

Name: \_\_\_\_\_

Key Concept 4.2 Video Guide

Big Idea Questions	Guided Notes	Areas of Concern
<p>What else did Eli Whitney invent?</p>	<p style="text-align: center;"><b>The New Curriculum</b></p> <ul style="list-style-type: none"><li>* Key Concept 4.2 “Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.”<ul style="list-style-type: none"><li>* Page 40 of the Curriculum Framework</li></ul></li><li>* Big ideas:<ul style="list-style-type: none"><li>* _____</li><li>* _____</li><li>* _____</li></ul></li></ul> <p style="text-align: center;"><b>Key Concept 4.2, I</b></p> <ul style="list-style-type: none"><li>* “A global market and communications revolution, influencing and influenced by technological innovations, led to dramatic shifts in the nature of agriculture and manufacturing.” – pg 40 of the curriculum framework</li><li>* Technological innovations that increased efficiency and extended markets<ul style="list-style-type: none"><li>* Textile machines – made production faster – Spinning Jenny</li><li>* Steam engines – Allowed boats to go _____ the current</li><li>* Interchangeable parts _____ – increased production</li><li>* Canals – shipping goods farther – _____</li><li>* Railroads – increased drastically</li><li>* Telegraph – information spread more rapidly</li><li>* _____ – father of the factory system</li></ul></li><li>* More and more Americans shifted from subsistence farming to producing goods; some entrepreneurs focused on financing<ul style="list-style-type: none"><li>* Lowell System – factory system in MA; farmers daughters worked in factories in _____</li></ul></li></ul>	
	<p style="text-align: center;"><b>Key Concept 4.2, II</b></p> <ul style="list-style-type: none"><li>* “Regional economic specialization, especially the demands of cultivating southern cotton, shaped settlement patterns and the national and international economy.” – page 40 of the curriculum framework</li><li>* Impacts of cotton:<ul style="list-style-type: none"><li>* Raw material used in _____ production in the Northeast</li><li>* Economic ties increased (specialization for each region)</li><li>* Trade with European countries (Britain and France) shaped</li></ul></li></ul>	

Why did the internal slave trade increase after 1808?

- international economy
- \* The internal slave trade \_\_\_\_\_ as demand for slaves increased (especially post 1808 – why?)
- \* Efforts to create a unified national economy never fully came to fruition:
  - \* The \_\_\_\_\_ were linked together more than with the \_\_\_\_\_
- \* Henry Clay's *American System*:
  - \* Focused on three parts:
    - \* \_\_\_\_\_ improvements – roads, canals, etc.
    - \* \_\_\_\_\_ – (1816) goal was to use to fund internal improvements
    - \* \_\_\_\_\_
  - \* The American System had its critics: inter vs. intra state trade
  - \* Andrew Jackson and the \_\_\_\_\_
- \* Impacts of seeking natural resources:
  - \* Free migration of people – as the population grew, and threats were removed ( \_\_\_\_\_ ), more Americans expanded West
    - \* Infrastructure (roads, canals – Erie) helped encourage \_\_\_\_\_
  - \* Forced migration of people:
    - \* Slavery expanded further and further west – cause of Civil War
    - \* Native Americans – \_\_\_\_\_
- \* New labor systems:
  - \* Unions – *Commonwealth v. Hunt* – MA State Supreme Court decision ruling that labor unions were legal
  - \* Labor unions became more common and \_\_\_\_\_

### Key Concept 4.2, III

- \* “The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power.” – page 41 of the curriculum framework
- \* \_\_\_\_\_ (Erie!) and roads increased American migration westward:
  - \* Easier for westward expansion and shipment of goods
  - \* New community systems developed that replaced old family and local relationships
    - \* Examples: churches, schools, taverns, etc. develop
    - \* Religion played an instrumental role – \_\_\_\_\_
- \* Immigrants from Europe tended to settle in the East and Midwest:
  - \* Increased interdependence between Northeast and Old Northwest
    - \* Germans – \_\_\_\_\_ as farmers
    - \* Irish – cities as \_\_\_\_\_

In what city in Ohio did Germans predominantly settle? (You know this, don't look it up)

What other idea that we have learned so far this year is Cult of Domesticity similar to?

- \* The South remained distinct compared to other regions:
  - \* Culturally: plantations helped define the region – so economically \_\_\_\_\_
    - \* Many wealthy whites viewed themselves as \_\_\_\_\_
  - \* Politically: Plantation owners had significant power; laws \_\_\_\_\_
  - \* Ideologically: Honor in the South was different than North; \_\_\_\_\_ persisted
    - \* \_\_\_\_\_ – defender of slavery; said of women, “Women, like children, have but one right, and that is the right of protection. The right to protection involves the obligation to obey.”
- \* Exports to Europe fueled economic growth ( \_\_\_\_\_ )
- \* “The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power.” – page 41 of the curriculum framework
- \* As a result of the Market Revolution:
  - \* Gap between rich and poor \_\_\_\_\_
  - \* A new, emerging \_\_\_\_\_ developed
  - \* Home and workplace became more separated
    - \* People worked outside the home more often
  - \* Gender and family roles and expectations changed drastically
    - \* \_\_\_\_\_ – Separate Spheres for women; expectation was to be subordinate to men and raise children
    - \* Lydia Maria Child – \_\_\_\_\_
- \* Sectionalism, not nationalism, was a major focus for many political leaders stances on several issues:
  - \* Slavery – increasing tensions between the North and South as the 19<sup>th</sup> century went on ( \_\_\_\_\_ )
  - \* National Bank – \_\_\_\_\_
  - \* Internal Improvements – many in the west ( \_\_\_\_\_ ) favored; the West was not as developed as other areas
  - \* Tariffs – favored by Northern manufacturers; disliked by Southerners

### Test Tips

- \* Multiple-Choice and Short Answer Questions:
  - \* \_\_\_\_\_
  - \* \_\_\_\_\_
  - \* \_\_\_\_\_
  - \* \_\_\_\_\_
- \* Essay Questions:
  - \* \_\_\_\_\_

