

# PERIOD 4 Content Outline: 1800–1848

Corresponds to Unit 3 (1800-1824) and Unit 4 (1824-1848)

**Main Idea:** The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.

**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.

\* (POL-2) (POL-5) (POL-6) (ID-5) ←Refer to framework section of your notebook to see the specific objectives

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.

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.

*Illustrative Examples - McCulloch v. Maryland, Worcester v. Georgia*

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.

*Illustrative Examples - New England opposition to the Embargo Act, debates over the tariff and internal improvements*

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 that institution.

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.

(CUL-2) (POL-3) (POL-6) (WOR-2)

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**.

*Illustrative Examples - Charles G. Finney, Seneca Falls convention, Utopian communities*

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 U.S. and many state governments continued to restrict African Americans’ citizenship possibilities.

*Illustrative Examples - American Colonization Society, Frederick Douglass*

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

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. (ID-1) (ID-2) (ID-5) (CUL-2) (CUL-5)

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

*Illustrative Examples* - The Hudson River School, John James Audubon

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**.

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.

*Illustrative Examples* - Richard Allen, David Walker, slave music

**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.

I. A **global market** and **communications revolution**, influencing and influenced by technological innovations, led to dramatic shifts in the nature of agriculture and manufacturing. (WXT-2) (WXT-5)

A. **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.

*Illustrative Examples* - steel plow, mechanical reaper, Samuel Slater

B. 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.

*Illustrative Examples* - Lowell system, Baldwin Locomotive Works, anthracite coal mining

II. **Regional economic specialization**, especially the demands of cultivating **southern cotton**, shaped **settlement patterns** and the **national and international economy**. (PEO-2) (PEO-3) (WXT-2) (WXT-5) (WXT-6)

- 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.
- 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.
- 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.

III. The **economic changes** caused by the **market revolution** had significant effects on migration patterns, gender and family relations, and the distribution of political power. (WXT-2) (WXT-7) (PEO-2) (PEO-3) (ID-5) (ID-6)

- A. 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.
- B. **Migrants** from Europe increased the population in the East and the Midwest, forging strong bonds of interdependence between the **Northeast** and the **Old Northwest**.
- C. **The South** remained politically, culturally, and ideologically distinct from the other sections, while continuing to rely on its exports to Europe for economic growth.
- D. 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.

*Illustrative Examples -* cult of domesticity, Lydia Maria Child, early labor unions

- E. **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.

**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. Struggling to create an **independent global presence**, U.S. policymakers sought to dominate the North American continent and to promote its foreign trade. **(WOR-5) (WOR-6)**

A. Following the **Louisiana Purchase**, the drive to acquire, survey, and open up **new lands** and **markets** led Americans into numerous economic, diplomatic, and military initiatives in the **Western Hemisphere** and **Asia**.

*Illustrative Examples* - negotiating the Oregon border, annexing Texas, trading with China

B. The U.S. sought **dominance** over the **North American continent** through a variety of means, including military actions, judicial decisions, and diplomatic efforts.

*Illustrative Examples* - Monroe Doctrine, Webster-Ashburton Treaty

II. Various American groups and individuals initiated, championed, and/or resisted the expansion of territory and/or government powers. **(WOR-6) (POL-6)**

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

*Illustrative Examples* - designating slave/nonslave areas, defining territories for American Indians

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

*Illustrative Examples* - Hartford Convention, nullification crisis

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.

*Illustrative Examples* - War Hawks, Indian Removal Act, Seminole Wars

III. The American acquisition of **lands in the West** gave rise to a contest over the extension of slavery into the western territories as well as a series of attempts at **national compromise**. **(ENV-3) (POL-6)**

A. The **1820 Missouri Compromise** created a truce over the issue of slavery that gradually broke down as confrontations over slavery became increasingly bitter.

B. As **over-cultivation** depleted arable land in the Southeast, slaveholders relocated their agricultural enterprises to the new Southwest, increasing **sectional tensions** over the institution of slavery and sparking a broad scale **debate** about how to set national goals, priorities, and strategies.