



ISD Virtual Learning

APUSH Period 4 Review: The Age of Jackson

April 14, 2020



APUSH

Lesson: April 14, 2020

Objective/Learning Target: Students will explain the causes and effects of the expansion of participatory democracy from 1800 to 1848 and explain the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848.

Warm Up

How is President Jackson being portrayed in this political cartoon? What does this reveal about the opinion of the artist?

What actions did Jackson take as president that gained him this reputation?



Lesson Activity

As you read through the readings linked to each key term, take brief notes that both defines the term and explains its' historical significance.

[Popular Participation in Politics](#)

[The Second Party System](#)

[The American System](#)

[The Spoils System](#)

[Indian Removal](#)

[Nullification Crisis](#)

[The Bank War](#)

Lesson Activity - Short Answer Question

Use your notes to answer the following prompt in a paragraph:

Excerpted from The DBQ Project: How Democratic Was Andrew Jackson?

“The present Bank of the United States...enjoys an exclusive privilege of banking...almost a monopoly of the foreign and domestic exchange. It appears that more than a fourth part of the stock is held by foreigners and the (rest) is held by a few hundred of our own citizens, chiefly of the richest class. Of the twenty-five directors of this bank five are chosen by the government and twenty by citizen stockholders...It is easy to conceive that great evils to our country...might flow from such a concentration of power in the hands of a few men irresponsible to the people...”

Andrew Jackson’s Bank Veto Message to Congress July 10, 1832

“(President Jackson’s message) extends the grasp of (the chief executive) over every power of the government....It sows...the seeds of jealousy and ill-will against the government of which its author is the official head. It raises a cry that liberty is in danger, at the very moment when it puts forth claims to powers heretofore unknown and unheard of... It manifestly seeks to inflame the poor against the rich, it wantonly attacks whole classes of people, for the purposes of turning against them the prejudices and resentments of the other classes.”

Daniel Webster’s Reply to Andrew Jackson’s Bank Veto Message July 11, 1832

Answer (a), (b), and (c)

- (a) Briefly describe ONE significant difference between Jackson’s interpretation of government powers as expressed in his message to Congress and Webster’s.
- (b) Briefly explain how ONE specific historical event or development from the period 1790-1840 could be used to support the sentiment expressed in Jackson’s message.
- (c) Briefly explain how ONE specific historical event or development from the period 1790-1840 could be used to support the sentiment expressed in Webster’s message.

Additional Unit 4 Practice- *America's History* Textbook Review Videos

[CLICK HERE](#) to watch a review video for Chapter 9: Transforming the Economy (1800-1860)

[CLICK HERE](#) to watch a review video for Chapter 10: A Democratic Revolution (1800-1844)

Additional Unit 4 Practice- Define and Review Key Terms

Chapter 9

1. Industrial Revolution
2. Division of Labor
3. Interchangeable Parts
4. Telegraph
5. Waltham-Lowell System
6. Unions
7. Eli Whitney's Cotton Gin
8. Labor Theory of Value
9. Market Revolution
10. Erie Canal
11. Railroads
12. Middle Class
13. Cult of Domesticity
14. Steamboats
15. Benevolent Empire
16. Charles Finney
17. American Temperance Society
18. Nativism

Chapter 10

1. Franchise
2. Political Machines
3. Spoils System
4. American System
5. Election of 1824 "The Corrupt Bargain"
6. John Quincy Adams
7. Andrew Jackson
8. Tariff of Abominations
9. Kitchen Cabinet
10. Nullification
11. The Second Bank of the United States
12. Indian Removal Act of 1830
13. Trail of Tears
14. The Taney Court
15. Classical Liberalism
16. Daniel Webster
17. John C Calhoun
18. Henry Clay
19. The Second Party System
20. Whigs
21. Panic of 1837
22. Specie Circular
23. Martin Van Buren
24. Ethnocultural Politics

Reflection

Do you think Andrew Jackson earned the nickname “King Jackson?” Why or why not?



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APUSH: Period 4, The Market Revolution

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Period 4, The Market Revolution and the Lowell System: April
14, 2020

Objective/Learning Target:

- 1. Explain the causes and effects of the innovations in technology, agriculture, and commerce over time.**
- 2. Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.**

Warm-Up: The Market Revolution

Think back to our discussions about the Industrial Revolution and the Market Revolution. If your notebooks see if you can recall some of the changes these revolutions brought to the US.

1. What are two ways that AMerican life improved because of these Revolutions?
2. What are two ways that AMerican life worsened because of these Revolutions?

“The industrial revolution allowed us, for the first time, to start replacing human labour with machines.”

Warm-Up: The Market Rev

Some things you can think about are working conditions and the opportunities that were not given to some groups of people as factories needed workers.

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“The industrial revolution allowed us, for the first time, to start replacing human labour with machines.”

Lesson Activity: The Market Revolution

In the early 1800's the US shifted from a subsistence farming and lifestyle to living in an Industrial and Market economy:

In your notebooks you are going to review the Causes and Effects of the following advancements: Remember that effects do not all have to be positive:

	Interchangeable Parts	National Road	
Causes	Cotton Gin	Erie Canal	Effects
	Power Loom	Telegraph	

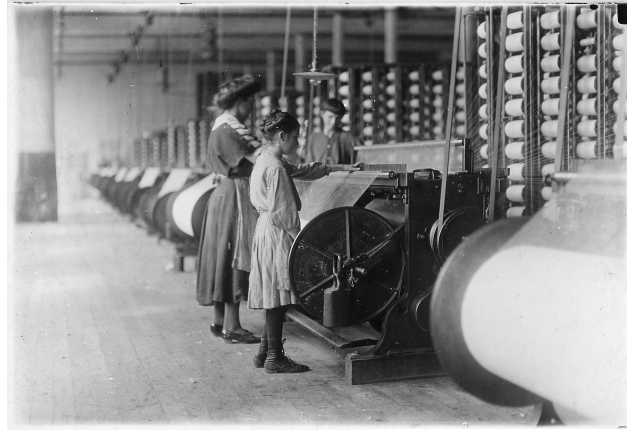
You can start with Chapter 8 of your textbook and also do your own research.
(This is review so you should have much of this information already)

Practice: The Lowell System

Now we are going to look at how the Industrial and Market Revolution affect American Workers, mainly women. You are going to read the information about the Lowell System and then answer some questions using primary sources from people who were a part of the system.

Answer the questions in your notebooks

[The Lowell System](#)



Reflection

Now ask yourself and answer in your notebook:

How closely does the 19th century socio economic structure that resulted from market economy forces resemble the one the U.S. has today? Apart from the obvious abolition of slave labor, in what ways has this class system changed?