**UNIT 4: The Age of Jackson**

**NATIONALISM, SECTIONALISM & REFORM 1800-1848**

**Unit 4 Test: 11/21 & 11/22**

**Top Ten Unit 4 Identifications: due 11/21**

**Turning Point: Seneca Falls Convention (1848)**

**Organizing Principles:** *Students will understand that…*

**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.

**Essential Questions:**

* How revolutionary was the “Revolution of 1800”? **(NAT-2) (NAT-4) (POL-1) (WXT-2)**
* To what extent did politics became more democratic during the “reign” of Andrew Jackson? **(NAT-2) (NAT-4) (POL-1) (WXT-4)**
* How did technological developments in manufacturing and transportation bring about economic and social change in the early nineteenth century? **(POL-3)** **(WXT-2) (WXT-3)**
* How and why did early nineteenth-century American reformers work to make American society more democratic primarily without the assistance of government? In what ways did their efforts both strengthen and weaken the early American republic? **(NAT-1) (NAT-4)** **(POL-2) (CUL-1) (CUL-2) (CUL-3) (CUL-4)**
* How was the Age of Jackson, 1819-1836, an age of triumphant nationalism and at the same time, an era of divisive sectionalism? **(POL-1) (NAT-2) (NAT-4) (WXT-2)**
* How did United States’ interest in increasing foreign trade and expanding its national borders hape the nation’s foreign policy? **(MIG-2) (WOR-1) (WOR-2)**
* How did American culture through thought, literature and the arts reflect a growing sense of both individualism and nationalism? **(CUL-1) (CUL-2) (CUL-4)**

**Unit Outline:**

**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.

***Students will know that…***

* 1. 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.

1. 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.
2. 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.
3. 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.
4. Regional interests often trumped national concerns as the basis for many political leaders’ positions on slavery and economic policy.

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

* 1. 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
  2. A new national culture emerged that combined American elements, European influences, and regional cultural sensibilities.
  3. Liberal social ideas from abroad and Romantic beliefs in human perfectibility influenced literature, art, philosophy, and architecture.
  4. 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.

1. Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals.
2. Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through **temperance** and other reform efforts.
3. **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.
4. A women’s rights movement sought to create greater equality and opportunities for women, expressing its ideals at the **Seneca Falls Convention**

**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. (i.e. Industrial Revolution,
2. Innovations including textile machinery, steam engines, interchangeable parts, the telegraph, and agricultural inventions increased the efficiency of production methods.
3. 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. (i.e. American System, turnpikes,

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

family relations.

* 1. 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.
  2. 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.
  3. 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.

III. Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging

the growth of different regions.

1. 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.
2. Increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties.
3. 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.
4. 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

**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.

I. Struggling to create an independent global presence, the United States sought to claim territory throughout the

North American continent and promote foreign trade.

1. 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**.
2. 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.

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

into new territories.

1. 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.
2. 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.
3. Congressional attempts at political compromise, such as the **Missouri Compromise**, only temporarily stemmed growing tensions between opponents and defenders of slavery.

**Assigned Reading-Brinkley’s *American History***

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| **Chapter 7, “The Jeffersonian Era”, pp. 182-216**   * The Rise of Cultural Nationalism, pp. 182-191 due 10/29 * Stirrings of Industrialism, pp. 191-195 due 10/29 * Jefferson the President, pp. 195-200 due 10/30 * Doubling the National Domain, pp. 200-205 due 10/30 * Expansion & War, pp. 205-211 due 10/31 * The War of 1812, pp. 211-216 due 10/31 | **Chapter 10, “America’s Economic Revolution”, pp. 260-296**   * The Changing American Population, pp. 261-269 due 11/12 * Transportation, Communication and Technology, pp. 269-274 due 11/12 * Commerce and Industry & Men and Women at Work, pp. 274-284 due 11/13 * Patterns of Industrial Society & the Agricultural North, pp. 284-295 due 11/13 |
| **Chapter 8, “Varieties of American Nationalism”, pp. 217-233**   * Building a National Market & Expanding Westward, pp. 218-224 due 11/4 * The Era of Good Feelings & Sectionalism and Nationalism & The Revival of Opposition, pp. 224-233 due 11/5 | **Chapter 11, “Cotton, Slavery, and the Old South pp. 297-319;**   * The Cotton Economy & White Society in the South, pp. 298-307 due 11/14 * Slavery: The Peculiar Institution & the Culture of Slavery, pp. 307-319 due 11/15 |
| **Chapter 9, “Jacksonian Democracy”, pp. 234-259**   * The Rise of Mass Politics, pp. 235-240 due 11/6 * Our Federal Union & the Removal of Indians, pp. 240-247 due 11/7 * Jackson and the Bank War & the Changing Face of American Politics, pp. 247-259 due 11/8 | **Chapter 12, “Antebellum Culture and Reform”, pp. 320-345**   * The Romantic Impulse, pp. 321-328 due 11/18 * Remaking Society, pp. 328-337 due 11/19 * The Crusade against Slavery, pp. 337-345 due 11/20 |

**CHAPTER 7 Identifications**

Noah Webster

Washington Irving

Second Great Awakening

camp meetings

Samuel Slater

Eli Whitney

cotton gin

Robert Fulton

*Marbury v. Madison*

Toussaint L’Ouverture

Louisiana Purchase

Lewis and Clark expedition

Impressment

Embargo Act of 1807

Non-intercourse Act

Macon’s Bill No. 2

Techumseh

Battle of Tippecanoe

War hawks

War of 1812

Battle of New Orleans

Treaty of Ghent

Hartford Convention

Rush-Bagot Agreement

**CHAPTER 8 Identifications**

National Road

Factory system

Industrialization

Specialization

Robert Fulton

Market revolution

Era of Good Feelings

John Quincy Adams

Sectionalism

Nationalism

American System

Protective tariff

Second Bank of the United

States

Panic of 1819

Missouri Compromise

*McCullough v. Maryland*

*Gibbons v. Ogden*

Adams/Onis Treaty

*Fletcher v. Peck*

*Dartmouth College v.*

*Woodward*

Monroe Doctrine

Corrupt Bargain

Election of 1824/1828

John Quincy Adams

**CHAPTER 9 Identifications**

Andrew Jackson

Dorr Rebellion

Alexis de Tocqueville

Common Man

Spoils System

John C. Calhoun

Nullification

Martin Van Buren

Webster-Hayne Debate

Tariff of Abominations

Indian Removal Act

Black Hawk War

“Five Civilized Tribes”

*Worcester v. Georgia*

Seminole War

Bank War

*Charles River Bridge v.*

*Warren Bridge*

Democrats

Whigs

American System

Panic of 1837

Specie Circular

Log Cabin Campaign

Penny Press

“Tippecanoe & Tyler Too”

Webster-Ashburton Treaty

**Chapter 10 Identifications**

Industrial Revolution

Urbanization

Irish & German Immigration

Nativism

American Party

Know-Nothings

Erie Canal

Baltimore & Ohio

Trunk lines

Telegraph

Interchangeable parts

Elias Howe

Charles Goodyear

Lowell System

Waltham System

Lowell Girls

*Commonwealth v. Hunt*

“free labor”

Cult of domesticity

Oberlin College

Mount Holyoke

*Godey’s Lady’s Book*

Minstrel shows

P.T. Barnum

John Deere

Cyrus McCormick

**Chapter 11 Identifications**

King Cotton

*De Bow’s Review*

Planter class

“Honor”

“Southern Lady”

Paternalism

George Fitzhugh

“peculiar institution”

Task v. Gang system

House slaves

“Sambo”

Gabriel Prosser

Denmark Vesey

Nat Turner

Slave culture

**Chapter 12 Identifications**

Hudson River School

James Fenimore Cooper

Walt Whitman

Herman Melville

Edgar Allen Poe

Southern Romanticism

Transcendentalists

Ralph Waldo Emerson

Margaret Fuller

Brook Farm

Civil Disobedience

New Harmony

Oneida Community

Shakers

2nd Great Awakening

Revivalism

“Burned Over District”

Charles Finney

Temperance

Phrenology

Horace Mann

The Benevolent Empire

Dorothea Dix

Feminism

Seneca Falls Convention

Susan B. Anthony

Sarah and Angelina Grimke

Elizabeth Cady Stanton

Lucretia Mott

American Colonization

Society

William Lloyd Garrison

American Anti-Slavery

Society

Abolition

Frederick Douglass

Amistad

*Prigg v. Pennsylvania*

Sentimentalism