

Name: _____

Key Concept 4.1 Video Guide

Big Idea Questions	Guided Notes	Areas of Concern
	<p style="text-align: center;">The New Curriculum</p> <ul style="list-style-type: none">• Key Concept 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.”<ul style="list-style-type: none">○ Page 38 of the Curriculum Framework• Big ideas:<ul style="list-style-type: none">• _____• _____• _____ <p style="text-align: center;">Key Concept 4.1, I</p> <ul style="list-style-type: none">• “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.” – page 38 of the curriculum framework• Development of the 1st and 2nd Political Party System:<ul style="list-style-type: none">• Federalists: favored _____ government, supported by upper-class, merchants and bankers, and Pro-British, _____ interpretation of the Constitution• Democratic-Republicans: states-rights, supporter by lower and middle classes, farmers, Pro-_____, _____ interpretation of the Constitution<ul style="list-style-type: none">• Both parties developed out of _____• 2nd Political Party System:<ul style="list-style-type: none">• Democrats: Led by _____, the “Common Man”: against BUS and other “Elite” organizations• Whigs: Anti-Andrew Jackson; favored stronger federal government, _____, BUS• The Supreme Court strengthened the power of the federal government, often at the expense of state governments:<ul style="list-style-type: none">• <i>Marbury v. Madison</i> – established the principle of _____• <i>McCulloch v. Maryland</i> – _____	

Why would Henry Clay be upset with the Mayesville Road veto?

- *Gibbons v. Ogden* – Congress, NOT states can control

- With a growing economy, Americans debated the role of government in the economy:
 - _____ – New England delegates were upset with embargos and War of 1812 (cut off trade to Britain – major trading partner); proposed several amendments including tougher restrictions for declaring war and passing embargos
 - Internal improvements – debates over the role of federal government in intrastate improvements – _____ Road veto (1830) – Jackson vetoed a bill for the road which would only be in _____
- Regional political and economic loyalties overshadowed national concerns:
 - _____ (1833)– South Carolina and other southern states opposed the Tariffs of 1828 and 1832; South Carolina even nullified those tariffs
 - South Carolina threatened to secede if Jackson collected the tariff by force
 - Webster’s 2nd Reply to Hayne – Webster promoted _____
- Why did many whites in the South associate their regional identity through pride in slavery?
 - Wealthy whites saw themselves as “_____”; owning slaves was a symbol of wealth
 - Many poor whites favored slavery since they (poor whites) were higher on the _____

Key Concept 4.2, 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.” – page 39 of the curriculum framework
- The 2nd G.A. and social ideas from abroad helped inspire humans to achieve perfection:
 - Charles G. Finney – massive sermons to convert individuals
 - Seneca Falls (1848) – _____ convention in NY - Elizabeth Cady Stanton and Lucretia Mott
 - Utopian Societies – social experiments that hoped to achieve perfection in communities – _____, etc.
- African Americans’ citizenship possibilities continued to be restricted even though:
 - International slave trade was outlawed in _____
 - An increasing number of free African Americans in the North AND the South:
 - Eventually, many states made it illegal for slave owner to _____ (free) their slaves
 - Discussions of emancipation plans:
 - William Lloyd Garrison, _____ – called for the immediate and uncompensated end to slavery

How can xenophobia be seen in society today?

- American Colonization Society – advocated free slaves be sent to _____
- Resistance to initiatives for democracy:
 - Proslavery arguments: increased drastically after Nat Turner’s Rebellion (1831)
 - John C. Calhoun’s *Slavery as a Positive Good* – argued that slaves worked under better conditions than _____
 - Some advocates used the bible to justify slavery
 - George Fitzhugh used similar arguments
 - Xenophobia:
 - Fear of foreigners (_____ – pro Native-born Americans and hostility to foreign-born individuals)
 - Immigrants were accused of “_____” jobs by working for less money
 - Irish were heavily discriminated against – belief that they “_____” elections
 - “Know-Nothing Party” (American Party) – hoped to pass immigration _____ laws; became a powerful political party in the 1850s
 - Similar to the American Protective Association of late 19th century
 - Anti-black sentiments in political and popular culture:
 - _____ – variety shows using “blackface”
 - Restrictive anti-Indian policies:
 - Indian Removal Act (1830) – required Native tribes in Georgia to move west of the _____, Jackson ignored the Supreme Court’s ruling in *Worcester v. Georgia* and Native Americans were forced to move -> _____

Key Concept 4.1, 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.” – page 39 of the curriculum framework
- The emergence of a new national culture
 - Was a combination of European and local culture
 - New American Art, literature, and architectural ideas emerged
 - Examples: John James Audubon – made significant contributions to the study of _____ – prints of _____
 - The Hudson River School – focused on _____ paintings; believed nature was a great source of wisdom and _____
- Cultures developed based on interests and experiences of specific groups
 - American Indians: throughout most of the early 19th century, Indians were relocated further and further _____ – Indian Removal Act
 - In the 1840s, the _____ developed as a

What colonial religious group also believed in sexual equality, especially in church services?

What does surrogate mean?

way living for Indians

- Women: more women began to attend higher education
 - “ _____ ”
 - Seneca Falls Convention – 1848
 - Declaration of _____
- Cultures developed based on interests and experiences of specific groups (Continued)
 - Religious followers: Shakers and Mormons
 - Shakers: practiced celibacy,; believed in _____
 - Mormons: after years of turbulence, they moved to _____ where they could freely practice their religion
 - _____: more and more Americans were owning shops and businesses, and became professionals
 - Lived in large houses that they owned
 - Bought new inventions – cast-iron stove
- Enslaved African Americans created communities and sought to protect their family structures and dignity
 - African Americans developed “ _____ ” families
 - When families were _____ via slavery, others would look after family members
 - Slave music – used to help pass the time while working
 - Instrumental part of _____ services
- Others played important roles in the abolitionist and reform movements and sought to change their status:
 - Example: David Walker – *An Appeal to Colored Citizens of the World* (1829)
 - Sought for African Americans to openly _____
 - Two years later, _____ occurred (1831), which helped strengthen the desire to silence abolitionism in the South

Test Tips

- Multiple-Choice and Short Answer Questions:
 - _____
 - _____
 - _____
- Essay Questions:
 - _____
 - _____

Answer the following question IN AT LEAST 4-5 sentences please. Thanks! ☺
How did the relationship between the federal and state governments change during this time?
