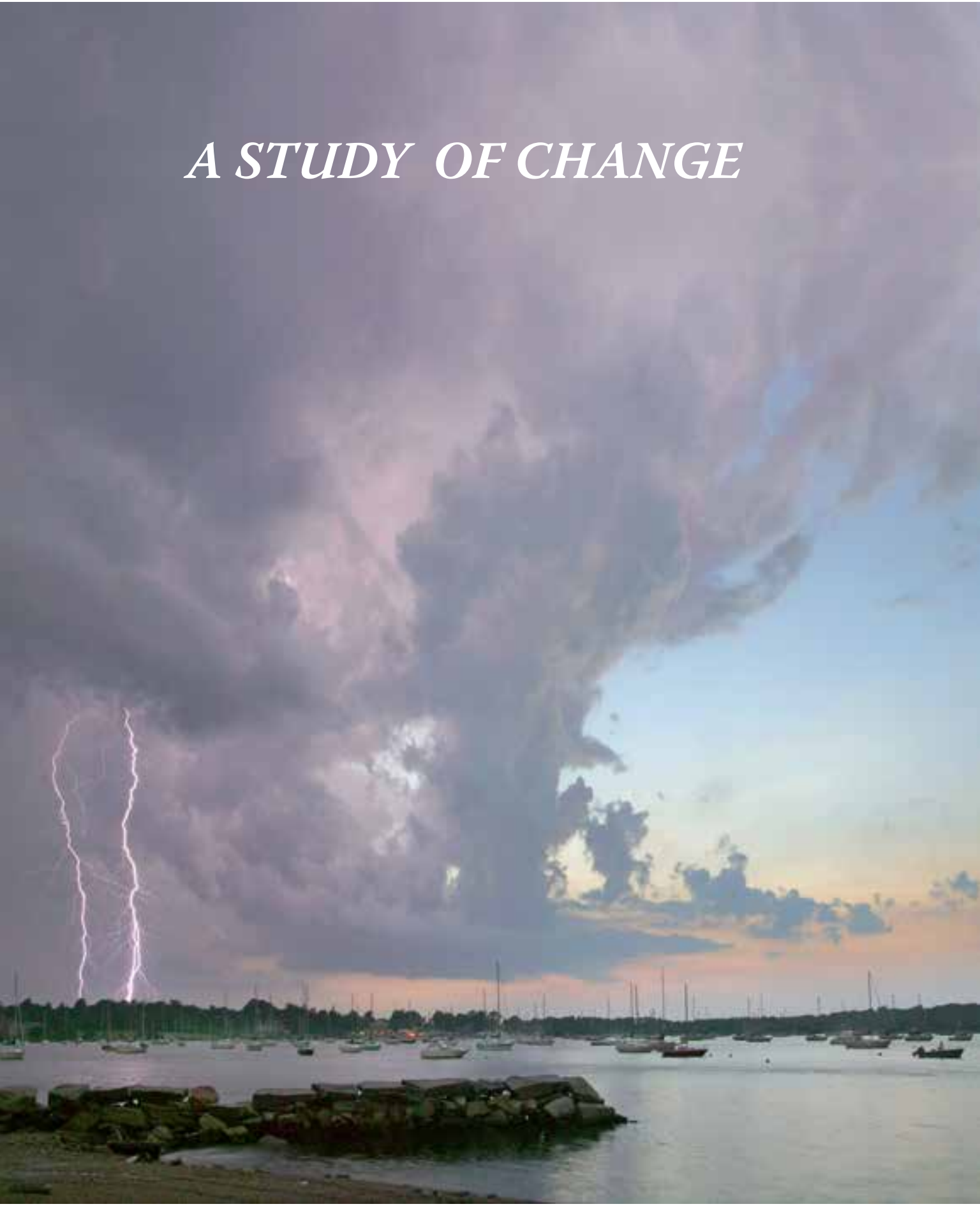


# *A STUDY OF CHANGE*





***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, onto a management position at the Follette Corporation and, in 2018, Columbia University graduate school for a Master's Degree in International Studies.*

# *A Study of Change:*

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

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# 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

*“Change is avalanching upon our heads, and most people are grotesquely unprepared to cope with it”. Alvin Toffler, “Future Shock”*

*“Change is inevitable. Change is constant”. Benjamin Disraeli, 1804 – 1881.*

*“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.*



# PREFACE

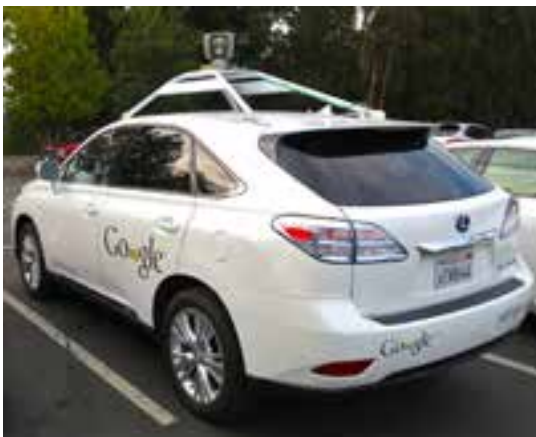
Let's start with a question.

***Do you think the world  
has changed  
over time?***

For instance, is the world any different today than it was at the beginning of the 20th century, in **1901**? If you answered 'yes', I agree! And, I think we're right. The world has and continues to change. And, now that we agree



the most popular car in 1910, was the Ford Model T, and the only color for a Model T was BLACK!



A 2018 Lexus RX450h retrofitted by Google for its self-driving, AUTONOMOUS, car project. AND, this car comes in lots of different colors. Google has named their autonomous car division, Waymo.

**the world continues  
to change,  
do you think it's prudent,  
or,  
in your best interest,  
to change with it?**

Is there a reason you wouldn't want to take advantage of new medicines? The 'life expectancy' of a person in 1900 was only 47 years. In 2018, a man's life expectancy is 78! And a woman's is higher! What about commercial air travel? None in 1910! What about



The Wright Brothers first airplane test flight was in 1903

**smart phones?** With cameras! And,





## FACE TIME?

### **‘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. Our arguably greatest president, Abraham Lincoln, most certainly did. This textbook is about ‘change’. The

stories of Abraham Lincoln and other change agents in this book will hopefully

**help you  
manage your ‘change  
and  
its 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 attempted 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 pins** 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 emancipation on December 20th, 1860 with South Carolina’s ‘*Declaration of the Immediate Causes Which Induce and Justify the Succession 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.

**Change, indubitably, requires  
courage.**

Change can be scary. But, most people who want to be successful, who want the best for themselves and their families, realize personal change is necessary.

**Change always takes  
hard work.**

Change requires **constant learning**, life time learning. To stay abreast of the constant changes in a world being changed by technology, you need to commit to continuous learning. If you don’t, your job may be eliminated by technology and without new skills, you may not have the

new skills required to find a new job. You most certainly will be left behind and jeopardize what ever success you have.

Constant learning and the personal change accompanying learning is helped by continually building **your network of successful, honest, humble, DIVERSE people.**

**If everyone in your network  
looks like you,  
has the same interests as you,  
is the same age as you,  
and  
comes from the same place  
as you,  
*“CHANGE  
your network”!***

**Otherwise,  
you are limiting  
your opportunities for  
lifetime success.**

A diverse network makes you smarter! A diverse network makes you curious. A diverse network builds your confidence. A diverse network creates more career opportunities for your lifetime success.

Please, push out of your comfort zone. Embrace change! Use your network. And, don't worry about mistakes; they will be your best teachers! Serguro!

I hope you find the reading of this book worth the time. It's intended to make you think, be curious, and realize you too can be a successful, honest, humble, and happy person.



*“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! Instagram! Twitter! **Alibaba! Am-**

**azon. 5G!! The IOT!** And, lots or parts of this ‘stuff’ is made in factories outside the United States. In your future,

**3D home printers  
will print  
the shoes and clothes  
you design  
on your home computer;**

**there is even 3D technology  
that builds houses!**

The clothes you design and make at home 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  
changes  
our lives  
at an  
accelerating  
pace.**

**Driverless cars** are legal 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 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,



the Google autonomous, in other words, driverless car



The android/robot, **Sophia**, pictured to the left and above speaking to reporters a 2017 conference on **Artificial Intelligence**. Sophia became a citizen of the country of Saudi Arabia. **Sophia's knowledge comes from continuous exposure and consumption of large amounts of NEW data.** Computer programmers continually re-write 'code' enabling Sophia to use all the data she's given to think and complete the tasks she is programmed to do. The photos below show the various stages of development of a robot.



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

**This equation above is 'Code'.**

It's part of a computer program

and/or mathematical formula; **code enables your mobile phone, autonomous vehicle, tablet, television, headphones, drone, the robots** pictured above 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, tomorrow, will 'code' or 'computer programs' need people to create them? hmmm; maybe not.





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.

## 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.*

**Many jobs will be eliminated by AI, their tasks taken over by robots, and algorithms.**

***Holograms** will allow a virtual version of you to be somewhere else. 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



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.

will do with the information about you.

Other changes in your life will occur. You'll have new friendships, get married, possibly children and grandchildren; loved ones unfortunately will die. You might move to a new city, state, even country. There are wars, blizzards, tsunamis, earthquakes, and fires. Do you think you 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 to you?



Mr & Mrs Shawn Corey Carter

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

**anticipate ‘change’...  
rather than**



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)

**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.

**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*



1843 photograph of Middle Period ‘Change Agent’  
John Quincy Adams

*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're certainly intelligent  
and you have  
special talents!**

You just don't realize this fact yet nor are you focusing on the right things to



make the most of your 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? How successfully do you manage your time?? As you'll see, most **successful 'change agents' manage their time well. They're always curious** and continually pursue answers to their questions. 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

**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’, and ‘mistakes’. Overcoming the ‘fear of failure helps you push out of your comfort zone.

**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 failed.**

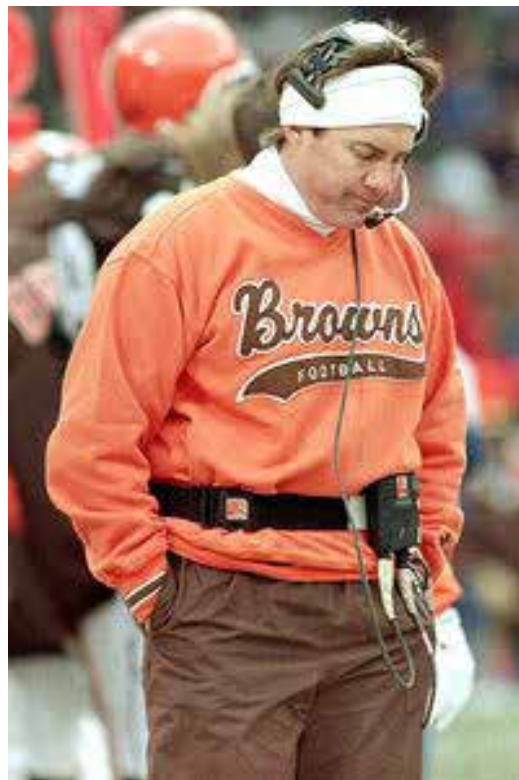
**Nhlanhla Nciza** is a founding member of the popular music group **Mafikizolo**. Despite a disappointing start to her music career when her first two albums performed poorly and later losing her only child in a car accident, Nhlanhla has persevered



Nh-

lanhla Nciza

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 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



New England Patriots coach Bill Belichick



Angel Taveras

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 under-

taking 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,



Successful designer, photographer, ever changing, ever learning owner of Kent Avenue Photography, Tara Cronin. **Tara was not afraid of change.** An Exercise Physiology science major in college hoping to be an athletic trainer or physical therapist, she finally figured out her passion was art and returned to school for an interior architecture and design certificate at University of California Berkeley. 5 years later she started her photography company.



you keep learning by refining old skills and learning new ones. Lifetime learning! We mentioned the impact AI (artificial Intelligence ) will have on jobs.

**Constant learning  
is necessary  
for 21st century jobs  
in an *ever-changing* world  
driven by  
technology and data.**

The  
**most important skills  
to learn  
in the 21st century  
are:**

- 1. critical thinking,**
- 2. communication,**
- 3. collaboration**
- 4. creativity**
- 5. ability to manage change**

**The next few pages  
present a few other people  
who  
**CHANGED**  
their their lives  
by**

- ♦ **being curious,**
- ♦ **working hard,**
- ♦ **learning new things,**
- ♦ **pushing out of their com-  
fort zone,**
- ♦ **continually networking,**
- ♦ **saying ‘thank you’**
- ♦ **exploiting the lessons  
from mistakes, failure,  
and disappointment**
- ♦ **and never, ever giving up.**

You, too, can bring change to your life to become the success you aspire to be..



Former Providence, Rhode Island Mayor Angel Taveras (left) networks with former 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.

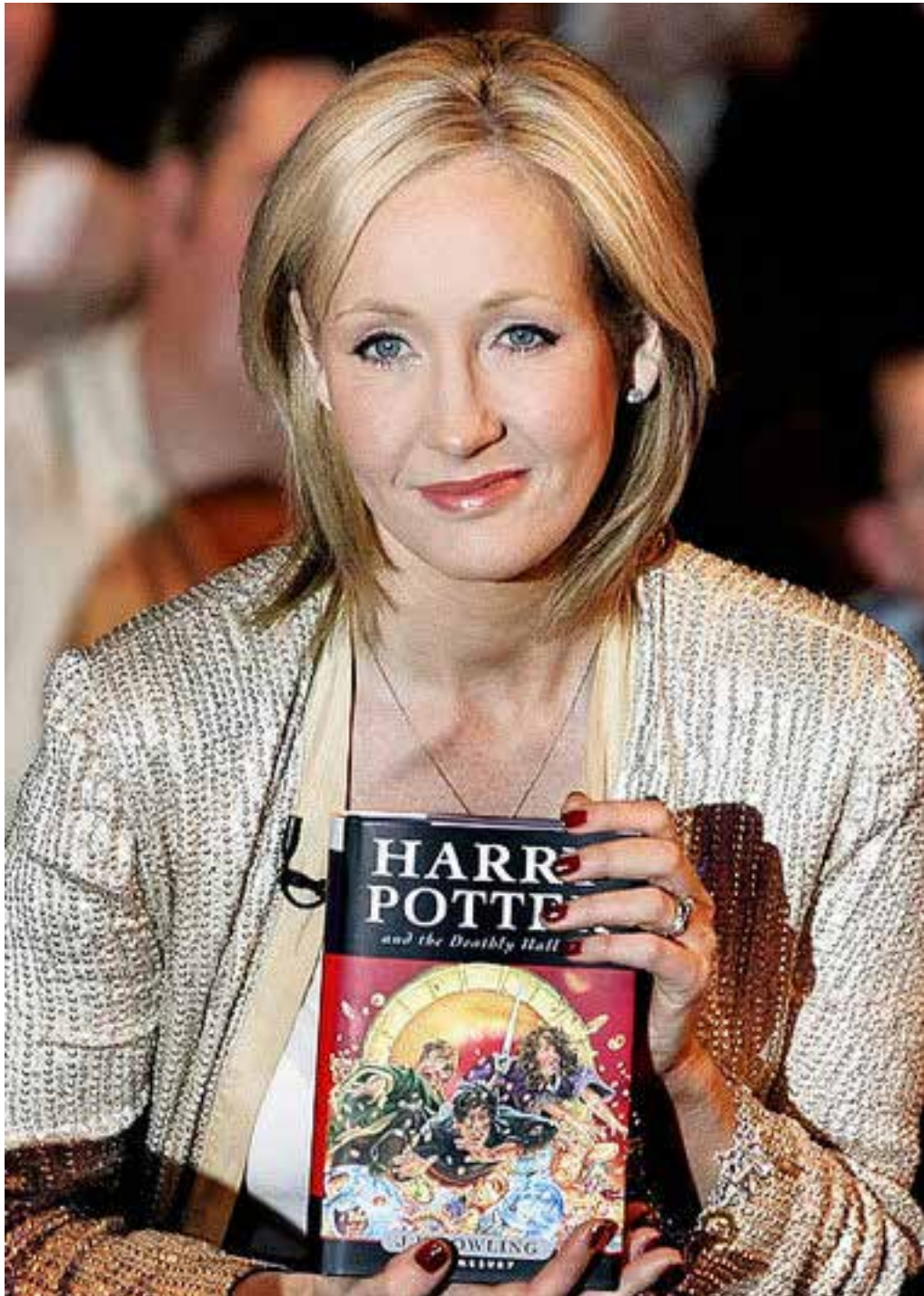


**Michael Jordan, NBA superstar, Minor League Baseball player, Business Man, and now Owner of the NBA Charlotte Hornets**



**United States Congresswoman and Registered Nurse, Karen Bass.**

**Ms** Bass has overcome personal tragedies along the way when her only child, daughter Emilia Wright, and her son-in-law Michael Wright, were killed in a car accident in 2006



**J.K. Rowling** has lived a “rags to riches” life from living on **public assistance** to being the **world’s first billionaire author**. Rowling has said her teenage years were unhappy. Her home life was complicated by her mother’s multiple sclerosis disease and her strained relationship with her father, with whom she is not on speaking terms. J.K. Rowliings own marriage failed after one year, and she was jobless with a dependent child. However, she said the failures in her life allowed her to focus on what she liked to do, write.



# 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-nights.*

***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!*

Marta's **willingness to push out of her comfort zone** and persevere through adversity created new opportunities for the career success she aspired to.





**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. In 2018, Marta entered **Columbia University graduate school** to pursue a Master's degree in International Studies with the Charles Rangel Fellowship to cover a significant amount of the graduate school costs. And, upon graduation, Marta has a job waiting for her in a United States Embassy in an international city to be determined.

Marta

**graduated  
from Georgetown University  
with 2 Bachelor degrees  
in  
Government AND Sociology.**

Marta's first job after graduating from Georgetown was district manager with the Follet Company, an international company providing a variety of educational products to schools, colleges, and public libraries throughout the United States. Marta managed the southern Florida district for Follet while also becoming an adjunct professor at Miami - Dade Junior college, the second-largest college in the United States with over 100,000 students.

***Marta then decided  
she wanted 'change',  
doing something different,  
somewhere else in the world.***

That meant **back to school**. Marta applied and was **accepted** at one of **America's most prestigious colleges, Columbia University** in New York City, in their *International Affairs* program. Furthermore, Marta was awarded the **Charles Rangel Fellowship, a scholarship** for advanced studies, that paid a significant part of her tuition at **Columbia University**.

After graduating from Columbia University, Marta was accepted into the



**United States Government  
State Department  
as a Foreign Service Officer  
assigned to the  
United States Embassy  
in the capital city of Vientiane  
in the country of Laos.**



**WHAT'S THE NEXT  
CHANGE FOR MARTA?**

In **2023**, Marta was given a new State Department assignment to serve in the **United States Embassy** in the central American country of **Honduras**.

# 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. As Wikipedia notes, through his business ventures, Jay-Z became the first hip-hop billionaire in 2019. In 1999, he founded the clothing retailer Rocawear, and in 2003, he founded the luxury sports bar chain 40/40 Club. Both businesses have grown to become multi-million-dollar corporations, and allowed him to start up Roc Nation in 2008. In 2015, he acquired the tech company Aspiro and took charge of their media streaming service Tidal. In 2020, he launched Monogram, a line of cannabis products. 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.*"



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

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

*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 Buffett**, arguably the world's most successful entrepreneur and 3rd richest person in the world, to talk about investing, philanthropy, and*

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

Today, As of 2023, he is currently the wealthiest musical artist in the world with a

**net worth of \$2.5 BILLION!!!**



# 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 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's  
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  
for their products.**

***to sell as well as  
the delivery services***

*to get the products to the customers, financial services for payments, and the data for marketing. We don't want to be like Walmart. We don't want to sell anything; we want to help Chinese companies sell their stuff. By 2025, we want to extend our service to companies all over the world, that is, Indian, African, Malaysian companies. All companies."*



***"Alibaba doesn't sell  
anything!"***

Ma claimed at a Stanford University interview with Stanford students in 2015

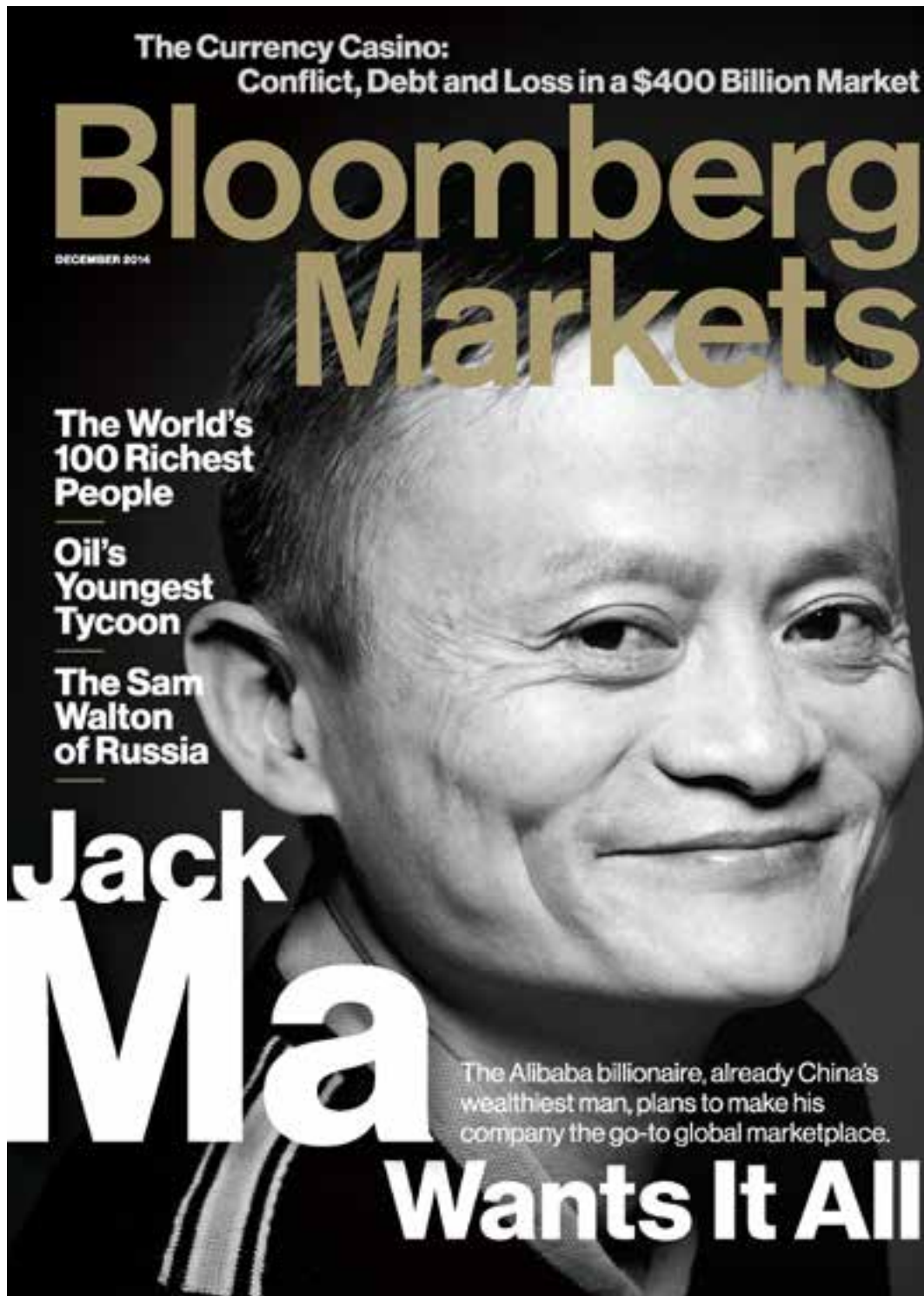
***"Alibaba helps companies  
sell their products and services  
to customers.***

***We provided the platform  
on the internet***

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. Buy-





ers 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**

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

**an insatiable desire**  
**to learn**  
**new things**

to become a better person. It's also

**a little luck,**  
**created by**  
**constant networking,**

**and**  
**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 constant.**

**It does not pause.**



**Sophia**, the robot and a citizen of the country of Saudi Arabia

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

(colin casey)



*'Change'* often presents itself as a challenge,  
 accompanied by anxiety,  
 but always with OPPORTUNITY!



Instead of reacting to **change**, *'anticipate'* it, *'imagine'* it;  
 then, **'CREATE' IT!!!**

## 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**)!

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#### 20 Largest Population Centers: 1810

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Rank	Place	Population
1	New York city, NY	96,373
2	Philadelphia city, PA	53,722
3	Baltimore city, MD	46,555
4	<b>Boston town, MA</b>	<b>33,787</b>
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	<b>Providence town, RI</b>	<b>10,071</b>
12	Richmond city, VA	9,735
13	Norfolk borough, VA	9,193
14	Washington city, DC	8,208
15	<b>Newport town, RI</b>	<b>7,907</b>
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	<b>Nantucket town, MA</b>	<b>6,807</b>

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#### 20 Largest Population Centers: 1860

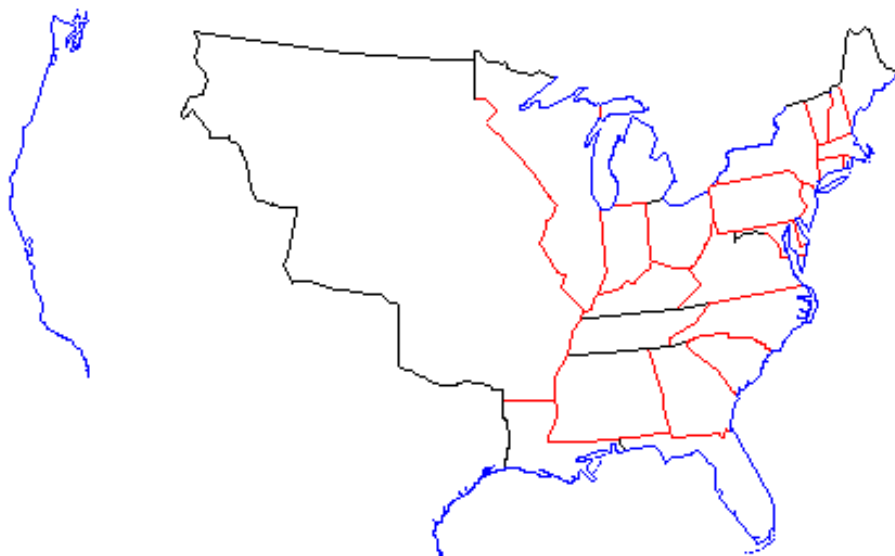
1	New York city, NY	813,669
2	Philadelphia city, PA	565,529
3	Brooklyn city, NY	266,661
4	Baltimore city, MD	212,418
5	<b>Boston city, MA</b>	<b>177,840</b>
6	New Orleans city, LA	168,675
7	Cincinnati city, OH	161,044
8	St. Louis city, MO	160,773
9	Chicago city, IL	112,172
10	Buffalo city, NY	81,129
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	<b>Providence city, RI</b>	<b>50,666</b>
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



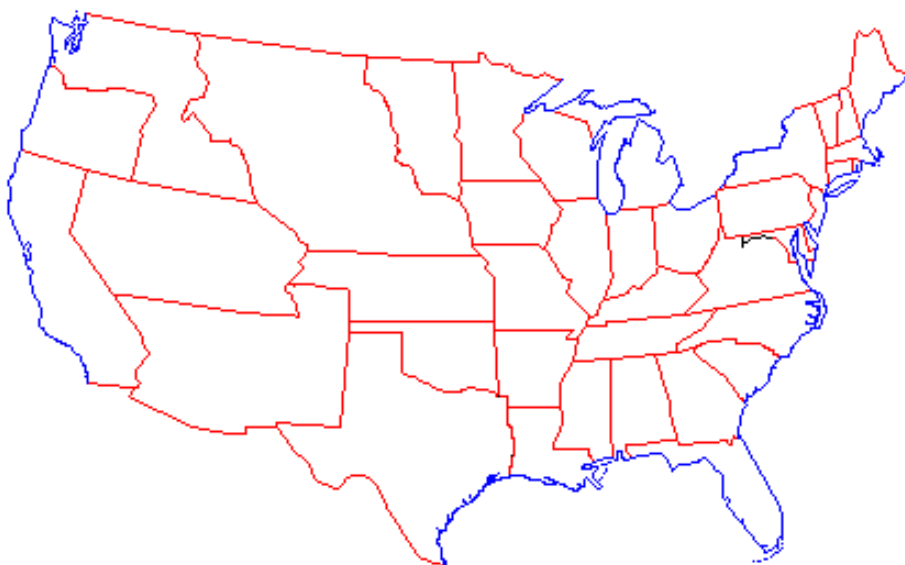
## 1810 Map of the United States

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: 2023

rank	city	population	% <b>CHANGE</b> from 2020
1.	New York, N.Y	7,88,1212	<b>-10.09</b>
2.	Los Angeles, Calif	3,769,4485	<b>- 3.09</b>
3.	Chicago, Illinois	2,608,425	<b>- 4.86</b>
4.	Houston, Texas	2,264,876	<b>- 1.53</b>
5.	Phoenix, Arizona.	1,651,886	<b>+ 2.48</b>
6.	Philadelphia, Penn	1,527,886	<b>- 4.55</b>
7.	San Antonio, Texas	1,479,453	<b>+ 2.87</b>
8.	San Diego, California	1,425,976	<b>-0.82</b>
9.	Dallas, Texas	1,259,047	<b>- 3.36</b>
10.	Austin, Texas	966,970	<b>+2.33</b>
11.	Jacksonville, Florida	962,970	<b>+1.33</b>
12.	Fort Worth, Texas	961,885	<b>+4.26</b>
13.	San Jose, Calif	892,533	<b>-7.92</b>
14.	Columbus, Ohio	907,865	<b>+1.24</b>
15.	Charlotte, NC	872,498	<b>+1.02</b>
16.	Indianapolis, Indiana	871,449	<b>+1.24</b>
17.	Seattle, Washington	725,487	<b>- 1.72</b>
18.	San Francisco, Calif	717,725	<b>-17.74</b>
19.	Denver, Colorado	716,492	<b>- 2.56</b>
20.	Oklahoma City, OK	702,455	<b>+2.2</b>

NB- these populations numbers include number of people living within city boundaries NOT including suburbs, i.e. NOT the entire metropolitan area. (World Population Review.com)

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<sup>(1)</sup> 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

<sup>1)</sup>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



# HOW THE LOWER 48 STATES (MINUS ALASKA & HAWAII) CAME TO BE



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<sup>(2)</sup> 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 Americans looked for a better way of life.

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**(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.

**‘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.

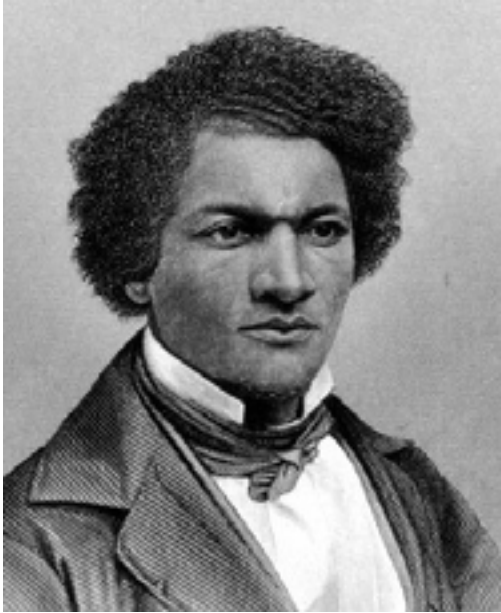
**The Irish weren't wanted.  
Most help wanted and job  
ads were often followed by  
'NO IRISH NEED APPLY'.**



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  $\frac{1}{4}$  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 children(4) 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,

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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

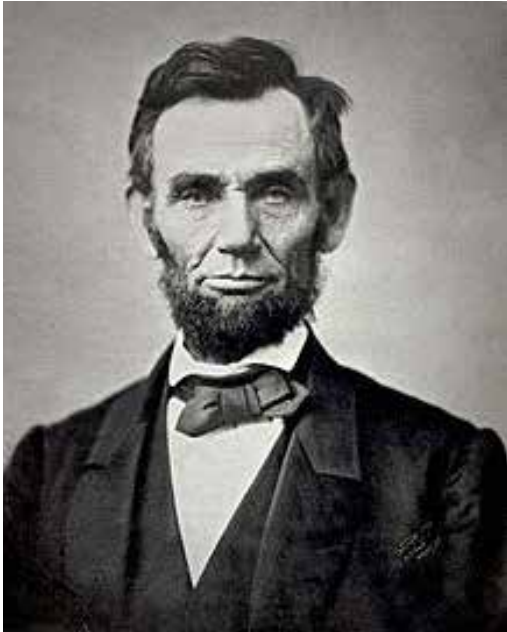
to family members on her disappointment with the President. She eventually decided to visit the White House in 1862 to engage Lincoln in conversation on the matter. Biographer Constance Mayfield Rourke wrote that *"she decided that*

*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



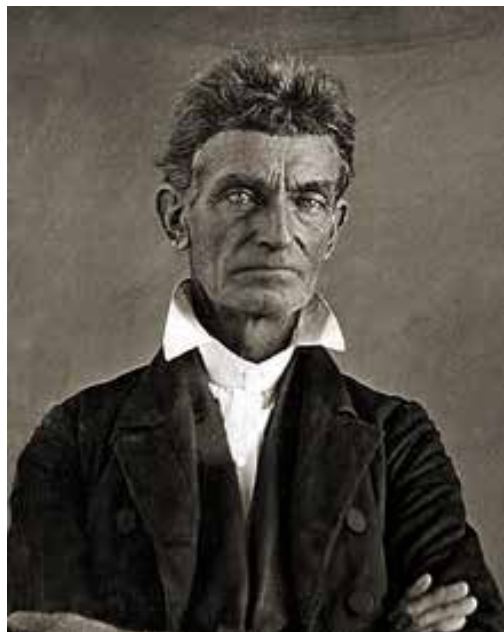


President Abraham Lincoln

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 mule's 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.

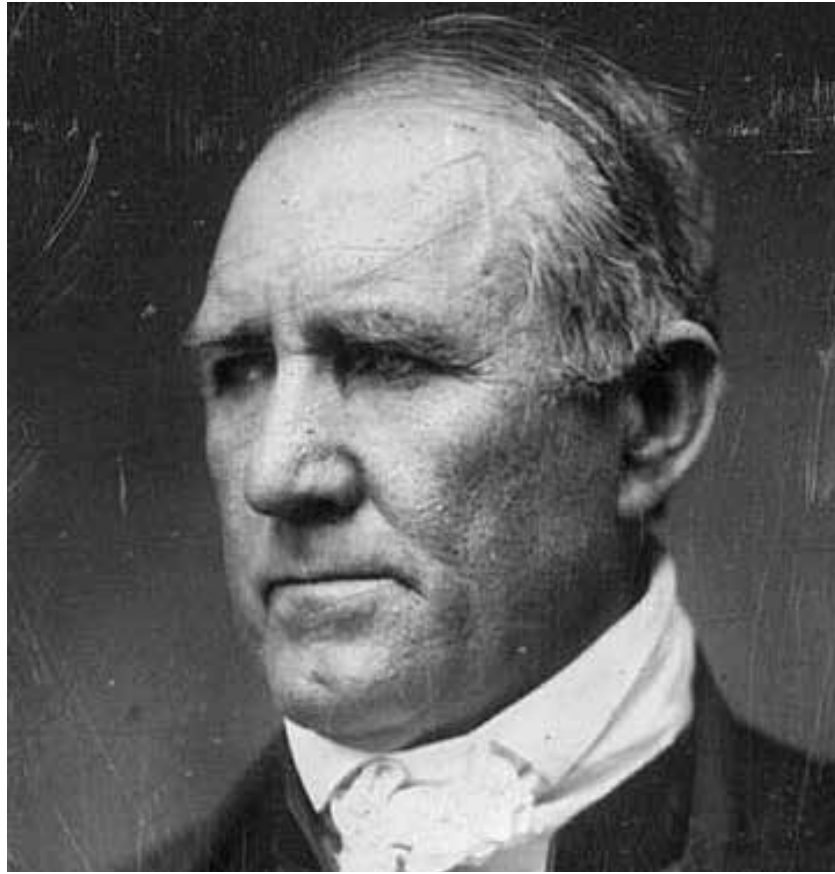
Christopher “Kit” Carson died of an aneurysm of the aorta at 4:25pm on May 23rd, 1868, about one month after his wife, Josefa, died in childbirth. His last words were “*Doctor, compadre, adios*”. With all his notoriety in books and newspapers, Carson died a poor man, with little to no money. There were 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 **Carolin**as 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 Stanbery 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. Stanbery 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-

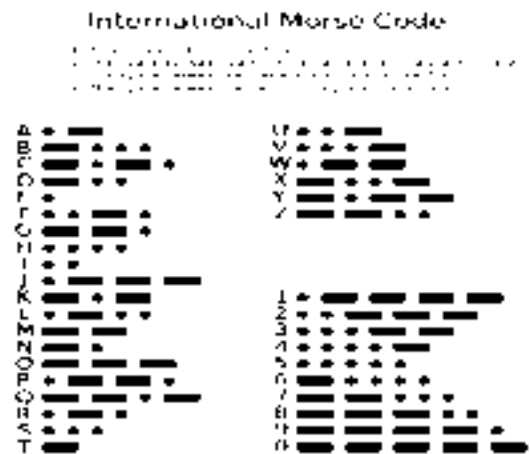




1840 photograph of Samuel Morse

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



later, however, a determined Morse reappeared 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 Deer-slayer*" 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 miniture 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."*

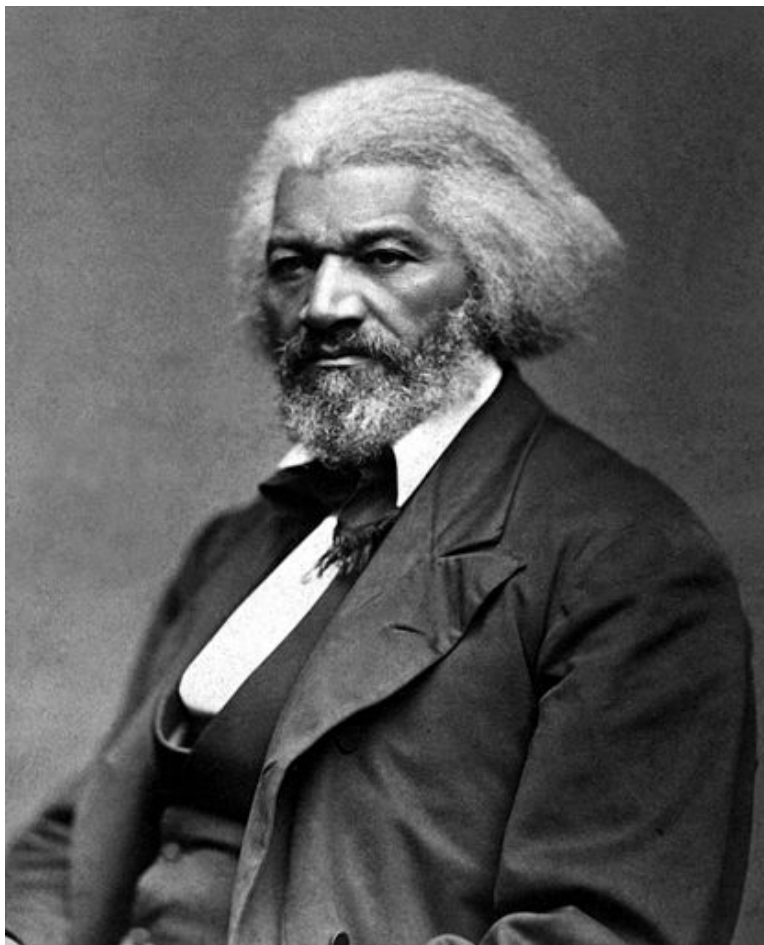
Samuel Morse died of pneumonia at his home on April 2nd, 1872.



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.

***“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**<sup>(5)</sup> 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.

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(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, **Thur- low 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**



Shown in the presidential booth of Ford's Theatre, from left to right, are assassin John Wilkes Booth, Abraham Lincoln, Mary Todd Lincoln, Clara Harris, and Henry Rathbone.

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 updated autobiography, Douglass referred to Lincoln as *“our greatest President.”*

**Following the**  
**death of Lincoln,**  
**Douglass supported**  
**Andrew Johnson,**  
**Lincoln’s Vice President.**

Despite being a Democrat Party leader, Johnson had been outspoken in his support of the Union when the Southern, Democrat Party controlled states like Mississippi, Louisiana, South Carolina,



1859 portrait of **Andrew Johnson** by artist Julian Vannerson

etc succeeded from the Union.

**Lincoln and Johnson  
ran **together** as part of  
the **National Union Party**  
in the Election of 1864.**

The National Union Party was a **temporary name** used by the Republican Party and members of other political parties who remained loyal to the Union to attract those who may not have voted for the Republican Party during the Civil War.

**Johnson, a former  
Democrat governor from the  
Confederate state of  
Tennessee,**

**cultivated  
a **national BRAND**  
of unwavering and genuine  
**loyalty**  
to the Union  
and  
TO **ALL** AMERICANS,  
WHITE AND BLACK.**

Despite his support of slavery prior to 1863 and owning slaves, he **suddenly** and **surprisingly** announced during a speech in Nashville in August of

**1863 he was opposed to  
slavery  
calling it  
a “**cancer on our society**”  
and  
the need to emancipate**

American slaves.

Andrew Johnson was an exceptional public speaker, electrifying his audiences with great passion and energy, all the while, with **no notes**. In an October 24, 1864 speech in Nashville, Tennessee to several thousand African Americans, Johnson called for “*freedom, full, broad, and unconditional rights to every man in Tennessee... as in the days of old, a MOSES might arise who should lead African American safely to their promised land of freedom and happiness!*”. Many in the crowd shouted

**“YOU ARE OUR MOSES!!”**

Johnson also spoke publicly, numerous times, about his opposition to the secession of the Confederate states and the need to punish Confederate leaders and slave owners responsible for the Civil War.

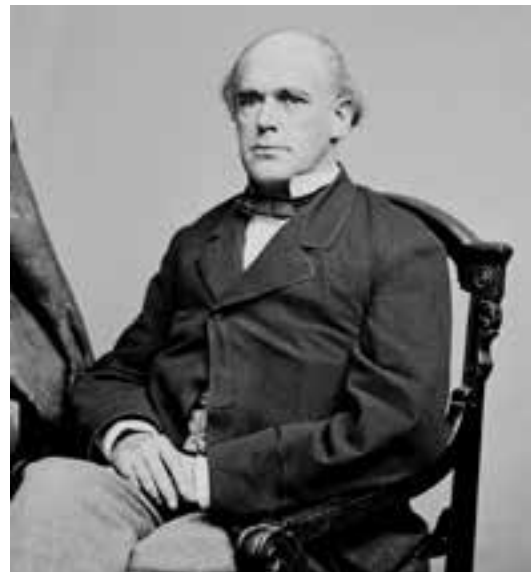
**Frederick Douglass's support  
of Andrew Johnson,  
the '*Black Moses*,  
was short-lived.**

Johnson, as President, went from advocating for equal rights for all freed slaves and punishing Confederate leaders to pardoning all Confederate leaders and all males loyal to the Confederacy during the War as well as approving ex-Confederate leaders to resume important government positions in the Southern states of the former Confederacy. Johnson also did NOT allow freed slaves to assume any government positions in the former Confederate states (Mississippi, South Carolina, etc).

**Like too many politicians,  
THEN AND NOW,  
*Andrew Johnson*  
was **duplicitous****

by *promising one thing during a political campaign and doing something much different once in office.* From 19th century **Democrat President Andrew Johnson** to too many politicians before and after, the allure of power and political influence, and, for those from humble origins like Johnson, the wealth opportunities accompanying important political posi-

tions not limited to the American Presidency, **eviscerated once espoused, important leadership values like honesty, empathy, and '*doing what's best for the entire country not just one's constituency*'**. Hubris, greed, and pitting one group of Americans against another group of Americans have divided the country over economic, social, and religious beliefs. Frederick Douglass's mission became exposing the hypocrisy and evil of politicians. **Andrew Johnson and Salmon Chase were at the top of his list.** **Salmon** Chase was a long-standing, outspoken, *pre-Civil War Republican* Supreme Court Justice, and Republican Governor of Ohio and strident **abolitionist** who suddenly became a **post-Civil War Democrat**. *Chase became* an ally and advisor of Andrew Johnson AND former Confederate President, Jefferson Davis, during Johnson's impeachment trial and Davis's treason trial. Chase eventually switched political parties and campaigned for the **Democrat Party** nomination for the



Photograph of **Salmon Chase** by famous American photographer, Mathew Brady, circa. 1860





Chase served as Secretary of the Treasury in President Lincoln's cabinet from 1861 to 1864. During this period during the Civil War, there were two great changes in the American financial, monetary system: #1. the establishment of a national banking system and, #2, the issue of national paper money. Chase suggested the idea and coaxed the Congress to approve these ideas. It quickly secured a market for the government to sell bonds, i.e. essentially a loan the government promise to pay back **PLUS** the fixed interest rate (an extra cost for borrowing the money) within a specified time to the person or institution (bank, foreign government, company, etc) which buys the bond. Chase promised that the Union (government) could sell debt owed in the bond sale to pay for the Union's expenses during the Civil War. The first U.S. federal currency was the greenback demand note that was printed in 1861–1862 when Chase was the Secretary of the Treasury. **Chase used the the new paper currency to PROMOTE HIMSELF BY PUTTING HIS IMAGE ON THE CURRENCY** (see above photo). Chase put his face on a variety of U.S. paper currency, starting with the \$1 bill, to further his political career. **CHASE WANTED TO BE PRESIDENT.**

To honor Chase for introducing the modern system of bank notes, the US government put his face on the **\$10,000 bill** printed from 1928 to 1946. Chase was instrumental in placing the phrase "In God We Trust" on United States coins in 1864. Large denominations of United States currency greater than \$100 were circulated by the United States Treasury until 1969. Since then, U.S. dollar bank notes have only been issued in seven denominations: **\$1, \$2, \$5, \$10, \$20, \$50, and \$100**. Although they are still legal tender in the United States, high-denomination bills were last printed on December 27, 1945, and were officially discontinued on July 14, 1969, by the Federal Reserve System[10] due to 'lack of use'. The **\$5,000 and \$10,000 bills** had effectively disappeared well before then.

The Federal Reserve began taking high-denomination currency out of circulation and destroying large bills received by banks in 1969. As of May 30, 2009, only 336 \$10,000 bills were known to exist, along with 342 remaining \$5,000 bills and 165,372 remaining \$1,000 bills. Due to their rarity, collectors pay considerably more than the face value of the bills to acquire them, and some are in museums in other parts of the world.

For the most part, these bills were used by banks and the federal government for large financial transactions, which was especially true for gold certificates from 1865 to 1934. However, the introduction of electronic money systems has made large-scale cash transactions mostly obsolete, and along with concerns about **counterfeiting** and the use of cash for unlawful activities (such as **drug trafficking and money laundering**), it is unlikely that the U.S. government will reissue any large-denomination currency (wikipedia)





The United States **\$10,000 bill** with Salmon Chase's face adorning the bill.

Presidential Election of 1868 against Republican **Ulysses S. Grant**. Chase did not win the nomination from the Democratic Party.

### Frederick Douglass portrayed Salmon Chase as an 'evil' man.

Douglass castigated Chase saying "*he was an abolitionist for 30 years before selling his soul*" to the **racist, Jim Crow Democrat Party** governing the states of the former Confederacy "*simply to achieve his political goals*". Douglass felt the same about Andrew Johnson. **W.E.B Dubois**, famous American sociologist, historian and civil rights activist, added **Andrew**



1907 photograph of **Du Bois** by James E. Purdy

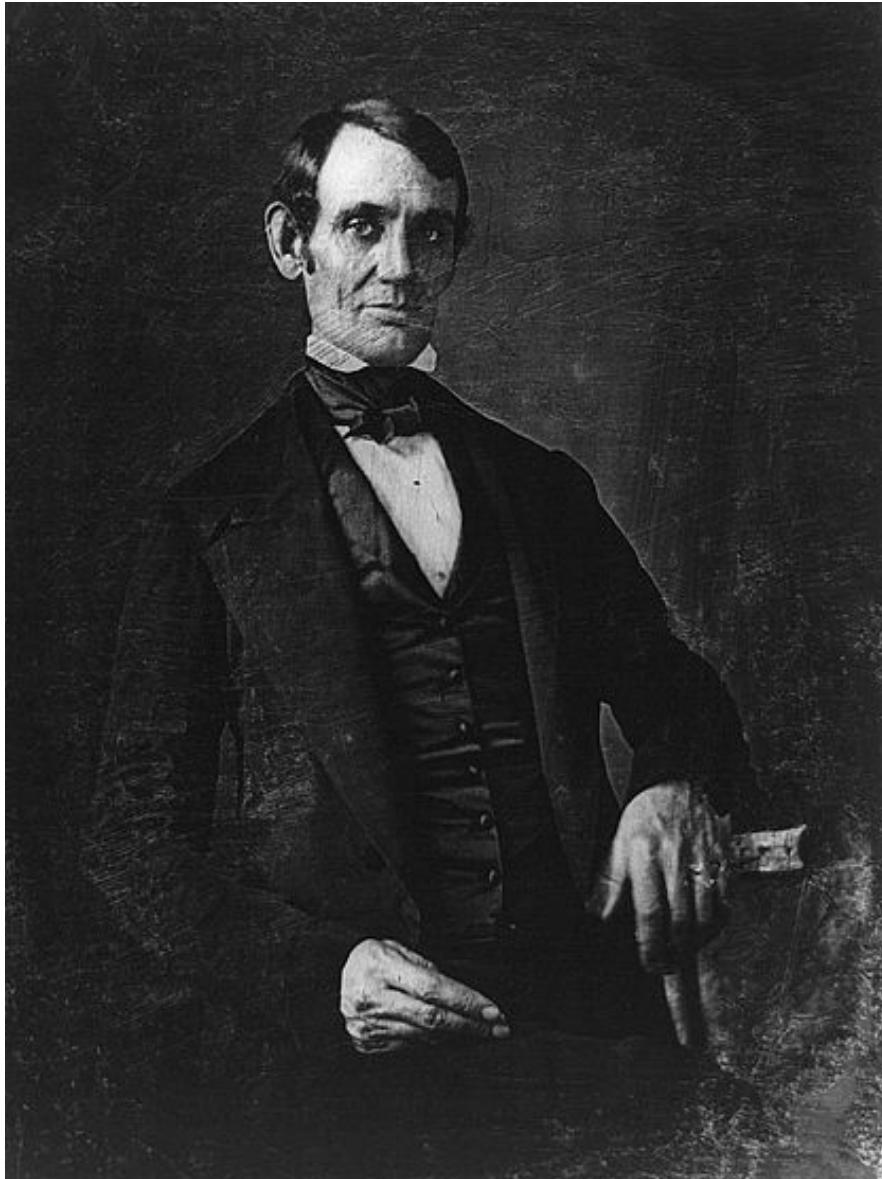
Johnson was "*the most pathetic figure in American History*".

Frederick Douglass, while angered and frustrated, was not deterred by the ongoing challenges and failed promises Black America experienced after Reconstruction ended with the **dirty deal** brokered by Democrats and Republicans in the Election of 1876. This deal caused an increase in **lynchings** of black Americans starting in the 1870s by the **Ku Klux Klan** and other racist groups, especially in the Democrat Party controlled southern states (Louisiana, South Carolina, etc). Douglass decried the denial of Constitutional liberties like "*equal access to schools, transportation, and voting booths*" for Black America in all parts of the United States writes historian Robert S. Levine in his noteworthy book '*The Failed Promise: Reconstruction, Frederick Douglass, and the Impeachment of Andrew Johnson*', Frederick Douglass persisted in his many speeches and writings after the 1870s until his death in 1895. "*While Douglass lamented the nation's retreat from the accomplishments of Reconstruction, he saw progress*" and persevered writes historian Levine.

***"Frederick Douglass was always capable of bursts of optimism even during the bleakest times."***

**Frederick Douglass died**, of a heart attack, in February, 1895. He was buried 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 Mathew Brady

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.*”

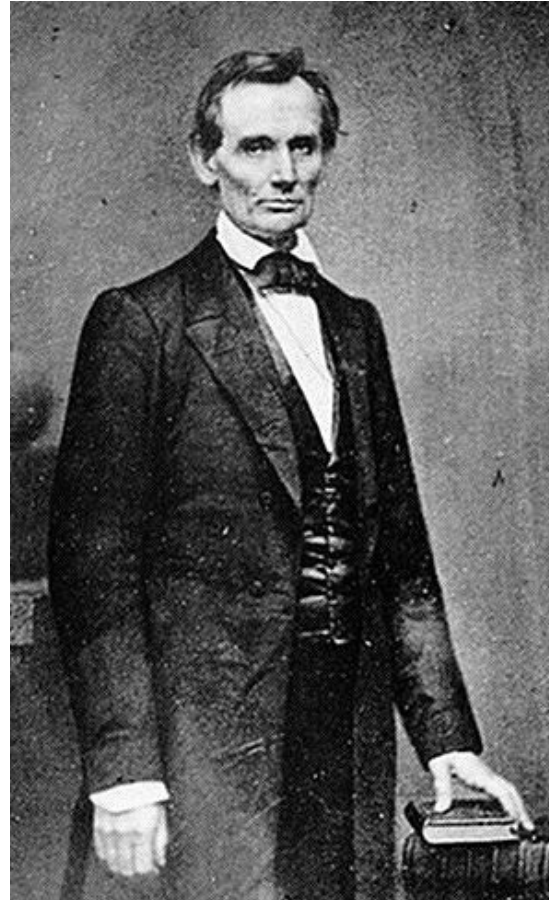
**Lincoln lost  
another election,  
this time against Douglas  
but, in the process, became  
a national figure**

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***

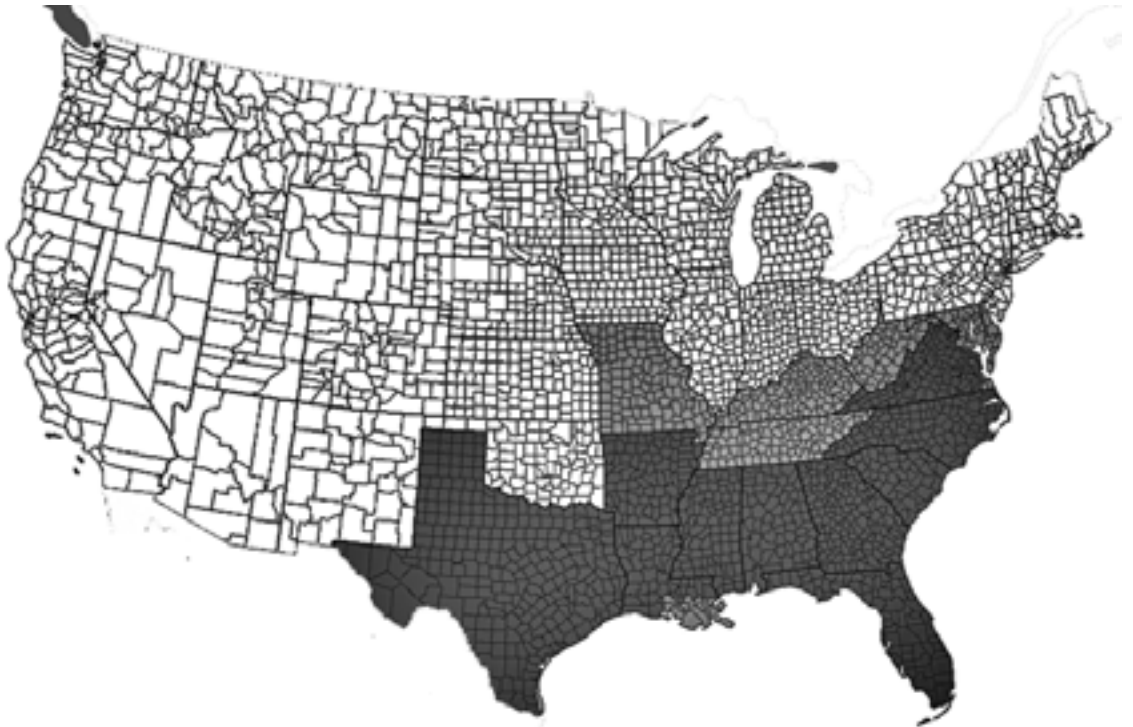
***Divine Will, and  
that it was his duty  
to move forward  
in the cause of emancipation”.***

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.



**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

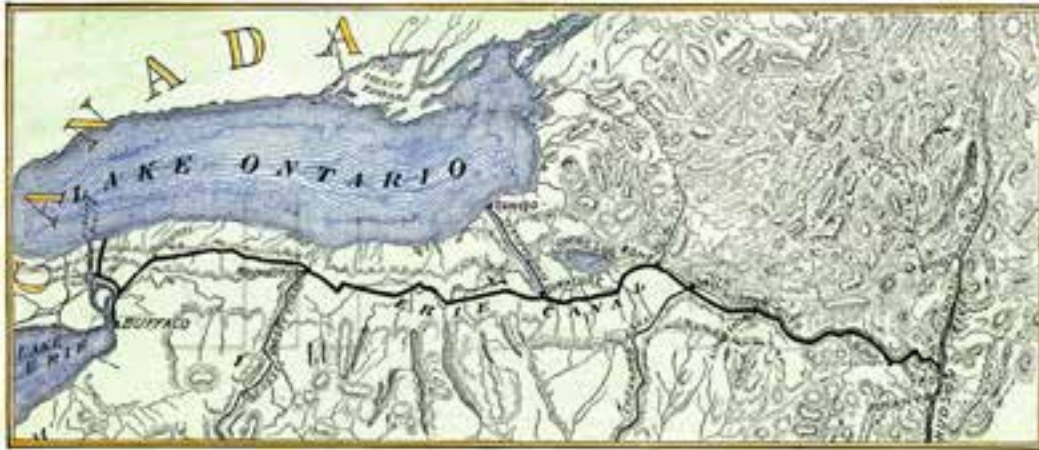
family and friends. Senator Clinton also felt financial pressure from the low paying salary of a US Senator. The high cost of supporting his growing family and two residences, New York and Washington, was significant. The salary of the Mayor New York was \$10,000, substantially more than a US Senator 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



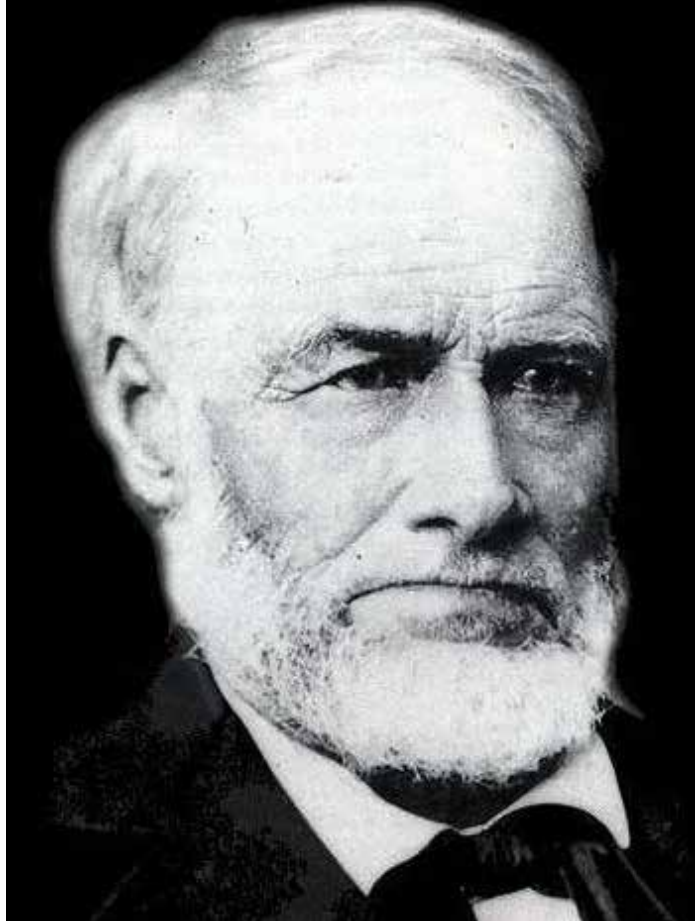
DeWitt Clinton High School, located in different locations in New York City throughout its existence, was purportedly the 'largest high school in the world' in 1930 with 12,000 students.



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!'***

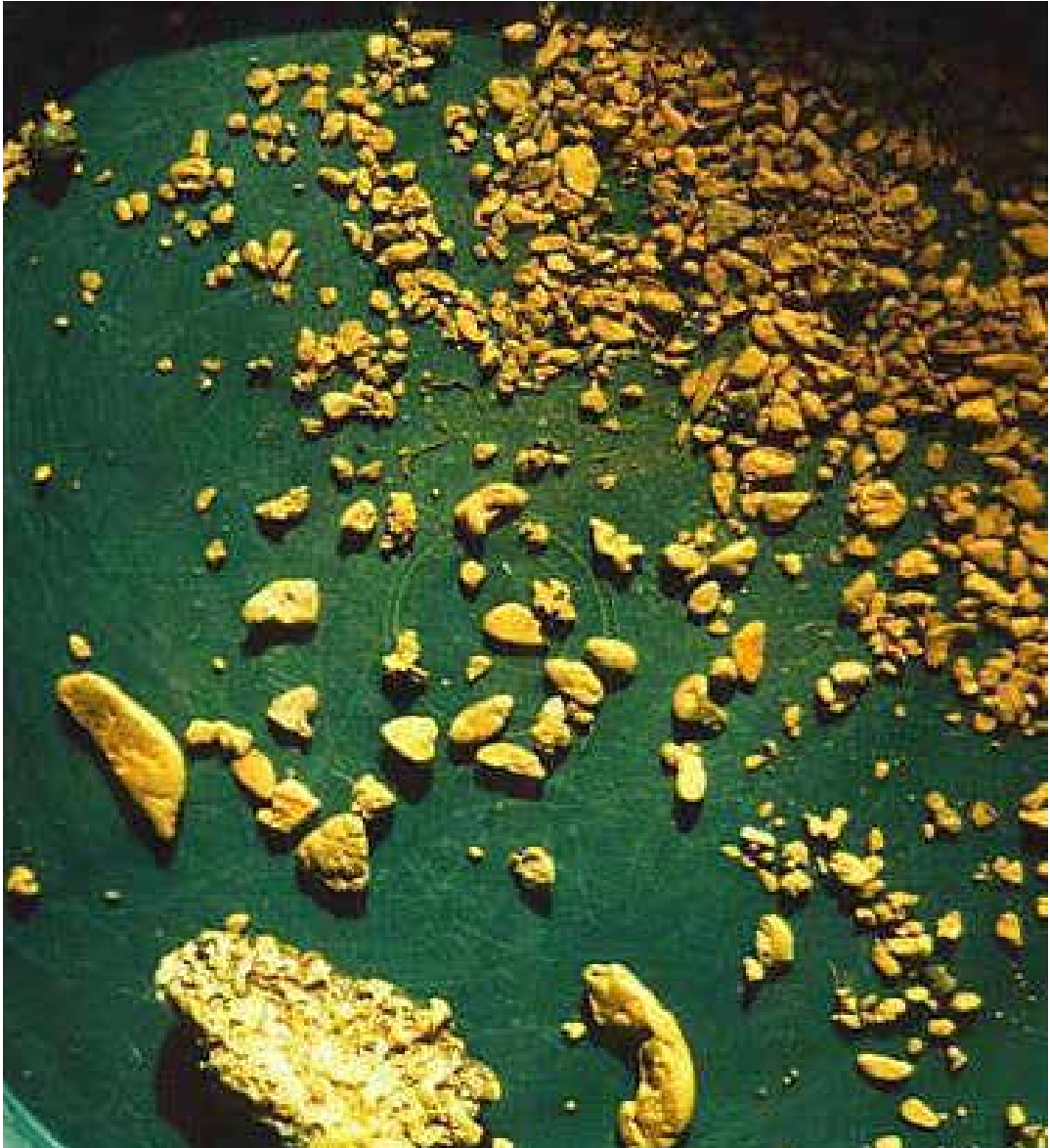
***'What is it?' asked Scott.***

***'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

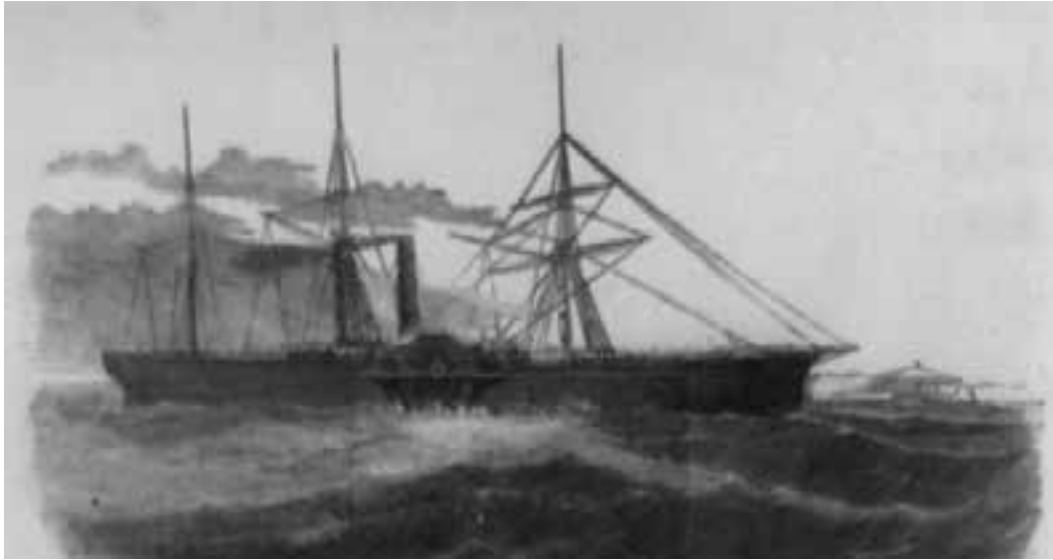




This is a reproduction of a photograph belonging to Charles Turrill from the original daguerreotype taken at the sawmill by R.H. Vance in 1850. James Marshall is in the foreground.

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

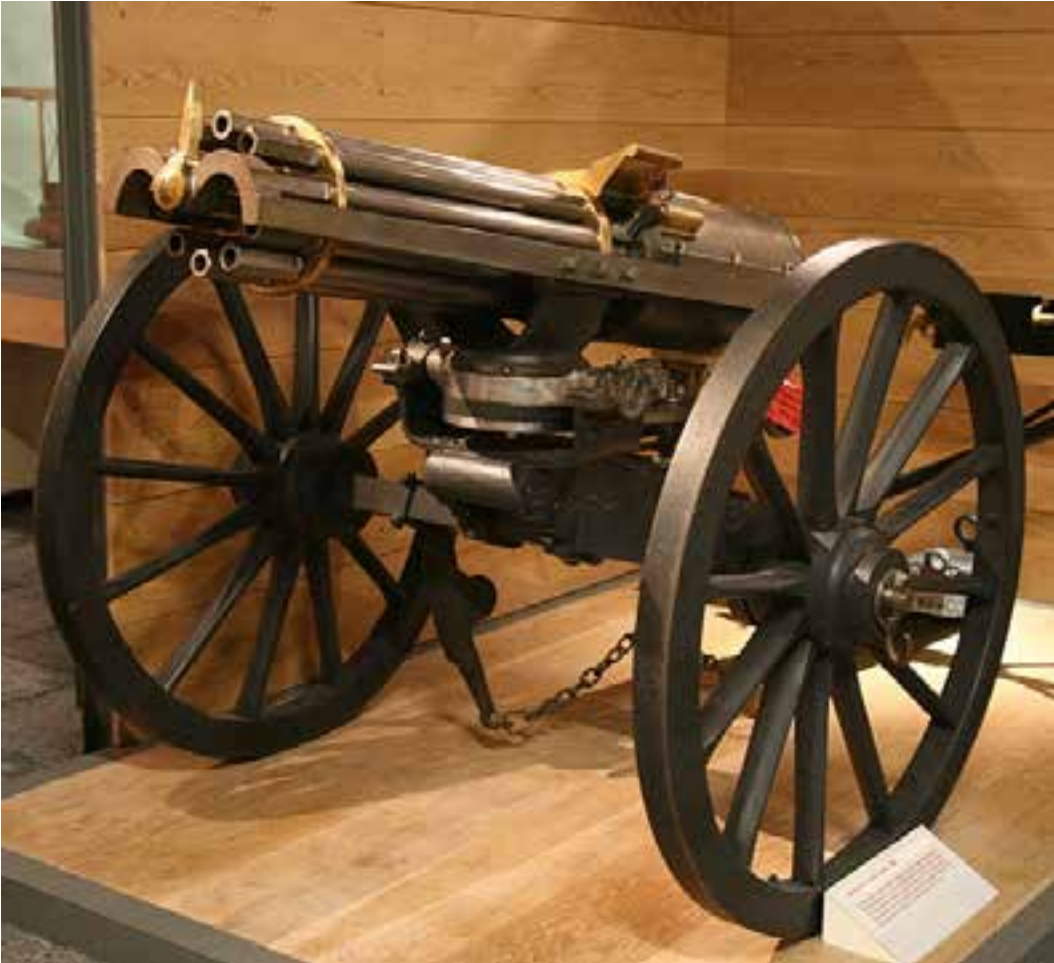
**Gatling's invention of his  
gun seems an anomaly,  
you know, the round peg  
in the square hole;**



The Gatling Gun

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

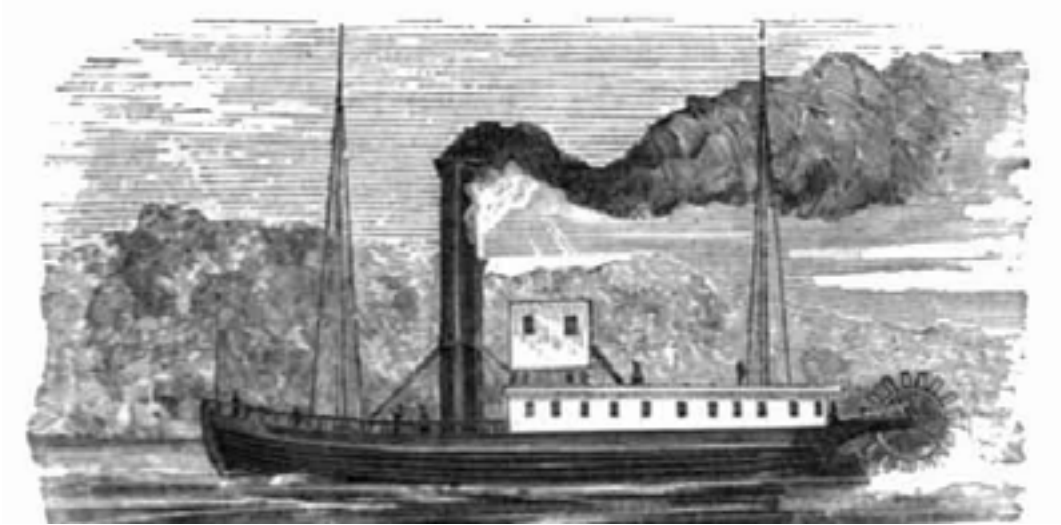
Most of Gatling's life long inventions were farm related gadgets like the seed planter, a rotary plow, a cultivator for cotton plants, and an improved hemp brake. But with outbreak of the **Civil War**, Gatling was troubled at his 1860 Indianapolis home by the thousands of smallpox stricken and wounded 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 Crockett** 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"***



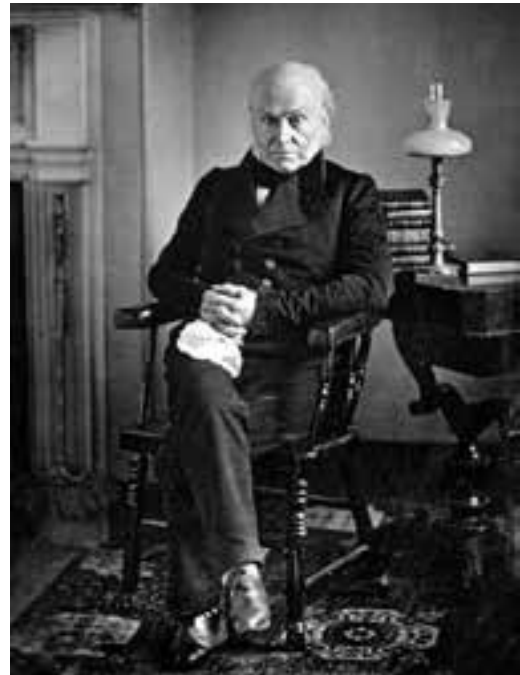
*"Battle of New Orleans"* painting by Edward Percy Moran celebrating Jackson's victory in the War of 1812.

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.**

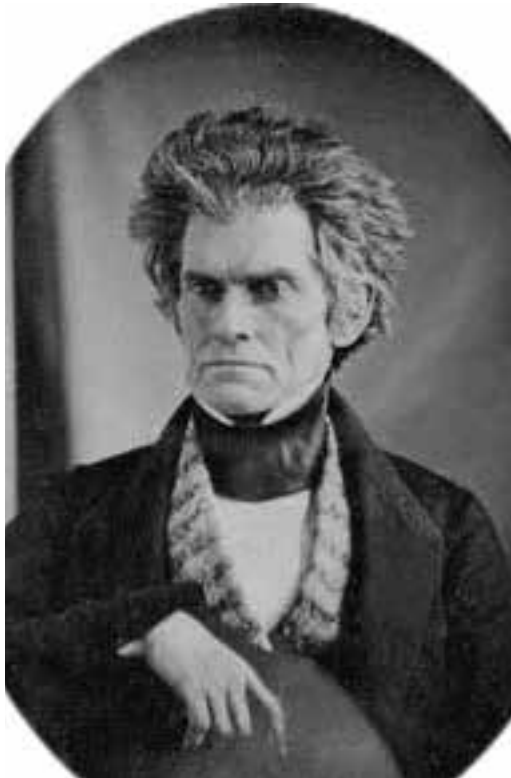
**Governor Robert Hayne  
issued a secret order to arm  
a corps of  
"Mounted Minute Men" to  
defend the state from an  
anticipated attack by the  
North.**

**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.”***

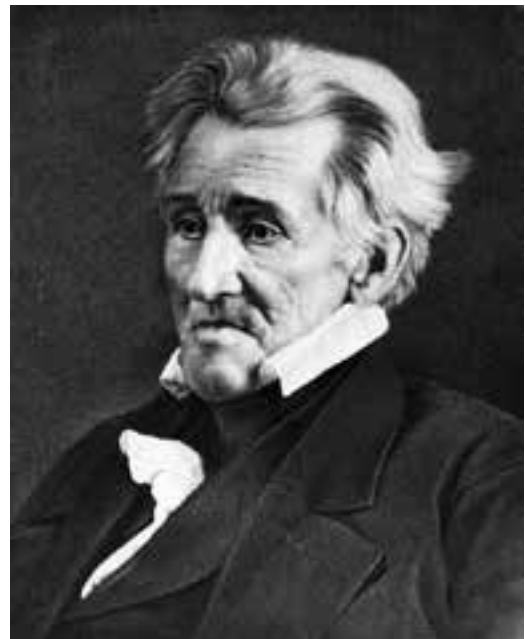
The second major event of Jackson’s Presidency was his obsession with the removal of America’s eastern Indian tribes from their homelands. Jackson pressed to evict Indians from their lands to open up cheap land for whites, including himself

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".***

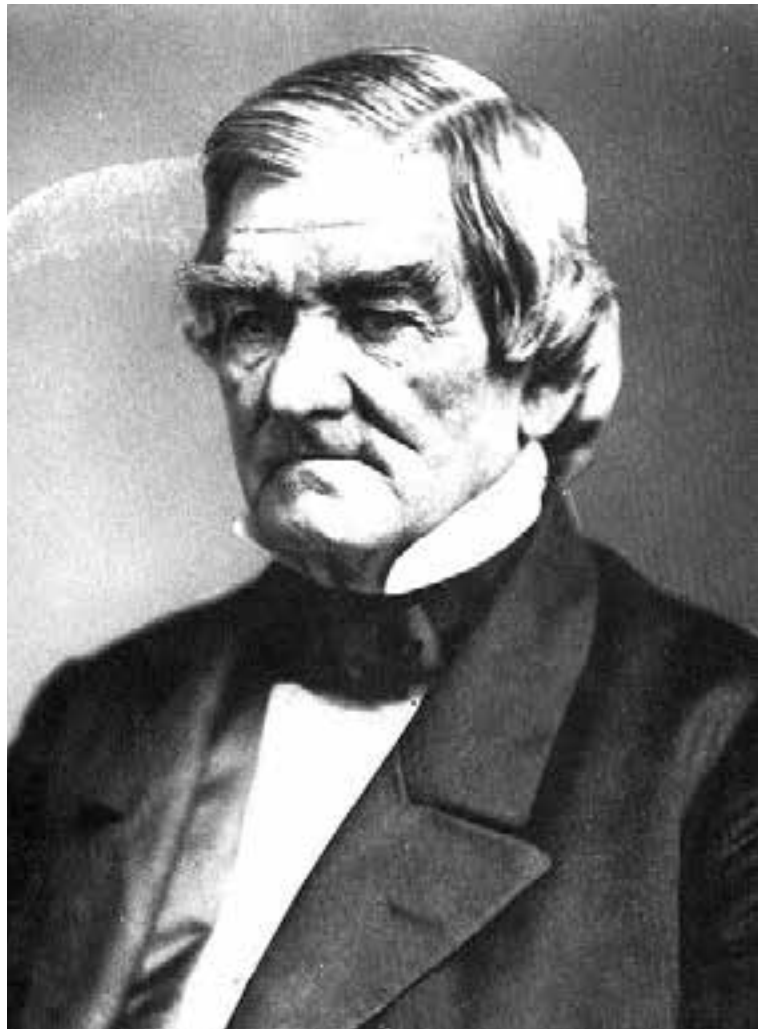
*What do you think of  
Andrew Jackson?*



"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.



# WILLIAM ELLISON



*William Ellison*

His is a story of family **leadership**. A story of **change** and **change management**. **Hard work**. **Adaptability**. **Creativity**. **Critical thinking**. **Persistence**. All the skills and behaviors that are highly valued today for lifetime success in an ever changing, highly competitive, global marketplace.

Maybe, more importantly, his story is one of **'choices'**. And **'values'**.

## William Ellison was born a slave

in April of 1790. His given first name at birth was '*April*'. **April Ellison**. His first name indicated the month he was born, a common '*slave-naming*' practice at that time

April's father was **possibly** his owner, William Ellison or maybe William's

father, Robert, who owned a plantation near Winnsboro, South Carolina. Robert was 48 years old in 1790; son William was 17. His mother was one of the many slaves owned by William Ellison. Her identity was never determined. It was not uncommon for slave women to bear the children of their white owners.

When describing himself, April said he was a '*yellow man*'. This reference was to a light skinned, multi-racial, person. April did not consider himself '*black*' but rather



*'mulatto', "a man neither white or black"* according to Ellison biographers Michael Johnson and James Roark in their book, *"Black Masters: A Family of Color in the Old South"*.

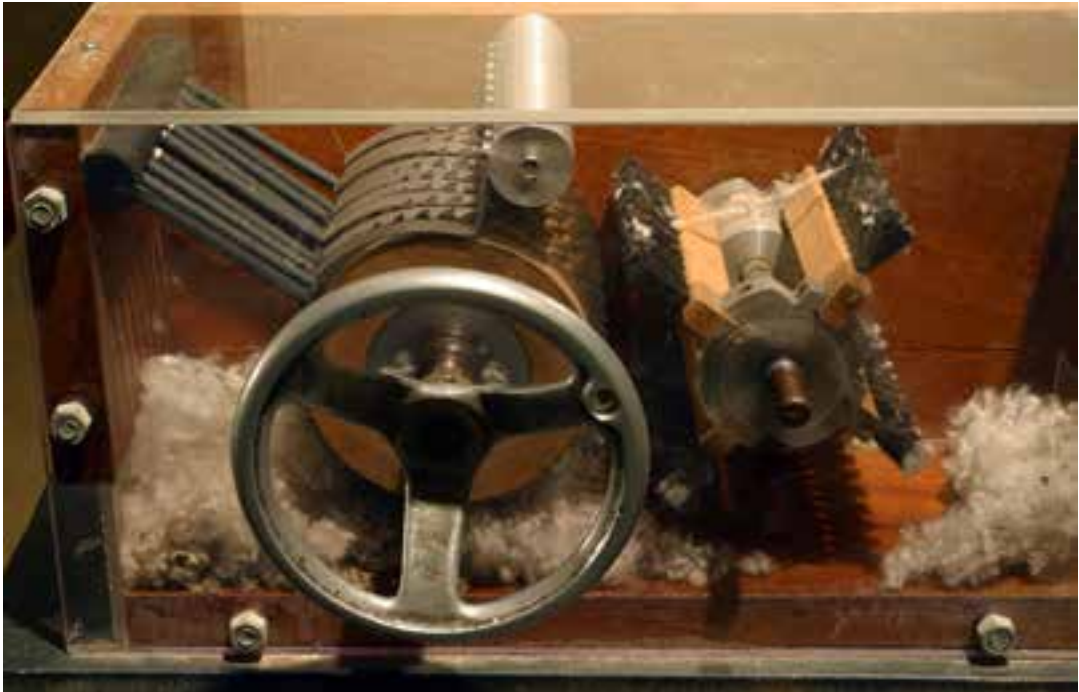
There was an apparent fondness April's father had for his mixed race son, April. Rather than having him work in the plantation fields with the 15 other slaves he owned,

**April was given an apprenticeship; like a 21st century paid internship, he worked for**

**a successful cotton gin maker named William McCreight in 1802.**

It was here April learned skills not taught to most slaves. *"During the era of slavery in the United States, the education of enslaved African Americans, except for religious instruction, was discouraged, and eventually made illegal in most Southern states"*<sup>1</sup>. April's internship enabled him to learn to read, write, estimate, and some basic bookkeeping skills.

**April also learned life skills:**



Massachusetts born and Yale University educated, **Eli Whitney**, was the American inventor of the **COTTON GIN**. This photo is a model of a 19th-century cotton gin on display at the Eli Whitney Museum in Hamden, Connecticut. Eli Whitney tutored Catherine Greene's children. Catherine was the widow of Revolutionary War hero, **Nathanael Greene**, of Rhode Island. With her encouragement, Whitney took up residence at Greene's Georgia residence, Mulberry Grove, to pursue his inventions. Whitney produced a model for the cotton gin within 12 months of his move to Mulberry Grove.

<sup>1</sup> - Wikipedia

**personal branding,  
networking,  
how to sell,**

and successfully interact with the people of power in the community, i.e. white, rich, plantation owners of the South Carolina who eventually would become his customers. While April's owner, William Ellison, received some payment from William McCreight for April's work at the cotton gin shop, April was allowed to keep a portion of the money for his work. It was a common practice, according to **Black Codes** of South Carolina and Louisiana, to pay slaves for any labor performed on Sunday.

The **cotton gin** revolutionized the cotton industry.

**Anyone who could  
build and fix  
cotton gins**



**possessed a  
highly valuable skill  
which customers paid  
a lot of money for.**

Cotton had been grown since the time of the earliest settlers in America. It was never a very profitable business because black seeds in the cotton stuck in the cotton's white fiber which then had to be removed by hand before the cotton could be sold to the manufactures of cotton made goods. The slow process of removing the cotton seeds limited the amount of cotton grown and sold.

**The cotton gin  
solved  
the seed problem;**

a machine now could quickly remove the seeds. *"While it took a single slave about ten hours to separate a single pound of fiber from the seeds, a team of two or three slaves using a cotton gin could produce fifty pounds of cotton in just one day! .... The invention of the cotton gin sped the processing of the crop by over 50 times."* according to a Wikipedia profile.

All of a sudden, there was a great demand for cotton gins! Cotton gins enabled cotton growers to grow and sell more cotton to manufacturers and their factories all over the world. From South Carolina alone, cotton exports increased from 9,800 pounds in 1790 to more than 6,000,000 pounds in 1800!

**The cotton gin  
also had an impact on  
slavery.**

From approximately 700,000 slaves in 1790, the American slave populations increased to over 3.2 million by 1850. The city of Charleston, South Carolina became an American city where the majority of the city's population were slaves.

Not only did the cotton gin increase the demand for slaves in the United States, some historians contend the

**cotton gin  
accelerated  
the secession  
of South Carolina from the  
United States  
and, soon after,  
the first shots fired in  
America's Civil War.**

This combination of cotton gin technology and slave labor transformed the cotton industry into a highly profitable business serving global manufacturers in the American states of the North and English manufacturing centers in Europe.

April's internship at William McCreight's gin shop lasted until 1816. On June 8 of 1816, William Ellison accompanied April to the Fairfield, South Carolina district court to officially emancipate

**the 26 year old April**

**from enslavement to freedom!**

According to an 1800 South Carolina law, five freemen had to appear with William Ellison in court to assure the court of April's ability to support himself as a 'free' man. "*William Ellison did not give April his freedom*" write biographers Johnson and Roark.

***"April purchased his freedom.***

*April Ellison no longer belonged to another man."*

**April also changed his name,  
to  
"William Ellison,"**

wisely connecting his brand to the successful and highly respected white, Ellison family name.

Shortly after, the former *April* now *William Ellison*, moved from Winnsboro, South Carolina to

**Stateburg, South Carolina,  
to start  
a 'gin' repair business**

servicing the growing number of cotton gins operating in the plantations of the **Stateburg's** area in the middle of **South Carolina**.

Business was so good repairing cotton gins that William Ellison was soon able to save enough money to start his own

**‘gin shop’  
building new gins  
and  
repairing old ones.**

This is where William’s education during McCreight’s gin shop internship paid significant dividends.

Work at the new William Ellison gin shop was challenging but profitable. Very profitable. Because

**William’s education  
was so relevant  
to the opportunities  
in the  
job market’  
the economy  
of that region  
in South Carolina,  
and  
that time in history,**

the 19th century (1800s),

**William was able  
to exploit  
the business  
and  
job opportunities  
of that time and place  
at  
Ellison’s gin shop.**

Because William was naturally intelligent, curious, creative, persistent, willing to push out of his comfort zone, and adaptive to the engineering and design challenges facing so many cotton gin owners, the

**Ellison cotton gin shop  
prospered.**



1838 – William (birth name April) Ellison, a free African American, purchased the 54.5 acre plantation, known as Wisdom Hall at this time, from Stephen Miller. The plantation adjoined property Ellison had previously purchased from Thomas Sumter. He continued growing cotton and made cotton gins with the labor of slaves

Ellison Plantation © Gazie Nagle, 2016 —  
Do Not Use Without Written Consent

**William Ellison  
became  
one of the wealthiest  
property owners,  
white and black,  
in the state of South Carolina.**

In early 1817, William saved enough money to buy his slave wife’s, Matilda, and their daughter, Eliza Ann, freedom. State laws required William to follow strict South Carolina state guidelines for



the emancipation of Matilda and their daughter. William's primary goal was to free his wife so that their future children would be born free. In slave states of the South, children of slave mothers were automatically considered slaves, regardless of the status of their fathers.

Sometime around

**1819,**

**William, the former slave,  
made the decision  
to become  
a slave owner.**

By 1840, William owned a total of 8 slaves who worked in his cotton gin business. Eventually, William owned 63 black slaves on his plantation of more the 1,000 acres of land. He was the largest of the 171



Facade of the **Old Slave Mart on Chalmers Street, in Charleston, South Carolina**. Built in the late 1850s, this was once the entrance to a slave auction gallery. The building is now a museum. Throughout the first half of the 19th century (1800 to 1860), slaves brought into Charleston were sold at public auctions held on the north side of the Exchange and Provost building. The slave market on Chalmers Street was established in 1856 by Charleston City Councilman Thomas Ryan, after a citywide ban on public slave auctions made private facilities necessary. Slave auctions were held at the site until approximately 1863. In 1865, the Union Army occupied Charleston and closed Ryan's Mart.

black slaveholders in South Carolina.

William Ellison, former slave later slave owner, was not an anomaly of his time. In

**1830**  
**there were 3,775**  
**black slaveholders**  
**in the**  
**Southern States of America**  
**owning more than 12,000**  
**slaves.**

Of course, this was a small percentage of the total number of slaves. There were over 2 million slaves in America.

80% of the *'free'* black slaveholders lived in Louisiana, South Carolina, Virginia, and Maryland. In some cases, black Americans owned white indentured servants.

Ellison's decision to own slaves was the result of a data driven, critical thinking calculation. This decision was made to not only ensure a profitable business and lifestyle for his family but it also was intended to

**preserve the freedom of**  
**his family**  
**and future generations**  
**of Ellisons.**



This is the home of white merchant, slave trader, and native **Rhode Islander, Nathaniel Russell**, located at 51 Meeting Street in Charleston, South Carolina. Born in 1738 and died in 1820, Russell moved to Charleston in 1765 when Charleston was one of the busiest seaports in America. The city of Charleston was also one of America's richest cities with one of the highest per capita income. Russell became one of Charleston's wealthiest citizens by the age of 50. Construction began on this home in 1803. In 1808, Russell, his wife and daughters moved into the house; his 16 slaves moved into separate slave quarters on the property. The house still stands today.

**This author is by no means justifying William Ellison's decision to use enslaved labor.**

Adding slave labor certainly helped him accommodate the increasing business demands from the area's cotton plantations and, in the process, did increase his company's billing and profit margins. Right or wrong

**Ellison's decision  
to buy slaves  
also made a  
powerful statement to the  
white, wealthy, power brokers  
of South Carolina  
who controlled  
the fate of all black people.**

*"Although William Ellison was a Negro, although he had only recently been a slave himself, he was no more anti-slavery than they were"* writes Ellison biographers Johnson and Roark. In other words, William Ellison's decision to use slave labor acknowledged to white South Carolinians that he was a supporter of their way of life. Ellison's use of slave labor proclaimed he could be a trusted member of the white dominated society and not a potential agitator or terrorist threat like another free black man had been, **Denmark Vesey**, who instigated a violent slave rebellion and was later arrested and hung. William Ellison's decision to own slaves assured his white neighbors he was not like Vesey; he would obey white rules, respect their institutions, and the

slave dependent, planter economy they depended upon for their wealth.

Ellison realized his

**family's 'freedom'  
and  
the freedom of  
all 'free' black people  
in the South  
was  
precarious.**

Although William Ellison was proclaimed *'free'* in a court of law, in reality, his was a pseudo-freedom, a fragile freedom, completely dependent upon the whims and whispers among the white power brokers controlling the communities of the Southern states. A free black man like

**Ellison could be deemed  
'free'  
one day  
only to be  
'enslaved'  
the next.**

Since the colonial period, colonies and states had passed laws that discriminated against black people, both *'enslaved'* and *'free'*. In the South, these laws were called "**slave codes**". These laws had many purposes. Their primary purpose was to reduce the influence *'free'* blacks could have on 'slaves'. Whites wanted to make sure black people always felt subservient to the white population. Restrictions

varied by state and community but often included prohibiting black people from voting, bearing arms, walking on the same side of the street as a white person, gathering in groups for worship, and learning to read and write. In Virginia, anyone teaching a black person how to read could be incarcerated or flogged. Another purpose of slave codes was to keep blacks, both *'free'* and *'enslaved'*, from competing with whites for jobs like porters, chimney sweeps, mechanics, and day laborers. Slave owners created additional sources of income by renting their slaves. Many employers preferred hiring slaves because they were usually less expensive and, often times, more reliable than white workers.

White laborers were less concerned about *'free'* people of color in places like Charleston, South Carolina, because there were fewer **'free people of color'** than slaves. Slaves outnumbered free blacks 4 to 1 in 1860. Also, *'free'* blacks were usually more skilled in specific trades, thus, more in demand for jobs requiring special skills that many common white laborers did not possess.

For all these reasons and more, many white people were often uncomfortable and resentful of black people, whether *'free'* or *'enslaved'*. In Charleston, South Carolina, *"many whites still saw free negroes as the heirs of Denmark Vesey."*

*A free negro in a slave country  
is  
a natural incendiary"*

writes Ellison biographers Johnson and Roark. *"One slaveholder asked 'why the slave of yesterday is the master of today... (they are) successfully in competition with worthy white citizens ...eroding racial boundaries'... in 1859, these questions were more potent than ever"* as tensions between the North and Southern states threatened to explode into Civil War.

**William Ellison  
was always considering the  
consequences  
of a black man  
in a  
white world.**

As the Civil War approached and

**the safety of his family  
always on his mind,  
William Ellison reluctantly  
chose  
to acquiesce**

to the white, plantation owning, power brokers of South Carolina. In other words, he supported the Confederacy.

On December 20, 1860, **shortly after Abraham Lincoln's victory** in the presidential election of 1860,

**South Carolina  
adopted an ordinance  
declaring its  
secession**



**from  
the United States of America.**

**In February of 1861,  
six more Southern states**

followed by adopting similar ordinances  
of secession.

**The Confederacy  
was formed  
on February 8, 1861,**

by the seven secessionist, slave states:  
**South Carolina, Mississippi, Florida,  
Alabama, Georgia, Louisiana, and  
Texas.** On February 7, the seven states  
adopted a provisional constitution for  
the Confederate States of America and  
established their temporary capital at  
Montgomery, Alabama. A February peace  
conference with representatives from the  
Southern states and Northern states met  
in Washington, D.C., but failed to resolve



**The first official national flag of the Confederacy**, often called the **Stars and Bars**, flew from **March 4, 1861, to May 1, 1863**. It was designed by Prussian-American artist Nicola Marschall in Marion, Alabama, and resembled the Flag of Austria, which Marschall was familiar. The original version of the flag featured a circle of seven white stars in the navy blue canton, representing the seven states of the South that originally comprised the Confederacy: South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas.

the crisis. After war began in April, four slave states of the Upper South—Virginia, Arkansas, Tennessee, and North Carolina—also seceded and joined the Confederacy. The Confederacy later accepted the slave states of Missouri and Kentucky as members, although neither officially declared secession nor were they ever largely controlled by Confederate forces, despite the efforts of Confederate shadow governments which were eventually expelled. The government of the United States (the Union) rejected the claims of secession as illegitimate.

**On April 12, 1861,  
the Civil War  
officially began  
with  
the South Carolina militia  
bombing  
the Union fortress,  
Fort Sumter,**

located in the harbor of Charleston, South Carolina. No foreign government ever recognized the Confederacy as an independent country, although Great Britain and France granted it belligerent status, which allowed Confederate agents to contract with private concerns for arms and other supplies.

While many American

**enslaved black people  
fled  
the Confederate states**



Top photo is **Fort Sumter** today, a National Historic Monument. Fort Sumter lies approximately **1 mile from Meeting Street in the city of Charleston, South Carolina**. Fort Sumter was the first battle of America's Civil War. **The First Battle of Fort Sumter** began on April 12, 1861, when South Carolina Militia artillery fired from shore on the Union garrison. The bombardment continued all day, watched by many happy Charlestonian citizens. The fort surrendered the next day. **The Second Battle of Fort Sumter** (September 8, 1863) was a failed attempt by the Union to retake the fort. Although the fort was reduced to rubble, it remained in Confederate hands until it was evacuated as General Sherman marched through South Carolina in February 1865. The second photo represents a Google map showing Fort Sumter's location in the Charleston harbor. Named after General Thomas Sumter, Revolutionary War hero, Fort Sumter was built after the War of 1812, as one of a series of fortifications on the southern U.S. coast to protect the harbors. Construction began in 1829, and the structure was still unfinished in 1861. Seventy thousand tons of granite were transported from New England to build up a sand bar in the entrance to Charleston Harbor.





There were many complaints within the Confederacy about its flag. One Confederate general wrote to William Porcher Miles, the chairman of the Confederate Congress's Committee on the Flag and Seal, about the confusion the Confederate flag was having on battlefield operations since it was so close in color and design to the Union flag. At a distance, the two national flags, the North's *Stars and Stripes* and the South's *Stars and Bars*, were hard to tell apart. In addition, Confederate regiments carried many other flags, which added to the confusion. Confederate General Joseph E. Johnston penned this message to Miles: "*I wrote to [Miles] that we should have 'two' flags — a 'peace' or parade flag, and a 'war' flag to be used only on the field of battle..*" The Army of Northern Virginia Battle Flag, favored by William Porcher Miles, eventually became the most popular flag of the Confederacy

**to places like  
Haiti,**

many 'free' colored slaveholders stayed. "*Ellison's property trapped him in South Carolina*" historians Johnson and Roark state in their William Ellison biography "*Black Masters: A Free Family of Color in the South*".

**"106 of 131  
'free' black slave holders  
remained  
in Charleston"**

with the outbreak of the war. Many free black slaveholders wrote and

**signed '*memorials*',  
essentially  
*loyalty oaths*,  
to the leading politicians  
of  
South Carolina.**

*"Our attachments are with you. We are by birth citizens of South Carolina. In our veins flows the blood of the white race, in some (of us), more than half white blood."* Other 'free' men of color offered their labor to work with white South Carolinians to build fortifications to protect Confederate cities from the anticipated Union military incursions.

**William Ellison  
did not sign  
a memorial.**

Not long after South Carolina militia fired on Fort Sumter,

**William Ellison died.  
The date was  
December 5, 1861.**

He was 70 years old. According to the 1860 census (in which his surname was listed as "Ellerson"), William Ellison

**owned 63 black slaves,  
making him  
the largest of the  
171 black slaveholders  
in South Carolina.**

**He also owned more than  
1,000 acres of land.**

**The survival of  
the Ellison family  
was now  
assumed by his children,  
Henry, William Jr, and Eliza  
Ann.**

The Ellison sons supported the Confederate States of America and gave the government substantial donations and aid. The sons changed the Ellison plantation from growing cotton to food like corn, sweet potatoes, beans, and sorghum for the Confederate forces. They paid taxes. Hired out their slaves. William had one relative, a grandson, John Wilson Buckner, who fought with the Confederate Army, the 1st South Carolina Artillery. He survived the war.

**Somehow,  
William Ellison's family  
survived**

the carnage and destruction of the War. South Carolinian whites allowed 'free blacks' to remain 'free' during the war. And, as the 60,000 Union troops of General William Tecumseh Sherman *scorched the earth* of the South, burning most white property to the ground, the Ellison homestead at *Wisdom Hall* escaped the destruction.

**Just as William Ellison  
changed**

from slave to free Negro to entrepreneur and successful wartime businessman in order to keep his family safe,

**so too did William's family  
changed  
to survive post-Civil War  
South Carolina.**

Sons **Henry** and **William, Jr** changed from pre-war gin shop owners to wartime plantation farmers to proprietors of a successful general store after the war. *"Brothers Henry and William would not lose status by moving from planting to store keeping because they were already businessmen. They had years of dealing with customers, ordering supplies with good bookkeeping skills. They already had long standing relationships with manufacturers and suppliers in Charleston. NOT even the challenge of economic change could stop them"* (from being successful) writes biographers Johnson and Roark. *"Their father, William, had taught them selling and branding skills to please customers which many whites found lacking in themselves."*

**William, the father,  
taught his children well;  
to **adapt**  
and  
manage **change**  
for lifetime **success**.**

# Juan Nepomuceno Seguín



*Juan Nepomuceno Seguín*

**Juan Sequin's** story is one of great hope and aspirations for success only to be felled by prejudice and betrayal before eventual honor and appreciation by generations who followed.



The image above is an 1854 drawing of *The Alamo chapel*, located near present day San Antonio, Texas, depicting what the chapel would have looked like in the 1830s. The Alamo Mission (*Misión de Alamo*), was built by Spanish Catholic missionaries working in the Spanish colony of Mexico to educate local American Indians to convert the local Indians to the Catholic religion as well as assimilating the Indians into the Spanish way of life. **The Alamo is central to the personal story of Juan Seguin.**

**Juan Nepomuceno Seguin** was born a Mexican citizen in the

### **Mexican state of Tejas**

on October 27, 1806, in San Antonio de Bexar.

**Mexicans, like Juan Seguin,  
living in Texas  
were called  
Tejanos.**

Juan's father, Erasmo, was an influential businessman, politician, and community leader. Juan was one of 10 children. In 1821, Erasmo befriended an immigrant to Texas named Moses Austin. Moses died shortly thereafter but Erasmo extended

his friendship to Moses' son, Stephen F. Austin. This friendship with Austin would ultimately shape Juan's future and ultimately, his fate.

**Antonio de Padua María Severino López de Santa Anna y Pérez de Lebrón, or simply 'Santa Anna', was born into a middle class family in Veracruz, Mexico.**

**Santa Anna,  
born in 1794,  
became a  
celebrated military officer  
in the Mexican army**

whose fame on the battlefield enabled him to become an influential politician. Santa Anna would often change his loyalty to any





Parts of Mexico, especially the northern provinces and territories, objected to Santa Anna's dictatorial rule. Mexicans had fought too hard in their Revolution against the King of Spain to lose their freedom and independence to Santa Anna's dictatorship. Many Mexicans did not want to substitute one dictator (King of Spain) for another (Santa Anna).

### **Juan Seguin was born and raised in**

### **the Mexican state of Coahuila y Tejas**

in 1806. Juan's father, Erasmo, befriended **Moses Austin**, a failed businessman from Virginia, who had received a land grant from the King of Spain in 1820 to establish a community of white, English speaking settlers in Texas. Spain was trying to bring more people into its sparsely populated, northern territories. **Moses Austin** planned to be the first person to legally establish an Anglo-American



Santa Anna established the SEVEN LAWS or Las Siete Leyes in 1836 to establish new laws and governing power throughout the country residing with Santa Anna not the states.



settlement in Spanish Texas but he died before his dream was realized. On his deathbed, Moses pleaded with his son, **Stephen F. Austin**, to fulfill his dream to start an English speaking settlement in Texas. Stephen enticed 300 settlers to come Tejas, Mexico in **1825**. Austin promised a family of a husband, wife, and two children **1,280 acres of land** at twelve and a half cents per acre. Farmers could get 177 acres and ranchers 4,428 acres. By 1829, 900 more recruits crossed into their new Texas home.

Several events, however, were causing confrontations between the settlers and and the Santa Anna government. First, the Mexican government had no money; they were forced to borrow heavily to pay their bills. Next, Santa Anna believed the white settlers in Texas were *“taking our land”* and not paying their taxes. The people of Tejas, both Tejanos and white settlers, claimed they were not receiving any services from the Mexican Government. As a result, Santa Anna decreed no new settlers could move into Tejas and all immigrants must read and speak Spanish with an income of 100 pesos (Mexican dollars). Santa Anna’s policy was also a response to America’s growing interest in making Tejas part of the United States. The United States wanted to extend slavery into Tejas. Mexico had outlawed slavery in 1829.

Like other Mexican states upset at Santa Anna’s actions, the Mexican state of Coahuila y Tejas rebelled in late 1835 and declared itself independent on March 2nd, 1836. The Texans repeatedly defeated

the Mexican troops already stationed in Texas. The last group of Mexican soldiers in the region, commanded by Santa Anna’s brother-in-law, General Martín Perfecto de Cos, surrendered to the Tejas militia at Béxar near San Antonio on December 9th, 1836.

### **Santa Anna quickly assembled an army and marched north to Tejas**

to bring Tejanos and white settlers back under Mexican control. Santa Anna vowed to show no mercy. There would be **no prisoners**; only dead revolutionaries.

### **Juan Sequin joined the Tejas cause for independence.**

Like his father, Erasmo, Juan believed in the future of Texas and its leader, Stephen



SantanAnna

F. Austin.

Santa Ana marched his 6,000 man army to San Antonio. 100 Texans soldiers and some family members gathered in a former Catholic mission called the Alamo to await Santa Ana's army.

**Prior to Santa Anna's attack,  
 Seguín was ordered  
 to leave  
 the Alamo  
 with a message to  
 Sam Houston  
 and his  
 Texas battalion**

for help. By the time Sequin returned, the

**Alamo  
 was overrun and destroyed  
 by Santa Anna's army.**

**Every Texas patriot was killed.**

At the Battle of the Alamo on March 6, 1836, Santa Anna's army killed 189 Texans. Only women and children were spared. 21 days later, Santa Anna's army attacked another Tejas fort at Goliad and executed 342 Texans.

On April 21, 1836, just 45 days after the Alamo's defeat,



**The Alamo mission** was built In 1716 by the Spanish government to serve the needs of the Catholic Church serving the people of east Texas. The Catholic religion was the government approved religion of both Spain and Mexico. The mission was abandoned in 1793. Ten years later, it became a fortress for the Mexican Army. During the Texas Revolution, Mexican General Martín Perfecto de Cos surrendered the fort to the Texas Revolutionary Army in December 1835. 100 Texas soldiers then occupied the compound for several months. Santa Anna's brutal murder of these men during the battle of the Alamo inspired many Texans, both legal, white Texas settlers, illegal white settlers from other parts of North America, and Tejanos to join the Texas Revolutionary Army. Gary Zaboly, New York artist who was retained by the Alamo to do the drawings on the grounds, shows the entire complex in his battle scene, "*A Moment in Time*".

**Juan Seguin  
and  
Sam Houston,  
with an army of  
Tejanos and white soldiers,  
surprised  
Santa Anna's army  
and  
defeated them  
in a battle  
lasting only  
18 minutes**

*Mexican soldiers were killed and 300 captured. Eleven Texans died, with 30 others, including Houston, wounded."*

**Seguin  
played an important role  
in the battle of San Jacinto.**

*"Juan Seguin was the only Texas Mexican to lead troops in the battle on the side of the American settlers" writes Ray Suarez in 'Latino Americans: The 500 Year Legacy That Shaped A Nation'.*



Photo from the movie *"The Alamo"*. Notice the cards in the hats of the actors playing the roles of Tejanos riders in Houston's army. Sam Houston told Juan Seguin he and the Tejano soldiers did not have to fight at the Battle of San Jacinto against his Mexican countrymen in Santa Anna's army. Houston was afraid there may be some white soldiers in the Texas army who might shoot Seguin by mistake thinking he was a Mexican soldier in Santa Anna's army. Seguin replied to Houston *"this is our fight too"*, meaning the Tejano regiment was just as committed to Texas independence as any white settler. As an added precaution, Seguin gave each Tejano soldier a playing card to be placed in the bands of their hats to distinguish them from Santa Anna's soldiers so they would not be mistakenly shot as a Santa Anna soldier.

near the **San Jacinto River.**

**The Texans took their time.**

***"Seguin and his men  
were singled out  
for their bravery***

*"The killing lasted for hours" according to the Wikipedia chronicle. "650*

*by Texas Army Commanders Sam*



"Surrender of Santa Anna" painting by artist William Henry Huddle shows Santa Anna (white pants with hat in hand) standing before a wounded Sam Houston lying on the ground following the bloody but short battle at San Jacinto.

*Houston and Edward Burleson. The Battle of San Jacinto has been called the 'Yorktown of Texas.'*

After San Jacinto, Santa Anna was captured and '*persuaded*' to grant Texas independence rather than be executed.

**Texas became  
an independent country,  
The *Republic of Texas*.**

in April of 1836.

Juan Seguin became the head of the San Antonio military, commanding a force to defend the western frontier. He later became a leader in Texas politics and government.

**Juan Seguín was elected  
to the Texas Senate**

from 1837 to 1840 and worked closely with Congressman José Antonio Navarro to create laws serving the best interests of ALL Texas citizens.

**Juan Seguin  
became  
mayor of San Antonio  
in 1841.**

But, as more and more settlers from the northern parts of the North America emigrated to Texas, the demographic majority changed from Mexican American to Anglo. Many of the increasing numbers of Anglo settlers began to question the loyalty of Mexican Americans who had fought so bravely for Texas independence. Even Juan Seguin's leadership and loyalty to Texas were questioned by the new white settlers to Texas. Seguin was shocked and hurt by



those questioning his loyalty to Texas and the bias and

**prejudice**  
**exhibited by**  
**so many Anglo settlers**  
**against**  
**Mexican Americans**  
**living in Texas.**

Eventually, worn down by the negativity, bias, and threats,

**Seguín resigned**  
**as**  
**San Antonio, Texas' Mayor**  
**in 1835.**

Partisan lies about Seguín aiding Santa Anna's Mexican army escalated. It became an intolerable environment for the one time hero of the Texas Revolution, Juan Seguín. New Anglo settlers continued to arrive and used threats and legal maneuvering to take over the land once owned by people of Mexican descent who



Mexico signed a treaty to end the Mexican American War giving the United States the Rio Grande River as a boundary between Texas, and Mexico. Mexico also gave the U.S. ownership of California and a large area of land to **create new states: half of New Mexico, most of Arizona, Nevada, and Utah and Colorado.** SEE THE AREAS IN WHITE ON THE MAP ABOVE. Mexicans living in those annexed areas had the choice of relocating back to within Mexico's new boundaries or receiving American citizenship with full civil rights.

lived in Texas (Tejanos). Over the next several years, hundreds of Tejano families decided to leave and resettle in Mexico.

**Juan Seguin too  
fled Texas  
for  
Mexico**

*to “seek refuge amongst my enemies. I had to leave Texas. The ingratitude of those (critics) wounded me deeply. I determined to free my family and friends for their misery on my account. I had no choice (but to leave Texas) and go to Mexico to live peaceably”* writes author Ray Suarez As soon as

**Seguin arrived in Mexico,  
he was arrested**

and forced to enlist in the Mexican army as an officer.

***“The Mexican authorities  
gave Juan Seguin  
an ultimatum:***

***join the Mexican army  
to fight  
against the United States  
OR  
go to prison  
for treason  
against Santa Ana’s Mexico”***

In 1842, Seguin was part of a Mexico military force ordered by Santa Anna to attack the new *‘Republic of Texas’*. Most Texans, like **Sam Houston**, expected Santa Anna’s army return. A Mexican force of over 500 men headed north to the Rio Grande and Texas. Led by the French mercenary general, **Adrian Woll**, 1,400

**Mexican troops  
launched a second attack  
and  
captured San Antonio  
in September 1842.**

Sam Houston and the Texas militia fought back.

The United States soon voted to make Texas part of the United States of America.

**On March 1, 1845,  
the United States Congress  
voted  
to accept Texas  
as the 25th  
state in the United States.**

Two months later, Mexico tried to stop Texas from becoming part of the United States by telling United States representatives it was willing to recognize Texas as an independent country, *The Republic of Texas*, and not part of the country of Mexico **if** Texas did not become part of the United States. The Mexican offer did not work. On July 4, 1845, Texans voted for annexation, i.e. to become part of the United States. Soon



after,

**the Mexican–American War started.**



an 1849 photo of **James K. Polk** and his wife, Sarah. Polk was elected President in 1844. President Polk **stated after he was elected he would ONLY be President for 1 term!** President Polk wanted to expand the territory of the United States west to the Pacific Ocean; *Manifest Destiny*. Polk made it clear to America and the world **he wanted Oregon, the territory of California, and the southern territory along the Rio Grande River to become part of the United States.**

**This territory included TEXAS!!**

**Mexico lost almost 55 percent of all its land to the United States**

in the defeat. Mexico also gave up its claim to the Texas.

Following the treaty to end the Mexican

American war In February 1848,

**Juan Seguín requested permission to return to Texas.**

By the end of 1852, he had returned and built a home next to his father Erasmo Seguín's house in Floresville, Texas.

**Seguin ran for political office once again in the new state of Texas and was elected to two terms as Justice of the Peace of Bexar County in 1852 and 1854.**

Seguin also became a founding father of the Democratic Party in Bexar county. In 1858, he published his life memoirs. Seguín served as County Judge in Wilson County in 1869. However, business dealings occasionally took him back to Mexico, and

**in 1883 he moved to Nuevo Laredo, Mexico, across the Rio Grande River from the American city of**

**Laredo,  
to be near his son Santiago,  
who was mayor.**

He died there on August 27, 1890.

**Seguin's body  
was returned to Texas  
in 1974**

to a town that bears his name, Seguin.



Numerous places and institutions are named **IN HIS HONOR**: Juan Seguin Memorial Highway in Houston, Juan Seguin Monument in Seguin, AND Seguin High School in Arlington, Texas.

## **Honoring Juan Seguin**

1838 – **Walnut Springs in Guadalupe County, Texas was renamed Seguin.**

1908–2010 – **Juan Seguin School** (a.k.a. Juan Seguin Elementary School), Guadalupe County, originally established



for children of Mexico's refugees from the Mexican Revolution.

June 13, 2001 – **Juan N. Seguin Memorial Interchange, State Highway 225** between Houston and La Porte, HB3460 designated by the 77th Regular Session, 2001 of the Texas State Legislature

June 13, 2001 – **Juan N. Seguin Boulevard, Park Road 1836** between Independence Parkway and the San Jacinto Battleground

October 28, 2000 – **A statue of Juan N. Seguin sculpted by Erik Christianson of Bulverde** was erected in the public square south of the courthouse in the city of Seguin.

**War II Liberty Ship SS Juan N. Seguin**, Hull No. 2934. The builder's plaque and ship's bell from Juan N. Seguin hangs inside the city hall in Seguin

# 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. \_\_\_\_\_

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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. \_\_\_\_\_

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

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

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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. \_\_\_\_\_

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

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

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

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

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

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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 \_\_\_\_\_

William Ellison Jr \_\_\_\_\_

Juan Seguin \_\_\_\_\_

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, William Ellison, Richard Jordan Gatling, Kit Carson, John Ross, and Andrew Jackson, Juan Seguin.

\_\_\_\_\_

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, Marta Aparicio, Steve Jobs, and Jack Ma.

\_\_\_\_\_



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)'. \_\_\_\_

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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: \_\_\_\_

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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: \_\_\_\_\_

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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.

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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:

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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? \_\_\_\_\_

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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:

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

**Similarities:** \_\_\_\_\_

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**Differences:** \_\_\_\_\_

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

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**Differences:** \_\_\_\_\_

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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: \_\_\_\_\_

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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:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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28. Recommend a “to do” list for any person considering a ‘change’ in their personal life:

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- ---
- ---
- ---
- ---
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29. **H**ow 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?

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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, William Ellison, Juan Seguin), 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, William Ellison, Juan Seguin), 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’: \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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32. 'Change often creates 'perceived' winners and losers'. Pick one of the change agents profiled in our text (Abraham Lincoln, William Ellison, DeWitt Clinton, James Marshall, Kit Carson, John Ross, Sam Houston, Samuel Morse, Richard Jordan Gatling, Andrew Jackson, Juan Seguin) 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:

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Your Perceived Loser(s):

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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:

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\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

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. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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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. \_

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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. \_\_\_\_\_

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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: \_\_\_\_\_

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

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

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# ACTIVITY 1

## Change Agent Report Cards:

For each of the following 'Change Agents' (Houston, Carson, Gatling, Ross, Jackson, Morse, Clinton, Marshall, Douglass, Ellison, Seguin, 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** – this was a very effective '*change agent*' who adapted to the changes occurring in America. They pushed out of their comfort zone and used their network to develop a plan to maximize opportunities and manage the challenges. They prioritized; they focused on the most important opportunities and challenges first. They persevered and showed grit through mistakes and failure. As a result, they became a more successful and wiser person by embracing the 'change's in America and learning from their mistakes.
- B** – this was a person who developed a plan for 'changes' taking place in America, but only partially realized the opportunities and sometimes struggled with the challenges they experienced. They were reluctant to fully push out of their comfort zone. They did not prioritize; i.e. they didn't focus on opportunities and challenges first. They were sometimes depressed by a mistake and only occasionally used their network to fully maximize opportunities and manage the challenges that change presented them.
- C** – this was a person who reacted poorly to the 'changes' in America. This person never challenged themselves to push out of their network, never developed a plan for exploiting opportunity and managing challenges, never used their network for help, and, as a result, never fully exploited the opportunities nor effectively managed the challenges they experienced.
- F** – this was a person should not be considered a 'change agent'. First of all, this person avoided the 'changes' taking place in America, and as a result, never exploited the opportunities, never pushed out of their comfort zone, never reached out to their network, and, as a result, never managed the 'challenges' happening all around them as America was changing.

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: \_\_\_\_\_

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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: \_\_\_\_\_

\_\_\_\_\_

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Name of the Change Agent: **Seguin**

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: \_\_\_\_\_

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Name of the Change Agent: **Ellison**

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: \_\_\_\_\_

\_\_\_\_\_

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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:

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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: \_\_\_\_\_



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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:

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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:

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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: \_\_\_\_\_

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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: \_\_\_\_\_

\_\_\_\_\_

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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 1B

*“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**, states ‘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**, my dear student, should be to determine the ‘truth.’ **Your challenge** will be to explain why anyone should believe you.

ONE OF THE MOST IMPORTANT **MISSIONS OF THIS CLASS** IS TO PROVIDE YOU WITH A **REASON TO PAUSE, TO QUESTION WHAT YOU READ, SEE, AND/OR HEAR, BEFORE ACCEPTING IT AS ‘FACT’.**

**BIAS AND PARTISANSHIP AFFECT EVERYTHING YOU WILL ENCOUNTER** IN NEWSPAPERS, TELEVISION, PODCASTS, RADIO, SOCIAL MEDIA (INSTAGRAM, FACEBOOK, TIKTOK, SNAPCHAT, YOUTUBE, WHATSAP and those YET TO BE LAUNCHED), as well as FROM FRIENDS AND PEOPLE IN POSITIONS OF AUTHORITY AND INFLUENCE.

You must work hard, be persistent, **THROUGHOUT YOUR LIFE** to find OBJECTIVELY REPORTED INFORMATION. Too many sources of information claim FACT and/or TRUTH when, after diligent research reflecting on all sides of an argument, render bias and opinion to suit a specific cause. **FACTS are essential for effective critical thinking and analysis for the truth you seek for your success.**

**ACTIVITY -** *Read the profile of Frederick Douglass beginning on page 86 in this textbook. PLEASE GIVE **EXTRA SCRUTINY** TO WHAT YOU READ FROM **PAGE 96 TO 98** in the Douglass profile.*

***In well written statements** that are complete sentences with perfect spelling, good grammar and punctuation, and NO RUN ON SENTENCES, please respond to the following requests with your best effort. Thank you.*

- #1. give 2 examples of BIAS written by this author in the Douglass profile.

#2. give 2 examples of FACT written by this author in the Douglass profile

#3. many people make **assumptions** about people and events from information they infer after reading books and newspapers, hear or watch on social media, newscasts, etc and presentations by influential people (**Presidents, Governors, Mayors, Teachers, Clergy, Celebrities, Authors, etc.** Our ability to **detect bias or partisanship** in the information we encounter **helps us make well informed, fact based decisions** to ensure the **success we aspire to** in our careers and life.

Please answer **'fact'** OR **'opinion'** for each of the following statements:

- the author of this textbook usually votes for Republican candidates - **FACT or OPINION**
- the author of this textbook voted for Democrat candidate Hilary Clinton in the 2016 American Presidential Election **FACT or OPINION**
- the author of this textbook voted for Republican candidate Donald Trump in the 2020 American Presidential Election. **FACT or OPINION**
- the author of this textbook does not think highly of former Supreme Court Justice and the Secretary of the Treasury during the Lincoln Presidency, Salmon Chase **FACT or OPINION**
- Please write a **well written** description of your perception of the Salmon Chase BRAND based on the information on **pages 96 to 98** in this text book. \_\_\_\_\_
- after answering the previous question, please read the biography of the Salmon Chase in Wikipedia and then answer this question - has your perception of the Salmon Chase BRAND changed after reading the **Chase wikipedia profile** - **YES or NO** \_\_\_\_\_



## ACTIVITY 2

# Passion

the 'high-test' fuel of change and success.

In a well written essay, create your own definition of 'passion'. Include in your essay, describe the qualities of a 'passionate' person. In other words, what characteristics does a passionate person possess? You may even identify and describe a passionate person you know, observed, or read about. Please be NEAT. NEATNESS is an expression of respect for the recipient; it also gives me the opportunity to appreciate the genius of your remarks. Thank you.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Samuel Brannan** were part of the 49er Gold Rush phenomenon in California. Sam Brannan prospered while James Marshall, the man who first discovered gold in California, did not prosper. ***Present a plan explaining how James Marshall could have CHANGED his fate to become a very rich man after he found gold in California on January 24, 1848.*** What could Marshall have done differently after his gold discovery in order to become a wealthy man? Your plan should be well written, preferably on a separate printed sheet of paper, with proper grammar and spelling.

[illegible]

# 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, Seguin, Marshall, Ellison, Carson, Clinton, Douglass, Ross, Jackson, Houston, Morse, or Gatling.

Which person, in your opinion, was the most ‘**proactive**’? \_\_\_\_\_

Which person, in your opinion, was ‘**reactive**’? \_\_\_\_\_

Cite behavior or actions (**i.e. give examples**) 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.

If you, President Obama, wish to bring democracy, capitalism, and more personal freedom to the people of Cuba, describe how you would 'change' America's policies toward the Communist country of Cuba and list what you intend to accomplish with these new policies. Your response must be neat and well written.

[illegible]

# 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 7

## Research:

The American Elections of 1824, 2000 and 2016 resulted in Presidents being chosen who captured less votes than the other candidate.

A. Name the Person in each election who won the popular vote.

1824: \_\_\_\_\_

2000: \_\_\_\_\_

2016 \_\_\_\_\_

B. Name the Person in each of those elections who did become President.

1824: \_\_\_\_\_

2000: \_\_\_\_\_

20016 \_\_\_\_\_

C. Research and justify the decision by the Founders to create the Electoral system for choosing the American President. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 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:

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Who specifically did the Emancipation Proclamation ‘emancipate’?

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**Effect:** identify **2 short term effects** and **1 long range effect** of Lincoln’s Emancipation Proclamation.

Short term Effect 1: \_\_\_\_\_

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Short term Effect 2: \_\_\_\_\_

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Long term Effect 1: \_\_\_\_\_

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# 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 22<sup>nd</sup>, 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 William Ellison, 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, John Quincy Adams, and Henry 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?

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- This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# ACTIVITY 11

### Analysis: Choices and Consequences:

Andrew Jackson made a choice with far reaching consequences with his veto of the United States Congress decision to renew the Charter of the **Bank of the United States** under the leadership of its Director Nicholas Biddle. The result of President Jackson's decision was the eventual **Panic of 1837**. I believe it's safe to say Jackson did not intend to create an economic depression which caused the failure of banks and businesses and the loss of so many people's jobs.

Identify **the central flaw in President Jackson's decision making process.** Identify the principal reason why Jackson vetoed the renewal of the Bank charter. What caused him to make this decision?

[illegible]

## Activity 12

### Analysis:

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**Change**, like a splash in a pool of water, often creates a ripple effect altering the tranquility of the body of water with each consecutive wave emanating from the center of the splash.

When **Abraham Lincoln** changed his position on slavery, the lives of America's African American slaves, the economies of Southern and Northern states, and relationships among families and friends were dramatically altered. **DeWitt Clinton's** decision to raise money to build a canal in upstate New York changed, not only the state, but the cities of Buffalo, Chicago, Cleveland, and New York City. **Samuel Morse's** career change from artist to engineer dramatically accelerated the exchange of information, the decision making of America's leaders and businessmen, as well as ordinary people throughout the country. America suddenly became smaller!

***Share your opinion*** identifying a common circumstance or condition in all peoples' lives which causes them to personally 'change' or to create 'change' in their environment.

Next, what's the common characteristic we can find in all people that causes them to make changes? Please remember, I want you to identify a common external condition as well as a personal characteristic found in those people creating 'change'. Be neat. Your answer should be well written with proper grammar and punctuation. I look forward to reading your insightful response.

# 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 TO-DAY 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:

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List reasons to justify this location for America’s capital:

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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 14

**Creativity and Empathy:** Was the American Civil War of 1861 a forgone conclusion that had to occur to resolve fundamental, intransigent positions of different political groups and geographic regions within the United States? Or was there a possibility for resolution, for compromise, as President Jackson was able to orchestrate and negotiate when South Carolina threatened secession from the Union in 1832?

**COULD AMERICA' S CIVIL WAR BEEN AVOIDED IN 1861?**

Yes or No \_\_\_\_\_

**Explain why anyone should believe your answer by either:**

•using examples of similar historical situations that were able to be resolved without bloodshed or death

•introduce a new idea, if one exists, that could have conceivably resolved the internal differences between the Union and Confederacy:

Your statement must be well written, using good grammar, and, as always, neat.



# 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.

# 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.

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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:

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Describe The Lesson Learned From This Mistake: \_\_\_\_\_

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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.

Question you will ask our visitor: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Information you seek from this question. (Don't forget, valuable information is often disseminated by a respondent beyond the chosen words; valuable information is transmitted by tone, passion, and body language, often reinforcing but sometimes contradicting words. Listen and observe your respondent.)

Information sought: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Information you received from the answer(s) given \_\_\_\_\_

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

(Finally, I want you to add your initial perceptions from all of the answers to your fellow classmates questions during the entire interview. Include in your well written and neat response, your perceptions of our guest “change agent’s” ability, the level or degree of importance ethical standards are in a change agent’s life, would you want this person to be your be your change agent, what his or her priorities are, their style for making “changes”, and any other revelations or opinions you gained of this person as a “change agent”. Don’t forget to listen carefully to the tone of their voice with each answer as well as observing their body language throughout the interview.



# 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

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Twitter logo

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*not what you want, but who you are; how do others perceive you NOW?*

**YOU!**

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Marissa Mayer

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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.

# 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](http://www.harveymackay.com) or by emailing him at [harvey@mackay.com](mailto:harvey@mackay.com).

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# 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](http://www.picturethisgalleries.com)**

and click on

**Richard Benjamin Photography.**

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](http://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, and 2020 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.

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**For more information about the Life Skills program -**  
**[www.hopeliveskills.com](http://www.hopeliveskills.com)**

## WHAT OTHERS HAVE SAID ABOUT “*CHANGE*”

*‘The measure of INTELLIGENCE is  
the ability to *change*.’ -*

Albert Einstein

*The greatest discovery of all time is  
a person can *change* his future  
by merely *changing* his attitude’ -*

Oprah Winfrey

*“To IMPROVE is to *change*;  
to be PERFECT is to *change* often.” -*

Winston Churchill

*“EDUCATION is the most powerful weapon  
you can use to *change* the world.” -*

Nelson Mandela

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

Colin Casey