

Guided Reading & Analysis: Nationalism and Economic Development, 1816-1848

Chapter 8- *Nationalism and Economic Development*, pp 150-166

Reading Assignment:

Ch. 8 AMSCO; If you do not have the AMSCO text, use chapters 12 & 14 of *American Pageant* and/or online resources such as the website, podcast, crash course video, chapter outlines, Hippocampus, etc.

Purpose:

This guide is not only a place to record notes as you read, but also to provide a place and structure for *reflections and analysis* using your noggin (thinking skills) with new knowledge gained from the reading. This guide, **if completed in its entirety BOP (Beginning of Period) by the due date**, can be used on the corresponding quiz as well as earn up to 10 bonus points. In addition, completed guides provide the student with the ability to correct a quiz for ½ points back! The benefits of such activities, however, go far beyond quiz help and bonus points. ☺ **Mastery of the course and AP exam await all who choose to process the information as they read/receive.** This is an optional assignment. *So... young Jedi... what is your choice? Do? Or do not? There is no try.*

Directions:

- Pre-Read:** Read the prompts/questions within this guide before you read the chapter.
- Skim:** Flip through the chapter and note titles and subtitles. Look at images and read captions. *Get a feel for the content you are about to read.*
- Read/Analyze:** Read the chapter. If you have your own copy of AMSCO, **Highlight key events and people as you read.** Remember, the goal is not to “fish” for a specific answer(s) to reading guide questions, but to **consider questions in order to critically understand what you read!**
- Write** Write (do not type) your notes and analysis in the spaces provided. Complete it in **INK!**

Key Concepts FOR PERIOD 4:

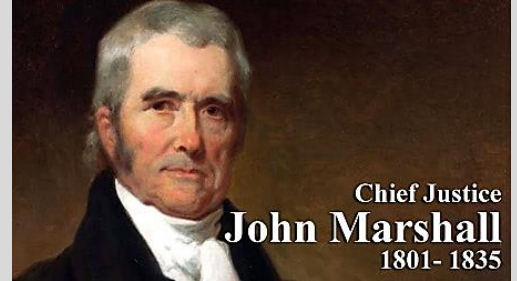
Main Idea: The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.

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.

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.

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**.

*It is emphatically the Province and Duty of the
Judicial Department to Say what the Law is.*



(Image captured from ushistory.org)

Section 1: The era begins with the end of the War of 1812 (1815) & the election of James Monroe (1816)

Remember the most significant thing to know about a war is the cause and effect...

THE WAR OF 1812 (1812-1814)

A. Causes

- 1. Impressment of American sailors**
- 2. Problems with Indians in the Ohio River Valley**
- 3. England continued to maintain forts on frontier**
- 4. Agricultural depression**
- 5. War Hawks (Calhoun and Clay) wanted to expand to Canada and were anti-British**

B. Results

- 1. The status quo was maintained in the Treaty of Ghent (1815)**
- 2. Increased nationalism**
- 3. Increased manufacturing**
- 4. Freedom of the seas restored**
- 5. Andrew Jackson and William Henry Harrison became war heroes**

Read the quote from Hezekiah Niles on page 150.

Based on this quote, what is a defining characteristic of the Era of Good Feelings?

Section 2 Guided Reading, pp 150-166

As you read the chapter, jot down your notes in the middle column. Consider your notes to be elaborations on the Objectives and Main Ideas presented in the left column. When you finish the section, analyze what you read by answering the question in the right hand column.

1. The Era of Good Feelings pp 155-153

Key Concepts & Main Ideas	Notes	Analysis
<p>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.</p> <p>A new national culture emerged, with various Americans creating art, architecture, and literature that combined European forms with local and regional cultural sensibilities.</p> <p>Regional economic specialization, especially the demands of cultivating southern cotton, shaped settlement patterns and the national and international economy</p> <p>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.</p>	<p>The Era of Good Feelings...</p> <p>James Monroe...</p> <p>Cultural Nationalism...</p> <p>Economic Nationalism...</p> <p>Tariff of 1816...</p> <p>Henry Clay's American System...</p> <p>The Panic of 1819...</p>	<p>To what extent was this era "good?"</p> <p>James Monroe was the last of the Virginia Dynasty. Who else was a member of this group?</p> <p>Explain how Parson Mason Weems' fictional story of a young George Washington chopping down a cherry tree and then not being able to tell his father a lie when confronted about it illustrates a cultural trend of the time.</p> <p>How did the tariff of 1816 differ from the tariff in Hamilton's Plan during the early 1790s?</p> <p>Was Henry Clay more Hamiltonian or Jeffersonian? Explain your answer.</p> <p>Why did Monroe veto road and canal projects?</p> <p>How did the panic of 1819 impact American voters?</p>

...Era of Good Feelings Continued

Key Concepts & Main Ideas	Notes	Analysis
<p>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.</p>	<p>Political Changes...</p> <p>Changes in the Democratic-Republican Party...</p>	<p>Although the nation was united under a single political party, division emerged resulting in the eventual development of new parties. Compare the causes of these divisions to the causes of the Hamilton and Jefferson division leading to the first two party system in the 1790s.</p> <p>To what extent were these forces similar?</p>

2. Marshall's Supreme Court and Central Government Powers pp 153-154

Key Concepts & Main Ideas	Notes	
<p>Supreme Court decisions sought to assert federal power over state laws and the primacy of the judiciary in determining the meaning of the Constitution.</p>	<p>Marshall's Supreme Court and Central Government Powers... <i>identify the cases by writing the names in the circles</i></p>	<p>1803 → Appointment of midnight justices by John Adams rejected by Jefferson. Supreme Court decided constitutionality of Judiciary Act. Court ruled delivery of appointments not duty of court and declares Judiciary Act unconstitutional. Significance of Ruling: gave the Court the power of judicial review</p> <p>1810 → Georgia legislature canceled contract that granted land to speculators as part of bribe. S. Court ruled deal was legal and the state couldn't nullify it even if it was gained with bribe. Significance of Ruling: established the principle that state laws are invalid when in conflict with the Constitution</p> <p>1816 → 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.</p> <p>1819 → Maryland wanted to tax branch of national bank. Court ruled against state. Significance of Ruling: upheld the right of Congress to charter a national bank, thus putting into national law the doctrine of implied powers.</p> <p>1819 → State wanted to make Dartmouth public school; charter was from King George III for private. Court rules charter cannot be changed by state. Significance of Ruling: by forbidding the state legislature to alter the college charter, established the principle that charters were contracts which could not be impaired.</p> <p>1821 → The state had tried and imprisoned people for illegally selling lottery tickets. Court ruled the state had the right to enforce the law which had not conflicted with the Constitution. Significance of Ruling: State courts must submit to federal jurisdiction and the federal court has the right to judicial review of state supreme court decisions</p> <p>1824 → State had given navigation monopoly which controlled waterways in NY. Court ruled monopoly unconstitutional because states cannot control trade. Significance of Ruling: gave the national government undisputed control over interstate commerce ...This freed internal transportation from state restraint. (year in AMSCO is typo, it's 1824)</p> <p>Explain why these decisions are "landmark."</p>

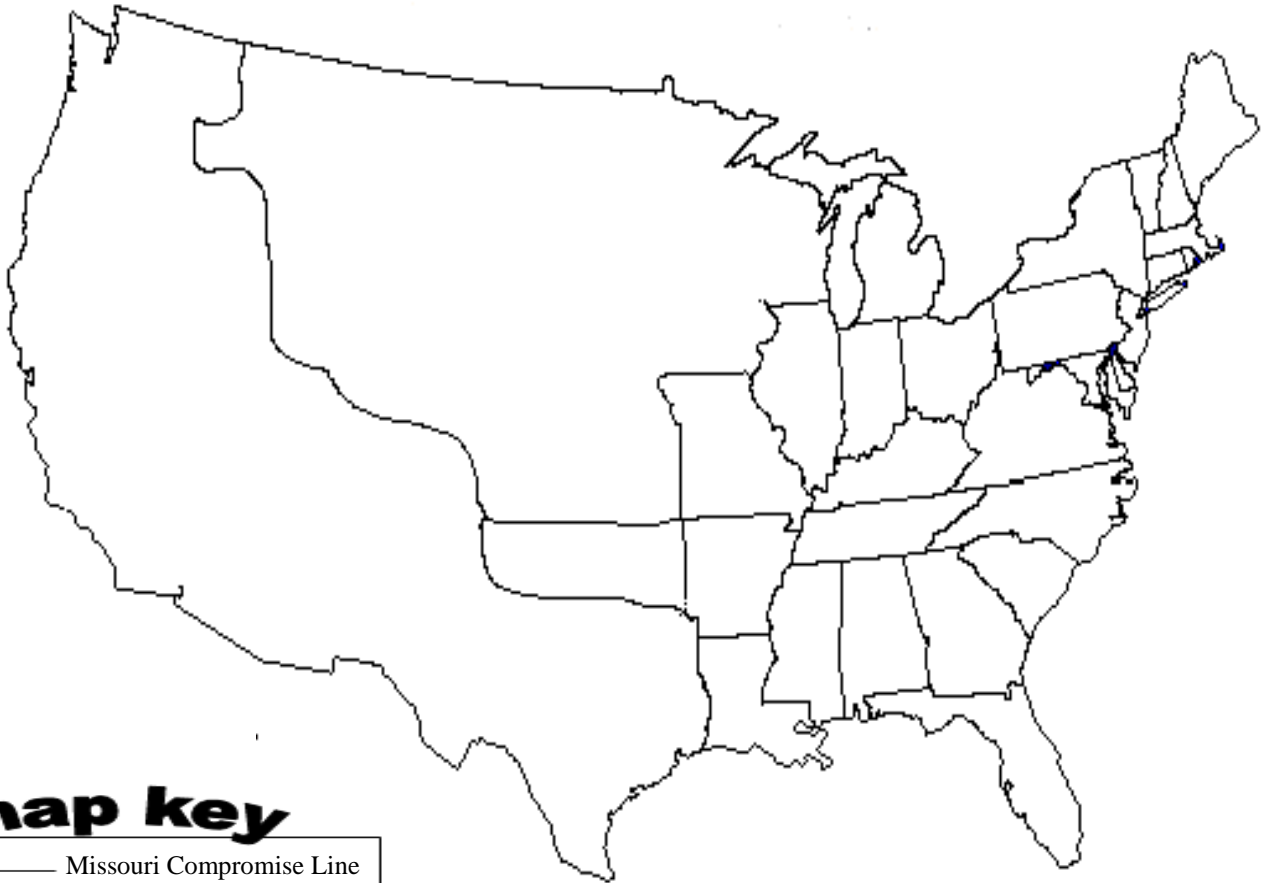
3. Western Settlement and the Missouri Compromise, pp 154-157

Key Concepts & Main Ideas	Notes	Analysis
<p>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</p> <p>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.</p> <p>The 1820 Missouri Compromise created a truce over the issue of slavery that gradually broke down as confrontations over slavery became increasingly bitter.</p> <p>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.</p>	<p>Western Settlement and the Missouri Compromise...</p> <p>Reasons for Westward Movement...</p> <p>Acquisition of American Indians' Lands...</p> <p>Economic Pressures...</p> <p>Improved Transportation...</p> <p>Immigrants...</p> <p>New Questions and Issues...</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Missouri Compromise...</p> <p>Tallmadge Amendment...</p> <ol style="list-style-type: none"> 1. 2. <p>Clay's Proposals...</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Aftermath...</p>	<p>To what extent was westward expansion responsible for increasing sectional conflict? Explain your answer.</p> <p>Explain how a 19th century America pioneer would view "acquiring American Indian land" as justifiable. Consider the culture clash of Americans and American-Indians.</p> <p>Support, refute, or modify the following statement: Henry Clay was the Great Pacificator and the Great Compromiser.</p> <p>Thomas Jefferson's reaction to the Missouri Compromise included, "But, as it is, we have the wolf by the ear, and we can neither hold him, nor safely let him go. Justice is in one scale, and self-preservation in the other." (recorded at his home, Monticello, Virginia, 22 April 1820) Explain the point Jefferson is making. Did he see the Missouri Compromise as a success?</p>

Map Break!

(See map posted on Unit 3 Gallery Walk page on website for assistance)

1. Label Mexico (independent in 1821), Oregon Territory, British North America (Canada), Unorganized Territory, Arkansas Territory, Florida Territory, Michigan Territory, and the individual United States in 1821.
2. Label Pacific Ocean, Atlantic Ocean, and Gulf of Mexico.
3. Color **free states in 1821 one color**.
4. Color **slave states in 1821 another color**.
5. Use a **yellow highlighter** to mark the **Missouri Compromise line of 1820**.
6. Use a **green highlighter** to mark the **Adams-Onis Treaty Line of 1819**.
7. Color the territories where **slavery was prohibited** according to the **Missouri Compromise a third color**.
8. Color the territories where **slavery was allowed** according to the **Missouri Compromise a fourth color**.
9. Create a **key** using the box provided.



map key

———— Missouri Compromise Line
———— Adams-Onis Treaty Line

<input type="checkbox"/>	Free States
<input type="checkbox"/>	Slave States
<input type="checkbox"/>	Free Territories (U.S. Only)
<input type="checkbox"/>	Slave Territories (U.S. Only)

4. Foreign Affairs, pp 157-159

Key Concepts & Main Ideas	Notes	Analysis
<p>Struggling to create an independent global presence, U.S. policymakers sought to dominate the North American continent and to promote its foreign trade.</p> <p>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.</p>	<p>Foreign Affairs...</p> <p>Canada...</p> <p>Rush-Bagot Agreement (1817)...</p> <p>Treaty of 1818...</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Florida...</p> <p>Jackson's Military Campaign...</p> <p>Florida Purchase Treaty (1819)...</p>	<p>Explain why President Monroe and Secretary of State John Quincy Adams pursued a more aggressive foreign policy.</p> <p>To what extent were relations between the United States and Great Britain more positive in the Era of Good Feelings than they were during the 1780s and 1790s. Provide evidence to back up your assertion.</p> <p>What was more significant to the growth and development of the United States, John Quincy Adams's accomplishments as Secretary of State or the military accomplishments of General Andrew Jackson? Explain your answer.</p>

Foreign Policy Continued...

Key Concepts & Main Ideas	Notes	Analysis
<p>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.</p> <p>The U.S. sought dominance over the North American continent through a variety of means, including military actions, judicial decisions, and diplomatic efforts.</p>	<p>The Monroe Doctrine...</p> <p>British Initiatives...</p> <p>American Response</p> <ol style="list-style-type: none"> 1. 2. <p>The Doctrine...</p> <p>Impact...</p>	<p>With the issuance of the Monroe Doctrine, was America a world power? Explain your reasoning.</p>

5. A National Economy, pp 159-164

Key Concepts & Main Ideas	Notes	Analysis
<p>The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power.</p>	<p>A National Economy...</p> <p>Population Growth...</p>	<p>Look at the graph on page 160. Compare the population in 1840 to the population in 1790. Go beyond the numbers.</p>

A National Economy Continued...

Key Concepts & Main Ideas	Notes	Analysis
<p>The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power.</p> <p>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.</p> <p>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.</p>	<p>Transportation...</p> <p>Roads...</p> <p>Canals...</p> <p>Steamboats...</p> <p>Railroads...</p> <p>Growth of Industry...</p> <p>Mechanical Inventions...</p> <p>Corporations for Raising Capital...</p> <p>Factory System...</p> <p>Labor...</p> <p>Unions...</p>	<p>What is one key difference between the Lancaster Turnpike and the Cumberland Road?</p> <p>Defend the following statement: The Canal System had a negative impact on the South.</p> <p>Which innovation in transportation had the greatest impact on economic growth? Defend your answer.</p> <p>Who had a greater impact on industrial development, Samuel Slater or Eli Whitney? Defend your answer.</p> <p>Thomas Jefferson and John Adams both died on July 4th 1826. Had they lived to see the growth of northern factories including the Lowell System, how might they have responded?</p>

A National Economy Continued...

Key Concepts & Main Ideas	Notes	Analysis
<p>The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power.</p> <p>The South remained politically, culturally, and ideologically distinct from the other sections, while continuing to rely on its exports to Europe for economic growth.</p> <p>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.</p> <p>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.</p>	<p>Commercial Agriculture...</p> <p>Cheap Land and Easy Credit...</p> <p>Markets...</p> <p>Cotton and the South...</p> <p>Effects of the Market Revolution...</p> <p>Women...</p> <p>Economic and Social Mobility...</p> <p>Slavery...</p> <p>Population of Enslaved African Americans chart...</p>	<p>Alexis de Tocqueville's theory of Democracy as communicated in <i>Democracy in America</i> (written in the 1830s) included the principle that democracy (and its success in terms of the nation) required equality of conditions and potential for mobility. To what extent did America have equality of conditions? Explain your answer.</p> <p>Explain why the Founders' prediction that slavery would <i> peter out and die </i> failed to happen during the early 1800s.</p> <p>Had they known the future, would they have fought harder to end slavery in the 1770s and 1780s? Explain your rationale.</p> <p>Read Historical Perspectives on pp 165-166. Support or Refute the viewpoint that Thomas Jefferson inspired the Monroe Doctrine.</p>