



*A glance  
at the  
American dream*

*We the People*  
...sure domestic Tranquility, provide for the common  
...Posterity, do ordain and establish this Const...

*"Every generation needs a new revolution"*

Thomas Jefferson

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First, I want to thank the great help given to me by my tutor,  
with corrections, original ideas, encouragement and understanding.

I want to thank my English teacher for giving me the idea of getting work done in English  
to technology teacher for helping to create the online survey.

I send a special thank all the anonymous people who responded to my survey.  
I also thank all the friends, relatives and acquaintances who have collaborated.

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and to my parents for their advice in graphic design at home and at work.

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# 1. Objectives

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When I started to think about an interesting topic for develop my research work, I tilted for a history matter. This is because I have always liked learning the origins where we come from to understand the present situation we are living.

Then, as I have also been interested in English, the American Independence seemed to be a topic that intrigued me, especially because I knew little about this matter and I wanted to learn more about it. Personally, I'm quite impressed because of the important role that the USA plays nowadays around the World and because the power it has.

Therefore, my first objective was to learn more about the history of this country. I wanted to understand their independence process and all that this process caused consequently.

In addition, my tutor proposed me to do a survey in order to have the chance to know a little more about the American society of these days. That seemed me a very interesting idea and I decided to include this society study by doing a survey.

As a consequence, my objectives of the work were divided in two halves. On one hand, I would investigate about the history of the USA, in order to know their history and the emergence of a new political and ideological model. And, On the other hand, I would be able to understand how American people think about themselves.

## 2. Setting

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The United States of America is a federal republic divided in 50 states. This country is located in America's continent, except the State of Hawaii which is located at the Pacific Ocean. The others state are located between Canada in the north and Mexico in the south, except Alaska. This State located in the north-western of the continent between Canada and the Bering Strait that connect with Russia.



Map of the 50 states of USA

His capital is Washington D.C. where there are located the residence of the President and the headquarters of the government: The White House. Their current president is Barack Obama who belongs to The Democratic Party.

USA has become the first industrial and economic power since.

## 2.1 GEOGRAPHY

The surface of US is 9,629,091 km<sup>2</sup>. Its geography is very peculiar because it goes from deserts to cold mountains. In the east, you can find the old massif, The Appalachian Mountains; in west, The Rocky Mountains; and in centre, The Big Plains<sup>1</sup>.

In the south of New York the piedmont disappears gradually and the crests go in direction of South and North. It characterizes for the glacial action that it has dug fluvial valleys (Hudson) and it has drawn a coast of sea inlet. But, the coast returns to normal for littoral cords in south of Hatteras Cape.

In the south of USA, there is a plain of tertiary sediments which finishes in the Mexico Gulf because it is interrupted by the Mississippi River and their tributaries. The west is the region most complicated of country. It is formed by The Rocky Mountains, a region of high plateaus and interior basins and the crests near Pacific Ocean.

In west of US we find The Rocky Mountains, the region of high plateaus and the interior basins which have a height amongst of 1.800 and the 2.500 m.

There are interior cuvettes of drainage endorheic (The big basin in the north, the basin of the Big Lake salty in the south), the sedimentary high plateau (Colorado) and basins refilled by big accumulations of lava (Columbia).

Parallel of the Pacific coast, there are the range of the Cascades, Sierra Nevada and the Coast Range.

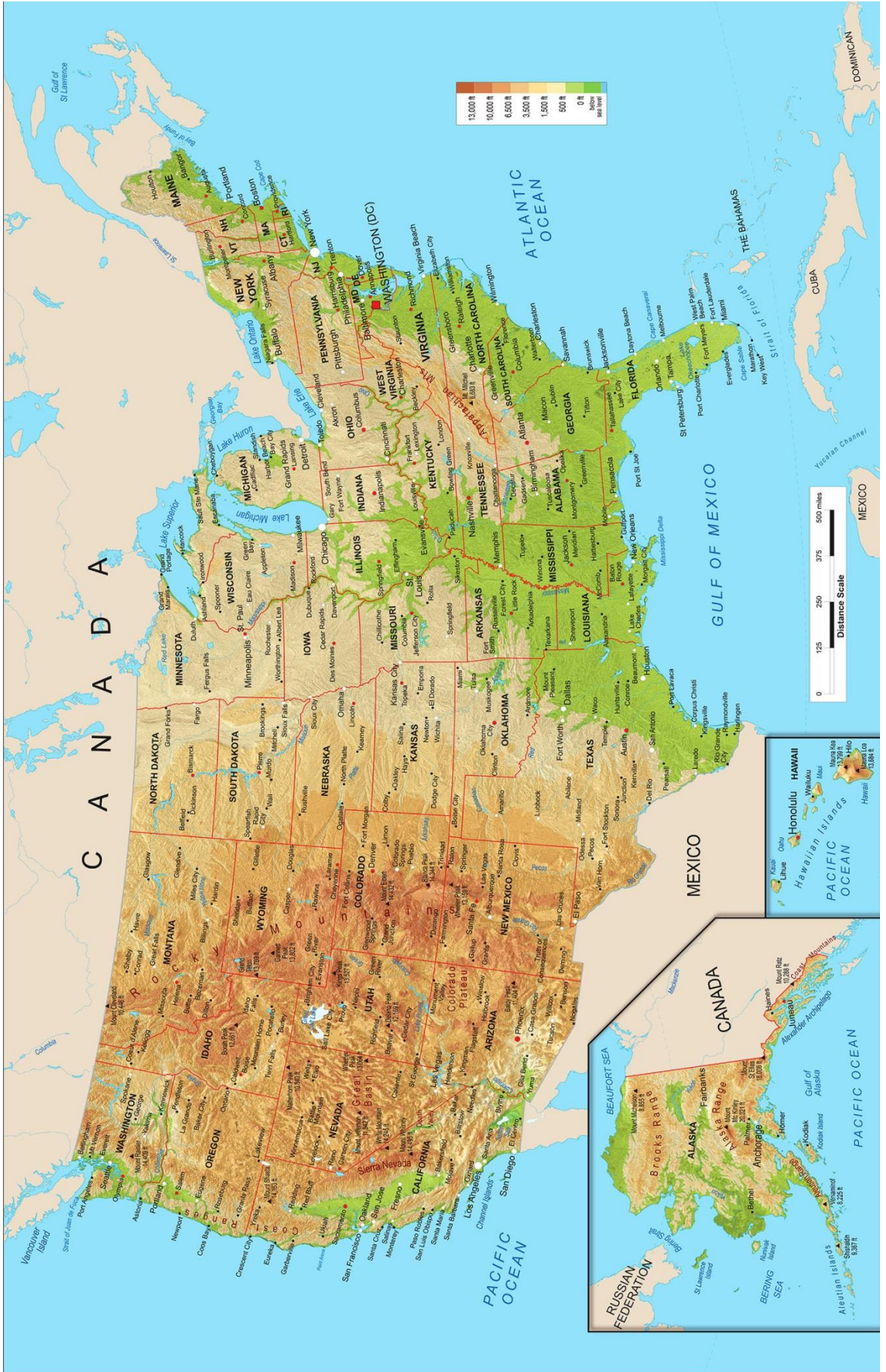
The mountain range of the Cascades is separate of the high plateaus region interiors by depression tectonic of Columbia; the valley of California separates the Sierra Nevada of the Coast Range. The proximity of the mountains causes a high coast and rectilinear. Their most important accidents are the estuary of the Columbia, the Puget Sound and the San Francisco bay. The state of Alaska, has relief mountainous, is formed by two mountains ranges, the Brooks Mountains, in the north, and the Alaska Mountains, in the south.

The archipelago of the Hawaii, of volcanic origin, in the Pacific Ocean, is formed by eight principal isles and many islets.

The form of territory of USA is a result of the plate tectonics. The oldest part of continent is the Canadian Shield which is situated in east of Canada and northeast of USA. After the training of shield, big forests covered the surface allowing the training of petroleum layer and coal layer.

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<sup>1</sup> See map below on page nº 8



A glance at the american dream - "Una ullada a Physical map of USA

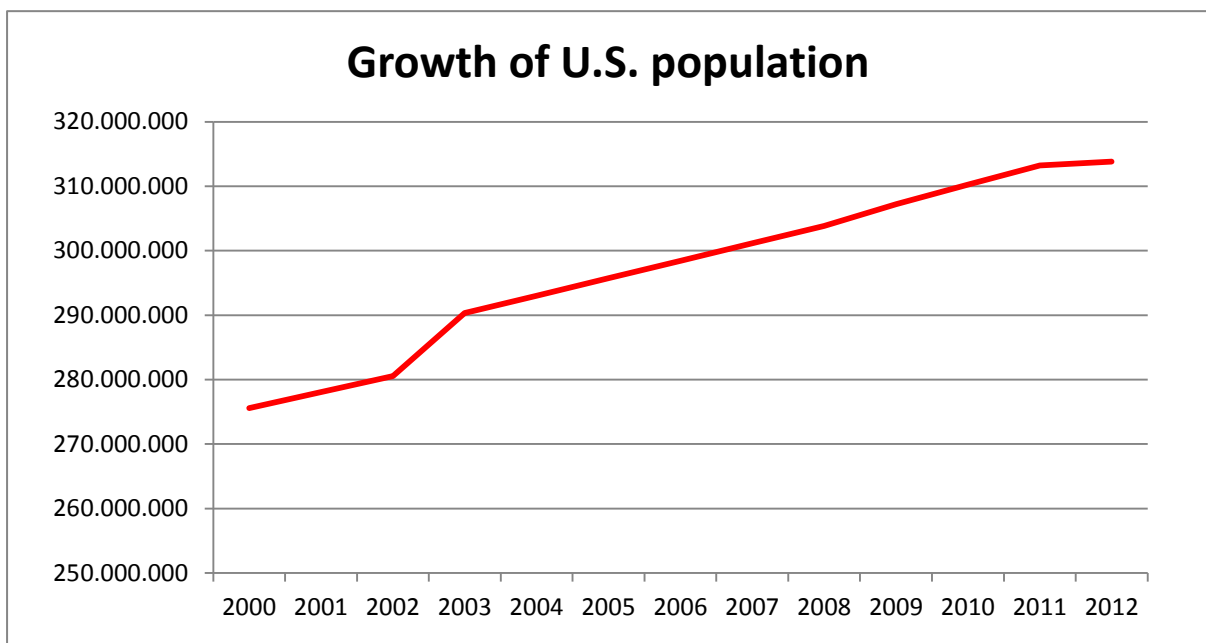


The lined up lakes and the rocks of New England and the north of Minnesota are the result of glacial action. Long Island and Cod cape are big glacial tanks. The Chesapeake Bay and others old fluvial valleys are the result of period of descent of sea level.

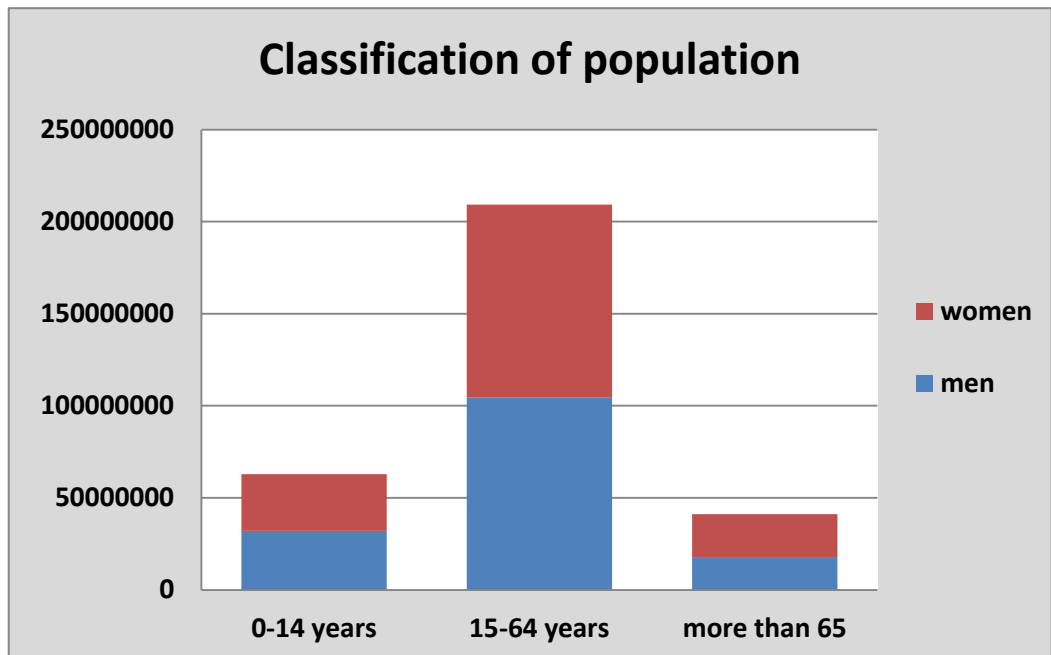
The East Rivers, like Hudson, Delaware and Potomac are mighty rivers which permit sail and they are an important commercial channel. Nevertheless, the interior rivers, like Mississippi and Tennessee, overflows in spring and their level reduces when snows in winter and in the end of summer. In Alaska, the most important river is Yukon.

The five Big Lakes are Ontario, Erie, Huron, Michigan and Superior. Their basins are interconnected and that permitted a transport channel. The Big Lake Salt of Utah and others basins more little are rests of bigger lakes of glacial period.

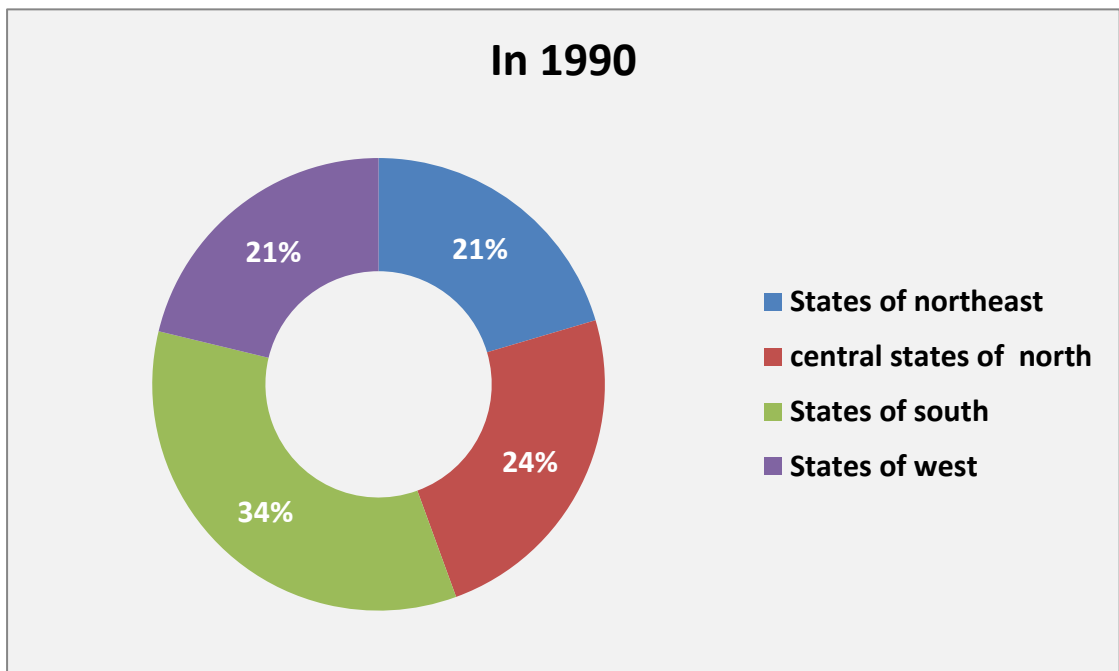
## 2.2. THE POPULATION



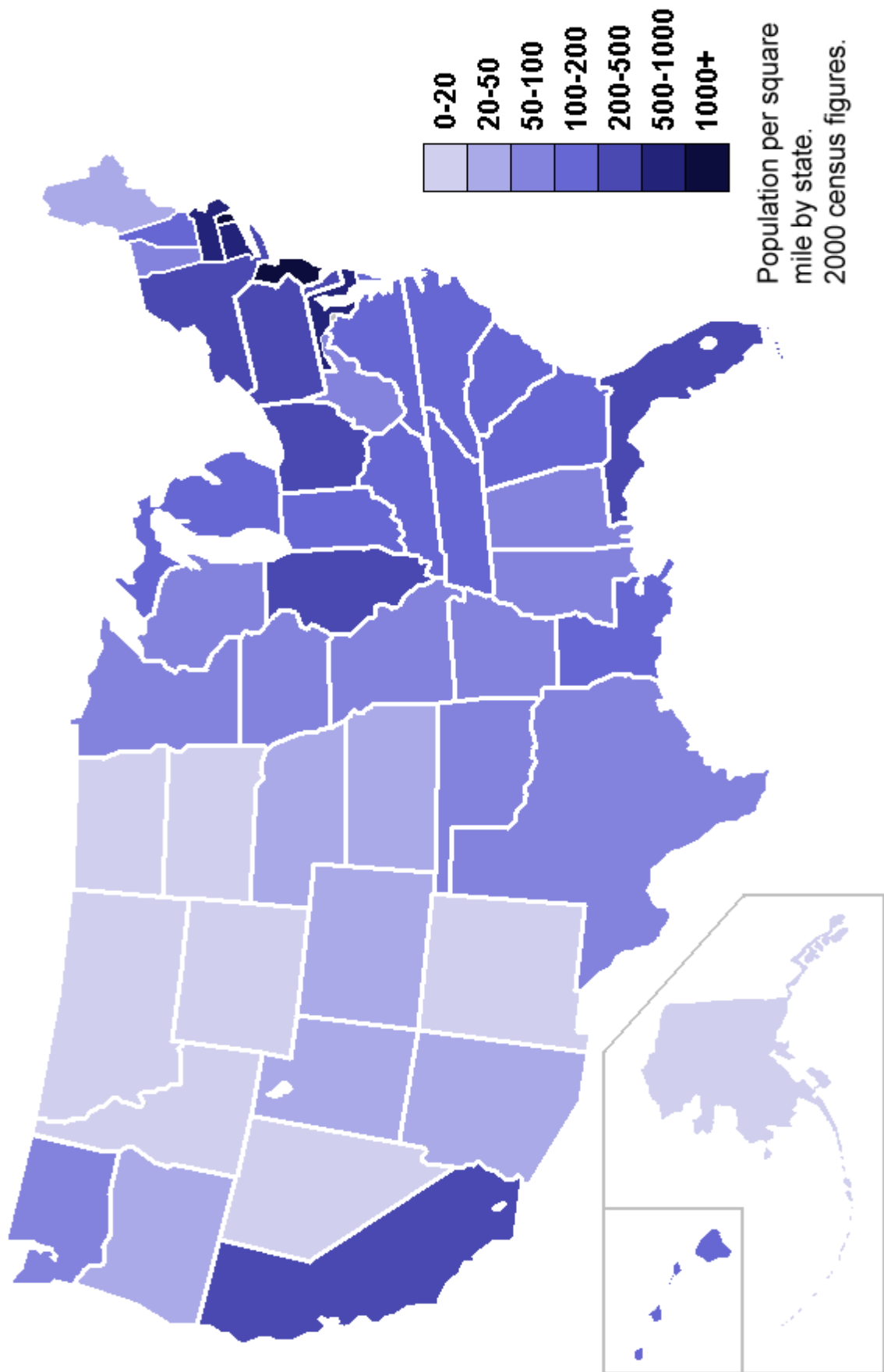
In the linear graphic, we can see the evolution of the inhabitants' number of USA. The population hasn't stop growing since 2000 but the most important increase has been between 2002 and 2003. In 2002, the number of inhabitants was 280.562.500 and in 2003 there were 290.342.600 inhabitants. That represented the population increased almost 10 million. In the next years, the inhabitants have grown until in 2012 the population is 313.847.500.



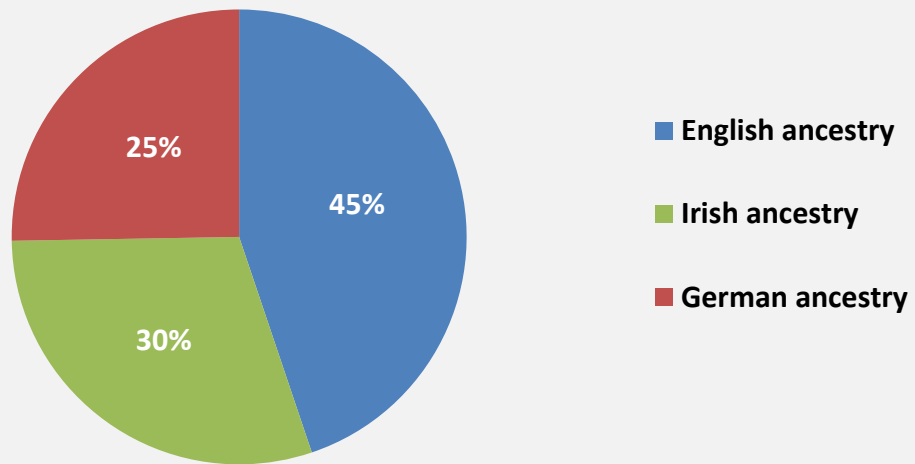
The graphic classifies the population according to their age and their sex in 2011. We can see that there are more boys than girls but in the other age groups there are more women than men. The group between 15 and 64 years is the biggest (66.8%). The second is the group between 0 and 14 years (20.1%) and the last group and the smallest is the group of more than 65 years (13.1%).



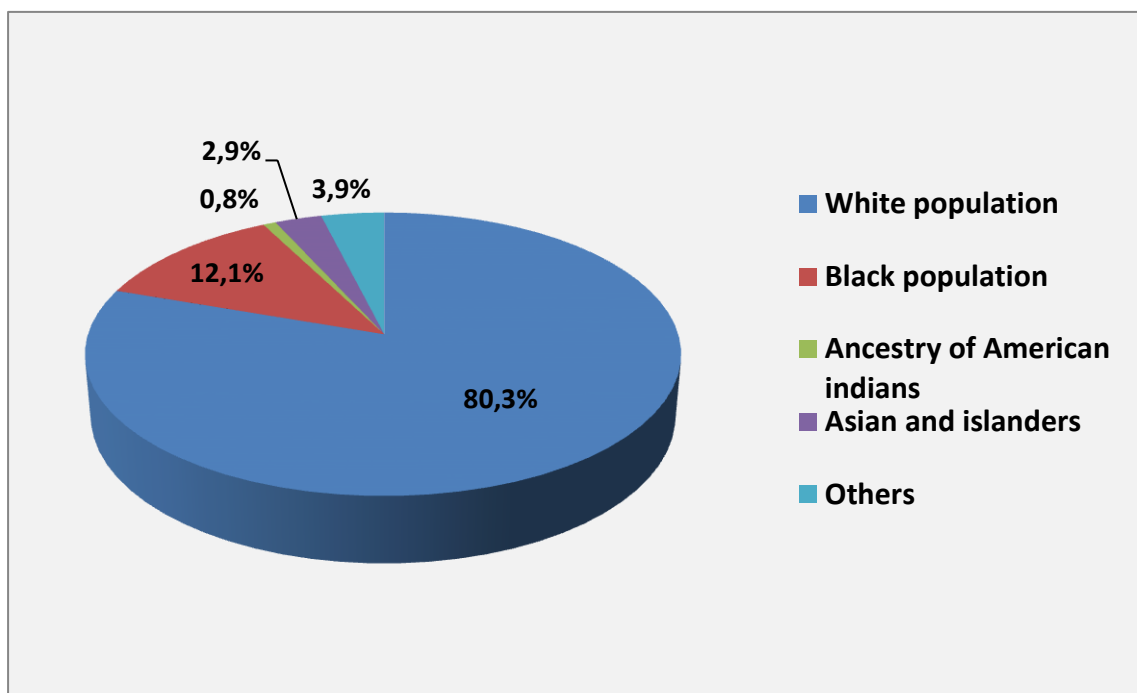
The map shows the states most populated of USA in 2000 and the graphic shows the zone most populated in 1990. In 1990, the majority of people (85.4 million) lived in the states of south or in the central states of north (59.7 million). Nevertheless, the map shows that the majority of people live in the east coast or in the state of California and her surroundings. The central states are less populated. In 2003, the people density is from 30 inhabitants by km<sup>2</sup>.



## Ancestry of population in 1990



In this graphic, we can see that there were 58 millions of American people in 1990. This phenomenon is partly or solely by the English ancestry. Moreover, we can see that there were 38.7 million of Irish descendants and 32.7 million Germans. We can also add that 31.8 millions of Americans of 5 or more years grew in families in that spoke another language other than English was spoken.



In this graphic we can see that in 1990, the white people constitute 80.3% of the population; the black people are 12.1%, the American Indian descendants 0,8% and the Asians and Pacific Islands 2,9%. The 3.9% remaining is accounted like "other breeds". Hispanics people are counted in the above categories and represent 9% of the population.

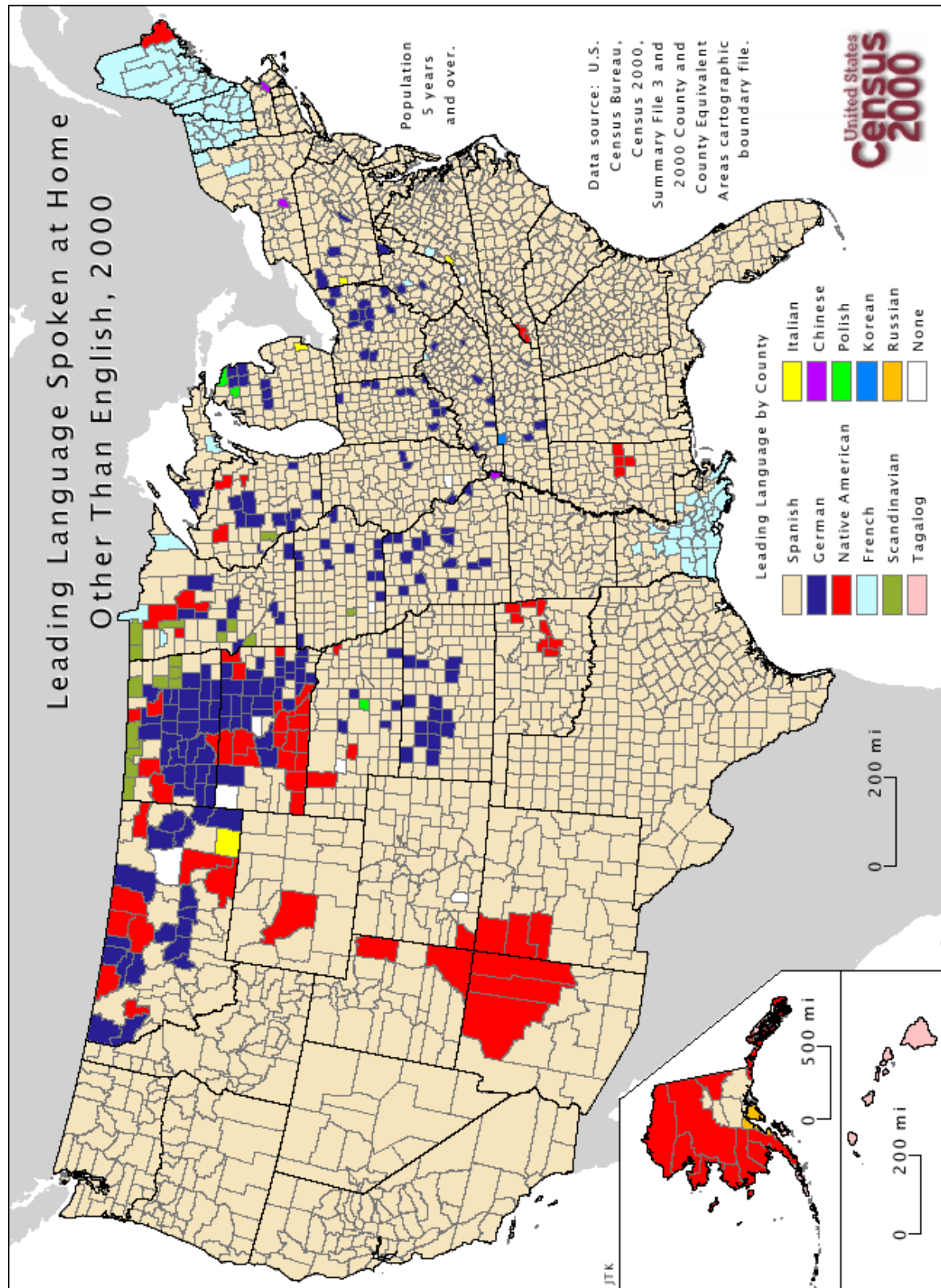


Table 4.

**Language Spoken at Home and English-Speaking Ability by State: 2011**(For information on confidentiality protection, sampling error, nonsampling error, and definitions, see [www.census.gov/acs/www/](http://www.census.gov/acs/www/))

State	Population 5 years and over (Number)	Spoke a language other than English at home		English-speaking ability (Percent)			
		Number	Percent	Spoke English "very well"	Spoke English "well"	Spoke English "not well"	Spoke English "not at all"
<b>United States . . . . .</b>	<b>291,524,091</b>	<b>60,577,020</b>	<b>20.8</b>	<b>58.2</b>	<b>19.4</b>	<b>15.4</b>	<b>7.0</b>
Alabama . . . . .	4,504,275	235,830	5.2	55.4	19.0	20.2	5.3
Alaska . . . . .	668,687	111,319	16.6	69.2	20.9	8.6	1.3
Arizona . . . . .	6,034,541	1,629,853	27.0	65.5	15.7	12.9	5.9
Arkansas . . . . .	2,740,313	204,666	7.5	54.7	23.0	17.0	5.2
California . . . . .	35,158,257	15,390,211	43.8	55.7	19.4	16.6	8.4
Colorado . . . . .	4,775,755	798,923	16.7	62.0	18.1	14.5	5.4
Connecticut . . . . .	3,384,503	724,026	21.4	61.5	19.2	14.4	5.0
Delaware . . . . .	851,887	115,717	13.6	65.1	17.1	12.5	5.4
District of Columbia . . . . .	581,764	87,516	15.0	72.5	16.2	8.6	2.7
Florida . . . . .	17,983,218	4,959,186	27.6	57.0	19.2	15.5	8.3
Georgia . . . . .	9,141,183	1,214,783	13.3	57.2	19.3	17.8	5.7
Hawaii . . . . .	1,286,790	323,915	25.2	52.4	27.5	17.5	2.7
Idaho . . . . .	1,466,499	152,712	10.4	62.4	15.6	15.9	6.1
Illinois . . . . .	12,042,289	2,730,437	22.7	57.3	20.7	15.9	6.2
Indiana . . . . .	6,088,598	501,711	8.2	60.1	21.0	14.7	4.2
Iowa . . . . .	2,864,107	208,066	7.3	59.1	19.5	15.6	5.8
Kansas . . . . .	2,669,198	304,111	11.4	59.3	19.0	16.2	5.5
Kentucky . . . . .	4,090,258	197,131	4.8	58.1	21.2	16.7	4.0
Louisiana . . . . .	4,261,861	371,986	8.7	67.2	16.4	11.5	4.9
Maine . . . . .	1,261,967	83,579	6.6	76.8	13.0	8.3	1.9
Maryland . . . . .	5,465,168	914,110	16.7	62.9	19.9	13.6	3.6
Massachusetts . . . . .	6,224,979	1,370,449	22.0	59.6	20.3	13.9	6.2
Michigan . . . . .	9,292,794	847,255	9.1	64.8	19.1	12.4	3.7
Minnesota . . . . .	4,992,262	540,623	10.8	60.6	20.3	13.8	5.2
Mississippi . . . . .	2,773,115	105,186	3.8	55.7	16.9	19.0	8.4
Missouri . . . . .	5,629,071	362,210	6.4	62.0	20.8	12.9	4.3
Montana . . . . .	937,750	43,660	4.7	83.7	13.2	2.7	0.4
Nebraska . . . . .	1,711,659	176,008	10.3	54.1	19.4	20.1	6.4
Nevada . . . . .	2,538,136	754,531	29.7	57.8	21.3	15.3	5.6
New Hampshire . . . . .	1,250,588	97,479	7.8	70.5	18.8	8.4	2.3
New Jersey . . . . .	8,285,611	2,520,761	30.4	57.4	20.7	15.4	6.4
New Mexico . . . . .	1,937,824	707,597	36.5	72.5	13.9	9.1	4.6
New York . . . . .	18,307,740	5,506,992	30.1	55.3	20.9	16.9	6.9
North Carolina . . . . .	9,029,678	966,322	10.7	56.3	18.7	16.9	8.1
North Dakota . . . . .	637,666	32,380	5.1	71.6	18.4	8.8	1.2
Ohio . . . . .	10,836,508	721,796	6.7	64.9	20.8	11.4	2.9
Oklahoma . . . . .	3,527,312	329,017	9.3	58.8	17.4	17.1	6.8
Oregon . . . . .	3,633,190	540,456	14.9	57.8	19.0	15.6	7.6
Pennsylvania . . . . .	12,021,912	1,237,714	10.3	62.6	19.7	13.3	4.4
Rhode Island . . . . .	995,856	211,150	21.2	58.8	21.0	13.7	6.5
South Carolina . . . . .	4,376,509	289,004	6.6	58.6	20.2	15.2	6.0
South Dakota . . . . .	765,534	50,335	6.6	66.2	16.5	14.7	2.7
Tennessee . . . . .	6,003,565	414,669	6.9	57.8	20.7	17.0	4.4
Texas . . . . .	23,721,334	8,221,202	34.7	58.1	18.2	14.8	8.9
Utah . . . . .	2,554,924	380,382	14.9	64.4	17.3	14.2	4.1
Vermont . . . . .	595,658	29,402	4.9	71.4	20.1	6.5	2.0
Virginia . . . . .	7,588,188	1,132,310	14.9	62.8	20.1	13.4	3.7
Washington . . . . .	6,390,691	1,186,543	18.6	57.1	21.2	15.6	6.0
West Virginia . . . . .	1,751,216	40,310	2.3	64.7	22.0	12.1	1.3
Wisconsin . . . . .	5,362,567	467,555	8.7	62.1	19.0	14.3	4.6
Wyoming . . . . .	529,136	33,934	6.4	72.8	14.0	10.5	2.7

Note: Margins of error for all estimates can be found in the Appendix Table 4 <[www.census.gov/hhes/socdemo/language/data/acs/Table4.xls](http://www.census.gov/hhes/socdemo/language/data/acs/Table4.xls)>. For more information on the ACS, see <[www.census.gov/acs/www/](http://www.census.gov/acs/www/)>.

Source: U.S. Census Bureau, 2011 American Community Survey.

Table 2.

**Languages Spoken at Home for the Population 5 Years and Over: 1980, 1990, 2000, and 2010**

(For information on confidentiality protection, sampling error, nonsampling error, and definitions, see [www.census.gov/acs/www/](http://www.census.gov/acs/www/))

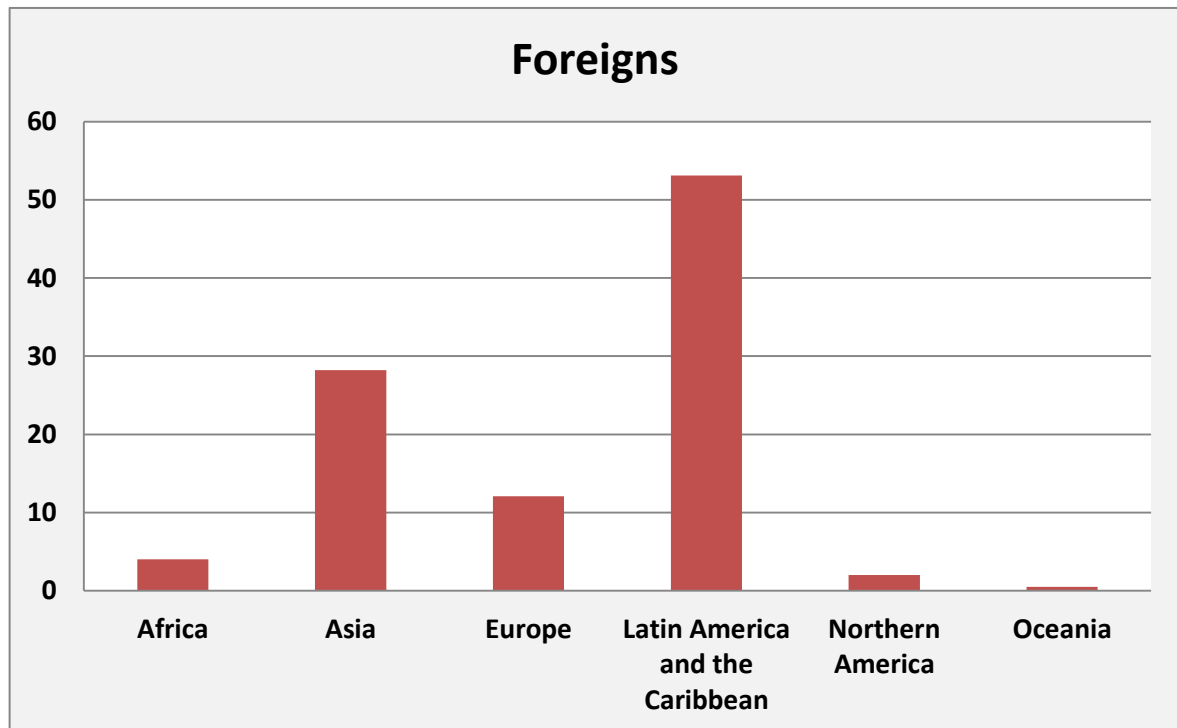
Characteristics	1980	1990	2000	2010	Percentage change 1980–2010
<b>Population 5 years and over</b> . . . . .	<b>210,247,455</b>	<b>230,445,777</b>	<b>262,375,152</b>	<b>289,215,746</b>	<b>37.6</b>
Spoke only English at home . . . . .	187,187,415	198,600,798	215,423,557	229,673,150	22.7
Spoke a language other than English at home <sup>1</sup> . . . . .	23,060,040	31,844,979	46,951,595	59,542,596	158.2
<b>Spoke a language other than English at home<sup>1,2</sup> . . . . .</b>	<b>23,060,040</b>	<b>31,844,979</b>	<b>46,951,595</b>	<b>59,542,596</b>	<b>158.2</b>
Spanish or Spanish Creole . . . . .	11,116,194	17,345,064	28,101,052	36,995,602	232.8
French (incl. Patois, Cajun, Creole) . . . . .	1,550,751	1,930,404	2,097,206	2,069,352	33.4
Italian . . . . .	1,618,344	1,308,648	1,008,370	725,223	-55.2
Portuguese or Portuguese Creole . . . . .	351,875	430,610	564,630	688,326	95.6
German . . . . .	1,586,593	1,547,987	1,383,442	1,067,651	-32.7
Yiddish . . . . .	315,953	213,064	178,945	154,763	-51.0
Greek . . . . .	401,443	388,260	365,436	307,178	-23.5
Russian . . . . .	173,226	241,798	706,242	854,955	393.5
Polish . . . . .	820,647	723,483	667,414	608,333	-25.9
Serbo-Croatian . . . . .	150,255	70,964	233,865	284,077	89.1
Armenian . . . . .	100,634	149,694	202,708	240,402	138.9
Persian . . . . .	106,992	201,865	312,085	381,408	256.5
Chinese . . . . .	630,806	1,319,462	2,022,143	2,808,692	345.3
Japanese . . . . .	336,318	427,657	477,997	443,497	31.9
Korean . . . . .	266,280	626,478	894,063	1,137,325	327.1
Vietnamese . . . . .	197,588	507,069	1,009,627	1,381,488	599.2
Tagalog . . . . .	474,150	843,251	1,224,241	1,573,720	231.9

<sup>1</sup> The languages highlighted in this table are the languages where data were available for the four time periods: 1980, 1990, 2000, and 2010.

<sup>2</sup> The total does not match the sum of the 17 languages listed in this table because the total includes all the other languages that are not highlighted here.

Note: Margins of error for all estimates can be found in the Appendix Table 2 <[www.census.gov/hhes/socdemo/language/data/acs/Table2.xls](http://www.census.gov/hhes/socdemo/language/data/acs/Table2.xls)>. For more information on the ACS, see <[www.census.gov/acs/www/](http://www.census.gov/acs/www/)>.

Source: U.S. Census Bureau, 1980 and 1990 Census, Census 2000, and the 2010 American Community Survey.

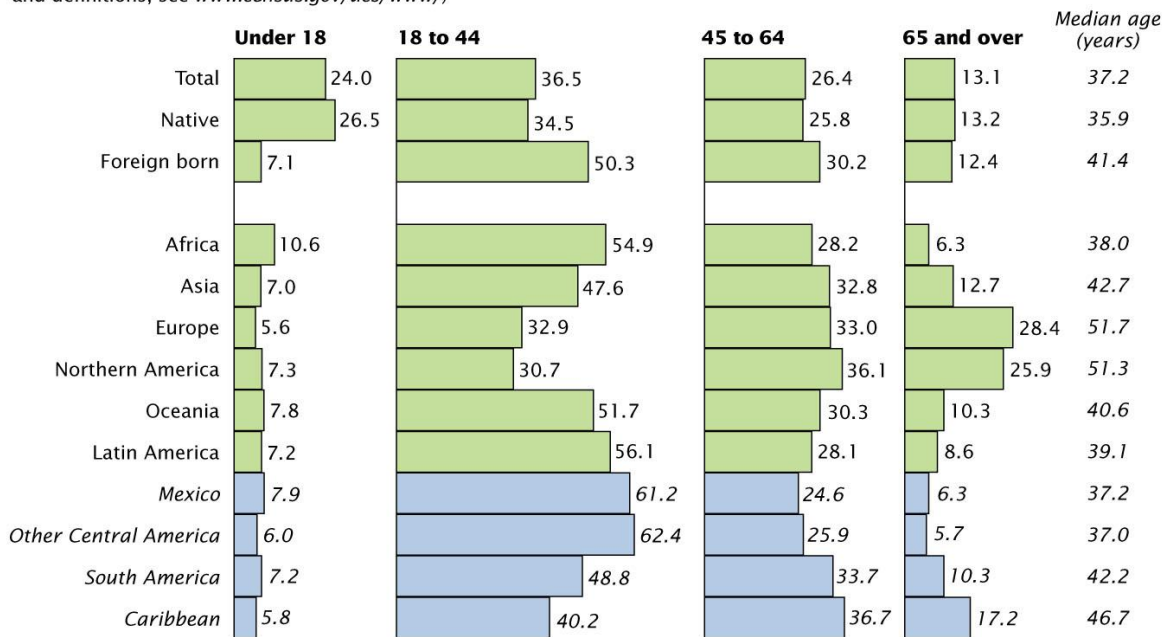


The graphic of bars shows the origin of immigrants of USA in 2010. We can observe that the most important origin of immigrants is the Latin America and Caribbean (53.1%). This majority is on account of the closeness geographic of these countries and the labour opportunities of USA. The next important origins are Asia (28.2%) and Europe (12.1%).

A glance at the american dream - "Una ullada al somni americà"

Figure 3.  
**Selected Age Groups and Median Age: 2010**

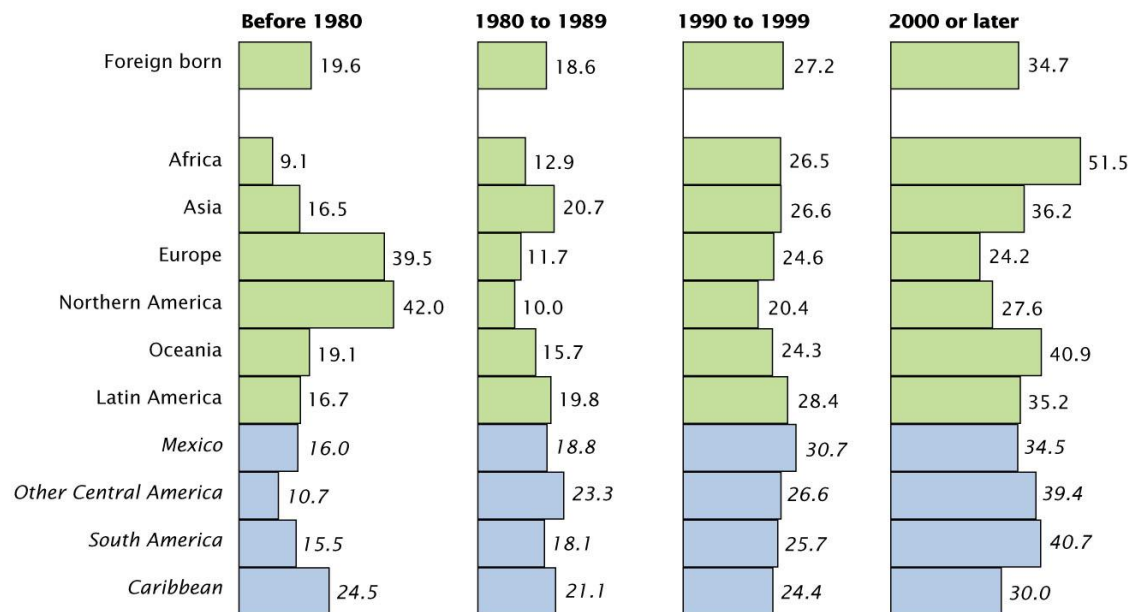
(Percent distribution. Data based on sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see [www.census.gov/acs/www/](http://www.census.gov/acs/www/))



Note: Some percentages do not sum to 100.0 due to rounding.  
 Source: U.S. Census Bureau, American Community Survey, 2010.

Figure 7.  
**Period of Entry: 2010**

(Percent distribution. Data based on sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see [www.census.gov/acs/www/](http://www.census.gov/acs/www/))

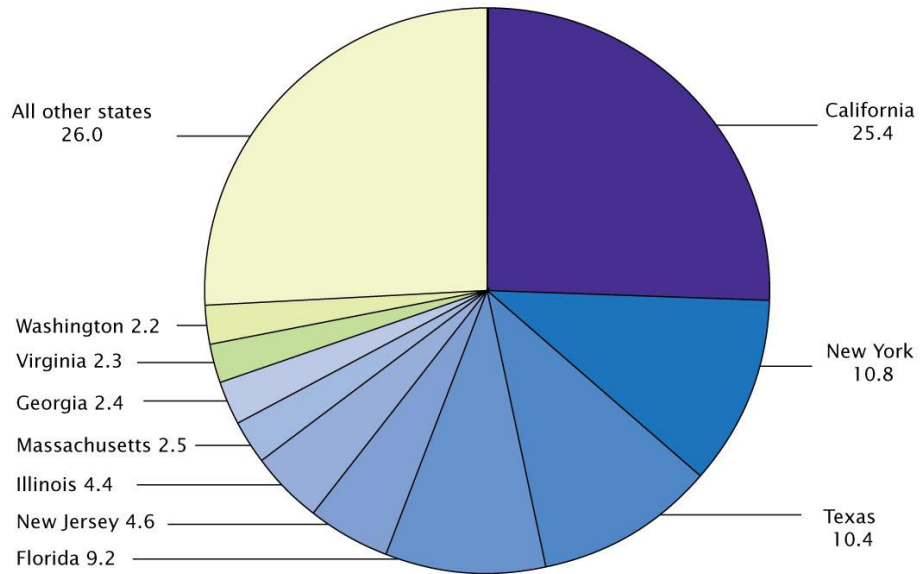


Note: Some percentages do not sum to 100.0 due to rounding.  
 Source: U.S. Census Bureau, American Community Survey, 2010.



Figure 2.  
**Foreign-Born Population by State: 2010**

(Percent distribution. Data based on sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see [www.census.gov/acs/www/](http://www.census.gov/acs/www/))



Note: Percentages do not sum to 100.0 due to rounding.  
Source: U.S. Census Bureau, American Community Survey, 2010.

## 2.3. THE ECONOMY

The USA currency is the dollar in coins and bills. The city of New York is the main financial centre of USA and the entire world. We can find the stock market and Wall Street bank.

USA has been the main industrial country since the beginning of 20<sup>th</sup> century. The agriculture was the first economic activity until the Civil War (1861-1865) when the industry grew. The agriculture did more mechanise as the industry grew. The most important activity has been the service sector since 1945. In 2000, this sector provided the 75% of employment in USA.

In these days, the agriculture represents the 2% of annual GDP<sup>2</sup> and the 3% of employment. This sector is the main exporter of certain products. The ranching products represent the 50.5% and the farming products the 45.5%. The main ranching are the bovine animals and the lactic products, the porcine animals, the sheep and the corral birds. The main cultivations are corn, soya, wheat, potatoes, fruit, sugar cane, vegetables, rice and tobacco.

In 1999, USA had commercial fishing captures of 5.2 million of tonne. USA is the sixth nation of the world in tonnes captured. The shellfish are only 14% of the captures but is 45% of the value; the rest of the fish represent the 86% of the weight but only the 55% of his value.

Alaska is the main state in both volumes as in weight of the captures; the important species captured in their ports are salmon and the codfish. The sector contributes in the 1.8% to yearly GDP and employs the 0.6% of the workforce.

The three main products of industry miner are combustibles: petroleum, natural gas and coal. In the end of the decade of the 1980 made the 24% of the natural gas in the world, the 19% of coal and the 13% of the crude petroleum.

The petroleum supposes almost the half of the production of the USA's combustible and the 38% of the yearly value of the all mineral production. The 60% of the natural gas produce is in Texas and Louisiana. The coals suppose the sixth of the yearly value of the all mineral production.

The important minerals non-combustible: are the copper, gold, iron, clay, phosphate, lime, zinc and salt. Moreover, construction materials like stone, cement, sand, gravel.

The USA is the main industrial nation of the world. The sector of industry represents the 25% of the yearly GDP and employs the 23% of the active population of the nation.

The petroleum provides the 41% of the energy consumed in US. The natural gas is the source of the 24% of the energy consumed for industrial use and domestic, while the coal provides the 23%.

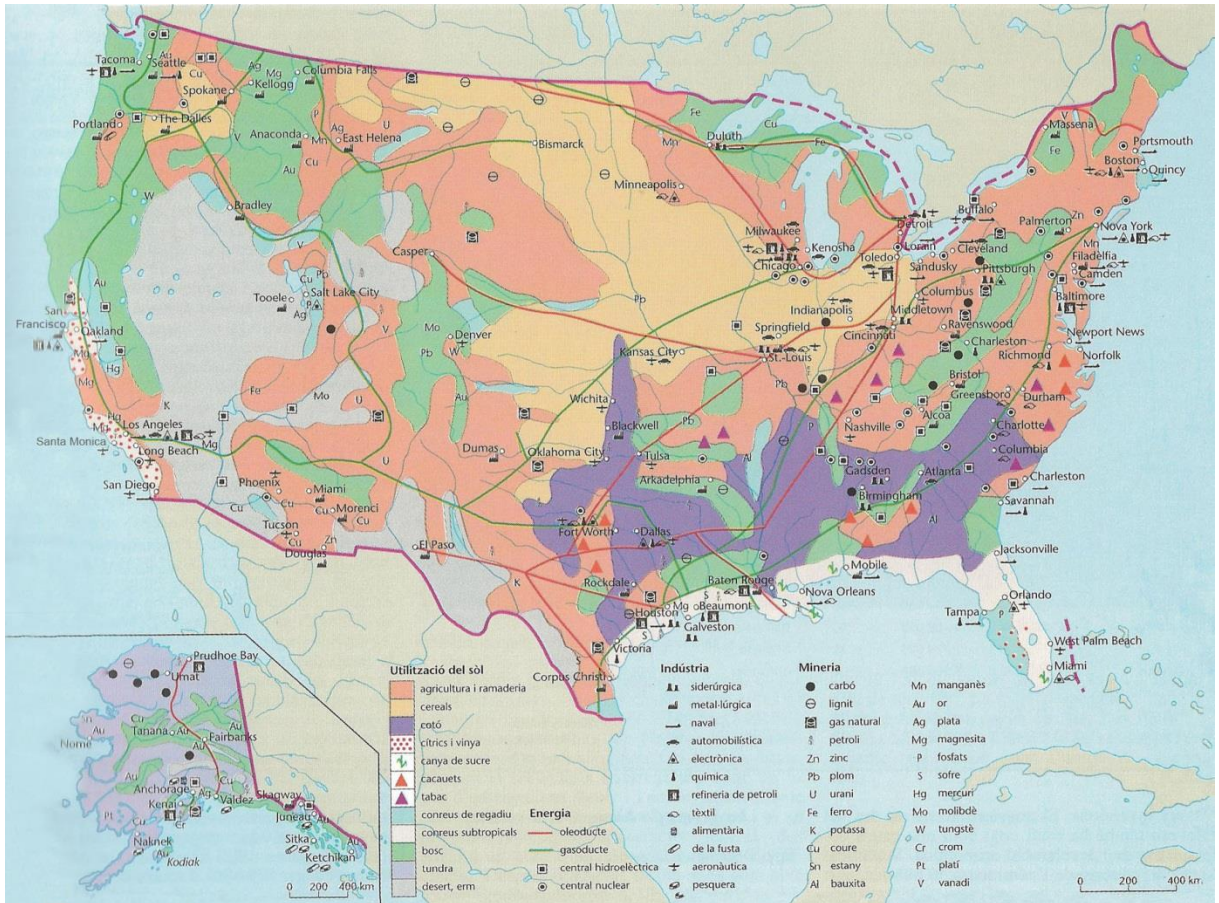
The hydraulic facilities generate the 4% and the nuclear plants the 8% of the energy of the nation. The natural gas supposes the 9% of the electricity produced and the refining of oil the 4%. The hydraulic infrastructure generates a 6% of the electricity, while the nuclear plants reach the 20.67%.

USA is the main commercial nation of the world. In 2001, it has 1.44 billions of dollars; the export was 666.003 million and the import was 1.180.074 million.

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<sup>2</sup> **Gross Domestic Product:** the total value of goods produced and services provided in a country during one year.

The agricultural products represents 10% of the exports, the equipment of mechanism and transport represent the 40% and the rest is representing by chemical products, material without transform, combustible minerals, etc.



Economic map

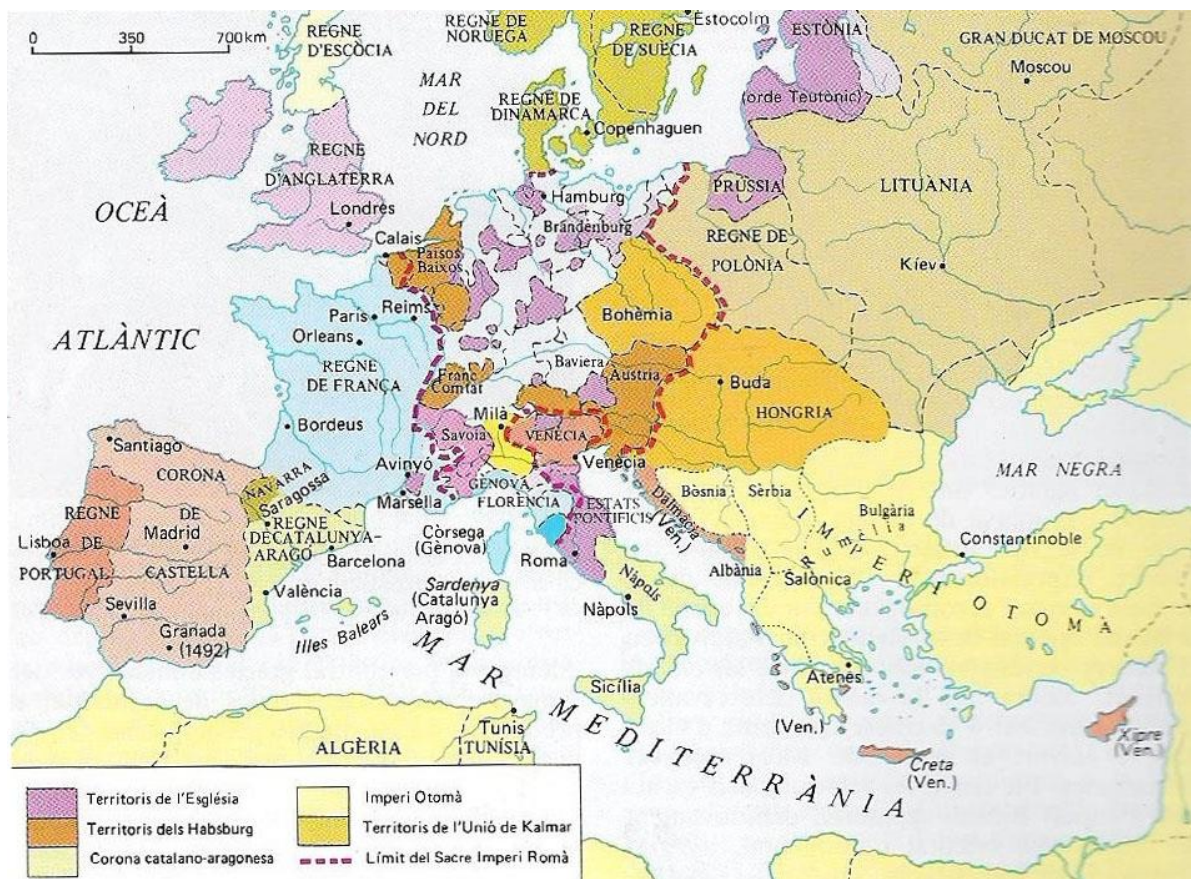
### 3. History of America. THE BEGINING

#### 3.1. EUROPE IN THE 15<sup>TH</sup> CENTURY

In this century, Europe had a monarchy system. The society was divided in two groups: privileged and unprivileged. The first group controlled all society (the economy, the religious, the politic system, etc.) and was formed by the king and his family, the nobility and the church. The unprivileged were the majority of the population and they lived in poverty.

Other thing that is very important in this century is the reappearance of the humanist movement. Its main characteristic is that it gave more importance to mankind, to the science and the philosophy. This movement was impulsed by the invention of the printing in 1445. This invention allowed that the information, the education, the culture and the sciences were spread around the whole continent.

In 1452 the fall of the Constantinople occurred and the Turks controlled the commercial route between Europe and Asia. These facts coupled with the invention of the compass and the sextant allowed the research of new maritime routes.



The map shows the Europe in the 15th Century

### 3.2. THE NEW CONTINENT AND COLUMBUS

Christopher Columbus was born in 1451 in Geneva according to several hypotheses although other documents say that he was born in Catalonia, Mallorca, Ibiza, Monteverdi, Portugal or Greece, among others. He became sailor's apprentice when he was 14 years old. He travelled by the Mediterranean's coast and a few years later, he travelled on the Atlantic Ocean. In 1476, he wrecked and he arrived in Portugal where he started trading in the sugar's commerce. A year later, he was married to Perestrello's daughter who was a Portuguese sailor.

Columbus had the theory that the world was round. He believed that the extensions of the world were 228° in length. Therefore, he believed he had to sail 4.500 km across the Atlantic Ocean in the west direction from Canarias to find Japan and the Asian Continent.



*Christopher Columbus*

In 1484, he presented his theory to the king of Portugal but he was most interested in Africa and he rejected the Columbus' theory. Then, he opted to present his plan to the Castile's Kings (Spain). They saw his plan interesting but their negotiation was about to fail because of the demands of Columbus. Finally, the Castile's Kings accepted his travelling plan in 1492. They awarded him with the titles of Viceroy and Admiral and gave him as well the economic rights of the discovered lands.

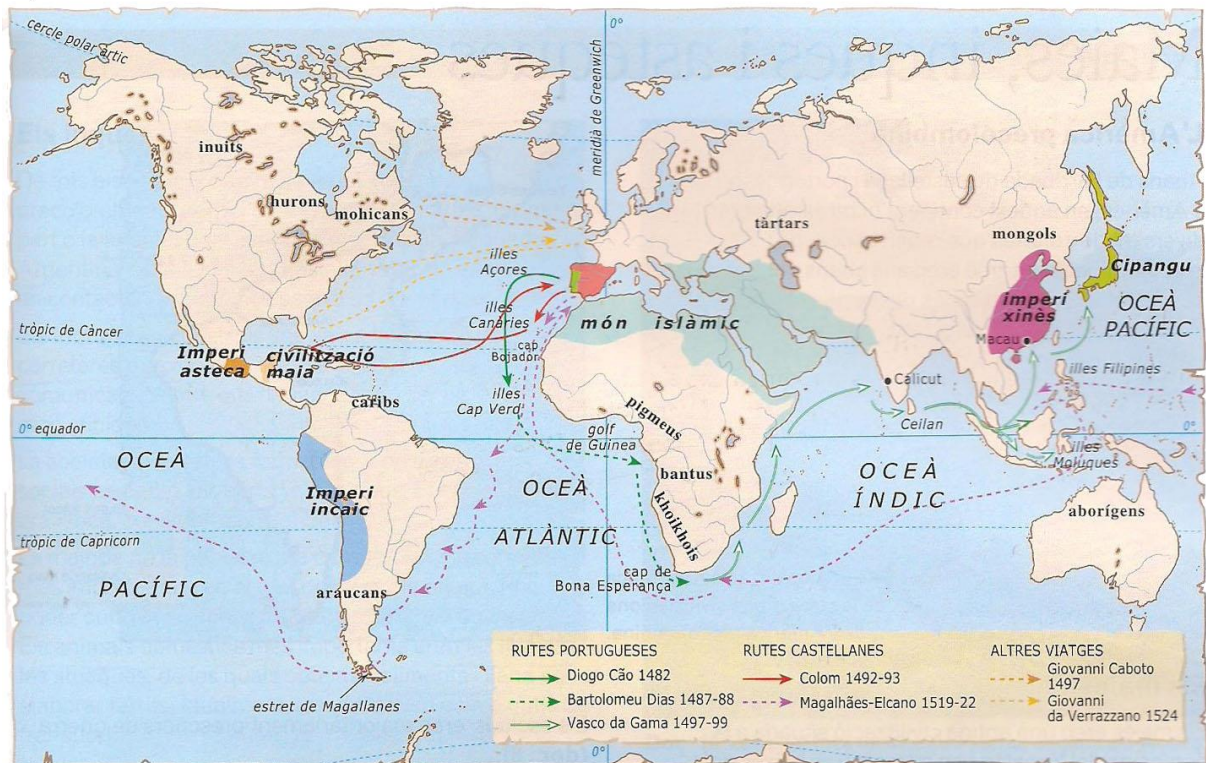
On the 3rd of August of 1492, Colon set sail from "Puerto de Palos" with three ships named "La Niña", "La Pinta" and "La Santa Maria". After a lot of days sailing in the ocean, the sailor Rodrigo de Triana saw lands the on 12th of September of that same year.

When all the sailors disembarked in the island, Columbus believed that they were in India and he called this island San Salvador. Then, they discovered the island of Haiti and the Dominican Republic. After that, Columbus decided to come back and inform the kings of his discovery leaving 39 sailors on the island.

In March of 1493, Columbus arrived to Spain and was received by the Kings. After explaining his discovery, he prepared the second travel. This expedition was formed by 17 ships and 1300 people. Their objectives were to discover other lands and colonize them. Moreover, they had to convert the natives into Christian believers and exploit the new lands economically.

Columbus founded a settlement whose name was Isabella. This settlement organized the transport of gold, food and natives to be sold as slaves in Spain.

Columbus did the third travel in 1498. He arrived at Trinidad and the Venezuelan coast. He was sure that these lands were Asia too.



The map shows the main explorations of the world by Portuguese and Castilians in 15th and 16th Century

In his fourth and last travel he explored Central America. On the 7 of November of 1504, he returned to Castile and two years later he died in Valladolid.

In 1502 a Portuguese navigator, Amerigo Vespucci, determined that the land which Colon discovered wasn't India but it was a new continent named AMERICA

Amerigo Vespucci (9 March 1454 - 22 February 1512) was an Italian merchant, explorer and cartographer. It is also popularly believed that North and South America derive their name from a Latinized version his first name. He died of malaria.

### 3.3. PRE-COLUMBIAN CULTURES

Where the American natives come? The most spread theory explains that a group of Asian hunters crossed the Bering Strait in the prehistory. They could cross it because of the glaciations that caused incensement of the ice and the sea level lowered. In this way, this phenomenon caused an ice corridor and the hunters could cross it without difficulty.

There were many pre-Columbian cultures but the most important were the Mayan, the Aztec and the Inca. These cultures were settled in the lands where Mexico and Peru are currently found. Those people had a sophisticated system of control of their lands, resources and population. Moreover, they had complex cultivation techniques and the main farming was the corn.



*Map of the three most important pre-Columbian cultures*



### *Stepped Mayan*

The Mayans were located in the Yucatan peninsula and others lands of current Mexico, Guatemala and Honduras.

They organized themselves in cities-states which were governed by leadership. The society was divided in four classes: nobles, priests, peasants and the slaves. The peasants farmed corn, cacao, tomatoes and others species.

This civilization was expert in maths and astronomy and they also had an own script system and a calendar. It is necessary to emphasize their capacity of building the stepped pyramids.

### *Machu Picchu*

The Inca Empire was the biggest. Their lands were extended where there are the present Peru, Bolivia, Ecuador, Argentina and Chile.

Their society was made up by The Inca, who governed the people, the serfdoms and the slaves. The majority of the people were farmer and they farmed corn and potatoes or they obtained food and wool of llama.

Their most important building was The Machu Picchu. The Inca architecture had an administrative and a religious function. The religious and state buildings were built with crafted stone. These stones were crafted in all faces allowing that the stones fit perfectly.



### *Aztec rock*

The Aztec appeared in the valley of Mexico in the 12<sup>th</sup> century. This nation was the union of the Tenochtitlan city, Texcoco city and Tlacopan city.

They were a warlike town divided in tribes. Their society was divided on nobles, a priest, freemen and slaves. They farmed corn, tomatoes and pumpkins.

Their religion controlled all society, economy, armed forces and government. The Aztecs were polytheistic and their most important gods were: Huitzilopochtli, god of war; Tezcatlipoca, god of life; Tlaloc, god of rain; and Quetzalcoatl, god of air.



### 3.4. THE CONQUEST AND THE BEGINNING OF THE COLONIZATION

The conquest of America was a process that took almost 60 years. The conquerors used the weapons and their diplomacy and politics in order to subdue native people. The Spanish established their laws and they founded politic institutions in the lands which they conquered and colonized at the same time. This process began in the Vega Real's battle in 1495 with the victory of Castilians against natives.

Many natives cooperated with Castilians by vanquish their enemies natives. Castilians used the natives traditions by colonize the tribes. For example, if the chief died, the whole tribe would yield. Using this measure, colonists identified the chief thanks to his clothing and then they killed him.

Castile was the first empire to declare the discovered lands of his possession. In the first stage of conquest, they occupied The Caribbean Islands, Central America and Venezuela.

During the greatest stage, Castile conquered The Empire Aztec and Maya, arrived to Florida and explored the Mississippi, Guatemala and Panama. Pizarro was the person who conquered the Inca Empire in 1532.

The Crown of Castile and the church started a process to Christianize the natives by force. If the natives didn't transform, they became slaves or were killed. The Europeans transmitted their culture, their values and their knowledge to the natives.

In 1497, the King of England decided to explore the coast of North America because he looked for a route towards India. The King James gave to the London Company the right to explore and populate the lands of the Atlantic coast. In the next hundred years new colonies were appearing.

The French Jacques Cartier arrived to America in 1534 and took control of the Gaspe Peninsula in the name of the King of France. In 1534, he founded Montreal and Quebec in 1608. France lost Acadia and Trinova in British hands on 1713 and the rest of their lands in the War of Seven Years<sup>3</sup>.

The Europeans discovered unknown species such as the corn, the yucca, potatoes, sweet potatoes, the courgettes, tomatoes, red pepper and green, pineapples, sunflower seed, etc. Columbus saw that natives were smoking some strange leaf that resulted to be tobacco. The Spanish Conquerors started to commercialize tobacco in all Europe.

The Spaniards brought to the new lands new farming species such as cows, pigs and goats, which they could be able to grow up quickly. This was the start of American fauna changing.

However, they did not have much success with the vegetables; even if some species were evolving without problems, the cultivation of the olive tree and cereal failed.

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<sup>3</sup> Seven Years War: a war (1756–63) that set Britain, Prussia, and Hanover against Austria, France, Russia, Saxony, Sweden, and Spain. Its main issues were the struggle between Britain and France for supremacy overseas, and that between Prussia and Austria for the domination of Germany. The war was ended by the Treaties of Paris and Hubertusburg in 1763, leaving Britain the supreme European naval and colonial power and Prussia in an appreciably stronger position than before in central Europe.



*Map of America towards 1700*

A glance at the american dream - *“Una ullada al somni americà”*

## 4. History of the creation of the United States of America.

### The Independence

#### 4.1. THE FIRST SETTLERS AND THE THIRTEEN COLONIES

*In this section, the creation of the first English settlements, that later became the called "The thirteen colonies", are explained.*

When Colon discovered America in 1492, it started the colonization period of America. All the lands of the New World were demanded by Spain, but then Portugal and Spain signed the Tordesillas Treaty in 1494. Due to this, the territory was finally divided from north to south and all that was

found in west became part of Spain and what was in east was deserved to Portugal.

Shortly after, some Spaniards searched for precious materials towards the north of the continent. Between 1530 and 1540, they had arrived at Mississippi Valley and the Great Meadows but they didn't find gold and they left.

England had been interested in the American lands since 1497, but they didn't challenge the Spanish power during the big part of the 16<sup>th</sup> century. It is owing to that this country was very weak because it had an economic crisis, started to have overpopulation and was divided because of the religious problems. However, the power of dynasty was reinforced in 1580. At the same time the Spanish Monarchy was



losing power and therefore, Spanish couldn't protect all American Coast.

England had many reasons to create colonies in America: get products and raw materials, have a new market for their exports and provide houses and lands for the excess of population of the country. By that time, the English people considered that it was essential to found stable settlements. For all these reasons, British people had to move to America. The British businessmen, the majority formed by puritanical reformists, founded the English settlements.

In the end of the 16<sup>th</sup> Century, the English Crown demanded the American lands which had been traversed by the English sailors in the century XV. The monarchy could stay the lands like a Royal Possession or they could cede some lands means of a Royal Letter.

Therefore, if a businessman wanted to create a Company, he had to get a Royal Letter which awarded them their statutes; it guaranteed their American lands and gave them some powers. In return, they had to subdue at the laws and traditions of England.

If it was a private individual, they awarded the lands by a patent and they had to subdue at the English Crown and their laws.

In 1578 and 1583, Sir Humphrey Gilbert ran the expedition of Newfoundland and he proclaimed himself sovereignty over a fisher group. When his brother, Walter, replaced him, he went to the colony but there wasn't trail of fisher. This first experience was known like "the lost colony".

#### 4.1.1. Virginia



*Virginia was one of the thirteen British colonies in North American between Maryland and Carolina. At the present, it is also a USA state.*

*When it joined the Confederacy in the American Civil War, Richmond was declared the Confederate capital and Virginia's north western counties seceded to form the state of West Virginia.*

In the beginning of 17<sup>th</sup> century, two Companies shared out the right of the Virginia colonization. The first Company (Bristol) retained the North's Virginia and the second Company (London) retained South's Virginia with included Maryland and Carolina. The first travel of

London's Company arrived to Virginia with three boats and a group of men, women and children in April of 1607. These first colons were ruined knights, ex-prisoners and artisans.

The first years were very difficult for Colons because the colony was situated in a swampy territory. This fact caused a lot of illness and the English products didn't prosper in these lands. Eventually, when the colony was going to be abandoned, the British Virginia's Company sent provisions and more colons from England.

Life in the colony changed in 1613 when the colons discovered a new variety of tobacco and the exports increased quickly the following years. Virginia introduced the private property between 1615 and 1625. From 1618 the company introduced the head-rights which consisted on the following: The Virginia Company gave 20 hectares to immigrants who paid his passage or passage of other person from England to colony.

The others immigrants were: 200 vagabond children from London who were sent to work in the new American fields and young, beautiful and well-mannered women who were married to farmworkers.

The representative assembly was convened to promulgate local laws. In July of 1619, 22 "bourgeois" were chosen by the adult men. This fact was the beginning of democracy. However, the Virginia Company disappeared in 1624 and their territories were transformed in royal colony which means that it depended of the Crown.

#### 4.1.2. Maryland



*Maryland was one of the thirteen British colonies in North America between Pennsylvania, Virginia and Delaware. At the present, it is a USA state located in the Mid-Atlantic region of the United States.*

*Maryland is one of the smallest states in terms of area, but it remains one of the most populous as well as one of the most densely populated states of the United States.*

King Charles I of England gave the Maryland's lands to lord Baltimore. His intention was to transform the colony in a refuge for the Catholics who were chased in England. This happened because the predominant religion in England was the Anglican or Protestant and it was not recognized the authority of the Catholic Church of Vatican. Despite of this religious aspect, Lord Baltimore's son was interested in the economic company that is why he increased the colonization. In 1633, two boats arrived to the colony with 140 Protestant passengers. The problems appeared quickly between the two religious groups and therefore the Act of Maryland's Tolerance was promulgated in 1649 which allowed the religious liberty in the colony.

#### 4.1.3. New England

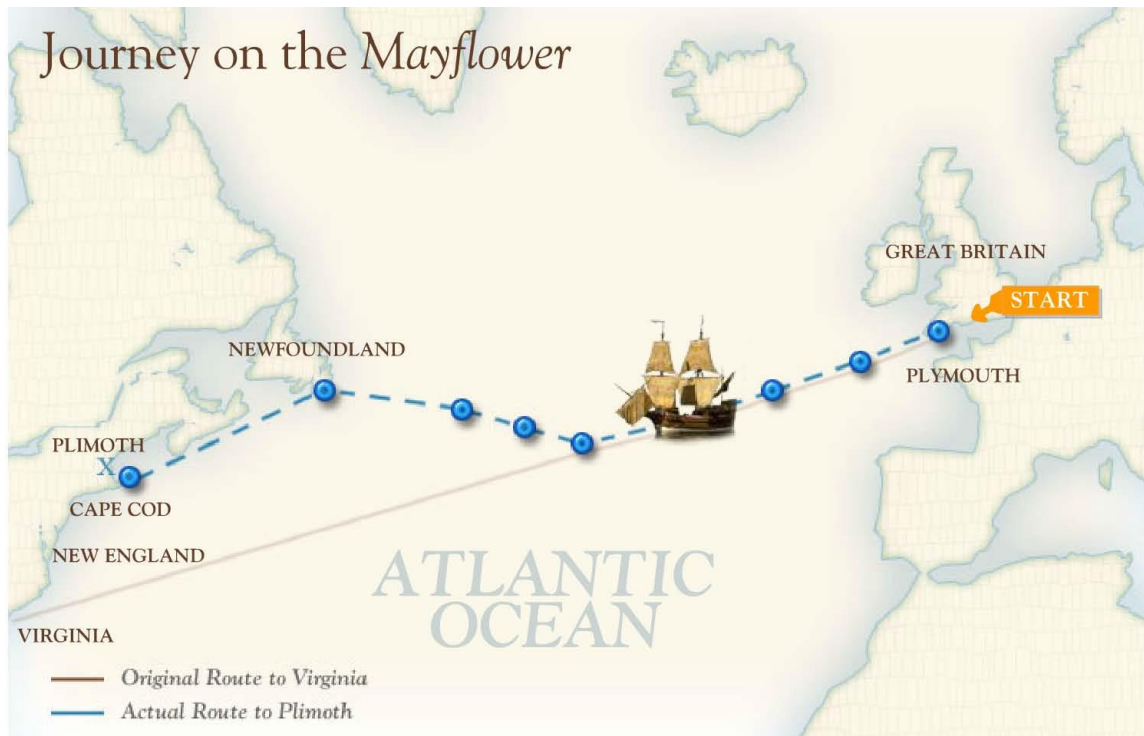


*New England was a region in the north-eastern corner of the North America consisting of the fourth states of Massachusetts, New Hampshire, Rhode Island, and Connecticut. New England was bordered by New York State to the west, Long Island Sound to the south, the Atlantic Ocean to the east, and the Canadian province of Quebec to the north.*

*At the present, New England was formed by six states: Massachusetts, Maine, New Hampshire, Vermont, Rhode Island, and Connecticut.*

A little group of British colonists, who were radical puritans, started a voyage that began on 6<sup>th</sup> September, 1620. The vessel named "Mayflower" left England for North America. Halfway to the New

World but a violent autumn storm struck. The two-month journey would not be a smooth one. The storm passed, but the ship had been blown off course. They were far north of Virginia, where the Pilgrims intended to settle. The crew stopped in Newfoundland for fresh water and supplies before sailing south again for Virginia. But the perilous waters around New England forced a change of plans.



Eventually, the “Mayflower” landed at Cape Cod, Massachusetts on 11<sup>th</sup> November 1620, after 65 days at sea. Then, they signed the pact of Mayflower<sup>4</sup>. The colonists settled in Plymouth, but it was a bad winter, making it very difficult for them to find food and build shelter. Therefore they were weakened by their two-month voyage and most of the passengers failed to survive the first few months in their new home.

Fortunately, native people called Wampanoag, or "eastern peoples", already lived in the Massachusetts Bay area, shared their knowledge of local crops and navigation with the "coat-men," as they called the English, and helped the colonists survive.

In November of 1621 (a year later for their arrival) the harvest was very abundant and they celebrated the first Thanksgiving Day<sup>5</sup>.

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<sup>4</sup> *The pact of Mayflower* was signed by the colonists of New England for auto-governed in 1620. It symbolizes, together with the Virginia’s Assembly, the beginning of democracy.

<sup>5</sup> *Thanksgiving Day* is an annual national holiday marked by religious observances and a traditional meal including turkey. The holiday commemorates a harvest festival celebrated by the Pilgrims in 1621, and is held in the US on the fourth Thursday in November. A similar holiday is held in Canada, usually on the second Monday in October.

The New England colony was divided in Massachusetts, New Hampshire, Rhode Island and Connecticut. In 1626, Robert Conant founded a puritan and fishing town. He created the Massachusetts' Company and obtained a Royal Letter which permitted that the colony was puritan. It caused a big puritan immigration in the colony. In 1641, a rule of liberties was created and the education was promoted as well.

A group of strict puritans migrated to the Connecticut River and years later, they got the Royal Letter which recognized the Connecticut colony.

Roger Williams together with a group of people left New England and founded the colony of Rhode Island. The new community was based on the people's government and the religious liberty.

In 1622, the New England Company gave the lands of New Hampshire to sir Gorges and to Mason who founded the colony.

#### 4.1.4. The others colonies



*These colonies (New York, Pennsylvania, New Jersey and Delaware) were some of the thirteen British colonies in North America. New York was delimited with Canada in north and in east; it was delimited with New England, and Pennsylvania with Virginia.*

In twelve years, England conquered New Holland and colonized Carolina. Charles II gave the Dutch lands to the duke of York who transformed New Holland to New York. When the duke of York became the king of England, he gave to his friend, sir George Carteret and Lord Berkeley the lands between Delaware River and Hudson River which was transformed in New Jersey. In 1674, his friend sold the half of colony to William Penn who founded Pennsylvania. In 1682, the duke of York gave to Penn the Old Dutch lands: Delaware.

*Carolina and Georgia were the south thirteen British colonies in North America. In the north of Carolina was the Virginia colony. In the present, Carolina was divided in North Carolina and South Carolina.*

In 1729, the owners of Carolina sold their lands to the Crown who formed the Royal Province of North Carolina and South Carolina. The last colony was Georgia that was given to James Oglethorpe by the king George II.



A glance at the american dream - "Una ullada al somr

## 4.2. THE NATIVES AND THE IMMIGRANTS

When the first colonists came to North America in the 18<sup>th</sup> century, they found a large amount of unexplored lands but that were already inhabited by who they called "Indians". They were immigrant descendants who had crossed the Bering's Strait to Alaska and had extended throughout the continent. In 1600, there were more than 1.5 million of native in the lands of the present USA. The natives had a lot of different cultures and languages.

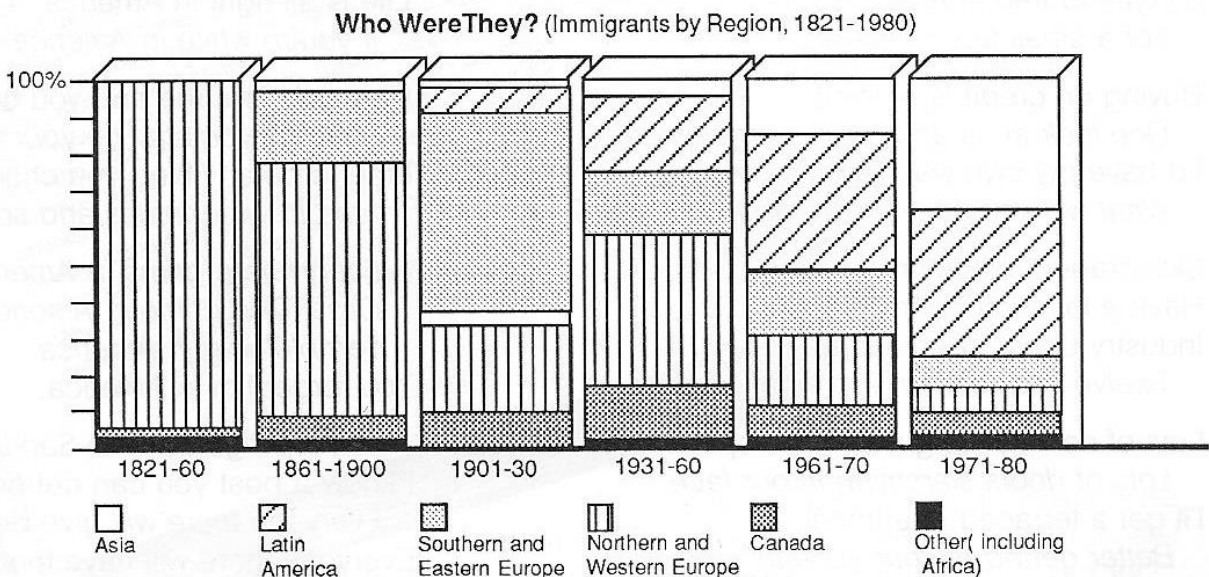
The North American tribes were very primitive: they didn't know the wheel, horses, metal materials or firearms. However, they had many things to teach at colons, as for example the way to farm the corn or tobacco. Nevertheless, the colons couldn't understand that the private property didn't exist among the natives and furthermore, the colons wanted to transform the natives into Christianity.

For three centuries, the persecution of natives, the illnesses and alcohol of white men had been destroying the culture and identity of Indians. In 1900, there were only 250.000 Indians living in the USA<sup>6</sup>.

The United States is a society popular for its immigrants. Since its early days the country has admitted more than 50 million newcomers, a larger number of immigrants than any other country in history. Most people came, and still come today, to gain wealth, land and freedom.

German farmers settled in Pennsylvania, Swedish founded the colony of Delaware and Dutch settled in New York. Africans, America's unwilling immigrants, provided slave labor in the southern colonies. Immigrants also came from France, Spain and Switzerland.

When immigrants settled in the New World, many of them immigrants tried to preserve the traditions, religion and language of their particular culture. The language and culture of the most numerous English colonists had the overriding influence.



<sup>6</sup> It's according to the book: "Maldwyn A. Jones. History of U.S.A 1607-1992 of the publisher Cathedra"



## 4.3. THE POLITICAL, ECONOMIC AND SOCIAL STRUCTURE OF THE COLONIES

### 4.3.1. The political structure

All colonies had more or less the same governmental structure. It consisted in a governor, a council and a Legislative Assembly<sup>7</sup>. The governor was chosen by the Crown or the owner of the colony with the exception of Rhode Island and Connecticut whose governor was chosen by the legislative power. The governor was the head of government, the first magistrate and the chief of the Armed Forces; he could convene and dissolve the Assembly, veto the laws and name the domestic posts.

In New England, the local matters like taxes and the nomination of municipal administrators were controlled by the Civic Assembly where all free men could vote.

However, the south colonies were organized in courts of the counties, an administrative and juridical entity, which was formed by the peace judges nominated by the governor.

The governor also nominated the sheriff who was the person in charge to keep the peace, supervise the elections and collect the taxes.

Unlike to Spain and France, England permitted the colonies to follow his path, but it changed in the end of the Civil Wars when England established his control over the colonies. Their imperial system supported in the economic philosophy which said that the economic self-sufficiency was the key to the power and the wealth of the nation. The mercantilist believed that the colonies only existed to serve the interests of a homeland, provide it with first materials, absorb their infrastructures and give work to the English people.

Between 1651 and 1673, the Parliament put these ideas in the Law of the Trade and Sailing which established the English monopoly over the transport of merchandise, the colonial market and colonial products.

In 1675, a special committee of the Privy Council was established. It was in charge of supervising the colonial matters. In 1686, the process of centralization arrived at his highest level when Jacob II joined all New England colonies in one. The assemblies were dissolved and were named a governor, who had autocratic powers, by the Crown.

In 1691, Massachusetts and Maryland were transformed in royal colonies. On the second half of the 18<sup>th</sup> century, there only were only three colonies of private property and two more belonging of companies that weren't controlled by the Crown. In 1763, the majority of the produced products were controlled by England.

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<sup>7</sup> Legislative Assembly: in all colonies, the Assembly was elective. Between 50% and 80% of the white adult men could vote, but very few did it. The people chosen were man of good position and a big patrimony.

### 4.3.2. The economic structure

When the imperial system was reformed in 1760, the serious complaints were grown. The Law of Iron controlled the expansion of the iron industry and the production of iron because the iron could enter to England without taxes.

Agriculture was the main economic activity and employed 90% of the population. Their techniques were primitive, but the lands were fertile and permitted to cultivate a lot of products. In the south colonies the most important export product was the tobacco. In 18th Century, the exports of tobacco, rice and southerner indigo started to rise up.

The central colonies exported wheat to the others colonies, Western Indians and Europe. New England was a land to surviving farms; however, the production of rum distills, was used like shipment in the triangular traffic between New England, Western Africa and Western Indians.

In spite of having a system of control and regulation, the imperial English system was more indulgent than the Spanish system in South American, Portuguese, French, etc.

### 4.3.3. The social structure

The government permitted that a person travelled free in exchange a contract of slavery that normally during four years. More than 50% of immigrants travelled to the colonies using this way. The servants were put on offer in the public sale as if they were slaves. The vagabonds, the kidnapped children and the deported convicts had a slavery period of fourteen years.

The majority had worked to the centre colonies since 1700 when the English people started to change the servants by black slaves. Servants' work was difficult and often exhausting. Moreover, they couldn't marry without the permission of their owner like the middle-age times. When the period of slavery finished, they were free and could choose their profession. However, only a part of them became independent farmers.

The first black slaves arrived from Africa to Virginia in 1619. Since 1660, the legislation started to define the situation of the slaves (there are more information about the slavery in the point 5.3.).

In the second half of the 18<sup>th</sup> century, the institutions, the ideas, language and people of England had become reinforced. The virgin environment had been creating a society that wasn't English in his racial or ethnic variety, but it had a pluralist religious structure, fluency and mobility. The Americans entrusted more in themselves, they were more flexible and enterprising. That meant that they were more practical and more aware of their rights than the English people.

In those moments, the Americanization process of language was started. For example, words like *toboggan*, *moccasin*, *canoe* and *wigwam* came from the Indians and the words as *boss*, *cookie*, *waffle* and *Yankee* came from Dutch people.

The easiest way to get lands also provoked that the young men left their country to create their own home far from their homeland. However, there was a great difference to the European society because the balance between the number of men and women was not equal. It is said that this phenomenon was caused by the tradition of earlier marriage in Europe.

The colony society remembered the English society: the man with properties and reputation was considered as "Mr." or "gentleman" and the benches of the church were allocated according to the social classes. Towards 1700, there was social elite, whose power was shown by their houses, possessions, lifestyle or their political control in each colony.

In addition, there was a very small part of the colony society that corresponded to black slaves; they represented the 25% of the society. Moreover, the indigence became a very important problem for society too. Therefore, the hospices were built and charitable societies were founded.

According to Richard Hofstadter the English colonies were "a world of middle class" due to the majority of farmers cultivating their own lands.

The high colonial class had the privilege to sit in the most distinguished place of the church; they were members of the parish assembly and could also act as Justice of the Peace. However, they were capitalist and they were absorbed by the speculation of the lands. They were bound with the exploitation of the lands and the slaves and, as a consequence, they were constantly indebted.

It was very common that a person could change the social class; for example, Benjamin Franklin who was previously a wax chandler and soap. In this way, the American society was more movable than the European society where there was an estate society.

The inhabitants of colonies didn't feel themselves as a nation because they competed together to the borders. It is not until a century and half after that this feeling of a unity and difference in relation to England will appear.

#### **4.3.4. Others aspects: religion and education**

In the colonies, there weren't a predominant religious and that occasioned a religious tolerance, including when the law impeded the religious acceptance. In the southern colonies there as the Church of England Protestant in the fourth country of New York there was the Congregationalist Church.

The letter of Massachusetts permitted that the right of vote was decided by the properties not by the religion and in 1700, this letter permitted the right to the public worship.

The movement of the great awakening, whose message was the personal relation of the individual with God and the need of salvation by the conversion, started in the colonies in 1720.

The founders of the New England colony considered important the value of education above all the religion. The Act of Massachusetts bay determinate that the parents had to teach their children to read. Precisely for this reason, elementary schools were required in the cities that had more 50 families. However, these laws didn't oblige the parents to take their children to school.

The majority of the schools of New York and Pennsylvania were controlled by Church. In the south colonies, the distribution of the population hindered the building of schools and therefore the education was consideration a task of the families. In 1636, Massachusetts founded the University of Harvard and more lately other universities were founded for example the University of Harvard.

## 4.4. REASONS OF THE INDEPENDENCE

### 4.4.1. The Enlightenment

In America, the 18th Century was a century of political and cultural debates, of revision and of changes. In North America, the people believed that their continent was virgin, without history and a place where they could do political or religious utopias. In fact, in the European newspapers and books, America appeared like a young world without experience and incapable to produce a culture like the European.

This absence of vision in the similitude between American world and the European world was one of the causes of the disagreement between England and his colonies.

The North American republicans liked to cite the classical authors, the philosophers and historians of Greece like Socrates, Plato and Aristotle. They liked to learn the Rome history too.

The American enlightenment believed that there was a conflict between the political organizations and the society: the confrontation between the liberty and the power. They thought that Europeans had opted to the corruption because the monarchies only wanted the welfare of a reduced group of the people who lived in the luxury and the excess. Whereas the North Americans believed that the people had to sacrifice the individual interest by the communal benefit.

According to the American enlighteners, a woman had to sacrifice herself and stay at her home. She couldn't participate in the political life. The republican women would educate the patriots of the future and they remembered to their roommates the importance of the virtue.

### 4.4.2. The imperial politic

The conflicts between the Crown and the colonies were continuous. The main matter was that whether the colonies had the right to be governed by the selected representatives or not. When the Paris Peace<sup>8</sup> put the end of the Seven Years War in 1763<sup>9</sup>, the independence process started.

After George III ascended at the British crown in 1760, their imperial administrators believed that the imperial system had to be strengthened in order to pay the increase of the costs.

The prime British minister presented at the Parliament a group of measures focused in America. The first measure was the organization of the conquered lands of Canada and Eastern Florida. These lands had to be governed by representative government like the thirteen colonies.

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<sup>8</sup> The Treaty of Paris: was signed on 10 February 1763 by the kingdoms of Great Britain, France and Spain, with Portugal in agreement, after Britain's victory over France and Spain during the Seven Years' War. The signing of the treaty formally ended the Seven Years' War which marked the beginning of an era of British dominance outside Europe.

<sup>9</sup> Seven Years War: a war (1756–63) that set Britain, Prussia, and Hanover against Austria, France, Russia, Saxony, Sweden, and Spain. Its main issues were the struggle between Britain and France for supremacy overseas, and that between Prussia and Austria for the domination of Germany. The war was ended by the Treaties of Paris and Hubertusburg in 1763, leaving Britain the supreme European naval and colonial power and Prussia in an appreciably stronger position than before in central Europe.

In addition, the British built a lot of forts to protect their possessions. The colonists thought that the Crown wanted to lift a barrier to stop his expansion towards west and they decided expand their lands as much possible as they could.

The politic of security and defense required a lot of troops and economic expenses that the Crown didn't want to assume, so they believed that the colonies had to contribute to pay these expenses.

The second measure was a fiscal law which pretended to raise the American taxes to confront the growing expenses of Empire. They imposed two taxes in the Sugar Act and the Stamp Act as explained here below.

The Sugar Act was approved in April of 1764 and it imposed a drastic reform in the customs system of colonies. The first minister wanted to put an end to the contraband to rationalize the colonial system. However, the coast cities, who were directed by Boston, started a series of protests. In this moment the colonists understood that they had to control the government because these actions tended to invade the individual rights and liberty of the people.

Then the parliament established the Stamp Act. It imposed that the colonists had to pay some fiscal stamps for the newspapers, almanacs, pamphlets, legal documents, commercial receipts, documents of ships, policy of insurance, marriages licenses and at the deck of cards and at dice. The Sugar Act had only affected at the New England businessmen but this Stamp Act affected all the citizens and it caused the hostility of lawyers, printers and bar managers.

The Sugar Act occasioned the formal protest of the colonial assembly of Virginia, New York, Connecticut, Rhode Island and Massachusetts. In October of 1765, the representatives of nine colonies met in the New York Congress to discuss about the Stamp Act. This congress was the first meeting between the colonies. The colonists decided to not import any British products in order to boycott England.

The 14<sup>th</sup> of August of 1765, a multitude assaulted the house and the office of tax Stamps collector in Massachusetts. Little time later, the assaults to royal functionaries were extended through all colonies. For this reason, the Parliament suspended the Stamp Act in March of 1766, but they approved a law which confirmed that the Parliament had the right to impose taxes to the colonies.

The call of assemblies, meetings and debates created a feel of unity between the North American colonies. In addition, political and constitutional reflections were published in the pamphlets, almanacs and newspapers which were filled with republican thoughts.

In 1765, the Parliament established the Riots Act which pretended that the colonial assemblies would provide accommodation and provisions to the British troops. New York, where there were the general quarters of the British armed forces, didn't accept this law. In consequence, its Assembly was suspended until they would obey the law again.

In 1767, a new government established a new tax which affected products like the tea, the paint, the paper and the crystal. The colonies opposed this law again because they believed that the Parliament of England couldn't establish new taxes to the colonies. They started to boycott the new

taxes, publish reflections in pamphlets and newspapers, and new groups and committees appeared in all colonies to protect the colonial interests.

In 1768, Samuel Adams proposed that the only solution was the independence. In February of the same year, the Massachusetts Assembly, which was the most radical, approved a circular where denounced the Townshend Act like unconstitutional. As a result, the state secretary of the colonies threatened with closing the other assemblies if they supported the Massachusetts' circular. However, before the threatening arrived from London, the assemblies of New Hampshire, New Jersey and Connecticut supported as well Massachusetts.

Virginia approved a circular which said that the colonies had to join against the British measures. This circular caused that beginning of rebellions and mutinies in all the colonies. In Boston, armed colons convened a convention of delegates of the different colonial towns. The situation in Boston was anarchical for England and they sent troops to reestablish the order.

In 1770, England had only collected 21.000 pounds while the expenses of the colonial boycott supposed 70.000 pounds for England. In the end of this year, the Parliament suspended the new colonial taxes in exception of the Tea Tax and they gave the tea monopoly to the Company of the Eastern Indians<sup>10</sup> in 1773. The American businessmen had been private to trade with tea and they joined to the radicals and pro-independence against England. This alliance was who started the lot of mutinies and rebellions in the American colonies.

The king George III and his ministers promulgated the Intolerable Acts. Due to that, the traffic in the Boston port was closed until the Bostonians paid the value of the 45 tonnes that they had thrown to the sea as a protest for the British taxes. Moreover, from that point the American crimes would be judged in England. The metropolis (England) could also requisition buildings of the cities to transform them in quarters of the armed forces.

Then, the parliament also approved the Quebec Act<sup>11</sup>. The provisions of the Quebec Act were seen by the colonists as a new model for British colonial administration, which would strip the colonies of their elected assemblies. It seemed to void the land claims of the colonies by granting most of the Ohio Country to the province of Quebec. The Americans had fought hard in the French and Indian War, and now they were upset seeing that the losers were given all the rewards including lands belonging to the 13 colonies.

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<sup>10</sup> The East India Company: originally chartered as the Governor and Company of Merchants of London trading into the East Indies. Commonly associated with trade in basic commodities, which included cotton, silk, indigo dye, salt, saltpetre, tea and opium, the Company received a Royal Charter from Queen Elizabeth in 1600 making it the oldest among several similarly formed European East India Companies. Shares of the company were owned by wealthy merchants and aristocrats.

<sup>11</sup> Quebec Act: The Quebec Act of 1774 was an act of the Parliament of Great Britain setting procedures of governance in the Province of Quebec. The principal component was the province's territory was expanded to take over part of the Indian Reserve.

#### 4.4.3. Continental congress.

The Virginia Assembly did a call to the all colonies to get together in a congress where they would argue "the common American interests". In all colonies except of Georgia, they had chosen a representative who had to go to the First Continental Congress at Philadelphia in 5<sup>th</sup> of September of 1774. The Congress decided to form a colonial government rival that will have to retain the taxes and establish a militia and several economic fines against England.

The colonists wrote a draft of the Rights Declaration and a formal protest against last economic taxes of England. In addition, they created a Continental Association to spread and apply their decisions. The first measure was the organization of a boycott against England: The thirteen colonies would not export, import or consume the British products. The British Parliament reacted with the declaration declaring that the thirteen colonies were in "state of rebellion".

Massachusetts was the colony with more English troops and civil servants; so it was the most punished colony by the metropolis (England). Consequently, the radicals and pro-independence people organized rebellions and attacks against the British interests. In Lexington, the first confrontation between colonists and British armed forces was produced in 18<sup>th</sup> of April of 1775.

In the same month, the governor of Massachusetts sent 700 British soldiers to steal the gunpowder and the arms from the colonists in Concord. That was the moment when the war between England and colonies had started (see the 4.6.).

## 4.5. THE DECLARATION OF INDEPENDENCE

### 4.5.1. The historical context

The Second Continental Congress got together in Philadelphia on the 10<sup>th</sup> of May of 1775. They sent a mission of peace to London but the repudiation of George III to an agreement was the loss of any hope of reconciliation. Then, the Congress chose George Washington like the new leader of the colonial armed forces.

The colonial organization had many problems to function correctly and therefore, they had to discuss and a new form of colonial organization. In all colonies revolutionary governments were formed. In 1776, the South Carolina Congress approved the dissolution of all bonds with England. North Carolina and Rhode Island supported the Independence and the Congress of Massachusetts demanded at the Continental Congress a formal declaration of independence.

The Congress chose Benjamin Franklin, John Adams, Roger Sherman, Robert Livingston and Thomas Jefferson to prepare the declaration. However, Jefferson was in charge of writing the sketch which contained the causes that had brought to the independence and it reflected the ideas of the Enlightenment.

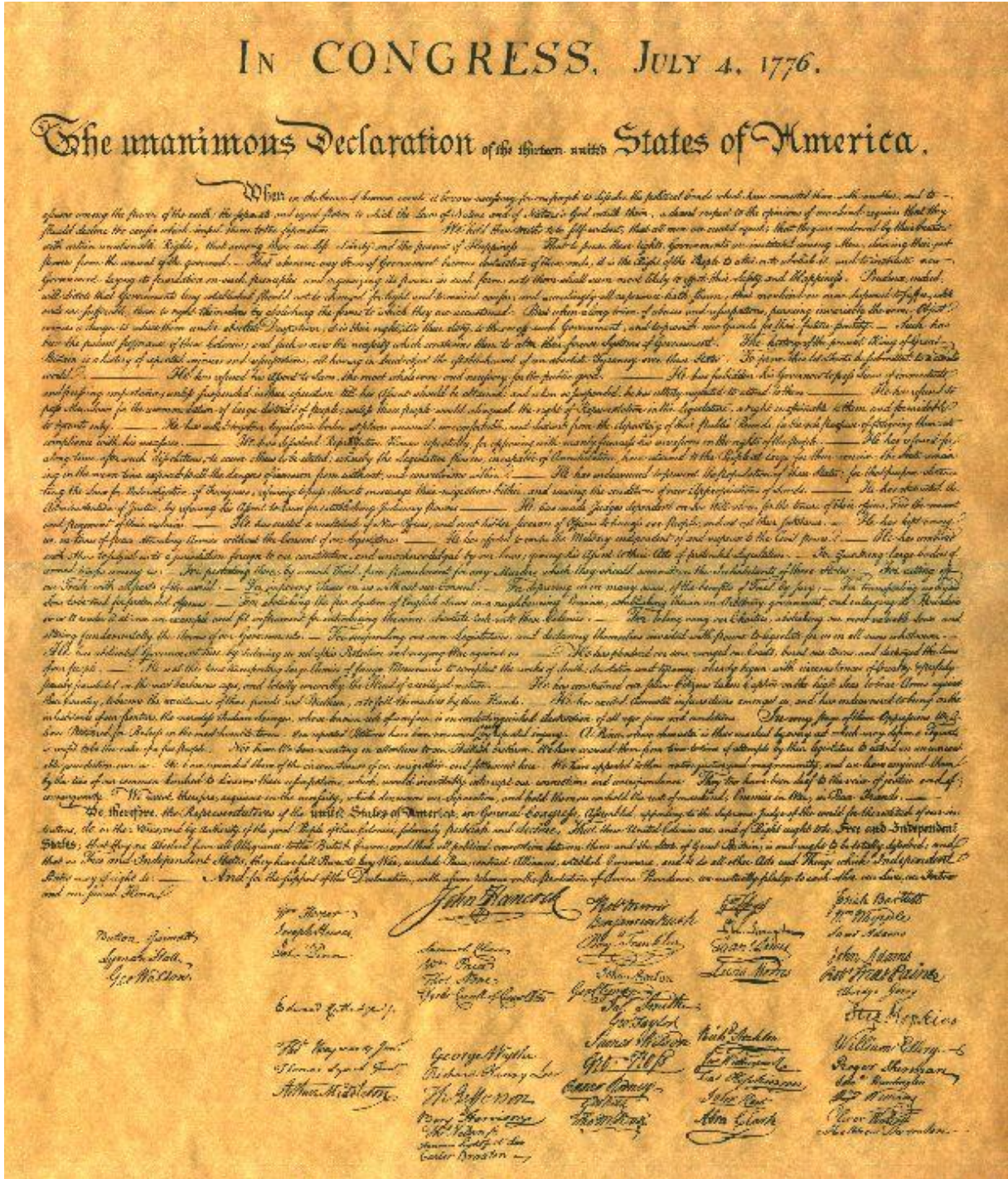
The Declaration of Independence was presented at the Congress on the 28<sup>th</sup> of June of 1776. Then, all the colonies voted in favor of the Declaration. They had to eliminate the part that made reference to slaves for getting the vote of South Carolina. Only New York didn't vote. The Declaration was approved on the 2<sup>nd</sup> of July of 1776 and on the 4<sup>th</sup> of July, the Declaration of Independence was signed by the president of the Continental Congress, John Hancock. The Declaration was read publically for the first time in Philadelphia on the 8th of July. The next day, it was read in New York and the New York Legislature voted in favor of the Declaration too.

The Declaration of Independence was written in a beautiful copy on parchment which was signed by all the delegates. All signers were and are considered the "Founding Fathers" of the United States.

You can read the declaration of the Independence here below with the names of its signers.



4.5.2. The Declaration



A glance at the american dream - "Una ullada al somni americà"

# The Declaration of Independence: A Transcription

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IN CONGRESS, July 4, 1776.

## The unanimous Declaration of the thirteen united States of America,

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

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good. He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

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

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

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

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

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

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

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

He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our

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people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

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

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

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

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

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

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

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

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

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved;

*A glance at the american dream - "Una ullada al somni americà"*

and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

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*The 56 signatures on the Declaration appear in the positions indicated:*

**New Jersey:**

Richard Stockton  
John Witherspoon  
Francis Hopkinson  
John Hart  
Abraham Clark

**Virginia:**

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

**Pennsylvania:**

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

**North Carolina:**

William Hooper  
Joseph Hewes  
John Penn

**Maryland:**

Samuel Chase  
William Paca  
Thomas Stone  
Charles Carroll of Carrollton

**Delaware:**

Caesar Rodney  
George Read  
Thomas McKean

**South Carolina:**

Edward Rutledge  
Thomas Heyward, Jr.  
Thomas Lynch, Jr.  
Arthur Middleton

**Georgia:**

Button Gwinnett  
Lyman Hall  
George Walton

**New York:**

William Floyd  
Philip Livingston  
Francis Lewis  
Lewis Morris

**Massachusetts:**

John Hancock

**New Hampshire:**

Josiah Bartlett  
William Whipple

**Massachusetts:**

Samuel Adams  
John Adams  
Robert Treat Paine  
Elbridge Gerry

**Rhode Island:**

Stephen Hopkins  
William Ellery

**Connecticut:**

Roger Sherman  
Samuel Huntington  
William Williams  
Oliver Wolcott

**New Hampshire:**

Matthew Thornton

**Source:** [http://www.archives.gov/exhibits/charters/declaration\\_transcript.html](http://www.archives.gov/exhibits/charters/declaration_transcript.html)

## 4.6. THE WAR OF INDEPENDENCE

The thirteen states had to organize a new political, economic and social system because the previous imperial system was destroyed. Moreover, they had to win the war of independence. During the 1776, the States adopted written constitutions which delimited the form of government and the way to choose their president. Although, the most important of them was the Virginia Constitution. These constitutions had a system of separation of powers in order to avoid the abuse of power or the tyranny. The Continental Congress didn't have a power to establish taxes or approve laws.

### 4.6.1. The first stage

The Congress had to transform the militia in a professional army, control the internal resistance and seek European allies as they didn't have any arm, neither any experience to win the war. In October of 1775, they transformed the commercial ships to organize an armada and they created a body of Marines.

The 25% of the people of the colonies stayed faithful to England and they were denominated "realists". They were mostly spread around New York, New Jersey and Georgia. The people that supported the Continental Congress were denominated "patriots".

France didn't forget the loss of their North American colonies, for that reason, France wanted to weaken England. Thus, France decided to make a secret loan to the States. They didn't participate officially until that the victory of the American States was possible.

### 4.6.2. The second stage

Howe, the British Commander in Chief, planned an assault to the city of New York. In July of 1776, his army disembarked in the Island of Staten. Washington had gathered their powers to protect the city, but in the battle of Long Island, his army was defeated. The British occupied New York and they invaded New Jersey. Then, they pursued the Americans crossing Delaware.

By that time, Philadelphia was the biggest American city and contained the headquarters of the Congress; therefore, it could be considered the capital of the United States. Precisely for this reason, Washington thought that they couldn't lose Philadelphia without fight. However, the Continental Congress decided to leave Philadelphia and they settled in Baltimore.

Later, Howe withdrew his quarters in New York because he was sure that Americans would do the same. Nevertheless, Washington didn't want to do it and chose the date of 25th of December to attack, as he thought that they could surprise the British army. Washington crossed the River Delaware, attacked the British army, who didn't react, and crossed the River Delaware again and, on the 30<sup>th</sup> of December, they occupied Trenton.

Washington defeated the British army in Princeton and arrived to New Jersey on the 7<sup>th</sup> of January 1777, and he installed his winter quarters there. Cornwallis (British general) installed his quarters in New Brunswick. On the 4<sup>th</sup> of March, the Congress came back at Philadelphia.

On the 14<sup>th</sup> of June of 1777, the Congress decided to adopt a national flag with thirteen stripes reds and whites alternating and had thirteen stars in the rectangle of the top left-hand corner. For this reason, the American people celebrate "the day of the flag" on the 14th of June. In August, American army won the Bennington battle that supposed a big defeat for England. The announcement of the victory provoked that many men enlisted at the American army.



On 23<sup>rd</sup> of July of 1777, Howe disembarked a few kilometers from Philadelphia in order to attack it by surprise. On the 11th of September, the Brandywine Creek battle was fought and, as a result, the American army lost and they had to leave Philadelphia and the Congress had to do the same. Howe took Philadelphia on the 26th of September of 1777. In the battle of Bemis, The British army that was directed by Burgoyne lost and Burgoyne surrendered on the 17th of October of 1777.

The 7<sup>th</sup> of December of 1777, the announcement of the Burgoyne's surrender arrived in Paris. The French Government thought for the first time that the Americans could win the war. For this reason, both governments signed two pacts in February of 1778: one related to a commercial pact and the other made reference to a defensive alliance. France and USA agreed to respect their possessions in America, fight until the Independence of USA was approved and they also agreed that they were not able to sign the peace with England separately.

On the 8th of May of 1778, Howe was relieved from the command and was replaced by Clinton. In June, the British army abandoned Philadelphia and they started a march to the north-east. Clinton knew that where people felt more fidelity to England was in Georgia and therefore, they could establish in this colony and attack the north from Georgia. The 29<sup>th</sup> of December of 1778, Savannah (Georgia) was taken by the British and at the end of that year, all Georgia was under the British control. On the other hand, Spain had combated against England during two centuries and it wanted to debilitate England. In addition, he wanted to recover Gibraltar<sup>12</sup>. However, Spain was an

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<sup>12</sup> Gibraltar: it was located on the southern end of the Iberian Peninsula at the entrance of the Mediterranean. England conquered it in 1704 and Spain tried to recover it in different occasions but they failed.

absolutely monarchy and it didn't want to help anyone who talked about liberty and democracy. The 3rd of April of 1779, Spain demanded the return of Gibraltar to England threatening with the war if they refused to it. When British refused to it, Spain signed a pact with France and it declared the war to England on the 21<sup>st</sup> of September of 1779. On the 27<sup>th</sup> of September of 1779, the Congress appointed John Jay as a minister in Spain. He had to convince the monarchy to recognize the independence of USA but he failed.

In June, Charleston (South Carolina) fell under the British control and a few months later, South Carolina was in the British hands too.

#### **4.6.3. The last stage**

The Congress didn't have own fiscal deposits and therefore they could only finance the war with the emission of the paper money. The problem was that although the emission of paper money grew, his value was reduced and the prices grew. When Robert Morris was designated superintendent of Treasury in 1781, he reduced the crisis by following several measures like these ones: he put in circulation letters of credit supported by his fortune, he negotiated a credit with France, he pressured the States to contribute with money and he established the Bank of North American.

The 4th of July of 1776, the States reached the independence until the 1st of March of 1781, the United States of America did not start to exist legally and the Continental Congress was transformed in the "Congress of the United States".

Cornwallis wanted to attack Virginia because it was the most rebel colony and the basis of supplies for the southern American army. He established at Yorktown in August of 1781. Washington took their troops in Staten Island (it seemed that he want to attack New York) and, when the British left their vessels in order to enter to protect the city, Washington changed the direction to the south. Then, the French vessels arrived in front of Yorktown and Cornwallis contemplated as their troops were defeated by the French by the sea and the Americans by the land. Cornwallis surrendered on the 17th of October. The announcement of the surrender arrived to England and the British government thought that the war had been a disaster.

Benjamin Franklin, John Adams and John Jay travelled to Paris in order to negotiate the peace with England. They had the instructions of the Congress that they had to respect the French alliance but they started some secret negotiations with England and signed the preliminary pacts in September of 1782. In the pact, England recognized the independence of United States, it established the borders of the new nation and it said that the debits with American or British moneylenders had to be paid.

France and Spain signed preliminary pacts with England in June of 1783. In the Paris Peace, England recognized the independence of United States, France recovered Tobago, Saint Lucia and Senegal, and Spain recovered Menorca and Florida, but it didn't recover Gibraltar.

## 5. The new country: United States of America.

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*After the Independence, there are a lot of things to do. First of all, they had to organize the new country. Then, they wanted to expand to West thanks at the appearance of railway. Last, they underwent a Civil War. All of it happened in less than 100 years.*

### 5.1. THE ORGANIZATION OF THE NEW NATION

When USA became a nation, the Confederation of United States didn't have enough power to face the problems that caused the process of transition from colonies to a sovereign nation.

In the religious aspects, the two more relevant incidents happened in Carolina and Virginia. The Constitution of Carolina, which was approved in 1778, declared the religious liberty and in Virginia, the Anglicanism approved the Statute of Religious Freedom<sup>13</sup> which was written up by Jefferson.

When the war finished, the money paper emitted by the Congress lost its value and it stopped to circulate. The contracted debt caused a rise of taxes and then, the people of Rhode Island demanded the emission of money paper. In Massachusetts, the taxes were higher and they had to pay them with coins. In addition, the creation of nobility title was forbidden and the hereditary occupation of a post was forbidden too.

#### **The Constitution**

The Founding Fathers believed that the common power of all states had to be reorganized and reinforced. For this reason, 55 representatives of the states, except the state of Rhode Island, celebrated the Convention of Philadelphia in 1787. First of all, they chose a president by unanimity to Washington. Then, they decided to write up a new constitution.

The majority of its members were sure that when the man had the power, he was moved by his interests and passions. Therefore, the design of the political system had to correct the passions to search the common good. In this moment, the idea of Federation turned up. In the Federations, the sovereignty of the nation was shared between the national State and each one of states. Additionally, the power was fragmented and was divided. Then, the Founding Fathers established the competences of the nation and the competences of the states.

The representatives of the big states (with a lot of inhabitants) supported the Virginia Plan<sup>14</sup>, but the little states supported the New Jersey Plan<sup>15</sup>. Finally, the new text maintained a bicameral

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<sup>13</sup> Statute of Religious Freedom: The Virginia Statute for Religious Freedom was drafted in 1777 by Thomas Jefferson. In 1786, the Assembly enacted the statute into the state's law. The statute disestablished the Church of England in Virginia and guaranteed freedom of religion to people of all religious faiths, including Catholics and Jews.

<sup>14</sup> Virginia Plan: It proposed that the election system have to be proportional to the number of inhabitants.

<sup>15</sup> New Jersey Plan: It proposed that the Congress would have to be single-chamber where each one of states would be represented by only one vote.



Congress: the Lower house was elected by a system proportional to the number of inhabitants and the Senate was integrated by two senators of each one of states. The Senate defended the interest of states and the Lower house the people.

The Founding Fathers followed the model of Montesquieu and established a distribution of the federal responsibilities in the different powers in order to guard and control between them. The legislative power fell on the bicameral Congress. The executive power was of the president. Each one of the states elected a number of electors, according to his state legislation, and these electors chose the president. Furthermore, the president had the possibility of re-election and different powers: right of veto, he could name to federal civil servant, he could do international treaties and he was the Commander-in-chief of the Armed Forces. Last, the judicial power fell on the courts and the Supreme Court was the maxim court of justice.

The Convention of Philadelphia approved the oldest Constitution which was still in force since 1787.

Now, the Founding Fathers needed the Constitution's ratification of the different states. There were two different groups of people: on the one hand the ones in favour of the Constitution (federalists) who were strongly supported by the men with properties and they also were in the highest positions in politics. On the other hand, there were the opponents of the Constitution (antifederalists) were little farmers with debts. The antifederalists thought that the Constitution had to include a Bill of Rights for guarantee the popular liberties.

Slowly, the Constitution was ratified by the states of Delaware, New Jersey, Georgia, Pennsylvania, Connecticut, Massachusetts, Maryland, South Carolina and New Hampshire. Virginia ratified the Constitution in exchange of a promise of including a Bill of Rights. On the 25<sup>th</sup> of July of 1788, the convention of New York approved the ratification. Although North Carolina and Rhode Island did not ratify the Constitution, the Congress of the Confederation could organize a national election in January of 1789.

The new country was underway.

## 5.2. THE EXPANSION TO THE WEST

Since the time of the Independence revolution, United States had bound the territorial growing with the need of republican virtue. In the Manifest Destiny (1839) it was express the belief of the superiority of the civilization and the English-speaking "race" that had political stable institutions, organized with the principle of liberty and equality. This superiority explained the "moral duty" of extending from all the regions of the North of the American continent.

Nevertheless, the expansion to the West wasn't very fast because of the native threats. The interest of the US to conquered new lands clashed with the native people that were living in those territories.

### 5.2.1. The Monroe Doctrine and the Northwest Ordinance

While USA and England were getting close with the initiation of a series of treaties for divide the South and center American markets, the Catholic Monarchs went into decline. That happened as a consequence of the return of Fernando VII who had restored the absolute Monarchy in Spain and he had tried to stop the independence revolutions in the Spanish America

The US began negotiations with a debilitated Spain and in continuous war since 1808. USA and Spain signed the Transcontinental Treaty in 1819. It laid down that Florida was given to the United States from Spain for 5 million<sup>16</sup> of dollars. In addition, it established the border between USA and the Spanish colonies from the Atlantic to the Pacific. United States had accomplished Louisiana and Florida.

In the annual discourse to the Congress in 1822, the president Monroe made a speech which has been known like the Monroe Doctrine. The president established the new principles of the foreign political of United States. Monroe explained that, after the independence of the Spanish colonies, the American continent was different from the old Europe. America represented the light, the rationality and the happiness. Moreover, USA saw himself like a guarantee of the New World. The Monroe's discourse was well accepted by the public opinion.

The Northwest Ordinance may have been the best attainment of the Congress of the Confederation. The first lands that they took were the Northwest lands in 1783 after the Independence. All the states demanded these lands for themselves. The Congress got that the states gave up the lands which passed be under the Congress Control. Then, the Congress approved the Northwest Ordinance in July 1787.

Following Northwest Ordinance, the different territories were transformed in new states and they became part of the United States:

- 1791: Vermont was transformed in State.
- 1792: Kentucky was transformed in State.
- 1796: Tennessee was transformed in State.

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<sup>16</sup> According to the book: Carmen de la Guardia. Historia de Estados Unidos of the Publisher Sílex in 2009.

- 1803: Ohio was transformed in State.
- 1812: Louisiana was transformed in State.
- 1816: Indiana was transformed in State.
- 1817: Mississippi was transformed in State.
- 1818: Illinois was transformed in State.
- 1819: Alabama was transformed in State.
- 1820: Maine was transformed in State.
- 1821: Missouri was transformed in State.



### 5.2.2. The transport revolution.

In 1794, the USA began to build more of 3700 mile for the following 30 years. This mile was built mainly in New England and in the middle Atlantic. When the vapour ships were invented, the prices of the freight charge and the passage fell down. For this reason, the fluvial transport grown and the canal building was begun.

In the same time, the time of the vapour train had arrived. The first public railway was the stretch from Baltimore to Ohio in 1828. The fight for the West market brought that others cities

A glance at the american dream - "Una ullada al somni americà"

authorized the building the railways. In 1840, the United States had 3308 mi of railroad track. In 1860, the USA had tripled its railroad track from the one existing in England. Thanks to the transport infrastructures, the United States opened the way of the fabrication on a large scale which permitted to create a unique and independent market.



*A railway machine of vapour*

In 1861, the country had 50000 mile of lines telegraph; By that year, it was possible to send by telegraph a message from New York to San Francisco.

Besides of expanding the markets and unite the union, the transport revolution made easier the ways of travelling and the colonization. The West was innovative and it trusted in itself, but it was divided: the South was proslavery but the North believed in free lands.

Moreover, the change of the policy of public lands also helped the West colonization. The Law of Lands<sup>17</sup> of 1796 favoured the real estate agencies at the expense of colonists. However, when Jefferson was the president, he reduced the minim unit of sell and allowed to pay the lands in several years. As a result, there was a massive migration.

Owing to the colonization, the main resources of corn, wheat and livestock moved from Northeast to the Atlantic coast. The growth of the agriculture was produced by the wealth of the lands and the new agricultural technology.

Since the independence, the USA had known that their textile products couldn't compete with the British industry. So that's why, they introduced a policy to attract technicians capable of improving the quality product and prices of the product. Consequently, many factories were opened in all states of New England and in New York.

### **5.2.3. The Texas State and the War with Mexico.**

Since the moment when Mexico had got the independence in 1821, it commenced to repopulate their limits. The Texas limits (in this moment, these lands were of Mexico) were repopulated by US colons. Sometime later, the US began to be more numerous than the inhabitants of Texas.

The slavery had been present in Texas since his founding. Although, the Mexican government approved laws for emancipating the slaves and condemn the traffic of slaves, Texas didn't apply them. The presence of US people and the difference between Mexico and Texas caused that the president of USA, John Quincy Adams, wanted to buy the Mexican territory. Nevertheless, Mexico refused to sell Texas.

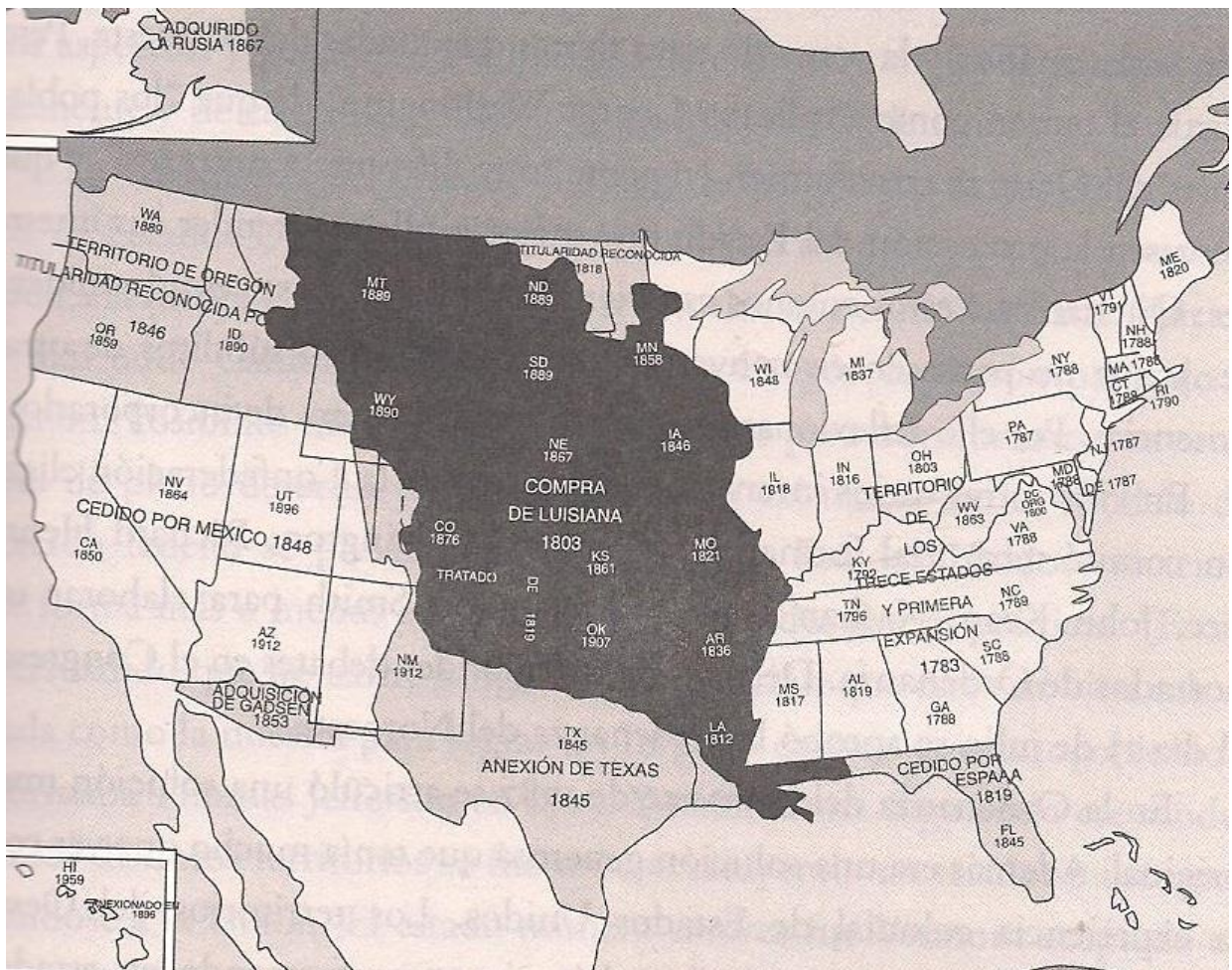
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<sup>17</sup> The Law of Lands: It established that the public lands had to sell in auction in plots of 256 hectares to a minimum of four dollars a hectare.

Mexico decided that it was time when the Texas people started to respect the law. The Texan Americans did a provisional government and expelled the garrison. In the colonist Assembly, they proclaimed the Texas independence and they chose the same colours of the US flag for their flag. Then, Texas did a Constitution that approved the slavery. Texas wanted to be a state of United States of America and after defeat the Mexican army, and eventually the USA accepted Texas as a new state.

The new US president, James K. Polk, wanted to gain the Mexican California as well. Thus that the president Polk negotiated the buy of California and New Mexico, but Mexico denied this proposal. Then, the Congress of United States of American declared the war to the Republic of Mexico in May of 1846.

The USA conquered the South of California with the help of the army and Mexican and US rebels. Finally, in the Treaty of Guadalupe Hidalgo between Mexico and USA was signed in February of 1848. Mexico gave up to California and New Mexico (in the present where the states of California, Arizona, Utah and Nevada are located), and in exchange of these lands, the USA gave twelve of millions of American dollars to reward Mexico and two millions to each citizen.



Years of admission of the USA states.

A glance at the american dream - "Una ullada al somni americà"

## 5.3. THE SLAVERY

### 5.3.1. The first slaves in the thirteen colonies.

The first black slaves arrived from Africa to Virginia in 1619. Since 1660, the legislation started to define the situation of the slaves. Virginia and Maryland approved a law that declared the slaves and their children would rest slaves for all their lives. Also, the background laws prohibited that the black slaves had any kind of weapons and denied them to have any sexual relations between blacks and white.

The slavery contract was expensive because the service period was very short in contrast of the black slaves were slaves for all their life and they were a work power very efficient and economic. When the Royal Academy Company lost his monopoly the traffic of slaves, the price of them reduced and this business entered in his best period.

### 5.3.2. Slaves in USA and the movement of abolitionism. Main characteristics:

- The South states were in favour of slavery because they were cheap workforces who worked mainly in their cotton plantations.
- The North states considered the slavery as a deplorable and inappropriate thing to accept.
- By the end of the 18th Century, the northern states, except New Jersey, abolished the slavery.
- In 1808, the Congress forbids the importation of slaves to USA.
- Around 1830, the division between North and South was remarked more violently. That was because the USA had gained West territories and the dispute whether the slavery had to be forbidden or not in these lands began.
- After the admission of New Mexico and California, there was a big polemic about slavery but the politic parties didn't want to take up a stance in this theme.
- In 1849, the Congress was divided between the abolitionists and the slave-owners.
- In 1858, the debates between the candidates at senator of Illinois Stephen A. Douglas and Abraham Lincoln focused the attention on the political and moral aspects of the slavery problem.
- In 1860, Lincoln became the president of United States of America.
- The South felt that all important economic and social questions were settled according to the needs and interests of the North. Above all, they feared for the slavery's future.
- The 20<sup>th</sup> of February of 1860, South Carolina separated of the Union.
- In the next months, Mississippi, Florida, Alabama and Georgia did the same.
- A few time later, Louisiana, Texas, Virginia, Arkansas, North Carolina and Tennessee did the same too.
- The 4<sup>th</sup> of February of 1861, the secessionist states created the Southerner Confederation.
- Lincoln declared that any states could separate of Union. That was the time when the American Civil War had started.

- The civil war took place between 1861 and 1865 and confronted the North States, which argued for the release of slaves and had a big developed economy, the States of the South, which were segregationist and had an agricultural economy.
- The North defended a protectionist economy, in the South defended free trade (no State intervention in international trade).
- It seemed that in the first two years of war, was the North which lost positions and also would end up losing to the strength and endurance of South and figures as the General Lee. The North started to gain ground thanks to their superiority in relation to media and the use of naval force. The North figure most relevant was the general Grant.



*Clockwise from top left Battle of Bunker Hill, Death of Montgomery at Quebec, Battle of Cowpens, and Moonlight Battle.*

- In fact one of the first keys to the victory of the North was blocking port Southerner which prevented trade in cotton and that meant a hard blow to the economy of the southern States.
- In 1862, the Congress abolished the slavery.
- The 1 January of 1863, Lincoln promulgated the proclamation of the Emancipation by which declared free all the slaves in the slave states
- It is not until 1865 when the Northern States proclaim the victory of a war which for many was unnecessary or indeed too long.
- The 6<sup>th</sup> of December of 1865, the thirteenth amendment of the Constitution abolished the slavery in all states.

### 5.3.3. Consequences of the Civil War

- One of the civil war consequences include the serious human losses, 600,000 deaths and economic losses while was a conflict which cost some \$ 8 billion.
- Slavery is abolished although the racial problem, especially in the southern States, caused the emergence of the Ku Klux Klan, formed by veterans of the army Confederate of United States who, after the civil war, wanted to resist reconstruction and literally chasing blacks. The clan was dissolved in 1870. The racial problem transcends into a question of racial, social and political; even today it still stirred.
- Also forms one of the most corrupt periods in the history of the United States is manifested in the distribution of Federal patronage, riots of blacks and the dilapidation of public finances.
- On the other hand, United States become established like a unique nation. It also becomes first industrial world power with a boom industry, export of resources and that the labour force will grow.



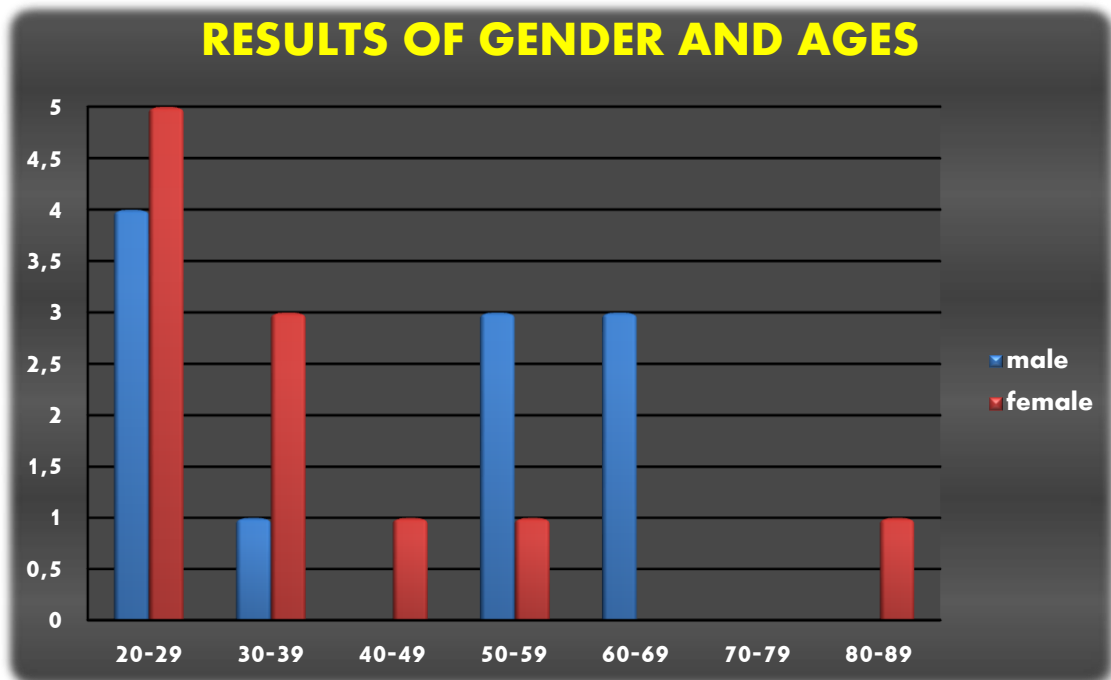
## 6. Analysis of the American society

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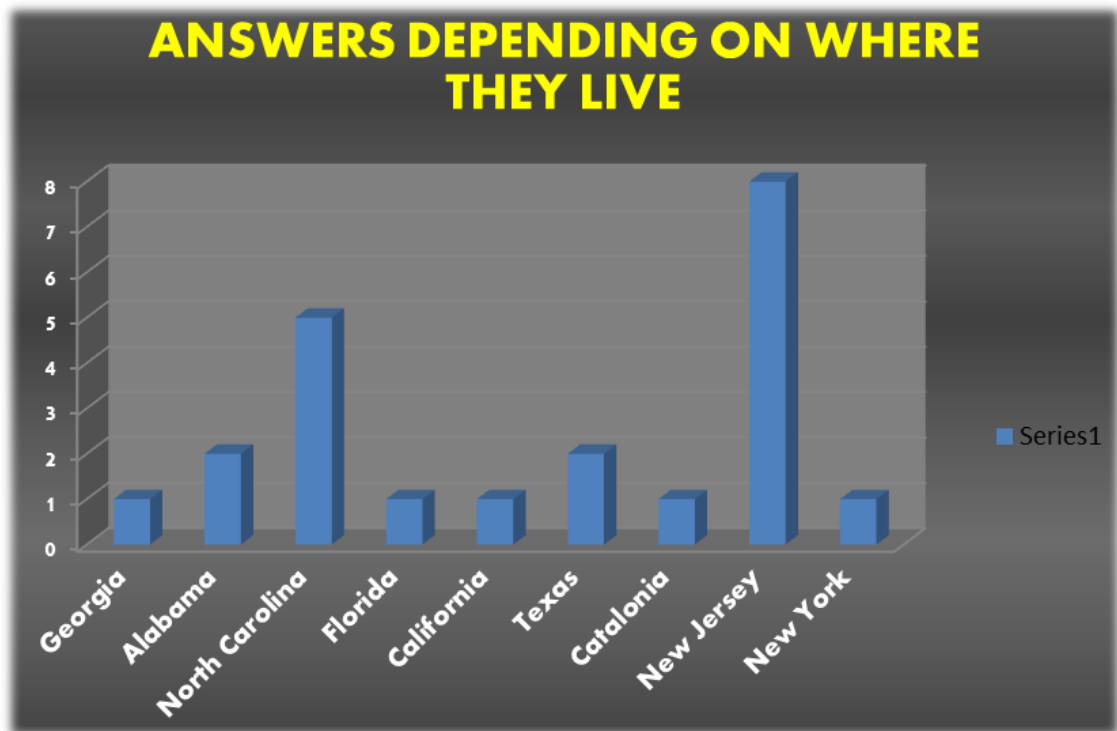
### 6.1. WHAT HAVE I DONE?

In the first part of the work, I have explained the history of the creation of USA. In exchange, in the next part, I have analysed the American society in order to understand another aspect of the USA country, which is the people and their thoughts. During the summer, I have emailed a survey (see the 6.2.) to some American friends and acquaintances. Although I wish that I would get more answers, I have only received 22 answers. So I have based my analysis on them.

To understand the answers; first of all, I have classified the people who have answered the survey in two graphics: depending of his/her age, gender and the state where he/she lived. In this way, it would be probably easier to understand their answers.



This graph shows the people who responded to the survey classified depending on his or her gender and age. The majority group is composed by people between 20 and 29 years, in which women predominated. The next majority group, if we look at the women group, belongs to peoples between 30 and 39. On the other hand, among men, the next majors groups are between 50-59 and 60-69. Eventually, there were no answers betwixt the group of 70-79 years old.



This graph shows the origin of people who responded the survey, as it classifies them depending on where they lived. In terms of more quantities, the biggest group of people lived in New Jersey (8), followed by North Carolina (5) and two people who lived in each of two states (Alabama and Texas). Only one person of each of the remaining states responded to the survey.

## 6.2. THE SURVEY

*Here below, I include a copy of the survey as well as the link that had to be clicked in order to enter the survey and answered it on line.*

# American Culture

My name is Meritxell Angrill. I am a student of 2nd Batxillerat at Pive School (Barcelona, Spain). I'm doing a research project about the American society for my final work of the last year of High School. I would appreciate your collaboration by answering the following questions. Your personal details are going to be kept anonymous. Thanks in advance to accept doing this questionnaire.

\* Required

1. Select your gender \*

2. How old are you? \*

3. Which state do you live? \*

4. How would you define the American society?

- Progressist
- Conservative
- Open-minded
- Liberal
- Enterprising
- Others

5. In your opinion, what are the three main values of the American society?

- Equal Opportunity
- Individualism/Privacy
- Materialism/Acquisitiveness
- Progress and will to change
- Tradition
- Human Interaction/ Cooperation /volunteerism
- Work and leisure
- Mobility
- Hierarchy/Rank/Status
- Directness/Openness
- Honesty
- Achievement and success
- Practicality and Efficiency

- Democracy and Enterprise
- Freedom
- Diversity integration
- Leadership
- Liberalism
- Tolerance
- Patriotism
- Enterprising
- Family and friends relationship
- Others

**6. Which has been the most important historical period of the USA?**

- American Revolution-declaration of independence
- Civil War
- Industrialization
- XX Century (WWI/WWII)
- XXI (September 11th, Irak's War....)

**7. According to you, who has been the most important president of USA?**

**Why?**

**8. How do you celebrate the Independence Day (4th of July)?**

**9. What does this festivity mean for you?**

**10. Do you celebrate other festivities? Which ones?**

- New Year's Day (1st January)
- Martin Luther King Day (3rd Monday of January)
- Valentine's Day (14th February)
- Presidents' Day (3rd Monday of February)
- April Fool's Day (1st April)
- Easter
- Passover
- Mother's Day (2nd Sunday of May)

- Memorial Day (Last Monday in May)
- Father's Day (3rd Sunday in June)
- Labour Day (Last Monday in September)
- Columbus Day (2nd Monday in October)
- Halloween (31st October)
- Veterans Day (11th November)
- Thanksgiving (4th Thursday November)
- Christmas

**11. What is your opinion about the American education?**

**12. What do you know of Catalonia?**

- Antoni Gaudí (Sagrada de família (The Holy Family), La Pedrera, Park Güell...)
- Cava and wine
- Beaches (Costa Brava, Costa Daurada...)
- Mountains (the Pyrenees, Montserrat...)
- Mediterranean's food
- Sardana
- Castellers (human towers)
- Salvador Dalí
- The will to be Independent country from Spain
- Catalan language
- Port Aventura
- I don't know it

**13. What do you think how people from other countries see the American society?**

- Dominating
- Conservative
- Democratic
- Leadership
- Open-minded
- Liberal
- Enterprising
- Racist and group superiority
- Others

**14. Do you think that there is a good integration of the American society?**

**15. If not, what are the main problems among American citizens?**

- Yes, there is a good integration
- Cultural problems

- Religion problems
- Economic
- Discrimination and racism
- Others

**16. What do you think about the American health system?**

**17. If you have to recommend the “seven wonders of the USA “ of the “7 best tourist attractions”, which would they be? (Order from 1 to 7)**

Grand Canyon

	1	2	3	4	5	6	7
Grand Canyon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New York Skyline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liberty Statue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empire State building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New York Central Park	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Golden Gate Bridge (and San Francisco city)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Washington's monument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Space Needle (and Seattle city)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mt Rushmore National Memorial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yellowstone National Park	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yosemite National Park	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Niagara Falls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Metropolitan Museum of Art	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5	6	7
(NY)							
California beaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Orlando amusement theme parks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las Vegas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Route 66	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New Orleanans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


**18. Which are the American stereotypes?**

- NBA
- Baseball
- American football
- Cinema industry
- Multiculturalism
- Fast food industry
- Hip hop / Rap music

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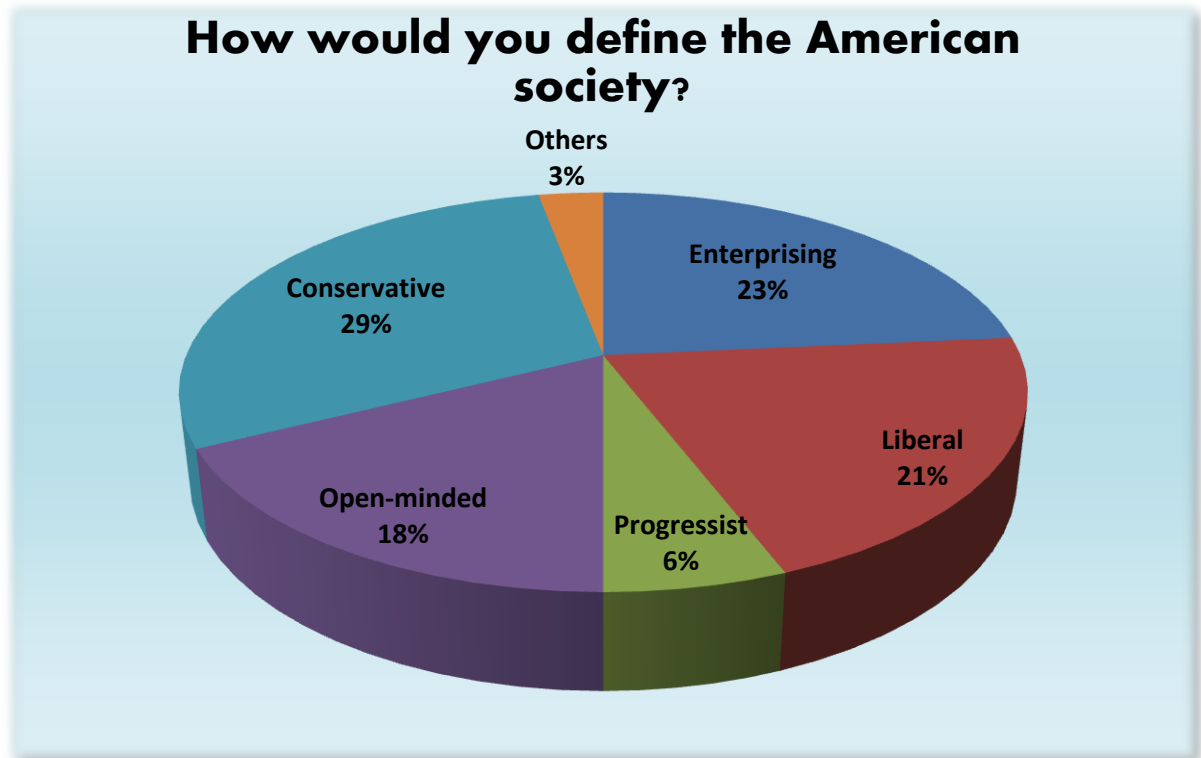
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### 6.3. THE ANSWERS IN GRAPHICS

*In this section, I have organized the answers in graphics to see better the main replies.*

#### QUESTION NUMBER 4:

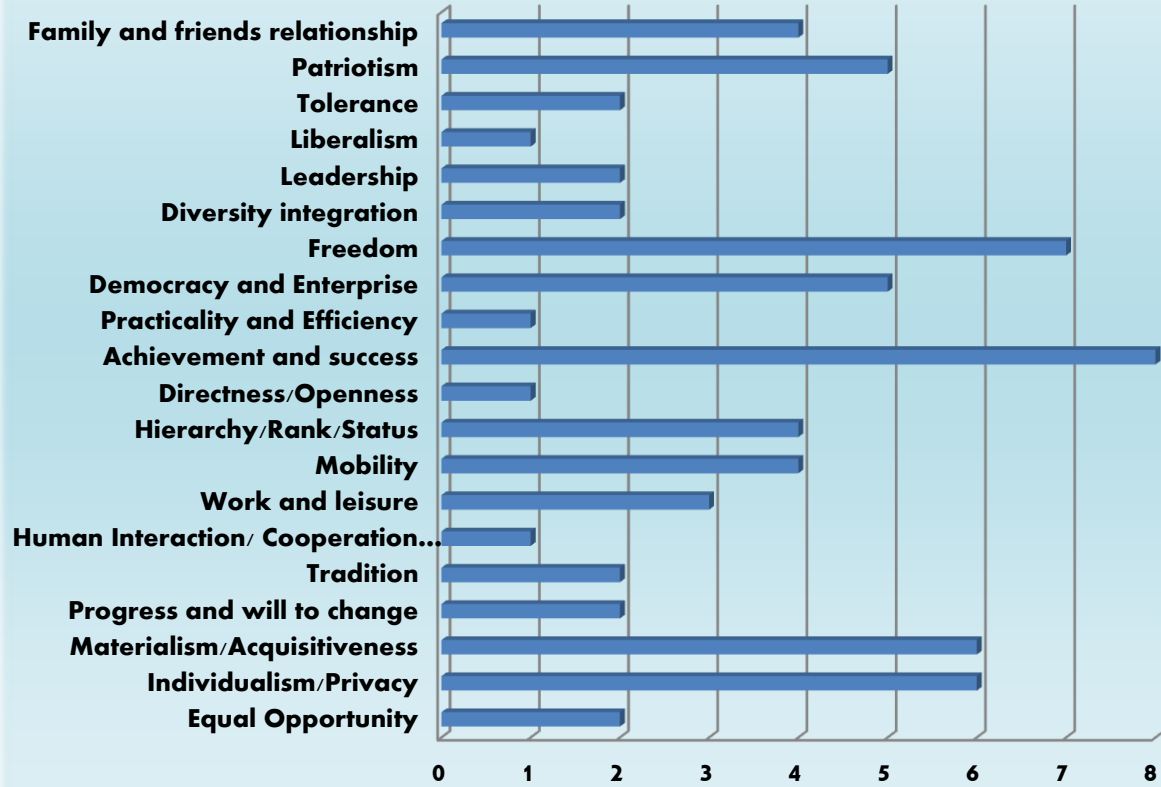


The majority of American survey respondent (29%) defines their society as conservative. While there were as well another majority (23%) who has defined it as enterprising, liberal and open-minded. In exchange, a minority define the society like progressive (only 6%).



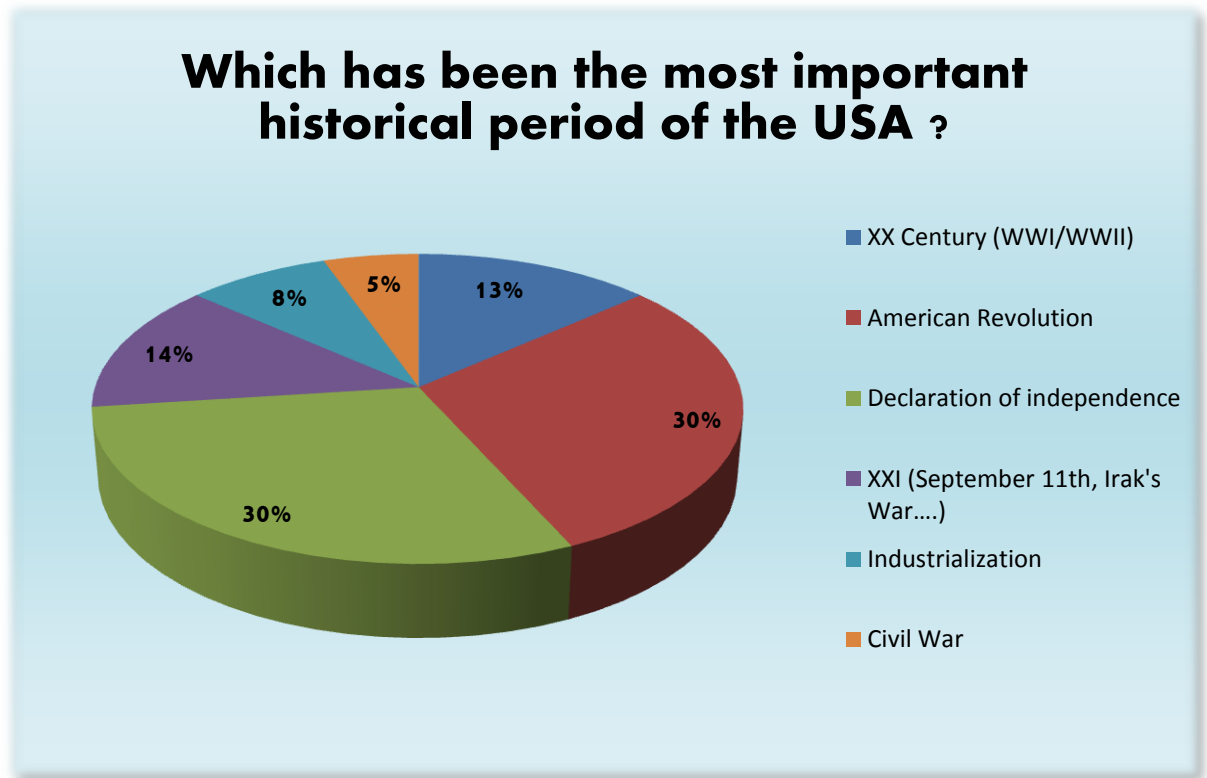
QUESTION NUMBER 5:

### In your opinion, what was the three main values of the American Society ?



The four main values of the American society most voted are the achievement and success, the freedom, the materialism/acquisitiveness and the individualism/privacy. Only one person chose that the most important values were liberalism, the efficiency, openness, and human interaction/cooperation/ volunteerism.

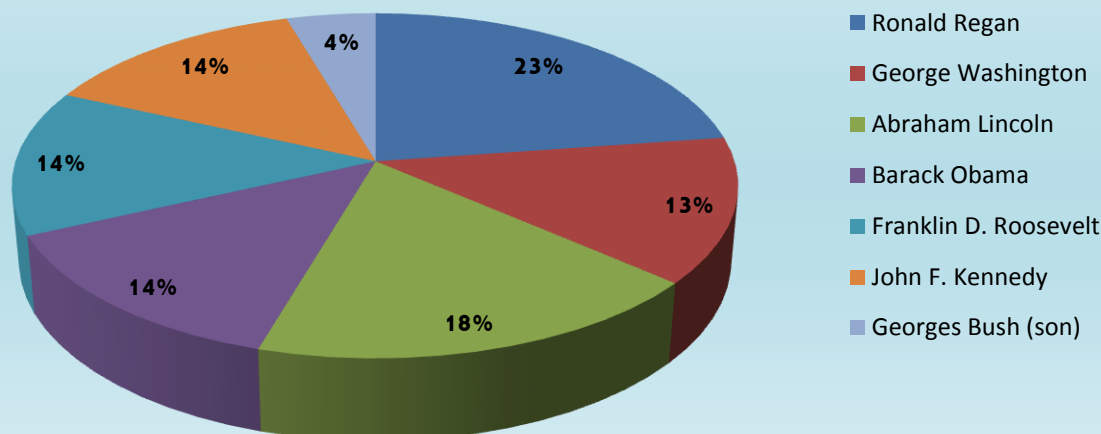
QUESTION NUMBER 6:



According to the survey, respondents believed that the most important period of the history are the American Revolution and the Declaration of independence. It represents the 60% of the answers. The other two most important periods are the 21st century that started with the attempt of September 11th and the 20<sup>th</sup> century with the First and Second World War.

QUESTION NUMBER 7:

## According to you, who has been the most important president of USA ?



The majority of the answers say that most important presidents of the United States had been Ronald Reagan (23%) and Abraham Lincoln (18%).

The reasons given by some of the people to believe that Ronald Wilson Reagan was the best president are as follows:

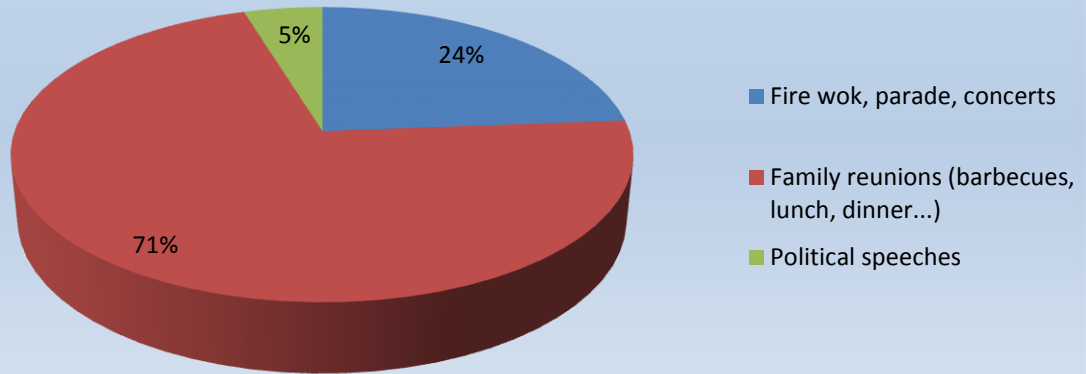
“It was a president who advocated reducing tax rates to spur economic growth, controlling the money supply to reduce inflation, deregulation of the economy, and reducing government spending. In his first term he survived an assassination attempt. His second term was primarily marked the ending of the Cold War, the 1986 bombing of Libya, and the revelation of the Iran–Contra affair.”

For others, Abraham Lincoln (president from March 1861 until his assassination in April 1865) had been the most important. And here are some of the statements that the repliers offered to the survey:

“Lincoln led the United States through its greatest constitutional, military, and moral crisis (the American Civil War) and in so doing preserved the Union, abolished slavery, strengthened the national government and modernized the economy. Six days after the surrender of Confederate commanding General Robert E. Lee, Lincoln was assassinated by an actor and Confederate sympathizer named John Wilkes Booth. Lincoln's death was the first assassination of a U.S. president and sent the nation into mourning.”

**QUESTION NUMBER 8:**

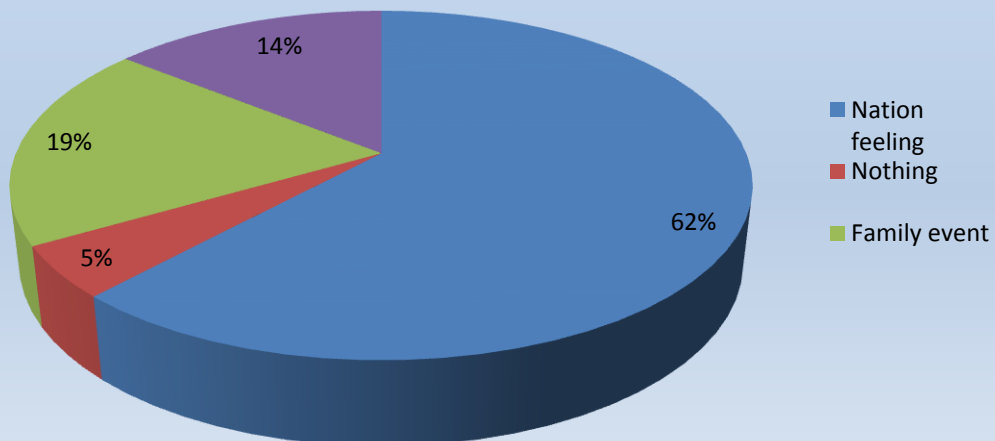
## How do you celebrate the Independence Day (4th of July) ?



The most part of survey respondents (71%) celebrate the Independence Day with their families and friends making barbecues, lunch, dinner, etc. Only 24% of people celebrate this day with fireworks, parades or concerts...

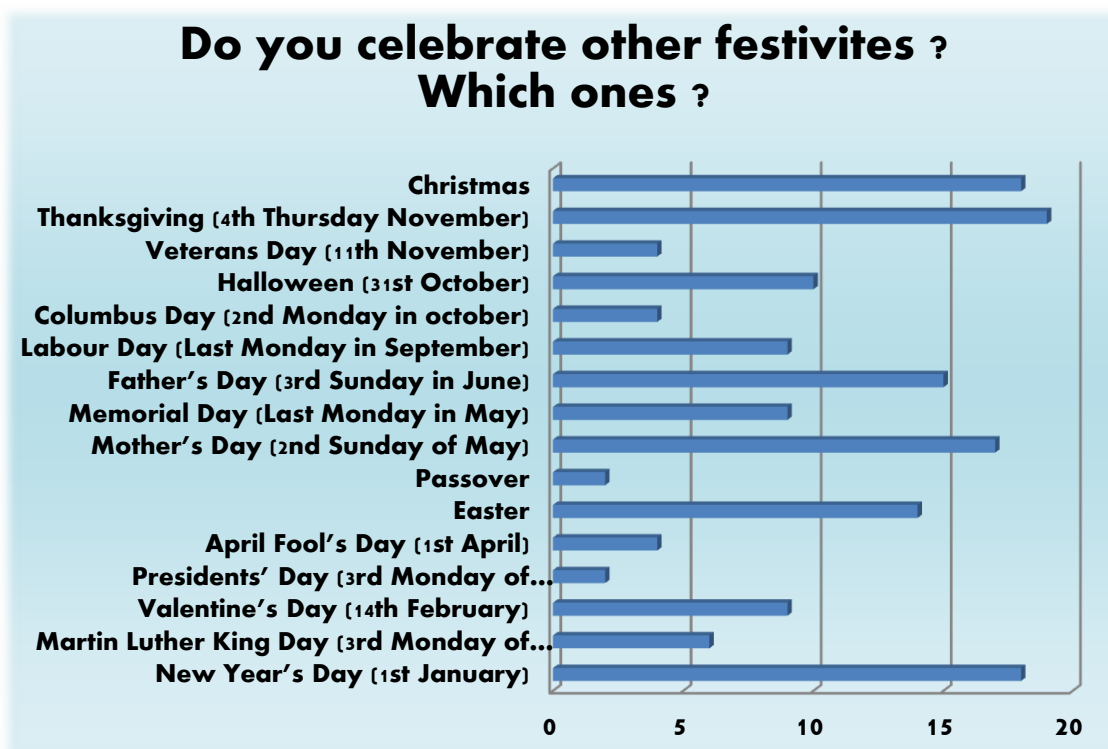
**QUESTION NUMBER 9:**

## What does this festivity mean for you ?



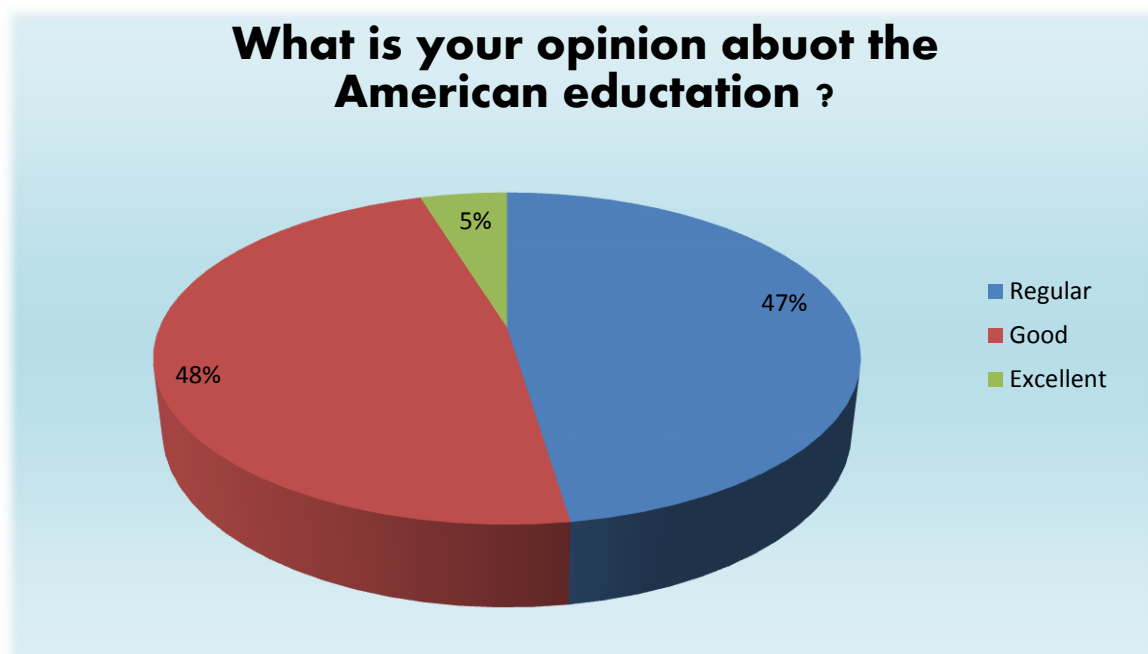
Moreover, they think that for them the Independence Day is a national feeling (62%). Only 19% thinks that is a family event although in the other question the 71% have said that they celebrate this day like a family reunion.

QUESTION NUMBER 10:



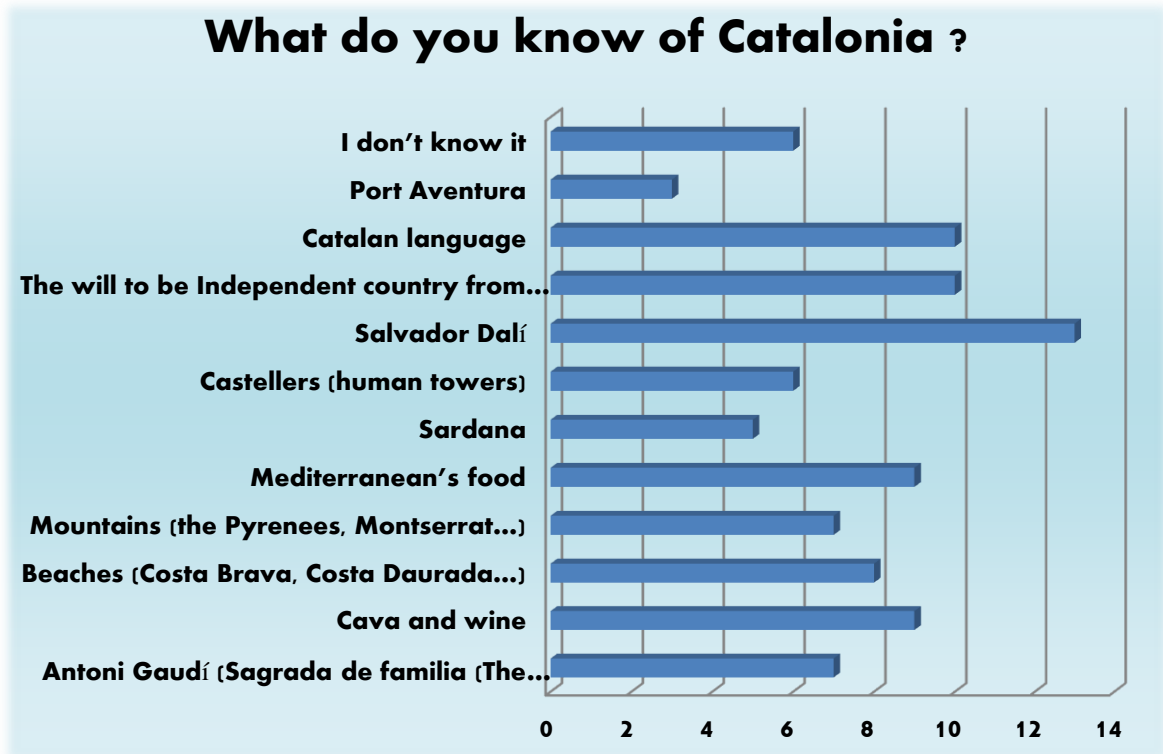
The festivities most vote are the Thanksgiving (4th Thursday November), the Christmas and the New Year's Day (1st January). The minority festivities are Presidents' Day and Passover.

QUESTION NUMBER 11:



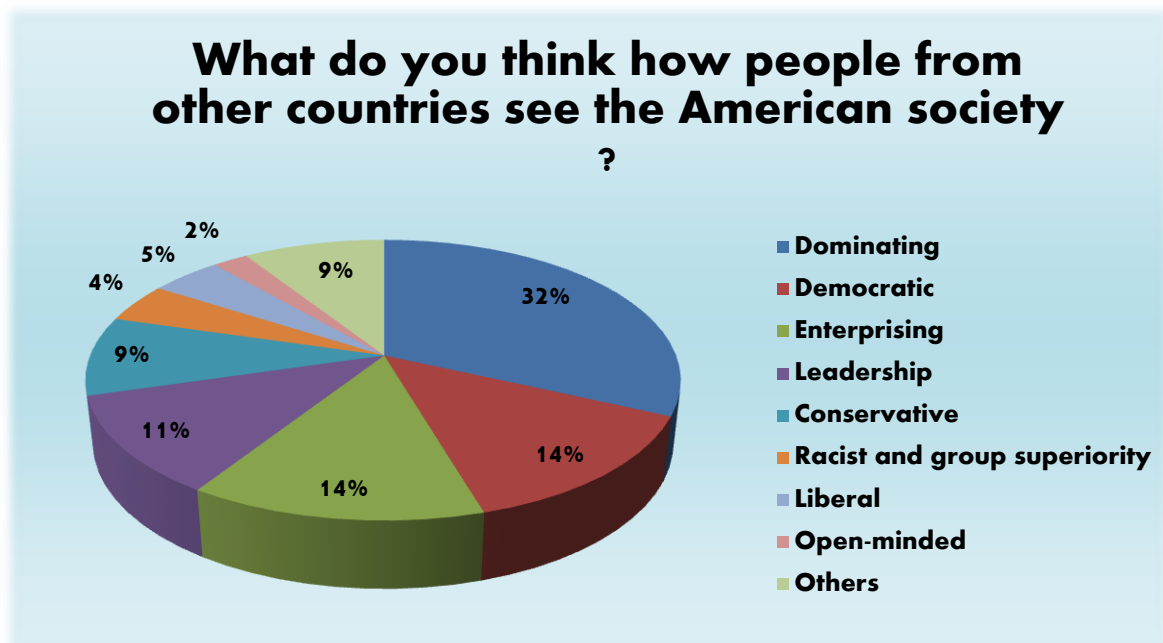
Only 5% of the people think that the American education is excellent. The majority thinks that is good (48%) or regular (47%).

QUESTION NUMBER 12:



The majority of survey respondents knew Catalonia mainly through Salvador Dalí. The rest of the answers showed that they were aware of Catalonia for Catalan language and the Catalan process of independence.

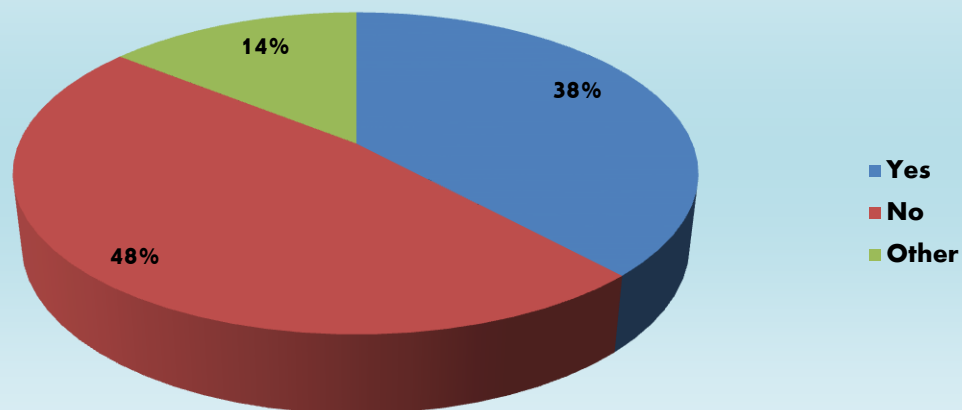
QUESTION NUMBER 13:



According to the survey, they think that people from other country see them like a dominate (32%), democratic (14%) and enterprising country (14%). Others think that we see them as leaders (11%), conservative (9%) and only 4% think that we see them like a racist society or as superiority group.

QUESTION NUMBER 14:

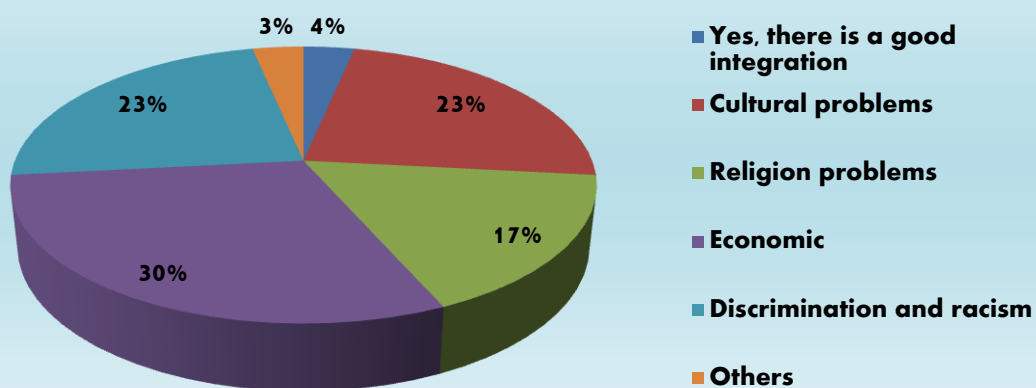
### Do you think that there is a good integration of the American Society ?



Almost 50% of the survey respondents think that there isn't a good integration in his country. Moreover, the 38% thinks that there is a good integration in USA.

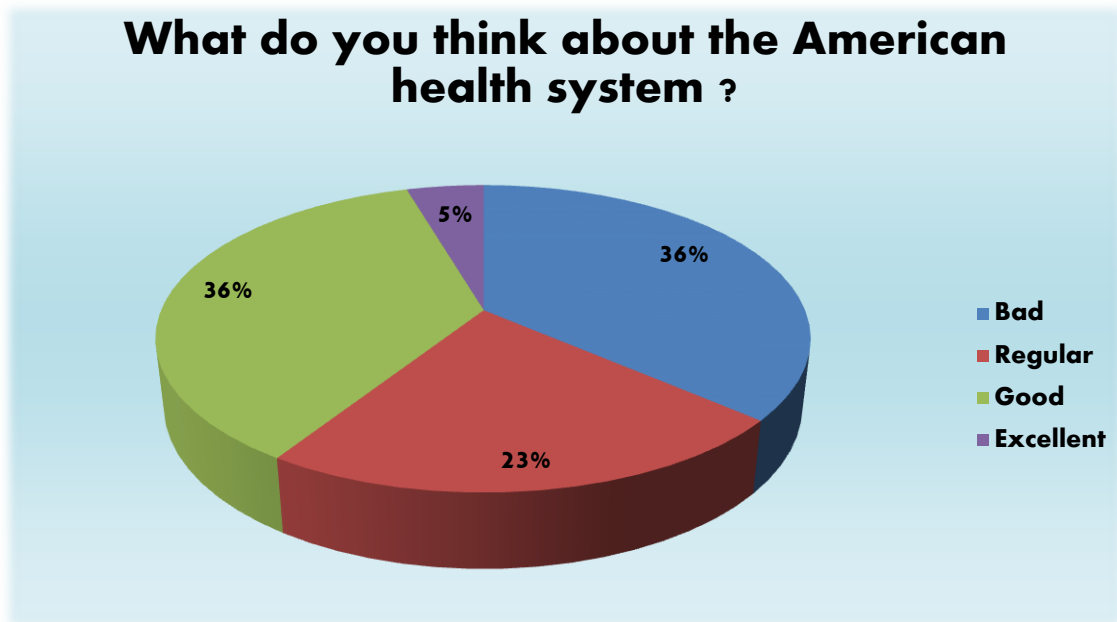
QUESTION NUMBER 15:

### If not, what are the main problems among American citizens ?



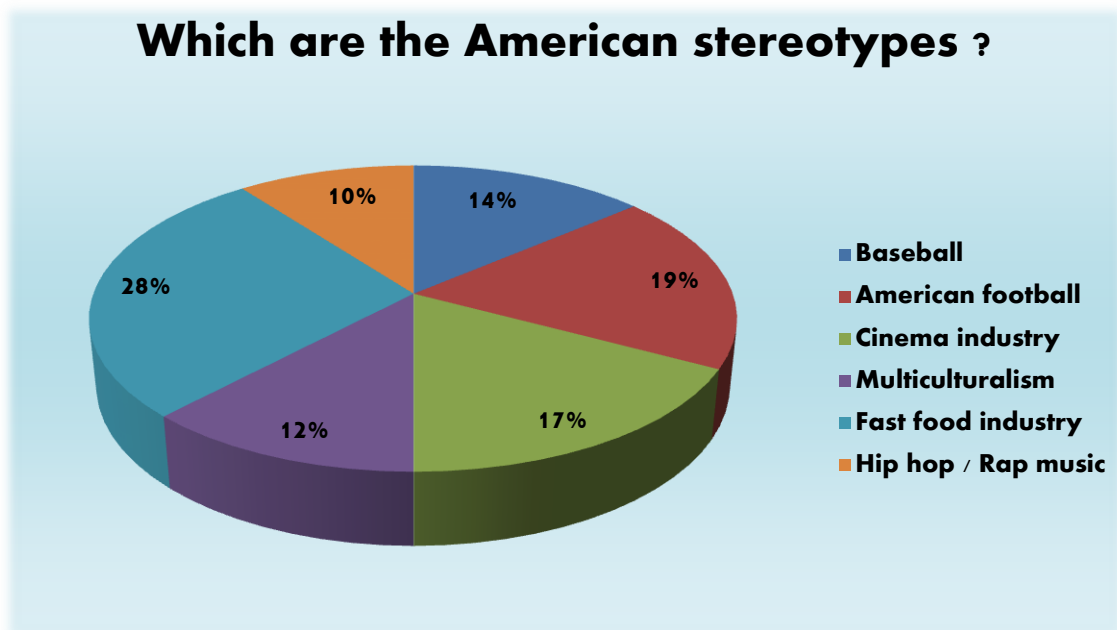
The people who believe that there isn't a good integration in USA thinks that it is owed to different aspects such as the economical difference (20%), cultural problems (23%), discrimination and racism (23%) and religion problems (17%).

QUESTION NUMBER 16:



The 36% of Americans think that they have a good health system whereas another 36% think that it is bad system. Only 5% think that is excellent.

QUESTION NUMBER 18:












The most survey respondents believe that the American stereotypes are the baseball, the American football and the cinema industry.





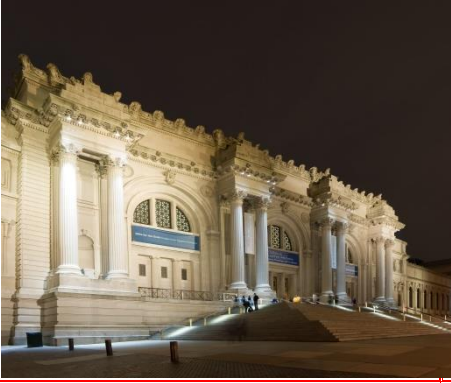

**QUESTION NUMBER 17:**

*In this question, the people have voted from one to ten each Tourist Spots.*

<i>The TOP Tourist Spots</i>		
<p>TOP 1</p> <p>Yellowstone National Park</p>		<p>VOTES:</p> <p>91</p>
<p>TOP 2</p> <p>Niagara Falls</p>		<p>VOTES:</p> <p>78</p>
<p>TOP 3</p> <p>Golden Gate</p>		<p>VOTES:</p> <p>73</p>
<p>TOP 4</p> <p>Washington's monument</p>		<p>VOTES:</p> <p>71</p>

<p>TOP 5</p> <p>Grand Canyon</p>		<p>VOTES:</p> <p>67</p>
<p>TOP 5</p> <p>New York Skyline</p>		<p>VOTES:</p> <p>67</p>
<p>TOP 6</p> <p>Yosemite</p>		<p>VOTES:</p> <p>60</p>
<p>TOP 7</p> <p>Liberty Statue</p>		<p>VOTES:</p> <p>59</p>
<p>TOP 8</p> <p>Las Vegas</p>		<p>VOTES:</p> <p>49</p>

<p>TOP 9</p> <p>Mt. Rushmore</p>		<p>VOTES:</p> <p>47</p>
<p>TOP 9</p> <p>California Beaches</p>		<p>VOTES:</p> <p>47</p>
<p>TOP 9</p> <p>Route 66</p>		<p>VOTES:</p> <p>47</p>
<p>TOP 10</p> <p>Empire State building</p>		<p>VOTES:</p> <p>45</p>
<p>TOP 10</p> <p>Central Park</p>		<p>VOTES:</p> <p>45</p>

<p>TOP 10 New Orlenans</p>		<p>VOTES:  45</p>
<p>TOP 11  Orlando Amusement</p>		<p>VOTES:  40</p>
<p>TOP 12  Metropolitan Museum of Art (NY)</p>		<p>VOTES:  36</p>
<p>TOP 13  Space Needle</p>		<p>VOTES:  28</p>

## 7. Conclusions

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Surely, the biggest challenge of the work I've done has been to express myself in English. Although the work has been quite costly, I have thoroughly enjoyed every word which I've written. The truth is that I felt very accomplished and very proud of the work. This probably is because I believe that I have achieved the objectives that I had proposed. Now, once finished, I notice that all the Moon hours used have been worth it.

### 7.1. THE HISTORY PART

The first aspect that has mostly surprised me is that since their origins, the US has been a country of immigrants. The first British colonists searched new opportunities: the Catholics who had escaped of their chasing in England went to America to look for refuge, the enterprising people searched fortune and families left England to achieve new lands... Even, nowadays thousands of immigrants cross the borders of USA in the search of new opportunities every year. All of these people, who lived and have lived in different historic times, went and will continue on going to the USA to find out what is worldwide known as the "American dream".

Another surprising aspect for me has been the capacity of rebellion of American people towards any kind of the things that they considered unfair (excessive taxes, abolition of the colon Assemblies, the intent of subjugate the people and the repression). It is most astonishing if we compared with the Spanish colonies which were more oppressed and they needed the example of USA independence to free themselves from their metropolis.

In addition, the idea of independence appeared among the intellectual people and the medium class. It is because they believed in making a revolution and breaking away from England, as well as because they needed an economic and family stability. In exchange, in Europe, the revolutions (French and Russian) appeared among the popular class.

The British colonies got join to obtain the independence. They found allies for their cause (France and Spain). They knew how to defend their interests over the interests of the others avoiding remain under the control of to Spain and France.

In the Declaration of Independence they say: "But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security." That means that they believed that people had the sovereignty of the nation and they also had the right and the duty to overthrow the government if it threatened against the rights of the people.

Once the independence was achieved, it was very easy that each colony could separate because each one had its own interest, above all in the West lands. Although they created a new nation, each state was able to maintain its individuality. This organization is reflected in the expansion to the West. The US people learnt from the British and they knew that sooner or later the colonies had to revolt. For this reason, when they expanded to the West, they created states and these were incorporated in the Union with the same right and duties that the founder states. In this moment, the USA managed to create a feeling of patriotism.

The USA was the first colony that became independent of his metropolis (England). Therefore, they created a role model for countries that fought for its independence. The best examples are the Latin-American countries.

In addition, not only a role model for other colonies was made up, but they also broke up with the Old Regime by recovering the buried concepts of democracy and republic of the Greece and Rome.

When they had written up the Constitution, they ensured the division of power in such a way that it was almost impossible to accumulate all the power. It is because each politic institution was controlled by other institution. That processes it what is known as the separation of powers: executive, legislative and judicial. Probably, it is one of the reasons why the USA has been one of the few countries that have always maintained a democratic system.

The most visible contradiction in the period that I have studied has been the 100 years in that the slavery survived after the independence. In the Declaration of Independence the North Americans said: "*We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, which among these are Life, Liberty and the pursuit of Happiness.*" How could they affirm that everybody was equal while they were accepting the slavery? In my opinion, the present racism in the US history comes from the period of slavery and the scorn to black people.

It is also visible the male chauvinism in the society of this era because they said: "*all men are created equal*"(*Declaration of Independence*) and no all men and women or all human. This male chauvinism has sequels in the present world societies.

After the First World War (1914-1918), the USA had to establish as the first world power until nowadays. For this reason, it's evident his influence in the economy, society, politics and culture of all countries.

Like all the countries, the United States of America has also had dark eras when the values, which had been defended in the independence, have been questioned too. The bombs of Hiroshima and Nagasaki or the violation of the human rights in Guantanamo are very good examples of this international vision.

Since its beginning, the USA has been a capitalist and conservative country; in exchange it did one of the most important revolutions to reclaim the right of freedom. We tend to connect, mistakenly, the reclamation of rights or the revolution with the left-wing ideology or communist ideas. We forgot that the most important independence of the history is the one from the most capitalist country of the world.

The USA has become the most important country of the contemporary history and for this reason, we often forget that it is a young nation full of opportunities and it has a long way to go.

This young nation has taught us one of the most precious lessons of the mankind: even though we are filled with history, we sometimes have to stop, look to the past and live the present in order to create the wished future and find "our American dream" too.

Thanks to my research work, I have understood that the "American Dream" does not represent what everybody thinks of it. Instead of representing things like having a material life, a comfortable lifestyle or power, for me, the American dream consists in achieving any goal that you propose in your life; no matter who you are, where you from are or whatever social status you have got, everybody deserves an opportunity to start again and live properly their lives.

## **7.2. MY OPINION OF THE SOCIETY SURVEY**

### **How would you define the American society?**

I am not surprised that they define their society like conservative; considering that it is a very capitalist, religious and of the right wing country. At the same time, they define their society as enterprising because it has always been a land of opportunities. I am very surprised that they define their society as liberal and open-mind considering that I associate the conservative people with people closed at any change.

### **In your opinion, what are the three main values of the American society?**

I'm surprised that the patriotism was not the most voted value, although it has also been quite voted. In my opinion, I would have voted the freedom; the patriotism and individual/ privacy because I have the vision of the people love his country owing to USA defend their rights. However, it is possible that the US people don't have the same vision of their country than the foreign people.

### **Which has been the most important historical period of the USA?**

It is very normal that the most important era for them, is when they reached their independence. Although, I have been amazed with that they don't give much importance to the attempt of 11-S. From outside, it looked like if that event had marked a milestone in the history.

### **According to you, who has been the most important president of USA?**

The USA has had a lot of presidents and the majority stood out for one thing for which we all remember them. I agree that one of the most important presidents was Abraham Lincoln because he allowed the abolition of the slavery together with Ronald Reagan who had also been an important president because of the end of the Cold War.

### **How do you celebrate the Independence Day (4th of July)? What does this festivity mean for you?**

I am shocked that so many people celebrated the 4<sup>th</sup> of July only as a family reunion. Personally, I imagined this day with the streets full of people, parades and music bands. I am not surprised that they feel this day with a national feeling because I see them like a patriotic country.

### **What is your opinion about the American education?**

The United States have one of the best university system of the World (Harvard is the best university), but the primary education system, above all the state schools, are well considered by the USA people, whereas here we don't have the same image.

### **What do you know of Catalonia?**

I didn't expect that there were so many people who knew Catalonia for his language and his process of Independence. Moreover, it sounded very strange to me that they knew Catalonia mostly for Salvador Dali that for Antonio Gaudi (Sagrada Familia). I thought that the World knew Barcelona and Catalonia only for the Sagrada Familia and the Mediterranean Sea.



**What do you think how people from other countries see the American society?**

They think that the foreign people see them like a dominating, democratic and enterprising country. Personally, I see US as a democratic, conservative and enterprising country. In addition, I also see it as a dominant country because it is the first world power.

**Do you think that there is a good integration of the American society? If not, what are the main problems among American citizens?**

From my point of view, I believe that there is a good integration in the US cities because it is a country of immigrants. However, because of the films we see and the opinions of means of communications, I probably have the vision that the central states of USA were very racist and discriminated people because of their religious thoughts.

**What do you think about the American health system?**

I'm very surprised that the 36% of the survey respondents think that they have a good healthy system because I think that is an important aspect which USA has to solve. For me, I can't imagine that the "rich" can access to the medicine while the poorest have to ruin their lives if they have to face any serious illness. I believe that the health is a life right and the USA should have to improve the health system.

**Which are the American stereotypes?**

It is curious that the two most voted stereotypes were sports. I consider that the American stereotypes are the fast food, baseball and the Hollywood industry because the American films and the news have given me that vision.

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## ANNEX:

### Biographies of historical figures

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**Adams, John** (October 30, 1735 - July 4, 1826). Elected to Massachusetts Assembly, 1770; Attended at the First Continental Congress, 1774-1776; Signed Declaration of Independence, 1776; U.S. Minister to the British court, 1783- 1788; Elected first Vice President, 1789; President, 1796.

**Adams, Samuel** (September 27, 1722 - October 2, 1803). Tax-collector; Delegate to the First Continental Congress, 1774; Signed Declaration of Independence, 1776; Elected Governor of Massachusetts, 1794-'97.

**Aristotle** (384–322 B .c). He was Greek philosopher and scientist. A student of Plato and tutor to Alexander the Great, he founded a school (the Lyceum) outside Athens. He is one of the most influential thinkers in the history of Western thought. His surviving works cover a vast range of subjects, including logic, ethics, metaphysics, politics, natural science, and physics.

**Bartlett, Josiah** (November 21, 1729 - May 19, 1795). Delegate to Continental Congress, 1774-1787; Signed Declaration of Independence, 1776; Signed Articles of Confederation, 1777; Elected Governor of New Hampshire.

**Berkeley, John** 1st Baron Berkeley of Stratton (1602 – 28 August 1678). He was an English royalist soldier. From 1648 he was closely associated with James, Duke of York, and rose to prominence, fortune and fame. He and Sir George Carteret were the founders of the U.S. state of New Jersey.

**Braxton, Carter** (September 10, 1736 - October 10, 1797). Delegate to the Continental Congress, 1774-75; Member, Virginia patriot's Committee of Safety, 1774; Signer of the Declaration of Independence, 1776.

**Burgoyne, John** (1722–92). English general and playwright; known as Gentleman Johnny. He surrendered to the Americans at Saratoga (1777) during the American Revolution. His plays include *The Maid of the Oaks* (1774) and *The Heiress* (1786).

**C. of C., Charles** (September 19, 1737 - November 14, 1832). Delayed member of Continental Congress, August, 1776, Signed Declaration of Independence; Elected U.S. Senator from Maryland, 1788.

**Carteret, Sir George** (1610 – 18 January 1680). He served in the Clarendon Ministry as Treasurer of the Navy. He was also one of the original Lords Proprietor of the former British colony of Carolina and New Jersey. Carteret, a town in New Jersey as well as Carteret County in North Carolina, both in the USA, is named after him.

**Charles I** Lord (1578-1632). He was an English statesman who designed the Foundation of the North American province of Maryland. Calvert served in the House of Commons from 1609 to 1611. He was knighted in 1617

**Charles II** (May, 1630, February 1685). He was the King of England. Charles II had continual contentious relationships with Parliament and waged unsuccessful military campaigns against the Dutch. While known for his cavorting lifestyle, his was of rule became known as the Restoration Period.

**Chase, Samuel** (April 17, 1741 - June 19, 1811). Elected to Continental Congress, 1774-1778; Chief Justice of Criminal Court, district of Baltimore; Chief Justice, state of Maryland, 1788-1796; Signed Declaration of Independence, 1776.

**Clark, Abraham** (February 15, 1725 - September 15, 1794). High Sheriff of Essex County, NJ; Member of New Jersey Provincial Congress; Elected to the Continental Congress, 1776 -1784. He signed Declaration of Independence, 1776.

**Clinton Henry Sir**, General (16 April 1730 – 23 December 1795) was a British army officer and politician, best known for his service as a general during the American War of Independence. First arriving in Boston in May 1775, from 1778 to 1782 he was the British Commander-in-Chief in North America.

**Clymer, George** (March 16, 1739 - Jan 23, 1813). Elected to the Continental Congress, 1776-1780; First president of: Philadelphia Bank, Philadelphia Academy of Fine Arts, vice-president of the Philadelphia Agricultural Society. He signed Declaration of Independence, 1776.

**Colon, Cristobel** (1451 - 1506). He was a discoverer, sailor and merchant Genoese. On October 12, 1492 he came to the island Guanahani and called it San Salvador. He also explored Cuba (Juana) and Santo Domingo (Hispaniola). Until the end of his days Cristóbal Colón believed to have come to Asia. He died without knowing that he had discovered a new continent (America).

**Cornwallis, Charles** 1st Marquis (1738–1805). English military commander. He surrendered the British forces at Yorktown in 1781, ending the fighting in the American Revolution.

**Ellery, William** (December 22, 1727 - February 15, 1820) Elected to Continental Congress, 1776-1785; Judge, Supreme Court of Rhode Island, Circa 1778; First Collector, port of Newport, 1820. Signed Declaration of Independence, 1776.

**Floyd, William** (December 17, 1734 - August 4, 1821) Soldier; Member of Continental Congress of 1774-76; Member of Congress, 1789-91; State Senator, New York, 1808. Signed Declaration of Independence, 1776.

**Franklin, Benjamin** (January 17, 1706 - April 17, 1790). Work: Printer, Publisher, Scientist. Elected to Continental Congress, 1775; Member of the Supreme Executive Council of Pennsylvania, President of Pennsylvania Society for the Abolition of Slavery, 1785; Senior member of the Constitutional Convention, 1787. He signed Declaration of Independence, 1776.

**George II** (1683 – 1760). King of Great Britain and Ireland. In the war of Austrian Succession he subordinated the interests of Great Britain to their German Principality.

**George III** (1738–1820). He was the Grandson of George II; reigned 1760–1820; elector of Hanover 1760–1815; king of Hanover 1815–20. He reigned during the time of the American Revolution and the War of 1812. His political influence declined from 1788 after bouts of mental illness.

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**Gerry, Elbridge** (Jul. 17, 1744 - November 23, 1814). Member, General Court of Massachusetts, 1772; Provincial Congress, 1774; Continental Congress, 1776-81, 1783-85; Vice President of the United States (with Madison), 1812. He signed Declaration of Independence, 1776.

**Gilbert, Sir Humphrey** (1537-1583). He was a soldier, Explorer and British parliamentarian, who served the Crown during the reign of Isabel I of England, and on 1 Jan. 1570, was knighted for his services by Sir Henry Sidney, the lord deputy.

**Gorges, Sir Ferdinando** He founder of Maine and promoted, although unsuccessfully, the colonization of New England along the aristocratic lines.

**Gwinnet, Button** (Circa 1732-1735 - May 19, 1777). He was Commander of Georgia's Continental Battalion. Elected to Continental Congress, 1776; President of the Georgia Council of Safety, 1777. He signed Declaration of Independence, 1776.

**Hall, Lyman** (April 12, 1724 - October 19, 1790). Elected to Continental Congress, 1775; Delegate to the Georgia House of Assembly, Elected Governor of Georgia, 1783; Signed Declaration of Independence, 1776.

**Hancock, John** (January 12, 1737 - October 8, 1793). Elected to Continental Congress, 1774; Elected President of the Continental Congress, 1775; Member of Massachusetts state Constitutional Convention, elected Governor of Massachusetts, through 1793. He signed Declaration of Independence, 1776.

**Harrison, Benjamin** (April 5, 1726 - April 24, 1791). Elected to Virginia House of Burgesses, 1764; Member of the Continental Congress, 1774-77; Re-elected to House of Burgesses, 1777; Elected Governor of Virginia, 1782-1784, 1791. He signed Declaration of Independence, 1776.

**Hart, John** (1713 - May 11, 1779). He was a member of the New Jersey Assembly, 1761-1771; Member of Provincial Assembly 1775; Elected to the Continental Congress, 1776. He signed Declaration of Independence, 1776.

**Henry Lee, Richard** (January 20, 1732 - June 19, 1794). Justice of the peace, 1757; Virginia House of Burgesses, 1757; Continental Congress, 1774; First US Senator for Virginia, 1789. He signed Declaration of Independence, 1776.

**Hewe, Joseph** (January 23, 1730 - November 10, 1779). Member of the Committee of Correspondence, member of new Provincial Assembly, 1775; Elected to Continental Congress, 1774-79, Defacto first Secretary of the Navy. He signed Declaration of Independence, 1776.

**Heyward Jr., Thomas** (July 28, 1746 - March 6, 1809) Elected to the Continental Congress, 1775-1778; Judge, 1783-1798. He signed Declaration of Independence, 1776.

**Hooper, William** (June 28, 1742 - October 14, 1790) Elected to General Assembly of North Carolina, 1773; Member of Continental Congress, 1774-1776; Judge of the Federal Court; 1786. He signed Declaration of Independence, 1776.

**Hopkins, Stephen** (March 7, 1707 - July 13, 1785). Speaker of the Rhode Island Assembly, (Circa 1750-2); Delegate to the Albany Convention, 1754; Member of the Continental Congress, 1774-78; Member of Rhode Island Legislature. He signed Declaration of Independence, 1776.

**Hopkinson, Francis** (September 21, 1737 - May 9, 1791). Delegate to the Continental Congress, 1776; Appointed Judge to the US Court for the District of Pennsylvania, 1790; Signed Declaration of Independence, 1776.

**Howe, William** 5th Viscount Howe, KB, PC (10 August 1729 – 12 July 1814) was a British army officer who rose to become Commander-in-Chief of British forces during the American War of Independence. Howe was one of three brothers who enjoyed distinguished military careers.

**Huntington, Samuel** (July 3, 1731 - January 5, 1796). Elected to provincial Upper House of Assembly, appointed to the Council of Safety, Delegate to the Continental Congress, 1776; President of the Continental Congress, 1779-81; Lieutenant Governor, 1784-86; Governor of Connecticut, 1786-1796. He signed Declaration of Independence, 1776.

**Jacob II** (1633 – 1701). He was the King of England, Scotland and Ireland. Exiled in France, when the monarchy was restored in 1660 his brother became King Charles II.

**Jay, John** (1745–1829). US chief justice 1789–95. With James Madison and Alexander Hamilton, he was the author of the *Federalist* 1787–88. He served as the first chief justice of the US and was responsible for Jay's Treaty (1794–95), which settled outstanding disputes with Britain.

**Jefferson, Thomas** (April 13, 1743 - July 4, 1826). Elected to Virginia House of Burgesses, 1769; Delegate to the Continental Congress, 1775-76; Elected Governor of Virginia, 1779, 1780; Secretary of State, 1789; Vice President of the United States, 1796; President, 1801; Signed Declaration of Independence, 1776.

**Lewis, Francis** (March, 1713 - December 31, 1802). He was elected to the Continental Congress, 1775. He signed Declaration of Independence, 1776.

**Lightfoot Lee, Francis** (October 14, 1734 - January 11, 1797). Member of the Virginia House of Burgesses 1758-75; Elected to Continental Congress, 1775-79, Member of Virginia Senate. He signed Declaration of Independence, 1776.

**Livingston, Philip** (January 15, 1716 - June 12, 1778). Alderman, Delegate to the Continental Congress, 1776; Later, State Senator in New York, Delegate to Federal Congress until 1778. He signed Declaration of Independence, 1776.

**Lynch Jr., Thomas** (August 5, 1749 - 1779). Captain of a South Carolina Regimental Company, 1775; Delegate to the Continental Congress, 1776. He signed Declaration of Independence, 1776.

**McKean, Thomas** (March. 19, 1734 - June 24, 1817). Delegate to the Continental Congress, 1774-81; President of Delaware, 1776; Chief Justice of Pennsylvania, 1777-97; Governor of Pennsylvania, 1799-1812. Signed Declaration of Independence, 1776.

**Middleton, Arthur** (June 26, 1742 - January 1, 1787). Charleston Council of Safety, 1775; Delegate to the Continental Congress, 1776. He signed Declaration of Independence, 1776.

**Morris, Lewis** (April 8, 1726 - January 22, 1798). Deputy to New York Convention, 1775; Delegate to the Continental Congress, 1775-77; Member of the Board of Regents of the University of the State of New York. He signed Declaration of Independence, 1776.

**Morris, Robert** (January 20, 1734 -May 9, 1806). Delegate to the Continental Congress, 1775, Appointed Special Commissioner of Finance, 1776; Financial Agent of the United States, 1781; Delegate to the Constitutional Convention, 1787; United States Senator, 1789-95; Signed Declaration of Independence, 1776.

**Morton, John** (1724 - April, 1777). President of the Provincial Assembly, 1775; Elected to Continental Congress, 1774-1777. He signed Declaration of Independence, 1776.

**Nelson Jr., Thomas** (December 26, 1738 - January 4, 1789). Member of the House of Burgesses, 1774; Virginia provincial Convention, 1775; Officer and Commander of the Virginia Militia, 1775; Delegate to the Continental Congress, 1775-77, 1779; Elected Governor of Virginia, 1781. He signed Declaration of Independence, 1776.

**Oglethorpe, James** (December 1696 - June 1785).He was a Member of the English Parliament and the First Duke of Marlborough. He was awarded the Government of the land between the Savannah and Altamaha rivers, and one of his first actions as Governor was the prohibition of slavery in the new colony.

**Paca, William** (October 31, 1740 - October 23, 1799) Delegate to the Maryland Legislature, 1771; Elected to Continental Congress, 1774-78, Chief Justice of Maryland, 1778; Elected Governor of Maryland, 1782; Signed Declaration of Independence, 1776.

**Penn, John** (May 17, 1741- September 14, 1788). He was the Law Practice in Virginia, 1762; Member of Continental Congress, 1775-77, 1779-80; Member of the Board of War, 1780. He signed Declaration of Independence, 1776.

**Penn, William** (1644-1718). He was the founder of the American colony of Pennsylvania. It entered English politics at the hands of the Whig party; King Charles II gave him the name of Pennsylvania and founded the city of Philadelphia as the capital.

**Plato** (*circa* 429-*circa* 347 BC), He was Greek philosopher. A disciple of Socrates and the teacher of Aristotle, he founded the Academy in Athens. His theory of "ideas" or "forms" contrasts abstract entities or universals with their objects or particulars in the material world. His philosophical writings are presented in the form of dialogues, and his political theories appear in the *Republic*.

**R. Livingston, Robert** (1746–1813) Chancellor, of the Louisiana Purchase, "The Chancellor", drafter of the Declaration of Independence, partner in creating the *Clermont*. Was an American lawyer, politician, diplomat from New York, and a Founding Father of the United States. He was known as "The Chancellor", after the office he held for 25 years.

**Read, George** (September 18, 1733 - September 21, 1798). He was elected to Continental Congress, Chief Justice of the State of Delaware, 1793-98. He was signed Declaration of Independence, 1776.

**Rodney, Caesar** (October 7, 1728 - June 29, 1784). Member of the Delaware Committee of Correspondence, 1765; Elected to Continental Congress, 1774-76, 77; Military Leader, 1774-77, Elected President of the State of Delaware, 1778-80; Signed Declaration of Independence, 1776.

**Ross, George** (May 10, 1730 - July 14, 1779). Crown Prosecutor for Carlisle, twelve years; Elected to Provincial Assembly, 1768-1776; Elected to Continental Congress, 1774, 1776-77; Colonel

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in the Continental Army, 1776; Vice president of the Pennsylvania constitutional convention, 1776; Signed Declaration of Independence, 1776.

**Rush, Benjamin** (December 24, 1745 -April 19, 1813) Elected to Continental Congress, 1776; Appointed Surgeon-general to the Continental Army, 1777; Instructor, Treasurer of the U.S. Mint, 1779-1813; Signed Declaration of Independence, 1776.

**Rutledge, Edward** (November 23, 1749 - January 23, 1800). State Legislator, Representative to the Continental Congress, 1774-76, 1779; State legislator, 1782-1796; College of Electors, 1788, 1792, 1796; Signed Declaration of Independence, 1776.

**Sherman, Roger** (1721–1793), American politician. A Connecticut legislator and jurist, he was an avid proponent of American independence. He held the distinction of having signed all of the following: the Articles of Association 1774, the Declaration of Independence 1776, the Articles of Confederation 1777, and the Constitution 1787. He served as a US senator 1791–93.

**Smith, James** (Circa 1719 - July 11, 1806.) In 1775, was elected to the Continental Congress. He remained in Congress only two years. James Smith retired from the Congress in 1777, and served in few public offices He was re-elected to Congress in 1785 but declined to attend due to advancing age. Little is known about his work, because a fire destroyed his office and papers shortly before he died. He signed Declaration of Independence, 1776.

**Socrates** (469–399 BC). He was ancient Athenian philosopher. As represented in the writings of his disciple Plato, he engaged in dialogue with others in an attempt to reach understanding and ethical concepts by exposing and dispelling error (the Socratic Method). Charged with introducing strange gods and corrupting the young, he committed suicide as required.

**Stockton, Richard** (October 1, 1730 - February 28, 1781). Justice of the Supreme Court of New Jersey, 1774; Elected to Continental Congress, 1776; Signed Declaration of Independence, 1776.

**Stone, Thomas** (1743 - October 5, 1787). Admitted to the Maryland Bar, 1764; Elected to the Continental Congress, 1775-78, 1783; Elected to Constitutional Convention (declined), 1785. He signed Declaration of Independence, 1776.

**Taylor, George** (Circa 1716 - February 23, 1781). Elected to the provincial Assembly, 1764-69; Member of the Committee of Correspondence, Committee of Safety, 1773-76; elected to Continental Congress, 1775-77. He signed Declaration of Independence, 1776.

**Thornton, Matthew** (1714 - June 24, 1803). Member of the Provincial Assembly, 1758-1762; Colonel of the Londonderry Militia, 1763-75; Speaker of the New Hampshire House of Representatives, Associate Justice of the Superior Court, Delegate to the Continental Congress, 1776. He signed Declaration of Independence, 1776.

**Treat Paine, Robert** (March 11, 1731 - May 11, 1814). Elected to Provincial Assembly, 1770; Delegate to the Continental Congress, 1774, 1776; Attorney General for Massachusetts, 1777-1796; State counsellor, 1804. He signed Declaration of Independence, 1776.

**Walter** (Sir Humphrey Gilbert) (1552-1618) Marino, pirate, writer and English politician. Ally of Queen Isabel I, contributed to the defeat of the Spanish Armada, and struggled to return the throne to the King of Portugal (1589).

**Walton, George** (1741 - February 2, 1804). Member, Secretary, Provincial Congress of Georgia, 1776; Elected to the Continental Congress, 1776, 1777, 1780, 1781; Chief Justice of Georgia, 1783-89; Presidential Elector, Governor of Georgia, 1789; US Senator, 1795. He signed Declaration of Independence, 1776.

**Washington, George**, 1st president of the US 1789–97. (1732–1799). Commander in chief of the Continental Army, he helped to win the American Revolution by keeping his army together through the winter of 1777–78 at Valley Forge and by winning a decisive battle at Yorktown in 1781. In his two terms as president, he followed a policy of neutrality in international affairs and of expansion on the domestic front.

**Whipple, William** (January 14, 1730 - November 28, 1785) Elected to Provincial Congress, 1775, 76; Member of state Council, 1776; Elected to Continental Congress, 1776-79; Signed Declaration of Independence, 1776.

**Williams, Roger** (1605-1683) Founder of the Rhode Island colony. He bought some land belonging to Indians in Rhode Island and founded the city of Providence in 1636 and in 1639 founded the first Baptist Church of America.

**Williams, William** (April 23, 1731 - August 2, 1811) Town Clerk, Provincial Representative, Council to the Legislature. Elected to Continental Congress, 1776-77; Delegate to the Connecticut convention to ratify the federal Constitution, 1787; Signed Declaration of Independence, 1776.

**Wilson, James** (September 14, 1742 - August 28, 1798). Elected to Provincial Congress, 1775; Elected to the Continental Congress, 1775-77, 1785-87; Member of the Constitutional Convention, 1784; Associate Justice to the US. Supreme Court, 1789-1798. He signed Declaration of Independence, 1776.

**Witherspoon, John** (February 5, 1723 - November 15, 1794.) President of College of New Jersey, 1768-1792; Delegate to the Continental Congress, 1776-1782; Twice elected to State Legislature of New Jersey. He signed Declaration of Independence, 1776.

**Wolcott, Oliver** (December 1, 1726 - December 1, 1797). Commissioner of Indian Affairs, 1775, 1784-89; Delegate to the Continental Congress, 1775-76, 1778-84; Governor of Connecticut, 1786-96; Governor, 1796-97. He signed Declaration of Independence, 1776.

**Wythe, George** (1726 - June 8, 1806). Clerk of the committee on Privileges and Elections of the House of Burgesses, 1747; Member of the House of Burgesses; 1755-65; Elected to Continental Congress, 1775-76; Speaker of the Virginia House, 1777-78; Signed Declaration of Independence, 1776.