

# Virginia Dynasty Study Guide

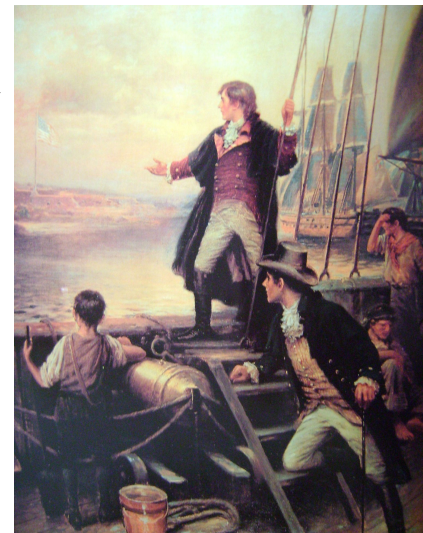
**US History 6th Grade**

*Highlighted Terms are  
concepts that will be  
in your HW questions*

# The War

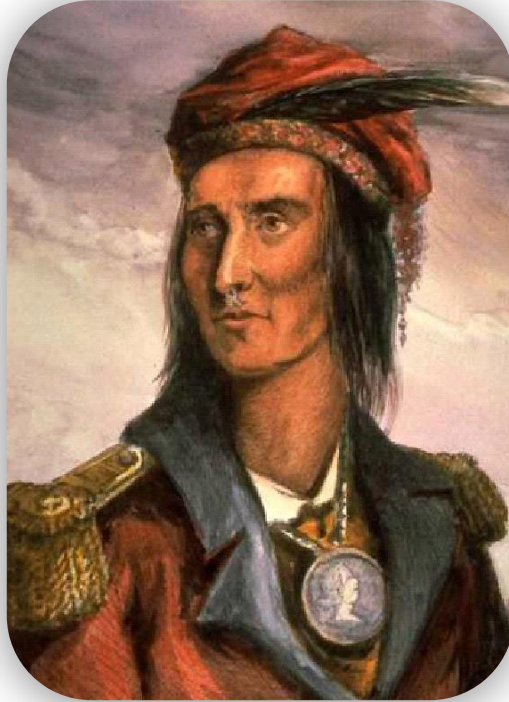
- ★ The war began with a Canadian Campaign after the US formal declaration of war. General William Hull in July of 1812 attacked from Detroit but was effectively repelled by Tecumseh's forces and joint British infantry.
- ★ When Oliver Hazard Perry inflicted the first blow against the British in the naval Battle of Lake Erie, Tecumseh's forces decided to retreat from the Detroit area. William Henry Harrison and his forces, however, cut off Tecumseh and his joint army at the **Battle of the Thames** where Tecumseh was killed and his army laid utterly defeated - leaving York (modern-day Toronto) open to attack.
- ★ Canada's Parliament buildings were burned down at York and all in all the Americans, while not fully conquering Canada had gained ground in the Canadian front
- ★ In August 24, 1814 the British settled the score by torching DC in a direct attack on the nation's capital by a newly arrived British force by sea.

- ★ But the British did not hold DC for very long, and instead readied an attack of **Fort McHenry** to take Baltimore.
- ★ The British bombarded **Fort McHenry** ceaselessly with some of the strongest Frigates the British had at their disposal, but Baltimore held firm.
- ★ **Francis Scott Key**, a lawyer aboard an enemy ship in the harbor at the time - negotiating the release of a hostage - was taken by the spectacle and the resilience his countrymen showed to endure the barrage and fly the American flag proudly after the smoke cleared from the attack
- ★ He would go on to write (wrote) a poem called the 'Star Spangled Banner' as an ode to the feeling of patriotism he felt when seeing the American flag blowing in the wind in defiance of their attackers



# Lead up to the War

- ❖ Settlers were steadily moving further West; expanding the reach of territories and triggering the creation of new States like Ohio in 1803
- ❖ This move westward did not come without its problems. Native American tribes with the financial support given to them by the British in Canada, coalesced under the leadership of **Tecumseh**, a Shawnee Chief, and his brother the Prophet.
- ❖ Under the military leadership of Tecumseh and following the Prophet's anti-Western ideology, a **Confederacy** of various tribes from the Great Lakes region gathered together to protect their land



- ❖ **General William Henry Harrison**, Governor of the Indiana Territory, seeing that the confederacy was steadily growing and also receiving aid from the British, decided to preemptively strike the confederacy's capital at Prophetstown near the Tippecanoe River
- ❖ The two-hour battle was a swift and resounding victory for Harrison. The victory at the **Battle of Tippecanoe** was seen as a nationalistic triumph and gave confidence to a growing expansionist/saber-rattling wing of the Republican party in the nation
- ❖ Back in Congress a new faction of young Republicans, called the **War Hawks**, from the west and the south pressured the president for war. Leading War Hawks Henry Clay, from Kentucky, who became Speaker of the House and John C Calhoun from South Carolina urged for War and led to quadrupling the size of the military

The Battle of Plattsburgh where 10,000 British soldiers marching down from Canada were defeated in New York. Bringing the British to the realization that this war was unnecessary and costly

**Treaty of Ghent** - brought an end to the war with no land ceded by either side. With Napoleon's defeat in Europe impressment no longer was an issue

**Battle of New Orleans** - before word of the treaty arrived in the US. Andrew Jackson 'Old Hickory' and his outnumbered troops fought off the British in a decisive victory that would elevate Jackson as a national hero



**End of the War**

# Key Terms - Write these

1. Era of Good Feelings - a US era of peace, pride, and progress
2. James Monroe - US president elected in 1816
3. American System - a series of measures to make the US economically self-sufficient
4. Cumberland Road - the first road built by the federal government
5. Erie Canal - a waterway that ran from Buffalo to Albany



# The North

- In the North the Industrial Revolution had taken hold of the region. **Beginning with textile manufacturing, the small-scale commercial businesses and workshops of old were replaced by factories that were powered by newly innovated machines and led by corporations of investors.**
- The spread of factories also created the need for more labor. An immigration influx of Irish and German workers helped to fill these new jobs during this era, but also people from the countryside and from smaller periphery towns migrated into big cities in search of the consistent and stable salaries that factory work offered. Hiring of women also became commonplace, but labor rights were practically nonexistent and workspaces were often unsafe and hazardous. Generally laborers had no say in work conditions or their hours, schedule and pay
- **The American Industrial Revolution led to rapid urbanization in the north which in turn caused drastic increases in population and economic growth** – starkly outpacing the agrarian societies of the south and resulting in the concentration of people and capital in large metropolis like New York, Philadelphia and Boston

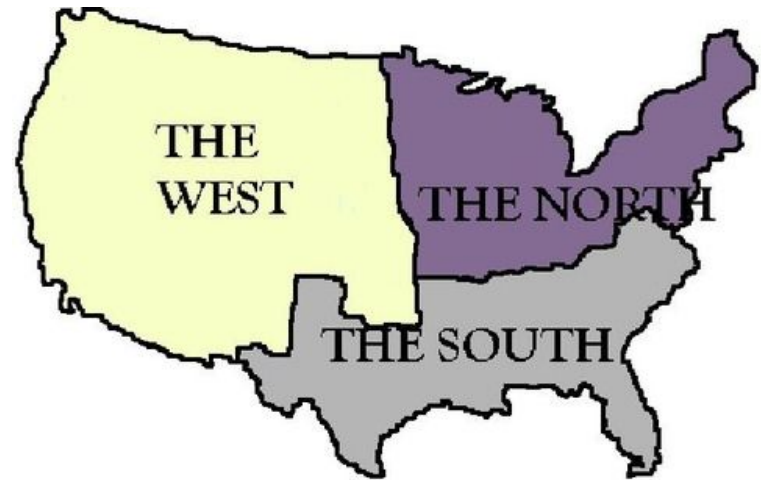
# The South

- **Eli Whitney's 'cotton gin' that made the labor intensive activity of separating seeds from cotton drastically easier would only fortify the South's dependence on slavery**
- The difference between regions became sharper as the West took over food production and the South became more dependent on cash crops that relied on slave labor for their economy
- Moreover, while many of the founding fathers had considered slavery a 'necessary evil,' during this era Southern statesmen like John C. Calhoun defended slavery as a 'positive good' to the U.S. Senate in 1837. The way of life in the south that was extolled by the plantation elite of the South started to gain ardent political defenders and a distinct culture of its' own
- **These viewpoints also played to the growing sectionalism occurring as southerners defended slavery politically, a crucial institution necessary for the Southern way of life, and Northerners denounced the expansion of slavery** arguing that since southern states gained a constitutional advantage in representation (due the three/fifths clause) they would use their advantage to advocate for separate interests.



# Key Terms

10. Cotton Gin - a machine invented by Eli Whitney for separating cotton from its seeds.
11. Sectionalism - disagreement between leaders of different regions
12. Missouri Compromise - an agreement that settled the conflict over Missouri's application for statehood





# Monroe Doctrine and Intro to Jackson

- During Monroe's presidency rebellion and revolution raged in South America. Simon Bolivar and Jose San Martin were leading causes to liberate the continent from the clutches of the Viceroyalties and the elite Criollo class still connected to the Bourbon crown in Spain. This drove the King back in Madrid to seek out the assistance of several European powers to help take down these revolts.
- Monroe's response would become a mainstay of American foreign policy. The Monroe Doctrine was a warning to European Powers that the United States would oppose any efforts in creating new colonies or newly subjecting people in the Western Hemisphere through colonization. The US clearly backed the republican revolutions in South America, and resolutely declared the US's role in the New World as a protector for those struggling for independence and hegemon (the dominant power) of the hemisphere. Giving a glimpse of the United States' ambitions for the future



## The Age of Jackson

### Section 1



#### MAIN IDEAS

1. Democracy expanded in the 1820s as more Americans held the right to vote.
2. Jackson's victory in the election of 1828 marked a change in American politics.

### Key Terms and People

**nominating conventions** public meetings to select a party's presidential and vice presidential candidates

**Jacksonian Democracy** the democratic expansion that occurred during Jackson's presidency

**Democratic Party** a party formed by Jackson supporters

**John C. Calhoun** Jackson's vice presidential running mate

**spoils system** the practice of rewarding political supporters with government jobs

**Martin Van Buren** the secretary of the state in Jackson's cabinet

**Kitchen Cabinet** an informal group of Jackson's trusted advisers that sometimes met in the White House kitchen

### Section Summary

#### EXPANSION OF DEMOCRACY

In the early 1800s state legislatures expanded democracy, giving more people voting rights. However, women and African Americans still had no voting rights in most states.

By 1828 almost all states had changed the system under which state legislatures nominated electors in the electoral college. Now, the people nominated their own electors. Some parties began to hold **nominating conventions**. Broader voting rights and conventions allowed more people to actively participate in politics.

Who was left out in the push to give Americans more voting rights?

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#### JACKSONIAN DEMOCRACY

Andrew Jackson entered the political scene as American democracy grew. Historians called the expansion of democracy in this era **Jacksonian Democracy**. Jackson's supporters were mainly farmers, frontier settlers, and southern slaveholders.

Who supported Adams for president?

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**Section 1, continued**

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They believed he would protect the rights of the common people and the slave states. They referred to themselves as Democrats and established the **Democratic Party**. Many supporters of President John Quincy Adams called themselves National Republicans.

**THE 1828 ELECTION**

The presidential candidates were President Adams and Andrew Jackson in a replay of the 1824 election. Jackson selected South Carolina Senator **John C. Calhoun** as his running mate. The campaign concentrated on personalities. Jackson's campaigners said he was a war hero who was born poor and earned success through hard work. They said that Adams knew nothing about everyday people because his father had been the second U.S. president. Adams's backers said Jackson was too coarse to be president.

Jackson and Calhoun won the election. Jackson's supporters described his victory as a triumph for the common people. A crowd of some 20,000 people held a big party on the White House lawn to celebrate. Jackson began the **spoils system**, but he replaced fewer than one-fifth of federal officeholders. One of Jackson's strongest cabinet members was **Martin Van Buren**. Jackson also relied heavily on a trusted group of advisors that was called the **kitchen cabinet**.

What were some of the key differences between Jackson and Adams?

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Why might so many people have attended the election party?

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**CHALLENGE ACTIVITY**

**Critical Thinking: Analyze** Make a chart contrasting facts about Adams and Jackson with people's opinions of them.



## The Age of Jackson

### Section 2



#### MAIN IDEAS

1. Regional differences grew during Jackson's presidency.
2. The rights of the states were debated amid arguments about a national tariff.
3. Jackson's attack on the Bank sparked controversy.
4. Jackson's policies led to the Panic of 1837.

### Key Terms and People

**Tariff of Abominations** a tariff with very high rates

**states' rights doctrine** the belief that state power should be greater than federal power

**nullification crisis** the dispute over whether states had the right to nullify, or disobey, any federal law with which they disagreed

**Daniel Webster** a senator from Massachusetts who spoke out against nullification and believed the nation had to stay united

**McCulloch v. Maryland** the case in which the U.S. Supreme Court ruled that the Second Bank of the United States was constitutional

**Whig Party** a political group supported by people who opposed Andrew Jackson

**Panic of 1837** a financial crisis that led to a severe economic depression

**William Henry Harrison** a general and the Whig presidential candidate in 1840

### Academic Vocabulary

**criteria** basic requirements

### Section Summary

#### SECTIONAL DIFFERENCES INCREASE

In Andrew Jackson's presidency, people's reaction to almost every policy was based on where they lived and the economy of their region. The North's economy depended on trade and manufacturing. The North supported tariffs, which helped it compete with foreign manufacturers. Southerners marketed a large portion of their crops to foreign countries. Most southerners opposed tariffs, which led to higher prices in manufactured items that they bought. Westerners wanted cheap land.

Why did northerners disagree with southerners on the issue of tariffs?

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Section 2, *continued*

Northerners continued to demand high tariffs to guard their new industries from foreign competition. In 1828 Congress passed a law that southerners called the **Tariff of Abominations**. (An abomination is a hateful thing.) The tariff intensified sectional differences.

How did the Tariff of Abominations help industries in the North?

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**THE STATES' RIGHTS DEBATE**

Early in his career, Vice President John C. Calhoun supported a strong central government. Later on, he argued for states' rights in the **states' rights doctrine**. The debate over states' rights led to the **nullification crisis**. Jackson opposed nullification. Calhoun resigned from office. South Carolina's legislature declared that a new 1832 tariff would not be collected in the state. **Daniel Webster** backed a unified nation. Congress finally agreed to lower the tariffs gradually. South Carolina's leaders agreed to obey the law but still backed the nullification idea.

What caused the nullification crisis?

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**JACKSON ATTACKS THE BANK**

President Jackson and many southern states questioned the constitutional legality of the Second Bank of the United States. However, in the case *McCulloch v. Maryland*, the Bank was found to be constitutional. Jackson moved most of the Bank's funds to state banks. This action caused inflation.

What happened when the federal bank's funds were moved to state banks?

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**VAN BUREN'S PRESIDENCY**

The **Whig Party** backed four candidates for president in 1836, and the Democrat, Martin Van Buren, won. When the country experienced the **Panic of 1837**, Van Buren was blamed. In 1840 the Whigs nominated **William Henry Harrison**, who won with an electoral landslide.

Why might voters have chosen Harrison over Van Buren?

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**CHALLENGE ACTIVITY**

**Critical Thinking: Summarizing** Design a poster that illustrates President Jackson's actions in his two terms. Use captions.



## The Age of Jackson

### Section 3



#### MAIN IDEAS

1. The Indian Removal Act authorized the relocation of Native Americans to the West.
2. Cherokee resistance to removal led to disagreement between Jackson and the Supreme Court.
3. Other Native Americans resisted removal with force.

### Key Terms and People

**Indian Removal Act** the act that authorized the removal of Native Americans who lived east of the Mississippi River

**Indian Territory** the new homeland for Native Americans, which contained most of present-day Oklahoma

**Bureau of Indian Affairs** an agency created to oversee the federal policy toward Native Americans

**Sequoya** a Cherokee who used 86 characters to represent Cherokee syllables to create a written language

**Worcester v. Georgia** a case in which the U.S. Supreme Court ruled that the state of Georgia had no authority over the Cherokee

**Trail of Tears** an 800-mile forced march westward in which one-fourth of the 18,000 Cherokee died

**Black Hawk** a Sauk chief who decided to fight rather than be removed

**Osceola** Seminole leader who called on Native Americans to resist removal by force

### Academic Vocabulary

**contemporary** existing at the same time

### Section Summary

#### THE INDIAN REMOVAL ACT

President Andrew Jackson's policies toward Native Americans were controversial. They had long lived in settlements from Georgia to Mississippi. Jackson and other political leaders wanted this land for American farmers. Jackson pressured Congress to pass the **Indian Removal Act** in 1830. The **Indian Territory** was set aside as a new home for Native Americans.

Why were Jackson's policies toward Native Americans controversial?

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**Section 3, continued**

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The **Bureau of Indian Affairs** was established. Indian peoples began to be removed to Indian Territory. They lost their lands east of the Mississippi. On their trips to Indian Territory, many Native Americans died of cold, disease, and starvation. The Cherokee adopted the **contemporary** culture of whites to avoid conflicts. **Sequoya** helped the Cherokee create their own written language.

The Cherokee sued the state when the Georgia militia tried to remove them. In the case **Worcester v. Georgia**, the U.S. Supreme Court ruled in favor of the Cherokee. Georgia ignored the ruling and removed the Cherokee. On the **Trail of Tears**, the Cherokee suffered from heat, cold, and exposure.

Why was the Indian Territory established?

How did the Sauk resist removal?

**OTHER NATIVE AMERICANS RESIST**

Conflicts broke out in Illinois and Florida when some Native Americans decided to resist removal with force. Chief **Black Hawk** led the Sauk of Illinois in raiding settlements and fighting the U.S. Army. The U.S. Army attacked the Sauk as they retreated, and the uprising ended. By 1850 American Indians had been driven from the Illinois region.

In Florida the Seminole also resisted removal. In 1832 some Seminole leaders were forced to sign a treaty that said they would withdraw from Florida in seven years. Any Seminole of African ancestry would be called a runaway slave.

The Seminoles ignored the treaty. **Osceola** led his followers in the Second Seminole War. The Seminole won many battles. Some 1,500 U.S. soldiers died. After spending millions of dollars, U.S. officials gave up.

How did the outcome for the Seminole differ from that of other Native Americans?

**CHALLENGE ACTIVITY**

**Critical Thinking: Analyzing** Write an essay explaining how your view of the Indian Removal Act would compare or contrast with the view of an easterner who wanted to settle on Native American lands.