**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.

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| **Sub Concept 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. |
| **Topics** | **Notes** |
| A) In the early 1800s, nationalpolitical parties continued to debate issues such as the tariff, powers of the federalgovernment, and relations with European powers. |  |
| B) Supreme Court decisionsestablished 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 roleand powers of the federalgovernment and issues such as the national bank, tariffs, and federally funded internal improvements. |  |
| D) Regional interests oftentrumped national concernsas the basis for many political leaders’ positions on slavery and economic policy. |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **NAT-2.0:** Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected Americanvalues, 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 toeconomic 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.

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| **Sub Concept II:** While Americans embraced a new national culture, various groups developed distinctive cultures of their own. |
| **Topics** | **Notes** |
| A) The rise of democratic and individualistic beliefs, a response to rationalism, andchanges to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening among Protestants that influencedmoral 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 fromabroad and Romantic beliefsin human perfectibilityinfluenced literature, art,philosophy, and architecture. |  |
| D) Enslaved blacks and freeAfrican Americans createdcommunities and strategiesto protect their dignity andfamily structures, and theyjoined political efforts aimedat changing their status. |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **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. |

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| **Sub Concept III:** Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily  outside of government institutions to advance their ideals. |
| **Topics** | **Notes** |
| A.) Americans formed newvoluntary organizations thataimed to change individualbehaviors and improve society through temperanceand other reform efforts |  |
| B) Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African Americanpopulation, 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 theSeneca Falls Convention |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **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.

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| **Sub Concept I:** New transportation systems and technologies dramatically expanded manufacturing and agricultural production. |
| **Topics** | **Notes** |
| A.) Entrepreneurs helped tocreate a market revolution inproduction and commerce, in which market relationshipsbetween producers and consumers came to prevailas the manufacture of goodsbecame more organized. |  |
| B) Innovations includingtextile machinery, steamengines, interchangeableparts, the telegraph, andagricultural inventionsincreased the efficiencyof production methods. |  |
| C) Legislation and judicialsystems supported thedevelopment of roads, canals, and railroads, which extended and enlarged markets and helped foster regional interdependence. Transportation networkslinked the North and Midwest more closely than either was linked to the South. |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **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. |

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| **Sub Concept II:** The changes caused by the market revolution had significant effects on U.S. society, workers’ lives, and gender and  family relations. |
| **Topics** | **Notes** |
| A.) Increasing numbers ofAmericans, especially women and men working in factories, no longer relied on semi-subsistence agriculture;instead they supportedthemselves 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 roleschanged in response to the market revolution, particularly with the growthof definitions of domesticideals that emphasized the separation of public and private spheres. |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **WXT-1.0:** Explain how different labor systems developed in North America and the United States, and explain their effects on workers’ livesand 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. |

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| **Sub Concept III:** Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the  growth of different regions. |
| **Topics** | **Notes** |
| 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 Southerncotton production and therelated growth of Northernmanufacturing, banking, and shipping industries promoted the development of national and international commercial ties. |  |
| C) Southern business leaderscontinued to rely on theproduction and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity. |  |
| D) Plans to further unify theU.S. economy, such as theAmerican System, generateddebates over whether suchpolicies would benefitagriculture or industry,potentially favoring differentsections of the country. |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **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.

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| **Sub Concept I:** Struggling to create an independent global presence, the United States sought to claim territory throughout the North  American continent and promote foreign trade. |
| **Topics** | **Notes** |
| A.) Following the LouisianaPurchase, the United Statesgovernment sought influenceand control over NorthAmerica and the WesternHemisphere through a variety of means, including exploration, military actions,American Indian removal,and diplomatic efforts suchas the Monroe Doctrine. |  |
| B) Frontier settlers tended tochampion expansion efforts,while American Indianresistance led to a sequenceof wars and federal effortsto control and relocateAmerican Indian populations. |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **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.

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| **Sub Concept II:** The United States’s acquisition of lands in the West gave rise to contests over the extension of slavery into new  territories. |
| **Topics** | **Notes** |
| A.) As over-cultivation depleted arable land in the Southeast, slaveholders beganrelocating 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 atpolitical compromise, such as the Missouri Compromise,only temporarily stemmedgrowing tensions between opponents and defenders of slavery. |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **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’ livesand 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 forand debates over natural resources have affected both interactions among different groups and the development of government policies. |