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INSTITUTE

Life, Liberty, and the Pursuit of Happiness

Instructor Answer Guide

Chapter 5: 1800-1828

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CHAPTER 5 INTRODUCTORY ESSAY: 1800–1828

Review Questions

1. The presidential election of 1824 ended with

Answer: B. Andrew Jackson losing the election in the House of Representatives despite leading the popular vote

2. Which statement best describes Thomas Jefferson's first term as president?

Answer: B. He maintained his core principles and pragmatically adapted to the circumstances he faced in office.

3. Which idea is inconsistent with Jeffersonian Republicanism?

Answer: C. Support for Great Britain in foreign policy

4. Thomas Jefferson's election in 1800 can most accurately be described as

Answer: D. a rejection of the Federalist policies of the 1790s

5. All the following were part of President Thomas Jefferson's approach to financial policy except

Answer: B. renewing the charter of the national bank

6. During the Jeffersonian Era, the decisions of the U.S. Supreme Court illustrated

Answer: D. the emergence of a strong and independent branch of the U.S. constitutional system

7. The purchase of the Louisiana Territory represented a constitutional challenge for the United States because

Answer: A. Congress and the president lacked the clear constitutional authority to increase the size of the nation

8. Foreign relations preceding the War of 1812 presented a challenge for the young United States for all the following reasons except

Answer: C. British support of the Embargo Act led the New England states to thrive economically

9. Which group would most likely oppose a U.S. declaration of war in 1812?

Answer: B. Federalists from New England

10. Regarding the War of 1812, which statement is most accurate?

Answer: C. Congressional representatives from the newly admitted western states saw advantages in declaring war on the British.

11. The term "Era of Good Feelings" is misleading because

Answer: D. rising sectionalism led to disagreements over the Bank of the United States and tariffs

12. The key industry to emerge in the United States in the decades immediately after the War of 1812 was

Answer: A. textiles

13. Supporters of economic nationalism believed

Answer: A. precedents established by the Marshall Court fostered positive federal government economic power and protected private property

14. Which statement best applies to slavery in the United States during the first quarter of the nineteenth century?

Answer: C. Agricultural expansion increased the value of slaves and frequency of their being traded in the domestic slave trade.

Free Response Questions

1. Explain the causes and impact of the Panic of 1819.

Answer: Successful answers should address the complexity of causation, highlighting the link between international cotton prices and U.S. production. They should also stress the reckless practices of banks and creditors in extending risky loans to businesses and individuals and the resultant contraction of credit when banks and creditors called in their loans and debtors, caught up in their own webs of credit and debt, could not pay. The Panic of 1819 and the related banking crisis caused economic devastation in the United States as cotton prices fell, credit contracted, a period of cheap land prices set in, and relatively easy credit ended. An end to the decades-long conflict between Britain and France affected international finance. Americans increased their distrust in financial institutions, including the current Bank of the United States. Increasing frustration and tension helped the political fortunes of Andrew Jackson.

2. Explain how the Missouri Compromise was designed to diminish increasing sectional tensions and prevent future conflicts over the admission of new states.

Answer: The terms of the Compromise maintained the balance between the numbers of slave and free states in the Union and constructed a 36° 30' line in the Louisiana Territory that forbade slavery north of that latitude but made it possible south of that line. The intention was to make the status of future states (whether slave or free) automatic, on the basis of their location on the map in relation to that line. This would make it unnecessary to negotiate a new compromise each time a territory applied for admission to the union.

3. Explain why the Louisiana Purchase posed challenge and opportunity for Jeffersonian Republicans.

Answer: When Napoleon offered to sell the entire Louisiana Territory, not just the port of New Orleans, to the American delegation, a significant debate followed. The territory represented the expansion of the yeoman farmer ideal for countless American families, an ideal dear to the hearts of Jeffersonian Republicans. However, governing a nation—a republic—double the size was a daunting challenge. In addition, strict interpretation of the Constitution raised the question of whether the Constitution could authorize such a purchase, and if so, whether Congress would authorize the funds for it.

4. Explain how the U.S. economy changed in the aftermath of the War of 1812.

Answer: Disruptions in international shipping and trading prior to the war led to new economic opportunities for the young nation, especially in New England. Manufacturing, especially of textiles, became a major economic engine. Supporters of economic nationalism proposed government policies to spur economic development. Not all passed, but support for protective tariffs, a national bank, and government funding of internal infrastructure improvements focused economic development inward and connected the regions economically.

5. Analyze the demographic changes in the period 1800–1830 and their impact on the growth of the United States.

Answer: The U.S. population grew tremendously, doubling from 1800 to 1830 due to natural increase and immigration. This increasing population looked for more land to settle westward, along with expanding into urban areas. Labor shortages led young New England women to work in the newly developing textile industry. The spread of cotton cultivation led to the geographic expansion of slavery and increased prices for slaves on the expanding cotton frontier.

6. Analyze the ways in which economic innovations and inventions of the early to mid-nineteenth century affected U.S. economic development.

Answer: Key inventions and innovations in transportation and industry led to a market revolution in the aftermath of the War of 1812. For the United States, innovations and inventions such as the development of water-powered machinery, the factory system, and the cotton gin led to fundamental economic changes and reinforced regional identities. Transportation developments facilitated the movement of goods and people. Road development, canal building, steamboat technology, and train expansion linked regions together. The changes in the way the nation made, bought, and sold goods at home and abroad became known as the market revolution.

7. Explain “the cult of domesticity.” How attainable and widespread was this concept?

Answer: Nineteenth-century market changes enabled middle- and upper-class white women to experience some relief from the traditional time-consuming responsibilities of keeping their families clothed and fed, permitting them more time to focus on socialization of their children regarding the manners and values of their social class. Piety, purity, submissiveness, and domesticity were the desired traits that characterized what was also known as the “cult of true womanhood.” Magazines and treatises on homemaking provided middle-class women advice on household matters and child-rearing and shaped an ideal of comfortable domestic bliss for families. For working-class women, free black women, those living in rural areas, and especially enslaved women, the ideal of “true womanhood” was not their reality.

AP Practice Questions

1. The excerpt is most directly related to

Answer: B. purchase of the Louisiana Territory

2. The sentiments Jefferson expressed in the excerpt illustrate his attempt to

Answer: A. reconcile a philosophy of strict interpretation of the Constitution with practical opportunity

3. The resolution of the situation discussed in the excerpt would most directly lead to which later constitutional question?

Answer: C. Who had the authority to regulate slavery in a new state?

4. The map most clearly depicts

Answer: C. the results of internal migration patterns

5. According to the 1830 census, the change that occurred between 1800 and 1830 best explains

Answer: A. the growing political power of western states to affect the sectional balance in the United States

6. The trend illustrated in the map best reflects which continuity in U.S. history?

Answer: C. Impact of transportation innovation

NARRATIVES

The Lewis and Clark Expedition

Review Questions

1. A slave revolt in which country ruined Napoleon’s dreams of French dominance in North America?

Answer: A. Haiti

2. The Louisiana Purchase opened which vital river to commerce and exploration?

Answer: B. The Mississippi River

3. The Louisiana Purchase is consistent with Jeffersonian-Republican philosophy because it

Answer: A. allowed for the expansion of an agrarian America

4. President Thomas Jefferson directed the Corps of Discovery under Meriwether Lewis to do all the following except

Answer: D. concentrate exploration efforts to the east of the Continental Divide

5. The actions of Meriwether Lewis and William Clark under the banner of the Corps of Discovery are most consistent with

Answer: A. a belief in Manifest Destiny

6. The purchase of the Louisiana Territory started as an attempt to

Answer: B. secure access to the port of New Orleans

Free Response Questions

1. Explain Thomas Jefferson's reasons for dispatching the Lewis and Clark expedition to explore the Louisiana Territory.

Answer: Thomas Jefferson had several reasons for sending the Lewis and Clark expedition. The expedition was to explore, map, and make scientific recordings of the area. Lewis and Clark would seek waterways linking the West to the East economically and politically. The expedition would also facilitate settlement of parts of the area by small farmers who were the backbone of Jefferson's vision of democracy. The purchase also helped eliminate a major European power from the western frontier, which helped preserve American neutrality and prevent settlers from joining with foreign powers.

2. Explain the constitutional questions raised by the proposed purchase of the Louisiana Territory.

Answer: Thomas Jefferson, a Jeffersonian Republican, favored a strict interpretation of the U.S. Constitution, which, in Article I, Section 8, did not grant him or Congress the specified power to add territory to the United States and make the purchase. He considered the need for an amendment to achieve this goal, but he did not believe that to be a timely solution. Supporters in his administration prevailed by reasoning that the treaty-making powers of the federal government under the Constitution would allow for the purchase.

3. Evaluate the success of the Lewis and Clark expedition.

Answer: The expedition did not always produce entirely accurate maps and did not find a navigable all-water route to the Pacific, though it did have the long-term effect of opening the Louisiana Territory to exploration. The expedition also helped lay the foundation for continental expansion under the philosophy that came to be called Manifest Destiny. Questions regarding the status of slavery in the territories dominated political discussion in the coming decades.

AP Practice Questions

1. The instructions in the excerpt best illustrate that the author has been influenced by

Answer: A. the Enlightenment

2. The excerpt most directly reflects a growing belief that

Answer: D. commerce across the continent was an important goal

3. The excerpt is most sharply focused on which of the following goals?

Answer: B. Facilitation of commerce

Fort McHenry and the War of 1812

Review Questions

1. Which U.S. fort at Baltimore did a British fleet attack in 1814 during the War of 1812?

Answer: A. Fort McHenry

2. Which song was written by Francis Scott Key, who witnessed the assault on the Baltimore fort?

Answer: D. "The Star-Spangled Banner"

3. The War of 1812 was fought primarily

Answer: A. at sea and in the territory around the Great Lakes

4. The reason the United States declared war against the British in 1812 was

Answer: A. British impressment of American sailors

5. During the War of 1812, the British successfully invaded

Answer: C. Washington, DC

6. Which is the correct chronological order of events related to the War of 1812?

Answer: D. Invasion of Washington, DC, writing of The Star-Spangled Banner, signing of the Treaty of Ghent

Free Response Questions

1. Compare the defense of Washington, DC, with the defense of Baltimore in 1814 during the War of 1812.

Answer: Although the defenses around Washington, D.C. were utterly inadequate to prevent the British from assaulting and burning the capital, the U.S. militia did a better job stopping a British infantry assault against Baltimore and prevented the British from entering the city.

2. Why was the battle for Fort McHenry significant?

Answer: Outnumbered and outgunned American troops held the fort against the British Navy's concentrated and prolonged assault. Their success defended the city of Baltimore, proved the Americans were equal to the challenge leveled by the British against U.S. sovereignty, and brought redemption for Americans after the humiliating burning of Washington, DC. The battle was also the inspiration for the poem that later became the United States' national anthem.

AP Practice Questions

1. The sentiments expressed in the excerpt were mainly a response to

Answer: C. American policy concerns resulting from the Napoleonic Wars

2. The excerpt best reflects an effort by supporters to

Answer: B. reject the Federalist Party's position on war with England

3. This excerpt most directly reflects a growing belief that

Answer: D. the Treaty of Paris of 1783, ending the American Revolution, had left unresolved issues

Old Hickory: Andrew Jackson and the Battle of New Orleans

Review Questions

1. What wartime experience did Andrew Jackson have in the War of 1812 before the Battle of New Orleans?

Answer: D. Fighting the Red Sticks (Creeks)

2. What actions did Andrew Jackson take to prepare for the Battle of New Orleans?

Answer: B. Declared martial law, armed a free black regiment, and built ramparts

3. Securing access to New Orleans was of consistent national interest in early U.S. history because

Answer: B. it served as an entryway to the major transportation network of the western portion of the United States

4. Skills, character traits, and experience in Andrew Jackson's life prior to the Battle of New Orleans included all the following except

Answer: D. formal training in a military academy

5. Why was the early fighting in the Battle of New Orleans considered a strategic military victory, even though it was a tactical defeat?

Answer: A. It allowed Jackson time to build earthworks and defenses to hold off a superior force.

6. Andrew Jackson commanded forces at the Battle of New Orleans that are best described as

Answer: D. militiamen mostly from the frontier, Choctaw allies, some pirates, and a few professional soldiers

7. The most immediate, significant result of the Battle of New Orleans was

Answer: C. the elevation of Andrew Jackson's reputation and political popularity

Free Response Questions

1. Explain the controversial actions that Andrew Jackson took before and during the War of 1812.

Answer: Jackson killed Native American civilians, invaded neutral Spanish Florida, declared martial law in New Orleans, welcomed the aid of Jean Lafitte and his pirates, and formed a regiment of armed freed blacks.

2. Explain why Andrew Jackson was considered a national hero after the Battle of New Orleans.

Answer: Andrew Jackson had won a bold and overwhelming victory over a powerful British force at the Battle of New Orleans, a major achievement in an otherwise mixed war with several U.S. defeats including the burning of Washington, DC. The battle galvanized the patriotic feeling that came with the confirmation of U.S. nationhood and independence at the end of the war.

3. To what extent was the Battle of New Orleans significant in the military outcome of the War of 1812 and in its effects on Andrew Jackson's reputation?

Answer: The Battle of New Orleans was not significant in the military outcome of the War of 1812, because the Treaty of Ghent ending the war had been signed in December 1814, prior to the battle's beginning in January 1815. This battle's effect on Andrew Jackson's reputation, however, was significant, because afterward, many considered him a daring war hero, increasing his prospects for later leadership.

AP Practice Questions

1. Based on the image provided, what is the purpose of a press gang?

Answer: C. To force sailors to join the British navy

2. By 1870, why was it considered necessary for the government to carry out the activity depicted in the image?

Answer: D. The British royal navy was dependent on this practice to maintain sufficient numbers of sailors.

3. By 1812, which of these was a direct result of the practice depicted in the image?

Answer: A. The United States declared war on Great Britain.

Tecumseh and the Prophet

Review Questions

1. A criticism the Indian tribes leveled against the Fort Wayne Treaty was that

Answer: C. William Henry Harrison's maneuvering created dissension within the tribes

2. Which European power supported Tecumseh's pan-Indian alliance?

Answer: D. Great Britain

3. The main goal of Tecumseh's Confederacy was to unite Native American tribes

Answer: C. against encroachment of American settlers

4. The map best illustrates which of the following?

Answer: A. U.S. interest in this area accelerated after the Louisiana Purchase.

5. Ultimately, Tecumseh's confederacy plans failed because of

Answer: C. a combined loss of Native American leadership and British support

6. What impact did Tecumseh have on his brother Tenskwatawa's followers?

Answer: A. Tecumseh transformed a religious movement into a political one.

7. A main objection of Tecumseh to the Treaty of Fort Wayne was

Answer: C. land was held communally by different Native American nations, not as private property

Free Response Questions

1. Explain why the Native Americans in the northwestern Great Lakes borderlands were wary of the young American republic.

Answer: At the end of the American Revolution, having secured independence and a western border at the Mississippi River, U.S. settlers looked to expand into the fertile Ohio River Valley and other points west. Those borderland areas were inhabited by numerous Native American tribes, most of which could not reach consensus on Native land ceded to America. Many tribes had already developed cautious ties with Great Britain. Maneuvering associated with treaties, including the Treaty of Fort Wayne (1809), only increased ill will between the Native Americans and the young nation. This ultimately resulted in armed conflict and the destruction of Tecumseh's confederacy during the War of 1812.

2. Explain the message the prophet Tenskwatawa brought to the Native Americans.

Answer: Based on Tenskwatawa's visions, Native Americans were to abandon white ways and re-adopt traditional native practices. In addition, they were to avoid alcohol.

AP Practice Questions

1. In the excerpt, Tecumseh had a goal of

Answer: C. asserting a Pan-Indian unity and strength to counter westward migration

2. What was a direct result of the situation described in the excerpt?

Answer: D. Armed conflict that led to the collapse of Tecumseh's confederacy

3. Tecumseh's statement in the excerpt reflects which continuity in U.S. history?

Answer: A. Extent of tribal sovereignty

The Corrupt Bargain

Review Questions

1. How did Andrew Jackson respond to the outcome of the presidential election of 1824?

Answer: A. He organized an opposition party and ran again in 1828.

2. Use the information in the provided table to respond the following question. Which statement is accurate based on the results?

Answer: C. The House of Representatives decided this election.

3. The constitutional provision that played a significant part in the election of 1824 was the

Answer: D. Twelfth Amendment

4. Which 1824 presidential candidate was not considered a representative of southern or western interests?

Answer: A. John Quincy Adams

5. Henry Clay most likely gave his support to John Quincy Adams in the 1824 presidential election because

Answer: A. the New Englander supported Clay's "American system"

6. The "corrupt bargain" in the history of the early republic refers to the Jacksonians' accusation that

Answer: D. Henry Clay agreed to give electoral support to John Quincy Adams in return for becoming Secretary of State

7. Which political party formed a decade after the political organizing of the Jacksonians?

Answer: A. Democratic Party

8. Until the election of Andrew Jackson, the United States' chief executives all had come from

Answer: D. Virginia and Massachusetts

9. The Whig Party was characterized by all the following except

Answer: C. opposition to the National Bank

Free Response Questions

1. Explain the political changes during the Jacksonian Era that led to its being labeled "The Age of Democracy" and "The Age of the Common Man"?

Answer: The Jacksonian Era was a period of intense democratization. Many states adopted new state constitutions that eliminated property qualifications to vote and thus expanded suffrage in an unprecedented fashion to nearly all white males (although many of these constitutions also disenfranchised African American voters, and none granted suffrage to women). Offices that had previously been appointed, like state judgeships, became elective. The Electoral College was also democratized. By 1832, every state but South Carolina chose its presidential electors by popular vote, and most states also adopted the unit rule, which gave the winning candidate in each state that state's entire electoral vote. These electoral reforms brought vast numbers of new voters into the political process while also reducing the possibility of a backroom deal to win the presidency.

2. Explain the limitations of labeling the Jacksonian Era "The Age of Democracy" or "The Age of the Common Man."

Answer: Although political rights were greatly expanded for white men with or without property during the Jacksonian Era, not all members of the U.S. population enjoyed similar expansion of the franchise. Enslaved people, growing in numbers due to the cotton boom, had no political power themselves. Women, white and black, also lacked the vote. In addition, women were considered

under the legal control of their husbands. Native Americans, some of whom were being resettled west of the Mississippi River, also had few political rights.

3. Explain what made the Jacksonians believe Henry Clay wanted the position of secretary of State after the 1824 election.

Answer: After Henry Clay came in fourth in the popular vote during the election of 1824, which had no electoral winner, Jacksonian critics argued that Clay and John Quincy Adams had worked out a corrupt bargain such that when the vote went to the House of Representatives, Clay would help Adams win the presidency and, in return, Adams was to nominate Clay as secretary of State. In the early nineteenth century, the secretary of State was a powerful position considered the stepping-stone to the presidency. Thomas Jefferson, James Madison, James Monroe, and John Quincy Adams had all served as secretary of State before becoming president. However, Clay had extensive foreign policy experience, having helped negotiate the Ghent Treaty and serving in Congress, and was easily considered the most qualified for the position.

4. Explain how the election of 1824 challenged the idea of an Era of Good Feelings.

Answer: The relative political calm and one-party domination that characterized the years after the War of 1812 was broken by the contentious Election of 1824. Although the four candidates belonged to the same political party, John Quincy Adams (Massachusetts), Henry Clay (Ohio), William Crawford (Georgia), and Andrew Jackson (Tennessee) represented different sectional interests. Voters mostly backed their region's nominee.

AP Practice Questions

1. Which group would most directly support the arguments raised in the excerpt?

Answer: B. Supporters of Henry Clay

2. Which of the following was the most immediate result of the argument expressed in the excerpt?

Answer: C. Splitting of the Republican Party into rival factions

3. The excerpt reflects which long debate in U.S. history?

Answer: A. Hamiltonian versus Jeffersonian views of economic development

Mountain Men

Review Questions

1. In the early nineteenth century, the French and British trappers who dominated the North American fur trade of the eighteenth century were replaced by

Answer: D. American mountain men

2. Fur-trading posts in the nation's interior served as

Answer: A. social and commercial centers

3. In addition to engaging in fur trading, mountain men contributed to the development of the young nation by

Answer: B. exploring western territory and identifying alternate travel routes

4. The international fur trade collapsed in the late 1830s for reasons including

Answer: B. changing tastes in fashion

5. In popular and literary mythology, the mountain men became symbols of

Answer: C. Western independence and self-reliance

6. Fur trappers and traders profited immensely due to European demand for furs, primarily from

Answer: A. beaver and deer

Free Response Questions

1. Explain how the mountain men connected the United States to the rest of the western world.

Answer: The mountain men connected the young republic to the lucrative international fur trade. Furs were the most profitable trade item on the frontier, although a very small part of the value of U.S. annual exports during the nineteenth century. For a time, North American pelts were one of the main European fashion trends.

2. Explain the role mountain men played in later settlement of the West.

Answer: Fur trappers and traders proved vital to the development of the West because of their acquired knowledge of geography and other information about the land. After the collapse of the fur trade, some mountain men became guides and sold supplies to those travelling the Overland Trail to California, Utah, and Oregon. Others entered business, opening stores or saloons. Although they worked within Native American trade networks, in the long term, they unwittingly contributed to the destruction of traditional ways of life and culture.

AP Practice Questions

1. The challenges and opportunities presented in the advertisement most closely resemble those faced by the people who

Answer: D. went with Lewis and Clark to follow President Jefferson's instructions

2. Which most directly affected the circumstances resulting in the advertisement?

Answer: B. The Louisiana Purchase

3. This advertisement reflects which continuity in U.S. history?

Answer: C. Interrelationship between capitalism and exploration

The Building of the Erie Canal

Review Questions

1. Which of the following contributed to the success of the Erie Canal?

Answer: C. Elevation changes across the Appalachian Mountains were gradual.

2. Which of the following was a technological achievement that benefited the canal?

Answer: D. The locks constructed in Lockport, New York, were far higher than any previously constructed.

3. What is one important reason that New York State legislators opposed the canal at first?

Answer: C. They worried that the canal would bolster DeWitt Clinton's political prospects.

4. Which of these was an effect of completion of the Erie Canal?

Answer: D. Within a few years, it carried goods worth double the value of all freight shipped down the Mississippi River to New Orleans.

5. Advocates for building the Erie Canal would most likely support

Answer: A. Clay's American System

6. Which city increased its economic stature with the completion of the Erie Canal?

Answer: D. New York City

7. Which transportation technology replaced canal building in the Jacksonian Era?

Answer: A. Railroads

Free Response Questions

1. Explain how an improvement in transportation such as the Erie Canal could transform politics, economy, and society.

Answer: Improvements in transportation (e.g., building the Erie Canal) gave state governments an important role in promoting the development of the private markets and linking different parts of the economy and the country. They decreased travel time, increased communication, and expanded markets for farmers, merchants, and artisans. In addition, the migration of people from New England to the Ohio River Valley spread ideas and attitudes, such as abolitionism, that would have a profound political impact in the decades to come.

2. Explain why the federal government, and ultimately state governments, abandoned infrastructure projects in the mid-nineteenth century.

Answer: Canals and other infrastructure projects were extremely costly. In addition to the question of funding, critics argued that the national government lacked the constitutional power to undertake infrastructure improvements. Other state governments tried to emulate the success of the Erie Canal and assumed great debt to fund their own projects. Eventually, private capital funded the next great change in transportation—the railroads.

3. Explain why the canals built in the decades after the Erie Canal were less successful.

Answer: Many of these projects failed and left the states crushed under a burden of debt. Those canals suffered from their own political interests and disputes and had less advantageous locations. Economic downturns, including major panics, also diminished the economic feasibility of the canal building era.

4. Explain the impact of the Erie Canal on New York State and the greater region.

Answer: The Erie Canal linked the Atlantic Ocean to the Great Lakes and the West. This link allowed New York to flourish as the nation's preeminent city. Farmers could reach more customers, who now had access to a broader range of products. Shipping costs dropped dramatically. Upstate communities along the Erie Canal grew exponentially and came into contact with new ideas and people, creating a broader national culture. The movement of goods, ideas, and people linked the northern states more closely than before. Prevailing religious and reform ideology spread across the region with such fervor that it became known as the "burned over district."

AP Practice Questions

1. The changes referred to in the passage most clearly resulted in

Answer: A. the North and the Midwest developing economic links with each other rather than with the South

2. Which of the following most directly contributed to the developments described in the excerpt?

Answer: B. The transportation and market revolution

3. Which of these features of the city of Rochester does the author imply is a result of transportation using the Erie Canal?

Answer: A. An unusually young population from diverse areas

Washington Irving

Review Questions

1. Washington Irving gained national attention in the early decades of the nineteenth century as a(n)

Answer: C. American writer

2. Locations in which state served as the settings for many of Washington Irving's early works?

Answer: C. New York

3. Washington Irving's "The Legend of Sleepy Hollow" and "Rip Van Winkle"

Answer: C. suggested that the new economic values led to tensions in society

4. The publication of Washington Irving's essays and books focusing on the American West coincided with

Answer: B. the Jacksonian Era

5. The development of an American literary tradition is associated with all the following writers except

Answer: B. the Jacksonian Era

6. The painting depicts a scene associated with

Answer: D. American Romanticism

Free Response Questions

1. Explain how Washington Irving helped to define an "American" identity.

Answer: Irving wrote about real people, both ordinary and extraordinary individuals, emphasizing their humanity and their encounters with the American environment. He appealed to the wit and imagination of readers, encouraging them to identify with the emotions contained in his stories, and to find common purposes with the real historical characters he studied. As a patriot consciously engaging a national sense of identity building, Irving projected individual and collective self-sufficiency, expressed in an ability to navigate between practical living and a healthful indulgence in fantasy.

2. Explain the characteristics of Washington Irving's work that made him a Romantic writer.

Answer: Washington Irving incorporated a deep concern for individuals and the life of the mind that absorbed them, as well as the emotions responsible for the public actions that made them known or, if fictional, made them interesting. He got away from the more wooden stereotypes of the eighteenth-century literary tradition. The Romantics were married to rapturous descriptions of a grand, sublime, and untamed Nature. Irving, even as he emphasized character, made the natural environment a force to which his protagonists were constantly subject. In his biographies, Columbus and Washington are vigilant men who locate their manhood by tackling the frontier; they are prepared for any eventuality, at the vanguard of a pioneering tradition. There is no more defining American historical romance than this. The author of such adventures is plainly in awe of men who thrive beyond the confines of polite society. The investment of heart permeates Irving's writings.

AP Practice Questions

1. According to the author's preface, what was his main purpose in writing this biography?

Answer: C. To produce an accurate history

2. What steps did the author take to keep his work as true as possible to the actual events he described in the book?

Answer: B. He studied Washington's letters and other writings.

3. Where did the author acquire many of the records he used for the book?

Answer: B. He consulted materials in the archives of the Department of State.

4. Why does the author say that Washington was "eminently a public character"?

Answer: A. Washington was always aware that everything he did would be carefully scrutinized.

DECISION POINTS

Marbury v. Madison

Review Questions

1. Why were the federal courts a central focus of political battles in the early 1800s?

Answer: B. After the election of 1800, the Republicans were trying to limit the power, number, and role of Federalist judicial appointees.

2. According to the decision in *Marbury v. Madison*, a law is invalid when it

Answer: A. conflicts with the U.S. Constitution

3. The constitutional principle best exemplified by the issues in the *Marbury v. Madison* case is

Answer: A. separation of powers

4. Which of the following represents the constitutional question at the center of the *Marbury v. Madison* case?

Answer: B. Was a law duly enacted by Congress but inconsistent with the U.S. Constitution valid?

5. The *Marbury v. Madison* decision established the precedent of

Answer: D. judicial review

6. A main result of the decisions rendered during the Marshall Court years was

Answer: C. growing influence of the judicial branch in deciding the meaning of the U.S. Constitution

Free Response Questions

1. Explain the reasoning behind the *Marbury v. Madison* decision.

Answer: The Marshall Court decided that although Marbury should rightly have received the commission issued by President John Adams, the Supreme Court lacked the authority under Section 13 of the Judiciary Act of 1789 to issue a writ of mandamus compelling the Jefferson Administration to give it to him.

2. Explain the impact of the *Marbury v. Madison* decision on the role of Supreme Court.

Answer: By careful reasoning in the *Marbury* decision, John Marshall's Court reaffirmed the power of the judiciary to decide the constitutionality of laws and actions. This case solidified judicial review as a key tool of the judiciary. Furthermore, Marshall's decision established the Supreme Court as a formidable and independent branch of government and a potential counterweight to the legislative and executive branches.

3. Explain how the Marshall Court contributed to a continuation of Federalist philosophy.

Answer: In the aftermath of the election of 1800, Democratic Republicans gained control of the federal executive and legislative branches. The "midnight appointments" of President John Adams, including of John Marshall as chief justice of the Supreme Court, led to the federal courts' becoming the only stronghold of Federalist philosophy. Since the term of office for federal judges is "good behavior," – usually a lifetime appointment – any Federalist judges would likely have the opportunity to influence interpretation of the law for a long time.

AP Practice Questions

1. The "ambiguous document" referred to the excerpt is the

Answer: C. U.S. Constitution

2. The "challenges of a new age" mentioned in the excerpt included all the following except

Answer: B. a weakened Supreme Court

The Hartford Convention

Review Questions

1. The amendments proposed by the Hartford Convention included provisions to

Answer: B. limit the power of Congress to declare war

2. Democratic-Republicans in the early nineteenth century supported all the following except

Answer: B. the recommendations of the Hartford Convention

3. In the first two decades of the nineteenth century, New Englanders more and more considered themselves a political minority because of

Answer: A. geographic expansion of the south and west

4. How did the Federalists attempt to resist Democratic Republican rule in the early nineteenth century?

Answer: C. Some advocated secession, while moderates proposed a series of amendments to increase New England's political power.

5. The "compact theory" of government most clearly means

Answer: B. states hold the power to judge the constitutionality of federal legislation

6. The Hartford Convention's recommendations and the Declaration of Independence are similar because they both

Answer: D. included a list of grievances against the ruling government

7. As a result of the Hartford Convention and its aftermath, the Federalist Party became

Answer: D. a political party with diminishing electoral support

Free Response Questions

1. The increasing hostilities between France and Great Britain in the lead-up to the War of 1812 affected the regions of the United States differently. Explain these impacts.

Answer: For New England, the various laws limiting trade with the warring European nations severely hurt the shipping and trade-based economy. Westerners and Southerners interested in expansion cheered the possibility of removing Britain's remaining interest and presence in the Ohio Valley and the Mississippi River.

2. Explain why some in New England believed the region should secede from the United States.

Answer: Economically, the policies of Jefferson and Madison severely curtailing shipping and trade during the War of 1812 had been especially hard on New England. Politically, the combination of the Louisiana Purchase, the Three-Fifths Clause, and the Twelfth Amendment virtually guaranteed southern power and Republican dominance of national elections.

3. Explain the similarities and differences between the Hartford Convention and the Virginia and Kentucky Resolutions.

Answer: The similarities are that both were protests by a group of states against the powers of the national government. Ultimately, neither recommended secession. The differences are that the Hartford Convention proposed new amendments, whereas the Virginia and Kentucky Resolutions offered "interposition" or "nullification" of laws as a method of response by the states.

AP Practice Questions

1. The delegates who signed the resolution believed

Answer: D. constitutional power supported the state governments in this situation

2. Which group would most strongly support the argument?

Answer: C. New England state legislators

The Missouri Compromise

Review Questions

1. Henry Clay was known as the “Great Compromiser” because

Answer: A. over three decades, he crafted multiple proposals that temporarily reduced sectionalist tensions

2. The term “Slave Power” was

Answer: D. an expression of Northern frustration with Southern political dominance of the federal government

3. The Three-Fifths Clause in the U.S. Constitution contributed to

Answer: A. southern electoral victories

4. Missouri’s admission to the Union led to a crisis because

Answer: D. Missouri’s entry threatened to further tip political power toward southern interests

5. The sectional crisis sparked by the Tallmadge Amendments was temporarily resolved by the

Answer: A. passage of the Missouri Compromise of 1820

6. Henry Clay’s political compromises are most closely associated with efforts to

Answer: D. smooth over sectional disputes that threatened to break apart the Union

Free Response Questions

1. Explain how differing interpretations of the U.S. Constitution were represented in the Missouri Crisis of 1819–1820.

Answer: The debate over the Missouri Compromise was rooted in the Three-Fifths Clause in Article I, Section Two; the possible rights of individuals under the Privileges and Immunities Clause in Article IV, Section Two; and especially congressional power to regulate the admission of new states in Article IV, Section Three. Those opposing the spread of slavery argued that Article IV, Section Three allowed Congress to set the criteria by which new states could enter the Union and that the Three-Fifths Clause applied only to states in existence at the creation of the United States. Furthermore, enslaved persons were protected under the Constitution’s privileges and immunities clause in Article IV, Section Two, whereby states had to treat citizens of other states without discrimination.

2. Explain Henry Clay’s support of the Missouri Compromise, despite his being a slaveholder.

Answer: Henry Clay was a slaveholder and generally believed enslaved persons were an essential workforce. However, he also believed slavery violated the natural rights of enslaved persons and the country’s founding principles of liberty and equality. To further complicate matters, he believed freed slaves should be colonized to Africa. He recognized the paradox slavery represented for a nation founded on the principles of natural rights and republicanism. He also believed slavery would gradually die out. He brokered the Missouri Compromise to prevent sectional division up to and including civil war while giving the republic time for slavery to become obsolete.

3. Explain how the Missouri Compromise attempted to resolve a sectional crisis. To what extent was this crisis resolved?

Answer: A series of separate bills presented to Congress and collectively known as the Missouri Compromise sought to resolve the controversy surrounding Missouri’s admission to the Union. First, Missouri was allowed to enter as a slave state, with Maine admitted as a free state. This kept the

sectional balance in the U.S. States Senate. Second, slavery was prohibited in the Louisiana territory north of the thirty-six degree, thirty-minute latitude line (the southern boundary of Missouri), The Missouri Compromise provided a temporary reprieve to sectional tensions. Later, Clay crafted two other compromises that postponed sectional conflict.

AP Practice Questions

1. Jefferson, in the excerpt, most clearly states that

Answer: A. the power to regulate slavery within a state does not rest with Congress

2. Which of the following best summarizes Jefferson's sentiments when he writes in the excerpt, "We have the wolf by the ears, and we can neither hold him, nor safely let him go. Justice is in one scale, and self-preservation in the other"?

Answer: A. Slavery presents a problem with no easy answer for the nation.

POINT-COUNTERPOINTS

Was the Election of 1800 a Revolution?

Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		
Claim A	Did Thomas Jefferson's victory in the presidential election of 1800 fundamentally transform American politics or did it merely indicate a transfer of power to an opposition party?	Claim B
<p>Summarize this argument in one sentence, using your own words:</p> <p>Answer: Thomas Jefferson's election in 1800 was a revolution in American politics because he believed states' rights and a reliance on public opinion was the foundation of political authority.</p> <p>Select and record the sentence or sentences that best demonstrate the historian's argument:</p> <p>Answer: Thomas Jefferson described his own election as the "revolution of 1800." Even if states' rights and a strict construction of the Constitution seem old fashioned from the perspective of today, Jefferson's revolutionary idea that public opinion should be the ultimate ruler transformed the Constitution of 1787, and it still seems to be winning.</p>	<p>Compare the two arguments. To what extent do these claims support or oppose each other?</p> <p>Answer: Both authors agree that Jefferson's informal style brought change to the White House but differ in the extent to which they found his style affected American politics. Both authors also agree that Jefferson's purchase of the Louisiana Territory was characteristic of his rival Federalist Party.</p>	<p>Summarize this argument in one sentence, using your own words:</p> <p>Answer: Thomas Jefferson's election in 1800 was not a revolution. It showed a transfer of power to an opposition party but did not radically change political culture.</p> <p>Select and record the sentence or sentences that best demonstrate the historian's argument:</p> <p>Answer: The victory of Thomas Jefferson showed a transfer of power to an opposition party but it did not transform American politics. Ultimately, Jefferson's election represented a break with the Federalists but not a sweeping change.</p>

Which argument do you find more convincing? Explain what evidence led you to this point of view.

Answer: Students may agree with Historian A or B but should support their opinion with specific evidence from whichever essay they choose.

List at least two primary sources that would provide additional context to help you evaluate the arguments presented in this Point-Counterpoint.

Answer: Answers may include: Jefferson's correspondence on considering the Louisiana Purchase, a graph showing the electoral results for Jefferson's election, Jefferson's correspondence with congressional leaders to shed light on the day-to-day activities of his government.

Explain how this debate highlights the ways in which political beliefs and systems have developed and changed.

Answer: Jefferson's election highlights the successful, first transfer of power in the American government. The framers of the Constitution did not account for the rise of political parties, but partisanship and factions defined the administrations of Washington and Adams. By transferring power to Jefferson and the Democratic Republicans, the American political system withstood the divide of factions or parties and continued to operate within the same framework of the Constitution. These scholars differ in how transformative the change of power was.

Did the Missouri Compromise Merely Delay War?

Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		
Claim A	Was the Missouri Compromise a prudential move of political statesmanship and compromise that achieved much, given the political realities of the time, or did it merely delay a conflict that could only be solved by war?	Claim B
Summarize this argument in one sentence, using your own words: Answer: The Missouri Compromise demonstrated that the American political system could resolve the issue of the expansion of slavery with deliberation and compromise of sectional interests.	Compare the two arguments. To what extent do these claims support or oppose each other? Answer: Both authors acknowledge that slavery was a long-standing problem in the American republic. Scholar B states there could be no compromise on the issue, therefore implying that the Civil War was inevitable and the Missouri Compromise did not really solve the problem. Scholar A believes the Missouri Compromise was keeping with the spirit of the Constitution, which was a "creature of compromise," and points out that it did delay war for three decades.	Summarize this argument in one sentence, using your own words: Answer: The issue of slavery and its expansion was part of a conflict that could not be resolved except by war, and there could be no compromise on the question. War was the only answer.
Select and record the sentence or sentences that best demonstrate the historian's argument: Answer: Students may include: Compromises to preserve a fragile union between North and South mitigated the conflict over slavery during the pre-Civil War era. There is no better example than the Missouri Compromise of 1820. For the next three decades, the question of the westward expansion of slavery would be understood to have been settled through the Missouri Compromise.		Select and record the sentence or sentences that best demonstrate the historian's argument: Answer: Students may include: Thomas Jefferson believed the ensuing debate, which considered the central issues surrounding the question of slavery and its expansion, as the end of the Union because it was a seminal and grim moment that portended sectional division and conflict. The slavery expansion debate that Tallmadge triggered eventually produced a fratricidal civil war. The threat, indeed, the promise of violence, hung in the atmosphere throughout the Missouri Crisis and never

		completely dissipated, lingering until the very opening of civil war. The Union cracked upon the political system's failure to find a compromise on a question about which, ultimately, there could be no compromise.
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Which argument do you find more convincing? Explain what evidence led you to this point of view.

Answer: Students may agree with Historian A or B but should support their opinion with specific evidence from whichever essay they choose.

List at least two primary sources that would provide additional context to help you evaluate the arguments presented in this Point-Counterpoint.

Answer: Answers may include additional newspaper articles that demonstrate the vitriol of North vs. South over the issue of slavery, the minutes of congressional debates over the Missouri Compromise itself, letters from other Founders (besides Jefferson) that show the ways in which slavery was at odds with founding principles.

Explain how this debate highlights the development of slavery in the United States, and the effect slavery had on American politics.

Answer: This point-counterpoint explains the tension between the founding principle of life and liberty and the existence of slavery. From the beginning of the Union, compromises such as the extension of the slave trade, a Fugitive Slave Clause, and the Three-Fifths Compromise were made to appease southern, slaveholder states. As the Union expanded, these issues of slavery and who held the balance of power in government (North vs. South) intensified. Missouri's application to join the Union as a slave state set up this debate again. Northerners resented the southern control of the presidency and other branches of government in the early years of the republic. Southerners felt their "peculiar institution" was constantly under attack. The Missouri Compromise kept a tentative piece for a while, but, ultimately, the question of slavery and states' rights would propel the country to Civil War.

PRIMARY SOURCES

The Journals of Lewis and Clark, 1805

Sourcing Questions

1. Why did President Jefferson commission the Corps of Discovery?

Answer: Jefferson had just purchased the Louisiana Territory from France and wanted more information about it.

2. Who was the intended audience for this document?

Answer: Lewis and Clark intended to present their journals to Jefferson upon completion of their journey. They also intended to share their journals with the general public.

3. What information was Clark trying to convey to his audience?

Answer: He aimed to educate readers about the Wahkiakum people and their customs. He also discussed the geography and ecology of the Pacific Northwest.

Comprehension Questions

1. What does Clark's description of a trade interaction suggest about the nature of the relationship between the Native Americans and the expedition party?

Answer: The description indicates that Clark and his colleagues are interested in establishing a friendly trade relationship with the Wahkiakum people, and vice versa.

2. Why do you think Clark believes it is important to discuss the layout of the houses in the Wahkiakum village?

Answer: Clark wants to educate the public about the social structure of the Wahkiakum village.

3. Judging by his use of language, do you think Clark has a positive or negative view of the Wahkiakum way of life?

Answer: The answer is up to interpretation, but Clark indicates in several instances that he finds the clothing of the Wahkiakum strange.

4. Why might Clark find it important to describe in great detail the garments worn by the Wahkiakum people?

Answer: Clark likely wants to provide readers with an understanding of the customs unique to the Wahkiakum people. He also seems preoccupied with the ways in which the Wahkiakum manner of dress differ from that with which he is familiar.

5. What does Clark mean when he writes, "this battery of Venus is not altogether impervious to the penetrating eye of the amorite."?

Answer: He suggests the clothing worn by Wahkiakum women is too revealing.

6. Why does Clark find it necessary to describe the geography of the area in such great detail?

Answer: He is trying to get his readers acquainted with a geographic area that none of them has previously visited. He likely suspects readers might one day journey westward to settle the region, and they would thus need to have a better understanding of the layout of the land.

7. On the basis of Clark's description, how would you describe the natural surroundings the party encounters at this point in their journey?

Answer: Clark indicates through his prose that the landscape of the Pacific Northwest is rugged and difficult to navigate, but he implies it is ultimately worth navigating the terrain in order to settle it.

8. Why was it significant that the Corps of Discovery reached the Pacific Ocean?

Answer: The moment marked the completion of the Corps of Discovery's westward journey across the North American continent, although they would turn around afterward to head back to Missouri.

Historical Reasoning Questions

1. In the mid-nineteenth century, many Americans believed in the concept of "Manifest Destiny," which asserted that settlers were destined to travel across the American West and establish agrarian communities. Although the term had not been coined at the time during which the journal entry was written, do you believe Clark would have supported the notion of a manifest destiny?

Answer: Clark, along with Lewis and other members of the Corps of Discovery, recognized that the incredible amount of land west of the Mississippi River had potential to be farmed and settled. He likely would have agreed that Americans were destined to move westward.

2. Some scholars believe Clark borrowed his passage about the "battery of Venus" from Lewis's entry, dated March 19, 1806. What might this tell us about the authenticity of this document?

Answer: Possible answers include: The two men shared their observations with each other, both men were shocked by the women's appearance, the entry may have been recorded at a later date and included additional material that was not penned by Clark.

The Monroe Doctrine, 1823

Sourcing Questions

1. What was the guiding foreign policy principle of the United States in the 1790s and early 1800s?

Answer: The United States pursued a policy of neutrality in the early years of the republic.

2. Why was the Monroe Doctrine issued?

Answer: The Monroe Doctrine was issued as a warning to Russia not to try to colonize the northern Pacific Coast and to the other European powers not to attempt to control the newly free Latin American countries.

3. Who was the intended audience of the Monroe Doctrine?

Answer: The European powers.

Comprehension Questions

1. What was the difference between the political systems of the United States and Europe in the early 1800s?

Answer: Most European governments were still monarchies or empires and had a social structure controlled by an aristocracy. The United States had a self-governing republic with an increasingly democratic social structure in the early nineteenth century.

2. Why did the European powers present a danger to the peace and security of the United States?

Answer: Americans feared the Europeans would try to export their political and economic system into Latin America, threatening the independence of the new republics and the interests of the United States, because of the proximity to the United States.

3. What warning did the United States give Europe about intervening in Latin American affairs or in the western hemisphere?

Answer: The United States warned Europe not to intervene, oppress, or control any nation in the Western Hemisphere, particularly the new Latin American republics that had revolted against Spain.

4. What was U.S. policy toward the revolutions against Spain in Latin America?

Answer: The United States officially adopted a neutral attitude toward the Latin American republics.

5. What was U.S. policy toward Europe? What foreign policy principles guided that policy?

Answer: The United States promised not to interfere in the domestic affairs of European nations. The United States promised to pursue a friendly, liberal, and just, yet firm and manly, relationship with European nations.

6. What policy did the U.S. assert relating to European intervention in Latin America?

Answer: The United States would not allow European intervention in the affairs of Latin America or imperial control, because it would be considered a threat to American interests.

Historical Reasoning Questions

1. Which European powers and other peoples had settlements in North American territory from 1754 to 1815?

Answer: The British were in Canada and the Ohio Valley; the French were in Canada, the Ohio Valley, the Louisiana Territory, and New Orleans; the Spanish were in Mexico, Florida, the Louisiana Territory, and New Orleans; and Native Americans lived throughout the American continent.

2. Why did the United States want to prevent the European powers from intervening in the new republics that had revolted against Spain?

Answer: The British were in Canada and the Ohio Valley; the French were in Canada, the Ohio Valley, the Louisiana Territory, and New Orleans; the Spanish were in Mexico, Florida, the Louisiana Territory, and New Orleans; and Native Americans lived throughout the American continent.

Cartoon Analysis: The Presidential Election of 1824

Sourcing Questions

1. What was going on in the country at the time these cartoons were produced?

Answer: The presidential election of 1824 was very contentious. Four candidates ran for one party, and there was no winner in the Electoral College. The House of Representatives decided the election in accordance with the Twelfth Amendment, though many were angry over the results and the alleged corrupt bargain that denied Andrew Jackson (winner of the popular vote) the presidency.

2. Based on your knowledge of this time period, why is it significant to note the state each candidate came from?

Answer: Sectional interests were intensifying during the period in U.S. history, and the four candidates represented the interests of the region from which they came. Voters mostly backed their region's nominee.

Comprehension Questions

1. Describe the members of the crowd. Do you think the crowd in this cartoon accurately represents U.S. society in 1824?

Answer: The crowd is very boisterous; most members have speech bubbles above their heads. Some crowd members appear wealthy and others poor, based on their clothing. Young boys also appear in the crowd and there is one woman behind the man with the top hat in the left corner of the cartoon. The crowd is almost all male and mostly white, which reflects those who were allowed to vote at the time, though certainly not all members of U.S. society.

2. What do you think is the artist's message?

Answer: The artist seems to have a cynical view of the election: A bag of money appears over the presidential chair in the distance and the winner is being determined by a simple race watched by a rowdy crowd.

3. How does the artist set Andrew Jackson apart from the other figures in this cartoon?

Answer: Jackson is tall and proud in a military uniform. The other people in the cartoon appear gnome-like, riding wild dogs.

4. The artist quotes Shakespeare's tragic play Coriolanus in the caption. Coriolanus was a successful Roman general who sought political leadership and was ultimately betrayed and killed. What message does this add to the cartoon?

Answer: The artist is sympathetic to Jackson's fate in the election. He compares him to a Roman general and those who criticized him to wild dogs. By including the quote from Coriolanus, he implies that those who criticized Jackson are fickle and not to be trusted.

Historical Reasoning Questions

1. Explain how these cartoons demonstrate that the Election of 1824 challenged the idea of an Era of Good Feelings.

Answer: The contentious election of 1824 shattered the idea of the good feelings (i.e., one-party rule) characterized the period after the War of 1812. Although the four candidates each ran as a National Republican (or Democratic Republican), they represented different regions of the United States and different sectional interests. Voters mostly backed their region's nominee.

2. Some historians have labeled the election of 1824 as one of the most contentious and controversial elections in U.S. history. Consider the results of a presidential election in your lifetime. In what ways do these cartoons illustrate continuities with the press depiction of electoral candidates? In what ways do they represent a change?

Answer: Students should note that the press still uses cartoons to attack, ridicule, or express support for various candidates. In the present day, these cartoons can not only appear in print, as they did in the election of 1824, but online and as memes. The intent and purpose, however, remain unchanged.

Henry Clay, Speech on American Industry, 1824

Sourcing Questions

1. Who was the speaker in this address? Who was his audience?

Answer: Henry Clay spoke these words as speaker of the House in 1824. He was addressing the House of Representatives as they debated imposing a tariff.

2. What were the three tenants or pillars of his American System?

Answer: The three central ideas of Clay's American System were tariffs that protected American industry, a national bank that stabilized currency and promoted trade, and internal improvements in the nation's infrastructure that would link the economies of the United States.

3. Compare how tariffs were generally received in the North and the South.

Answer: In general, southern planters resented tariffs, whereas northern manufacturers benefited from them.

Comprehension Questions

1. What is Clay's self-professed purpose in making this speech?

Answer: Clay feels great responsibility to stop the United States from pursuing a policy that was leading the country to “impoverishment and ruin.”

2. Summarize the challenges facing the country that Clay enumerates in this paragraph. What image does he compare them to?

Answer: Clay paints a sorry picture of the economy of the United States, including reduced exports, unharvested crops, a decline in the value of currency, increased number of bankruptcies, high unemployment rate, and lower wages. He compares the problems to the air people breathe—it affects all and no one can escape it.

3. What was the source of all the economic problems Clay describes above?

Answer: The root of the problem was that the United States had structured their economy around Europe, specifically during the Napoleonic Wars. In 1824, when Clay addressed the House, the wars were over and the relationship between the United States and European economies had changed. Europe was no longer interested or dependent on American commerce to the extent it had been during war.

4. According to Clay, what is the solution to the “remedy of evils” that afflicted the United States, as described earlier in the excerpt?

Answer: The only solution is to protect “the arts” (i.e., manufactures) from foreign influence; that is, protect U.S. industry by establishing a tariff.

5. Why does Clay use the imagery of a monster to describe a tariff?

Answer: Clay acknowledges the views of his opponents—an effective rhetorical technique. By making light of this view, he points out how he would challenge and refute their point that a tariff is not monstrous, instead proving how it would be beneficial.

6. What is Clay acknowledging with this part of his speech?

Answer: Clay acknowledges the sectional views on tariff—the South viewed the tariff as a burden they paid for the benefit of the North.

7. How does Clay answer this critique?

Answer: Clay points out that a tariff is voluntary, not forced, and it would benefit the larger good of the Union (the common good of all).

Historical Reasoning Questions

1. Historians refer to Henry Clay as an economic nationalist. What evidence is there in his speech that supports this label?

Answer: Clay was from a southern state (Kentucky) but argues that a tariff (traditionally opposed by southerners) would be beneficial for the Union as a whole. He also points out that a tariff would not be forced on people, because it was being debated in Congress (representing the people) and therefore would be voluntary. In a representative republic like the United States, not all policies would be palatable to all people. The American System, of which tariffs were one part, was designed to strengthen the country, not any one particular section of the country.

2. Clay is often cited as one of the greatest orators in the history of Congress. Give two specific examples from this passage that support this epithet.

Answer: Clay begins his speech with polished language that states his purpose for his speech and how seriously he takes his responsibility to guide the United States away from what he saw as a disastrous policy. He explains the root of the problem and how to fix it, and also cleverly acknowledges the views of his opponents, not to make fun of them, but to show how he could prove

them to be untrue. His full speech lasted two days, and Clay used tables and charts to support his arguments.

LESSONS

John Marshall's Landmark Cases DBQ

Handout A: Student Handout

Document 1: Excerpts from *Marbury v. Madison* (1803)

1. Why does this ruling argue that the Supreme Court has the power to interpret the Constitution?

Answer: The Supreme Court has the power to interpret the Constitution because “it is the province and duty of the judicial department to say what the law is,” and the Constitution is the fundamental law. Note: It is sometimes inaccurately argued that Marshall “invented judicial review” with this case. Madison’s *Notes on the Federal Convention of 1787* has numerous references that show the Framers expected the federal courts to be able to rule on the constitutionality of federal laws, and judicial review by state high courts was well known.

2. What does Marshall call the “very essence of judicial duty”?

Answer: The “very essence of judicial duty” is to declare void laws that conflict with the Constitution.

3. In its answer to the constitutional question for this case, the Supreme Court gave up the small power of issuing writs of mandamus by applying the specific wording of the Constitution itself (Article III, Section 2) concerning the original/appellate jurisdiction of the Court. What was the long-term significance of the decision in this case?

Answer: The long-term significance of the case is that, in giving up a small power, the Court established for itself the very substantial power to rule on the constitutionality of a law passed by Congress and signed by the president.

Document 2: Excerpts from *Trustees of Dartmouth College v. Woodward* (1819)

4. According to Marshall’s opinion, why are corporations formed?

Answer: Corporations are formed to establish immortality and individuality for an “artificial being...existing only in contemplation of law.” Forming a corporation allows a series of many persons over time to act as a single individual, holding property and functioning in the purpose for which it was created.

5. The central question in this case was whether the state had the authority to take away Dartmouth’s private charter. What was the Court’s decision? What part of the Constitution would the Court have consulted in coming up with their opinion?

Answer: The Court ruled that New Hampshire did not have the power to revoke Dartmouth’s charter. The Court based this ruling on the fact that the New Hampshire legislature had “impaired” the “obligation” of contracts, violating the Contract Clause in Article I, Section 10, Clause 1.

Document 3: Excerpts from *McCulloch v. Maryland* (1819)

6. How did Chief Justice John Marshall interpret the term “necessary”?

Answer: Marshall interpreted “necessary” to mean, convenient, useful, essential, appropriate, adapted to a legitimate constitutional end.

7. How did the Court answer the constitutional question?

Answer: The Court ruled that a national bank was constitutional under the Necessary and Proper Clause, (Article 1, Section 8, Clause 18) and that under the Supremacy Clause (Article 6), the state must not tax the bank.

Document 4: Excerpts from *Gibbons v. Ogden* (1824)

8. How did the Court decide the constitutional question?

Answer: Marshall wrote that, based on Article I, Section 8, Clause 3, the federal government has exclusive authority to regulate interstate commerce.

Changing Views of Slavery Mini-DBQ

Handout A: Student Documents

Document 1: The Declaration of Independence, 1776

1. Who is the source of the authority for the rights proclaimed in this document?

Answer: God is the source of these natural rights. Jefferson claims them in the name of the “Creator.”

2. What natural rights are enumerated as the birthright of men?

Answer: Equality, life, liberty, and the pursuit of happiness.

3. What are the purpose and source of power for a just government?

Answer: Governments exist for the primary purpose of protecting these natural rights. The only just source of this government power is “consent of the governed,” which should be interpreted as a guarantee of self-government in some republican form.

4. What parts of these natural rights seem incompatible with the institution of slavery?

Answer: Students should be able to see that the institution of chattel slavery clearly denies the rights of equality, life, liberty, and the pursuit of happiness to the enslaved.

Document 2: *Notes on the State of Virginia*, Query XVIII – Manners, by Thomas Jefferson, 1781

1. According to Jefferson, what effect would the practice of owning slaves have on the slaveholder’s children?

Answer: Children imitate what they see their parents do, and if they see a parent abuse a slave, which Jefferson says they frequently do, the children will go on to perpetuate the behavior. This reveals a concern for the character development of the slaveholder’s child, rather than the suffering of the enslaved child.

2. What does Jefferson mean when he writes “man must be a prodigy to retain his manners and morals” when he is a slaveholder?

Answer: Slavery corrupts the slaveholder, and only an exceptional man (a prodigy) would be able to resist this corruption.

3. According to Jefferson, how was the work ethic of the slaveholder affected by the practice of slavery?

Answer: It destroys the work ethic of the slaveholder. By having others do his labor, the slaveholder becomes lazy. His lack of industry is thus harmful to his own development of his potential as a human being. (“Their industry is also destroyed. For in a warm climate, no man will labour for himself who can make another labour for him. This is so true, that proprietors of slaves a very small proportion are ever seen to labor.”)

4. What evidence in this passage recognizes the humanity of the enslaved individuals?

Answer: "Trample the rights of the other" recognizes that the people who are enslaved have a claim to natural rights. "He must lock up the faculties of his nature... contribute... to the evanishment of the human race" acknowledges that he, like the slaveholder, is a member of the human race and has human nature similar to that of the slaveholder.

5. How does Jefferson invoke God/divine justice into his argument about slavery?

Answer: Because natural rights are ordained by God, according to the Founders, Jefferson would never side with those who undermine them. The continuation of slavery is an abomination and tempts the Old Testament judgment of God to be brought forth onto the United States. ("The Almighty has no attribute that can take side with us in such a contest").

6. How does Jefferson acknowledge the tension between the injustice of slavery and the times in which he lives?

Answer: He recognizes that slavery is wrong, but too complex for an easy solution: "various considerations of policy, of morals of history natural and civil."

7. What does Jefferson have to say about the prospects for an emancipation of enslaved persons?

Answer: It is inevitable; however the nature of that emancipation is up to us. It will be far better for the masters if this comes by choice, rather than by a violent uprising of enslaved persons. ("I think a change already perceptible, since the origin of the present revolution. The spirit of the master is abating, that of the slave rising from the dust, his condition mollifying, the way I hope preparing, under the auspices of heaven, for a total emancipation, and that this is disposed, in the order of events, to be with the consent of the masters, rather than by their extirpation.")

8. Did anything in this document surprise you? Explain.

Answer: Student responses will vary. Students may comment on the paradox that Jefferson wrote about how slavery was an act of despotism, yet himself was a slaveholder. He recognized that slavery is wrong, but too complex for an easy solution.

Document 3: Thomas Jefferson's letter to Bishop Henri Grégoire (1809)

1. What book did Bishop Grégoire send to Jefferson, and why might Grégoire have done so?

Answer: *Literature of Negroes*. The bishop may have sent the book to refute the doubts Jefferson had expressed in *Notes on the State of Virginia* about "the grade of understanding allotted to them [Negroes] by nature."

2. What does Jefferson say he hopes he was wrong about?

Answer: He hopes he was wrong about the inferiority of blacks.

3. What is the main idea of the letter?

Answer: Jefferson writes that he expressed doubts about the ability of blacks based on his own experience with them, and he may have been wrong. However, he is unequivocal regarding their legitimate claim to inalienable rights: "whatever be their degree of talent it is no measure of their rights. Because Sir Isaac Newton was superior to others in understanding, he was not therefore lord of the person or property of others."

Document 4: David Walker, *An Appeal to the Coloured Citizens of the World*, 1829

1. What were Walker's expectations of his audience?

Answer: Walker expects every individual of African descent to procure a copy of his pamphlet so they might understand they must no longer allow the cruelties of slavery to continue, and they must be willing to bring about an immediate end to slavery.

2. Why would Walker suggest that some of the members of his audience would need to have others read the pamphlet to them?

Answer: Walker recognizes that most of his enslaved audience is illiterate and therefore unable to read his pamphlet. Although he addresses his pamphlet to people of African descent around the world, he is particularly desperate to reach his enslaved readers because he wants them to understand the ways in which whites have oppressed them, so his readers may realize they need to bring an end to slavery as soon as possible.

3. Why did Walker describe the odd juxtaposition of two articles in a newspaper? What did he see as ironic about this juxtaposition?

Answer: Walker found it odd that the newspaper contained an advertisement describing human beings for sale and another ad for the return of escaped slaves describing the cuts on their backs, while it also included a paragraph condemning the barbarity of Turks toward Greeks. He found it ironic that Turks' behavior was called "barbarity," but the "humane" newspaper trafficked in slavery.

4. Who is the "they" Walker was referring to in the question "Are they not dying worms as well as we?"

Answer: Walker is referring to white people.

5. How did Walker use religious principles to make his audience aware of their unjust treatment?

Answer: As a devout Christian, Walker draws connections to the faith he shares with many of his readers so they might better understand the dire circumstances they endure. He reminds his readers that they are men, just as their white slaveholders are. He reasons that the enslaved workers and their slaveholders are thus united in their subservience to the same master—Jesus Christ. Thus, the slaveholders have no right to call themselves masters over their enslaved workers.

6. Why might Walker have decided to include a quote from former President Jefferson in his pamphlet?

Answer: By including Jefferson's quote, which suggests whites are physically and intellectually superior to blacks, Walker aims to show how deeply racist ideology is engrained in society. If one of the nation's most respected former presidents could make such an assertion, then, clearly, many white Americans would accept Jefferson's assertion as fact.

7. What was the "great work" that Walker expected his readers to accomplish?

Answer: Walker expects his African American audience to prove to the world, and particularly to white people, that they too are human beings entitled to inalienable natural rights.

8. How did Walker use his anecdote about the preacher to point out the hypocrisy of religious officials and slaveholders?

Answer: Walker's anecdote tells of a reverend who preaches to African American enslaved workers that they must be subservient to their white masters. By using this anecdote, Walker presents an example of what he later refers to as the "mockery of religion" in America. As Walker sees it, the practice of slavery runs counter to the principles of Christianity.

9. What did Walker suggest might happen if white Americans did not repent for the sin of slavery?

Answer: Walker suggests to the white Americans who have come across his pamphlet that if they do not repent for the sin of slavery, they can expect free and enslaved African Americans to begin a violent rebellion ("destruction"), which will bring slavery to an immediate end.

Document 5: “An Epistle to the Clergy of the Southern States” (1836) by Sarah Moore Grimké

1. Who was the audience for this publication?

Answer: Grimké is writing to southern clergymen. Like Jefferson, she is addressing a white audience.

2. What technique did the author use to convince the audience of her argument?

Answer: Grimké will discredit religious arguments used to support slavery. As she was addressing clergymen, she would be using religious imagery and reasoning that would be familiar to her audience.

3. In the second sentence, how does Grimké echo the Declaration of Independence?

Answer: Grimké says slavery deprives a “rational and immortal being” of inalienable rights.

4. Grimké uses the term “chattel” to describe slavery. Chattel slavery refers to the idea that enslaved persons were actual property who could be bought, sold, traded, or inherited. How is this at odds with the natural rights put forth in the Declaration of Independence?

Answer: To treat a person as if they are a possession or chattel and not a person inherently denies them the natural rights enumerated in the Declaration.

5. According to Grimké, how does slavery affect the idea that man was created in God’s image?

Answer: To be a slaveholder violates the idea that man is created in God’s image, because slavery is so heinous that it robs man of his angel-like state.

6. According to Grimké, what two things does holding a man as property do?

Answer: Grimké says the act of owning a man tramples upon his (God’s) laws and defaces his image.

Document 6: “Slavery in Light of Social Ethics” by William Harper, 1837

1. According to Harper, what benefits has civilization provided for man?

Answer: Private property and luxuries (“accumulation of property, no providence for the future, no tastes for comfort or elegancies, which are the characteristics and essentials of civilization”)

2. What does Harper see as the foundation of civilization?

Answer: The exploitation of labor. Harper maintains that human societies have always depended on “command of another’s labor” to be able to provide for future growth.

3. Evaluate Harper’s argument that only slavery will allow men to form “habits of labor.” Do you know people who work hard for other reasons than coercion?

Answer: Student responses will likely indicate they work hard for reward or from being motivated by some factor, not from being forced to do something.

4. What does Harper say about the nature of the African related to his role as chattel in the institution of slavery?

Answer: It is by nature of their inherent inferiority that they are enslaved by whites (“that the negro race, from their temperament and capacity, are peculiarly suited to the situation which they occupy”), and ending slavery would lead to terrible results for both master and slave.

5. How does Harper view Jefferson’s assertion in the Declaration of Independence that all men are born equal and endowed with natural rights?

Answer: That is a false and naïve assertion without a basis in reality (“Is it not palpably nearer the truth to say that no man was ever born free, and that no two men were ever born equal! Man is born in a state of the most helpless dependence on others.”)

6. According to Harper, when do men have the right to oppress others?

Answer: It should not be done lightly, but only for the greater good of society (“...to prevent a greater evil. If this deliberation be had, and the decision made in good faith, there can be no imputation of moral guilt.”)

7. What is the natural state of man, according to the author? How does this contrast with the natural or inalienable state of man expressed in the Declaration of Independence?

Answer: Man’s natural state is to dominate others or be dominated. (“The proclivity of the natural man is to domineer or to be subservient.”) The Declaration of Independence asserts that men are all equal. Harper implies the very opposite—inequality is natural.

UNIT 3 ESSAY ACTIVITY

Handout A: Long Essay Rubric

College Board AP History Long Essay Rubric (6 points)

<i>Reporting Category</i>	<i>Scoring Criteria</i>	<i>Decision Rules</i>
A. Thesis/Claim (0–1 pt.)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
B. Contextualization (0–1 pt.)	1 pt. Describes a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.
C. Evidence (0–2 pts.)	<p>1 pt. Provides specific examples of evidence relevant to the topic of the prompt.</p> <p>OR</p> <p>2 pts. Supports an argument in response to the prompt using specific and relevant examples of evidence.</p>	<p>To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</p> <p>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</p>
D. Analysis and Reasoning (0–2 pts.)	<p>1 pt. Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.</p> <p>OR</p> <p>2 pts. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>	<p>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced. To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining nuance of an issue by analyzing multiple variables Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects Explaining relevant and insightful connections within and across periods Confirming the validity of an argument by corroborating multiple perspectives across themes

		<ul style="list-style-type: none"> Qualifying or modifying an argument by considering diverse or alternative views or evidence. This understanding must be part of the argument, not merely a phrase or reference.
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