

AP U.S. HISTORY

UNIT 4

Period 4: 1800–1848



10–17%
AP EXAM WEIGHTING



~17
CLASS PERIODS

The AP icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is set against a light blue circular background that has a subtle drop shadow, giving it a three-dimensional appearance. The icon is positioned at the top center of a larger light blue rectangular box that contains the rest of the text.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 4

Multiple-choice: ~35 questions

Short-answer: 2 questions

- Primary source
- Secondary source

Free-response: 1 question

- Long essay (partial)


Period 4: 1800–1848

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~17 CLASS PERIODS
	4.1 Contextualizing Period 4	Continuity and Change	4.A Identify and describe a historical context for a specific historical development or process.	
PCE	4.2 The Rise of Political Parties and the Era of Jefferson	Causation	2.A Identify a source's point of view, purpose, historical situation, and/or audience.	
	4.3 Politics and Regional Interests	Comparison	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
WOR	4.4 America on the World Stage	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
WXT	4.5 Market Revolution: Industrialization	Causation	6.B Support an argument using specific and relevant evidence. <ul style="list-style-type: none"> Describe specific examples of historically relevant evidence. Explain how specific examples of historically relevant evidence support an argument. 	
SOC	4.6 Market Revolution: Society and Culture	Comparison	5.B Explain how a historical development or process relates to another historical development or process.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~17 CLASS PERIODS
PCE	4.7 Expanding Democracy	Causation	1.B Explain a historical concept, development, or process.	
	4.8 Jackson and Federal Power	Continuity and Change	3.D Explain how claims or evidence support, modify, or refute a source's argument.	
ARC	4.9 The Development of an American Culture	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	
	4.10 The Second Great Awakening	Causation	5.B Explain how a historical development or process relates to another historical development or process.	
	4.11 An Age of Reform	Comparison	3.B Identify the evidence used in a source to support an argument.	
SOC	4.12 African Americans in the Early Republic	Continuity and Change	3.D Explain how claims or evidence support, modify, or refute a source's argument.	
GEO	4.13 The Society of the South in the Early Republic	Causation	1.B Explain a historical concept, development, or process.	
	4.14 Causation in Period 4	Causation	6.C Use historical reasoning to explain relationships among pieces of historical evidence.	
 Go to AP Classroom to assign the Personal Progress Check for Unit 4. Review the results in class to identify and address any student misunderstandings.				

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 217 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	4.2	<p>Debriefing</p> <p>This topic contains several complex economic, political, and foreign policy issues—such as the tariff, interpretation of the Constitution, and the purchase of foreign land—that teachers can lead students through a debrief on to ensure understanding of these issues, individually and collectively, in relation to the time period.</p>
2	4.5	<p>Self/Peer Revision</p> <p>Students have been practicing writing a historically defensible claim and supporting their argument using specific and relevant evidence. This topic’s learning objective—Unit 4: Learning Objective E: <i>Explain the causes and effects of the innovations in technology, agriculture, and commerce over time</i>—can serve as a prompt for students to write thesis statements and outline evidence to be used in support of the claim. Then ask students to select a partner, review the claims and evidence, and provide feedback.</p>
3	4.8	<p>Questioning the Text</p> <p>Assign students to read and analyze Andrew Jackson’s first inaugural address and write down any clarification and discussion questions that come to mind while reading the text. Ask students to focus on the main points that Jackson hoped to address in his presidency as outlined in the inaugural address. Form groups around similar questions and ask students to research answers from a source, such as the textbook. Have groups present their findings and lead a discussion about the purpose of inaugural addresses as well as the successes and failures of the Jackson administration.</p>
4	4.9–4.11	<p>Socratic Seminar</p> <p>This activity combines Topics 4.9–4.11. Use the question <i>What were the key ingredients in the creation of an American culture?</i> to initiate a discussion in which students can illustrate their understanding of all the learning objectives and historical developments in these topics.</p>



Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace the unit; which specific historical figures, groups, or events you will use to illustrate the concepts noted in the historical development statements; where you will incorporate writing assignments; and which primary and secondary sources you will use.

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SUGGESTED SKILL

 Contextualization

4.A

Identify and describe a historical context for a specific historical development or process.



AVAILABLE RESOURCE

- Professional Development
> [Teaching and Assessing Module—Period 4: 1800–1848, Focus on Research “Introducing Period 4”](#)

TOPIC 4.1

Contextualizing Period 4

Spend a class period helping students understand some contexts for this unit. Considering this unit’s key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students’ relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE

Unit 4: Learning Objective A

Explain the context in which the republic developed from 1800 to 1848.

PREVIEW: UNIT 4 KEY CONCEPTS

KC-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.

KC-4.1.I

The nation’s transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.

KC-4.1.II

While Americans embraced a new national culture, various groups developed distinctive cultures of their own.

KC-4.1.III

Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals.

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LEARNING OBJECTIVE**Unit 4: Learning Objective A**

Explain the context in which the republic developed from 1800 to 1848.

PREVIEW: UNIT 4 KEY CONCEPTS**KC-4.2**

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

KC-4.2.I

New transportation systems and technologies dramatically expanded manufacturing and agricultural production.

KC-4.2.II

The changes caused by the market revolution had significant effects on U.S. society, workers' lives, and gender and family relations.

KC-4.2.III

Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions.

KC-4.3

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

KC-4.3.I

Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.

KC-4.3.II

The United States' acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.

SUGGESTED SKILL

 *Sourcing and Situation*

2.A

Identify a source's point of view, purpose, historical situation, and/or audience.

TOPIC 4.2

The Rise of Political Parties and the Era of Jefferson

Required Course Content

THEMATIC FOCUS**Politics and Power** **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE**Unit 4: Learning Objective B**

Explain the causes and effects of policy debates in the early republic.

HISTORICAL DEVELOPMENTS**KC-4.1.I.A**

In the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers.

KC-4.1.I.B

Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws.

KC-4.3.I.A.i

Following the Louisiana Purchase, the U.S. government sought influence and control over North America through a variety of means, including exploration and diplomatic efforts.

TOPIC 4.3

Politics and Regional Interests

SUGGESTED SKILL

 *Sourcing and Situation*

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

Required Course Content

THEMATIC FOCUS

Politics and Power **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 4: Learning Objective C

Explain how different regional interests affected debates about the role of the federal government in the early republic.

HISTORICAL DEVELOPMENTS

KC-4.1.I.D

Regional interests often trumped national concerns as the basis for many political leaders' positions on slavery and economic policy.

KC-4.2.III.D

Plans to further unify the U.S. economy, such as the American System, generated debates over whether such policies would benefit agriculture or industry, potentially favoring different sections of the country.

KC-4.3.II.C

Congressional attempts at political compromise, such as the Missouri Compromise, only temporarily stemmed growing tensions between opponents and defenders of slavery.

SUGGESTED SKILL

 *Sourcing and Situation*

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

TOPIC 4.4

America on the World Stage

Required Course Content

THEMATIC FOCUS

America in the World **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 4: Learning Objective D

Explain how and why American foreign policy developed and expanded over time.

HISTORICAL DEVELOPMENTS

KC-4.3.I

Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.

KC-4.3.I.A.ii

The U.S. government sought influence and control over the Western Hemisphere through a variety of means, including military actions, American Indian removal, and diplomatic efforts such as the Monroe Doctrine.

TOPIC 4.5

Market Revolution: Industrialization

SUGGESTED SKILL
 *Argumentation*
6.B

Support an argument using specific and relevant evidence.

- Describe specific examples of historically relevant evidence.
- Explain how specific examples of historically relevant evidence support an argument.

Required Course Content

THEMATIC FOCUS

Work, Exchange, and Technology **WXT**

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE

Unit 4: Learning Objective E

Explain the causes and effects of the innovations in technology, agriculture, and commerce over time.

HISTORICAL DEVELOPMENTS

KC-4.2.I.A

Entrepreneurs helped to create a market revolution in production and commerce, in which market relationships between producers and consumers came to prevail as the manufacture of goods became more organized.

KC-4.2.I.B

Innovations including textile machinery, steam engines, interchangeable parts, the telegraph, and agricultural inventions increased the efficiency of production methods.

KC-4.2.I.C

Legislation and judicial systems supported the development of roads, canals, and railroads, which extended and enlarged markets and helped foster regional interdependence. Transportation networks linked the North and Midwest more closely than they linked regions in the South.

KC-4.2.III.B

Increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties.

SUGGESTED SKILL

 *Making Connections*

5.B

Explain how a historical development or process relates to another historical development or process.



AVAILABLE RESOURCES

- Classroom Resources
 - > [What Is Gender History?](#)
- Professional Development
 - > [Teaching and Assessing Module—Period 4: 1800–1848, Focus on Research “Focusing on Social Groups”](#)

TOPIC 4.6

Market Revolution: Society and Culture

Required Course Content

THEMATIC FOCUS

Social Structures **SOC**

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE

Unit 4: Learning Objective F

Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.

HISTORICAL DEVELOPMENTS

KC-4.2.III.A

Large numbers of international migrants moved to industrializing Northern cities, while many Americans moved west of the Appalachians, developing thriving new communities along the Ohio and Mississippi rivers.

KC-4.2.II.B

The growth of manufacturing drove a significant increase in prosperity and standards of living for some; this led to the emergence of a larger middle class and a small but wealthy business elite, but also to a large and growing population of laboring poor.

KC-4.2.II.A

Increasing numbers of Americans, especially women and men working in factories, no longer relied on semi-subsistence agriculture; instead they supported themselves producing goods for distant markets.

KC-4.2.II.C

Gender and family roles changed in response to the market revolution, particularly with the growth of definitions of domestic ideals that emphasized the separation of public and private spheres.

TOPIC 4.7

Expanding Democracy

SUGGESTED SKILL

 *Developments and Processes*

1.B

Explain a historical concept, development, or process.

Required Course Content

THEMATIC FOCUS

Politics and Power **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 4: Learning Objective G


Explain the causes and effects of the expansion of participatory democracy from 1800 to 1848.

HISTORICAL DEVELOPMENTS

KC-4.1.I

The nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.

SUGGESTED SKILL

 *Claims and Evidence in Sources***3.D**

Explain how claims or evidence support, modify, or refute a source's argument.

TOPIC 4.8

Jackson and Federal Power

Required Course Content

THEMATIC FOCUS**Politics and Power** **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE**Unit 4: Learning Objective H**

Explain the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848.

HISTORICAL DEVELOPMENTS**KC-4.1.I.C**

By the 1820s and 1830s, new political parties arose—the Democrats, led by Andrew Jackson, and the Whigs, led by Henry Clay—that disagreed about the role and powers of the federal government and issues such as the national bank, tariffs, and federally funded internal improvements.

KC-4.3.I.B

Frontier settlers tended to champion expansion efforts, while American Indian resistance led to a sequence of wars and federal efforts to control and relocate American Indian populations.

TOPIC 4.9

The Development of an American Culture

SUGGESTED SKILL

 Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

Required Course Content

THEMATIC FOCUS**American and Regional Culture** **ARC**

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE**Unit 4: Learning Objective I**

Explain how and why a new national culture developed from 1800 to 1848.

HISTORICAL DEVELOPMENTS**KC-4.1.II.B**

A new national culture emerged that combined American elements, European influences, and regional cultural sensibilities.

KC-4.1.II.C

Liberal social ideas from abroad and Romantic beliefs in human perfectibility influenced literature, art, philosophy, and architecture.

SUGGESTED SKILL

 Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

TOPIC 4.10

The Second Great Awakening

Required Course Content

THEMATIC FOCUS**American and Regional Culture** **ARC**

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE**Unit 4: Learning Objective J**

Explain the causes of the Second Great Awakening.


HISTORICAL DEVELOPMENTS**KC-4.1.II.A.i**

The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening among Protestants.

TOPIC 4.11

An Age of Reform

SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.B

Identify the evidence used in a source to support an argument.

**AVAILABLE RESOURCE**

- Classroom Resources > [What Is Gender History?](#)

Required Course Content

THEMATIC FOCUS

American and Regional Culture **ARC**

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE

Unit 4: Learning Objective K

Explain how and why various reform movements developed and expanded from 1800 to 1848.

HISTORICAL DEVELOPMENTS

KC-4.1.II.A.ii

The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to moral and social reforms and inspired utopian and other religious movements.

KC-4.1.III.A

Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts.

KC-4.1.III.B.i

Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans' rights.


KC-4.3.II.B.i

Antislavery movements increased in the North.

KC-4.1.III.C

A women's rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention.

SUGGESTED SKILL

 *Claims and Evidence in Sources***3.D**

Explain how claims or evidence support, modify, or refute a source's argument.

TOPIC 4.12

African Americans in the Early Republic

Required Course Content

THEMATIC FOCUS**Social Structures** **SOC**

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE**Unit 4: Learning Objective L**

Explain the continuities and changes in the experience of African Americans from 1800 to 1848.

HISTORICAL DEVELOPMENTS**KC-4.1.III.B.ii**

Antislavery efforts in the South were largely limited to unsuccessful slave rebellions.

KC-4.1.II.D

Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status.

TOPIC 4.13

The Society of the South in the Early Republic

SUGGESTED SKILL

 *Developments and Processes*

1.B

Explain a historical concept, development, or process.

Required Course Content

THEMATIC FOCUS

Geography and the Environment **GEO**

Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.

LEARNING OBJECTIVE

Unit 4: Learning Objective M

Explain how geographic and environmental factors shaped the development of the South from 1800 to 1848.

HISTORICAL DEVELOPMENTS

KC-4.3.II.B.ii

In the South, although the majority of Southerners owned no slaves, most leaders argued that slavery was part of the Southern way of life.

KC-4.2.III.C

Southern business leaders continued to rely on the production and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity.

KC-4.3.II.A

As overcultivation depleted arable land in the Southeast, slaveholders began relocating their plantations to more fertile lands west of the Appalachians, where the institution of slavery continued to grow.

SUGGESTED SKILL

 Argumentation

6.C

Use historical reasoning to explain relationships among pieces of historical evidence.



AVAILABLE RESOURCES

- External Resource
 - > [Gilder Lehrman Institute's AP U.S. History Study Guide](#)
- Professional Development
 - > [Teaching and Assessing Module—Period 4: 1800–1848, Focus on Research “Making Historical Connections”](#)

TOPIC 4.14

Causation in Period 4

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 4: Learning Objective N

Explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848.

REVIEW: UNIT 4 KEY CONCEPTS

KC-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.

KC-4.1.I

The nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.

KC-4.1.II

While Americans embraced a new national culture, various groups developed distinctive cultures of their own.

KC-4.1.III

Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals.

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LEARNING OBJECTIVE**Unit 4: Learning Objective N**

Explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848.

REVIEW: UNIT 4 KEY CONCEPTS**KC-4.2**

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

KC-4.2.I

New transportation systems and technologies dramatically expanded manufacturing and agricultural production.

KC-4.2.II

The changes caused by the market revolution had significant effects on U.S. society, workers' lives, and gender and family relations.

KC-4.2.III

Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions.

KC-4.3

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

KC-4.3.I

Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.

KC-4.3.II

The United States' acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.

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