**APUSH Period Four (with a little Period Three)**

Early National Period and Early Antebellum (Jefferson, Industry, Jackson, Early Expansion and Reform) 1792(ish)—1850(ish)

Kennedy, et. al., Chapters 10 (Part 2), 11, 12, 13, 14, 15

These objectives are provided as a guide to what you should know when you are done reading the chapter. Many of you have reported that you find it difficult to read the book, as you are not sure you are “getting” what you are supposed to know. Use these objectives as a way to clue you in to what is important. A possible method is to look over the objectives before you read; then, as you read and note information that relates to the objective, information or outline.

CHAPTER 10:  
Identify or define and discuss the importance of the following concepts or individuals:

make notes about the:

* Thomas Jefferson Pinckney Treaty of Greenville Convention of 1800
* James Monroe Samuel Chase Robert Livingston the Prophet impressments war hawks
* John Adams  
  Citizen Genet Judiciary Act of 1789 Jay’s Treaty  
  Farewell Address
* John Jay  
  compact theory French Revolution XYZ Affair
* Talleyrand  
  nullification  
  Alien and Sedition Acts Neutrality Proclamation

CHAPTER 11:  
Identify or define and discuss the importance of the following concepts or individuals:

* Thomas Jefferson Aaron Burr Albert Gallatin Tecumseh
* John Quincy Adams Macon’s Bill No. 2 impeachment  
  Louisiana Purchase Treaty Judiciary Act (1801) Orders in Council “Revolution of 1800”
* Napoleon Bonaparte William Clark  
  James Madison Henry Clay
* John Marshall judicial review Judiciary Act (1789) Battle of Austerlitz Marbury v. Madison Embargo Act
* Toussaint L’Ouverture William Marbury Meriwether Lewis Zebulon Pike patronage
* economic coercion “midnight judges” Chesapeake Incident Non-Intercourse Act Mosquito Fleet

CHAPTER 12:  
Identify or define and discuss the importance of the following concepts or individuals:

* Oliver Hazard Perry Washington Irving John Quincy Adams Nationalism  
  internal improvements Ohio fever
* Tallmadge Amendment panic of 1819  
  Missouri Compromise Treaty of Ghent Fletcher v. Peck

Chapter 13:

* Andrew Jackson
* John C. Calhoun
* Francis Scott Key
* Noncolonization
* Isolationism
* second Bank of the U.S.
* Tariff of 1816
* Russo-American Treaty (1824)
* Tippecanoe
* Battle of Horseshoe Bend Land Act (1820)
* John Marshall
* William Henry Harrison James Fennimore Cooper sectionalism
* protective tariff
* Monroe Doctrine
* Treaty of 1818
* American System
* Bonus Bill (1817)
* Battle of the Thames Hartford Convention
* Thomas Macdonough James Monroe
* Daniel Webster peculiar institution nonintervention
* Era of Good Feelings
* Cohens v. Virginia
* Florida Purchase Treaty
* Constitution
* Battle of Plattsburgh Virginia Dynasty
* Andrew Jackson, Henry Clay, John C. Calhoun, JQ Adams, Daniel Webster, Nicholas Biddle, Osceola, Stephen Austin, Sam Houston, William Harrison, John Tyler, Santa Anna, Black Hawk,
* Favorite Son
* Election of 1824
* Post Millenialism
* Election of 1836
* NULLIFICATION CRISIS
* Common man
* Anti-slavery movement
* Jacksonian Democracy
* National Republicans
* Revolution of 1828
* Tariff of Abominations
* 12th Amendment
* King Mob
* Corrupt Bargain
* Trail of Tears
* Seminole Indians
* PANIC OF 1837
* Indian Removal Act 1830
* Lone Star Republic
* Independent Treasury
* Democratic Party and WHIG party
* “Pet” banks
* Nullifiers and Unionists

Chapter 14:

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| --- | --- | --- | --- | --- |
| Samuel Slater | Cyrus McCormick | Eli Whitney | Carl Schurz | page2image3709536  Robert Fulton |
| Samuel F.B. Morse | DeWitt Clinton | Catharine Beecher | George Catlin | page2image3714944  “Lowell System”  page2image3715984 |
| industrial revolution | limited liability | transportation revolution | nativism | cult of domesticity |
| Ecological imperialism | Factory System | Market Revolution | Rendezvous System | page2image3720352  Homesteaders |
| Domestic Feminism | Scabs | Interchangeable Parts | Rugged Individualism | page2image3725552  cotton gin  page2image3726592 |
| Clermont | Boston Associates | clipper ships | Ancient Order of Hibernians | “Molly Maguires” |
| General Incorporation Law | Pony Express | Commonwealth v. Hunt | Tammany Hall | Order of the Star Spangled Banner |
| sewing machine | “Know Nothing” Party | Kentucky bluegrass | “twisting the lion’s tail” | page2image3736160  Market Economy  page2image3737200 |
| Erie Canal | National Road | Investing | Telegraph | Sectionalism in Economy |

Chapter 15:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Dorothea Dix | Stephen Foster | James Russell Lowell | Neal Dow | page2image1658768  Washington Irving  page2image1660016 |
| Oliver Wendell Holmes | Lucretia Mott | James Fenimore Cooper | Horace Mann | Peter Cartwright |
| Noah Webster | Sylvester Graham | Elizabeth Cady Stanton | Edgar Allen Poe | Susan B. Anthony |
| Ralph Waldo Emerson | Nathaniel Hawthorne | Robert Owen | Henry David Thoreau | Herman Melville |
| Charles G. Finney | William H. McGuffey | Joseph Smith | Emma Willard | Louis Agassiz |
| Walt Whitman | John J. Audubon | Henry Wadsworth Longfellow | Gilbert Stuart | Francis Parkman |
| Louisa May Alcott | Brigham Young | Phineas T. Barnum | Stephen Foster | Hudson River school |
| Transcendentalism | Shakers | Maine Law | Unitarianism | Second Great Awakening |
| Millerites | Knickerbocker Group | Burned-Over District | Declaration of Sentiments | Mormons |
| Oneida Community | American Temperance Society | Women’s Rights Convention |  |  |

OBJECTIVES AND STUDY QUESTIONS:

Chapter 10, Part 2 Objectives

1. Describe the causes of the “undeclared war” with France and explain Adams’ decision to move toward peace rather than declare war.
2. Describe the poisonous political atmosphere that produced the Alien and Sedition Acts and the Kentucky and Virginia resolutions.

Chapter 10, Part 2 Review Questions

1. What were the basic goals of Washington’s and Adams’ foreign policies, and how successful were they in achieving them?
2. How did divisions over foreign policy create the poisonous political atmosphere that produced both the Alien and Sedition Acts and the Kentucky and Virginia Resolutions?
3. Although Federalists and Republicans engaged in extremely bitter political struggles during this period, they both retained their basic commitment to republican government, and at the end of the decade, the Federalists peacefully handed over power to the Republicans. What characteristics of American politics and society enabled them to keep their conflict within bounds?

Chapter 11 Objectives:

1. Explain how Jefferson’s moderation and compromises turned the “Revolution of 1800” into a relatively smooth transition of party control from Federalists and Republicans.
2. Describe the conflicts between Federalists and Republicans over the judiciary and the important legal precedents that developed from these conflicts.
3. Describe Jefferson’s basic foreign policy goals and how he attempted to achieve them.
4. Describe how America became entangled against its will in the turbulent international crisis of the Napoleonic

Wars.

1. Describe the original intentions and actual results of Jefferson’s embargo and explain why it failed.
2. Explain the complex causes of the War of 1812.

Chapter 11 Review Questions:

1. How did Jefferson end up modifying some of his Republican beliefs in strict constructionism, limited federal government, and militarism in the face of events during his presidency?
2. How did the conflict between Federalists and Republicans over the judiciary lead to a balance of power among political interests and different branches of government?
3. What were the political and economic consequences of the Louisiana Purchase? Why is the purchase considered “Jefferson’s most glorious achievement as president?”
4. Why did Jefferson impose the embargo, and why did it fail?
5. What were the real causes of the War of 1812? Was the declaration of war a “mistake,” or the result of

deliberate policies by new American political forces?

1. What was the significance of the Jeffersonian “Revolution of 1800” in relation to the new republican experiment

and the fierce political battles of the 1790s?

Chapter 12 Objectives

1. Describe the failed American attempts to conquer Canada and their consequences.

1. Describe the major issues and terms of the Treaty of Ghent and explain the long-term results of the War of 1812 for the United States at home and abroad.
2. Describe the burst of American nationalism that followed the War of 1812.
3. Describe the major economic developments of the period, particularly the tariff, finances, and the panic of 1819.
4. Indicate how John Marshall’s Supreme Court promoted the spirit of nationalism through its rulings in favor of

federal power.

1. Describe the Monroe Doctrine and explain its real and symbolic significance for American foreign policy.

Chapter 12 Review Questions

1. What were the broad consequences of the War of 1812?
2. What were the most important signs of the new American nationalism that developed in the period 1815—

1824?

1. How id the forces of nationalism compete with the sectional interests in the economic and judicial struggles of

the period?

1. What role did the West play in such crucial issues of the period as the tariff, internal improvements, and the

expansion of slavery?

1. Discuss the role of Henry Clay, John C. Calhoun, and Daniel Webster in the events and issues of the period

1815—1824. Is it valid to see Clay as a spokesman for the West, Webster for the North, and Calhoun for the

South?

1. Why had the Jeffersonian Republicans, by 1815—1824, adopted many of the principles of “loose construction”

once held by Hamiltonian Federalists? What kinds of strong federal power did the Republicans use, and what kinds were they still reluctant to employ?

Chapter 13 Review Questions:

1. Describe and explain the growth of the “Mass Democracy” in the 1820s.
2. Indicate how the “corrupt bargain” of 1824 and Adams’ unpopular presidency set the stage for Jackson’s

election in 1828.

1. Analyze the significance of Jackson’s victory in 1828 as a triumph of the “New Democracy.”
2. Describe the political innovations of the 1830s, especially the rise of mass parties, and indicate their significance

for American politics and society.

1. Describe Jackson’s policies of westward expansion and his harsh removal of the southeastern Indian nations on

the Trail of Tears.

1. Explain Jackson’s economic and political motives in the “Bank War,” and point out the consequences of

Jacksonian economics for his successor Van Buren after the Panic of 1837.

1. Describe the “spoils system” and indicate its importance for American politics.
2. Describe the different ways that each of the new mass political parties, Democrats and Whigs, promoted the

democratic ideals of liberty and equality among their constituencies.

Chapter 13 Review Questions

1. Why was Andrew Jackson such a personally powerful embodiment of the new mass democracy in the 1820s and 1830s? Would mass democracy have developed without a popular hero like Jackson?
2. Why did Calhoun and the South see the Tariff of 1828 as such an “abomination” and raise threats of nullification over it?
3. Discuss the attitudes, policies, and events that led to the “Trail of Tears” Indian removal in 1837.
4. How did Jackson’s “Bank War” demonstrate the powerful uses to which the modern mass democratic political

machine could be put? Was Biddle’s Bank a real threat to the economic welfare of the ordinary citizens to

whom Jackson appealed, or was it more important as a symbol of eastern wealth and elitism?

1. How did the Panic of 1837 and the subsequent depression reflect the weaknesses of Jackson’s economic and

financial policies? Why was Martin Van Buren unable to cope with political opposition as Jackson had?

1. Does Andrew Jackson belong in the “pantheon” of “great” American presidents? Why or why not?
2. Andrew Jackson was a southerner and a large slaveholder, yet he nearly led the U.S. Army to invade and crush

South Carolina when that state attempted to nullify and resist a federal law. Why?

1. Was the “Texas Revolution” against Mexico more about the expansion of American slavery into the West than it was about the rights of settlers in Mexico?
2. What did the two new democratic parties, the Democrats and the Whigs, really stand for? Were they actual ideological opponents or were their disagreements less important than their shared roots in the new mass democracy?
3. Compare the two-party political system of the “New Democracy” with the first two-party system of the early Republic. In what ways were the two systems similar, and in what ways were they different? Were both parties of the 1830s correct in seeing themselves as heirs of the Jeffersonian Republican tradition rather than the Hamiltonian Federalist tradition?

Chapter 14 Objectives:

1. Describe the movement and growth of America’s population in the early nineteenth century.
2. Describe the effects of Irish and German immigration on American society.
3. Explain why America was relatively slow to embrace the industrial revolution and the factory.
4. Describe the early development of the factory system and Eli Whitney’s system of interchangeable parts.
5. Outline early industrialism’s effects on workers, including women and children.
6. Describe the impact of new technology and transportation systems on American business and agriculture, particularly in expanding the market economy and creating a sectional division of labor.
7. Describe the sequence of major transportation system that developed from 1790 to 1860 and indicate their economic consequences.
8. Describe the effects of an increasingly specialized market economy (the market revolution) on American society, including the new disparities between rich and poor.

Chapter 14 Review Questions:

1. How did changes in the size and character of the population affect American social and economic life from 1790 to 1860?
2. How did the existence of a vast western frontier shape Americans’ values and society in the period 1790-1860?
3. What were the effects of the new factory and corporate systems of production on early industrial workers, and

how did they respond to these conditions?

1. How did the new transportation systems create a commercially linked national economy and a specialized

sectional division of labor?

1. What was the impact of the new economic developments on the role of women in society?
2. In America, early industrialization, westward expansion, and growing sectional tension all occurred at the same

time. How was the development of the economy before the Civil War related to both the westward movement

and increasing sectional conflict?

1. Should the rise of early American industry and the “market revolution” be seen as an expression of the

American democratic spirit and the rises of mass politics, or did emerging market capitalism actually THREATEN American principles of democracy, equality, and liberty?

Chapter 15 Objectives:

1. Describe the changes in American religion and their effects on culture and social reform.
2. Describe the cause of the most important American reform movements of the period.
3. Explain the origins of American feminism and describe its essential principles, and summarize its early successes

and failures.

1. Describe the utopian and communitarian experiments of the period.
2. Identify the early American achievements in the arts and sciences.
3. Analyze the American literary flowering of the early nineteenth century, especially in relation to

transcendentalism and other ideas of the time.

Chapter 15 Review Questions:

1. What major changes in American religion occurred in the early nineteenth century, and how did they reflect the spirit of American democracy and liberty?
2. What were the successes and failures of the many American reform movements of the early nineteenth century? Was the failure of some of them (e.g., peace reform) due to entrenched social conservatism, or to weaknesses in the movements themselves?
3. What was the relationship between the evangelical revivals of the “Second Great Awakening” and the spread of American social reform movements and utopian ideas?
4. How did the first American feminists propose altering the condition of women, and what success did they have?
5. Compare the first American achievements in the sciences with those in the arts. Which were the most

successful, and why?

1. What were the major concerns of America’s greatest imaginative writers in the early nineteenth century? Did

those writers fundamentally reflect the deepest values of American culture, or were they at odds with the main

currents of American society and politics?

1. In what ways were the movements of American religion, reform, and culture an outgrowth of the American

Revolution and American independence, and in what way did they reflect the qualities of American life reaching

back to the Puritans?

1. Which American writer or thinker would you select as the most important and insightful figure of the early

nineteenth century: Ralph Waldo Emerson, Henry David Thoreau, Elizabeth Cady Stanton, or Herman Melville? Defend your choice by explaining that person’s impact on American culture and society.

SUPREME COURT CASES—Chapter is indicated

PRESIDENTS:

George Washington John Adams Thomas Jefferson James Monroe John Quincy Adams Andrew Jackson Martin Van Over

Chisholm v. Georgia (1793) Marbury v. Madison (1803) (11) McCulloch v. Maryland (1819) (12) Cohens v. Virginia (1821) (12) Cherokee Nation v. Georgia (1831) Commonwealth v. Hunt (1842)

Remember the Unit Breakdown:

Early National Period: Nationalism/Era of Good Feelings: Industrialism:  
Early Territorial Expansion:

Ware v. Hylton (1796)  
Fletcher v. Peck (1810) (12)  
Dartmouth College v. Woodward (1819) (12) Gibbons v. Odgen (1824) (12)  
Charles River Bridge v. Warren Bridge (1837)

1789—1812(ish)  
1815—1845(ish)  
1791—1860(ish) We stop at 1840s for this unit. 1803—1848