

Section One (2.01)

OBJECTIVE:
Students will be able to analyze the effects of territorial expansion and the admission of new states to the Union.

1. What term is used to describe the belief that America was meant to possess all land extending from the Atlantic to the Pacific Ocean? **[Pg.44]**
2. Describe the two parts of the Missouri Compromise that allowed it to address the issue of slavery in the territories while maintaining a balance between free and slave states in the Senate. **[Pg.42]**
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3. What was the Trail of Tears? **[Pg.43]**
4. What issue was the focus of James K. Polk in the Presidential election of 1844? **[Pg.44]**
5. What slogan was used to describe America's feeling that they would settle for nothing less than all of the Oregon Territory? **[Pg.44]**
6. How did the Wilmot Proviso propose to handle the territories gained from Mexico as a result of the Mexican War? **[Pg.45]**

Section Two (2.02)

OBJECTIVE:
Students will be able to describe how the growth of nationalism and sectionalism were reflected in art, literature and language.

1. What two authors founded the Transcendentalist movement? What were some of the key beliefs of the movement? **[Pg.48]**
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2. What is civil disobedience? **[Look up the definition!]**
3. What type of art did the Hudson River School focus on to reflect a spirit of nationalism? **[Pg.47]**

4. Explain how each of the following authors expressed nationalism in their literary classics (what they wrote about and where their stories took place):

[Pg.47]

- Washington Irving:
- Nathaniel Hawthorne:
- James Fenimore Cooper:

Section Three (2.03 & 2.04)

OBJECTIVE:

Students will be able to distinguish between the economic and social issues that led to sectionalism and nationalism. Students will be able to assess political events, issues and personalities that contributed to sectionalism and nationalism.

1. Why did the industrial revolution have a greater impact on Northern states than on Southern states? **[Pg.49-50]**

2. Which people made up most of the workers in textile mills such as Lowell Mill? **[Pg.49 and Look up "Lowell Factory System"]**

What labor force was the Southern economy tied to? **[Pg.49-50]**

3. What are the three parts of Henry Clay's American System? Overall, what was the American System supposed to do for America? **[Pg.54]**

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4. List the invention or technology that is associated with each of the following people: **[Pg.49-50]**

- Robert Fulton:
- Eli Whitney:
- Samuel Morse:
- Cyrus McCormick:

5. What warning did America give to European nations with the Monroe Doctrine? **[Pg.52]**

6. What section of the country hated tariffs and why? **[Pg.53]**

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7. What were each of the following court cases about and how did they strengthen the federal government at the expense of state government?

- *McCulloch v. Maryland*: **[Pg.56]**
- *Gibbons v. Ogden*: **[Pg.54]**

8. Why did President Andrew Jackson want to destroy the 2nd Bank of the United States? **[Pg.56]**

Section Four (2.05 & 2.06)

OBJECTIVE:

Students will be able to identify the major reform movements and evaluate their effectiveness. Students will evaluate the role of religion in the debate over slavery and other social movements and issues.

1. What reform movement did the following individuals work on behalf: Frederick Douglass, William Lloyd Garrison and Sojourner Truth? **[Pg.58-59]**
2. What did the attendees of the Seneca Falls Convention demand in their Declaration of Sentiments? **[Pg.59]**
3. What reform movement was led by Horace Mann? **[Pg.58]**
4. What did Dorothea Dix work to see reformed? **[Pg.58]**
5. What reform movement was led by Elizabeth Cady Stanton and Susan B. Anthony? **[Pg.59]**
6. What changes in religion took place during the Second Great Awakening? **[Pg.57]**

Section Five (Distributed Practice of Goal 1 and C&E information)

The New Nation (1789-1820) - The learner will identify, investigate, and assess the effectiveness of the institutions of the emerging republic.

1. Who were the leaders of the first two political parties in America and what were three issues that they disagreed over? **[Pg.26-28]**
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2. What are three examples of how foreign powers disrespected American authority? **[Pg.34-35]**
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3. What were the Alien and Sedition Acts and why was the response to them so negative? What documents attempted to nullify their orders? **[Pg.27-28]**
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4. Why was the case of *Marbury v. Madison* significant in America's political history? **[Pg.29-30]**
5. What are two compromises that had to be agreed upon before the Constitution would be ratified? Describe each. **[Look up "Great Compromise" and "3/5 Compromise"]**
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6. What event showed that the Articles of Confederation must be replaced as America's form of government? **[Pg.25]**