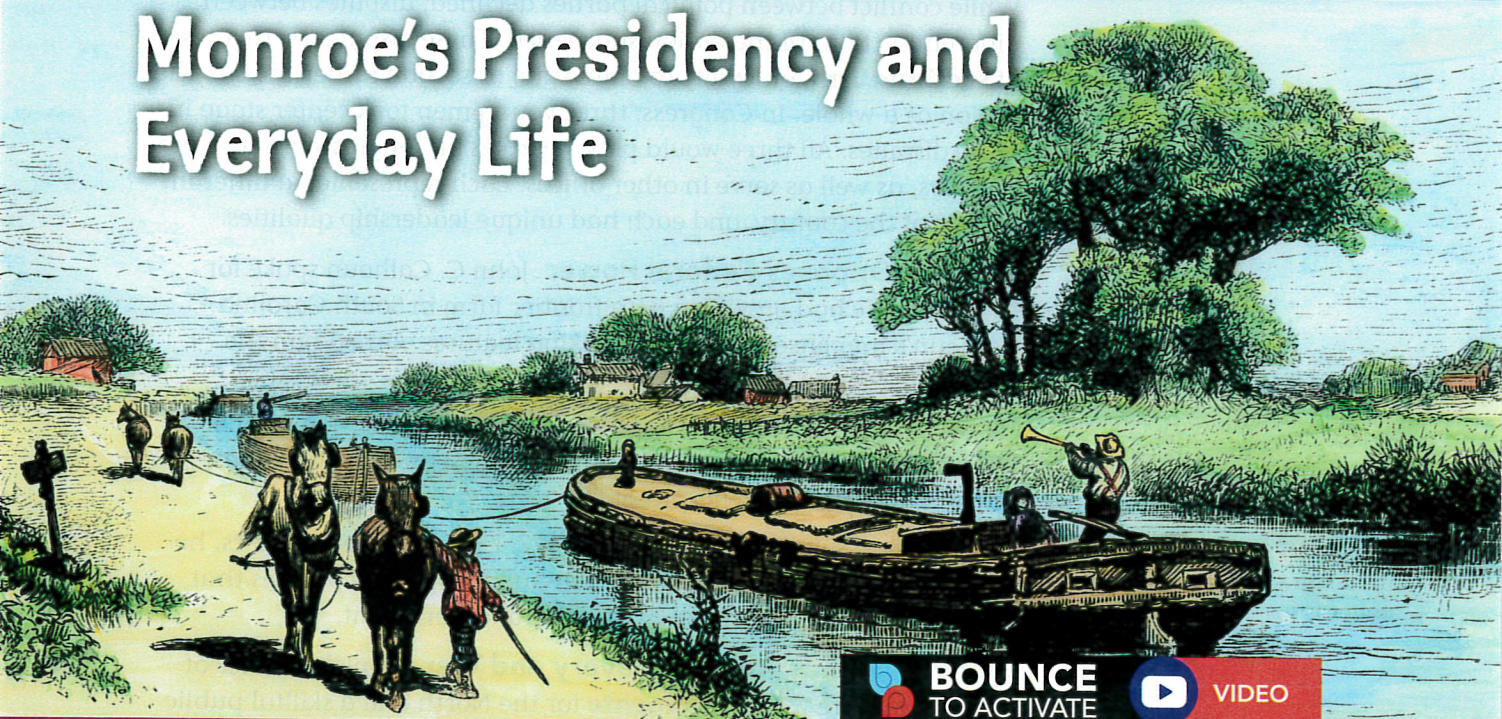


LESSON 6

Monroe's Presidency and Everyday Life




BOUNCE
TO ACTIVATE



VIDEO

GET READY TO READ

START UP


Study the illustration of the Erie Canal, which was built between 1817 and 1825 to connect the Hudson River with Lake Erie. In your  Active Journal write about what you think daily life was like in the early 1800s.

GUIDING QUESTIONS


- What role did regional differences begin to play in the early republic?
- How did John Marshall's Supreme Court expand the power of the federal government?
- What was President Monroe's foreign policy?
- What was life like in the early republic?

TAKE NOTES

Literacy Skills: Draw Conclusions

Use the graphic organizer in your  Active Journal to take notes as you read the lesson.

PRACTICE VOCABULARY

Use the vocabulary activity in your  Active Journal to practice the vocabulary words.

Vocabulary

sectionalism interstate commerce
American Monroe Doctrine
System intervention

Academic Vocabulary

advocate
regulate

In 1816, the Democratic Republican candidate for President, James Monroe, easily defeated Federalist Senator Rufus King of New York. The election showed how seriously the Federalists had declined in popularity. Many had voted for Monroe.

How Did Sectionalism Affect the Early Republic?

Monroe was the last Revolutionary War officer to become President. He was almost 60 years old when he took office. Americans were fond of his old-fashioned ways. In 1817, he made a goodwill tour of the country. In Boston, crowds cheered. Boston newspapers expressed surprise at this warm welcome for a Democratic Republican from Virginia. Boston had long been a Federalist stronghold.

An Era of Good Feelings Monroe hoped to create a new sense of national unity. One newspaper wrote that the United States was entering an "era of good feelings." By the time Monroe ran for a second term in 1820, no candidate opposed him. The Federalist Party had disappeared.

While conflict between political parties declined, disputes between different sections of the nation sharpened. These disputes were a result of **sectionalism**, or loyalty to one's state or section rather than to the nation as a whole. In Congress, three young men took center stage in these disputes. All three would play key roles in Congress for more than 30 years, as well as serve in other offices. Each represented a different section of the country, and each had unique leadership qualities.

Calhoun Opposes Federal Power John C. Calhoun spoke for the South. He had grown up on a frontier farm in South Carolina. Calhoun's immense energy and striking features earned him the nickname "young Hercules."

He was slim and handsome, with deep-set eyes and a high forehead. His way of speaking was so intense that it sometimes made people uncomfortable to be in his presence.

Calhoun had supported the War of 1812. Like many southerners, he was a firm defender of slavery. In general, he opposed policies that would strengthen the power of the federal government.

Webster Stands Against Slavery and War Daniel Webster of New Hampshire was an **advocate** for the North and a skillful public speaker. With eyes flashing and shoulders thrown back, Webster was an impressive sight when he stood up to speak in Congress. An observer described him as a "great cannon loaded to the lips."

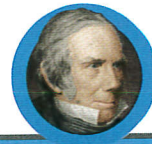
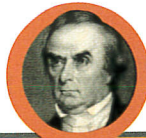
Like many New Englanders, Webster had opposed the War of 1812. He even refused to vote for taxes to pay for the war effort. After the war, he wanted the federal government to take a larger role in building the economy. Unlike Calhoun, Webster thought that slavery was evil.

Academic Vocabulary

advocate • *n.*, a person who argues for or supports

Analyze Charts Three leaders emerged as regional differences developed in the early republic. **Compare and Contrast** Who supported the War of 1812 and the idea of a strong federal government?


Sectional Leaders: Calhoun, Webster, and Clay



JOHN C. CALHOUN	DANIEL WEBSTER	HENRY CLAY
<ul style="list-style-type: none"> • From South Carolina • Skilled orator, lawyer, and senator • Sectional leader and spokesman for his region (South) • Supported the War of 1812 • Opposed the idea of a strong federal government • Strong supporter of slavery • Showed a concern for the country's economy • Opposed the Compromise of 1850 	<ul style="list-style-type: none"> • From New Hampshire • Skilled orator, lawyer, and senator • Sectional leader and spokesman for his region (North) • Against the War of 1812 • Supported the idea of a strong federal government • Wanted slavery abolished • Showed a concern for the country's economy • Defended the Compromise of 1850 	<ul style="list-style-type: none"> • From Kentucky • Skilled orator, lawyer, and senator • Sectional leader and spokesman for his region (West) • Supported the War of 1812 • Supported the idea of a strong federal government • Supported compromise over slavery • Showed a concern for the country's economy • Defended the Compromise of 1850

Clay Supports Active Government Henry Clay spoke for the West. You have already met Clay as a leader of the War Hawks, who pushed for war against Britain in 1812.

Clay was born in Virginia but moved to Kentucky when he was 20. As a young lawyer, he was once fined for brawling with an opponent. Usually, however, he charmed both friends and rivals. Supporters called him “Gallant Harry of the West.” Like Webster, Clay strongly favored a more active role for the central government in promoting the country’s growth.

 **READING CHECK** **Compare and Contrast** Which position did Webster share with Clay?

How Was a Stable Economy Created After the War?

After the War of 1812, leaders such as Calhoun, Webster, and Clay had to deal with serious economic issues. Despite the nation’s great physical growth and the soaring spirits of its people, the economy faced severe problems. This was due in part to the lack of a national bank.

The charter that had set up the first Bank of the United States ran out in 1811. Without the Bank to lend money and **regulate** the nation’s money supply, the economy suffered. State banks made loans and issued money. However, they often put too much money into circulation. With so much money available to spend, prices rose rapidly.

In the nation’s early years, Democratic Republicans such as Jefferson and Madison had opposed a national bank because they saw it as unconstitutional. They thought that the Constitution did not give the federal government the right to charter corporations. By 1816, however, many Democratic Republicans believed that a bank was needed. They supported a law to charter the second Bank of the United States. By lending money and restoring order to the nation’s money supply, the Bank helped American businesses grow.

Protection Against Foreign Competition Another economic problem was foreign competition from Britain. In the early 1800s, the Embargo Act and then the War of 1812 kept most British goods out of the United States. In response, American business leaders such as Francis Cabot Lowell established their own mills and factories. As a result, American industry grew quickly until 1815.

Foreign Goods Cause Domestic Problems With the end of the War of 1812, British goods again poured into the United States. Because the British had a head start in industrializing, they could make and sell goods more cheaply than Americans could. Most British factory buildings and machines were older and had already been paid for. In contrast, Americans still had to pay for their new factory buildings.

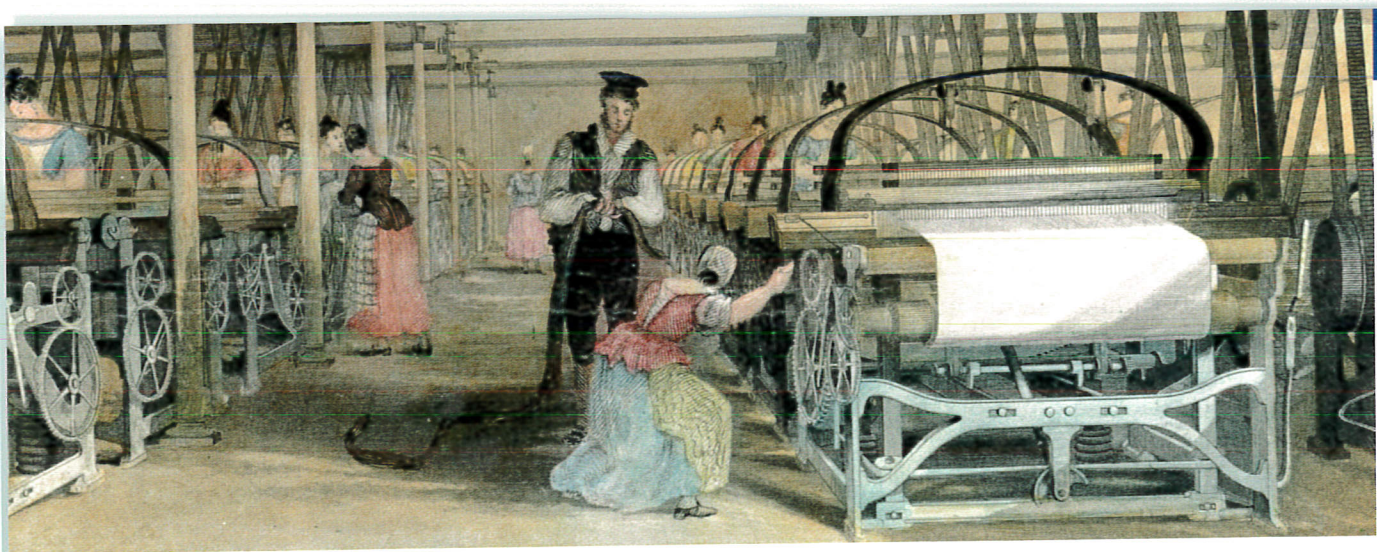
Sometimes, British manufacturers sold cloth in the United States for less than it cost to make so that they could capture the market.



Analyze Images When the charter for the first Bank of the United States expired, state banks like this one in North Carolina began to make loans and print too much money, which caused prices to rise rapidly. **Infer** How do people usually react to higher prices?

Academic Vocabulary

regulate • *v.*, to make or use laws that control something



Analyze Images

Inventions, such as the power loom shown here, helped propel American industry forward. **Identify**

Supporting Details Who are the workers in the mill, and how do you think the work affected their lives?

British manufacturers hoped to put American rivals out of business. Then, the British planned to raise prices.

The Regional Impacts of Tariffs This British strategy caused dozens of New England businesses to fail. Angry owners asked Congress to place a protective tariff on all goods imported from Europe. As you have read, the purpose of a protective tariff is to protect a country's industries from foreign competition.

Congress responded by passing the Tariff of 1816. It greatly raised tariffs on imports. This increase made imported goods far more expensive than similar American-made goods.

The Tariff of 1816 impacted the North, West, and South differently because each region had a different economy. The North was the base of America's manufacturing. It therefore benefited the most. Higher prices on foreign goods made American goods more competitive. American factories sold more products, and businesses grew.

The economies of the South and West relied heavily on farming. They were not as financially invested in manufacturing and therefore did not experience the same benefits as the North. Goods like cloth and iron became more expensive to southern and western consumers. Northerners gained income as a result.

Higher tariffs led to angry protests. Lacking factories, southerners did not benefit from the tariff. Also, southerners bought many British goods. The new tariff drove up the price of British-made goods. Southerners complained that the tariff made northern manufacturers rich at the expense of the South.

Henry Clay Fights Sectionalism The bitter dispute over tariffs contributed to the growth of sectionalism. Americans identified themselves as southerners, northerners, or westerners. In Congress, representatives from different sections often clashed.

Henry Clay wanted to promote economic growth for all sections. His program, known as the **American System**, called for high tariffs on imports, which would help northern factories. With wealth from industry, Clay believed, northerners would have the money to buy farm products from the West and the South.

This exchange would strengthen a common market among the states, which the Constitution supported and protected in the clause on interstate commerce. High tariffs would also reduce American dependence on foreign goods.

Clay also urged Congress to use money from tariffs to build roads, bridges, and canals. A better transportation system, he believed, would make it easier and cheaper for farmers in the West and the South to ship goods to city markets.

Clay's American System never fully went into effect. While tariffs remained high, Congress spent little on internal improvements such as new roads, bridges, and canals. Southerners in particular disliked Clay's plan. The South had many fine rivers on which to transport goods. Many southerners opposed paying for roads and canals that brought them no direct benefits.

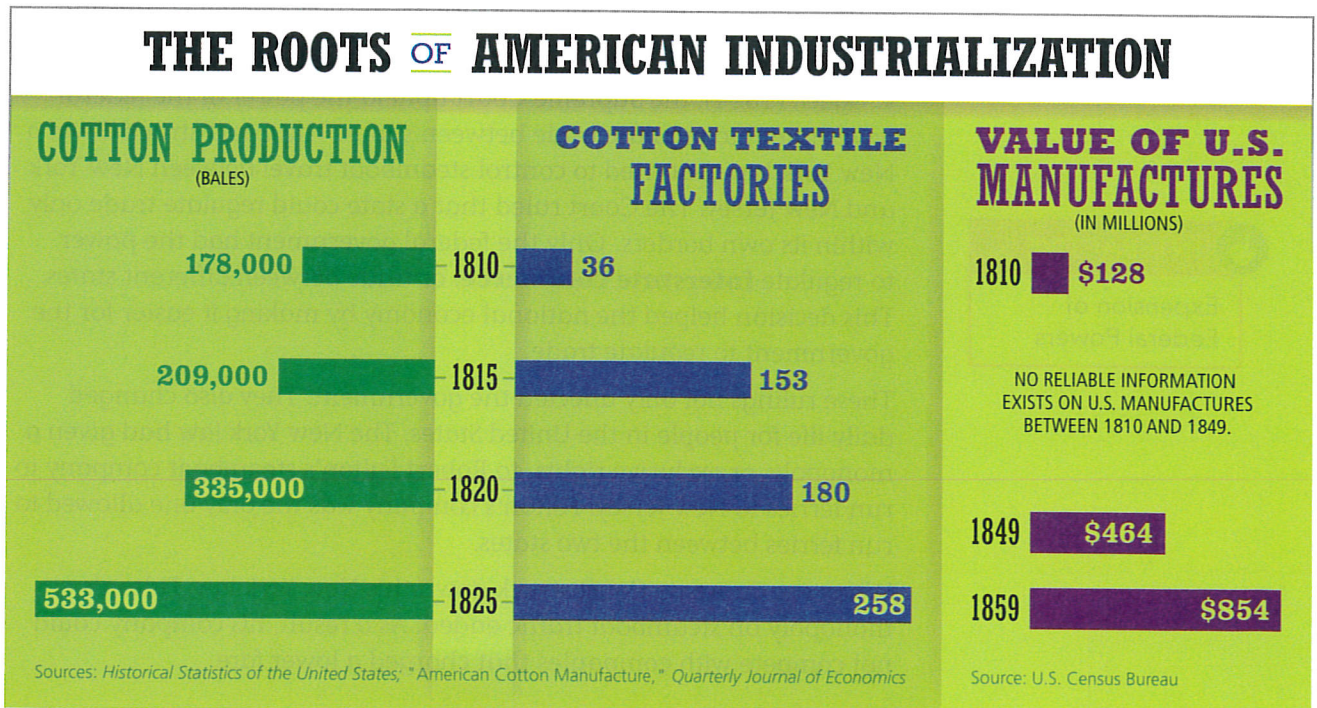
Some Americans also thought Clay's plan for developing transportation with federal support was unconstitutional. They did not believe the federal government had the authority to build such projects. They believed that by regulating industry and building roads and canals, the federal government would gain too much power.

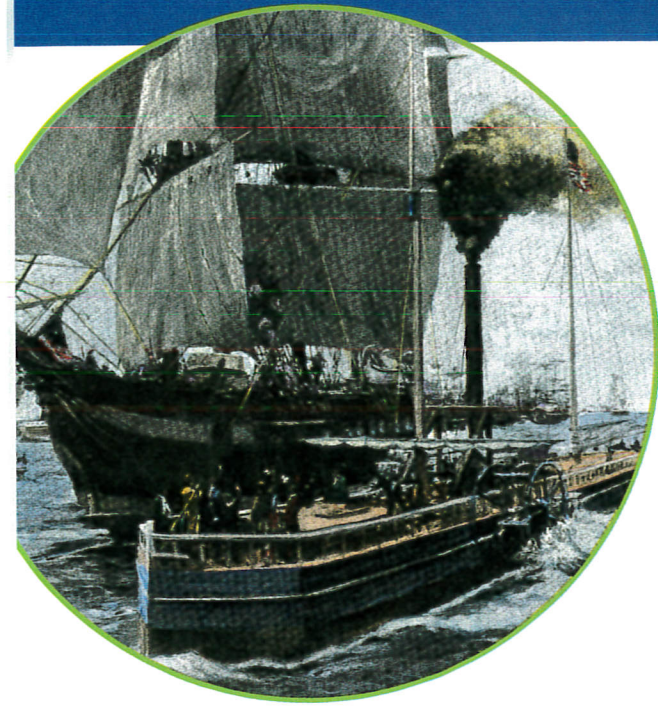
READING CHECK **Identify Main Ideas** Why did many states in the South and West oppose the Tariff of 1816?

How Did Supreme Court Decisions Expand Federal Power?

Under Chief Justice John Marshall, the Supreme Court strengthened the power of the federal government. The Court gave the federal government the power to regulate the economy.

Analyze Graphs Cotton played a key role in the early U.S. economy, especially in the South. **Identify Cause and Effect** As cotton production soared, what other features of the American economy also grew?





Analyze Images Robert Fulton built the first successful steamboats, shown here, and ran them as ferries from New York to New Jersey. **Synthesize Visual Information** What details in this image show how technology was changing American society?

A Broad Definition of “Necessary and Proper”

After Congress chartered the second Bank of the United States, Maryland tried to tax the Bank in order to drive it out of the state. James McCulloch, the Bank cashier, refused to pay the tax.

In the case of *McCulloch v. Maryland* (1819), the Court ruled that states had no right to interfere with federal institutions within their borders. The ruling strengthened federal power. It also allowed the Bank of the United States to continue, which helped the U.S. economy expand.

The Court decision addressed the issue of the meaning of the “necessary and proper” clause of the U.S. Constitution. It ruled that the federal government had the power to charter the Bank of the United States under the clause. This clause states that

“The Congress shall have Power . . . To make all Laws which shall be necessary and proper” for carrying out functions outlined elsewhere in the Constitution. Since the Constitution gave the federal government the power to tax and borrow money and to regulate business, the Court stated that creating a bank could be considered “necessary and proper” to carrying out these powers.

The Supreme Court took a “loose constructionist” view of the Constitution, believing that the “necessary and proper” clause should be interpreted loosely as circumstances changed. Many Americans disagreed with the Court. Those who disagreed took a “strict constructionist” view that the “necessary and proper” clause permitted only actions absolutely necessary for performing the government’s constitutional duties. Strict constructionists mostly agreed that the Bank of the United States was not necessary for the government to function.

Broad Powers Over Interstate Trade In another case, *Gibbons v. Ogden* (1824), the Supreme Court upheld the power of the federal government to regulate trade between states. The Court struck down a New York law that tried to control steamboat travel between New York and New Jersey. The Court ruled that a state could regulate trade only within its own borders. Only the federal government had the power to regulate **interstate commerce**, or trade between different states. This decision helped the national economy by making it easier for the government to regulate trade.

These rulings not only affected the government. They also changed daily life for people in the United States. The New York law had given a monopoly, or exclusive rights, to Robert Fulton’s steamboat company to run ferries to New Jersey. Fulton’s company was the only one allowed to run ferries between the two states.

When the Supreme Court struck down this New York law, Fulton’s monopoly on steamboat traffic ended. As a result, his company could not compete with companies that charged a lower fare.



INTERACTIVE

Expansion of Federal Powers

People working for Fulton lost their jobs. However, the increased competition was good for consumers because it led to lower fares.

This ruling helped create a single common market among the states for goods and services, regulated by the federal government. Having clear national laws to follow made it easier for people to do business nationwide. The Constitution's clauses on common coinage and full faith and credit also protect a common market. In these clauses, the Constitution gives only the federal government the power to coin money, and it requires that states recognize the laws and court decisions of other states.

Decisions About Contracts and Corporations Remember that in 1810, the Supreme Court ruled in a case where the state of Georgia tried to revoke a land sale. Its decision in *Fletcher v. Peck* upheld the idea that a contract cannot be broken.

In 1819 *Trustees of Dartmouth College v. Woodward*, another Supreme Court case, encouraged the growth of private businesses. When the president of private Dartmouth College was removed by its board of trustees, the state of New Hampshire tried to force the college to become a public state school. This would allow the governor to appoint the trustees.

The Supreme Court ruled that the contract clause of the Constitution applied to private corporations like Dartmouth. This landmark decision helped to encourage the growth of American businesses because it kept states from interfering with private corporations.

In the Supreme Court case, *Fletcher v. Peck*, the court declared as unconstitutional Georgia's repeal of a law that had allowed the state to purchase a land grant and sell off properties to speculators. The Supreme Court ruled that the state could not violate contracts made during the sale of properties, even if the contracts were illegal. This case further reinforced the idea that contracts need to be protected.

READING CHECK **Identify Cause and Effect** How did the decision in *McCulloch v. Maryland* increase federal power?

▼ Mexican freedom fighter Miguel Hidalgo declares Mexico's independence from Spain.

Independence in Latin America

By 1810, many people in Spain's colonies in the Americas were eager for independence. They had many reasons to be unhappy. Most people, even wealthy creoles, had little or no say in government. In Latin America, the term *creole* described people born to Spanish parents there. They demanded a role in government. Opposition to Spain was also growing among American Indians. Harsh rules kept American Indians forever in debt. All over Latin America, people were eager to be free of the Spanish.

Independence A Mexican priest named Miguel Hidalgo (mee GEL ee DAHL goh) called on Mexicans to fight for independence from Spain in 1810.



New Latin American Nations, 1810–1825



GEOGRAPHY SKILLS

In the early 1800s, colonies across Central and South America became free from Spanish rule as a result of revolution.

- Location** Which European countries continued to exercise control in South America?
- Use Visual Information** Which colonies remained under the control of Spain?

Many Mexicans answered his call. Rebel forces won control of several provinces before Father Hidalgo was captured. In 1811, Hidalgo was executed.

Another priest, José Morelos (hoh SAY moh RAY loh), took up the fight. Because he called for a program to give land to peasants, wealthy creoles opposed him. Before long, Morelos, too, was captured and killed by the Spanish.

Slowly, though, creoles began to join the revolutionary movement. In 1821, revolutionary forces led by creoles won control of Mexico. A few years later, Mexico became a republic with its own constitution.

South America Frees Itself From Spanish Rule

In South America, too, a series of revolutions freed colonies from Spanish rule. The best-known revolutionary leader was Simón Bolívar (see MOHN boh LEE vahr). He became known as the Liberator for his role in the Latin American wars of independence.

In a bold move, Bolívar led an army of rebel forces from Venezuela over the high Andes Mountains into Colombia. There, Bolívar defeated Spanish forces in 1819.

Soon after, Bolívar became President of the independent Republic of Great Colombia. It included the present-day nations of Venezuela, Colombia, Ecuador, and Panama.

Independence Movements Spread Other independent nations emerged in Latin America. José de San Martín (sahn mahr TEEN) led Argentina to freedom in 1816. He then helped the people of Chile and Peru win independence.

In 1821, the peoples of Central America declared independence from Spain. By 1825, Spain had lost all its colonies in Latin America except Puerto Rico and Cuba.

The New Republics Spain's former colonies formed several separate republics and modeled their constitutions on that of the United States. However, the new republics had a hard time setting up stable governments.

Under Spanish rule, the colonists had gained little or no experience in self-government. Powerful leaders took advantage of the turmoil to seize control. As a result, the new nations were often unable to achieve democratic rule.

READING CHECK **Compare and Contrast** In what ways was the achievement of independence for the Spanish colonies and the establishment of republics in Latin America similar to that which occurred in the British colonies that became the United States?

How Did the United States Gain Florida?

Spain lost another one of its colonies, Florida—not to independence, but to the United States. Many Americans wanted to gain possession of Florida. White southerners were especially worried about disturbances across the border. Creek and Seminole Indians in Florida sometimes raided settlements in Georgia. Also, Florida was a refuge for many Africans and African Americans who escaped slavery.

Jackson Invades Spanish Florida Since the 1700s, Spanish officials had protected enslaved Africans who had fled from plantations in Georgia and South Carolina. The Seminole allowed Africans to live near their villages. In return, these “black Seminole” gave the Seminole a share of the crops they raised. The black Seminoles adopted many Seminole customs.

One settlement on the Apalachicola River, known as the Negro Fort, contained about 1,000 black Seminole. General Andrew Jackson demanded that Spain demolish the Negro Fort. When the Spanish governor refused, the United States invaded Florida and destroyed the fort.

Adams Buys Florida In 1818, Jackson again headed to Florida with a force of more than 3,000 soldiers. Spain protested but did little else. It was busy fighting rebels in Latin America and could not risk war with the United States.

In the end, Spain agreed to peace talks. Secretary of State John Quincy Adams worked out a treaty with Spain’s foreign minister, Luis de Onís (LOO ess day oh NEES). In it, Spain agreed to give Florida to the United States in exchange for \$5 million. The Adams-Onís Treaty took effect in 1821.

READING CHECK **Identify Cause and Effect** What was the result of the Adams-Onís Treaty?

What Did the Monroe Doctrine State?

Americans cheered as Latin America won independence. The actions of European powers, however, worried Secretary of State Adams and President Monroe.

▼ Black Seminole were African Americans who had escaped slavery and lived peacefully alongside Seminole Indians in Florida.



In 1815, Prussia, France, Russia, and Austria formed an alliance aimed at crushing any revolution that sprang up in Europe. They seemed ready to help Spain regain its colonies in Latin America. In addition, Russia claimed lands on the Pacific coast of North America.

The British, too, worried about other European nations meddling in the Western Hemisphere. They feared that their profitable trade with the newly independent countries would be hurt if Spain regained control of its former colonies. Thus, they suggested that the United States and Britain issue a joint statement guaranteeing the freedom of the new nations of Latin America.

Monroe decided to act independently of Britain. In a message to Congress in 1823, he made a bold foreign policy statement known as the **Monroe Doctrine**. Monroe declared that the United States would not interfere in the affairs of European nations or existing colonies of the European nations. At the same time, he warned European nations not to attempt to regain control of the newly independent nations of Latin America.

The Monroe Doctrine stated that the United States would oppose any attempt to reclaim old colonies or build new colonies in the Americas. Monroe's message showed that the United States was determined to keep European powers out of the Western Hemisphere.

The United States did not have the military power to enforce the Monroe Doctrine. Britain, however, supported the statement. With its strong navy, it could stop Europeans from building new colonies in the Americas.

As the United States became stronger, the Monroe Doctrine grew in importance. On several occasions, the United States successfully challenged European **intervention**, or direct involvement, in Latin America. In the 1900s, Presidents also used the Monroe Doctrine to justify sending troops to Caribbean nations. Thus, Monroe's bold statement helped shape United States foreign policy for more than 100 years.

READING CHECK Identify Main Ideas

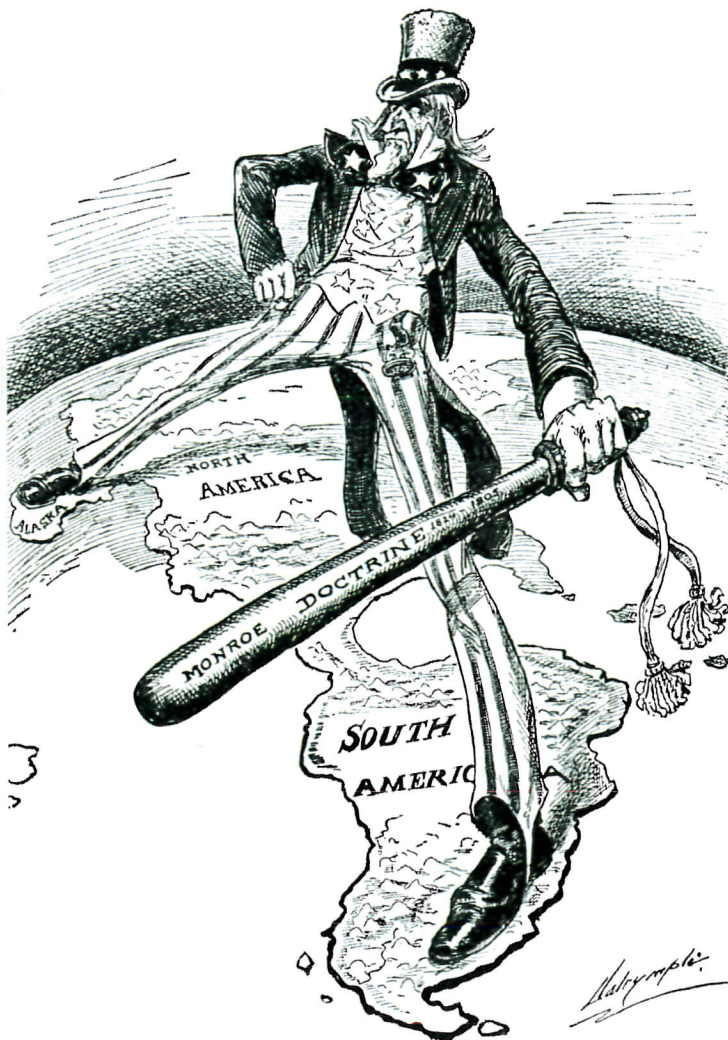
What was the purpose of the Monroe Doctrine?

What Was Daily Life Like in the Early Republic?

The government changed during the early years of the nation, and so did the daily lives of many Americans. The growth of industry was one reason. The country was still largely rural.

Analyze Political

Cartoons In this political cartoon, Uncle Sam brandishes a big stick, labeled "Monroe Doctrine," as a warning to European nations not to attempt to re-colonize territory in the Americas. **Identify Cause and Effect** How do you think other nations reacted to this new U.S. foreign policy?



EXPANSION!
The western patrol's long stretch.

Many Americans worked on farms. But by the end of the period, factories had begun to sprout up. Many young women from farms in New England began to move to cities to work in textile factories.

Churches were centers of social life throughout the country. Protestant churches were most common, but Jews and Catholics were allowed to practice their religions under new state constitutions that required separation of church and state.

Free African Americans sometimes started their own churches, but they also formed many other organizations. These groups provided mutual aid and relief for those in need, such as widows and orphans.

Enslaved African Americans generally lived harsh, controlled lives. Families were broken up when members were sold. Many enslaved people turned to their own faith and customs for a sense of community.

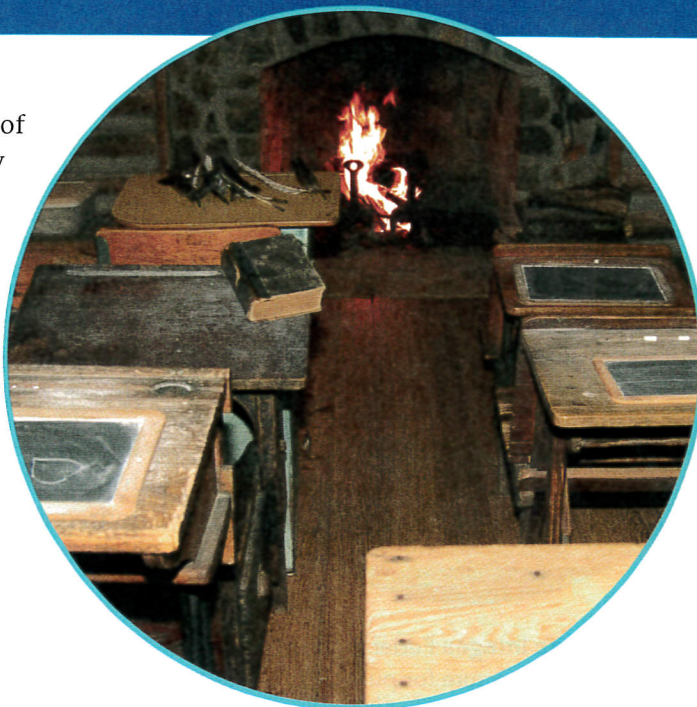
Education Jefferson and others stressed the importance of education in a republican democracy. However, schools were mostly private. Americans received their education in different ways.

For example, a dame school was a small school run by a woman in her own home. She would teach young children the alphabet and numbers, as well as some reading and writing. Other Americans were educated in their own homes by family members or at church schools. The Bible was often used as a teaching tool for learning to read.

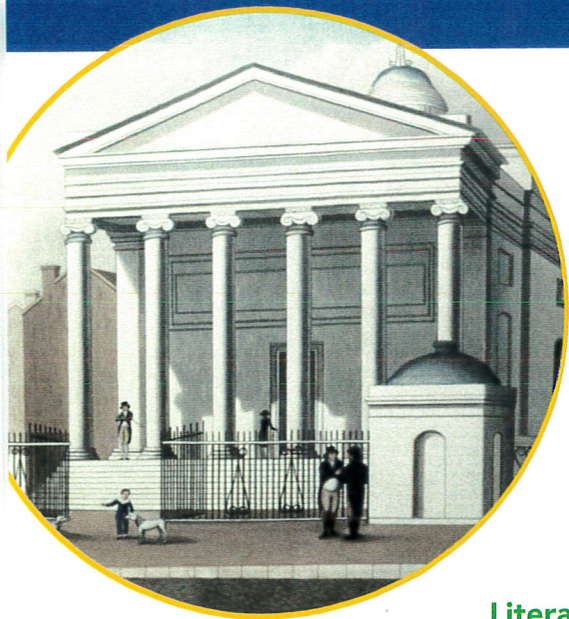
Wealthy Americans could subscribe to private membership libraries. Benjamin Franklin was an advocate for public libraries. In 1790 he donated books to a Massachusetts town that named itself Franklin after him. The residents voted for the books to be freely available for town members, forming a public library. As the number of public libraries increased, more and more Americans had access to books.

Art Wealthy, prominent Americans had their portraits painted. Gilbert Stuart's painting of George Washington is famous, as is Rembrandt Peale's portrait of Thomas Jefferson. Folk painters traveled around to paint portraits for less prominent rural Americans. However, formal painters and sculptors still looked to Europe, especially Britain, for training, style, and themes.

Useful household objects were often created with a sense of design. Furniture made in a style called Federal became popular. Newly wealthy merchants bought from the workshops of skilled craftspeople in New York or Philadelphia.



Analyze Images One-room schools such as this were common in rural areas in the early republic. **Compare and Contrast** What is the same and different about this classroom and those you use today?



Analyze Images Federal-style architecture for public buildings in the early 1800s resembled Greek temples in order to suggest the democratic ideals begun in ancient Greece. **Infer** How does this architecture reflect ancient Greek ideals of balance and harmony?

Folk artists created samplers, weather vanes, ship's figureheads, and tavern and shop signs. They used many patriotic images in their craft, including likenesses of American hero George Washington.

Architecture also followed a style called Federal. Architects turned away from Britain and looked to the temples of ancient Greece for style. They used domes, pillars, and triangular roof lines for civic buildings.

Music People performed music in their homes for family and friends. British music was still enjoyed, and British entertainers toured the country. African Americans sang spirituals in their homes and churches, broadening American musical styles.

Literature The first American novel, *The Power of Sympathy*, was written by William Hill Brown in 1789. An original American voice in literature soon developed. Washington Irving's *The Sketch Book* included "The Legend of Sleepy Hollow" and "Rip Van Winkle," which was the first work by an American that won international popularity. James Fenimore Cooper wrote the extremely popular *Leatherstocking Tales*. The five novels tell of the wilderness adventures of a scout named Natty Bumppo.


 **READING CHECK** **Draw Conclusions** Why do you think folk art of the early republic used patriotic images?

Lesson Check

Practice Vocabulary

1. How did **sectionalism** affect the country in Monroe's term?
2. What was the **Monroe Doctrine**, and what was its purpose?

Critical Thinking and Writing

3. **Recognize Multiple Causes** After the War of 1812, British goods were again available in the United States. Why were these imported British goods less expensive than similar American goods?
4. **Generate Explanations** What was the principal reason the South rejected the American System, Henry Clay's plan to promote economic growth in all regions of the United States?
5. **Compare and Contrast** In what ways were the outcomes in *McCulloch v. Maryland* and *Gibbons v. Ogden* similar?
6. **Writing Workshop: Include Formatting and Graphics** Decide what graphics you can use to illustrate your information in the research paper you will write. What formatting will make your paper easy and interesting to read? Note these ideas in your  Active Journal.

Construct a Timeline

Follow these steps to construct a timeline.



INTERACTIVE

Sequence

- 1 Select key events of a time period and note the date of each.** The time period for this activity covers the first five presidencies. Some key events and their dates are noted below.
- 2 Determine the beginning and ending dates of the period.** The timeline will span 1785 to 1825, a period of 40 years.
- 3 Decide on how to break the line into time intervals. The intervals should be even.** Break your timeline into intervals of five years each. Draw a line on a piece of paper that can be broken evenly into eight sections of five years each. Mark the five-year intervals, beginning with 1785 and ending with 1825.

- 4 Place a mark at the appropriate spot for each event and identify the year and the event.** Place the key events on the timeline. Then determine the dates of these events below and enter them on the timeline:

- Marbury v. Madison*
- Burning of Washington, D.C., by the British
- Washington's Farewell Address

Key Events of the First Five Presidencies

- 1789 Washington's inauguration
- 1794 Whiskey Rebellion
- 1797 Adams's inauguration
- 1798 Alien and Sedition Acts
- 1801 Jefferson's inauguration
- 1803 Louisiana Purchase
- 1809 Madison's inauguration
- 1812 Beginning of War of 1812
- 1817 Monroe's inauguration
- 1823 Monroe Doctrine

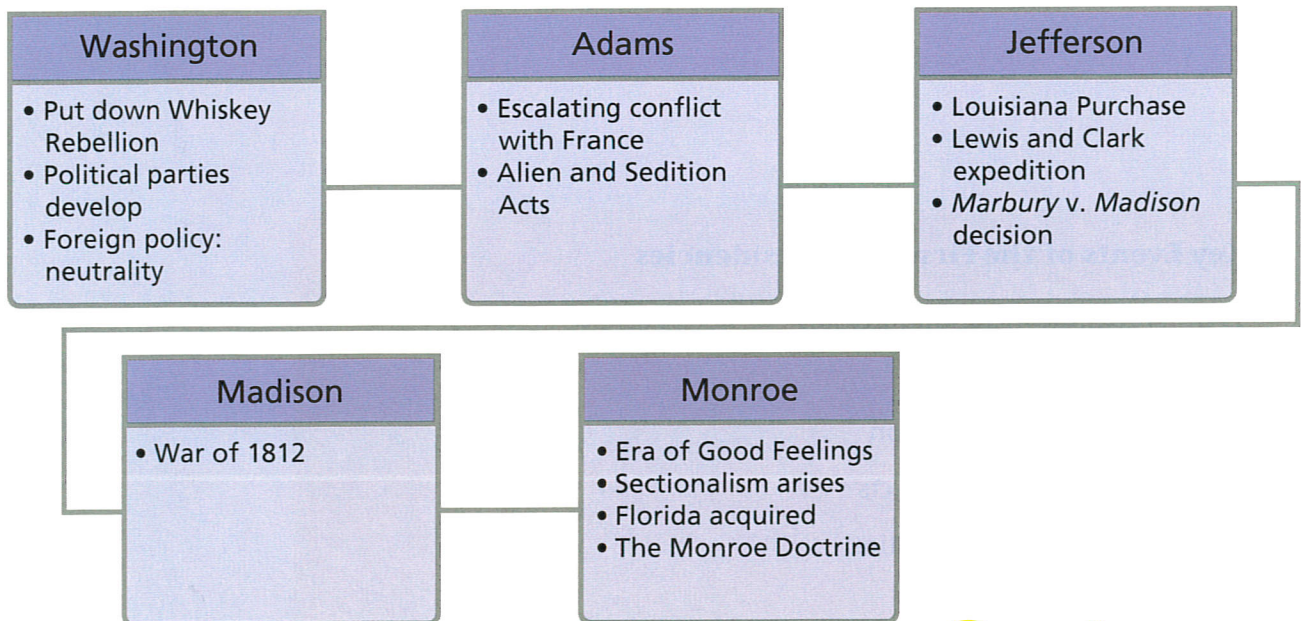
Review and Assessment

VISUAL REVIEW

A Two-Party System

Federalists	Democratic Republicans
<ul style="list-style-type: none"> • Wanted a strong central government • Sympathetic to England • Favored a national bank • Thought the elite of society should control government • Opposed to protection of individual liberties by law • Wanted an economy based on manufacturing and trade 	<ul style="list-style-type: none"> • Wanted strong state governments • Sympathetic to France • Opposed a national bank • Thought ordinary Americans should control the government • Wanted individual liberties to be protected by law • Wanted an economy based on agriculture

Five Presidencies



READING REVIEW

Use the Take Notes and Practice Vocabulary activities in your Active Journal to review the topic.

INTERACTIVE

Practice vocabulary using the Topic Mini-Games

Quest FINDINGS


Write your position paper, summarizing your chosen solution. Get help for writing your position paper in your Active Journal.

ASSESSMENT

Vocabulary and Key Ideas

- 1. Define** What is **judicial review**?
- 2. Describe** What is **sedition**, and what did the Alien and Sedition Acts do?
- 3. Check Understanding** What role did **tariffs** play in early economic policy?
- 4. Use** Use **interstate commerce** in a sentence about the Supreme Court.
- 5. Identify Main Ideas** What were the causes of the War of 1812?
- 6. Describe** How did the Louisiana Purchase change the boundaries of the United States?
- 7. Check Understanding** Explain the Monroe Doctrine.

Critical Thinking and Writing

- 8. Synthesize** How did the question of neutrality influence the early republic?
- 9. Identify Cause and Effect** How did the conflict between Jefferson and Hamilton result in the development of two political parties?
- 10. Evaluate** Was the Louisiana Purchase constitutional? Support your answer.
- 11. Analyze** Why was education considered important in the early republic?
- 12. Analyze** How did the government change during the early republic?
- 13. Revisit the Essential Question** How was the question “How much power should the federal government have, and what should it do?” reflected in actions taken in the early republic?
- 14. Writer’s Workshop: Write a Research Paper** Using your notes in your  Active Journal, write a paper describing the country’s physical geography, political divisions, and expansion during the terms of its first four Presidents.

Analyze Primary Sources

15. Who is most likely the source of the quote?
 - A. Alexander Hamilton
 - B. John Marshall
 - C. John Adams
 - D. Thomas Jefferson

“It is emphatically the province and duty of the judicial department to say what the law is. Those who apply the rule to particular cases, must of necessity expound and interpret that rule. If two laws conflict with each other, the courts must decide on the operation of each.”

Analyze Maps

16. What body of water made New Orleans important during the war?
17. Based on the blue lines, which show American troop movement, which was likely the first battle to have occurred?
18. The red lines and arrows show British movements. The blue bursts show American victories. Based on this information, which side was more successful during this part of the war?



The Age of Jackson and Westward Expansion (1824–1860)

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