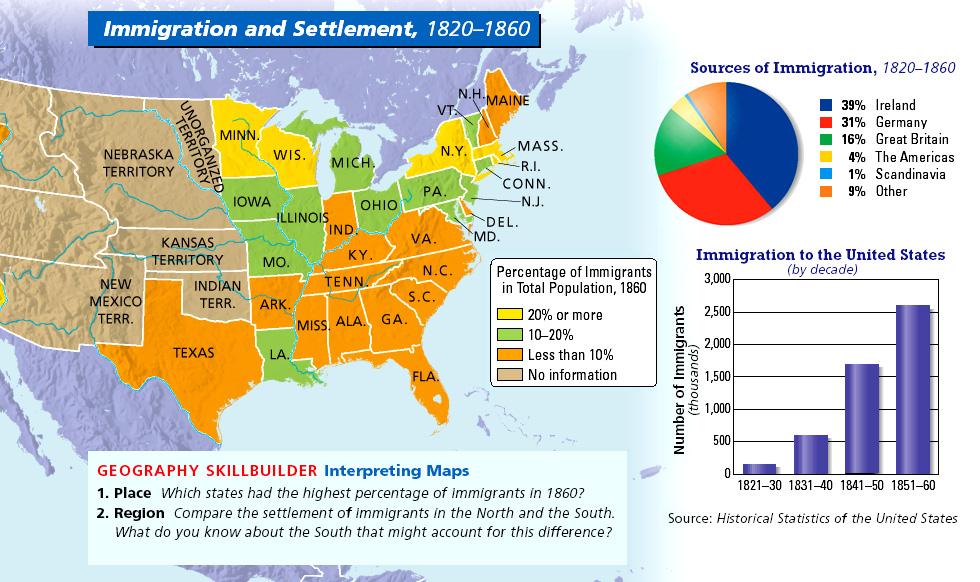
**AP US History**

October 28 -November 1st 2019



* **Unit 4Test will be Friday November 1st (MC all classes) Written portion will be by class period (see information below)**
* **Please NOTE that there is no lesson plan for Wednesday as we will once again have no class because of yet another standardized class. All AM classes will be cancelled because of the PSAT and afternoon classes will have review opportunities.**

**MONDAY**

* Examine the nature of immigration during the antebellum period (NAT-5,6) (WOR-5) (MIG-6)

Materials Strategy/Format

PPT Lecture-discussion, analyzing sources

((SL.CCR.1) (LCCR.2,3)

Student skills

Chronology (1,2)

Comp and context (4)

Historical arguments (7)

Interpret/synthesis (8)

Introduction

* We have discussed several themes already this year (be ready for some random questions here on the themes in politics; domestic and foreign and economics). One of the most important social and cultural themes that we will follow most of the year involves the nature of immigration. While it can be reasoned that people came from all over the world in some small numbers there were TWO noticeable trends

a. From Europe: Ireland and Germany

b. From Asia: Chinese

* It would be until later Antebellum that Asian immigration made more of a mark. This is mostly because the west coast would not be under U.S. control until after the 1848 Mexican War. However a few did make their way east as others were headed west. Additionally, we have to handle Latin American immigration differently as Americans were the immigrants at this point!
* The largest wave of immigration came from Germany (and other Central European states like Austria) and closely behind them was a huge wave of Irish.

**The Germans**

* In the 1830s and 1840 there was an independence movement in what we now call Germany. Austria had controlled most of modern-day Germany and a group of young liberals hoped to make Germany free and united with the aid of Prussia (an independent German state). This placed Prussia in an awkward situation. The Kaiser certainly supported independence privately as this would lead to an expansion of his own power. But, it would also lead to war and not just with Austria. Do any old grizzled veterans of AP Euro remember the Holy Alliance and its mission to stop the spread of liberal nationalism?). When aid was not forthcoming, the rebellion was ended. The Carlsbad Decrees made further attempts to unite or even discuss liberal ideas punishable by death. Many young liberals and their families left Germany. Among them were also many socialists and communists. Some of these immigrants would become leaders in the early labor union movement which accelerated after the Civil War years.
* Additionally, the civil uprisings and the recent Napoleonic Wars (ending in 1815) had weakened the economy of central Europe. Many skilled laborers and miners as well as farmers left for the U.S. seeking greater opportunities. This too was important in Antebellum America because skilled labor helped feed the market of the growing Market Revolution that we saw last week.
* Most Germans arrived in America at eastern port cities like NYC Boston and Philadelphia (and a good number at New Orleans). Some Germans stayed in New Orleans and others moved up river to Memphis and St. Louis. However, most German immigrants did not stay in the South. This was due in large part to the social nature. Large planters controlled the most land and it was very valuable and thus expensive to purchase. Secondly, due to the slave system, low-end agricultural jobs were almost non-existent outside of urban areas. Therefore, what German groups we see were often clustered around cities.

This is a link about German immigration in Memphis.

<http://genforum.genealogy.com/tn/shelby/messages/1110.html>

* For German immigrants, there were some positives. Many came as family units rather than individuals. This created a support network. Having some skills such as mining and metal working, they were able to get jobs and often times leave clustered northeastern cities and move inland. Within a decade western areas of Pennsylvania (which people believe to be heavily Dutch because we misunderstood the name “deutsch” ), Ohio, Michigan and Wisconsin developed large German populations.
* All was not rosy for German immigrants especially in earlier periods. They did face some discrimination (many of the immigrants were Catholics and Jews) and people were often suspicious because of course they spoke German. Later in the Age of Reform Germans were targeted by the temperance leaders who stereotypically viewed Germans as prone to alcoholism. This sometimes resulted in Germans leaning more towards the Democratic Party rather than the Whigs. However, some Germans in the Midwest favored the Whigs (and later Republicans) for the growing abolitionist philosophy. Partly because they tended to have skills and some form of education, Germans found themselves more frequently moving into the growing middle class. This did play a role in swifter assimilation than other groups.

**Irish Immigration**

* The nature of Irish immigration was not as positive as the Germans for several reasons. Despite a common misconception, Irish immigration was not just a result of the potato (but that was a major wave). In addition to being a largely agrarian society Ireland had also been plagued with political and religious tensions for centuries. Ireland in 1803 became part of the British Empire formally but in reality had been directly under English control since the 17th century. The Anglican denomination had been planted in Northern Ireland (Ulster Plantation) in a predominately Catholic nation. This created serious religious tensions.
* Political and economic tensions intensified during the early 19th century. Economically the Irish soon became impoverished. And with the religious prejudice of Anglican England to the Catholic Irish, plus political subordination, many had no alternative by to immigrate to the United States for relief. Between 1820 and 1860, the Irish were never less than a third of all immigrants. There were early attempts to control Irish immigration. The British Passenger Acts attempted to deflect the immigration from the British Isles to Canada instead of the U.S., making the fare a cheap 15 shilling compared to the 4 or 5 pound fare to New York. Many Irish soon found it convenient to take the affordable trip to Canada, where they could buy cheap fares to the U.S., or cheaper yet, they could walk across the border. By 1840, the Irish constituted nearly half of all entering immigrants, and New England found itself heavily foreign born. By 1950, the Irish consisted of one fifth of all foreign born in the originally homogenous region. In fact there were more Irish in Boston than Dublin Ireland.
* In 1845 disaster struck. A potato blight struck the main food source of the Irish peasantry. Made worse was the fact that absentee English landlords had no real desire to help the poor. The result was a humanitarian disaster of epic proportions. The sad coincidence was that the Irish methods of planting added to the problem. To maximize yield, the potatoes were planted close together. The blight spread throughout the fields as fungal spores settled on the leaves of healthy potato plants, multiplied and were carried in the millions by cool breezes to surrounding plants. Under ideal moist conditions, a single infected potato plant could infect thousands more in just a few days. It is really not fair to assert as some Irish nationalists did that the British government chose to let the Irish starve. Relief programs then and now often suffer from poor planning. In the spring of 1846, under his control, the British attempted to implement a large-scale public works program for Ireland's unemployed. Similar temporary programs had been successfully used in the past. Complicated the process via new bureaucratic procedures that were supposed to be administered by a Board of Works located in Dublin. The understaffed Board was quickly swamped with work requests from landowners. At the same time, local relief committees were besieged by masses of unemployed men. The result was confusion and anger. British troops had to be called in to quell several disturbances. Meanwhile, Prime Minister Peel secretly purchased two shipments of inexpensive Indian corn (maize) directly from America to be distributed to the Irish (This was technically a violation of British law). But problems arose as soon as the maize arrived in Ireland. It needed to be ground into digestible corn meal and there weren't enough mills available amid a nation of potato farmers. Mills that did process the maize discovered the pebble-like grain had to be ground twice.
* Poor Irish Peasants mostly arrived without resources and often as single individuals, or capital to start farms or businesses. Few of them ever accumulated the resources to make any meaningful choice about their way of life. Fortunately for them, the expansion of the American economy created heavy demands for manual labor. The great canals, which were the first links in the national transportation system, were still being dug in the 1820s and 1830s, and in the time between 1830 and 1880, thousands of miles of rail were being laid. With no bulldozers existing at the time, the pick and the shovel were the only earth-moving equipment at the time. And the Irish laborers were the mainstay of the construction gangs that did this grueling work. The canal system in New Orleans was actually dug by Irish laborers as slaves were deemed too valuable to do this work!
* In towns along the sites of work, groups of Irish formed their small communities to live in. By the middle of the nineteenth century, as American cities were undergoing rapid growth and beginning to develop an infrastructure and creating the governmental machinery and personnel necessary to run it, the Irish and their children got their first foothold- on the ground floor. Irish policemen and firemen are not just stereotypes: Irish all but monopolized those jobs when they were being created in the post-Civil War years, and even today Irish names are clearly over-represented in those occupations. Part of the reason for this was the inherent danger of the jobs did not attach others groups. Another factor was that the Irish were often refused employment in menial factory positions.
* Politically many Irish were attracted to the Democratic Party. This was largely due to the patronage political machines like New York’s Tammany Hall that gave aid to Irish immigrants in exchange for political support. Also, similarly to the Germans, the Irish also faced discrimination because of their Catholicism and because reformers targeted their alcohol use stereotypically. Here’s clip from the Martin Scorsese film *Gangs of New York* that sums up some of this material

**Conclusion of European Section**

We will come back and look at the immigration issue as we get to the Civil War and post war periods when immigration again becomes an overarching political, social, and economic theme.

**Chinese**

* In the antebellum period was the Chinese immigrant of the West. In the late 1840s, Chinese immigrants began arriving in the United States in significant numbers. By the early 1880s, about 250,000 Chinese and Chinese Americans lived in the United States, most of whom were located in California or other western territories and states. For the first few years, Chinese immigrants, mostly men, were the objects of curiosity, but relatively little social attack. Few knew English, and most worked for one of the Six Companies, which were Chinese organizations in the United States that governed the actions of Chinese immigrants. These companies took the place of village governments and patriarchal associations, and had their own laws, independent of American laws. Anyone disobeying the rules was quickly punished, regardless of relevant American laws. Living in fear, many Chinese immigrants were completely dependent on these companies, and interacted little with native-born Americans.
* By the 1840s and 1850s brought more people to the west coast and particularly California. Do you know what happened in 1849 that might have driven a huge wave of internal and external immigration? Chinese immigrants found their attempts to pan for gold restricted by the racial prejudice of some of their fellow fortune-hunters. The more numerous and visible the Chinese were, the more they became the subjects of discrimination and ridicule. A large number worked in mines or on the construction of railroads, although relatively little mining and railroad construction occurred in the West until after the Civil War.
* As time passed many Chinese immigrants became part of the growing middle class in the west. While many continued to work in low end physical labor jobs (like mining) many shared capital and started businesses such as stores, laundries, and of course, restaurants…yum. (Did you know that the fortune cookie was actually invented in San Francisco and not China?). Also, some Chinese became quite prosperous in shoe and clothing production.
* More than Germans and Irish, the Chinese faced far more discrimination. When the West experienced economic difficulties, Chinese Americans were among the first to be attacked, verbally and physically. In addition, territories and states passed discriminatory laws. For example, Chinese people were the only group which had to pay an annual $20 tax required of foreign miners in California. White westerners began creating stereotypes of Chinese Americans, depicting them as belonging to an inferior race. Popular culture readily adopted the cruel stereotypes and ridiculed Chinese Americans in pictures, verbal expressions and myths. Chinese Americans were soon categorized with Native Americans and African Americans, as inferior peoples. While they were not strictly enslaved, they were not strictly free. Unfair treatment of Chinese and later Japanese Americans will be covered more as we discuss the post-civil war period.

Homework

Begin studying for the Friday exam MC in class

**TUESDAY and THURSDAY**

* Discuss the development of Reform Movements in the Antebellum Years (CUL-1,2,5,6) (POL-3)
* Analyze sources on the Second Great Awakening Reform movements (CUL-1,2,5,6) (POL-3)

Materials Strategy/Format

PPT-Lecture-Discussion Lecture-Discussion (SL.CCR.1) (LCCR.2,3)

Primary source documents

Student Skills

Periodization

Contextualization

Historical Evidence

Interpretation

Synthesis

**Instructions and Introductions**

* The reform movements that characterized the Second Great Awakening DIRECTLY related to a wave of reform movements in the antebellum period. The central theme of spiritual renewal and the belief that people could attain a state of grace led to a huge wave of reforms. The antebellum experienced no bigger cultural and social reform movement. Remember social history is almost 40% of the AP exam and the antebellum movement makes up a large portion of the exam questions. Strategy dictates that we pay close attention to this period.

**The Key Reform Movements**

Overview

No subject this semester is as important as the Civil War and today marks a very important change in thinking about it. Remember Slavery beliefs of the past? Why is the women’s movement related to abolition?

**I The Early Abolition Movement**

1. American Colonization Society (1817)

a. What goals? b. Procedure c. Why it did not work?

1. The Quakers and Benjamin Lundy
   1. 1821 first abolitionist newspaper was called the *Genius of Universal Emancipation*
2. The pivotal years of the 1830s
   1. The Nat Turner Rebellion was the largest and most bloody slave insurrection in American History. It effectively created what I call a " siege mentality" among many slave owning southerners. Perhaps more importantly even those southerners who hated the "peculiar institution" felt threatened by the perceived radicalism of the abolition movement. Though it was likely untrue, many in the south felt that Turner's Rebellion had been inspired by abolitionists. The net effect of the Turner's Rebellion was also a stiffening of slave codes. In other words, not only did his rebellion fail, it made matters worse for slaves.
   2. The publication of William. Lloyd Garrison’s paper *The Liberator* also accelerated awareness of the plight of slaves. Though it had a small readership, Garrison's paper wasthe clarion for northern abolitionism.
   3. Frederick Douglass and Sojourner Truth became key former slaves in the abolition fight. Both shared a passion for abolition and were equally eloquent in their attacks.
   4. A lesser known but historically important event occurred when publisher Elijah P. Lovejoy was killed in 1837. This shocked northerner because he was killed by a pro-slavery white mob in a northern free state: Alton Illinois. This event in the 1830s perhaps second only to the Nat Turner Rebellion stoked fears about the future of the slave debate.
3. Split in the Movement
   1. The abolition movement weakened in this period because a difference over how to attack slavery. Some believed that the only way to succeed was to work within the political system. The Political Arm of Abolitionism was The Liberty Party. The fielded candidates in 2 elections in the 1840s and was the only party to be completely dedicated to abolition of slavery while most others claimed only to seek to halt the spread of the slave system.
   2. Others blended their Christian zeal by employing the language of revival against slavery in the north. The connection between the Second Great Awakening becomes clear when ministers such as Lyman Beecher begins to preach against system and take funds to halt the spread.
   3. William Lloyd Garrison’s view called for a non-violent resistance and later overthrow of government. He stated publically that this was the only way to end the system. Another radical was David Walker whose publication *The Appeal* called for an armed slave uprising to end. As a young adult he moved to Charleston, a mecca for upwardly mobile free blacks, where he was affiliated with a strong African Methodist Episcopal Church community of activists.
   4. One of the main reason for a split in the abolition movement was over the role of women. Many women joined the movement but the more moderate men did not want them to play a political role. They wanted the women to stay in the background and saw this as the only proper role. Douglass and Garrison both supported women's rights to be political. It was this stance that also helped to create the movement below.

**II Women’s Rights**

1. As we mentioned in class last week, women were starting to become more political and the early temperance movement was one of the first occasions that we see this. However, the exclusion from abolitionism played a major role. As you know no suffrage yet existed for but public involvement in protests did.
2. Lucretia Mott and Elizabeth Cady Stanton were two of the earliest leaders to call for women's suffrage and complete equality for women
3. Seneca Falls Declaration was the statement of demands for the early women's suffrage movement. It was also supported by many moderate men in the abolition movement like Frederick Douglass as radicals such as Garrison. Though they accomplished none of the goals, the platform continued for the next 100 years.

Two of the most important social mvts. To arise from 2nd GA is the move toward temperance and school reform. Ironically on the issue of alcoholism it seems that we may have moved back to a pre-GA belief that it was somewhat out of our hands to control. Also, education reform seems to be moving away from public education.

**III Temperance (The Anti-Saloon League)**

1. Why was there such an increase in alcohol consumption? Farmers and grain alcohol, better transportation)
2. Was this a problem exclusive to men or just more noticeable? The answer is hard to discern because only men drank publicly. Women who did were considered low class so most in the middle and upper classes stayed away from bars. This does not mean that women didn't become alcoholics.
3. There were many social and economic problems that followed such drunkenness. Women were also victimized and families threatened by male alcoholism. One of the greatest supporter of the movement were actually middle and upper class business owners who saw alcoholism as a threat to reduce profits. The Whig Party that supported these reforms for both political and social reasons.
4. There was some success of the movement because consumption did go down and the state of Maine actually abolished alcohol for a time.

**IV Education Reform**

1. The reason for the sudden interest in reform involved political, economic, and social factors. The new wave of immigration coupled with an interest in the more technical nature of the economy played major roles in the movement. The wave of German and Irish migrations seen in the 1840s were of particular concern.
2. Americanization and those who opposed these measures: As we mentioned in class Catholics and Jews created their own school systems when it became apparent that at least some reformers tried to push a protestant line.
3. Horace Mann, the education commissioner in Massachusetts played a major role and his reforms are still around: grades (both levels and marks to show success, textbooks, standardized curriculum and teacher training are all his legacies.....for better or worse, LOL.
4. Success of the movement? It was highly successful but only in the North at this point. State sponsored and taxpayer funded education was not an interest in the South. Also, the agrarian nature played a role. However, if one looked for college education, the South more than competed because southern elites were some of the most highly educated men in America.

**V Prison Reform**

1. Dorothea Dix launched an investigation of the system in Massachusetts and the results were appalling. There was no set standard of sentencing and this meant that murderers were housed with petty thieves, children were housed with hardened criminals, and the insane imprisoned for no crimes at all.

2. Here again was a movement with some success. Not only did she reform the state prisons, Dix was instrumental in pushing the idea of reforming felons and not simply locking them away.

3. Another aspect of prison reform was known as the Auburn System. This was basically the idea of isolating inmates in their cells but also potentially rehabilitating them by placing them in work assignments. The Whig Party were big supporters of this idea in that they hoped that it retrained the inmate and our modern lower security prisons still attempt to reflect these ideas. In the 20th century (especially the 1930s in the American south this took the form of chain gangs (If you've ever seen the movie *O Brother Where art Thou* you know what I mean….if not it's pretty funny so watch it…the film is actually based upon the Greek play *Odysseus*

Homework Thursday

Study!!! The MC version of the test is in class on Friday

Here is a practice test for review but this is NOT FOR A GRADE and roughly covers the same material that you will have tomorrow.

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| [https://www.quia.com/img/web/instructor-zone/icon-visible.gif](https://www.quia.com/servlets/quia.web.QuiaWebManager?tagModuleType=11700&rand=2966497&tagProfileActionFromList=NOT_VISIBLE&tagSpecifiedTab=6&tagSpecifiedSubMenuTab=0&tagActivityId=15972338) | **The Jacksonian Period Test** <http://www.quia.com/quiz/5491979.html> |

**FRIDAY**

**Unit test The Era of Good Feeling and Jacksonian Democracy**

Materials Strategy/Format

Test forms and scantrons Assessment and Review

**Instructions and materials**

For this unit test, you will need to be ready for the following topics

**a. The War of 1812 Causes and effects**

**b. The So-called Era of Good Feeling and why it was a misnomer.**

**c. The Elections of 1824 and 1828 (within this discussion was JQA foreign affairs and Clay’s American System)**

**d. The Independent Study questions on the economy and market revolution.**

**e. The creation of the Second Party System (Whigs vs Tories) and the Election of 1840**

**f. The nature of Antebellum Immigration**

**h. The Second Great Awakening and resulting social reform movements**

**Homework for the Weekend**

* Due on Monday November 4th will be the written portion of the test and it will vary by class period (randomly chosen).
* This will be posted separately on the class website <usandapeuropeanhistory.yolasite.com/>
* This CANNOT be typed and CANNOT be in pencil (blue or black ink)
* Here is the breakdown

**Period 2 and Period 3 = DBQ Essays**

**Period 4 and Period 5 = SAQ**

**Period 6 = LEQ Essays**