

2020 4th edition AMSCO Guided Reading for Unit 4, 1800-1848

Note: All Materials on FFAPUSH are FREE! Please do not purchase them from unscrupulous people and websites who try to profit from my work that I do free of charge.

Teachers and Students,

Unit 4 in the 4th edition includes 14 subsections that correlate to chapters 7-11 of the 3rd edition. If you are using editions from 2015-2020 (up to the 3rd edition), my previously posted reading guides are recommended. I will keep those guides on my website, <http://www.ffapush.com/amscoguides.html> I've added a new page for the 4th edition guides, and only those using the new 4th edition should use them.

<http://www.ffapush.com/2020-amscoguides-1.html>

This guide is divided into 14 sections and can be assigned in parts or in its entirety to be completed over the course of the unit. The format is slightly different from the older set. After listening to feedback from teachers, I am simplifying the notes section and moving analysis to the end of each section. I am also including fewer analysis questions and aiming to make them more targeted to the skills and content tested on the AP exam. You will also notice links to writing activities and enrichment options to help students and teachers navigate more smoothly to additional resources.

It is my hope that the reading guides will help students process information beyond just recording notes of “what happened.” Processing is essential, as students must not only know “what happened” in history they must be able to analyze and evaluate history!

Fight Fiercely everyone!

Sincerely, Rebecca Richardson

PS- there is space for all the multiple choice and SAQ practices, however you may want to select one or two per unit and make the others optional practice. Or consider walking through one or more in class to model the skill.

Name: _____ Class Period: _____ Due Date: ___/___/___

Guided Reading & Analysis: Colonial Era

Unit 4- 1800-1848, pp 163-259

Reading Assignment:

Unit 4, divided into 14 subsections reflecting learning objectives for APUSH (corresponds to chapters 7-11 in 3rd edition)

Purpose:

This guide is not only a place to record notes as you read, but also to provide a place and structure for *reflections and analysis* using higher level thinking skills with new knowledge gained from the reading.

Basic Directions:

1. **Pre-Read:** Read the prompts/questions within this guide before you read the chapter.
2. **Skim:** Flip through the chapter and note the titles and subtitles. Look at images and their read captions. *Get a feel for the content you are about to read.*
3. **Read/Analyze:** Read the chapter. Remember, the goal is not to “fish” for a specific answer(s) to reading guide questions, but to **consider questions in order to critically understand what you read!**
4. **Write** Write your notes and analysis in the spaces provided.



From Jefferson to Jackson; Early Republic to the Era of the Common Man and Antebellum Reforms, image from nhpr.org

Key Concepts FOR PERIOD 4:

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 to U.S. society and to national and regional identities.

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.

Topic 4.1 Contextualization, pp 163-164

As you read the contextualization, consider the skill you will be mastering as you analyze history.

Contextualization: Analyze the context of historical events, developments, or processes; Identify and describe a historical context for a specific historical development or process; Explain how a specific historical development or process is situated within a broader historical context.

In the spaces provided, **record you notes as you read in the left-hand column.** Additional questions are presented in order to focus your attention to main ideas. When you have finished note-taking for this section, address the prompts in the right-hand column.

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

NOTES	ANALYSIS
<p>Connecting unit 2 to unit 3 (first two paragraphs):</p>	<p>Explain why 1800 is a significant year in American history.</p> <p><i>Unit 4 ends with 1848, which is also a significant year in terms of social reforms. It is the year of the Seneca Falls Convention which marks the beginning of the women’s movement.</i></p>

Reforms, Revivals, and Identity:

Which reform (or change) do you think was the most significant in this era? Defend your choice.

Markets, Farming, and Manufacturing:

Which economic development do you think was the most significant in this era? Defend your answer.

National Strength and Signs of Division:

What was most responsible for growing division? Explain how this issue represents a continuity in U.S. history up until this point.

Identify the significant events occurring in each of the following years. Circle the one you believe is most significant.

1803:

1808:

1812:

1820:

1823:

1831:

1838:

For the one you circled, how would you use that event to contextualize this era?

Topic 4.2, The Rise of Political Parties and the Era of Jefferson, pp 165-174

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. When you finish the section, analyze & process what you read by answering the questions in the analysis section.

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

MAIN IDEAS	NOTES
<p>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.</p> <p>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.</p>	<p>Introduction...</p> <p>The Election of 1800...</p> <p>The Establishment of Political Parties... (this is a crossover from period 3 and is very significant to the course)</p> <p>Election Results...</p> <p>A Peaceful Revolution...</p> <p>Jefferson's Presidency...</p> <p>The Louisiana Purchase... (highlighted subtopics represent the ones to focus on the most for this section on Louisiana)</p> <p>continued on next page</p>

<p>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.</p>	<p>U.S. Interest in the Mississippi River.....</p> <p>Negotiations...</p> <p>Constitutional Predicament...</p> <p>Consequences...</p> <p>Lewis and Clark...</p>
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ANALYSIS:

Some of the most important things to remember about the Louisiana Purchase are economic motivation and impact, as well as geopolitical consequence. With these three things in mind, explain what the MOST significant development regarding this purchase is in your assessment.

This section is not heavily emphasized/tested... so brief notes are recommended.

Judicial Impeachment...

Jefferson's Reelection...

Aaron Burr...

continued on next page...

<p>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.</p>	<p>This portion is very significant!</p> <p>John Marshall’s Supreme Court and Federal Power...</p> <p>John Marshall...</p> <p>Influential Cases...</p>
<p>ANALYSIS:</p> <p>Explain why the Marshall Court decisions are “landmark.”</p>	
<p>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.</p>	<p>Madison’s Presidency...</p> <p>Election of 1808...</p>

Multiple Choice Practice, page 173

- 1.
- 2.
- 3.

Short Answer Question, page 174

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. When interpreting a document, your analysis beyond the obvious is your evidence. **Use the lingo of each prompt to set up your answer**, and **include an explanation of how or why**.

a. _____

b. _____

c. _____

On the AP exam, you will have 23 lines per SAQ. If you are struggling to fit your answers in the 12 lines provided, consider writing your answers on a separate sheet of paper. Make sure you practice writing SAQs with the strategies as well as the space limitation.

Hamilton's Financial Plan: BE FAT
 (During the Washington's Presidency)

Bank of the United States

Excise taxes on whiskey

Funding at Par

Assumption of State Debts

Tariffs to protect growing business

What is funding at par? It means the government pays bond holders the face value of their bonds. Selling bonds is one way the government (or other entity) can raise money. This mnemonic device was created by Mr. Steven Mercado, Chaffee High School.

If you don't remember the events referenced above, re-read pages 136, 139-140

In the next section, you will be learning about the American System. Before you move on, review the acronym at left regarding Hamilton's Plan (1790s).

How did political debates on Hamilton's Plan impact the political landscape during Washington's presidency?

Topic 4.3, Politics and Regional Interests, pp 175-181

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. When you finish the section, analyze & process what you read by answering the questions in the analysis section.

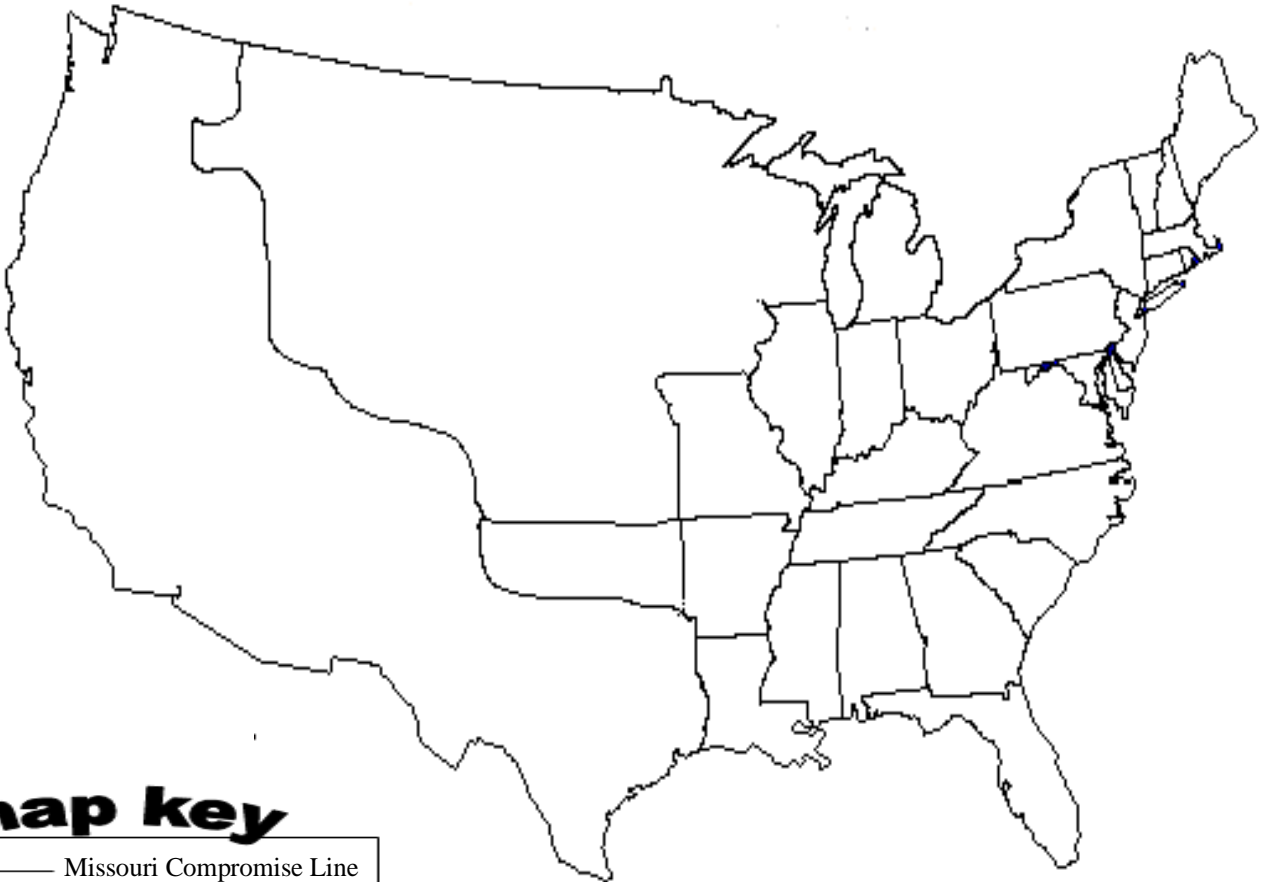
Learning Objective: Explain how different regional interests affected debates about the role of the federal government in the early republic.

MAIN IDEAS	NOTES
<p>Regional interests often trumped national concerns as the basis for many political leaders' positions on slavery and economic policy.</p> <p>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.</p>	<p>Introduction...</p> <p>The Era of Good Feelings...</p> <p>James Monroe...</p> <p>Economic Nationalism...</p> <p>Tariff of 1816...</p> <p>Henry Clay's American System...</p>
<p>ANALYSIS:</p> <p>Explain the similarities and differences between Alexander Hamilton's Financial Plan and Henry Clay's American System.</p>	

MAIN IDEAS	NOTES
<p>Regional interests often trumped national concerns as the basis for many political leaders' positions on slavery and economic policy.</p> <p>Congressional attempts at political compromise, such as the Missouri Compromise, only temporarily stemmed growing tensions between opponents and defenders of slavery.</p>	<p>The Panic of 1819...</p> <p>Political Changes...</p> <p>Changes in the Democratic-Republican Party...</p> <p>Western Settlement and the Missouri Compromise...</p> <p>Reasons for Westward Movement...</p> <p>New Questions and Issues...</p> <p>The Missouri Compromise...</p> <p>Tallmadge Amendment...</p> <p>Clay's Proposals...</p> <p>Aftermath...</p>
<p>ANALYSIS: Explain why the Missouri Compromise increased sectionalism.</p>	

Map Break!

1. Label Mexico (independent in 1821), Oregon Territory, British North America (Canada), Unorganized Territory, Arkansas Territory, Florida Territory, Michigan Territory, and the individual United States in 1821.
2. Label Pacific Ocean, Atlantic Ocean, and Gulf of Mexico.
3. Color **free states in 1821 one color**.
4. Color **slave states in 1821 another color**.
5. Use a **yellow highlighter** to mark the **Missouri Compromise line of 1820**.
6. Use a **green highlighter** to mark the **Adams-Onis Treaty Line of 1819**.
7. Color the territories where **slavery was prohibited** according to the **Missouri Compromise a third color**.
8. Color the territories where **slavery was allowed** according to the **Missouri Compromise a fourth color**.
9. Create a **key** using the box provided.



map key

—————	Missouri Compromise Line
—————	Adams-Onis Treaty Line
□	Free States
□	Slave States
□	Free Territories (U.S. Only)
□	Slave Territories (U.S. Only)

ANALYSIS: Explain why the Founders' prediction that slavery would *peter out and die* failed to happen during the early 1800s.

Had they known the future, would they have fought harder to end slavery in the 1770s and 1780s? Explain your rationale.

Multiple Choice Practice, pp 180-181

- 1.
- 2.
- 3.

Short Answer Questions, page 181

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. Use the **lingo of each prompt to set up your answer**, and **include an explanation of how or why**.

a. _____

b. _____

c. _____

THE WAR OF 1812 (1812-1815)

A. Causes

- 1. Impressment of American sailors
- 2. Problems with Indians in the Ohio River Valley
- 3. England continued to maintain forts on frontier
- 4. Agricultural depression
- 5. War Hawks (Calhoun and Clay) wanted to expand to Canada and were anti-British

B. Results

- 1. The status quo was maintained in the Treaty of Ghent (1815)
- 2. Increased nationalism
- 3. Increased manufacturing
- 4. Freedom of the seas restored
- 5. Andrew Jackson and William Henry Harrison became war heroes

In the next section, you will learn about the War of 1812. Although the College Board framework does not mention this war explicitly, the objective dance all around it. Review the causes and effects at left before moving on.

Remember the most significant thing to know about a war is the cause and effect... in particular, the relationship with European powers and America's desire for economic and territorial expansion.

Topic 4.4, America on the World Stage, pp 182-192

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. When you finish the section, analyze & process what you read by answering the questions in the analysis section.

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

MAIN IDEAS:	NOTES:
<p>Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.</p> <p>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.</p>	<p>Introduction...</p> <p>Jefferson’s Foreign Policy...</p> <p>Difficulties Abroad...</p> <p>Barbary Pirates...</p> <p>Challenges to U.S. Neutrality...</p> <p>Chesapeake-Leopard Affair...</p> <p>Embargo Act (1807)...</p> <p>President Madison’s Foreign Policy...</p> <p>Commercial Warfare...</p> <p>Nonintercourse Act of 1809...</p> <p>Macon’s Bill No. 2 (1810)...</p> <p>Napoleon’s Deception...</p>
<p>ANALYSIS: What was the domestic impact of the Embargo Act, Nonintercourse Act, and Macon’s Bill No. 2?</p>	

MAIN IDEAS:	NOTES:
<p>Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.</p> <p>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.</p>	<p>The War of 1812...</p> <p>Causes of the War...</p> <p>Free Seas and Trade...</p> <p>Frontier Pressure...</p> <p>War Hawks...</p> <p>Declaration of War...</p> <p>A Divided Nation...</p> <p>Election of 1812...</p> <p>Opposition to the War...</p>
<p>ANALYSIS: Which cause and which effect were the most significant? Defend your answer.</p>	

MAIN IDEAS:	NOTES:
<p>Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.</p> <p>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.</p>	<p>Military Defeats and Naval Victories... <i>(this section is not very significant in terms of the AP exam... move quickly through this portion, recording brief notes)</i></p> <hr/> <p>The Treaty of Ghent...</p> <p>The Hartford Convention...</p> <p>The War's Legacy...</p>
<p>ANALYSIS: Explain why the Hartford Resolutions mark the end of the First Two Party System. Are there any other causes of this end?</p>	

MAIN IDEAS:	NOTES:
<p>Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.</p> <p>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.</p>	<p>Monroe and Foreign Policy...</p> <p>Canada...</p> <p>Florida...</p> <p>Jackson's Military Campaign...</p> <p>Florida Purchase Treaty (1819)...</p> <p>The Monroe Doctrine... (summarize the subsections regarding this doctrine, focusing mostly on its impact)</p>
<p>ANALYSIS: To what extent did the Monroe Doctrine illustrate a continuity from President George Washington's foreign policy and Farewell Address? Explain your answer.</p> <p>With the issuance of the Monroe Doctrine, was America a world power? Explain your reasoning.</p>	

Multiple Choice Practice, page 192

- 1.
- 2.
- 3.

Short Answer Questions, page 192

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. Use the **lingo of each prompt to set up your answer**, and **include an explanation of how or why**.

a. _____

b. _____

c. _____

Topic 4.5, Market Revolution, pp 193-199

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. When you finish the section, analyze & process what you read by answering the questions in the analysis section.

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

MAIN IDEAS:	NOTES:
Innovations including textile machinery, steam engines, interchangeable parts, the telegraph, and agricultural inventions increased the efficiency of production methods.	<p>Introduction...</p> <p>Development of the Northwest...</p> <p>Agriculture...</p>

<p>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.</p> <p>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.</p> <p>Increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties.</p>	<p>Transportation...</p> <p>Roads...</p> <p>Canals...</p> <p>Steam Engines and Steamboats...</p> <p>Railroads...</p> <p>Communication...</p> <p>Growth of Industry...</p> <p>Mechanical Inventions...</p> <p>Corporations for Raising Capital...</p> <p>Factory System...</p>
<p>ANALYSIS: Which innovation had the greatest impact on American society? Defend your answer.</p>	

MAIN IDEAS:	NOTES:
<p>Increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties.</p>	<p>Labor...</p> <p>Unions...</p> <p>Commercial Agriculture...</p> <p>Cotton and the South...</p>
<p>ANALYSIS: Explain the differences between factory labor and plantation labor.</p> <p>What is the historical significance of the cotton gin?</p>	

Multiple Choice Practice, pp 198-199

- 1.
- 2.
- 3.

Short Answer Questions, page 199

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. Use the **lingo** of each prompt to set up your answer, and **include an explanation of how or why**.

a. _____

b. _____

c. _____

Topic 4.6, Effects of the Market Revolution on Society and Culture, pp 200-204

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. When you finish the section, analyze & process what you read by answering the questions in the analysis section.

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

MAIN IDEAS:	NOTES:
<p>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.</p> <p>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.</p> <p>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.</p>	<p>Introduction...</p> <p>Women...</p> <p>Economic and Social Mobility...</p>

<p>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.</p>	<p>Population Growth and Change...</p> <p>Immigration...</p> <p>Urban Life...</p> <p>New Cities...</p> <p>Organized Labor...</p>
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ANALYSIS:

Alexis de Tocqueville's theory of Democracy as communicated in *Democracy in America* (written in the 1830s) included the principle that democracy (and its success in terms of the nation) required equality of conditions and potential for mobility. To what extent did America have equality of conditions? Explain your answer.

Multiple Choice Practice, pp 203-204

- 1.
- 2.
- 3.

Short Answer Questions, Page 204 – Choose ONE of the two sets to address.

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. Use the lingo of each prompt to set up your answer, and include an explanation of how or why.

- a. _____

- b. _____

- c. _____

In the next two sections you will be studying politics. Before you move on read the following, *Connecting the Era of Good Feelings to the Age of Jackson*

Highlight main ideas.

The **War of 1812** ended many of the problems that had plagued the United States since the Revolution. The nation's independence was confirmed. The long war between Britain and France was over, and with it the need for America to maintain difficult neutrality. The war had convinced **Democratic-Republicans** that, for the nation's security, they must protect American industry through **tariffs** — taxes on imported goods. The **Democratic (or Jeffersonian) Republicans** even chartered a new **national bank** to control the nation's supply of money, something they had vigorously opposed only twenty years before. The **Federalist Party**, meanwhile, had discredited itself through its opposition to the war (**Hartford Convention & Resolutions**). As the **Jeffersonian Republicans** co-opted **Federalist** positions, the **Federalist Party** withered away and became essentially extinct outside of New England.

James Monroe presided over the so-called "**Era of Good Feelings**," but one-party rule masked serious differences of opinion.

In the **elections of 1816**, the first after the war's end, the Republicans took complete control of the federal government. **James Monroe** succeeded **James Madison** as President, and the **Jeffersonian Republicans** won 146 of 185 seats (78%) in the House of Representatives. By Monroe's second term in office — which he won almost unanimously — the **Federalists** were reduced to only 4 seats in the U.S. Senate. Monroe's administration became known as the "**Era of Good Feelings**" because there was so little opposition to him or to his policies.

Election of 1824...But this one-party system masked real differences in opinion. In 1824, four candidates were nominated to succeed Monroe as President, all calling themselves **Democratic-Republicans**: the war hero **Andrew Jackson**, Speaker of the House **Henry Clay**, Secretary of State **John Quincy Adams** (pictured), and Secretary of the Treasury **William Crawford**. None of the candidates won a majority of the electoral vote, and so election was decided by the House of Representatives. Clay had great influence as Speaker of the House, and he threw his support to Adams — some said, in exchange for Adams' promise to make Clay his Secretary of State. Jackson had won the most electoral votes and the greatest share of the popular vote, and his supporters, who had expected him to be confirmed by the House as President, called this partnership between Adams and Clay a "**corrupt bargain**."

During Adams' administration, his supporters, who included many former Federalists, began to call themselves "**National Republicans**" to show their support for a strong national government that would promote commerce, support education, and fund roads and canals. But Adams was not particularly popular. In contrast, **Jackson** was extremely popular, having won national fame as hero of the **Battle of New Orleans** in the **War of 1812** and later in wars against American Indians in **Florida**. He was also backed by a well-orchestrated political organization. Jackson's followers formed the **Democratic Party**, claiming to be the true successors of **Jefferson's Democratic-Republican Party**. Like their predecessors, the Democrats believed in small, decentralized government.

Topic 4.7, Expanding Democracy, pp 205-209

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. When you finish the section, analyze & process what you read by answering the questions in the analysis section located.

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

MAIN IDEAS:	NOTES:
<p>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.</p>	<p>Greater Equality...</p> <p>The Rise of a Democratic Society...</p> <p>Politics of the Common Man...</p>
<p>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.</p>	<p>Universal White Male Suffrage...</p> <p>Changes to Parties and Campaigns...</p> <p>Party Nominating Conventions...</p>

Popular Election of the Electors...

Two-Party System...

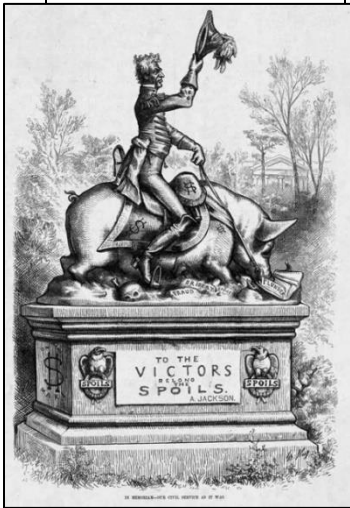
Rise of Third Parties...

More Elected Offices...

Popular Campaigning...

Spoils System and Rotation of Officeholders...

Historical Perspectives...



(image captured from motherjones.com)

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.

ANALYSIS:

What was responsible for the expansion of democracy to the greatest extent in the early 19th century? Defend your answer.

What limitations did the nation still face in regards of democracy?

Multiple Choice Practice, pp 208-209:

- 1.
- 2.
- 3.

Short Answer Questions, page 209

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. Use the **lingo** of each prompt to set up your answer, and **include an explanation of how or why**.

a. _____

b. _____

c. _____

In the next section, you will focus on Jackson and the Second Two Party System. Before moving on, review the key differences in the FIRST Two party system which ended in 1815.

FEDERALIST PARTY

1. Favored **strong central government** as empowered by the elastic clause in the Constitution ("necessary and proper")
2. **"Loose"** interpretation of the Constitution, elastic
3. Encouragement of commerce and **manufacturing**.
4. Strongest in **Northeast**.
5. Favored close ties with **Britain**.
6. Emphasized **order and stability**.

DEMOCRATIC-REPUBLICAN PARTY

1. Emphasized **states' rights** as empowered by the Bill of Rights, especially the 10th Amendment
2. **"Strict"** interpretation of the Constitution, if it's not in the Constitution... the power goes to the states
3. Preference for **agriculture** and rural life... **agrarian virtue**
4. Strength in **South and West**.
5. Foreign policy sympathized with **France**.
6. Stressed **civil liberties** and trust in the people

[In practice, these generalizations were often blurred and sometimes contradicted.]

Topic 4.8, Jackson and Federal Power, pp 210-221

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. When you finish the section, analyze & process what you read by answering the questions in the analysis section.

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

MAIN IDEAS:	NOTES:
<p>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.</p>	<p>Introduction...</p> <p>Jackson Versus Adams...</p> <p>The Election of 1824...</p> <p>President John Quincy Adams...</p> <p>The Presidency of Andrew Jackson...</p> <p>Presidential Power...</p> <p>Peggy Eaton Affair...</p>

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.

Indian Removal Act (1830)...

Trail of Tears...

Nullification Crisis...

Opposition to Antislavery Efforts...

Bank Veto...

The Two-Party System...

ANALYSIS: Look at the chart on page 215. Compare the First and Second Two Party systems. To what extent were they similar? Defend your answer.

MAIN IDEAS:	NOTES:
<p>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.</p> <p>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.</p>	<p>Jackson's Second Term...</p> <p>Pet Banks...</p> <p>Specie Circular...</p> <p>The Election of 1836...</p> <p>President Van Buren and the Panic of 1837...</p> <p>The "Log Cabin and Hard Cider" Campaign of 1840...</p> <p>The Western Frontier...</p> <p>American Indians...</p>

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.

The Frontier...

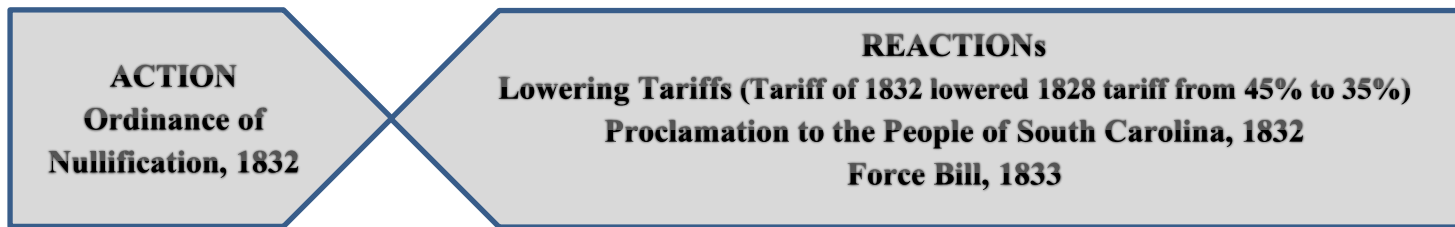
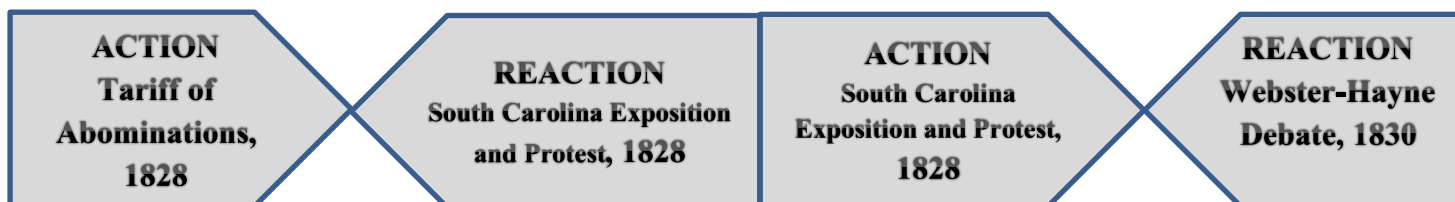
White Settlers on the Western Frontier...

Women...

Environmental Damage...

ANALYSIS: Explain the extent to which the Indian Removal Act fostered change in the way the federal government interacted with American Indians.

Pause to ensure understanding of two key developments.
The first *major* problem Jackson faced as President → Nullification Crisis
Before you continue, make sure you thoroughly understand this conflict.



To what extent did each of the following serve as precedents for the Ordinance of Nullification?

Prior Events	Definition/Description of Event/Document	Extent to which it served as precedent to Ordinance of Nullification
Articles of Confederation		_____ extent, because... (large or small)
Whiskey Rebellion		_____ extent, because... (large or small)
Virginia and Kentucky Resolutions		_____ extent, because... (large or small)
Hartford Resolutions		_____ extent, because... (large or small)

The second *major* problem Jackson faced as President → the **Second BUS**

BACKGROUND:

Today, the federal government has such power and influence over the nation's economy that it may be difficult to understand why people were so strongly opposed to a national bank. The **first Bank of the United States** had been chartered in **1791**, under the leadership of **Alexander Hamilton**. It was a private corporation, only partially owned by the government, and its profits went to stockholders. But the bank had three important and unique privileges. First, the federal government deposited all tax receipts into the bank. Second, the bank made short-term loans to the government. Third, and most important, the national bank refused to accept notes from other banks in individual states unless those banks had enough gold and silver to back up their paper. At that time, all official U.S. money was in coin, but banks issued "bank notes" — pieces of paper with a promise to pay a stated value in gold or silver when they were *redeemed* or brought back to the bank. These notes could be traded for goods and services, and so they functioned as paper money. If banks issued too much paper money, though, inflation would result — prices would rise, and the dollar would be worth less — and if the banks did not have the assets to back up their promises, people would be left holding worthless paper, the financial system could crash.

To Republicans, though, the bank seemed elitist. Private stockholders earned interest on government deposits. And in the South and West, money had always been in short supply (remember the protests of the Regulators). Southerners and westerners believed that the development of their regions depended on access to money and credit — which the national bank did not give them.

The bank's charter expired in **1811**, and the Republican Congress did not renew it. But the result was just what Hamilton had feared — inflation and confusion over the value of bank notes. To provide for a sound national currency, Congress chartered a **second bank of the United States** in **1816**, again for twenty years. And again, it was resented as elitist — by state and local bankers who resented its privileges, and by people in new states and territories who needed access to money and credit.

When Congress voted to renew the bank's charter early, President Jackson vetoed the bill with a speech railing against monopoly and privilege. Until that time, presidents had rarely used the veto to override the wishes of Congress. But his veto was popular, and after his **re-election in 1832**, he issued an executive order ending the deposit of government funds into the Bank of the United States. By issuing an executive order, he was essentially refusing to enforce the act of Congress that had chartered the bank. Jackson's acts served as precedents that would concentrate power in the executive branch. This began the **Bank War**. (*In the political cartoon, The cartoon shows Jackson as a king trampling on both the U.S. Bank and the Constitution. He holds a veto in his hand.*)



Multiple Choice Practice, page 219

- 1.
- 2.
- 3.

Short Answer Questions, pp 220-221 Choose ONE of the two sets to address.

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. Use the **lingo of each prompt to set up your answer**, and **include an explanation of how or why**.

a. _____

b. _____

c. _____

Topic 4.9, The Development of an American Culture, pp 222-228

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. When you finish the section, analyze & process what you read by answering the questions in the analysis section.

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

MAIN IDEAS:	NOTES:
<p>A new national culture emerged that combined American elements, European influences, and regional cultural sensibilities.</p> <p>Liberal social ideas from abroad and Romantic beliefs in human perfectibility influenced literature, art, philosophy, and architecture.</p>	<p>Introduction...</p> <p>Cultural Nationalism...</p> <p>A Changing Culture: Ideas, the Arts, and Literature...</p> <p>The Transcendentalists...</p> <p>Ralph Waldo Emerson...</p> <p>Henry David Thoreau...</p> <p>Brook Farm...</p> <p>Other Communal Experiments...</p>

Shakers...

The Amana Colonies...

New Harmony...

Oneida Community...

Fourier Phalanxes...

Arts and Literature...

Painting...

Architecture...

Literature...

Washington Irving...

James Fenimore Cooper...

Nathaniel Hawthorne...

Herman Melville...

Edgar Allan Poe...

ANALYSIS: How were Antebellum Era Utopian experiments similar to the Colonial Era Puritan settlers' vision of Plymouth and Massachusetts Bay?

To what extent was the surge in nationalism following the War of 1812 responsible for the growth of a truly American culture?

Multiple Choice Practice, page 227:

- 1.
- 2.
- 3.

Short Answer Questions, page 228

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. Use the lingo of each prompt to set up your answer, and **include an explanation of how or why**.

a. _____

b. _____

c. _____

Topic 4.10, The Second Great Awakening, pp 229-233

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. When you finish each section, analyze & process what you read by answering the analysis questions.

Learning Objective: Explain the causes of the Second Great Awakening.

MAIN IDEA:	NOTES:
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.	Introduction... Causes of Religious Reform... Revivals...

<p>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.</p>	<p>Revivalism on the Frontier...</p> <p>Baptists and Methodists...</p> <p>New Denominations...</p> <p>Millennialism...</p> <p>Church of Jesus Christ of Latter-day Saints...</p> <p>Reforms Backed By Religion...</p>
<p>ANALYSIS:</p> <p>To what extent was the Second Great Awakening similar to the first? Defend your answer.</p> <p>To what extent was Deism responsible for the Awakening? Defend your answer.</p>	

Multiple Choice Practice, page 232

- 1.
- 2.

Short Answer Questions, page 233

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. Use the **lingo of each prompt to set up your answer**, and **include an explanation of how or why**.

a. _____

b. _____

c. _____

Topic 4.11, An Age of Reform, pp 234-240

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. When you finish each section, analyze & process what you read by answering the analysis questions.

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

MAIN IDEAS:	NOTES:
<p>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.</p>	<p>Introduction...</p> <p>Improving Society...</p> <p>Temperance... (four reforms are emphasized over others on the AP exam; Utopias, Temperance, Abolition, Women's Rights)</p>

<p>Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts.</p> <p>A women's rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention.</p>	<p>Movement for Public Asylums...</p> <p>Mental Hospitals – Dorothea Dix...</p> <p>Schools for Blind and Deaf Persons...</p> <p>Prisons...</p> <p>Public Education...</p> <p>Free Common Schools – Horace Mann...</p> <p>Moral Education...</p> <p>Higher Education...</p> <p>Changes in Families and Roles for Women...</p> <p>Cult of Domesticity...</p>
--	--

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

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 movements increased in the North.

Women's Rights...

Seneca Falls Convention (1848)...

Antislavery Movement...

American Colonization Society...

American Antislavery Society...

Liberty Party...

Black Abolitionists...

Other Reforms...



(image captured from <http://www.librarycompany.org>)

ANALYSIS:

To what extent did the Temperance Movement and the Women's Rights Movement increase opportunities for women?

To what extent did religious beliefs impact abolition, temperance, women's, and utopian movements? Which one was impacted the most? Defend your answer.

Multiple Choice Practice, pp 239-240

- 1.
- 2.
- 3.

Short Answer Questions, page 240

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. **Use the lingo of each prompt to set up your answer**, and **include an explanation of how or why**.

a. _____

b. _____

c. _____

Topic 4.12, African Americans in the Early Republic, pp 241-246

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. When you finish each section, analyze & process what you read by answering the analysis questions.

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

MAIN IDEAS:	NOTES:
<p>Antislavery efforts in the South were largely limited to unsuccessful slave rebellions.</p> <p>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.</p>	<p>Introduction...</p> <p>Free African Americans...</p> <p>In the North...</p> <p>In the South...</p> <p>Resistance by the Enslaved...</p> <p>Restrained Actions...</p> <p>Runaways...</p> <p>Rebellions...</p>

ANALYSIS: To what extent did the lives of African Americans' lives improve during 1800-1848? Defend your answer, and then consider the alternate view.

To what extent were William Lloyd Garrison's work as an abolitionist similar to that of Nat Turner?

Multiple Choice Practice, page 245

- 1.
- 2.

Short Answer Questions, page 246

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. Use the **lingo of each prompt to set up your answer**, and **include an explanation of how or why**.

a. _____

b. _____

c. _____

Topic 4.13, Southern Society in the Early Republic, pp 247-252

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. When you finish each section, analyze & process what you read by answering the analysis questions.

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

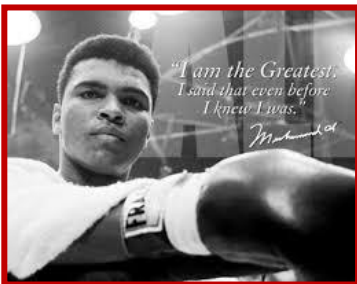
MAIN IDEAS:	NOTES:
<p>In the South, although the majority of Southerners owned no slaves, most leaders argued that slavery was part of the Southern way of life.</p> <p>Southern business leaders continued to rely on the production and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity.</p> <p>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.</p>	<p>Introduction...</p> <p>Agriculture and King Cotton...</p> <p>Slavery, the "Peculiar Institution: ...</p> <p>Population...</p> <p>Economic...</p> <p>White Society...</p> <p>Aristocracy...</p> <p>Farmers...</p> <p>Poor Whites...</p>

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

Food for thought: Colonel is still a badge of honor in the South. Colonel Sanders, for example, proudly embraced his title given to him in Kentucky (a southern state, although "border state" in the war). He was named Colonel in the 1930s, so the romance lives on. (no he never served in the military)



Another Kentucky Colonel?
Muhammad Ali. 😊



(images captured from kfc.com and wallart.com)

Mountain People...

Cities...

Code of Chivalry...

Education...

Religion...

Social Reform...

Historical Perspectives...

ANALYSIS: Considering Southern society, how much social mobility was there? Did this differ in the North?

Explain how Northern and Western society differed from Southern society when it came to political and social development?

Multiple Choice Practice, pp 251-252

- 1.
- 2.

Short Answer Questions, page 252

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. Use the **lingo** of each prompt to set up your answer, and **include an explanation of how or why**.

a. _____

b. _____

c. _____

Topic 4.14, Causation in Period 4, pp 253-254**NOTES:**

Review the key concepts from Period 4 (recorded in the left-hand columns in this guide – or consult the [content outline](#)) as well as reading about causation. Record your notes and closing thoughts here.

Enrichment: [The Ambiguous Democracy](#), [Alexis de Tocqueville Excerpts and Analysis](#), [John Marshall Additional Notes](#), [Great Awakenings Review](#), [Immigration Review](#), [Nullification Review](#)

Skill Practice: [Comparing First and Second Two Party Systems](#), [CCOT Market Revolution](#), [Contextualization Monroe Doctrine](#), [Causation Second Great Awakening](#)
More Activities and Resources can be found at FFAPUSH.com