PERIOD 4 (1800–1848) LEARNING PLAN – STUDENT COPY

PERIOD 4: 1800–1848
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.

I. The nation’s transformation to a more participatory democracy was accompanied by continued debates over federal power, the relationship between the federal government and the states, the authority of different branches of the federal government, and the rights and responsibilities of individual citizens. (POL-2) (POL-5) (POL-6) (ID-5)
   A. As various constituencies and interest groups coalesced and defined their agendas, various political parties, most significantly the Federalists and Democratic-Republicans in the 1790s and the Democrats and Whigs in the 1830s, were created or transformed to reflect and/or promote those agendas.
   B. Supreme Court decisions sought to assert federal power over state laws and the primacy of the judiciary in determining the meaning of the Constitution. [e.g. McCulloch v. Maryland, Worcester v. Georgia]
   C. With the acceleration of a national and international market economy, Americans debated the scope of government’s role in the economy, while diverging economic systems meant that regional political and economic loyalties often continued to overshadow national concerns. [e.g. New England opposition to the Embargo Act, debated over the tariff and internal improvements.]
   D. Many white Americans in the South asserted their regional identity through pride in the institution of slavery, insisting that the federal government should defend that institution.

II. 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. (CUL-2) (POL-3) (POL-6) (WOR-2)
   A. The Second Great Awakening, liberal social ideas from abroad, and Romantic beliefs in human perfectibility fostered the rise of voluntary organizations to promote religious and secular reforms, including abolition and women’s rights. [e.g. Charles G. Finney, Seneca Falls Convention, Utopian Communities]
   B. Despite the outlawing of the international slave trade, the rise in the number of free African Americans in both the North and the South, and widespread discussion of various emancipation plans, the U.S. and many state governments continued to restrict African Americans’ citizenship possibilities. [e.g. American Colonization Society, Frederick Douglass]
   C. Resistance to initiatives for democracy and inclusion included proslavery arguments, rising xenophobia, antiblack sentiments in political and popular culture, and restrictive anti-Indian policies.
III. 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. (ID-1) (ID-2) (ID-5) (CUL-2) (CUL-5)

A. A new national culture emerged, with various Americans creating art, architecture, and literature that combined European forms with local and regional cultural sensibilities. [e.g. the Hudson River School, John James Audubon]  
B. Various groups of American Indians, women, and religious followers developed cultures reflecting their interests and experiences, as did regional groups and an emerging urban middle class.  
C. Enslaved and free African Americans, isolated at the bottom of the social hierarchy, created communities and strategies to protect their dignity and their family structures, even as some launched abolitionist and reform movements aimed at changing their status. [e.g. Richard Allen, David Walker, slave music]

4.1 - Learning Objectives By Theme

ID-1 Analyze how competing conceptions of national identity were expressed in the development of political institutions and cultural values from the late colonial through the antebellum periods.

ID-2 Assess the impact of Manifest Destiny, territorial expansion, the Civil War, and industrialization on popular beliefs about progress and the national destiny of the United States in the 19th century.

ID-5 Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century

POL-2 Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the 20th century.

POL-3 Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society

POL-5 Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787.

POL-6 Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century

WOR-2 Explain how the exchange of ideas among different parts of the Atlantic World shaped belief systems and independence movements into the
early 19th century.

CUL-2 Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century.

CUL-5 Analyze ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the 19th and 20th centuries.

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.

I. A global market and communications revolution, influencing and influenced by technological innovations, led to dramatic shifts in the nature of agriculture and manufacturing. (WXT-2) (WXT-5)
   A. Innovations including textile machinery, steam engines, interchangeable parts, canals, railroads, and the telegraph, as well as agricultural inventions, both extended markets and brought efficiency to production for those markets. [e.g. steel plow, mechanical reaper, Samuel Slater]
   B. Increasing numbers of Americans, especially women in factories and low-skilled male workers, no longer relied on semi-subsistence agriculture but made their livelihoods producing goods for distant markets, even as some urban entrepreneurs went into finance rather than manufacturing.
      [e.g. Lowell system, Baldwin Locomotive Works, anthracite coal mining]

II. Regional economic specialization, especially the demands of cultivating southern cotton, shaped settlement patterns and the national and international economy. (PEO-2) (PEO-3) (WXT-2) (WXT-5) (WXT-6)
   A. Southern cotton furnished the raw material for manufacturing in the Northeast, while the growth in cotton production and trade promoted the development of national economic ties, shaped the international economy, and fueled the internal slave trade.
   B. Despite some governmental and private efforts to create a unified national economy, most notably the American System, the shift to market production linked the North and the Midwest more closely than either was linked to the South.
   C. Efforts to exploit the nation's natural resources led to government efforts to promote free and forced migration of various American peoples across the continent, as well as to competing ideas about defining and managing labor systems, geographical boundaries, and natural resources.

III. The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power. (WXT-2) (WXT-7) (PEO-2) (PEO-3) (ID-5) (ID-6)
   A. With the opening of canals and new roads into the western territories, native-born white citizens relocated westward, relying on new community systems to replace their old family and local relationships.
B. Migrants from Europe increased the population in the East and the Midwest, forging strong bonds of interdependence between the Northeast and the Old Northwest.

C. The South remained politically, culturally, and ideologically distinct from the other sections, while continuing to rely on its exports to Europe for economic growth.

D. The market revolution helped to widen a gap between rich and poor, shaped emerging middle and working classes, and caused an increasing separation between home and workplace, which led to dramatic transformations in gender and in family roles and expectations. [e.g. cult of domesticity, Lydia Maria Child early Labor Unions]

E. Regional interests continued to trump national concerns as the basis for many political leaders’ positions on economic issues including slavery, the national bank, tariffs, and internal improvements.

4.2 – Learning Objectives By Theme

ID-5 Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century.

ID-6 Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness.

WXT-2 Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period through the end of the Civil War.

WXT-5 Explain how and why different labor systems have developed, persisted, and changed since 1800 and how events such as the Civil War and industrialization shaped U.S. society and workers’ lives.

WXT-6 Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late 18th century through the early 20th century.

WXT-7 Compare the beliefs and strategies of movements advocating changes to the U.S. economic system since industrialization, particularly the organized labor, Populist, and Progressive movements.

PEO-2 Explain how changes in the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social makeup of the U.S. population.
PEO-3 Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries.

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.

I. Struggling to create an independent global presence, U.S. policymakers sought to dominate the North American continent and to promote its foreign trade. (WOR-5) (WOR-6)
   A. Following the Louisiana Purchase, the drive to acquire, survey, and open up new lands and markets led Americans into numerous economic, diplomatic, and military initiatives in the Western Hemisphere and Asia. [e.g. negotiating the Oregon border, annexing Texas, trading with China]
   B. The U.S. sought dominance over the North American continent through a variety of means, including military actions, judicial decisions, and diplomatic efforts. [e.g. Monroe Doctrine, Webster-Ashburton Treaty]

II. Various American groups and individuals initiated, championed, and/or resisted the expansion of territory and/or government powers. (WOR-6) (POL-6)
   A. With expanding borders came public debates about whether to expand and how to define and use the new territories. [e.g. designating slave/nonslave areas, defining territories for American Indians]
   B. Federal government attempts to assert authority over the states brought resistance from state governments in the North and the South at different times. [e.g. Hartford Convention, nullifications crisis]
   C. Whites living on the frontier tended to champion expansion efforts, while resistance by American Indians led to a sequence of wars and federal efforts to control American Indian populations. [e.g. War Hawks, Indian Removal Act, Seminole Wars]

III. 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. (ENV-3) (POL-6)
   A. The 1820 Missouri Compromise created a truce over the issue of slavery that gradually broke down as confrontations over slavery became increasingly bitter.
   B. As over-cultivation depleted arable land in the Southeast, slaveholders relocated their agricultural enterprises to the new Southwest, increasing sectional tensions over the institution of slavery and sparking a broad-scale debate about how to set national goals, priorities, and strategies.

4.3 - Learning Objectives By Theme
POL-6 Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century.

WOR-5 Analyze the motives behind, and results of, economic, military, and diplomatic initiatives aimed at expanding U.S. power and territory in the Western Hemisphere in the years between independence and the Civil War.

WOR-6 Analyze the major aspects of domestic debates over U.S. expansionism in the 19th century and the early 20th century.

ENV-3 Analyze the role of environmental factors in contributing to regional economic and political identities in the 19th century and how they affected conflicts such as the American Revolution and the Civil War.

**PERIOD 4 (1800–1848) – ESSENTIAL QUESTIONS:**

1. How did debates over American democratic culture and the proximity of many different cultures living in close contact affect changing definitions of national identity?

2. How did the growth of mass manufacturing in the rapidly urbanizing North affect definitions of, and relationships between, workers and those for whom they worked? How did the continuing dominance of agriculture and the slave system affect southern social, political, and economic life?

3. How did the continued movement of individuals and groups into, out of, and within the United States shape the development of new communities and the evolution of old communities?

4. How did the growth of ideals of mass democracy, including such concerns as expanding suffrage, public education, abolitionism, and care for the needy, affect political life and discourse?

5. How did the United States use diplomatic and economic means to project its power in the western hemisphere? How did foreign governments and individuals describe and react to the new American nation?

6. How did environmental and geographic factors affect the development of sectional economies and identities?

7. How did the idea of democratization shape and reflect American arts, literature, ideals and culture?
DATES TO KNOW
1803 - Louisiana Purchase
1812 - 1814 - War of 1812
1823 - Monroe Doctrine
1828 - 1836 Jackson Presidency
1848 - Seneca Falls
READINGS

Lesson 1 The Jefferson Administration (Ch. 11)
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The Jeffersonian “Revolution of 1800” (pp. 214-215)
Responsibility Breeds Moderation (pp. 216-218)
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The “Dead Clutch” of the Judiciary (pp. 218-219)
Jefferson, a Reluctant Warrior (pp. 219-220)

Lesson 2 The Jefferson Administration (Ch. 11) - Part 2
The Louisiana Godsend (pp. 220-222)
Louisiana in the Long View (pp. 222-224)
The Aaron Burr Conspiracies (pp. 224-225)
A Precarious Neutrality (pp. 225-226)
The Hated Embargo (pp. 226-228)

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Mr. Madison’s War (pp. 231-232)
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The Second War for American Independence (p. 239)

Lesson 4 The Era of Good Feelings (Ch. 12)
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The So-Called Era of Good Feelings (p 242)
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Lesson 5 Marshall and Madison (Ch. 12)
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Going “Whole Hog” for Jackson in 1828 (pp. 260-261)
“Old Hickory” as President (pp. 261-262)

Lesson 7 The Jackson Administration (Ch. 13)
The Spoils System (p 262)
The Tricky “Tariff of Abominations” (pp. 262-264)
“Nullies” in South Carolina (pp. 264-265)
The Trail of Tears (pp. 265-267)
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“Old Hickory” Wallops Clay in 1832 (p 270)
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Lesson 8 Van Buren (Ch. 13)

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Big Woes for the “Little Magician” (pp. 273-274)
Depression Doldrums and the Independent Treasury (pp. 274-275)
Gone to Texas (pp. 275-276)
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Lesson 9 Mass Democracy (Ch. 13)

Log Cabins and Hard Cider of 1840 (pp. 280-282)
Politics for the People (pp. 282-283)
The Two-Party System (pp. 283-284)
What Was Jacksonian Democracy (pp. 285-286)

Chapter 14 - All - Special Topics
Chapter 15 - All - Special Topics

KEY TERMS

Chapter 11 Vocabulary

Thomas Jefferson
James Monroe
Robert Livingston
Meriwether Lewis & William Clark
Albert Gallatin
Zebulon M. Pike
*Marbury V. Madison* laws unconstitutional.
John Marshall
Samuel Chase
Aaron Burr

Toussaint L’ Overture
Patronage
Judicial Review
Impeachment
Impressment
“Midnight Judges”
The Judiciary Act of 1801
Orders in Council
The Chesapeake Incident
Embargo Act
Non-Intercourse Act
Louisiana Purchase

Chapter 12 Vocabulary

James Madison
Oliver Hazard Perry
Tecumseh
Francis Scott Key
The Prophet
Andrew Jackson
William H. Harrison
John Quincy Adams
Sectionalism
*USS Constitution*
Battle of Thames
Treaty of Ghent
Hartford Convention
Washington Irving
James Monroe
James Fenimore Cooper
John Marshall
John C. Calhoun
Daniel Webster
Andrew Jackson
Henry Clay
George Canning
Nationalism
“Peculiar Institution”
Protective Tariff
Non-colonization
Non-intervention
Internal Improvements
Virginia Dynasty
Isolationism
2nd Bank of the United States
McCulloch v. Maryland
Tariff of 1816
Cohens v. Virginia
The American System.
Gibbons v. Ogden
Bonus Bill of 1817
Fletcher v. Peck
Era of Good Feelings
Treaty of 1818
Land Act of 1820
Monroe Doctrine

Chapter 13 Vocabulary
John Quincy Adams
Andrew Jackson
William Crawford
Peggy Eaton
Daniel Webster
Denmark Vesey
Robert Hayne
“Common Man”
New Democracy
Nullification
Spoils system
Rotation in Office
“King Caucus”
Democratic-Republicans
Anti-Masonic Party
Revolution of 1828
King Mob
Corrupt Bargain
Kitchen Cabinet
Tariff of Abominations
Eaton Affair
South Carolina Exposition
Maysville Road
Twelfth Amendment
Nicholas Biddle
Osceola
Andrew Jackson
Martin Van Buren
Stephen Austin
William Henry Harrison
Henry Clay
Sam Houston
John Tyler
John C. Calhoun
Santa Anna
Black Hawk
William Travis
Annexation
Antislavery
favorite son
Specie Circular
Slavocracy
Tariff of 1833
Panic of 1837
Force Bill
Seminole Indians
Divorce Bill
Bank of United States
Lone Star State
Independent Treasury
Pet Banks
Whig Party

Chapter 14 Vocabulary

Samuel Slater
Cyrus McCormick
Eli Whitney
Robert Fulton
Industrial Revolution
Limited Liability
Cotton Gin
“Boston Associates”
Clipper ships
General Incorporation Law
Pony Express

Chapter 15 Vocabulary

Carl Shurz
Horace Mann
Peter Cartwright
Noah Webster
Joseph Smith
Brigham Young
Catharine Beecher
Phineas T. Barnum

Nativism
Cult of Domesticity
Unitarianism
Tammany Hall
Burned-over District
Mormons
Dorthea Dix
Stephen Foster
James Russell Lowell
Neal Dow
Washington Irving
Oliver Wendell Holmes
Lucretia Mott
James Fenimore Cooper
William Gilmore Simms
Elizabeth Cady Stanton
William Cullen Bryant
Edgar Allan Poe
Susan B. Anthony
Nathaniel Hawthorne
Robert Owen
Henry David Thoreau
Herman Melville
Louis Agassiz
Walt Whitman
John J. Audubon
Henry Wadsworth Longfellow
William H. Prescott
Gilbert Stuart
John Geenleaf Whittier
American Temperance Society
Hudson River School
Seneca Falls Convention
Transcendentalism