**Age of Jackson**

1. Age of Jackson
   1. Trends
      1. Population shift and the West becomes politically powerful
      2. Adult Whit male 21 yrs. old, educated and property owner were usual voters, but land easy to obtain, property qualifications and education dropped.
   2. The Age of Jackson and the Rise of the Common Man
      1. The Planter Elite in the South
      2. People on the Frontier
      3. State Politicians – spoils system
      4. Immigrants in the cities.
   3. Jackson’s Faith in the Common Man
      1. Intense distrust of Eastern “establishment,” monopolies, & special privilege.
      2. His heart & soul was with the “plain folk.”
      3. Belief that the common man was capable of uncommon achievements.
   4. Common Man Democracy
      1. Powerful movement to expand involvement and participation of the common man.
         1. Land easy to obtain in the West so property qualifications were dropped
         2. Education not as important
         3. Common Man and the West become politically powerful
      2. Jackson stood for the common man which was most of the population
      3. Jackson brought democracy to the common man
         1. Bricklayers
         2. Blacksmith
         3. Farmers
         4. Carpenters
         5. The Working Class
      4. European visitors to the U.S. in the 1830s were amazed by the informal manners and democratic attitudes of Americans
         1. Alex de Tocqueville
            1. The hero of the age was the “self-made man”
2. Common Man Democracy
   1. Jeffersonian Democracy
      1. People should be governed as little possible
   2. Jacksonian Democracy
      1. Whatever governing needed to be done, it should be done by the common man.
      2. “Government by the majority of people; instead of a government governed by the upper class was introduced during Jackson’s Presidency.
      3. Property ownership/education not needed to vote
      4. Growth of political power of the working class
      5. Increased number of elected officials
      6. Land easy to get out West
      7. Ideas of the DOI become important and people saw inequalities in society.
3. Jackson's Early Life
   1. Background
      1. Born March 15, 1767, on North Carolina/South Carolina border
      2. Father died when was baby.
      3. Read a copy of the DOI to the townspeople who were illiterate.
      4. Hated the British and blamed them for the death of his mother and brother.
      5. Orphaned at 13, self-educated and no formal education
      6. Did not care for President Washington
      7. Called him an “aristo” (short for aristocrat or “upper class, wealthy and rules”)
   2. Jackson the Man
      1. Emotional, arrogant and passionate.
      2. Dueled---could drink, smoke, curse and fight with the best of them
      3. Lawyer, Judge, senator, general and finally President
      4. First president from the West
      5. Appealed to the Common Man because he was one……
   3. General Jackson's Military Career
      1. Defeated the Creeks at Horseshoe Bend in 1814
      2. Defeated the British at New Orleans in 1815
      3. Took Florida and claimed it for the US in 1819.
      4. Loved by his soldiers called him “Old Hickory”
4. Jackson's First Presidential Run (1824)
   1. Jackson’s Opponents in 1824
      1. Henry Clay [KY]
      2. John Quincy Adams [MA]
      3. William H. Crawford [GA]
   2. Adams vs Jackson
      1. Even with Jackson winning the popular vote, he had to win the electoral vote as well.
      2. There were 261 total electoral votes and Jackson needed 131 to win the electoral vote and the election.
      3. Jackson did not receive a majority of electoral votes to win the election.
      4. Sent to the House of Representatives to choose the president.
   3. Corrupt Bargain
      1. Henry Clay gives his support to John Adams and the House of Representatives chooses Adams as the President.
      2. Two weeks later, Adams appoints Henry Clay as his Secretary of State.
      3. Jackson cries out corruption and calls this the “Corrupt Bargain.”
      4. Jackson promises he would run again for the Presidency in 1828 and would smash Adams.
5. John Quincy Adams
   1. Presidency
      1. One of the ablest men, hardest workers, and finest intellectuals ever in the White House.
      2. Tried to promote not only manufacturing and agriculture, but also arts, literature, & science.
      3. But he lacked the common touch and refused to play the game of politics.
      4. Most found him cold and tactless.
      5. Could not build any popular support for his programs.
      6. Successful as Sec. of State
      7. Not popular, failed to relate the common man.
      8. Supported protective tariff, BUS and internal improvements
      9. Minority president, last of the Federalists and connection with the Founding Fathers….
      10. The election had united his enemies and was creating a new party system
      11. Adams, Clay, and the minority became National-Republicans
      12. Jackson and the majority became the Democratic-Republicans (later just Democrats)
6. Election of 1828
   1. Political Parties after Election of 1824
      1. Political world changed during the New Democracy. Two new political parties emerge

NATIONAL REPUBLICANS

Adams, Clay and Webster

Strong National Government.

Favored the BUS, tariffs, internal improvements, industry, public schools and moral reforms such as prohibition of liquor and abolition of slavery.

Best/privileged run the Government

DEMOCRATS

Jackson and Calhoun

Believed in state’s rights and

Federal restraint in economic and social affairs.

Favored the liberty of the individual and were fiercely on guard against the inroads of privilege into the government.

Protected the common man

* 1. Mudslinging
     1. One of the worst elections in US History for its “mudslinging.”
     2. Anti-Adams people accused him of hiring a servant girl a visiting Russian ambassador.
     3. Adams was accused of gambling in the White House.
     4. Rachel Jackson
        1. As a result of this, Jackson’s wife Rachel, died of a heart attack just before he became President…He blamed Adams and Clay and never forgave them.
  2. Difference between the election of 1824 and 1828
     1. Population shifts to the West and South which gave the Common Man more political power
     2. More men voting in 1828----why?
        1. Property restrictions and education dropped.
        2. Jackson appealed to common man because he was one.
        3. 1800 WMA 21 yrs. old, educated and property owner…….
        4. 1830 Several states would drop property qualifications and education…….
  3. Nominating Process Changes
     1. 1790 to 1828
        1. Caucus
           1. small group of individuals who would choose a candidate
     2. 1828 to 1900
        1. Convention
           1. Members from the political parties nominate a candidate.
           2. Eliminated, “King Caucus”
     3. Current System Used
        1. Direct Primary
           1. allow registered voters to participate in choosing a candidate

1. President Andrew Jackson
   1. King Mob
      1. Jackson’s Inaugural was a victory for the Common Man
      2. Thousands of commoners came to Washington, D.C. to see Jackson inaugurated
   2. Eaton Affair
      1. Peggy (O’Neal) Eaton was the wife of Jackson’s secretary of war (John Eaton) who was the target of malicious gossip by other cabinet wives
      2. Became her “champion” and stood up for her because of what happened to his late wife.
      3. When Jackson tried to force the cabinet wives to accept Eaton socially, most of the cabinet resigned.
      4. VP Calhoun resigns and goes back to South Carolina.
      5. Jackson creates the “kitchen cabinet” which were informal advisers, Jackson’s “good ole boys”.
   3. Jackson's Native-American Policy
      1. Jackson’s Goal
         1. Expansion into the southwest for southern planters
      2. Indian Removal Act of 1830
         1. 5 Civilized Tribes: (forced removal)

Cherokee

Creek

Choctaw

Chickasaw

Seminole

* + 1. Cherokee Nation v. GA (1831)
       1. In this court case in 1831, the Cherokees fought for defense against the Indian Removal Act and against the Georgia Legislature's nullification of Cherokee laws.
       2. Chief Justice John Marshall ruled that the Cherokee had "an unquestionable right" to their lands, but that they were "not a foreign state, in the sense of the Constitution" but rather a "domestic, dependent nation" and so could not sue in a United States court over Georgia's voiding their right to self-rule.
       3. Although this was a blow to the Cherokee case against Georgia, it cast doubt on the constitutionality of the Indian Removal Act.
    2. Worcester v. GA (1832)
       1. In this 1832 court case, the Supreme Court reversed itself and ruled that the State of Georgia could not control the Cherokee within their territory.
       2. The case revolved around two missionaries, Samuel Austin Worcester and Elizur Butler, who were welcomed by the Cherokee but who had not obtained a license under Georgia law to live on Cherokee lands.
       3. Worcester and Butler, unlicensed missionaries welcomed by the Cherokee, disobeyed Georgia's orders to take an oath of allegiance to the state or leave Cherokee land.
    3. Jackson: John Marshall has made his decision, now let him enforce it!
    4. Trail of Tears
       1. Division of Cherokee Nation
          1. Cherokee went from being a peaceful nation to a group of people who were divided.
          2. Some Cherokee in cooperation with the US government illegally signed the Treaty of New Echota
          3. US government would give land and goods to the Cherokee who left their land peacefully.
          4. Georgia and the U.S. government used the treaty as justification to force almost all of the 17,000 Cherokees from their southeastern homeland.
  1. The Tariff and Nullification Issue
     1. Tariff of 1828 🡪 “Tariff of Abomination”
        1. The constitutional doctrine of implied powers was used to justify higher protective tariffs
        2. Protective tariff would be raised to 45% on a dollar.
        3. South upset with this b/c they saw the US Govt. favoring the North and industry…
        4. Feared the US Govt. would take away slavery
     2. John C. Calhoun
        1. Resigns as VP because of the Eaton Affair and Tariff of 1828
        2. Becomes a US Senator from South Carolina and defends slavery and state’s rights.
        3. Calhoun threatened secession (leaving the US) if tariff was not lowered.
        4. Calhoun believed in the doctrine of nullification or each state had the right to decide whether to obey a federal law or to declare it null and void
           1. South Carolina Exposition---Compact theory
     3. Jackson’s Response
        1. Jackson persuaded Congress to pass a Force Bill giving the president authority to take military action in SC
        2. Jackson issued a Proclamation to the People of SC stating that nullification and disunion were treason
        3. Jackson also suggested that Congress lower the tariff
     4. Webster v. Hayne Debate
        1. Daniel Webster of Massachusetts debated Robert Hayne of SC on the nature of the federal Union under the Constitution in 1830
        2. Webster attacked the idea that any state could defy or leave the Union
        3. Hayne argued that the states had the right to nullify federal laws believed to be unconstitutional
     5. Compromise of 1833
        1. Henry Clay proposes a compromise
        2. Tariffs were gradually lowered---25% over 10 years
        3. South Carolina dropped nullification
        4. South lost its dominance to North and West
        5. Jackson preserved the Union
        6. Southerners believed they were becoming a permanent minority
        7. As that feeling of isolation grew, it was not nullification but the threat of secession that ultimately became the South’s primary weapon.
  2. The Bank of War
     1. Background
        1. The Bank of the United States, although privately owned, received federal deposits and attempted to serve a public purpose by cushioning the ups and downs of the national economy
        2. Jackson believed BUS was too powerful because it was privately owned.
        3. Considered it unconstitutional regardless of Marshall’s *McCulloch vs. Maryland*
        4. Should be controlled more by government and the people because it was corrupt.
     2. Election of 1832
        1. Nicholas Biddle, BUS President, Henry Clay and Daniel Webster supported the BUS
        2. Jackson believed that the Bank of the United States was unconstitutional
        3. In 1832, an election year, Henry Clay decided to challenge Jackson on the bank issue by persuading a majority in Congress to pass a bank recharter bill
        4. Jackson vetoed this bill
        5. Opponents referred to him as King Andrew because used the veto more than any president to that time…..12 times
        6. Destroyed the BUS in 1832 with the veto.
        7. An overwhelming majority of voters approved of Jackson’s veto
        8. Jackson won reelection with more than ¾ of the electoral vote
  3. Effects of Bank of US Closing
     1. 1841: the bank went bankrupt!
     2. Soft Money
        1. state bankers felt it restrained their banks from issuing bank notes freely.
        2. Supported rapid economic growth & speculation.
     3. Hard Money
        1. felt that coin was the only safe currency.
        2. didn’t like any bank that issued bank notes.
        3. suspicious of expansion & speculation.
     4. Federal money is put into state banks (“pet banks” or wildcat banks)
  4. Specie Circular Act
     1. “wildcat banks” were giving lots of money to speculators to purchase land
     2. Required all buy future federal land only with gold or silver.
     3. Result of Specie Circular
        1. Banknotes lose their value and land sales plummeted.
        2. Credit not available, businesses began to fail, and unemployment rose.
        3. Leads to Panic of 1837

1. Jackson's Legacy
   1. Accomplishments
      1. Enlarged the power of the presidency
      2. “The President is the direct representative of the American people”
      3. Only responsible to the people, not Congress
      4. Converted the veto into an effective presidential power
      5. The veto would help presidents shape legislation in Congress
      6. Political parties seen as a positive good
   2. King Andrew
      1. Opponents referred to him as King Andrew because used the veto more than any president to that time…..12 times
      2. Used veto to benefit the Common Man.
      3. Destroyed the BUS in 1836
      4. Used the veto for personal revenge against his enemies.
         1. Henry Clay----Maysville Road
      5. Opposed increasing federal spending and the national debt
      6. Interpreted the powers of Congress narrowly
      7. Kitchen cabinet
   3. Failures
      1. Growing social stratification
      2. Gap between rich and poor visibly widened
      3. Jackson’s financial policies and lack of a national bank helped lead to the Panic of 1837, which was a serious depression that lasted until 1843
   4. Two new political parties emerge

WHIGS

Strong national govt.

Favored the BUS, protective tariffs, internal improvements, industry, public schools and moral reforms such as prohibition of liquor and abolition of slavery.

Best and privileged run the govt.

DEMOCRATS

Believed in state’s rights and federal restrain in economic and social affairs.

Liberty of the individual and were fiercely on guard against the inroads of privilege into the government. Pro-slavery

Protected the common man.

1. The Presidency of Martin Van Buren
   1. V.P. Martin Van Buren wins in 1836
   2. Van Buren did not appeal to the common people
   3. Panic of 1837
      1. Blamed on the Democrats
      2. “Van Ruin’s” Depression
   4. Divorce Bill
      1. separating the bank from the government and storing money in some of the vaults of the larger American cities, thus keeping the money safe but also unavailable that advocated the independent treasury, and in 1840, it was passed.
2. Election of 1840
   1. “Log Cabin and Hard Cider”
      1. William Henry Harrison (Whig)
         1. “Tippecanoe and Tyler too”
         2. “Van! Van! Is a Used-up Man!
   2. The Whigs’ Triumph

**The Market Revolution**

1. Migration and Immigration
   1. Westward Movement
      1. Americans marched quickly toward west
      2. very hard w/ disease & loneliness
      3. Frontier people were individualistic, superstitious & ill-informed
      4. Westward movement molded environment
      5. tobacco exhausted land
   2. Population Growth from 1780 to 1860
      1. 1780 3,929,214 people
      2. 1830 12,866,020 people
      3. 1860 31,443,321 people
   3. Population Density
      1. Population Density is highest along the coast near the big cities, but population is spreading out further west
   4. The March of Millions
      1. High birthrate accounted for population growth
      2. Population doubling every 25 years
      3. Near 1850s, millions of Irish, German came
      4. Beginning in 1830, immigration in the US soared
   5. Irish Immigration
      1. Irish Potato Famine (1845-1849)
      2. Main ports of entry – New York, Philadelphia, Baltimore, and Boston
      3. Irish were too poor to move inland and farm so they stayed in the cities
      4. Boston did not particularly like the Irish – catholic, illiterate, poor
         1. “No Irish need apply!”
      5. Ancient Order of Hibernians
         1. Benevolent society to help Irish
         2. Spawned “Molly Maguires” (miners union)
      6. Gradually improved and became active politically
      7. NY’s Tammany Hall, Irish political machine
   6. German Immigration
      1. Most Germans came due to crop failures
      2. Germans better off than Irish, came west, many to Wisconsin
      3. A few were political refugees from collapse of democratic revolutions in 1848
      4. German contributions include Kentucky rifle, Christmas tree, kindergarten, and abolitionists
      5. Some Americans were suspicious because they tried to preserve language, culture and lived in separate communities, and drank beer
   7. Settlements of Immigrants
      1. Irish in Northeastern cities: New York and Boston
      2. Germans would settle in Midwest
   8. Reaction to Immigration
      1. American “nativists” feared 1840s & 1850s invasion of immigrants
      2. Took jobs, grew Roman Catholicism
      3. Catholics built their own schools, were #1 denomination by 1850
      4. 1849: Nativists form Order of the Star-Spangled Banner,
         1. developed into “Know-Nothing” party
         2. Wanted immigration restrictions
      5. Nativists occasionally violent, burned Boston convent (1834)
      6. Philadelphia Irish fought back, 13 killed in several days of fighting (1844)
2. Industrial Revolution
   1. Overview
      1. A shift from goods made by hand to factory and mass production
      2. Technological innovations brought production from farmhouse to factories
      3. Invented in Britain in 1750; smuggled to U.S.
      4. Beginning of US Factory System
   2. US slow to embrace factory system
      1. Scarce labor
      2. Little capital
      3. Superiority of British factories
   3. American System
      1. Promote nationalism was internal improvements to unite the US.
      2. Transportation system of roads, canals, steamships and rivers.
         1. 1800 to 1850 roads, canals and rivers first forms of transportation
         2. 1860, the railroad is added
      3. Provide economic growth
      4. Americans buying American goods
      5. American self-sufficiency.
      6. Protective tariff (allows US factories to grow)
      7. 2nd Bank of the United States
      8. 3 Sections working together to build the country

Economy

Leader

\_\_\_\_\_\_\_\_\_\_\_\_

Role of Government

NORTHEAST

Business and Manufacturing

Daniel Webster

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Wanted Tariffs

Backed internal improvements

End to cheap public land

Increasingly nationalistic

Against Slavery and believed the U.S. Govt. must abolish it.

SOUTH

Cotton-growing

John C. Calhoun

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Opposed tariffs and government spending on American System

Increasingly supportive of states’ rights

Pro-slavery and opposed any steps of the U.S. Govt. to try and abolish it.

WEST

Frontier agriculture

Henry Clay

\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supported internal improvements and American System.

Wanted cheap land

Loyal to the U.S. Govt.

Against slavery but some supported letting the people decide the slavery issue

* 1. Early Transportation and Communication Systems
     1. Overview
        1. Population shift because of westward expansion the West demanded transportation.
        2. Help unite the country as well as improve the economy and the infant industry.
        3. Because of the British blockade during the War of 1812, it was essential for internal transportation improvements.
     2. Canals and Rivers
        1. Erie Canal started in 1817 and completed in 1825
           1. NY Governor DeWitt Clinton and the state of NY built the Erie Canal
           2. Connected NYC from Hudson River with the Great Lakes and the West
           3. Clinton’s Big Ditch--------Other canals follow
        2. Navigable rivers and the steamboat
           1. The first steamboat on western waters was in 1811.
     3. Highways
        1. Bad roads made transportation highly unreliable
        2. The National Road begun in 1811 and completed by 1832
           1. Connected Maryland to Illinois.
           2. Built by US government
     4. The Railroad Revolution, 1850s
        1. 1850 to 1860, RR proved most significant development toward national economy
        2. Americans demanded transcontinental railroad to California.
        3. 1800 to 1850: Roads, canals, navigable rivers with steamboats were the main modes of transportation.
        4. 1850 to 1860, RR proved most significant development toward national economy
        5. Competition between Railroads and Canals
        6. Obstacles
           1. opposition from canal backers
           2. danger of fire
           3. poor brakes
           4. difference in track gauge meant changing trains
     5. Effects of the Transportation Revolution
        1. 1860-61, Pony Express connected East-West
        2. Telegraph instantly sent messages across US
        3. Attraction of many large capital investments and encouraged risk taking in the US economy
        4. People moved faster and country expanded
        5. Unifying spirit among fellow country men
        6. A need for a transcontinental railroad that connected east to west
  2. US Factory System
     1. Samuel Slater
        1. "Father of the American Factory System."
        2. Built first textile mill in 1793 in Pawtucket, Rhode Island.
        3. Born in England on June 9, 1768 and worked in British factories.
        4. Came to US to make his fortune in the textile industry.
        5. Slatersville Mill was the largest and most modern industrial cotton mill of its day
     2. The Lowell Mills
        1. Americans beat the British at their own game, made better factories
        2. Francis C Lowell (a British “traitor”) came over here to build British factories
        3. Met up with Boston mechanic, Paul Moody
        4. Together they improved the mill and invented a power loom that revolutionized textile manufacturing
     3. Lowell Girls
        1. Young New England farm girls
        2. Supervised on and off the job
        3. Worked 6 days a week, 13 hours a day
        4. Escorted to church on Sunday
        5. Trying to fix the problems of the British factory system
  3. Women and the Economy
     1. 1850: 10% of white women working for pay outside home
     2. Vast majority of working women were single
     3. Left paying jobs upon marriage
     4. “Cult of domesticity”
        1. Cultural idea that glorifies homemaker
        2. Empowers married women
        3. Increased power & independence of women in home led to decline in family size
  4. Workers and Wage Slaves
     1. Large impersonal factories surrounded by slums full of “wage slaves” developed
        1. Long hours, low wages, unsanitary conditions, lack of heat, etc.
        2. Labor unions illegal
     2. 1820: 1/2 of industrial workers were children under 10
     3. 1820s & 1830s: right to vote for laborers
        1. Loyalty to Democratic party led to improved conditions
        2. Fought for 10-hour day, higher wages, better conditions
     4. 1830s & 1840s: Dozens of strikes for higher wages or 10-hour day
     5. 1837 depression hurt union membership
     6. *Commonwealth v. Hunt* 
        1. Supreme Court ruled unions not illegal conspiracies as long as they were peaceful
     7. 1830s, Industrialization grew throughout the North…
        1. Southern cotton shipped to Northern textile mills was a good working relationship.
  5. New Inventions: "Yankee Ingenuity"
     1. Overview
        1. Americans were willing to try anything.
        2. They were first copiers, then innovators.
        3. 1800 🡪 41 patents were approved.
        4. 1860 🡪 4,357 patents were approved.
     2. Eli Whitney
        1. Cotton gin revolutionized the cotton industry.
           1. The invention which changed the South, cotton and slavery.
           2. Cotton gin invented in 1793
           3. 50 times more effective than hand picking
           4. Raising cotton more profitable
           5. South needs slavery more than ever for “King Cotton”
           6. New England factories flourish with Southern cotton
        2. He is also noted for the concept of mass production and interchangeable parts by creating dyes for pistols and rifles.
     3. Robert Fulton & the Steamboat
        1. 1807, *Clermont*, was the first commercially successful and reliable steamboat.
        2. Steam boat would revolutionize water travel.
        3. The steamboat was often the only mechanical means of river travel and freight transportation from 1808 through 1930.
     4. John Deere & the Steel Plow
     5. Cyrus McCormick & the Mechanical Reaper
     6. Samuel F. B. Morse & the Telegraph
     7. Cyrus Field & the Transatlantic Cable, 1858
     8. Elias Howe & Isaac Singer 1840s
        1. Sewing Machine
           1. Perfected by Singer
        2. Gave boost to northern industry
        3. Became foundation for ready-made clothing industry
        4. Led many women into factories

**Age of Revivalism & Reform 1820 to 1860**

1. “The Pursuit of Perfection”
   1. Age of Reform 1820 to 1860
      1. Ante-Belleum or before the Civil War
      2. Romantic Age
      3. Overview
         1. Sought to purify the nation by removing sins of slavery, intemperance (alcohol), male domination and war.
         2. Some removed themselves from society and tried to create Utopian societies based on collective ownership (socialism/communism)
         3. Reformers used education, lyceum meetings, newspapers in inform public of their issues.
         4. Reformers questioned the value of material progress in an age of industrialization if it were not accompanied by progress in solving the important human problems
         5. Primarily a Northern movement
         6. Southerners resisted reform movements because it feared abolition of slavery
         7. Unitarians believed one could show the love of God by helping others….
         8. Developed a “social conscience” for improving the quality of life in society
         9. Reformers pointed out the inequality in society stating the DoI as the basis of their argument…
         10. Rise of Unitarians who believed a God of love instead of the Puritan concept of an angry God.
   2. Temperance
      1. Undertook to eliminate social problems by curbing drinking
      2. Sought not to withdraw from society but to change it directly
      3. Led largely by clergy, the movement at first focused on drunkenness and did not oppose moderate drinking
      4. Leaders
         1. Lyman Beecher
         2. Neal Dow
         3. Lucretia Mott
      5. American Temperance Society
         1. formed at Boston-----1826
         2. sign pledges, pamphlets, anti-alcohol tract
      6. Book*: 10 nights in a Barroom and What I Saw There*
      7. 2 major lines of attack
         1. stressed temperance and individual will to resist
      8. During the next decade approximately 5000 local temperance societies were founded
      9. As the movement gained momentum, annual per capita consumption of alcohol dropped sharply
   3. Educational Reform
      1. Under Horace Mann’s leadership in the 1830s, Massachusetts created a state board of education and adopted a minimum-length school year.
         1. Provided for training of teachers, and expanded the curriculum to include subjects such as history and geography
         2. By the 1850s the number of schools, attendance figures, and school budgets had all increased sharply
      2. School reformers enjoyed their greatest success in the Northeast and the least in the South
         1. Southern planters opposed paying taxes to educate poorer white children
      3. Middle-class reformers called for tax-supported education, arguing to business leaders that the new economic order needed educated workers
      4. Educational opportunities for women also expanded
         1. In 1833, Oberlin College in Ohio became the first coeducational college.
         2. Four years later the first all-female college was founded — Mount Holyoke, [MA]
   4. The Asylum Movement (orphanages, jails, hospitals)
      1. Asylums isolated and separated the criminal, the insane, the ill, and the dependent from outside society
      2. “Rehabilitation”
         1. The goal of care in asylums, which had focused on confinement, shifted to the reform of personal character
      3. Dorothea Dix, a Boston schoolteacher, took the lead in advocating state supported asylums for the mentally ill
         1. She attracted much attention to the movement by her report detailing the horrors to which the mentally ill were subjected being chained, kept in cages and closets, and beaten with rods
         2. In response to her efforts, 28 states maintained mental institutions by 1860
   5. Abolitionism
      1. 1816 --> American Colonization Society
         1. created (gradual, voluntary emancipation.
         2. Create a free slave state in Liberia, West Africa.
      2. No real anti-slavery sentiment in the North in the 1820s & 1830s.
      3. William Lloyd Garrison,
         1. publisher of the *The Liberator*,
            1. first appeared in 1831 and sent shock waves across the entire country
         2. He repudiated gradual emancipation and embraced immediate end to slavery at once
         3. He advocated racial equality and argued that slaveholders should not be compensated for freeing slaves.
      4. Frederick Douglass
         1. had escaped from slavery in Maryland, also joined the abolitionist movement
         2. To abolitionists, slavery was a moral, not an economic question
         3. But most of all, abolitionists denounced slavery as contrary to Christian teaching
         4. 1845 🡪 *The Narrative of the Life Of Frederick Douglass*
         5. 1847 🡪 “The North Star”
      5. African Americans Opposed to Slavery
         1. David Walker (1785-1830)
            1. 1829 🡪 *Appeal to the Colored Citizens of the World*
            2. Fight for freedom rather than wait to be set free by whites.
         2. Sojourner Truth (1787-1883) or Isabella Baumfree
            1. 1850 🡪 *The Narrative of Sojourner Truth*
      6. Underground Railroad
         1. “Conductor” ==== leader of the escape
         2. “Passengers” ==== escaping slaves
         3. “Tracks” ==== routes
         4. “Trains” ==== farm wagons transporting the escaping slaves
         5. “Depots” ==== safe houses to rest/sleep
      7. Growth of Slavery
      8. Gag Rule
         1. Passed in Congress which nothing concerning slavery could be discussed.
         2. Under the gag rule, anti-slavery petitions were not read on the floor of Congress
         3. The rule was renewed in each Congress between 1837 and 1839.
         4. In 1840, the House passed an even stricter rule, which refused to accept all anti-slavery petition. On December 3, 1844, the gag rule was repealed
      9. Effect on Churches
         1. Abolitionism forced the churches to face the question of slavery head-on, and in the 1840s the Methodist and Baptist churches each split into northern and southern organizations over the issue of slavery
         2. Even the abolitionists themselves splintered
         3. More conservative reformers wanted to work within established institutions, using churches and political action to end slavery
   6. Women's Rights
      1. Status of Women in Early 1800s
         1. Unable to vote.
         2. Legal status of a minor.
         3. Single 🡪 could own her own property.
         4. Married 🡪 no control over her property or her children.
         5. Could not initiate divorce.
         6. Couldn’t make wills, sign a contract without her husband’s permission.
      2. “Republican Motherhood”
         1. Ideal of self-government and service for women who otherwise had not public role
         2. Should take republican ideals (freedom, virtue, public morals, citizenship) and instill them in their children so that these children can grow up to be good citizens
         3. Educated women were acceptable if they used education in their family’s service.
         4. Lower and working class women were expected to inculcate societal norms into their children so they might be productive members of society, but there was no expectation that these women would produce future leaders (political or economic).
         5. This ideal positioned the home and private life as the proper sphere of women, but it also encouraged some political knowledge and education among women.
            1. It created the widespread belief that women were guardians of morality, an idea utilized by the early women’s movement to justify an increasing public role for women (helping to create a more moral society).
         6. These women become the political/activist base of the women’s movement.
      3. Movement away from Republican Motherhood. To Cult of Domesticity
         1. During the antebellum period, women’s activities centered on home and family
         2. Women had a “separate sphere” – a home that is a “haven in a heartless world”
            1. Woman is the moral/emotional centerpiece
            2. Husband can forget the trials of the outside world when inside the home
            3. Kids come there from school
            4. Woman is the “angel” who doesn’t mention the world or discuss negative things: she is pretty, nice and considerate
         3. Men are responsible for the income and family decisions.
            1. Men are in public sphere, while women are in the private sphere of the home.
      4. Women’s “advice” literature
         1. Catherine Beecher’s *Treatise on Domestic Economy* (1841) becomes a bestseller
         2. Much literature was designed to allow women to run homes as efficiently.
            1. However, this literature can be viewed as awakening women to the notion that they are capable of handling responsibilities similar to those of their husbands.
         3. This Literature was geared toward middle-class, white women. Again, this group will be part of the foundation of the early women’s movement.
      5. *Catherine Beecher advocates for the education of girls* 
         1. Beecher argues that it is scandalous for middle-class women to work in factories or as servants, as this lessens their ability to inculcate republican values into their children.
            1. She proposes converting teaching into a female profession.

Her Argument – Women are natural nurturers

Employers don’t have to pay women as much (no families to support)

Women can be teachers until married.

Allows currently childless middle-class women to be surrogate republican mothers.

* + 1. Women’s Rights
       1. Women, primarily middle-class women from the Northeast, will solve the dilemma of getting out of their sphere (the home) by viewing the world as a home, in which women can exercise their maternal abilities without being condemned by society.
       2. It was okay for women to help others improve their lives.
       3. Reform-minded women will argue that the natural role of women is to inculcate proper values, so by becoming active in public life they are serving the same role.
    2. Leaders
       1. Angelina Grimké and Sarah Grimké
          1. Southern Abolitionists
       2. Lucy Stone
          1. American Women’s Suffrage Assoc.
          2. edited Woman’s Journal
       3. Mary Lyons (1797-1849)
          1. 1837 🡪 she established Mt. Holyoke [MA] as the first college for women.
    3. Women's Rights Movement
       1. When abolitionists divided over the issue of female participation, women found it easy to identify with the situation of the slaves
          1. 1840 --> split in the abolitionist movement over women’s role in it.
          2. London --> World Anti-Slavery Convention
       2. Seneca Falls Convention of 1848
          1. Significance: launched modern women’s rights movement
          2. The first Woman’s rights movement was in Seneca Falls, New York in 1848.
          3. Goals:

Educational and professional opportunities

Property rights

Legal equality

repeal of laws awarding the father custody of the children in divorce.

Suffrage rights

* + - * 1. Established the arguments and the program for the women’s rights movement for the remainder of the century
        2. Declaration of Rights and Sentiments

Elizabeth Cady Stanton and Lucretia Mott

Language and wording is similar to the Declaration of Independence.

* 1. The 2nd Great Awakening
     1. Overview
        1. As a result of the Second Great Awakening, the dominant form of Christianity in America became evangelical Protestantism
        2. Membership in the major Protestant churches—Congregational, Presbyterian, Baptist, and Methodist—soared
        3. By 1840 an estimated half of the adult population was connected to some church, with the Methodists emerging as the largest denomination in both the North and the South
     2. Revivalism and the Social Order
        1. Society during the Jacksonian era was undergoing deep and rapid change
        2. The revolution in markets brought both economic expansion and periodic depressions.
        3. To combat this uncertainty, reformers sought stability and order in religion
        4. Religion provided a means of social control in a disordered society
        5. Churchgoers embraced the values of hard work, punctuality, and sobriety
        6. Revivals brought unity and strength and a sense of peace
     3. Charles Finney
        1. conducted his own revivals in the mid 1820s and early 1830s
        2. He rejected the Calvinist doctrine of predestination
        3. adopted ideas of free will and salvation to all
        4. Really popularized the new form of revival
     4. New form of revival
        1. Meeting night after night to build excitement
        2. Speaking bluntly
        3. Praying for sinners by name
        4. Encouraging women to testify in public
        5. Placing those struggling with conversion on the “anxious bench” at the front of the church
     5. Burned Over District
        1. Burned over district in Western NY got its name from a “wild fire of new religions”
        2. Gave birth to Seventh Day Adventists
        3. The Millerites believed the 2nd coming of Christ would occur on October 22, 1843
           1. Members sold belonging, bought white robes for the ascension into heaven
           2. Believers formed new church on October 23rd
        4. Like 1st, 2nd Awakening widened gaps between classes and religions
     6. The Rise of African American Churches
        1. Revivalism also spread to the African American community
        2. The Second Great Awakening has been called the "central and defining event in the development of Afro-Christianity“
        3. During these revivals Baptists and Methodists converted large numbers of blacks
        4. This led to the formation of all-black Methodist and Baptist churches, primarily in the North
        5. African Methodist Episcopal (A. M. E.) had over 17,000 members by 1846
     7. Church of Jesus Christ of Latter Day Saints
        1. While the Protestant revivals sought to reform individual sinners, others sought to remake society at large
        2. Mormons – The Church of Jesus Christ of Latter-Day Saints
        3. Founded by Joseph Smith in western NY
        4. In 1827, Smith announced that he had discovered a set of golden tablets on which was written the Book of Mormon
        5. Proclaiming that he had a commission from God to reestablish the true church, Smith gathered a group of devoted followers
        6. Mormon culture upheld the middle-class values of hard work, self-control, and
        7. He tried to create a City of Zion: Kirkland, Ohio, Independence, Missouri, then to Nauvoo, Illinois.
        8. His unorthodox teachings led to persecution and mob violence.
        9. Smith was murdered in 1844 by an anti-Mormon mob in Carthage, Illinois.
        10. Church in conflict
        11. Brigham Young, Smith’s successor, led the Mormons westward in 1846-1847 to Utah where they could live and worship without interference
     8. The Shakers
        1. Ann Lee – 1774
        2. The Shakers used dancing as a worship practice
        3. Shakers practiced celibacy, separating the sexes as far as practical
        4. Shakers worked hard, lived simply (built furniture), and impressed outsiders with their cleanliness and order
        5. Lacking any natural increase, membership began to decline after 1850, from a peak of about 6000 members
     9. Secular Utopian Communities
        1. Individual Freedom
           1. spontaneity
           2. self-fulfillment
        2. Demands of Community Life
           1. discipline
           2. organizational hierarchy
        3. The Oneida Community New York, 1848
           1. Humans were no longer obliged to follow the moral rules of the past.
           2. all residents married to each other.
           3. carefully regulated “free love.”
        4. Robert Owen (1771-1858)
           1. Utopian Socialist
           2. “Village of Cooperation”
           3. New Harmony in 1832
        5. Transcendentalism
           1. each person has direct communication with God and Nature, and there is no need for organized churches.
           2. Incorporated the ideas that mind goes beyond matter, intuition is valuable, that each soul is part of the Great Spirit, and each person is part of a reality where only the invisible is truly real.
           3. Promoted individualism, self-reliance, and freedom from social constraints, and emphasized emotions.
           4. Transcendentalist Intellectuals/Writers at Brooke Farm, MA
           5. Ralph Waldo Emerson

*Nature* (1832)

"The American Scholar" (1837)

*Self-Reliance* (1841)

* + - * 1. Henry David Thoreau

*Walden* (1854)

*Resistance to Civil Disobedience* (1849)

**Document 1**

Source: George Henry Evans, “The Working Men’s Declaration of Independence” (December 1829)

“We hold these truths to be self evident, that all the men are created equal; that they are endowed by their creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights” against the undue influence of other classes of society, prudence, as well as the claims of self defense, dictates the necessity of the organization of a party, who shall, by their representatives, prevent dangerous combinations to subvert these indefeasible and fundamental privileges.”All experience hath shown, that mankind” in general, and we as class in particular, “are more disposed to suffer, while evils are sufferable, than to right themselves,” by an opposition witch the pride and self interest of unprincipled zeal or religious bigotry, will willfully misrepresent. “But when a long train of abuses and usurpations” take place, all invariably tending to the oppression and degradation of one class of society, and to the unnatural and iniquitous exaltation of another by political leaders, “it is their right, it is their duty,” to use every constitutional means to reform the abuses of such a government, and to provide new guards for their future security.

**Document 2**

Source: Andrew Jackson’s veto message (July 10, 1832)

I sincerely regret that in the act before me I can perceive none of those modifications of the bank charter witch are necessary, in my opinion, to make it compatible with justice, with sound policy, or with the Constitution of our country…The present Bank of the United States…enjoys an exclusive privilege of banking…almost a monopoly of the foreign and domestic exchanges.

It appears that more than a fourth part of the stock is held by foreigners and the residue is held by a few hundred of our own citizens, chiefly of the richest class.

Of the twenty-five directors of the bank five are chosen by the Government and twenty by the citizen stockholders…. It is easy to convince that great evils to our country and its institutions might flow from such a concentration of power in the hands of a few men irresponsible to the people.

Is there no danger to our liberty and independence in a bank that in its nature has so little to bind it to our country?

It is to be regretted that the rich and powerful too often bend the acts of government to their selfish purpose.

**Document 3**

Source: Daniel Webster’s reply to Jackson’s veto message (July 11, 1832)

[This message] extends the grasp of executive pretension over every power of the government…. It appeals to every prejudice which may betray men into a mistaken view of their own interests, and to every passion which may lead them to disobey the impulses of their understanding. It urges all the specious topics of State rights and national encroachment against that which a great majority of the States have affirmed to be rightful and in which all of them have acquiesced. It sows, in an unsparing manner, the seeds of jealously and ill-will against that government of which its author is the official head. It raises a cry that liberty is in danger, at the very moment when it puts forth claims to powers heretofore unknown and unheard of. It effects alarm for the public freedom, when nothing endangers that freedom so much as its own unparalleled pretences. This even, is not all. It manifestly seeks to inflame the poor against the rich; it wantonly attacks whole classes of the people, for the purpose of turning against them to prejudices and the resentments of the other classes. It is a state paper which finds no topic too exciting for it’s use, no passion too inflammable for it’s address and it’s solicitation.

**Document 4**

Source: Harriet Martineau, a British author, reporting on her 1834 visit to the United States in Society in America (New York, 1837)

I had been less then three weeks in the country and was in a state of something like awe at the prevalence of not only external competence but intellectual ability. The striking effect upon a stranger of witnessing, for the first time, the absence of poverty of gross ignorance, of all servility, of all insolence of manner cannot be exaggerated in description. I had seen every man in the towns an independent citizen; every man in the country a landowner. I had seen that villages had their newspapers, the factory girls their libraries. I had witnessed the controversies between candidates for office on some difficult subjects, of which the people were to be the judges.

With all these things in my mind, and with evidence of prosperity about me in the comfortable homesteads which every turn in the road and every reach of the lake brought into view, I was thrown into painful amazement by being told that the grand question of the time was “whether the people should be encouraged to govern themselves, or whether the wise should save them from themselves.”

**Document 5**

Source: Philip Hone, a New York City businessman and Whig politician, describing riots in eastern cities during that 1830’s, in The Diary of Philip Hone (New York, 1927)

Thursday, April 10. - Last day of the election; dreadful riots between the Irish and the Americans have again disturbed that public peace. I happened to be a witness of the disgraceful scene which commenced the welfare…. A band of Irishmen of the lowest class came out of Duane Street from the Sixth Ward poll, armed with clubs, and commenced a savage attack upon all…. There was much severe fighting and many persons were wounded and knocked down…. In a few minutes the mob returned with a strong reenforcement, and the fight was renewed with the most unrelenting barbarity.

Friday, august 22,1834. - Riot in Philadelphia. The spirit of riot and insubordination to the laws which lately prevailed in New York has made its appearance in the orderly city of Philadelphia, and appears to have been produced by causes equally insignificant- hostility to the blacks and an indiscriminate persecution of all whose skins were darker than those of their enlightened fellow citizens…. Several house were pulled down and their contents destroyed on Tuesday of last week; the police were attacked and several of the police officers badly wounded.

**Document 6**

Source: Acts and Resolution of South Carolina (1835)

3.Resolved, That the legislature of South Carolina, having every confidence in the justice and friendship of the non-slaveholding states…. Earnestly requests that the governments of these states will promptly and effectually suppress all those associations within their respective limits purporting to be abolition societies, and they will make it highly penal to print, publish, and distribute newspapers, pamphlets, tracts and pictorial representations calculated and having an obvious tendency to excite the slaves of the southern states to insurrection and revolt.

7.Resolved, That the legislature of South Carolina regards with decided approbation the measures of security adopted by the Post office Department of the United States in relation to the transmission of incendiary tracts. But if this highly essential and protective policy be counteracted by congress, and the United States mail becomes a vehicle for the transmission of the mischievous documents… [we] except that the chief magistrate of our state will forthwith call the legislature together, that timely measures may be taken to prevent [such mail] traversing our territory.

**Document 7**

Source: Chief Justice Roger B. Taney’s opinion in Supreme Court case

*Charles River Bridge v. Warren Bridge* (1837)

The interests of the great body of the people of t he state, would, in this instance, be affected by the surrender of this great line of travel to a single corporation, with the right to exact toll, and exclude not forget, that the community also have rights, and that the happiness and well-being of ever citizen depends on their faithful preservation.

…The charter of 1785 to the proprietors of the Charles river bridge… confers on the ordinary faculties of a corporation, for the purpose of building a bridge; and establishes certain rates of toll, which the company are authorized to take…. There is no exclusive privilege given tot hem over the waters of Charles River, above or below their bridge; no right to erect another bridge themselves, nor to prevent other persons from erecting one; no engagements from the state, that another should not be erected; and no undertaking not to sanction competition, nor to make improvements that may diminish to amount of its income.

**Document 8**

Source: Letter written by a Philadelphia woman, 1776.

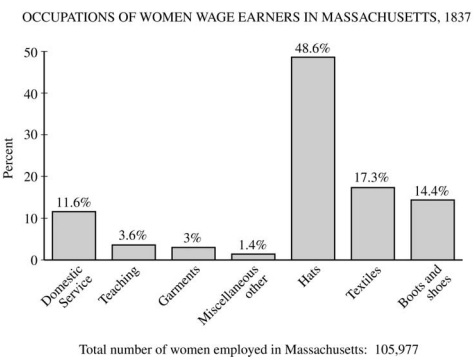
I will tell you what I have done . . . I have retrenched every superfluous expense in my table and family; tea I have not drunk since last Christmas, nor bought a new cap or gown . . . [I] have learned to knit, and am now making stockings of American wool for my servants, and this way do I throw in my mite to the public good. I know this, that as free I can die but once, but as a slave I shall not be worthy of life.

**Document 9**

Source: Benjamin Rush, *Thoughts Upon Female Education,* 1787.

The equal share that every citizen has in the liberty, and the possible share he may have in the government of our country, make it necessary that our ladies should be qualified to a certain degree by a peculiar and suitable education, to concur in instructing their sons in the principles of liberty and government.

**Document 10**

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**Document 11**

Source: Letter written by a factory worker, 1839.

April 4, 1839

Dear Sabrina,

. . . You have been informed I suppose that I am a factory girl and that I am at Nashua and I have wished you were here too but I suppose your mother would think it far beneith [sic] your dignity to be a factory girl. Their [sic] are very many young Ladies at work in the factories that have given up milinary [sic] d[r]essmaking & s[c]hool keeping for to work in the mill. But I would not advise any one to do it for I was so sick of it at first I wished a factory had never been thought of. But the longer I stay the better I like and I think nothing unforsene [sic] calls me away I shall stay here till fall. . . . If you should have any idea of working in the factory I will do the best I can to get you a place with us. We have an excellent boarding place. We board with a family with whome [sic] I was acquainted with when I lived at Haverhill.   
Pleas [sic] write us soon and believe your affectionate   
Aunt M[alenda] M. Edwards

**Document 12**

Source: Margaret Fuller, *Woman in the Nineteenth Century*, 1845.

. . . We would have every arbitrary barrier thrown down. We would have every path laid open to Woman as freely as to Man.

What woman needs is not as a woman to act or rule, but as a nature to grow, as an intellect to discern, as a soul to live freely and unimpeded, to unfold such powers as were given her when we left our common home.

Too much is said of women being better educated, that they may become better companions and mothers for men. They should be fit for such companionship . . . Earth knows no fairer, holier relation than that of a mother . . . But a being of infinite scope must not be treated with an exclusive view to any one relation. Give the soul free course, let the organization, both of body and mind, be freely developed, and the being will be fit for any and every relation to which it may be called.

**Document 13**

Source: Sarah Bagley, "The Ten Hour System and Its Advocates." *Voice of Industry*, January 16, 1846.

At one time they tell us that our "free institutions" are based upon the virtue and intelligence of the American people, and the influence of the mother, form and mould the man— and the next breath, that the way to make the mothers of the next generation virtuous is to enclose them within brick walls of a cotton mill from twelve and a half to thirteen and a half hours per day.

**Document 14**

Source: "Woman, and the 'Woman's Movement.'" *Putnam's monthly magazine of American literature, science and art*, March 1853.

... She has ever been the casket of his privacy, the shield of his true individuality, the guardian of his essential humanity, keeping it bright and unsullied ...

Woman is by nature inferior to man. She is his inferior in passion, his inferior in intellect, and his inferior in physical strength. In ascribing to woman a natural inferiority to man, we by no means seek to depress her in the scale of being, but on the contrary to exalt her. It is this natural inequality of the sexes besides, which constitutes the true ground of their union, and enables woman to be the fountain of unmixed blessing she is to man.

**Document 15**

Source: Harriet Jacobs, *Incidents in the Life of a Slave Girl*, published in 1861.

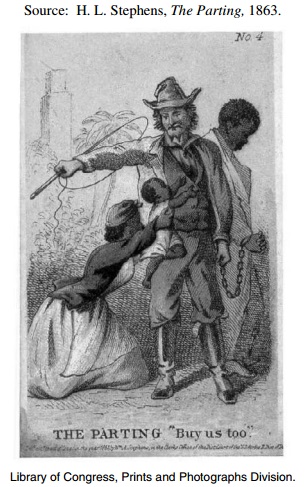
I turned from him with disgust and hatred. But he was my master. I was compelled to live under the same roof with him— where I saw a man forty years my senior daily violating the most sacred commandments of nature. He told me I was his property; that I must be subject to his will in all things. My soul revolted against the mean tyranny. But where could I turn for protection? No matter whether the slave girl be as black as ebony or as fair as her mistress. In either case, there is no shadow of law to protect her from insult, from violence, or even from death; all these are inflicted by fiends who bear the shape of men. The mistress, who ought to protect the helpless victim, has no other feelings towards her but those of jealousy and rage . . .

**Document 16**

Source: Letters written by a frontier woman in Iowa to relatives, 1861.

John has hired a man to work for him this summer, hope I shall not have to do quite as much out doors. . . . The hired man left just as corn planting commenced so I shouldered my hoe and have worked out ever since and I guess my services are just as acceptable as his or will be in time . . . . I wore a dress with my sunbonnet wrung out in water every few minutes and my dress wet also this as all the clothing . . . I wore.

**Document 17**



**Unit 4: Age of Jackson**

**DBQs**

1. (2011B) #1: Explain the major causes and consequences for the increased democracy in the first half of the United States.
2. (2010B) #1 (a): Explain the causes and consequences of territorial expansion in the United States from 1800 to 1855.
3. (2010B) #1 (b): Explain how territorial expansion impacted federal government policy in the United States from 1800 to 1855.
4. (2006) #1: Evaluate the extent to which womanhood changed between the American Revolution (1770) and the outbreak of the Civil War. Be sure to consider the issues of race and class.

**Long Essays**

1. 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. (*Historical* *thinking* *skill:* *Periodization*)
2. (2009B) #3 Evaluate the extent to which politics, economics, and religion impacted tensions between Roman Catholics and native-born Protestants in the United States from the 1830s through the 1850s
3. (2008) #3 : Evaluate the impact of the market revolution on the various regions of the United States from 1815 to 1860.
4. (2007) #3: Evaluate the causes and consequences of religious and intellectual movements on American reform during the mid-nineteenth century.
5. (2007B) #3: Compare and contrast the experiences of various European immigrant groups during the period 1830 to 1860.
6. (2006B) #3: Evaluate the extent to which industrial development from 1800 to 1860 was a factor in the relationship between the northern and southern states.
7. (2003) #3: Evaluate ways developments in transportation brought about economic and social change in the United States in the period 1800 to 1848.
8. (2002) #3: “Reform movement in the U.S. sought to expand democratic ideals.” Support, modify, or refute this statement.
9. (2001) #3: “Andrew Jackson’s presidency was a Turning Point for rise of democracy in American politics.” Support, modify, or refute this statement.
10. (1999) #2: Explain the extent to which social and political issues contributed to the reemergence of a two party system in the period 1820 to 1840.

**Unit 4: Age of Jackson**

**Short Answer Questions**

1. Using your knowledge of United States history, answer parts a and b. (APUSH2014)
   1. Briefly explain why ONE of the following periods best represents the beginning of a democracy in the United States. Provide at least ONE piece of evidence from the period to support your explanation.
      * Rise of political parties in the 1790s
      * Development of voluntary organizations to promote social reforms from the 1820s to the 1840s
      * Emergence of the Democrats and the Whigs as political parties in the 1830s
   2. Briefly explain why ONE of the other options is not as persuasive as the one you chose.

"He [Jackson] believed that removal was the Indian’s only salvation against certain extinction...

"Not that the President was motivated by concern for the Indians... Andrew Jackson was motivated principally by two considerations: first...military safety...that Indians must not occupy areas that might jeopardize the defense of this nation; and second... the principle that all persons residing within states are subject to the jurisdiction and laws of those states.

"Would it have been worse had the Indians remained in the East? Jackson thought so. He said they would have been forced to “disappear and be forgotten.” One thing does seem certain: the Indians would have had to comply with state laws and with white society. Indian Nations would have been obliterated – and so too might have Indian civilization."

-Robert V. Remimi, historian, *Andrew Jackson and the Course of American Freedom*, 1998

"The Georgia legislature passed a law extending the state's jurisdiction--i.e., its laws, its police powers, and its courts--over the Cherokees living within the state... Georgia's action forced the President's hand. He must see to it that a removal policy long covertly pursued by the White House would now be enacted into law by the Congress...

"Jackson as usual spoke publicly in a tone of friendship and concern for Indian welfare.... He, as President, could be their friend only if they removed beyond the Mississippi, where they should have a “land of their own, which they shall possess as long as Grass grows or water runs..." "A harsh policy was nevertheless quickly put in place…

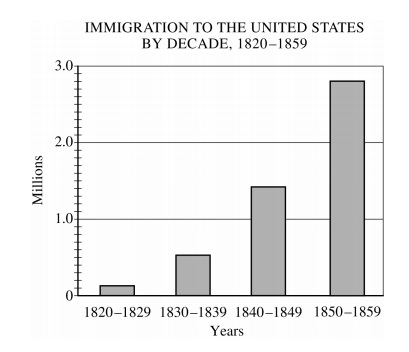
"It is abundantly dear that Jackson and his administration were determined to permit the extension of state sovereignty because it would result in the harassment of Indians, powerless to resist, by speculators and intruders hungry for Indian land."

-Anthony F.C. Wallace, historian, The Long, Bitter Trail: Andrew Jackson and the Indians, 1993

1. Using the excerpt, answer a, b, and c. (AMSCO10)
   1. Briefly explain the main point of Excerpt 1.
   2. Briefly explain the main point of Excerpt 2.
   3. Provide ONE piece of evidence from the mid-19th century that is not included in the excerpts and explain how it supports the interpretation in either excerpt.
2. Answer a, b, and c. (AMSCO10)
   1. Choose ONE of the actions listed below, and explain how this best demonstrates the argument that the Age of Jackson saw a shift of political power from the ruling elite to the common man.
      * Popular election of the President
      * Rotation in office
      * Universal male suffrage
   2. Contrast your choice against ONE of the other options demonstrating why that option is not as good as your choice.
   3. Briefly explain ONE critical response to the political changes during this period.

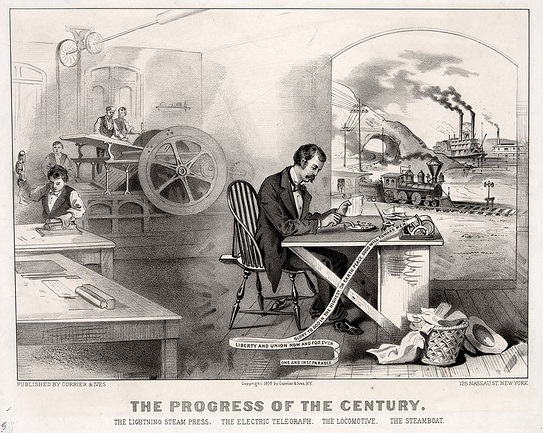


1. Using the cartoon, answer a, b, and c. (AMSCO10)
   1. Explain the point of view reflected in the cartoon above regarding ONE of the following:
      * Presidential powers
      * American Indians
      * Economic policy
      * States’ rights
   2. Explain how ONE element of the cartoon expresses the point of view you identified in Part A.
   3. Explain how the point of view you identified in Part A helped to shape ONE specific United States government action between 1824 and 1844.
2. Answer a, b, and c. (AMSCO8)
   1. Briefly explain ONE of’ the parts of Henry Clay’s proposed American System, a comprehensive plan to bring about economic improvement. Provide at least ONE piece of evidence to support your explanation.
      * Protective tariffs
      * National Bank
      * Internal improvements
   2. Briefly explain how ONE of the parts of Henry Clay’s proposed American System would bring about economic improvement. Provide at least ONE piece of evidence to support your explanation.
   3. Identify and briefly explain the role by ONE individual or group that was critical of one of the parts or the entire plan for an American System.
3. Using the graph above, answer (a), (b), and (c). (APUSH2016)



1. Briefly explain how ONE major historical factor contributed to the change depicted on the graph.
2. Briefly explain ONE specific historical effect that resulted from the change depicted on the graph.
3. Briefly explain ANOTHER specific historical effect that resulted from the change depicted on the graph.
4. The expansion of federal power provoked much controversy during the antebellum era. (SurvivalGuide-SAQ)
   1. Identify and briefly explain why ONE group of Americans supported the expansion of federal power between 1800 and 1848.
   2. Identify and briefly explain why ONE group of Americans opposed the expansion of federal power between 1800 and 1848.
   3. Provide and briefly discuss ONE example of the expansion of federal power between 1800 and 1848 that was either supported by the group identified in Part A or opposed by the group identified in Part B.
5. Answer a, b, and c. (AMSCO8)
   1. Choose ONE of the following choices below, and explain how your choice had an impact on the industrial growth during this period from prior to the War of 1812 to the middle of the 19th century.
      * Factory system
      * Inventions
      * Labor unions
   2. Contrast your choice against one of the other options, demonstrating why that option is not as good as your choice.
   3. Briefly explain whether there were any variations in industrial growth in different sections of the country.

This question is based on the following image.



1. Use the image above and your knowledge of United States history to answer parts A, B, and C. (SurvivalGuide-SAQ)
   1. Explain the point of view reflected in the image above about ONE of the following:
      * Technology
      * Commerce
      * The natural environment
   2. Explain how ONE element of the image expresses the point of view explained in Part A.
   3. Explain how the point of view explained in Part A helped to shape ONE United States government action between 1800 and 1848.
2. Answer a, b, and c. (AMSCO11)
   1. Choose ONE of the actions listed below, and explain how this best demonstrates the influence of economic changes during the first half of the 19th century.
      * Public education
      * Temperance
      * Women’s rights
   2. Contrast your choice against ONE of the other options demonstrating why that option is not as good as your choice.
   3. Briefly explain ONE government response to the reform movements of this period
3. Antebellum reform efforts tackled a variety of problems in American society. (SurvivalGuide-SAQ)
   1. Briefly explain ONE political, social, or economic area targeted by reformers between 1820-1848.
   2. Briefly explain ONE specific success or failure of the reform efforts explained in Part A.
   3. Briefly explain ONE impact of the success or failure explained in Part B.

This question is based on the following two passages.

“The most powerful source of the workingman’s revival was the simple, coercive fact that wage earners worked for men who insisted on seeing them in church.…While it varied between occupations, the relation between occupational advancement and membership in a church was strong throughout the population.…By dispensing and withholding patronage, Christian entrepreneurs regulated the membership of their own class, and to a large extent of the community as a whole. Conversion and abstinence from strong drink became crucial economic credentials. For membership in a church and participation in its crusades put a man into the community in which economic decisions were made, and at a time when religious criteria dominated those choices.”

Paul Johnson, *A Shopkeeper’s Millennium: Society and Revivals*…,1979

“[The] expansion of evangelical Christianity did not proceed primarily from the nimble response of religious elites meeting the challenge before them. Rather, Christianity was effectively reshaped by common people who molded it in their own image and who threw themselves into expanding its influence. Increasingly assertive common people wanted their leaders unpretentious, their doctrines self-evident and down-to-earth, their music lively and singable, and their churches in local hands. It was this upsurge of democratic hope that characterized so many religious cultures in the early republic.”

Nathan Hatch, The Democratization of American Christianity, 1989

1. Based on the two interpretations above regarding the nature of religious revivalism in the 1820s and 1830s, complete the following three tasks: (SurvivalGuide-SAQ)
   1. Briefly explain the main point made in Passage 1.
   2. Briefly explain the main point made in Passage 2.
   3. Provide ONE piece of evidence between 1820 and 1840 that is not included in the passages, and explain how it supports or refutes the interpretation of either passage.

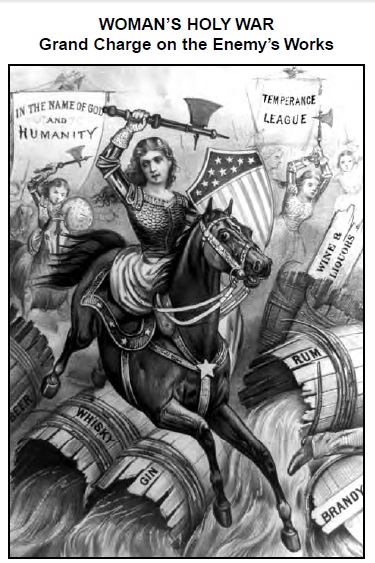
"At the very inception of the American Republic the most dynamic popular movements were expressly religious. . . . Preachers in the early republic . . . became the most effective agents in constructing new frames of reference for people living through a profoundly transitional age. . . . Churches came to be places in which fundamental political assumptions were forged: ideas about the meaning of America, the priority of the individual conscience, the values of localism, direct democracy, and individualism, and the necessity of dynamic communication. . . . To understand the democratization of American society, one must look at what happened to Protestant Christianity in the years 1780-1830."

Nathan O. Hatch, historian, "The Democratization of Christianity and the Character of American Politics," 1990

"By 1815 Americans had experienced a transformation in the way they related to one another and in the way they perceived themselves and the world around them. . . . The population grew dramatically, doubling every twenty years or so. . . . People were on the move as never before. . . . They were busy buying and selling not only with the rest of the world, but increasingly with one another. . . . All these demographic and commercial changes could not help but affect every aspect of American life. . . . The essentially aristocratic world of the Founding Fathers . . . was largely replaced by a very different democratic world . . . under the banner of modern political parties. . . . ordinary Americans developed a keen sense [that] they were anybody's equal."

Gordon S. Wood, historian, Empire of Liberty, 2009

1. Using the excerpts above, answer (a), (b), and (c). (APUSH1-5)
   1. Briefly explain ONE major difference between Hatch's and Wood's historical interpretations of how political values were formed in the United States between 1780 and 1840.
   2. Briefly explain how ONE specific event, development, or circumstance in the period 1780 to 1840 that is not explicitly mentioned in the excerpts could be used to support Hatch's argument.
   3. Briefly explain how ONE specific event, development, or circumstance in the period 1780 to 1840 that is not explicitly mentioned in the excerpts could be used to support Wood's argument.



1. Using the cartoon, answer a, b, and c. (AMSCO11)
   1. Explain the point of view reflected in the cartoon above regarding ONE of the following:
      * Religious revivals
      * Temperance
      * Women’s rights
   2. Explain how ONE element of the cartoon expresses the point of view you identified in Part A.
   3. Explain how the point of view you identified in Part A helped to shape ONE specific United States government action between 1820 and 1860.