**Period 4: 1800 to 1848 (Jefferson’s Election to Seneca Falls Declaration)**

**Note: Do not use the same example more than once to illustrate these concepts. Even though most of the provided examples won’t be used in completing this assignment, you should know each of them.**

**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.

I. The nation’s transformation 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.

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. (one example of each)

**Examples:** Election of 1800 (“Revolution of 1800”), First Party System, Louisiana Purchase (1803), 12th Amendment (1804), War with Tripoli (1801-1805), Chesapeake Leopard Affair (1807), Embargo Act of 1807, Non-intercourse Act (1809), Macon’s Bill #2 (1810), “War Hawks”, **War of 1812** (impressment, desire for Canada, British occupation of US forts, British aid to Indians), The Hartford Convention (1814), Treaty of Ghent (1815), Henry Clay’s “American System”, protective tariff of 1816, Second Band of the US, Era of Good Feelings, Madison’s veto of Bonus Bill (1817)

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| **War of 1812** |  |  |
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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. (one example of each)

**Examples:** John Marshall, ***Marbury v. Madison,*** *McCullough v. Maryland, Worcester v. Georgia, Gibbons v. Ogden, Dartmouth College v. Woodward*

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| ***Marbury* v. *Madison*** |  |  |
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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. (one example of each)

**Examples:** Corrupt bargain of 1824, Second Party System, opposition of Whigs to Democrat “King Andrew”, end of property requirements to vote by 1828, Jackson’s use of spoils system, universal manhood suffrage, “Age of the Common Man”, Webster Hayne Debate of 1830, Jackson’s veto of Maysville Road (1830), Jackson’s veto of Second Bank of US re-charter, Jackson’s use of “pet banks”, Black Tariffs of 1828 and 1832, *South Carolina Exposition and Protest* by John Calhoun (1828), South Carolina nullification of Tariffs of 1828 and 1832, Jackson’s “Force Act” of 1833, Compromise Tariff of 1833

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

**Examples:** John Calhoun’s “positive good” arguments, Commonwealth System, Artisan Republicanism, Missouri Compromise, Wilmot Proviso, Black Tariffs of 1828 and 1832, Nullification of Tariffs of 1828 and 1832, Compromise Tariff of 1833

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

A. 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 that influenced moral and social reforms and inspired utopian and other religious movements. (one example of a reformer, a reform movement not associated with that reformer, and one utopian society)

**Examples:** Charles Finney, Seneca Falls Convention (1848), Utopian communities (Brook Farm, Shakers, Mormons, Oneida), American Temperance Society, Dorothea Dix and prison reform, Horace Mann and education reform

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

**Examples:** Hudson River School of art; transcendental writers such as Ralph Waldo Emerson and Henry David Thoreau; James Audubon, Knickerbocker writers such as Washington Irving and James Fenimore Cooper; Noah Webster’s *American Dictionary of the English Language* (1828)

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

**Examples:** Romanticism, sentimentalism, transcendentalism, Federal style of architecture, Thomas Jefferson’s rotunda

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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. (one example of two of the three: communities, strategies and political efforts)

**Examples:** covert resistance (work slowdowns, sabotage, and runaways); negro spirituals; Richard Allen’s African Methodist Episcopal Church (1816); American Colonization Society (1816); David Walker’s *Appeal to the Colored Citizens of the World* (1829); William Lloyd Garrison’s “immediate and uncompensated” emancipation; American Anti-slavery Society (1833); Garrison’s *Liberator* (1831)*;* Underground Railroad; Sojourner Truth; Frederick Douglass’ *North Star* (1847); Liberty Party (1840)

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

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

**Examples:** American Temperance Society, American Anti-Slavery Society, Seneca Falls Convention and the *Declaration of Sentiments*, Oberlin College, Female Moral Reform Society,

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B. **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. Antislavery efforts in the South were largely limited to unsuccessful slave rebellions. (use one antislavery movement in the North and one slave rebellion in the South)

**Examples:** American Colonization Society, William Lloyd Garrison’s “immediate and uncompensated” emancipation, gradual emancipation, Denmark Vesey’s rebellion, Nat Turner’s rebellion

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**C.** A women’s rights movement sought to create greater equality and opportunities for women, expressing its ideals at the **Seneca Falls Convention**. (one person and one movement)

**Examples:** Seneca Falls Convention, Declaration of Sentiments, Lucretia Mott, Elizabeth Cady Stanton

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**Key Concept 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.

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

1. 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.

**Examples:** Division of Labor, Cincinnati System, Mineral-Based Economy, Samuel Slater “Father of American Factory System”

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

**Examples:** machine tools,steam locomotives, steamboats, spinning jenny, steamboats, interchangeable parts, telegraph, steel plow, mechanical reaper

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1. 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 either was linked to the South.

**Examples:** Robert Fulton’s *Clermont* steamboat, Lancaster Turnpike, regional specialization and interdependence, Erie Canal, **Henry Clay’s American System**, Cumberland (National) Road, protective tariff of 1816, *Charles River Bridge v. Warren Bridge* (1837),

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| **American System** |  |  |
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II. The changes caused by the **market revolution** had significant effects on U.S. society, workers’ lives, and gender and family relations.

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.

**Examples: Lowell System**, American mechanics, use of female and immigrant labor, factory system, Industrial Revolution

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| **Lowell System** |  |  |
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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.

**Examples:** Artisan republicanism, early labor unions, Labor Theory of Value, “self-made man,” middle class values, slums, income gap, *Commonwealth v. Hunt,* social hierarchy, plantation aristocracy

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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**.

**Examples: Cult of Domesticity**, *Godey’s Lady’s Book*, Catharine Beecher’s *Treatise on Domestic Economy*, Lydia Child, Elizabeth Blackwell, Sojourner Truth’s *Ain’t I a Woman?,* Grimke sisters

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

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. (one example must be Irish or German immigration)

**Examples:** Irish immigration, German immigration, Erie Canal, Lancaster Turnpike, Midwest farm goods traded for New England factory goods, New Englanders moving West, land speculation,

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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. (one example from the South and one example from the North)

**Examples:** Neomercantilist system, Second Bank of the United States, capitalist-driven market economy, “King Cotton”, protective tariffs, textile industry

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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.

**Examples:** Aristocratic republicanism, planter aristocracy, growth of the internal slave trade, “benevolent masters,” “slavery as a positive good,” slave society

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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.

**Examples:** Protective tariffs of 1816 and 1824, Madison’s veto of the Bonus Bill, internal improvements, Cumberland (National) Road, Jackson’s veto of the Maysville Road, Second Bank of the US, Jackson’s veto of the BUS,

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**Key Concept 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.

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

A. Following the **Louisiana Purchase**, the United States government sought influence and control over North America and the Western Hemisphere through a variety of means, including exploration, military actions, American Indian removal, and diplomatic efforts such as the **Monroe Doctrine**. (one of each)

**Examples:** Lewis and Clark,Rush Bagot Treaty (1817), Convention of 1818, Adams Onis Treaty (1819), Monroe Doctrine (1823), dispute and ultimate annexation of Texas (1836-1845), Webster Ashburton Treaty (1842)

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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.

**Examples:** Tecumseh’s Confederacy (1808-1813), Battle of Tippecanoe (1811), First Seminole War (1816-1818), Indian Removal Act (1830), Trail of Tears, Second Seminole War (1835-1842), (must use Indian Removal Act or the Trail of Tears as an example)

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

A. As over-cultivation 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.

**Examples:** Slave trade (inland vs. coastal),cotton entrepreneurs, gang-labor system, settlement of Texas

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B. Antislavery efforts increased in the North, while in the South, although the majority of Southerners owned no slaves, most leaders argued that slavery was part of the Southern way of life. (one example of each)

**Examples:** Theodore Weld’s *The Bible Against Slavery*, American Anti-Slavery Society, growth of abolitionist societies in the North, John Calhoun’s “positive good” arguments, Biblical justifications for slavery, Constitutional justifications for slavery (fugitive slave clause and three-fifths clause),

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

**Examples:** 36°30' line, Jefferson’s “firebell in the night” warning (1820), Webster Hayne Debate (1830) dispute over annexation of Texas (1836-1845), gag rule, Wilmot Proviso (1846)

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