

PERIOD 4: 1800–1848

Chapter 7 *The Age of Jefferson, 1800–1816*

Chapter 8 *Nationalism and Economic Development, 1816–1848*

Chapter 9 *Sectionalism, 1820–1860*

Chapter 10 *The Age of Jackson, 1824–1844*

Chapter 11 *Society, Culture, and Reform, 1820–1860*

In 1826, in the midst of the years covered in this period, the young nation celebrated its 50th birthday with great optimism. The founders of the country were passing on and leadership had passed to a new generation.

Overview The new republic worked to define itself during a time of rapid demographic, economic, and territorial growth. It increased suffrage; reformed its schools, prisons, and asylums; and developed its own art, literature, and philosophy. These changes took place as a market economy emerged and people benefited from the addition of fertile land farther west and advances in industry and transportation everywhere. The country focused on expanding its borders and trade while avoiding European entanglements.

Alternate View While this period saw growth, it also had increased conflict with American Indians and its neighbors. Many of the immigrants attracted by new opportunities also found prejudice and discrimination. Rights for the common man excluded American Indians, African Americans, and women. Efforts to improve life succeeded for many but not those enslaved. Landmarks in the institution of slavery came earlier, with the development of the cotton gin in 1793 and the end of the importation of enslaved Africans in 1808. Others came later, such as the Compromise of 1850.

Key Concepts

4.1: The United States developed the world's first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and to reform its institutions to match them.

4.2: Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.

4.3: U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives.

Source: AP *United States History Curriculum Framework 2014–2015*

The War's Legacy

From Madison's point of view, the war achieved none of its original aims. Nevertheless, it had a number of important consequences for the future development of the American republic, including the following:

1. Having survived two wars with Britain, the United States gained the respect of other nations.
2. The United States accepted Canada as a part of the British Empire.
3. Denounced for its talk of secession, the Federalist party came to an end as a national force and declined even in New England.
4. Talk of nullification and secession in New England set a precedent that would later be used by the South.
5. Abandoned by the British, American Indians were forced to surrender land to white settlement.
6. With the British naval blockade limiting European goods, U.S. factories were built and Americans moved toward industrial self-sufficiency.
7. War heroes such as Andrew Jackson and William Henry Harrison would soon be in the forefront of a new generation of political leaders.
8. The feeling of nationalism grew stronger as did a belief that the future for the United States lay in the West and away from Europe.

HISTORICAL PERSPECTIVES: WHAT CAUSED POLITICAL PARTIES?

Thomas Jefferson's election to the presidency was popularly known as the Revolution of 1800. The real revolution in 1800 was the complete absence of violence in the transition of power. While the Framers of the Constitution had opposed political parties, parties were accepted as an essential element of the U.S. political system.

Historians have identified various stages in the emergence of two major parties. At first (1787–1789), Federalist and Anti-Federalist factions arose in the various state ratifying conventions as people debated the merits and pitfalls of the proposed Constitution. The second stage was the initial years of the new federal government (1789–1800). Especially during Adams' controversial presidency, the Anti-Federalists became a true political party—Jefferson's Democratic-Republican party. In 1800, for the first time, a party actively recruited members (both voters and candidates for office) and forged alliances with politicians in every state. As a result of their organized efforts, the Democratic-Republicans took power in 1800.

Over time, historians' interpretations of the early parties have changed. In the early 20th century, historians described the partisan struggles of the 1790s as a conflict between the undemocratic, elitist

Hamiltonian Federalists and the democratic, egalitarian Jeffersonian Democratic-Republicans. Charles Beard's *Economic Origins of Jeffersonian Democracy* interpreted the struggle as one between Hamilton's capitalist class and Jefferson's agrarian class. More recently, historians have focused more on personalities in defining the two parties. Finding general agreement in the practices of the opposing parties, these historians emphasize the differing characters of Jefferson and Hamilton and the significance of Washington's friendship with Hamilton and of Jefferson's friendship with Madison.

Richard Hofstadter, a leading historian of the 1950s and 1960s, observed both the differences and the shared ideas of the Democratic-Republicans and Federalists. He saw the parties maturing in 1800, moving past excessive rhetoric to accommodation, as both came to terms with the same political realities.

KEY TERMS BY THEME

Decisions (ID, POL)

Thomas Jefferson
Louisiana Purchase
war hawks
Henry Clay
John C. Calhoun

The West (PEO)

Tecumseh
Prophet
William Henry Harrison
Battle of Tippecanoe

Supreme Court (POL)

strict interpretation
John Marshall
judicial review
Marbury v. Madison
Aaron Burr
"Quids"
Hartford Convention
(1814)

War (WOR)

Napoleon Bonaparte
Toussaint l'Ouverture
Barbary pirates
neutrality
impressment
Chesapeake-Leopard
affair
Embargo Act (1807)
James Madison
Nonintercourse Act
(1809)
Macon's Bill No. 2
(1810)
War of 1812
"Old Ironsides"
Battle of Lake Erie
Oliver Hazard Perry
Battle of the Thames
River

Thomas Macdonough

Battle of Lake
Champlain
Andrew Jackson
Battle of Horseshoe
Bend
Creek nation
Battle of New Orleans
Treaty of Ghent (1814)

Exploration (ENV)

Lewis and Clark
expedition

The Anthem (CUL)

Francis Scott Key
"The Star-Spangled
Banner"

l as the guides and pathfinders
nia and Oregon in the 1840s.

r
on or California in the 1840s
r to that of the early colonists.
ved in log cabins, sod huts, or
ition were far greater dangers

he nearest neighbor, pioneer
ing those of doctor, teacher,
it in the fields to their farmer-
ors of childbirth resulted in a

e understanding of the fragile
into an area, they would clear
aust the soil with poor farming
rs brought the beaver and the

0 to 1860		
	1840	1860
00	6,761,000	10,594,000
10	3,352,000	9,097,000
00	6,951,000	11,133,000
---	---	619,000
00	17,120,000	31,513,000

f the United States, Colonial Times

HISTORICAL PERSPECTIVES: WHAT WAS THE NATURE OF SLAVERY?

Slavery was of fundamental importance in defining both the character of the South and its differences with the North. Until about 1950, the prevailing scholarship on slavery followed Ulrich Phillips' *American Negro Slavery* (1918). Phillips portrayed slavery as an economically failing institution in which the paternalistic owners were civilizing the inferior but contented African Americans. Later historians challenged Phillips' thesis by showing slaves and owners to be in continual conflict. Today the older view of slavery as a paternalistic and even benign institution has been discredited.

The newer views were summarized by Kenneth Stampp in *The Peculiar Institution: Slavery in the Ante-Bellum South* (1956). Stampp acknowledged that the civil rights movement of the 1950s and 1960s stimulated many of the new interpretations: "There is a strange paradox in the historian's involvement with both present and past, for his knowledge of the present is clearly a key to his understanding of the past."

Historians continue to debate how destructive slavery was. Some have argued that the oppressive and racist nature of slavery destroyed the culture and self-respect of the slaves and their descendants. In contrast, others have concluded that slaves managed to adapt and to overcome their hardships by developing a unique African American culture focused around religion and extended families.

Economics has also provided a focus for viewing the nature of slavery. Historians have debated whether slave labor was profitable to southern planters, as compared to using free labor. Unlike Phillips, many historians have demonstrated that slavery was generally profitable. A more complex analysis of the economics, social, and cultural nature of slavery is found in Eugene Genovese's *Roll, Jordan, Roll: The World the Slaves Made*. In this work, southern society is shown centered on a paternalism that gave rise to a unique social system with a clear hierarchy, in which people were classified according to their ability or their economic and social standing. For whites this paternalism meant control, while for slaves it provided the opportunity to develop and maintain their own culture, including family life, tradition, and religion.

Recently, historians have focused more on regional variations in slavery. For example, compared to slaves on South Carolina rice plantations, slaves on Virginia tobacco plantations lived longer lives, worked in smaller groups, and had more contact with whites. In South Carolina, slaves kept stronger ties to their African heritage.

The changing interpretations of slavery since the early 1900s reflect changing attitudes toward race and culture. While all interpretations do not seem equally accurate today, each provides readers a perspective to consider as they develop their own views.

1.



The cartoon above regarding Congress.

The cartoon above regarding

the cartoon expresses the point of view

identified in Part A helped to shape
 that action between 1820 and

Question 4. Answer a, b, and c.

- a) Briefly explain why ONE of the following best supports the view that by the mid-19th century, the antislavery movement had gradually become more radical.
 - American Colonization Society
 - *The Liberator*
 - Nat Turner
- b) Contrast your choice against ONE of the other options demonstrating why that option is not as good as your choice.
- c) Briefly explain ONE critical response to the changes during this period.

THINK AS A HISTORIAN: STATEMENTS ABOUT CONTINUITY AND CHANGE OVER TIME

Statements about continuity often include phrases such as “similar to” or “following in the path.” Statements about change often include phrases such as “unlike” and “unprecedented.” Which THREE of the following statements best express either continuity or change?

1. The Second Great Awakening was one of many reform movements that swept the country in the 1800s.
2. Some historians believe that the strong sense of taking care of one another that existed in frontier settlements in the 1800s can be traced directly to the values of the Puritans of the 1600s.
3. African American leaders in the first half of the 1800s responded to slavery in various ways.
4. Henry David Thoreau’s legacy was revived by reformers in both the United States and India in the 20th century.
5. Listing the subjects portrayed in American painting in the 1780s and in the 1850s demonstrates how significantly the United States evolved in just seven decades.

PERIOD 4 Review: 1800–1860

Ch

Long-Essay Questions

Directions: Write an essay to respond to one of each pair of questions. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

Choose ONE of the following two long-essay questions.

1. For some the American Revolution was primarily an effort to maintain basic British rights as opposed to establishing a new form of government. Support, modify, or refute this contention using specific evidence.
2. For some the election of Andrew Jackson brought a revolutionary change in politics for the common man as opposed to it being a continuation of the trend toward greater voter participation. Support, modify, or refute this contention using specific evidence.

C

Choose ONE of the following two long-essay questions.

3. Analyze and evaluate the impact of Alexander Hamilton's economic policies, including his views on banking during the early years of the republic.
4. Analyze and evaluate the impact of Andrew Jackson's economic policies, including his views on banking during the mid-19th century.

Choose ONE of the following two long-essay questions.

5. Compare and contrast the characteristics and influences of the three major groups of the British Atlantic colonies by the mid-18th century.
6. Compare and contrast the characteristics and influences of the three major sections of the United States by the mid-19th century.

1800-1860

each pair of questions. Cite generalizations and present

questions.

Describe an effort to establishing a new form of government using specific

Describe a revolutionary idea proposed to it being a form of participation. Support, with specific evidence.

questions.

Describe Hamilton's economic vision during the early years of the

Describe Jackson's economic vision during the mid-19th century.

questions.

Describe the influences of the three revolutions by the mid-18th century.

Describe the influences of the three revolutions by the mid-19th century.

Choose ONE of the following two long-essay questions.

7. Analyze and evaluate the ways in which ONE of the following areas influenced United States foreign policy in the late 18th century.
 - French Revolution
 - Washington's Farewell Address
 - XYZ Affair
8. Analyze and evaluate the ways in which ONE of the following areas influenced United States foreign policy in the early part of the 19th century.
 - Florida Purchase
 - Monroe Doctrine
 - War Hawks

Choose ONE of the following two long-essay questions.

9. Explain and analyze the impact of ONE of the following on the social and political life during much of the 18th century.
 - education
 - immigration
 - religion
10. Explain and analyze the impact of ONE of the following on the social and political life during much of the first half of the 19th century.
 - education
 - immigration
 - religion