

Source 1

“The...rise of American democracy was an extraordinary part of the most profound transformation in modern history...

The American Revolution had proved more egalitarian¹ in its outcome than many of its leaders had hoped or expected it would be in 1776.... Portions of the [people] once largely excluded from the exercise of power were now among the people’s governors. Efforts to rein in the egalitarian impulse had faltered.... [But] democracy’s achievements were fragile...and its future far from guaranteed....

[After 1800,] by beating back [the Federalists], the Jeffersonian ascendancy opened up the political system.... The filters on democracy created by the Framers [of the Constitution] were proving porous, while the suppression of democracy sought by the Federalists in the 1790s was thoroughly discredited.”

Source: Sean Wilentz, historian, *The Rise of American Democracy: Jefferson to Lincoln*, 2005

Source 2

“[After the American Revolution] elite men from [many] states...create[d] a new national government designed to be a stronger barrier against democracy.... Ordinary folk continued to resist.... But they remained unable to mobilize in ways that would bring the changes they wanted....

It would be an enduring victory for the elite. Although the Federalists both fell politically and personally, the system they created to check democracy has lasted.... Although the Democratic-Republicans rode to power...across the nation by promising to restore the popular vision of the Revolution,...most Democratic-Republican leaders...were content to leave the bulk of the Federalist system in place.... To these men, ‘reform’...did not mean pulling down the barriers to democracy that they had helped to create.”

Source: Terry Bouton, historian, *Taming Democracy: “The People,” the Founders, and the Troubled Ending of the American Revolution*, 2007

1: equal

1. Respond to parts A, B, and C.

- A.** Briefly describe one major difference between Wilentz’s and Bouton’s historical interpretations of early United States politics.
- B.** Briefly explain how one event or development from 1789 to 1820 not directly mentioned in the excerpts could be used to support Wilentz’s argument about early United States politics.
- C.** Briefly explain how one event or development from 1789 to 1820 not directly mentioned in the excerpts could be used to support Bouton’s argument about early United States politics.

“[There is a] real and wide difference, in political opinion, between the honorable gentleman [from South Carolina] and myself. On my part, I look upon [internal improvements] as connected with the common good.... [He believes] Ohio and Carolina are different Governments and different countries.... We [in New England] look upon the States, not as separated, but as united. We love to dwell on that Union, and on the mutual happiness which it has so much promoted, and common renown which it has so greatly contributed to acquire. In our contemplation, Carolina and Ohio are parts of the same country; States, united under the same General Government.... We do not impose geographical limits to our patriotic feeling.... I do not desire to enlarge the powers of the Government.... But when it is believed that a power does exist, then it is, in my judgment, to be exercised for the general benefit of the whole.”

Source: Daniel Webster, senator from Massachusetts, future member of the Whig Party, speech in the United States Senate, responding to Robert Y. Hayne of South Carolina, a member of the Democratic Party, 1830

2. Respond to parts A, B, and C.

- A. Briefly describe one purpose of political leaders in promoting ideas such as Webster's.
- B. Briefly explain one development from 1820 to 1848 that contributed to the political ideas debated in the speech.
- C. Briefly explain how one political debate between 1848 and 1865 was similar to the debate in the speech.

“The strong nineteenth-century linkage between gender and culture, separating the lives and duties of men and women . . . , threw women into the company of other women and created new bonds of sisterhood between them. . . .

“In terms of sisterhood the religious movements added substantially to American women’s collective identity. . . . They offered groups of women unprecedented prestige and significance in activities that extended the . . . definitions of their sphere. . . .

“Numerous women [by] the 1840s . . . shared a . . . preoccupation with the needs and influence of women. . . . Increasingly aware of the importance of what they were doing, many of these women grew frustrated with limitations that seemed artificial. The experience of autonomy [within reform movements] . . . encouraged proponents of women to organize their strength and take the offensive against limiting attitudes and conditions. In so doing they established the woman’s rights movement.”

Source: Keith E. Melder, historian, *Beginnings of Sisterhood: The American Woman’s Rights Movement, 1800–1850*, published in 1977

“By 1840 . . . the [American] Revolution had substituted an egalitarian ideology for the hierarchical concepts of colonial life . . . for men, that is; women were, by tacit¹ consensus, excluded from the new democracy. Indeed . . . women’s political status, while legally unchanged, had deteriorated relative to the advances made by men. . . .

“. . . [A] result of industrialization was . . . increasing differences in life styles between women of different classes. . . . In the urbanized and industrialized Northeast the life experience of middle-class women was different in almost every respect from that of the lower-class women. But there was one thing [these women] had in common—they were equally . . . isolated from the vital centers of power. . . . Propertied women felt this deprivation more keenly. . . . They were bitterly conscious of a relative lowering of status and a loss of position. This sense of frustration led them to action. [While lower-class women] . . . tended to join men in their struggle for economic advancement, . . . the concerns of middle-class women . . . [dominated] the women’s rights movement.”

Source: Gerda Lerner, historian, “Changes in the Status of Women in the Age of Jackson,” *Midcontinent American Studies Journal*, 1969

¹ unspoken

1. Using the excerpts, respond to **parts a, b, and c**.
 - a. Briefly describe one major difference between Melder’s and Lerner’s interpretations of the origins of the women’s rights movement in the early nineteenth century.
 - b. Briefly explain how one historical event or development from 1800 to 1848 not directly mentioned in the excerpts could be used to support Melder’s interpretation.
 - c. Briefly explain how one historical event or development from 1800 to 1848 not directly mentioned in the excerpts could be used to support Lerner’s interpretation.

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NEWMAN

Source: Poster promoting Social Security, a federally funded social insurance program to reduce poverty for people over the age of sixty-five, 1936

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