

Reform and Expansion

You will be assigned a certain essay question from the above unit. Instead of answering the question the traditional way, you will use a graphic organizer to answer the question. The graphic organizer should be conducive to your essay question. Not only should your graphic organizer fit the question, you also need to include the following items within your answer:

- all people associated with the essay answer**
- all dates that are significant**
- all events associated with the question**

Each pair/group will do an oral presentation with a visual that explains the question to the class.

All presenters must exhibit knowledge of answer within the presentation-no reading of answer.

Each of you will be given a grade based on your knowledge, as well as the construction of your graphic organizer.

You will produce a digital graphic organizer to use in your presentation. Keep it something simple that everyone can draw quickly.

Your presentation must last no longer than 5 minutes-also part of your grade.

Listed below are the guidelines to the final product:

- select question—random drawing**
- 15 minutes to read/brainstorm—individually**
- 15 minutes to compare notes/brainstorm with partner/group**
- 10 minutes to choose a graphic organizer**
- answer and diagram question**

Essay question:

1. **Explain how the following helped bring about a shift from an agricultural society to an industrial economy in the US in the early 1800s.**
 - commercial farming
 - factory system
 - inventions
 - labor
 - transportation
2. **About the Missouri crisis of 1819-1820, Thomas Jefferson wrote: “But this momentous question, like a firebell in the night, awakened and filled me with terror. I considered it at once as the knell of the union.”**

Explain how a sectional dispute over slavery was touched off by the settlement of western territories.
3. **What impact did industrial development from 1800-1850 have on (a) women (b) labor unions (c) sectional differences?**
4. **Compare and contrast the experiences of two immigrants, the Irish and the Germans, in the 1840s and 1850s.**
5. **Compare and contrast the North and South in terms of both economic and cultural Characteristics in the pre-Civil War era.**
6. **Southern society in the mid-1800s was extremely hierarchical.” Assess the validity of this statement.**
7. **Compare and contrast the election of 1828 with the election of 1840 with respect to (a) their short-term results and (b) their long-term impact on the American political system.**
8. **“The Jacksonian Democrats of the 1830s had virtually the same political views as the Jeffersonian Democrats of an earlier era.” Assess the validity of this statement.**
9. **Critics of certain policies invented each of the following terms: “corrupt bargain” (1824), “tariff of abominations” (1828), “King Andrew” (1832).**
 - (a) **What were the critics’ reasons for attacking each policy? (b) How might Jackson defend each policy?**

- 10. Was Andrew Jackson a Hero or Villain? Examine all aspects and events of Jackson's presidency to answer this question**

- 11. Explain how the following political reforms of the Jacksonian era promoted a more Democratic political process: nominating conventions, rotation in office, rise of third parties, spoils system, election of the president, and public campaigns for office.**

- 12. "The reform movements of the period 1820-1860 did not threaten the privileged classes of the US." Assess the validity of this statement for the following reform movements: temperance, asylum movement, public education, women's rights, and antislavery movement.**

- 13. Explain how each of the following had an effect on the reform movements of 1820-1860:
(a) the Second Great Awakening, (b) the ideals of Jacksonian democracy (c) American individualism.**

- 14. Compare and contrast the cult of domesticity with the goals of the Seneca Falls Convention.**

- 15. To what extent were conditions for women similar to conditions for African Americans before 1860?**