



# AP US HISTORY

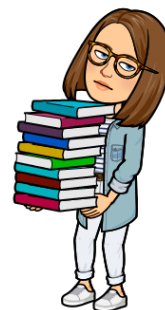
Period 4 Packet 2023-2024

NAME \_\_\_\_\_

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## Period 4 Packet: **DUE ON SEMESTER EXAM DAY** FOR YOUR CLASS!

**DIRECTIONS:** PLEASE COMPLETE THE FOLLOWING PACKET TO INCREASE YOUR UNDERSTANDING OF PERIOD 4. YOU MAY USE DR. FORD'S WEBSITE ( [HTTPS://FORDR.WEEBLY.COM](https://fordr.weebly.com)) **AND** YOUR TEXTBOOK TO COMPLETE ALL ASSIGNMENTS IN THIS CLASS. YOU MAY NOT USE WIKIPEDIA! VOCABULARY COMPLETION ON YOUR PAPER ( HANDWRITTEN ) IS EXTRA CREDIT!



### Checklist for Period 4: Check off the tasks as you complete them.

- TASK 1: WHAT ARE WE LEARNING? WHY?**
  - REVIEW THE COLLEGE BOARD LEARNING OBJECTIVES AND HISTORICAL DEVELOPMENTS TO UNDERSTAND WHAT WE WILL SEE ON THE AP EXAM.
  - NOTE ANY PRIMARY/SECONDARY SOURCES **OR** HISTORICAL EVENTS THAT YOU COULD USE AS EVIDENCE TO DEFEND AN ESSAY ON THE LEARNING OBJECTIVES.
- TASK 2: READ THE TEXTBOOK AND VIEW THE RELATED VIDEOS:**
  - FOLLOW THE PACING CALENDAR GIVEN TO READ CHAPTERS 9-12 ( **TEXTBOOK PGS. 307-455** )
  - WATCH DR. FORD'S VIDEOS THAT CORRESPOND WITH YOUR READING.
  - YOU MAY TAKE NOTES AS YOU READ/VIEW TO HELP YOU ENGAGE WITH HISTORY.
- TASK 3 VOCABULARY AND PEOPLE TO KNOW:** THIS SECTION IS **EXTRA CREDIT** IF YOU COMPLETE IN THE FOLLOWING WAY: PLEASE PROVIDE GOOD DEFINITIONS FOR THESE TERMS AND PEOPLE ON YOUR PAPER ( HANDWRITTEN – NO ELECTRONIC SUBMISSIONS WILL BE ACCEPTED ) .
- TASK 4 GRAPHIC ORGANIZERS:** FOLLOW THE INSTRUCTIONS AT THE TOP OF EACH GRAPHIC ORGANIZER AS YOU RESPOND TO THE QUESTIONS OR PROVIDE THE REQUIRED INFORMATION. **REMEMBER: YOU WILL NEED COMPUTER ACCESS TO WATCH THE VIDEOS.**
- TASK 5 DOCUMENT ANALYSIS:** READ THIS PACKET'S PRIMARY AND SECONDARY SOURCES. AS YOU READ, PLEASE ENGAGE IN WITH THE DOCUMENT BY:
  - IDENTIFYING THE POINT OF VIEW ( POV ) OF THE AUTHOR.
  - HIGHLIGHTING IMPORTANT BACKGROUND INFORMATION TO UNDERSTAND THE CONTEXT OF THE PIECE.
  - WHO IS THE INTENDED AUDIENCE? WRITE THIS AT THE TOP IN THE SPACE PROVIDED.
  - WHAT DO YOU THINK THE PURPOSE OF THIS DOCUMENT WAS IN ITS TIME? WRITE THIS IN THE BOTTOM SPACE PROVIDED.

ALL WORK MUST BE COMPLETED IN **DARK BLUE OR BLACK INK!** WHEN YOU TAKE THE AP EXAM IN MAY, YOU MUST WRITE WELL IN INK! COMPLETING THIS DOCUMENT IN INK HELPS YOU TO PRACTICE WRITING IN PEN.

#### Reading Quizzes

YOU WILL HAVE READING QUIZZES AS INDICATED ON THE PLANNING CALENDAR. IF YOU CHOOSE TO TAKE NOTES, YOU WILL BE ALLOWED TO USE THESE ON YOUR QUIZ AFTER THEY ARE CHECKED BY DR. FORD. **\*NOTE: READING/ VIDEO NOTES ARE NOT REQUIRED!**

#### Vocabulary Quiz

**MONDAY, DECEMBER 11, 2023**

#### DBQ Outline

**SEMESTER EXAM DAY**



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## Task 1: What are we learning? Why?

THE FOLLOWING OBJECTIVES AND KEY CONCEPTS WILL GUIDE OUR LEARNING OF THIS UNIT. AS WE REVIEW, WHAT DOES THE COLLEGE BOARD WANT US TO KNOW FOR THE AP EXAM? IN THE SPACE PROVIDED, YOU ARE TO NOTE 2-3 SPECIFIC HISTORICAL REFERENCES THAT COULD BE USED TO SUPPORT AN ESSAY ON THE GIVEN LEARNING OBJECTIVE.

Required Course Content Objectives and Key Concepts	Supporting Evidence
<p><b>Learning Objective A:</b> Explain the context in which the republic developed from 1800 to 1848.</p>	
<p><b>Learning Objective B:</b> Explain the causes and effects of policy debates in the early republic.</p> <ul style="list-style-type: none"> <li>• <b>KC-4.1.I.A:</b> In the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers.</li> <li>• <b>KC-4.1.I.B:</b> Supreme Court decisions established the primacy of the judiciary in determining the meaning of the constitution and asserted that federal laws took precedence over state laws.</li> <li>• <b>KC-4.3.I.A.i:</b> Following the Louisiana Purchase, the U.S. government sought influence and control over North America through a variety of means, including exploration and diplomatic efforts.</li> </ul>	
<p><b>Learning Objective C:</b> Explain how different regional interests affected debates about the role of the federal government in the early republic.</p> <ul style="list-style-type: none"> <li>• <b>KC-4.1.I.D:</b> Regional interests often trumped national concerns as the basis for many political leaders' positions on slavery and economic policy.</li> <li>• <b>KC-4.2.III.D:</b> Plans to further unify the U.S. economy, such as the American System, generated debates over whether such policies would benefit agriculture or industry, potentially favoring different sections of the country.</li> <li>• <b>KC-4.3.II.C:</b> Congressional attempts at political compromise, such as the Missouri Compromise, only temporarily stemmed growing tensions between opponents and defenders of slavery.</li> </ul>	



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Required Course Content Objectives and Key Concepts	Supporting Evidence
<p><b>Learning Objective D:</b> Explain how and why American foreign policy developed and expanded over time.</p> <ul style="list-style-type: none"> <li>• <b>KC-4.3.I:</b> Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.</li> <li>• <b>KC-4.3.I.A.ii:</b> The U.S. government sought influence and control over the Western Hemisphere through a variety of means, including military actions, American Indian removal, and diplomatic efforts such as the Monroe Doctrine.</li> </ul>	
<p><b>Learning Objective E:</b> Explain the causes and effects of the innovations in technology, agriculture, and commerce over time.</p> <ul style="list-style-type: none"> <li>• <b>KC-4.2.I.A:</b> Entrepreneurs helped to create a market revolution in production and commerce, in which market relationships between producers and consumers came to prevail as the manufacture of goods became more organized.</li> <li>• <b>KC-4.2.I.B:</b> Innovations including textile machinery, steam machines, interchangeable parts, the telegraph, and agricultural inventions increased the efficiency of production methods.</li> <li>• <b>KC-4.2.I.C:</b> Legislation and judicial systems supported the development of roads, canals, and railroads, which extended and enlarged markets and helped foster regional interdependence. Transportation networks linked the North and Midwest more closely than they linked regions in the South.</li> <li>• <b>KC-4.2.III.B:</b> Increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties.</li> </ul>	
<p><b>Learning Objective F:</b> Explain how and why innovations in technology, agriculture, and commerce affected various segments of American society over time.</p> <ul style="list-style-type: none"> <li>• <b>KC-4.2.III.A:</b> large numbers of international migrants moved to industrializing Northern cities, while many Americans moved west of the Appalachians, developing thriving new communities along the Ohio and Mississippi rivers.</li> <li>• <b>KC-4.2.II.B:</b> The growth of manufacturing drove a significant increase in prosperity and standards of living for some; this led to the emergence of a larger middle class and a small</li> </ul>	



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<b>Required Course Content Objectives and Key Concepts</b>	<b>Supporting Evidence</b>
<p>but wealthy business elite, but also to a large and growing population of laboring poor.</p> <ul style="list-style-type: none"> <li>• <b>KC-4.2.II.A:</b> Increasing numbers of Americans, especially women and men working in factories, no longer relied on semi-subsistence agriculture; instead, they supported themselves producing goods for distant markets.</li> <li>• <b>KC-4.2.II.C:</b> Gender and family roles changed in response to the market revolution, particularly with the growth of definitions of domestic ideals that emphasized the separation of public and private spheres.</li> </ul>	
<p><b>Learning Objective G:</b> Explain the causes and effects of the expansion of participatory democracy from 1800 to 1848.</p> <ul style="list-style-type: none"> <li>• <b>KC-4.1.I:</b> The nation’s transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.</li> </ul>	
<p><b>Learning Objective H:</b> Explain the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848.</p> <ul style="list-style-type: none"> <li>• <b>KC-4.1.I.C:</b> By the 1820s and 1830s, new political parties arose – the Democrats, led by Andrew Jackson, and the Whigs, led by Henry Clay – that disagreed about the role and powers of the federal government and issues such as the national bank, tariffs, and federally funded internal improvements.</li> <li>• <b>KC-4.3.I.B:</b> Frontier settlers tended to champion expansion efforts, while American Indian resistance led to a sequence of wars and federal efforts to control and relocate American Indian populations.</li> </ul>	
<p><b>Learning Objective I:</b> Explain how and why a new national culture developed from 1800 to 1848.</p> <ul style="list-style-type: none"> <li>• <b>KC-4.1.II.B:</b> A new national culture emerged that combined American elements, European influences, and regional cultural sensibilities.</li> <li>• <b>KC-4.1.II.C:</b> Liberal social ideas from abroad and Romantic beliefs in human perfectibility influenced literature, art, philosophy, and architecture.</li> </ul>	



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<p><b>Learning Objective J:</b> Explain the causes of the Second Great Awakening.</p> <ul style="list-style-type: none"> <li>• <b>KC-4.1.II.A.i:</b> The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening among Protestants.</li> </ul>	
<p><b>Learning Objective K:</b> Explain how and why various reform movements developed and expanded from 1800 to 1848.</p> <ul style="list-style-type: none"> <li>• <b>KC-4.1.II.A.ii:</b> The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening among Protestants that influenced moral and social reforms and inspired utopian and other religious movements.</li> <li>• <b>KC-4.1.III.A:</b> Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts.</li> <li>• <b>KC-4.1.III.B.i:</b> Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as the many state governments restricted African Americans' rights.</li> <li>• <b>KC-4.3.II.B.i:</b> Antislavery movements increased in the North.</li> <li>• <b>KC-4.1.III.C:</b> A women's rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention. Over time, arguments emerged over whether to narrow the goals to white women.</li> </ul>	
<p><b>Learning Objective L:</b> Explain the continuities and changes in the experience of African Americans from 1800 to 1848.</p> <ul style="list-style-type: none"> <li>• <b>KC-4.1.II.B.ii:</b> Antislavery efforts in the South were largely limited to unsuccessful rebellions by enslaved people.</li> <li>• <b>KC-4.1.II.D:</b> Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status.</li> </ul>	
<p><b>Learning Objective M:</b> Explain how geographic and environmental factors shaped the development of the South from 1800 to 1848.</p> <ul style="list-style-type: none"> <li>• <b>KC-4.3.II.B.ii:</b> In the South, although the majority of Southerners owned no enslaved persons, most leaders argued that slavery was part of the Southern way of life.</li> </ul>	



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<b>Required Course Content Objectives and Key Concepts</b>	<b>Supporting Evidence</b>
<ul style="list-style-type: none"> <li>• <b>KC-4.2.III.C:</b> Southern business leaders continued to rely on the production and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity.</li> <li>• <b>KC-4.3.II.A:</b> As over cultivation depleted arable land in the Southeast, slaveholders began relocating their plantations to more fertile lands west of the Appalachians, where the institution of slavery continued to grow.</li> </ul>	
<p><b>Learning Objective N:</b> Explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848.</p> <ul style="list-style-type: none"> <li>• KC-4.1: The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and change their society and institutions to match them.</li> <li>• KC-4.2: Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.</li> <li>• KC-4.3: The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation’s foreign policy and spurred government and private initiatives.</li> </ul>	



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## Task 2: Vocabulary & People to Know

**DIRECTIONS:** VOCABULARY WORDS PROVIDE THE NECESSARY INFORMATION TO UNDERSTAND US HISTORY. SOME OF THESE TERMS WILL BE NEW VOCABULARY WORDS. PLEASE USE EITHER YOUR TEXTBOOK OR THE ONLINE GLOSSARY FOR EACH ASSIGNED WORD. WIKIPEDIA OR AN ONLINE QUIZLET IS NOT YOUR FRIEND WHEN DEFINING THESE WORDS. REMEMBER: THIS MUST BE COMPLETED IN YOUR HANDWRITING!!!

### Period 4 Vocabulary

- |                                 |                                |                             |                            |
|---------------------------------|--------------------------------|-----------------------------|----------------------------|
| 1. ADAMS-ONIS TREATY            | 15. FORCE BILL ( 1833)         | 26. NICHOLAS BIDDLE         | 40. SPOILS SYSTEM          |
| 2. AMERICAN SYSTEM              | 16. GAG RULE                   | 27. NULLIFICATION CRISIS    | 41. SUSAN B. ANTHONY       |
| 3. ANDREW JACKSON               | 16. HENRY CLAY                 | 28. OLIVER HAZARD PERRY     | 42. TARIFF OF 1816         |
| 4. BANK WAR                     | 15. HORACE MANN                | 29. ONEIDA COMMUNITY        | 43. TARIFF OF ABOMINATIONS |
| 5. BROOK FARM                   | 16. INDIAN REMOVAL ACT ( 1830) | 30. PANIC OF 1819           | 44. TEMPERANCE MOVEMENT    |
| 6. CHARLES GRANDISON FINNEY     | 17. INDIVIDUALISM              | 31. PANIC OF 1837           | 45. <i>THE AMISTAD</i>     |
| 7. CORRUPT BARGAIN              | 18. LIBERTY PARTY              | 32. PATERNALISM             | 46. THE DORR WAR           |
| 8. COTTON GIN                   | 19. MANIFEST DESTINY           | 33. PERFECTIONISM           | 47. <i>THE LIBERATOR</i>   |
| 9. CULT OF DOMESTICITY          | 20. MILL GIRLS                 | 34. PET BANKS               | 48. TRAIL OF TEARS         |
| 10. <i>DEMOCRACY IN AMERICA</i> | 21. MISSOURI COMPROMISE        | 35. RALPH WALDO EMERSON     | 49. TRANSCENDENTALISTS     |
| 11. ELIZABETH CADY STANTON      | 22. MONROE DOCTRINE            | 36. SECOND GREAT AWAKENING  | 50. UNCLE TOM 'S CABIN     |
| 12. ERA OF GOOD FEELINGS        | 23. MORAL SUASION              | 37. SECOND MIDDLE PASSAGE   | 51. UNDERGROUND RAILROAD   |
| 13. ERIE CANAL                  | 24. NAT TURNER 'S REBELLION    | 38. SENECA FALLS CONVENTION | 52. UTOPIAN COMMUNITIES    |
| 14. FEMINISM                    | 25. NEW HARMONY                | 39. SHAKERS                 | 53. WEBSTER-HAYNE DEBATE   |



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## Task 3: Graphic Organizers

### Graphic Organizer 1: Jeffersonian v. Jacksonian Democracy (Complete while reading Ch. 9-10)

**Directions:** Complete the following chart to organize information in comparing Jeffersonian Democracy and Jacksonian Democracy.

QUESTIONS	JEFFERSONIAN DEMOCRACY	JACKSONIAN DEMOCRACY
<b>Political</b>		
To what extent was universal male suffrage achieved?		
Which citizens were considered eligible for holding office?		
How were candidates for president chosen?		
<b>Economic</b>		
In what ways did Jackson expand the concept of the "chosen class"?		
How did each man view industrialization?		
How did the <i>Charles River Bridge V. Warren Bridge</i> decision affect the access to corporate charters prevalent in Jefferson's time?		
What was each man's attitude toward the Bank of the United States?		
<b>Social</b>		
What was each man's attitude toward slavery?		
What was each man's attitude toward equality for women and Native Americans?		





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QUESTIONS	JEFFERSONIAN DEMOCRACY	JACKSONIAN DEMOCRACY
How did each man view education?		
How did each hope to remove obstacles to upward social mobility?		
<b>Religious</b>		
To what extent was separation of church and state accomplished in each period?		

### Part B:

- In what respects was Jacksonian Democracy more democratic than Jeffersonian Democracy?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- In what ways did each of the following contributed to the growth of democracy between 1800 and 1840?
  - State Constitutions \_\_\_\_\_
  - Charles River Bridge v. Warren Bridge* decision \_\_\_\_\_
  - Changes in political party procedures \_\_\_\_\_
  - Actions taken by Jackson himself \_\_\_\_\_
- To what extent was Jackson responsible for changes in the period often called Jacksonian Democracy?  
 \_\_\_\_\_  
 \_\_\_\_\_
- Did democratic changes in the “age of Jackson” have greater political or economic impact? Explain your answer.  
 \_\_\_\_\_  
 \_\_\_\_\_
- Both Jefferson and Jackson used the slogan “Equal rights for all, special privileges for none.” In what respects did neither one achieve his goals?  
 \_\_\_\_\_  
 \_\_\_\_\_
- How did the periods of Jeffersonian Democracy and Jacksonian Democracy illustrate the ideas that democracy is a process rather than a conclusion?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



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## *Graphic Organizer 2: Supreme Court Decisions (Complete while reading Ch. 9-12)*

**Directions:** Complete the following chart to understand the landmark Supreme Court decisions of this era.

<b><i>Dartmouth College v. Woodward (1819)</i></b>	
BACKGROUND:	DECISION / REASON:
SIGNIFICANCE ( WHY IS THIS CASE A LANDMARK DECISION?)	

<b><i>McCulloch v. Maryland (1819)</i></b>	
BACKGROUND:	DECISION / REASON:
SIGNIFICANCE ( WHY IS THIS CASE A LANDMARK DECISION?)	

<b><i>Cohens v. Virginia (1821)</i></b>	
BACKGROUND:	DECISION / REASON:
SIGNIFICANCE ( WHY IS THIS CASE A LANDMARK DECISION?)	



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## ***Gibbons v. Ogden (1824)***

BACKGROUND:

DECISION / REASON:

SIGNIFICANCE ( WHY IS THIS CASE A LANDMARK DECISION?)

## ***Marbury v. Madison (1830)***

BACKGROUND:

DECISION / REASON:

SIGNIFICANCE ( WHY IS THIS CASE A LANDMARK DECISION?)

## ***Commonwealth v. Hunt (1842)***

BACKGROUND:

DECISION / REASON:

SIGNIFICANCE ( WHY IS THIS CASE A LANDMARK DECISION?)



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### Graphic Organizer 3: The Second Two-Party System (Complete while reading Ch. 9-10)

**Directions:** Analyze the development of the second two-party system during the early 1800s. Your analysis should include struggles each party faced and their ideas on how the American government should function.

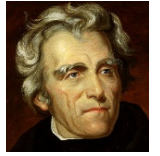


## The Whigs

PROMINENT LEADER:

## The Democrats

PROMINENT LEADER:



	<i>Beliefs on Federalism</i>	
	<i>Attitude toward the "Common Man"</i>	
	<i>Belief concerning moral reform</i>	
	<i>Belief surrounding the Constitution</i>	
	<i>Belief about the economy</i>	
	<i>Major supporting groups</i>	
	<i>Belief concerning the National Bank</i>	
	<i>Internal Improvements supported by this group</i>	
	<i>Beliefs concerning the Protective Tariff</i>	



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### Graphic Organizer 4: Andrew Jackson's Administration (Complete while reading Ch. 10)

**Directions:** Below is a timeline of Andrew Jackson's administration. As you read Chapter 10, please provide evidence of the major issue(s) faced in the given year and the outcome of the event(s) for America.

ADMINISTRATION YEAR	MAJOR ISSUE( S) FACED	OUTCOMES FOR THE AMERICAN PEOPLE
1829		
1830		
1831		
1832		
1833		
1834		
1835		
1836		

In your opinion, which three events best define the effects of Jackson's administration on the American people? Explain your choices.

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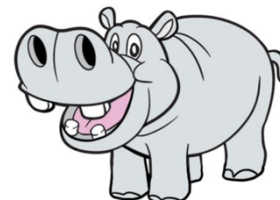
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## Task 4: Primary and Secondary Sources

**Please  
NOTE**

ALL READINGS PROVIDED ARE FROM THE RECOMMENDED READING LIST PROVIDED BY COLLEGE BOARD. THESE READINGS WERE INTENTIONALLY SELECTED TO SUPPORT STUDENT LEARNING IN AP US HISTORY.

### H.I.P.P.O. DOCUMENT ANALYSIS



IN THIS CLASSROOM, WE WILL USE THE ACRONYM HIPPO TO ANALYZE ALL DOCUMENTS. BELOW IS AN EXPLANATION OF WHAT TO CONSIDER AS YOU EVALUATE PRIMARY AND SECONDARY SOURCES IN APUSH:

HISTORIC CONTEXT ( H )	INTENDED AUDIENCE ( I )	POINT OF VIEW ( P )	PURPOSE ( P )	ORGANIZE ( O )
<ul style="list-style-type: none"> <li>IDENTIFY WHEN AND/OR WHERE THE DOCUMENT WAS CREATED.</li> <li>WHAT EVENTS HAPPENED RIGHT BEFORE THIS DOCUMENT WAS WRITTEN?</li> <li>WHAT ISSUE WAS THE AUTHOR ADDRESSING?</li> <li>HOW IS THIS DOCUMENT A REPRESENTATION OF THE TENSION PRESENT?</li> </ul>	<ul style="list-style-type: none"> <li>TO WHOM IS THE AUTHOR WRITING?</li> <li>WOULD OTHERS SEE THIS LETTER?</li> <li>IS THE AUTHOR PART OF THE COMMUNITY? DOES HE/SHE HAVE KNOWLEDGE OF THIS EVENT OR PERIOD?</li> <li>WHY WOULD THE AUTHOR CHOOSE TO WRITE TO THIS AUDIENCE?</li> </ul>	<ul style="list-style-type: none"> <li>CONSIDER THE PERSON BELIEVES OR WANTS OF THE AUTHOR.</li> <li>WHAT IS THE AUTHOR'S ETHNICITY, GENDER, AGE, RELIGIOUS IDEA, GENERAL BACKGROUND? HOW WOULD THESE AFFECT THEIR VIEWS.</li> <li>DOES THE BACKGROUND STRENGTHEN OR WEAKEN THE ARGUMENT?</li> </ul>	<ul style="list-style-type: none"> <li>WHY DID THE AUTHOR CREATE THE WORK?</li> <li>DOES THE WRITER HAVE AN ULTERIOR MOTIVE?</li> <li>WHAT DOES THE AUTHOR WANT TO OCCUR OR CHANGE?</li> </ul>	<ul style="list-style-type: none"> <li>THINK ABOUT HOW THIS DOCUMENT FITS INTO THE LARGER CONVERSATION: IS IT A CLAIM OR A COUNTERCLAIM?</li> <li>WHAT DOCUMENT WOULD BE IN 'CONVERSATION' WITH THIS AUTHOR'S WORK?</li> </ul>



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DIRECTIONS: PLEASE READ AND ANNOTATE THE FOLLOWING PRIMARY AND SECONDARY SOURCE DOCUMENTS, USING YOUR H.I.P.P.O. ACRONYM.

## Topic 4.5 Market Revolution: Industrialization

MARY PAUL, LETTER TO HER FATHER, DECEMBER 21, 1845, FROM <https://vermonthistory.org/documents/transcriptions/paulletters.pdf>

Text	H.I.P.P.O. Notes
<p data-bbox="133 604 503 636">Mary Paul Letters • MSA 478-479</p> <p data-bbox="992 604 1070 636">Page 5</p> <p data-bbox="677 680 920 711">Lowell, Dec 21<sup>st</sup>, 1845</p> <p data-bbox="133 743 271 770">Dear Father:</p> <p data-bbox="133 800 1070 1455">I received your letter on Thursday, the 14<sup>th</sup> with much pleasure. I am well which is one comfort. My life and health are spared while others are cut off. Last Thursday one girl fell down and broke her neck which caused instant death. She was going in or coming out of the mill and slipped down it being very icy the same day a man was killed by the cars, another had nearly all of his ribs broken, another was nearly killed by falling down and having a bale of cotton fall on him. Last Tuesday we were paid in all I had six dollars and sixty cents paid \$4.68 for board with the rest I got me a pair of rubbers and pair of 50 cts shoes. Next payment I am to have a dollar week beside my board. We have not had much snow the deepest being not more than 4 times. It has been very warm for winter perhaps you would like something about our regulations about going in and coming out of the mill. At 5 o'clock in the morning the bell rings for the folks to get up and get breakfast at half past six it rigs for the girls to get up and at seven they are called into the mill, at half past 12 we have dinner, are called back again at one and stay till half past seven. I get along very well with my work. I can doff as fast as any girl in our room. I think I shall have frames before long. The usual time allowed for learning is six months but I think I shall have frames before I have been in three as I get along so fast. I think that the factory is the best place for me and if any girl wants employment I advise them to come to Lowell. Tell Harriet that although she does not hear from me she is not forgotten. I have so little time to devote to writing that I cannot write all I want to. There are half a dozen letters which I ought to write today but I have not time. Tell Harriet I send my love to her and all of the girls. Give my love to Mrs. Clement. Tell Henry this will answer for him and you too for this time.</p> <p data-bbox="677 1516 898 1575">This from Mary S. Paul</p> <p data-bbox="133 1606 287 1663">Bela Paul Henry S. Paul</p>	



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## Topic 4.6 Market Revolution: Society and Culture

LOWELL FEMALE LABOR ASSOCIATION: "PREAMBLE AND CONSTITUTION," FEBRUARY 27, 1846, FROM <https://libguides.uml.edu/c.php?g=528655&p=3615580>

### Text

### H.I.P.P.O. Notes

#### Introduction

Before changing the name to the Lowell Female Industrial Reform and Mutual Aid Society in 1847, the Lowell women created the Lowell Female Reform Association, whose main purpose was to lobby for reform in the factories. This association was the first union in the factories, and its president was Sarah Bagley, perhaps the most influential factory woman. It allowed women to voice their opinions in a safe place and encouraged an atmosphere of change. Not only was the Association organized and each position is fully explained in detail, but it continued the attitude for full working reform that would influence female organizations in the future.

#### Preamble and Constitution of the Lowell Female Labor Reform Association

"Whereas we, the Operatives of Lowell, believing that in the present age of improvement, nothing can escape the searching glances of reform; and when men begin to inquire why the Laborer does not hold that place in the social, moral and intellectual world, which a bountiful Creator designed him to occupy, the reason is obvious. He is a slave to a false and debasing state of society. Our merciful Father in his infinite wisdom surely, has not bestowed all his blessings, both mental and moral on a few, on whom also he has showered all of pecuniary gifts. No! to us all has he given minds capable of eternal progression and improvement! It now only remains for us to throw off the shackles which are binding us in ignorance and servitude and which prevent us from rising to that scale of being for which God designed us. But how shall this be done? How shall the mass become educated? With the present system of labor it is impossible. There must be reasonable hours for manual labor, and a just portion of time allowed for the cultivation of the mental and moral faculties and no other way can the great work be accomplished. We know no employment is respectable only as long as these employed are such, and no farther than they are intelligent and moral, can they merit the companionship and esteem of their fellow-beings. It is evident, that with the present system of labor, the minds of the mass must remain uncultivated, their morals unimproved and our country be flooded with vice and misery! Shall we, Operatives of America, the land where Democracy claims to be the principle by which we live and by which we live and by which we are governed, see the evil daily increasing which separates more widely and more effectually be favored few and the unfortunate many, without one exertion to stay the progress? - God forbid! Let the daughters of New England kindle the spark of philanthropy on every heart till its brightness shall fill the whole earth! In consideration of which we adopt the following Constitution:

ART. 1st. This Association shall be called the Lowell Female Labor Reform Association.





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ART. 2d. This Association shall be governed by the following officers: President, two Vice Presidents, a Secretary, Treasurer and board of Directors, consisting of eight in number.

ART. 3d. It shall be the duty of the President to preside at the meetings of the Association and board of Directors, and call especial meetings whenever any three members of the same shall request it.

ART. 4th. It shall be the duty of the Vice Presidents to preside in case of the absence of the President.

ART. 5th. It shall be the duty of the Secretary to be present at all meetings of the Association, and be prepared to read the proceedings of the last meeting, if requested. Also, to keep a correct account of the business of the Association.

ART. 6th. It shall be the duty of the Treasurer to receive all money paid into the treasury, and keep a correct account of the same also, to pay all bills presented by the Association, and signed by the President and Secretary.

ART. 7th. It shall be the duty of the Directors to present all plans of operation to the Association, and to assist in all labors of the same.

ART. 8th. Any person signing this Constitution, shall literally pledge herself to labor actively for Reform in the present system of labor.

ART. 9th. The members of this Association disapprove of all hostile measures, strikes and turn outs until all pacific measures prove abortive, and then that is the imperious duty of every one to assert and maintain that independence which our brave ancestors bequeathed to us, and sealed with their blood.

ART. 10th. This Constitution may be altered and amended by a vote of two thirds of the members present, provided the amendment be proposed at a previous meeting. It shall be the duty of the Board of Directors to revise the Constitution at the time of the Annual meeting for choosing Officers, which shall be holden on the first Tuesday of January.

The following Officers were chosen Jan. 1846.

SARAH G. BAGLEY, President  
HANNAH C. TARLTON, Vice Pres.  
MARY EMERSON,  
HULDAH J. STONE, Rec'g. Sec'y.  
SARAH A. YOUNG, Cor. Sec'y.  
MARY A. K. TARLTON, Treasurer.  
CLIMENA BUTLER,  
MISS GILMAN,  
ABBEY KEMP,  
CATHERINE MAXEY,

DIRECTORS.

MARY J. ROBINSON,  
ELIZA SIMPSON,  
ELIZABETH L. TRUE,  
ELMIRA B. STONE.



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## Topic 4.7 Expanding Democracy

**DORR REBELLION:** THOMAS M. DORR ET AL, AN ADDRESS TO THE PEOPLE OF RHODE-ISLAND, FROM THE CONVENTION ASSEMBLED AT PROVIDENCE, ON THE 22<sup>ND</sup> DAY OF FEBRUARY, AND AGAIN ON THE 12<sup>TH</sup> DAY OF MARCH, 1834, FROM <https://archive.org/details/addressstopeople00rhod/page/55/mode/1up>

### Text

### H.I.P.P.O. Notes

...We have seen that our existing freehold qualification for voters is inconsistent with a just regard to natural rights, - that it is opposed to the principles of a Republican Government, - to the real intentions of the founders of this State, - to the Declaration of American Independence, - to the practice of all the other States, but one; - that it is inconsistent with itself, and unfair in its operation. Still farther, - admitting, for argument's sake, (and God forbid that we should ever otherwise make the admission, so long as we retain any recollection of the Declaration of Independence, and of the Principles, the Acts and the Men of the Revolution) that there are no natural rights, and that all political power and privilege proceeds from the Government of the People<sup>3m</sup> - the present landed qualification is proved to be highly unnecessary and inexpedient. - But there are many who are capable of feeling the force of these objections, who will call them abstract and theoretical, and say that they want more facts. We want them too; and we ask these objectors to go along with us in the search, bearing in mind, at the same time, that, as the freehold restriction is in derogation of political rights, the burden of proving its necessity rests upon its advocates. We have come to the great *Issue of Fact*, which we now again tender to our fellow-citizens, and it is - Are those citizens, who by an extension of suffrage would be admitted to vote, such a class of persons as are unfitted by their character to participate in the political privileges which they claim? We wish this question to be fairly met. Enough has been said, in vague and general terms, about "*unwholesome citizens*," "persons not to be *safely* trusted," "without property and vicious," - about "protecting the *sound* part of the community against those who have nothing at stake in society" - "and protecting the people against intruders and adventurers from other States." It is perfectly easy to make this general declamation, and it has its natural and designed effect upon too many minds. Let those who use this language come out and say, if they will venture the assertion, *that the body of traders and mechanics, and professional men, and sons of landholders, are the base and corrupt persons who are aimed at in these sweeping denunciation*. No others can be meant. They are the men who unite with a large portion of the farming interest in demanding a reform. Shame, then, upon those defamers of their fellow-citizens, who, in the interested defense of a decrepid and tottering system, resort to this wanton and unmanly abuse and disparagement, which the daily business and intercourse of life prove to be wholly destitute of foundation in truth. We shall endeavor to show the people, more in detail, who these men are, who now claim the establishment of their just rights, and how many of them contribute by taxes to the public treasury. We invite you, fellow-citizens, to go along with us, and to aid us in the investigation." ...



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## Topic 4.8 Jackson and Federal Power

**JOHN ROSS:** "MEMORIAL AND PROTEST OF THE CHEROKEE NATION, TO THE HONORURABLE THE SENATE AND HOUSE OF REPRESENTATIVES OF THE UNITED STATES OF NORTH AMERICA, IN CONGRESS ASSEMBLED," JUNE 21, 1836,

Text	H.I.P.P.O. Notes
<p style="text-align: center;"><b>Memorial and Protest of the Cherokee Nation</b></p> <p><i>To the honourable the Senate and House of Representatives of the United States of North America, in Congress assembled:</i></p> <p>The undersigned representatives of the Cherokee nation, east of the river Mississippi, impelled by duty, would respectfully submit, for the consideration of your honourable body, the following statement of facts: It will be seen, from the numerous subsisting treaties between the Cherokee nation and the United States, in Congress assembled, received the Cherokees and their nation into favour and protection; and that the chiefs and warriors, for themselves and all parts of the Cherokee nation, acknowledged themselves and the said Cherokee nation to be under the protection of the United States of America, and of no other sovereign whatsoever; they also stipulated, that the said Cherokee nation will not hold any treaty with any foreign power, individual State, or with individuals of any State; that for, and in consideration of, valuable concessions made by the Cherokee nation, the United States solemnly guaranteed to said nation all their lands not ceded, and pledged the faith of the Government, that "all white people who have intruded, or may hereafter intrude on the lands reserved for the Cherokees, shall be removed by the United States, and proceeded against, according to the provisions of the act, passed 30<sup>th</sup> March, 1802," entitled "An act to regulate trade and intercourse with the Indian tribes, and to preserve peace on the frontiers." It would be useless to recapitulate the numerous provisions for the security and protection of the rights of the Cherokees, to be found in the various treaties between their nation and the United States. The Cherokees were happy and prosperous under a scrupulous observance of treaty stipulations by the Government of the United States, and from the fostering hand extended over them, they made rapid advances in civilization, morals, and in the arts and sciences. Little did they anticipate, that when taught to think and feel as the American citizen, and to have with him a common interest, they were to be <i>despoiled by their guardian</i>, to become strangers and wanderers in the land of their fathers, forced to return to the savage life, and to seek a new home in the wilds of the far west, and that without their consent. An instrument purporting to be a treaty with the Cherokee people, has recently been made public by the President of the United States, that will have such an operation, if carried into effect. This instrument, the delegation aver before the civilized world, and in the presence of Almighty God, is fraudulent, false upon its face, made by unauthorized individuals, without the sanction, and against the wishes, of the great body of the Cherokee people. Upwards of fifteen thousand of those people have protested against it, solemnly declaring they will never acquiesce. The delegation would respectfully call the attention of your honourable body to their memorial and protest, with the accompanying</p>	



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documents, submitted to the Senate of the United States, on the subject of the alleged treaty, which are herewith transmitted.

If it be said that the Cherokees have lost their national character and political existence, as a nation or tribe, by State legislation, then the President and Senate can make no treaty with them; but if they have not, then no treaty can be made for them, binding, without and against their will. Such is the fact, in reference to the instrument entered into at New Echota, in December last. If treaties are to be thus made and enforced, deceptive to the Indians and to the world, purporting to be a contract, when, in truth, wanting the assent of one of the pretended parties, what security would there be for any nation or tribe to retain confidence in the United States? If interest or policy require that the President and Senate have no constitutional power to accomplish the object. They cannot do it under the power to make treaties, which are contracts, not rules prescribed by a superior and therefore binding only by the assent of the parties. In the present instance, the assent of the Cherokee nation has not been given, but expressly denied. The President and Senate cannot do it under the power to regulate commerce with the Indian tribes, or intercourse with them, because that belongs to Congress, and so declared by the President, in his message to the Senate of February 22, 1831, relative to the execution of the act to regulate trade and intercourse with the Indian tribes, &c. passed 30<sup>th</sup> of March, 1802. They cannot do it under any subsisting treaty stipulation with the Cherokee nation. Nor does the peculiar situation of the Cherokees, in reference to the States, their necessities and distresses, confer any power upon the President and Senate to alienate their legal rights, or to prescribe the manner and time of their removal.

Without a decision of what ought to be done, under existing circumstances, the question recurs, is the instrument under consideration a contract between the United States and the Cherokee nation? It so purports upon its face, and that falsely. Is that statement so sacred and conclusive that the Cherokee people cannot be heard to deny the fact? They have denied it under their own signatures, as the documents herein before referred to will show, and protested against the acts of the unauthorized few, who have arrogated to themselves the right to speak for the nation. The Cherokees have said they will not be bound thereby. The documents submitted to the Senate show, that when the vote was taken upon considering the propositions of the commissioner, there were but seventy-nine for so doing. Then it comes to this: could this small number of persons attending the New Echota meeting, acting in their individual capacity, dispose of the rights and interests of the Cherokee nation, or by any instrument they might sign, confer such power upon the President and Senate.

If the United States are to act as the guardian of the Cherokees, and to treat them as incapable of managing their own affairs, and blind to their true interests, yet this would not furnish power or authority to the President and Senate, as the treaty making power to prescribe the rule for managing their affairs. It may afford a pretence for the legislation of Congress, but non for the ratification of an instrument as a treaty made by a small faction against the protest of the Cherokee people.

<https://dp.la/primary-source-sets/cherokee-removal-and-the-trail-of-tears/sources/1510>



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## Topic 4.11 An Age of Reform

WILLIAM LLOYD GARRISON: "TO THE PUBLIC," THE LIBERATOR, JANUARY 1, 1831.

FROM TEACHING AMERICAN HISTORY: [HTTP://TEACHINGAMERICANHISTORY.ORG/LIBRARY/INDEX.ASP?SUBCATEGORY=51](http://teachingamericanhistory.org/library/index.asp?subcategory=51)

### Text

### H.I.P.P.O. Notes

**Boston, January 1, 1831**

In the month of August, I issued proposals for publishing "THE LIBERATOR" in Washington city; but the enterprise, though hailed in different sections of the country, was palsied by public indifference...

During my recent tour for the purpose of exciting the minds of the people by a series of discourses on the subject of slavery, every place that I visited gave fresh evidence of the fact, that a greater revolution in public sentiment was to be effected in the free states—and particularly in New-England—than at the south. I found contempt more bitter, opposition more active, detraction more relentless, prejudice more stubborn, and apathy more frozen, than among slave owners themselves... I determined, at every hazard, to lift up the standard of emancipation in the eyes of the nation, *within sight of Bunker Hill and in the birth place of liberty*. That standard is now unfurled; and long may it float, unhurt by the spoliation of time or the missiles of a desperate foe—yea, till every chain be broken, and every bondman set free! Let southern oppressors tremble—let their secret abettors tremble—let their northern apologists tremble—let all the enemies of the persecuted blacks tremble.

I deem the publication of my original Prospectus unnecessary, as it has obtained a wide circulation. The principles therein inculcated will be steadily pursued in this paper, excepting that I shall not array myself as the political partisan of any man. In defending the great cause of human rights, I wish to derive the assistance of all religions and of all parties.

Assenting to the "self-evident truth" maintained in the American Declaration of Independence, "that all men are created equal, and endowed by their Creator with certain inalienable rights—among which are life, liberty and the pursuit of happiness," I shall strenuously contend for the immediate enfranchisement of our slave population. In Park-street Church, on the Fourth of July 1829, in an address on slavery, I unreflectingly assented to the popular but pernicious doctrine of gradual abolition. I seize this opportunity to make a full and unequivocal recantation, and thus publicly to ask pardon of my God, of my country, and of my brethren the poor slaves, for having uttered a sentiment so full of timidity, injustice and absurdity...

I am aware, that many object to the severity of my language; but is there not cause for severity? I will be as harsh as truth, and as uncompromising as justice. On this subject, I do not wish to think, or speak, or write, with moderation. No! no! Tell a man whose house is on fire, to give a moderate



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alarm; tell him to moderately rescue his wife from the hands of the ravisher; tell the mother to gradually extricate her babe from the fire into which it has fallen; —but urge me not to use moderation in a cause like the present. I am in earnest—**I will not equivocate—I will not excuse—I will not retreat a single inch—AND I WILL BE HEARD.** The apathy of the people is enough to make every statue leap from its pedestal, and to hasten the resurrection of the dead.

It is pretended, that I am retarding the cause of emancipation by the coarseness of my invective, and the precipitancy of my measures. *The charge is not true...* posterity will bear testimony that I was right. I desire to thank God, that he enables me to disregard "the fear of man which bringeth a snare," and to speak his truth in its simplicity and power. And here I close with this fresh dedication:

Oppression! I have seen thee, face to face,  
 And met thy cruel eye and cloudy brow;  
 But thy soul-withering glance I fear not now—  
 For dread to prouder feelings doth give place  
 Of deep abhorrence! Scorning the disgrace  
 Of slavish knees that at thy footstool bow,  
 I also kneel—but with far other vow

Do hail thee and thy hord of hirelings base:—  
 I swear, while life-blood warms my throbbing veins,  
 Still to oppose and thwart, with heart and hand,  
 Thy brutalising sway-till Afric's chains  
 Are burst, and Freedom rules the rescued land,—  
 Trampling Oppression and his iron rod:  
 Such is the vow I take—SO HELP ME GOD!