**Rachel, Sam, Kaylee and Drew**

**Key Concept 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.**

*I. The nation’s transformation to a more participatory democracy was accompanied by continued debates over federal power, the relationship between the federal government and the states, the authority of different branches of the federal government, and the rights and responsibilities of individual citizens.*

A. As various constituencies and interest groups coalesced and defined their agendas, various political parties, most significantly the Federalists and Democratic-Republicans in the 1790s and the Democrats and Whigs in the 1830s, were created or transformed to reflect and/or promote those agendas.

As the people of the Unite States became more politically active and aware, more ideas and groups had the opportunity to surface. The creation of political parties in the US allowed for individuals to become more involved in their government. The variety of political ideas caused conflicts to occur, but at the same time it allowed for a lot of diversity within the federal government, and a fair representation of the masses.

B. Supreme Court decisions sought to assert federal power over state laws and the primacy of the judiciary in determining the meaning of the Constitution.

The Judiciary Branch was now allowed to rule whether or not certain bills and laws that were going into law were constitutional or not. This allowed for interpretation of the Constitution by the Judiciary Branch. It took away a lot of power of the Executive Branch, balancing the powers and making the playing field even for all of the branches.

C. With the acceleration of a national and international market economy, Americans debated the scope of government’s role in the economy, while diverging economic systems meant that regional political and economic loyalties often continued to overshadow national concerns.

There was such a strong a need to check the government that it ended up working against what the people of the United States actually needed. People were just focusing on making sure the government play the right role in the government. Checks and Balances was an outcome of this. Having the government the main focus, the economy of America was barely a concern.

D. Many white Americans in the South asserted their regional identity through pride in the institution of slavery, insisting that the federal government should defend their institution.

Slavery is a touchy subject for the south. Whenever it was brought up they refused to hear anything that involved slavery being banned. They protected the institution of slavery with everything they had. It was their economy and their lives.

HISTORICAL THINKING:

1. Two examples of cause and effect reflected in this content.

* Judiciary Rule was the cause of the Judiciary Branch now being able to review whether or not laws are unconstitutional or not

1. Two examples of continuity in this content.

* Slavery
* Cotton production

1. Two examples of changes that took place in this content.

* Transportation Revolution
* Views on slavery

1. Create a start date and end date for this period of content. What would the title of this period be?

* 1800-1860
* Time period is called Pre-Civil War Era

1. What other historical periods or developments can you compare this era to? What similarities and differences do you see?
   * The pre-Revolution Era is comparable because it is before a major change in the culture of our society.
2. What social, political, and/or economic trends to you see in this content?

* Political Parties
* Slavery
* Cotton was a big economic value of this time

1. What historical context is this content set in?

* Political Parties are ever changing and people are migrating to different parts of the country

1. What later developments does this content set the context for? (2 examples)

* The Civil War
* The development of modern political parties

1. Create 2 different writing prompts that require the use of historical argumentation.

* How did slavery affect political views in the United States?
* How did political parties affect expansion of the West?

Louie Graham, Emily Palmieri, Eleanor Donaher, and Andrew Cohen

November 11, 2014

Mr. Hetrick

AP United States History

**Key Concept 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.**

*II. Concurrent with an increasing international exchange of goods and ideas, larger numbers of Americans began struggling with how to match democratic political ideals to political institutions and social realities.*

A. The Second Great Awakening, liberal social ideas from abroad, and Romantic beliefs in human perfectibility fostered the rise of voluntary organizations to promote religious and secular reforms, including abolition and women’s rights.

The influx of immigrants also brought about an influx of new ideals and new ways of going about things. Though there was also an American version of that, brought out by the transcendentalists and the sentimentalists, changing the makeup of things like voting rights and religious organization. America also began to truly embrace it’s original idea that all men are created equal...at least all white men, as universal white male suffrage for citizens was also established around this time.

B. Despite the outlawing of the international slave trade, the rise in the number of free African Americans in both the North and the South, and widespread discussion of various emancipation plans, the United States and many state governments continued to restrict African American’s citizenship possibilities.

While the outlawing of the international slave trade was a huge advancement for the slaves in the south, they still had a long way to go before they became full blown citizens of the United States. The outlawing of the slave trade was in no means the agreement of everyone to treat the previous slaves as equals. In reality, the southerners weren’t happy about the outlawing of the slave trade, and they had ill feelings towards the slaves which pushed them to resist discussing African American citizenship possibilities.

C. Resistance to initiatives for democracy and inclusion included proslavery arguments, rising xenophobia, anti-black sentiments in political and popular culture, and restrictive anti-Indian policies.

The northerners were attempting to outlaw slavery which struck fear into the hearts and minds of large southern plantation owners, who made their profits off slave trade and slave work. Prejudiced policymakers wouldn’t even think of allowing blacks to be free, let alone letting them vote, and it became a stifled issue. The natives continued to be pushed off their land, even though president Jefferson claimed that he wanted to help them he still could not stop the push west that discluded the natives.

HISTORICAL THINKING:

1. Two examples of cause and effect reflected in this content.

1. Many people in the North believed that slavery should be illegal, while many in the South believed that it was a necessary element to a functional economy. The effect of this was there was an outlawing of the international slave trade, as a sort of compromise between the two opposing ideologies. Sadly, however, the amount of slaves actually grew as a result of this, almost backfiring on the North.
2. The push for wide spread democracy in this era was extending everywhere. Cities were getting large, and more and more Northerners were gaining the right to vote. An effect of this was the South, with rising anti-black feelings and trying to grip onto older traditions inorder to, in their eyes, preserve them.

2 Two examples of continuity in this content.

1. The issue of what to do with slavery would always be present throughout the entire time period, never really going away. Though it would sink into the background sometimes, most of the time it would be front and center demanding more and more attention.
2. The xenophobia of most immigrants was also a constant throughout the entire era. As more and more people moved to this nation, the people who were already here treated them as less, making them prove their place, something that has even continued throughout today. Whether is be the Irish or the Germans, people were cautious about employment and renting to those newly arrived in the American Society.

3. Two examples of changes that took place in this content.

One change that took place in this content was within the transportation revolution. The beginning of railroads enabled the people living during that time to transport their goods to places all over the nation. Now that their goods were available to more people, they made more profits and therefore had a much better success rate than before.

Another change that took place was the introduction of immigrants into the country. They were not welcomed by the Americans and they were forced to work undesirable jobs under harsh circumstances. Most immigrants came from Germany and Ireland, and they were all skilled workers, that produced high quality work.

4. Create a start date and end date for this period of content. What would the title of this period be?

Date: 1820-1850 Cultural Inequalities in an Economical Boom

5. What other historical periods or developments can you compare this era to? What similarities and differences do you see?

I would compare it to modern times because there is still an immigration issue where the Native people are xenophobic towards immigrants moving to this country and there are racial issues in Ferguson Missouri which show that there is still inequality in this nation. Technology is also advancing rapidly and changing our world, shrinking it as cell phones connect different peoples like railways did. Some differences are that there is obviously much less racial inequality and especially with gender there is a lot more equality in general. The country is also not in an economic boom.

6. What social, political, and/or economic trends to you see in this content?

Social trends of this time include the unfair treatment of the African slaves in the south who were still living and working under the incredibly harsh conditions, and the inequality between the genders. Women still weren’t equals in the eyes of men although they were beginning to be valued slightly more. Political trends included the rise of democrats in power with President Jackson and his fellow government officials. Economic trends included a boom that was a result of the new developments of the transportation and market revolutions. These revolutions were based off of the fact that the goods/products produced could reach more people, which meant that those distributing them received more profit, and that the economy became more successful with every transaction.

7. What historical context is this content set in?

This is taking place during the prime of slavery and cotton production, closing in on the industrial revolution.

8. What later developments does this content set the context for? (2 examples)

The social realities and political ideals not only led to reformation of the democratic government, but laid the context for several more conflicts.

* The Civil War: The ideal of slavery and reality of racism in the south led to growing separation of the north and south proving to be a continuous conflict. The reformation of the government called for the end of slavery in many other states, causing the south to grow in anger.
* Industrial Revolution: This set the context for the industrial revolution.. as the economy continued to change, it called for a change in our market. This caused the industrial revolution, industrializing the United States.

9. Create 2 different writing prompts that require the use of historical argumentation.

* Was the United States of America a successful democracy at this time?
* The social realities were the sole reason for reformation of the United States Democracy. Agree modify or challenge this statement.

**Key Concept 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.**

*III. While Americans celebrated their nation’s progress toward a unified new national culture that blended Old World forms with New world ideas, various groups of the nation’s inhabitants developed distinctive cultures of their own.*

A. A new national culture emerged, with various Americans creating art, architecture, and literature that combined European forms with local and regional cultural sensibilities.

Throughout America, different cultures arose from the way they were brought up and treated in America. The slaves created a distinct culture with new songs and art that created a sense of identity through the different slave factions. The new forms of literature created differing opinions on certain political and social issues. Newspapers and books were written to address political events and sway the opinion of people. The use of Political Cartoons also helped enforce a national opinion on certain topics. Art and Architecture formed a greater national identity and documented the progression of American society. The skilled workers coming in from the Old world took parts of their culture and mended it with the new to create one unified country. Throughout these processes America developed more national pride in their given section and formed a unique national culture that’s presence was felt throughout the world.

B. Various groups of American Indians, women, and religious followers developed cultures reflecting their interests and experiences, as did regional groups and an emerging urban middle class.

Jackson’s presidency and following became known as the age of the common man, a time when a true American identity was forged throughout the various groups.

American Indians experienced a stifling of their own traditional culture through events passed by the new democratic government. The Indian Removal Act, passed by Jackson, created a “culture” for Native Americans that asked for them to conform and learn the ways of white Americans or face ultimate submission. Women were able to embrace a new appreciation for education and more romantic and transcendentalist belief, appreciating romantic novels and religious feeling. The Second Great Awakening saw the change in religious culture, differing from the strict Puritanism that was brought about a result of the first Great Awakening The printing press allowed some of this religious material, and more to be distributed. Evangelical Christians held to the value of personal faith, identifying that a willingness to be saved would bring about total salvation. The new urban Middle class, rooted in their work, saw a clear division between work and leisure. Less time for their leisurely activities saw the popularity of taverns for men as a means of keeping a social community. They also had more drive due to the greater social mobility that was developing.

C. Enslaved and free African-Americans, isolated at the bottom of the social hierarchy, created communities and strategies to protect their dignity and their family structures, even as some launched abolitionist and reform movements aimed at changing their status.

The culture of enslaved Africans in the south was based on close relations with adopted family members. This structure is where the use of terms like Brother, Sister to address non family members originated. They also found strength in religion an overwhelming about of blacks in the south were Baptists. The study of the bible inspired many blacks to seek their freedom and attend escape since “all men were created equal” and they were in fact men. The open practice of religion was banned by plantation owners forcing them to worship in secret. Many also tried to revolt violently most notable was Nat Turner which lead to the death of several white townsfolk.

Although blacks were free in the north they still experienced discrimination: Not being allowed to enter taverns, use public transport, or attend concerts are several of the pleasures not experienced by blacks. Further, blacks were paid a lower wage than immigrants for the least desired jobs. Northern blacks did not forget about the plight of their relatives in the south riots in the years of 1801,1819,1826,and 1832 showed that the American African community was allied regardless of geographic separation..

HISTORICAL THINKING:

1. Two examples of cause and effect reflected in this content.

Separation of actual slave families caused bonds to form between non family members across the south allowing blacks to maintain their culture . Tough economic conditions caused women to develop more active economic roles in their family dynamics(most were seamstresses).

2. Two examples of continuity in this content.

Native Americans were continually pushed further west as The United States

expanded. Sub cultures formed between the different social, racial, and gender classes.

3. Two examples of changes that took place in this content.

Women’s societal role was more liberalis as they were able to venture beyond the confines of house life. An influx of immigrants (Irish, German) changed the homogenous religion of the united states causing resentment by the original inhabitants

4. Create a start date and end date for this period of content. What would the title of this period be?

1820-1860 era of change

5. What other historical periods or developments can you compare this era to? What similarities and differences do you see?

The enlightenment and the civil right movement they all encompassed large amount of social change although for different classes and reasons.

6. What social, political, and/or economic trends to you see in this content?

Social justice for women and blacks, and they inclusion in the economy.

7. What historical context is this content set in?

The sectionalisation of the United States

8. What later developments does this content set the context for? (2 examples)

The woman's suffrage movement, and the civil war.

9. Create 2 different writing prompts that require the use of historical argumentation.

Which social group was most affected by the social changes in 1820-1860?

To what extend did the development of the market economy and social classes affect the diversification of America?

**Key Concept 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.**

1. *A global market and communications revolution, influencing and influenced by technological innovations, led to dramatic shifts in the nature of agriculture and manufacturing.*
2. Innovations including textile machinery, steam engines, interchangeable parts, canals, railroads, and the telegraph, as well as agricultural inventions, both extended markets and brought efficiency to production for those markets

Industrialization and the Market Revolution lent itself to the creation of more efficient and faster methods of, transportation, production, and communication. Western Urban expansion gave Americans more opportunity to reach a new market location. This was accomplished through the railroads built by unskilled workers and slaves who were forced into the labor system to accommodate for their low social standard. The building of railroads made for more efficient shipping of slaves within the Slave Trade as well as produced goods to foreign markets. The Erie Canal was the first successful canal reaching from New York City to the Great Lakes through the Hudson River. The canals and steam boats created a cheaper commercial link between the East and the West, as they easily transported goods in bulk. It provided easy passage for people and drew in settlers from the East. The Transportation Revolution appealed to the economic growth of America, attracting large capital investments. Though it allowed for easier travel, the spread of disease from port to port created a Cholera epidemic that spread within inland cities. Commercialization and industrialization depended on the Transportation Revolution. The telegraph was one form of communication that provided an easier distribution of information to great distances. Citizens were then able to receive crucial information such as train schedules or changes in transportation that will be affected in timed situations. Within manufacturing, the creation of interchangeable parts was realized first in the production of guns. All pieces were broken down into a specific mold that could be duplicated and mass produced quicker. The use of interchangeable parts was a source of national pride that gave workers and owners in the North greater incentive to achieve economic dependence.

1. Increasing numbers of Americans, especially women in factories and low-skilled male workers, no longer relied on semi subsistence agriculture but made their livelihoods producing goods for distant markets, even as some urban entrepreneurs went into finance rather than manufacturing.

The change from agricultural labor in the South to the more populated industrial labor in the North created a new system within the workforce. The Putting out System gave unskilled workers an opportunity to contribute to a larger scale market at the expense of a lower pay. Often making smaller items within the comfort of their own homes, workers involved in the Putting out System focused on the production of smaller consumer goods. The shoe industry in Massachusetts was largely effected; including the help from artisans, women, men, and children taking on specific roles to complete the product. Men were still paid more than women and children, though master craftsman had the greatest income. This system allowed capitalists to employ the same labor for more investment, benefitting the global economy. The spread of commercial markets was beneficial for farm families in the North. A large scale desire for goods offered farmers the opportunity to sell their products into the market economy. Commercialization was key to westward expansion. The Lowell Mills based on the British style of machinery, but was improved by Lowell who used industrial spy tactics to his advantage. He invented the power loom which created the most efficient method of spinning cotton. Family Mills were run by men, women, and children, though the most skilled were the workers with the most pay. Competition between smaller mills for the most capital was common. Women’s role in the workforce became a threat to the skilled and unskilled men that relied on all jobs within industry to support their families. Women were chosen for the operation of machinery rather than skilled jobs that were reserved for the men.

HISTORICAL THINKING:

1. With the progressing industrialization, social classes became further divided—the gap between the rich and the poor widened. At the same time, urbanization increased, thus allowing diseases, such as cholera, to become epidemics.
2. Society is ever changing. For example, women entered into the work force and gathered a sense of independence and self-reliance. Also, city growth was rapid due to the mass influx of immigrants coming from Germany and Ireland.
3. The labor system shifted, as women and children became incorporated into the working class (i.e the factories and the putting-out system). Furthermore, transportation became more efficient because goods and people could be easily shipped trans-continentally.
4. 1790-1840, America: Moving Forward as an Industrialized Nation
5. The British textile revolution was the start of their industrialization, as power looms emerged and machinery modernized. America’s industrial revolution revolved, too, around one development, which was the commercialization of the economy.
6. The dividing lines between social classes became more prominent, as the amount of immigrants increased, furthering the poverty-stricken class. Also, the economy diversified because of the commercialization of agriculture, which allowed the nation to shift away from cash crops and into a more free market economy.
7. The division of the North and South because the south was more agricultural based, while the north was progressing into an industrialized state.
8. It sort of gave way to the Civil War because the industrialization of the north further isolated the south in its farming, slave based ways. Meanwhile, it also sectionalized the social classes because as immigrants flocked to cities, slums were created, as well as inferior/superior mindsets, allowing the rich to progress and the lower/working classes to suffer in poverty.
9. Did industrialization have social repercussions? What are the advantages and disadvantages to industrialization and commercialization to the nation as a whole?

**Key Concept 4.2: Joey Clooney, Riley Chioffe, Sean Parsons, Brittany Hillman**

**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.**

**I. Regional economic specialization, especially the demands of cultivating southern cotton, shaped settlement patterns and the national and international economy.**

**A. Southern cotton furnished the raw material for manufacturing in the Northeast, while the growth in cotton production and trade promoted the development of national economic ties, shaped the international economy, and fueled the internal slave trade.**

The Southern economy was very heavily based upon the cultivation and exportation of cotton. Large southern plantations fueled by large populations of slaves churned out cotton year round, and the results created an elite class of southern white plantation and slave owners, who benefitted greatly from the economic wealth and prosperity of the region. The cotton produced would be moved up to the northeast, by the means of railroads and other methods from the Transportation Revolution, where it would be used as an important raw material for the industrialized Northeast, in textile factories, for instance. This growth and profitability in the cotton industry promoted both national, and international ties, allowing for the establishment of a successful and extremely profitable economic system, regionalized, yes, specialized, yes, but effective. The unity experienced through the Transportation Revolution influenced this concept greatly as well, yet the system also furthered the reliance of the Southern Economy on the slave trade. Therefore, discontent became a common theme among slaves working tirelessly on plantations year round in order to meet demand. This would prevent a common decision from being reached on the issue of slavery, and although promoting economic prosperity, limiting social justice.

**B. Despite some governmental and private efforts to create a unified national economy, most notably the American system, the shift to market production linked the North and the Midwest more closely than either was linked to the South.**

The geography of the Northern part of the country supported a much more favorable economic system. Along with the cultural ties to an anti-slavery system, the North began to prosper off of an industrial based economy. In response to the booming economy,many immigrants began to come into the newly industrial centers or cities. The Southern and Western parts of the country lacked geographically and culturally the necessary factors that supported a successful industrial economy. Also, the basis of their economic system was the institution of slavery, a very unstable system in and of itself. The Midwest began to also benefit from the market system that was sprouting up due to the majority of their population being from the north and bringing with them their customs. This is important to remember when we see railroads and other forms of transportation begin to come up, only further supporting the economically sound North. The differences that we begin to see economically between the North and the South will soon be a catalyst for the conflict that is about to tear the country apart.

**C. Efforts to exploit the nation’s natural resources led to government efforts to promote free and forced migration of various American peoples across the continent as well as to competing ideas about defining and managing labor systems, geographical boundaries, and natural resources.**

As the nation’s population continued to grow and prosper, supply and demand increased as well. Part of the large increase in population was due to the immigration of the German and Irish. In response to the population, the United States government highly encouraged the migration to the west for both the betterment of the American economy and for the prosperity of the people. The migration of American people to the west was due to various reasons other than the promotion by the government. Former urban merchants and artisans who no longer were successful in the growing cities of the eastern coast, traveled to the west by means of the transportation revolution. The geography of soon-to-be states determined their population and agricultural success. They had hopes of utilizing the untouched natural resources to become commercial farmers and to ultimately produce revenue in order to enter the infamous middle class. However the labor systems that were dispersed throughout the west were very diverse. The west consisted of differing opinions that were a combination of northern and southern beliefs. Labor systems included mills, such as the Lowell and Slater Mill, which provided steady labor with long hours but a very low wage. While other commercial farmers created more of a family run organization in which the workers still lived and were provided by their master.

**HISTORICAL THINKING:**

**1. Two examples of cause and effect reflected in this content.**

The developments and progression in transportation leads to an increase in population in cities and in slave population

The dependency on cotton lead to an increase in the slave trade

**2. Two examples of continuity in this content.**

The increase in population within cities and seaports contributed the the development of industrialization. The growing trend further established the United States as a nation within the world sphere of influence. Also, the increase in population further developed the national character that defines the United States today.

The Transportation Revolution transformed the United States to become a nation united through the connection of canals, railroads, and highways. The movement of people from the north and south to the west was accelerated. The ability for people to get from one state to another no longer took a substantial amount of time--a matter of hours versus a matter of days. Today, national highways and turnpikes encompass intricate network of American transportation, connecting citizens by interstates despite the miles they are apart.

**3. Two examples of changes that took place in this content.**

The industrialization of the Northeast allowed for the furthering of economic developments in both the north and the south. Factory work became much more prominent, as did the Southern Cotton industry and their reliance on slave labor in order to keep up.

The Transportation Revolution also played a major role in the development of the American country, both socially and economically. The development of railroads and steam ships made easier the capability to send goods across both the nation and the world, furthering industry in the north and strengthening the global economy and the local economy in America.

**4. Create a start date and end date for this period of content. What would the title of this period be?**

1783-1861 (from the ending of the American Revolution until the beginning of the civil war) the name of this period would be “Diversification and specialization of the economic system”

**5. What other historical periods or developments can you compare this era to? What similarities and differences do you see?**

The rising conflict that is being observed can be compared to the relationship between the British and their American counterparts during the Revolutionary war. Even though the representation seemed to be equal in their government, there were most definitely differences that would to provoke a war. The outcome would be slightly different, but the conflict of interests still existed and it can also be seen in the Pre-Civil War era.

**6. What social, political, and/or economic trends to you see in this content?**

Political trends I see are the establishment and creation of new political parties and anti-parties that are fighting to have their practices put into the country. Economic trends I see are the increase in slave population due to an increased demand of cotton in the northern cities for production.

**7. What historical context is this content set in?**

This content is set in a time when America changing politically and economically right after its independence. Examples of this include the bipartisan system of government being set up along with industrial ties that can be traced back to a market economy. There is a rising conflict with the North and the South about the differences of the two societies.

**8. What later developments does this content set the context for? (2 examples)**

The conflict coming to a climax in The Civil War

Devastation of Southern Economy Before and After the Civil War

**9. Create 2 different writing prompts that require the use of historical argumentation.**

Without the development of transportation systems leading to an increase in production and harvesting of cotton would the institute of slavery remained as it was, ended sooner than it did, or would have continued in a still increasing fashion?

Without the increase in the harvesting of cotton would the economy of a newly created American Government been able to thrive in its time leading up to the civil war.

**Tori W., Maddie M., Annie W., Kate N.**

**Key Concept 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.**

1. *The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power.*
2. With the opening of canals and new roads into the western territories, native-born white citizens relocated westward, relying on new community systems to replace their old family and local relationships.
3. Migrants from Europe increased the population in the East and the Midwest, forging strong bonds of interdependence between the Northeast and the Old Northwest.
4. The South remained politically, culturally, and ideologically distinct from the other sections while continuing to rely on its exports to Europe for economic growth.
5. The market revolution helped to widen a gap between rich and poor, shaped emerging middle and working classes, and caused an increasing separation between home and workplace, which led to dramatic transformations in gender and in family roles and expectations.
6. Regional interests continued to trump national concerns as the basis for many political leaders’ positions on economic issues including slavery, the national bank, tariffs, and internal improvements.

Paragraph: The market revolution changed the economy and communities the most in America in the 1830s. It created a significant pattern with migration because it allowed for an easier passage to many states. It also increased the rate of where people lived, for example most people did not live in one home for very long and often moved periodically. Railroads provided an easy way for people to migrate across the country but also provided many jobs to people. The market revolution stimulated the ability to create and build bigger things through risk taking. The market revolution began to change the gender roles in society completely. Women began to have a bigger part in the economy, by working at home with a merchant looking over them. The mother was provided nurturing to her children, and trying to make them as successful as possible. Both parents though worked together to raise their children more than the earlier years. The man was still the head of the house but women began to slowly have a say in the household. The market revolution also caused many families to begin to limit the amount of children they would have. They did this because children began to cost more, so they wanted to make sure they could provide for their children but also the family as a whole. Although there were still slaves in the south, but they were often cared for better than the factory works in the north. The south was also impacted by the market revolution but not as much as the north, this was because of their reliance on slavery and nothing else. The south mostly focused on shipping their slave made products to other countries rather than helping themselves as a whole, like the north did. The southern states still wanted to have a part of foreign relations such as shipping and trading with them but the north wanted to begin to focus on internal relations of America. Jackson wanted the states to take care of internal improvements and he believed that providing expenses for transportation was unconstitutional and infringed the “reserved powers” that were given to the states by the constitution. Jackson also was against the National Bank, taking out his federal funds to the Second Bank, and distributing them to smaller state banks. Many others agreed with a fear of banks becoming too powerful in ways not known by the majority of America.

HISTORICAL THINKING:

1. Two examples of cause and effect reflected in this content.

The influx of immigrants led to the prosperity of the Market Revolution. Without the hard work of the immigrants, the work force of the Market Revolution would not have been enough for its success. However, the influx of immigrants also led to negative implications in the creation of greater cultural and racial tensions.

The Market Revolution resulted from improvement in transportation, commercialization, and industrialization. Transportation led to greater accessibility to trade and land, creating national/international market leading to national pride and identity. Commercialization led to replacing household self-sufficiency and a barter system with a cash economy. Industrialization led to the mass production of goods with the help of power-driven machinery.

1. Two examples of continuity in this content.

As industrialization developed, so did the means by which industrialization took place. Initially goods were produced by man, focusing on the skills and craft of artisans. The putting-out system developed as a way to increase efficiency to produce goods with less time. As inventions emerged, so did mills and factories, leading to reliance on machinery and mechanization, rather than the production of skilled workers, creating a large class of wage laborers, thus developing industrialization.

As the Market Revolution progressed, the interests of the North and South diverged even further. The South depended greatly on exports to Europe based on agriculture, while the North had a more diverse economy with shipping, textiles, and machinery. This would create even more tensions between the characteristics in the North and South because of different focuses in the economy.

1. Two examples of changes that took place in this content.

There was advancement in production by adopting foreign inventions and integrating them within America’s society. For example, Lowell toured British textile mills and returned to America to begin his own mills, which became extremely successful and set standards for other mills.

Family dynamics changed as a result of different gender roles. The father often worked to support the family and did not hold as much influence in raising the children. The mother was responsible for the education of the children in order to ensure they would succeed later on in life. Boys often attended public schooling and sought to improve social status. Girls were usually raised to follow the mother’s footsteps in womanly roles of taking care of the house and family.

1. Create a start date and end date for this period of content. What would the title of this period be?

This period would occur from 1790-1840 and would be titled “The Market Revolution and Effects on Society.”

1. What other historical periods or developments can you compare this era to? What similarities and differences do you see?

This period also reflected a worldwide trend in industrialization, as shown in Europe. Many new inventions led to greater progress in industrialization and increased trade to work toward mass production, causing a commercialized economy. However, in America specifically, this would be enough to create distinct regions of the West, North, and South.

1. What social, political, and/or economic trends to you see in this content?

There were lessened social constraints in class divisions and female roles because of greater mobility, greater westward expansion, regional interests compared to national interests, and a shift towards a commercial economy.

1. What historical context is this content set in?

This is shown in the Market Revolution and its impacts, both negative and positive on America. This also shows how America industrialized rapidly and was able to keep up with other foreign countries, even though it was a newer country.

1. What later developments does this content set the context for? (2 examples)

This would lead to the Civil War because of the greater divide in the North and the South, and the Market Revolution would result in the Industrial Revolution.

1. Create 2 different writing prompts that require the use of historical argumentation.

a. Was the market revolution more harmful or helpful to America as a whole by how it affected the migration patterns, gender roles, and how political power was distributed? Provide examples to support your position.

b. Access the validity of this statement said by Andrew Jackson, “Federal funding for extensive and expensive transportation measures was unconstitutional and infringed on reserved state’s rights.” Was the growth of transportation system a good idea based off of Jackson’s views?

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**Key Concept 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.**

*I. Various American groups and individuals initiated, championed, and/or resisted the expansion of territory and/or government powers.*

A. With expanding borders came public debates about whether to expand and how to define and use the new territories.

The new acquisitions of land led to the formation of many new territories which would eventually become states. Since many people from many different walks of life came to these new territories there was much dispute over how the territories would be governed. One of the largest debates brought about by the new territories was the Missouri Compromise of 1820. The territory of Missouri wanted to enter the union as a slave state, which posed a problem to northerners because it would have broken the balance between slave and non slave states in congress. To avoid this problem Congress made the compromise which allowed Missouri to join as a slave state but also Maine as a free state. They also drew the Missouri Compromise line which divided the territories into future free or slave states. The compromise did not fix the problem but only put off the issue until a later time. Another example of debate was the War of 1812. It was not a popular war and many people did not want to fight a war against Great Britain, but there were others who wanted to expand and take areas like Florida and Canada and assert America’s independence. There were even debates about the INdian Removal because many people thought it was wrong and that the Indians had a right to their lands especially the Cherokees who took it to the courts, but the majority of the people, mainly the ones living near the Indians disagreed and wanted the Indians gone so that they could take their land.

B. Federal government attempts to assert authority over the states brought resistance from state governments in the North and the South at different times.

Because the Constitution deliberately left the federal structure ambiguous, all sectional disagreements automatically became constitutional issues that carried a threat to national identity. Similar to the Virginia and Kentucky Resolves proposing the nullification doctrine in 1798, at the Hartford Convention of 1812 the convention insisted that the state had the right to impose their authority to protect its citizens against unconstitutional federal laws. In this case, five Federalists from New England states opposed the War of 1812. Another example of state resistance to federal government authority came later from the South. As a group, wealthy southern planters were opposed to tariffs in 1816 (as a postwar recovery measure) because duties raised the cost of the luxury goods imported from Europe. Also, free trade would be disrupted and might cause other countries to retaliate with tariffs against southern cotton. Southerners protested but were outvoted in Congress by northern and west representatives. South Carolina, whose economy was hit the hardest in Westward Expansion, reacted the most forcefully to the Tariff of 1828. The Nullification Crisis was not only about the tariff, but the greatest of all sectional issues, slavery. South Carolina responded with rejecting the tariff and refusing to collect the taxes it required in opposition. However, no other Southern states backed this up and South Carolina legislature repealed its nullification, illustrating the success of the uncompromising tactics.

C. Whites living on the frontier tended to champion expansion efforts, while resistance by American Indians led to a sequence of wars and federal efforts to control American Indian populations.

The struggle for land between the whites and American Indians was already a problem in the 1700s as the nation started to form, but the expansionism ideals grew after Jefferson took office and wanted to establish an agrarian society. By 1800, the whites had started migrating to the land along the Ohio River due to its potential for population growth and its fertile soils, but this created fear among the American Indians since it meant their loss of even more land. This fear developed into resistance by multiple powerful Indian nations. The Native Americans began fighting because the pioneers did not respect the Indian Intercourse Act of 1790- a law that didn’t condone the seizing of Indian land by whites. This constant struggle of trying to maintain their land created a cycle of being invading, fighting and being defeated since they were not as powerful, and did not have the tools, that whites did. Jefferson did not agree with the cruel and unjust treatment to Native Americans and tried to help them by offering them land and establishing policies. Although some tribes agreed to assimilation and accommodation of living near the whites that Jefferson wanted, some tribes in the Northwest chose armed resistance. Tecumseh, Shawnee military leader and brother of a religious leader, was the leader of some of the American Indian battles as he joined forces with the British; this grew into the War of 1812. By the end of the war the national government had signed treaties with some Indian nations –opening up large regions of land for white settlers- but eventually the pressure from the whites took away a lot more American Indian land than was planned. And with Jackson’s presidency, the US Congress passed an Indian Removal Act- fought by the Cherokees in various Supreme Court cases that demonstrated the power of the judicial branch. However, Jackson insisted on the removal of the Indians and supported the infamous removal called the “Trail of Tears”. Resistance continued but the power of the white settlers overpowered the indigenous nations.

HISTORICAL THINKING:

1. Two examples of cause and effect reflected in this content.

One example is the transportation revolution (cause) that resulted in unprecedented westward expansion, increase in trade and mobility, more commercial farming, and the linking of many American communities(effect). A second example is the market revolution (cause) which led to rapid urbanization, a change in the way Americans work, and the spread of the wealth (effect).

2. Two examples of continuity in this content.

One example of continuity within this content would be the institution of slavery. The institution went through some demographic and regional changes but the institution stayed there and had key impacts along the way. A second example of continuity within this content would be the accumulation of opportunity for Americans. Starting with the Jeffersonian era with the large land acquisitions, to the Jacksonian era and his influence on the common people to take part in politics, to the transportation and market revolutions, and to the immigration and urbanization, they all represent the continuity and development of opportunity for the American people.

3. Two examples of changes that took place in this content.

One example of changes include the expansion of western territories under the direction of Jefferson and Jackson. After the purchase of the Louisiana Territory, the largest peaceful acquisition of territory in United States history, a sense of American expansiveness and continental destiny was thus fostered. This led to a shift in western farming, Indian removal policies, and the War of 1812. Another example of change is the new middle class that the development of Northern cities provided for.

4. Create a start date and end date for this period of content. What would the title of this period be?

The period of content follows 1790-1840. The title of this period would be Westward Expansion and sectional differences.

5. What other historical periods or developments can you compare this era to? What similarities and differences do you see?

The conflict between federal and state governments featured in the Hartford Convention is represented to this day with the individual state governments legalizing marijuana while the federal government still hasn’t established set laws for drug use and specifically the use of recreational/medicinal marijuana. The expansion period of the West is similar to that of the Gold Rush when migration took place to find more opportunities and money.

6. What social, political, and/or economic trends do you see in this content?

One social trend was that of wanting to control the Native Americans which was a pattern that repetitively occurred throughout the history of the country. A political trend was the conflicts between state and federal governments that took place during the Hartford Convention. An economic trend was the conflicts of how much the federal government would control the banks and the expansion for economic opportunities.

7. What historical context is this content set in?

The historical period of the historical context ranges from the start of the Jefferson's presidency onward to the Jackson Presidency. During Jefferson's presidency the U.S gained land from the Louisiana Purchase and fought wars with the indians and British in order to increase expansion. James Monroe and John Adams presidency came after and introduced an era of good feelings, where the U.S would develop into a systematic state through the Jackson presidency and beyond. The U.S was slowly degrading as an agrarian republic and becoming a new systematic nation with a new landscape of transportation, laws, and a boom in population increase.

8. What later developments does this content set the context for? (2 examples)

The later developments that are set for is the increase of population movement toward the west as the U.S introduces new ways of transportation. From the gold rush in California to the Mexican American war, The U.S’s policy of expansion will cause many to find new opportunities out west, as the U.S slowly expands from east to west.

9. Create 2 different writing prompts that require the use of historical argumentation.

* Who was a better president in shaping the nation? Jackson or Jefferson?
* Was the expansion of America justifiable?