

## **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?
- 2.** What types of new products came out of American factories by the 1840s and 1850s?
- 3.** What were the moral values and material culture of the urban middle class?
- 4.** What was the Benevolent Empire, and why did it emerge during the 1820s?

##### **Chapter 10**

- 5.** What were the main features of the Democratic Revolution, and what role did Andrew Jackson play in its outcome?
- 6.** Why did Jacksonian Democrats consider the political deal between Adams and Clay “corrupt”?
- 7.** What were the successes and failures of John Quincy Adams's presidency?
- 8.** How did South Carolina justify nullification on constitutional grounds?
- 9.** Why and how did Jackson destroy the National Bank?
- 10.** How did the views of Jackson and John Marshall differ regarding the status and rights of Indian peoples?
- 11.** How did the ideology of the Whigs differ from that of the Jacksonian Democrats?

##### **Chapter 11**

- 12.** What were the main principles of Transcendentalism, and how did they differ from the beliefs of most Protestant Christians?
- 13.** What factors led to the proliferation of rural utopian communities in 19<sup>th</sup> Century America?
- 14.** How and why did African American efforts to achieve social equality change between 1800 and 1840?
- 15.** What was the relationship between the abolitionists and women's rights movements?

##### **Chapter 12**

- 16.** What factors drove the expansion of the domestic slave trade, and how did it work?
- 17.** What were the effects of the slave trade on black families?
- 18.** What issues divided the Mexican government and the Americans in Texas, and what proposals sought to resolve them?
- 19.** How did the Second Great Awakening affect the development of black religion?
- 20.** How were the lives of free African Americans different in the northern and southern states?

**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>		
2. <i>Dartmouth College Case</i>		
3. <i>McCulloch v. Maryland</i>		
4. <i>Gibbons v. Ogden</i>		
5. <i>Cherokee Nation v. Georgia</i>		
6. <i>Worcester v. Georgia</i>		

**FOREIGN AFFAIRS AND TREATIES**

<b>FOREIGN POLICY</b>	<b>YEAR</b>	<b>OUTCOME</b>
1. Louisiana Purchase		
2. Embargo Act		
3. Non-Intercourse Act		
4. Treaty of Ghent		
5. Rush-Bagot Agreement		

6. Adams-Onis Treaty		
7. Monroe Doctrine		

### POLITICAL ELECTIONS

YEAR	PARTIES/NOMINEES	WINNER
1800	Democratic-Republican:  Federalist:	
1804	Democratic-Republican:  Federalist:	
1808	Democratic-Republican:  Federalist:	
1812	Democratic-Republican:  Federalist:	
1816	Democratic-Republican:  Federalist:	
1820	Democratic-Republican:	
1824	Democratic-Republican:  Democratic-Republican:  Democratic-Republican:  Democratic-Republican	
1828	Democratic-Republican:  National Republican:	
1832	Democratic-Republican:  National Republican:	
1836	Democrat:	

	Whig:  Whig:  Whig:	
1840	Democrat:  Whig:	

**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:

**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:

**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:

**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:

**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:

**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:



**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:

**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:

**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:

**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:

**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 virgule, 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:

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



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

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**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: