



# APUSH Period 4

Contextualization and Key Concept Review

Period 4: 1800-1848

Election of 1800

Jacksonian Era  
1824-1840

Mexican-  
American War  
1846-1848

## Contextualizing Period 4

- ☐ Revolutionary War- 1776-1783
  - ☐ Divided nation- Patriots vs. Loyalists/Tories vs. Neutral/Ambivalent
  - ☐ Fighting for natural rights
- ☐ Articles of Confederation
  - ☐ Reaction to “tyrannical” British rule (remember the break-up analogy)
  - ☐ Ineffective government where power was held by the states
- ☐ Constitution
  - ☐ Federalism, checks and balances---to prevent a tyrannical government
  - ☐ Small states vs. large states (Great Compromise), slave states vs. free states (3/5th Compromise), democracy vs. republic (direct election for House of Representative, Electoral College for president)
- ☐ Washington and Adams
  - ☐ Setting precedents- cabinet, 2 terms, farewell address
  - ☐ Economy- Hamilton’s Financial Plan
  - ☐ Foreign Policy- Neutrality (non involvement in French Revolution)
  - ☐ Partisan Politics- Federalists vs. Democratic Republicans
- ☐ Election of 1800- Peaceful Revolution, peaceful transfer of power

## Period 4 Key Concepts

### 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.**

- Jeffersonians- Democratic-Republicans- favored states rights and reducing the size of the federal government
  - Neutrality was still favored, however the War of 1812 happened regardless
    - Embargo Act of 1807, Non Intercourse Act- in lead up to war
    - Federalists were opposed to the war- Hartford Convention- led to the end of the Federalist Party
    - War Hawks- Henry Clay and John C. Calhoun wanted westward expansion
    - Native Americans were the group who lost the most from the War of 1812
  - Following the war, Federalist ideals of a protective tariff and a national bank led to what would become the American System
- Marshall Court- a result of Adams' Midnight Appointments just before he left office (Use [this link](#) to see more Marshall cases. He was there until 1832 so some of the cases on the site were not his)
  - Marbury v. Madison- established the principle of judicial review (the ability of the Supreme Court to determine the constitutionality of laws)
  - McCulloch v. Maryland- ruled that the national government is supreme, the Bank of the United States is constitutional
- Era of Good Feelings- 1816-1824
  - Following the War of 1812, increased patriotism, veneration of Revolutionary leaders
  - "Death" of the Federalists led to one party rule (for the most part)- Democratic-Republicans
  - Nationalism in the form of the American System- tariff, Bank, internal improvements (roads and canals)
  - Ends with the Corrupt Bargain
    - Election of 1824- John Quincy Adams vs. Jackson
    - No majority in the Electoral College, goes to the House of Representatives
    - Clay swings votes for Adams
    - Adams makes Clay his Secretary of State

## More Period 4 Key Concepts

- ☐ Emergence of the Second Party System- The Age of Jackson
  - ☐ Democrats led by Jackson, Whigs led by Clay
  - ☐ Increased democracy- removal of property requirements for voting
  - ☐ Institution of the Spoils System by Jackson
- ☐ Sectionalism vs. Nationalism
  - ☐ Tariff of Abominations (aka Tariff of 1828)- led to Calhoun and the Nullification Crisis
  - ☐ Jackson vetoed the national road bill (Maysville Road) and other internal improvements
  - ☐ Debates on slavery led to Gag Rule in the House of Representatives (JQ Adams fought against this)
  - ☐ Debates over expansion (Texas and Mexican-American War)
- ☐ Reform- Second Great Awakening
  - ☐ Feelings became more important than reason
  - ☐ Rise of Evangelical Movement which was more democratic- Methodists, Baptists, Mormons, Burned-Out District (NYS)
  - ☐ Reforms
    - Temperance (American Temperance Society), Prison/Mental Health (Dorothea Dix), Education (Horace Mann), Women's Rights (Mott and Stanton), Abolition (American Anti-Slavery Society)
    - Utopian (Brook Farm, Oneida Community, Shakers) and Transcendental (Thoreau, Emerson)
- ☐ African Americans
  - ☐ "Spectrum" of abolitionist movements- African Colonization Society, gradual manumission, William Lloyd Garrison, Frederick Douglass, Harriet Tubman, Sojourner Truth, Nat Turner's slave revolt, David Walker
  - ☐ Arguments in the North- from being anti-republican to being a sin
  - ☐ Arguments in the South- from a necessary evil to a positive good
- ☐ Women
  - ☐ Cult of Domesticity, Mill Girls (Lowell Mills)
  - ☐ Elizabeth Cady Stanton and Lucretia Mott organized the Seneca Falls Convention in 1848, which declared that "All men and women are created equal"

## More Period 4 Key Concepts

### 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.**

- Market Revolution
  - Market Revolution resulted when transportation networks were built in the 1820s to make delivery of supplies and goods faster, more efficient, and farther reaching
  - Transportation Revolution- roads, canals (Erie Canal- opened up transportation from East to West, importance of NYC), steamboat, railroads
  - Inventions- for textile production (spinning jenny), for farming (steel plow, mechanical reaper), interchangeable parts, telegraph
  - Growth of Cities, mainly in the North
  - Legislative and Judicial Support
    - Gibbons v. Ogden- National government regulates interstate trade
    - American System- protective tariffs, internal improvements, national bank
  - Workers
    - Women- Putting Out System, Lowell Mills
    - Immigrants- mainly Irish and Germans
    - Dependency on slave labor to bring cotton to North for textile mills
    - Start of labor unions
  - Wealth- Rise of the Middle Class, rich rose up, poor barely survived
  - Immigration (Old Immigration)
    - Northern and Western Europe- Irish- discrimination, nativism, Know-Nothing Party
    - Irish mainly settled in cities (NYC and Boston), many immigrants moved to midwest
  - South- Cotton is King
    - Invention of Cotton Gin saved cotton plantation system in the South, increased profitability
  - Differentiation in economies from North, South, and West

## More Period 4 Key Concepts

### **Key Concept 4.3:**

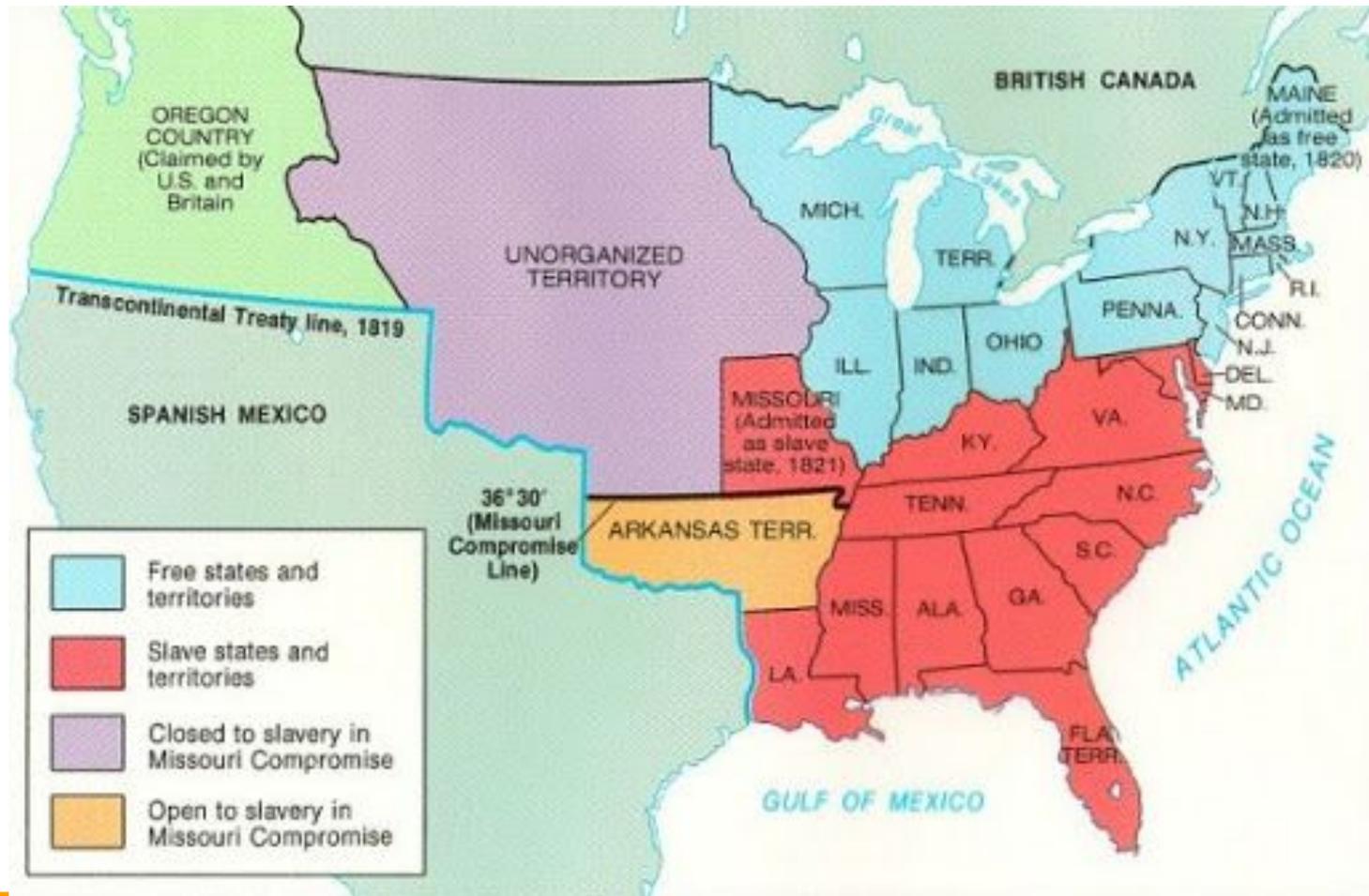
**The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.**

- Louisiana Purchase
  - Purchased from France, doubled the size of the United States, full access to the Mississippi River, led eventually to the Missouri Compromise
- War of 1812
  - Partially due to conflict over impressment with Britain, partially a means for expansion into the West and even Canada
- A few smaller treaties- Adams-Onis=Florida, others gave lands along Canadian border
- Monroe Doctrine
  - Initially seen as an act of neutrality to urge European nations to not get involved in affairs in the Western Hemisphere (and America stated it would not get involved in European affairs)
    - Long-term- became the basis for the Roosevelt Corollary (aka Big Stick Policy) and imperialist policy in the early 1900's
- Native Americans
  - Lost during War of 1812
  - Won legal battles in cases such as Worcester v. Georgia (only the national government has the right to make treaties with Indian Nations)
    - Resulted in Jackson ignoring ruling and the Trail of Tears
  - Other examples: Tippecanoe, Horseshoe Bend, Black Hawk War, Indian Removal Act, Trail of Tears
- Debates over the expansion of slavery
  - Missouri Compromise- Missouri= slave, Maine=free, 36' 30 line
  - Debate over the annexation of Texas and the Mexican-American War
  - Rise of abolitionist movements (see [here](#))

Check out the gif on the next page which shows America's expansion over time!



# Missouri Compromise



## Rubric Break!

### 10 Point Rubric

- Contextualization**
  - What was happening in the lead up to the prompt?
- Thesis**
  - What are you proving in your essay?
- Summarizing 2 documents**
  - What are the documents talking about?
- Analyzing 2 documents**
  - Relate them back to your thesis
- Analyzing 2 more documents**
  - For a total of 4 documents
  - Difficult to get this point- maybe don't attempt
- HIPPING 1 document**
  - Be sure to APE your HIPP
- HIPPING 1 more document**
  - For a total of 2 HIPPs
- Outside Info- 1 piece**
  - Something not mentioned in the documents
- Outside Info- 1 more piece**
  - For a total of 2 pieces of outside info
- Complexity (aka Unicorn)**
  - Get by doing one of the following:
    - Cause/Effect, Compare/Contrast, Continuity and Change Over Time (CCOT)

Try to include at least 3 pieces of outside info in body paragraphs

### Outlining the Essay

- Introduction
  - Contextualization**
  - Thesis**
- Body Paragraph
  - 1-2 Documents
    - Choose documents that you know and can thoroughly understand
    - You will attempt to: **describe** each document, **HIPP** it, and link it to the prompt (**analysis**)
  - Body Paragraph
    - 1-2 Documents
      - This might be where you give another reason to address your prompt (ex- here's another reason why the colonists wanted independence) OR this might be where you give a counterpoint (not everyone wanted independence)
- Conclusion
  - Restate **thesis**
  - Attempt **Unicorn**

Focusing on 2-3 docs, with a solid intro, and some outside info can get you a bunch of points!

\*My suggestion- focus on 2-3 documents that you can REALLY explain thoroughly. Forget about the Unicorn.