**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, 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. |  |
| **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 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. |

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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, 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. |  |
| **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 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 |  |
| **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 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. |  |
| **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 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. |  |
| **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’ 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. |

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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 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. |  |
| **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 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. |  |
| **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 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. |  |
| **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’ 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. |