

Unit 3: Our National Experience during Antebellum America

The Big Idea: Between 1800 and 1850, the United States developed a sense of national identity. As the nation expanded westward it became more democratic, but sectional interests threatened its newly found unity.

Objectives: Students will...

1. Analyze the presidency of Thomas Jefferson, including the significance of the Louisiana Purchase, the Burr conspiracy, Barbary Pirates, neutrality rights, impressment, embargo, and the Chesapeake v. Leopard incident.
2. Evaluate the Marshall Court decisions concerning judicial review, state v. federal jurisdictions, property rights, contract rights, commerce, taxation and treason.
3. Evaluate James Madison's Leadership abilities, and the causes and effects of the War of 1812.
4. Analyze U.S. Foreign Policy from 1815 to 1840 including the Monroe Doctrine as well as treaties and agreements which established the boundary between the U.S. and its neighbors.
5. Analyze the development of the market economy; the economic development of the North, South, and West; changes in transportation, and the impact of these changes on society.
6. Analyze the impact of Clay, Calhoun, & Webster on Congress, the second political party system, elections, the American System, and use of compromise to settle growing sectional differences. Evaluate the impact of nationalism v. sectionalism on America between 1800 and 1850.
7. Evaluate the presidency of Andrew Jackson, including campaign tactics, the spoils system, Maysville Road veto, the tariff issue, the national bank, and Indian Removal.
8. Assess the extension of voting rights, the growth of democracy, and its impact on the nation between 1815 and 1840.
9. Analyze how Turner's frontier thesis has shaped historians' perception of Andrew Jackson, Jacksonian Democracy, and the interpretation of western history.
10. Analyze the development of an American culture and sense of identity as illustrated in language, philosophy, literature, music, art and architecture.
11. Interpret, analyze, and evaluate illustrations, art works, photographs of artifacts, and political cartoons.
12. Analyze the motives, methods, and impact of the Antebellum Reform Movements.
13. Analyze and evaluate the abolition of slavery in the northern states from 1775 to 1850.
14. Study the background of a reformer, prepare a handout on them for their classmates, and portray that reformer in a panel discussion over the impact of their reform movement on American History—including religion, abolitionism, temperance, education, treatment of criminals, mental illness, and women's rights; to also cover the role of transcendentalism in the movement.
15. Analyze the economy and culture of the South during the anti-bellum period including the plantation system, support for the peculiar institution and the belief in slavery as a positive good.
16. Define and evaluate the concept of manifest destiny, western expansion and The Mexican War.
17. Given an essay that asks—to what extent, in what ways, or assess the validity; develop a strong thesis statement, organize facts and analysis into a concise outline; and write a free response essay that is rich in content and analysis.

TH/10/22: Native American History

T/10/27: Everyday Life & Homes in American from 1800-1850

Reading Assignment Due: Davidson, *After the Fact*, "Material Witness: Hearth and Home in the Material Culture of a Market Economy," pp. 73-98; and Handout: Everyday life in 1800.

Discussion: Life in America from 1800-1850

TH/10/29: The Jeffersonian Era

Reading Assignment Due: Brinkley, *American History, A Survey*, Chapter 7, pp. 180-203.

Handout: Key Supreme Court Decisions

Thomas Jefferson: Sec. of State during Washington's 1st administration. A leading Democratic-Republican (party founder), he opposed Hamilton's ideas. Washington tended to side with Hamilton, so Jefferson resigned. Vice-President 1797-1801 to Federalist President Adams. President 1800-1808. He was a Democratic-Republican (originally an Anti-Federalist), so he believed in strict interpretation of the Constitution, but violated this belief to purchase Louisiana Territory.

Benjamin Banneker: Free born African-American mathematician and astronomer who was one of the architects of Washington, D.C.

Election of 1800: Tie vote between Jefferson and Burr. The two Democratic-Republicans Thomas Jefferson and Aaron Burr defeated Federalist John Adams, but tied with each other. The final decision went to the House of Representatives, where there was another tie. After a long series of ties in the House, Jefferson (on the encouragement of Hamilton) was finally chosen as president. Burr became vice-president. This led to the 12th Amendment, which requires the president and vice-president of the same party to run on the same ticket. This election is a turning point in history because it was the first peaceful transfer of power from one political party to another.

Loyal Opposition: Important democratic concept that it is not disloyal, seditious, or treasonous to criticize the government. It is in fact the duty of citizens to question their government.

12th Amendment: Brought about by the Jefferson/Burr tie, stated that presidential and vice-presidential nominees would run on the same party ticket. Before that time, all of the candidates ran against each other, with the winner becoming president and second-place becoming vice-president.

Aaron Burr: One of the leading Democratic-Republicans of New York, and served as a U.S. Senator from New York from 1791-1797. He was the principal opponent of Alexander Hamilton's Federalist policies. In the election of 1800, Burr tied with Jefferson in the Electoral College. The House of Representatives awarded the Presidency to Jefferson and made Burr Vice-President. Killed Alexander Hamilton in a duel that ruined his political career. After the duel, Burr fled New York and joined a group of mercenaries in the southern Louisiana territory region. The U.S. arrested them as they moved towards Mexico. Burr claimed that they had intended to attack Mexico, but the U.S. believed that they were actually trying to get Mexican aid to start a secession movement in the territories. Burr was tried for treason in 1807, and although Jefferson advocated Burr's punishment, the Supreme Court acquitted Burr.

Albert Gallatin: Swiss immigrant who was a financial genius and served as U.S. Secretary of the Treasury from 1801 - 1814 under Presidents Jefferson and Madison. He advocated free trade and opposed the Federalists' economic policies. Gallatin was a member of the U.S. delegation that negotiated the Treaty of Ghent, and later served as Ambassador to France and to Britain.

Midnight Judges: On his last day in office, President Adams appointed a large number of Federalist judges to the federal courts in an effort to maintain Federalist control of the government. These newly appointed Federalist judges were called midnight judges because John Adams had stayed up until midnight signing the appointments. Many of their appointments were not delivered leading to the court case *Marbury v. Madison*.

Samuel Chase: A Federalist judge appointed by Washington to the Supreme Court. Chase had been a Revolutionary War hero, and was a signer of the Declaration of Independence. Jefferson disagreed with his rulings and had him impeached for publicly criticizing the Jefferson administration to the Maryland grand jury. Chase was acquitted by the Senate, and the impeachment failed.

James Wilkinson: (1759-1825) Wilkinson had been an officer in the Continental Army, and later held several positions relating to the Army, such as secretary of the board of war and clothier general to the army. He was one of the Commissioners appointed to receive the Purchase Louisiana from the French, and served as Governor of Louisiana from 1805-1806. He informed Pres. Jefferson of Burr's conspiracy to take over Louisiana, and was the primary witness against Burr at his treason trial, even though Wilkinson was himself implicated in the plot.

Louisiana Purchase: 1803 - The U.S. purchased the land from the Mississippi River to the Rocky Mountains from Napoleon for \$15 million. Jefferson was interested in the territory because it would give the U.S. the Mississippi River and New Orleans (both were valuable for trade and shipping) and also room to expand. Napoleon wanted to sell because he needed money for his European campaigns and because a rebellion against the French in Haiti had soured him on the idea of New World colonies.

Toussaint L'Ouverture: 1803 - Led a slave rebellion, which took control of Haiti, the most important island of France's Caribbean possessions. The rebellion led Napoleon to feel that New World colonies were more trouble than they were worth, and encouraged him to sell Louisiana to the U.S.

Lewis and Clark Expedition: 1804-1806 - Meriwether Lewis and William Clark were commissioned by Jefferson to map and explore the Louisiana Purchase region. Beginning at St. Louis, Missouri, the expedition traveled up the Missouri River to the Great Divide, and then down the Columbia River to the Pacific Ocean. It produced extensive

maps of the area and recorded many scientific discoveries, greatly facilitating later settlement of the region and travel to the Pacific coast.

Zebulon Pike: Explored (1805-1807) Minnesota and the Southwest, mapped the region, and spied on the Spanish whenever his exploration took him into their territory

Major Long: Explored the middle of the Louisiana Purchase region (Nebraska, Kansas, Colorado) and concluded that it was a worthless "Great American Desert."

Battle of Fallen Timbers: "Mad" Anthony Wayne had been one of the leading generals of the Continental Army, and had played a crucial role in the defeat of Cornwallis at Yorktown. In the early 1790's, the British held trading posts in the Ohio Valley and encouraged the local Indian tribes to attack the Americans. Led by Wayne, the Americans defeated the Miami Indians in the Battle of Fallen Timbers on August 20, 1794 near what is today Toledo, Ohio. This paved the way for American settlement of the Ohio Valley.

Impressment: British seamen often deserted to join the American merchant marines. The British would board American vessels in order to retrieve the deserters, and often seized any sailor who could not prove that he was an American citizen by claiming he was British.

Chesapeake-Leopard Affair: 1807 - The American ship *Chesapeake* refused to allow the British on the *Leopard* to board to look for deserters. In response, the *Leopard* fired on the *Chesapeake*. As a result of the incident, the U.S. expelled all British ships from its waters until Britain issued an apology. They surrendered the colony to the English on Sept. 8, 1664.

Embargo of 1807: This act issued by Jefferson forbade American trading ships from leaving the U.S. It was meant to force Britain and France to change their policies towards neutral vessels by depriving them of American trade. It was difficult to enforce because it was opposed by merchants and everyone else whose livelihood depended upon international trade. It also hurt the national economy, so it was replaced by the Non-Intercourse Act.

John Marshall: Chief Justice Marshall was a Federalist whose decisions on the U.S. Supreme Court promoted federal power over state power and established the judiciary as a branch of government equal to the legislative and executive. In *Marbury v. Madison* he established the Supreme Court's power of judicial review, which allows the Supreme Court to declare laws unconstitutional

Charles River Bridge Decision: 1837 - The Charles River Bridge Decision, delivered by Roger B. Taney, modified C.J. Marshall's ruling in the Dartmouth College Case of 1819, which said that a state could not make laws infringing on the charters of private organizations. Taney ruled that a charter granted by a state to a company cannot work to the disadvantage of the public. The Charles River Bridge Company protested when the Warren Bridge Company was authorized in 1828 to build a free bridge where it had been chartered to operate a toll bridge in 1785. The court ruled that the Charles River Company was not granted a monopoly right in their charter, and the Warren Company could build its bridge. Began the legal concept that private companies cannot injure the public welfare.

Marbury v. Madison: 1803 - The case arose out of Jefferson's refusal to deliver the commissions to the judges appointed by Adams' Midnight Appointments. One of the appointees, Marbury, sued the Sect. of State, Madison, to obtain his commission. The Supreme Court held that Madison need not deliver the commissions because the Congressional act that had created the new judgeships violated the judiciary provisions of the Constitution, and was therefore unconstitutional and void. This case established the Supreme Court's right to judicial review. Chief Justice John Marshall presided.

Fletcher v. Peck: 1810 - A state had tried to revoke a land grant on the grounds that it had been obtained by corruption. The Court ruled that a state cannot arbitrarily interfere with a person's property rights. Since the land grant was a legal contract, it could not be repealed, even if corruption was involved.

Dartmouth College v. Woodward: 1819 - This decision declared private corporation charters to be contracts and immune from impairment by states' legislative action. It freed corporations from the states that created them.

McCulloch v. Maryland: 1819 - This decision upheld the power of Congress to charter a bank as a government agency, and denied the state the power to tax that agency.

Gibbons v. Ogden: 1824 - This case ruled that only the federal government has authority over interstate commerce.

Cherokee Nation v. Georgia: 1831 - Supreme Court refused to hear a suit filed by the Cherokee Nation against a Georgia law abolishing tribal legislature. Court said Indians were not foreign nations, and U.S. had broad powers over tribes but a responsibility for their welfare.

Worcester v. Georgia: 1832 - Expanded tribal authority by declaring tribes sovereign entities, like states, with exclusive authority within their own boundaries. President Jackson and the state of Georgia ignored the ruling.

Non-Intercourse Act: 1809 - Replaced the Embargo of 1807. Unlike the Embargo, which forbade American trade with all foreign nations, this act only forbade trade with France and Britain. It did not succeed in changing British or French policy towards neutral ships, so it was replaced by Macon's Bill No. 2.

Tecumseh: (1763-1813) A Shawnee chief who, along with his brother, Tenskwatawa, a religious leader known as The Prophet, worked to unite the Northwestern Indian tribes. The league of tribes was defeated by an American

army led by William Henry Harrison at the Battle of Tippecanoe in 1811. Tecumseh was killed fighting for the British during the War of 1812 at the Battle of the Thames in 1813.

War Hawks: Western settlers and southern planters who advocated war with Britain because they hoped to acquire Britain's northwest posts (and also Florida or even Canada) and because they felt the British were aiding the Indians and encouraging them to attack the Americans on the frontier. In Congress, the War Hawks were Henry Clay and John C. Calhoun.

"Star Spangled Banner": Francis Scott Key saw Fort McHenry hold out during the night against a British attack. He wrote the poem "Star Spangled Banner" about the experience of seeing the U.S. flag still flying above the fort in the morning, and the poem was later set to the tune of an old English bar song.

Battle of New Orleans: January, 1815 - A large British invasion force was repelled by Andrew Jackson's troops at New Orleans. Jackson had been given the details of the British army's battle plans by the French pirate, Jean Lafitte. About 2500 British soldiers were killed or captured, while in the American army only 8 men were killed. Neither side knew that the Treaty of Ghent had ended the War of 1812 two weeks before the battle. This victory inspired American nationalism.

Hartford Convention: December 1814 - A convention of New England merchants who opposed the Embargo and other trade restriction, and the War of 1812. They proposed some Amendments to the Constitution and advocated the right of states to nullify federal laws. They also discussed the idea of seceding from the U.S. if their desires were ignored. The Hartford Convention turned public sentiment against the Federalists and led to the demise of the party.

Treaty of Ghent: December 24, 1814 - Ended the War of 1812 and restored the status quo. For the most part, territory captured in the war was returned to the original owner. It also set up a commission to determine the disputed Canada/U.S. border. Treaty negotiators: John Quincy Adams, Albert Gallatin, Henry Clay

War of 1812: (1812-1814) A war between the U.S. and Great Britain caused by American outrage over the impressment of American sailors by the British, the British seizure of American ships, and British aid to the Indians attacking the Americans on the western frontier. Also, a war against Britain gave the U.S. an opportunity to seize the British northwest posts and to annex Florida from Britain's ally Spain, and possibly even to seize Canada from Britain.

M/11/2: Era of Good Feelings:

Reading Assignment Due: Brinkley, *American History, A Survey*, Chapter 8, pp. 214-230.

Lecture: Doing the DBQ

Handout: Document Based Essay Questions

Tariff of 1816: This protective tariff helped American industry by raising the prices of British manufactured goods, which were often cheaper and of higher quality than those produced in the U.S.

Rush-Bagot Treaty: 1817 - This treaty between the U.S. and Great Britain (which controlled Canada) provided for the mutual disarmament of the Great Lakes. This was later expanded into an unarmed Canada/U.S. border.

Panic of 1819: A natural post-war depression caused by overproduction and the reduced demand for goods after the war. However, it was generally blamed on the National Bank.

Transcontinental Treaty (Adams-Onis Treaty): Spain gave up Florida to the U.S. and the U.S./Mexico border was set so that Texas and the American Southwest would be part of Mexico.

Monroe Doctrine: 1823 - Declared that Europe should not interfere in the affairs of the Western Hemisphere and that any attempt at interference by a European power would be seen as a threat to the U.S. It also declared that a New World colony that has gained independence may not be recolonized by Europe. (It was written at a time when many South American nations were gaining independence). Only England, in particular George Canning, supported the Monroe Doctrine. Mostly just a show of nationalism, the doctrine had no major impact until the late 1800's.

Era of Good Feelings: A name for President Monroe's two terms, a period of strong nationalism, economic growth, and territorial expansion. Since the Federalist party dissolved after the War of 1812, there was only one political party and no partisan conflicts.

Treaty of Greenville: 1795 Drawn up after the Battle of Fallen Timbers. The 12 local Indian tribes gave the Americans the Ohio Valley territory in exchange for a reservation and \$10,000.

W/11/4: The Great Triumvirate & the 2nd Political Party System

Reading Assignments Due: Brinkley, *American History, A Survey*, Chapter 9, pp. 232-256;

Tallmadge Amendment: When Missouri applied for statehood, there was a dispute over whether it would be admitted as a slave state or a free state. The Tallmadge Amendment was a bill, which would have admitted

Missouri with its existing slave population, but would forbid the introduction of additional slaves and free all slave children at age 25.

Missouri Compromise: 1820 - Admitted Missouri as a slave state and at the same time admitted Maine as a free state. Declared that all territory north of the 36°30" latitude would become free states, and all territory south of that latitude would become slave states.

Daniel Webster (1782-1852) A great American orator. He gave several important speeches, first as a lawyer, then as a Congressman. He was a major representative of the North in pre-Civil War Senate debates, just as Sen. John C. Calhoun was the representative of the South in that time.

John Quincy Adams: Sec. of State served under president Monroe. In 1819, he drew up the Adams-Onis Treaty in which Spain gave the U.S. Florida in exchange for the U.S. dropping its claims to Texas. The Monroe Doctrine was mostly Adams' work. Elected President in 1824 by the House of Representatives. While President he supported internal improvements. Lost reelection bid. After losing, Adams would represent Massachusetts in the House of Representatives from 1831-1848 where he fought to end the gag rule.

Election of 1824: Popular vote: Jackson - 152,933 (42%), Adams - 115,626 (32%), Clay - 47,136 (13%), Crawford - 46,979 (13%). Electoral vote: Jackson - 99, Adams - 84, Crawford - 41, Clay - 37. House vote: Adams - 13, Jackson - 7, Crawford - 4, Clay - dropped. Jackson did not have a majority in the electoral vote, so the election went to the House of Representatives, where Adams won.

"Corrupt Bargain" The charge made by Jacksonians in 1825 that Clay had supported John Quincy Adams in the House presidential vote in return for the office of Secretary of State. Clay knew he could not win, so he traded his votes for an office.

Tariff of Abominations: 1828 - Also called Tariff of 1828, it raised the tariff on imported manufactured goods. The tariff protected the North but harmed the South; South said that the tariff was economically discriminatory and unconstitutional because it violated state's rights. It passed because New England favored high tariffs.

American System: Proposed by Henry Clay after the War of 1812, it included using federal money for internal improvements (roads, bridges, industrial improvements, etc.), enacting a protective tariff to foster the growth of American industries, and strengthening the national bank.

Whigs: Whigs were conservatives and popular with pro-Bank people and plantation owners. They mainly came from the National Republican Party, which were once largely Federalists. They took their name from the British political party that had opposed King George during the American Revolution. Among the Whigs were Henry Clay, Daniel Webster, and, for a while, Calhoun. Their policies included support of industry, protective tariffs, and Clay's American System. They were generally upper class in origin

F/11/6: Jacksonian Democracy

Graebner, *The American Record*, Vol. 1, "Jacksonian Democracy," pp. 207-231.

Handout & Lecture: Analyzing Political Cartoons

Fish Bowl Debate: Andrew Jackson on Trial

Class Discussion: Jacksonian Democracy

The Bank War: During Jackson's presidency, this was a struggle between those who wanted to keep the national bank in operation and those who wanted to abolish it. Jackson and states' rights advocates opposed the national bank, which they felt imposed discriminatory credit restrictions on local banks, making it more difficult for farmers and small businessmen to obtain loans. The bank was defended by Nicholas Biddle and Henry Clay, the National Republicans, the wealthy, and larger merchants, who felt that local banks credit policies were irresponsible and would lead to a depression

Spoils system - "To the victor go the spoils" - the winner of the election may do whatever they want with the staff. Jackson made more staff changes than any previous president, firing many people and replacing them with his own.

Caucus System: . In the Caucus System, candidates were elected by small, secretive party groups and the public had little say in the process.

Kitchen Cabinet: A small group of Jackson's friends and advisors who were especially influential in the first years of his presidency. Jackson conferred with them instead of his regular cabinet. Many people didn't like Jackson ignoring official procedures, and called it the "Kitchen Cabinet" or "Lower Cabinet".

"Trail of Tears" A minority of the Cherokee tribe, despite the protest of the majority, had surrendered their Georgia land in the 1835 Treaty of New Echota. During the winter of 1838 - 1839, troops under General Winfield Scott evicted them from their homes in Georgia and moved them to Oklahoma Indian country. Many died on the trail; the journey became known as the "Trail of Tears".

.Maysville Road Veto: 1830 - The Maysville Road Bill proposed building a road in Kentucky (Clay's state) at federal expense. Jackson vetoed it because he didn't like Clay, and Martin Van Buren pointed out that New York

and Pennsylvania paid for their transportation improvements with state money. Applied strict interpretation of the Constitution by saying that the federal government could not pay for internal improvements.

Nicholas Biddle: President of the 2nd Bank of the United States from 1822-1836. Fiscal conservative who tried to keep the currency sound and interest rates low. Called "Tsar Nicholas" by Jackson & his other critics. His bitter feud with Jackson would bring about the destruction of the Bank and lead to the Panic of 1837.

Roger B. Taney: (1777-1864) 4th Chief Justice of the Supreme Court from 1836-1864. Refined Marshall's rulings on judicial power but was deeply criticized in the north for his ruling in the Dred Scott decision in which he ruled that blacks were not citizens.

Webster-Hayne debate: The Webster-Hayne debate in 1830 was over an 1830 bill by Samuel A. Foote to limit the sale of public lands in the west to new settlers. Daniel Webster, in a dramatic speech, showed the danger of the states' rights doctrine, which permitted each state to decide for itself which laws were unconstitutional, claiming it would lead to civil war. States' rights (South) vs. nationalism (North).

Peggy Eaton Affair: Social scandal (1829-1831) - John Eaton, Secretary of War, stayed with the Timberlakes when in Washington, and there were rumors of his affair with Peggy Timberlake even before her husband died in 1828. Many cabinet members snubbed the socially unacceptable Mrs. Eaton. Jackson sided with the Eatons, and the affair helped to dissolve the cabinet - especially those members associated with John C. Calhoun (V.P.), who was against the Eatons and had other problems with Jackson.

Nullification crisis: When faced with the protective Tariff of 1828, John Calhoun presented a theory in the South Carolina Exposition and Protest (1828) that federal tariffs could be declared null and void by individual states and that they could refuse to enforce them. South Carolina called a convention in 1832, after the revised Tariff of 1828 became the Tariff of 1832, and passed an ordinance forbidding collection of tariff duties in the state. This was protested by Jackson.

Compromise of 1833: Henry Clay devised the Compromise Tariff of 1833 which gradually reduced the rates levied under the Tariffs of 1828 and 1832. It caused South Carolina to withdraw the ordinance nullifying the Tariffs of 1828 and 1832. Both protectionists and anti-protectionists accepted the compromise.

W/11/11: The Market Revolution

Reading Assignment Due: Brinkley, *American History, A Survey*, Chapter 10, pp. 258-290 **AND** Graebner, *The American Record*, Vol. 1, "The Transformation of Northern Society," pp. 199-206*.

Lecture: Transportation Revolution

Discussion: Transformation of Northern Society

Martin Van Buren: Martin Van Buren, a Democratic-Republican Senator from New York, rallied the factory workers of the North in support of Jackson. He became Jackson's V.P. after Calhoun resigned. Elected President in 1836, he opposed the expansion of slavery. He was not reelected in 1840 because of the Panic of 1837.

Albany Regency: New York politics in the early 1800's was controlled by a clique of wealthy land-owners known as the Albany Regency, of which Martin Van Buren became the leader.

Specie Circular: 1863 - The Specie Circular, issued by President Jackson July 11, 1836, was meant to stop land speculation caused by states printing paper money without proper specie (gold or silver) backing it. The Circular required that the purchase of public lands be paid for in specie. It stopped the land speculation and the sale of public lands went down sharply. The panic of 1837 followed.

Panic of 1837: When Jackson was president, many state banks received government money that had been withdrawn from the Bank of the U.S. These banks issued paper money and financed wild speculation, especially in federal lands. Jackson issued the Specie Circular to force the payment for federal lands with gold or silver. Many state banks collapsed as a result. A panic ensued (1837). Bank of the U.S. failed, cotton prices fell, businesses went bankrupt, and there was widespread unemployment and distress.

Dorr's Rebellion: In 1841, Rhode Island was governed by a 1663 charter which said that only property holders and their eldest sons could vote (1/2 the adult male population). Thomas Dorr led a group of rebels who wrote a new constitution and elected him governor in 1842. The state militia was called in to stop the rebellion. Dorr was sentenced to life imprisonment, but the sentence was withdrawn. Dorr's Rebellion caused conservatives to realize the need for reform. A new constitution in 1843 gave almost all men the right to vote.

Election of 1840: William Henry Harrison and V.P. John Tyler - Whig - 234 votes. Martin Van Buren - Democrat - 60 votes. James G. Birney - Liberty Party - 0 votes. Panic of 1837 and a coming depression kept Van Buren from being reelected. Whigs rejected Clay, nominated military hero Harrison with the slogan "Tippecanoe and Tyler too". They depicted Van Buren as living in luxury and Harrison as a "log cabin and hard cider" guy, which wasn't entirely true.

Senator Thomas Hart Benton: (1782-1858) A zealous supporter of western interests, he staunchly advocated government support of frontier exploration during his term in the Senate from 1820 - 1850. A senator from Missouri, but he opposed slavery.

Cyrus McCormick: McCormick built the reaping machine in 1831, and it made farming more efficient. Part of the industrial revolution, it allowed farmers to substantially increase the acreage that could be worked by a single family, and also made corporate farming possible.

Clipper ships: Long, narrow, wooden ships with tall masts and enormous sails. They were developed in the second quarter of the 1800s. These ships were unequalled in speed and were used for trade, especially for transporting perishable products from distant countries like China and between the eastern and western U.S.

Cyrus Field: (1819-1892) An American financier who backed the first telegraph cable across the Atlantic. After four failed attempts in 1857, 1858 and 1865, a submarine cable was successfully laid between Newfoundland and Ireland in July, 1866.

Robert Fulton: A famous inventor, Robert Fulton designed and built America's first steamboat, the *Clermont* in 1807. He also built the *Nautilus*, the first practical submarine.

Samuel F.B. Morse: Morse developed a working telegraph that improved communications. Also wrote *Imminent Dangers to the Free Institutions of the U.S. Through Foreign Immigration, and the Present State of the Naturalization Laws*. Morse was briefly involved in Nativism and anti-Catholic movements, asserting that foreign immigration posed a threat to the free institutions of the U.S., as immigrants took jobs from Americans and brought dangerous new ideas.

Samuel Slater: (1768-1835) When he emigrated from England to America in the 1790s, he brought with him the plans to an English factory. With these plans, he helped build the first factory in America.

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Eli Whitney: 1798 - He developed the **cotton gin**, a machine that could separate cotton from its seeds. This invention made cotton a profitable crop of great value to the Southern economy. It also reinforced the importance of slavery in the economy of the South.

Lowell, Massachusetts: The Boston Associates were a group of Boston businessmen who built the first power loom. Their factory made cloth so cheaply that women began to buy it rather than make it themselves. Francis Cabot Lowell established a factory in 1814 at Waltham, Massachusetts. It was the first factory in the world to manufacture cotton cloth by power machinery in a building. Lowell opened a chaperoned boarding house for the girls who worked in his factory. He hired girls because they could do the job as well as men (in textiles, sometimes better), and he didn't have to pay them as much. He hired only unmarried women because they needed the money and would not be distracted from their work by domestic duties.

National or Cumberland Road: The first highway built by the federal government. Constructed during 1825-1850, it stretched from Pennsylvania to Illinois. It was a major overland shipping route and an important connection between the North and the West.

Erie Canal: 1825 - The Erie canal was opened as a toll waterway connecting New York to the Great Lakes. The canal was approved in 1817 with the support of New York's Governor, Dewitt Clinton. Along with the Cumberland Road, it helped connect the North and the West.

F/11/13: Document Based Research

Reading Assignment Due: Brinkley, *American History, A Survey*, Chapter 12, pp. 318-328.

Mobile Lab Research Day

T/11/17: Reform Movement Round Table Discussion: Transcendentalism, Prison Reform, Mental Illness, Religious Revival, Utopian Societies, Education, Women's Rights, and Abolitionism

Project Instructions: You will be assigned to a reformer and a reform movement that played a role in Antebellum American from 1820-1860. You will complete an outline on your reformer to be turned in. You will give a 1 minute introduction to the class on your reformer and playing the role of your reformer participate in a round table discussion on reform movements. You need to research the following:

- The goals and objectives of your reform movement.
- The role your individual reformer played in your reform movement and other reform movements..
- The impact this movement had on America, between 1820-1860. (short range)
- The lasting impact of this reform movement on American History 1860 to present. (long range)
- Primary sources on your reformer or reform movement.

Second Great Awakening: A series of religious revivals starting in 1801, based on Methodism and Baptism. Stressed a religious philosophy of salvation through good deeds and tolerance for all Protestant sects. The revivals attracted women, Blacks, and Native Americans.

Transcendentalism: A philosophy pioneered by Ralph Waldo Emerson in the 1830's and 1840's, in which each person has direct communication with God and Nature, and there is no need for organized churches. It incorporated the ideas that mind goes beyond matter, intuition is valuable, and that each soul is part of the Great Spirit, and each person is part of a reality where only the invisible is truly real. Promoted individualism, self-reliance, and freedom from social constraints, and emphasized emotions.

Ralph Waldo Emerson: (1803-1882) Essayist, poet. A leading transcendentalist, emphasizing freedom and self-reliance in essays that still make him a force today. He had an international reputation as a first-rate poet. He spoke and wrote many works on the behalf of the Abolitionists.

Henry David Thoreau: (1817-1862) A transcendentalist and friend of Emerson. He lived alone on Walden Pond with only \$8 a year from 1845-1847 and wrote about it in *Walden*. In his essay, "On Civil Disobedience," he inspired social and political reformers because he had refused to pay a poll tax in protest of slavery and the Mexican-American War, and had spent a night in jail. He was an extreme individualist and advised people to protest by not obeying laws (passive resistance).

Charles G. Finney: (1792-1875) An immensely successful revivalist of the 1800's. He helped establish the "Oberlin Theology". His emphasis on "disinterested benevolence" helped shape the main charitable enterprises of the time.

Shakers: A millennial group who believed in both Jesus and a mystic named Ann Lee. Since they were celibate and could only increase their numbers through recruitment and conversion, they eventually ceased to exist.

Lyceum Movement: Developed in the 1800's in response to growing interest in higher education. Associations were formed in nearly every state to give lectures, concerts, debates, scientific demonstrations, and entertainment. This movement was directly responsible for the increase in the number of institutions of higher learning.

Dorothea Dix: A reformer and pioneer in the movement to treat the insane as mentally ill, beginning in the 1820's, she was responsible for improving conditions in jails, poorhouses and insane asylums throughout the U.S. and Canada. She succeeded in persuading many states to assume responsibility for the care of the mentally ill. She served as the Superintendent of Nurses for the Union Army during the Civil War.

Horace Mann: Secretary of the newly formed Massachusetts Board of Education, he created a public school system in Massachusetts that became the model for the nation. Started the first American public schools, using European schools (Prussian military schools) as models.

Lucretia Mott: (1803-1880) An early feminist, she worked constantly with her husband in liberal causes, particularly slavery abolition and women's suffrage. Her home was a station on the underground railroad. With Elizabeth Cady Stanton, she helped organize the first women's rights convention, held in Seneca Falls, New York in 1848.

Elizabeth Cady Stanton: A pioneer in the women's suffrage movement, she helped organize the first women's rights convention in Seneca Falls, New York in 1848. She later helped edit the militant feminist magazine *Revolution* from 1868 - 1870.

Seneca Falls: July, 1848 - Site of the first modern women's right convention. At the gathering, Elizabeth Cady Stanton read a Declaration of Sentiment listing the many discriminations against women, and adopted eleven resolutions, one of which called for women's suffrage.

William Lloyd Garrison (1805-1879): A militant abolitionist, he came editor of the Boston publication, *The Liberator*, in 1831. Under his leadership, *The Liberator* gained national fame and notoriety due to his quotable and inflammatory language, attacking everything from slave holders to moderate abolitionists, and advocating northern secession.

Elijah Lovejoy (1802-1837): An abolitionist and editor. The press he used was attacked four time and Lovejoy was killed defending it. His death was an example of violence against abolitionists.

David Walker (1785-1830), "Walker's Appeal" A Boston free black man who published papers against slavery.

Sojourner Truth: Name used by Isabelle Baumfree, one of the best-known abolitionists of her day. Slave on a Dutch estate in New York until she was freed when New York abolished slavery in 1828. She was the first black woman orator to speak out against slavery. Famous for her speech, *Ain't I a Woman*

Frederick Douglass (1817-1895): A self-educated slave who escaped in 1838, Douglas became the best-known abolitionist speaker. He edited an anti-slavery weekly, the *North Star*, and wrote his autobiography.

Harriet Tubman (1821-1913): A former escaped slave, she was one of the shrewdest conductors of the underground railroad, leading 300 slaves to freedom.

TH/11/19: American Society, Culture, & Sense of Identity

Reading Assignment Due: Brinkley, Ch 12, The Romantic Impulse, pp. 314-318;

Romanticism: Literary and artistic movement of the first half of the 19th century. Romanticism stressed 1) a profound love of nature, 2) a focus on the self and individual, 3) a fascination with the supernatural and the gothic,

4. To what extent and in what ways did the roles of women change in American Society between 1790 and 1860? Respond with reference to two of the following areas: (04)

Domestic	Economic
Political	Social

5. Although the power of the national government increased during the early republic, this development often faced serious opposition. Compare the motives and effectiveness of those opposed to the growing power of the national government in two of the following: (03)

Whiskey Rebellion, 1794	Hartford Convention, 1814-1815
Virginia & Kentucky Resolutions, 1798-1799	Nullification Crisis, 1832-1833

6. Analyze the contributions of two of the following in helping to establish a stable government after the adoption of the constitution: (02)

John Adams	George Washington
Thomas Jefferson	

7. In what ways did the early 19th century reform movements for abolition and women's rights illustrate both the strengths and weaknesses of democracy in the early American Republic? (93)

8. What impact did the Jacksonian Revolution have on the social, political, economic, and cultural development in the United States?

9. "American foreign policy is shaped by developments both at home and abroad."
ASSESS THE VALIDITY OF THIS STATEMENT by an examination of American foreign policy during the periods 1789-1812 and 1929-1941.

10. "A political leader in a democratic society must not only face the great issues that confront the society but he must also see to it that the people are behind him."
ASSESS THE VALIDITY OF THIS STATEMENT by applying it to the presidency of TWO of these men:

John Adams	James Madison
John Quincy Adams	James K. Polk.

11. Discuss how the nationalism of the 1820s & 1830s became the sectionalism of the 1840s and 1850s. What were the social, political, and economic reasons for these changes?

12. How did the extension of the franchise (the right to vote) during the 19th century create a more "democratic" American society?

13. "American Reform movements between 1820 and 1860 reflected both optimistic and pessimistic views of human nature and society."
Assess the validity of this statement in reference to reform movements in three of the following areas: (88) and (01)

Education	Utopian Experiments
Temperance	Penal Institutions
Women's Rights	

14. "Developments in transportation, rather than manufacturing and agriculture, sparked American economic growth in the first half of the nineteenth century."
Assess the validity of this statement. (89)

15. The Jacksonian Period (1824-1848) has been celebrated as the era of the "common man." To what extent did the period live up to its characterization? Consider two of the following in your response: (01)

Economic Development	Reform Movements
Politics	

16. Analyze the extent to which two of the following influenced the development of democracy between 1820 and 1840: (96)

Jacksonian Economic Policy	Changes in Electoral Politics
Second Great Awakening	Westward Movement

17. In the early nineteenth century, Americans sought to resolve their political disputes through compromise, yet by 1860 this no longer seemed possible. Using your knowledge of the period 1820-1860, analyze the reasons for this change. (05)
18. In what ways and to what extent was industrial development from 1800 to 1860 a factor in the relationship between the northern and southern states? (06)
19. Discuss the changing ideals of American womanhood between the American Revolution (1770's) and the outbreak of the Civil War. What factors fostered the emergence of "republican motherhood" and the "cult of domesticity"? Assess the extent to which these ideals influenced the lives of women during this period. In your answer be sure to consider issues of race and class. (06)
20. In the first half of the nineteenth century, the American cultural and intellectual community contributed to the development of a distinctive American national consciousness. Assess the validity of this statement. (86)
21. Analyze the impact of the market revolution (1815-1860) on the economies of TWO of the following regions. (08)

The Northeast	The Midwest	The South
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22. Use two of the following categories to analyze the ways in which African Americans created a distinctive culture in slavery. (08)

Family	Music	Oral Traditions	Religions
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23. In what ways did the Second Great Awakening in the North influence two of the following? (07)

Abolitionism	Temperance
The Cult of Domesticity	Utopian Communities
24. From 1775 to 1830, many African Americans gained freedom from slavery, yet during the same period the institution of slavery expanded. Explain why BOTH of those changes took place. Analyze the ways that BOTH free African Americans and enslaved African Americans responded to the challenges confronting them.
25. Analyze the political, economic, and religious tensions between immigrant Roman Catholics and native-born Protestants in the United States from the 1830s through the 1850s

Unit 3: National Period Timeline

- 1793: Eli Whitney invents the Cotton Gin.
- 1803: Louisiana Purchase
Marbury vs. Madison
- 1804-1806: Lewis and Clark Expedition.
- 1805: Tripoli war ends – defeat of Barbary pirates
- 1807: Robert Fulton builds his first steamboat.
US ship *Leopard* sunk by Br. for refusal to be searched
Embargo Act
- 1808: African Slave Trade ends.
- 1809: Nonintercourse Act – resumes trade with all but France and Britain
- 1810: *Fletcher vs. Pack* - action of state can be declared unconstitutional
- 1811: Charter for Bank of U.S. rejected
Battle of Tippecanoe
- 1812-1814: The War of 1812
- 1814: Treaty of Ghent
Era of Good Feelings begins
Hartford Convention
- 1816: 2nd Bank of U.S. created
1st protective tariff
American Colonization Society founded
Henry Clay's American System

- 1817 – Veto of Bonus Bill by Madison
Rush- Bagot Disarmament
- 1819: Panic of 1819
McCulloch vs. Maryland
Dartmouth College vs. Woodward
- 1820: Missouri Compromise
- 1822: Cumberland Road Bill
- 1823: Monroe Doctrine declared
- 1824: *Gibbons vs. Ogden*
- 1825: The Erie Canal is opened.
- 1828: Tariff of Abominations
"kitchen cabinet"
- 1829: Maysville Road Bill Veto
Webster– Hayne Debates
- 1830s: The Second Great Awakening.
- 1830: Baltimore and Ohio Railroad begins operation.
- 1831: *The Liberator* begins publication.
Cyrus McCormick invents the reaper.
- 1831-1838: The Trail of Tears--Southern Indians are removed to Oklahoma.
- 1832 – Tariff of 1832
South Carolina nullifies tariff
Veto of Bank of U.S. re-charter
Seminole War with Indians begins
Cherokee Nation vs. Georgia
- 1833: Compromise of 1833
Roger Taney removes federal funds from Bank of U.S
- 1835-1836: "Lone Star Republic"
- 1836: The Gag Rule
Specie Circular
- 1837: US recognizes the Republic of Texas.
Oberlin College enrolls its first women students.
Charles Bridge vs. Warren Bridge
Panic of 1837
- 1838 – 1839: Aroostook "War"
- 1840: Independent Treasury System
- 1841: Harrison catches pneumonia and dies, VP John Tyler becomes president