**Unit 2: From Making a Revolution to Making a Nation – 1776 to 1830s (Lessons 1-4)**

## Study Guide

**The Unit Exam** consists primarily of multiple choice questions in sets with different possible questions. The total value is 100 points. There are 25 questions **in sets** each at 4 points:

* 8 of the 25 questions come from the Learning Quizzes (and those concepts in the Learning Quizzes help you understand the content in the Unit)
* 17 of them come from below. The Instructor’s links provide visuals, frequently in tables, to help you compare facts to see similarities and differences. To be efficient in studying, **use the Lesson links**, not the textbook. (Ctrl-F is a wonderful way to find what you need.)

The 5 *W*s rule is a guide to understanding: you should know *W*ho, *W*hat, *W*hen, *W*here, and *W*hy—and sometimes How.

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| **Lesson 1** –**Use its Learning Quiz on Essential Terms 1st**   1. War for Independence and the Confederation    * Patriot and British weaknesses and strengths    * Saratoga, what it is and why is it significant including in what nations fight the British    * Yorktown, what it is and why is it significant    * Articles of Confederation- What is a confederation? How does it cause problems for the war effort?    * Terms of the Treaty of Paris in 1783   **------------------------------------------------- Lesson 2 – Use its Learning Quiz on the Constitution 1st.**  ***Caution:*** There are **3** questions from this quiz.   1. Notice the **differences in periods** marked with **blue.** 2. New nation under the Articles of Confederation    * New state constitutions (with some states abolishing slavery and some creating **state** slave codes)    * Northwest Ordinance, its parts and significance    * Shays’s Rebellion, causes including financial troubles of the period and consequences 3. New nation under the Constitution    * The convention (why a convention?) and major compromises (large state/small state; slavery/ taxation/national voting; electoral college; powers given to Congress/President/national judiciary; and creation of a republic)    * National protections for slaveholders and the slave trade (protection in addition to state slave codes)    * *Federalist Papers*, authors and purpose in ratification    * Anti-Federalists, who they are and their role in the Bill of Rights (what it that)    * James Madison, diverse roles in the Constitution and Bill of Rights | 1. President George Washington (1788-1796)    * President, setting precedents for the office    * Congress, passing tariffs for income    * Congress, passing laws establishing the executive departments and national judiciary    * Congress, passing laws to create the national financial system using Secretary of Treasury Alexander Hamilton’s plan, including a National Bank (based on “implied powers”)    * Whiskey Rebellion, causes and suppression 2. President John Adams (1796-1800) – A difficult time spent primarily keeping us out of a European War and dealing with partisan politics.   **-------------------------------------------------**  **Lesson 3 – Use its Learning Quiz on 1783-1803 Map 1st**   1. When given a list to choose from and at least 3 traits, recognize the President who has those traits. 2. Economic nationalism 3. War of 1812 – impressment, Andrew Jackson. 4. Suffrage-universal white male suffrage, why? 5. New election devices: conventions, spoils system.   -----------------------------------------  **Lesson 4 – Use its Learning Quiz on 1800-1860 Map 1st.**   1. Removal of the Native Americans over time from the North and the South to west of the Mississippi 2. Transformation of the Supreme Court over time    * *Marbury v. Madison* and judicial review    * Chief Justice John Marshall, 1801-1835 and his decisions (corporations, power of the national government over the states) 3. Development of sectional differences between the four sections: Northeast, Northwest, Southeast, and Southwest (with the eastern sections being the original colonies). Notice such things as whether urban/rural, use slaves (or not), have immigrants (or not), have factories (or not), have worn out land (or not), and transportation and internal improvements.   **Continues** |

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| 1. Immigration and rise of nativism as a political party    * Irish to Northeast, type of work, their religion    * Germans to new Northwest, type of work 2. Developing technology and economy in the North and wealth but lack of diversification in the South    * Cotton gin, inventor and role in the westward expansion of slavery    * Cotton textile mills, New England    * New internal improvements in transportation—canals, turnpikes (**later** the railroad.)    * New means of transportation such as steamboats, steamships    * New agricultural machinery, such as Deere plow, McCormick reaper |  |