

## Period 4 Term Review: From the Jefferson Era to the Age of Jackson, 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 5 points, and sections 2 & 3 together are 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 terms pulled from the College Board Concept Outline for Period 4. These include “Terms to Know,” “Illustrative 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.

### Key Concepts FOR PERIOD 4:

**Main Idea:** The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.

**Key Concept 4.1:** The United States developed the world’s first **modern mass democracy** and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and to reform its institutions to match them.

**Key Concept 4.2:** Developments in technology, agriculture, and commerce precipitated **profound changes** in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.

**Key Concept 4.3:** U.S. interest in increasing **foreign trade**, expanding its **national borders**, and isolating itself from **European conflicts** shaped the nation’s **foreign policy** and spurred government and private **initiatives**.

## SECTION 1

The **Terms to Know** are items you are *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.

Terms to Know	Definition, Examples, Context, and Historical Significance to Settlement in North America
	<i><b>MAIN IDEA:</b> 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>	What were the agendas of the Federalist Party and the Democratic Republican Party?
<b>Political parties</b>	What were the agendas of the Democratic Party and the Whig Party?
<b>Debates</b>	How did the Supreme Court impact the relationship between state and central government?
<b>Relationship between state and federal government</b>	How did the market revolution impact politics and policy?
<b>Supreme Court decisions</b>	How did economic transformation impact sectionalism?
<b>Federalists and Democratic Republicans</b>	How did economic change impact Southern identity and Southern views on the role of government in defending slavery?
<b>Democrats and Whigs</b>	
<b>Market Economy</b>	
<b>Economic Systems and Loyalties</b>	
<b>Regional Identity</b>	
<b>Slavery</b>	

Terms to Know	Definition, Examples, Context, and Historical Significance to Settlement in North America
<p><b>International exchange</b></p> <p><b>Second Great Awakening</b></p> <p><b>Romanticism</b></p> <p><b>Reforms</b></p> <p><b>Abolition</b></p> <p><b>Women's Rights</b></p> <p><b>Slave Trade</b></p> <p><b>Free African Americans</b></p> <p><b>Emancipation Plans</b></p> <p><b>Proslavery Arguments</b></p> <p><b>Anti-Black sentiments</b></p> <p><b>Anti-Indian policies</b></p> <p><b>Xenophobia</b></p>	<p><i><b>MAIN IDEA:</b> 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.</i></p> <p>How did increased interaction with foreign nations as well as increased interaction among American regions impact the conflict between democracy and social reality of inequality of race and gender?          Explain how the Second Great Awakening and romanticism impacted social activism.          Compare the successful attempts to limit slavery to the racist policies that parallel them. How did this conflict impact the nation?          Compare the viewpoints of those in support of slavery to those who wanted to abolish it.          To what extent were anti-black policies consistent with anti-Indian policy and anti-immigrant policy?</p>
<p><b>National culture</b></p> <p><b>Old World</b></p> <p><b>New World ideas</b></p> <p><b>American Indians</b></p> <p><b>Women</b></p> <p><b>Religious followers</b></p> <p><b>Regional groups</b></p> <p><b>Urban middle class</b></p> <p><b>Enslaved and free African Americans</b></p> <p><b>Social hierarchy</b></p> <p><b>Abolitionist and reform movements</b></p>	<p><i><b>MAIN IDEA:</b> While Americans celebrated their nation's progress toward a unified new national culture that blended Old World forms with New World ideas, various groups of the nation's inhabitants developed distinctive cultures of their own.</i></p> <p>How did new nationalistic and traditional forces blend to create a new national culture?          What was unique about new American art, architecture, and literature?          Compare cultures and beliefs among American Indian groups, women, free and enslaved Blacks, immigrant groups, religious groups, regional groups, and the urban middle class.          How did African Americans react to the continuation of slavery in a time of increased democracy and global interaction?</p>

Terms to Know	Definition, Examples, Context, and Historical Significance to Settlement in North America
<p><b>Global market</b></p> <p><b>Communications revolution</b></p> <p><b>Innovations</b>  Textile machinery  Steam engines  Interchangeable parts  Canals  Railroads  telegraph</p> <p><b>Semi-subsistence agriculture</b></p> <p><b>Markets</b></p> <p><b>Factories</b></p>	<p><i><b>MAIN IDEA:</b> A global market and communications revolution, influencing and influenced by technological innovations, led to dramatic shifts in the nature of agriculture and manufacturing.</i></p> <hr/> <p>List and explain the ways innovation impacted communication, transportation, economic activity, and interaction between regions and global market.  How did the market revolution impact women, low-skilled male workers, entrepreneurs, and farmers?</p>
<p><b>Regional economic specialization</b></p> <p><b>Southern cotton</b></p> <p><b>Settlement patterns</b></p> <p><b>National economy</b></p> <p><b>International economy</b></p> <p><b>American System</b></p> <p><b>Free labor</b></p> <p><b>Forced labor</b></p> <p><b>Competing ideas:</b>  Labor systems  Geographic boundaries  Natural resources</p>	<p><b>MAIN IDEA:</b> Regional economic specialization, especially the demands of cultivating southern cotton, shaped settlement patterns and the national and international economy.</p> <hr/> <p>Explain the impact of southern cotton on regional economic development and inter-regional market activity.  How did the southern economic development in the Antebellum Era differ from northern and western economic development?  Compare free and forced labor sources among each region (north, west, and south).  Explain the goals of the American System. To what extent did the system accomplish those goals?  Why was westward migration encouraged? How was it encouraged?  How did westward migration impact the conflict and competition over labor, geographical boundaries, and natural resources?</p>

Terms to Know	Definition, Examples, Context, and Historical Significance to Settlement in North America
<p><b>Market Revolution</b></p> <p><b>Canals</b></p> <p><b>Roads</b></p> <p><b>Community systems</b></p> <p><b>Migrants</b></p> <p><b>Interdependence between Northeast and Old Northwest</b></p> <p><b>The South</b></p> <p><b>Gap between rich and poor</b></p> <p><b>Middle and working classes</b></p> <p><b>Gender and family roles</b></p> <p><b>Regional interests</b></p> <p><b>Economic issues:</b> Slavery, National bank, Tariffs, Internal improvements</p>	<p><b>MAIN IDEA:</b> The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power.</p> <hr/> <p>Explain the impact of the Market Revolution on migration patterns, gender and family relations, and the distribution of political power.  Explain how immigrants and migrants impacted economic and cultural connections between the northern and western regions.  How did the southern region differ from the other two? How did this difference fuel sectionalism?  Explain changing class systems due to market revolution.  What were the regional interests that increased sectionalism?  What were the political issues that divided political parties and also fueled sectionalism?</p>
<p><b>Foreign trade</b></p> <p><b>National borders</b></p> <p><b>European conflicts</b></p> <p><b>Foreign policy</b></p> <p><b>Government and private initiatives</b></p> <p><b>Independent global presence</b></p> <p><b>Louisiana Purchase</b></p> <p><b>North American continent</b></p>	<p><b>MAIN IDEA:</b> Struggling to create an independent global presence, U.S. policymakers sought to dominate the North American continent and to promote its foreign trade.</p> <hr/> <p>Explain how and why the U.S. struggled to remain isolated from European conflicts.  Explain how the Louisiana Purchase illustrated economic interests of the Jefferson Era, and explain how the new territory impacted further interest in territorial expansion and international trade.  In what ways did the U.S. successfully expand and define new boundaries?</p>

Terms to Know	Definition, Examples, Context, and Historical Significance to Settlement in North America
<p><b>Public debates</b> (regarding expansion)</p> <p><b>State government resistance</b> to central authority</p> <p><b>Whites on frontier</b></p> <p><b>American Indians</b></p>	<p><b>MAIN IDEA:</b> Various American groups and individuals initiated, championed, and/or resisted the expansion of territory and/or government powers.</p> <hr/> <p>Explain how westward expansion impacted the public debate over free and forced labor.  Explain how westward expansion impacted the public debate over American and American Indian relations.  How did state governments resist policies and power asserted by the central/federal government?  In what ways did Whites and American Indians clash on the frontier?</p>
<p><b>Lands in the West</b></p> <p><b>National compromise</b></p> <p><b>1820 Missouri Compromise</b></p> <p><b>Over-cultivation</b></p> <p><b>Sectional tensions</b></p> <p><b>Slavery</b></p> <p><b>Debate:</b>  National goals,  Priorities,  Strategies</p>	<p><b>MAIN IDEA:</b> The American acquisition of lands in the West gave rise to a contest over the extension of slavery into the western territories as well as a series of attempts at national compromise.</p> <hr/> <p>Explain the causes and effects of the Missouri Compromise.  Explain how over-cultivation impacted sectionalism.</p>

You have now completed Part 1! 😊

## Part 2: Illustrative Examples

These are simply examples provided on the College Board concept outline that *could be* used to illustrate key themes, BUT will *not* show up explicitly on the AP exam (although they may show up on class quizzes and tests); 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 (BAGPIPE). Some entries have been completed for you.

**IF A TERM IS NOT ALREADY DEFINED... LOOK IT UP AND DEFINE IT in addition to analyzing the historical significance.**

**B**eliefs and ideas (roles of ideas, beliefs, social mores, and creative expression in development of United States)

**A**merica in the world (global context of how United States originated and developed as well as its role in world affairs)

**G**eography (role of environment, geography, and climate on the development of United States and individual actions)

**P**eopling (migration, immigration, adaptation and impact of various groups on social and physical environments)

**I**dentify (development of American national identity, including focus on subpopulations such as women and minorities)

**P**olitics and power (changing role of government/state, the development of citizenship and concept of American liberty)

**E**conomy (work, exchange, technology) (development of American economy; agriculture, manufacturing, labor, etc.)

Illustrative Examples / Definitions	Historical Significance for colonization of North America... identify and explain broad trends using BAGPIPE thematic learning objectives, highlight theme
<i>McCulloch v. Maryland</i>	
<i>Worcester v. Georgia</i>	
<p><b>New England opposition to the Embargo Act</b> stemmed from the heavy economic impact. New England traded heavily with Great Britain.</p>	<p><b>Politics and Power:</b> <i>States in this region disagreed with the policy and aided Britain and attempted to smuggle.</i></p>
<p><b>Debates over the tariff and internal improvements...</b>  <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.  <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>	
<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>	

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<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>An Appeal to the Coloured Citizens of the World</b>, a call for black unity and self-help in the fight against oppression and injustice. 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>	

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Illustrative Examples / Definitions	Historical Significance for colonization of North America... identify and explain broad trends using BAGPIPE 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>	

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Illustrative Examples / Definitions	Historical Significance for colonization of North America... identify and explain broad trends using BAGPIPE thematic learning objectives, highlight theme
<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>	
<p><b>Negotiating the Oregon Border</b> resulted in Great Britain and the United States essentially agreeing to share the Oregon Territory for at least 10 more years, as they were unable to come to an agreement on where to divide it. This was agreed in the Treaty of 1818, largely reconciled by Secretary of State and future President John Quincy Adams.</p>	
<p><b>Annexing Texas</b> occurred in 1845. Texas had declared its independence in 1836 following the Texas War for Independence (Remember the Alamo!), but President Andrew Jackson (and three successors, Van Buren, Harrison, Tyler) also resisted due to the slavery issue. James K. Polk ran for president in 1844 on a Manifest Destiny laden platform. A few days before he took office, President John Tyler brought Texas in.</p>	
<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>Monroe Doctrine</b> (1823) stressed non-colonization and nonintervention. Monroe stated 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.</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>	

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Illustrative Examples / Definitions	Historical Significance for colonization of North America... identify and explain broad trends using BAGPIPE thematic learning objectives, highlight theme
<p><b>Designating slave/nonslave areas</b> 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 Missouri Compromise, the country had been divided and defined as slave or free.</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 this, 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>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 <b>Five Civilized Tribes</b>.</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><i>Geography: 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.</i></p> <p><i>America's Place in the World: Adams negotiated peace with Spain</i></p>

*Section 2 -- Finito! Lo amo I' 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>            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>Adams' neutrality; Quasi-War rather than all-out war with France (which the Hamiltonian Federalists wanted).</b>            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>            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>	

**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> (1803)</b> 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 1805cost \$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. DESPITE THIS... 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>	

<b>Definition-Identification</b>	<b>Significance-Analysis...</b> <b>Evaluate the effectiveness of Madison's presidency?</b> <b>Consider national economy, politics, and unity</b>
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.	

**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)**

<b>War of 1812 main events</b>	<b>Impact on the war, on politics, on the nation...</b>
<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.	
<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.	
<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> ".	
<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.	
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.	
" <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.	
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.	
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.	

**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 Louisiana 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.	
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. The Act partially helped achieve the West's goal of cheap acreage.	
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.	
In the <b>Russo-American Treaty of 1824</b> , the Russian tsar formally fixed his southernmost limits at the line of 54° 40'.	

**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.	

What were the reasons for the explosion expansion west?	Impact on the nation...
<p><b>Steamboats</b> (invented by <b>Robert Fitch</b> and improved by <b>Robert Fulton</b>) made river navigation both ways manageable (rather than <b>keel boats</b> &amp; human might to get boats upriver)</p>	
<p>After the War of 1812, <b>DeWitt Clinton</b> of New York boldly suggested that a canal be constructed from Lake Erie to Albany (363 miles) using the Mohawk River and then the Hudson River to connect with New York City. Such a project had no precedent in the United States. <b>Clinton</b> obtained a subsidy from the New York legislature and began construction on July 4, 1817. (federal government didn't fund it) Completed in 1825, the <b>Erie Canal</b> was an instant success. Pennsylvania built one too (there were many in an extensive canal system within a few years... By 1837, companies had built 750 miles of canals in Ohio alone). The 395-mile <b>Pennsylvania Canal</b> required 174 locks—more than double the number on the Erie Canal—and a funicular railway to get cargo over the Allegheny Mountains.</p>	
<p><b>Railroad</b> 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.</p>	
<p><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>.</p>	
<p>The <b>Lancaster Turnpike</b> (1794), which started in Philadelphia, spurred similar private toll roads. Around the same time, the <b>Wilderness Road</b> into Kentucky was opened to wagon traffic and figured in the settlement of the lower Ohio River Valley. The <b>National Road (aka Cumberland Road)</b>, a paved highway extending west from Cumberland, Maryland, was financed and maintained through congressional appropriations. It was completed as far as Wheeling on the Ohio River in 1818 and then extended over the next twenty years to Vandalia, Illinois. 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.</p>	

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...
<p><b>Eli Whitney's</b> system of <b>interchangeable parts</b> to make weapons during the War of 1812</p>	
<p>1811, New York improves the climate for business by paving the way for <b>corporations</b> to sell stocks.</p>	
<p>The "<b>market revolution</b>" changed the formerly subsistence economy based on agriculture and small workshops to a national industrial focused economy with much more commerce.</p>	

Combination of factors...	Impact on nation...
<p>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.</p> <p>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!</p>	
<p><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.</p>	
<p>The <b>telegraph</b> was invented by <b>Samuel F.B. Morse</b>. 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.</p>	
<p><b>Lancaster Turnpike</b> was a highway that went 62 miles westward from Philadelphia to Lancaster, Pennsylvania. It had a turnpike and produced large profits. It also helped trade in the area and stimulated western development. The road was developed in the 1790s.</p>	
<p>The <b>Cumberland Road</b> was also known as the <b>National Road</b> and was developed in 1811 by the federal government. It stretched from Cumberland, MD to Vandalia, IL, a distance of 591 miles. It was not finished until 1852 because of disruptions caused by the War of 1812 and by states' rights shackles on internal improvements, but it was successfully completed with aid from the states' and federal governments.</p>	
<p>"<b>Fulton's Folly</b>" is the nickname for engineer <b>Robert Fulton's steam engine</b> powered vessel, <b>Clermont</b>. It was the first steam engine boat, with double capacity that go against the currents at a faster speed. These new steamboats helped transportation, shipping, trade, speed, and communication.</p>	
<p><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.</p>	
<p>Instead of having a machine that would be ruined if one part of it broke, <b>interchangeable parts</b> guaranteed that devices could easily be identically reassembled because each part would be standardized. In 1850, the idea of interchangeable parts demonstrated by <b>Eli Whitney</b> triggered mass production (especially of muskets) and the assembly line.</p>	
<p><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.</p>	

**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.



Era of the Common Man Term Review	Historical Analysis
<p>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>."</p>	
<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 <b>1828</b>. 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>	

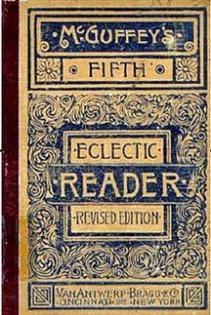
Era of the Common Man Term Review	Historical Analysis
<p><b>Sequoyah</b>, a Cherokee Indian, developed an alphabet and writing system that allowed for the writing of a legal code and a constitution. Mimicking the American government by dividing their new government into three branches. This helped the 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>In fall and winter of 1838-1839 the U.S Army forcibly removed about 15,000 Cherokees from their ancestral grounds, in what is known as the "<b>Trail of Tears</b>." The 116 day trek resulted in 4,000 fatalities due to starvation and the freezing cold.</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><b>Sam Houston</b>, an ex-governor of Tennessee, led the small Texas army, numbering about 900 men, against the <b>Santa Anna</b> and the Mexicans so that Texas could avenge the massacre of Texans at the Alamo and declare its independence from Mexico. Houston took the Mexicans by surprise and forced Santa Anna to surrender on April 21, 1836. Santa Anna was forced to sign two treaties calling for the removal of Mexicans troops and to reorganize the <b>Rio Grande</b> as the extreme southwest border of Texas. The Texan war cry "<b>Remember the Alamo</b>" swept through the United States as numerous American took up arms and rushed to the aid of their relatives, friends, and compatriots in Texas.</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>	
<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?**

<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>Read about the German immigrants on pages 293 and 298-299 of American Pageant.</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.**

<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>

<p>The <b>Second Great Awakening</b>... It began in the south, but soon spread to the northern states. More influential than the first Great Awakening, it was spread by "camp meetings" where as many as 25,000 people would gather to listen to a preacher help them find religion.</p>	<p><b>Culture:</b> <i>It boosted church membership and organized such efforts as prison reform, abolition, and the fight for women's rights. The sequel was even better than the original!</i></p>
<p>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>".</p>	<p><b>Culture</b> – <i>Massive revival efforts to bring people back to the Church resulted in more Churches and denominations being created, further diversifying the American cultural fabric.</i></p>
<p><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.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	<p><b>American Identity:</b> <i>textbooks increased standardization of education which brought Americans together through common stories, binding together a sense of identity.</i></p>
<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>Culture/Beliefs:</b> <i>more educational opportunities would strengthen the women's movement and efforts to challenge male dominated society.</i></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>	
<p><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</p>	
<p><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.</p>	

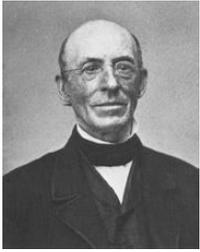
<p><b>Dorothea Dix</b>, a frail teacher-author from New England, traveled 6,000 miles in eight years, assembling reports on insanity and asylums. In 1843, her petition to the Massachusetts legislature helped to improve cell conditions.</p>	
<p>Formed in Boston in 1826, the <b>American Temperance Society</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 most popular anti-alcohol tract of the era was <b>T.S. Arthur's</b> melodramatic novel, <i><b>Ten Nights in a Barroom and What I Saw There</b></i> (1854). It described in shocking detail how a once-happy village was ruined by Sam Slade's tavern. The book was second only to Stowe's <i>Uncle Tom's Cabin</i> as a best seller in the 1850's, and it enjoyed a highly successful run on the stage.</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 Maine Law of 1851 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>	
<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:</b> <i>Nationalism post War of 1812 included the first truly American art with images like Cole's landscapes which celebrated America.</i></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>The <b>transcendentalists</b> 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 straightjacket Puritan theology.</p>	<p><b>Culture/Beliefs:</b> <i>Illustrated the growing conflict between traditional views including predestination and innate sinfulness with new views of innate goodness and spirituality</i></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>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>	

## 12. How did slavery impact sectionalism?

<p>Before the Civil War the South was run by a government of the few, an oligarchy or “<b>cottonocracy</b>” of a small group of aristocratic cotton planters. They filled all of the political and social leadership roles of the South. They lived in large mansions and their families owned over 100 slaves. They could give their kids a good education—often in the north. They had time and money for study and leisure activities and widened the gap between rich and poor, as well as by reducing support for tax-supported public education.</p> <p>By 1860, ¾ of white southerners did not own slaves, amounting to roughly 6,120,825 people. The “<b>poor white trash</b>” often lived on self-sufficient farms and were known as hillbillies among the aristocrats. They were known as listless, were misshapen, and were called “clay eaters” but were actually sick from malnutrition and parasites (sometimes garnered from actually eating clay).</p>	
<p><b>Sir Walter Scott</b> was a favorite author of many elite southerners. Accused by Mark Twain of having a hand in the Civil War, Scott supposedly aroused southerners to fight for a deteriorating social structure.</p>	<p><b>Culture:</b> reinforced feudalistic “cottonocracy” — hierarchy which included whites at the top and blacks at the bottom.</p>
<p>The “<b>third race</b>” was made up of the free blacks in the south. They had freedom but not many rights, such as the right to testify against whites or the ability to hold some occupations.</p>	
<p><b>Denmark Vesey</b> was an African American slave brought to the United States from the Caribbean. After purchasing his freedom, he planned what would have been one of the largest slave rebellions in the United States. (planned for <b>1822</b>) Word of the plans was leaked, and at Charleston, South Carolina, authorities arrested the plot's leaders before the uprising could begin. Vesey and others were tried, convicted and executed.</p>	<p><b>Culture:</b> Many antislavery activists came to regard Vesey as a hero. During the American Civil War, abolitionist Frederick Douglass used Vesey's name as a battle cry to rally African-American regiments, especially the 54th Massachusetts Volunteer Infantry.</p>
<p><b>Nathaniel "Nat" Turner</b> was an American slave who led a slave rebellion in Virginia on August 21, <b>1831</b> that resulted in 60 white deaths and at least 100 black deaths, the largest number of fatalities to occur in one uprising prior to the American Civil War in the southern United States. Turner was convicted, sentenced to death, and hanged. In the aftermath, the state executed 56 blacks accused of being part of Turner's slave rebellion. Two hundred blacks were also beaten and killed by white militias and mobs reacting with violence.</p>	<p><b>Politics and Power:</b> Across Virginia and other southern states, state legislators passed new laws prohibiting education of slaves and free blacks, restricting rights of assembly and other civil rights for free blacks, and requiring white ministers to be present at black worship services.</p>
<p>In December 1833, more than 60 abolitionists met in Philadelphia and founded the <b>American Anti-Slavery Society</b>. Devoted to immediate and uncompensated emancipation for African-American slaves, the members of the society drafted the following manifesto to articulate clearly their goals. They based their opposition to slavery both on the principle of equality as stated in the Declaration of Independence and on the commands of Biblical scripture. Maintaining that slavery was a grievous sin, the society championed nonviolence and racial equality. Its membership included several African Americans, although women from both races were excluded from the group.</p>	
<p>Greatly inspired by <b>William Lloyd Finney</b>, <b>Theodore Dwight Weld</b> was a major part in the abolitionist movement. Theodore Weld, his wife <b>Angelina Grimke</b>, and her sister <b>Sarah Grimke</b> compiled <b>American Slavery As It Is: Testimony of a Thousand Witnesses</b>, which was published by the American Anti-slavery Society. It was designed to portray the horrors of American Slavery through a collection of first-hand testimonials and personal narratives from both freedmen and whites. The work describes the slave diet, their hours of work and rest, clothing, housing, privations and afflictions. It also includes pro-slavery arguments that the authors refute. <i>American Slavery As It Is</i> was widely distributed and was one of the most influential of the American antislavery tracts.</p>	

On New Year's Day in 1831 **William Lloyd Garrison** released the first copy of his militantly abolitionist newspaper ***The Liberator***. The release of his newspaper caused a 30-year battle of words that culminated in the Civil War, making Garrison's newspaper one of the opening barrages of the Civil War.



In 1836, the **Gag Resolution** stated that antislavery appeals be ignored without debate. Eight years later, John Quincy Adams got it repealed.

The publication ***American Negro Slavery***, written by Ulrich Bonnell Phillips in 1918, made three arguments regarding slavery. He said slavery was a dying economic institution in the late 1800s, planters treated their chattel with kindly paternalism, and blacks *were* inferior by nature and didn't hate the establishment that enslaved them.

Wow. Can you believe I deleted 4 pages?

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](http://Heritagefoundation.org), [Wikipedia.org](http://Wikipedia.org), College Board Advanced Placement United States History Framework, 12<sup>th</sup> edition of *American Pageant*, [USHistory.org](http://USHistory.org), [Britannica.com](http://Britannica.com)