

Chronological Reasoning and Continuity/Change over Time...

Economic Development... Market Revolution

From the 2017 Revised Rubrics and Skills:

Patterns of Continuity and Change over Time

Students will be able to...

- Describe patterns of continuity and/or change over time.
- Explain patterns of continuity and/or change over time.
- Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as the ability to relate these patterns to larger historical processes or themes.

LEQ RUBRIC - ANALYSIS AND REASONING --Targeted Skill – Argumentation, CCOT (2 points)

Uses historical reasoning to frame or structure an argument that addresses the prompt.

To earn the first point, the response must demonstrate the use of historical reasoning to **frame or structure an argument**, although the reasoning might be uneven or imbalanced.

Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

To earn the second point, the response must demonstrate a **complex understanding**. This can be accomplished in a variety of ways, such as:

- Explaining nuance of an issue by analyzing multiple variables
- **Explaining both continuity and change**
- Explaining relevant and insightful connections within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence This understanding must be part of the argument, not merely a phrase or reference.

Students:

This activity includes some basic review of economic development as well as skill building activities for chronological reasoning and change over time. One of the major developments in Period 4 (unit 3) is economic change. After you read about the Market Revolution and other economic changes, complete this activity thoughtfully. Remember you will get what you give! If you mindlessly “do” the activity you will produce a product and perhaps earn an acceptable grade... but you won't PREPARE for the test. So, focus... turn off the music and TV... put the phone away for 30 minutes... and let's study history! 😊

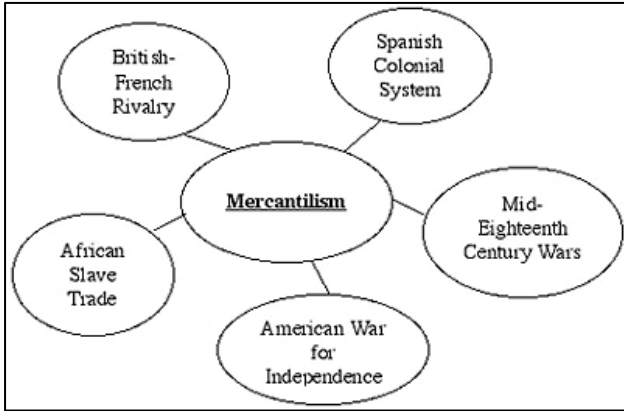
Step 1 – Review

Read the brief summaries from Periods 2-4 and **highlight main ideas**. Remember you are *analyzing change (and continuities) over time*... so highlight information that will be useful in that analysis.

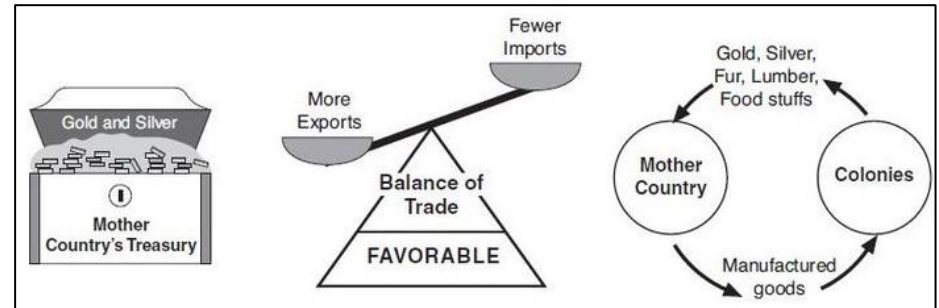
From Period 2:

Britain’s desire to maintain a viable North American empire in the face of growing internal challenges and external competition inspired efforts to strengthen its imperial control, stimulating increasing resistance from colonists who had grown accustomed to a large measure of autonomy. As regional distinctiveness among the British colonies diminished over time, they developed largely similar patterns of culture, laws, institutions, and governance within the context of the British imperial system.

Late 17th-century efforts to integrate Britain’s colonies into a coherent, hierarchical imperial structure and pursue mercantilist economic aims met with scant success due largely to varied forms of colonial resistance and conflicts with American Indian groups, and were followed by nearly a half-century of the British government’s relative indifference [salutary neglect] to colonial governance. [Dominion of New England, Navigation Acts] Resistance to imperial control in the British colonies drew on colonial experiences of self-government, evolving local ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.



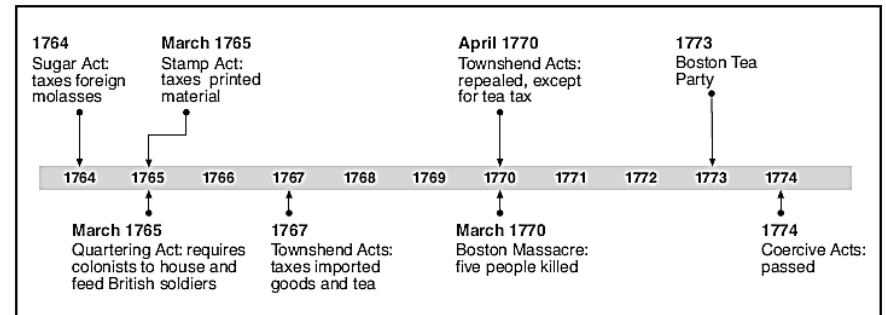
(graphics captured from <https://globalimperialism.wikispaces.com/Mercantilism>)



From Period 3:

During and after the imperial struggles of the mid-18th century, new pressures began to unite the British colonies against perceived and real constraints on their economic activities and political rights, sparking a colonial independence movement and war with Britain. Great Britain’s massive debt from the Seven Years’ War resulted in renewed efforts to consolidate imperial control over North American markets, taxes, and political institutions — actions that were supported by some colonists but resisted by others. The resulting independence movement was fueled by established colonial elites, as well as by grassroots movements that included newly mobilized laborers, artisans, and women, and rested on arguments over the rights of British subjects, the rights of the individual, and the ideas of the Enlightenment. Despite considerable loyalist opposition, as well as Great Britain’s apparently overwhelming military and financial advantages, the patriot cause succeeded because of the colonists’ greater familiarity with the land, their resilient military and political leadership, their ideological commitment, and their support from European allies. After experiencing the limitations of the Articles of Confederation [1783-1789], American political leaders wrote a new Constitution [1787-1789] based on the principles of federalism and separation of powers, crafted a Bill of Rights, and continued their debates about the proper balance between liberty and order.

Difficulties over trade, finances, and interstate and foreign relations, as well as internal unrest, led to calls for significant revisions to the Articles of Confederation and a stronger central government. [tariff and currency disputes, Spanish restrictions on navigation of the Mississippi River, British continuance of enforcing navigation acts] Delegates from the states worked through a series of compromises to form a Constitution for a new national government, while providing limits on federal power. Calls during the ratification process for greater guarantees of rights resulted in the addition of a Bill of Rights shortly after the Constitution was adopted. As the first national administrations began to govern under the Constitution, continued debates about such issues as the relationship between the national government and the states, economic policy, and the conduct of foreign affairs led to the creation of political parties. As regional economies continued to develop in the United States, the expansion of slavery in the lower South and adjacent western lands, and its gradual disappearance elsewhere, began to create distinctive regional attitudes toward the institution.



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



Source: This mnemonic device was created by Mr. Steven Mercado, Chaffee High School.

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.

From USHistory.org:

The transition from an agricultural to an INDUSTRIAL ECONOMY took more than a century in the United States, but that long development entered its first phase from the 1790s through the 1830s. The INDUSTRIAL REVOLUTION had begun in Britain during the mid-18th century, but the American colonies lagged far behind the mother country in part because the abundance of land and scarcity of labor in the New World reduced interest in expensive investments in machine production. Nevertheless, with the shift from hand-made to machine-made products a new era of human experience began where increased productivity created a much higher standard of living than had ever been known in the pre-industrial world.

The start of the American Industrial Revolution is often attributed to SAMUEL SLATER who opened the first industrial mill in the United States in 1790 with a design that borrowed heavily from a British model. Slater's pirated technology greatly increased the speed with which cotton thread could be spun into yarn. While he introduced a vital new technology to the United States, the economic takeoff of the Industrial Revolution required several other elements before it would transform American life.

Alexander Hamilton's Bank of the United States received a special national charter from the U.S. Congress in 1791. It enjoyed great success, which led to the opening of BRANCH OFFICES in eight major cities by 1805. Although economically successful, a government-chartered national bank remained politically controversial. As a result, President Madison did not submit the bank's charter for renewal in 1811. The key legal and governmental support for economic development in the early 19th century ultimately came at the state, rather than the national, level. When the national bank closed, state governments responded by creating over 200 state-chartered banks within five years. Indeed, this rapid expansion of credit and the banks' often unregulated activities helped to exacerbate an ECONOMIC COLLAPSE IN 1819 that resulted in a six-year DEPRESSION. The dynamism of a capitalist economy creates rapid expansion that also comes with high risks that include regular periods of sharp economic downturns. [Despite a Second Bank being chartered in 1816, the banking issue still contributed to the panic].

From Period 4:

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

The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power. With the opening of canals and new roads into the western territories, native-born white citizens relocated westward, relying on new community systems to replace their old family and local relationships. Migrants from Europe increased the population in the East and the Midwest, forging strong bonds of interdependence between the Northeast and the Old Northwest. The South remained politically, culturally, and ideologically distinct from the other sections, while continuing to rely on its exports to Europe for economic growth. The market revolution helped to widen a gap between rich and poor, shaped emerging middle and working classes, and caused an increasing separation between home and workplace, which led to dramatic transformations in gender and in family roles and expectations. Regional interests continued to trump national concerns as the basis for many political leaders' positions on economic issues including slavery, the national bank, tariffs, and internal improvements.

Henry Clay's "American System" (BIT)

Bank of the United States (2nd BUS – 20 year charter, 1816-1836)

Internal improvements (canals, roads, railroads – doesn't pass... except for Cumberland Road*)

Tariff (protective tariff of 1816)

Source: This mnemonic device was created by Mr. Steven Mercado, Chaffee High School.



Transportation improvements in this era included the steam engine & railroad expansion (mainly in the north), ferry boats with steam engines which made navigation of rivers much easier (canals to rivers)... especially going upstream!
Innovations such as the steel plow and mechanical reaper helped agriculture, and the factory system led to new textile mills (in the north) and expansion of free labor (wage labor) that contrasted slave labor of the South and led to early labor union movements in factories as well as mines. The South was becoming home of King Cotton simultaneously. (images captured from wordpress.com)

*The National or Cumberland Road began in Cumberland, Maryland (connecting port of Baltimore to Ohio Valley eventually). By 1818 it had the Ohio River, and then eventually to southern Illinois (near St. Louis). It was the first major road built with federal funds. Other projects such as canals were left to the states. New York built the Erie Canal and Pennsylvania built the Pennsylvania Turnpike, for examples.

From USHistory.org:

Another key to the rapidly changing economy of the early Industrial Revolution were new organizational strategies to increase productivity. This had begun with the "OUTWORK SYSTEM" whereby small parts of a larger production process were carried out in numerous individual homes. This organizational reform was especially important for shoe and boot making. However, the chief organizational breakthrough of the Industrial Revolution was the "FACTORY SYSTEM" where work was performed on a large scale in a single centralized location. Among the early innovators of this approach were a group of businessmen known as the BOSTON ASSOCIATES who recruited thousands of New England farm girls to operate the machines in their new factories. The most famous of their tightly controlled mill towns was LOWELL, MASSACHUSETTS, which opened in 1823. The use of female factory workers brought advantages to both employer and employee. The Boston Associates preferred female labor because they paid the young girls less than men. These female workers, often called "LOWELL GIRLS," benefited by experiencing a new kind of independence outside the traditional male-dominated family farm. The rise of WAGE LABOR at the heart of the Industrial Revolution also exploited working people in new ways. The first strike among textile workers protesting wage and factory conditions occurred in 1824 and even the model mills of Lowell faced large STRIKES in the 1830s.

Dramatically increased production, like that in the New England's textile mills, were key parts of the Industrial Revolution, but required at least two more elements for widespread impact. First, an expanded system of credit was necessary to help entrepreneurs secure the capital needed for large-scale and risky new ventures. Second, an improved transportation system was crucial for RAW MATERIALS to reach the factories and manufactured goods to reach consumers. State governments played a key role encouraging both new banking institutions and a vastly increased transportation network. This latter development is often termed the MARKET REVOLUTION because of the central importance of creating more efficient ways to transport people, raw materials, and finished goods.

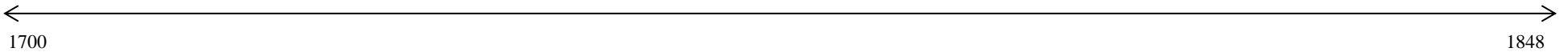
The use of a STATE CHARTER to provide special benefits for a PRIVATE CORPORATION was a crucial and controversial innovation in republican America. The idea of granting special privileges to certain individuals seemed to contradict the republican ideal of equality before the law. Even more than through rapidly expanded banking institutions, state support for internal transportation improvements lay at the heart of the nation's new political economy. Road, bridge, and especially canal building was an expensive venture, but most state politicians supported using government-granted legal privileges and funds to help create the INFRASTRUCTURE that would stimulate economic development.

The most famous state-led creation of the Market Revolution was undoubtedly New York's ERIE CANAL. Begun in 1817, the 364-mile man-made waterway flowed between Albany on the Hudson River and Buffalo on Lake Erie. The canal connected the eastern seaboard and the Old Northwest. The great success of the Erie Canal set off a canal frenzy that, along with the development of the steamboat, created a new and complete national water transportation network by 1840.

Chronological Review...

18th and 19th Centuries – From colonies serving the “Mother Country” and mercantilism... to an independent nation experiencing a Market Revolution --

Create a timeline by noting key events that you reviewed in this activity, explaining them in the space below. You should have at least 10 events. Some of your events may not be associated with a specific year.

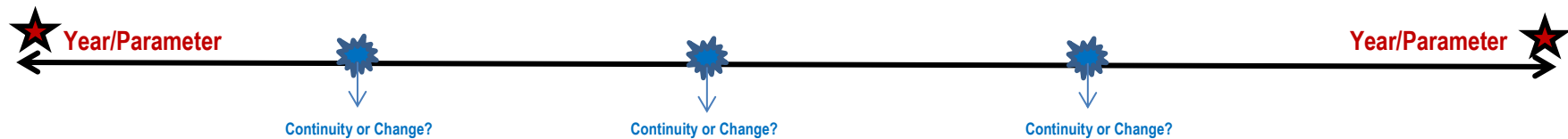


Market Revolution

Prompt: To what extent did the Market Revolution in the early nineteenth century maintain continuity and foster change in the role of the United States government in the American economy and in the lives of American workers? Confine your analysis to 1789-1860.

NOTE: *On the 2017 AP exam, one of the LEQs was: Evaluate the extent to which the market revolution marked a turning point in women’s lives in the United States. In the development of your argument, explain what changed and what stayed the same for women as a result of the market revolution within the period 1800-1850.*

1. What skill is being tested?
2. What is your main topic? Contextualize! Consider local and broad context, and see if you can connect the broad context to an era that precedes or follows the parameters of the prompt. *This can help you set the scene in your introduction and demonstrate understanding of the historical significance of the topic.*
3. What are your parameters? Label the timeline below with these parameters as well as three events or developments that correlate to the Market Revolution. Did these three items create *more* change or maintain *more* continuity? You must have 2/1 ratio. Use the categories provided in the prompt to help you take your stand.



4. Identify *and explain* how your three items maintained continuity or fostered change. Make sure you have specific evidence as well as solid reasons/generalization. Remember to connect to the categories provided in the prompt.
 - a.
 - b.
 - c.
5. Remember when you are asked TO WHAT EXTENT you must directly address that in your thesis! Write your thesis below... *be sure to ATFP (Address The Full Prompt)!*