

Unit Three
(APUSH Period Three/Four)
Early National Period and Early Antebellum (Industry, Jackson, Early Expansion and Reform)
1792(ish)—1850(ish)

Directions: This is your study resource to use as we progress through our unit. It lists concepts, terms, and an outline of items that may appear on the unit exam or the AP Exam. Use this guide as you wish; it will not be collected. However, all material on this guide (and from class) is subject to being tested.

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

Unit Dates: To be announced.

Anticipated Test Date: To be announced.

READING OBJECTIVES:

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

CHAPTER 10:

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

John Adams	John Jay	Talleyrand	Thomas Jefferson
Citizen Genet	Matthew Lyon	Alexander Hamilton	Anthony Wayne
Henry Knox	“funding at par”	implied powers	excise tax
strict construction	tariff	compact theory	assumption
agrarian	nullification	cabinet	Federalists
Jeffersonian Republicans	Bank of the United States	Tenth Amendment	Bill of Rights
Pinckney Treaty	Judiciary Act of 1789	French Revolution	Alien and Sedition Acts
Treaty of Greenville	Jay’s Treaty	Battle of Fallen Timbers	XYZ Affair
Neutrality Proclamation	Convention of 1800	Farewell Address	Whiskey Rebellion
VA and KY Resolutions	Ninth Amendment		

CHAPTER 11:

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

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

“Revolution of 1800”

CHAPTER 12:

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

Oliver Hazard Perry	Andrew Jackson	John Marshall	Thomas Macdonough
Washington Irving	John C. Calhoun	William Henry Harrison	James Monroe
John Quincy Adams	Francis Scott Key	James Fennimore Cooper	Daniel Webster
Nationalism	Noncolonization	sectionalism	peculiar institution
internal improvements	isolationism	protective tariff	nonintervention
Ohio fever	second Bank of the U.S.	Monroe Doctrine	Era of Good Feelings
Tallmadge Amendment	Tariff of 1816	Treaty of 1818	<i>Cohens v. Virginia</i>
panic of 1819	Russo-American Treaty (1824)	American System	Florida Purchase Treaty
Missouri Compromise	Tippecanoe	Bonus Bill (1817)	<i>Constitution</i>
Treaty of Ghent	Battle of Horseshoe Bend	Battle of the Thames	Battle of Plattsburgh
<i>Fletcher v. Peck</i>	Land Act (1820)	Hartford Convention	Virginia Dynasty

Chapter 13:

Andrew Jackson	John C. Calhoun	Henry Clay	Martin Van Buren	William Crawford
John Quincy Adams	Daniel Webster	Nicholas Biddle	Osceola	Stephen Austin
William Harrison	Sam Houston	John Tyler	Santa Anna	Black Hawk
William Travis	Denmark Vesey	Annexation	Antislavery	“Favorite Son”
Common Man	Nullification	Spoils System	Rotation in Office	Wildcat Banks
Speculation	Nationalism	Minority President	National Republicans	Anti-Masonic Party
“Revolution of 1828”	Twelfth Amendment	“King Mob”	“Corrupt Bargain”	Tariff of Abominations
<i>South Carolina Exposition</i>	Tariff of 1832	Specie Circular	“slavocracy”	Tariff of 1833
“Trail of Tears”	Panic of 1837	Force Bill	Seminole Indians	Divorce Bill
Bank of the United States	Lone Star Republic	Independent Treasury	Democratic Party	“Pet” Banks
Whig Party	Indian Removal Act (1830)	Five Civilized Tribes	Nullifiers	Unionists

Chapter 14:

Samuel Slater	Cyrus McCormick	Eli Whitney	Carl Schurz	Robert Fulton
Samuel F.B. Morse	DeWitt Clinton	Catharine Beecher	George Catlin	
industrial revolution	limited liability	transportation revolution	nativism	cult of domesticity
Ecological imperialism	Factory System	Market Revolution	Rendezvous System	Homesteaders
Domestic Feminism	Scabs	Interchangeable Parts	Rugged Individualism	cotton gin
<i>Clermont</i>	Boston Associates	clipper ships	Ancient Order of Hibernians	“Molly Maguires”
General Incorporation Law	Pony Express	<i>Commonwealth v. Hunt</i>	Tammany Hall	Order of the Star Spangled Banner
sewing machine	“Know Nothing” Party	Kentucky bluegrass	“twisting the lion’s tail”	

Chapter 15:

Dorothea Dix	Stephen Foster	James Russell Lowell	Neal Dow	Washington Irving
Oliver Wendell Holmes	Lucretia Mott	James Fenimore Cooper	Horace Mann	Peter Cartwright
Noah Webster	Sylvester Graham	Elizabeth Cady Stanton	Edgar Allen Poe	Susan B. Anthony
Ralph Waldo Emerson	Nathaniel Hawthorne	Robert Owen	Henry David Thoreau	Herman Melville
Charles G. Finney	William H. McGuffey	Joseph Smith	Emma Willard	Louis Agassiz
Walt Whitman	John J. Audubon	Henry Wadsworth Longfellow	Gilbert Stuart	Francis Parkman

Louisa May Alcott	Brigham Young	Phineas T. Barnum	Stephen Foster	Hudson River school
Transcendentalism	Shakers	Maine Law	Unitarianism	Second Great Awakening
Millerites	Knickerbocker Group	Burned-Over District	Declaration of Sentiments	Mormons
Oneida Community	American Temperance Society	Women's Rights Convention		

OBJECTIVES AND STUDY QUESTIONS:

Chapter 10, Part 2 Objectives

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

Chapter 10, Part 2 Review Questions

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

Chapter 11 Objectives:

1. Explain how Jefferson’s moderation and compromises turned the “Revolution of 1800” into a relatively smooth transition of party control from Federalists and Republicans.
2. Describe the conflicts between Federalists and Republicans over the judiciary and the important legal precedents that developed from these conflicts.
3. Describe Jefferson’s basic foreign policy goals and how he attempted to achieve them.
4. Describe how America became entangled against its will in the turbulent international crisis of the Napoleonic Wars.
5. Describe the original intentions and actual results of Jefferson’s embargo and explain why it failed.
6. Explain the complex causes of the War of 1812.

Chapter 11 Review Questions:

1. How did Jefferson end up modifying some of his Republican beliefs in strict constructionism, limited federal government, and militarism in the face of events during his presidency?
2. How did the conflict between Federalists and Republicans over the judiciary lead to a balance of power among political interests and different branches of government?
3. What were the political and economic consequences of the Louisiana Purchase? Why is the purchase considered “Jefferson’s most glorious achievement as president?”
4. Why did Jefferson impose the embargo, and why did it fail?
5. What were the real causes of the War of 1812? Was the declaration of war a “mistake,” or the result of deliberate policies by new American political forces?
6. What was the significance of the Jeffersonian “Revolution of 1800” in relation to the new republican experiment and the fierce political battles of the 1790s?

Chapter 12 Objectives

1. Describe the failed American attempts to conquer Canada and their consequences.
2. Describe the major issues and terms of the Treaty of Ghent and explain the long-term results of the War of 1812 for the United States at home and abroad.
3. Describe the burst of American nationalism that followed the War of 1812.
4. Describe the major economic developments of the period, particularly the tariff, finances, and the panic of 1819.
5. Indicate how John Marshall's Supreme Court promoted the spirit of nationalism through its rulings in favor of federal power.
6. Describe the Monroe Doctrine and explain its real and symbolic significance for American foreign policy.

Chapter 12 Review Questions

1. What were the broad consequences of the War of 1812?
2. What were the most important signs of the new American nationalism that developed in the period 1815—1824?
3. How did the forces of nationalism compete with the sectional interests in the economic and judicial struggles of the period?
4. What role did the West play in such crucial issues of the period as the tariff, internal improvements, and the expansion of slavery?
5. Discuss the role of Henry Clay, John C. Calhoun, and Daniel Webster in the events and issues of the period 1815—1824. Is it valid to see Clay as a spokesman for the West, Webster for the North, and Calhoun for the South?
6. Why had the Jeffersonian Republicans, by 1815—1824, adopted many of the principles of "loose construction" once held by Hamiltonian Federalists? What kinds of strong federal power did the Republicans use, and what kinds were they still reluctant to employ?

Chapter 13 Review Questions:

1. Describe and explain the growth of the "Mass Democracy" in the 1820s.
2. Indicate how the "corrupt bargain" of 1824 and Adams' unpopular presidency set the stage for Jackson's election in 1828.
3. Analyze the significance of Jackson's victory in 1828 as a triumph of the "New Democracy."
4. Describe the political innovations of the 1830s, especially the rise of mass parties, and indicate their significance for American politics and society.
5. Describe Jackson's policies of westward expansion and his harsh removal of the southeastern Indian nations on the Trail of Tears.
6. Explain Jackson's economic and political motives in the "Bank War," and point out the consequences of Jacksonian economics for his successor Van Buren after the Panic of 1837.
7. Describe the "spoils system" and indicate its importance for American politics.
8. Describe the different ways that each of the new mass political parties, Democrats and Whigs, promoted the democratic ideals of liberty and equality among their constituencies.

Chapter 13 Review Questions

1. Why was Andrew Jackson such a *personally* powerful embodiment of the new mass democracy in the 1820s and 1830s? Would mass democracy have developed without a popular hero like Jackson?
2. Why did Calhoun and the South see the Tariff of 1828 as such an "abomination" and raise threats of nullification over it?
3. Discuss the attitudes, policies, and events that led to the "Trail of Tears" Indian removal in 1837.
4. How did Jackson's "Bank War" demonstrate the powerful uses to which the modern mass democratic political machine could be put? Was Biddle's Bank a real threat to the economic welfare of the ordinary citizens to whom Jackson appealed, or was it more important as a symbol of eastern wealth and elitism?
5. How did the Panic of 1837 and the subsequent depression reflect the weaknesses of Jackson's economic and financial policies? Why was Martin Van Buren unable to cope with political opposition as Jackson had?
6. Does Andrew Jackson belong in the "pantheon" of "great" American presidents? Why or why not?
7. Andrew Jackson was a southerner and a large slaveholder, yet he nearly led the U.S. Army to invade and crush South Carolina when that state attempted to nullify and resist a federal law. Why?

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

Chapter 14 Objectives:

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

Chapter 14 Review Questions:

1. How did changes in the size and character of the population affect American social and economic life from 1790 to 1860?
2. How did the existence of a vast western frontier shape Americans’ values and society in the period 1790-1860?
3. What were the effects of the new factory and corporate systems of production on early industrial workers, and how did they respond to these conditions?
4. How did the new transportation systems create a commercially linked national economy and a specialized sectional division of labor?
5. What was the impact of the new economic developments on the role of women in society?
6. In America, early industrialization, westward expansion, and growing sectional tension all occurred at the same time. How was the development of the economy before the Civil War related to both the westward movement and increasing sectional conflict?
7. Should the rise of early American industry and the “market revolution” be seen as an expression of the American democratic spirit and the rises of mass politics, or did emerging market capitalism actually THREATEN American principles of democracy, equality, and liberty?

Chapter 15 Objectives:

1. Describe the changes in American religion and their effects on culture and social reform.
2. Describe the cause of the most important American reform movements of the period.
3. Explain the origins of American feminism and describe its essential principles, and summarize its early successes and failures.
4. Describe the utopian and communitarian experiments of the period.
5. Identify the early American achievements in the arts and sciences.
6. Analyze the American literary flowering of the early nineteenth century, especially in relation to transcendentalism and other ideas of the time.

Chapter 15 Review Questions:

1. What major changes in American religion occurred in the early nineteenth century, and how did they reflect the spirit of American democracy and liberty?
2. What were the successes and failures of the many American reform movements of the early nineteenth century? Was the failure of some of them (e.g., peace reform) due to entrenched social conservatism, or to weaknesses in the movements themselves?
3. What was the relationship between the evangelical revivals of the “Second Great Awakening” and the spread of American social reform movements and utopian ideas?
4. How did the first American feminists propose altering the condition of women, and what success did they have?
5. Compare the first American achievements in the sciences with those in the arts. Which were the most successful, and why?
6. What were the major concerns of America’s greatest imaginative writers in the early nineteenth century? Did those writers fundamentally reflect the deepest values of American culture, or were they at odds with the main currents of American society and politics?
7. In what ways were the movements of American religion, reform, and culture an outgrowth of the American Revolution and American independence, and in what way did they reflect the qualities of American life reaching back to the Puritans?
8. Which American writer or thinker would you select as the most important and insightful figure of the early nineteenth century: Ralph Waldo Emerson, Henry David Thoreau, Elizabeth Cady Stanton, or Herman Melville? Defend your choice by explaining that person’s impact on American culture and society.

SUPREME COURT CASES—Chapter is indicated

Chisholm v. Georgia (1793)

Marbury v. Madison (1803) (11)

McCulloch v. Maryland (1819) (12)

Cohens v. Virginia (1821) (12)

Cherokee Nation v. Georgia (1831)

Commonwealth v. Hunt (1842)

Ware v. Hylton (1796)

Fletcher v. Peck (1810) (12)

Dartmouth College v. Woodward (1819) (12)

Gibbons v. Odgen (1824) (12)

Charles River Bridge v. Warren Bridge (1837)

PRESIDENTS:

George Washington

John Adams

Thomas Jefferson

James Monroe

John Quincy Adams

Andrew Jackson

Martin Van Over

Remember the Unit Breakdown:

Early National Period:

1789—1812(ish)

Nationalism/Era of Good Feelings:

1815—1845(ish)

Industrialism:

1791—1860(ish) We stop at 1840s for this unit.

Early Territorial Expansion:

1803—1848 (More of this in Unit Four)