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| Name: Period: |
| Chapter 2 Growth and Reform 1800-1850 |
| Section 1: Democracy, Nationalism, and Sectionalism |
| > |
| 1. The Rise of Andrew Jackson |
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| KT Andrew Jackson: |
| A. Democracy Expands |
| > |
| KT Jacksonian Democracy: |
| > |
| B. Adams Wins a Costly Victory |
| > |
| > |
| C. Jackson Triumphs |
| > |
| > |
| Checkpoint: How did Andrew Jackson benefit from the expansion of democracy? |
| 2. Indian Removal (The worst thing America ever did to its own citizens.) |
| > |
| A. Americans seek Indian Lands |
| > |
| > |
| B. Jackson Pushes Indian Removal Act |
| > |
| KT Indian Removal Act: |
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| > |
| VB Compel: |
| KT Trail of Tears: |
| Checkpoint: Why did many people want Indians removed from the southeast? |
| 3. The Nullification Crisis |
| > |
| A. Calhoun Champions Nullification |
| > |
| KT John C. Calhoun: |
| KT Nullification: |
| > |
| VB Drastic: |
| B. Compromise Averts a Crisis |
| > |
| > |
| Checkpoint: How did Calhoun and Jackson differ on the issue of Nullification? |
| 4. Economic Woes |
| > |
| A. Jackson Opposes the Bank (BUS: Bank of the Unites States) |
| > |
| > |
| B. The Whip Party |
| > |
| > |
| C. Politics after Jackson |
| > |
| KT Panic of 1837: |
| Checkpoint: Why did Andrew Jackson oppose the BUS? |
| Section 2: Religion and Reform |
| > |
| 1. The Second Great Awakening |
| > |
| KT The Second Great Awakening: |
| A. Revivals fan religious fervor |
| > |
| > |
| KT Charles Grandison Finney |
| > |
| B. New Churches Form |
| > |
| > |
| KT Joseph Smith: |
| Checkpoint: What was the second Great Awakening? |
| 2. Religious Conflicts |
| > |
| VB Discrimination: |
| A. Mormons are persecuted |
| > |
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| VB Successor: |
| B. Catholic and Jews face discrimination |
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| > |
| C. Tensions between church and state |
| > |
| > |
| Checkpoint: Why did the Mormon, Catholic, and Jewish Americans face discrimination? |
| 3. The Reforming Spirit |
| > |
| A. Dix campaigns for change |
| > |
| KT Dorothea Dix: |
| > |
| > |
| > |
| B. Reformers target drinking |
| > |
| KT Temperance Movement: |
| > |
| C. Reformers improve education |
| > |
| KT Public School: |
| > |
| KT Horace Mann: |
| > |
| > |
| Checkpoint: What did the temperance movement and public school movement accomplish? |
| Section 3: The Anti Slavery Movement |
| > |
| 1. Life Under Slavery |
| > |
| > |
| A. Enslaved people endure hardships |
| > |
| > |
| VB Inevitable: |
| B. Many resist slavery |
| > |
| > |
| KT Nat Turner: |
| > |
| C. Underground Railroad leads to freedom |
| > |
| KT Underground Railroad: |
| > |
| KT Harriet Tubman: |
| Checkpoint: Hoe did enslaved people resist their captivity? |
| 2. The Fight Against Slavery |
| > |
| KT Abolitionist: |
| A. Garrison demands emancipation |
| > |
| KT William Lloyd Garrison: |
| > |
| B. Frederick Douglas Speaks Out |
| > |
| KT Frederick Douglas: |
| C. Abolition Organizes |
| > |
| > |
| KT Angelina and Sarah Grimke’ |
| D. Thoreau Promotes Civil Disobedience |
| > |
| KT Henry David Thoreau: |
| > |
| KT Civil Disobedience: |
| Checkpoint: How did Garrison and Douglass attempt to bring about the end of slavery? |
| 3. Opposing Abolition |
| > |
| A. Southerners Defend Slavery |
| > |
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| > |
| > |
| B. Northerners Resist Abolition |
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| > |
| C. Slavery divides the nation |
| > |
| > |
| Checkpoint: Why did many northerners oppose the abolition of slavery? |
| Section 4: The Woman’s Movement |
| > |
| 1. Woman work for change |
| > |
| A. Woman lead reform movement |
| > |
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| KT Sojourner Truth: |
| B. Woman enter the workplace |
| > |
| Checkpoint: What led to woman becoming leaders of various reform movements? |
| 1. Woman Fight for Rights |
| > |
| VB Virtually: |
| > |
| A. A fight for equality begins |
| > |
| > |
| > |
| KT Lucretia Mott: |
| KT Elizabeth Cady Stanton: |
| > |
| B. Woman meet in Seneca Falls, New York |
| > |
| KT Seneca Falls Convention: |
| > |
| KT Declaration of Sentiments: |
| > |
| > |
| KT Woman’s Rights Movement: |
| KT Susan B. Anthony: |
| KT Suffrage |
| > |
| C. Woman make some gains |
| > |
| Checkpoint: What role did L. Mott and. E.C. Stantron play in the woman’s right movement |
| Section 5: Manifest Destiny |
| > |
| 1. Looking Westward |
| > |
| A. Americans seek new lands |
| > |
| KT Expansionist |
| > |
| KT Manifest Destiny: |
| B. Americans go west |
| > |
| > |
| > |
| KT Oregon Trail: |
| Checkpoint: What role did Mountain Men play in westward expansion? |
| 2. The Journey Westward |
| > |
| A. Wagon trains journey west |
| > |
| VB Commencing: |
| > |
| > |
| B. Mormons find refuge |
| > |
| Checkpoint: What difficulties and opportunities awaited emigrants heading west? |
| 3. Texas Awaits Independence |
| > |
| A. Americans migrate to Texas |
| > |
| > |
| B. Texas Revolt |
| > |
| > |
| KT Alamo: |
| > |
| C. Texans seek annexation |
| > |
| Checkpoint: What issues led Texas to seek independence from Mexico? |
| 4. The Mexican-American War |
| > |
| > |
| A. The War Begins |
| > |
| > |
| VB Allege: |
| > |
| B. U.S. Forces Sweep to Victory |
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| 5. The Aftermath |
| > |
| KT Treaty of Guadalupe Hidalgo |
| > |
| KT The Gadsden Purchase: |
| A. Settlers flock to California |
| > |
| KT California Gold Rush: |
| > |
| B. Miners lead a rough life |
| > |
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| > |
| C. Effects of the Gold Rush |
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| Checkpoint: How did the terms of the Treaty of Guadalupe Hidalgo affect the United States? |