

Period 4: 1800-1848

AP US History ■ Period 4

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What we will cover

- 1 Jefferson's Era and the Courts
- 2 Politics, Regions, and the World Stage
- 3 The Market Revolution
- 4 Society and Culture in the Market Revolution
- 5 Expanding Democracy and Jackson
- 6 Religion, Reform, and American Culture

1

Jefferson's Era and the Courts

Jefferson's Era and the Courts

Period 4 runs from 1800 to 1848. Three things happen at once: democracy widens, the economy transforms, and the country expands – and each one deepens the argument over slavery.

These were arguments about how much power the national government should have.

Four things the early republic did

Louisiana Purchase

The **Louisiana Purchase** doubled the territory at a stroke – and forced Jefferson to use a federal power he had argued against.

Judicial review

Marbury v. Madison established **judicial review**: the Court may strike down a law as unconstitutional.

An independent global presence

The republic asserted an **independent global presence** – the Barbary wars, the War of 1812, and finally the Monroe Doctrine.

Nullification crisis

The **nullification crisis** of 1832 put the question plainly: may a state refuse a federal law? The answer held, and the question did not go away.

Each of these is a precedent. In an essay, say what it made possible later – that is the causation the rubric rewards.

2

Politics, Regions, and the World Stage

Politics, Regions, and the World Stage

As the country grew, **regional interests** 区域利益 diverged. The North favoured tariffs to protect manufacturing; the South opposed them as a tax on its exports; the West wanted internal improvements and cheap land. Nearly every political dispute of the period maps onto that triangle.

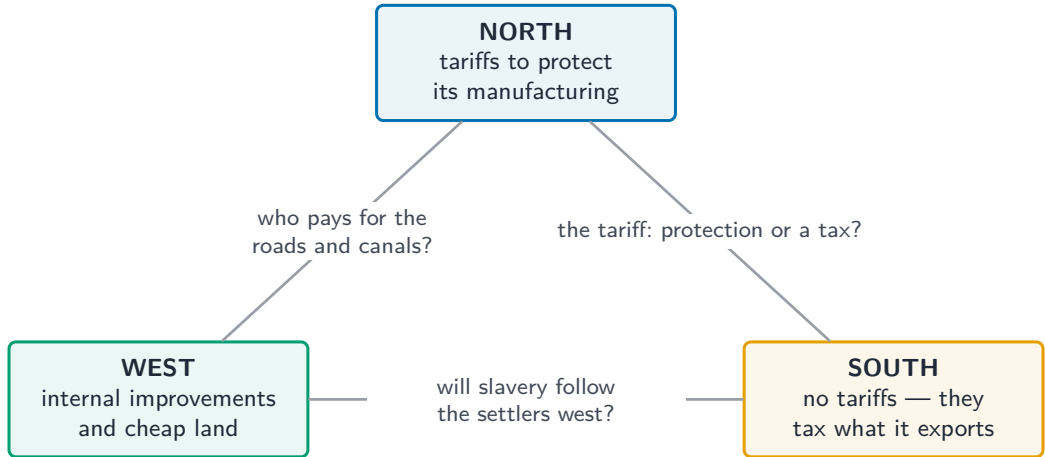
It fought the **War of 1812** 1812 年战争, expanded foreign trade, and in the **Monroe Doctrine** 门罗主义 declared the Western Hemisphere closed to further European colonisation – an assertion of influence well beyond the country's actual power at the time.

Every dispute is an edge of this triangle

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Every dispute is an edge of this triangle, in detail



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3

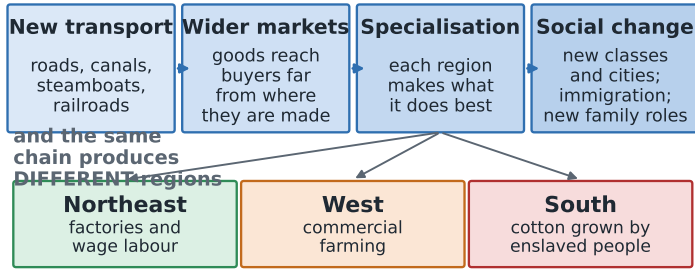
The Market Revolution

A chain, not a list

New **transportation systems** 交通体系 - roads, **canals** 运河 such as the Erie, steamboats, and then **railroads** 铁路 - together with new technologies dramatically expanded manufacturing and agricultural...

The mechanism is what the exam wants.

A chain, not a list, in detail



specialisation ties the regions together in trade while making them economically different
which is why expansion turned into a national crisis

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The Market Revolution

New **transportation systems** 交通体系 – roads, **canals** 运河 such as the Erie, steamboats, and then **railroads** 铁路 – together with new technologies dramatically expanded manufacturing and agricultural output.

Cheaper transport widened **markets** 市场; wider markets let regions **specialise** 专业化 in what they did best; specialisation tied the regions together in trade while making them economically different from one another.

The market revolution, and who was moved

Factory production

Factory production concentrated work under one roof and one clock, replacing the artisan's workshop.

Commercial farming

Commercial farming grew for distant markets rather than the household – which is what the canals and railroads were built for.

Relocated westward

Under the **Indian Removal Act** of 1830, southeastern nations were **relocated westward** by federal force.

Trail of Tears

The Cherokee removal became the **Trail of Tears**: thousands died on the march, after the Supreme Court had ruled in their favour.

The market revolution and removal are one story: the demand for cotton land is what made removal politically irresistible.

4

Society and Culture in the Market Revolution

Society and Culture in the Market Revolution

The market revolution changed how people lived, not just what they produced.

- Work moved out of the household and into **factories** and offices, producing a growing **middle class** 中产阶级 and a new **wage-earning working class** 雇佣劳动者阶级.
- A **separation of home and workplace** 家庭与工作场所分离 encouraged an ideology assigning women a domestic role, even as many women worked for wages in mills.
- **Immigration** 移民 rose sharply, especially from Ireland and Germany, producing both a larger labour force and organised **nativist** 排外主义 hostility.
- **Urbanisation** 城市化 accelerated, with the social problems that followed.

5

Expanding Democracy and Jackson

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The transition to a **more participatory democracy** 更具参与性的民主 came through expanding **suffrage** 选举权 – the removal of property qualifications for white men – along with new campaign styles and mass political parties.

The limits matter as much as the expansion: this widening applied to white men, while free African Americans in several states **lost** voting rights in the same decades, and women had none.

Widening and narrowing, in the same decades

SUFFRAGE EXTENDED — property requirements fall away; nearly all white men vote



SUFFRAGE WITHDRAWN — free Black men lose the vote in most states



REMOVAL — the Indian Removal Act of 1830; the Trail of Tears follows



All three overlap in the **same** decades. “The age of the common man” is a phrase to **qualify**, not to repeat

6

Religion, Reform, and American Culture

How could revival encourage reform?

Teaching evidence, paraphrased from CED Topics 4.10–4.11

Democratic and individualistic beliefs, responses to rationalism, market changes and greater mobility contributed to the **Second Great Awakening** 第二次大觉醒 among Protestants.

Revival emphasised personal salvation and the possibility of moral improvement. Reformers formed **voluntary organizations** 自愿团体 to change behaviour and improve society.

Try it: Explain a link from belief to action in **temperance** 禁酒运动, which sought to reduce or end alcohol use. Why does naming a revival and a movement not yet explain their connection?

Worked link: belief, organisation and action

Belief: If people can change morally, harmful behaviour need not be accepted as permanent.

Organisation and action: Some reformers joined voluntary groups to persuade people to change. Temperance campaigns applied this approach to alcohol use and its perceived social harms.

Wider aims: Abolitionist and antislavery movements 废奴与反奴隶制运动 challenged slavery; a **women's rights movement** 妇女权利运动 demanded greater equality and opportunity.

Revival was one influence on reform. Rights arguments, reform experience and social conditions also mattered; not every campaign had one identical cause.

Did voluntary reform exclude government action?

Evidence, paraphrased from the CED's source descriptions

Dorothea Dix, 1845

Addressed Pennsylvania's legislature about jail and poorhouse conditions while advocating humane treatment and asylum reform.

Seneca Falls, 1848

The **Seneca Falls Convention** 塞内卡福尔斯会议 expressed demands for greater equality and opportunities for women.

Try it: Use Dix to test “voluntary reform meant reform without the state”. Why does a convention's demand for equality not prove equality had already been achieved?

Worked distinction: demands, methods and outcomes

Dix's method: Addressing a legislature sought public action. Reform outside government could try to change government policy or institutions; “voluntary” did not mean refusing state involvement.

Seneca Falls: The convention expressed a demand for change. A declaration of ideals is evidence of activists' aims, not proof that all legal and political barriers disappeared.

Another limit: Northern emancipation increased the free African American population, even while many states restricted African Americans' rights.

Separate what reformers wanted, how they acted and what changed. Evidence for one is not automatically evidence for the others.

Exam transfer: compare explanations of women's activism

2024 AP US History, Set 1, Question 1(a), adapted practice

Melder Religious and reform activity brought women together, gave them experience and encouraged challenges to restrictions.

Lerner Class differences shaped activism. Middle-class women's frustration with political exclusion helped drive the rights movement.

Try it: Describe one major difference between the explanations. These are teaching paraphrases; consult the exam's full excerpts for the original task.

Worked comparison: shared experience and class differences

Teacher-written model

Melder emphasises how experience in religious and reform movements brought women together and encouraged activism. Lerner emphasises class differences and middle-class women's frustration at exclusion from political power.

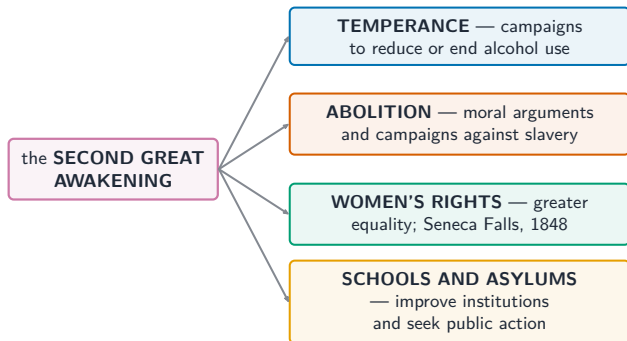
Why this fits: It contrasts the causes each historian stresses, rather than only saying both discuss women. The official scheme accepts reform participation versus political-equality motivations, or unity versus class divisions.

The difference is one of emphasis. The excerpts do not justify saying either historian denied every factor stressed by the other.

Religion, Reform, and American Culture, continued

Ideas about national identity increasingly found expression in **art, literature, and architecture** 艺术、文学与建筑, while various groups maintained distinctive cultures of their own.

Revival and reform: influence, not a single cause



Revival encouraged some reformers to seek moral and social change. Different campaigns also drew on rights arguments, shared experience and changing social conditions.

The courts, reform, and the cotton South

the primacy of the judiciary

Supreme Court decisions established the Court's authority to review, and a strong national government's constitutional basis

voluntary organizations 自愿团体

Americans formed them to change individual behaviour – temperance, abolition, education, asylum reform

one influence on reform

belief in moral and social improvement encouraged some reformers; rights arguments and experience also mattered

Andrew Jackson 杰克逊

expanded suffrage and executive power, and forced **Indian removal** 印第安人迁移

cotton 棉花

as overcultivation exhausted eastern soil, slavery expanded **westward** with it

southern support

although the **majority of southerners owned no enslaved persons**, most supported the system

That last point is the standard essay trap. Explaining *why* non-slaveholders defended slavery is where the analysis is.

7

African Americans and the Society of the South

African Americans and the Society of the South

Antislavery effort in the South was largely limited to **unsuccessful rebellions** 未能成功的起义 by enslaved people, which were met with harsher laws and tighter control.

Enslaved and free African Americans created **communities and strategies** 社群与策略 to protect themselves: family and kinship networks, religious practice, music, and covert resistance – a continuation of the pattern from Period 2.

8

Causation in Period 4

Causation in Period 4

The period's reasoning skill is **causation**.

The strongest chain to hold: the market revolution and westward expansion were engines of growth, and both drove the sectional conflict that Period 5 resolves by war.

Worked example – a qualified position

2023 long essay: “*Evaluate the extent to which commercial development changed United States society from 1800 to 1855.*”

- **Scoring:** “*Commercial development transformed United States society to a great extent between 1800 and 1855, creating a wage-earning working class and a distinct middle class in the North and drawing the West into national markets, though in the South it deepened rather than displaced an existing slave-based agricultural order.*”
- **Evaluate the extent** rewards a qualified position – “to a great extent, though...”

The qualification is not hedging. It is what lets the essay argue rather than describe.

Exam tips

- Learn the market revolution as a **chain**: transport → wider markets → specialisation → different regional economies → social change.
- Give the **regional triangle** (North, South, West) when explaining a political dispute; tariff, bank, and internal improvements all fit it.
- Democracy expanded **for white men** while free Black men lost rights in several states. Saying so is what turns a description into an evaluation.
- Explain a link from the **Second Great Awakening** to reform through belief, organisation and action; distinguish influence from a single cause.
- Southern westward migration matters because it **carried slavery west**, turning expansion into the central national conflict.
- On **Evaluate the extent** prompts, qualify your position. "To a great extent, although..." is the structure the rubric rewards.

9

Recap

Period 4 – key takeaways

1

Market revolution

transport → markets →
specialisation → regions

2

Triangle

North, South, West on tariff,
bank, improvements

3

Democracy

expanded for white men; free
Black men lost rights

4

Slavery west

expansion carried slavery; that is
the conflict

Check yourself

- 1 Give the market-revolution chain in four steps.
- 2 For whom did Jacksonian democracy expand?
- 3 Why does southern westward migration matter?
- 4 What must an “evaluate the extent” thesis do?

Answers: transport → markets → specialisation → social change ▪ white men ▪ it carried slavery west ▪ take a qualified position