TEKS

COVERED IN

CHAPTER 10



THE EARLY REPUBLIC, 1789–1828

- History 1A Identify the major eras and events in U.S. history through 1877, including the early republic....
- History 1B Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.
- **History 1C** Explain the significance of the following dates: 1803, Louisiana Purchase....
- History 5. The student understands the challenges confronted by the government and its leaders in the early years of the republic.
 - **History 5A** Describe major domestic problems faced by the leaders of the new republic such as maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government.
 - History 5B Summarize arguments regarding protective tariffs, taxation, and banking system.
 - History 5C Explain the origin and development of American political parties.
 - History 5D Explain the causes, important events, and effects of the War of 1812.
 - **History 5E** Identify the foreign policies of Presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine.
 - History 6E Identify areas that were acquired to form the U.S., including the Louisiana Purchase.
 - History 7A Analyze the impact of tariff policies on sections of the U.S. before the Civil War.
 - Geography 10A Locate places and regions of importance in the United States during the 18th and 19th centuries.
- **Geography 11.** The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century.
 - Geography 11A Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18th and 19th centuries.
 - **Geography 11B** Describe the positive and negative consequences of human modification of the physical environment of the United States.
 - Economics 12A Identify economic differences among different regions of the U.S.
 - Economics 12C Explain the reasons for the increase in factories and urbanization.
 - Economics 13A Analyze the War of 1812 as a cause of economic changes in the nation.
 - Government 18A Identify the origin of judicial review....
 - Government 18B Summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden.
 - Citizenship 21A Identify different points of view of political parties and interest groups on important historical and contemporary issues.
 - Citizenship 22A Analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington [and] John Marshall.
 - Citizenship 22B Describe the contributions of significant political, social, and military leaders of the United States such as James Monroe.
 - Science, Technology, and Society 27A Explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts.
 - Science, Technology, and Society 27B Analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States.

Name_

CHAPTER 9: The Rights and Responsibilities of American Citizens

Use the passage and your knowledge of social studies to answer the following question.

"The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people."

- United States Constitution, 10th Amendment

- 24 This amendment in the Bill of Rights was intended to
 - F give the people the right to vote on important issues

(Citi 19(B)

167

- G reduce the rights of citizens
- H limit the powers of the federal government
- J assure federal control over the states
- 25 The expression "due process of law" refers to the
 - A procedure followed in Congress for a bill to become a law

Citi 19(F)

- B power of the police to arrest anyone who looks suspicious
- C right of the Supreme Court to examine the constitutionality of laws
- D protections given to citizens against unfair actions by the government
- 26 Which of the following words are part of the Declaration of Independence?
 - F "They are endowed by their Creator with certain Unalienable Rights, (GH 19(A)) that among these are Life, Liberty, and the Pursuit of Happiness."
 - G "All persons born or naturalized in the United States are citizens of the United States."
 - H "No solider shall, in time of peace, be quartered in any house, without the consent of the owner."
 - J "Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof."

Based on the following excerpt and your knowledge of social studies answer the following question.

"He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For quartering large bodies of armed troops among us."

- 27 This excerpt from the Declaration of Independence listed a specific grievance that led the writers of the Bill of Rights to include the following language:
 - A "A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed."
 - B "No Soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law."
 - C "The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states, or to the people."
 - D "Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted."

169

— IMPORTANT IDEAS —

- A. Americans and their leaders faced many challenges in the years after the ratification of the U.S. Constitution, when the new republic was established.
- B. George Washington became the nation's first President in 1789. He established the first Cabinet. The first Congress passed the Bill of Rights and the Judiciary Act of 1789, completing the nation's federal court system.
- C. To create a stable economic system, Alexander Hamilton, the Secretary of the Treasury, set out an economic plan in which the federal government would both assume the debts of the national and state governments and create a national bank, a whiskey tax, and a protective tariff to help American manufacturers. All of Hamilton's Financial Plan was accepted except for the tariff.
- D. Western farmers rebelled against the new whiskey tax. The "Whiskey Rebellion" collapsed when Washington and Hamilton made a show of force.
- E. Jefferson and Madison disagreed with Hamilton's Plan, giving rise to the first American political parties—the Federalists and the Democratic-Republicans.
- F. Americans were also divided in their support of the French Revolution. Jefferson and Madison supported it, while Adams and Hamilton feared mob rule in America. Washington kept the nation neutral when war broke out between France and Britain. In his Farewell Address, Washington warned against entangling alliances, believing the nation should avoid ties to Europe.
- G. Jefferson was elected in the "Revolution of 1800." This was a peaceful transition of power from the Federalists. In 1803, Jefferson approved the Louisiana Purchase, doubling the nation's size and giving America control of the Mississippi River. Jefferson continued Washington's policy of neutrality with Europe.
- H. Chief Justice John Marshall issued a series of landmark Supreme Court decisions which helped strengthen the national government, established the role of the Supreme Court, and unified the nation. In Marbury v. Madison, Marshall established the principle of judicial review that the Supreme Court can rule whether a law is constitutional. In McCulloch v. Maryland, he established the supremacy of federal law and the ability of Congress to exercise powers needed to carry out its duties. In Gibbons v. Ogden, he expanded the scope of Congress' power to regulate commerce between the states.
- I. Americans finally became involved in a conflict with Britain in the War of 1812. Britain's impressment of U.S. sailors and U.S. ambitions in Canada were the main causes. The war proved the nation could defend itself.
- J. The Federalist Party collapsed after the war, giving rise to the "Era of Good Feelings." During these years, Americans felt renewed national pride. The Missouri Compromise (1820) preserved unity, and the Monroe Doctrine (1823) asserted American influence in the Western Hemisphere.
- **K.** During these years, Americans also saw the spread of steamboat travel, increasing numbers of factories, and construction of canals, such as the Erie Canal.

In this chapter, you will learn about life in the new nation, from the Presidency of George Washington to that of James Monroe. Our earliest Presidents established many new traditions that have survived until today. America also greatly expanded in size in these years and preserved its independence in the War of 1812.

KEY TERMS AND PEOPLE IN THIS CHAPTER

- George Washington
- Cabinet
- Alexander Hamilton
- Hamilton's Financial Plan
- Political Parties
- Democratic-Republicans
- Federalists
- Protective Tariff
- French Revolution
- Proclamation of Neutrality
 Lewis and Clark

- Whiskey Rebellion
- Farewell Address
- Samuel Slater
- Factories
- Industrial Revolution
- National Road
- Thomas Jefferson
- John Adams
- Louisiana Purchase

- Marbury v. Madison
- John Marshall
- Embargo Act
- War of 1812
- Lowell System
- "Era of Good Feelings"
- Erie Canal
- Robert Fulton
- Missouri Compromise
- Monroe Poctrine

ESS(ENT)IAL QUESTIONS

- What challenges faced the new nation under the Constitution?
- How did the first American political parties emerge?
- How did the Supreme Court establish its decisive role in American life?
- How did American social and economic life change?
- How did the United States conduct its relations with other nations?

THE PRESIDENCY OF GEORGE WASHINGTON: 1789-1797

In 1789, George Washington was inaugurated as the nation's first President. As President, Washington guided the new government as it applied the ideas expressed in the Constitution to create a functioning federal republic. Upon taking office, Washington faced several major challenges. He had to define the authority of the central government, create a stable economic system, build a military, maintain national security, conduct foreign relations, and enter into treaties with several Indian tribes. In this section, we will look more closely at both Washington's domestic and foreign policies.

Domestic policy refers to government policies dealing with conditions within the nation. Foreign policy concerns relations with other countries.

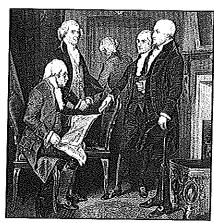
WASHINGTON'S DOMESTIC POLICY

DEFINING OUR NEW CENTRAL GOVERNMENT

The Constitution allowed the President to appoint officials in charge of executive departments. The chief officials that Washington appointed began meeting together with him in what came to be known as the Cabinet. Over the years, additional Cabinet departments were created. The Cabinet was one of the important precedents established by Washington. A precedent is an action taken for the first time, which is followed by others afterwards.

CREATING A STABLE ECONOMY

The most pressing problems facing Washington's government were economic. As a result of the American Revolution, the national government owed \$54 million. The



President Washington (far right) meets with his Cabinet.

states owed another \$24 million, and the paper money issued by the Continental Congress and the Articles of Confederation was worthless. The job of solving these economic problems fell to **Alexander Hamilton**, our nation's first Secretary of the Treasury. Hamilton drew up a four-part plan for getting the nation on a sound financial basis:

HAMILTON'S ECONOMIC PLAN

Repay the Debt.

Hamilton believed the national government should pay off the debts of both the states and the previous national government in order to establish the nation's credit.

National Bank.

Hamilton proposed creation of a national bank as a place to deposit taxes, to provide a sound currency, and to make loans to the national government.

Whiskey Tax.

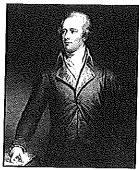
Hamilton proposed a tax on whiskey to raise money from western farmers.

Protective Tariff.

Hamilton asked Congress to pass a high tariff — a tax on imported foreign goods which would protect American industries from foreign competition.

THE RISE OF POLITICAL PARTIES

Hamilton's program was strongly opposed by **Thomas Jefferson**, Washington's Secretary of State. Jefferson, Madison and their followers believed Hamilton's plan would just benefit wealthy Americans since speculators had bought up much of the debt. They also felt that the Constitution did not give the federal government the right to create a national bank. This disagreement gave rise to America's first **political parties** — associations that try to elect their members to government offices so that they will pass laws favorable to their ideas.



Alexander Hamilton

Hamilton's followers became known as the **Federalists**. Jefferson's supporters called themselves the **Democratic-Republicans**. Their disagreements were heightened by the outbreak of a revolution in France, where commoners rebelled against the king and nobles.

	Federalists	Democratic-Republicans
Main Party Leaders	Alexander Hamilton and John Adams	Thomas Jefferson and James Madison
Constitutional Views	Loose constructionists: the national government should take all steps needed to govern the nation	Strict constructionists: the national government should only have powers expressly listed in the Constitution
Views on Government	Favored a strong federal government	Favored states' rights
Views on Foreign Policy	Pro-British: Federalists feared the French Revolution as an example of mob rule	Pro-French: Jefferson was sympathetic to the French Revolution
Main Supporters	Merchants and manufacturers	Farmers and skilled craftsmen
Who Should Vote	Only those meeting property qualifications	Vote should be open to all adult males

DEFEAT OF THE PROTECTIVE TARIFF

All of Hamilton's program was approved except for the proposed tariff. Southern states opposed high tariff rates because tariffs would make it harder for Southerners to sell their crops to Britain and to buy British goods.



THE WHISKEY REBELLION OF 1794

Farmers living west of the Appalachian Mountains often converted their excess grain into whiskey, which was easier to carry over the mountains than bushels of grain. The new federal whiskey tax caused great hostility among them. Farmers in Western Pennsylvania refused to pay the tax and threatened tax collectors.

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CHAPTER 10: The Early Republic, 1789-1828

173

Washington called up the militia to put down the rebellion. Washington, with Alexander Hamilton by his side, was ready to use force, but the rebels fled before any fighting took place.

APPLYING WHAT YOU HAVE LEARNED

- ★ Imagine you are a representative in Congress in 1794. Write a speech either for or against Hamilton's financial plan.
- ★ How were Shays' Rebellion and the Whiskey Rebellion handled differently? Explain your answer.

WASHINGTON'S FOREIGN POLICY

During Washington's Presidency, the revolution in France became increasingly violent. The revolutionaries overthrew and executed Louis XVI, the French King. War between France and Britain then broke out in 1793. Jefferson's supporters continued to favor the French revolutionaries, while Alexander Hamilton, John Adams, and other Federalists favored the British.

PROCLAMATION OF NEUTRALITY (1793)

The United States had won its independence largely through the military and financial support of France. Some French leaders thought it was time for the Americans to return the favor and that the Franco-American alliance of 1778 was still in effect.

Hamilton and his supporters were able to persuade Washington that France's war was totally European in nature. Washington finally became convinced that there was nothing to be gained if the United States involved itself in this European conflict. Compared to European powers, the United States was weak militarily. To avoid being drawn into the Anglo-French conflict, Washington adopted a policy of **neutrality** — the United States would avoid taking sides in any European conflict or becoming involved in any foreign war.

ACTING AS AN AMATEUR HISTORIAN

Washington believed America should not become entangled in the conflicts of foreign nations. His **Proclamation of Neutrality** stated this nation's position:

"It appears that a state of war exists between Austria, Prussia, Sardinia, Great Britain, and the Netherlands on the one part, and France on the other. The duty and interest of the United States require that they should adopt a conduct friendly and impartial toward the [warring] powers. I have thought fit to declare the position of the United States to observe a conduct towards those powers respectfully; and warn our citizens to avoid all acts which may in any manner tend to [go against] this position."

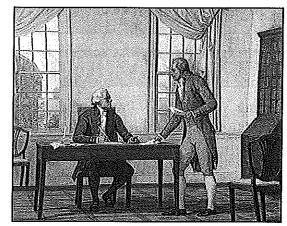
- ★ In your own words, describe Washington's Proclamation of Neutrality.
- ★ Do you think Washington chose a wise policy? Explain your answer.

The French Ambassador, Citizen Genêt, nevertheless tried to recruit U.S. ships and volunteers to help the French. Many French felt the Americans owed them help. Washington sent a complaint to Genêt, who quickly backed down. Meanwhile, John Jay negotiated a treaty with Britain to promote trade. Thomas Pinckney negotiated another treaty with Spain, settling America's borders. The new treaty gave U.S. citizens the right to ship goods along the Mississippi River, all the way down to the port of New Orleans.

WASHINGTON'S FAREWELL ADDRESS

After two terms in office, Washington declined a third term. He especially disliked the new party rivalry. In 1796, Washington delivered his **Farewell Address**. Although known as his most famous "speech," it was actually delivered in the form of a letter to the public published in the form of a speech.

Washington used his Farewell Address to give his countrymen his advice as a "departing friend" on what he saw as the greatest threats to the nation's survival. Washington addressed relations between the North and South and the importance of moral virtue. He warned against the rise of political parties and the challenges of foreign policy.



Washington wrote his Farewell Address with the help of Alexander Hamilton.

ACTING AS AN AMATEUR HISTORIAN

In his Farewell Address, Washington warned of possible dangers ahead:

"The great rule of conduct for us in regard to foreign nations is in extending our commercial relations, to have with them as little political connection as possible. It is our true policy to steer clear of permanent alliances with any portion of the foreign world.



As an important source of strength and security, cherish public credit. One method of preserving it is to use it as sparingly as possible; avoid the accumulation of debt, not only by shunning occasions of expense, but by vigorous exertions to discharge debts, which unavoidable wars may have occasioned, not ungenerously throwing upon [future generations] the burden, which we ourselves ought to bear."

- ★ What are some of the dangers that Washington cautioned the nation against?
- ★ Which of these dangers does our nation still face today?

Washington believed two terms were the most any President should serve. For the next 130 years, Presidents followed this precedent by not seeking more than two terms.



LEARNING WITH GRAPHIC ORGANIZERS



Complete the following chart on the highlights of the Presidency of George Washington.

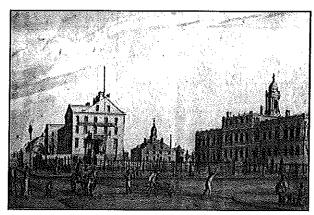
Hamilton's Financial Plan	Emergence of Political Parties	Proclamation of Neutrality
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	NCY OF GEORGE WAS	HINGION
Pinckney Treaty with Spain	Whiskey Rebellion	Washington's Farewell Address
	I I	

PORTRAIT OF THE NATION IN 1800

By 1800, the United States consisted of 16 states with a combined population of just over five million people. Almost one million of these were enslaved African-Americans. American culture was a unique mixture of British, Irish, European, Native American, and African traditions, under American conditions.

Agriculture. America was still an **agrarian** (*agricultural*) society. Crops were the basis of the nation's wealth. Some crops, like cotton and tobacco in the South, were grown for export. Farmers in the West grew wheat or raised livestock for Americans to eat.

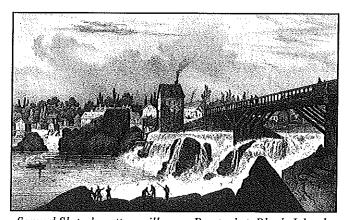
Rural vs. Urban Centers. In 1800, the vast majority of Americans lived in the countryside. Most Americans were self-sufficient in what has been referred to as the "Age of Homespun." They lived on a farm in the countryside, grew their own food, and made their own clothes, shelter and furniture. Only one in 25 Americans was a city dweller. Larger cities were located along the Atlantic coast, from Boston to Baltimore. Philadelphia was the nation's largest city, with 69,000 inhabitants.



Corner of Broadway and Chambers Street, NYC, c. 1825

Social Differences. Great differences existed among Americans based on class, race and gender. Wealthy planters and merchants enjoyed travel and luxuries. However, most Americans were farmers or workers with lives of toil. Women had few rights. Enslaved African-American slaves had almost no rights at all.

Rise of Industry. A new industrial society was only just starting to emerge in the Northeast. Eli Whitney introduced the use of standardized interchangeable parts. In the 1790s, Samuel Slater defied British law by building a machine that could spin cotton fibers into thread. Slater's spinning mill in Rhode Island was followed by a gradual increase in the use of machines and a shift from working at home or in small shops to working in factories.



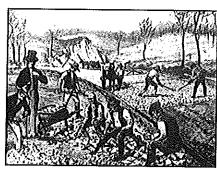
Samuel Slater's cotton mill, near Pawtucket, Rhode Island.

Techniques of mass production were pioneered by the American inventor **Eli Whitney**. Whitney won a contract to produce 10,000 muskets. The key to his winning this bid was his new process for manufacturing interchangeable firing-mechanism parts. The inspiration came from techniques that Whitney had developed in the manufacture of his cotton gin.

Whitney's plan was for machines to produce standardized parts which could be used with other parts to assemble a whole product without a laborer filing and fitting each part together. This interchangeability allowed easy assembly of new devices and easier repair of existing devices, while minimizing the time and skill needed for a person to assembly or repair a product. Use of interchangeable parts in the manufacture of muskets (guns) was a major contribution to the development of America industry.

The shift of manufacturing to factories, known as the Industrial Revolution, would soon lead to the rise of new industries and rapidly growing cities.

Transportation. America's vast and untamed land-scape made travel difficult. Cities were connected by roads that were little more than dirt trails. A few had log or plank roads. Most short travel was done by walking. For longer trips, people rode on horse-drawn wagons. Travel on roads was slow: a trip from Boston to New York took three days by stage coach. Western settlers sought roads to aid settlement and the transfer of goods. They wished for a way to make it easier to market their goods and to buy essential supplies in return. In 1806, Congress set aside funds to build the first federally funded road, the

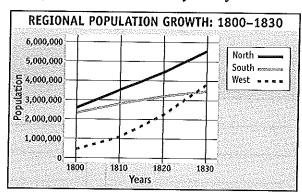


Construction of the National Road begins.

National Road. Travel by water was easier and cheaper than travel overland. Goods were often carried along streams and rivers to ports along the coast. People took ferries to cross rivers and took boats to travel down rivers, across lakes, or along coastlines.

Communication. Communications were slow. There were no telephones, telegraphs, televisions, or computers. People communicated primarily by letter. Letters had to be carried over dusty, unpaved roads or by packet boat. Mail was often mangled or even lost. News about events traveled slowly. Most people received their information from local newspapers. Most were published weekly or monthly, and were shared by many readers.

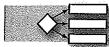
Regional Differences. The three main regions from colonial times — New England, the Middle Atlantic Colonies, and the South — were replaced by the North, the South and the emerging West. The nation's population was growing at an enormous rate. The land available for settlement increased by almost the size of Europe — from 4.4 million to 7.8 million square kilometers.



APPLYING WHAT YOU HAVE LEARNED

Select one state and use your school or public library and Internet websites of local organizations to gather documents, artworks, statistics, and other materials about life in that state in the early 1800s.

178



LEARNING WITH GRAPHIC ORGANIZERS



The early 1800s were a time of change in the history of the new young nation, Complete the following graphic organizer describing the state of affairs taking place in the nation.

Transportation Co		
	nmunications	Emergence of Regional Differences

Name

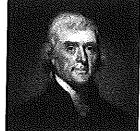
THE PRESIDENCY OF THOMAS JEFFERSON: 1801-1809

The second President of the United States, John Adams, was a Federalist who continued many of Washington's policies. In 1800, John Adams lost the Presidential election to Thomas Jefferson.

Jefferson sought to show that he was one of the people. The capital had just been moved from Philadelphia to Washington, D.C. Jefferson walked alone from his boardinghouse to the Capitol to take the oath of office. His inauguration marked the first transition of the executive branch from one party to another. Sometimes known as the "Revolution of 1800," this change occurred without violence.

JEFFERSON'S VIEWS ON GOVERNMENT

Jefferson saw his election as a turning point. He believed the best government was one that governed least. Jefferson opposed special privileges for the wealthy and had strong sympathies for the common farmer. As President, he set about reducing the size of the army, ending naval expansion, and lowering government costs.



Thomas Jefferson

ACTING AS AN AMATEUR HISTORIAN

In his First Inaugural Address (1801), Jefferson spoke of what he thought was necessary to make America a prosperous nation. Here is what he said:

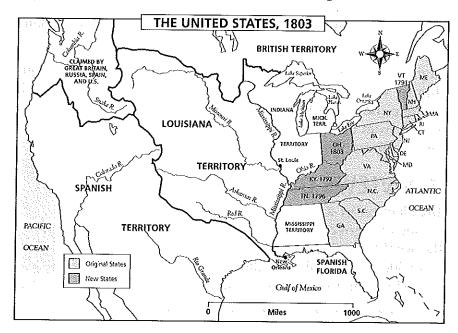
"With all these blessings, what more is necessary to make us a happy and prosperous people? Still one thing more, fellow citizens — a wise and frugal government, which shall restrain men from injuring one another, which shall leave them otherwise free to regulate their own pursuits of industry and improvement, and shall not take from the mouth of labor the bread it had earned. This is the sum of good government."

- ★ What did Jefferson see as "good government"?
- ★ Is what Jefferson said 200 years ago still relevant to our nation today?

THE LOUISIANA PURCHASE (1803)

Jefferson had always dreamed of extending the United States westward. He sent envoys to France to negotiate the right to send goods down the Mississippi River to New Orleans. In 1803, Napoleon Bonaparte, the new ruler of France, offered to sell the Louisiana Territory.

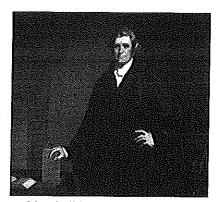
Although Jefferson was uncertain whether the Constitution allowed the federal government to buy new territory, he went ahead with the purchase. The Louisiana Purchase doubled the size of the nation. It gave Americans control of the Mississippi River. In 1804, Jefferson sent Meriwether Lewis and William Clark to explore this vast region. Their expedition laid the groundwork for the future westward expansion of the United States.



MARBURY v. MADISON (1803)

Just before President John Adams left office, he appointed **John Marshall** as Chief Justice of the U.S. Supreme Court. The Supreme Court was often viewed as the weakest of the three branches, but Marshall made the Supreme Court a new center of government power. The Marshall Court established the principle of judicial review in *Marbury v. Madison*.

Background: President Adams, just before leaving office, appointed Marbury as a justice of the peace. The new Secretary of State, James Madison, refused to deliver his commission (official papers) making him a justice of the peace. Marbury asked the Supreme Court to require Madison to deliver his commission. The first Congress had



Marshall became Chief Justice of the Supreme Court in 1801.

passed the Judiciary Act of 1789 to create the lower federal courts. Marbury argued the act gave the Supreme Court the power to force Madison to deliver the commission.

Decision/Significance: The Court ruled that the part of the Judiciary Act that gave the Supreme Court the power to order delivery of the Commission went against the Constitution. The Court declared that part of the act to be null and void. This case established **judicial review** — the right of the Supreme Court to declare a law unconstitutional. This greatly strengthened the power of the judiciary by making it the final authority in interpreting the Constitution.

ACTING AS AN AMATEUR HISTORIAN

Marbury v. Madison was the first significant decision handed down by the U.S. Supreme Court after John Marshall was sworn in as its Chief Justice in 1801:

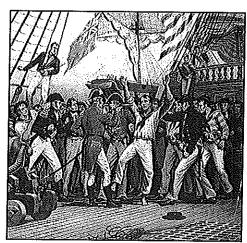
"It is emphatically the province and duty of the judicial department to say what the law is. Those who apply the rule to particular cases, must of necessity [explain] and interpret that rule. If two laws conflict with each other, the courts must decide on the operation of each...."

- ★ What was Marshall's decision? Do you agree with his decision?
- ★ Why was the court ruling in *Marbury v. Madison* of such importance?

THE EMBARGO ACT OF 1807

War continued to rage between Britain and France. British ships started stopping U.S. ships to search for deserters from the British navy. Sometimes they took Americans to serve on British ships. This practice of **impressment** (forced military service) greatly humiliated Americans and put pressure on President Jefferson to take action.

To avoid war, Jefferson pushed the Embargo Act through Congress. Under the act, American ships were prohibited from trading with European nations. In the last days of Jefferson's Presidency, Congress replaced the Embargo Act with the Non-Intercourse Act (1809). This act lifted the embargo on U.S. shipping except for ships bound for British or French ports.



An American sailor is seized (impressed) by British seamen,

APPLYING WHAT YOU HAVE LEARNED

- Research important people and events from this period and devise skits to show how various *precedents* were set in the new nation: consider the Cabinet, the Pinckney Treaty, the Louisiana Purchase, and *Marbury v. Madison*.
- ★ Did Thomas Jefferson live up to his ideals as President? Explain your answer.
- ★ Using the Internet or your local library for information, create your own map showing the route Lewis and Clark took to the Pacific.

182



LEARNING WITH GRAPHIC ORGANIZERS



The United States experienced important changes under President Thomas Jefferson. Fill in the following chart by describing some of the terms and events associated with Jefferson's Presidency.

"Revolution of 1800"	Views on Government
Louisiana Purchase (1803)	Louis and Clark Expedition
Embargo Act	of 1807

PRESERVING THE NATION'S INDEPENDENCE: THE WAR OF 1812

After Jefferson served two terms as President, he followed the precedent set by Washington and stepped down from the Presidency. His good friend and fellow Democratic-Republican, **James Madison**, became the nation's fourth President in 1809. Three years later, Americans were drawn into another war with Great Britain in 1812. This war is known as the **War of 1812**, or the "Second War for Independence."

CAUSES OF THE CONFLICT

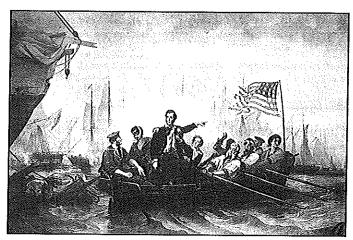
Ever since 1793, France and Britain had been continuously at war against each other with only one short break. Americans continued to trade with Europe, but tried to keep out of the war between these two nations. However, British ships continued to stop American ships and to seize (or *impress*) U.S. sailors. Some British troops in Canada also encouraged Native American Indians to attack American settlements. At the same time, several young Congressmen thought the time was ripe to seize Canada from the British, who were fighting Napoleon in Europe. In 1812, President Madison asked Congress to declare war on Britain.

MAIN EVENTS OF THE WAR

American forces tried to invade Canada, but they were unsuccessful. In retaliation, British troops temporarily occupied Washington, D.C. and burned down the White House. Madison's wife, Dolley Madison, acted quickly to remove paintings and other valuables from the White House before the British arrived.

Much of the fighting during the War of 1812 took place on the Great Lakes and in upstate New York. In 1813, British troops further retaliated for the attack on Canada by burning the American settlement at Buffalo. Meanwhile, American and British ships clashed in the **Battle of Lake Erie**.

In December 1814, a peace treaty was finally signed between Britain and the United States. This agreement actually left things much as they had been before the war. The British prom-



Oliver Perry at the Battle of Lake Erie

ised they would no longer search American ships for British deserters. Americans promised to respect British rule in Canada. Americans felt they had proved they could protect their independence. Communications from Europe were so slow that the bloodiest battle of the war was actually fought after the treaty was signed. General Andrew Jackson defeated the British at the Battle of New Orleans in January 1815.

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UNLAWFUL TO PHOTOCOPY OR PROJECT WITHOUT PERMISSION

One legacy of the war was Francis Scott Key's "The Star Spangled Banner." Key wrote this poem while imprisoned in Baltimore on a British ship. It later became our national anthem.

IMPACT OF THE WAR OF 1812

The United States emerged with worldwide respect for resisting Great Britain. European rulers realized they could not interfere with American trade. The morale of American citizens increased greatly. They had fought one of the greatest military powers in the world and managed to survive. The Great Lakes were no longer disputed, but became the shared property of Canada and the United States. The War of 1812 also spurred the economic growth of the United States. The Northeast also saw a major spur in manufacturing. A British blockade had created a shortage of cotton cloth in the United States during the war, and Northeastern manufacturers met the demand.

To encourage manufacturing, the government placed tariffs on imported goods, making American products more competitive with imported goods. This also encouraged the creation of the **Lowell System** in Massachusetts. This system placed all stages of manufacturing under one roof, replacing the earlier domestic system, where people worked at home.

APPLYING WHAT YOU HAVE LEARNED

- ★ Make your own diagram showing the causes of the War of 1812 on one side and the effects of the war on the other side.
- Research how the War of 1812 led to economic changes in the nation and present your results in a PowerPoint presentation to the class.
- ★ Would you agree that the War of 1812 should be called the "Second War for Independence"? Explain your answer.

THE "ERA OF GOOD FEELINGS"

The happy end of the War of 1812 led to the "Era of Good Feelings," a period in which all Americans belonged to the same political party — the Democratic-Republicans. This was partly due to the collapse of the Federalist Party, the old party of Alexander Hamilton and John Adams. The Federalists, largely based in New England, had opposed the war because it had cut off trade with Europe, hurting New England shipping. Some New England Federalists even passed resolutions calling for New England to secede (*leave*) from the Union. At the same time, many of the most important Federalists ideas had already been adopted. By the end of the war, the Federalist Party had become so unpopular that the party had dissolved.

The "Era of Good Feelings" was a time in which American **nationalism**, or pride in the nation, surged. Americans had preserved their independence from Great Britain and had learned to cooperate in a common effort.

CLAY'S "AMERICAN SYSTEM"

In these years, Americans cooperated to improve their transportation routes by building roads and canals. Henry Clay, a spokesman for moderate policies, sought to resolve differences between the North and South while representing the nationalist outlook of the West. Clay proposed his "American System" to Congress.

His system consisted of a high tariff (tax on imports) to protect American manufactured goods from competition with cheaper British products. Clay then proposed that the revenues collected from the tariff should be used to pay for internal improvements, such as new roads and canals, in the West. In this way, Clay hoped his American System would bind the industrial



Henry Clay (1777-1852)

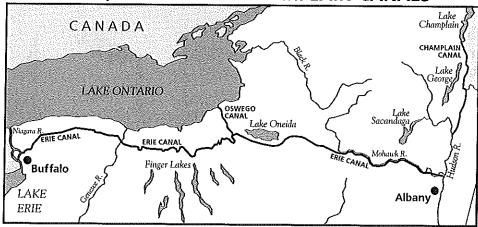
East and the agrarian West together. Despite Clay's good intentions, the American System never went into effect. The national system of internal improvements was never adequately funded by Congress; the failure to provide funds was due in part to sectional jealousies and a belief that such spending was never provided for in the Constitution.

THE ERIE CANAL

In the early 1800s, it was easier and cheaper to ship goods by water than by land. In 1816, the Governor of New York proposed a 360-mile canal connecting Lake Erie to the Hudson River. Farmers could then ship goods from the Great Lakes to New York City entirely by water. After a long and heated debate, state lawmakers voted to build the canal.

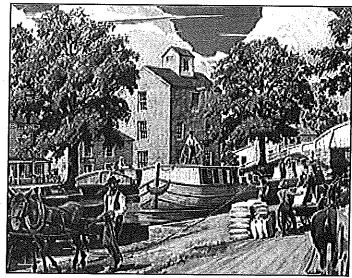
The Erie Canal was the most ambitious project ever constructed up to that time. A path 50 feet wide had to be cut through forests, swamps, and hills. Then a ditch 40 feet wide and 4 feet deep had to be dug. The canal was an important modification of the physical environment. Without the heavy equipment we have today, thousands of workers were needed to cut trees, rip out tree stumps, blast through rock, and dig the canal. One out of every four workers was Irish. At the peak of construction, more than four thousand workers were laboring on the canals. Canal workers earned about \$10 a month in 1832.

ERIE, OSWEGO and CHAMPLAIN CANALS



In order to pass through the mountains and come down gradually to the level of elevation (height) of the Hudson River, the engineers of the canal designed a series of locks. These locks were spaces that could be closed off. They acted like giant bathtubs in which boats could be raised and lowered with the water.

After seven years, the Erie Canal was completed in 1825. Barges were pulled slowly through the canal by mules. Cities along its route grew and prospered. Western farmers could now send goods from the Great Lakes along the canal and down the Hudson River. New York City grew to become the nation's largest city.



A towpath on one side used mules to pull barges along the canal.

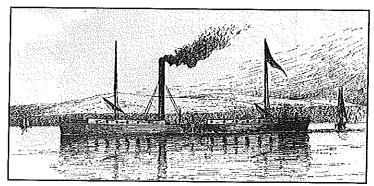
APPLYING WHAT YOU HAVE LEARNED

Look for resources in your school library or on the Internet about the Erie Canal and compare its impact with a trail or roadway in your local area.

THE BEGINNING OF THE TRANSPORTATION REVOLUTION

America's transportation system went through other important changes in these years. Other states copied New York by building their own canals. As more people moved west, private companies opened special roads called **turnpikes**. The **steamboat**, invented by **Robert Fulton** in 1807, revolutionized water transportation. Fulton used a steam engine to drive a large wheel with paddles. Steam power was more dependable than wind and could even be used to move boats upstream against the current.

During its first test, *The Clermont* failed. However, after a few adjustments to its engine, the boat was on its way. Fulton's boat was able to make a 150-mile trip from New York City to Albany traveling against the current of the Hudson River in only 32 hours. Soon, steamboats were traveling up and down the Mississippi and other rivers, carrying both people and goods.



Robert Fulton's The Clermont.

CHAPTER 10: The Early Republic, 1789-1828

187

GIBBONS v. OGDEN (1824)

During this period, the Supreme Court encouraged the growth of a national market by its decision in the case of Gibbons v. Ogden.

Background. Ogden had been granted a monopoly by New York State to operate a steamboat between New York and New Jersey. Gibbons was granted a similar license by the federal government. Ogden sued to stop Gibbons from competing with him. Gibbons appealed to the Supreme Court.

Decision/Significance. Marshall ruled that Congress could regulate ferry boats crossing the Hudson River between New York and New Jersey as part of its power under the Constitution to control "interstate commerce" (*trade between states*). Only the federal government, according to the U.S. Constitution, could regulate interstate commerce, including activities affecting interstate commerce. This established the federal government's right to regulate anything that involves commerce between the states. It set the stage for future expansion of Congressional power over other activities once thought to be under the control of the states.

THE PURCHASE OF FLORIDA (1819)

The border between Spanish colonial territory and the United States was a source of heated debate with Spain. Plagued by many problems, Spain feared losing Florida without compensation. Spanish leaders therefore chose to negotiate a settlement. The United States agreed to purchase Florida in 1819 for \$5 million. It also agreed to recognize Spanish sovereignty over Texas.

McCULLOCH v. MARYLAND (1819)

Another key decision by Chief Justice John Marshall was McCulloch v. Maryland. This case also tested the relationship between state and federal law.

Background. In 1818, the Maryland legislature imposed a tax on the Maryland branch of the Second National Bank. The National Bank was unpopular since it competed with state banks. Maryland legislators hoped that state taxes on the federal bank would shut down the Maryland branch. James McCulloch, the federal bank's cashier, did not pay the taxes the Maryland law required, and Maryland sued for payment. After the state of Maryland won the dispute in its own courts, the case was appealed to the U.S. Supreme Court.

Decision/Significance. The case presented two key issues: (1) Does Congress have the power to create a bank, even though that power is not specifically mentioned in the Constitution? (2) Does Maryland have the power to tax an institution of the federal government? Marshall ruled that Congress could indeed charter a national bank, since this would help Congress carry out its other powers. Marshall said that the "necessary and proper" clause (elastic clause) in the Constitution gives Congress all those powers needed to carry out its powers listed in the Constitution. He also said that since the federal government had the right to establish the bank, Maryland had no right to interfere by taxing it.

188

ACTING AS AN AMATEUR HISTORIAN

McCulloch v. Maryland marked the first time the Supreme Court ruled on federal and state laws in conflict. In this case, Chief Justice John Marshall handed down one of his most important decisions regarding the extent of federal power:

urt ce 17/16 years

"Let the end be legitimate, let it be within the scope of the Constitution, and all means which are appropriate, which are plainly adapted to that end, which are not prohibited, but consistent with the letter and spirit of the Constitution, are constitutional..... The power to tax involves the power to destroy; that the power to destroy may defeat and render useless the power to create...."

- ★ Summarize Chief Justice Marshall's decision in your own words.
- ★ Do you agree with Chief Justice Marshall's decision? Explain your answer.
- ★ How did Marshall show leadership in the three cases you just studied?

LEARNING WITH GRAPHIC ORGANIZERS

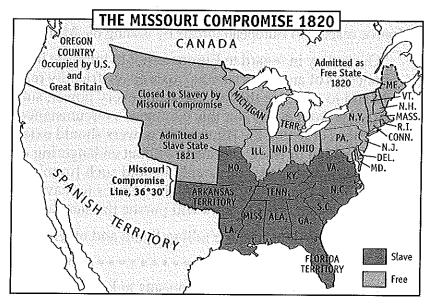


Complete the graphic organizer below. For each Supreme Court decision describe it and evaluate its impact.

Marbury v. Madison	McCulloch v. Maryland	Gibbons v. Ogden
Description:	Description:	Description:
Impact:	Impact:	Impact:
1,000		

THE MISSOURI COMPROMISE OF 1820

The American Revolution and the Constitutional Convention had failed to resolve the issue of slavery in America. George Washington had freed his own slaves on his death, but Thomas Jefferson, the author of the Declaration of Independence, had not. Many early American leaders had imagined that slavery would just gradually die out. However, the invention of the cotton gin by Eli Whitney in 1793 made it easier for unskilled slaves



to remove seeds from the type of cotton that grew in the South. This invention led to the spread of slavery in the South. The factories of England and the Northern United States kept up the demand for raw cotton. With the purchase of the Louisiana Territory, the issue of slavery again came into sharp focus. Should the territories of the Louisiana Purchase enter the Union as free or slave states?

Henry Clay engineered a compromise in which slavery was forbidden in the Louisiana Territory north of the "Missouri Compromise Line" (36°30'), except Missouri. One free state (*Maine*) and one slave state (*Missouri*) were admitted to the Union at the same time to keep the balance between free and slave states in the Senate.

THE MONROE DOCTRINE

James Monroe fought in the American Revolution, helped negotiate the Lousiana Purchase, and served as Secretary of State under President Madison. In 1817, Monroe became President. In 1823 in his annual message to Congress, Monroe issued a bold statement on foreign policy. He repeated the nation's longstanding commitment to neutrality and offered a warning to Europe. The American and French Revolutions had inspired people in Latin America to be free. During the Napoleonic Wars, Spain had been cut off from its colonies. The Spanish colonists grew accustomed to self-government. When Spain's king was restored, he tried to reassert control. Colonists in Latin America then declared their independence. Later, it was feared that France would help Spain reconquer her colonies.

Monroe announced that the United States would oppose any attempts by European powers to establish new colonies or to restore Spanish rule in countries in the Western Hemisphere that had achieved their independence.

190

Monroe reacted to European threats by issuing the Monroe Doctrine:

"Our policy in regard to Europe is not to interfere in the internal concerns of any of its powers; to cultivate friendly relations with it, and to preserve the just claims of every power, submitting to injuries from none. But this continent's circumstances are different. It is impossible that the [European] powers should extend their political system to any portion of [this] continent without endangering our peace and happiness;... It is impossible that we should behold such [involvement] with indifference. It is still the true policy of the United States to leave the parties to themselves, in the hope that other powers will pursue the same course."

What was President Monroe telling Spain and other European powers?

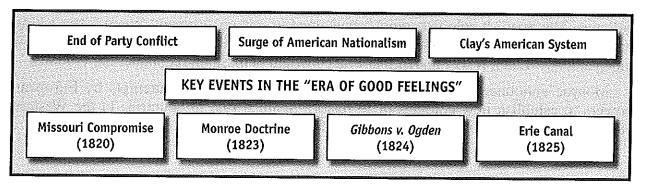
The Monroe Doctrine told Europeans to keep their hands off the Western Hemisphere. Besides warning Spain and France, Monroe was also addressing Russia, whose advance down the Alaskan coast threatened U.S. claims to the Oregon Territory in the West. In this way, the United States established its own "sphere of influence" in North America.

APPLYING WHAT YOU HAVE LEARNED

- ★ In a group, debate if President Monroe acted fairly in issuing his "Doctrine."
- ★ Create a political cartoon for an event that took place during the "Era of Good Feelings." Your artwork is less important than the point you trying to make.
- ★ Using the Internet or your school library, research the life of James Monroe before becoming President. Assess his contributions as one of the early leaders of the United States.

THE "ERA OF GOOD FEELINGS" ENDS

The "Era of Good Feelings" came to an end with the disputed Presidential election of 1824. You will learn more about this election in the next chapter.





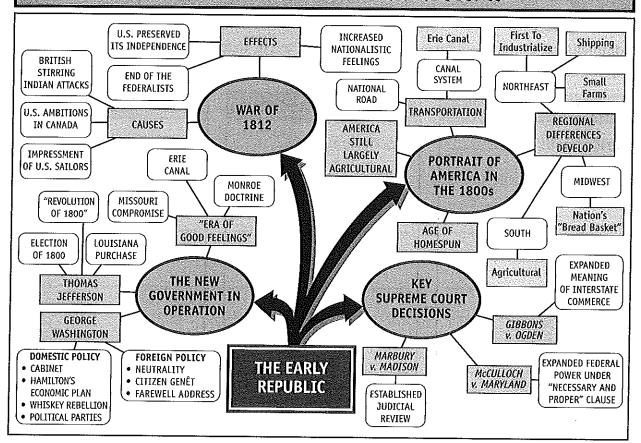
LEARNING WITH GRAPHIC ORGANIZERS



Complete the graphic organizer below. For each event listed, describe it and evaluate its impact on the United States.

War of 1812	Monroe Doctrine	"Era of Good Feelings"
Description:	Description:	Description:
Impact:	Impact:	Impact:
-		
,		
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CHAPTER 10 CONCEPT MAP



CHAPTER STUDY CARDS

The New Nation (1789-1815)

- ★ Washington's Presidency.
 - Established precedents: Cabinet, two terms
 - · Hamilton's Economic Program.
 - Formation of political parties.
- ★ Jefferson's Presidency.
 - Election of 1800. "Revolution of 1800."
 - Louisiana Purchase (1803).
 - Marbury v. Madison (1803).
- ★ War of 1812. War fought against Britain.
 - Causes of the War.
 - Impressment of sailors by the British.
 - · Effects of the War.
 - U.S. preserved its independence from Britain.

"The Era of Good Feelings," 1815–1824

- ★ "Era of Good Feelings." Time in which American nationalism surged.
 - Party unity and national pride.
- ♠ Purchase of Florida (1819).
- ★ Henry Clay's "American System."
- A Missouri Compromise (1820).
 - Compromise on slavery in new territory.
- Monroe Doctrine (1823). Closed the Western Hemisphere to any further European colonization.
- ★ Gibbons v. Ogden (1824). Extends Congressional power over interstate trade.
- rie Canal Built. Completed in 1825.

CHECKING YOUR UNDERSTANDING

Use the passages and your knowledge of social studies to answer the following question.

"In every political society, [parties] are unavoidable. A difference of interests, real or supposed, is the most natural and fruitful source of these."

- James Madison (1792)

"[Political parties] serve to distract the public and [weaken the government]. Parties [stir up] the community with ill-founded jealousies and false alarms."

— George Washington (1796)

- 1 What were James Madison and George Washington disagreeing about in these statements?
 - A the necessity of political parties

Citi 21(A)

- **B** the rise of sectional rivalry
- C the right of Americans to donate funds to political parties
- D fear that political parties will use intimidation to elect their candidates

<u>Examine the question</u>. This question tests your ability to recognize two different points of view. <u>Recall what you know</u>. Both passages deal with the emergence of political parties. Choice B is wrong, since they are not about sectionalism. Choices C and D are also wrong. The documents say nothing about donations or the use of intimidation. The best answer is Choice A. Madison saw the emergence of political parties as unavoidable, while Washington feared that political parties would distract and weaken the government.



Now try answering some additional questions on your own.

- 2 Alexander Hamilton's economic plan was designed to
 - F help build the national economy

Hist 5(B)

- **G** encourage British imports
- H prevent Congressional control of interstate commerce
- J strengthen the powers of state governments
- 3 Why did President George Washington caution Americans against forming alliances with foreign nations in his Farewell Address?
 - A He feared trade with Latin America would be harmed.

Hist 5(E)

- **B** He was troubled that France might establish colonies in the Americas.
- C He worried that the nation might later be dragged into a foreign war.
- **D** He sought to protect America's Western frontier.

Use the chart and your knowledge of social studies to answer the following question.

DIFFERENCE BETWEEN POLITICAL PARTIES

Federalists	Democratic-Republicans
Sought a strong national government	Sought stronger state governments
Favored manufacturers and merchants	Favored self-sufficient farmers
Loose construction of the Constitution	Strict construction of the Constitution
Supported a national bank	Opposed a national bank

	Į.		ĺ		
	Į	Loose construction of the Constitution	Strict o	construction of the Constitution	
		Supported a national bank	Oppose	ed a national bank	
4	W F G H J	hat conclusion can best be drawn from Political parties usually agree on mo The Federalists opposed most tariffs The Democratic-Republicans favore Political parties often have differing	ost issue s, ed a stro	es. ong national bank.	st 5(C)
Use	e the	statement and your knowledge of soc	ial stud	ies to answer the following que	estion.
"I gl	kno e ou	ow too that it is a maxim [principle] with the affairs of Europe"	h us, ar	nd I think it a wise one, not to e	ntan-
				— Thomas Jeffersor	ı, 1787
5	WI A B	nich document echoes the advice giver Mayflower Compact Declaration of Independence	by The C D	omas Jefferson in this statemer Articles of Confederation (His Washington's Farewell Addre	t 5(E)
6	Wi F G H J	nich statement is true of the Louisiana It extended the nation's boundary to It removed the Spanish from North A It doubled the size of the United Stat It banned the expansion of slavery in	the Pac America es.	ific Ocean. His	t 1(C)
7	Wh A B C D	a battle plan from 1813 for the attack a battle plan from 1813 for the attack a recent novel about the Battle of Ne a movie on the life of President Jame a military history of the war written i	on For w Orleas s Madis	t McHenry (Histories	5(D)

8 The Embargo Acts and the War of 1812 were similar in that both events dealt with a conflict involving the —

F British kidnapping of American sailors

Hist 5(E)

- G emergence of manufacturing in the Northeast
- H launch of a protective tariff on British imports
- J decisions of the U.S. Supreme Court

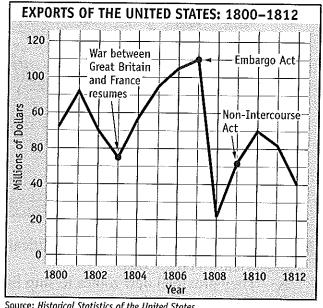
195

- Eli Whitney and Samuel Slater were important to the spread of the Industrial Revolu-9 tion to the United States because they — STS 27(A))
 - created new methods of production
 - devised new forms of transportation B
- \mathbf{C} increased steel production D built steam-powered machines

Use the graph and your knowledge of social studies to answer the following question.

- 10 What conclusion can be drawn from the information in the graph?
 - The U.S. government encouraged foreign trade between 1800 and 1812.
 - G American trade was affected by events taking place in Europe.
 - Η Trade increased sharply with the passage of the Embargo Acts
 - American trading ships were J attacked by France and Great Britain.





- Source: Historical Statistics of the United States
- A major reason President Thomas Jefferson supported the purchase of the Louisiana Territory in 1803 was that it
 - gave the United States ownership of Florida A

Hist 1(C)

- В allowed the United States to gain control of California
- \mathbf{C} gave the United States control of the Mississippi River
- D removed the Spanish from North America
- Washington's Proclamation of Neutrality (1793), Jefferson's Embargo Act (1807), and the Monroe Doctrine (1823) were all efforts to
 - avoid political conflicts with European nations F

Hist 5(E)

- \mathbf{G} directly support European revolutions
- aid Great Britain in its war against France H
- J promote military alliances
- 13 The decision in Marbury v. Madison (1803) was important because it
 - upheld the constitutionality of the National Bank

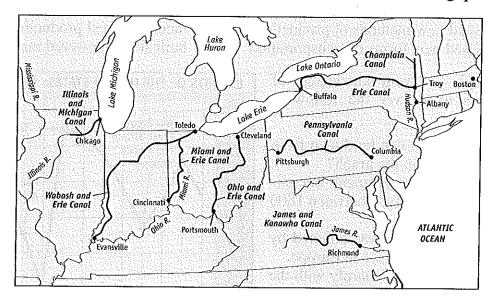
(Govt 18(B)

- В restricted Congress's power to use the "elastic clause"
- \mathbf{C} permitted the federal government to regulate interstate commerce
- established the Supreme Court's power to judge the constitutionality of laws D
- Which areas were added to the United States by the Louisiana Purchase?
 - territory from the Atlantic Ocean to the Appalachians \mathbf{F}

Hist 6(E)

- \mathbf{G} territory from the Appalachians to the Mississippi River
- H territory from the Rocky Mountains to the Pacific Ocean
- territory from the Mississippi River to the Rocky Mountains J

Use the map and your knowledge of social studies to answer the following question.



- Which was a consequence the modifications to the physical landscape of the United States shown on the map?
 - A They provided new routes to ship Southern cotton to England.

(Geog 11(B)

- B They introduced water supplies to irrigate Western farm lands.
- C They made it easier to ship goods by water rather than by land.
- D They provided new source of waterpower to run factories and mills.

Use the passage and your knowledge of social studies to answer the following question.

"It is our true policy to steer clear of permanent alliances with any portion of the foreign world; so far as we are now at liberty to do it; for let me not be understood as capable of patronizing infidelity to existing engagements. I hold the maxim [principle] no less applicable to public than to private affairs, that honesty is always the best policy. I repeat it, therefore, let those engagements be observed in their genuine sense. But, in my opinion, it is unnecessary and would be unwise to extend them...."

--- President George Washington, Farewell Address, 1796

- 16 President Washington was offering this advice because he believed
 - F the destiny of the United States was to rule other countries

Hist 5(E)

- G the United States should seek alliances with other nations
- H alliances could draw the United States into foreign wars
- J the United States should break its agreements with France
- 17 Why did Jefferson and Madison oppose Hamilton's Financial Plan?
 - A They feared the plan favored the rich.

Hist 5(C)

- B They wanted to see a strong federal government.
- C Hamilton was from New York.
- D They wanted to help Southern manufacturers.

CHAPTER 10: The Early Republic, 1789-1828

197

10	ine decision in <i>Gibbons v. Ogden</i> (1824) basically addressed which of the followir issues?	ıg
	F the issue of congressional privileges G the regulation of interstate commerce H the right of states to tax a federal property	D
	J the Supreme Court's right to declare Congressional acts unconstitutional	
19	One similarity in the foreign policies of Presidents George Washington, Thomas Jefferson, and James Monroe was that they — A favored France over England B sought colonies in other parts of the world C came to the defense of Latin American nations D sought to avoid involvement in European political struggles	_
20	Which power did the U.S. Supreme Court establish in Marbury v. Madison? F judicial review Govt 18(A) H deciding cases involving two or more states J judicial independence through lifetime tenure)
21	President George Washington pursued a foreign policy of neutrality during his admin istration because he believed that — A treaties were prohibited by the Constitution B the United States should not expand by force C the nation should develop its own interests in the Western Hemisphere alliances should be established with both France and England	
22	Under John Marshall's leadership the Supreme Court issued decisions that — George declared racial segregation laws unconstitutional George gave states the power to tax the Bank of the United States increased the ability of Congress to limit the powers of the President emphasized the supremacy of federal laws over state laws)
23	During the early 1800s, major improvements to a nationwide system of trade were advanced with the — A construction of canals B use of gasoline-powered boats on rivers C completion of the transcontinental railroad C construction of an interstate highway system	;)
24	Which was an important leadership quality of President George Washington? strong support for the emerging party system a willingness to listen to different points of view a failure to make his own decisions eagerness to engage in conflict with European powers	ļ



THE AGE OF JACKSON

 History 1A Identify the major eras and events in U.S. history through 1877, including religious revivals such as the Second Great Awakening, the Age of Jackson, [and] reform movements....

History 5F Explain the impact of the election of Andrew Jackson, including expanded suffrage.

• **History 5G** Analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, *Worcester v. Georgia*, and the Trail of Tears.

• **History 7A** Analyze the impact of tariff policies on sections of the United States before the Civil War.

- History 7D Identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John C. Calhoun, Henry Clay, and Daniel Webster.
- Economics 12C Explain the reasons for the increase in factories and urbanization.
- **Economics 14A** Explain why a free enterprise system of economics developed in the new nation, including minimal government intrusion, taxation, and property rights.
- **Economics 14B** Describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries.
- Government 17B Explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis....
- Citizenship 21A Identify different points of view of political parties and interest groups on important historical and contemporary issues.
- Citizenship 22B Describe the contributions of significant political, social, and military leaders of the United States such as ... Elizabeth Cady Stanton.
- **Citizenship 24B** Evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, abolition, the labor reform movement, and care of the disabled.
- Culture 25B Describe religious motivation for immigration and influence on social movements, including the impact of the Second Great Awakening.
- Culture 26A Describe developments in art, music, and literature that are unique to American culture such as the Hudson River School artists, John James Audubon, ... and other cultural activities in the history of the United States;
- Science, Technology, and Society 27A Explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts.
- Science, Technology, and Society 27B Analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States.
- Science, Technology, and Society 27C Analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally.
- Science, Technology, and Society 28A Compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history.
- Science, Technology, and Society 28B Identify examples of how industrialization changed life in the United States.