

**THIS IS A TRADITIONAL –AND- OPTIONAL ASSIGNMENT  
PRINT DOCUMENT AND COMPLETE IN INK**

**...and don't underestimate the power of FOLLOWING DIRECTIONS. ☺**

Name: \_\_\_\_\_ Class Period: \_\_\_\_\_ Due Date: \_\_\_/\_\_\_/\_\_\_

**Period 4 Term Review: From the Jefferson Era to the Era of Good Feelings to the  
Age of Jackson and the Common Man, 1800-1848**

**Purpose:**

This term review is not only an opportunity to review key concepts and themes, but it is also an exercise in historical *analysis*. This activity, **if completed *in its entirety* BOP (Beginning of Period) by the unit test date**, is worth 10 bonus points on the multiple choice test. Section 1 is worth 5 points, and sections 2 & 3 collectively are worth 5 points. ☺ **Mastery of the course and AP exam await all who choose to process the information as they read/receive.** This is an optional assignment. Complete it in **INK!**

**Directions:**

Below are some key ideas and terms pulled from the College Board Concept Outline for Period 4. These include “Terms to Know,” “Important Examples,” and “Other Terms.” Complete the charts by **adding definitions** and **analysis of historical significance**. When considering significance, consider causes and effects or how the item illustrates a major theme or idea from the era. Some entries have been completed for you. Make sure you read and study those entries as well as complete the remaining items! If you do not have time to complete the activity, please know that it is still a valuable review tool: use sections 2 & 3 as a “flashcard” set. ☺ **IF YOU ARE NOT CONFIDENT IN YOUR DEPTH OF KNOWLEDGE FOR THIS UNIT... READ THE CONTENT OUTLINE FOR PERIOD 4 (separate document) THEN REVIEW THE TERMS IN SECTIONS 2 & 3 (part of this document) BEFORE YOU BEGIN WORK ON SECTION 1.**

**Key Concepts FOR PERIOD 4:**

**Key Concept 4.1:** The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.

**Key Concept 4.2:** Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.

**Key Concept 4.3:** The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.

**SECTION 1**

The **Terms to Know** are items you are most *likely* to see on a quiz or test. They are explicit in the College Board framework for the class, and you will be expected to *thoroughly* understand them on the AP exam. Complete the chart by *defining* and *analyzing* each item. Prompts are included to help you focus your analysis on the most tested concepts, but also make sure you know simple definitions of each term in the left hand column. There are two sample answers. Notice how the samples have definitions of **key terms** as well as an answer that *addresses the entire prompt*. To earn credit for this section, you must go beyond generic statements! If you run out of room, add post-it-notes to the page.

| Terms to Know                  | Definition, Examples, Context, and Historical Significance to the development of American politics, values, identity, and society.  |
|--------------------------------|---|
| <b>Modern democracy</b>        | <b>MAIN IDEA:</b> <i>The nation's transformation to a more participatory democracy was accompanied by continued debates over federal power, the relationship between the federal government and the states, the authority of different branches of the federal government, and the rights and responsibilities of individual citizens.</i>  |
| <b>Participatory democracy</b> | Explain <i>how</i> and <i>why</i> modern democracy, with increased participatory democracy, developed during the early 19 <sup>th</sup> century.<br><b>Participatory democracy</b> refers to increased suffrage (more people able to vote thanks to state laws changing in this era) and increased participations in the political process including campaigning and associating with a party. <b>Modern democracy</b> – reflecting emphasis on participation and <b>expanded suffrage</b> (right to vote) – grew during Jackson's terms thanks to party patronage (spoils system) which challenged long term, elite government leaders and other legal changes at the state level such as electing judges rather than appointing them. This system developed due to a reaction to the Corrupt Bargain in 1824, as well as westward expansion and a shift of power away from the more established states and leaders (educated elite). The Jackson Era also was the first era when all the founders had passed away and a new American identity was emerging. <b>Democratic ideals</b> include the rights and characteristics of what it means to be a citizen living in a democracy, among other things. In the Jackson era, these ideals were expanding to include all white men (or men of European descent... rather than only propertied elite/educated) and a de-emphasizing of higher education (by the Democrats, not the Whigs). |
| <b>Expanding SUFFRAGE</b>      |   |
| <b>Democratic ideals</b>       | Explain how the movement from a suffrage system based on property ownership to universal manhood suffrage impacted the following groups: African Americans, American Indians, women, White men in both the short and long terms.  |

| Terms to Know   | Definition, Examples, Context, and Historical Significance to the development of American politics, values, identity, and society.   |
|---|--|
| <p><b>POLITICAL PARTIES</b></p> <p><b>Debates</b><br/>(TARIFF, POWERS OF THE FEDERAL GOVERNMENT, RELATIONS WITH EUROPE, federal funding of INTERNAL IMPROVEMENTS, AND NATIONAL BANK)</p> <p><b>DEMOCRATS</b></p> <p><b>Andrew Jackson</b></p> <p><b>WHIGS</b></p> <p><b>Henry Clay</b><br/>(Federalists, Alexander Hamilton, Democratic-Republicans, and Thomas Jefferson are explicit for Period 3 but also relate to political objectives in Period 4.)</p> | <p><i>MAIN IDEA: The nation's transformation to a more participatory democracy was accompanied by continued debates over federal power, the relationship between the federal government and the states, the authority of different branches of the federal government, and the rights and responsibilities of individual citizens.</i></p> <hr/> <p>How did the second two-party system revolutionize the party system? Consider how this second system operated differently from the first two-party system.</p> <p>Explain how <u>interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship</u> affected American values, politics, and society from 1800-1848. Consider actions that were made in the name of strict or loose constructionism, protect individual liberties, and what it meant to be a citizen (including naturalization laws).</p> <p>What were the agendas of the Federalist Party and the Democratic Republican Party? 1791-1815-<u>First Two Party System</u> (beliefs, goals, actions)</p> <p>What were the agendas of the Democratic Party and the Whig Party? Democrats 1824-present; Whigs 1834-1854-<u>Second Two Party System</u> (beliefs, goals, actions)</p> <p><i>Be able to identify and explain similarities, differences, changes, and continuities of the First and Second Two Party System.</i></p> <p>How did the relationship between Great Britain and the United States change from 1800-1848? Back up your explanation with specific evidence and consider both conflict and diplomacy as well as how things changed over time and how they remained the same over time.</p> |

| Terms to Know   | Definition, Examples, Context, and Historical Significance to the development of American politics, values, identity, economy, and society.   |
|---|---|
| <p data-bbox="82 243 215 352"><b>Relationship between state and federal government</b></p> <p data-bbox="82 407 188 470"><b>Supreme Court</b></p> | <p data-bbox="277 159 1474 216"><b>Main Idea:</b> Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws.</p> <hr/> <p data-bbox="277 249 1458 306">How did the Supreme Court impact the relationship between state and central government? Cite two specific examples in your response.</p> <p data-bbox="277 575 1544 632">In what ways and for what reasons did the three branches of government conflict over ideas and policies? Cite two specific examples in your response.</p>  |
| <p data-bbox="82 999 188 1056"><b>Market Revolution</b></p>   | <p data-bbox="277 888 1544 945"><b>Main Idea:</b> Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.</p> <hr/> <p data-bbox="277 978 1377 1005">Explain <i>how</i> patterns of exchange, markets, and private enterprise developed from the Early Republic to Civil War era.</p> <p data-bbox="277 1444 1528 1501">How did the federal government respond to the changing economy? Consider foreign relations and Acts of Congress &amp; the President. Cite at least one specific example in your answer.</p> |

| Terms to Know  | Definition, Examples, Context, and Historical Significance to the development of American politics, values, identity, economy, and society.  |
|--|--|
| <p><b>National Identity</b></p> <p><b>Regional Identity</b></p> <p><b>Entrepreneurs</b></p> <p><b>Textile machinery</b></p> <p><b>Steam engines</b></p> <p><b>Interchangeable parts</b></p> <p><b>Telegraph</b></p> <p><b>Agricultural inventions</b></p> <p><b>Roads, canals, and railroads</b></p> | <p>Main Ideas: Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities. Regional interests often trumped national concerns as the basis for many political leaders' positions on slavery and economic policy.</p> <hr/> <p>Explain how new technologies impacted each region: North, West, South. Cite specific examples of new technologies in your response. <i>Remember each of the key terms in the left hand column must be addressed in this section!</i></p> <p>The <b>telegraph</b> was invented by Samuel F.B. Morse. He got \$30,000 from Congress to fund his experiment. The telegram changed the communication systems of the time, and helped spread news and information much faster, connecting the growing United States. Northern states had more lines, just as they had more railroads, canals, and roads. <b>Steamboats</b> (invented by Robert Fitch and improved by Robert Fulton) made river navigation both ways manageable (rather than keel boats &amp; human might to get boats upriver). <b>Steam engines</b> made railroad travel possible. Railroad construction began in the United States in 1825; by 1860, more than thirty thousand miles of track had been laid. Originally concentrated in the Northeast, by the eve of the Civil War, lines reached as far west as St. Joseph, Missouri. In the South, railroad building lagged just as much as canal building. Completed in 1825, the Erie Canal was an instant success as it connected the North to the West and to New Orleans, increasing trade and interconnections. The 395-mile Pennsylvania Canal required 174 locks—more than double the number on the Erie Canal—and a funicular railway to get cargo over the Allegheny Mountains. They also built the Lancaster Turnpike (1794), which started in Philadelphia, spurred similar private toll roads. Around the same time, the Wilderness Road into Kentucky was opened to wagon traffic and figured in the settlement of the lower Ohio River Valley. The National Road (aka Cumberland Road), a paved highway extending west from Maryland, was financed and maintained through congressional appropriations. The federal funding of the National Road was an exception rather than the norm; throughout the nineteenth century, roads were either the responsibility of local government or were built under charters granted by the states. The factory system was smuggled in by Samuel Slater and Northern states began developing manufacturing of textiles and other items. Eli Whitney's system of <b>interchangeable parts</b> to make weapons during the War of 1812 led to more businesses using the system to improve production, repairs, and costs. Instead of having a machine that would be ruined if one part of it broke, interchangeable parts guaranteed that devices could easily be identically reassembled because each part would be standardized. In 1850, the idea of interchangeable parts demonstrated by Eli Whitney triggered mass production (especially of muskets) and the assembly line. Business creators and leaders willing to take a risk (<b>entrepreneurs</b>) spurred innovation and economic growth, particularly in the North. Although this was an era with increased nationalism, it was increasingly becoming an era of <b>regional identities</b> and sectionalism.</p> <p>Explain how economic transformation during the Market Revolution in the early 19<sup>th</sup> century impacted sectionalism economically.</p> <p>Explain how economic transformation during the Market Revolution in the early 19<sup>th</sup> century impacted sectionalism <i>culturally</i>.</p> <p>How did economic change impact Southern identity and Southern views on the role of government in defending slavery?</p> <p>Which innovation had the <i>greatest</i> impact on the growing economy? Defend your answer with evidence!</p> <p>How did agricultural inventions impact the economies of the West and South differently? Cite specific examples in your answer!</p> |

| Terms to Know  | Definition, Examples, Context, and Historical Significance to the development of American politics, values, identity, economy, and society.  |
|--|--|
| <p><b>Second Great Awakening</b></p> <p><b>Protestants</b></p>   | <p><i>MAIN IDEA: Concurrent with an increasing international exchange of goods and ideas, larger numbers of Americans began struggling with how to match democratic political ideals to political institutions and social realities. The United States was developing a modern democracy and celebrating a new national culture, while also trying to define the nation's democratic ideals and change their society and institutions to better match those democratic ideals.</i></p> <hr/> <p><i>In what ways did religious beliefs in the first half of the 19<sup>th</sup> century affected American society and political life.</i></p>   |
| <p><b>New National Culture</b></p> <p><b>Liberal social ideas</b></p> <p><b>Democratic beliefs</b></p> <p><b>Individualistic beliefs</b></p> <p><b>Romantic beliefs</b></p> <p><b>Rationalism</b></p> <p><b>Enslaved Blacks and free African Americans</b></p> <p><b>Market revolution</b></p> | <p><i>MAIN IDEA: Concurrent with an increasing international exchange of goods and ideas, larger numbers of Americans began struggling with how to match democratic political ideals to political institutions and social realities. The United States was developing a modern democracy and celebrating a new national culture, while also trying to define the nation's democratic ideals and change their society and institutions to better match those democratic ideals.</i></p> <hr/> <p>Explain <i>how and why</i> the Second Great Awakening, democratic ideals, liberal social ideas, individualistic beliefs, rationalism, and romanticism impacted or inspired social activism and American society in general. Link each belief system to a specific example of social activism.</p> <p><i>Second Great Awakening...</i></p> <p><i>Democratic ideals...</i></p> <p><i>Liberal social ideas...</i></p> <p><i>Individualistic beliefs...</i></p> <p><i>Rationalism...</i></p> <p><i>Romanticism...</i></p> <p>How did free African Americans and enslaved Blacks respond to the changes occurring in the new national culture and attempts to better meet the ideals of the republic?</p> |

| Terms to Know  | Definition, Examples, Context, and Historical Significance to the development of American politics, values, identity, economy, and society.  |
|--|--|
| <p><b>Voluntary organizations</b></p> <p><b>TEMPERANCE</b></p> <p><b>UTOPIAN movements</b></p> <p><b>ABOLITIONISTS and antislavery movements</b></p> <p><b>Slave rebellions</b></p> <p><b>WOMEN'S RIGHTS MOVEMENT</b></p> <p><b>SENECA FALLS CONVENTION</b></p>  | <p><i>Main Idea: Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals.</i></p> <p>Explain <i>how</i> voluntary and popular movements, reform efforts, and activist groups sought to change American society and institutions in the Antebellum Era. All of the terms in the left hand column should be addressed in this answer!</p> <p>In what ways did popular ideas about women's rights and gender roles affect society in the early 19<sup>th</sup> century? Cite one specific example!</p> <p><i>How</i> did the new national culture -- which focused on democratic ideals, liberties, and individualism -- find expression in the development of and American identity?</p> |
| <p><b>Market Revolution</b></p> <p><b>Semi-Subsistence agriculture</b></p> <p><b>Middle class</b></p> <p><b>Business elite</b></p> <p><b>Laboring poor</b></p> <p><b>Gender and family roles</b></p> <p><b>Public and private spheres</b></p> <p><b>Southern cotton</b></p> <p><b>Northern manufacturing</b></p> | <p><i>MAIN IDEA: The changes caused by the market revolution had significant effects on U.S. society, workers' lives, and gender and family relations.</i></p> <p>How did the market revolution impact labor systems, social classes, and way of life for the North?</p> <p>How did labor systems, social classes, and way of life develop differently in the South?</p>   |

| Terms to Know   | Definition, Examples, Context, and Historical Significance to the development of American politics, values, identity, economy, and society.  |
|---|--|
| <p><b>International migrants</b></p> <p><b>Industrializing northern cities</b></p> <p><b>Over-cultivation</b></p> <p><b>Plantations</b></p> <p><b>Appalachians</b></p> <p><b>Ohio and Mississippi Rivers</b></p> <p><b>Banking</b></p> <p><b>Shipping industries</b></p> <p><b>Southern regional identity</b></p> <p><b>AMERICAN SYSTEM</b></p> | <p><b>MAIN IDEA:</b> Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions.</p> <hr/> <p>Explain how different beliefs about the federal government's role in the U.S. social and economic life have affected political debates and policies. Consider the development of the American System when developing your response.</p> <p>In developing the American System, the government was responding to economic concerns regarding markets and other basic components of a functioning economy. Explain why there was concern for economic growth. What occurred in the two decades before the American System that led to this government response?</p> <p>What were the causes on continued immigration patterns in the early 19<sup>th</sup> century?</p> <p>What were the causes of continued migration westward? Where were Americans and immigrants headed?</p> <p>How did migration patterns impact American life? Consider culture, identity, and conflict when developing your response.</p>                           |
| <p><b>LOUISIANA PURCHASE</b></p> <p><b>AMERICAN INDIAN REMOVAL</b></p> <p><b>Frontier settlers</b></p> <p><b>American Indian resistance</b></p> <p><b>Wars</b></p>  | <p><b>MAIN IDEA:</b> Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.</p> <hr/> <p>Explain how the Louisiana Purchase impacted internal migration patterns.</p> <p>In what ways did cultural interaction and competition between Americans and American Indians influence developments in the United States?</p> <p><i>Passed in 1830, the <b>Indian Removal Act</b> provided for the transplant of all remaining Indians (over 100,000) to land beyond the Mississippi. It mostly affected the Five Civilized Tribes. Competition for land and resources, including those in Georgia and Florida, led to White encroachment onto Indian lands. Ongoing battles, raids, and skirmishes between the two races also led some to conclude separation was the best option. Despite assimilation of many of these Indian groups, and despite the Supreme Court defending many of the claims in Georgia, Andrew Jackson ordered the military escort across the Mississippi, aka the Trail of Tears.</i></p> |

| Terms to Know  | Definition, Examples, Context, and Historical Significance to the development of American politics, values, identity, economy, and society.   |
|--|---|
| <p><b>MONROE DOCTRINE</b></p>  | <p>MAIN IDEA: Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.</p> <hr/> <p>What were the reasons for and results of the Monroe Doctrine? Defend your answer with solid reasoning!</p> <p><i>The <b>Monroe Doctrine</b> (1823) was a political declaration issued by the United States regarding the future of the hemisphere. It stressed non-colonization and nonintervention. Monroe stated (and Secretary of State, John Quincy Adams, wrote) that the Europeans were no longer to colonize or interfere with the independent states of Latin America. This was mostly to protect American interests. Monroe went as far as to say the US would interfere if Europe attempted to re-colonize. It was like you banning your neighbors from looting the abandoned house down the street just because you wanted to make sure you got a share of the loot later. It was also caused by a desire to remain free from entangling alliances, as Britain sought to issue such a doctrine jointly with the U.S. The results were NOT remarkable. The U.S. couldn't defend it, but as they were working out territorial issues and trade issues with Britain during this era, the U.S. was dependent more on Britain to enforce it against other colonizers. It is sort of like telling your friend that you don't want to go to the dance with him/her, but then you dance all night long and seem inseparable. The remarkable results of the doctrine are not realized until much later after the U.S. becomes a world power in 1898.</i></p> |
| <p><b>Slavery</b></p> <p><b>MISSOURI COMPROMISE</b></p> <p><b>Anti-slavery efforts</b></p> | <p>MAIN IDEA: The United States' acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.</p> <hr/> <p>How did anti-slavery efforts in the North impact the relationship between South and North?</p> <p><i>Designating slave/nonslave areas was a growing trend since the birth of the United States when several states outlawed slavery in their state constitutions and some, like Pennsylvania, employed gradual emancipation. Eventually, by the <b>Missouri Compromise</b>, the country had been divided and defined as slave or free. After this expansion of slavery into new territory, anti-slavery efforts increased and further divided North and South. This issue was a cause of sectionalism.</i></p> <p>How did both South and North benefit from slavery?</p> <p><i>Northern textile mills benefited from trading with Southern cotton producers. Southern plantations which were increasingly dependent on cotton crops depended on slave labor for their livelihood.</i></p> <p>How did slavery impact African Americans way of life and identity during the early 19<sup>th</sup> century?</p> <p>Explain how geographic and environmental factors shaped interactions between regions.</p> <p>How did competition for and debates over natural resources affect the development of government policies in the early 19<sup>th</sup> century?</p>  |

You have now completed Part 1! 😊

*I KNOW IT WAS INTENSE...  
BUT YOUR HARD WORK WILL PAY OFF ON THE TEST!*



## Part 2: Important Examples

These are simply examples provided on the original College Board concept outline); they are excellent choices for outside information on short answer or essay questions. Complete the chart by defining and analyzing these terms using the thematic learning objectives (MAGPIES). Some entries are completed for you. **IF A TERM IS NOT ALREADY DEFINED... LOOK IT UP AND DEFINE IT in addition to analyzing the historical significance.**

### MAGPIES

- M** igration and Settlement
- A** merica in the World
- G** eography and the Environment
- P** olitics and Power
- I** dentity; American and National
- E** conomy; Work, Exchange, & Technology
- S** ociety and Culture

| Important Examples / Definitions  | Historical Significance for the development of the United States... identify and explain broad trends using MAGPIES thematic learning objectives, <b>highlight theme</b>                            |
|---|---|
| <i>McCulloch v. Maryland</i>  |   |
| <i>Worcester v. Georgia</i>   |   |
| <p><b>New England opposition to the Embargo Act</b> <i>stemmed from the heavy economic impact of policies such as the Embargo Act and NonIntercourse Act which caused trade to be cut off and the economy to recede. New England traded heavily with Great Britain, so that region was hit particularly hard.</i></p>   | <p><b>Politics and Power;</b> <i>States in this region disagreed with the policy and some aided Britain and attempted to smuggle. After the War of 1812 began, many resisted and protested.</i></p> |
| <p><b>Debates over the tariff and internal improvements...</b><br/> <b>Tariff of 1816</b> was the first tariff in American history instituted primarily for protection, not revenue. Its rates – roughly 20 to 25 percent on the value of dutiable imports – were not high enough to provide completely adequate safeguards, but it was a bold beginning.<br/> <b>The American System</b> was Created by <b>Henry Clay</b>, it consisted of three parts of internal improvement:</p> <ol style="list-style-type: none"> <li>1. a strong banking system which would provide easy and abundant credit,</li> <li>2. a protective tariff behind which manufacturing would flourish,</li> <li>3. and a network of roads and canals to improve transportation of foodstuffs and raw materials.</li> </ol> |   |
| <p>One of the greatest revival preachers, <b>Charles Grandison Finney</b> was a former lawyer who wowed huge crowds with his voice. He led revivals in Rochester and New York City during the Second Great Awakening. In addition, he encouraged women to pray out loud in public, denounced alcohol and slavery, and was the president of Oberlin College.</p>   |   |
| <p>A group of feminists and male reformers met for a convention in <b>Seneca Falls</b>, New York in 1848. Determined to fight for women’s rights, they passed the “<b>Declaration of Sentiments</b>,” which Stanton read. The cry that “all men <i>and women</i> are created equal” helped to launch the modern women’s rights movement.</p>  |   |
| <p><b>Utopians</b> were bolstered by the utopian spirit of the time and experimented in forming communities based with cooperative, communistic natures. They strove to create idealistic societies, and were one of the many examples of change in the US. Robert Owen was one of the most famous Utopians.</p>  |   |

| Important Examples / Definitions   | Historical Significance for the development of the United States... identify and explain broad trends using MAGPIES thematic learning objectives, highlight theme |
|--|---|
| <p>The <b>American Colonization Society</b> was founded in 1817 with the purpose of sending blacks back to Africa as part of the abolitionist movement. In 1822, the Republic of Liberia in Africa was created for liberated slaves. Around fifteen thousand slaves were moved there over the following forty years. By 1860, almost all southern slaves were no longer Africans, but African- Americans, but the idea, still appealed to many anti-slaveryites.</p>   |   |
| <p>Born a slave in Maryland, Frederick Douglass escaped to the north and became the most prominent of the black abolitionists. He was gifted as a drafter, writer, and editor, he continued to battle for civil rights of his people after emancipation. Later, he served as a U.S minister to Haiti.</p> <p><i>"The law gives the master absolute power over the slave. He may work him, flog him, hire him out, sell him... In law a slave has no wife, no children, no country and no home. He can own nothing, acquire nothing, but what must belong to another."</i> –Frederick Douglass, 1850</p>  |   |
| <p>The <b>Hudson River School</b> was famous for paintings of local landscapes in the US instead of the portraits that were so popular previously. These showed the wild beauty of the states as opposed to the prim scenery of the Old World.</p>   |   |
| <p><b>John J. Audubon</b> (1785-1851) was a French-descended naturalist who painted wild fowl in their natural habitats and wrote the book <i>Birds of America</i>. The Audubon society for protection of birds was named after him. He is like Lewis and Clark, who explored the Louisiana Territory and told the world about it, and are today remembered for their travels.</p>   |   |
| <p><b>Richard Allen</b> was a minister, educator, writer, and one of America's most active and influential black leaders. In 1794 he founded the African Methodist Episcopal Church(AME), the first independent black denomination in the United States. He opened his first AME church in 1794 in Philadelphia, Pennsylvania. Elected the first bishop of the AME Church in 1816, Rev. Allen focused on organizing a denomination where free blacks could worship without racial oppression and where slaves could find a measure of dignity. He worked to upgrade the social status of the black community, organizing Sabbath schools to teach literacy and promoting national organizations to develop political strategies.</p>   |   |
| <p><b>David Walker</b> was an outspoken African-American abolitionist and anti-slavery activist. In 1829, while living in Boston, Massachusetts, he published <b><i>An Appeal to the Coloured Citizens of the World</i></b>, a call for black unity and self-help in the fight against oppression and injustice.</p> <p>The work brought attention to the abuses and inequities of slavery and the role of individuals to act responsibly for racial equality, according to religious and political tenets. At the time, some people were outraged and fearful of the reaction that the pamphlet would have. Many abolitionists thought the views were extreme.</p>  |   |
| <p><b>Slave music</b> was associated with annual festivals, when the year's crop was harvested and several days were set aside for celebration. One example of this sort of a celebratory song is "Shortnin Bread." Work music helped to break up long hours as well as synchronize work such as "Hammer Ring." Some music was created to raise spirits during long work days and alleviate the oppressiveness of slavery. These were usually centered in Christianity, such as "Do Lord, Remember Me." Slave music was a blend of European and African styles, and it became a staple part of Black Churches and Black culture. Some songs were adopted or adapted such as Amazing Grace. Biblical influence was heavy in slave music. It was a forerunner to 20<sup>th</sup> century Jazz.</p> |   |

| Important Examples / Definitions  | Historical Significance for the development of the United States... identify and explain broad trends using MAGPIES thematic learning objectives, highlight theme |
|---|---|
| <p><b>John Deere</b> invented the <b>steel plow</b> which was a dramatic improvement from iron tools. It was a cleaner cut into the soil and helped farmers, particularly in the west, break up soil more quickly and with less time cleaning and maintaining their plow.</p>   |   |
| <p>An inventor from Virginia, <b>Cyrus McCormick</b> built a mechanical <b>mower-reaper</b> in the 1830s. It was horse drawn and could do the work of five men with sickles and scythes with only one man leading the machine. Western farmers wanting profit went into more debt by buying more land and these machines.</p>   |   |
| <p>As the “Father of the Factory System” in America, <b>Samuel Slater</b> memorized the plans of the British textile machinery and made the first American machinery for spinning cotton thread with the backing of Moses Brown, a capitalist in Rhode Island.</p>  |   |
| <p><b>Boston Associates</b> were a group of Boston families who formed one of the most powerful joint-capital ventures. It was one of the earliest investment capital companies. They managed to control Massachusetts’s textile, railroad, insurance, and banking industries. The group had a top factory in <b>Lowell</b>. The <b>Lowell System</b> included women workers who lived in dorms on site.</p>  |   |
| <p><b>Baldwin Locomotive Works</b> was an early producer of steam engines, located in Philadelphia. The founder, Mathais W. Baldwin, began with a humble, small machine shop and grew his business to one of the most successful producers of steam engines. One of the most famous locomotive engines was called “Iron Sides.”</p>   |   |
| <p><b>Anthracite Coal Mining</b> increased during this era. Some labor needed for increased mining was provided by Irish immigrants. Poor conditions led to The “Molly Maguires,” a labor union made up of Irish mine workers in Pennsylvania coal districts during the 1860s and 1870s. They were helped and funded by a feudal anti-landlord society in Ireland, the secretive Ancient Order of the Hibernians.</p>   |   |
| <p>Upon marriage, the working women left their jobs and became wives and mothers. In the home they were enshrined in a “<b>cult of domesticity</b>,” a widespread cultural creed that glorified the customary functions of the homemaker. Married women commanded immense moral power and increasingly made decisions that altered the character of the family itself.</p>  |   |
| <p><b>Lydia Maria Child</b> was an American abolitionist, women's rights activist, opponent of American expansionism, Indian rights activist, novelist, and journalist. Her works reached wide audiences from the 1820s through the 1850s. She at times shocked her audience, as she tried to take on issues of both male dominance and white supremacy in some of her stories. Child may be most remembered for her poem "Over the River and Through the Wood" about Thanksgiving.</p>   |   |
| <p><b>Early Labor unions</b> were few (prior to Civil War), but the Market Revolution and low wages eventually led to small trade unions forming. Although business owners loved cheap wage labor, workers were paid more than any other country. However conditions were not ideal, and few had any recourse to redress their grievances. Collective bargaining was illegal, and factory owners could always hire replacement workers, or “scabs,” if employees refused to work. Some workers, particularly women, risked prosecution and initiated a series of <b>strikes</b> in the 1820s and 1830s to improve working conditions. These labor strikes became more prominent in the national news around the same time that the National Trades Union—one of the nation’s first unions—formed in 1834. Eventually, the government began to take action: in 1840, President Martin Van Buren succeeded in establishing a ten-hour working day for all federal employees engaged in public works projects; in 1842, the Massachusetts Supreme Court legalized trade unions in <i>Commonwealth v. Hunt</i>. Nevertheless, it would be decades before unions gained any real power to bargain effectively.</p> |   |

| Important Examples / Definitions  | Historical Significance for the development of the United States... identify and explain broad trends using MAGPIES thematic learning objectives, highlight theme  |
|---|--|
| <p><b>Trading with China</b> began in the late 1700s. In 1784, when the American War for Independence was barely over, the first ship to sail under an American flag left New York. It was the merchant ship <i>Empress of China</i>, bound for Canton (now Guangdong), China. At first, the American interest in China was economic. Americans were looking for new markets to buy goods, as the British refused to deal with Americans. And the Chinese preferred to work with Americans, who bought Chinese goods. The Europeans only wanted to sell them things. American missionaries began preaching in China in the 1830s, even when they could not legally visit many areas. Missionaries were among the first Americans to study the Chinese culture and language, and helped to shape American perceptions of Imperial China.</p> |  |
| <p>The <b>Webster–Ashburton Treaty</b>, signed August 9, 1842, was a treaty resolving several border issues between the United States and the British North American colonies. It resolved the Aroostook War, a nonviolent dispute over the location of the Maine–New Brunswick border. It established the border between Lake Superior and the Lake of the Woods, originally defined in the Treaty of Paris (1783), reaffirmed the location of the border (at the 49th parallel) in the westward frontier up to the Rocky Mountains defined in the Treaty of 1818, defined seven crimes subject to extradition, called for a final end to the slave trade on the high seas, and agreed to shared use of the Great Lakes.</p>   |  |
| <p><b>Defining territories for American Indians</b> involved treaties and contracts spanning many decades. In some states, such as New York and Pennsylvania, Indian territories were somewhat secure through this period, but in many others they were redefined as President Andrew Jackson implemented his Indian Removal Act the following Trail of Tears of forced migration for those refusing to do willingly. Oklahoma and Kansas were the main destination.</p>  |  |
| <p>Massachusetts, Connecticut and Rhode Island attended the <b>Hartford Convention</b> with full delegations while New Hampshire and Vermont sent partial delegations. The states met to discuss their grievances and seek redress for their wrongs, although it was not a very radical convention some delegates did discuss seceding New England from the nation.</p>   |  |
| <p><b>Nullification Crisis</b> began in 1828 with the Tariff of 1828 (aka Tariff of Abominations). South Carolina (led by John C. Calhoun and Robert Hayne) protested in its South Carolina Exposition and Protest which presented an argument for nullification. After threatening to secede over the issue, President Jackson responded with the Force Act (threatening to send in troops if the federal laws weren't respected). After a Compromise Tariff was finally hammered out, thanks largely to the efforts of Henry Clay, South Carolina finally backed down and war was averted. The crisis lasted 5 years.</p>   |  |
| <p><b>War Hawks</b> were Congressmen in 1811 who had become driven to declare war on Great Britain. They had given up on the failed embargo strategies and had tired of economic recession that resulted from it. On top of t his, they resented the continued British presence in the Ohio Valley where they encouraged Indian rebellion as well as resented ongoing impressment. Although France also impressed Americans, Britain did it more. The War Hawks succeeded in 1812 by convincing President Madison to formally request a declaration of war from Congress.</p>   |  |
| <p><b>Jackson's 1817 Military Campaign</b>... Andrew Jackson disregarded some of Monroe's orders while America was dealing with Indian threats in a weakened Florida. The campaign resulted in the destruction of many Seminole villages and execution of <b>Seminole</b> chiefs. The Spanish were pushed back and two British traders were hanged. These actions threatened war with Britain and angered many in Congress. <b>John Quincy Adams</b>, Secretary of State, convinced Monroe not to charge Jackson as it would disturb the nation beyond what it was worth.</p>   | <p><b>Geography:</b> This, combined with William Henry Harrison's leadership in the Ohio Valley (Battle of Tippecanoe) opened up more Indian lands to white settlement. Also represents early reservation system.</p> <p><b>America's Place in the World:</b> Adams negotiated peace with Spain and gained Florida in the Adams-Onis Treaty.</p> |

Section 2 -- **finito!** *Lo amo !' America !*

**Section 3: Other Terms** are simply additional facts to support your reading and review, and they MAY show up on the test. They are also valuable evidence for historical analysis (evidence for defending a thesis). This section is organized with questions... or main ideas... followed by term review and additional review.

### 1. Why did John Adams lose the election of 1800?

| Events weakening Adams' re-election campaign  | Significance in the development of American politics  |
|---|---|
| <p><b>Alien and Sedition Acts</b><br/>New laws giving the president power to detain or deport foreigners at time of war and new law stating that anyone who impeded the policies of the government or falsely defamed the officials, including the president, would be liable to a heavy fine and imprisonment. (basically making it illegal to publically criticize the president)</p>   | <p><b>What was Jefferson's and Madison's viewpoint on these Acts? How does that impact the election?</b></p>  |
| <p><b>Adams' neutrality; Quasi-War rather than all-out war with France (which the Hamiltonian Federalists wanted).</b><br/>Adams continued Washington's policy of neutrality... staying out of British conflicts The Quasi-War was an undeclared war fought mostly at sea between the United States and the French Republic from 1798 to 1800. In the United States, the conflict was sometimes also referred to as the Undeclared War With France, the Pirate Wars, or the Half-War.</p> <p><b>Adams' financing army &amp; naval build up but unwilling to go to war.</b><br/>Adams is sometimes called the "Father of the Navy" because he strengthened it considerably as it was evident that America was too weak to prevent foreign bullying. He also strengthened the army. Those itching for war (there were war "hawks" for both war with Britain and war with France at the time) were hoping the build-up meant war soon.</p> | <p><b>What was Jefferson's and Madison's viewpoint on these Acts? How does that impact the election, and what do the Democratic-Republicans do differently once in power?</b></p> |

### 2. What is significant about *Marbury v. Madison*?

|  |   |
|--|---|
| <p>During the final days of John Adams' Federalist Congress, the <b>Judiciary Act of 1801</b> was passed. This act created sixteen new federal judgeships and other judicial offices for Federalists. President Adams supposedly stayed up late on his day in office to sign in these "<b>midnight judges</b>." This act was the last attempt from the Federalists to keep their influence in the government, as they new Jeffersonians were taking over the next day. The new Democratic-Republican Congress later repealed it.</p> | <p><b>What does the Judiciary Act of 1801 reveal about the election of 1800?</b></p>  |
| <p>The cousin of Thomas Jefferson, <b>Chief Justice John Marshall</b> was put on the Supreme Court by Adams near the end of his term. He had had only six weeks of training. He decided the <b><i>Marbury v. Madison</i></b> case. John Marshall was a strong Federalists, and perhaps the most influential Federalist in history.</p>   | <p><b>What is significant about John Marshall being a Federalist?</b></p>   |
| <p>In <b><i>Marbury v. Madison</i></b> (1803) a Federalist judge, <b>William Marbury</b>, filed a suit against the Democratic-Republican <b>James Madison</b> for shelving his commission. This case determined that the Supreme Court had the last word on the question of constitutionality, thus establishing the principle of <b>judicial review</b>.</p>  | <p><b>What was so brilliant about this ruling? Consider the politics Madison employed as well as the ruling itself.</b></p> |

3. When Jefferson and the Democratic Republicans challenged Adams and the Federalists in 1800, he asserted the need to scale back the strong central government that had evolved over the last decade under Washington and Adams and move more toward a limited central government and strong states. (Remember the original Federalists/Anti-Federalists arguments during the writing and ratification of the Constitution).

To what extent did Jefferson successfully scale back the size and power of the central government during his two terms in office? To what extent were his actions consistent with his beliefs? Before answering these questions... consider the following:

(answer in the boxes below)

| Definition-Identification  | Significance-Analysis... to what extent did Jefferson scale back the size of government and to what extent was Jefferson consistent with his beliefs and actions? |
|--|---|
| <p>Jefferson, the pacifist and the Democratic-Republican, <b>reduced military spending</b> and continued the <b>neutrality</b> of Washington/Adams. Although he did create the <b>“mosquito fleet”</b> which was made up of small coastal crafts to guard our shores... but not so many so as to create diplomatic problems. About 200 were constructed, usually with one gun.</p>   |   |
| <p><b>Tripolitan War...</b> during the turn of the century, pirates along the <b>Shores of Tripoli</b> in the Mediterranean demanded tribute from the Americans for “protection”. In 1801, Tripoli, unsatisfied with its share of protection money, informally declared war on the US. The ensuing four-year battle began to prove America’s naval strength and intolerance for the <b>Barbary Pirates</b>. (<b>The Peace of Tripoli Treaty</b> in 1805 cost \$60,000... ransom for captured Americans)</p>  |   |
| <p>April 30, 1803, proved to be one of the most important dates in the future of America. Robert Livingston, the American Ambassador to France, negotiated a treaty with Napoleon to buy the <b>Louisiana Purchase</b> for \$15 million. Although this was technically unconstitutional for the president to purchase this territory, public support allowed for it to pass. Originally Jefferson had hopes to obtain New Orleans and some territory to the west of that for no more than \$10 million; instead, he received New Orleans and the immeasurable tract to the west for the bargain price of \$15 million.</p>   |   |
| <p>After the Louisiana Purchase, England and France were at war again... The <b>Orders in Council</b> (1807) were edicts issued by the London (British Privy Council) and forbade French trade with the United Kingdom, her allies or neutrals, and instructed the Royal Navy to blockade French and allied ports. In retaliation Napoleon decreed that any vessels that submitted to searches by the Royal Navy on the high seas were to be considered lawful prizes if captured by the French, and he also authorized French warships and privateers to capture neutral ships sailing from any British port or from any country that was occupied by British forces. The orders in Council had the effect on America akin to the effect on a child caught between two warring adults each penalizing the child for following the direction of the other.</p> |   |
| <p>Jefferson’s reaction to Orders in Council was to remain neutral and try to prevent America from being pulled into the war... the <b>Embargo Act</b>, passed in <b>1807</b>, forbade the export of all goods from the United States, whether they were in American or foreign ships. When Americans responded with smuggling... Jefferson responded with strict enforcement. Sound familiar? It was repealed three days before Jefferson left office.</p>  |   |
| <p><b>The Chesapeake-Leopold Affair, 1807</b> The <i>Chesapeake</i> was an American ship that was accosted by a royal frigate off the coast of Virginia. The British demanded that America hand over the four “dissenters” even though the British didn’t have the jurisdiction to seize sailors from a foreign warship. When the American commander refused the request, the British attacked and dragged away four “dissenters” anyway after killing and wounding many men. Jefferson responded with diplomatic talks, but many Americans wished to declare war against Great Britain.</p>   |   |

| Definition-Identification   | Significance-Analysis... to what extent did Jefferson scale back the size of government and to what extent was Jefferson consistent with his beliefs and actions? |
|---|---|
| <p><b>Repealed the Whiskey Tax</b> which instigated the Whiskey Rebellion under Washington's watch. Jefferson didn't support the tax in the beginning, and Democratic-Republicans showed a lot of sympathy to the agrarian folks hurt by the tax.</p>   |   |
| <p>Having felt that the Alien and Sedition acts were unfair, Jeffersonians enacted the new <b>Naturalization Law of 1802</b>. This act reduced the requirement of fourteen years of residence to become a citizen back to five. It also <b>pardoned</b> many of the "martyrs" serving sentences under the sedition act.</p>   |   |
| <p>Jefferson attempted to reduce the Federalist influence by leading a <b>campaign to have some judges impeached</b>. Disappointed with the <i>Marbury vs. Madison</i> case, the Jeffersonians attempted to impeach <b>Samuel Chase</b> from the Supreme Court on counts of "high crimes". However, their evidence couldn't prove much more than that Chase had a big mouth. The failed impeachment established the precedent that the judiciary branch was independent and for the definite separation of power between the three branches of the government.</p>  |   |
| <p>Replacing Hamilton as the Secretary of the Treasury under Jefferson, <b>Albert Gallatin</b> agreed with Jefferson that the national debt was a bane rather than a blessing. He spent his time as Secretary reducing the national debt greatly and balancing the budget of the country. <b>DESPITE THIS...</b> Jefferson didn't really undo any of Hamilton's Plan... the Bank remained, funding at par remained, the tariff remained, assuming state debts continued.</p>  |   |
| <p>Jefferson asked Congress to fund <b>Lewis &amp; Clark</b>. <b>Sacajawea</b> served as the guide to Lewis and Clark on their exploration of the newly bought territory, Louisiana Purchase. They ascended the Missouri River from St. Louis, struggled through the Rockies, and descended the Columbia River to the Pacific coast. Without <b>Sacajawea</b>, Lewis and Clark most likely would have become lost. The new discoveries were priceless as were new connections with natives and stronger claims on the Oregon Territory.</p>   |   |
| <p><b>Aaron Burr</b>... Aaron Burr was Jefferson's Vice President during his first term but was dropped from the ticket for the second term. Burr conspired to win the New York governorship then lead the secession of New England and New York from the country. His plan didn't work (thanks to Hamilton). Burr challenged Hamilton to a <b>duel</b>, which ended in Hamilton's death. Then Burr tried to conspire with <b>James Wilkinson</b>, the governor of Louisiana Territory, to lead a western secession. Jefferson foiled the plot then ordered the arrest of Burr. Chief Justice <b>John Marshall</b> ruled there wasn't enough evidence of treason and acquitted Burr. Burr then went to France and tried to get <b>Napoleon</b> to declare war on the United States.</p> |   |

#### 4. The Election of 1808 – James Madison becomes the 4<sup>th</sup> President

Madison's presidency was basically a continuation of Jefferson's... the same problems... the same political party... But Madison differed from Jefferson... it was under his watch that America declared war on Great Britain.

**Evaluate the effectiveness of Madison's presidency. Consider national economy, politics, and unity:**

| Definition-Identification  | Significance-Analysis... Evaluate the effectiveness of Madison's presidency? Consider national economy, politics, and unity |
|--|---|
| <p>The <b>Non-Intercourse Act</b> (1809) superseded the Embargo Act, reopening trade with all nations of the world except Britain and France. It was like merchants were no longer being grounded but they were still not being allowed to go to the party they really wanted to attend. ...Still trying to prevent entangling alliance and war.</p> |   |

| Definition-Identification  | Significance-Analysis...<br>Evaluate the effectiveness of Madison's presidency?<br>Consider national economy, politics, and unity |
|--|---|
| <p>Congress passed <b>Macon's Bill No. 2</b> in order to reopen American trade and lift the embargoes with Britain and France. If Britain or France agreed to stop molesting American shipping and took away their commercial restrictions, the United States would restore its embargo with the other nation, unless that country also agreed to recognize the rights of the neutral American ships. Macon's Bill No. 2 was similar to a child trying to get one bully to side with her against another but getting manhandled by both since this bill became effectively useless, as the European economies (the bullies Britain and France) played upon the weaknesses this bill created. Napoleon did bite... but didn't follow through.</p> |   |

5. What were the main events of the War of 1812, and how did these events impact the outcome of the war, the politics of the two parties, and the national culture? (answer in the boxes below)

| War of 1812 main events  | Impact on the war, on politics, on the nation... |
|--|--|
| <p><b>THE INVASION OF CANADA...</b> The United States still suffered from delusions that Canada would naturally wish to be a part of the U.S.... plus knocking Britain off the continent once and for all was appealing... a three-part invasion failed and Britain easily held onto Canada.</p>   |  |
| <p><b>THE BURNING OF WASHINGTON D.C.</b> ...After defeating France, Britain was able to concentrate on America in 1814 which helped them destroy the nation's capital.</p>   |  |
| <p><b>Fort McHenry</b>, an American fort in Baltimore, was able to resist an attack by British artillery (part of the <b>Chesapeake Campaign</b> which included the burning of D.C.) even though Washington was burning. <b>Francis Scott Key</b>, a detained American who watched the battle from a British ship was inspired to write "<b>The Star-Spangled Banner</b>".</p> |  |
| <p><b>THE SOUTHERN CAMPAIGN...</b> Andrew Jackson's army won an astounding victory over the British at the <b>Battle of New Orleans</b> on January 8, 1815, yet the <b>Treaty of Ghent</b> was signed on December 24, 1814. Jackson lost only 70 soldiers compared to 2,000 British soldiers.</p>  |  |
| <p>Signed two weeks before the Battle of New Orleans, the <b>Treaty of Ghent</b> required both Britain and the US to stop fighting and to return any conquered land.</p>   |  |
| <p>"<b>Blue Light</b>" <b>Federalists</b> were New Englanders who supposedly flashed lanterns on the shore so that blockading British cruisers would be alerted to the attempted escape of American ships.</p>   |  |
| <p>The "<b>Virginia Dynasty</b>" involved the series of presidents from Virginia who by 1814 had been in office all but four years. At the Hartford Convention, New Englanders had supported the idea of not allowing two presidents in a row to be from the same state.</p>   |  |
| <p>The <b>Hartford Resolutions</b> were the death dirge of the Federalist party demanding financial assistance from Washington to compensate for lost trade and proposed a constitutional amendment requiring a 2/3 vote in Congress before imposing an embargo, the Federalist party would never again have a successful presidential campaign.</p>                           |  |



**6. Main Events from Monroe’s Two Terms in the *Era of Good Feelings*. To what extent were the *feelings good*? How did each event impact nationalism and/or sectionalism as well as America’s place in the world? (answer in the boxes below)**

| Some Main Events of Monroe’s two terms...  | To what extent does this indicate an “Era of Good Feelings”?  |
|--|---|
| Following the war... In 1817 the <b>Rush-Bagot agreement</b> between the United States and Britain severely limited naval armament on the Great Lakes beginning a time of better relations regarding the Canadian border after many years of competition.  |   |
| The <b>Treaty of 1818</b> was a negotiation between the Monroe administration and Britain. It resulted in Americans sharing the Newfoundland fisheries with Canada. It also set the Louisianan Northern limits provided a ten-year joint occupation of the Oregon country.   |   |
| Caused by the first cyclical movement of the U.S economy and a failure of the banking system, the <b>Panic of 1819</b> brought inflation, recession, bank failures, unemployment, and overcrowded prisons known as debtors’ prisons.   |   |
| In the <b>Florida Purchase Treaty of 1819</b> , Spain ceded Florida and Spanish claims to Oregon, for America’s desertion of claims to Texas. It would be like if we wanted to “purchase” a product from another country, but instead of exchanging money, we gave them one of our desirable products.   |   |
| Had it passed, the <b>Tallmadge Amendment</b> would have prevented more slaves from being brought into Missouri and gradually emancipated children born to slave parents already in Missouri.  |   |
| The <b>Missouri Compromise</b> in 1820, stated that Missouri be admitted as a slave state, Maine as a separate state, and that all future bondage was prohibited in the rest of the Louisiana Purchase north of the line 36° 30’. Missouri Compromise split America into equal halves - free v. slave states... and drew the line... the Missouri Compromise Line. | <i>This is not so good... the Compromise brings conflict over slavery back to life as competition for political power rev up. Northerners had eliminated slavery and were expecting the South to do so eventually. The South had increased dependence and usage of forced labor and now sought to expand it. Balancing power in the legislature led to Missouri (slave) and Maine (free) being brought in, but the conflict continues to divide the nation and carry it toward war.</i> |
| In the <b>Russo-American Treaty of 1824</b> , the Russian tsar formally fixed his southernmost limits at the line of 54° 40’.  | <i>America was trying to assert its presence in North America, and removing competing European powers such as Russia was a long term goal. This act pushes Russia northward toward Alaska, which the U.S. later purchases in the 1860s... permanently (or so we think) removing Russia from North America. This is a good feeling.</i>  |

**7. Why did the following events create tension as the nation expanded? How did these events impact nationalism, sectionalism, economy, and America’s place in the world?**

| What were the reasons for the explosion expansion west?   | Impact on the nation...  |
|---|--|
| <b>Embargo Act, Non-Intercourse Act, and Macon’s Bill No. 2</b> reduced the ability of people to earn a living in non-agriculture.  |  |
| Soil exhaustion in the south from over-production of <b>tobacco</b> left farmers unable to earn a living.   |  |
| The <b>Land Act of 1820</b> authorized a buyer to purchase 80 virgin acres at a minimum of \$1.25 an acre in cash.  | <i>More western lands were made available to “common men” since land prices lowered. Rich men hoped to get even richer buying land and “speculating” on its future value. The issue of cheap land divided people politically and regionally. Southerners were against it, Northerners for.</i> |
| <b>Immigrants</b> were more attracted to come to America than ever before due to the vast tracts of available land in the <b>Ohio Valley</b> (Northwest Territory) and the <b>Louisiana Territory</b> . |  |

**8. What was the unique combination of factors that led to increased manufacturing, agricultural production, and trade... and what impact these changes have on the nation during the early 19<sup>th</sup> century? Consider economics, nationalism, sectionalism, and America's role in the world, and American identity.**

| Combination of factors...   | Impact on nation... |
|---|---------------------|
| 1811, New York improves the climate for business by paving the way for <b>corporations</b> to sell stocks.  |                     |
| More and more people moved west... including into Ohio. <b>"Porkopolis"</b> is the popular nickname for <b>Cincinnati</b> , Ohio, named this because the area grew a lot of corn to feed hogs, creating very plump hogs that were killed and traded in the south. The nickname is similar to Boston's moniker, "Beantown," because it is famous for baked beans, like Cincinnati was famous for feeding the hogs. Cincinnati was named for Cincinnatus... there is a story there and you should look it up. Seriously.<br><br>Its location on the Ohio River, which connects to the Mississippi – and thanks to canals... connects to the east – allowed more people to enjoy <b>bacon</b> . ☺ And don't forget the significance of steamboats! |                     |
| <b>Eli Whitney</b> invented the <b>cotton gin (1793)</b> , a device that separated cotton seeds from the fiber at a rate fifty times faster than by hand. Cotton became mass-produced and delivered an unprecedented amount of profit to the South who exported its cotton to the North and to Britain. Slavery was renewed as the South became more dependent on its cotton economy.   |                     |
| <b>Clipper ships</b> were developed in the 1840s and 50s in Boston. These ships were longer, and narrower, and were much faster than any steamboat. They were used mostly for the tea trade, as they were faster than British competitors. Later, the British came out with "teakettle" ships that, while slower, were steadier and more profitable.  |                     |
| <b>Domestic feminism</b> , the newly assertive role for women, signified the growing power and independence of women in this new factory age. Women had more power within their households, as they gained independence outside of it. More often, love dictated who a woman's spouse would be, not an arrangement, and women started controlling the amount of children they had.  |                     |

**9. To what extent was the Election of 1828 a Revolution?**

Jackson's inauguration reflected this new, more open democracy — and not in an entirely positive way. While most previous presidents had been inaugurated indoors and in private, Jackson was inaugurated outdoors, on the East Portico of the Capitol. More than 20,000 people came to witness the event, even though in an era before microphones and loudspeakers, most could not hear Jackson speak. The crowd followed the new president to the White House, where the doors were opened for a public reception. Jackson eventually left through a window to escape the mob, which broke thousands of dollars' worth of china and was dispersed only by the promise of alcoholic punch on the White House lawn. Although Jackson's opponents were horrified by the display, they would soon learn to campaign to crowds as successfully as Jackson. (image is public domain, crowds rushing the White House)



| Other Terms  | Historical Analysis |
|--|---------------------|
| Many of Jackson's supporters protested against the corrupt bargain with fervor, and the fervor increased when Jackson called <b>Henry Clay</b> the " <b>Judas of the West</b> ." |                     |

| Other Terms   | Historical Analysis  |
|---|--|
| <p><b>Mudslinging</b> reached new lows in 1828. Adams would not stoop that low, but his followers did, describing Jackson's mother as a prostitute and his wife an adulteress. Jackson said that Adams' billiard table and chessboard were "gaming tables" and "gambling furniture." He also accused Adams of getting a servant girl for the lust of the Russian tsar. Jackson's wife, Rachel, died one month after the election, and he attributed her death to the mudslinging.</p>   |  |
| <p>In 1824 Jacksonites played a political game that resulted in the passing of the "<b>Tariff of Abominations</b>" in 1828. Trying to cause problems for Adams who was encouraging furtherance of <b>Henry Clay's American System</b>, they promoted a high tariff bill that they assumed would be defeated, but when it passed the South became infuriated. The suffering South could not afford the new high tariff for manufactured goods, and, spearheaded by South Carolina, they loudly protested the new tariff. Not only did the tariff weaken the South's economy, but it helped the Northern manufacturers at the same time. This caused the rift between the two regions to grow, making tensions increase as well.</p>  |  |
| <p><b>Nicholas Biddle</b> the president of the Bank of the United States held an immense- and to many unconstitutional- amount of power over the nation's financial affairs. Jackson had made his disdain over Biddle (who was extremely arrogant and elitist, although fair and intelligent) and the bank known, and consequently <b>Henry Clay</b> pushed for the renewal of the <b>national bank in 1832</b>, four years prior to its termination, as to make it an issue for the upcoming election, unfortunately it resulted in the <b>Bank War</b>. The renewal bill went through Congress and was expectantly vetoed by Jackson, but surprisingly gained him more power and popularity. Jackson hastened the destruction of the bank to the general approval of the public, because they saw the bank as corrupt and unnecessary; however the destruction of the Bank of the United States unfortunately harmed the economy.</p> |  |
| <p>In addition to the veto, Jackson's "<b>pet banks</b>" killed the second BUS. All federal funds were transferred out of the Bank of the United States and placed these funds in small banks chosen because their owners supported President Jackson. "<b>Wildcat banks</b>" were created after the death of the Bank of the United States. These banks often consisted of a few chairs and a suitcase, but they flooded the country with paper money, which ultimately led the financial <b>panic of 1837</b>. Jackson's <b>Specie Circular</b>, a decree that required all public lands to be purchased with "hard" or metallic money, also contributed to the panic by stopping the speculative boom and triggering panic and crash.</p>  |  |
| <p><b>Sequoyah</b>, a Cherokee Indian, developed an alphabet and writing system that allowed for the writing of a legal code and a constitution. Mimicking the American government by dividing their new government into three branches. This helped the Cherokees become one of the Five Civilized Tribes. The Cherokees, Creeks, Choctaws, Chickasaws, and Seminoles were called by whites the <b>Five Civilized Tribes</b>. They had governments that included executive, legislative and judicial branches; they had a written language, private property, schools and effective farms and plantations. They made these changes in order to look more civilized in the eyes of the Americans so there was less chance of another forced removal.</p>  |  |
| <p><b>Cherokee Nation v. Georgia</b>, 1831 ruled that the Cherokees who had sued for their land rights and liberties were not citizens of the U.S.... and therefore couldn't sue. In <b>Worcester v. Georgia</b>, 1832, the Marshall Court ruled that Georgia couldn't control Cherokee lands by passing laws trying to control them.</p>   | <p><b>Politics and Power:</b> <i>Despite the Supreme Court support for Cherokee rights, the executive branch led by Andrew Jackson ignored it (as did Georgia) and removed Indians anyway. Another reason AJ was criticized for being an imperial president.</i></p> |
| <p><b>Denmark Vessey</b> led a slave rebellion in Charleston, SC in 1822 that triggered Southern worry about the pressure that abolitionism was mounting on them.</p>   |  |
| <p>Martin Van Buren, the 8<sup>th</sup> President, whose nickname was the "<b>Little Magician</b>," defeated Whig candidate <b>William Henry Harrison</b> in the 1836 Presidential election. Van Buren was the first president to be born under the American flag, but his presidency was marred by the <b>panic of 1837</b>, which he battled for most of his term in office.</p>  |  |
| <p>The Whig Presidential campaign of 1840 was famous for its slogan "<b>Tippecanoe and Tyler too</b>." Tippecanoe referenced <b>William Henry Harrison</b> whose victories against the Indians at the <b>Battles of Tippecanoe</b> and the <b>Thames</b> made him a National Hero. Virginia's <b>John Tyler</b> was selected as Harrison's running mate. Although he was not the best <b>Whig</b> candidate (Webster or Clay would have been better) he had no enemies and therefore was believed to be the ablest vote getter for the Whig party.</p>  |  |

| Other Terms  | Historical Analysis |
|--|---------------------|
| <p><b>Frederick Jackson Turner</b> saw the western frontier as the source of democratic virtue and hailed Jackson as a hero from the West who protected the people against the progressive thinkers of the day. In his 1893 essay, "<b>The Significance of the Frontier in American History</b>" he argued that the survival of democracy was due to the rise of the west and not the conservative, aristocratic east.</p> |                     |

**10. Why did so many immigrants come into the United States during the Antebellum Era? How did this influx impact the development of the American economy and national identity?**

| Other Terms  | Historical Analysis |
|--|---------------------|
| <p>During the 1840s a <b>potato famine</b> devastated Ireland, sending huge amounts of <b>Irish immigrants</b> to cities in Boston and New York. The period came to be called the "Black Forties" as the immigrants struggled to find jobs and acceptable living conditions. Most of the Irish men and women became construction workers, maids, or canal workers, attracting enemies that were mad that so many jobs were being taken at decreased wages. Many of the new factories wouldn't hire them. Some followed a "<b>No Irish Need Apply</b>" policy which heightened anti-Catholic feelings. Eventually Irish-Americans gained land and political influence</p> |                     |
| <p>An influential Irish-American Boss in New York, "<b>Honest John</b>" <b>Kelly</b> paved the way for more Irish immigrants to attain white-collar or government jobs. The jobs were previously denied because they were looked down upon for being Catholic and taking too many jobs.</p>  |                     |
| <p>So-called because of its secretive nature, the "<b>Know-Nothing</b>" party was also called the <b>Order of the Star-spangled Banner</b>. Formed in 1849, it had <b>Nativists</b> as its members. They believed that immigration was bad for America and fought against it.</p>  |                     |
| <p>The <b>Forty-Eighters</b> were immigrants from the <b>Germanic states</b> that came to the U.S. after democratic revolutions failed in their own states.</p>  |                     |
| <p>Led by Swiss Anabaptist <b>Jacob Annan</b>, the <b>Amish</b> formed isolated religious settlements in Indiana, Ohio, and Pennsylvania that still survive today. Originally from the Germanic states, they migrated to the U.S. to escape persecution and imprisonment. Amish groups didn't believe in infant baptism or an extravagant lifestyle.</p>   |                     |

**11. Analyze the impact of the Second Great Awakening.**

| Other Terms   | Historical Analysis  |
|---|--|
| <p><b>Deism</b> relied on reason rather than revelation and on science rather than the Bible. They rejected the concept of original sin and denied Christ's divinity. They believed in a Supreme Being who had created a knowable universe and endowed human beings with a capacity for moral behavior. It helped to inspire an important spin-off from the severe Puritanism of the past.</p>  | <p><b>Culture:</b> <i>Second Great Awakening was largely a response to growing Deist influence.</i></p>  |
| <p><b>Unitarianism</b> gathered momentum in New England at the end of the eighteenth century. They believed that God existed in only one person and not in the orthodox trinity (God the Father, God the Son, and God the Holy Spirit). They denied the divinity of Jesus but stressed the essential goodness of human nature rather than its vileness. They proclaimed their belief in free will and the possibility of salvation through good works. They saw God as a loving Father, not a stern creator. The movement appealed mostly to intellectuals whose rationalism and optimism contrasted sharply with the hellfire doctrines of Calvinism, especially predestination and human depravity.</p> | <p><b>Culture:</b> <i>More and more Americans were speaking out and being bold about beliefs and ideas that conflicted with the traditional, Protestant majority. New Churches like this one redefined "church" which caused conflict and led to more revival efforts to bring people back to "true" Christianity.</i></p> |

| Other Terms  | Historical Analysis   |
|--|---|
| Western New York, where many descendants of New England Puritans had settled, was so blistered by people preaching "hellfire and damnation" that it came to be known as the " <b>Burned-over District</b> ".   | <b>Culture</b> – Massive revival efforts to bring people back to the Church resulted in more Churches and denominations being created, further diversifying the American cultural fabric.   |
| <b>Joseph Smith</b> created Mormonism, the Church of Jesus Christ of Latter-day Saints. The Mormons' neighbors were unhappy with this religion for a few reasons, chiefly because of polygamy. Consequently, he was murdered/lynched in 1844, and the Mormons eventually left... for Utah... after leaving Illinois for Missouri following his death.  |   |
| From 1846-1847 <b>Brigham Young</b> led the Latter-Day Saints (Mormons) from persecution to Utah. By the end of 1848 some five thousand settlers had arrived, and in the 1850s many dedicated Mormons made the 1300 mile trek across the plains pulling handcarts. In 1850 Brigham Young was made territorial governor and in 1896 Utah became a state.  |   |
| A graduate of Brown, <b>Horace Mann</b> (1796-1859) was the Secretary of the Massachusetts Board of Education who campaigned effectively for more and better schoolhouses, longer school terms, higher pays for teachers, and expanded curriculum. Such efforts spread to other states and improved school systems.  |   |
| A graduate of Yale, <b>Noah Webster</b> (1758-1843) was a Connecticut Yankee who was the "schoolmaster of the Republic." He made reading lessons that were adopted by many to promote patriotism. He published a dictionary in 1828 that took twenty years to write, helping to standardize the American language.   |   |
| Written by <b>William H. McGuffey</b> , a teacher and preacher of rare power, the <b>McGuffey's Readers</b> were grade school readers in the 1830s that sold 122 million copies that preached lessons in morality, patriotism, and idealism.   | <b>American Identity:</b> textbooks increased standardization of education which brought Americans together through common stories, binding together a sense of identity.   |
| <p><b>Emma Willard</b> helped female secondary schools attain some respectability in the 1820s by establishing the <b>Troy Female Seminary</b> in New York.</p> <p><b>Oberlin College</b>, located in Ohio, jolted traditionalists in 1837 when it opened its doors to women as well as men. Oberlin had already admitted black students. That's nectar!</p> <p><b>Mary Lyon</b> established an outstanding women's school, <b>Mount Holyoke Seminary</b> (later college) in South Hadley, Massachusetts. Critics scoffed that, "They'll be educatin' cows next".</p>  | <b>Culture/Beliefs:</b> more educational opportunities would strengthen the women's movement and efforts to challenge male dominated society.   |
| <b>Lyceums</b> provided platforms for speakers in such areas as science, literature, and moral philosophy. Talented speakers like Ralph Waldo Emerson journeyed thousands of miles on these circuits, casting their pearls of civilization before appreciative audiences   |   |
| <b>Godey's Lady's Book</b> , founded in 1830, survived until 1898 and attained the enormous circulation (for those days) of 150,000. It was devoured devotedly by millions of women, many of whom read the dog-eared copies of their relatives and friends.  | <b>Culture:</b> Increased access to education led to increased literacy rates. Increased technology and access to printing led to increased newspapers and magazines. These would help unite people as Americans focused on similar issues. Women's magazines typically reinforced traditional gender roles, cult of domesticity. |
| <b>Dorothea Dix</b> , a frail teacher-author from New England, traveled 6,000 miles in eight years, assembling reports on insanity and asylums. In 1843, her petition to the Massachusetts legislature helped to improve cell conditions.  |   |
| <p>Formed in Boston in 1826, the <b>American Temperance Society</b> was an organization to spread an anti-alcoholism message. This movement was monumental in that it sought to expand democratic ideals by emphasizing the importance of sobriety in the home so men would take better care of their families. It stirred up much controversy and was a popular topic of art at the time. Within a few years, several thousand such groups arose. It tried to counter the growing dependence on alcohol.</p> <p>The "Father of Prohibition," <b>Neal S. Dow</b> was prominent among the less patient zealots who came to believe that temptation should be removed by legislation. He was from Maine and he sponsored the <b>Maine Law of 1851</b> that prohibited the manufacture and sale of intoxicating liquor.</p> |   |
| <p><b>Lucretia Mott</b> was prominent among the mothers of the women's rights movement. She was a Quaker who had been aroused when she and her fellow female delegates to the London Antislavery Convention of 1840 were not recognized.</p> <p>A mother of seven who had insisted on leaving "obey" out of her marriage vows, <b>Elizabeth Cady Stanton</b> shocked fellow feminists by going so far as to advocate suffrage for women.</p>   |   |



| Other Terms  | Historical Analysis   |
|--|---|
| <p>A wealthy and idealistic Scottish textile manufacturer, <b>Robert Owen</b> founded a communal society of about 1,000 people at <b>New Harmony</b>, Indiana in 1825. However, little harmony existed in the colony that was full of radicals, work-shy theorists, and outright scoundrels. The colony sank in a morass of contradiction and confusion.</p> <p><b>Brook Farm</b> in Massachusetts, comprising two hundred acres of grudging soil, was started in 1841 with the brotherly and sisterly cooperation of about twenty intellectuals committed to the philosophy of transcendentalism. Their whole venture in "plain living and high thinking" ultimately collapsed in debt.</p> <p>Founded in 1848 in New York, the <b>Oneida Community</b> practiced free love ("complex marriage"), birth control (through "male continence" or <i>coitus reservatus</i>), and the eugenic selection of parents to produce superior offspring (selective breeding). It flourished for more than 30 years, mainly because its artisans made superior steel traps and the Oneida Community silver plate.</p> <p><b>Shakers</b> are a religious sect led by Mother Ann Lee in the 1770s, which reached a peak membership of about 6,000 by 1840, but was virtually extinct by 1940 due to prohibition of marriage and sex.</p> |   |
| <p><b>Gilbert Stuart</b> (1755-1828) was originally from Rhode Island and was a skilled painter who lived in Great Britain. He produced many portraits of George Washington, though they were idealized.</p>   |   |
| <p>A famous painter from New England, <b>Thomas Cole</b> (1801-1848) painted many of the Northeastern landscapes and was a leader of the Hudson River School.</p>  | <p><b>American Identity and Culture: Nationalism post War of 1812 included the first truly American art with images like Cole's landscapes which celebrated America.</b></p>  |
| <p>Immense hits by mid-century, the <b>minstrel shows</b> were American shows that featured white actors with blackened faces. They involved rhythmic and nostalgic "darker" tunes that were being popularized by whites. Shows like this were early signs of prejudice bubbling up in the United States.</p>  |   |
| <p>Born in New York City, <b>Washington Irving</b> (1783-1859) was the first American to win international recognition as a literary figure. He published <i>Knickerbocker's History of New York</i> with amusing caricatures of the Dutch. He also published <i>The Sketch Book</i>, winning recognition at home and abroad. Using both English and American themes, he wrote such immortal Dutch-American tales as "Rip Van Winkle" and "The Legend of Sleepy Hollow" and was said to be "the first ambassador whom the New World of letters sent to the Old".</p> <p><b>James Fenimore Cooper</b> (1789-1851) was the first American novelist to achieve fame worldwide. His works included <i>The Spy</i>, the <i>Leatherstocking Tales</i>, and <i>The Last of the Mohicans</i>.</p> <p><b>Henry Wadsworth Longfellow</b> (1807-1882) was a professor of modern language at Harvard for many years and one of the most popular poets of America, though he was not a transcendentalist. He worked with European literature, which gave him themes, though most of his poems were admired as patriotic and 'American' like "Evangeline" and "The Song Of Hiawatha." He was however greatly admired in Europe as well, earning much formal recognition there.</p>   |   |
| <p><b>Dr. Oliver Wendell Holmes</b> (1809-1894) taught anatomy at Harvard Medical School. A prominent poet, essayist, novelist, lecturer and wit, he was a nonconformist and lively conversationalist. His poem "The Last Leaf" was written in honor of the last "white Indian" of the Boston Tea Party but came to apply to himself since he died at age 85 and was the "last leaf" among his contemporaries.</p>   |   |
| <p>Best known of the transcendentalists was Boston-born <b>Ralph Waldo Emerson</b> (1803-1882). Tall, slender, and intensely blue-eyed, he mirrored serenity in his noble features. Trained as a Unitarian minister, he early forsook his pulpit and ultimately reached a wider audience by pen and platform. His most thrilling public effort was his Phi Beta Kappa address, "The American Scholar", delivered at Harvard College in 1837.</p> <p><b>Henry David Thoreau</b> (1817-1862) was Emerson's close associate- a poet, a mystic, a transcendentalist, and a nonconformist. Condemning a government that supported slavery, he refused to pay his Massachusetts poll tax and was jailed for a night. He is best known for <i>On Life in the Woods</i> (1854), which influences along with his <i>On the Duty of Civil Disobedience</i> in furthering idealistic thought.</p> <p>A transcendentalist author from Brooklyn, <b>Walt Whitman</b> (1819-1892) was known for his famous collection of poems <i>Leaves of Grass</i> (1855). His style was romantic, emotional, rhythmic, organized and frank. His book was banned in Boston because of the open manner in which he addressed sex in his works. He did not gain immense fame until after his death.</p>   | <p><b>The transcendentalists rejected the prevailing theory, derived from John Locke, which all knowledge comes to the mind through the senses. The transcendentalist movement of the 1830's resulted in part from a liberalizing of the straightjacketed Puritan theology.</b></p> <p><b>Culture/Beliefs: Illustrated the growing conflict between tradition views including predestination and innate sinfulness with new views of innate goodness and spirituality</b></p> |

Term Review written by Rebecca Richardson, Allen High School

Sources include but are not limited to: 2015 edition of AMSCO's *United States History Preparing for the Advanced Placement Examination*, Heritagefoundation.org, Wikipedia.org, College Board Advanced Placement United States History Framework 2012 and 2015 revisions, 12<sup>th</sup> edition of *American Pageant*, *USHistory.org*, *Britannica.com*