



United States History and Government

11th Grade

Historical Thematic Packets



Building a Nation (1789-1848)

PART 5 PUTTING THE CONSTITUTION INTO EFFECT

From the time of our first Presidents, an unwritten constitution developed in response to changing times and circumstances. This unwritten constitution resulted from a combination of (1) executive interpretations and actions, (2) congressional interpretations and actions, (3) court decisions, especially judicial review, (4) customs and traditions, and (5) the actions of political parties.

EXECUTIVE INTERPRETATION, ACTION, AND CUSTOM

Starting with George Washington, presidents sought advice from the heads of the executive departments, who were called the President's cabinet, when developing policy. Today, the White House staff also plays a major role in this advisory process. The President appoints cabinet members with Senate approval but can dismiss a cabinet member without Senate approval.

The early Presidents also consulted with congressional leaders when developing policies. Such consultation is an informal procedure. Today, the Senate's official role often seems more "to consent" than "to advise" on presidential decisions. This method of advising the President has become custom.

Developing a Financial Plan

With Washington's support, Alexander Hamilton, the first secretary of the treasury, set out to put the government on a sound economic footing. He proposed a plan that included four key elements:

KEY THEMES AND CONCEPTS

Government

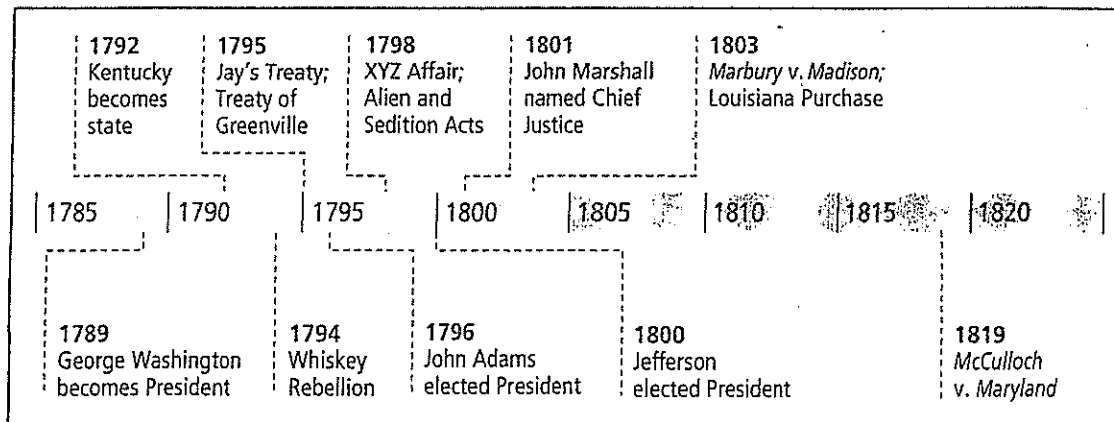
In the early years of the new nation, the United States government grew from the basic framework of the Constitution to a functioning governmental system. Provide an example of how interpretation, action, and custom each contributed to this process.

Interpretation:

Action:

Custom:

First Years of the New Government, 1789–1820



ANALYZING DOCUMENTS

Hamilton used the "necessary and proper" clause to justify creating a national bank. Read the clause below, then answer the question.

"[The Congress shall have the power] to make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this Constitution in the government of the United States, or in any department or officer thereof."

—U.S. Constitution, Article I, Section 8, Clause 18

- Was Hamilton justified in using the "necessary and proper" clause to create a national bank?
- Did the Supreme Court support his argument?

GEOGRAPHY IN HISTORY

"It is our true policy to steer clear of permanent alliances with any portion of the foreign world. . . ."

—Washington's Farewell Address, September 17, 1796

- Why did geography make it possible for the United States to follow Washington's policy?

ASSUMPTION Hamilton wanted the national government to pay off American Revolution war debts run up by the Continental Congress as well as the wartime debts of the states. Hamilton believed that this would establish the credit of the nation. Congress approved this plan.

A NATIONAL BANK Hamilton wanted Congress to create a national bank, which he believed would win the government the support of the business community. Such a bank would also help the government in all of its financial dealings. Congress chartered a national bank in 1791.

AN EXCISE TAX Hamilton proposed that the government raise operating revenues through an excise tax on whiskey.

A PROTECTIVE TARIFF Hamilton called for a protective tariff to shield products of the nation's infant industries from foreign competition. Congress rejected the protective tariff but passed other tariffs to generate income for the government.

The Hamilton plan raised some controversy, but it put the new nation on a sound financial footing. It also encouraged the wealthy to support the government and built a solid foundation for the nation's future as an industrial power.

The Whiskey Rebellion

In 1794, western Pennsylvania farmers protested and refused to pay excise tax on the whiskey they made from grain. Washington called out state militias and put down this "Whiskey Rebellion." There is debate today over how serious a threat this rebellion really was, but Washington's actions demonstrated that the new government intended to enforce federal law.

Foreign Policy in the Federalist Era

From 1789 to 1815, the French Revolution and the European wars that grew out of it put many pressures on the new nation. Washington and the other early Presidents tried to protect the nation from such pressures. Washington, for example, supported the unpopular **Jay's Treaty**, an agreement designed to resolve conflicts with Great Britain and keep the United States from going to war. With his Proclamation of Neutrality in 1793 and his Farewell Address in 1796, Washington set the tone for United States foreign policy by warning of the danger of political alliances. Instead he urged the nation to take independent action in foreign affairs.

John Adams, the first Vice President and second President, also understood the importance of keeping the new nation out of war. He settled rather than expand an undeclared naval war with France (1798–1800). His actions divided his own Federalist Party, which contributed to his failure to win a second term. But Adams, in resisting

internal and external pressures for war and ending the 1778 alliance with France, made possible a peaceful and independent entry into the new century.

Reacting to Dissent: The Alien and Sedition Acts

Taking advantage of the emotions stirred up by the French Revolution, the Federalists passed the Alien and Sedition Acts (1798), which were designed to strengthen the Federalist party and weaken the Republican opposition. The Alien Acts made it more difficult to become a citizen and easier to arrest and deport any noncitizens thought to endanger national security. The Sedition Act made it easier to arrest a person for criticizing the government. Protests were made against these acts for challenging the freedom of speech and of the press. Madison and Jefferson in the Virginia and Kentucky Resolutions declared the acts dangerous to civil liberties and representative government.

The Two-Term Presidency

After serving two terms, Washington rejected a third term as president. In doing so, he established a tradition that was not broken until 1940 and 1944, when Franklin D. Roosevelt won a third and then a fourth term. Unhappiness over Roosevelt's break with tradition led to passage of the Twenty-second Amendment that limited a President to two terms in office.

CONGRESSIONAL INTERPRETATION, ACTION, AND CUSTOM

The Constitution supplied few details of how the machinery of government would operate, so early congressional actions helped set up that machinery. For example, Congress also created the first five executive departments—Treasury, State, War (Defense), Attorney General (Justice), and Postmaster General. Today, there are 14 departments and more than 200 independent agencies.

In 1789, Congress began the custom of assigning bills to committees. This developed into today's committee system, in which standing committees review all bills before sending them on to the full House or Senate. Congressional committees can also operate as investigative committees, gathering information in order to determine the need for new laws or to examine how current laws are working.

Lobbying

Custom has also led to the development of lobbying, or actions by people representing special-interest groups for the purpose of influencing legislation. Such lobbying is protected by the First Amendment's right to petition but also regulated by federal law.

KEY THEMES AND CONCEPTS

Presidential Decisions and Actions

What impact did Franklin D. Roosevelt's decision to run for a third and fourth term eventually have on the U.S. Constitution?

KEY THEMES AND CONCEPTS

Constitutional Principles

The practice of lobbying is protected by the First Amendment's right to petition, but it is also regulated by federal law.

- Why should the government limit lobbyists' First Amendment right to petition?

**GEOGRAPHY
IN HISTORY**

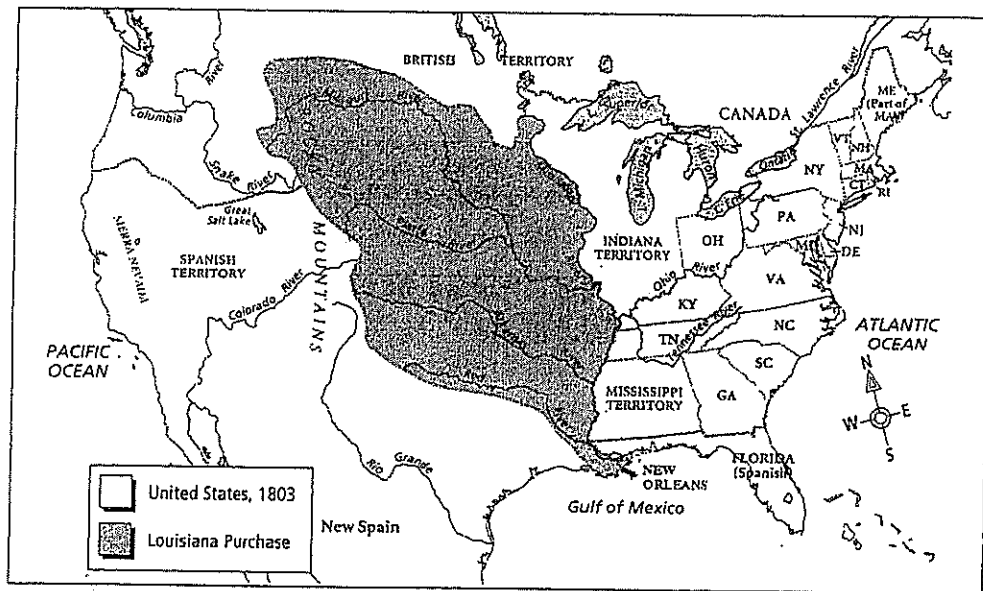
How did the location of New Orleans make it important to bring it under American control?

Strict vs. Loose Construction

Hamilton's proposal for a national bank started the first national debate between "strict" and "loose" constructionists. Strict constructionists favor a narrow interpretation of the Constitution, holding that government can do only those things the document specifically spells out. Loose constructionists favor a freer reading of the Constitution that gives government more room to act.

In 1803, Jefferson had the chance to double the size of the nation through the Louisiana Purchase. However, supporting the purchase meant adopting a loose interpretation of the Constitution. Jefferson overcame his reluctance to spend public money and backed the purchase. In addition to adding new lands, the Louisiana Purchase also gave the United States control of the vital Mississippi River.

The Louisiana Purchase, 1803

**ANALYZING
DOCUMENTS**

In *McCulloch v. Maryland*, the Court rejected the right of Maryland to tax the national bank. Chief Justice Marshall wrote, "The power to tax is the power to destroy." What did he mean?

**JUDICIAL INTERPRETATION OF THE
CONSTITUTION**

The power of the judicial branch was greatly strengthened during the period in which John Marshall served as the nation's fourth chief justice (1801–1835).

The Marshall Court

The decision of the Supreme Court in *McCulloch v. Maryland* (1819) upheld the congressional creation of the Second Bank of the United States. Supporting loose interpretation, this decision strengthened federal supremacy and national economic interests.

Similarly, in 1824, the verdict in *Gibbons v. Ogden* expanded the powers of the national government over commerce through a broad interpretation of the congressional power to regulate interstate commerce (Article I, Section 8, Clause 3).

Perhaps most critically, Marshall led the Court in the 1803 decision in *Marbury v. Madison*. This decision established the court's right of judicial review, its power to rule on the constitutionality of a law.

Activism versus Restraint

Those favoring judicial activism believe the Court should use this power to help make public policy, particularly when Congress has failed to act on pressing social problems. Those favoring judicial restraint believe that this power should be used only when there is an obvious violation of the Constitution. They feel that policy-making should be left to the other two branches.

ACTIONS OF POLITICAL PARTIES

Political parties developed through custom and tradition. The debate between Federalists and Anti-Federalists over ratification revealed the existence of differences of opinion on government. These differences led to the formation of the first two political parties—the Federalists and the Democratic-Republicans.

The formation of political parties led to constitutional changes in the method of electing the president. Party politics also gave rise to nominating conventions and the pledging of electoral votes to a candidate. Today, due to the growth of primaries and party caucuses, the presidential candidate has usually been selected before the delegates attend the nominating convention.

The First Political Parties

Federalists	Republicans
1. Led by A. Hamilton	1. Led by T. Jefferson
2. Wealthy and well-educated should lead nation	2. People should have political power
3. Strong central government	3. Strong state governments
4. Emphasis on manufacturing, shipping, and trade	4. Emphasis on agriculture
5. Loose interpretation of Constitution	5. Strict interpretation of Constitution
6. Pro-British	6. Pro-French
7. Favored national bank	7. Opposed national bank
8. Favored protective tariff	8. Opposed protective tariff

KEY THEMES AND CONCEPTS

Government

Supreme Court decisions have affected the separation of powers in the federal system. How did *Marbury v. Madison* affect the separation of powers?

KEY THEMES AND CONCEPTS

Government

The peaceful transfer of political power from one party to another is an important feature of the democratic system in the United States.

ANALYZING DOCUMENTS

Jefferson left instructions that his gravestone be inscribed:

"Author of the Declaration of Independence, the Statute of Virginia for Religious Freedom, and father of the University of Virginia."

- What does this tell you about a man who was both President and Vice President of the United States, governor of Virginia, the first secretary of state, and the second minister to France?

PREPARING FOR THE EXAM

National self-interest is the prime motivation behind a nation's foreign policy. Debates center on the issue of what actions, in a given situation, are in the best interests of a nation.

READING STRATEGY

Reading for Evidence
Is the War of 1812 best described as

- a second war for independence?
- a war of expansion?
- a war for rights on the seas?

Explain your answer.

In the first half of the 1800s, many more men had the right to vote, and the campaign techniques and organization of political parties changed to appeal to this broader electorate.

While major political parties have changed infrequently, the nation has seen many influential "third parties." Such parties have offered criticisms and suggested reforms later adopted by the major parties when in power.

FOREIGN POLICY: 1800–1823

Events in Europe from 1789 to 1815 influenced domestic and foreign policies of the United States. Presidents maintained American neutrality, staying out of European wars while insisting on the rights of the United States as a nation. The distance from Europe made it easier to keep out of European affairs. However, the right to trade with European nations remained a major concern because America's economic well-being depended on such trade.

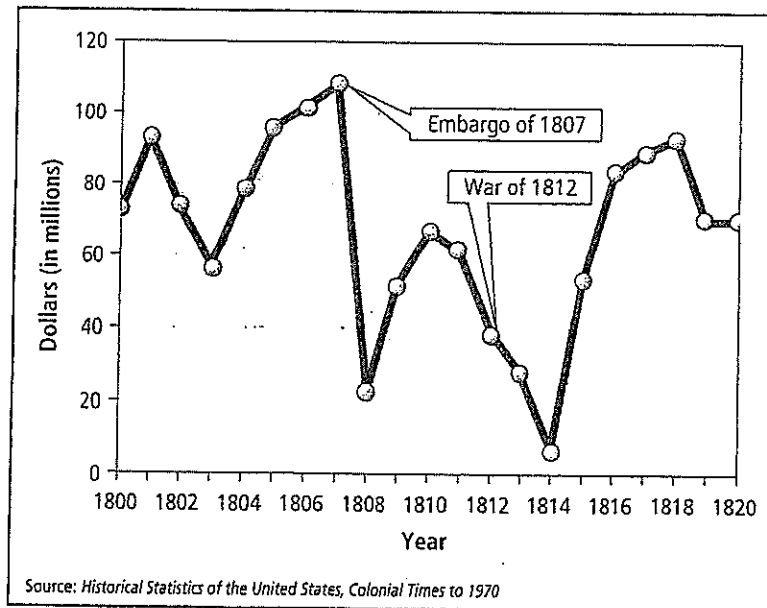
War of 1812

Meanwhile, Britain and France remained at war, and Britain outraged Americans by seizing American merchant ships trying to reach France. Congress passed the Embargo Act of 1807—which prohibited trade with other nations—in an attempt to punish Britain. American exports fell, but Britain was largely unaffected. Protests led to the repeal of the act in 1809.

ANALYZING DOCUMENTS

Examine the table. What effect did the War of 1812 have on U.S. exports? Why?

United States Exports, 1800–1820



Britain continued to violate American freedom of the seas, seizing American ships and forcing American sailors to serve in the British navy. Meanwhile, western and southern “War Hawks”—interested in expanding into British Canada and Spanish Florida—urged war. In 1812, Congress declared war on Britain. The war, however, was not supported by all Americans and provoked disputes among different sections of the nation.

Although the war ended in a draw in 1814, it produced some significant long-term results.

- The war reinforced the American belief that a policy of neutrality regarding European affairs was justified.
- Native American tribes in the West lost their ally, Britain, and were much less able to stand up to American expansion.
- American manufacturing began to grow, particularly in New England, when the United States was cut off from European imports.
- Opposing the war weakened the Federalist Party, which soon ceased to be a major factor in national politics.
- In Andrew Jackson and William Henry Harrison, the nation gained new war heroes. “The Star Spangled Banner” was inspired by the bombardment of Fort McHenry.

Foreign Policy After the War of 1812

The new national self-confidence also revealed itself in the field of diplomacy. John Quincy Adams, secretary of state for President James Monroe, settled the border between the United States and Canada. He also acquired Florida from Spain and reached agreement with that nation on the southern boundary of the Louisiana Purchase.

Monroe Doctrine

Adams was the chief adviser on the 1823 Monroe Doctrine, which became the foundation of the United States’ foreign policy in the Western Hemisphere. The Monroe Doctrine called for

- an end to European colonization in the Western Hemisphere
- no intervention by Europe in existing nations in this hemisphere
- a declaration that European interference was “dangerous to our peace and safety”
- a promise of noninterference by the United States in European affairs and European colonies

In 1823, the United States lacked the military might to enforce this doctrine. However, Great Britain agreed to support the United States if this policy were challenged. By the end of the 1800s, the United States was actively enforcing the policy on its own.

KEY THEMES AND CONCEPTS

Foreign Policy

Did the motives behind American foreign policy change after the War of 1812? Why or why not?

PREPARING FOR THE EXAM

On the examination, you will need to understand the changing influences on United States foreign policy.

How was the Monroe Doctrine influenced by each of the following?

- geography
- isolationism and neutrality
- United States national interests
- concerns for the new Latin American republics

KEY THEMES AND CONCEPTS

Foreign Policy

National self-interest—sometimes mixed with a desire to extend democratic ideals to other nations—provides the basis for the foreign policies of most democratic nations, including the United States.

PART 1 TESTING THE CONSTITUTION: STRESS AND CRISIS

In the decades before the Civil War, some forces contributed to national unity, while others began splitting the nation apart.

FACTORS UNIFYING THE UNITED STATES

The factors that unified the United States include the first and second two-party systems, the market economy and interstate commerce, and decisions of the Marshall Court.

The first two-party system consisted of the Federalists and the Democratic-Republicans, parties that offered different political philosophies and proposals for action. The second two-party system developed in 1834, when the new Whig party opposed Andrew Jackson's party, now called the Democrats. Both parties ran campaigns that attracted interest and voters.

The development of a market economy and increased interstate commerce helped to stimulate economic growth nationwide. In the 1800s, revolutions in transportation and technology led to industrialization and urbanization. Specialization was possible because people could now purchase what they did not make or grow. Banks expanded to provide the capital for investment and the funds needed for exchange of goods and services. Southern and western crops were exchanged for northern manufactured goods.

Decisions of the Marshall Court also promoted national unity. These decisions helped to encourage a national economy by expanding interstate commerce and protecting the validity of contracts.

READING STRATEGY

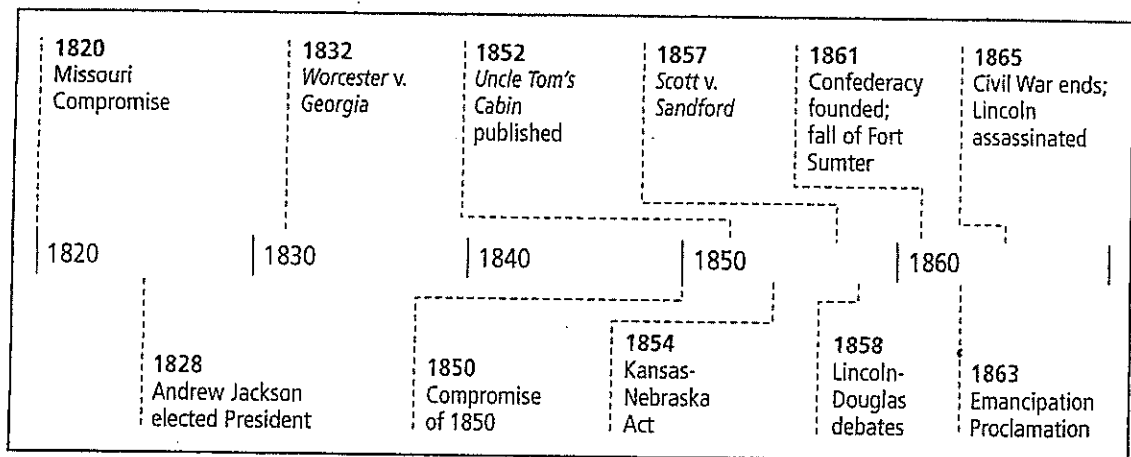
Organizing Information
List three factors which unified the United States between 1789 and 1861.

1. -

2.

3.

Nationalism and Sectionalism, 1820–1865



Comparing Household and Market Economies

	Household Economy	Market Economy
Producers	Household	Industries
Labor	Members of the household produce a variety of goods at home	Workers specialize in producing a certain product outside the home. They exchange their labor for cash.
Goods	Goods are made primarily to be used by the household	Goods are sold on the open market for a profit.

ANALYZING DOCUMENTS

Based on the table above and your knowledge of American history, answer the following questions.

- How were workers affected by the change to a market economy?
- How did the shift to a market economy promote nationalism?

The American System Supports a National Economy

Senator Henry Clay, supported by John Quincy Adams, designed a legislative program called the “American System.” The program benefited the North, South, and West, and unified the nation by

- Establishing a better national transportation system to aid trade and national defense
- Setting the first protective tariff to encourage manufacturing and provide funds for improved transportation networks
- Creating a second national bank to promote the financial support necessary

KEY THEMES AND CONCEPTS

Factors of Production

The first successful textile mill was built in Rhode Island in 1793. By 1814, there were about 240 mills in the United States, most of them in New England, Pennsylvania, and New York.

URBAN AND INDUSTRIAL PATTERNS IN THE NORTH

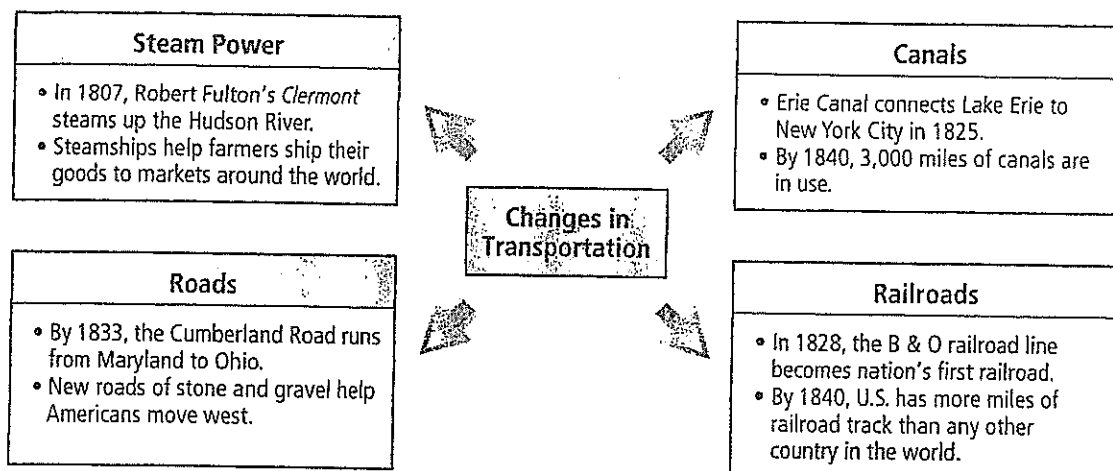
The use of new technologies in manufacturing—particularly steam engines and machines to spin thread and weave cloth—gave rise to the **Industrial Revolution** in Great Britain during the 1700s. By the early 1800s, these new technologies reached the United States. Factory builders flocked to the North, particularly New England, because of its abundant supplies of iron, coal, and swiftly flowing rivers used for water power.

By 1860, northern factories had entered a worldwide competition for markets. The North began to take on a new identity as an urban manufacturing and commercial area. About 70 percent of national manufacturing was located in the North.

The Transportation Revolution

New technologies also stimulated the development of transportation systems to connect northern markets to western farmlands. Railroads and canals, such as the Erie Canal in New York State, encouraged the growth of industry. The Erie Canal connected the Atlantic Ocean (at New York City) through the Great Lakes to the vast interior of the United States. New York became a major port. Railroads later

The Transportation Revolution



connected New York to other major cities and to the West. The result was the rise of New York City as a manufacturing as well as a trade center.

The Factory System

By 1850, most American manufacturing was no longer done in homes and small shops, but instead in factories by workers using machines. This was called the factory system. The first mills were in New England, with the "model" Lowell mill the most well known. It employed white, teenage farm girls as its labor force, offering them an opportunity for financial independence. The girls lived at the mill in a highly regulated environment. Most planned to stay only a few years. Here the first work protests and strikes were organized against wage cuts.

By the 1840s and 1850s, the mills acquired a more permanent work force—Irish immigrant women who needed to work to help support their families. Working conditions were dictated by a strict routine. Twelve-hour days and six-day weeks were the routine. Gains made by the first union movements often were lost when demand for goods dropped in the fluctuating business cycle.

Urban Problems

By 1860, nine of the ten largest cities in the nation were in the North. After 1840, immigrants made up the majority of the population in some cities. The gap between rich and poor widened, as a distinctive rich upper class and poor working class developed in the cities. Private companies provided sanitation and water only to those who could afford to pay for these services. Cities were unsafe, and police forces did not begin to appear until the mid-1830s.

GEOGRAPHY IN HISTORY

Between 1800 and 1850, a substantial migration of people from the South to northern cities began.

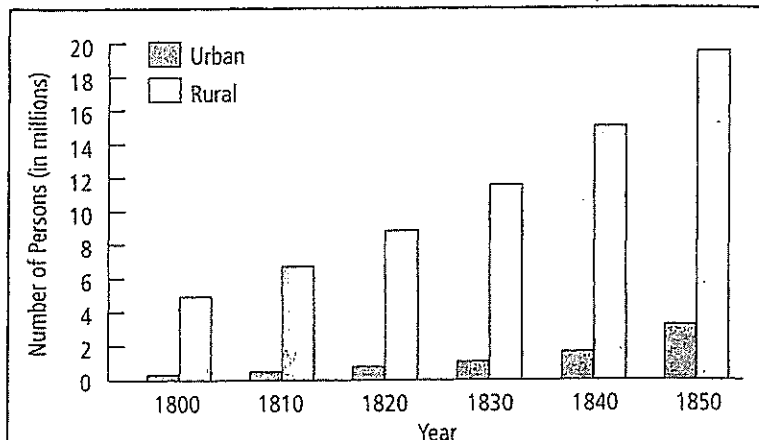
- What caused this shift in population?
- What were the benefits of this migration? What problems were created?
- What was the impact on sectionalism?

KEY THEMES AND CONCEPTS

Change

Cities grew tremendously during the first half of the 19th century. The population of New York City (Manhattan only), for example, soared from about 33,000 in 1790 to 124,000 in 1820, and about 516,000 by 1850.

Urban and Rural Populations, 1800–1850



Source: *Historical Statistics of the United States, Colonial Times to 1970*

Both urban and rural populations grew rapidly in the early 1800s. By 1850, 12 percent of the total population lived in urban areas.

KEY THEMES AND CONCEPTS

Diversity

During the Industrial Revolution, as more work began to be done outside of the home or farm, gender-based work roles became even more sharply defined than before.

- How did the roles of working-class men and women differ?
- How did the roles of middle-class women and men differ?

Middle-Class and Working-Class Life in the North

Industrialization changed family life and gender roles. Previously, families worked together at home and on the farm, taking on different tasks according to gender. After industrialization, both working-class men and women worked, and their jobs also differed depending on their gender. More women worked as servants, more men in factories. The lives of middle-class men were often centered in the new business world, while middle-class women found their lives defined by the home. One of the few jobs considered proper for a single middle-class woman was teaching.

Working-class children usually had to make economic contributions to the family, but middle-class children did not. Childhood, as a specific stage in one's life, received new attention. Middle-class parents supported the growing movement for public schools.

Free African Americans in the North continued to face racism and legal restrictions. Public places remained segregated. African Americans also faced discrimination in hiring. Women were more likely than men to find permanent work, most often as household helpers.

Immigration

Until about 1850, most immigrants came from northern and western Europe, particularly Ireland and Germany. The Germans included many who were Jewish. Scandinavians, Dutch, Swiss, and English also immigrated. They generally settled in the North and West because of greater economic opportunities there.

REASONS FOR IMMIGRATION Between 1845 and 1850, millions of Irish people came to the United States because of the **potato famine**, a period of mass starvation caused by failure of the potato crop. Many Germans came seeking peace and stability after the failed 1848 Revolution in Germany. Most immigrants arrived in search of better economic opportunity.

AREAS OF SETTLEMENT The Irish tended to settle in northeastern cities. Some Germans also stayed in cities, but many moved west to start farms, as did many Scandinavian immigrants.

DIFFICULTIES THEY FACED Irish and German Catholic immigrants often faced hostility from native-born Americans, some of whom feared economic competition from the newcomers. Others resented the Catholic or Jewish immigrants at a time when the nation was mostly Protestant. Anti-immigrant feelings were so strong that a political party called the Know-Nothings was formed to ensure that native-born Americans received better treatment than immigrants. The party did very well in local elections in northern states.

CONTRIBUTIONS Immigrants made significant contributions to the growth of this nation. Irish workers helped build railroads and labored in factories. Germans and Scandinavians brought advanced farming techniques and new ideas on education, such as kindergarten.

KEY THEMES AND CONCEPTS

Immigration and Migration

- Where did the immigrants of the first half of the 19th century come from?
- Why did they come to the United States?
- How did their reasons for coming differ from those of earlier immigrants? How were they the same?
- What reaction did these new immigrants face from native-born Americans?

PATTERNS OF SOUTHERN DEVELOPMENT

In contrast to the North, the South remained agricultural. Its wealth remained invested in land and slaves, and its economy was dependent chiefly on its cotton crop grown with slave labor. The southern population grew slowly because it failed to attract immigrants.

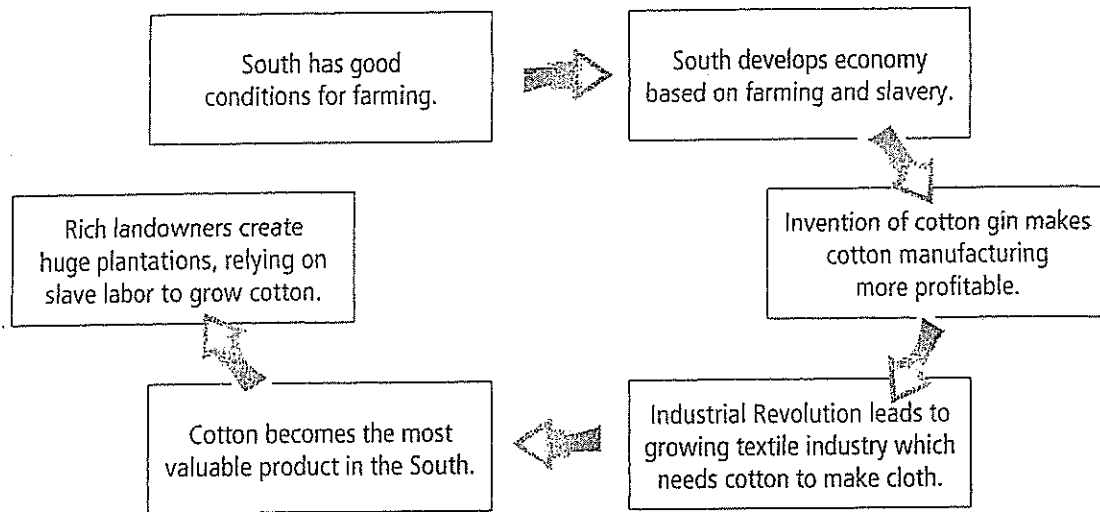
Growth of a Cotton Economy

Most southern farms were small and were worked without slaves. Eli Whitney's 1793 invention of the cotton gin, which removed the seeds from cotton, transformed cotton into a successful commercial crop.

The profitability of cotton growing stimulated the growth of slavery. It also spurred westward migration of planters with their slaves, looking for new land on which to grow cotton. Planters moved first into the Old Southwest (Alabama and Mississippi), and later into Louisiana, Arkansas, and Texas.

In time, cotton made up half of all exports from the United States. However, the South's agricultural base kept it economically dependent on the North, both as a market for cotton and as a source of manufactured goods.

The Growth of "King Cotton"



In the early 1800s, cotton became the South's most important crop.

ANALYZING DOCUMENTS

Examine the graphic organizer above. What caused the increased dependence on slavery in the first half of the 19th century?

READING STRATEGY

Reinforcing Main Ideas
What were some results of the expansion of slavery?

Men and Women on Plantations

Slaveholding men dominated political, economic, and social life in the South. Planters' wives and daughters were responsible for the domestic sphere. They managed the care, feeding, and clothing of their families and the slave families as well.

Life Under Slavery

Daily life for most slaves was very difficult. They had no control over their own lives or their children's lives, and they were at the mercy of the slaveholders or overseers. Slaves who worked as field hands often worked from dawn to sunset, while those who were house servants often worked long past sunset.

Slaves generally ate inexpensive food and wore rough clothing. Cabins housed one or two families. However, slaves were also a financial investment, and this affected their treatment. After the importing of slaves ended, the economic value of slaves increased, and their health care improved.

Slaves could not legally marry, but families remained central to the African American community. Parents instilled the importance of family in their children, while preparing them to cope with a life of slavery. Children were not educated and began work as young as eight years old. As planters moved westward in search of new lands for growing cotton, slave families were often tragically broken up.

The religious practices of slaves were a mixture of Protestant Christian and African elements. Music was an important part of worship services. Religion provided slaves with comfort and hope for salvation.

Resistance

Resistance against slavery took many forms. Most protests took the forms of escape, self-mutilation, sabotage, or work slowdowns. Although open rebellions were rare, they instilled fear within the white slaveholding society. There were several notable slave revolts.

- 1800: Gabriel Prosser's Conspiracy in Virginia led by urban skilled workers is discovered.
- 1822: Denmark Vesey's plans to lead a South Carolina revolt are uncovered.
- 1831: Nat Turner leads a revolt in Virginia.

Rebellions led southern lawmakers to pass increasingly strict laws to maintain slavery. Freeing slaves became more difficult, and teaching a slave to read became illegal.

THE AGE OF JACKSON

The rise of Andrew Jackson to the presidency in 1829 signaled a change in American politics. Born in Tennessee, Jackson was the first President from the West. He was also the first President elected on a wave of popular support, rather than through party politics.

The Rise of Mass Politics

By the mid-1820s, most states had dropped their property qualifications for voting. In 1828, the number of voters was three times larger than it had been in 1824. Andrew Jackson, a popular hero of the War of 1812, appealed to these new voters and won the popular vote.

Selecting a presidential candidate became more democratic in 1832. Candidates were chosen for the first time by a national nominating convention, rather than a few party leaders.

Rallies, slogans, and often vicious written attacks marked the advent of mass politics. "Secret" ballots became popular, but parties printed them in colors so it was easy to tell for whom a person voted. Only after the Civil War did the truly secret ballot come into general use.

The Spoils System and Civil Service Reform

During Jackson's presidency, a system developed in which government jobs were given to loyal supporters of the political party that won the election. This was called the **spoils system**.

By the 1880s, people began to demand that people should be given government jobs based on merit, rather than on party loyalty. During Chester Arthur's presidency, the Pendleton Act of 1883 was passed, marking the beginning of civil service reform. The act required that competitive exams be used to hire certain government workers, and it set up a commission to administer the tests. It also banned the common practice of forcing government employees to give money to political parties.

ANALYZING DOCUMENTS

"This Fourth of July is yours, not mine. You may rejoice, I must mourn. . . . What, to the American slave, is your 4th of July? I answer; a day that reveals to him, more than any other days in the year, the gross injustice and cruelty to which he is the constant victim."

—Frederick Douglass, Rochester, New York, 1852

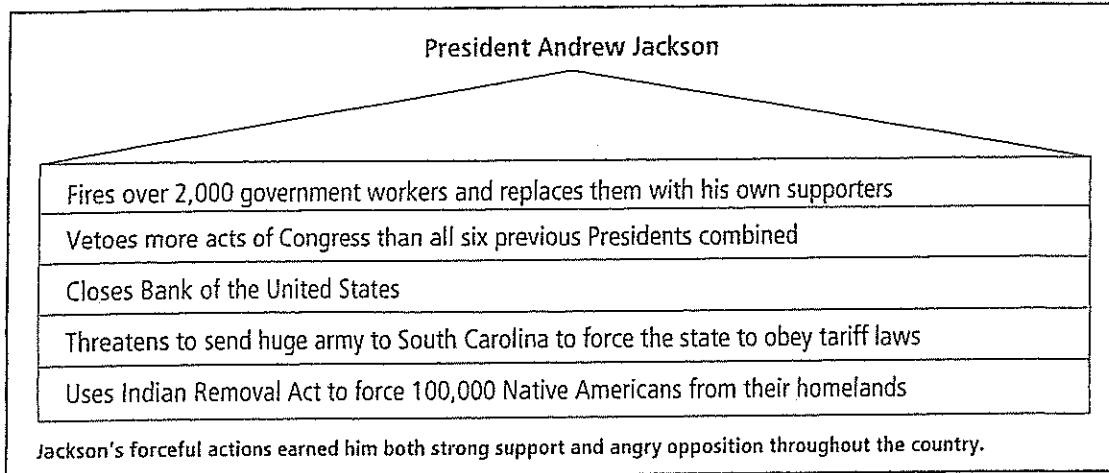
- Why does Douglass find it impossible to celebrate the Fourth of July?
- How did slavery contradict the civic values expressed in the Declaration of Independence?

PREPARING FOR THE EXAM

On the exam, you will need to understand how national elections work. Be sure you know the answers to the following questions.

- What is the difference between a popular and electoral vote?
- What happens when a candidate fails to win a majority of the electoral college?

The Presidency of Andrew Jackson



KEY THEMES AND CONCEPTS

Economic Systems

- Why did the South believe that the North benefited from a protective tariff?
- How did this debate increase sectional conflict?

PREPARING FOR THE EXAM

After John C. Calhoun resigned the vice presidency, he was replaced by a New Yorker, Martin Van Buren, who later succeeded Jackson to the presidency.

- How is a President or Vice President replaced when one resigns? Review the case of Richard Nixon and Spiro Agnew.

GROWING SECTIONALISM

In the first half of the 1800s, growing feelings of sectionalism developed, pulling the sections of the nation apart.

States' Rights versus Federal Supremacy

Debate raged over how the balance of power between the states and the federal government should be achieved. One part of this debate focused on protective tariffs.

THE TARIFF ISSUE Southern states opposed protective tariffs, which resulted in higher prices paid for imported manufactured goods. The agricultural South saw northern industries as the chief beneficiaries of such tariffs.

John C. Calhoun of South Carolina, Jackson's first Vice President, protested the **Tariff of 1828**. Calhoun argued that a state had the right to nullify, or declare void, any federal law that the state considered unconstitutional. This argument had first been advanced by Madison and Jefferson in the Virginia and Kentucky Resolutions.

In 1832 a new, lower tariff was passed, but South Carolina and Calhoun still protested. Calhoun resigned the vice presidency and led his state in nullifying the new tariff. President Andrew Jackson declared South Carolina's action treasonous.

The crisis resolved after Congress agreed to a gradual lowering of the tariff and passed a Force Bill authorizing the use of federal troops in South Carolina to collect the tariff. South Carolina withdrew its nullification of the tariff. However, South Carolina then nullified the Force Bill, indicating that the issue was not permanently settled.

The National Bank Issue—The Bank War

The Second Bank of the United States also provoked sectional

differences. Most opposition to the bank came from southerners and westerners, who wanted a greater supply of money in circulation. They also resented the national bank's control over state banking.

In 1832, President Jackson vetoed a bill to recharter the bank. He then withdrew federal money from the bank, effectively killing it. To Jackson and many of his followers, the Second Bank of the United States had symbolized privilege and the power of special northern interests.

RELATIONS WITH NATIVE AMERICANS

As American settlers moved ever westward in the 1800s, conflict continued with the Native Americans who lived in these territories.

Native American Cultural Survival Strategies

Native Americans tried a variety of strategies to cope and retain their land and culture. In the early 1800s, two Shawnee brothers, Prophet and Tecumseh, tried to build a Pan-Indian Movement in the Old Northwest, but this movement died with Tecumseh in the War of 1812. Meanwhile, a Seneca named Handsome Lake urged the Iroquois to adopt a lifestyle based on temperance, education, farming, and peace. This lifestyle became known as cultural revitalization.

In 1813, Creeks attacked settlers in Georgia and Alabama in a series of raids, but in 1814, they were defeated at Horseshoe Bend, Alabama. The Southwest was now open to settlement.

The Cherokee attempted to survive and retain their culture through cultural adaptation, combining elements of Native American and European culture including a written constitution. This strategy, however, did not save them.

The Removal Policy

The federal government used a combination of treaties and force to move Indians westward. The treaties were worthless, because Native Americans were forced repeatedly to give up their land that had been guaranteed by treaty.

In the 1830s, President Andrew Jackson began his policy of **Indian removal**—forcing all Native Americans to move west of the Mississippi. In 1832, the Cherokee went to court to prevent Georgia from taking their land. In *Worcester v. Georgia*, Chief Justice John Marshall ruled that Georgia had no authority over Cherokee territory, but Georgia simply ignored the ruling. In 1838, the U.S. Army forced the Cherokee to leave in a forced march known as the **Trail of Tears**.

The Seminole of Florida were also faced with removal. A group fought the effort in the Second Seminole War. Many remained in Florida. By the 1840s, however, only scattered groups of Native Americans still lived in the East.

ANALYZING DOCUMENTS

"The consequences of a speedy removal will be important. . . . It will separate the Indians from immediate contact with settlements of whites; . . . and perhaps cause them . . . to cast off their savage habits and become an interesting, civilized, and Christian community."

—President Andrew Jackson, 1830

- What does this quote reveal about Jackson's attitude toward Native Americans?

ANALYZING DOCUMENTS

"We wish to remain on the land of our fathers. We have a perfect and original right to remain without interruption."

—Cherokee public appeal, July 17, 1830

- What does this quote reveal about how the Cherokee viewed their possession of the land?

GEOGRAPHY IN HISTORY

Study the map below and review the physical geography of the United States from Unit 1. Then answer the following questions.

- What was the effect of the Appalachian and the Rocky Mountains on settlement?
- Why were the Great Plains the last region to be settled?
- How did the arid conditions affect settlement of parts of the Mexican Cession?

TERRITORIAL EXPANSION

From 1803 to 1853, the United States expanded to its present continental boundaries.

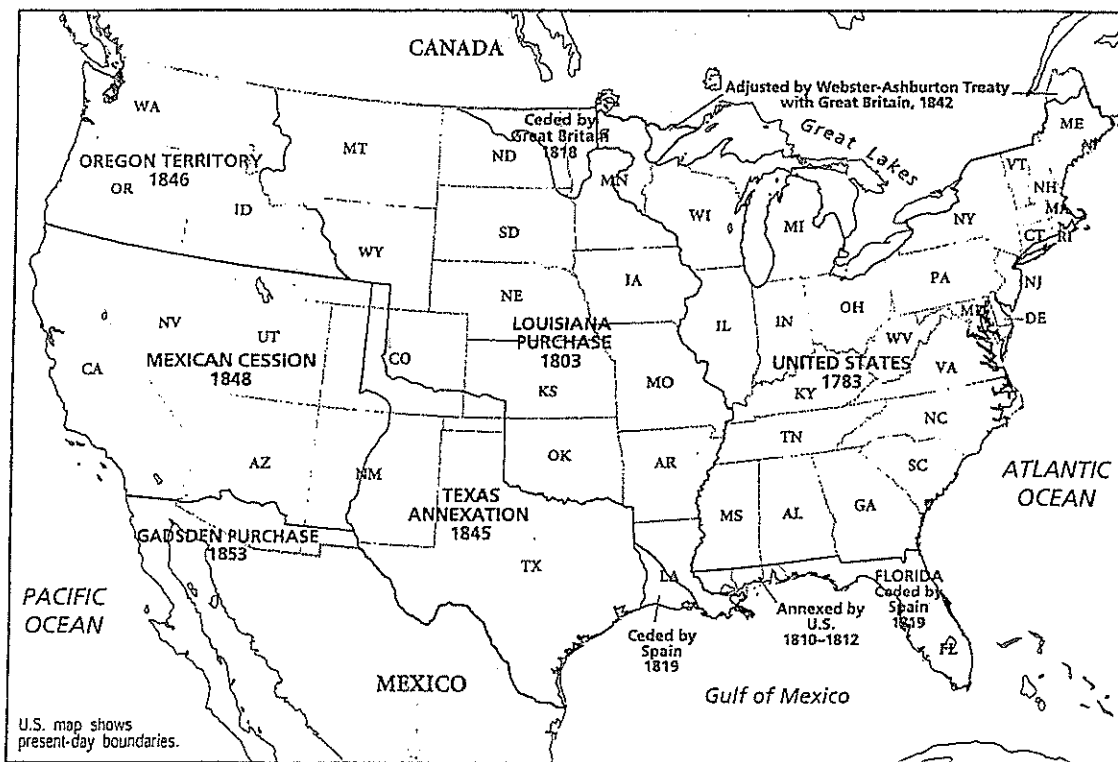
Manifest Destiny

Many Americans believed in **manifest destiny**, the conviction that the United States had a divine mission to expand in order to spread the ideals of freedom and democracy. What Americans saw as manifest destiny was viewed quite differently by the Native American and Mexican peoples, who were in possession of these western lands. Expansion increased national pride, but by raising serious questions about slavery, also contributed to growing sectional tensions.

People Moving Westward

The first Americans to move westward were explorers, naturalists, trappers, traders, and missionaries. These were followed by trailblazers and settlers who traveled westward along routes such as the Santa Fe and the Oregon Trails. Mormons, led by Brigham Young, settled at the Great Salt Lake in 1846. In order to escape religious persecution, they selected a spot which placed them far from others. Most settlers chose

Territorial Expansion of the United States and Other Acquisitions



more prosperous lands in the far West, leaving the Great Plains to be settled only after the 1860s.

Lands Acquired Between 1783–1853

By 1853, the continental United States had expanded to its present boundaries. This expansion took place in several stages.

LOUISIANA PURCHASE (1803) This huge territory was acquired from France for \$15 million. President Jefferson sent Meriwether Lewis and William Clark to explore this land in 1803. The information and maps they brought back contributed to expansion into this territory.

FLORIDA (1819) This territory was acquired by treaty from Spain, satisfying southern expansionists. In the Adams-Onís Treaty, Spain also gave up its claims to the Pacific Northwest in return for the United States giving up its claims to Texas.

TEXAS (1845) The United States acquired Texas and what is now parts of New Mexico, Oklahoma, Colorado, Wyoming, and Kansas from Mexico by annexation. The Spanish had long established missions and settlements in Texas. After Mexico declared its independence from Spain in 1821, southern slaveholders and other American settlers moved into Texas. In 1836, the settlers declared independence from Mexico and created the Republic of Texas. Soon, Texas requested admission to the Union, and in 1845, Texas joined as a slave state.

OREGON COUNTRY (1846) What is now Oregon, Washington, Idaho, and parts of Montana and Wyoming, was gained from Great Britain in a compromise that continued the northern border set at the 49th parallel all the way to the coast.

MEXICAN CESSION (1848) What is now California, Nevada, Utah, Arizona, and parts of New Mexico, Colorado, and Wyoming became part of the United States by the Treaty of Guadalupe Hidalgo, which ended the Mexican War (1846–1848). The Mexican War erupted in part because of Mexican objections to the Texas annexation and a dispute over the border between Texas and Mexico. President James Polk's outspoken desires to acquire California and the Southwest made it difficult to ease tensions with Mexico. After war broke out, national opinion was divided. Expansionists welcomed an opportunity to acquire more land. Northerners feared the future addition of more slave states. Some, such as Abraham Lincoln, saw it as a "war of conquest."

GADSDEN PURCHASE (1853) This piece of land in southern Arizona and New Mexico was purchased from Mexico as a possible railroad route.

Name: _____

- 1) Why do most historians consider Alexander Hamilton to have been a successful Secretary of the Treasury?
 - A) He established a sound financial plan for the new nation.
 - B) He opposed payment of previous federal government debts.
 - C) He expanded trade with all nations.
 - D) He eliminated tariffs between the states.
 - 2) The unwritten constitution is *best* defined as the
 - A) practices of the government that are based on custom and tradition
 - B) powers that the Constitution denies to Congress and to the states
 - C) amendments to the United States Constitution
 - D) powers that the Constitution reserves for the states
 - 3) Which feature of the unwritten constitution is part of the system of checks and balances?
 - A) legislative lobbies
 - B) judicial review
 - C) political parties
 - D) the cabinet
 - 4) Which aspect of the Presidency is part of the unwritten constitution?
 - A) duty to inform Congress about the state of the Union
 - B) role as Commander in Chief
 - C) election under the electoral college system
 - D) consultation with members of the Cabinet
 - 5) One similarity in the foreign policies of Presidents George Washington, Thomas Jefferson, and James Monroe was that they
 - A) came to the defense of Latin American nations
 - B) sought to avoid involvement in European political struggles
 - C) promoted colonial expansion
 - D) favored France over England
 - 6) What were two key precedents established by George Washington during his presidency?
 - A) protective tariffs and foreign alliances during peacetime
 - B) foreign policy of neutrality and the use of presidential advisors
 - C) universal male suffrage and support for political parties
 - D) aid to farmers and the end of the slave trade
 - 7) Which presidential policy was promoted by the geographic isolation of the United States from Europe?
 - A) Thomas Jefferson's support for low tariffs
 - B) George Washington's Proclamation of Neutrality
 - C) Abraham Lincoln's opposition to the spread of slavery
 - D) Andrew Jackson's Native American Indian removal efforts
 - 8) "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."

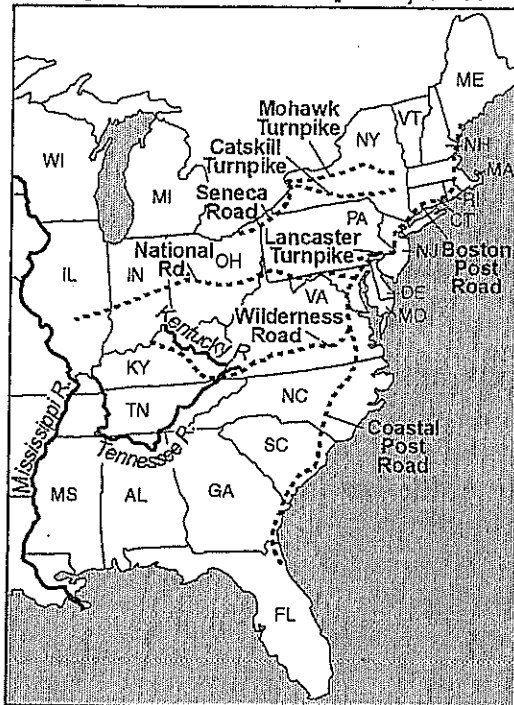
—George Washington, Farewell Address, 1796
- According to President Washington, the interests of the United States would be *best* served by
- A) placing tariffs on imported goods
 - B) maintaining a foreign policy based on neutrality
 - C) avoiding trade agreements with foreign nations
 - D) forming military alliances with other nations
- 9) A major reason for the issuance of the Monroe Doctrine (1823) was to
 - A) discourage United States trade with Latin America
 - B) provide economic aid to Latin American nations
 - C) prevent further European colonization in the Caribbean region
 - D) defend the Panama Canal from Great Britain
 - 10) Conflicts between Jeffersonians and Hamiltonians during President George Washington's first administration led directly to the
 - A) addition of the elastic clause to the Constitution
 - B) start of the first political parties
 - C) decision to replace the Articles of Confederation
 - D) end of the Era of Good Feelings
 - 11) The creation of the first political parties in the United States resulted from a controversy over
 - A) expanding slavery into the newly acquired territories
 - B) interpreting the Constitution
 - C) recognizing women's equality
 - D) declaring independence from Great Britain

- 12) President Andrew Jackson claimed that use of the spoils system increased democracy in the federal government because it
- A) used nominating conventions to pick political party candidates
 - B) limited the role of the electoral college in presidential elections
 - C) removed property-holding qualifications for voting
 - D) allowed larger numbers of citizens to hold office
- 13) • Alien and Sedition Acts
• Virginia and Kentucky Resolutions

These pieces of legislation reflected the conflict between

- A) the United States Supreme Court and state courts
- B) the military and the civilian government
- C) states' rights and federal supremacy
- D) Congress and the president

Major Roads and Turnpikes, 1840



14)

What was the primary result of road and turnpike development?

- A) Southern states became more industrialized.
 - B) Migration from east to west increased.
 - C) Escape from slavery was made easier.
 - D) State government control of transportation was increased.
- 15) In the early 1800s, a series of Supreme Court decisions made under the leadership of Chief Justice John Marshall led to
- A) a strengthening of the power of the Federal Government
 - B) guarantees of free public education for minorities
 - C) a weakening of the power of corporations
 - D) the abolition of slavery
- 16) During John Marshall's years as Chief Justice (1801-1835), the Supreme Court increased its powers by
- A) limiting the spread of slavery in the West
 - B) expanding the federal supremacy clause of the Constitution
 - C) staying out of disputes between the two political parties
 - D) joining the president in disputes with Congress

- 17) In the case of *Marbury v. Madison* (1803), the Supreme Court increased its power by
- A) establishing the practice of judicial review
 - B) declaring the principle of states' rights unconstitutional
 - C) upholding the presidential appointment power
 - D) expanding the meaning of individual liberties
- 18) One reason the plantation system developed in the southeastern section of the United States was that
- A) slavery was allowed only in this section of the country
 - B) this type of farming required cool, dry conditions
 - C) the climate and topography supported crops that required a large labor supply
 - D) land was significantly cheaper in this section of the country
- 19) The term "Manifest Destiny" was first used to support
- A) westward expansion to the Pacific Ocean
 - B) laws restricting labor union activity
 - C) independence from Great Britain
 - D) efforts to stop secession of Southern states
- 20) Which event was most influenced by the principle of Manifest Destiny?
- A) purchase of Florida
 - B) defeat of Britain in the Revolutionary War
 - C) acquisition of the Mexican Cession
 - D) founding of Jamestown
- 21) The phrase "by military conquest, treaty, and purchase" *best* describes the
- A) steps in the growth of American industry
 - B) methods used to expand the territory of the United States
 - C) causes of the United States entry into the Korean War
 - D) major parts of President Woodrow Wilson's Fourteen Points
- 22) As a strict constructionist, President Thomas Jefferson questioned the constitutional right to
- A) purchase the Louisiana Territory
 - B) veto legislation passed by Congress
 - C) receive diplomats from foreign nations
 - D) grant pardons to convicted criminals
- 23) When President Thomas Jefferson acquired the Louisiana Territory from France, he demonstrated that he had modified his belief that
- A) commercial development was the main goal of the federal government
 - B) adding territory would lead to regional rivalries
 - C) the Constitution should be strictly interpreted
 - D) the federal government should limit individual rights
- 24) Which geographic advantage did the United States gain by purchasing the Louisiana Territory from France in 1803?
- A) vast coal reserves in the region west of Pennsylvania
 - B) rich fishing areas in the Great Lakes
 - C) full control of the Mississippi River
 - D) warm-water ports on the Atlantic coast
- 25) What effect did the Louisiana Purchase have on the United States?
- A) It created an alliance between the United States and Great Britain.
 - B) It brought Texas into the Union.
 - C) It enabled the United States to use the port of San Francisco.
 - D) It doubled the size of the nation.
- 26) The Louisiana Purchase had great geographic significance for the United States because it
- A) decreased tensions with Native American Indians
 - B) focused the United States on westward expansion
 - C) extended United States control over Mexico
 - D) reduced British control of North America

Student's Name: _____

Date: _____

United States History and Government

Part II: Thematic Essay

Directions:

Write a well-organized essay that includes an introduction, a body of several paragraphs addressing the task below, and a conclusion.

Theme: Elements of the United States Political System

Question:

Different elements of the United States political system have enabled the United States Government to deal with problems that have arisen at various times.

- Political Parties
- Judicial Review
- Formation and expansion of the President's Cabinet
- Loose interpretation of the United States Constitution

Task:

Choose three of the elements listed above and for each one chosen:

- Describe a specific problem in United States history dealt with by that element.
- Show how that element enabled the United States Government to deal with the problem.

Student's Name: _____

United States History & Government

Mr. Bordas

Building a Nation (1789-1803)

