**APUSH Period 4: 1800 - 1848**

AP Exam Weighting: 10 - 17%

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| **4.1 - Causation in Period 4** | |
| **Thematic Focus - Skill - Contextualization**  Identify and describe a historical context for a specific historical development or process. | |
| **Learning Objective**  Explain the context in which the republic developed from 1800 to 1848. | **Historical Developments**  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. * While Americans embraced a new national culture, various groups developed distinctive cultures of their own. * Increasing numbers of Americans, many inspired by new religious and intellectual movements, **worked primarily outside of government institutions to advance their ideals.**   **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. * The changes caused by the **market revolution** had significant effects on U.S. society, workers’ lives, and gender and family relations. * Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions.   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.   * Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade. * The United States’ acquisition of lands in the West gave rise to contests over the extension of slavery into new territories. |

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| **4.2 - The Rise of Political Parties and the Era of Jefferson** | |
| **Thematic Focus - Politics and Power**  Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens. | |
| **Learning Objective**  Explain the causes and effects of policy debates in the early republic. | **Historical Developments**  In the early 1800s, national political parties continued to debate issues such as:   * The tariff * Powers of the Federal Government * Relations with European Powers   **Supreme Court decisions** established:   * The primacy of the judiciary in determining the meaning of the Constitution * Asserted that federal laws took precedence over state laws.   Following the **Louisiana Purchase,** the U.S. government sought influence and control over North America through a variety of means, including exploration and diplomatic efforts. |

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| **4.3 - Politics and Regional Interests** | |
| **Thematic Focus - Politics and Power**  Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens. | |
| **Learning Objective**  Explain how different regional interests affected debates about the role of the federal government in the early republic. | **Historical Developments**  **Regional interests** often trumped national concerns as the basis for many political leaders’ positions on slavery and economic policy.  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.  Congressional attempts at political compromise, such as the **Missouri Compromise**, only temporarily stemmed growing tensions between opponents and defenders of slavery. |

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| **4.4 - America on the World Stage** | |
| **Thematic Focus - America in the World**  Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America’s increasingly important role in the world. | |
| **Learning Objective**  Explain how and why American foreign policy developed and expanded over time. | **Historical Developments**  Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.  The U.S. government sought influence and **control over the Western Hemisphere** through a variety of means, including:   * Military actions * American Indian removal * Diplomatic efforts   + Monroe Doctrine |

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| **4.5 - Market Revolution: Industrialization** | |
| **Thematic Focus - Work, Exchange, and Technology**  The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovations. | |
| **Learning Objective**  Explain the causes and effects of the innovations in technology, agriculture, and commerce over time. | **Historical Developments**  Entrepreneurs helped to create a **market revolution** in production and commerce:   * Market relationships between producers and consumers came to prevail as the manufacture of goods became more organized.   **Innovations** increased the efficiency of production methods.   * Textile machinery * Steam engines * Interchangeable parts * The telegraph * Agricultural inventions   Legislation and judicial systems supported the development of **transportation systems** which extended and enlarged markets and helped foster regional interdependence.   * Roads * Canals * Railroads   Transportation networks **linked** the North and Midwest more closely than they linked regions in the South.  Increasing Southern **cotton production** and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties. |

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| **4.6 - Market Revolution: Society and Culture** | |
| **Thematic Focus - Social Structures**  Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens. | |
| **Learning Objective**  Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time | **Historical Developments**  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.  The growth of manufacturing drove a significant **increase in prosperity and standards of living** for some.   * This led to the emergence of a larger **middle class** and a small but wealthy **business elite**, but also to a large and growing population of **laboring poor**.   An Increasing number of Americans, especially **women** and **men working in factories**, no longer relied on semi-subsistence agriculture; instead they supported themselves producing goods for distant markets.  **Gender and family roles changed** in response to the market revolution, particularly with the growth of definitions of domestic ideals that emphasized **the separation of public and private spheres.** |

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| **4.7 - Expanding Democracy** | |
| **Thematic Focus - Politics and Power**  Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens. | |
| **Learning Objective**  Explain the causes and effects of the expansion of participatory democracy from 1800 to 1848. | **Historical Developments**  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.** |

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| **4.8 - Jackson and Federal Power** | |
| **Thematic Focus - Politics and Power**  Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens. | |
| **Learning Objective**  Explain the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848. | **Historical Developments**  By the 1820s and 1830s, **new political parties arose** that disagreed about the role and powers of the federal government and issues such as the national bank, tariffs, and federally funded internal improvements   * The Democrats, led by Andrew Jackson * The Whigs, led by Henry Clay   **Frontier settlers** tended to champion expansion efforts, while American Indian resistance led to a sequence of wars and federal efforts to control and relocate American Indian populations. |

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| **4.9 - The Development of an American Culture** | |
| **Thematic Focus - American and Regional Culture**  Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems. | |
| **Learning Objective**  Explain how and why a new national culture developed from 1800 to 1848. | **Historical Developments**  A new national culture emerged that combined **American elements, European influences, and regional cultural sensibilities.**  Liberal social ideas from abroad and **Romantic** beliefs in **human perfectibility** influenced **literature**, **art**, **philosophy**, and **architecture** |

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| **4.10 - The Second Great Awakening** | |
| **Thematic Focus - American and Regional Culture**  Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems. | |
| **Learning Objective**  Explain the causes of the Second Great Awakening. | **Historical Developments**  The following contributed to a **Second Great Awakening** among Protestants:   * The rise of democratic and individualistic beliefs * A response to rationalism * Changes to society caused by the market revolution * Greater social and geographical mobility, |

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| **4.11 - An Age of Reform** | |
| **Thematic Focus - American and Regional Culture**  Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems. | |
| **Learning Objective**  Explain how and why various reform movements developed and expanded from 1800 to 1848. | **Historical Developments**  The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to **moral** and **social reform**s and inspired **utopian** and other **religious movements**.  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** movements increased in the North.  A **women’s rights movement** sought to create greater equality and opportunities for women, expressing its ideals at the **Seneca Falls Convention.** |

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| **4.12 - African Americans in the Early Republic** | |
| **Thematic Focus - Social Structures**  Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens. | |
| **Learning Objective**  Explain the continuities and changes in the experience of African Americans from 1800 to 1848. | **Historical Developments**  Antislavery efforts in the South were largely limited to **unsuccessful slave rebellions.**  Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status. |

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| **4.13 - The Society of the South in the Early Republic** | |
| **Thematic Focus - Geography and the Environment**  Geographic and environment factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues. | |
| **Learning Objective**  Explain how geographic and environmental factors shaped the development of the South from 1800 to 1848. | **Historical Developments**  In the South, although the majority of Southerners owned no slaves, most leaders argued that slavery was part of the Southern way of life.  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.  As **overcultivation** 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. |