

Period 4 Content Outline, 1800-1848

The content for APUSH is divided into 9 periods. The outline below contains the required course content for Period 4. The Thematic Learning Objectives are included as well. You should be confident in answering these questions with substantial historical evidence by the end of the unit. All questions on your assessments will measure understanding of both content and themes as well as mastery of skills. Bold items emphasize some of the important people/places/things that you are likely to be asked directly about on the AP exam. All content in this outline is potential material on any assessment. *Being familiar with general content and specific expectations of knowledge and skills is imperative for preparation for the AP exam. The content outline will be a regular requirement for unit reading.*

Key Concepts FOR PERIOD 4

Key Concept 4.1: 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.

Key Concept 4.2: Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.

Key Concept 4.3: 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.

Key Concept 4.1: 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.

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

NAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

NAT-4.0: Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

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

WXT-2.0: Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

Key Concept 4.1: 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.

II. While Americans embraced a **new national culture**, various groups developed distinctive cultures of their own.

- A) 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 a **Second Great Awakening** among **Protestants** that influenced moral and social reforms and inspired utopian and other religious movements.
- B) A **new national culture** emerged that combined American elements, European influences, and regional cultural sensibilities.
- C) **Liberal social ideas** from abroad and **Romantic beliefs in** human perfectibility influenced literature, art, philosophy, and architecture.
- D) **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.

NAT-4.0: Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

CUL-1.0: Explain how religious groups and ideas have affected American society and political life.

CUL-2.0: Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

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

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

NAT-1.0: Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

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

CUL-3.0: Explain how ideas about women's rights and gender roles have affected society and politics.

Key Concept 4.2: Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.

- I. **New transportation systems and technologies** dramatically expanded manufacturing and agricultural production.
 - A) Entrepreneurs helped to create a **market revolution** in production and commerce, in which market relationships between producers and consumers came to prevail as the manufacture of goods became more organized.
 - B) Innovations including **textile machinery, steam engines, interchangeable parts, the telegraph, and agricultural inventions** increased the efficiency of production methods.
 - C) Legislation and judicial systems supported the development of **roads, canals, and railroads**, which extended and enlarged markets and helped foster regional interdependence. Transportation networks linked the North and Midwest more closely than either was linked to the South.

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

WXT-2.0: Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

WXT-3.0: Analyze how technological innovation has affected economic development and society.

- II. The changes caused by the **market revolution** had significant effects on U.S. society, workers' lives, and gender and family relations.
 - A) Increasing numbers 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.
 - B) 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**.
 - C) 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**.

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

CUL-3.0: Explain how ideas about women's rights and gender roles have affected society and politics.

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

Key Concept 4.2: Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.

- III. Economic development shaped **settlement and trade patterns**, helping to unify the nation while also encouraging the growth of different regions.
- A) 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**.
 - B) Increasing **Southern cotton** production and the related growth of **Northern manufacturing, banking, and shipping** industries promoted the development of **national and international commercial ties**.
 - C) 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**.
 - D) 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.

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

WXT-2.0: Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

Key Concept 4.3: 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.

- I. Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.
- A) Following the **Louisiana Purchase**, the United States government sought influence and control over North America and the Western Hemisphere through a variety of means, including exploration, **military actions**, **American Indian removal**, and diplomatic efforts such as the **Monroe Doctrine**.
 - B) **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**.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

Key Concept 4.3: 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.

- II. The United States's acquisition of lands in the West gave rise to contests over the extension of **slavery** into new territories.
- A) As over-cultivation depleted arable land in the Southeast, slaveholders began relocating their **plantations** to more fertile lands west of the Appalachians, where the institution of **slavery** continued to grow.
 - B) **Antislavery efforts** increased in the North, while in the South, although the majority of Southerners owned no slaves, most leaders argued that **slavery** was part of the **Southern way of life**.
 - C) Congressional **attempts at political compromise**, such as the **Missouri Compromise**, only temporarily stemmed growing tensions between opponents and defenders of **slavery**.

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

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.