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Test/Due Date: **Tuesday, Nov. 8**

**APUSH Period 4 Study Guide:**

**American Revolution – 1800-1848**

**Overview**

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

**Must Know Dates**

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| * 1800: Jefferson elected
* 1803: Louisiana Purchase
* 1807-1809: Embargo in effect
* 1808: Slave trade ended
* 1809: Non-intercourse Act
* 1812: War with England
* 1814: Treaty of Ghent
* 1820: Missouri Compromise
* 1820s
	+ First labor unions formed
	+ Romanticism flourished in America
* 1823: Monroe Doctrine
 | * 1828: Andrew Jackson elected
* 1830s: Railroad era begins
* 1831
	+ Nat Turner's rebellion
	+ Liberator founded
* 1832: Nullification crisis
* 1834: Whig party formed
* 1835: Texas Revolution, Republic of Texas established
* 1840s
	+ Manifest Destiny
	+ Telegraph and railroads create a communications revolution

1846: Mexican War begins |

**Key Terms**

Use bullet points/phrases. Include dates where applicable. The key terms are intended to help you understand the material for the quizzes, test, and the AP Exam in May. If you do a good job now, reviewing in May will be much easier.

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| **Term** | **Significance** |
| 1. “Revolution” of 1800
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| 1. *Marbury v. Madison*
 |  |
| 1. *McCulloch v. Maryland*
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| 1. *Dartmouth v. Woodward*
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| 1. *Fletcher v. Peck*
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| 1. *McCulloch v. Maryland*
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| 1. *Gibbons v. Ogden*
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| 1. Louisiana Purchase
 |  |
| 1. Lewis and Clark
 |  |
| 1. Aaron Burr
 |  |
| 1. Embargo Act
 |  |
| 1. Nonintercourse Act
 |  |
| 1. War Hawks
 |  |
| 1. War of 1812 causes
 |  |
| 1. Battle of New Orleans
 |  |
| 1. Hartford Convention
 |  |
| 1. War of 1812 effects
 |  |
| 1. Era of Good Feelings
 |  |
| 1. Patriotism
 |  |
| 1. Tariff of 1816
 |  |
| 1. Henry Clay
 |  |
| 1. American System
 |  |
| 1. Panic of 1819
 |  |
| 1. Missouri Compromise
 |  |
| 1. Andrew Jackson
 |  |
| 1. Adams-Onis Treaty
 |  |
| 1. Monroe Doctrine
 |  |
| 1. Lancaster Turnpike
 |  |
| 1. Erie Canal
 |  |
| 1. Clermont
 |  |
| 1. Railroads
 |  |
| 1. Samuel Slater
 |  |
| 1. Lowell System
 |  |
| 1. Unions
 |  |
| 1. Eli Whitney
 |  |
| 1. Women after Market Revolution
 |  |
| 1. Social Mobility
 |  |
| 1. Alabama & Mississippi
 |  |
| 1. Sectionalism
 |  |
| 1. Commonwealth v. Hunt
 |  |
| 1. Cyrus McCormick
 |  |
| 1. Nativists
 |  |
| 1. Know-Nothing Party
 |  |
| 1. Irish Immigrants
 |  |
| 1. German Immigrants
 |  |
| 1. Tammany Hall
 |  |
| 1. “Peculiar Institution”
 |  |
| 1. Eli Whitney
 |  |
| 1. Free African Americans
 |  |
| 1. Poor Whites
 |  |
| 1. Mountain People
 |  |
| 1. Code of Chivalry
 |  |
| 1. Plains Indians
 |  |
| 1. Mountain Men
 |  |
| 1. Frontier Women
 |  |
| 1. Jacksonian Democracy
 |  |
| 1. Universal Male Suffrage
 |  |
| 1. Political campaigning
 |  |
| 1. Spoils System
 |  |
| 1. “Corrupt Bargain”
 |  |
| 1. Peggy Eaton Affair
 |  |
| 1. Indian Removal Act
 |  |
| 1. Cherokee Nation v. Georgia
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| 1. Worcester v. Georgia
 |  |
| 1. Trail of Tears
 |  |
| 1. Tariff of Abominations
 |  |
| 1. John C. Calhoun
 |  |
| 1. Nullification Crisis
 |  |
| 1. Whigs
 |  |
| 1. Democrats
 |  |
| 1. Pet Banks
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| 1. Species Circular
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| 1. Panic of 1837
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| 1. William Henry Harrison
 |  |
| 1. John Tyler
 |  |
| 1. Second Great Awakening
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| 1. Baptists & Methodists
 |  |
| 1. Mormons
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| 1. Transcendentalism
 |  |
| 1. Ralph Waldo Emerson
 |  |
| 1. Henry David Thoreau
 |  |
| 1. Brook Farm
 |  |
| 1. Shakers
 |  |
| 1. Amana
 |  |
| 1. New Harmony
 |  |
| 1. Oneida
 |  |
| 1. Hudson River School
 |  |
| 1. Neo-Classical Architecture
 |  |
| 1. James Fenimore Cooper
 |  |
| 1. Temperance
 |  |
| 1. Dorothea Dix
 |  |
| 1. Auburn System
 |  |
| 1. Horace Mann
 |  |
| 1. Cult of Domesticity
 |  |
| 1. Seneca Falls Convention
 |  |
| 1. American Colonization Society
 |  |
| 1. William Lloyd Garrison
 |  |
| 1. Frederick Douglass
 |  |
| 1. Nat Turner
 |  |
| 1. Reform in the South
 |  |

**Key Concepts**

**4.1: The United States developed the world’s first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and to reform its institutions to match them.**

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| **Key Concepts** | **At Least One Piece of Evidence to** **Support the Concept** |
| **I.** The nation’s transformation to a more participatory democracy was accompanied by continued debates over federal power, the relationship between the federal government and the states, the authority of different branches of the federal government, and the rights and responsibilities of individual citizens. |   |
| **II.** Concurrent with an increasing international exchange of goods and ideas, larger numbers of Americans began struggling with how to match democratic political ideals to political institutions and social realities. |  |
| **III.** While Americans celebrated their nation’s progress toward a unified new national culture that blended Old World forms with New World ideas, various groups of the nation’s inhabitants developed distinctive cultures of their own |  |
| **I Can… (circle all that apply)** | **Connect to Another Time Period** | **Provide Supporting Evidence** | **Explain the Main Idea** | **Identify the Key Terms** |

**4.2: Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.**

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| **Key Concepts** | **At Least One Piece of Evidence to** **Support the Concept** |
| **I.** A global market and communications revolution, influencing and influenced by technological innovations, led to dramatic shifts in the nature of agriculture and manufacturing. |   |
| **II.** Regional economic specialization, especially the demands of cultivating southern cotton, shaped settlement patterns and the national and international economy. |  |
| **III.** The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power. |  |
| **I Can… (circle all that apply)** | **Connect to Another Time Period** | **Provide Supporting Evidence** | **Explain the Main Idea** | **Identify the Key Terms** |

**4.3: U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation’s foreign policy and spurred government and private initiatives.**

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| **Key Concepts** | **At Least One Piece of Evidence to** **Support the Concept** |
| **I.** Struggling to create an independent global presence, U.S. policymakers sought to dominate the North American continent and to promote its foreign trade. |   |
| **II.** Various American groups and individuals initiated, championed, and/or resisted the expansion of territory and/or government powers.  |  |
| **III.** The American acquisition of lands in the West gave rise to a contest over the extension of slavery into the western territories as well as a series of attempts at national compromise. |  |
| **I Can… (circle all that apply)** | **Connect to Another Time Period** | **Provide Supporting Evidence** | **Explain the Main Idea** | **Identify the Key Terms** |