

Links from Your Instructor for Part F

Reminder: You will have an easier time with links **if you open them in a New Window**. If you do not know how to do this, click [here](#) for tips. (This includes how to save these files from the Internet.) If you need help, just ask.

[What is self-testing](#) and how can it help you?

Tips: [What Helps Learning?](#)

Seeing How History Changes

Most links place historical facts in a table so you can easily compare them. You are **not** memorizing all of the facts placed in these tables. Instead, you are using those facts to notice changes and patterns. To help you, most links provide tips on what to notice.

- Sketch of the [Transformation of the Sections](#) with my sketched labels North East (mainly New England) and the rise of the Northwest (west of the Appalachians); Southeast (sometimes called the upper South) and the rise of the Southwest (sometimes called the deep South)

Purpose:

- How are new technologies for transportation changing geographic relationships?
- How is the productivity of new and old land changing geographic relationships?
- What is capital doing?
- What populations are becoming *surplus* (as in not able to earn a living in the North and not worth their overhead as slaves in the South)?

Reference for the sketch: [Comparison of the Sections from about 1800 to about 1820](#) – You can do this yourself by sketching the areas and then recording what happens there.

- **Seeing Change Over Time from 1800 to about the Election of 1840**
[The transformation of the nation between circa 1800 to circa 1820 \(a midpoint\) to circa 1840](#)

Purpose:

- The shifts in major issues such as revolution and support for or rejection of slavery
- Slavery and the interconnection with land and who will control the new territories (slaveholders with plantations or free farmers)
- Slavery and land and voting (Click [here](#) for the changes in who votes. Notice how the Constitution and slavery and voting are interconnected in [Political Realities of Status of Slave and Free State Balance at the time of the Missouri Compromise](#))
- Voting, universal manhood suffrage, and how presidential candidates are selected, including the appeal of military heroes in this era
- Native Americans and military heroes and pushing the Native Americans west of the Mississippi
- The Supreme Court and what it does and what happens to it (Click [here](#) for the two chief justices. Notice how there is [more power to the national government, to the Supreme Court, and to corporations and contracts](#))
- Financial policies of Hamilton and what happens to them in the coming 40 years and the financial destruction of the Panic of 1837 (Notice the blue arrows--▶ and ▼—revealing this Panic in [Study Tool: Jackson to Tyler](#) (1828 to 1840))
- Changes in the sections and changes in transportation

Who Were the Chief Justices of the Supreme Court:

- 1800-1835 - Chief Justice John Marshall, the Chief Justice appointed by the last Federalist President, John Adams in 1800 during the lame duck period
- 1835-1864 - Chief Justice Roger Taney, the jurist with a different view from Marshall who was appointed by Andrew Jackson at Marshall's death.

What Are the Shifts in Who Votes (Suffrage), How Candidates Are Chosen, and How Campaigning Works

Your textbook covers several shifts in suffrage (voting) and in politics:

1. The evolution from property requirements to vote to white universal manhood suffrage about 1828.
2. The shift in how candidates were chosen:
 - From about 1800 to the 1820s, candidates were chosen by a caucus (a talk within a group) of political party members who had been elected to office (as in member of the House of Representatives or a Senator). At that time, Being Secretary of State was considered necessary preparation to run for President because of its responsibilities for foreign policy.
 - The Jacksonian period brought a rejection of what they called “King Caucus” (with King being a dirty word because of its association with King George III). The political party convention replaced it—at that time a very volatile meeting of delegates who choose the candidate for President.
3. The Jacksonian era use of the “spoils system” meant that federal workers chosen by their political party did campaigning for their party as part of their jobs on the federal payroll.

Other things are going on as well to alter voting that your book does not cover. Examples:

- States determine who votes. The **NEW western** states offered:
 - Not only more opportunities for men to get land (with property being traditionally a voter requirement)
 - But also more liberal voting rules in hopes of getting settlers.
- By the Jacksonian era, citizens in the **eastern** states began to demand the same voting opportunities as those in the west.
- State laws change, and voters (not the state legislatures) are deciding the electoral college results.

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