

## Politics and Power

This theme focuses on how different social and political groups have influenced society and government in the United States, as well as how political beliefs and institutions have changed over time.

### Objectives:

Students should examine ongoing **debates over the role of the state in society** and its **potential as an active agent for change**. This includes mechanisms for creating, implementing, or limiting **participation in the political process** and the **resulting social effects**, as well as the **changing relationships among the branches of the federal government** and among **national, state, and local governments**. Students should trace efforts to define or gain access to **individual rights** and **citizenship** and survey the evolutions of **tensions between liberty and authority** in different periods of U.S. history.

### Thematic Objectives for Politics and Power

**POL-1.0:** Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

**POL-2.0:** Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

**POL-3.0:** Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

### PAST PROMPTS (REWORDED TO MATCH NEW FRAMEWORK... Some past prompts are not included, because they are too specific or are testing topics not tested with the new framework.)

- 1985 Support, Refute, or Modify the following statement: "The **Bill of Rights** did not result from a desire to protect the liberties won in the American Revolution, but rather from a fear of the **powers of the new federal government**."
- 1990 DBQ **Jacksonian Democrats** viewed themselves as the guardians of the **United States Constitution, political democracy, individual liberty, and equality of economic opportunity**. To what extent is this view accurate? In your analysis, be sure to address the causes and effects of the **Jacksonian Democrat Party**.
- 1999 Evaluate the impact of TWO of the following on the **Second Two Party System** during the period 1820 to 1840: **Major political personalities, States' rights, Economic issues**.
- 1999 How were the lives of the Plains Indians in the second half of the nineteenth century affected by technological developments and **government actions**?
- 2000 Assess the moral arguments and **political actions** of those opposed to the spread of slavery in the context of TWO of the following; Missouri Compromise; Mexican War; Compromise of 1850; Kansas-Nebraska Act
- 2001 The Jacksonian Period (1824-1848) has been celebrated as the era of the "common man." To what extent did the period live up to its characterization? Consider TWO of the following in your response. Economic development; **Politics**; Reform movements
- 2004 Analyze the impact of **political compromise** on sectional tensions in the period from 1820 to 1861.
- 2006 Explain why and how the **role of the federal government** changed as a result of the Civil War with respect to TWO of the following during the period 1861-1877: Race relations; Economic development; Westward expansion
- 2009 Analyze the social, **political**, and economic forces of the 1840s and early 1850s that led to the emergence of the **Republican Party**.
- 2010B DBQ The issue of territorial expansion sparked considerable **political debate** in the period 1800–1855. Compare and contrast the arguments and influence of both supporters and opponents of territorial expansion in shaping **federal government policy**.
- 2011 To what extent did **political parties** contribute to the development of national unity in the United States between 1790 and 1840?
- 2011B Evaluate the causes of **political change** from 1815 through 1840 in regards to **political parties, political campaigning, and elections**.
- 2014 To what extent was the **Democrat Party** maintain continuity and foster change in political beliefs and policies? To what extent were they an extension of the **Democratic-Republican Party**? Confine your analysis to 1800-1837.

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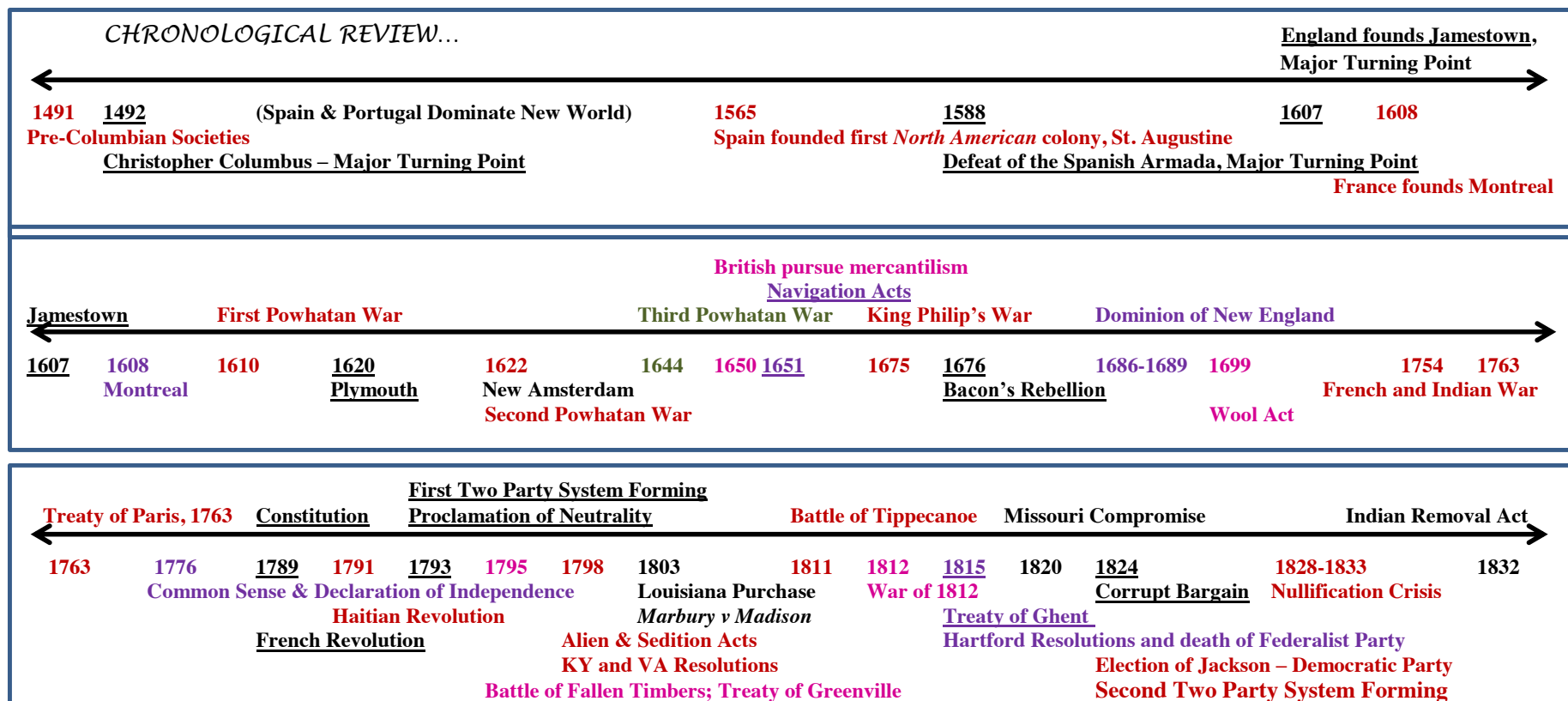
**POL-2.0:** Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

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### MAIN IDEA:

European colonization of the Americas resulted in growth of European monarchies, the end of feudalism and the spread of capitalist ideals. During the colonial era, European nations such as Spain, France, and England competed for power, wealth, markets, and natural resources.

During the early colonial era, Native Americans and African slaves struggled for freedom, but colonists for the most part played their part in the mercantile system. For the 13 British colonies, colonists considered themselves British subjects with the same rights and privileges as a citizen of London. Colonies had a certain amount of political autonomy and eventually each of the 13 had their own colonial legislature. The period of “Salutary Neglect” helped to create a sense of identity and independence that the colonists cherished. This would change after the French and Indian War.



Sources include College Board's 2012 and 2015 Revised Framework for A.P. U.S. History, Facts on File, and other sources as cited in document.

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### **MAIN IDEA:**

The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control. Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.

The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the first Great Awakening and the spread of European Enlightenment ideas. The British colonies experienced a gradual Anglicization over time, developing autonomous political communities based on English models with influence from intercolonial commercial ties, the emergence of a trans-Atlantic print culture, and the spread of Protestant evangelicalism. The British government increasingly attempted to incorporate its North American colonies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economic aims, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies. Colonists' resistance to imperial control drew on local experiences of self-government, evolving ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.

### **MAIN IDEA:**

British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War. The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain.

The imperial struggles of the mid-18th century, as well as new British efforts to collect taxes without direct colonial representation or consent and to assert imperial authority in the colonies, began to unite the colonists against perceived and real constraints on their economic activities and political rights. Colonial leaders based their calls for resistance to Britain on arguments about the rights of British subjects, the rights of the individual, local traditions of self-rule, and the ideas of the Enlightenment. The effort for American independence was energized by colonial leaders such as Benjamin Franklin, as well as by popular movements that included the political activism of laborers, artisans, and women. In the face of economic shortages and the British military occupation of some regions, men and women mobilized in large numbers to provide financial and material support to the Patriot movement. Despite considerable loyalist opposition, as well as Great Britain's apparently overwhelming military and financial advantages, the Patriot cause succeeded because of the actions of colonial militias and the Continental Army, George Washington's military leadership, the colonists' ideological commitment and resilience, and assistance sent by European allies.

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### The Influence of Enlightenment Thinkers

Author	Publication	When	Ideas	Impact
Thomas Hobbes	<i>Leviathan</i>	1640s	It contained Hobbes' ideas about the absence of government which would be "war against all" in a "state of nature." (anarchy, everyman for himself, no law and order, chaos) In order to escape this terrible state, men entered into a " <b>social contract</b> " in order to establish a "civil society."	The idea of social contract was embraced by revolutionaries, but accepting abuses was not. This idea is the foundation of John Locke's later philosophies which had a much greater impact on revolutionary thinking.
John Locke	<i>Two Treatises on Government</i>	1689	Contained two works. The first criticized the ideas of patriarchy and declared that no government could be justified by the appeal of the "divine right" of kings to rule. The second shows a theory of civil society in which he claims that all men are created equal. He further elaborates by then saying that governments can only exist by the consent of the governed, and if the government doesn't protect the rights of the people, it can be overthrown. Developed further the concept of <b>natural rights</b> ; and that government did not have the right to take them away.	The very ideas that John Locke proposed on civil societies are woven into the DOI, the very document that officially severed the ties of Britain and the 13 colonies. Revolutionaries took the ability to overthrow the government to make their own start.
Charles de Secondat & Baron de Montesquieu	<i>Persian Letters</i>	1721	The letters contained criticism of French society. They were published secretly because people were punished for criticizing the king.	These letters encouraged people to embrace the idea of <b>freedom of speech</b> and the idea of criticizing government. American revolutionaries were engaged heartily in criticizing British political actions in the colonies.
Voltaire	<i>Multiple documents</i>	1700s	Voltaire was the pen name of Francois-Marie Arouet. He opened people's eyes to the corruption by officials and aristocrats through his writings. He covered topics like <b>slave trade</b> and <b>religious intolerance</b> . He also defended <b>Freedom of Speech</b> . He was supposed to have said, "I do not agree with a word that you say, but I will defend to the death your right to say it."	Our Declaration of Independence also reflects British government corruption which hurt the American colonies. Our Bill of Rights also stands for freedom of speech.
Montesquieu	<i>The Spirit of the Laws</i>	1748	The work formed the basis for the governmental idea of <b>separation of powers</b> . It explained how a government with it could function in a fairer manner. It called for other actions that would eventually come true like the <b>abolition of slavery</b> and the preservation of <b>individual rights</b> .	The revolutionaries were inspired by the idea of <b>separation of powers</b> . The new American government (after the first failure) includes <b>three branches</b> .
Denis Diderot	<i>Encyclopedia</i> (28 volumes)	1751	His purpose was to explain the new thinking and developing ideas on government, philosophy, and religion. These encyclopedias were translated into other languages and spread Enlightenment ideas to the rest of the world and the American colonies.	Diderot's ideas could have helped form the ideas for our government, because colonists had access to them. Revolutionary thought included forward thinking on topics he covered.
Jeanne Jacques Rousseau	<i>The Social Contract</i>	1762	This work argues if there can be a legitimate political authority. His ideas stem from the idea that mankind must enter a " <b>social contract</b> " with others in order to achieve more. He claims that a man would not sell his freedom for slavery, so participants in government had to be free. He proceeds to then say that a government in any form should have two parts: the sovereign and the government. The sovereign would act as the legislative body of the state, and the government would handle the rest.	The piece argues against the idea that monarchs have the <b>divine right to rule</b> . This is one of the basic ideas of the Revolutionary War, and revolutionaries took the works of Rousseau as support for their cause.

### Stop and Write!

Briefly explain how and why political ideas and beliefs changed in the colonies from 1607-1776.

Briefly explain how the Enlightenment affected colonial beliefs about the role of the British government.

Briefly explain how Britain's imperial policy both before and after the French and Indian War impacted the development of American identity and political beliefs.

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### **MAIN IDEA:**

The American Revolution's democratic and republican ideals inspired new experiments with different forms of government. After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence.

Many new state constitutions placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship. The Articles of Confederation unified the newly independent states, creating a central government with limited power. After the Revolution, difficulties over international trade, finances, interstate commerce, foreign relations, and internal unrest led to calls for a stronger central government. Delegates from the states participated in a Constitutional Convention and through negotiation, collaboration, and compromise proposed a constitution that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches. The Constitutional Convention compromised over the representation of slave states in Congress and the role of the federal government in regulating both slavery and the slave trade, allowing the prohibition of the international slave trade after 1808. In the debate over ratifying the Constitution, Anti-Federalists opposing ratification battled with Federalists, whose principles were articulated in the Federalist Papers (primarily written by Alexander Hamilton and James Madison). Federalists ensured the ratification of the Constitution by promising the addition of a Bill of Rights that enumerated individual rights and explicitly restricted the powers of the federal government.

### **The Art of Political Compromise**

(also provided as study card)

#### **Great Compromise**

The Articles of Confederation under which America operated from 1781-1787 provided that each state would be represented by one vote in Congress. When changes were being discussed for how states should be represented during the creation of a new Constitution, two plans were pushed forward. The Virginia Plan provided for representation to be based on the population of each state. On the other hand, the New Jersey Plan wanted equal representation for every state. The Great Compromise, also called the Connecticut Compromise, combined both plans. The Senate would be based on equal representation and the House would be based on population.

#### **Three-Fifths Compromise**

Once it was decided that representation in the House of Representatives as to be based on population, delegates from Northern and Southern states had a difference of opinion on how slaves should be counted. Delegates for the Northern states where the economy did not rely heavily on slavery, felt that slaves should not be counted towards representation. This would provide the South with a greater number of representatives. On the other hand, Southern states fought for slaves to be counted in terms of representation. The compromise between the two became known as the three-fifths compromise because every five slaves would be counted as three individuals in terms of representation.

#### **Commerce Compromise**

Northern interests wanted the government to be able to impose tariffs on goods in order to protect against foreign competition. However, the Southern states feared that tariffs on their goods would hurt the trade upon which they heavily relied. The compromise was for imports to be only allowed on imports from foreign countries and not exports from the US.

#### **Slave Trade Compromise**

Those who opposed slavery in the northern states wanted to bring an end to the importation and sale of slaves. On the other hand, southern states felt that slavery was vital to economy and did not want the government interfering in the slave trade. In the end, the North agreed to wait until 1808 before Congress would be able to ban the slave trade in the US.

#### **Election of the President**

The Articles of Confederation did not provide for a Chief Executive of the United States. Therefore, when delegates decided that a president was necessary, there was a disagreement over how he or she should be elected to office. While some delegates felt that the president should be popularly elected, others feared that the electorate would not be informed enough to make a wide decision. They came up with other alternatives such as going through each state's Senate to elect the president. In the end, the two sides compromised with the creation of the Electoral College. Thus, the citizens vote for electors who then vote for the president.

## Stop and Write!

Briefly explain ONE reason why the Articles of Confederation was replaced with the Constitution.

Briefly explain ONE of the fears of the anti-federalists regarding the Constitution.

Briefly compare the Federalists point of view with the anti-federalist point of view.

Briefly explain the effect Constitution and its compromises have on future party systems.

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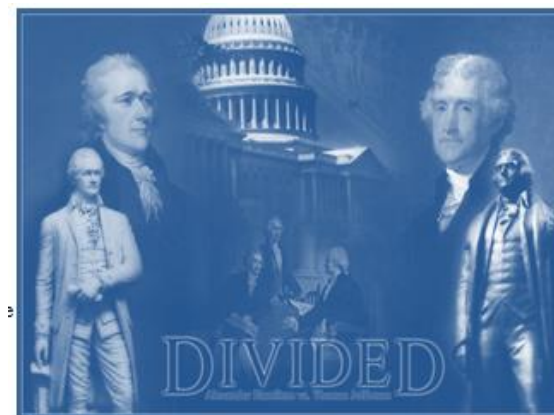
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### MAIN IDEA:

The American Revolution's democratic and republican ideals inspired new experiments with different forms of government. New forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues.

During the presidential administrations of George Washington and John Adams, political leaders created institutions and precedents that put the principles of the Constitution into practice. Political leaders in the 1790s took a variety of positions on issues such as the relationship between the national government and the states, economic policy, foreign policy, and the balance between liberty and order. This led to the formation of political parties — most significantly the Federalists, led by Alexander Hamilton, and the Democratic-Republican Party, led by Thomas Jefferson and James Madison. The expansion of slavery in the deep South and adjacent western lands and rising antislavery sentiment began to create distinctive regional attitudes toward the institution. Ideas about national identity increasingly found expression in works of art, literature, and architecture. Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

Image captured from answersinhistory.wordpress.com



**REMEMBER THE FIRST TWO PARTY SYSTEM IS DIFFERENT FROM THE FACTIONS IN THE CONSTITUTIONAL CONVENTION... FEDERALISTS AND ANTI-FEDERALISTS WERE **NOT** POLITICAL PARTIES.**

Federalists	Democratic-Republicans
<ol style="list-style-type: none"> <li>1. Favored <b>strong central government</b> as empowered by the elastic clause in the Constitution ("necessary and proper")</li> <li>2. "<b>Loose</b>" interpretation of the Constitution, elastic</li> <li>3. Encouragement of commerce and <b>manufacturing</b>.</li> <li>4. Strongest in <b>Northeast</b>.</li> <li>5. Favored close ties with <b>Britain</b>.</li> <li>6. Emphasized <b>order and stability</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Emphasized <b>states' rights</b> as empowered by the Bill of Rights, especially the 10<sup>th</sup> Amendment</li> <li>2. "<b>Strict</b>" interpretation of the Constitution, if it's not in the Constitution... the power goes to the states</li> <li>3. Preference for <b>agriculture</b> and rural life... <b>agrarian virtue</b></li> <li>4. Strength in <b>South and West</b>.</li> <li>5. Foreign policy sympathized with <b>France</b>.</li> <li>6. Stressed <b>civil liberties</b> and trust in the people</li> </ol>
[In practice, these generalizations were often blurred and sometimes contradicted.]	



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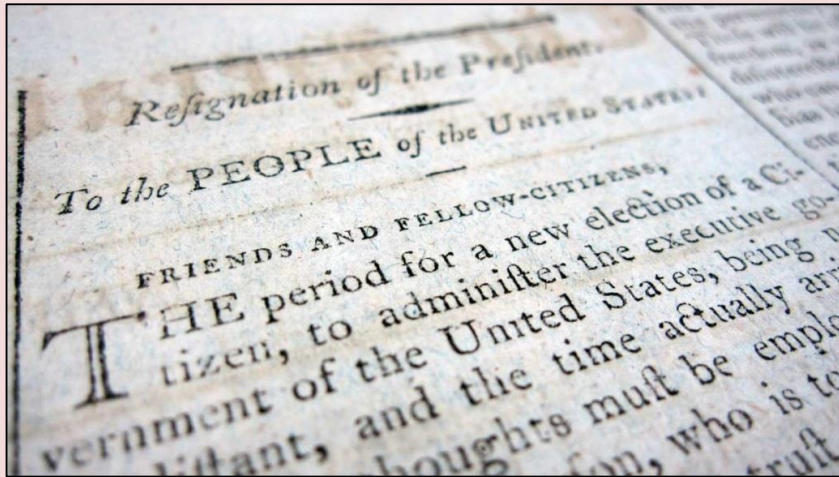
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### **MAIN IDEA:**

The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.

The United States government forged diplomatic initiatives aimed at dealing with the continued British and Spanish presence in North America, as U.S. settlers migrated beyond the Appalachians and sought free navigation of the Mississippi River. War between France and Britain resulting from the French Revolution presented challenges to the United States over issues of free trade and War between France and Britain resulting from the French Revolution presented challenges to the United States over issues of free trade and foreign policy and fostered political disagreement. George Washington's Farewell Address encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances.



In **George Washington's Farewell Address**, the topic of **political parties** dominated a major portion. During Washington's 2 terms, the **First Two Party System** was forming over several political conflicts, one of which was the **French Revolution** and whether or not the United States should support England or France. Thomas Jefferson resigned his post as Secretary of State largely due to his admonishment of Washington's decision not to support the French as they had supported us in our Revolution. Alliances and political parties were the two most dangerous forces, in Washington's view, that had the power to tear the new republic apart. In his address, he warned against "**the baneful effects of the SPIRIT OF PARTY.**"

Image captured from raglinen.com

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### **MAIN IDEA:**

The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them. The nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.

In the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers. Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws. By the 1820s and 1830s, new political parties arose — the Democrats, led, by Andrew Jackson, and the Whigs, led by Henry Clay — that disagreed about the role and powers of the federal government and issues such as the national bank, tariffs, and federally funded internal improvements. Regional interests often trumped national concerns as the basis for many political leaders' positions on slavery and economic policy.

### **The Marshall Court – Essential Cases Review**

**John Marshall was appointed by John Adams, replacing John Jay as chief justice to the Supreme Court. Decisions of his court provided a strong, Federalist assertion of central government power. While the Federalist Party fizzled by 1815, the Supreme Court under the leadership of John Marshallled on.**

**Marbury v. Madison (1803, Marshall).** The court established its role as the arbiter of the constitutionality of federal laws, known as **judicial review**

**Fletcher v. Peck (1810, Marshall).** The decision stems from the Yazoo land cases, 1803, and upholds the **sanctity of contracts**.

**Martin v. Hunter's Lessee (1816, Marshall).** Loyalist, Fairfax, had his land seized after Revolutionary War. He left land to relative following his death but Virginia seized it. Court overturned state court ruling. Jay's Treaty and Treaty of Paris both stated loyalist land would be returned. Significance of ruling: **confirmed the Supreme Court's right to overrule a state court.**

**McCulloch v. Maryland (1819, Marshall).** The Court ruled that states **cannot tax the federal government**, i.e. the Bank of the United States; the phrase "the power to tax is the power to destroy"; confirmed the constitutionality of the Bank of the United States.

**Dartmouth College v. Woodward (1819, Marshall).** New Hampshire had attempted to take over Dartmouth College by revising its colonial charter. The Court ruled that the charter was protected under the contract clause of the U. S. Constitution; **upholds the sanctity of contracts.**

**Gibbons v. Ogden (1824, Marshall).** Clarified the commerce clause and affirmed Congressional power over interstate commerce.

**Johnson v. McIntosh (1823, Marshall).** Established that Indian tribes had rights to tribal lands that preceded all other American law; **only the federal government** could take land from the tribes.

**Cherokee Nation v. Georgia (1831, Marshall).** "The conditions of the Indians in relation to the United States is perhaps unlike that of any two people in existence," Chief Justice John Marshall wrote, "their relation to the United States resembles that of a ward to his guardian. . . (they were a) domestic dependent nation." Established a "trust relationship" with the tribes **directly under federal authority.**

**Worcester v. Georgia (1832, Marshall).** Established tribal autonomy within their boundaries, i.e. the tribes were "distinct political communities, having territorial boundaries within which their authority is exclusive."



## Politics and Power - comparing Parties...

The First Two Party System ended in 1815 with the death of the Federalist Party following the Hartford Convention and Resolutions (at least at national level) and the beginning of the Era of Good Feelings (only one party and the era of the last Founding Father president, Democrat-Republican, James Monroe). Following the Corrupt Bargain of 1824, the next party system began to form with the Democrats rallying behind Andrew Jackson who was “robbed” of the 1824 presidential victory. It took almost two decades for the Whigs to fully form which provided the opposing party to Jackson’s Democrats. Both parties claimed to be the “heirs” of Jeffersonianism.

Image captured from loudonyoungdems.com



### Political Similarities and Differences

To what extent was universal white manhood suffrage achieved?

Jefferson believed a property requirement was a test of character that a man of initiative should be able to meet. Therefore, he was in agreement with property qualifications for voting.

Prior to and during Jackson’s time, property requirements for voting were done away with. The Jackson Era is also the Era of the Common Man, as more and more white men were granted the right to vote, shifting power westward and ending the Virginia Dynasty. Before Jackson, Only the two Adams’ (Massachusetts) were not from Virginia.

Which citizens were considered eligible for office holding?

Jefferson, like most founding fathers, believed only the educated elite should rule. But he proposed education for all to prepare everyone (including the poor) for public office. All white men were qualified to hold office, and political positions should be rotated.

**Spoils system.**

How were candidates for president chosen?

By political party caucuses (private meetings of party leaders).

One change in Jackson’s era...Nominating conventions beginning in 1832.

### Religious Similarities and Differences

To what extent was separation of church and state accomplished in each period?

Most state constitutions had eliminated established churches after the Revolution. One of Jefferson’s proudest moments was his Virginia Statute on Religious Freedom (Revolutionary Era).

MA was last state to end the practice of an established church in 1834, Jackson’s time. Jackson didn’t take a strong stand on religion.

### Social Similarities and Differences

What was each man’s attitude toward slavery?

Jefferson saw slavery as an evil that would eventually end, even though he owned slaves.

**Jackson owned slaves too, but had no interest in abolition.**

What was each man’s attitude toward equality for women and Native Americans?

Jefferson believed neither women nor Native Americans were equals.

Jackson, too. And... had a particularly negative attitude towards Native Americans.

How did each man view education?

Jefferson, an educated man himself, believed education was necessary for office-holding and for preparing citizens for participation in democracy.

Jackson had little education, and believed education was rather unimportant.

How did each hope to remove obstacles to upward social mobility?

Jefferson believed education and ambition were keys to success, but never able to build support for his proposed system of public education.

**Jackson believed in hard work, ambition, and self-made man.**

### Economic Similarities and Differences

In what way did Jackson expand the concept of the “chosen class?”

Jeffersonians viewed the yeoman farmer as the “chosen class.”

Jacksonians were planters, farmers, laborers, and mechanics included in the “chosen class.” He and Jefferson both supported the proverbial “common man.”

How did each man view industrialization?

Jefferson feared the consequences of industrialization. Feared the development of factories, slums, poverty, and crime as the industrial revolution had seemed to create in Europe.

**Jackson accepted industry as being important to the American economy.**

How did the Charles River Bridge v Warren Bridge decision affect the access to corporate charters prevalent in Jefferson’s time?

In Jefferson’s time corporate charters were granted to favorites of state legislators and often implied monopoly rights to a business.

Roger Taney, Jackson’s appointee as Chief Justice, and the Supreme Court, ruled in this decision that corporate charters should be available to all who chose to risk starting a business. Charles River Bridge decision opened up economic opportunities for many more people of middle class.

What was each man’s attitude toward the Bank of the United States (BUS)?

Originally opposed the BUS on constitutional grounds. But, as President, he permitted the BUS to continue to exist. The charter of the first BUS was not renewed in 1811 when it expired. [However following the War of 1812, as part of the American System, the Second Bank of the United States was chartered, set to expire in 1836].

BUS was seen by Jackson as a monopoly of the rich and a “monster.” Ended BUS in the “Bank War” with Nicholas Biddle, and with it, control over credit. The BUS hurt the common man in his eyes.

## *Politics and Power - The Second Two Party System Review*

### SECOND TWO-PARTY SYSTEM

Democrats	Whigs
<ol style="list-style-type: none"> <li>1. The party of tradition.</li> <li>2. Looked backward to the past.</li> <li>3. Spoke to the fears of Americans</li> <li>4. <b>Opposed the national bank, tariffs, and federally funded internal improvements as violations of 10<sup>th</sup> Amendment.</b></li> <li>5. <b>Opposed state-legislated reforms, preferred individual freedom of choice.</b></li> <li>6. Were agrarians who favored farms, rural independence, and slavery.</li> <li>7. Favored <b>rapid territorial expansion over space by purchase or war.</b></li> <li>8. Believed in progress through external growth.</li> <li>9. <b>Democratic ideology of agrarianism, slavery, states rights, territorial expansion was favored in the South.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. The party of modernization.</li> <li>2. Looked forward to the future.</li> <li>3. Spoke to the hopes of Americans.</li> <li>4. <b>Wanted to use federal and state government to promote economic growth, especially transportation and banks. (Pro-National Bank and Pro-American System)</b></li> <li>5. Advocated reforms such as temperance and public schools and prison reform.</li> <li>6. Were entrepreneurs who <b>favored industry and urban growth and free labor.</b></li> <li>7. <b>Favored gradual territorial expansion over time and opposed the Mexican War.</b></li> <li>8. Believed in progress through internal growth</li> <li>9. <b>Whig ideology of urbanization, industrialization, federal rights, commercial expansion was favored in the North.</b></li> </ol>

### MID-19TH CENTURY POLITICAL CRISIS

Disputes over slavery in the territories first erode, then destroy what had become America's second two-party system. The erosion began in the 1840s as various factions opposed to the post-Jackson Democratic political coalition begin to form.

Liberty Party	Free Soil Party
<ol style="list-style-type: none"> <li>1. Run abolitionist candidate James Birney, for president in 1844.</li> <li>2. Won only 2% of the vote but drew votes from the Whigs, especially in New York.</li> </ol>	<ol style="list-style-type: none"> <li>1. Not abolitionist but opposed to expansion of slavery in the territories.</li> <li>2. Won 10% of the popular vote with Martin Van Buren as their candidate in 1848.</li> <li>3. Lost 50% of their support in 1852 when their candidate repudiated the Compromise of 1850</li> </ol>
Whigs...the end of...	American Party
<p>Split over slavery into:</p> <ol style="list-style-type: none"> <li>1. Southern, "Cotton" Whigs who eventually drifted into the Democratic Party.</li> <li>2. Northern, "Conscience" Whigs who moved to new parties, i.e. Free Soil and, later, into the Republican Party.</li> </ol>	<ol style="list-style-type: none"> <li>1. Popularly known as the "Know Nothing" Party.</li> <li>2. Nativist party based on opposition to immigration and on temperance.</li> <li>3. Run Millard Fillmore in 1856 and win 21% of the popular vote.</li> <li>4. Absorbed into the Republican Party after 1856.</li> </ol>

### *Stop and Write!*

Briefly explain why the First Two Party ended.

Briefly explain why the Second Two Party emerged.

Briefly explain why the Second Two Party System ended.

Briefly explain how beliefs about the role of the federal government impacted the First and Second Two Party Systems.

Briefly explain how beliefs about the role of government impacted policies of the federal government during the first half of the nineteenth century.

Briefly explain how the Party Systems illustrated sectional divisions.

### *Politics and Power*

**Directions:** Read, Review, Study, and **highlight main ideas** ...consider the objectives as you read!

**POL-1.0:** Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

**POL-2.0:** Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

**POL-3.0:** Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

#### **MAIN IDEA:**

Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals.

Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts. Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans' rights. Antislavery efforts in the South were largely limited to unsuccessful slave rebellions. A women's rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention.

#### **MAIN IDEA:**

Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities. New transportation systems and technologies dramatically expanded manufacturing and agricultural production.

Entrepreneurs helped to create a market revolution in production and commerce, in which market relationships between producers and consumers came to prevail as the manufacture of goods became more organized. Innovations including textile machinery, steam engines, interchangeable parts, the telegraph, and agricultural inventions increased the efficiency of production methods. Legislation and judicial systems supported the development of roads, canals, and railroads, which extended and enlarged markets and helped foster regional interdependence. Transportation networks linked the North and Midwest more closely than either was linked to the South. States like New York built an extensive canal system (such as the Erie Canal which put New York city "on the map" by connecting it to the Great Lakes and New Orleans), some money went to fund the Cumberland Road (National Road) from Baltimore, MD across the southern portion of the Ohio Valley, railroads expanded across the North more than the South. Little was federally funded due to Democrats blocking most proposed legislation. Both Madison (Democratic-Republican) and Andrew Jackson (Democrat) vetoed internal improvement bills.

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### **MAIN IDEA:**

Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions.

Large numbers of international migrants moved to industrializing northern cities, while many Americans moved west of the Appalachians, developing thriving new communities along the Ohio and Mississippi rivers. Increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties. Southern business leaders continued to rely on the production and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity. Plans to further unify the U.S. economy, such as the American System, generated debates over whether such policies would benefit agriculture or industry, potentially favoring different sections of the country.

### **MAIN IDEA:**

The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives. The United States' acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.

As over-cultivation depleted arable land in the Southeast, slaveholders began relocating their plantations to more fertile lands west of the Appalachians, where the institution of slavery continued to grow. Antislavery efforts increased in the North, while in the South, although the majority of Southerners owned no slaves, most leaders argued that slavery was part of the Southern way of life. Congressional attempts at political compromise, such as the Missouri Compromise, only temporarily stemmed growing tensions between opponents and defenders of slavery.

### **MAIN IDEA:**

Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war. Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South.

The North's expanding manufacturing economy relied on free labor in contrast to the Southern economy's dependence on slave labor. Some Northerners did not object to slavery on principle but claimed that slavery would undermine the free labor market. As a result, a free-soil movement arose that portrayed the expansion of slavery as incompatible with free labor. African American and white abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, presenting moral arguments against the institution, assisting slaves' escapes, and sometimes expressing a willingness to use violence to achieve their goals. Defenders of slavery based their arguments on racial doctrines, the view that slavery was a positive social good, and the belief that slavery and states' rights were protected by the Constitution.

## Politics and Power

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### MAIN IDEA:

Debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern states.

The Mexican Cession led to heated controversies over whether to allow slavery in the newly acquired territories. The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Compromise of 1850, the Kansas–Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce conflict. The Second Party System ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North. Abraham Lincoln's victory on the Republicans' free-soil platform in the presidential election of 1860 was accomplished without any Southern electoral votes. After a series of contested debates about secession, most slave states voted to secede from the Union, precipitating the Civil War. The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

### ***The Art of Political Compromise ... Compromises to Save the Union***

Read, review, **highlight cues**, (also provided as study card).

**Compromise of 1790** Alexander Hamilton and Thomas Jefferson, concerned his financial plan would fail and the young nation would fall apart as conflict intensified between Jeffersonian and Hamiltonian though, hammered out the compromise which brought the Assumption Act (public credit; assumption of state debt) and the Residence Act (building the capital city in Southern territory of Virginia and Maryland).

**Missouri Compromise 1820** Missouri would be admitted to the Union as a slave state. Maine would be admitted at the same time as a free state in order to maintain the balance between free and slave states. Slavery would be declared illegal north of the 36°30' parallel west of Missouri. This compromised settled the dispute over slavery in the Louisiana Territory and maintained balanced representation with equal number of slave and free states.

**The Nullification Crisis and Compromise Tariff of 1833** John C. Calhoun & his Exposition and Protest... proposed South Carolina (and other states targeted by Tariff of 1828) were not obligated by the U.S. Constitution to follow the law. South Carolina threatened to secede from the Union. But the Compromise Tariff of 1833 kept things together.

**The Compromise of 1850** After the Mexican War, the United States gained territory in the West, and the slavery issue ignited again over the question of whether slavery would be allowed to exist in the new states and territories. The Compromise of 1850 was a series of bills in Congress which sought to settle the issue, and it did postpone the Civil War by a decade. But the compromise, which contained five major provisions, was destined to be a temporary solution. Settled Texas border, ended slave trade in D.C., California entered as free state, and stronger fugitive slave law passed.

**The Kansas-Nebraska Act** The last major compromise that sought to hold the Union together, and it proved to be the most controversial. Engineered by Stephen A. Douglas the legislation inflamed conflict rather than quelling it. Newspaper editor, Horace Greeley, coined the term "Bleeding Kansas." to describe the outbreaks of violence in the territory and also in the Senate chamber (Brooks-Sumner).

**ESSENTIAL COURT CASE TO KNOW!!!!!! *Dred Scott v. Sanford* (1857)** -- Speaking for a widely divided court, Chief Justice Taney ruled that Dred Scott was not a citizen and had no standing in court; Scott's residence in a free state and territory had not made him free since he returned to Missouri; Congress had no power to prohibit slavery in a territory (based on the 5th Amendment right of a person to be secure from seizure of property), thus voiding the Missouri Compromise of 1820. This case propelled the nation closer to war as it made the art of compromising at the federal level arbitrary. This case occurred at the same time as Bleeding Kansas... where some say the Civil War began!



## Republican Party Review

1. Formed in 1854 when a coalition of Independent Democrats, Free Soilers, and Conscience Whigs united in opposition to the Kansas-Nebraska Bill.
2. Stressed free labor and opposed the *extension* of slavery in the territories ("Free Soil, Free Labor, Free Men!").
3. Moderates, like Abraham Lincoln, could, therefore, oppose slavery on "moral" grounds as wrong, while admitting that slavery had a "right" to exist where the Constitution originally allowed it to exist.
4. John C. Fremont was the first Republican presidential candidate in the election of 1856.

## The Election of 1860

Democrats	Republicans
<ol style="list-style-type: none"> <li>1. <b>Split at its 1860 Convention in Charleston, South Carolina when a platform defending slavery was defeated and Deep South delegates walked out.</b></li> <li>2. At a splinter convention held at Baltimore, Maryland, <b>Stephen Douglas</b> of Illinois was nominated as presidential candidate on a platform <b>opposing any Congressional interference with slavery.</b></li> <li>3. Southern delegates met and nominated <b>John Breckenridge</b> of Kentucky as a candidate on a <b>pro-slavery platform.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>The Republicans, by this time a overtly sectional and decidedly opposed to slavery draw in most northerners with a platform favoring a homestead act, a protective tariff, and transportation improvements.</b></li> <li>2. The platform <b>opposed the extension of slavery</b> but defended the right of states to control their own "domestic institutions."</li> <li>3. <b>Abraham Lincoln</b> is nominated presidential candidate on the third ballot. (contested convention) and was elected in 1860 with 39% of the vote (not even on Southern ballots)</li> </ol>

### *Stop and Write!*

Briefly explain how reform movements impacted federal policy.

Briefly explain why the Third Party System developed.

Briefly explain ONE way the Republican Party was similar to the Whig Party.

Briefly explain how the role of the federal government changed during and after the administration of Abraham Lincoln.

Briefly explain why African Americans flocked to the Republican Party.

## *Politics and Power*

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### **MAIN IDEA:**

Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.

The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights. The women's rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution. Efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes. Reconstruction opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern resistance and the North's waning resolve. Southern plantation owners continued to own the majority of the region's land even after Reconstruction. Former slaves sought land ownership but generally fell short of self-sufficiency, as an exploitative and soil-intensive sharecropping system limited blacks' and poor whites' access to land in the South. Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th amendments *eventually* became the basis for court decisions upholding civil rights in the 20th century.

### **ESSENTIAL AMENDMENTS TO KNOW!!! (RECONSTRUCTION AMENDMENTS)**

**Amendment #13-** Abolishes slavery (Emancipation Proclamation in 1863 was NOT an amendment... it was an executive order and only freed states in the Confederacy (not Border States)... 13<sup>th</sup> Amendment ended slavery period.

**Amendment #14-** Provides equality and due process of the law for all citizens including African Americans; state governments must follow previously passed amendments, and secured citizenship by saying if you're born here, as slaves were, you were citizens... would cause controversy later but was originally about enfranchising freed slaves with Constitutional rights.

**Amendment #15-** All males have the right to vote... women were really peeved over this one as the women's movement and the abolition movement were closely connected before the Civil War... Women's movement and early civil rights movement split after this

### **MAIN IDEA:**

Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States. New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers.

Improvements in mechanization helped agricultural production increase substantially and contributed to declines in food prices. Many farmers responded to the increasing consolidation in agricultural markets and their dependence on the evolving railroad system by creating local and regional cooperative organizations. Economic instability inspired agrarian activists to create the People's (Populist) Party, which called for a stronger governmental role in regulating the American economic system.

## Politics and Power

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### MAIN IDEA:

The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change. Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.

The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity. In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching. As migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict. The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining American Indians to reservations and denying tribal sovereignty. Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices.

### MAIN IDEA:

The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies. Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.

As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and from southern and eastern Europe, as well as African American migrants within and out of the South. Many migrants moved to escape poverty, religious persecution, and limited opportunities for social mobility in their home countries or regions. Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers. Increasing public debates over assimilation and Americanization accompanied the growth of international migration. Many immigrants negotiated compromises between the cultures they brought and the culture they found in the United States. In an urban atmosphere where the access to power was unequally distributed, political machines thrived, in part by providing immigrants and the poor with social services. William Marcy Tweed led the Tweed Ring in New York, stealing millions of tax revenues, taking bribes and kickbacks, and stuffing ballot boxes. He and other machines were corrupt, however many poor immigrant neighborhoods gained services such as trash pick-up, sanitization, parks, etc. in exchange for voting for the machine. The cartoon at right was created by Thomas Nast and is one reason the Tweed Ring was finally brought down.



## Stop and Write!

Briefly explain how the federal government impacted American society from 1860-1900.

Briefly explain how city politics impacted the lives of those living there.

## *Politics and Power*

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### **MAIN IDEA:**

The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies. Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.

The major political parties appealed to lingering divisions from the Civil War and contended over tariffs and currency issues, even as reformers argued that economic greed and self-interest had corrupted all levels of government. Many women sought greater equality with men, often joining voluntary organizations, going to college, promoting social and political reform, and, like Jane Addams, working in settlement houses to help immigrants adapt to U.S. language and customs. The Supreme Court decision in *Plessy v. Ferguson* that upheld racial segregation helped to mark the end of most of the political gains African Americans made during Reconstruction. Facing increased violence, discrimination, and scientific theories of race, African American reformers continued to fight for political and social equality.

### **ESSENTIAL COURT CASE TO KNOW!!! *Plessy v. Ferguson* (1896).**

**Originally a case about segregated rail cars, this ruling legalized segregation in publicly owned facilities on the basis of "separate but equal." This was the federal government, essentially, giving a stamp of approval to much of the Jim Crow culture cultivated by the South following the Civil War Amendments.**

### **MAIN IDEA:**

Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system. In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures.

Some Progressive Era journalists attacked what they saw as political corruption, social injustice, and economic inequality, while reformers, often from the middle and upper classes and including many women, worked to effect social changes in cities and among immigrant populations. On the national level, Progressives sought federal legislation that they believed would effectively regulate the economy, expand democracy, and generate moral reform. Progressive amendments to the Constitution dealt with issues such as prohibition and woman suffrage. Preservationists and conservationists both supported the establishment of national parks while advocating different government responses to the overuse of natural resources. The Progressives were divided over many issues. Some Progressives supported Southern segregation, while others ignored its presence. Some Progressives advocated expanding popular participation in government, while others called for greater reliance on professional and technical experts to make government more efficient. Progressives also disagreed about immigration restriction.

### **ESSENTIAL AMENDMENTS TO KNOW!!!! (PROGRESSIVE AMENDMENTS)**

**Amendment #16-** Congress has the power to pass direct taxes, such as income tax... This began the shift from the federal government raising most of its funds from tariffs to raising most of its funds through income taxes

**Amendment #17-** Senators are to be elected by the voters in their state; governor fills state senator positions if position opens during a term... originally, the Constitution set up a system where State Legislatures chose their State Senators... direct election was seen as increasing democracy – power to the people!

**Amendment #18-** Selling and drinking of alcoholic beverages is made illegal (prohibited)... this is the culmination of a long battle (Temperance Movement) which began in the Antebellum Era... was a huge failure (impossible to enforce) and was repealed with the 21<sup>st</sup> Amendment in 1933.

**Amendment #19-** Gives women the right to vote... so sad that Susan B. Anthony and Elizabeth Cady Stanton didn't live to see this day after being among those at Seneca Falls in 1848 where the battle truly began in earnest

## POLITICS OF THE GILDED AGE REVIEW

### Republicans & Democrats

1. Party differences blur during this period with loyalties determined by region, religious, and ethnic differences.
2. Voter turnout for presidential elections averaged over 78 percent of eligible voters; 60 to 80 percent in non-presidential years.
3. **Both parties were pro-business.**
4. **Both parties were opposed to any type of economic radicalism or reform.**
5. **Both parties advocated a "sound currency" and supported the status quo in the existing financial system.**
6. **Federal government and, to some extent, state governments tended to do very little.**
7. Republicans dominate the Senate; Democrats dominate the House of Representatives.

### Greenback Party (Third Party)

Also known as the **Independent Party**, the **National Party**, and the **Greenback-Labor Party**, active 1874 and 1884 -Anti-monopoly ideology - established as a political party whose members were primarily farmers financially hurt by the Panic of 1873. Its name referred to paper money, or "greenbacks," that had been issued during the American Civil War and afterward. The party opposed the shift from paper money back to a bullion coin-based monetary system because it believed that privately owned banks and corporations would then reacquire the power to define the value of products and labor. It also condemned the use of militias and private police against union strikes. Conversely, they believed that government control of the monetary system would allow it to keep more currency in circulation, as it had in the war. This would better foster business and assist farmers by raising prices and making debts easier to pay. Succeeded by the **Populist Party**

### Populist Party (People's Party... Third Party) *\*heavily tested!!!!*

Formed in 1891 by remnants of the **Farmers' Alliances & Greenbacks**. -- a healthy list of demands that included: free coinage of silver, government ownership of the railroads, telegraphs, and telephone lines, **graduated income tax**, **direct election of U. S. senators**, **the use of initiative, referendum, and recall**. The party eventually fades because farmers' situation improved in the late 1890s, the gold supply increased with Klondike Gold Rush, and because their political agenda was assumed by the major parties. In the Progressive Era, many of their goals are reached such as the 16<sup>th</sup> and 17<sup>th</sup> Amendments. Progressives, both Republican and Democrat, embraced much of their beliefs *except* silver and government ownership of railroads. (although Teddy Roosevelt does support increased regulation of railroads)

### *Stop and Write!*

Briefly explain how reform movements impacted federal policy.

Briefly explain the issues that defined the Democrat and Republican Party from 1860-1900.

Briefly explain how the political beliefs and ideas of the Populists impacted the Third Two Party system.



## POLITICS OF THE PROGRESSIVE ERA REVIEW

### Progressive Era Politics—*Not a Party Thing*

1. Spanned the period 1900-1920 and the presidencies of three "Progressive" Presidents: Theodore Roosevelt (Republican), William Howard Taft (Republican), and Woodrow Wilson (Democrat).
2. Believed that the *laissez-faire* system was obsolete, yet supported capitalism.
3. Believed in the idea of **progress** and that **reformed institutions would replace corrupt power**.
4. Applied the principles of science and efficiency to all economic, social, and political instituting. (scientific management)
5. Viewed government as a **key player in creating an orderly, stable, and improved society**.... *Government can solve problems*...
6. Believed that government had the power to combat special interests and work for the good of the community.
7. Political parties were singled out as corrupt, undemocratic, outmoded, and inefficient.
8. Power of corrupt government could be diminished by **increasing the power of the people** and by putting more power in the hands of non-elective, nonpartisan, professional officials.
9. The progressives eventually co-opt many of the Populist demands such as referendum, initiative, direct election of Senators, etc. Some of these are incorporated in the "Progressive" Amendments to the U. S. Constitution: **16th, 17th, 18th, and 19th Amendments**.

### *Stop and Write!*

Briefly explain how activists and reform efforts impacted federal policy during the Progressive Era.

Briefly explain how the role of the federal government changed under the leadership of the Progressive Presidents.

## *Politics and Power*

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### **MAIN IDEA:**

During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.

Franklin Roosevelt's New Deal attempted to end the Great Depression by using government power to provide relief to the poor, stimulate recovery, and reform the American economy. Radical, union, and populist movements pushed Roosevelt toward more extensive efforts to change the American economic system, while conservatives in Congress and the Supreme Court sought to limit the New Deal's scope. Although the New Deal did not end the Depression, it left a legacy of reforms and regulatory agencies and fostered a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party.

### **THE REPUBLICAN ERA – Roaring Twenties**

1. From 1921 to 1933 both the presidency and congress were dominated by Republicans (Presidents Harding-“Return to Normalcy,” Coolidge, and Hoover).
2. The position of the government was decidedly **pro-business**.
3. Though conservative, the government experimented with new approaches to public policy and was an active agent of economic change to respond to an American culture increasingly urban, industrial, and consumer-oriented.
4. Conflicts surfaced regarding immigration restriction, Prohibition, and race relations.
5. Generally, this period was a transitional one in which consumption and leisure were replacing older "traditional" American values of self-denial and the work ethic.

### **THE POLITICAL LEGACY OF THE NEW DEAL**

1. Created a Democratic party coalition that would dominate American politics for many years (1933-1962).
2. Included ethnic groups, city dwellers, organized labor, blacks, as well as a broad section of the middle class.
3. Awakened voter interest in economic matters and increased expectations and acceptance of government involvement in American life.
4. The New Deal coalition made the federal government a protector of interest groups and a mediator of the competition among them.
5. "Activists" role for government in regulating American business to protect it from the excesses and problems of the past.
6. Fair Deal of the post-war Truman administration continued the trend in governmental involvement: i.e. advocated expanding Social Security benefits, increasing the minimum wage, a full employment program, slum clearance, public housing, and government sponsorship of scientific research.
7. In 1948, the "liberal" or Democratic coalition split into two branches:

### *Stop and Write!*

Briefly explain how the role of the federal government changed due to Franklin Roosevelt's New Deal.

Briefly explain ONE way the New Deal carried on the legacy of the Progressives.

## *Politics and Power*

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**POL-3.0:** Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

### **MAIN IDEA:**

New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses. Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.

During and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr., combatted racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics. The three branches of the federal government used measures including desegregation of the armed services, *Brown v. Board of Education*, and the Civil Rights Act of 1964 to promote greater racial equality. Continuing resistance slowed efforts at desegregation, sparking social and political unrest across the nation. Debates among civil rights activists over the efficacy of nonviolence increased after 1965.

### **MAIN IDEA:**

Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment.

Feminist and gay and lesbian activists mobilized behind claims for legal, economic, and social equality. Latino, American Indian, and Asian American movements continued to demand social and economic equality and a redress of past injustices. Despite an overall affluence in postwar America, advocates raised concerns about the prevalence and persistence of poverty as a national problem.

Environmental problems and accidents led to a growing environmental movement that aimed to use legislative and public efforts to combat pollution and protect natural resources. The federal government established new environmental programs and regulations. Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement. Liberalism, based on anticommunism abroad and a firm belief in the efficacy of government power to achieve social goals at home, reached a high point of political influence by the mid-1960s.

### **MAIN IDEA:**

Liberal ideas found expression in Lyndon Johnson's Great Society, which attempted to use federal legislation and programs to end racial discrimination, eliminate poverty, and address other social issues. Also, A series of Supreme Court decisions expanded civil rights and individual liberties.

In the 1960s, conservatives challenged liberal laws and court decisions and perceived moral and cultural decline, seeking to limit the role of the federal government and enact more assertive foreign policies. Some groups on the left also rejected liberal policies, arguing that political leaders did too little to transform the racial and economic status quo at home and pursued immoral policies abroad. Public confidence and trust in government's ability to solve social and economic problems declined in the 1970s in the wake of economic challenges, political scandals, and foreign policy crises. The 1970s saw growing clashes between conservatives and liberals over social and cultural issues, the power of the federal government, race, and movements for greater individual rights.

## Politics and Power

**Directions:** Read, Review, Study, and **highlight main ideas** ...consider the objectives as you read!

**POL-1.0:** Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

**POL-2.0:** Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

**POL-3.0:** Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

### MAIN IDEA:

Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture. New demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation.

Mass culture became increasingly homogeneous in the postwar years, inspiring challenges to conformity by artists, intellectuals, and rebellious youth. Feminists and young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation, introduced greater informality into U.S. culture, and advocated changes in sexual norms. The rapid and substantial growth of evangelical Christian churches and organizations was accompanied by greater political and social activism on the part of religious conservatives.

## POST-WORLD WAR 2 POLITICS

Democrats	Republicans
<ol style="list-style-type: none"> <li>1. The Democrats maintain what by this time had become their "traditional" power base of organized labor, urban voters, and immigrants and gain African Americans who realign following Great Society.</li> <li>2. In the 1952 election, the Democrats run Illinois Governor Adlai Stevenson, a candidate favored by "liberals" and intellectuals.</li> <li>3. <b>As the post-World War 2 period progresses, the Democratic Party takes "big government" positions advocating larger roles for the federal government in regulating business and by the 1960s advocate extensive governmental involvement in social issues like education, urban renewal, and other social issues.</b></li> <li>4. The Democratic Party very early associates itself with the growing civil rights movements and will champion the Civil Rights Act and the Voting Rights Act under Lyndon Johnson.</li> </ol>	<ol style="list-style-type: none"> <li>1. In 1952, the pro-business Republican Party ran General Dwight D. Eisenhower for president.</li> <li>2. The Republicans accuse the Democrats of being "soft" on communism.</li> <li>3. Republicans promise to end the Korean War.</li> <li>4. <b>See the New Deal as unconstitutional and beyond the role of the government.</b></li> <li>5. Conservative Southern Democrats, the "Dixiecrats," oppose civil rights legislation and begin to realign to the Republican Party because of their view on states' rights.</li> <li>6. Republican, Dwight Eisenhower, begins era of "<b>Modern Republicans</b>" who do not try to undo liberal legislation and support more involvement than earlier eras. Eisenhower signs both the 1957 and 1960 Civil Rights Acts, and sends troops to force desegregation. This is not enough to hold on to African American voters.</li> </ol>

## NIXON'S NEW FEDERALISM

Democrats	Republicans
<ol style="list-style-type: none"> <li>1. The Democratic Party by the late 1960s is deeply fragmented and seemingly incapable of dealing with the violence and turmoil, social and political, caused by the Vietnam War.</li> <li>2. In 1968, the Democratic Party candidate is Vice President Hubert Humphrey.</li> <li>3. In the post-Vietnam War period, Democrats advocate a range of "liberal" social issues including the extension of civil rights, support for "reproductive rights" (i.e. birth control and abortion rights), fair housing legislation, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Opposition to the War in Vietnam and to growing federal social programs "converts" southern Democrats to vote Republican in increasing numbers.</li> <li>2. Republicans run former Vice President Richard Nixon for president in 1968. He runs on a small-government, anti-war campaign as a defender of the "silent majority."</li> <li>3. Nixon advocated a policy of cutting back Federal power and returning that power to the states. This was known as the "<b>New Federalism</b>." (The word "federal" means shared power between central and state government)</li> </ol>

*Stop and Write!*

Briefly explain how civil rights activists and political leaders impacted federal policy.

Briefly explain how the role of the federal government changed due to Lyndon Johnson's Great Society.

Briefly compare the New Deal and the Great Society.

**ESSENTIAL CASES TO KNOW!!!**

\*\*\*\*\****Brown v. Board of Education of Topeka, Kansas (1954, Warren)***. Unanimous decision declaring "separate but equal" unconstitutional. This case reversed the Plessy decision of 1896.

***Engel v Vitale (1962)*** ended school prayer

***Baker v. Carr (1962)*** Reapportionment/Equal Protection/Voters' Rights

***Gideon v. Wainwright (1963)***. Extends to the defendant the right of counsel in all state and federal criminal trials regardless of their ability to pay.

***Escobedo v. Illinois (1964)***. Ruled that a defendant must be allowed access to a lawyer before questioning by police.

***Miranda v. Arizona (1966)***. The court ruled that those subjected to in-custody interrogation be advised of their constitutional right to an attorney and their right to remain silent.

***Epperson v Arkansas (1968)*** overturned law prohibiting teaching evolution

***Roe v. Wade (1973)***. The court legalized abortion by ruling that state laws could not restrict it during the first three months of pregnancy. Based on 4th Amendment rights of a person to be secure in their persons.

***U. S. v. Richard Nixon (1974)***. The court rejected Richard Nixon's claim to an absolutely unqualified privilege against any judicial process. This forced him to hand over his tapes... shortly after he resigned as impeachment was inevitable had he not.

***Bakke v. Regents of the University of California (1978)***. Ambiguous ruling by a badly divided court that dealt with affirmative action programs that used race as a basis of selecting participants. Debate over whether or not affirmative action created reverse discrimination and violation of liberties led to some revisions of affirmative action. Essentially race can be a factor, but not the only factor.



## *Politics and Power*

**Directions:** Read, Review, Study, and **highlight main ideas** ...consider the objectives as you read!

**POL-1.0:** Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

**POL-2.0:** Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

**POL-3.0:** Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

### **MAIN IDEA:**

A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades. Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.

Ronald Reagan's victory in the presidential election of 1980 represented an important milestone, allowing conservatives to enact significant tax cuts and continue the deregulation of many industries. Conservatives argued that liberal programs were counterproductive in fighting poverty and stimulating economic growth. Some of their efforts to reduce the size and scope of government met with inertia and liberal opposition, as many programs remained popular with voters. Policy debates continued over free-trade agreements, the scope of the government social safety net, and calls to reform the U.S. financial system.

### **REAGAN AND THE "NEW RIGHT"**

<b>Democrats</b>	<b>Republicans</b>
<ol style="list-style-type: none"> <li>1. Strongly support environmental legislation, limiting economic development, halting the production of nuclear weapons and power plants.</li> <li>2. Pro-choice movement emerged during the 1980s to defend a woman's right to choose whether and when to bear a child.</li> <li>3. Affirmative Action, the use of racial quotas to "balance" the workforce, to one degree or another, becomes an issue of political disagreement with Democrats favoring it and Republicans opposing it.</li> </ol>	<ol style="list-style-type: none"> <li>1. Fueled by the increasingly "liberal" social agenda of the Democrats and spurred on by the rise of a militant and extremely well-organized Evangelical Christianity, most southern states begin voting Republican in considerable majorities.</li> <li>2. Conservative Christians, Southern whites, affluent ethnic suburbanites, and young conservatives form a <b>"New Right"</b> that supported Ronald Reagan in 1980 on a "law and order" platform that advocated               <ol style="list-style-type: none"> <li>a. stricter laws against crime, drugs, and pornography,</li> <li>b. opposition to easy-access abortions,</li> <li>c. and an increase in defense spending,</li> <li>d. a cut in tax rates.</li> </ol> </li> <li>3. While Reagan curbed the expansion of the Federal Government, he did not reduce its size or the scope of its powers.</li> </ol>

**The Conservative resurgence was, in large part, a reaction to the liberalism of the 1960s, mainly LBJ's Great Society– but also a counter to the increased size and scope of the federal government before that with Progressive Reform and the New Deal.**

## Synthesis... *Politics and Power*

**Reminders:** At least one of your Short Answer Questions on the AP exam will be a synthesis with varying viewpoints on an issue or event. You will also need to use this skill when writing your DBQ essay, as you will be incorporating primary and secondary sources into your historical argument... defending your thesis as well as noting significant insight into the circumstances of your topic.

Answer the questions that follow the two viewpoints in complete sentences on a separate sheet of paper. Remember when analyzing varying viewpoints you must go BEYOND stating the obvious to making insightful observations that incorporate your understanding of history. Additionally, when incorporating evidence to support a viewpoint, remember you CANNOT use any evidence explicit in either source. You must make a connection to your own OUTSIDE knowledge.

Source: Excerpt from "The History of the American People", by Paul Johnson, 2011

.... One would think that the forerunner of the modern Republican Party would be Jefferson, given his "states rights" inclination, his distrust of banks (particularly a central bank) and his embrace of the agrarian ethos; that would be mistaken to do so. Jefferson is considered the godfather of the modern Democratic Party, mainly for his populist, anti-elitist sentiments. Conversely, Hamilton is considered to be the godfather of the Republican Party, as he was the advocate for the monied classes, the industrialists, the bankers, and the speculators. But he also favored a strong central government, one that was dominant over all state legislatures. This is a very Democratic sentiment. And so neither figure fits neatly into the ideological order of the modern American political parties...

Source: Excerpt from "Embracing the ideals of Thomas Jefferson and adapting them for the 21st Century," 2009

....Jefferson believed profoundly that government at all levels should be limited only to activities that meet two criteria: 1) activities which are necessary, and 2) activities which only the government alone can do. If an activity is not necessary, then the government shouldn't bother with it. And if an activity can be done by ordinary people without recourse to the power of government, then the people should do it on their own. The modern Democratic Party does not feel the same way, as demonstrated by the whirlwind of federal programs they constantly propose and create, and this is the main reason that Jefferson would spurn them...

- a. Briefly explain ONE major difference in the interpretations in "The History of the American People" and "Embracing the ideals..."
- b. Briefly explain how ONE specific historical event not mentioned in either excerpt could be used in support of the interpretation presented in "The History of the American People."
- c. Briefly explain how ONE specific historical event not mentioned in either excerpt could be used in support of the interpretation presented in "Embracing the ideals..."

## Politics and Power... Civil Liberties

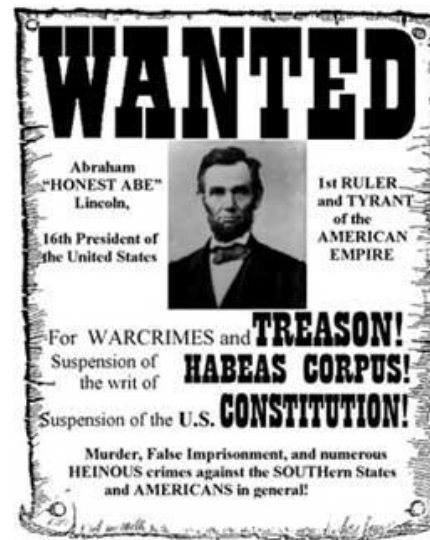
### ESSENTIAL CASES TO KNOW!!!!

**Schenck v. U. S. (1919).** Unanimously upheld the Espionage Act of 1917 which declared that people who interfered with the war effort were subject to imprisonment; declared that the 1st Amendment right to freedom of speech was not absolute; free speech could be limited if its exercise presented a "clear and present danger." President Woodrow Wilson was not the first to suspend civil liberties in the name of national security... John Adams did it in the name of avoiding war with Europe (while fighting quasi-war with France) and Abraham Lincoln did it in the name of preventing the border states from seceding.)

**Korematsu v. U. S. (1941).** The court upheld the constitutionality of detention camps for Japanese-Americans during World War 2. However, later the government did apologize and pay reparations to those interned.



A Republican campaign poster from 1800.



### Stop and Write!

Briefly explain ONE way the federal government restricted individuals civil liberties in each of the following administrations: John Adams, Abraham Lincoln, Woodrow Wilson, and Franklin Roosevelt.

Briefly explain ONE way the restriction of civil liberties by government action impacted political debate in the United States in the 20<sup>th</sup> century.

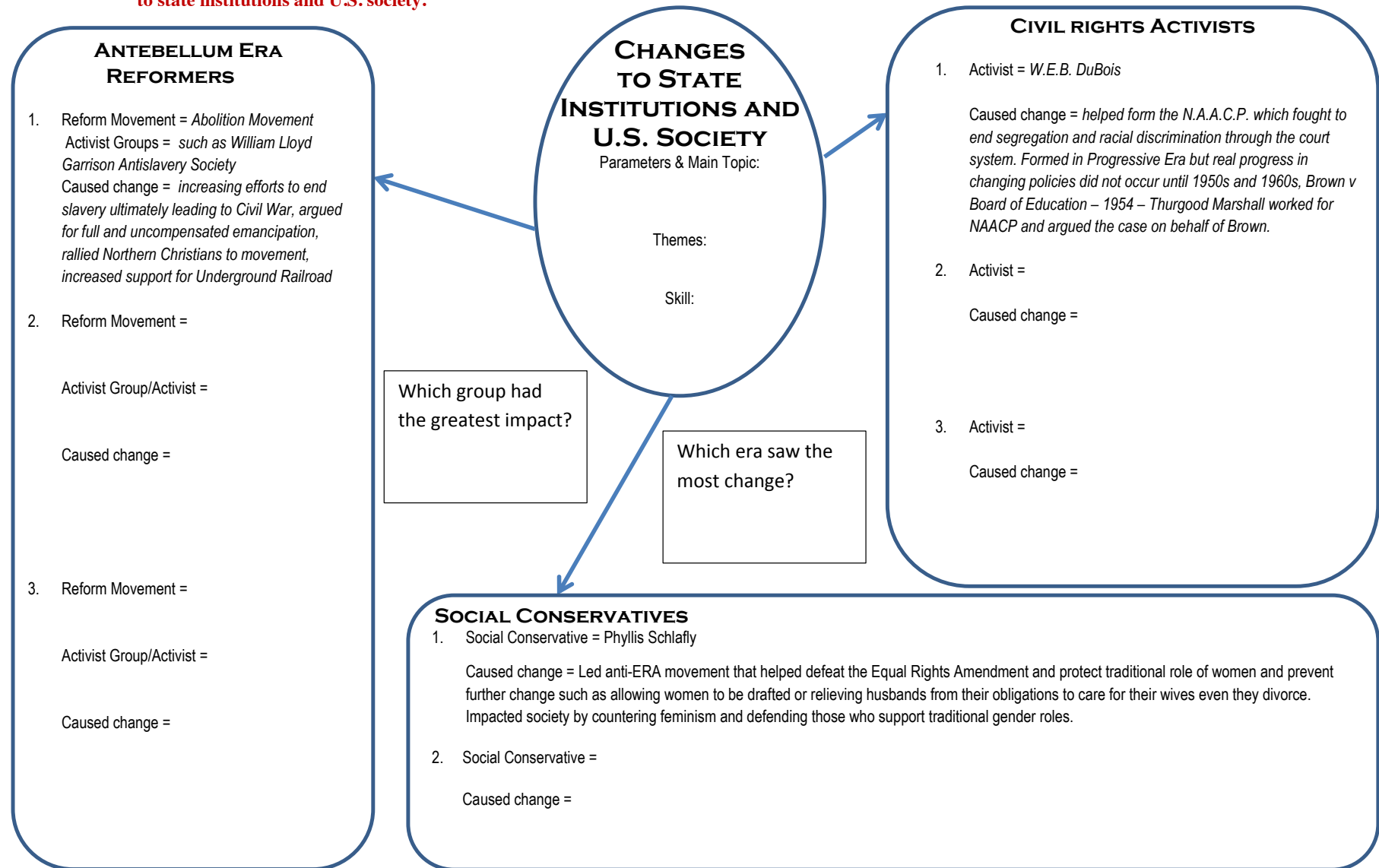
Briefly explain ONE way these actions impacted political alignment.



# Hmmm... what's the skill? Hmmmm... what's the theme?

**Directions:** Complete the graphic organizer below by listing pertinent facts to support your answer to the prompt. Use the sample entries as a model for the remaining parts.

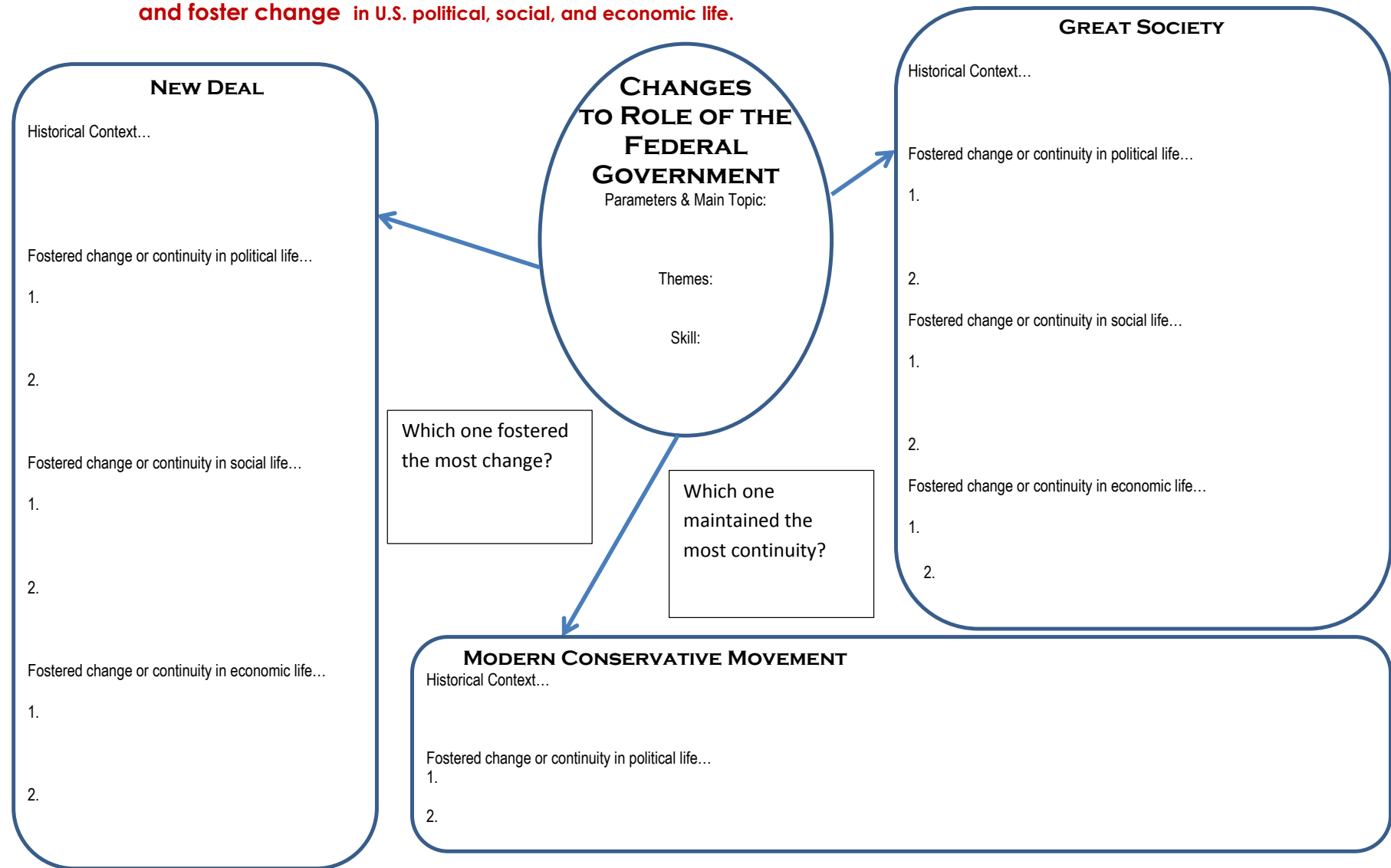
**Objective:** Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society.



# Hmmm... what's the skill? Hmmmm... what's the theme?

**Directions:** Complete the graphic organizer below by listing pertinent facts to support your answer to the prompt.

**Objective:** To what extent did the **New Deal**, the **Great Society**, and the **modern conservative movement** maintain continuity and foster change in U.S. political, social, and economic life.





## *Politics and Power Practice Prompt*

**Prompt:** To what extent have major party systems and political alignments maintained continuity or fostered change in the role of government from 1901-2000?

Identify the skill, define your parameters, and identify important turning points referenced on the timeline.

1901

2000

1. Brainstorm/brain dump everything that comes to mind when you think of party systems and political alignments...
  
  
  
  
  
  
  
  
  
  
2. Identify three major turning points and briefly explain how they maintained continuity or fostered change. Be sure to address EXTENT!
  - a)
  - b)
  - c)

Which one fostered *more* change? (specific event)

Which one maintained continuity *the most*? (specific event)
  
3. Write your thesis formula and including your contextualization of the topic.

## *Politics and Power Practice Prompt*

**Prompt:** Compare and contrast the political beliefs of the Democratic Party and the Whig Party during the Antebellum Era.

Identify the skill!

1. Brainstorm/brain dump everything that comes to mind when you think of the Second Two Party System...

2. Identify three major categories for your similarities and differences.

a)

b)

c)

Were there more similarities or differences?

3. Write your thesis formula and including your contextualization of the topic.

## *Politics and Power Practice Prompt*

**Prompt:** Evaluate the impact of journalists, progressive reformers, and political leaders on state and federal policies from 1890-1920.

Identify the skill!

1. Brainstorm/brain dump everything that comes to mind when you think of journalists, reformers, and politicians in this era...

2. Identify at least one effect per group.

a)

b)

c)

Which one had the largest impact?

3. Write your thesis formula and including your contextualization of the topic.

## *Politics and Power Practice Prompt*

**Prompt:** Support, refute, or modify the following statement: “President Lyndon Johnson’s Great Society marked a major turning point for political alignments and the role of the federal government.” In your analysis be sure to address events before and after the Great Society.

Identify the skill!

1. Brainstorm/brain dump everything that comes to mind when you think of the Great Society...
2. Identify at least three specific parts of the Great Society that impacted political alignment and the role of government, and explain how or why each did or did not mark a major turning point.

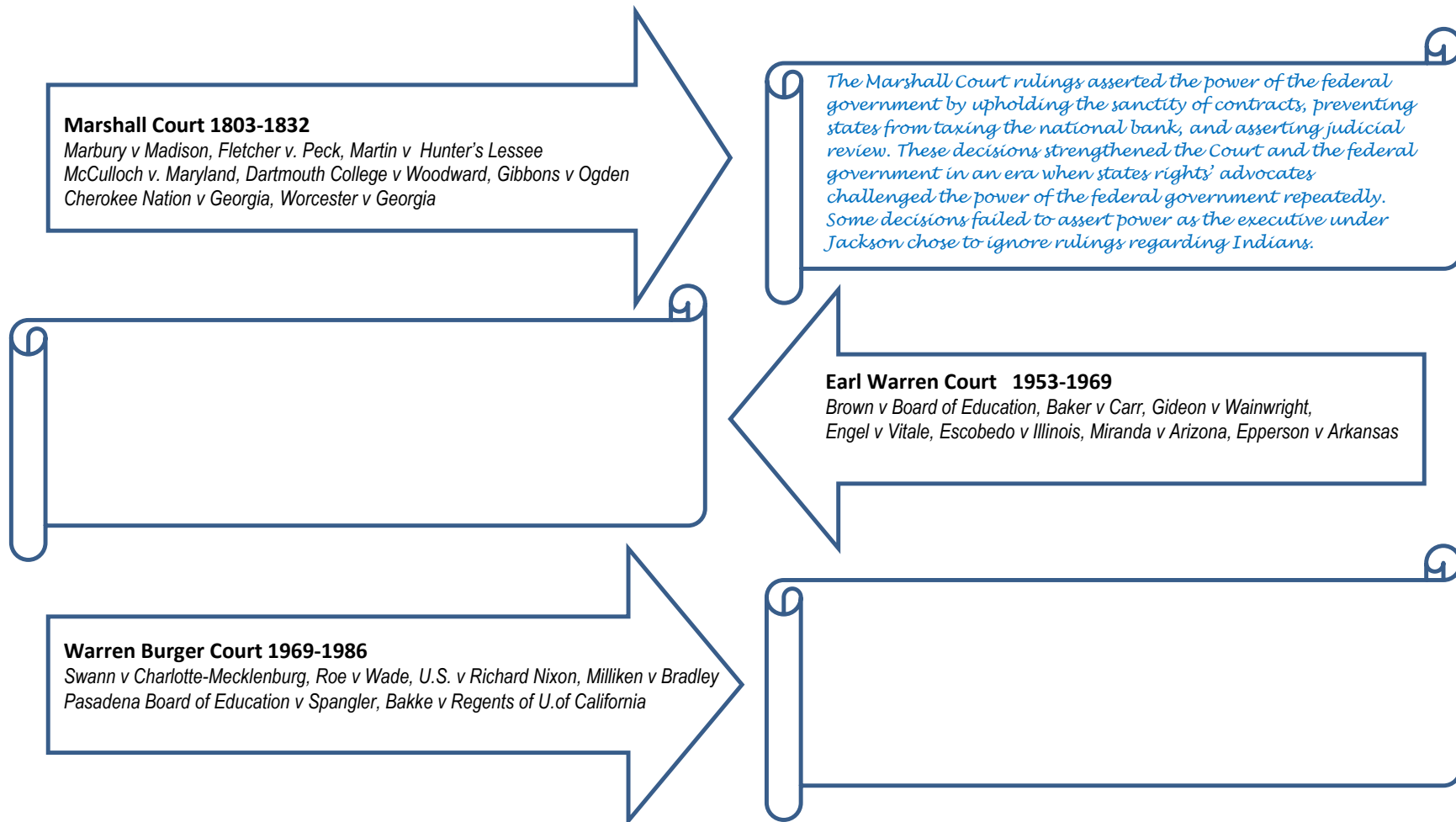
Do you support, refute, or modify the statement?

3. Write your thesis formula and including your contextualization of the topic.

## Politics and Power ... bonus...

**Objective:** Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787. To what extent have these arguments maintained continuity or fostered change?

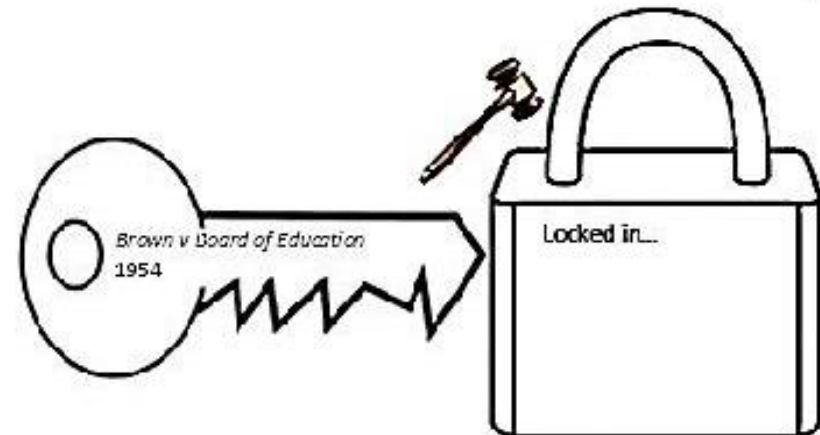
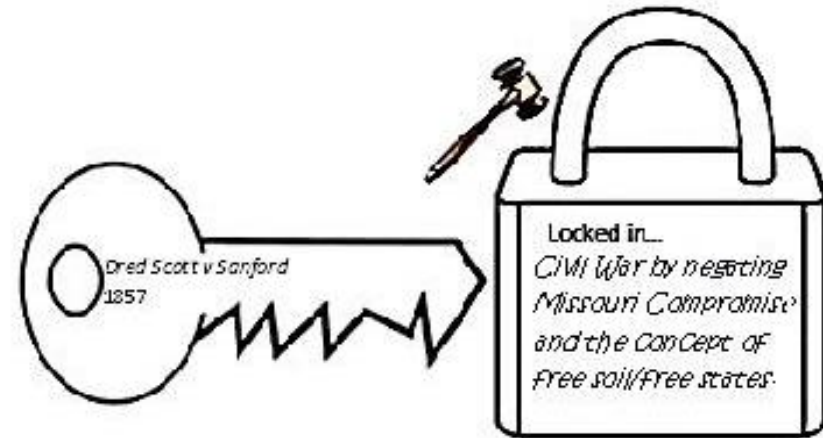
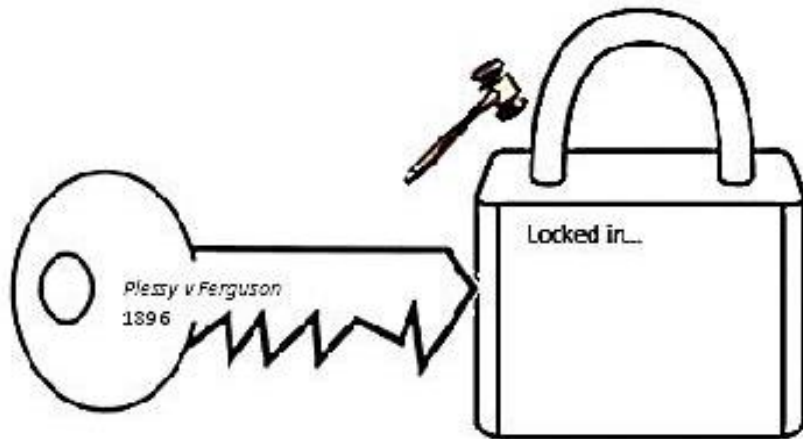
**Directions:** Complete the graphic organizer. Keep in mind you do not have to have all of these cases memorized, but you should recognize enough from each court to be able to generalize. The Marshall Court is completed for you as an example.



## Politics and Power... bonus!

Objective: Identify the historical significance of the following key Supreme Court Decisions by recording what each “locked in.” You need to be able to identify and analyze significance of these cases! If you don’t know them now... now them ASAP!!!

**Directions:** Complete the graphic organizer.  
Keep in mind you DO need have to have these three cases memorized.  
Dred Scott is completed for you as an example.



On a separate sheet of paper, address the following questions

- Explain ONE way that Supreme Court decisions in the 20<sup>th</sup> century illustrate a change in how the Constitution is interpreted
- Explain how ONE specific court case in the 20<sup>th</sup> century resulted from political debate
- Explain ONE way your answer in part b. compares to ONE of the following cases: *Marbury v Madison*, *Dred Scott v Sandford*, *Plessy v Ferguson*