

## **Period 4: 1800-1848**

### **Establishing Nationalism**

**Test Date: October 28/31**

**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 in US society and to national and religious identities.

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

**Reading Dates:** Chapter 9– October 10 7; Chapter 10– October 14; Chapter 11– October 20; Chapter 12– October 24

#### **Period 3 Reading Questions (due Oct. 20/21 and should be answered in complete sentences):**

##### **Chapter 9**

1. What were the causes and consequences of the Industrial and Market revolutions, and how did they change the way ordinary Americans lived? The Cause of these revolutions were that there was a high demand for goods such as textiles and meats and other such items that were wanted. But at the current rate of production the demands couldn't be met therefore a revolution occurred. These changes lead to thousands of terrible long hours and abusive jobs for the Americans. And the Americans way of life transferred from strictly farming hours and days on early morning factory jobs where you would complete one task and do it again.
2. What types of new products came out of American factories by the 1840s and 1850s? New Products Such as Expansion on the Textiles and products like sewing machines and the first ever dishwasher.
3. What were the moral values and material culture of the urban middle class? The material values the Middle class had were they could live very comfortably. They could afford nice furniture and ice boxes to store food. Nice clothing and beds and if you were in the Upper middle class you could even have a servant. And with their moral values they wanted the best for their children. They put them through schooling to high school sometimes beyond and their key idea of your hard work will pay off.
4. What was the Benevolent Empire, and why did it emerge during the 1820s? The Benevolent Empire was a group of men and women who wanted to improve the society around them and restore the moral government of god by reducing the consumption of Alcohol and other sins of that sort. It emerged because There were multiple preachers who saw flaws in the society like Alcohol and Prostitution and they wanted to fix it and others followed.

##### **Chapter 10**

5. What were the main features of the Democratic Revolution, and what role did Andrew Jackson play in its outcome? The Main features of the Democratic revolution were that common thoughts such as changing the American system of electing a non Washington man president and even dismantling mercantilism. Andrew Jackson played a role in this because he was president during this time and was helping advance all of these things. We had a second political party emerge and saw him completely destroy what we thought our democracy was to what is actually is today.
6. Why did Jacksonian Democrats consider the political deal between Adams and Clay "corrupt"? They thought this was corrupt because they did not agree with each other and then Clay gave his undeniable support to Adams because we believe that they made a deal that once Adams was President he would Appoint Clay to his Cabinet and then the following years Clay would become president.
7. What were the successes and failures of John Quincy Adams's presidency? The success of Adams's presidency were his thoughts in the American system. He wanted to improve the Internal ideas like Tariffs and even founded the second national Bank. He failed to decide who would pay for the Internal improvements the states or the federal government.
8. How did South Carolina justify nullification on constitutional grounds? They were able to do this because in the constitution it says that the people have a right to overturn a unfair governmental rule and this is what South Carolina had thought.

- 9.** Why and how did Jackson destroy the National Bank? He destroyed because he declared that congress had no authority to charter a national bank. He destroyed it because he believed it only befitted British Aristocrats.
- 10.** How did the views of Jackson and John Marshall differ regarding the status and rights of Indian peoples? jackson wanted to kick all the Natives off of American Land while Marshall wanted to Protect the NATives because he believed they didn't deserve this treatment.
- 11.** How did the ideology of the Whigs differ from that of the Jacksonian Democrats? The Whigs did not approve off Jackson's ways because they believed that the world should be run by people who have gifted abilities in certain areas.

### **Chapter 11**

- 12.** What were the main principles of Transcendentalism, and how did they differ from the beliefs of most Protestant Christians? These people embraced human passion and seeked a deeper meaning to life and how we were all created, god science etc... This differs because they saw god as a single figure and not as a father or a son or physical.
- 13.** What factors led to the proliferation of rural utopian communities in 19<sup>th</sup> Century America? The Americas were dissatisfied because of the Rising Market Economy and the Economic depression they were in.
- 14.** How and why did African American efforts to achieve social equality change between 1800 and 1840? because of the fear that the whites had put into them they were afraid they would be killed or murdered.
- 15.** What was the relationship between the abolitionists and women's rights movements? Both Groups wanted equality and they knew if one of the other groups gained equality they should both be able to get equality.

### **Chapter 12**

- 16.** What factors drove the expansion of the domestic slave trade, and how did it work? The Factors that drove the trade were Transfer and sale. It worked by planters selling their Plantations and moving their slaves to the Southwest.
- 17.** What were the effects of the slave trade on black families? The Family would be seperated and they would never see eachother again. A new Born baby could be taken away away at birth if it was a black slave.
- 18.** What issues divided the Mexican government and the Americans in Texas, and what proposals sought to resolve them? The Political and economic and the cultural differences between the American settlers and the Mexican government caused this large split between the 2 areas.
- 19.** How did the Second Great Awakening affect the development of black religion? It promoted the idea of emotional conversion, Ritual baptism and communal Spirituality.
- 20.** How were the lives of free African Americans different in the northern and southern states? The Africans were different because the ones in the North didn't have to obey the white mn at all but in the south they had to obey him no matter what.

**Period 3 Key Terms and Vocab Visual (due Oct. 20/21 and should include a definition and context sentence for each term):**

1. John Quincy Adams
2. Adams-Onis Treaty
3. American Party
4. American System
5. American Temperance Society
6. Aaron Burr
7. John C Calhoun
8. Cherokee Nation v. Georgia
9. Henry Clay
10. "Corrupt Bargain"
11. Cult of Domesticity
12. Dartmouth College v. Woodward
13. Democratic-Republicans
14. Dorothea Dix
15. Embargo Act
16. Era of Good Feelings
17. Erie Canal
18. Gibbons v. Ogden
19. Charles Grandison Finney
20. Robert Fulton
21. The Second Great Awakening
22. William Henry Harrison
23. Impressment
24. Indian Removal Act
25. Industrial Revolution
26. Interchangeable Parts
27. Irish Potato Famine
28. Andrew Jackson
29. Jacksonian Democrats
30. "King Cotton"
31. Know Nothing Party
32. Lewis and Clark Expedition
33. Lowell System
34. Louisiana Purchase
35. James Madison
36. Horace Mann
37. Marbury v. Madison
38. John Marshall
39. McCulloch v Maryland
40. Missouri Compromise
41. James Monroe
42. Monroe Doctrine
43. Mormonism
44. Nativists
45. Nonintercourse Act
46. Nullification Crisis
47. Panic of 1837
48. Second Bank of the United States
49. Sectionalism
50. Seminole Wars
51. Samuel Slater
52. Shakers
53. Spoils System
54. Tariff of Abominations
55. Tecumseh
56. Transcendentalism
57. Treaty of Ghent
58. Nat Turner
59. Utopian Societies
60. Martin Van Buren
61. War of 1812
62. War Hawks
63. Webster-Ashburton Treaty
64. Webster-Hayne Debate
65. Whigs
66. Eli Whitney/cotton gin
67. Worcester v Georgia

**MARSHALL COURT JUDICIAL RULINGS**

<b>COURT CASE</b>	<b>YEAR</b>	<b>OUTCOME / RESOLUTION</b>
1. <i>Marbury v. Madison</i>	1803	Marbury won
2. <i>Dartmouth College Case</i>	1819	Dartmouth college won
3. <i>McCulloch v. Maryland</i>	1819	Maryland state won
4. <i>Gibbons v. Ogden</i>	1824	Ogden Won
5. <i>Cherokee Nation v. Georgia</i>	1831	The US did not Recognize the Cherokee as a Nation
6. <i>Worcester v. Georgia</i>	1832	georgia's licenses law was unconstitutional

**FOREIGN AFFAIRS AND TREATIES**

<b>FOREIGN POLICY</b>	<b>YEAR</b>	<b>OUTCOME</b>
1. Louisiana Purchase	1803	united States bought all North American And Occupied by France
2. Embargo Act	1807	Prohibit American trade with all of countries
3. Non-Intercourse Act	1809	Lifted all American Embargoes
4. Treaty of Ghent	1814	Ended the war of 1812
5. Rush-Bagot Agreement	1817	Limited NAval armament in the great Lakes

6. Adams-Onis Treaty	1819	Gave US full exploring potential in FLorida
7. Monroe Doctrine	1823	The United States refused the Europeans to colonization in Western hemisphere.

### POLITICAL ELECTIONS

YEAR	PARTIES/NOMINEES	WINNER
1800	Democratic-Republican: Thomas Jefferson Federalist: John Adams	Thomas Jefferson
1804	Democratic-Republican: Thomas Jefferson Federalist: Charles Pinckney	Thomas Jefferson
1808	Democratic-Republican: James Madison Federalist: Charles Pinckney	James Madison
1812	Democratic-Republican: James Mason Federalist: Dewitt Clinton	James Madison
1816	Democratic-Republican: James Madison Federalists: James Monroe	James Monroe
1820	Democratic-Republican: James Monroe	James Monroe
1824	Democratic-Republican: John Quincy Adams Democratic-Republican: Andrew Jackson Democratic-Republican: Henry Clay Democratic-Republican William Crawford	John Quincy Adams
1828	Democratic-Republican: Andrew Jackson National Republican: John Quincy Adams	Andrew Jackson
1832	Democratic-Republican: Andrew Jackson National Republican: Henry Clay	Andrew Jackson
1836	Democrat: Martin Van Buren	Martin Van Buren

	Whig: William Henry Harrison  Whig: Hugh White  Whig: Daniel Webster	
1840	Democrat: Martin Van Buren  Whig: William Henry Harrison	William Henry Harrison

**Document 1:** Thomas Jefferson, First Inaugural Address, 1801

“All, too, will bear in mind this sacred principle, that though the will of the majority is in all cases to prevail that will to be rightful must be reasonable; that the minority possess their equal rights, which equal law must protect, and to violate would be oppression.”

“We have called by different names brethren of the same principle. We are all Republicans, we are all Federalists. If there be any among us who would wish to dissolve this Union or to change its republican form, let them stand undisturbed as monuments of the safety with which error of opinion may be tolerated where reason is left free to combat it. . .”

“Equal and exact justice to all men, of whatever state or persuasion, religious or political; peace, commerce, and honest friendship with all nations, entangling alliances with none.”

Historical Context:	Author's Point of View:	Purpose:	Audience:
Thomas Jefferson's 1st inaugural Address when he was being inaugurated for president	America Should Not be Separated by Politics or religion.	Thomas Jefferson was trying to bring America together not drive parties apart.	The American Public

**Document 2:** John Marshall, *Marbury v. Madison*, 1803

“And if this court is not authorized to issue a writ of mandamus... it must be because the law is unconstitutional and therefore absolutely incapable of conferring the authority...

“Certainly, all those who have framed written constitutions contemplate them as forming the fundamental and paramount law... and consequently... an act of the legislature repugnant to the constitution is void...

“If, then, the courts are to regard the Constitution, and the Constitution is superior to any ordinary act of the legislature, the Constitution, and not such ordinary act must govern the case to which they both apply.

“The judicial power of the United States is extended to all cases arising under the Constitution...

“Thus, the particular phraseology of the Constitution... confirms and strengthens the principle... that a law repugnant to the Constitution is void and that courts, as well as other departments, are bound by that instrument.”

Historical Context:	Author's Point of View:	Purpose:	Audience:
The First Federal Judicial court case.	The Constitution is the law and should be followed and interpreted to the ink.	To persuade the federal court that the court can deem a act unconstitutional even if passed through Executive and Legislative.	Federal court of the United States.

**Document 3:** Senator Obadiah German of New York, speech in the Senate, June 1812

“I am ready to allow, Mr. President, that both Great Britain and France have given abundant cause for war...My plan would be, and my first wish is, to prepare for it - to put the country in complete armor - in the attitude imperiously demanded in a crisis of war, and to which it must be brought before any war can be effective...I must call on every member of this Senate to pause before he leaps into or crosses the Rubicon-declaring war is passing the Rubicon in reality.”

Historical Context:	Author’s Point of View:	Purpose:	Audience:
Senator Obadiah speaking to the SEnate about war.	That the United States should wait to go to war until they are fully prepared.	Persuade Congress to wait to go to war with Britain.	Congress

**Document 4:** US Supreme Court, *McCulloch v. Maryland*, 1819

“We admit, as all must admit, that the powers of the Government are limited, and that its limits are not to be transcended. But we think the sound construction of the Constitution must allow to the national legislature that discretion with respect to the means by which the powers it confers are to be carried into execution which will enable that body to perform the high duties assigned to it in the manner most beneficial to the people. Let the end be legitimate, let it be within the scope of the Constitution, and all means which are appropriate, which are plainly adapted to that end, which are not prohibited, but consist with the letter and spirit of the Constitution, are Constitutional.”

Historical Context:	Author’s Point of View:	Purpose:	Audience:
Supreme court case of McCulloch versus MARYland	That whichever decision is made that i is too the benefit to the people of America.	To inform the court or people about the decision it's made about the uconstitutionalness of the act.	Mcculloch and Maryland.



**Document 5:** Missouri Compromise, 1820

“SEC 8: And be it further enacted. That in all that territory ceded by France to the United States, under the name of Louisiana, which lies north of thirty-six degrees and thirty minutes north latitude, not included within the limits of the state, contemplated by this act, slavery and involuntary servitude, otherwise than in the punishment of crimes, whereof the parties shall have been duly convicted, shall be, and is hereby, forever prohibited. Provided always, That any person escaping into the same, from whom labour or service is lawfully claimed, in any state or territory of the United States, such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labour or service as aforesaid.”

Historical Context:	Author's Point of View:	Purpose:	Audience:
Official statement of what would happen with the Missouri compromise.	SLavery Will no longer be in the North except for Missouri r any other states to still have it.	Inform of the Decision about the 36 30 line	AMerican western settlers.

**Document 6:** James Monroe, The Monroe Doctrine, 1823

“With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the governments who have declared their independence and maintained it, and whose independence we have acknowledged, we could not view any interposition for the purpose of oppressing them, or controlling... by any European power in any other light than as the manifestation of an unfriendly disposition toward the United States...”

“Our policy in regard to Europe... which is not to interfere in the internal concerns of any of its powers... but in regard to those continents [the Americas], circumstances are eminently and conspicuously different. It is impossible that the allied powers should extend their political system to any portion of either continent without endangering our peace and happiness; nor can anyone believe that our southern brethren if left to themselves, would adopt it of their own accord.”

Historical Context:	Author's Point of View:	Purpose:	Audience:
James Monroe's the Monroe Doctrine.	Colonization In the Western hemisphere will no longer be tolerated by America.	To Inform Europe that the United States Will not have the Europeans colonizing the Americas any longer	Europeans nations leader such as The king of England and France

**Document 7:** Henry Clay, *In Defense of the American System*, 1832

“The transformation of the condition of the country from gloom and distress to brightness and prosperity, has been manly the work of the American legislation, fostering American industry, instead of allowing it to be controlled by foreign legislation, cherishing foreign industry. The foes of the American System, in 1824, with great boldness and confidence, predicted, first, the ruin of the public revenue and the creation of a necessity to resort to direct taxation; The gentleman from South Carolina (General Hayne), I believe, thought that the tariff of 1824 would operate a reduction of revenue to the large amount of eight million of dollars; secondly, the destruction of our navigation; thirdly, the desolation of commercial cities; and fourthly, the augmentation of the price of objects of consumption, and further decline in that of the articles of our exports. Every prediction which they made has failed, utterly failed.”

Historical Context:	Author's Point of View:	Purpose:	Audience:
Henry Clay defending his American system in a formal address.	The American system will work and is working.	To shut up the critics who said that the American system would not work but all other predictions were wrong.	The Haters and critics of the American system.

**Document 8:** Harriet Hanson Robinson, *Loom and Spindle*, 1898

In 1831 Lowell was little more than a factory village. Several corporations were started, and the cotton-mills belonging to them were building. Help was in great demand; and stories were told all over the country of the new factory town, and the high wages that were offered to all classes of work-people, -- stories that reached the ears of mechanics' and farmers' sons, and gave new life to lonely and dependent women in distant towns and farm houses... Troops of young girls came by stages and baggage-wagons, men often being employed to go to other States and to Canada, to collect them at so much a head, and deliver them at the factories.”

Historical Context:	Author's Point of View:	Purpose:	Audience:
The Importance of the Lowell Factory systems	The Lowell Factory system offered something for everyone who came.	To Inform The Modern day people about how revolutionary the Lowell factory town was in its day.	The Modern day listeners.

**Document 9:** Philadelphia Mechanics' Union of Trade Associations, 1828

"We, the journeyman mechanics of the city and county of Philadelphia. . .are serious of forming an association which shall avert as much as possible those evils which poverty and incessant toil have already inflicted. . . .

"If the masses of the people were enabled by their labor to procure for themselves and families a full and abundant supply of the comforts and conveniences of life, the consumption. . . would amount to at least twice the quantity it does at present, and of course the demand, by which alone employers are enabled either to subsist or accumulate, would likewise be increased in an equal proportion.

"The real object, therefore, of this association is to avert, if possible, the desolating evils which must inevitably arise from a depreciation of the intrinsic value of human labor; to raise the mechanical and productive classes to that condition of true independence and equality."

Historical Context:	Author's Point of View:	Purpose:	Audience:
A philadelphia workers UNion Stating their demands.	That all workers should have equal respect and equal treatment and payment.	To tell the people why they are withholding work.	Other workers who are being mistreated.

**Document 10:** Clements Burleigh, Shamrock Society of New York, "Advice to Emigrants to America," 1817

"The only encouragements we hold out to strangers are a good climate, fertile soil, wholesome air and water, plenty of provisions, good pay for labor, kind neighbors, good laws, a free government, and a hearty welcome. The rest depends on a man's own industry and virtue."

"If a European has previously resolved to go to the western country near the Allegheny or Ohio rivers, . . . a few day journey will bring him to Cumberland . . . from whence the public road begun by the United States, crosses the mountains...

"You will, however, observe that the privilege of citizenship is not granted without proper precautions; to secure that, while the worthy are admitted, the unworthy should, if practical, be rejected. You will from hence deduce the importance of good moral habits, even to the acquisition of political rights."

Historical Context:	Author's Point of View:	Purpose:	Audience:
Speech about advice given to the Immigrants coming in the the nation	America is awesome and a lot of Americans are accepting.	If you are worthy then you will become one of us but if your not then you will be rejected.	Immigrants.

--	--	--	--

**Document 11:** President Andrew Jackson, Message vetoing the Bank, July 10, 1832

“It is to be regretted that the rich and powerful too often bend the acts of government to their selfish purposes. Distinctions in society will always exist under every just government... In the full enjoyment of the gifts of heaven and the fruits of superior industry, economy, and virgue, every man is equally entitled to protection by law.

“But when the laws undertake to add to these natural and just advantages artificial distinctions... to make the rich richer... and the humble members of society – the farmers, mechanics, and laborers - ... have a right to complain of the injustices of their government.

“There are no necessary evils in government... If it would confine itself to equal protection... the rich and the poor, it would be an unqualified blessing. In the act before me there seems to be a wide and unnecessary departure from these just principles.”

Historical Context:	Author’s Point of View:	Purpose:	Audience:
Andrew Jackson vetoed national bank	The National Bank only benefits the rich and destroys the virtues of the Farmers and traders smiths.	To Inform the People why he is vetoing a bill	Government and tyen people of America.

**Document 12:** Unknown Artist, “King Andrew the First,” 1833



Historical Context:	Author’s Point of View:	Purpose:	Audience:
---------------------	-------------------------	----------	-----------

Andrew Jackson is making himself the King of America	Andrew Jackson Is giving himself as president more power than he had previously	To Show the power Jackson had given himself and what could become	American people
--	---	---	-----------------

**Document 13:** Fourth Annual Report, Society for the Reformation of Juvenile Delinquents in the City of New York, 1829

“We might feel a pride in the reflection, that our young country ... was the first to adopt the penitentiary system of prison discipline, and the first to attempt to prevent the commission of crimes, by seeking out the youthful and unprotected, who were in the way of temptation, and by religious and moral instruction, by imparting to them useful knowledge, and by giving them industrious and orderly habits, rescuing them from vice and rendering them valuable members of society.

“To confine these youthful criminals ... where no, or scarcely any, distinction can be made between the young and old, or between the more and less vicious, where little can be learned but the ways of the wicked, and from whence they must be sent to encounter new wants, new temptations, and to commit new crimes, is to pursue a course, as little reconcilable with justice as humanity; yet, till the House of Refuge was established there was no alternative.”

Historical Context:	Author's Point of View:	Purpose:	Audience:
Annual report about the prosecution of Criminals.	The Juvenile delinquents should be charged with less vicious crimes.	Try persuade the people that the Juvenile are not adults and cannot be tried to the full extent of the law.	The American People.