross back over the wall to have his wound dressed.... The Red Sticks began to retreat to the river. General Jackson called for volunteers to dislodge them... Houston, after being attended to by the army medics, grabbed a musket and led the charge. Five yards near the redoubt, he received two rifle balls in his right shoulder. He called to his men to follow him. They didn't. Houston sank alone to the earth, unconsciousness and near death. Houston was carried back to a surgeon. With a probe and forceps, the doctor was able to remove one of the rifle balls; he left the second ball."* Miraculously, Hous-

ton lived. After the Red Sticks were defeated, he was transported on a litter for two months back to his family's home in Tennessee to be cared for by his mother.

Following the war, Houston eventually entered politics after getting a law degree, first becoming Tennessee's Attorney General and then elected to the House of Representatives in 1822. He was arguably the most popular man in the state. Houston's politics were Democratic, closely tied to **Andrew Jackson**, the hero of the Battles of Horseshoe Bend and New Orleans and the party's rising national star. Houston successfully ran for the **Tennessee** governorship in 1827. On January 22nd, 1829, the 36 year old Houston married 21 year old **Eliza Allen**, from one of the state's finest and most ambitious families. While traveling to **Nashville** two days after the wedding, they stopped at a friend's home during a snowfall. Eliza Allen Houston, watching her husband play in the snow with the children of Martha Martin, shocked her guest.

"I wish they would kill him. From the bottom of my heart, I wish they kill him"

Eliza had been pressured by her ambitious father to marry Houston. The multiple scars and the **rheumatism** racked body from his many injuries punctuated the doubt she had always felt about the marriage. Houston knelt before her, begging her to reconsider. He was disconsolate. On April 16th of 1829, Sam Houston resigned as **Governor of Tennessee**. He remained alone in a Nashville Inn

for another week, “brooding and drinking heavily”. Only a few friends came by to console him, one of whom was **Davey Crockett**. On April 23rd, three months and one day after his marriage, he left the Nashville Inn, crestfallen, and boarded a steamboat heading west with no specific destination in mind. President Jackson’s reaction was the same as most others,

“My God, is the man mad?”

As he did earlier in his life, Sam Houston sought refuge with the **Cherokee**. Many of the Cherokee had agreed to move from their homeland in **Georgia** and the **Carolinias** farther west in exchange for an annual cash payment for every member of the tribe. Later, in the 1830’s, newly elected **President Andrew Jackson** forced the remaining tribe members to literally walk over 1,000 miles west to a government picked territory in **Oklahoma**. Hous-



David Crockett

ton got off a steamboat near Webber’s Falls, Arkansas, on May 20th in 1829 to be warmly greeted by the same Cherokee Chief who had taken him in as a 16 year old, the now 65 year old **Chief Ooleteka**. Houston became a citizen of the Cherokee Nation on October 21st, 1829.

The Cherokee were experiencing problems of their own since Jackson forced them to move to Oklahoma. The government had relocated the Cherokee to the lands of the **Comanches** and **Pawnees**. The Comanche and Pawnee were not pleased. But beyond the hostile local Indian reaction, Houston also witnessed numerous government schemes to defraud the Cherokee. Unscrupulous agents paid the Indians in promissory notes instead of gold to relocate. Since the Cherokees did not understand the value of paper money, the agents duped the Cherokee to trade the notes for blankets and whiskey. Houston intervened on behalf of the Cherokee and had several agents removed from their posts. But his ongoing championing of the Indians inevitably brought him the consternation of his mentor and friend, Andrew Jackson.

In May of 1830, Houston married **Tiana Rogers** in a traditional Cherokee wedding. He opened a trading post, raised cattle and swine, and continued to drink heavily. The following year, in a drunken rage, he struck **Chief Ooleteka**. The humiliated Houston apologized to the Chief in front of the Cherokee Council. Houston’s life continued its downward spiral forcing him to leave the Cherokee and return East

In April of 1832, Houston appeared in Washington DC. On the evening of the 13th, he spotted **William Stanbery**, a Congressman from Ohio, and an outspoken critic of Andrew Jackson. Houston approached Standbery and started yelling at him about his recent criticism of President Jackson. Houston began raining blows from his walking cane on the shoulders of the Congressman.

Standbery frantically reached inside his pocket for his pistol, pushed it into Houston's chest and fired.

The pistol misfired and Houston continued flailing away until two companions pulled him away from the bleeding Congressman. Standbery wrote the Speaker of the House *"I was waylaid in the street by the giant Tennessean, knocked down by a bludgeon"* and immediately brought charges against Houston.

Houston was arrested and brought before Congress on April 17th. The case was followed closely by the entire nation. Houston's lawyer was a Washington attorney named Francis Scott Key,

a close ally of President Jackson. Key's defense lasted 3 hours. Houston then asked to speak to the House of Representatives. He appeared before them on May 7th, nursing a hangover from a drinking escapade the night before. Houston then

delivered a speech for the ages, not meant solely for the House, but the nation. With his last word uttered, the audience in the **House of Representatives** erupted in a chorus of cheers. One woman tossed a bouquet from the balcony to Houston. If the public was judge and jury, he would have been exonerated on the spot. Congress was the arbiter and debated the case for four days. He was found guilty by a vote of 106 to 89. Houston's friends, led by **James Polk**, made sure the sentence was only a reprimand. Throughout the trial, Houston was staying with close friend, **President Andrew Jackson**, of all places, at the White House! The President's support had been formidable. Jackson tried to convince Houston to stay in Washington, but Houston realized he needed to leave. Next destination, **Texas**.

Why Texas? All sorts of rumors existed for Houston's sojourn into the northern Mexican state of Texas. One purported that Houston was planning to drive out the Mexicans with the aid of the Cherokee and set himself up as king. Another claimed he was spying for the White House. Houston claimed he went to **Mexico** in 1832 to *"become a herdsman, and spend the rest of his life in the tranquility of the prairie solitudes"*. Houston did in fact keep President Jackson informed of his observations in Texas.

Mexico had won its independence from Spain in 1820 after a decade long, bloody revolution. Military leader, **August de Iturbide**, had himself crowned Emperor Agustin I in 1821 but he was soon overthrown by two subordinates in 1823, one

of whom was **Antonio Lopez de Santa Anna**. Santa Anna eventually declared himself President of Mexico in 1833.

Americans had been streaming into Texas for years, converting to **Catholicism** as required by Mexican law, and bringing their families and slaves, even though slavery was abolished in all other Mexican states. Texas was a mess. For years, Texas was defined by **Comancheros** and the **Comanche** and **Apache Indians** who terrorized the landscape. The Mexican government actually gave incentives to Americans to immigrate to Texas in the early 19th century (1800s). But, on April 30th of 1830, the Mexican government forbade further **immigration** from the United States after becoming alarmed by what Texas had become, a "*haven for debtors and undesirables*" bent on securing independence from Mexico.

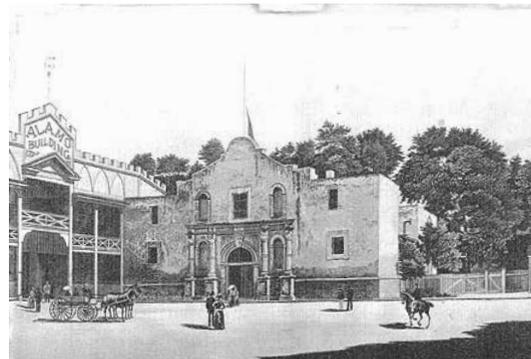
Stephen Austin was the de facto Anglo leader in the state. Austin initially supported Santa Anna's presidency and petitioned '*El Presidente*' to recognize **Texas as a Mexican state** in the early 1830's. His request was denied. Austin had sought a diplomatic solution but eventually joined Houston and others in favor of military action.

Houston arrived in Texas on December 10th, 1832. He tried to convince his Indian wife, Tiana, to come but she refused. Houston realized there was a future for him in Texas. He applied for a land grant, 4,428 acres for \$375. He soon filed for **divorce** and became a Catholic in 1833. But Houston's personal life

remained the same; drinking most of the night and sleeping during the day.

Houston was named commander of all Texan forces in October of 1835. However, the Texas governing Council was in disarray and consistently appointed militia commanders who ignored Houston. For instance, Houston ordered **Jim Bowie** to destroy the **Alamo mission** and join his main force; Bowie ignored the order. As a result, Bowie, along with **David Crocket**, **William Travis** and over one hundred others met their death at the bayonets of Santa Anna's several thousand man army of Mexican regulars and **German, Italian and French mercenaries**. The same horrific fate awaited Colonel **James Fanin's** 350 Texas troops at **Goliad**.

Houston had prepared his troops to march to reinforce the Alamo until he encountered Mrs. Almeron Dickinson who was spared the fate of her husband and the rest of the 150 Alamo patriots who died under the Black Flag of Santa Anna at the mission.



The Alamo

**Houston was now
the only Texan
military leader left.**

Several of Texas' leading politicians, military leaders and some of his own troops openly criticized Houston for avoiding a direct attack on Santa Anna's forces. Houston ignored the sniping and persevered, biding his time for the right moment to attack Santa Anna. On April 21st, 1836, at 3:30pm, on the fields belonging to Irish widow **Margaret McCormick** along the San Jacinto River, Houston led 783 men against Santa Anna's tired, splintered forces of more than 1,500, many of whom were lying in siesta in the afternoon sun. Leading the charge amidst the shouts of "*Remember the Alamo*" and "*Remember Goliad*", Houston was hit by a musket ball just above the ankle, shattering his fibula and tibia, causing intense bleeding and pain but he still remained on his horse. Only after his white stallion was hit by a fifth bullet, did the horse collapse and bring Houston to the ground. Three surgeons quickly attended to the increasingly popular hero! Houston chewed on a plug of opium at the end of the battle, which he shared with Santa Anna at the battle's end, to relieve the excruciating pain. While the Texans charged, the Mexican troops could be heard yelling "*me no Alamo!*" "*Me no Goliad!*" The Texans showed no mercy shooting, stabbing and clubbing Santa Anna's troops to death. The waters of the San Jacinto turned red. Houston tried unsuccessfully to stop the carnage.

**The Battle of
San Jacinto
was over in
less than 20 minutes.
Only 9 Texans lay among
the 630 dead and
208 wounded Mexican
soldiers littering the field.
Houston ignored the shouts
to hang the captured
Santa Anna,
using El Presidente
to negotiate full
independence for Texas
from Mexico.**

Mrs McCormick had the last word when she confronted Houston after the battle. "*Get the dead Mexicans off my field!*" she said, fearing the cadavers would haunt her land if they weren't quickly removed. Houston never buried the bodies. "*Mexican corpses were Mexico's responsibility*".



Sam Houston leading the Texans to victory at San Jacinto.
Painting by Harry McArdle

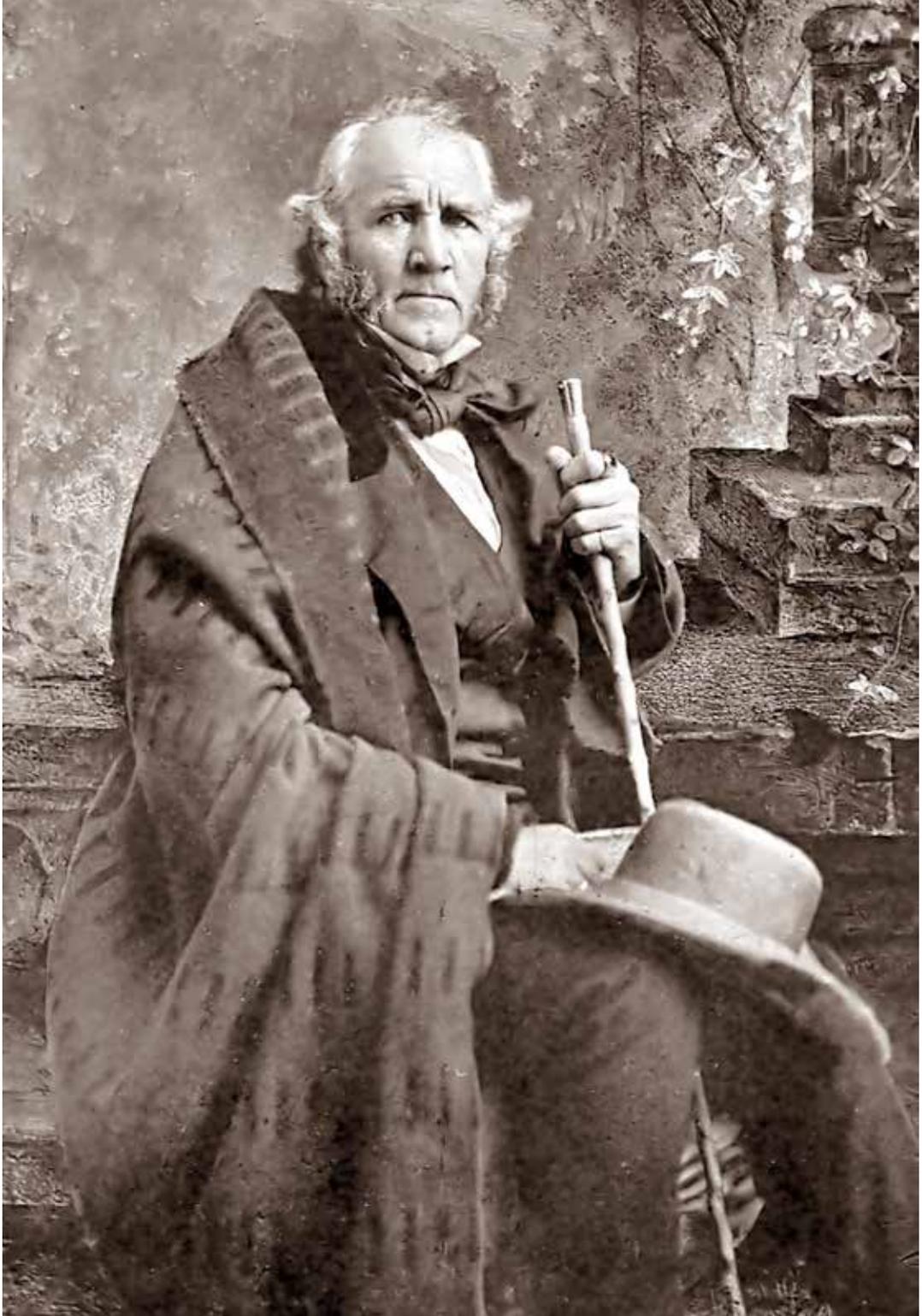
On October 22, 1836, Sam Houston took the oath of office to become the 1st President of the country of Texas at a crude table covered with a blanket. His formidable challenges mirrored those of America's 18th century Founders: creating a stable economy, relieve the new republic's overwhelming debt, negotiating treaties with European, Caribbean, and American Indian nations, building a functional Texan capital city, and taming the army and building a navy. Houston was twice elected to Texas' Presidency, once from 1836 to December of 1838 and from December of 1841 to 1844. When Texas finally achieved statehood into the United States in 1845, Houston was elected to the **US Senate** serving from 1846 to March of 1859. Houston was elected Governor of Texas in 1859. At age 67 in 1860, Houston and his **third wife Margaret** gave birth to their 8th child, a son, **Temple Lea Houston**. Margaret was 41. With the outbreak of the **Civil War** in 1861, Houston remained loyal to **President Lincoln** and the Union. President Lincoln sent an agent to Houston offering him 50,000 federal troops to keep Texas in the Union. Despite Houston's staunch fealty to the Union, Houston said "**no**", informing Lincoln the decision would rest with the Texas people. Texas became the only state where the people decided whether to secede from the Union to join the **Confederacy**. On February 23rd, 1861, Texans voted overwhelmingly, more than 3 to 1, to secede. Governor Houston refused to swear an oath of loyalty to the Confederacy and left the Governor's mansion on March 16th, 1861. Houston retired to Huntsville, Texas, living in a

rented home with Margaret and their children. His health quickly deteriorated. Houston died from pneumonia on July 26th, 1863. With his wife by his side, his last words were "*Texas. Texas. Margaret.*"

Sam Houston was born in 1793. A **Virginian** by birth, **Scot Irish** descent. His father, Major Samuel Houston, was a **Revolutionary War** veteran. When the family plantation failed in 1806, his parents moved to the new state of Tennessee. He only received about a year of formal education but he loved to read; his favorite book was the "*Iliad*". At different times during his amazing life,

**Sam Houston was a
US Congressman and
Governor of 2
separate states,
as well as the
President of
a foreign country:**

Governor and U.S Senator from the state of **Texas**, Governor of **Tennessee** and Representative in the House of Representatives, and the first **President of the country of "The Lone Star Republic of Texas"** from October 1836 to 1838 and from 1841 to December of 1844. Texas became a state of the United States in 1845.



Photograph of Sam Houston by Mathew Brady

SAMUEL MORSE



Samuel Morse was the 19th century's answer to Vinton Grey Cerf, the 20th century American computer scientist most often called "The Father of the Internet".

During the early years of America's Middle Period, **information** traveled as fast as a person's feet, a horse's hoofs, a pigeon's wings, and later, a train's wheels could take it. Because it took so long to get information, people missed the 'news' and got 'history' instead. For instance, **King George III** learned of his British army's defeat to General Washington's American forces at the **Battle of Yorktown**, 6 weeks after **English General Cornwallis'** October 17th, 1781, surrender! Gen-



Sam Morse video



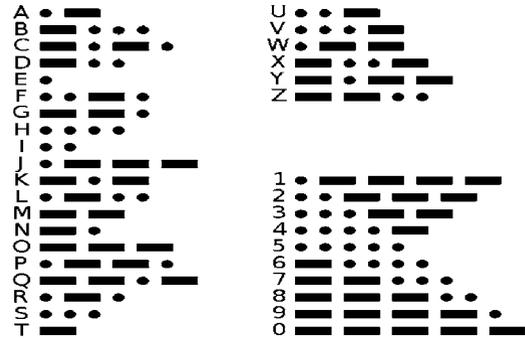
1840 photograph of Samuel Morse

eral **Andrew Jackson's** militia defeated the vaunted British army at **New Orleans** on January 8, 1815 after the treaty ending the **War of 1812** had been signed on December 24th, 1814! Morse's invention immediately took the dissemination of information from 'a snail's pace' to 'REAL TIME'!! Morse's **technology** liberated many events from the shackles of 'history' to the freedom of 'news!' He was, in this author's opinion, the *Middle Period's primary technology 'change agent'*.

Morse's **telegraph system** was initially displayed to **President Martin Van Buren** and his Advisors (Cabinet) in Washington in February 1838. While people were impressed and encouraged, more development was necessary. Unfortunately, investments to support Morse's research was not forthcoming. Four years

International Morse Code

1. A dash is equal to three dots.
2. The space between parts of the same letter is equal to one dot.
3. The space between two letters is equal to three dots.
4. The space between two words is equal to seven dots.



later, however, a determined Morse re-appeared in Washington for an another presentation of his telegraph, this time generating a more preferred response. Congress soon appropriated funds for an experiment connecting a **telegraph line between Baltimore and Washington, D.C.** On May 1st, 1844, a message was sent along Morse's telegraph from the **Whig Party convention** in Baltimore announcing their Party's nomination of **Henry Clay** as their Presidential candidate to the **Capitol building** in Washington, D.C. On May 24th, 1844, the telegraphic line was officially opened for regular use and the following year, a telegraph company was formed. Morse's invention, only a short time later proved

invaluable in America's victory over **Santa Anna's army** of Mexico during the Mexican-American War. As a result of the telegraph, President Polk and his military advisors in Washington were able to wage a war like no other event in history with daily reports from the field. **James Gordon Bennett**, the editor of the **New York Herald**, wrote *"with the telegraph on America's side, who could dare oppose the acquisition of Texas?"*

Morse's telegraph and the code that bore his name was, in the 19th century, what 'The Internet' became in the 20th century.

Impressive stuff, especially for someone initially known for his art rather than his science.

Samuel Morse was born on April 27, 1791 in **Charlestown, Massachusetts**. Best friend, famous American author,

James Fenimore Cooper, described the **5' 9" Morse** as *"good a fellow as there is going!"*

Morse attended **Phillips Academy in Andover, Massachusetts** before moving on to **Yale College** in New Haven, Connecticut where he was seemingly uninterested in his studies.

"I was born to be an artist"

he said and, soon after graduation in

1810, Morse traveled to **England** and was admitted to the Royal Academy to continue his art studies. It was in England where he produced his masterpiece, *'Dying Hercules'* Morse was deeply affected by his Calvinist Preacher father, **Jedidiah**. While Samuel embraced many of Pastor Jedidiah's strong Puritan beliefs, he challenged the **Federalist** ideology of his father. As the **War of 1812** raged in the States, Morse's letters frequently expressed his personal rage towards America's leaders. *"I assert the Federalist leaders of the Northern States are doing more harm to our country than any French alliance could. My English neighbors call them cowards...traitors to their country and ought to be hanged like traitors."*

By 1815, his parents, who had been supporting his meager existence as an art student and struggling artist in London, encouraged him to return to America and get a job to support himself. Morse returned to Connecticut to earn a living by painting portraits, initially charging \$15 per portrait. His work was well received and, by 1818, he was charging \$60. He married **Lucretia Walker** the same year and soon had chil-



Oliver Wendell Holmes

dren. Then, in 1819, the city of **Charleston, South Carolina** paid him the then incredible fee of \$750 to paint a portrait of Democratic **President James Monroe**. Other requests soon followed; a portrait of the **Marquis de Lafayette** (1825), the celebrated French nobleman who fought with Washington in the American Revolution, for \$1,000 and later asked to paint **DeWitt Clinton**, the Mayor of New York City.

But just as life seemed to be going well, Morse's beloved wife died of an apparent heart attack at age 25 on February 7, 1825. His father, the Reverend Jedidiah, died in 1826. Two years later, Morse's mother died. All this tragedy overwhelmed Morse. He soon left New York City for **Paris** in November 1829 after finding relatives to take his two children. "Twenty six days later", on January 1st of 1830, Samuel Morse arrived in the French port city of **Le Harve** and then onto the city he seemingly always longed for, Paris.

Americans, starting in the 1830s and into the early 1900s, went to study in Europe for what many college students today refer to as 'study abroad'. Paris had long been the most attractive place to go, most notably, **Thomas Jefferson** and **Benjamin Franklin** during the American Revolution. Paris then, as it remained throughout the 1800s and into the early 1900s, was seen as a city of exceptional culture, art, politics, and science. People went to Paris to be inspired and learn from masters alongside peers to fulfill their dreams. American writers, doctors, politicians, architects, and painters like Morse, all went to Paris. Famed, Pulitzer Prize winning author, **David Mc-**

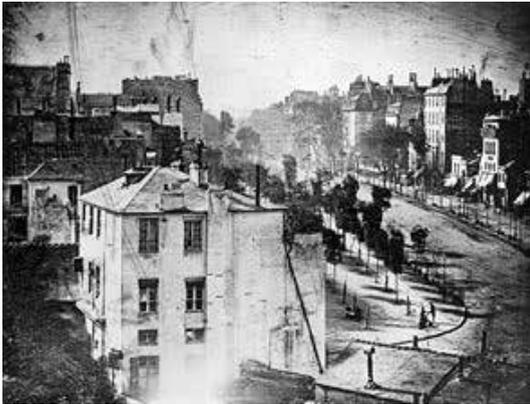
Cullough in his popular book "*The Greater Journey: Americans In Paris*" describes this fascinating time in history where many eventual American masters came to learn. The great American author of "*The Deerslayer*" and "*The Last of the Mohicans*," **James Fenimore Cooper**. **Elizabeth Backwell**, the first female doctor in America. Painist **Louis Moreau Gottschalk**, who left New Orleans at 15 years old. Then medical student and yet-to-be iconic poet, **Oliver Wendell Holmes**. And forlorn but rising portrait painter, **Samuel Morse**.

Morse spent every day, including Sundays, from 9am until the doors closed at 4pm, first observing then painting, at the **Louvre**, "*the world's greatest, richest, most renowned museum of art.*" It's famous



Leonardo Da Vinci's famous painting displayed in the Louvre, "*The Mona Lisa*". It was one of the famous portraits Morse painted onto his large mural "*Gallery of the Louvre*".

Grande Galerie on the second floor was the longest room in the world..” Morse decided to create a grand mural, 6 feet by 9 feet, painting miniature copies of the works he observed from his favorite Louvre artists as well as, surprisingly, a few friends. The days and months went by; Morse never stopped. Even as thousands of **Parisians** and visiting Americans fled the city during a cholera epidemic that eventually killed 12,000 Parisians, Morse and friend Cooper stayed, Morse to paint and Cooper seemingly to support his friend. Morse titled his work “*The Gallery of the Louvre*”. Once finished, Morse left Cooper in Europe and set sail for New York in October of 1832 in the hope of selling his mural for at least \$2,500. Unfortunately, the public showed no interest. It was eventually bought by friend **George Hyde Clarke** for the disappointing price of \$1,300. It should be noted that in 1982, a Chicago museum bought Morse’s mural for \$3,250,000, “the



An 1838 photograph of a Paris neighborhood taken by Daguerre. This was the beginning of photography as we know it today!

highest price ever paid for a American artist’s work”. Morse, although discouraged, kept painting and supplementing his income teaching at an art school. He was

convinced by friends to run for **Mayor of New York** in 1836 on the anti-immigration, anti-Catholic platform of the **Nativist Party**. Morse was soundly defeated.

**The once good Morse
became a ‘hater’,
without the empathy
needed for true success.**

Morse stoked **anti Catholic** sentiments among Protestants in New York City and worked to disqualify Catholics from holding public office, pushing government officials to limit the number of Catholics from Europe into America as well as discouraging the creation of Catholic schools in the City. He wrote several articles for the New York city paper, *The Observer*, urging readers to rally against Catholics. These articles were reprinted in many papers across America. Morse purportedly believed the Austrian government was subsidizing Catholic immigration to America for the eventual Catholic takeover of the United States. While it is said his anti immigration sentiments tempered over time, these well publicized feelings may have partially caused his next great disappointment. Morse’s confidence sank further after failing to be chosen to paint a historic mural in the nation’s **Capitol** in Washington.

**As a result,
Samuel Morse quit painting.
“Painting has been
too cruel to me”,**

Morse wrote to friend Cooper. *“I did not abandon her, she abandoned me.”*

**Morse’s life was about to
change, again,
with new opportunities
from a diverse
American and Parisian
network.**

Louis Daguerre was part of this network. Daguerre, a painter like Morse, had experimented with **photography** and shared his prototype, the daguerreotype, with Morse while they were both in Paris. Daguerre was creating photography. Daguerre’s invention was introduced to the American public through by Morse through his letters to family which were later published in America’s leading newspapers.

**Paris was a perfect place
for the curious**

and Americans had been flocking to the city for years to learn from the world’s best! Morse, like Daguerre, had always been looking for new opportunities. It was during one of Morse’s trips to Paris in 1832 when Morse met **Charles Thomas Jackson** of Boston who told Morse about his experiments with **electromagnetism**. From this conversation and with help of a professor of geology at **New York University, Leonard Gale**, Morse created a system to send messages along an electromagnetised wire. Morse soon after developed the single wire

telegraph. Morse initially had difficulty sending a signal along the wire more than 100 yards. But after consulting with professor Gale, Morse was able to send a signal along a 10 mile telegraph wire. Morse and Gale were soon joined by another curious but, as importantly, affluent man named **Alfred Vail**. Development of the telegraph accelerated under the **collaboration** of these three men. By December of 1842, Morse strung wires between two committee rooms in the federal Capitol building in Washington DC to demonstrate his new invention. Messages were sent back and forth between the two rooms. Congress soon appropriated \$30,000 in 1843 for the deployment of a 38 mile telegraph wire between Baltimore, Maryland and Washington DC along the route of the Baltimore – Ohio Railroad. And then, on May 24, 1844, the now famous words were sent from the Baltimore railroad station to the Capitol Building in Washington DC to open the telegraph system *“What Hath God Wrought”*.

The **Magnetic Telegraph Company** was formed in May of 1845 deploying telegraph lines from **New York City to Philadelphia, Boston, Buffalo,** and the **Mississippi River** area. By the end of the 1840s, nearly every major American city was connected by telegraph; **San Francisco** was linked to east coast cities by telegraph in 1861. The extension of telegraph lines was facilitated by using the path paved by America’s railroads.

It was at this time that **Alfred Vail** made another significant contribution to Morse’s telegraph with the invention of Morse Code. Vail’s code of **dots and dashes** was specifically designed for Morse’s telegraph

system to be read by humans without a special decoding system. Operators initially read a paper emitted from the machine revealing the dots and dashes to read the message. Decoding soon progressed so that operators could decipher the code from the sounds heard from the machine rather than using the paper emission from the telegraph. Morse received a patent for his invention in 1847. Morse code is still used by amateur radio transmitters today.

There were over 50 inventors who built some kind of telegraph system. Morse's, according to historian Donald Cole, *"prevailed because his was better built, less complicated, and less expensive than the others"*. Morse aggressively defended his patent rights against other inventors during his life.

**Morse, once
the frustrated artist,
was now one of the
world's great inventors.**

Samuel Morse's invention ultimately made him rich. Author McCullough describes Morse as *"financially secure, even wealthy, ...building an Italian style mansion in New York along the Hudson River near the city of Poughkeepsie where he lived with his second wife, Sarah Griswold, and their four children"*. In 1858, Morse received additional acclaim and financial reward in Paris from leaders of Europe with a payment of \$80,000.

Samuel Morse was a generous man, donating significant amounts of money to various charities. Despite the fact others made

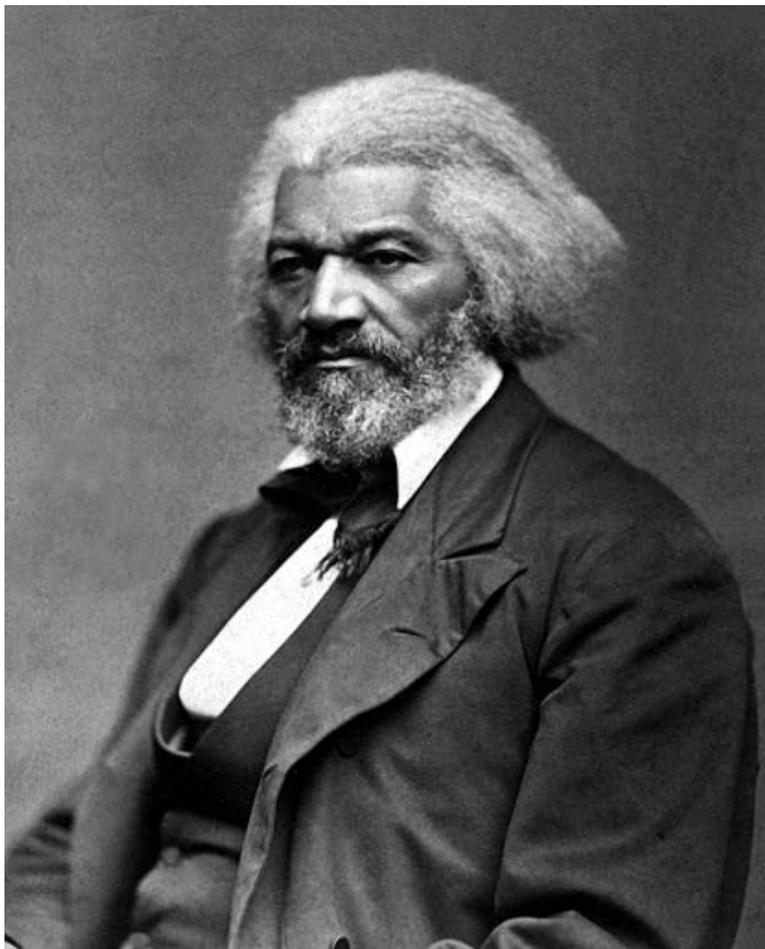
millions of dollars ripping off his invention, **Morse's estate** at the time of his death in 1872 at age 80 was estimated to be over \$500,000. While Morse shared his wealth to help others, he surprisingly harbored hostility toward specific groups of people. At the top of this list were Catholics and immigrants. Morse was also a proponent of slavery in America, contending it was ordained by God. In an article authored by Morse on slavery, he claimed that *"slavery was not per se a sin. It is a social condition ordained from the beginning of the world for the wisest purposes, benevolent and disciplinary, by Divine Wisdom. The mere holding of slaves is a condition having per se nothing of moral character in it, anymore than being a parent, employer, or ruler."*

Samuel Morse died of pneumonia at his home on April 2nd, 1872.



Statue of Samuel Morse in Central Park in New York.

FREDERICK DOUGLASS



August 10th, 1863, **Frederick Douglass** entered **Washington, DC**. He was hoping for an unscheduled, unannounced opportunity to speak with the President, **Abraham Lincoln**, at the White House. He'd heard some people waited weeks to meet with the President. Douglass had no idea whether Lincoln would even see him and, if he did, how Lincoln would react to him. Douglass had been criticizing President Lincoln in his newspaper and during his speeches, some of which were quite harsh. As Douglass entered the White House waiting room, he gazed upon several other visitors, all looking like they'd been waiting a long time. Douglass expected to wait a while too, "*at least a half a day*". But within two minutes of handing in his card, a messenger came down the stairs and asked him to come. Douglass immediately followed. Upon walking into an office, he found Lincoln sitting in a chair that looked too small for the President's 6' 4" body. Lincoln immediately rose to greet the former African American slave, now fiery, internationally known abolitionist.



Douglass video

**“Mr Douglass,
I know you;
I have read about
you. Please, sit down;
I am glad to see you”. And
so began
one of history’s most
interesting friendships:
President Abraham Lincoln
and Frederick Douglass.**

Frederick Douglass was born ‘Frederick Augustus Washington Bailey’ on February 14th, 1818 in Maryland. He spent the first twenty years of his life as a slave, at one point rented by his original owner to Maryland’s reputed “n..... breaker, Edward Covey”. Covey started his business with one slave, a female, whom “he bred”. John Stauffer, in his book, “Giants”, shares the following story of Covey. “Covey locked the female slave up each night with a rented slave until she gave birth to twins, thus tripling his money. Among slaves, Covey was known as ‘the snake’.

**...Every week for six weeks,
Douglass was flogged
by Covey,**

either with a braided cowskin whip with flared knotted ends and a long handle for greater acceleration or with a coarse wooden club about the length of a baseball bat but somewhat lighter.... Douglass worked six days a week from dawn till dusk or longer, depending

on the season. His only day off was Sunday, which Frederick often spent sleeping off a hangover.

Frederick loved drink....Years later, after he became a tee-totaler, Frederick realized why masters gave their slaves liquor: it kept them in a state of stupidity during their days off, so that they wouldn’t think about freedom.... Liquor checked the impulse to run away.”

**Douglass escaped
from slavery
on September 3rd, 1838.
He was living in Baltimore,**

Maryland and owned by **Hugh and Sophia Auld. Baltimore** was known as the ‘**black metropolis**’ because of its large African American population and open environment. The Aulds, like many Baltimore slaveholders, granted their slaves unusual freedom, allowing them to live and work where they wanted as long as they paid their owners part of their earnings each week. It was in Baltimore that Frederick met **Anna Murray**, a free, illiterate, African American, self- taught, violinist. They met at

**the Baltimore Mental
Improvement Society where
free African Americans
met to improve their public
speaking skills and**

**listen to lectures.
Frederick became an
active member.**

Douglass' personal changes were now on a fast track as his confidence soared with his new found prominence as a skilled public speaker. Anna and Frederick soon engaged.

After 4 months in Baltimore, Frederick reported to work 2 days late at the start of a work week. *"You'll hire your time no longer"* **Hugh Auld** told Frederick, essentially ending his limited freedom. Frederick reacted by plotting his escape. He borrowed a sailor friend's protection pass (certifying 'free' status), bought sailor's clothing, and with money given him by Anna, purchased a ticket on the **B&O railroad**⁽⁵⁾ bound for **Wilmington, Delaware**. From Wilmington, Frederick took a steamboat to **Philadelphia** and then a night train to **New York City**. Within 24 hours, Frederick Douglass extricated himself from slavery to freedom, slave to free man, Southerner to Northerner.

New York City was the largest city in America, population 350,000, with sidewalks and wide streets, hackney cabs, private carriages, and pigs. **Pigs** were as pedestrian as men, women, and children in New York. The city was the home to both wealthy and downtrodden; much of the city's wealth came from its textile mills



Anna Douglass

making cloth from Southern, slave produced cotton. New York merchants had close business relationships with Southern plantation owners. One South Carolinian living in New York remarked *"some white, New Yorker merchants actually hoped for the expansion of slavery in order to improve commerce with the South and their own profits."* African Americans, many escaped slaves like Douglass, lived in constant fear of slave bounty hunters. Douglass slave's value was approximately \$1,000 (\$75,000 in 2008 American currency). He ended his first day in New York sleeping on the city docks, lonely, hungry, and afraid. Frederick now realized why so many slaves chose to return to their masters after escaping to freedom. But Douglass persevered. Soon after,

**Anna joined him
in New York
and they were married.**

(5) Author John Stauffer describes early American railroad travel in *"Giants"*: "Passenger travel was in its infancy; no first class or sleepers, just a bumpy ride, usually in a car seating 30 people on hard benches, a few holes for windows, with noise so loud, people had to yell to be heard. The coal dust streamed into the windows making it difficult for passengers to breathe". Train riders usually finished their journeys covered with coal soot. During the years prior to the Civil War years, African Americans were relegated to segregated cars, usually the noisiest and dirtiest.

**Douglass interestingly
signed his name
'Frederick Johnson'
on their
marriage certificate?**



The Douglass's were befriended by Nathan and Mary Johnson and shared their home with them in New Bedford, Massachusetts.

Anna and Frederick soon moved to Elm Street, in **New Bedford, Massachusetts**. While New York and other northern cities were reeling from the effects of the severe financial depression of 1837, New Bedford prospered because of its whaling trade.

**When a New Bedford
friend,
Nathan Johnson, told
Frederick there were already
too many Johnsons
in the city of 3,000 and
suggested the surname
'Douglas',
Frederick accepted but
added an extra 's'
like a street he remembered
in Baltimore.**

One of Douglass' earliest memories of New Bedford was the work ethic of fellow African Americans. Author **John Stauffer** shares Douglass' observation: "*black men, like Nathan Johnson, owned more books and worked harder than nine tenths of all the slaveholders in Talbot County, Maryland.*" But like the South, prejudice was present. When white New Bedford dock workers learned Douglass' pay as a ship caulker was equal to theirs, they threatened to quit unless Douglass' pay was reduced to half of theirs. He endured a similar event on the Baltimore docks. However, New Bedford was safe; he was beaten so badly in Baltimore he almost lost an eye. Soon after arriving in *The Whaling City*, Douglass began reading "*The Liberator*", the most influential, protest newspaper in the country. The paper and its dedicated editor, **William Lloyd Garrison**, advocated the immediate end of slavery through non violence. While Douglass'



William Lloyd Garrison

didn't embrace Garrison's non violent advocacy, Garrison became Douglass' hero. Douglass began attending local abolitionists meetings where Garrison frequently spoke. On August 9th, 1841, Douglass and Garrison met and spoke to an abolitionist audience in **New Bedford**. Garrison, a gifted orator himself, was overwhelmed by Douglass' poise, impeccably dressed presence, and a "*rich baritone voice*" that captivated the audience. Garrison insisted Douglass accompany him to **Nantucket** for a two day abolitionist convention. After Garrison addressed the mostly white audience of over 500 people on the island, he insisted Douglass speak. It was here that Douglass fine tuned his already impressive oratory skills with some of Garrison's successful speaking techniques.

**Douglass became
an instant celebrity
and, within a short time,
began a national and
international speaking tour
earning
significant sums of money.**

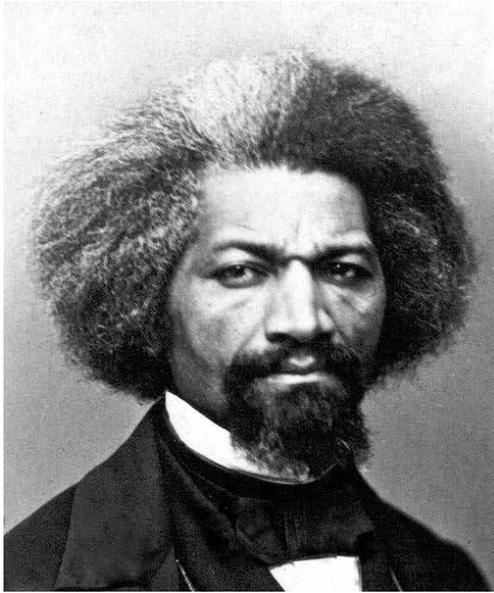
Listeners were spellbound by the stories Douglass told of his life as a slave, sharing graphic details and sometimes removing his shirt to reveal the scars from his beatings. By 1844, he was an impressive, refined speaker, referring to **Shakespeare, Milton, Emerson** and other noted authors. Audiences didn't believe he was ever a slave! One **Philadelphia** journalist wrote

***“many people in the
audience***

***could not believe
he had been a slave.
How could this man, only
six years out of bondage,
and who never went to
school a day in his life,
speak with such eloquence,
with such precision of
language and power of
thought; the audience was
utterly at a loss to devise”***

While the speaking tour was personally gratifying and financially rewarding, it proved to be just as unfair and often as dangerous as the docks. He was ushered off a railroad car in **Lynn, Massachusetts**, after refusing to sit in the '*blacks only*' car. When speaking on tour with other white abolitionists, he was often paid much less than the white speakers despite the fact he was the most popular and effective speaker in the group. In **Pendleton, Indiana**, he was close to being murdered when 30 locals attacked, clubbed, and broke his hand before Douglass' white, abolitionist associate, **William White**, saved him. And he was always fearful of slave bounty hunters. **George Latimer**, an ex-slave like Douglass, was living in **Boston** in 1843 when he was captured, jailed, and destined to be returned to his former owner before his freedom was preserved by a wealthy abolitionist.

In May of 1845, the American Anti-Slavery Society published Douglass' biography, "The Narrative of the Life of

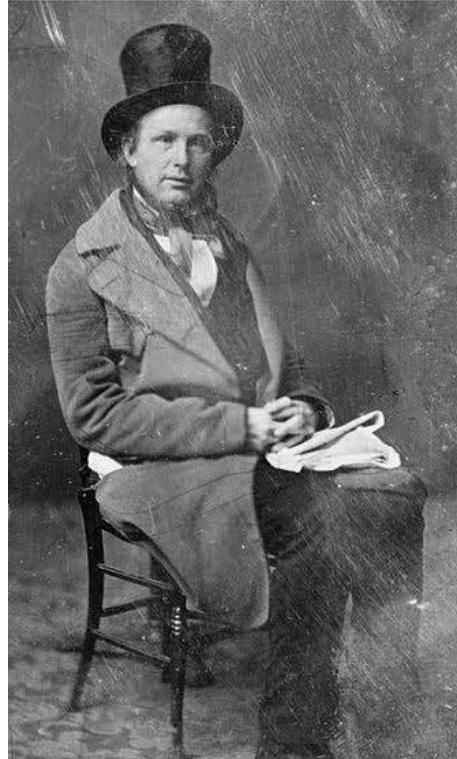


Photograph of Frederick Douglass circa 1863

Frederick Douglass, An American Slave, Written by Himself. “*The Liberator*” publisher, **William L Garrison**, wrote an introduction to confirm its truthfulness. The book sold for fifty cents. It sold over 11,000 copies within 3 years; 30,000 by 1850. Sales in **Europe**, especially England



Douglass actually supported this man, John C. Fremont, in America’s Presidential 1864 Election rather than Lincoln because Lincoln did not publicly support giving African Americans, who were now fighting in the Union Army, the right to vote. Fremont did.



Horace Greeley photograph taken by Mathew Brady sometime between 1844 and 1860

and Ireland, were also significant. After reading the book, Abolitionist editor of the *New York Tribune*, **Horace Greeley**, and New York City political boss, **Thurlow Weed**, called Douglass “*among the most gifted and eloquent men of the age.*” Douglass spent the next 2 years touring Europe while his wife, Anna, and their **4 children**, remained in Lynn, Massachusetts. He preferred life in **England** where he was treated as an equal to whites. England had abolished slavery in 1772 and in its colonies by 1834. *He loved English manners, its clean trains, and no pigs on the streets!*; the **absence of racism** lifted his spirit. Douglass realized that England had its own share of problems, especially its significant poverty. He also recog-

nized the paucity of Africans living there. Soon, Douglass decided there was important work to be done back in America. He returned to America in April of 1847. He'd been gone so long, one of his children, young **Charles**, didn't recognize him. Throughout his adult life, Douglass was on the road and rarely at home. Douglass moved to **Rochester, New York** in 1847, over the objections of his wife, to

start a newspaper. "The Northern Star", modeled after Garrison's "Liberator", became Douglass' vehicle for exposing America's hypocrisy on slavery. Politicians, Lincoln being one, became his leading target.

He took on famous people like Kentucky's self declared anti-slavery Senator and aspiring Presidential candidate, **Henry Clay**, questioning his professed anti slavery platform because he owned 50 slaves. The first edition of **The Northern Star** featured a public letter to Clay, attacking him for his hypocritical stand on slavery. Douglass took **Illinois Senator Abraham**



Henry Clay

Lincoln to task for Lincoln's support of a state's right to determine its own policy on slavery and permitting the slave trade in the nation's capital, **Washington, DC!** Douglass de-



manded an end to slavery, and if America's leaders wouldn't end it, he urged abolitionists and slaves alike to resort to violence to end it. Douglass also chastised African Americans for not subscribing to his paper. Douglass was not a good businessman. When "*The Northern Star*" struggled financially, he joined wealthy, white abolitionist, **Gerrit Smith**, to create a new newspaper, appropriately called "*Frederick Douglass' Paper*" to exploit his national notoriety. It worked.

In 1855, Smith and Douglass started a new political party. **The Radical Abolition Party** advocated government seizure of all land for redistribution among all citizens so that there would be no rich and no poor, an end to slavery using violent means if necessary, and allowing all people to vote. **John Brown** of **Harper's Ferry** fame attended the party's

first convention. In February of 1858, Brown spent time at Douglass' home in Rochester and actually spoke to Douglass about staging a raid on the **Federal Armory**. Authorities discovered a letter from Douglass in Brown's satchel dated 1857 after Brown's capture at Harpers Ferry. The **Governor of Virginia** immediately issued a warrant for Douglass' arrest charging him with murder, robbery, and inciting insurrection within the state of Virginia. Douglass quickly sought refuge in Canada until charges were dropped for lack of sufficient evidence. **Gerrit Smith** was purported to have financed Brown's attack on the Armory.

Throughout the campaign for the Presidency in 1860, Douglass began to see a flicker of hope in Abraham Lincoln. Maybe, quite possibly, Lincoln would be the leader who would end slavery. Douglass was impressed by Lincoln's criticism of the **Dred Scott** decision during his **speech at Cooper Union**, New York. After Lincoln's election to the Presidency in 1860, Douglass' grew fond of Lincoln; but, it was short-lived. Lincoln lost Douglass' support with these sobering words at his Inaugural Address:

**I promise
“never to interfere with
the Southern States right
to slavery.”**

As far as Douglass was concerned, Lincoln was sacrificing African Americans to keep the South from seceding. Now, Douglass railed against Lincoln in every essay and

speech, urging him to free slaves and allow them to join the Union army to fight the South. In his new newspaper, now called the *Douglass Monthly*, Douglass' focus was Lincoln, slavery, and the war. Lincoln continued to disappoint. But on September 22nd, 1862, Douglass' hope was elevated when he heard the President's plan to issue an official emancipation of slaves living in the **Confederacy**. Lincoln had been listening Douglass. On January 1, 1863, Lincoln announced all slaves of rebel owners were free. He also urged African Americans to serve in the military. Douglass' faith in Lincoln was restored.

Douglass continued to push the President in his speeches and essays to grant African Americans the right to vote. Lincoln initially would not support Douglass's wish. However, in August of 1864, Lincoln asked to meet with Douglass at the White House again. Douglass was amazed at how tired Lincoln looked with hollowed cheeks and discernable melancholy mood. Lincoln showed Douglass a draft of letter outlining his positions as well as seeking Douglass' personal help to “*organize a band of black scouts to go into rebel states, beyond the lines of the Union army, to carry the news of emancipation, and urge the slaves to come North.*” The two men spoke for two hours. Douglass was now impressed by the President's willingness to go further than he expected for the cause of freedom. Douglass now considered Lincoln his friend.

Douglass and Lincoln met a third time on March 4th, 1865, at Lincoln's second inauguration. Douglass went to the post

inauguration reception. As he entered the **White House**, two police rudely stopped him from proceeding saying no persons of color were allowed. Douglass promptly sent word to Lincoln.

“Here comes my friend”
said Lincoln as he extended
his hand to Douglass.
“I’m glad to see you.
I saw you in the crowd,
listening to
my inaugural address.”
He then
asked Douglass
what he thought
of his speech;
Lincoln concluded by saying
to Douglass
“there is no man in the
country whose opinion I
value more than yours.”

A little more than a month later while attending the theatre, Lincoln was assassinated, shot in the head from two feet away by **John Wilkes Booth** while

Lincoln’s bodyguard, John Parker, had deserted his post for a drink. At 7:22am the next day, Lincoln died.

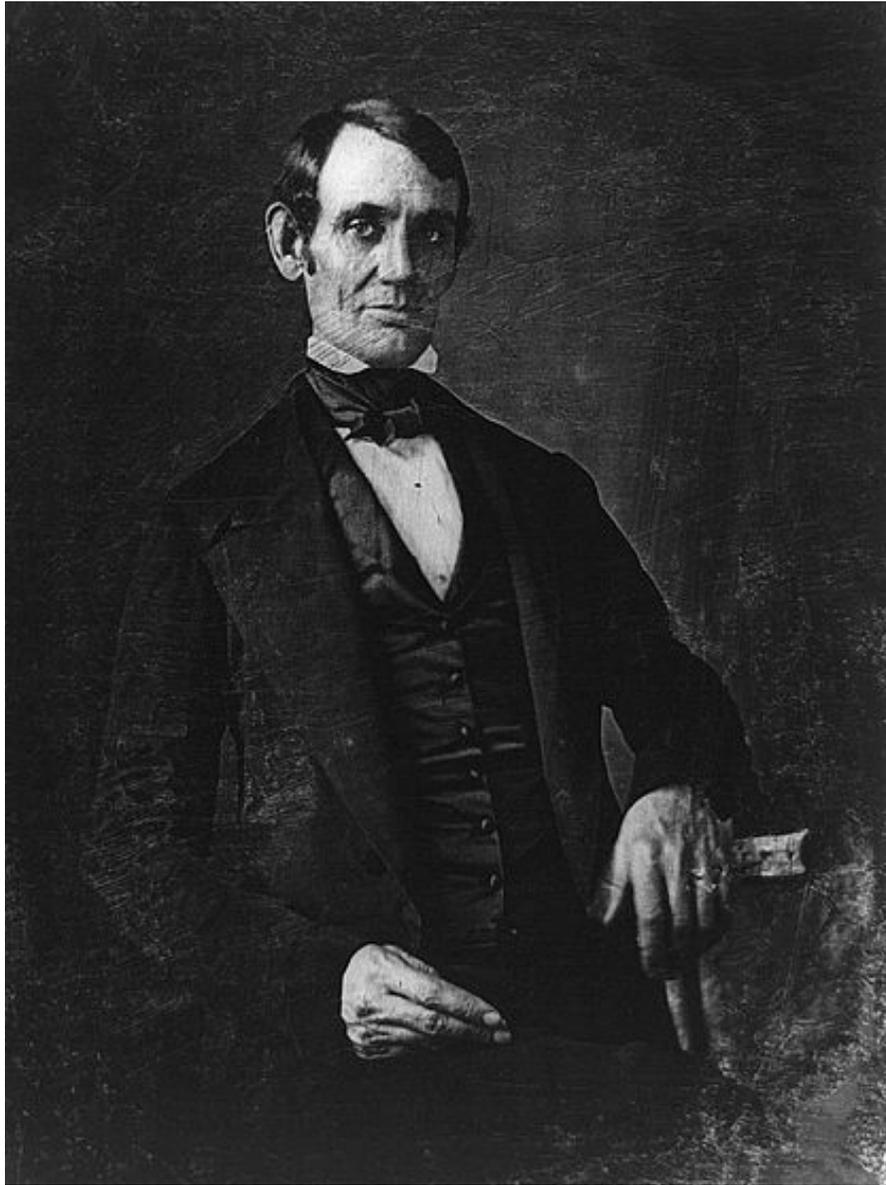
Douglass heard of Lincoln’s murder and death while in **Rochester, New York** and was immediately grief stricken over the loss of his friend. On April 15th, he gave a speech to a crowd assembled at the City Hall to mourn the President’s death, likening Lincoln to **Christ**. *“It may be that the blood of our beloved martyred President will be the salvation of our country.”* In Douglass’s last autobiography, Douglass referred to Lincoln as *“our greatest President.”*

Frederick Douglass died, of a heart attack, in February, 1895.



Frederick Douglass gravesite in Rochester, New York

ABRAHAM LINCOLN



Abraham Lincoln was born in a one room log cabin on his family's farm in Kentucky in 1809. He didn't get along with his father, **Thomas**, an uneducated farmer who could barely read or write and frequently moved the family farther west looking for a better opportunity.

Thomas Lincoln treated his son, Abraham, poorly, often renting him out to others in the community,

all the while calling him lazy because of Abraham's wish to attend school and learn to read. His mother, **Nancy**, died when he was nine. His father remarried **Sarah Bush Johnston**, a widow with children from a previous marriage. Lincoln developed a close relationship with her and became, according to one relative, "*his closest friend*". Lincoln's childhood homes were in the **Kentucky, Indiana, and Illinois** frontier. The rough and tumble worlds of fighting and drinking were commonplace and often determined a man's status in the community.

**To say Abraham Lincoln
grew up in
tough neighborhoods
is an understatement
even by today's standards.
It was common for
a digit, ear, or lip
to be bitten off
and testicles and eyeballs
ripped out in a fight.
Men consumed more whisky
than water;
'the average man drank
about eight shots a day,
usually within a few hours'**

Thomas Lincoln was a tough guy, standing 5' 10" tall and 190 pounds. Legend has him biting off the nose of an opponent in one brawl. His mother, **Nancy**, was a big woman at 5' 10" and 140 pounds; the average height of an American man at that time was only 5' 7". Abraham didn't enjoy fighting and but was ready and able if

called upon. He was a physically imposing young man at **6' 4"** and weighing over 200 pounds with muscular forearms from his job as an axe wielding rail splitter. He was **athletic**, he could run longer and jump higher than most. He purportedly lost only one fight in his life. His most **famous fight** was purportedly a draw against the New Salem, Illinois, town bully, **Jack Armstrong**. This fight changed his life. Admiration came from the fight against Armstrong; he soon was elected captain in the New Salem militia during the 3 month **Black Hawk Indian War**. Lincoln used the new found self esteem to fuel his personal change. Lincoln entered the election for the Illinois State legislature. Despite losing, Lincoln was a new man.

**The Armstrong fight,
the notoriety it brought,
and the confidence
it instilled, became
Lincoln's foundation
for an
irrepressible perseverance
marking his character
for the challenges
and opportunities
in his future.**

Lincoln left the oppression and insult of his father in 1830 for another rough and tumble world on the Mississippi River as a boatman for \$10 a month. It was here Lincoln witnessed the big city life of **New Orleans**. New Orleans was the on-ramp for early Middle History America's most important business highway, the Mississippi

River. The sights and sounds of slavery in New Orleans profoundly affected Lincoln. Whips cracked. Chains, fastened to African wrists and ankles, clanked along the pavement. The misery of subjugation and cruelty for the city's 30,000 African captives had a lasting effect on young Lincoln. Some twenty years later he recalled *"the horrid pictures are in my mind yet"*

Lincoln returned to New Salem in 1832 and tried different jobs. He even invested in a general store. Nothing seemed to work out. When

his store went bankrupt,

he was forced to sell his horse, saddle, bridle, and surveying instruments to pay his loan on the business. He then entered politics, running for the Illinois state legislature in 1834, partly to earn some money. Lincoln won the election as a Whig, the party of his political idol, **Henry Clay**. The campaign inspired Lincoln and he soon began to study law. He studied constantly and it didn't come easily. A local justice of the peace, after hearing Lincoln offer 'amateur comments in court, laughed out loud'. Others offered Lincoln encouragement, especially **John Todd Stuart**, Springfield, Illinois lawyer and cousin of his future wife. Before reporting to the opening session of the Illinois State legislature, Lincoln borrowed \$200 to buy the first suit he ever owned just to "make a decent appearance in the legislature". But, as **John Stauffer** describes in *"Giants"*, *"Lincoln could not erase the signs of his backwoods upbringing: his clothes always seemed torn, frayed,*

or splotched; and the words most frequently used to describe him were 'awkward,' 'shabby,' 'ugly,' and 'grotesque'".

As a first year legislator, Lincoln rarely spoke, intimidated by his educated, fellow legislators

and the aura of the environment. When he did speak, it was high pitched, seemingly not what one would expect from such a large man. His hands were usually in his pockets.

Lincoln seemed out of his element, but he persevered.

In 1836, he ran for re-election. Lincoln's platform mirrored his **Whig party's** support for building local roads and infrastructure while denying the right to vote in Illinois to free African Americans, women, Irish immigrants building the canals near the Illinois state capital, and anyone else who couldn't pay taxes or hadn't served in the military. Lincoln won the election and became a leader in the legislature. He also received his law license. Lincoln now showed more confidence in the legislature, working with a group of 8 fellow legislators to raise \$10,000,000 in state bonds to move the Illinois capital from **Vandalia** to **Springfield** and build a series of highways and railroads in the state. And when the Illinois state legislature passed a series of resolutions

defending the constitutional right to own slaves in slave states and arguing the federal government had no right to abolish slavery in the nation's capital, Washington, DC, Lincoln and fellow legislator **Dan Stone** cast the only dissenting votes.

Lincoln felt terribly insecure around women.

It's understandable if you believe a report from one woman who claimed single women made fun of Lincoln's tall, awkward, and homely appearance. When Lincoln moved to Springfield, Illinois, in 1837, he met future **best friend, Joshua Speed**. Speed was a well educated attorney from one of Kentucky's finest slave owning families. Speed "civilized Lincoln", according to historian John Stauffer, showing him the importance of professional dress, manners and speech"; even Lincoln's writing skills improved under Speed's influence. Lincoln soon started a series of serious courtships. In 1837, he proposed to **Ann Rutledge** who died from typhoid shortly after their engagement. After emerging from a deep depression following Ms Rutledge's death, he courted and proposed to **Mary Owens**. Ms Owens was described as attractive, well educated, and the same age, 25, as Lincoln. But Lincoln worried about his ability to earn enough money to support her life style and Ms Owens soon broke off the engagement. Lincoln married **Mary Todd**, the daughter of a prominent slave holding family from Kentucky, on November 4th, 1842. Mary struggled initially in the marriage having been used to the finer things in life



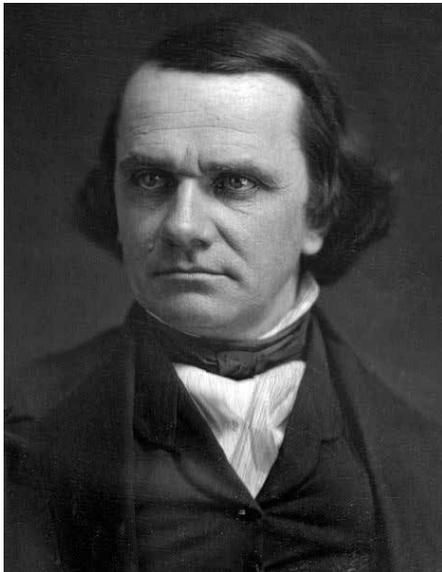
Mary Todd Lincoln photo taken by Mathew Brady

on her family's Kentucky plantation. The marriage ultimately persevered despite the hardship of losing 3 of their 4 sons to premature deaths and Lincoln's formidable challenges of leading a nation at war.

Lincoln was elected to the United States Congress as a member of the **Whig Party** from Illinois in 1846. He served with little notoriety for one term. Lincoln voted along party lines, including the support of the slave trade in Washington, DC. Although he publicly claimed he was against the slave trade, his actions rarely supported his claim. He was in favor of the **Fugitive Slave Law**. Lincoln never dared to cross the pro-slavery leaders of his Whig party. He didn't believe in full equality for African Americans nor that free African Americans could successfully live with America's white population.

Lincoln was obviously conflicted about slavery and his flip flopping on the issue, as one newspaper characterized, left him little credibility. His first term in Congress was “a failure”.

After his Congressional term expired in 1850, the 41 year old Lincoln returned to practice law in Illinois and the grueling horseback travel away from home that accompanied it. *“Had he died the following year, Abraham-Lincoln would not even have made the history books”* notes author Stauffer. 1854 became the crossroad in Lincoln’s life. The seminal event proved to be the **Kansas-Nebraska Act** created by his eventual arch enemy, **Stephen Douglas**, the bill’s author and the Democratic



Stephen Douglas,
Congressman from Illinois. Photograph taken
by MathewBrady

Senator from Illinois. Douglas was four years younger than Lincoln and, at this time, the **most famous man in the state** of Illinois and one of the country’s rising political stars. The contrast between Lincoln and Douglas was stark. **Lincoln was 6’ 4”; Douglas 5’ 4”**. Lincoln lived frugally and abstained from alcohol and tobacco; Douglas lived the high life, smoking expensive cigars and drinking fine wines. Douglas’ speeches were like barroom brawls, filled with **rants of “N” word laced rages**.

The vision of Stephen Douglas with his acknowledged hatred of African Americans changed Lincoln, again. Suddenly, slavery became Lincoln’s purpose in life, what he was seemingly ordained by God to overcome.

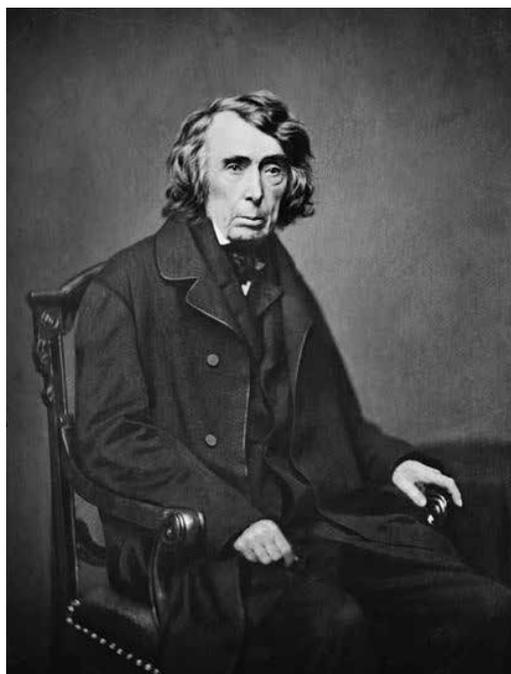
The **Kansas-Nebraska Act** unleashed a title wave of emotion through America. It overturned the Missouri Compromise of 1820 which banned slavery from all northern states and territories. The **Missouri Compromise** essentially drew a line across the country (36 degrees north latitude) with states located below the line allowed to have slaves while states above the line could not. **Kansas Nebraska** gave all states the right to decide for themselves whether or not to permit slavery. Kansas Nebraska upset the peace between the pro and

anti slavery factions brokered by Senator **Henry Clay's Missouri Compromise**. Douglas' act was part of a calculated quest for power. Douglas was bent on becoming the Democratic Party's Presidential nominee for the **Election of 1860**; in the process, he destroyed the Democratic party as thousands of Democrats left to create a new political party, the **Republican**, the eventual party of Abraham Lincoln.

Lincoln returned to politics in 1854 and was elected to the Illinois state legislature. He soon set his sights on a United States Senate seat against Stephen Douglas' right hand man, **James Shields**. Lincoln maintained his position of denying African American the same rights granted to whites in the Constitution. In fact, he agreed with Douglas' prohibition of African American voting rights and interracial marriages. But Lincoln did attack Douglas' claim that African Americans were simply property, not human, who never intended to be given personal liberties guaranteed in the Constitution by America's Founding Fathers. Lincoln argued that African Americans were human beings and treating them as property was ethically and morally wrong. Lincoln lost the election but positioned himself prominently for his new party's nomination, the Republicans, and this time against Douglas himself in the 1858 election for the U.S. Senate from Illinois.

Slavery remained center stage with the **United States Supreme Court's** racially charged decision in the **Dred Scott vs Sanford case** of 1857. A slave named Dred Scott, with the help of prominent

national lawyers George Curtis and Montgomery Blair, sued for his freedom after his owner took him back to the slave state of Missouri after living a few years in the free states of Illinois and the Wisconsin territory. Scott sued for the freedom of his wife and himself after living in a free state. A state **court in St Louis agreed with Scott**. Scott's owner, **Mrs Irene Sandford Emerson**, petitioned the Missouri State Supreme Court and had the **decision overturned**. After Scott's lawyers lost an appeal to the Missouri Supreme Court, they appealed to the United States Supreme Court. The case was seen by many of the nation's leaders, including **President James Buchanan**, as dangerous and therefore they put pressure on the **Supreme Court to deny Scott**. The Court predictably decided against Scott with **Chief Justice Roger B Taney** writing the Court's public statement. Taney, a Roman Catholic, college educated judge



Chief Justice Roger B. Taney.
Photo taken by Mathew Brady

from Maryland, wrote that slaves were not human and therefore had no right to sue. Furthermore, according to Taney, living in a free state did not affect Scott or any slave's status. Taney also declared the Missouri Compromise was unconstitutional. Finally, and most despicably, Taney declared *"Negroes were unfit to associate with the white race.. and so far inferior that they had no rights which the white man was bound to respect."*

Reaction was predictable. The nation immediately fractured along sectional lines; Southern state populations applauding the decision while Northern states decried it. Slavery became the focal issue of a series of **debates** between Lincoln and Douglas during their 1858 campaign for the U.S. Senate seat from Illinois.

**The Lincoln-Douglas
debates
took on the atmosphere of
a World Series or
heavyweight boxing match**

as thousands of people from across and beyond the state of Illinois, flocked to the site of each **debate**.

**As if the debates needed
more publicity,
they got it
when Douglas
challenged Lincoln**

**to a fistfight
several days before
the first debate.**

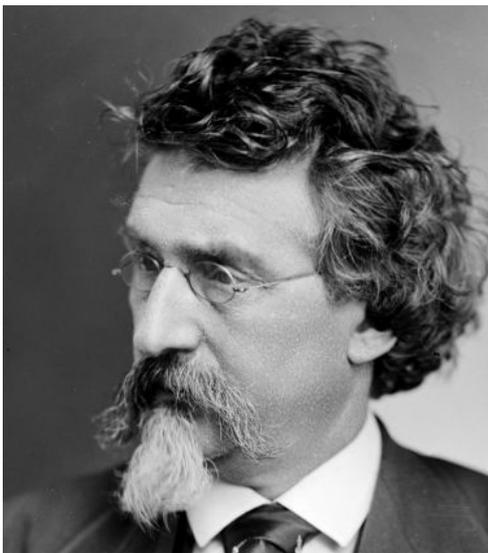
Douglas appeared at each debate in a special train, in a private car, while Lincoln traveled in a regular train, sitting with regular passengers. Douglas dressed with new suits with silver buttons and a pressed white linen shirt; Lincoln wore the clothes he wore as a country lawyer, a tattered black coat with sleeves too short and black pants that stopped short of his ankles. Douglas had his beautiful young wife, half his age, by his side while the common looking Mary Lincoln stayed at home. Throughout the debates, Douglas publicly scolded Lincoln for being a friend of Frederick Douglass. Lincoln echoed the beliefs of most white Illini and Americans, including many abolitionists, in his statements; he had *"no intent to introduce political and social equality between the white and black races.. of making voters and jurors of Negroes, nor of qualifying them to hold office, nor to intermarry. But there is no reason why the negro is not entitled to all the natural rights enumerated in the Declaration of Independence. I agree with Douglas, the negro is not my equal in respects, ...not in moral and intellectual endowment. But the right to eat bread without leave of anybody else which his own hands earn, he is my equal and the equal of Judge Douglas, and the equal of every living man."* As far as emancipation of the slaves, Lincoln's preference was to *"free the slaves but send them to Liberia, their own native*

land.” Integration seemed impossible, a threat to the stability of America. Lincoln continued to speak out against slavery. On June 16, 1858, Lincoln spoke in Springfield, Illinois with a rippling effect through the state and nation. The speech came to be known as “*A House Divided*” *speech* warning the nation of a disastrous fate caused by slavery. “*A house divided against itself cannot stand. Every kingdom, divided against itself is brought to desolation; and every city and house divided against itself shall not stand.*”

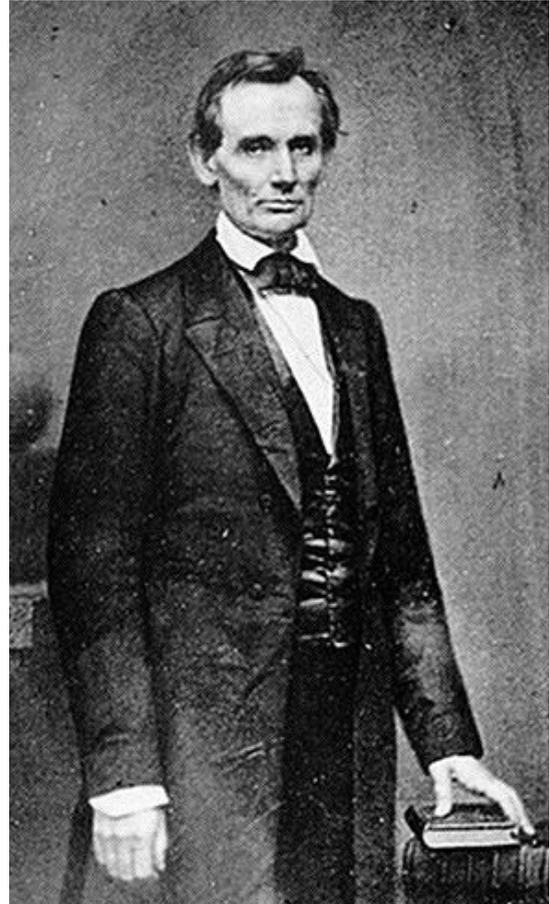
**Lincoln lost
another election,
this time against Douglas
but, in the process, became
a national figure**

and considered a serious candidate for the Presidential Election of 1860.

Lincoln’s popularity skyrocketed when **Mathew Brady**, a nationally famous



Mathew Brady



photographer, took this photograph, or ‘**shadow**’ as Lincoln called it, at his New York City studio just before what proved to be the most important speech of his rising political career at the prestigious **Cooper Union Hall** in New York City.

**What became known as
Lincoln’s
Cooper Union Speech
proved to be the
most famous of his
emerging political career.**

**Lincoln made clear his
primary mission
was saving the Union and
prevent the secession of the
Southern states, at all cost.**

Slavery, he said, is *“an evil not to be extended, but to be protected and tolerated... even though the Southern people will not so much listen to us, let us calmly listen to their demands, and yield to them if we possibly can.”* The New York audience exploded in a 10 minute applause. One person in the audience claimed Lincoln was the *“greatest man since St Paul”*. Matthew **Brady’s studio photograph** was distributed by the thousands across the nation along with the text of Lincoln’s Cooper Union address.

**Lincoln later said
“Brady and the
Cooper Institute made me
President”**

A final note about Lincoln: Personal decision making for all people, leaders and followers alike, is a fascinating process to examine. Lincoln obviously struggled with the issue of slavery. He often changed or ‘flip flopped’ on slavery decisions. Frederick Douglass was furious with Lincoln’s incredibly slow pace for making critical decisions Douglass thought obvious. At one point, Douglass called Lincoln a ‘genuine proslavery president’ after Lincoln rescinded the August 1861 decision of **General John Fremont**, commander

of the American Western territories stationed in Missouri, to emancipate (free) the slaves of all secessionists in Missouri. Fremont believed, as did Frederick Douglass and other Republicans, emancipation would end the war *“in 30 days!”* African American slaves would join the Union army in droves, forcing the Confederacy to surrender. Instead, Lincoln rescinded Fremont’s order and relieved him of his military command. Lincoln was worried about losing the support of border-states Delaware, Kentucky, Maryland, West Virginia, and Missouri

By the middle of 1862, President Lincoln made the decision to emancipate the slaves but delayed the announcement after one of his Cabinet members, **Secretary of State William Seward**, advised to wait until a convincing Union army victory. In mid September of 1862 with the outcome of the War as much in doubt as the President’s decision on emancipating the slaves, **historian John Stauffer claims Lincoln turned to God**. Lincoln rarely admitted the influence of God or his religious beliefs. Stauffer suggests, Lincoln lamented if he knew God’s choice, he would do it. *“If I can learn what it is, I will do it”*. When he learned of Confederate General’s Lee decision to invade Maryland, he believed an opportunity for God to speak appeared. Lincoln told his advisors, he

*“made a vow
that if God gave us a victory
in the approaching battle,
he would consider it
an indication of*

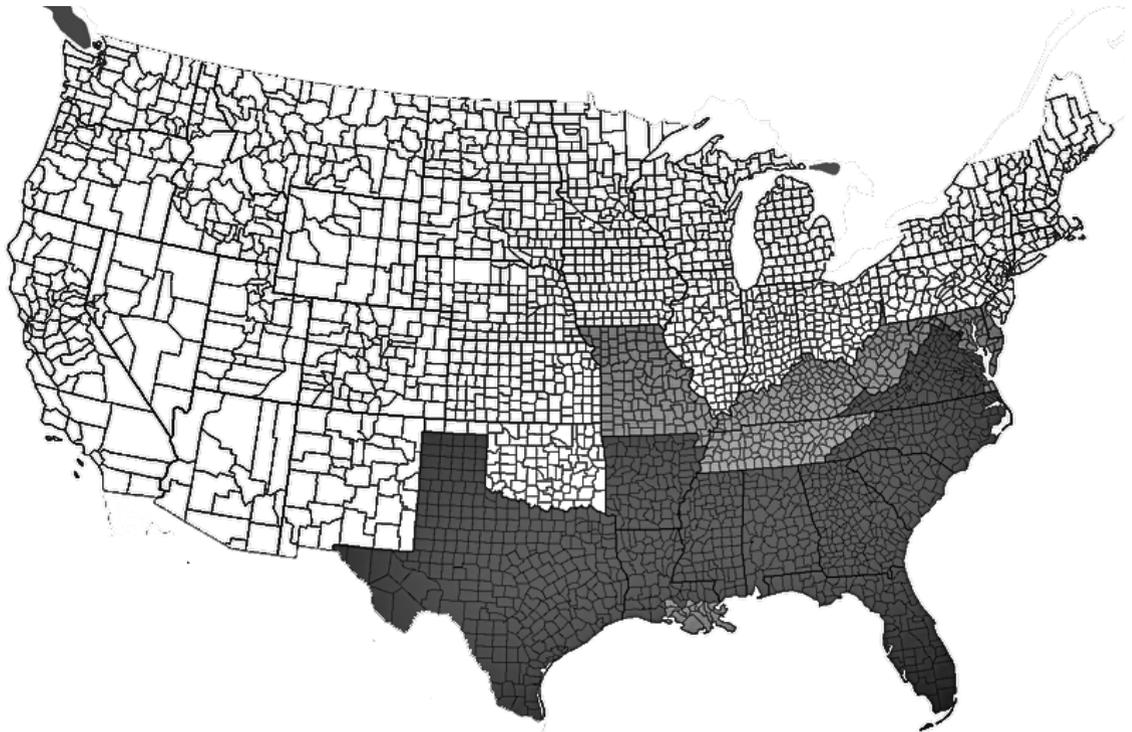
*Divine Will, and
that it was his duty
to move forward
in the cause of emancipation”.*

After **Union General McClellan** declared victory over Lee at the **Battle of Antietam** on September 17, 1862, Lincoln called his Cabinet together to inform them of his decision to issue his **Emancipation Proclamation**, freeing all slaves in the Confederate states as of January 1st of the next year. The Proclamation was an ultimatum to the Confederacy, surrender before January 1st or your slaves will be freed. On January 1st, 1863, Lincoln issued the document, naming each Confederate state where the new law applied: **South Carolina, Georgia, Louisiana, Mississippi, Florida, Texas, Alabama, North**

Carolina, Virginia, and Arkansas. The Proclamation **did not apply to border-states Kentucky, Missouri, Maryland, and Delaware** that remained loyal to the Union; these states were permitted to continue slavery. The rest of America's slaves were not freed until the passage of the **Thirteenth Amendment** to the Constitution on December 18th, 1865, eight months after Lincoln's assassination

The reason for sharing this story is not to suggest decisions be turned over to God. Lincoln's story simply offers an example of the way one person made one specific decision.

**Decisions are sometimes
made alone,
confidently and quickly;**



It's important to note, Lincoln's "Emancipation Proclamation" did not free all slaves, only those slaves in the Confederate states, shown in the dark shaded states, on this map. Slaves in the lighter shaded states, which were part of the Union, WERE NOT FREED by Lincoln's Emancipation Proclamation.

**other, more difficult ones,
take more time,
often soliciting advice from
advisors and network.**

**With the
Emancipation
Proclamation,
Lincoln turned to prayer.**

Each person determines his or her own decision making process and only you can determine which method, depending on the gravity of the decision, you're the most comfortable with and have the most confidence in.

The Republicans met in **Chicago** in 1860 to choose their candidate. Lincoln was chosen on the third ballot beating pre-convention favorite, **William Seward**



William Henry Seward

of New York. Lincoln chose **Hannibal Hamlin** of Maine as his running mate. Some southern state newspapers declared Hamlin a 'mulatto' because of his dark complexion and predicted secession if he were elected. Lincoln's name did not even appear on the ballots of several southern states. Lincoln's challengers in the Election of 1860 were: **John Breckinridge**, current President Buchanan's

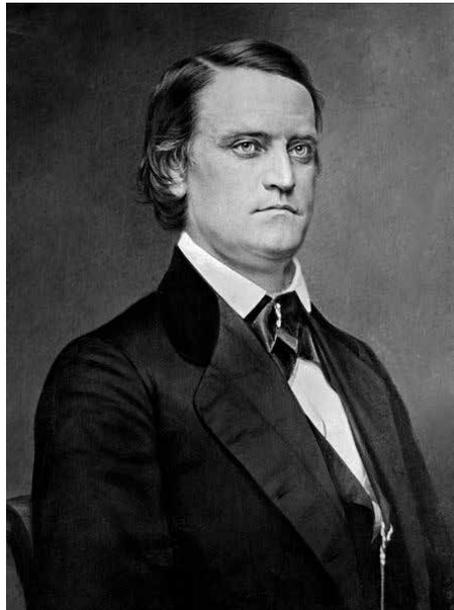


Photo of John Breckinridge taken by Mathew Brady

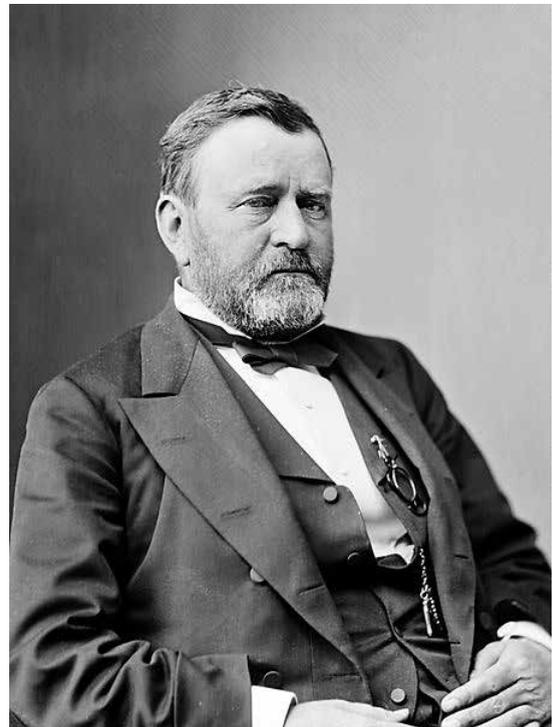
Vice President from Kentucky chosen in a separate convention by **Democrats from the Southern States** at the Maryland Institute in Baltimore. Breckinridge was endorsed by then President Buchanan. Breckinridge and the Southern Democrat platform was slavery centric; **preserve slavery** in all new territories of the United States. Breckinridge won every slave state except Missouri. The **Southern Democrats wanted the United States to take over Cuba** and make it a slave state; other

Democrats wanted to take over several Central American countries to extend slavery. Once Kentucky decided to remain in the Union, Breckinridge defected to the Confederacy and became a general in the army. Seeing the hopelessness of the Confederate cause in 1865, he fled to Cuba and later Canada. He returned to Kentucky when granted amnesty in 1869. **Stephen Douglas**, the Illinois Senator, was chosen by **Democrats from northern states** right down the street from the Maryland Institute at the Front Street Theatre in Baltimore. Douglas' northern state platform was popular sovereignty; in other words, states should decide, not the federal government, whether or not to permit slavery. He denounced secession and **remained loyal to the Union** but died from typhoid shortly after the Civil War started in June of 1861. **John Bell**, Senator and wealthy slaveholder

from Tennessee was selected by a new party, the **Constitutional Union Party**. Bell, a member of the Whig Party, joined a group of Southern Whigs and 'Know Nothings' on a platform of preventing secession and keeping the Union together. Bell won the election in the states of Virginia, Tennessee and Kentucky. Bell met with Lincoln after the election to discuss ways to keep Tennessee from joining the Confederacy; once Tennessee seceded, Bell retired from politics. 81% of eligible voters, 2nd highest in American history, voted. Lincoln captured 40% of the popular vote and 180 electoral votes; Douglas 30% of the popular vote and only 12 electoral votes; Breckinridge 18% of the popular vote and 72 electoral votes; Bell, 13% of the popular and 39 electoral votes. 152 Electoral votes were needed for victory.



Photo of Union army General George McClellan by Mathew Brady. President Lincoln essentially fired him from his position as the General -in-chief of the Union Army in November of 1862.



President Lincoln named Ulysses S. Grant General-in-Chief of the Union Army on March 9th, 1864. Grant led the Union army to victory over Confederate General Robert E. Lee. He later resigned from this position to become the 18th President of the United States. This photo was taken by Mathew Brady



Remarkable photograph taken by an unknown photographer at Lincoln's inauguration in Washington on March 4th, 1861. Note, in the upper right hand corner, construction of the Capitol still in progress.

DEWITT CLINTON



They missed each other with their first 3 shots.

**Clinton's fourth
hit Swartwout in the left leg.**

**After Swartwout's doctor
quickly removed the bullet,
Swartwout insisted
the duel continue.**

**Clinton's next shot hit Swartwout in the leg
again. When Swartwout insisted
the duel continue,
Clinton walked away.**

“I didn’t want to hurt him; but I wished I had the principal (Aaron Burr) here. I will meet him when he pleases.” After a brief protest, Swartwout and his aide went directly to the home of his close friend and political ally, **Aaron Burr**. This duel was seemingly caused by Clinton’s caustic comment *“you’re a liar, a scoundrel, and a villain”* Mr Swartwout! When Clinton refused to apologize, he and Swartwout went to the dueling field in Weehawken (New Jersey) overlooking the Hudson River across from New York City, and stood poised to fire from the agreed upon distance of 10 yards apart with 11” pistols and assistants off to the side. The Clinton-Swartwout duel happened almost two years before the day Aaron Burr shot and killed **Alexander Hamilton** in a duel on the same Weehawken fields, July 11, 1804. **DeWitt Clinton** was born in New York on March 2, 1769, the son of Mary DeWitt and James Clinton, and the uncle of George Clinton, the 4th Vice President of the United States and a six term Governor of New York.

The New York City Clintons of the late 18th and early 19th century were like the Massachusetts Kennedy’s of the 20th century: rich, influential, and community minded.

DeWitt Clinton was ‘raised in comfort’, well educated, by tutors, in private academies, and eventually, New York City’s **Columbia University**,

graduating #1 in his class, the first graduating class in University history. After graduating from Columbia, he began studies for a career as a lawyer.

DeWitt Clinton always benefited from the prominent political status of his uncle, George Clinton. DeWitt Clinton’s entry into politics started early when he was appointed, at only 20 years old, secretary to the Governor of New York by uncle and then Governor, George in 1787. New York City was the capital of the United States from March of 1789 to December 5, 1790 before moving to Philadelphia on December 6, 1790. When the US capital moved to Philadelphia, the Clintons, and principally DeWitt, became even more influential. When John Armstrong resigned from the US Senate in 1802 to take care of his sick wife, the New York State legislature elected DeWitt Clinton to take his place in the Senate, recently relocated to the nation’s new capital in **Washington DC**. Clinton was never fond of Washington, DC.

Washington DC was a new town in the early 1800’s, unlike the older, more sophisticated city of New York, America’s most populous city. Washington was still under construction with few buildings. The city’s hot and humid summer climate, like **Philadelphia**, was often threatened by disease from yellow fever carrying mosquitoes. Many of America’s political leaders, especially those from Northern states, left Washington during the summer months to return to the safer, more comfortable climates of home. Clinton liked **New York City**, close to

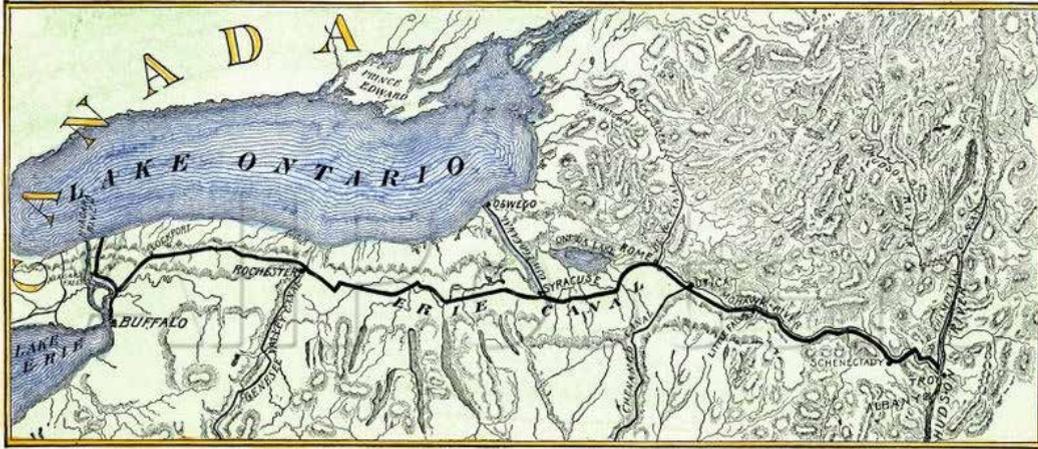
family and friends. Senator Clinton also felt financial pressure from the low paying salary of a US Senator. The high cost of supporting his growing family and two residences, New York and Washington, was significant. The salary of the Mayor New York was \$10,000, substantially more than a US Senator without the cost of supporting two homes. Clinton shortly resigned from the United States Senate to accept the appointment to become Mayor of New York City in 1803. New York City Mayors were not elected by the people in the early 19th century but rather appointed as a political favor by the members of the political party in power at the time sitting on a board called the Council of Appointments. Clinton served as Mayor of New York from 1803 to 1807, 1808 to 1810 and from 1811 to 1815. Clinton successfully ran for Lieutenant Governor of New York in April of 1810 while Mayor of New York City.

In 1812, Clinton ran for the American Presidency as the Federalist and Peace Party candidate against 1st term President James Madison. Madison won the close election with 128 electoral votes to Clinton's 98.

**While DeWitt Clinton
aspired to be President of
the United States,
his passion
was New York City.
He saw himself as the City's
change agent,**

someone to elevate the city's prestige on the American and world stage. The New York City of 1803 was a far cry from the City of today. It's population was second to Philadelphia's. Its police department was small; Clinton actually led the small force to quell disturbances, most notably, an anti Irish Catholic demonstration on December 25, 1806, outside St Peter's Catholic Church. The fire department was volunteer. There was no public education. Clinton served as the magistrate in several courts trying both civil and criminal cases. Because America's military was underfunded by the President and, consequently, so weak, the defense of the city, as it clearly needed during the War of 1812, was left up to the Mayor. The arts and cultural life of the city was minimal. When the British and Tory loyalists fled the city after the Revolution, the major contributors to the City's arts and cultural life went with them.

Unlike Thomas Jefferson, Clinton believed arts and education flourished best within a city environment. Clinton made education and the arts priorities when he became Mayor. He led the efforts to reopen the former Kings College as Columbia College. (It became Columbia University in 1896.) Secondary and elementary education was only available to the wealthy or in charity schools run by local churches. Clinton's realized the benefit of an educated population. Consequently, he worked to extend education to those previously excluded: girls, refugees, deaf, African Americans, and the poor. He established and raised funds for the **New York Free School**



Society and remained president and one of the largest contributors until his death. “*DeWitt Clinton did for New York education what **Horace Mann** did for Massachusetts and **Henry Barnard** did for Connecticut*” claims education historian, Edwin Fitzpatrick. He led the efforts to establish the New York Historical Society, the American Academy of Arts, and the Literary and Philosophical Society and served as president of all three. The city commissioned artists to paint the portraits of the country’s and city’s leading citizens: **John Trumbull’s** rendition of George Washington, George Clinton, Alexander Hamilton, John Jay, and mayors James Duane and Edward Livingston; John Vanderlyn’s rendition of President James Monroe and Andrew Jackson; and

in 1824, Samuel Morse’s portrait’s of Lafayette and later, DeWitt Clinton.

Great education and a vibrant culture needs money to sustain them. As a result, the City needed a strong economy. It was here that

DeWitt Clinton arguably made his greatest contribution to New York City, the State of New York, and to the country with the Erie Canal.

*“The **Erie Canal** was the most important American public works project of the Middle Period and the entire 19th century”* according to Clinton biographer, **Evan Cornog**. The idea of a canal in upstate New York had been around since the 1700’s. DeWitt Clinton took the idea and made it happen and, as a result, changed the environment of New York City, the state, and the country. Construction began on July 4, 1817 in Rome, New York. Work was completed on October 25, 1825, connecting Lake Erie with the Hudson River and the cities of **Detroit, Cleveland, and Buffalo** to **New York City** and the rest of the world! Shipping goods across the northern part of

America through the Erie canal became faster and cheaper than the previous highway of the Mississippi River to New

Orleans, the Gulf of Mexico to the eastern seaboard cities of the United States and eventually Europe. The Erie Canal gave western farmers, once growing just enough food for their families or villages, reason to clear more land to grow more crops for **new markets** in America's eastern cities as well as in Europe. With more food to sell, farmers had more money in their pockets to buy shoes, books, clothes, and other manufactured products from the factories and mills of New York and New England. Besides spurring economic growth throughout the northern part of America, cities like **Buffalo (NY)**, **Rochester (NY)**, **Detroit (Michigan)** and **Cleveland (Ohio)** changed overnight. Rochester's population grew from 1,502 in 1820 to over 36,000 by 1850 and Buffalo from 2,095 to 42,261 during the same period. New York City's population and economy exploded too as the entry point to north America's new shipping highway.

The construction of the canal, the actual digging of the dirt, is amazing.
No earth-moving construction equipment.
The canal was built by the back breaking toil of Irish and other immigrants with picks and shovels and wheelbarrows, paid at a rate of 50 cents day!

Evan Cornog describes the process in his book "*The Birth of Empire: DeWitt Clinton and the American Experience*".
"Contractors, usually bidding on only ¼ mile of the total project at a time... It was essentially a trench 40' wide, 4' deep, and 365 miles long. Because Lake Erie was 600' higher in elevation than the Hudson River at Albany, the waterway had to rise through 83 locks... Amazingly, the engineers building the canal had little experience; this led to the founding of RPI (Rensselaer Polytechnic Institute) in 1824, the nation's first school dedicated to civil engineering."

DeWitt Clinton's story's is one of peaks and valleys, successes and failures, and the strength to persevere.

In March 1815, the Council of Appointments of New York changed their political stripes and replaced him as New York City's Mayor. DeWitt Clinton was out; **John Ferguson** was in. With his political influence disappearing and pressures to support his family mounting, Clinton took his never-give-up spirit to energize the fledgling idea of the Erie Canal. "*Clinton revived the canal when it seemed dead, pushed it forward when federal aid was denied*", according to Cornog. Thomas Jefferson called the idea of the canal "madness!" Clinton saved the canal from oblivion by soliciting private and state funds to make the long dreamt waterway a reality

and, by doing so, resurrected his political career. By 1817, DeWitt Clinton was the 6th governor of New York State; by 1823, changing state politics once again forced him out of office. Yet, as the impending opening of the Canal came closer, Clinton re-emerged and was re-elected to the Governor's mansion in 1824.

**DeWitt Clinton
overcame
an aloof, prickly,
snobbish perception
with
a never give up attitude and
great networking skills to
become the successful,
passionate
crusader for New York
and its people.**

6'3" tall, handsome with thick brown hair combed back from his forehead, Clinton wasn't the same dashing figure he was prior to a riding accident in 1818 that curtailed his activity and added weight to his once tall, slender frame. There had been rumors about his declining health during his last term as Governor. He went for a ride on the morning of February 11th, 1828 before attending some committee meetings. That evening, while seated at a desk in his library with two of his sons, he suddenly slumped forward in his chair and died.

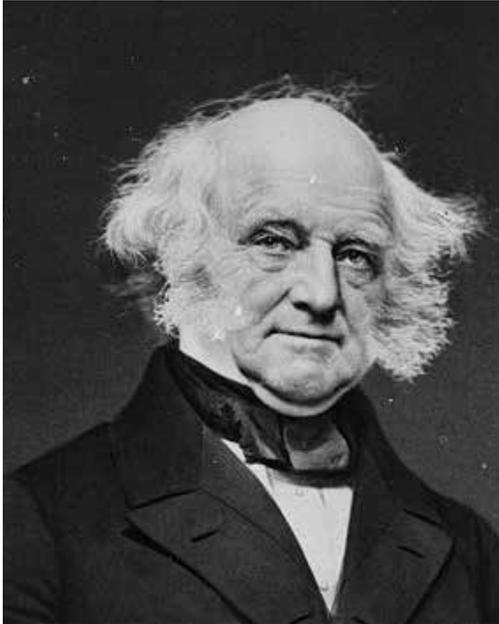
**DeWitt Clinton's
contributions
to the city and**

**the state of New York
ensure
a positive, enduring brand
not only as a New Yorker
but also as
an American.**

Daniel Walker Howe cites Clinton's mark in his book, *"What Hath God Wrought"*: *"DeWitt Clinton is an authentic but largely forgotten hero of American democracy. His Erie Canal liberated many farm families from commercial and political isolation. The New York public schools he supported provided the basis for mass literacy; his Savings Bank mobilized the thrift of small savers from investment capital. The infrastructure he worked to create would transform American life... DeWitt Clinton personified political enthusiasm for economic development."* Howe speculates if Clinton possessed the same political skills as his contemporary, **Martin Van Buren**, most notably Van Buren's duplicity and flopping on the issues,

**DeWitt Clinton instead of
Martin Van Buren
could have become
Andrew Jackson's Vice
President and
successor to
the White House.**

Unfortunately, for Clinton and maybe for America, Clinton's political antagonist, **Martin Van Buren**, became America's first President from the State of New York.



Martin Van Buren

Besides schools in New York, there are also many towns and cities all over the United States named after DeWitt Clinton:

- Clinton, Minnesota



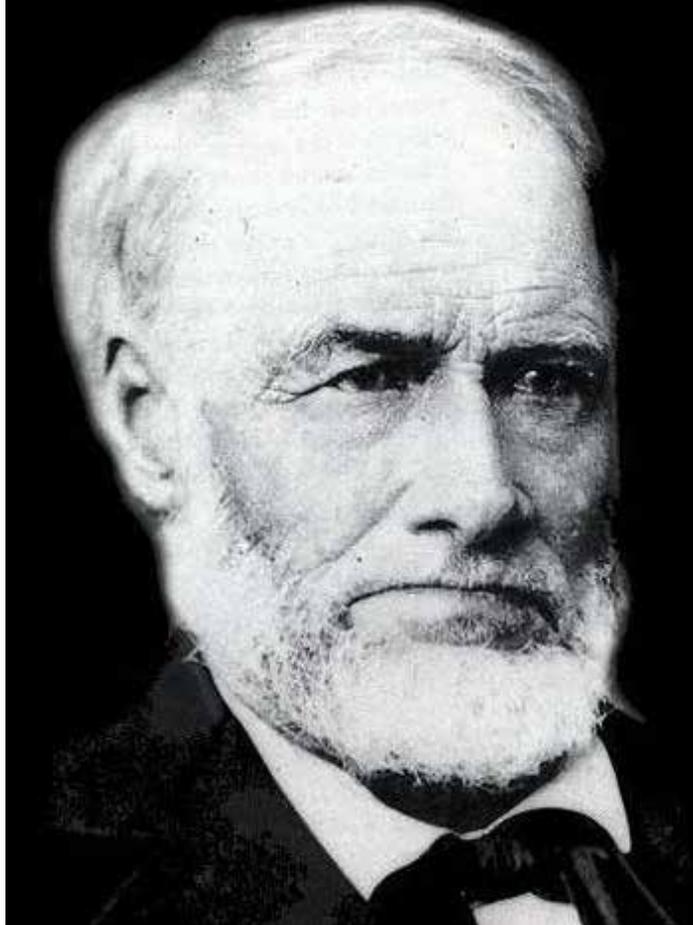
DeWitt Clinton High School, located in different locations in New York City throughout its existence, was purportedly the 'largest high school in the world' in 1930 with 12,000 students.



Part of the Erie Canal in upstate New York. In 1855, 33,000 cargo shipments traveled through the canal. In 2007, there were only 15; commercial shipments on the canal increased to 42 in 2008.

- Clinton, Arkansas
- DeWitt, Arkansas
- Clinton, Connecticut
- Clinton, Illinois,
- Clinton, Indiana
- Clintonville, Kentucky
- Clinton, Iowa
- Clinton, Louisiana
- Clinton, Maine
- Clinton, Massachusetts
- Clinton, Michigan
- Clinton, Mississippi
- Clinton, Missouri
- Clinton, New Jersey
- Port Clinton, Ohio
- Port Clinton, Pennsylvania
- Port Clinton, Illinois
- DeWitt, Michigan
- DeWitt, Iowa
- DeWitt, Michigan

JAMES MARSHALL



"I picked up one or two pieces and examined them. I tried it between two rocks and found that it could be beaten into different shapes... I then collected four or five pieces and went up to Mr Scott with the pieces in my hand and said

'I have found it!'

'What is it?' asked Scott.

'Gold!' I answered.

'Oh no!' replied Scott.

'It can't be.' 'I know it is' I concluded.'

As soon as **James Marshall**, a New Jersey born carpenter working at a sawmill near present day **Sacramento, California**, uttered these words to a fellow worker on the morning of **January 24th, 1848**, he knew his life and the lives of millions of people in America and all over



picture of various sizes of gold nuggets found in Alaska.

the world would change. James Marshall changed America and, to some extent, the world with his discovery of GOLD on that California winter day in 1848.

James Marshall is an interesting study of a 'catalyst' for change, a 'change agent', the management of change, and the personal and societal effects of change.

**The impact of
James Marshall's 'find'
was immediate
change!**

1% of America's total population moved to California between and 1850. San Francisco's population went from just 1,000 in 1848 to 25,000 just two years later. Not surprisingly, by 1850, 92% of California's population was male!

It took several months for Marshall's 'find' at John Sutter's sawmill to reach the east coast of America. Marshall's discovery of gold coincided with the United States victory over Mexico in the **Mexican American War**. Prior to America's war with Mexico, California was not part of the United States. California belonged to Mexico! No one knew at the signing of the **Guadalupe-Hidalgo Treaty** near Mexico City ending the war on February 2nd, 1848 of Marshall's gold discovery in California. The United States acquired more than 525,000 square miles, not including Texas, from Mexico as a result of the treaty. This land eventually became parts of the states of **Colorado, Arizona, Wyoming, New Mexico**, as well as all of **Utah, Nevada, and California**. In return, the United States paid Mexico \$15,000,000 (\$313 million in 2006 dollars). By the end of 1851, \$220 million dollars of gold had been mined in California! **California Gold** didn't attract the attention of the entire country until

President James Polk mentioned it in his annual message to the American public on December 5th, 1848. President Polk highlighted the gold find to purposely silence those who criticized his decision to start the war against Mexico. Soon after, all of America, Europe, and the rest of the world realized the strike-it-rich opportunity in California. The initial gold seekers who flocked to California were called '49ers. They literally came from all over the world: **Hawaii, South America, Ireland, Australia, and China**.

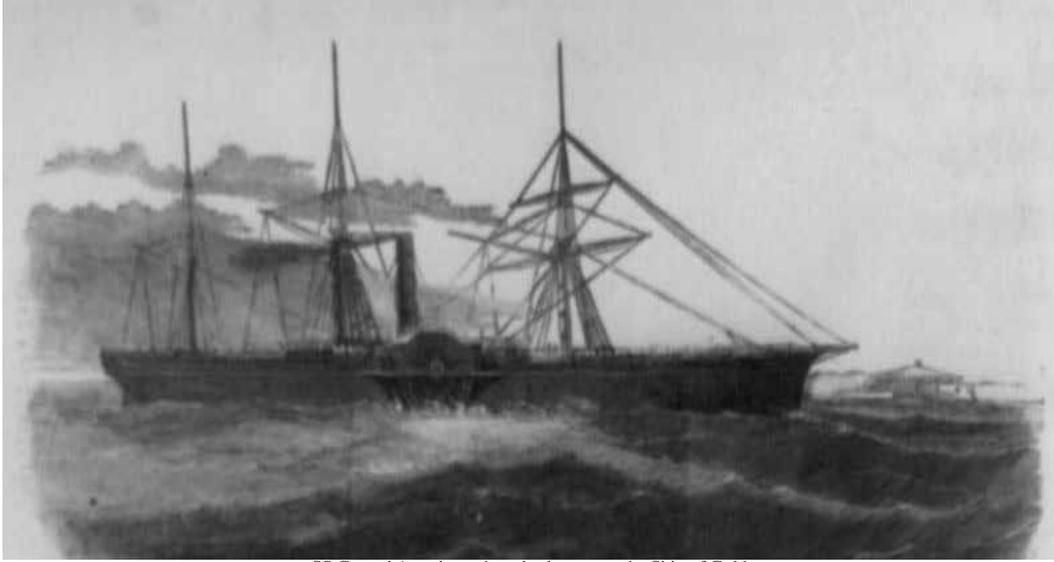
Getting to California was difficult in the mid 19th century. More than half took the overland journey. The trip took 6 months from America's east coast, often in a stage coach or oxen pulled covered wagon. Many who started the trip never finished, either turned around after multiple hardships of the trip or dying from the cholera infested camps and polluted water along the way. Surprisingly, according to historian **Daniel Walker Howe**, Indians were not a problem. Most of the Plains Indians were peaceful and helpful, trading food, horses and other supplies with the migrants. Howe also describes the type of person of the California Gold Rush: "*farmers, middle class town folk, even some professionals, and journeyman workers; very few women and after 1848, very few families*". **California-bound Bostonians and New Yorkers** preferring to travel by sea had to journey thousands of miles south, around the tip of South America, before turning north in the Pacific Ocean for the **gold fields** of America's west coast. This trip often took 8 months. As the demand



This is a reproduction of a photograph belonging to Charles Turrill from the original daguerreotype taken at the sawmill by R.H. Vance in 1850. James Marshall is in the foreground.

to get to California's gold increased, shipyards began building sleeker, faster, clipper ships in Boston and New York. 120 clippers were built and launched in 1853. The clipper **Flying Cloud** later made the trip around South America's Cape Horn to California in only 89 days! A third alternative was by steamship to **Panama** and then embarking on an overland journey through the rain soaked, humid jungles of the isthmus before heading north to California; this route usually took 6 to 8 weeks. This route, while very popular because of the shorter time, may have been the most dangerous because the travelers were exposed to jungle originating diseases like malaria.

California's Gold Rush had its most profound effect on the world economy. Great Britain was the world's military and economic power of the Middle Period. After defeating **Napoleon's** French army at **Waterloo** in 1815, Britain made a change from backing its currency from silver to gold. This system would allow citizens holding a country's paper currency to exchange their paper for the appropriate value of gold. The Bank of England began buying as much gold on the world market as it could find. Consequently, the value of gold increased dramatically. Because England was the world's commercial leader during the Middle Period, other nations,



SS Central America, otherwise known as the Ship of Gold.

including America, followed to a gold standard. The year following Marshall's find at Sutter's mill, America produced 1,935,000 ounces of gold. By 1865, California produced more than 3,000,000 ounces of gold, worth \$65,000,000! This amount was \$40,000,000 more than all the money the American government collected in taxes for the entire year. Gold fueled America's economy.

The California Gold Rush was relatively short-lived.

By 1857,

gold production was declining. California was certainly a different place. With migrants coming from all over the world, its population was one of America's most diverse. The **Native Indian** population of California suffered greatly, driven off their land by migrants looking for gold, or forced into slave labor in the gold mines. Forests disappeared when lumber

was needed to build shanty towns, mine supports, and firewood. **Gambling** halls flourished as did prostitution. The decline of gold production also affected the American and world economy.

When the steamship 'Central America' sank in a hurricane off the coast of North Carolina in September of 1857,

400 passengers and \$1,600,000 of California gold went with it. Panic hit the business centers of New York and London, and soon after, America and England's economies contracted.

The Panic of 1857

was exacerbated with the failure of the New York City branch of the **Ohio Life Insurance and Trust Company**. Several banks closed. Business values on America's stock market declined; more than 5,000 businesses failed. Unemployment rose.

One would think that if anyone made any money during California's Gold Rush it would have been James Marshall and John Sutter. Not the case; neither **James Wilson Marshall** nor **John Sutter** profited from Marshall's gold find on Sutter's land. James Marshall left California shortly after the California Gold Rush began.

His sawmill failed after all his workers quickly departed to find their own gold

and crazed new arrivals, looking for gold, forced him to abandon his land. He returned in 1857 and experienced some initial success with a vineyard. After this venture ultimately failed, he tried mining. When his mine failed, Marshall went bankrupt. The California Legislature, recognizing his role in one of California's most memorable events, awarded him a two year pension in 1872. By 1878, the pension ended. Marshall died on August 10, 1885. His body was returned to Coloma, California, about 40 miles from Sutter's original Fort. A monument with a statue of Marshall pointing to the exact location of his gold find was erected in 1890. James Wilson Marshall was born in New Jersey on October 10, 1810.

Squatters sued John Sutter for the rights



Samuel Brannan

to the original land granted him by the Mexican government. **The Supreme Court of the United States** in 1858 decided against Sutter. He received no compensation for the lost land. He and his wife moved to Pennsylvania. John Sutter, born in Germany in 1803, left his wife and child in Switzerland in 1834 to seek his fortune in America. His travels brought him to the San Francisco area in 1839 when it was part of the Mexican empire. Sutter became a Mexican citizen in 1840 and was given a land grant of more than 48,000 acres. When the United States took over California at the end of the Mexican War, Sutter reluctantly acquiesced to the new order. Because of Sutter's affection for France and the French culture, he initially hoped France would protect his California property from the Americans. After James Marshall's discovery of gold on his property, Sutter tried to keep

the discovery secret. But when Samuel Brannan published the story of the find in his "*California Star*" newspaper, hordes of people overran his settlement and nearly destroyed everything he had worked for. Sutter soon deeded his property to his son, John Jr, who had recently arrived in California from Switzerland in 1848. John Jr immediately started planning to create a city with **Samuel Brannan** called "**Sacramento**". John Jr's relationship with Brannan Sr and the fact the city would be named "Sacramento" rather than "**Suterville**" upset John Sutter Sr.

**John Sutter Sr,
the owner of the property
where California's gold rush
began,
died a poor man in a hotel
in Washington, D.C. on
June 18, 1880.**

His body was returned to his home in Lititz, Pennsylvania to be buried.

**If any person prospered
from James Marshall's find
on John Sutter's
California land**

it was Samuel Brannan.

Samuel Brannan was born in Saco, Maine, in 1819. His family moved to Ohio when he was a teenager. It was here Brannan became a printer's apprentice as well as a member of the **Church of Jesus Christ of Latter-day Saints**, better

known as The **Mormons**. He moved to New York in 1844 and published a Mormon newspaper. When the founder of the Mormon faith, **Joseph Smith** was murdered in 1844, the church leaders decided Illinois was not the safest place to develop their church and sought a safer location for their congregation. With the approval of Mormon leaders, Brannan, 240 Mormons, and his printing press traveled from New York around the southern tip of South America to **San Francisco**, then called **Yerba Buena**. Brannan arrived in July of 1846. The Mormons appointed Brannan the leader of their California mission. Brannan then installed his printing press to launch one of San Francisco's first newspapers, "*The California Star*". He soon established a school and a successful store near John Sutter's village called Sutter's Fort. Based on his new found California success and safety of the Mormon community in the Mexican territory, Brannan urged Mormon leader, **Brigham Young**, to move his Mormon congregation to California. Young chose the **Utah** area instead. When Brannan learned of James Marshall's gold find at Sutter's sawmill, he prominently published the story in his



Brigham Young 1850 photo

newspaper. The impact was immediate as thousands rushed to Sutter's Fort to find their own gold. He soon opened multiple stores, stocking them with shovels, pans, and other mining necessities, for the hordes of **49'ers** invading Sutter's Fort and California in search of gold. Brannan was soon earning incredible amounts of money which he quickly invested in land purchases in San Francisco. He also entered local politics, first being elected to San Francisco's town council and later the senate of the new state of California in 1853. Samuel Brannan became one of the most influential people in the State of California.

A messy divorce ended Brannan run of success. His wife was awarded half of his wealth and he was forced to sell most of his investments and fortune to pay his wife. Brannan started a brewery with the balance of his wealth, but unfortunately became an alcoholic. He soon drifted to the southern part of the state and made new investments in real estate. While many of his southern California real estate investments were profitable, he died a poor man on May 14th, 1889. Today, the name '**Brannan**' is prominently found throughout the state of California on streets, islands, mountains, and even a middle school.

**James Marshall's
1848 gold discovery
was a
'catalyst' for change.**

The rush of the '**49ers** changed America,

the new and future state of California, James Marshall, John Sutter Sr, Samuel Brannan, Mexicans and native Indians already living in California, **Leland Stanford** and untold thousands of others. The Gold Rush led to the construction of America's transcontinental Railroad as businessmen like Leland Stanford pressured the US Congress to pass Pacific Railroad Act which provided land for the railroad's construction. In 1885, Leland Stanford opened the doors of a school to honor his 15 year old son who died the previous year.

**The school's name,
Stanford University.**

And a German immigrant, Levi Strauss, opened a 'hardware' store in the early 1850s selling clothing, bedding, handkerchiefs, tents and

**pants with rivets.
These pants he made
eventually became known as
Levi jeans!**

A great migration of American east coast residents and foreign immigrants rushed to California and America's newly acquired western territories and America creating great change in the process.

**How America managed
these changes
remains a topic of
great debate.**

RICHARD JORDAN



Born: September 12, 1818

Died: February 26, 1903

State of Birth: North Carolina

Education: Graduated Ohio Medical College, 1850

Initial Jobs: Fisherman, teacher, shopkeeper

Interests: tinkering, inventing

Marital Status: married Jemima Sanders, 19 years younger, October 24, 1854

Family Background: Successful cotton plantation owners, 1200 acres, slave labor,
Murfreesboro, North Carolina.

Buried: Indianapolis, Indiana

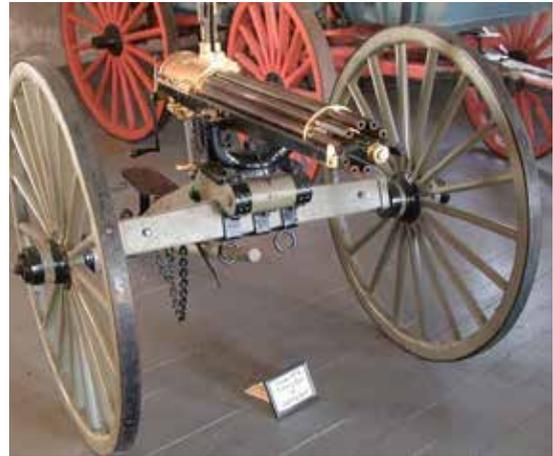
**Notoriety: Inventor
of multiple products,
most famously,
the Gatling Gun, the
weapon of mass destruction
(WMD)
of the 19th century.**

Julia Keller, in her book "*Mr Gatling's Terrible Marvel*", describes **Richard Jordan Gatling's** 1861 invention in the following way: "*Others had tried to create what he created. They tried for centuries. They failed. Their inventions blew up, or were widely inaccurate, or jammed too easily. Gatling's, however, did the trick. It functioned beautifully, and*

***for the first time in history,
death was automatic.
Death could be doled out in
sweeps and clusters,
in reeling multiples,
instead of one by one...
people could be erased
with the simple pivot
of a gun barrel.***

At first glance, Richard Jordan

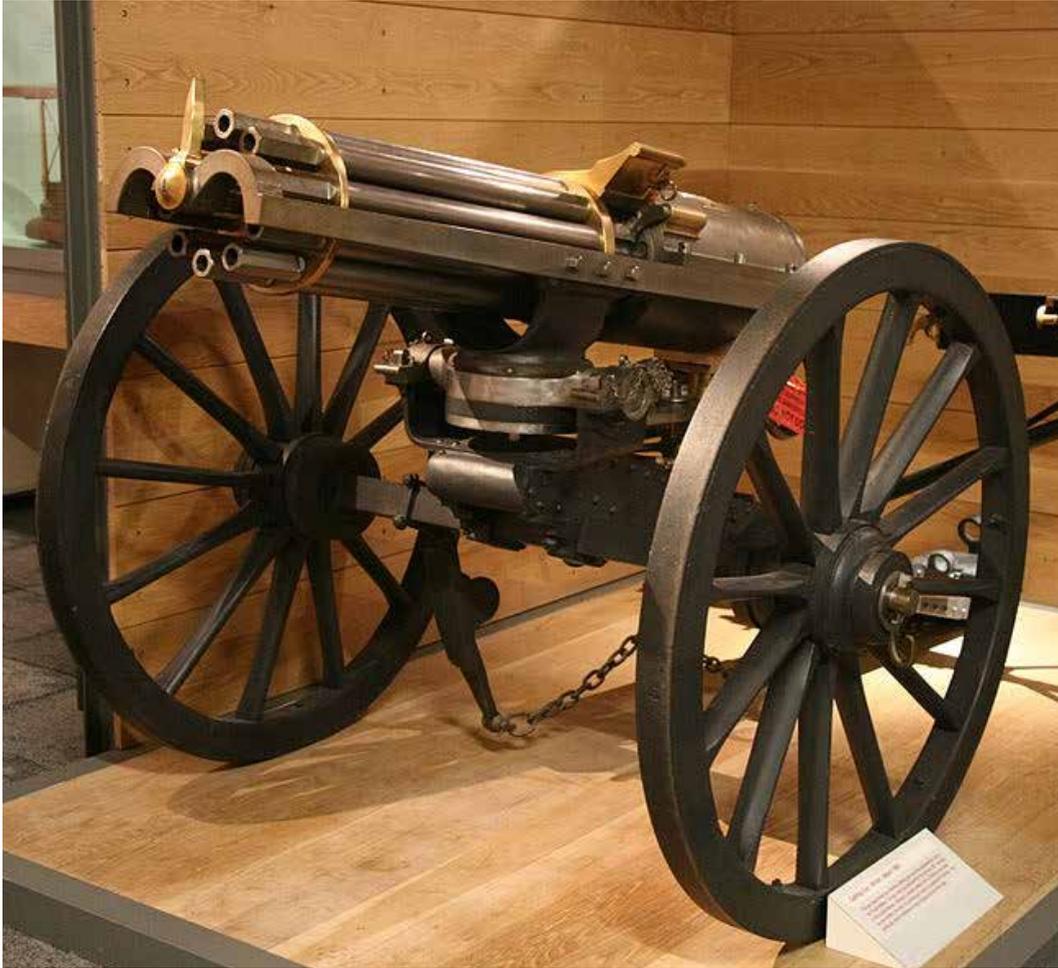
**Gatling's invention of his
gun seems an anomaly,
you know, the round peg
in the square hole;**



The Gatling Gun

**he didn't seem to be the
kind of person who would
invent a killing machine.**

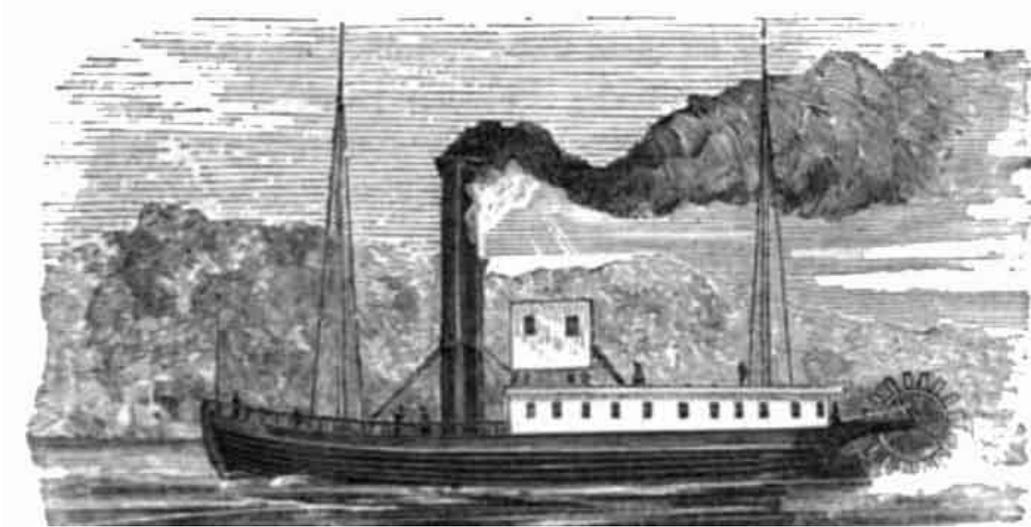
Most of Gatling's life long inventions were farm related gadgets like the seed planter, a rotary plow, a cultivator for cotton plants, and an improved hemp brake. But with outbreak of the **Civil War**, Gatling was troubled at his 1860 Indianapolis home by the thousands of smallpox stricken and wounded soldiers arriving at the city's train station. He soon thought about what he could do to avoid this waste of humanity. Gatling explained the genesis of his lethal invention in a letter to a friend: "*It occurred to me that if I could invent a machine— a gun— which could by rapidity of fire, enable one man to do as much battle duty as a hundred, that it would, to a greater extent, supersede the necessity of large armies, and consequently, exposure to battle and disease be greatly diminished*". In other words, Gatling invented his gun to end future wars and thus save lives. Or so it



seemed. Other observers would disagree and claim Gatling's entrepreneurial instincts superseded any purported abhorrence of war; in other words, he was more concerned about making a buck!

Richard Jordan Gatling sought 'change' throughout his life. At 17, he packed his bags, saddled his horse, and headed west from his family's home near **Murfreesboro, North Carolina**, to **St Louis, Missouri**. St Louis, in 1844, was one of the fastest growing cities on America's western frontier. Lewis and Clarke first came upon St Louis in 1803

when it was only a small village in the **Spanish empire** of Louisiana. By 1823, St Louis was the entry point to the American West. The city became the most important destination north of **New Orleans** along the Mississippi River. **Steamboats** with their billowing smoke stacks of dark soot coming up the Mississippi River, wagon trains of wide eyed, eastern migrants, and eventually passengers from America's railroads dropped off settlers on St Louis' doorstep by the thousands. By 1860, St Louis was the 9th largest city in the United States. And like all American cities of this period, it was dirty. A



One of America's earliest Mississippi River paddleboat Steamboats, the 1815 Enterprise.

newspaper editor in 1823 complained that black smoke emanating from the steamboat smoke stacks made the sky so dark *“it was necessary to use candles at midday. Rain passing through it has been so discolored as to stain everything with which it came into contact, like ink.”* Streets were frequently bogs of mud. Horse manure was everywhere. Most public buildings had spittoons scattered about. **Personal hygiene** and a daily bath or shower were afterthoughts. *‘The backs of most people’s neck were gray with sweat and filth. Women, if they could afford it, fought personal foulness with excessive amounts of perfume. It’s no wonder the life expectancy was under 40!’*

But Richard Jordan Gatling was prospering in this environment. Within a short time, a number of his farm related inventions were selling so well he was able to quit his daytime job as a clerk in a dry goods store to devote all his time selling his farming equipment. Gatling left St Louis in 1845 traveling on steamboats to **Cincinnati**,

Pittsburgh and other emerging western cities to sell his inventions. Steamboats drove the early economies of St Louis and other Midwestern cities along America’s highway of rivers. Trips were shortened by several days from the horseback or stagecoach alternatives. But, as Ms Keller describes in her Gatlin biography, steamboat travel was also dangerous. They were built quickly; safety wasn’t a priority. The average lifespan of the boat was only 4 years. Pilots were always bent on meeting their schedules, pushing their ship’s boilers past their capacities. Steamboat explosions were frequent reigning heinous injuries to crew and unsuspecting passengers. Here’s how one newspaper article described a steamboat explosion on the Mississippi: *“fragments of the boiler, huge beams of timber, furniture, and human beings were shot up*



Steampowered paddleboat Natchez in 2006 on the Mississippi River

hundreds of fathoms in the air. The hapless victims were scalded, crushed, torn, mangled and scattered in every possible direction. An engineer was thrown 150 to 200 yards through the roof ...one arm torn off and fragments of his carcass scattered over the trees". (Louisiana Chronicle, 1843.) **Mark Twain's** 19 year old brother, **Henry Clemens**, died along with 200 others in a steamboat explosion on the way from New Orleans to St Louis. Collisions with submerged rocks sunk many. Western steamboats were the most dangerous in the country because they valued the cargo more than the people. In the east, steamboat travel was different, less dangerous. Passenger travel was priority. Some **steamboats** looked like "floating places" with 'mahogany staircases, crystal chandeliers, silk curtains, and carpeted staterooms'.

But the greatest threat to steamboat travel was

disease. Steamboats transported yellow fever, smallpox and cholera to new locations. 'Cities like Richmond and Cincinnati began to post yellow flags along the river bank warning steam boat passengers of their smallpox outbreak'.

Smallpox was the worst killer. It killed faster and more than any other disease. Among the victims of a smallpox epidemic that plagued the Ohio River

Valley in 1845 – 1846 was Richard Jordan Gatling. While the pox didn't kill him, the infected pustules covered his scalp, face, and body while on a steamboat voyage along the Ohio River. The smallpox pustules scab and break open, releasing a repelling odor. When the scabs drop from the body, they leave deep scars. The fallen scabs then await contact with the next victim, often on the crowded decks of steamboats. Keller states 'it was the scabs that accounted for the swift spread of the disease'. Scars soon covered Gatling's face. Some observers contend the scars prompted Gatling to grow the beard he wore for the rest of his life. Gatling learned of his 17 year old sister, Martha Sarah Gatling, death back in North Carolina.

A second, profound change then occurred in Richard Jordan Gatling's life. His own brush with death and the passing of his sister prompted Gatling to enroll in the Indiana Medical College in LaPorte Indiana in 1847.

After having been a farmer, a teacher, a storekeeper, an inventor, and a salesman, Gatling would now try to become a doctor. Gatling soon transferred to the **Ohio Medical College** in Cincinnati and by the end of 1849, he had finished his studies. Gatling never officially graduated but a medical degree really didn't matter in those days; many self proclaimed doctors were treating people throughout the country in those days.

By 1850, Gatling moved back to Indianapolis. Instead of practicing medicine in the city of 8,091 residents, Gatling started to dabble in real estate. The 36 year old **Gatling** soon married 17 year old **Jemima Sanders**, the daughter of an prominent Indianapolis physician, on October 24, 1854. By 1860, life was good for Richard Jordan Gatling. His investments were performing well; author Keller calls him ‘a rich man’. He obtained five patents for new inventions: a rotary plow, a cultivator for cotton plants; a lath-making machine; an improved brake for farm equipment; and a gearing machine. Yet, just one year later, Gatling embarked on another change, this time to create the ultimate weapon.

It was 1861. The Civil War was under way. One day, walking by the Indianapolis train depot, Gatling observed a series of stretchers being carried off the train, each one with a disabled or diseased soldier. The waste of human life struck Gatling. In a discussion with another Indianapolis businessmen, future American President and then leader of the Indiana Volunteers, **Benjamin Harrison**, Gatling shared his ideas about the need to find a better way for his volunteers to survive the war.

‘What if the Indiana Volunteers had a weapon which would strike fear into their Confederate foes, a fear so great, they would surrender?’

Gatling immediately thought about a

recent lecture from a weapons maker. He then reflected on the basic engineering fundamentals of his earlier farm equipment inventions. ‘Less than one year after the first shot was fired at Fort Sumter, Richard Jordan Gatling invented, designed, and tested a **revolutionary new weapon** based on the fundamental design of his seed planter and signed a contract for its production. Six barrels, with special grooves inside the gun barrels, enabled each rapid fired bullet to grip the grooves of the barrel for faster and straighter flight toward its target. Gatling’s gun used .58 caliber bullets with paper cartridges.’

**The Gatling Gun,
America’s first weapon of
mass destruction,
was ready for market. Here
was the weapon
created to end America’s
war, possibly all wars.**

Unfortunately for Richard Jordan Gatling, his ‘Gatling Gun’ was not the first machine gun. **President Lincoln**, always interested in new weapons, purchased 10 rapid firing machine guns on October 16, 1861, after a salesman’s presentation of a similar but inferior gun by an unknown developer and patented in England by **Wilson Ager**. Lincoln called Ager’s gun a “coffee mill gun” because it reminded him of the box used to grind coffee beans. **Colonel John Geary’s**, of the 28th **Pennsylvania Volunteer Regiment** was issued two of Ager’s guns. Two months later, Geary returned the guns claiming they were “*inefficient*,”

and unsafe to operate"; the guns seemed poorly made, impossible to transport and easily jammed. Lincoln followed the recommendations of his military and turned his attention to repeating rifles. Gatling knew about the Ager gun and was sure his gun was superior. But no one would listen. Each time Gatling presented his "machine gun", Lincoln and his military men immediately thought of the Ager's clumsy, inefficient, and dangerous coffee mill gun. Gatling even wrote a letter to President Lincoln. *"Mr President, I have seen an inferior arm known as the 'the Coffee Mill Gun', which has not given satisfaction in the practical tests on the battlefield. I assure you my invention is no 'Coffee Mill Gun' but is entirely different... and is entirely free from the accidents and objections raised..."* Gatling sent a second letter to Lincoln. But President Lincoln never responded.

Richard J. Gatling could have resigned himself to the fact that his gun couldn't be sold and returned to one of the other many professions he had done. Instead,

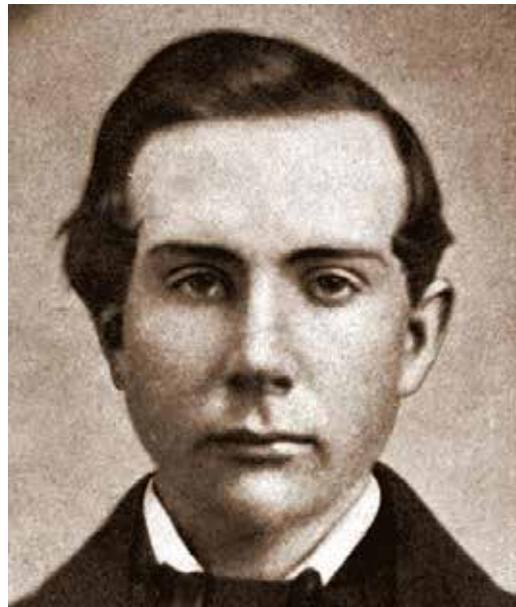
he persevered;

he'd invested too much of his money and time to quit and he knew his gun could do what he intended it to do.

In July of 1863, far from the battlefields of Virginia and Maryland, a riot was set to explode in New York City over issues revolving around the draft of men into the Union Army. President Lincoln had issued

**the Enrollment Act of 1863
drafted all men between
the ages of 20 and 45
into the Union army
unless
a man could pay \$300
or
hire someone else
to take his place.
Consequently,
America's poor became
its soldiers while
the rich, like J.P. Morgan,
Andrew Carnegie,
and John D Rockefeller,
became spectators.**

On July 11th, the city ignited in protest as frustrated draftees set fires and looted stores throughout the city. On the 17th, the mob marched toward the **New York**



John Rockefeller, age 18, in a 1857 photograph. By 1860, Rockefeller was running his own business and did donate money to Union causes.

Times building after the editor, **Henry Raymond**, had criticized the rioters in a previous edition of the paper. Sensing the crowd's animosity, Raymond set 2 Gatling Guns in windows overlooking the street and the another on the roof. The fury of the mob immediately subsided and retreated as soon as it saw Gatling's Guns. Richard Jordan Gatling's weapon performed as intended – violence and its omnipresent loss of life was avoided.

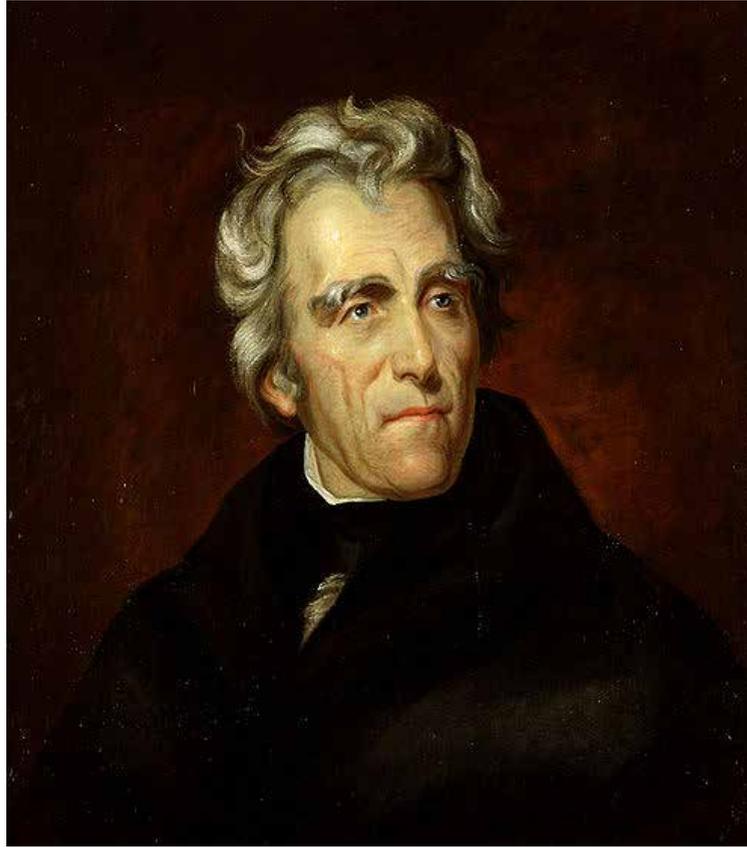
A few Gatling Guns were purchased by two Union officers, General Benjamin Butler and Admiral David Porter, later in the war but rarely, if at all, used.

The larger interest came from police departments, state militias, and factory owners, who used Gatling's gun to silence riotous workers and citizens. European kings used them to conquer new lands, mostly notably, against the Ashanti and Zulu tribesmen in Africa.

The US Army finally realized the potential of **Gatling's Gun** and began purchasing them after the Civil War in 1866. The US government purchased 209 Gatling Guns in 1874 for \$292,000. The United States continued to buy throughout the remainder of the 19th century. With the American market secure,

Gatling focused his sales on the **kings of England, Germany, and Belgium** as they continued their conquest of Africa and Asia. In 1870, Gatling sold his gun patents to the **Colt Patent Firearms Company** in Hartford, Connecticut. Gatling and his family moved to Hartford later that year. Gatling continued inventing for the remainder of his life. He died in New York City on February 26, 1903. Richard Jordan Gatling is buried in Indianapolis, Indiana

ANDREW JACKSON



1824 portrait of Andrew Jackson painted by Thomas Sully

He was a product of his environment; a tough kid from a tough neighborhood in today's vernacular. His parents were immigrants. His father died three weeks before he was born. When he refused to shine the boots of a British officer at age 13, the officer slashed his head and hand with a sword. He became an orphan at age 14 when his older brother and mother died. He really didn't have a formal education because of his tumultuous childhood. At age 14, he was working in a saddle shop.



Young Jackson Refusing to Clean Major Coffin's Boots (1876 lithograph).
Wikipedia

From this incredibly difficult environment, Andrew Jackson emerged to become a successful lawyer, entrepreneur, real estate magnate, army general, folk hero and eventual President of the United States. Jackson accomplished all of this with an apparent chip on his shoulder;

he always seemed like he had something to prove.

Some say Jackson had *'something to prove'* to the British army and later anyone purporting to be better than him and America's less fortunate, common folk.

Andrew Jackson was born on March 15th, 1767, in South Carolina, just two weeks after his parents arrived from Northern **Ireland**. The same year, his father died. He was a 13 year old prisoner of war during the American Revolution captured as a colonial courier. During captivity, he refused to shine the boots of a British officer, who, in turn, slashed Jackson across the head with his sword. His brother, Robert, died from smallpox contracted in the same **POW** camp.

His older brother, Hugh, was killed in action during the Revolution. His mother died from cholera soon after. Andrew Jackson was an orphan at 14. He had little education as a boy and worked at a saddle making shop. With the littlest of education, he eventually became a teacher and later a country lawyer. He became an attorney in the western territory of the State of **North Carolina**. When the western territory became the State of **Tennessee** in 1796, Jackson was elected to the US Congress. He resigned shortly after and became a Justice on the Tennessee Supreme Court. He served on the Court until 1804. Jackson purchased a 640 acre working farm near Nashville, which he named "**The Hermitage**". The farm grew cotton and worked by as many as 150 African American slaves. Jackson was a self made man. **John Meacham**, in his acclaimed biography of Jackson "*American Lion*", describes the future President as a man of well tailored clothes, loving racehorses, newspapers, gambling, whisky, coffee, a good pipe, pretty ladies, children, and good conversation from friendly company. He stood about 6' 1", a tough 140 pounds, and a thick 'shock' of red hair. Jackson was a lean mean fighting machine, quick to anger, and never backing down from confrontation. He

fought 13 duels.

He killed

**Charles Dickenson in
an 1806 duel
after Dickenson insulted
Jackson's beloved wife,
Rachel.**

Dickenson fired first, the bullet lodging in Jackson's chest inches from his heart where it remained for the rest of his life. As Dickenson reloaded, Jackson fired.

Rachel and the President never had children of their own but ended up the guardians of several children and adopted one of Rachel's brother's children. In 1808, Rachel's sister-in-law gave birth to twin boys and offered the Jacksons one of the newborns to adopt. They accepted and christened the boy, **Andrew Jackson Jr.** Jackson also adopted a young Indian baby found after a Jackson led attack on the Creek Indian Nation in 1813. The boy's name was "**Lyncoya**". Jackson raised the boy in the Hermitage with Andrew Jr.

"(Lyncoya) is a savage but one fortunate to be thrown in my hands.... I want him well taken care of ...he's so much like myself I feel an unusual sympathy for him"

Jackson burst upon the national scene during the **War of 1812**. His initial fame came defeating the **Red Stick Creek Indians** at the **Battle of Horseshoe Bend** in 1814. **David Crocket** and **Sam Houston** served under his command. The defeated Creeks were forced to abdicate 20 million acres of land for white settlement. Following the battle with the Creeks, **Old Hickory**, as Jackson became known, pushed south, first to Florida, then to New Orleans.

"The Battle of New Orleans made Andrew Jackson"



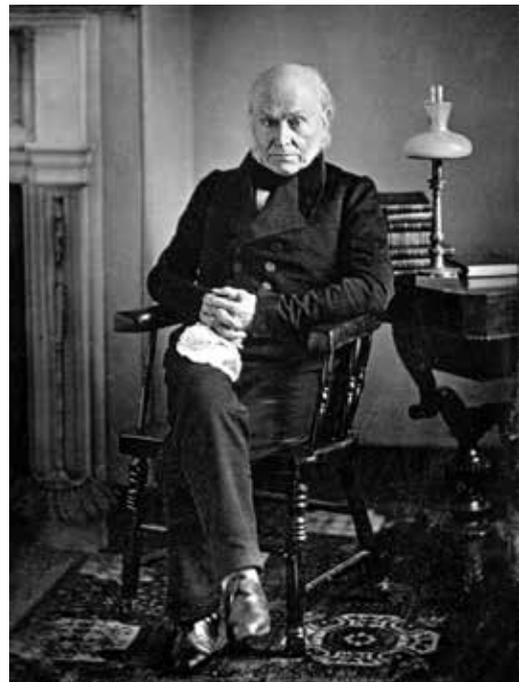
"Battle of New Orleans" painting by Edward Percy Moran celebrating Jackson's victory in the War of 1812.

writes biographer John Meacham. With an English army and navy nearby, Jackson prepared to defend New Orleans in early January of 1815. Neither Jackson nor the English Generals and English Fleet Admiral reinforcing the troops from the harbor knew The War of 1812 was over; a treaty had been signed between the British and Americans months before in December of 1814 in Europe ending the War. On the morning of January 8th, 1815, a force of 11,000 English troops attacked Jackson's force of 5,000 in the city. At the end of the day, the British forces, bearing shocking casualties, retreated: 300 dead, 1,100 wounded, and almost 500 missing or captured. On the American side, only 13 dead and 39 wounded. The English retreated along the Gulf of Mexico coast. In early February, they attacked and defeated an American force at **Biloxi, Mississippi**. As the English prepared to attack Mobile, Alabama, in mid February, they received word of the war's end. Following the war, General Jackson embarked on a controversial war against the Spanish in Florida and their Seminole Indian allies. The war was described as a bloodbath. As a result, the Spanish turned over Florida to the United States and the Seminoles suffered a similar fate as the Creeks.

By 1824, Andrew Jackson was running for President against Henry Clay, **John Quincy Adams**, and **William Crawford**; all four candidates from the same political party, the **Democratic Republican**. The **Federalist Party** of Washington and Adams had fallen apart and no longer a viable alternative.

**In the 1824
Presidential Election,
most Americans voted for
Jackson, 151,271 votes
to Adams' 113,122,
Crawford's 40,856 and
Clay's 47,53; but
Jackson lost the election!**

Without the necessary 131 electoral votes to win, the election went to Congress to decide. A deal, a "corrupt bargain" as Jackson called it, was concocted when Henry Clay turned his electoral votes over to Adams giving him the Presidency of 1824. Clay's bargain with Adams became the proverbial wound that never healed; Andrew Jackson never forgot. It provided the energy and focus for Jackson's run for the Presidency in 1828. Jackson's campaign was clear- change America's



Photograph of a daguerreotype of John Quincy Adams in 1843.

government from control by self-serving politicians and the rich businessmen who supported them to a Presidency representing the farmer and poor laborer, in other words, America's common man.

Jackson won a brutal, mud slinging campaign for the Presidency in 1828 and was re-elected in 1832. American Presidential candidates rarely traveled the country campaigning for the office the way candidates do today. Instead, they sat at home and let their cronies campaign for them. Republican Presidential candidate William Seward actually went to Europe for 9 months prior to the Election of 1860. Newspapers, mostly controlled by political parties, did most of the campaigning, extolling the virtues of their candidate while brutally ripping their opponents. A pro-**John Quincy Adams** newspaper called Jackson's wife, **Rachel**, an 'adulteress' during the campaign claiming she married Jackson while still married to her first husband. She was called "*a black wench*" and unfit to be First Lady. While Jackson was outraged, Rachel was emotionally wounded and became physically ill; she died soon after Jackson won the election on December 22, 1828. Jackson assumed the Presidency amid rumors about his own imminent death. Despite suffering from an aching, sickly body carrying bullets from previous duels with a nasty, nagging cough, and hemorrhages that could only be relieved by cutting himself with a penknife to relieve the painful pressure, the 61 year old Tennessean focused on changing America. Jackson's **Democratic Republican party**,

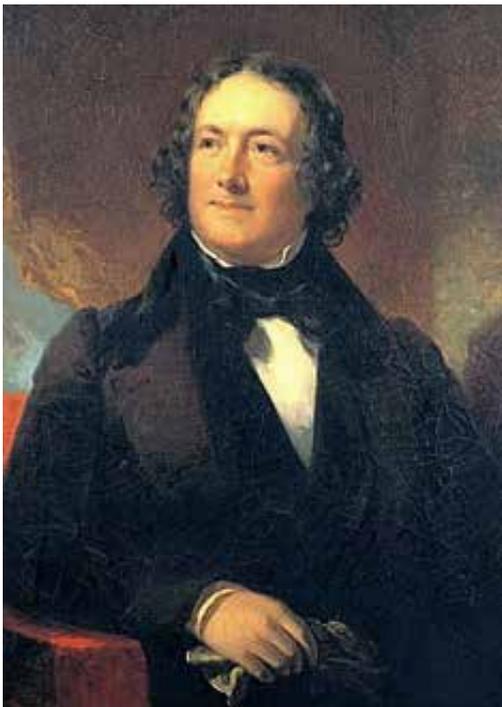
the party of Jefferson and Madison, fell apart after the election, done in by the candidate fighting. Clay and Adams hated Jackson; John Calhoun, Jackson's vice President, felt the same hoping Jackson a one term President he would replace four years later.

Today's 'Democratic Party' was formed by Jackson's 1828 victory.

Since Jackson thought most American Presidents favored the wealthy and ignored the common man, he cultivated an image as the 'champion of the people' and purposely acted in ways to encourage this perception. His **inauguration party** was not an exclusive celebration for rich political supporters but rather for people from the farms and factories who elected him. People came to the White House in their homemade clothes, standing on chairs and sofas for position to see the President as glasses and dishes fell to the White House floor. The event became a mob scene. The White House staff eventually brought tubs of punch out onto the lawn to get guests out of the close quarters of the White House and bring order and control. Once in office, Jackson attacked every perceived threat to his 'common man and country image', starting with the **Bank of the United States** and its director, **Nicholas Biddle**, as well as America's Indian tribes.

Andrew Jackson hated Nicholas Biddle and his Bank.

Nicholas Biddle was everything Jackson was not: rich, well educated (a Princeton graduate at 18), from a prominent **Philadelphia** family, a perceived successful, mover-and-shaker of American politics. The **Bank of America** was powerful and successful; it sold loans to fund America's efforts in the **War of 1812** and was prepared to pay off all of **America's debt** by 1828. On the negative side, the Bank gave loans to powerful politicians and businessmen creating the perception it's who you are or who you know that's important in life.



Nicholas Biddle

Jackson had always been suspicious of banks since his near personal bankruptcy after poor investments in land and promissory notes. But make no mistake, Jackson's issues with this Bank were purely political; Jackson saw Biddle's Bank as a political competitor and threat to his power base. *"The Bank is trying to kill me but I will kill it!"* The Bank of the United States had been originally proposed by **Alexander Hamilton** and commissioned by Congress in 1791. It was given a 2nd, temporary, 20 year charter by **President Madison** in 1816. Jackson wanted the nation's central bank closed and its funds deposited in smaller, local banks throughout America. Jackson believed rich, elite politicians, like rivals **Henry Clay** and **John Quincy Adams**, had too much power and the Bank, with its vast sums of money, was under their control supporting rich merchants of the North at the expense of Southern farmers and America's workers. *"The rich and powerful too often bend the acts of government to their selfish purposes"* he said. Despite the Bank's excellent performance of protecting America's money supply, Jackson turned the Bank issue into a rift between the nation's rich and powerful and America's common, working man whose votes put Jackson in the White House. A rumor surfaced during the **Election of 1828** that Clay was using Biddle and the Bank's influence to support the election of Adams. Jackson moved decisively. Despite the Congress' approval of a 2nd **charter for the Bank**, Jackson vetoed the charter and withdrew all the government's money from the Bank and deposited it in smaller, local

banks. Loans now became easier to secure from local banks. People started spending more, especially on land. But lax regulation and easy access to money spurred inflation and this rapid increase in the availability of money caused the country's paper currency to lose its value. Jackson responded in 1836 issuing a new regulation called 'Specie Circular' requiring people to buy government land with **gold or silver coins**. This drove up the prices. When the small banks couldn't get enough gold and silver, the local banks collapsed and sent the country into a terrible depression. Most

**historians attribute
the Panic of 1837
to Jackson's termination of
Biddle's Bank
of the United States.
Businesses closed.
People lost their jobs.
Our global economy
stopped when countries
like England wouldn't buy
American grown cotton
nor lend us money. An
economic depression
lasted until 1843.**

But of all Jackson's personal and political challenges, one of the most critical was a preview of things to come. For it was in 1832 that the state of South Carolina threatened then President Jackson with seceding from the country.

**The lines were drawn.
The seeds of secession in
South Carolina were taking
root.**

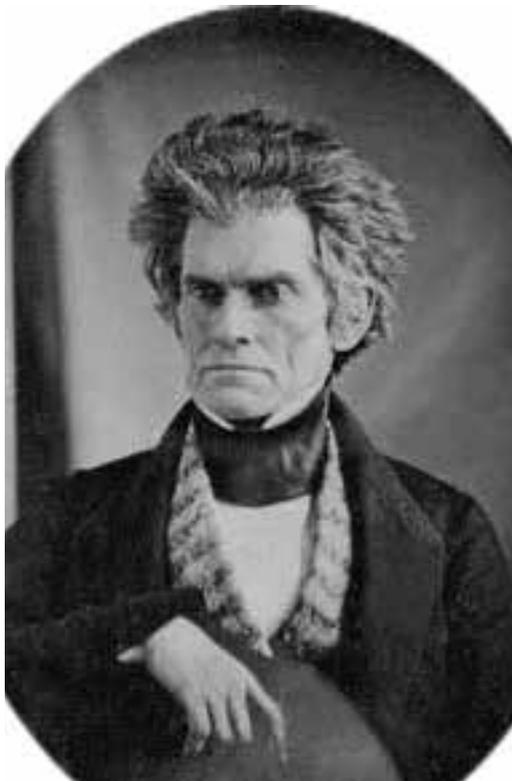
**Governor Robert Hayne
issued a secret order to arm
a corps of
"Mounted Minute Men" to
defend the state from an
anticipated attack by the
North.**

**The date: December 10th,
1832.**

The Vice President of the United States, **John C Calhoun** of **South Carolina**, resigned eighteen days later to become a US Senator; he thought the Senate chamber would provide a better stage to challenge the President, **Andrew Jackson**. Calhoun, Hayne and a number of others from the center of the storm in **Charleston, South Carolina**, claimed the **Tariff of 1832**, a tax on British imports enacted by Congress and signed into law by President Jackson, was the cause of their ire. Most observers, however, felt the Tariff claim was a canard; the real cause for the fracture in the Union was South Carolina's fear America was ready to abolish slavery, the sustenance for the opulent lifestyles of plantation owners and slave traders from all over the South. Southern state anxiety over slavery had reached new heights since August 22nd, 1831, when Virginia slave **Nat Turner** along with several other slaves massacred his owner and family while they slept in their beds. Turner's actions ignited

a killing spree; approximately 57 other whites, many women and children, lost their lives to the African slave attacks. White Virginians promptly responded with their own killing field, decapitating slaves regardless of their participation in Turner's rebellion. Nat Turner was eventually captured, tried, and hung.

Things weren't going well in South Carolina. **Rice** and **cotton** prices, the state's critical cash crops, were falling. The Tariff of 1832 created more frustration. The tariff was a tax on foreign manufactured goods to protect goods made in Northern mills by making foreign products more expensive. Another consequence of the tariff was the English response; they boycotted American and South Carolinian exports. **Abolitionist**



1824 Vice President of the United States, John C. Calhoun

conversation was also intensifying. Nat Turner created a tremor of fear and brought back Charleston harbor nightmares from the 1822 Denmark Vesey slave rebellion. It became an avalanche of bad news for South Carolina and its thriving, slave based plantation society. South Carolina leaders responded angrily by demanding the nullification of the federal tariff; leaders, Calhoun and Hayne, threatened violence to protect the state's right to nullify. *"I am in hopes in a very short period of time to forward a supply of sabers and pistols"* bristled **Governor Hayne**. As the confrontation played out between Charleston and Washington, President Jackson grew concerned about states like **Virginia, North Carolina, Alabama, and Mississippi** joining the secessionist threatening South Carolinians. Virginia **Governor John Floyd**, a friend of Vice President Calhoun and outspoken critic of President Jackson said *"if Jackson uses force, I will oppose him with a military force"*.

America was courting disaster.
As the country's calendar turned to 1833, it was close to civil war;
in fact,
'Chief Justice John Marshall expected it'

But President Jackson remained firm; he announced he would protect the Union at all cost. South Carolina had no right to nullify. *"If a single state had the option to nullify a federal law, the*

Union would have been dissolved in its infancy” Jackson said. President Jackson’s message to Calhoun, Hayne, and everyone else from South Carolina was essentially *‘just try it’*. John Randolph from Virginia said *“Jackson would hang those people if he could get hold of them... and there would be a bloody war of it”*.

President Jackson projected an aura of calmness, confidence, and stick-to-itiveness throughout the controversy. And he could; he was extremely popular with most people in the country. Jackson used his popularity to work vigorously behind the scenes to find a diplomatic solution and a military option too. He approached northern politicians to consider lowering the tariff. He also introduced the **Force Bill** in January of 1833 to give the President authority over state militias. Jackson was assisted along the way by other influential Congressmen, like Kentucky **Senator Henry Clay**. While Clay sought consensus on a compromise, Calhoun stoked the flames of Civil War with incendiary comments like *“death is not the greatest calamity”*.

South Carolina radicals fanned the flames by selling medals engraved “John C. Calhoun, First President of the Southern Confederacy”

and a South Carolina newspaper headline read **“THIS UNION MUST BE DISSOLVED!”** Massachusetts Senator **Daniel Webster** fired back from **Faneuil**

Hall in Boston with *“it is nothing more nor less than resistance by force— it is secession by force— it is Civil War!”* The resolute, logical, hand of Jackson and the politics of The Great Compromiser, **Henry Clay**, fortunately prevailed. By early February of 1833, progress was being made. While South Carolina remained intransigent, it was now clear they stood alone. **Virginia, Georgia, Alabama, Mississippi, and North Carolina** all decided to *“hold to the Union”*.

The great **Compromise of 1833** eventually emerged, lowering tariff rates for the South, distributing money to Western states from the sale of public land, and the signing into law of the Force Bill which pleased influential Northern Senators like Daniel Webster.

Jackson saved the Union, at least for the time being.

“The tariff was only the pretext; disunion and southern confederacy was the real object”

Jackson wrote.

“The next pretext will be the negro or slavery question.”

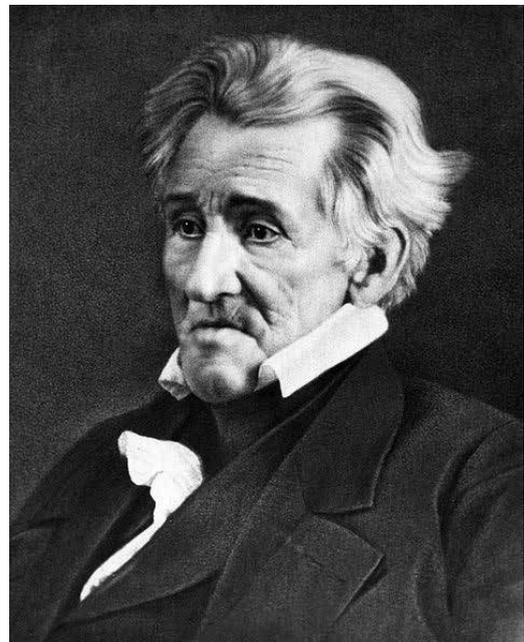
The second major event of Jackson’s Presidency was his obsession with the removal of America’s eastern Indian tribes from their homelands. Jackson pressed to evict Indians from their lands to open up cheap land for whites, including himself

and many of his friends. *“Records show, after 1816, the name of Andrew Jackson and his business associates on the titles of more than 45,000 acres of newly acquired Indian land”* writes Andrew Jackson biographer Steve Inskeep. Jackson seemingly had an insatiable appetite to buy land, especially Indian land.

Jackson’s comments at this time are interesting; he was aware of the injustice. *“Our conduct toward the Indians is interesting to our national character. Their present condition, contrasted to what they once were, makes a most powerful appeal to our sympathies.”* Because of Jackson’s great love and commitment to America, he vigorously confronted every threat to its Union. Jackson saw **Indians** as a threat. Most of his actions during his adult life represented his true feelings: remove Indians from their homelands and then segregate them from white populations. Jackson pushed for and signed the **Indian Removal Act in 1830** authorizing the President to negotiate with Indian tribes to purchase their land in exchange for other land in the West outside of the present states borders. When the state of Georgia’s created a lottery to give its citizens **Cherokee** land in the western part of the state, the Cherokee sued the state of Georgia. The **United States Supreme Court** Chief Justice ruled in favor of the Cherokee indicating Georgia’s action was illegal and must stop. Jackson’s reaction was not surprising: *“John Marshall made his decision, now let him enforce it.”*

President Jackson then used the Indian Removal Act to get an unauthorized group of Cherokees to sign the Treaty of New Echota on December 29, 1835 to sell the Cherokee homeland.

The officially elected Chief of the Cherokee Nation, **John Ross**, called the treaty illegal and petitioned the Supreme Court; this time, the court ignored Ross’ appeal. The Treaty of Echota was eventually enforced in 1836 by new President **Martin Van Buren** who ordered 7,000 government troops to remove the Cherokees from their homes.



1845 Photograph of Andrew Jackson

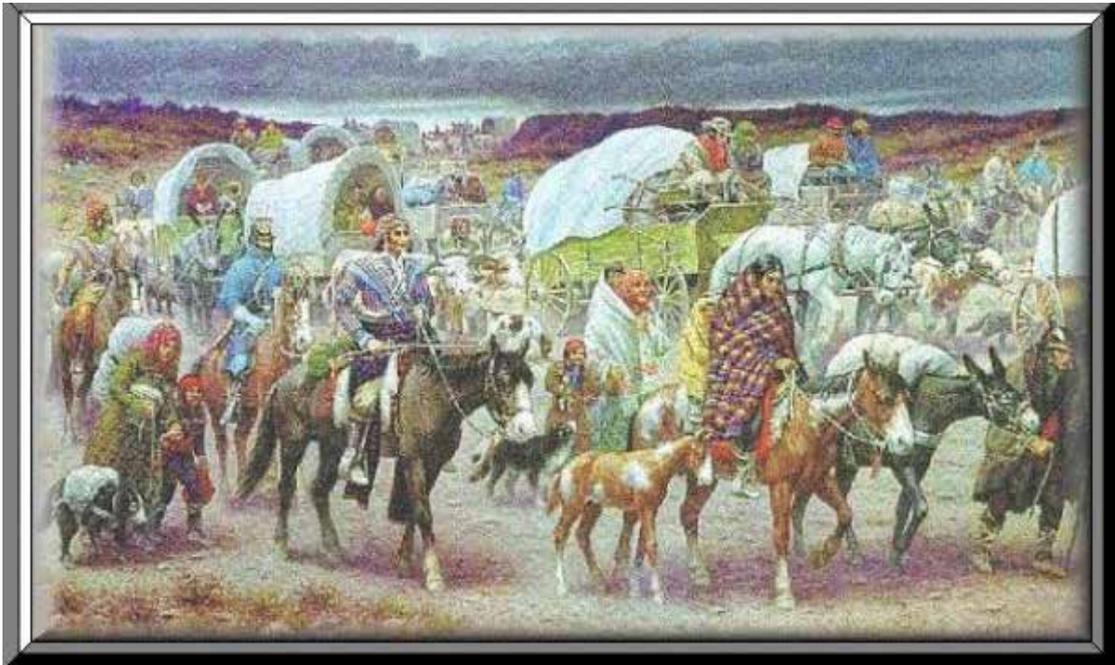
**4,000 of the 16,000
evicted Cherokees,
many women and children
including John Ross' wife,
died
during their walk,
their 'Trail of Tears',
from Georgia
to the new Indian territory
in present day Oklahoma.**

One Georgia militiaman said of the removal noted *"I fought through the Civil War and have seen men shot to pieces and slaughtered by thousands, but*

Andrew Jackson remained popular and influential after his Presidency. But eventually, Jackson's hard life took its toll. His body swollen and distorted, inflamed by diarrhea and racked by violent pain, the 78 year old Tennessean died on June 8, 1845, older than the nation he proudly and defiantly served. Andrew Jackson, war hero, advocate for the common man, adversary of the American Indian, proponent of slavery, and protector of the Union. President **Theodore Roosevelt** characterized Jackson the following way: *"Jackson had many faults but he was devotedly attached to the Union. He had no fear when it came to defending his country...with the exception of Washington and Lincoln, no man has left a deeper mark on American history..."*

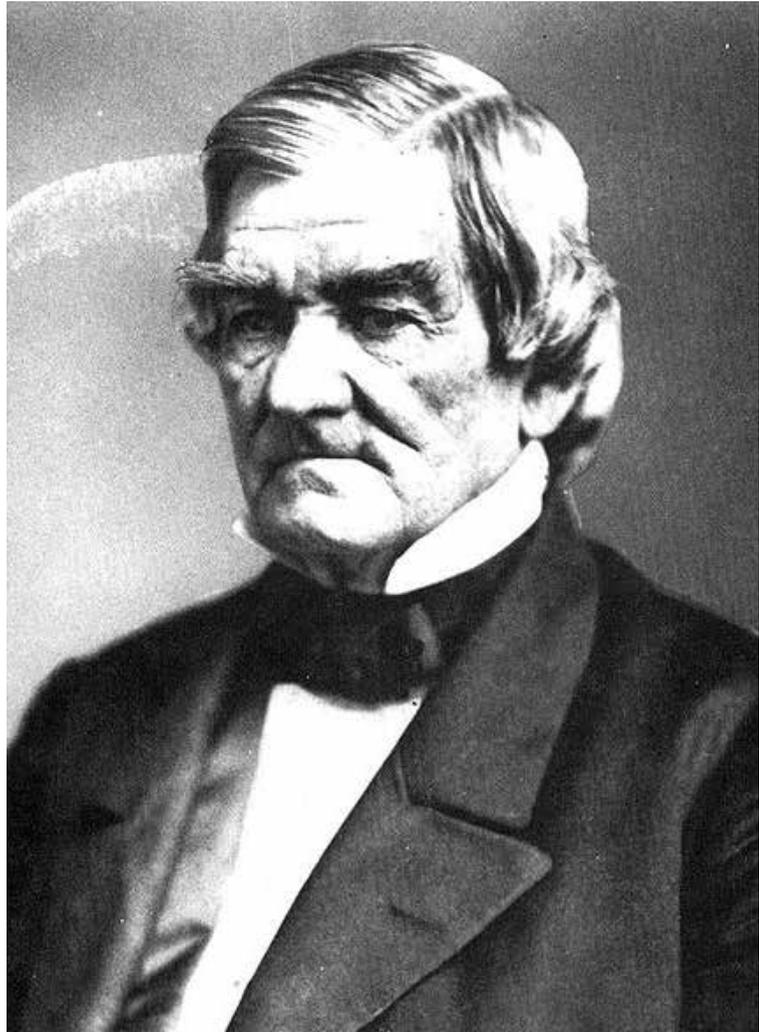
***the Cherokee removal
was the cruellest work
I've ever seen".***

*What do you think of
Andrew Jackson?*



"Trail of Tears" painting by Robert Lindneux

JOHN ROSS



John Ross, Cherokee Indian Chief.

He committed his life to saving the Cherokee.

Chief John Ross was born in **Turkey Town, Alabama**, near Lookout Mountain in 1790. His ethnicity was mostly Scottish, much like the man who eventually became his life long antagonist, **Andrew Jackson**. His father was immigrant trader, Daniel Ross and mother, Mollie McDonald, a mixed race woman with Scottish and Cherokee ancestry. John Ross was only **1/8th Cherokee**. Much of his childhood was spent with Cherokees who lived near his father's trading store and attended his local school. Ross received a good education from a local minister and finished his schooling at

a reputable academy in Tennessee. After graduation, the **bilingual** Ross became a government Indian agent assigned to the Cherokee nation. He served in a Cherokee military regiment during the **War of 1812** fighting alongside **Andrew Jackson** at the **Battle of Horseshoe Bend** against the **Red Stick Creek Indians**. Following the war, he owned a 170 acre farm in **Tennessee** with about 20 slaves. He built a ferry and warehouse service at **Ross' Landing** on the Tennessee River in Tennessee. The site later changed its name to Chattanooga. Ross became a successful, relatively affluent businessman.

In 1816, he served as an assistant to the council of Cherokee Chiefs. By 1819, he was chosen as President of the tribe's national congress. When the Cherokees held a Constitutional Convention in 1827, he was chosen to lead the Indian nation's leaders in the writing of a Cherokee Constitution. One year later he became the tribe's principal leader, the First Chief, a position he would hold for more than 40 years. While Ross looked white, his 'blood' was clearly Cherokee; John Ross was relentless in his devotion to the Cherokee Indian Nation

The Cherokee Indians, like most tribes in America, were under great stress as thousands of white people from America's east coast moved west for cheap land into Indian homelands.

The Cherokees had been living in North America for thousands of years. Long before any white person was living on the continent, the Cherokee were there establishing a homeland in the northwestern corner of **Georgia** and nearby sections of **Alabama, Tennessee, and North Carolina**. They transitioned from a hunter based society to an agricultural one. They enjoyed trade with neighboring white communities, established permanent towns, and created a written constitution in 1827. Some Cherokee received traditional educations and converted to Christianity. A remarkable Cherokee named Sequoyah, created a Cherokee alphabet in the 1820s with 86 characters, each representing a syllable in the Cherokee spoken language. A Cherokee newspaper, **the Cherokee Phoenix**, was published. The US government in the Treaty of Holston in 1791 embraced the Cherokee and pledged to assist them *"to a greater degree of civilization, to become cultivators instead of hunters."* President Jefferson told the Cherokee *"to go on learning to cultivate the earth. In time, you will be as we are"*.

The Cherokee were doing everything white America had encouraged them to do.

Many Indian tribes made the fateful decision of supporting the English during the American Revolution and the War of 1812; these choices did not endear Indians to many Americans. The fact the Cherokee joined Andrew Jackson against the Red Stick Creek Indians at the Battle of Horseshoe Bend

did little to help the Cherokee in the long run. Jackson shortly thereafter put on bulls eye on the Cherokee land. Many states held Indians in contempt,

***“a listless, indolent
race of people
who cannot be civilized”***

according to President Andrew Jackson’s appointed federal Indian Agent, **Lewis Cass** of Michigan. But whether it was the federal government in Washington, D.C. or the states, it was Indian land everyone wanted and seen as key to America’s and its states’ progress.

President Andrew Jackson, on numerous occasions, supported the efforts of nefarious Americans bent on stealing Indian land. In 1829 when President Jackson could have intervened to protect the Cherokee after gold had been discovered on Cherokee land in Georgia, Jackson cast his influential support for the State of Georgia. The US Government actually pulled out federal troops from Georgia to allow the state militia to deal with the situation.

**The Indian Removal Act,
signed into law
by President
Andrew Jackson
on May 26th, 1830,
proved to be the final straw.**

**This law gave
the President and
federal government
the authority to
evict Indians
from
their homes!**

The slave states in the US Congress voted 61 to 15 in favor of the Removal Act; the free states opposed it 41 in favor to 82 against. Without Madison’s **3/5s compromise**, the **Removal Act** would not have passed. It’s ironic that many Cherokee, including **Chief John Ross**, owned slaves. The state of Georgia soon began selling Cherokee land. In 1832, the state held a lottery and raffled off all Cherokee land to whites. Despite a

**1832 Supreme Court ruling
by Chief Justice John Marshall
stating
white people in Georgia
had no right
to Cherokee land,
President Jackson
would not intercede**

on the Cherokee behalf. The President told the Cherokee to *“submit to the state law or move beyond the Mississippi”*. ‘Submission by the Cherokee to the laws of Georgia meant they could not vote, sue, own property, testify against a white person, or obtain credit’. The Cherokee were permitted to stay on their land until the government soldiers came to remove



Henry Clay

them. A popular song of the day revealed the anticipation of many Georgians:

*“All I want in this creation
Is a pretty wife and a big plantation
Away up yonder in the Cherokee nation.”*

Ross appealed for support throughout the country and actually found some within the **Republican Party**. Senators **Henry Clay**(1) of Missouri and **Daniel Webster** of Massachusetts, Tennessee Congressman **David Crockett**, and **Secretary of War John Eaton** tried in vain to support Ross’ cause of protecting the Cherokee lands.

Many Indian tribes soon acquiesced to the State and Federal government pressure to leave their eastern homelands for government designated reservations west of the Mississippi River. The **Choctaw** were the first tribe affected by the **Removal Act**. On September 20th, 1830, the Choctaws

gave up their lands in central **Mississippi** for new territory established by the American government in Oklahoma. Almost a quarter of the Choctaws died from cholera or exposure to bone chilling weather on their journey west.

The **Cherokees** soon followed. A Cherokee rival of Chief Ross, **Major Ridge**, decided the fate of the Cherokee in Georgia was hopeless and met with American government leaders at the abandoned Cherokee capital of **New Echota, Georgia**, to negotiate the sale of the Cherokee homeland. Ridge was born in 1771. His Cherokee name, translated into English, was ‘the ridge’. He took his first name from his rank in Andrew Jackson’s military during the **Red Stick Creek Indian War**. In December of 1835, Ridge and other disgruntled Cherokees signed a treaty to sell the Cherokee lands for approximately \$5,000,000. As **John Meacham** poignantly writes in his biography of Andrew Jackson:

*“time and time again,
experience would prove
that Indian lives were
secondary to
white appetites
for fortune.
**If white settlers wanted
their (Indian) land, the
Indians were to give way.***

(1) Clay may have been an Indian advocate in 1829, but 10 years earlier he made this statement as recalled by John Quincy Adams: “it’s impossible to civilize Indians; that there never was a full-blooded Indian who took to civilization. It is not in their nature...they were not an improvable breed, and their disappearance from the human family will be no great loss to the world.”
I will let you decide whether Mr. Clay had a moral epiphany or his Indian advocacy in 1829 was simply political posturing.

How else to explain why the Cherokees, who took on every civilizing custom the white man asked of them– writing a constitution, developing an alphabet, publishing a newspaper, farming, and living in peace– were targets, save for the rich land on which they lived?”

Chief John Ross objected to the sale. Other American’s joined Ross’ protest. Senator Henry Clay delivered one the most memorable speeches on the Senate floor attacking President Jackson’s removal plan. *“Poor Indians; what rights can they assert against the state of Georgia and the tremendous power of President Jackson?”* Clay’s speech purportedly brought many Senators to tears. Congressman John Quincy Adams called Jackson’s treaty an *“eternal disgrace upon the country”*. **Ralph Waldo Emerson** wrote a letter to **Martin Van Buren**, Jackson’s political ally who succeeded Jackson as President, asking him not to inflict such *“an outrage upon the Cherokee”*. Van Buren did nothing. Ross petitioned the US Congress with over 15,000 Cherokee signatures to veto the treaty since Ridge had no authority to represent the Cherokee. Ross even suggested protecting the Cherokee nation so that it could become a *“Territory or State”* which could eventually be admitted as a new state to the Union. The state of

Utah began as *“the Territory of Utah”* with the majority of its inhabitants, **Mormons**, who had been violently driven from early homesteads in Missouri and Illinois before settling in Utah in 1847. The US Congress unfortunately ignored Ross’ suggestions and protests and approved the infamous **Treaty of New Echota** on May 17, 1836. Ross and the Cherokee were given until May of 1838 to leave their homes. Starting in 1838 under an order from then President Martin Van Buren, General Winfield Scott forced thousands of Cherokee out of their homes and off their land in northern Georgia and western North Carolina for a 1,000 mile walk to a new government chosen home. This ‘death march’ to Indian Territory in present day Oklahoma became

**known as
‘The Trail of Tears’.**

Civil war immediately broke out within the Cherokee nation over the unauthorized signing of the **Treaty of New Echota** by once Ross ally, Cherokee **Major Ridge**. Ridge was soon assassinated and decapitated along with many of his associates. Ross was never connected to any of the murders. Ross finally restored peace within the Cherokee nation in 1846.

For the next 20 years, Ross orchestrated many changes meant to ensure a safer, more prosperous future for the Cherokee. It was a time of tranquility and peace in the Cherokee nation. Ross founded a national, tribal newspaper and established a free, public school system. He also worked diligently to create

unity within the tribe's political party. But fate struck another cruel blow to the Cherokee with the outbreak of the American Civil War.

**Once again,
the Cherokee chose
the wrong side.**

Although Ross wished to remain with the Union, he acquiesced to the wishes of most Cherokee and chose to side with the Confederacy.

At the end of the war, Ross galvanized his energies to protect the Cherokee from the victorious Union seeking retribution. Shortly before his death at 76 years old, a new treaty was signed with the US government once again *“requiring Cherokees to give up more land that had previously been granted to them forever”* writes Steve Inskeep in his popular book on Andrew Jackson and John Ross (*“Jacksonland”*). Ross died on August 1, 1866 in Washington, DC. His second



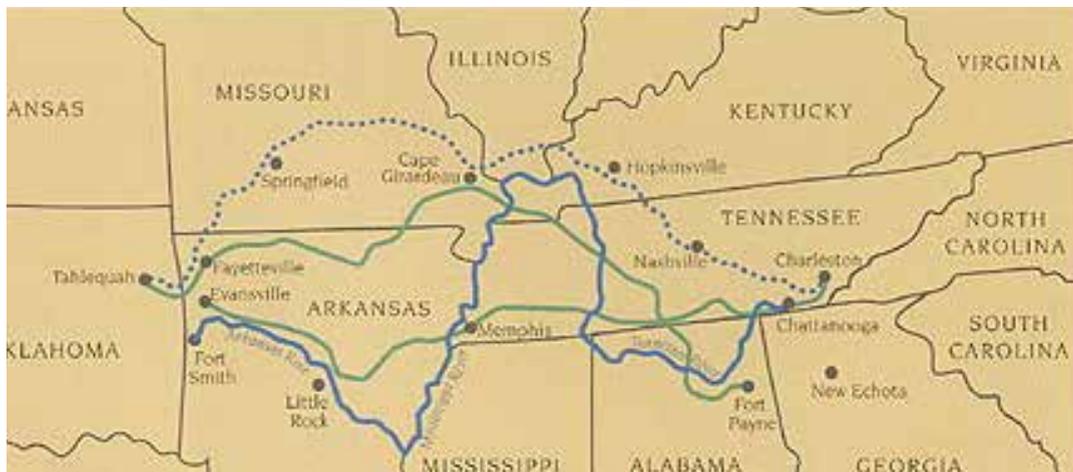
Highway marker in Fayetteville, Arkansas.

wife, **Mary Brian Stapler**, 35 years younger than Ross, had died the year before. He had 7 children, 5 by Quatie, and 2 by Mary. were you aware of the **‘Trail of Tears’** and America’s interstate trail marking the Cherokee journey prior to the reading of this text?

yes or no



Trail of Tears video



Map illustrating the routes traveled by the Indians during the Trail of Tears to the government reservations in present day Oklahoma. In 2009 President Obama signed a formal apology for the Trail of Tears. But Congress specified that American Indians could not use the apology to reclaim their land.

PRE TEST

***“The most astute statement from the world’s
smartest person has always been
the acknowledgement of
how little he or she knows.”***

1. Please identify the most important ‘change’ either in the world or the United States which you’ve witnessed during your lifetime. _____

2. Please identify the most important ‘change’ for the United States or the World that you would like to see take place during your lifetime. _____

3. If you feel comfortable doing so, please share the most important personal change you’ve already experienced to this date in your life. _____

4. If you feel comfortable doing so, please share the most important personal change you would like to see take place during your lifetime. _____

5. Please share your personal opinion of change - (check any and all answers which apply to your feelings about 'change')
- I acknowledge 'change' is inevitable
 - Change is something I choose to avoid
 - Change is something I am not afraid of. I continually look for some changes which help me become better and identify other changes to avoid because of their negative impact.
 - Whether good or bad, I usually worry during most 'change' in my life

6. Please share your opinion on the most important 'change' that took place in the United States during America's Middle Period. _____

7. Please give your opinion on the important change which should have taken place but didn't during America's Middle Period. _____

8. Please give reasons why this important Middle Period change did not take change.

9. Name the person who you believe was America's most important 'change agent' during the Middle Period of United States history.

10. Name the person who, in your opinion, was the most effective 'resister' to change during the Middle Period of American history.

11. Name the person who, in your opinion, has been the most effective 'change agent' during your lifetime.

12. Please list the most important qualities and characteristics of an effective 'change agent':

- ---
- ---
- ---
- ---

13. After each of the following names, use an adjective that best describes the person.

•Abraham Lincoln _____

•Richard Jordan Gatling _____

•John Ross _____

•Frederick Douglass _____

•James Marshall _____

•Andrew Jackson _____

•DeWitt Clinton _____

•Samuel Morse _____

•Sam Houston _____

•Kit Carson _____

14. Identify one of the Middle Period Change Agents profiled in the text you believe to have undergone the greatest personal change during their lifetime: Samuel Morse, Sam Houston, DeWitt Clinton, James Marshall, Abraham Lincoln, Richard Jordan Gatling, Kit Carson, John Ross, and Andrew Jackson:

15. Identify one of the contemporary 'change agents' profiled in the essay on "Change" you believe to have undergone the greatest personal change during their lifetime: Anne Mulcahy, Ben Carson, Manny Diaz, Steve Jobs, and Keith Jarrett.

16. From your observation of America's Middle Period changes and your reflection on your own personal changes, what do you think is the greatest challenge to create 'change(s)'. _____

17. Throughout history, different people have chosen different ways to create change, some-time choosing either violent or non violent methods to change specific customs or laws. Please name a 'change agent' who used violent methods and another 'change agent' who chose peaceful methods to affect change during the Middle Period of American history.

Non violent change agent _____

Violent change agent _____

18. Name the change agent you identified in the previous question who proved to be more effective:

More effective change agent _____

Please list the reasons why you believe this person was the most effective change agent: _____

19. The mean population center of the United States in 1790 was a few miles west of Baltimore, Maryland. By 1860, it changed hundreds of miles west to southern Ohio. There are logical deductions one can make to explain why the population center changed. Please list 2 conclusion you can make to explain this significant westward move of the United States mean center of population.

- _____
- _____

20. Population changes: The island of Nantucket, Massachusetts, had a population of 6,807 in 1810, the 20th largest of any city/population center in the United States. By 1841, the population grew to 9,012. However, while the United States population continued to grow at a phenomenal rate through the rest of the 19th century (1800s), Nantucket's population started to decrease in the 1850's. By 1875, Nantucket's population was only 3,201. Please speculate on the principal reason for Nantucket's population decrease from its peak in the 1840's.

Principal reason for **Nantucket's** population decrease after 1850: _____

The City of San Francisco had a population of a little more than 1,000 people from 1810 to 1847. But then, something happened. By 1850, the city's population was 56,000. Please speculate on the principal reason for San Francisco's population increase between 1847 and 1850.

Principal reason for **San Francisco's** population increase between 1847 and 1850.

21. In a 2007 US Census report, **Providence**, Rhode Island was the 131st largest city by population in the United States with 172,459 people. In 1810, Providence was the 10th most populated city in the United States with 10,071 people. In 1940, Providence's population was 253,504. What has been the chief reason Providence's population declined after 1940?

Chief reason for population decline:

22. Throughout our reading of the Middle Period text, we discovered how 'change agents' make decisions for 'change'. One of the most interesting was the way President Lincoln came to his ultimate decision to issue the **Emancipation Proclamation**. Why did Lincoln decide to issue his Emancipation Proclamation when he did? _____

Is this, in your opinion, a wise or unwise way for any person to make a decision.
wise unwise

Explain why you believe this was either a wise or unwise way to make a decision like this: _____

23. Similarities and Differences. Identify differences and similarities between the following people: **Abraham Lincoln** and **Frederick Douglass**

Similarities: _____

Differences: _____

24. List the similarities and differences between **Sam Houston** and **George Washington**:

Similarities: _____

Differences: _____

25. **Technology** often times has been an effective method for creating change. Identify a specific technological invention from the Middle Period and the change it created in America:

Technological invention _____

Change it created in America: _____

Now, identify a technological invention or breakthrough in the 20th century and the change it created in America:

20th century invention: _____

Change it created in America: _____

26. **Immigration** is another phenomenon creating change in countries, states, cities and neighborhoods. Please identify a specific immigrant group from America's Middle Period and this group's contribution to our country:

Middle Period Immigrant Group: _____

Contribution to America: _____

21st Century Immigrant Group: _____

Contribution to America: _____

27. List different things all change agents need to be aware of when planning 'change' for a country, state, city, organization or even a family:

- _____

- _____

- _____

- _____

- _____

28. Recommend a "to do" list for any person considering a 'change' in their personal life:

- _____

- _____

- _____

- _____

- _____

29. How do you determine the effectiveness or benefit of a 'change'? In other words, what do we need to examine to determine whether a 'change' was good for a person or group?

30. Of the "Change Agents" profiled in this text (Abraham Lincoln, James Marshall, Kit Carson, Samuel Morse, Sam Houston, DeWitt Clinton, Frederick Douglass, Richard Jordan Gatling, John Ross, Andrew Jackson), which of these people was the LEAST EFFECTIVE 'Change Agent' and list reasons supporting your opinion.

Name of the 'Change Agent' _____

Reasons for his ineffectiveness as a 'Change Agent': _____

31. Of the 'Change Agents' profiled in this text (Abraham Lincoln, James Marshall, Kit Carson, Samuel Morse, Sam Houston, DeWitt Clinton, Frederick Douglass, Richard Jordan Gatling, John Ross, Andrew Jackson), which of these people was the MOST EFFECTIVE 'CHANGE AGENT' and list reasons supporting your opinion:

Name of the 'Change Agent' _____

Reason for his effectiveness as a 'Change Agent': _____

32. 'Change often creates 'perceived' winners and losers.' Pick one of the change agents profiled in our text (Abraham Lincoln, DeWitt Clinton, James Marshall, Kit Carson, John Ross, Sam Houston, Samuel Morse, Richard Jordan Gatling, Andrew Jackson) and identify people who were affected 'negatively' (losers) and those affected 'positively' (winners) by the change this 'change agent' introduced.

Name of your change agent: _____

Your Perceived 'Winners' from the changes introduced by your change agent:

Your Perceived Loser(s):

33. Imagine yourself as the 'advisor' of James Marshall of California Gold Rush fame. List suggestions for James Marshall so that he could have become a 'perceived winner' during the California 49er Gold Rush period.

Suggestions for James Marshall:

- _____

- _____

- _____

- _____

- _____

34. "We are all travelers on a life journey toward personal fulfillment. Throughout our lives, we have several experiences where we are forced to make life altering decisions, and, in the process, our reaction is either 'fear' or 'excitement'. 'Fear' erupts from a vision of impending doom, while 'excitement' is generated by an anticipation of opportunity. Some people repeatedly see these crossroads as 'opportunity' while others among us too often see them as 'impending doom?' Describe the characteristics of those change agents who see life challenges as opportunities and not impending doom.

Please share your opinion. _____

35. Do leaders and change agents have similar characteristics? Yes or no _____

If yes, please list the 3 most similar characteristics:

- _____
- _____
- _____

If no, please explain why you think leaders and changes agents have nothing in common. _____

36. Name the Middle Period Change Agent profiled in this text you feel made the most profound changes to America during their life time.

Name of this 'change agent': _____

Explain why you believe this person was the Middle Period's most important and most successful change agent. Your explanation should be expressed in well constructed sentences with perfect spelling and grammar. _____

37. If you believe you could change something which would measurably improve your quality of life and opportunities for future success, WHAT WOULD IT BE?

1. describe what you would like to change: _____

2. explain how you would go about making this change: _____

3. how will you know the change you made worked and fulfilled your goal? _____

ACTIVITY 1

Change Agent Report Cards:

For each of the following 'Change Agents' (Houston, Carson, Gatling, Ross, Jackson, Morse, Clinton, Marshall, Douglass, and Lincoln), give them a letter grade indicative of their performance as a 'change agent'. Identify the specific 'change' each agent created, and what each agent HOPED would happen with the change they created.

Choose the appropriate letter grade for each 'change agent' which best indicates your evaluation of their effectiveness as a 'change agent':

- A – a very effective 'change agent' who set out with a plan to create dramatic 'change' in America and accomplished their plan to create dramatic change in America.
- B – a person who developed a plan for dramatic 'change' in America, but only partially realized the effect of the changes they had planned.
- C – a person who developed a poor, unrealistic plan for 'change' in America and, as a result, never created the 'change' they had originally intended.
- F – this person should not be considered a 'change agent'. First of all, they probably never had a plan to create 'change'. Finally, if 'change' took place in America in their proximity, they didn't plan on the 'change' taking place; in other words, 'change' would have happened with or without this person.

Name of the Change Agent: **Lincoln**

Your Letter Grade for This Person's Performance as a Change Agent: _____

What This Person Intended to Change: _____

Reasons This Person Succeeded or Failed as a Change Agent: _____

Change Agent Report Cards:

For each of the following 'Change Agents' (Houston, Carson, Gatling, Ross, Jackson, Morse, Clinton, Marshall, Douglass, and Lincoln), give them a letter grade indicative of their performance as a 'change agent'. Identify the specific 'change' each agent created, and what each agent HOPED would happen with the change they created.

Choose the appropriate letter grade for each 'change agent' which best indicates your evaluation of their effectiveness as a 'change agent':

- A – a very effective 'change agent' who set out with a plan to create dramatic 'change' in America and accomplished their plan to create dramatic change in America.
- B – a person who developed a plan for dramatic 'change' in America, but only partially realized the effect of the changes they had planned.
- C – a person who developed a poor, unrealistic plan for 'change' in America and, as a result, never created the 'change' they had originally intended.
- F – this person should not be considered a 'change agent'. First of all, they probably never had a plan to create 'change'. Finally, if 'change' took place in America in their proximity, they didn't plan on the 'change' taking place; in other words, 'change' would have happened with or without this person.

Name of the Change Agent: **Morse**

Your Letter Grade for This Person's Performance as a Change Agent: _____

What This Person Intended to Change: _____

Reasons This Person Succeeded or Failed as a Change Agent: _____

Change Agent Report Cards:

For each of the following 'Change Agents' (Houston, Carson, Gatling, Ross, Jackson, Morse, Clinton, Marshall, Douglass, and Lincoln), give them a letter grade indicative of their performance as a 'change agent'. Identify the specific 'change' each agent created, and what each agent HOPED would happen with the change they created.

Choose the appropriate letter grade for each 'change agent' which best indicates your evaluation of their effectiveness as a 'change agent':

- A – a very effective 'change agent' who set out with a plan to create dramatic 'change' in America and accomplished their plan to create dramatic change in America.
- B – a person who developed a plan for dramatic 'change' in America, but only partially realized the effect of the changes they had planned.
- C – a person who developed a poor, unrealistic plan for 'change' in America and, as a result, never created the 'change' they had originally intended.
- F – this person should not be considered a 'change agent'. First of all, they probably never had a plan to create 'change'. Finally, if 'change' took place in America in their proximity, they didn't plan on the 'change' taking place; in other words, 'change' would have happened with or without this person.

Name of the Change Agent: **Douglass**

Your Letter Grade for This Person's Performance as a Change Agent: _____

What This Person Intended to Change: _____

Reasons This Person Succeeded or Failed as a Change Agent: _____

Change Agent Report Cards:

For each of the following 'Change Agents' (Houston, Carson, Gatling, Ross, Jackson, Morse, Clinton, Marshall, Douglass, and Lincoln), give them a letter grade indicative of their performance as a 'change agent'. Identify the specific 'change' each agent created, and what each agent HOPED would happen with the change they created.

Choose the appropriate letter grade for each 'change agent' which best indicates your evaluation of their effectiveness as a 'change agent':

- A – a very effective 'change agent' who set out with a plan to create dramatic 'change' in America and accomplished their plan to create dramatic change in America.
- B – a person who developed a plan for dramatic 'change' in America, but only partially realized the effect of the changes they had planned.
- C – a person who developed a poor, unrealistic plan for 'change' in America and, as a result, never created the 'change' they had originally intended.
- F – this person should not be considered a 'change agent'. First of all, they probably never had a plan to create 'change'. Finally, if 'change' took place in America in their proximity, they didn't plan on the 'change' taking place; in other words, 'change' would have happened with or without this person.

Name of the Change Agent: **Gatling**

Your Letter Grade for This Person's Performance as a Change Agent: _____

What This Person Intended to Change: _____

Reasons This Person Succeeded or Failed as a Change Agent: _____

Change Agent Report Cards:

For each of the following 'Change Agents' (Houston, Carson, Gatling, Ross, Jackson, Morse, Clinton, Marshall, Douglass, and Lincoln), give them a letter grade indicative of their performance as a 'change agent'. Identify the specific 'change' each agent created, and what each agent HOPED would happen with the change they created.

Choose the appropriate letter grade for each 'change agent' which best indicates your evaluation of their effectiveness as a 'change agent':

- A – a very effective 'change agent' who set out with a plan to create dramatic 'change' in America and accomplished their plan to create dramatic change in America.
- B – a person who developed a plan for dramatic 'change' in America, but only partially realized the effect of the changes they had planned.
- C – a person who developed a poor, unrealistic plan for 'change' in America and, as a result, never created the 'change' they had originally intended.
- F – this person should not be considered a 'change agent'. First of all, they probably never had a plan to create 'change'. Finally, if 'change' took place in America in their proximity, they didn't plan on the 'change' taking place; in other words, 'change' would have happened with or without this person.

Name of the Change Agent: **Marshall**

Your Letter Grade for This Person's Performance as a Change Agent: _____

What This Person Intended to Change: _____

Reasons This Person Succeeded or Failed as a Change Agent: _____

Change Agent Report Cards:

For each of the following 'Change Agents' (Houston, Carson, Gatling, Ross, Jackson, Morse, Clinton, Marshall, Douglass, and Lincoln), give them a letter grade indicative of their performance as a 'change agent'. Identify the specific 'change' each agent created, and what each agent HOPED would happen with the change they created.

Choose the appropriate letter grade for each 'change agent' which best indicates your evaluation of their effectiveness as a 'change agent':

- A – a very effective 'change agent' who set out with a plan to create dramatic 'change' in America and accomplished their plan to create dramatic change in America.
- B – a person who developed a plan for dramatic 'change' in America, but only partially realized the effect of the changes they had planned.
- C – a person who developed a poor, unrealistic plan for 'change' in America and, as a result, never created the 'change' they had originally intended.
- F – this person should not be considered a 'change agent'. First of all, they probably never had a plan to create 'change'. Finally, if 'change' took place in America in their proximity, they didn't plan on the 'change' taking place; in other words, 'change' would have happened with or without this person.

Name of the Change Agent: **Ross**

Your Letter Grade for This Person's Performance as a Change Agent: _____

What This Person Intended to Change: _____

Reasons This Person Succeeded or Failed as a Change Agent: _____

Change Agent Report Cards:

For each of the following 'Change Agents' (Houston, Carson, Gatling, Ross, Jackson, Morse, Clinton, Marshall, Douglass, and Lincoln), give them a letter grade indicative of their performance as a 'change agent'. Identify the specific 'change' each agent created, and what each agent HOPED would happen with the change they created.

Choose the appropriate letter grade for each 'change agent' which best indicates your evaluation of their effectiveness as a 'change agent':

- A – a very effective 'change agent' who set out with a plan to create dramatic 'change' in America and accomplished their plan to create dramatic change in America.
- B – a person who developed a plan for dramatic 'change' in America, but only partially realized the effect of the changes they had planned.
- C – a person who developed a poor, unrealistic plan for 'change' in America and, as a result, never created the 'change' they had originally intended.
- F – this person should not be considered a 'change agent'. First of all, they probably never had a plan to create 'change'. Finally, if 'change' took place in America in their proximity, they didn't plan on the 'change' taking place; in other words, 'change' would have happened with or without this person.

Name of the Change Agent: **Clinton**

Your Letter Grade for This Person's Performance as a Change Agent: _____

What This Person Intended to Change: _____

Reasons This Person Succeeded or Failed as a Change Agent: _____

Change Agent Report Cards:

For each of the following 'Change Agents' (Houston, Carson, Gatling, Ross, Jackson, Morse, Clinton, Marshall, Douglass, and Lincoln), give them a letter grade indicative of their performance as a 'change agent'. Identify the specific 'change' each agent created, and what each agent HOPED would happen with the change they created.

Choose the appropriate letter grade for each 'change agent' which best indicates your evaluation of their effectiveness as a 'change agent':

- A – a very effective 'change agent' who set out with a plan to create dramatic 'change' in America and accomplished their plan to create dramatic change in America.
- B – a person who developed a plan for dramatic 'change' in America, but only partially realized the effect of the changes they had planned.
- C – a person who developed a poor, unrealistic plan for 'change' in America and, as a result, never created the 'change' they had originally intended.
- F – this person should not be considered a 'change agent'. First of all, they probably never had a plan to create 'change'. Finally, if 'change' took place in America in their proximity, they didn't plan on the 'change' taking place; in other words, 'change' would have happened with or without this person.

Name of the Change Agent: **Houston**

Your Letter Grade for This Person's Performance as a Change Agent: _____

What This Person Intended to Change: _____

Reasons This Person Succeeded or Failed as a Change Agent: _____

Change Agent Report Cards:

For each of the following 'Change Agents' (Houston, Carson, Gatling, Ross, Jackson, Morse, Clinton, Marshall, Douglass, and Lincoln), give them a letter grade indicative of their performance as a 'change agent'. Identify the specific 'change' each agent created, and what each agent HOPED would happen with the change they created.

Choose the appropriate letter grade for each 'change agent' which best indicates your evaluation of their effectiveness as a 'change agent':

- A – a very effective 'change agent' who set out with a plan to create dramatic 'change' in America and accomplished their plan to create dramatic change in America.
- B – a person who developed a plan for dramatic 'change' in America, but only partially realized the effect of the changes they had planned.
- C – a person who developed a poor, unrealistic plan for 'change' in America and, as a result, never created the 'change' they had originally intended.
- F – this person should not be considered a 'change agent'. First of all, they probably never had a plan to create 'change'. Finally, if 'change' took place in America in their proximity, they didn't plan on the 'change' taking place; in other words, 'change' would have happened with or without this person.

Name of the Change Agent: **Carson**

Your Letter Grade for This Person's Performance as a Change Agent: _____

What This Person Intended to Change: _____

Reasons This Person Succeeded or Failed as a Change Agent: _____

ACTIVITY 4

Analysis: Proactive and Reactive. Two different words with opposite meanings. After determining the definition of each word, answer the following questions:

1. Do you consider Anne Mulcahy a proactive change agent while she was the CEO of the Xerox Corporation? Yes or No _____
2. Cite specific behavior or actions by CEO Anne Mulcahy to support your identification as a proactive change agent: _____

3. Identify one of the following Middle Period Change Agents as being 'proactive': Lincoln, Marshall, Carson, Clinton, Douglass, Ross, Jackson, Houston, Morse, or Gatling.

Which person, in your opinion, was 'proactive'? _____

Which person, in your opinion, was 'reactive'? _____

Cite behavior or actions by your aforementioned 'proactive' and 'reactive' Middle Period change agent to support your characterization of them.

Middle Period Proactive change agent behavior: _____

Middle Period Reactive change agent behavior: _____

4. Finally, is there an advantage to being either proactive or reactive? If so, explain why one is more advantageous than the other. Give well thought, well expressed reasons for your opinions. Each statement must be done with correct grammar and presented neatly.

ACTIVITY 6

Fact and Opinion: Identify each statement as either 'FACT' or 'OPINION':

1. Andrew Jackson is considered by some to be a great President of the United States.

2. Andrew Jackson caused the Panic of 1837. _____
3. The Cherokee 'Trail of Tears' was America's greatest national ignominy.

4. Because James Marshall was a reactive person, he squandered opportunities for great wealth. _____
5. John Ross was a logical choice to become the Principal Chief of the Cherokee.

6. Thousands of Cherokee died during their 'Trail of Tears' to Oklahoma.

7. Richard Jordan Gatling was born in North Carolina. _____
8. There is no weapon that could ever be invented to end all wars.

9. The American Elections of 1824 and 2000 resulted in Presidents being chosen who captured fewer popular votes than their opposing candidates.

10. The United States of America is a great country. _____

ACTIVITY 8

Cause and Effect:

Cause: what caused Abraham Lincoln to issue the Emancipation Proclamation when he did in January of 1863?

Identify the event that prompted Lincoln to issue the Proclamation when he did:

Who specifically did the Emancipation Proclamation 'emancipate'?

Effect: identify 2 short term effects and 1 long range effect of Lincoln's Emancipation Proclamation.

Short term Effect 1: _____

Short term Effect 2: _____

Long term Effect 1: _____

ACTIVITY 9

Creativity and Empathy Exercise

“The ability to imagine what has never existed is a person’s most important mental talent!”

The first step for creativity, the process of creating something new, begins with your imagination according to Jonah Lehrer, the author of the best selling book “*Imagine; How Creativity Works*”.

This exercise also develops empathy, an exceptional ability to truly understand the feelings and emotions of others. According to Jeremy Lifkin, the best selling author of “*The Third Industrial Revolution*”, your ability to empathize is as important as your ability to think critically, create, network, and collaborate! Your fulfillment as a person will remain elusive without empathy.

The following activity uses a major Middle Period event, The Battle of Buena Vista during the Mexican American War, as a confidence- building exercise to discover and trust your innate ability to imagine, create, and empathize.

I will assign students the role of playing one of the men summoned to a seminal yet imaginary meeting at the White House in October of 1847 to develop a plan to thwart the anticipated invasion of the United States by the Mexican army led by the nefarious General Antonio Lopez de Santa Anna.

If you are assigned one of the roles, I expect you to research the character you’re asked to play; you need to know your character’s background, their feelings toward the America government, the people who support your character, what your character will ask President Polk for his support, and the pro’s and con’s of giving support to President Polk. The student playing President Polk needs to know the backgrounds and agendas of each of the attendees as well as deciding, prior to the meeting, an acceptable outcome for his summit.

After observing the role play, the rest of the class will be asked to answer the questions listed below.

What if....

on February 22nd, 1847, Antonio Lopez de Santa Anna defeated the American army of future U.S. President, then Major General, Zachary Taylor, at the Battle of Buena Vista in Mexico? As a result of this defeat, President James Polk and other Democratic Party leaders’ public support begins to erode, giving greater credence and influence to the anti-war, Whig Party political rhetoric of John Quincy Adams and Henry Clay.

Santa Anna’s victory against the hated Americans at Buena Vista reverses the Mexican army desertion rate and soon exponentially increases enlistments! Likewise, the angry Comanche, Navajo, Ute, and Kiowa Indian nations join the growing Mexican army, naively believing their homeland restoration is more likely through an allegiance with Santa Anna rather than

American President Polk.

Santa Anna's army begins a blitzkrieg into northern Mexico, across the Rio Grande River and into Texas, apparently heading east toward Virginia. Political turmoil among Texas political leaders, Sam Houston and Stephen Austin, undermines any formidable, united resistance against the advancing Mexican army. The Whig Party's anti-war rhetoric increases as does their support among the American public and Congress after an American newspaper publishes an intercepted telegram from the British government offering support to Santa Anna in return for a strategic slice of real estate on the California coast. As Santa Anna's army moves into the territory of present day Oklahoma in the Fall of 1847, alarm for America's safety escalates among all politicians!

Consequently, on October 14, 1847, President James Polk assembles his Cabinet and Whig leaders John Quincy Adams and Henry Clay to discuss the country's options. From this meeting, invitations are sent to John Ross, Kit Carson, Frederick Douglass, Sam Houston, former Mexican President Jose Joaquin de Herrera, and New York Tribune Editor Horace Greeley, to join the President, Adams, and Clay for an unprecedented summit in Washington, D.C. to develop a plan to save the nation.

Questions -

- Why were these specific men invited to Washington?
 - Douglass
 - Houston
 - Carson
 - Adams
 - Clay
 - Ross
 - Polk
 - De Herrera
 - Greeley

- As these men collaborate to save the nation, what specific things would your character want in return for his cooperation?
- Was there any precedence in American history these leaders could refer to for a compromise like this?
- Has there ever been a similar, successful collaboration like this in American history?
- Why did America's 'concern' escalate as the Mexican army approached present day Oklahoma?
- If this compromise did, in fact, enable the United States to defeat Santa Anna, how would American history have changed for the next 20 years?
- If this compromise DID NOT, in fact, enable the United States to defeat Santa Anna, how would American history have changed?

ACTIVITY 13

Analysis, Evaluation, Creativity: The United States Census Bureau defines the 'mean center of population' as "the point at which an imaginary, flat, weightless, and rigid map of the United States would balance perfectly if weights of identical value were placed on it so that each weight represented the location of one person on the date of the census"; simply stated, it is a place found in a central location of the entire population of a state or country. As previously mentioned in this text (pg. 23), states and countries often use this location as the best place to locate a capital city.

If you were able to choose a better location for the capital city of the United States of America than its present location in Washington, DC, where would you locate it?

Name the city you believe to be the best location for the capital of the United States in 2009:

List reasons to justify this location for America's capital:

•

•

Evaluate the capital cities of the following states and countries as either 'good' or 'bad':

- | | | |
|----------------------------|-------------------------------|---------------------------------|
| •Boston, Massachusetts: | good <input type="checkbox"/> | or bad <input type="checkbox"/> |
| •Springfield, Illinois: | good <input type="checkbox"/> | or bad <input type="checkbox"/> |
| •Cairo, Egypt: | good <input type="checkbox"/> | or bad <input type="checkbox"/> |
| •Providence, Rhode Island: | good <input type="checkbox"/> | or bad <input type="checkbox"/> |
| •Albany, New York: | good <input type="checkbox"/> | or bad <input type="checkbox"/> |
| •Brasilia, Brazil: | good <input type="checkbox"/> | or bad <input type="checkbox"/> |
| •Miami, Florida: | good <input type="checkbox"/> | or bad <input type="checkbox"/> |

ACTIVITY 15

Empathy: Please read the lyrics from a powerful song written by Native American songwriter and activist, Buffy Sainte-Marie, in 1966.

After reading these lyrics, please describe your reaction to this song in a well written statement.
What were your thoughts as you read the lyrics to Ms. Sainte-Marie's song?

Buffy Sainte-Marie My Country 'Tis Of Thy People You're Dying

Now that your big eyes have finally opened
Now that you're wondering how must they feel
Meaning them that you've chased across America's movie screens
Now that you're wondering "how can it be real?"
That the ones you've called colourful, noble and proud
In your school propaganda
They starve in their splendor?
You've asked for my comment I simply will render

My country 'tis of thy people you're dying.

Now that the longhouses breed superstition
You force us to send our toddlers away
To your schools where they're taught to despise their traditions.
Forbid them their languages, then further say
That American history really began
When Columbus set sail out of Europe, then stress
That the nation of leeches that conquered this land
Are the biggest and bravest and boldest and best.
And yet where in your history books is the tale
Of the genocide basic to this country's birth,
Of the preachers who lied, how the Bill of Rights failed,
How a nation of patriots returned to their earth?
And where will it tell of the Liberty Bell
As it rang with a thud
O'er Kinzua mud
And of brave Uncle Sam in Alaska this year?

My country 'tis of thy people you're dying

Hear how the bargain was made for the West:
 With her shivering children in zero degrees,
 Blankets for your land, so the treaties attest,
 Oh well, blankets for land is a bargain indeed,
 And the blankets were those Uncle Sam had collected
 From smallpox-diseased dying soldiers that day.
 And the tribes were wiped out and the history books censored,
 A hundred years of your statesmen have felt it's better this way.
 And yet a few of the conquered have somehow survived,
 Their blood runs the redder though genes have paled.
 From the Grand Canyon's caverns to craven sad hills
 The wounded, the losers, the robbed sing their tale.
 From Los Angeles County to upstate New York
 The white nation fattens while others grow lean;
 Oh the tricked and evicted they know what I mean.

My country 'tis of thy people you're dying.

The past it just crumbled, the future just threatens;
 Our life blood shut up in your chemical tanks.
 And now here you come, bill of sale in your hands
 And surprise in your eyes that we're lacking in thanks
 For the blessings of civilization you've brought us,
 The lessons you've taught us, the ruin you've wrought us
 Oh see what our trust in America's brought us.

My country 'tis of thy people you're dying.

Now that the pride of the sires receives charity,
 Now that we're harmless and safe behind laws,
 Now that my life's to be known as your heritage,
 Now that even the graves have been robbed,
 Now that our own chosen way is a novelty
 Hands on our hearts we salute you your victory,
 Choke on your blue white and scarlet hypocrisy
 Pitying the blindness that you've never seen
 That the eagles of war whose wings lent you glory
 They were never no more than carrion crows,
 Pushed the wrens from their nest, stole their eggs, changed their story;
 The mockingbird sings it, it's all that he knows.
 "Ah what can I do?" say a powerless few
 With a lump in your throat and a tear in your eye
 Can't you see that their poverty's profiting you.

My country 'tis of thy people you're dying.



St. Marie
Performance

ACTIVITY 16

Talents and Mistakes: Every person, including YOU, has special talents. You're undoubtedly using some each day; others are waiting to be discovered. Sir Ken Robinson, Ph.D, is an internationally recognized leader in the development of human potential. He writes in his book "The Element: How Finding Your Passion Changes Everything": "we are all born with tremendous natural capabilities: powers of imagination, intelligence, feeling, intuition, physical and sensory awareness..... Talent expresses itself differently in every individual. Our personal challenge is to discover the thing(s) we do naturally well which also ignites our passions (excitement)... The Element is the place where the things we love to do and the things we're good at come together. Too many (of us) think we're not good at anything... One of our limitations is our understanding of how much potential we have for growth and change... Sometimes it takes others to help us recognize our real talents."

At this moment in your life, have you identified your special talent? Yes or No _____

If yes, please describe this special talent.

An important part of 'talent' discovery and development is the realization that mistakes provide valuable lessons. Most successful people, who are doing what they're good at and love to do, have found their Element from the lessons of their mistakes.

If you are comfortable doing so, share a mistake or failure in your life and then any lesson you learned from this mistake. Describe Your Mistake or Failure:

Describe The Lesson Learned From This Mistake: _____

What Can You Do To Discover Or Take Advantage Of The Natural Talent You Possess?

ACTIVITY 17

Analysis and Empathy

This activity introduces the word “**Metaphor**”. A ‘metaphor’ is a phrase, word, work of art, natural habitat, action, or other entity to reference an implied similarity with something else; ‘metaphors’ create comparisons between separate things; e.g. people, events, etc.

Throughout our text on the Middle Period of American history, there are several references to the plight of the American Indian . In the profiles of ‘Kit Carson’, ‘John Ross’, and ‘Andrew Jackson’, references to the **Navajo Long Walk** , the **Cheyenne Long March** , and the “Indian Removal Act of 1830” remind us of America’s insatiable appetite for Indian land. The Navajo, and Cheyenne, portrayed in our classroom text on the Middle Period of American History, weren’t alone. Maya, Inca, Apache, Ute, Comanche, and other Indian tribes were seemingly as confounded and certainly threatened by the foreign intrusion into their homeland.

The “**Na’vi**” are the fictitious, 22nd century, indigenous people of the planet Pandora portrayed in the December 2009 science fiction film “**Avatar.**” For those of you who haven’t seen the long awaited and critically acclaimed, “**Avatar.**” , it opened in movie theatres on December 18, 2009 throughout America. It has been speculated “**Avatar.**” cost close to \$300 million dollars to produce. The film sold more than \$232 million dollars in tickets the first weekend it opened in theatres throughout the world.



Do you see the film “**Avatar.**” as a ‘metaphor’ for the American Indian experience from the arrival of Christopher Columbus in the late fifteenth century through subsequent European intrusions onto the American continent?

If you feel “**Avatar**” is not a metaphor for the American Indian experience, simply write “No” and explain why you see no similarities between the experience of the portrayed in the film “**Avatar**” and the American Indian experience from 1492 through our readings of the Middle Period.

If you feel “**Avatar**” is a metaphor for the American Indian experience, simply write “Yes” and explain the similarities between the on their planet of and the American Indian experience on their homelands of the American continent.

In both cases, your answer should be well thought, expressed neatly, preferably computer printed, using perfect grammar, spelling, and punctuation. If you don’t have access to a computer, please email me or see me after class to discuss an alternative.

ACTIVITY 18

The Interview: The Art of Asking A Question:

First of all, think about this statement:

questions are more important than answers!

The challenge is to **'LISTEN'**, really listen.

Listening involves more than hearing words spoken; it's observing body language and detecting changes in a speaker's tone of voice.

There's a lot of information to be gathered beyond the words spoken.

Finally,

"The object of a question is to get information that matters to you and no one else."
(from the movie "Finding Forrester")

You should be motivated to ask a question to get information that's important to you. Don't worry about how others may react to your question. Get the information you're interested in. I only ask that you ask a question related to our topic, in this case, "change". Ask a question you feel is important to your understanding of the concept of "change" or the specific story of our "change agent".

You will have an opportunity during this class to ask questions of several visiting "change agents"; for instance, have they ever experienced their **ELEMENT**? Some of these "change agents" will be well known, others unknown to you; all, none the less, will have varying degrees of experience, failures, mistakes, and success.

I will provide a written profile of each visiting "change agent" prior to class. Your responsibility will be to ask a relative question, relative to you, our topic, and the information you seek.

Use the form on the next page with each guest appearance.

Always be respectful with each guest. Stand and introduce yourself before asking the question. Address the person by their name (Mr., Mrs., Miss – I will inform you of their preferred title). The words and tone of your question should be inquisitive, never confrontational. Once your question has been fully answered, 'thank you' is appropriate. If, however, you don't understand our guest's answer or you feel our guest may not have understood your question in its' entirety, feel confident to respectfully ask a follow up or clarifying question in order to determine if your initial question was understood or to get the full information you were looking for.

ACTIVITY 19

Observation, creativity, and Empathy

The power of a ‘brand’ It’s the perception others have of you, it’s the images that come to mind as soon as someone hears or sees you or your name.

For instance, what do you think about when you hear the name ‘Jay Z’ or see the ‘UnderArmour’ logo?

The same holds true for you. What do you hope comes to someone’s mind when they hear or see your name? What values (e.g work ethic, reliability, honesty, empathy, etc), what personality, what abilities do you want someone to think of when they see or hear your name? What opportunities do you want to create for yourself by the image of YOUR BRAND? If you don’t know the answer to these questions, you need to stop and get them answered quickly. How people think about you will determine whether you get the job you’re applying for, get into the college or grad school of your choice or get the date with the person you’re attracted to.

It’s about ‘brand,’ your brand.

Let’s start by asking you your perception of the following brands. **Describe what qualities you think about with each of the following brands :**

Example:



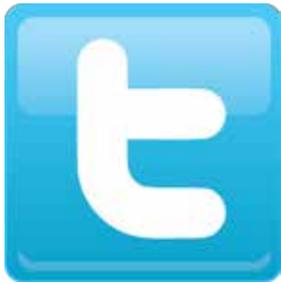
Perceived qualities: High quality. Dependable. Dapper; looks classy. Great technology and engineering. Safe. Foreign (German). Fuel efficient; great gas mileage. Expensive; not cheap!



UnderArmour logo



Angel Tavares



Twitter logo

not what you want, but who you are; how do others perceive you NOW?

YOU!





Marissa Mayer

Finally, use the image and idea of 'brand' to create a name tag that creates the perception you want other people to have of you. Trust your instincts; go and tap into it. Don't worry about failure or criticism; take the risk to express your creativity. The only thing I ask is for your brand to be tasteful and respectful of me and others in our room. **DON'T FORGET**, it's your brand; it's 'what you hope comes to mind whenever anyone, a potential employer, a college recruiter, a young woman or man you'd like to become friends with, sees or hears in your name?

I look forward to seeing your **PURPLE COW** name tag the next time we meet.

ACTIVITY 20

Data Collection, Analysis, Conclusion: The author of this text contends that not only was

*“technology and globalization were
catalysts for 21st century change;
they’ve done the same
in every century of United States of America history”*

Please acknowledge if you agree or disagree with this author’s contention. If you disagree, please explain your position in a well written composition why the technological changes and globalization in both the Middle Period of American history (1801 to 1859) and the first two decades of the 21st century (2001 to 2021) did little to affect Americans. Likewise, if you agree, please explain in a **well written composition** how changes in technology and globalization affected Americans during the Middle Period and first two decades of the 21st century of American history. Please site examples to support your position. Thank you.

Agree or Disagree: _____

Why:

Teacher Evaluation

I'm always looking for ways to improve this class. I need your candid, constructive criticism to do this. This response will be done anonymously; a person's name may inhibit some people from providing the constructive candor I hope to receive.

1. Here's a chance to grade the teacher. Select from the grade criteria listed below one letter grade for this class on "A Change Agent Profile".

Letter Grade:

A - Excellent. I found the class interesting. It made me think about about 'change' in my life and the things I need to do (e.g. building an effective, diverse network, getting out of my comfort zone, measured risk, perspectives on failure and mistakes and success, empathy, important interpersonal techniques like eye contact, smile, kindness, etc) if I am to fulfill my aspirations for success. Also learned life lessons from the life of the famous/infamous Peter the Great.

B - somewhat interesting. While not thought provoking (introspection), the class did enhance my knowledge of 17th and early 18th century western Europe and Peter the Great of Russia. The class didn't inspire my to evaluate my own ideas about personal change and various interpersonal skills and experiences for my success.

C - fair; unremarkable. Same old history class I experienced in high school. Nothing more.

F - waste of time. Did nothing for me. He and I should have stayed home.

2. Did I accomplish each of the following objectives? Please place a check in the appropriate column.

	very successful	partially successful	unsuccessful
<ul style="list-style-type: none"> • increased awareness and understanding of the concept of personal 'change' and 'change agents'. 	_____	_____	_____
<ul style="list-style-type: none"> • increased awareness and understanding of choices/changes to consider to enhance your immediate and future opportunities for personal success, e.g. your perception/their perception -which one matters!, networking, interviewing skills, interpersonal techniques like eye contact, the non-verbal message from your level of self esteem and body language, 'expressions of 'respect', the power of your smile, empathy, measured risk to get out of our confort zone, col-laboration, 'the supervisor of first impressions' 'asking', etc) 	_____	_____	_____
<ul style="list-style-type: none"> • increased awareness of Peter the Great and the life and leadership lessons from this historical 'change agent'. 	_____	_____	_____
<ul style="list-style-type: none"> • made you think about yourself; what you're presently doing to enhance your opportunities for future success 	_____	_____	_____

3. What, if anything, did you like about the class?

4. What, if anything, did you NOT like about the class?

5. Please list any recommendations to improve the effectiveness of this class. (Please feel free to write on the back of this sheet.)

5. The class guests: (check one)

- our class guests were a distraction; their presence in class and our conversations with them did not help me appreciate the concept of 'change' NOR the best practices for managing 'change.' _____
- our class guests helped me appreciate the concept of 'change,' the best practices for managing 'change' as well as causing me to think how 'change' affects my plans for 'success.' _____
- the class guests were entertaining but did not inspire me to consider 'changing' anything in my life. _____

6. Please list any recommendations to improve the effectiveness of this class. (Please feel free to write on the back of this sheet.)

CELEBRATED CHANGE PERSPECTIVES

“Change is avalanching upon our heads, and most people are grotesquely unprepared to cope with it.”

Alvin Toffler, “Future Shock”

**“Change is inevitable in a progressive country.
Change is constant”**

Benjamin Disraeli, 1804 – 1881. British statesman and novelist.

“There is nothing in this world constant, but inconstancy”

Jonathan Swift 1667 - 1745.

“Iron rusts from disuse; stagnant water loses its purity and in cold weather becomes frozen; even so does inaction sap the vigor of the mind”

Leonardo da Vinci 1452 – 1519.

“I do not know what I may appear to the world; but to myself, I seem to have been only like a boy playing on the seashore, and diverting myself in now and then finding a smoother pebble or a prettier shell than ordinary, whilst the great ocean of truth lay all undiscovered before me”

Sir Issac Newton 1642 - 1727

“God changes not what is in a people until they change what is in themselves”

The Koran

“God, give us grace to accept with serenity the things that cannot be changed, courage to change things which should be changed, and the wisdom to distinguish the one from the other.”

Dr Reinhold Niebuhr 1892-1971

“You are young, my son, and, as the years go by, time will change and even reverse many of your present opinions. Refrain, therefore, awhile from setting yourself up as a judge of the highest matters”

Plato.

Believing In Yourself

by Harvey Mackay

When I am interviewing potential employees, one of the traits that I look for is confidence. I'm not referring to hubris or arrogance, but someone who understands his or her ability and is not afraid to use it.

With the college football season underway, it reminds me of a revealing story my good friend Lou Holtz, the famous college coach who guided Notre Dame University to a national collegiate championship, told me when I helped bring him early in his career to coach the University of Minnesota football team in 1984.

"I was at a convention just after taking the job at North Carolina State," Lou said, "and I was talking to Wayne Hardin the coach at Temple University".

Hardin asked *"Lou, do you think you're the best coach in the country?"* Lou answered *"no way. I'm not even in the top 10"*.

"Well", Hardin said, "North Carolina State hired you because they think you are. If you don't act like you are, you shouldn't even be coaching".

According to First Draft by Ragan Communications, *"confidence doesn't come naturally to most people. Even the most successful people have struggled with it in their careers. The good news is that you can develop it, just like any muscle or character trait, if you're willing to work hard at it."* The better news: the following tips can help you strengthen your confidence. Here's what to try:

1. Don't compare yourself to others.

Focus on your own achievements and ambitions, not anyone else's. Other people will always be more successful than you at different stages of your life and career, and obsessing about them will only send your confidence plunging. Concentrate on identifying and improving your own unique strengths and skills.

2. Track your success.

Keep a log of your accomplishments large and small. Recording victories on a daily basis will make you feel more successful, and looking over your progress will boost your self-esteem. In addition, reviewing your achievements should give you some ideas for what to work on next.

3. Practice being assertive.

Take an active role in pursuing success, no matter how anxious you feel. Start by visualizing situations where you feel nervous, and picture yourself being assertive. Make these scenarios as vivid as you can so you'll be ready for them in real life.

Check your body language in a mirror, and practice good posture and a self-assured expression. Then, go out and take a few chances, measured risks, starting with low-risk situations. Once you've survived those, you can move on to bigger personal challenges. You may be surprised by how well practice makes perfect.

4. Accept that failure is not the end of the world.

Learn from your mistakes. Understand that the pursuit of perfection often limits your accomplishments. Many great achievements have been far from perfect, but were more than good enough to be proud of.

5. Step out of your comfort zone.

Push yourself beyond your known limits, and see how successful you can be. When you realize what you can accomplish, your confidence soars! Your potential is unlimited. You are the only one who can limit it.

6. Set goals.

Decide what you want to accomplish, both in career and personal life. Reaching goals is a tremendous confidence builder. It also spurs you to set higher goals.

7. Prepare to succeed.

Keep improving your skills and you will build confidence. Knowing that you are capable is central to a positive self-image. Take care of both your body and your mind. One of the greatest violinists of all time was **Niccolo Paganini**. Born in 1782, he had a long, illustrious career before his death in 1840. One day as Paganini was about to perform before a packed opera house, he suddenly realized he had walked out on the stage with a strange violin in his hands - not his own treasured instrument made by the master violin maker Guarneri. Panic stricken, but realizing he had no other choice, he began to play with all the focus and skill he possessed. Everyone agreed afterward that he gave the performance of his life. When he finished, the audience gave him a standing ovation.

In his dressing room after the concert, when he was praised for his superlative performance, Paganini replied *"today, I learned the most important lesson of my career. Before today, I thought the music was in the violin. Today, I learned the music is in me."*

Harvey Mackay is the author of the New York Times best seller *"Swim With The Sharks Without Being Eaten Alive"*. He can be reached through his web site www.harveymackay.com or by emailing him at harvey@mackay.com.

BIBLIOGRAPHY

"A Country of Vast Designs". Robert Merry. Simon & Schuster

"Blood and Thunder". Hampton Sides

"The Element: How Finding Your Passion Changes Everything."
Ken Robinson, Ph.D. Viking

"Change Or Die". Alan Deutschman. Regan.

"Sword of San Jacinto, A Life of Sam Houston." Marshall DeBruhl. Random House.

"Sam Houston. The Life and Times of the Liberator of Texas, an Authentic American Hero." John Hoyt Williams. Simon and Schuster.

"What Hath God Wrought: The Transformation of America, 1815 – 1848."
Daniel Walker Howe. Oxford.

"Bitterly Divided: The South's Inner Civil War". David Williams. The New Press

"The State of Jones". Sally Jenkins and John Stauffer. Doubleday.

"The Industrial Revolutionaries: The Making of the Modern World, 1776-1914". Gavin Weightman. Grove Press.

"The People's History of the United States: 1492 – Present."
Howard Zinn. Harper Collins.

"American Lion: Andrew Jackson in the White House". John Meacham. Random House.

"Team of Rivals: The Political Genius of Abraham Lincoln". Doris Kearns Goodwin.
Simon and Schuster.

"The Encyclopedia of North American Indians: Native American History, Culture, and Life From Paleo-Indians to the Present". Frederick E. Hoxie. Houghton Mifflin.

"Mr Gatling's Terrible Marvel: The Gun That Changed Everything and The Misunderstood Genius Who Invented It". Julia Keller. Viking

"The Birth Of Empire: DeWitt Clinton and the American Experience– 1769–1828"
Evan Cornog. Oxford.

"Mr Adams's Last Crusade: John Quincy Adams's Extraordinary Post-Presidential Life In Congress." Joseph Wheelan. Public Affairs.

"Giants: The Parallel Lives of Frederick Douglass and Abraham Lincoln". John Stauffer. Twelve.

"Complicity: How the North Promoted, Prolonged, and Profited from Slavery".
Anne Farrow, Joel Lang, Jenifer Frank, Ballantine Books.

U.S. Bureau of the Census; Internet Release date: June 15, 1998

"Dreams of Avarice, The First Generation of American Millionaires."
James Fitcher. Resident Dissertation Fellow, PEAS, Library of Congress Company. 2006

"America's best leaders", US News and World Report, November 2008

"The Third Industrial Revolution: How Lateral Power Is Transforming Energy, The Economy, and the World". Jeremy Rifkin. Palgrave MacMillan

"Land of Promise: An Economic History of the United States", Michael Lind, Harper

"Jacksonland: President Andrew Jackson, Cherokee Chief John Ross and A Great American Land Grab",
Steve Inskeep, Penguin Press.

TEXT COVER PHOTOGRAPH

The photograph gracing the cover of this text was taken by acclaimed Rhode Island photographer, Richard Benjamin. Mr Benjamin was born in Woonsocket, Rhode Island and attended Brown University before joining the United States Army. He served as an army publicity photographer. Upon his return to the states three years later, he worked as a photojournalist at the Times Union and Democratic & Chronicle newspapers in Rochester, New York. He soon moved on to Long Island, New York for another photojournalist assignment at Newsday before joining the Providence Journal and Evening Bulletin newspaper staff in 1969. He retired in 1996 and started a new career as a landscape photographer much of which capturing the natural and historic beauty of his native state of Rhode Island. Fine art prints of his photographs, which have appeared in several books and calendars, are sold exclusively at the three Picture This Galleries, two stores located in Providence, Rhode Island, on Weybosset and Wickenden Streets and another on Kingstown Road in Wakefield, Rhode Island.

For more information and a selection of Mr Benjamin's photographs, go to

www.picturethisgalleries.com

and click on

RichardBenjaminPhotography.

Mr Benjamin currently lives in Rehoboth, Massachusetts.

DESIGN

Melissa Cetlin, B.F.A in Graphic Design from the Rhode Island School of Design, designed the first edition of this text. Her portfolio can be viewed at:

www.melissacetlin.com

In January of 2010, Joe Tatulli completed a revision to the layout of the book while maintaining the integrity of Ms. Cetlin's design.

Joe Tatulli held the position of Digital Imaging Supervisor at TWOBOLT.

In 2012, Steve Cronin made further revisions to the design and layout of the text. Steve Cronin's enhancements were made possible by the patience and exceptional instruction of In Design software by Nicholas Decesare, Creative Director of TWOBOLT.

AUTHOR

Steve Cronin
President
TWOBOLT

More information about TWOBOLT can be found online: www.TWOBOLT.com

For more information about the Life Skills program -

www.hopeliveskills.com

Notes

