

Growth of Canals by 1850

0 100 200 mi.
0 100 200 km

BRITISH NORTH AMERICA

Maine

New York

Vt.

N.H.

Portland

Boston

Massachusetts

Rhode Island

Connecticut

ATLANTIC OCEAN

— Canals built by 1825
— Canals built 1826–1840
— Canals built 1841–1850



1824

In *Gibbons v. Ogden*, the Supreme Court affirms the federal government's authority to regulate interstate commerce.

1828

Two new political parties emerge, the National Republicans and the Jacksonian Democrats.

1838

Cherokees are forcibly relocated westward on a harsh, 116-day walk known as the Trail of Tears.

1850

The U.S. slave population exceeds 3 million. The cotton crop tops a billion pounds.

James Monroe 1817–1825

John Q. Adams 1825–1829

Andrew Jackson 1829–1837

M. Van Buren 1837–1841

W. Harrison 1841

John Tyler 1841–45

J. Polk 1845–49

Z. Taylor 1849–50

1820

The French Emperor Napoleon is defeated at Waterloo.

1830

Slavery is abolished in the British Empire.

1840

The Opium Wars between Britain and China begin.

1850

The Irish potato famine begins.

1815

1833

1839

1845

Inventions and Innovations

READING FOCUS

- How did the Industrial Revolution begin and spread in the United States, and what was its impact?
- How did improvements in transportation and communication change American society?
- How did the U.S. economy expand during the early 1800s?
- What role did banks have in the growth of the U.S. economy?

KEY TERMS

Industrial Revolution
interchangeable parts
cotton gin
patent
Market Revolution
manufacturing
centralized
free enterprise system
specialization
investment capital
bank note

TAKING NOTES

Copy the chart below. As you read, fill in the causes and effects of the Industrial Revolution.

Invention or Innovation	Political, Economic, or Social Effect(s)

MAIN IDEA

In the early 1800s, the rise of industry, banking, and transportation helped the United States economy expand rapidly.

Setting the Scene One summer morning in 1844, the writer Nathaniel Hawthorne sat in the woods near Concord, Massachusetts, making notes about the natural world around him. Suddenly, an unnatural sound interrupted him. Hawthorne noted his reaction:

“But, hark! there is the whistle of the locomotive—the long shriek, harsh, above all other harshness, for the space of a mile cannot mollify [calm] it into harmony. It tells a story of busy men, citizens, from the hot street, who have come to spend a day in a country village, men of business; in short of all unquietness; and no wonder that it gives such a startling shriek, since it brings the noisy world into the midst of our slumbrous [sleepy] peace.”

—Nathaniel Hawthorne

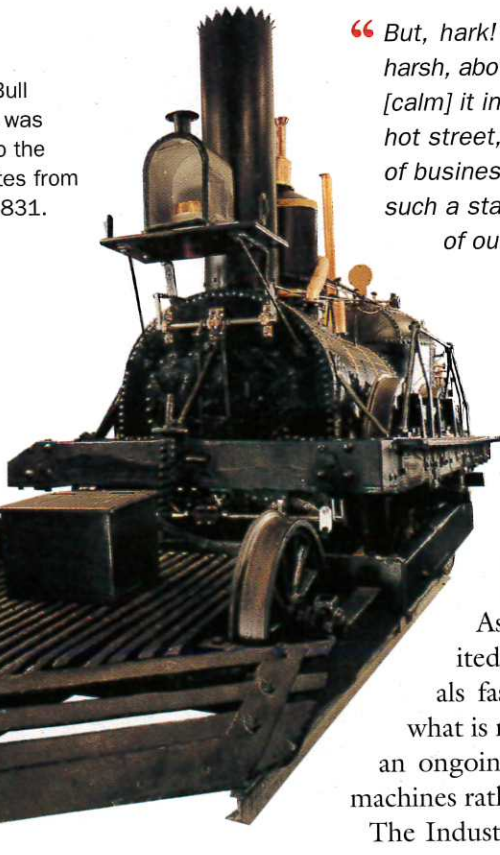
Unlike Hawthorne, many Americans welcomed the “startling shriek” of the railway locomotive. For them the sound represented a new and exciting time of progress and prosperity. The locomotive, a self-propelled vehicle used for pulling railroad cars, came about during an important period of invention and innovation for the United States.

The Industrial Revolution

As the young republic expanded, Americans developed and profited from a variety of inventions that produced goods and materials faster and more cheaply. Many of the inventions grew out of what is now known as the **Industrial Revolution**. This revolution was an ongoing effort over many decades to increase production by using machines rather than the power of humans or animals.

The Industrial Revolution began in Britain in the 1700s with changes in the textile, or cloth-making, industry. Until that time, craftworkers spun wool

This John Bull locomotive was imported to the United States from Britain in 1831.



or fiber and wove cloth at home, using tools powered by hand or by foot. Groups of spinners and weavers gradually began working together in buildings known as mills, usually located on a stream or river, using the power of flowing water to run their tools.

Several British inventions encouraged America's Industrial Revolution. These devices, including the spinning jenny, the water frame, and the power loom, all helped mechanize the processes of spinning and weaving cloth. Increased mechanization, or use of machines, greatly improved the efficiency of textile mills. It also increased the profits earned by the textile industry.

One invention, the steam engine, played a particularly important role in the Industrial Revolution. It worked by harnessing the tremendous energy given off by expanding steam. James Watt developed the first practical steam engine in Britain between 1765 and 1785. His engine eventually provided the energy to pump water out of mines, run textile machines, and do many other tasks. Later improvements by British and American inventors resulted in a high-pressure steam engine powerful enough to drive a locomotive.

Birth of the U.S. Textile Industry The British jealously guarded their knowledge of textile-related inventions, as well as the design and operation of spinning and weaving machines. By law, textile workers could not move out of Britain, and nobody could send drawings of textile machinery to another country.

American textile producers offered generous rewards to anyone who could bring the new technology to the United States. A British textile machinist, Samuel Slater, managed to immigrate to America in 1789. Slater quickly put his knowledge of textile machinery to work. In 1790, in a clothier's shop in Pawtucket, Rhode Island, Slater reproduced the complex British machinery. Slater and his business partners established the nation's first successful water-powered textile mill in 1793, in Pawtucket. He chose the spot because of a waterfall on the nearby Blackstone River, which provided power for the new mill. (The steam engine would not surpass falling water as a power source until well into the 1800s.)

Textile producers soon began copying Slater's methods. By 1814, the United States boasted some 240 textile mills, most of them in Pennsylvania, New York, and New England. Slater and other mill owners grew wealthy by filling the needs of the growing American population for more and more cloth.

Interchangeable Parts Many Americans made important contributions to the Industrial Revolution. One of them, New England inventor Eli Whitney, is credited with developing an idea that changed industry forever. In 1798, he signed a contract with the federal government to make 10,000 guns in a little over two years. It was a bold promise. In those days, a skilled gunsmith made parts for one gun at a time. He would assemble the gun as he went, carefully fitting the new parts together. The process took weeks, because each part fit only one gun. No part could be interchanged, or swapped, with the matching part from another gun.

Whitney realized that if all the corresponding parts were made exactly alike, they could be used on any similar gun. The gunsmith would not have to spend days making parts fit together. He could assemble the parts rapidly, allowing him to produce more goods and make a greater profit.

American BIOGRAPHY



Samuel Slater
1768–1835

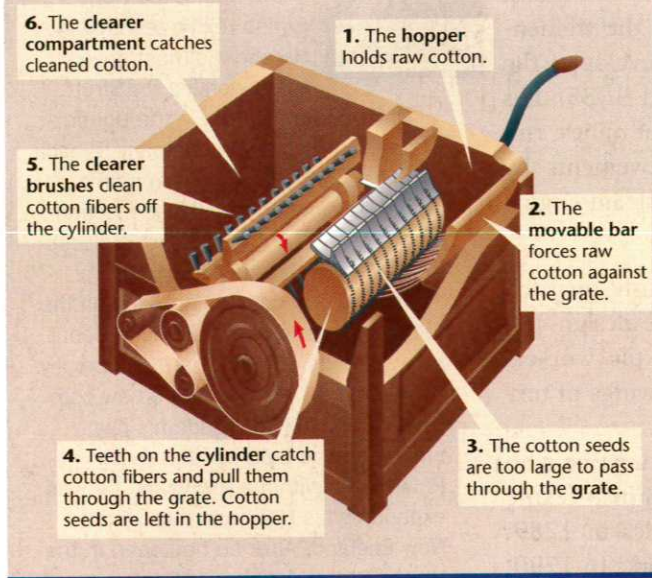
Samuel Slater was born in Derbyshire, England, in 1768. As a boy, he became an apprentice to a mill builder, Jedediah Strutt, who was a pioneer in the use of the new British textile technology. He spent almost seven years working for Strutt.

Once he had settled in the United States, Slater found a company to back him financially. Working from memory alone, he directed the skilled mechanics who built the nation's first successful water-powered textile mill at Pawtucket, Rhode Island, based on the technology used in British mills. Soon he was made a partner in the company.

In 1798, Slater started a new company by himself. He made his own machines and built another mill in Pawtucket. Within a few years, he was expanding his business throughout New England. After he had been in the United States for about 40 years, Slater estimated his wealth at close to \$1 million. When he died in 1835, he owned all or part of 13 textile mills.

Whitney worked hard on his new system, but it still had flaws. In fact, he needed ten years to make the 10,000 guns, and in the end he still could not be sure that any given part would fit in every gun. Other inventors later perfected what is now called the system of **interchangeable parts**, in which all parts are made to an exact standard. By 1824, the nation had a reliable method for producing the guns it needed. Other industries, too, gradually adopted the system of interchangeable parts. Today, making factory goods any other way is almost unthinkable.

The Cotton Gin



The Cotton Gin Another of Whitney's inventions also had a lasting effect on the United States. While visiting a Georgia plantation in 1793, Whitney noted the time and effort needed to clean cotton seeds from the cotton fibers. Working by hand, a laborer could clean only one pound of cotton per day. Yet British mills were becoming more efficient, requiring more and more raw cotton. Whitney devised a solution to the problem: the **cotton gin**, a machine that separates the seeds from raw cotton fibers. (The word *gin* means "engine" or "machine.") With a gin powered by water, one worker could now clean 1,000 pounds of cotton per day. (See the diagram of a hand-operated model at left.)

Whitney gained a patent on his invention in 1794. A **patent** is a license from the government giving an inventor the sole right to make, use, and sell an invention for a certain period of time. Whitney's cotton gin had several important effects:

1. The profit per pound of cotton skyrocketed, and with it, the amount of cotton planted for harvest.

American exports of cotton boomed as a result, rising 6,000 percent between 1790 and 1815, according to some accounts.

2. Many southern planters began to depend on cotton as their major crop, because it was so profitable.
3. Planters began looking for new land on which they could grow ever larger crops of cotton. They bought up and quickly settled large areas in Alabama, Mississippi, Louisiana, and eventually, Texas.
4. To keep up with the increased demand for raw cotton, planters bought more enslaved Africans to work on the new and expanded cotton plantations. The enslaved population of the South more than doubled between 1790 and 1820, rising from 700,000 to 1.5 million. Many Americans had expected slavery to fade away gradually, but the cotton gin put an end to that dream. Thus the cotton gin helped slavery and agriculture to increase in the South.

INTERPRETING DIAGRAMS

By hand, a worker could clean (remove the seeds from) only one pound of cotton per day. With a hand-operated gin like the one shown here, a worker could clean 50 pounds of cotton per day.

Determining Relevance How did the invention of the cotton gin lead to the expansion of slavery?

Transportation and Communication

Industry was not the only area of American life undergoing a "revolution" in the early 1800s. Innovative building projects and new technologies also produced a transportation revolution.

Roads You have read about the importance of roads to western migration in the early 1800s. Americans also used roads every day to transport goods, deliver the mail, and herd animals to market. As a result, road building boomed in the early republic.

At first, road builders simply carved routes out of forests, cutting down trees as needed. Where the route crossed swampy ground, they laid down logs on the roadway. These were called “corduroy roads” because they looked like the ribbed cloth of the same name. Wagon travel over them was bumpy and uncomfortable. Road builders also used boards to build what were called plank roads. Both types of surfacing soon rotted away, though, and had to be replaced.

In contrast, engineers built the Cumberland Road (also called the National Road) to last. Financed by the federal government, construction began in Cumberland, Maryland, in 1811. By 1833, the road had reached Columbus, Ohio, and in later years it was gradually continued westward. Today it is known as U.S. Route 40.

Despite government interest, private investors built most of the new roads. They expected to make a profit by collecting tolls. At key locations on the road they put up a gate with a bar called a pike that blocked the way. After collecting the toll, the attendant would turn the pike aside. Thus toll roads came to be known as turnpikes.

River Travel The first roads often functioned mainly to connect one river with another. Rivers provided the country’s major transportation routes, and hand-powered keelboats and flatboats served as the main vehicles for travelers and goods. For example, farmers in trans-Appalachia typically floated their products down the Ohio and Mississippi rivers by flatboat to New Orleans. From there, sailing ships carried them east through the Gulf of Mexico, around Florida, and north to ports on the Atlantic Coast. Products following this route took a very long time to get to market. Also, the route did not work in the opposite direction because flatboats could not carry goods upriver, against the current.

American inventor Robert Fulton solved that problem. He developed a boat that ran on steam power, using one of James Watt’s steam engines. His paddle-wheeled “North River Steamboat,” popularly known as the *Clermont*, steamed up the Hudson River in 1807. The *Clermont* demonstrated the great advantage of the steamboat: It could travel upriver, against the current, much faster even than sailing ships. Fulton’s was not the first steamboat to navigate the waters of an American river, but it was the first commercially successful steamboat. Soon his steamboat and others began transporting freight and passengers along eastern rivers and coastal waters.

Within a few years, hundreds of steamboats were operating on the Mississippi and other rivers of the American West. Steam power made it possible for western farmers and southern planters to increase their trade and their profits.

Canals Farmers and merchants could transport goods most cheaply by water. Unfortunately, waterways did not go everywhere that people wanted them to go. To solve this problem, American innovators built artificial waterways, or canals. By 1840, the nation had some 3,000 miles of canals.

The best-known of these canals, and one that had a huge economic impact, was the Erie Canal, which opened in 1825. Built by the state of New York, this 363-mile waterway linked the Atlantic Coast with the Great Lakes. A typical trip started in New York City. A steamboat would haul a specially built canal

The Industrial Revolution in America

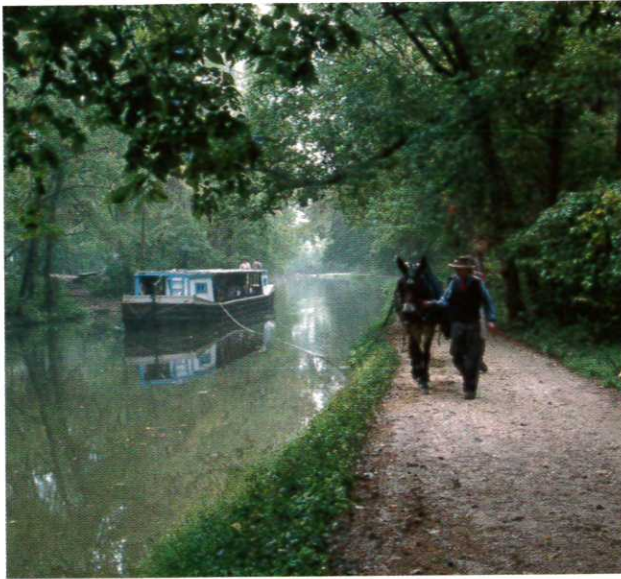
Date	Inventor	Invention or Innovation
1787	John Fitch	The first American steamboat
1790	Samuel Slater	Machinery for first U.S. textile mill
1794	Eli Whitney	The cotton gin patented
1795	Robert Fulton	The steam shovel (for digging canals)
1798	Eli Whitney	Mass production of muskets with standard measures and interchangeable parts
1807	Robert Fulton	The <i>Clermont</i> , the first commercially successful steamboat
1814	Francis C. Lowell	The first completely mechanized cotton mill
1820	William Underwood	The first U.S. canning factory
1826	Samuel Morey	An internal combustion engine
1828	Joseph Henry	The electromagnet

INTERPRETING CHARTS The Industrial Revolution brought American advances in engineering, medicine, science, agriculture, and technology. In fact, the word *technology* was coined in 1829.

Drawing Inferences What aspects of American life did many of these advances affect?



At the opening of the Erie Canal, New York’s governor poured Lake Erie water from this keg into the Atlantic Ocean to symbolize the linking of the two bodies of water via the canal.



Along the Erie Canal today, towns stage reenactments of the days when mules towed barges along the waterway.

boat, loaded with goods and passengers, up the Hudson River to Albany, where the Erie Canal began. Horses or mules towed the canal boat along the canal from the Hudson to Lake Erie.

The opening of the Erie Canal increased the rate of settlement and development of the entire Great Lakes region. Farmers in that area could now ship their products quickly and inexpensively to profitable eastern markets, and merchants could send finished goods in the opposite direction. With its location on the Atlantic Coast at the end of this canal system, New York City grew into a powerful center of business. The canal network would also forge a strong trading relationship between the West and the Northeast.

Railroads Canals played an important role in transporting goods and people. Railroads, however, proved to be even more efficient. The high-pressure steam locomotive,

developed by British and American inventors, could pull more goods and passengers more quickly than canal boats.

In 1828, construction on the first American railroad began in Baltimore, Maryland. It came to be known as the Baltimore and Ohio (B & O) line. By 1840, the nation had several different railway lines and more than 3,300 miles of track, more than any other country in the world. In the coming decades, the nation's system of east-west rail lines would put most canals out of business.

Communication The transportation revolution also led to advances in communication. The federal government led the way by expanding its postal service. The number of post offices in the nation leaped from 75 in 1790 to 8,450 in 1830. Regularly scheduled long-distance mail delivery improved communication between individuals and businesses. It also created a national network of information, since the mail included newspapers, magazines, and books.

Before the American Revolution, Americans had access to a relatively small number of newspapers. Most of them came out weekly. By the 1820s, however, advances in education had increased the nation's literacy rate. More than 500 newspapers and magazines of all sorts were being published daily. Improved communication and the free exchange of ideas helped tie together the different parts of the country as it grew in both size and population.

An Expanding Economy

The American genius for invention produced new and better ways to make and transport goods. It also changed the way people did business. A new generation of Americans began buying and selling goods, borrowing and circulating money, and creating wealth. This change in the way Americans made, bought, and sold goods is known as the **Market Revolution**. Thanks to this Market Revolution, the American economy soared in the decades after the War of 1812.

The Rise of Manufacturing In the early 1800s, the United States was mostly a nation of farmers. In the South, farmers continued to profit from the high demand for cotton. In the Old Northwest, farmers put more and more fertile frontier lands into corn and wheat production. In the Northeast, farming continued to be important. However, businesspeople began turning more and more to new enterprises such as **manufacturing**, the use of machinery to make

READING CHECK

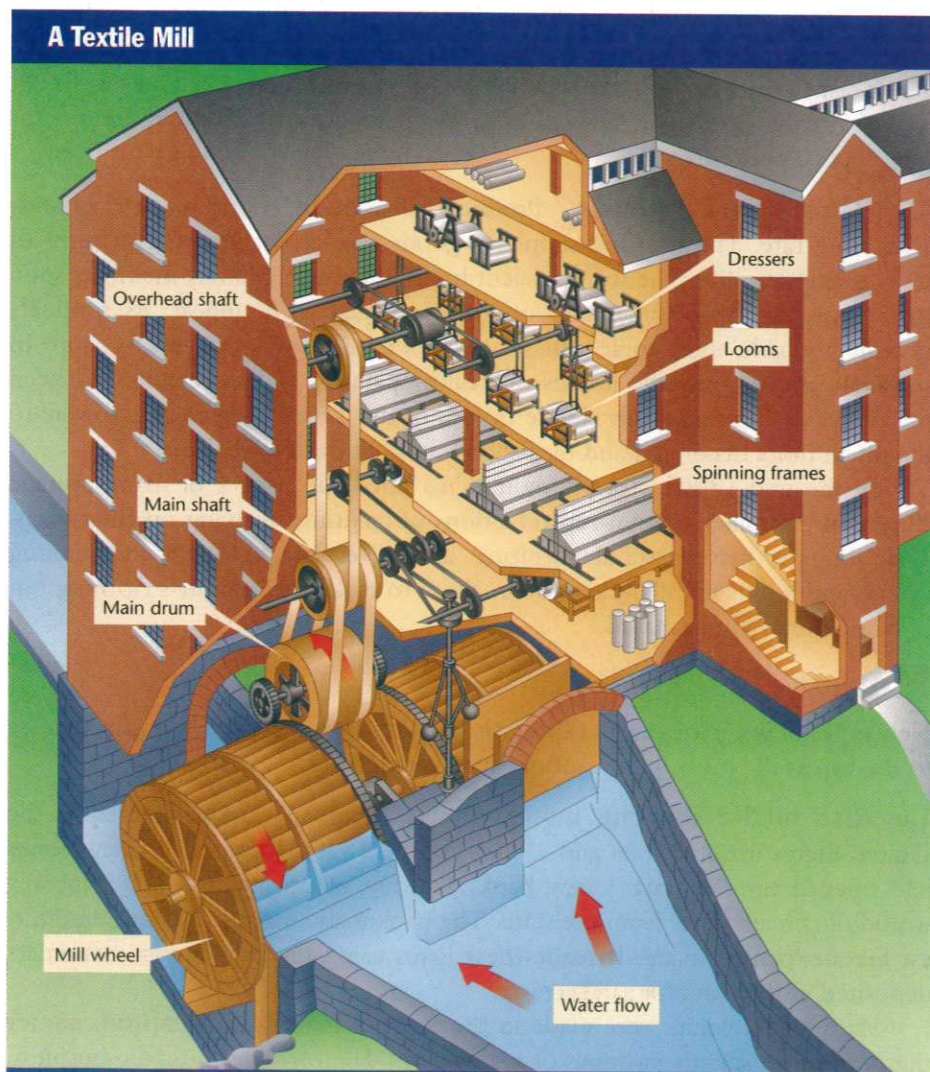
What were some of the major effects of the advances in transportation and communication?

products. They bought cotton, grains, and other raw materials and turned them into products that could be sold for a substantial profit.

American manufacturing began in New England. There, rivers gathered strength as they descended from the mountains, surged through valleys, and plunged over waterfalls. The power generated by these fast-flowing waters ran the new machines in the mills and other factories that sprang up throughout the region.

In 1813, a group of businessmen led by a Boston merchant named Francis Cabot Lowell built a mill in Waltham, Massachusetts, to manufacture textiles. Lowell's mill was the world's first truly **centralized** textile factory—that is, a single facility where all the tasks involved in making a product (in this case, cloth) were carried out. Lowell's Waltham mill and the many later water-powered mills in New England brought together all the tasks of spinning, weaving, and dyeing that turned raw, cleaned cotton into finished cloth. The shift to centralized workplaces dramatically increased production. In 1817, New England's textile mills produced 4 million yards of cotton cloth. By 1840, the amount was 323 million yards.

From the 1820s through the 1840s, manufacturing industries spread from New England across the Northeast and into parts of the old Northwest Territory, such as the Ohio River valley. Manufacturing would soon become the backbone of the North's economy—and a key element in the Market Revolution.



INTERPRETING DIAGRAMS

New England mill builders adopted a system of belts to harness river power. On the first floor, cotton was combed; on the second floor, it was spun into thread; on the third, thread was woven into cloth; and on the fourth, the cloth was dressed, or finished. **Analyzing Visual Information** What effect did geography have on the location of a mill?

Focus on DAILY LIFE

Learning Manners By displaying well-made, store-bought goods in their homes, Americans in the early 1800s showed others that they were respectable as well as prosperous.

Another way to make this point was to behave in a refined way—to act like a lady or a gentleman, not a rough pioneer.

Books of etiquette, or proper manners, gave people specific instructions on how to act. They covered such issues as when to use a knife (only for cutting food, not for eating it) and whether it was proper to lean back in one's chair (it wasn't).

The advice these books gave was hardly new. In the past, though, it had been aimed only at the wealthy. In America of the early 1800s, many average people bought these books so they too could learn to behave with dignity and grace.



Manufacturing and other features of the Market Revolution developed within the **free enterprise system**, an economic system in which private companies compete for profits. This system, also called *capitalism*, rewards people who can find better, faster, and more efficient ways of running their businesses. It encourages innovation and the creation of new industries, jobs, and wealth.

Working Outside the Home For most Americans, “going to work” in the 1700s generally meant working in the home or around the farm.

Of course, some skilled artisans did produce goods such as books or glass that could not be made easily at home. Others were employed in the shipping industry or the legal or financial professions. Most people, however, worked simply to make the food, clothing, and shelter they needed.

In the 1800s, the rise of manufacturing sharply increased the demand for people who would work outside the home, for a specific number of hours each day and for a certain amount of money. Many young Americans, especially in the Northeast, turned away from farming and went to work in factories for wages.

Factory owners organized the work to maximize production. They increased the use of **specialization**, a system in which each worker performs just one part of an entire production process. For example, unlike earlier clothmakers, who knew all the aspects of spinning and weaving as well as machine repair, the sole job of a textile worker in the 1800s might have been to keep one loom supplied with thread.

The Rise of Shopping Products rolled out of factories at an astounding rate. The growing supply of goods forever changed the patterns of American life. The self-sufficient household, where family members spun their own thread or made their own soap, began to disappear. As products became available and people worked for money, Americans began to shop. In colonial America only the houses of wealthy planters and merchants had been full of goods. The relatively simple homes of the 1700s, however, gave way to the much more decorated and furnished homes of the 1800s.

By the mid-1800s, store-bought items filled the homes of many average Americans. Families bought reproductions of paintings to hang on their walls. They bought manufactured furniture and silverware. Household spinning wheels and looms fell silent as women chose to make their family's clothing out of fabric they had purchased.

The Role of Banks

New types of industries arose during the Market Revolution. Banks quickly rose to the top as the most important of the new enterprises.

The Rise of the Banking Industry The first real banks appeared in the United States in the 1780s and 1790s. By the 1830s, hundreds of new banks had opened up. To start a new bank, a group of private investors generally would obtain a charter from the state. The bank made money by charging interest for the loans it made. It made these loans using the money that customers deposited in the bank for safekeeping.

Many of the loans were made in the form of **investment capital**, money that a business spends in hopes of future gain. The owner of a textile business,

for example, might use a bank loan to buy a new power loom. The goal of this investment was to increase production and create more profit for the business.

Banks thus helped the economy grow by providing investment capital. The system generally worked well. Disasters could, and did, occur, however.

Uncontrolled Lending Today, the government insures most deposits. Banks are required to keep a certain amount of cash on hand instead of lending it all out. However, in the 1800s, states did not restrict banks' runaway lending. The new banks often made loans to people who could not pay them back.

Because of these bad loans, a bank might not have enough cash on hand if a large number of depositors wanted their money. A sudden economic crisis, or panic, might cause many customers to try to retrieve their deposits at the same time. The bank, unable to meet its obligations, would go out of business.

In the early 1800s, the economy experienced wild booms followed by panics. These crises led to depressions, bank and business failures, and widespread unemployment. Panics occurred in 1819, 1837, and 1839—the last two so severe that they disrupted the economy well into the 1840s.

Bank Notes In the early republic, the government did not issue paper money. Most people preferred to deal in specie, or coin, mainly of gold or silver. Specie was scarce, however, and difficult to carry around. The most common form of money was the **bank note**, a piece of paper that banks issued to their customers. People used bank notes to pay for goods and services.

Similar to modern-day checks, bank notes were promises to pay specie on demand. In theory, anyone possessing a note could walk into the bank anytime and cash it in for specie. The problem with these notes was that banks simply printed more of them whenever they needed money, so the value of this money was unpredictable. A farmer, for instance, might sell some corn and receive in payment a \$100 bank note that could be worth anything from \$50 to \$100 in specie, depending on the time and place the farmer tried to cash it.

Despite such growing pains, banks played a key role in economic expansion during the 1800s. While different areas of the country grew at different rates, the United States as a whole achieved a new level of prosperity.



As this bank note shows, people began earning a living outside the home in the early 1800s.

Section

1

Assessment

READING COMPREHENSION

1. What American inventions and new technologies came about during the **Industrial Revolution**?
2. Describe the effects of **manufacturing** and **investment capital** on the U.S. economy.
3. What are the advantages of a **centralized** production process?
4. How did banks help spur economic growth?

CRITICAL THINKING AND WRITING

5. **Synthesizing Information** Create a two-column chart. Label the columns *Transportation* and *Communication*. List at least four innovations in transportation and two in communication.
6. **Writing to Describe** How was the Market Revolution a “revolution”? Write an essay on this topic. Support it with facts from this section.



Take It to the NET

Activity: Writing a Magazine Article

Article Research the Erie Canal and write the introduction and outline for a magazine article on the canal's history and its impact on America. Use the links provided in the *America: Pathways to the Present* area of the following Web site for help in completing this activity.

www.phschool.com

The Northern Section

READING FOCUS

- How did farming develop in the Old Northwest?
- What new industries arose in the Northeast?
- What caused the growth of cities, and what problems arose as they grew?
- What kinds of labor disputes arose in factories?

MAIN IDEA

New technologies helped agriculture prosper in the Old Northwest, while a variety of new industries brought growth—with its benefits and problems—to the Northeast.

KEY TERMS

section
rural
urban
industrialization
tenement
strike
labor union

TAKING NOTES

Copy the chart below. As you read, fill in the blanks with information about the economies of the North.

Economy	Old Northwest	Northeast
Type of economy		Industrial
Urban growth		
Major products		
Economic challenges	Spoiled products	

Setting the Scene In the early 1800s, Americans became more and more aware that their nation could be divided into two distinct regions, or **sections**: the North and the South. Each section had its own unique economy and culture. The French writer Alexis de Tocqueville sought to compare the two sections as he traveled around the country in 1831. When Tocqueville asked a southern lawyer about sectional differences, the man replied with this rather exaggerated comparison:

“I should express the difference in this way. What distinguishes the North is its enterprising spirit, what distinguishes the South is l’esprit aristocratique [the spirit of the aristocracy, the wealthy ruling class]. The manners of the inhabitant of the South are frank, open; he is excitable, irritable even, exceedingly touchy of his honour. The New Englander is cold and calculating, patient. While you are with the Southerner you are welcome, he shares with you all the pleasures of his house. The Northerner, after having received you, begins to wonder whether he couldn’t do some business with you.”

—Alexis de Tocqueville, *Democracy in America*



A woman going to work in one of the busy mills of the North carried her noonday meals in this tin and wood lunch pail.

The North consisted of two main parts. One was the populous Northeast, composed of New England, New York, New Jersey, and Pennsylvania. This area had once been the New England and Middle colonies. The other part was the growing region north and west of the Ohio River—the old Northwest Territory, or simply the Old Northwest. It included land that is now Ohio, Indiana, Illinois, Michigan, Wisconsin, and part of Minnesota.

Farming in the Old Northwest

The highly fertile prairie of the Old Northwest proved to be ideal for growing corn, wheat, and other grains. Still, farmers always looked for ways to make their farms more efficient. New inventions helped. John Deere’s steel plow, which he developed in the 1830s, could cut through the heavy soil of the

northwestern prairie better than other plows. Cyrus McCormick's mechanical reaper, also developed in the 1830s, made harvesting grains less labor-intensive and thus more profitable.

Once grains were harvested, they tended to spoil. Farmers had to use them, get them to market quickly, or turn them into a product that would not spoil. For example, they used corn as feed for pigs. Pigs provided not only meat but also fat for making soap and bristles for making brushes. Similarly, farmers fed wheat and other crops to cattle. They also sold wheat, oats, barley, and corn to brewers and distillers, who used these crops to make beer and whiskey, products that were easy to store.

Many specialized businesses arose to handle the processing, transport, and selling of farm products. They included slaughterhouses, distilleries, shipping companies, and banks. From Ohio westward into Illinois, agriculture and related industries fueled the growth of cities.

Cincinnati, for example, developed into a hog-processing center. So many hogs were slaughtered in Cincinnati that the city became known as "Porkopolis."

In the early 1800s, farmers sent flour, meal, pork products, whiskey, and other goods by river to New Orleans to be sold in the Caribbean islands, the eastern United States, and Europe. With the transportation revolution, as you have read, farmers from the Old Northwest began shipping their goods east by canal and, later, by rail. Merchants in the Northeast then controlled the further distribution of those goods.

Industries of the Northeast

Farmers in the Old Northwest sold their pork, grains, and beer to a market in which, increasingly, people no longer raised their own food. Most people in the Northeast still lived in **rural** areas, made up of farms and countryside instead of cities. However, an increasing number of people in the region now worked in factories in **urban** areas, or cities. During the early 1800s, the urban population boomed, while the rural population gradually declined.

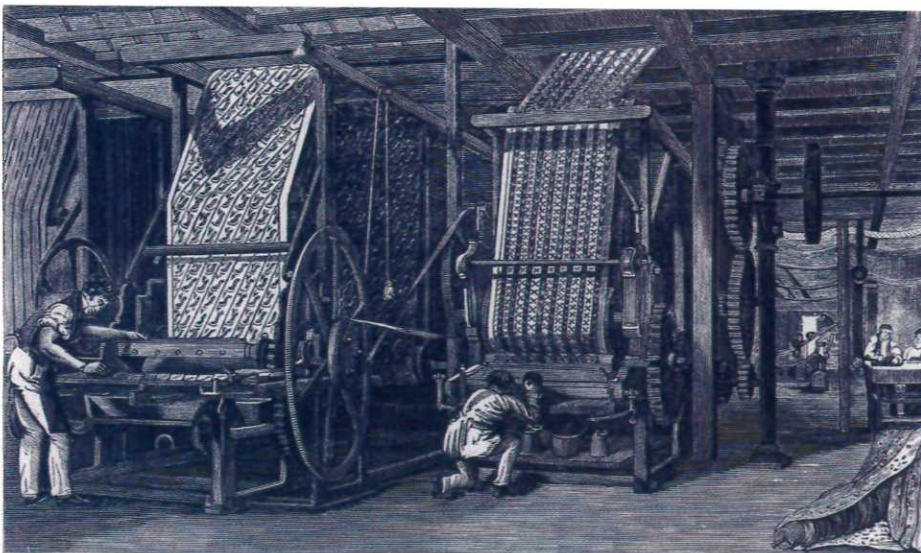
Industrialization, or the development of industry, increased rapidly in the Northeast. Eli Whitney built a factory near New Haven, Connecticut, to manufacture muskets, using his concept of interchangeable parts. Other

Focus on TECHNOLOGY

Which McCormick Invented the Reaper?

History credits Cyrus McCormick for the invention that helped to revolutionize farming. But some descendants of Cyrus's family challenge that claim. They present evidence that Cyrus's father, Robert, a successful inventor, worked for 20 years to create a mechanical reaper. They say Robert then gave his invention to the business-minded Cyrus to patent and produce.

According to this version of events, Cyrus began referring to himself as the inventor shortly after his father died. Later in life he claimed that his father never could get his invention to work, and that he, Cyrus, had perfected it. Whoever its creator, the mechanical reaper was invented in 1831. Cyrus McCormick won a patent for it in 1834.



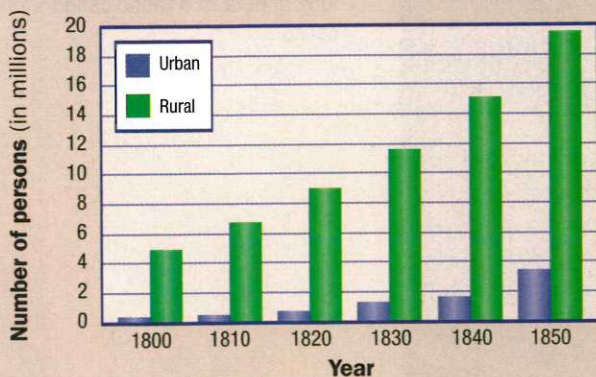
This woodcut shows two men operating machinery in an early textile mill. The machines printed long sheets of a fabric called calico.

READING CHECK

Where did industrialization take hold in the early 1800s?

INTERPRETING GRAPHS The changes in the U.S. economy led to changes in its population. **Analyzing Visual Information** (a) About how many Americans lived in cities in 1830? In 1850? (b) Which grew faster during this period, the urban or rural population?

Urban and Rural Populations, 1800–1850



SOURCE: Historical Statistics of the United States, Colonial Times to 1970

water-powered factories in the state produced furniture, clocks, glass, and tinware. By 1850, more people in Connecticut worked in manufacturing than in farming.

Coal from Pennsylvania's huge coal-mining industry, which started in 1820, fueled the boilers that powered steam engines on boats and locomotives. The state also became a top producer of ships, lumber, iron, leather, textiles, and glass. By 1850, the industrial city of Pittsburgh had 40 glass factories.

In Massachusetts, new industries produced carpet, bricks, and shoes. When Francis Cabot Lowell built the first fully centralized textile mill in Waltham in 1813, he launched another new industry. Similar mills went up along many of New England's rivers. In 1826, nine years after Lowell's death, a mill town in northern Massachusetts was founded and named for him. Lowell, Massachusetts, would become a thriving industrial center.

The mills in Lowell hired young, unmarried women from New England farms to run their spinning and weaving machines. The mill owners promised them a moral environment and a stable income. The young women enjoyed being able to earn and save money before they married.

The young Lowell mill workers made about \$3.25 for a 72-hour week in the 1830s. After deducting \$1.25 for room and board, the typical woman worker averaged about \$2 per week, a fair wage at a time when many basic goods cost only pennies.

Hiring women laborers made economic sense to mill owners. Women were willing to work for about half the pay that men demanded. Women held most factory jobs in the Lowell mills until the 1840s, when they began to be replaced by men, often Irish immigrants who were unable to find better-paying jobs.

Women millworkers usually lived in boardinghouses run by the mill owners. Six days a week, twelve hours a day, from dawn till dusk, they tended the grinding, clattering machines. In the evening they might attend lectures or classes, or gather in sewing or reading circles. Although the work was boring, the women valued the friendships they made. One worker recalled her work in the mill:

“There was a great deal of play mixed with it. We were not occupied more than half the time. The intervals were spent frolicking around among the spinning frames, teasing and talking to the older girls, or entertaining ourselves with games and stories in a corner.”

—Millworker Lucy Larcom

The Growth of Cities

The Northeast brimmed with young people looking for work. Farming opportunities in the region now were limited, because the population had outgrown the available land. Some young workers moved west, but thousands went to the cities of the Northeast. In 1810, only about 6 percent of Americans lived in cities. By 1840, 12 percent lived in cities, an increase shown in the graph on the left.

The largest cities in colonial North America had had no more than 30,000 residents. The rush to the cities in the early 1800s, however, sharply boosted urban populations. For example, the number of people in New York City (Manhattan only) soared from roughly 33,000 in 1790 to 131,000 in 1820, and to

about 516,000 by 1850. The populations of Boston and Philadelphia also rose, as did those of smaller cities such as Baltimore.

Urban life in the 1800s differed greatly from that in colonial times, when human needs such as medical care, education, and care for the elderly had been met within the household. Now, as workers spent more and more time away from the household, they could no longer supply these needs to their families at home. Children, sick relatives, and elderly family members in northern cities often had no support in times of trouble. Gradually, public institutions such as hospitals and schools began to fill this gap.

A growing number of urban poor people lived in areas with cheap, run-down housing. By the 1830s, for example, the Five Points area in lower Manhattan had become known for its **tenements**, crowded apartments with poor standards of sanitation, safety, and comfort. In 1842, the English writer Charles Dickens described the “squalid” (filthy) streets and “hideous tenements” he encountered on a visit to Five Points. He declared that “all that is loathsome, drooping and decayed is here.”

Cities simply could not handle the rapid population increase. Police and fire services were primitive at best. Many cities lacked sewage systems and reliable supplies of fresh water. In 1832 and 1833, thousands of people died or fell ill during a major outbreak of cholera, an intestinal disease caused by contaminated water.

Still, cities continued to grow in the Northeast and to dominate the surrounding regions. These urban areas acquired wealth and political influence gained from being centers of industry.

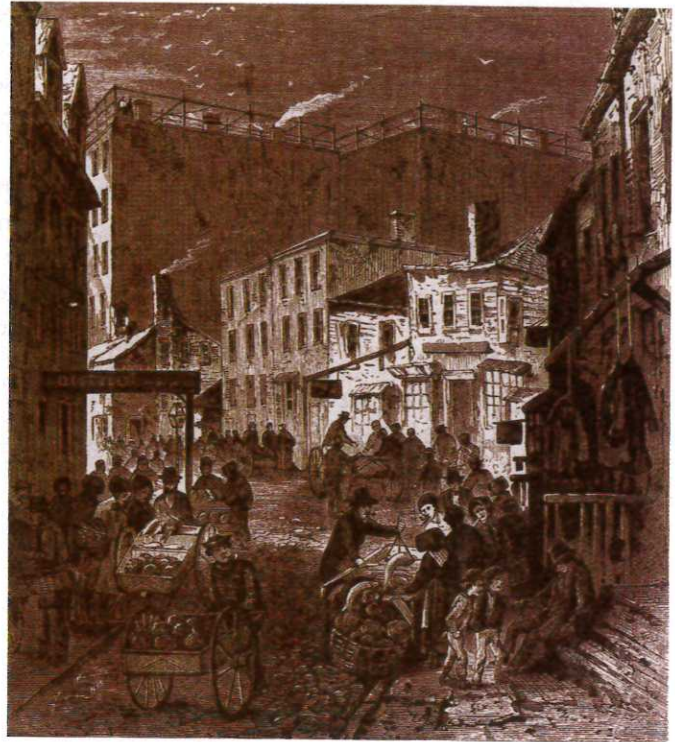
Labor Disputes in Factories

Early industries aimed to make a profit, often at the expense of their workers. Most factory owners of that time paid their employees little and did not try to provide a healthy work environment. Before long, laborers began to demand more from their bosses.

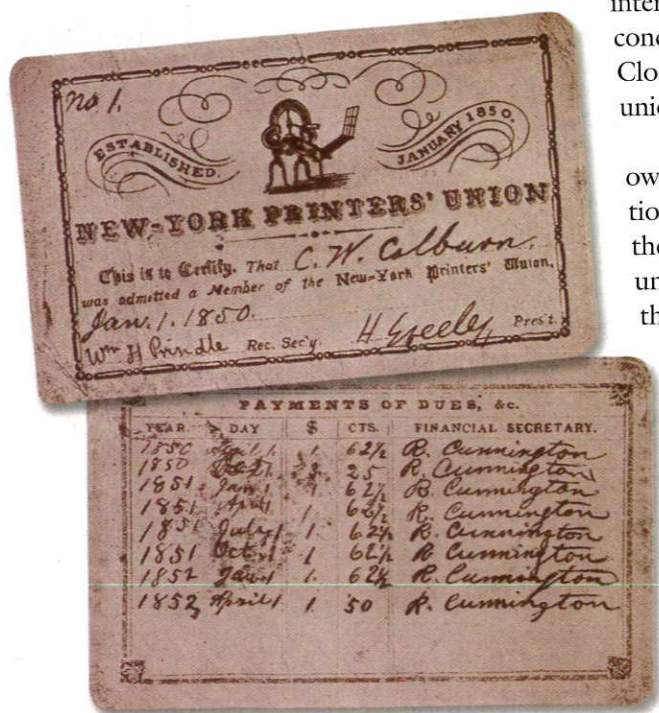
Workers Go on Strike As workers saw factory owners grow rich, they began to want a slice of the wealth that their hard labor produced. Workers complained mainly about long hours and low wages. Since the government set no minimum wage, workers could not go to the legislatures or the courts for help. In fact, they had only one real weapon: They could call for a **strike**, or work stoppage.

Strikes had occurred as early as the 1700s, when sailors and dockworkers walked off the job. Shoemakers also launched strikes in the first decade of the 1800s. From 1834 through 1836, more than 150 strikes took place in the United States, mainly to demand shorter hours and higher pay. In Lowell, 1 out of every 6 women workers went on strike in 1834 when employers, faced with poor sales, cut wages by 15 percent.

The First Labor Unions In 1834, during this period of growing labor activity, workers organized the first national **labor union**, the National Trades Union (NTU). A labor union is an organization of workers formed to protect the



This engraving depicted the poverty-stricken Five Points section of New York City.



This membership card for the New York Printers' Union was signed by the famous newspaper editor Horace Greeley.

interests of its members, usually by negotiating to resolve issues concerning wages, hiring practices, and working conditions. Close to 300,000 people joined the NTU or other labor unions in the 1830s, a large number for that period.

These early unions soon died out, however. Factory owners obtained court rulings that outlawed labor organizations. The financial panics in 1837 and 1839 also undercut the unions. In the depression that followed the panics, unemployment grew, and workers could not afford to push their demands.

Despite its failures, the early labor movement showed that some workers were willing to take action against their employers. One millworker recalled her response when some women hesitated to strike during a protest against wage cuts:

“Not one of them having the courage to lead off, I . . . became impatient and started on ahead, saying, with childish bravado [boasting], ‘I don’t care what you do, I am going to turn out [strike], whether any one else does or not’; and I marched out, and was followed by the others. As I looked back at the long line that followed me, I was more proud than I have ever been since at any success I may have achieved.”

—Lowell millworker Harriet Robinson, 1836

In time, the labor movement would build on the pride of people such as Robinson. By the 1840s, the North had a booming and complex economy with a mixture of industry and agriculture. It was increasingly a region of cities and towns, banks and factories, with all the benefits and problems that come with growth.

Section

2

Assessment

READING COMPREHENSION

1. In what ways did the economy of the North change from 1800 to 1850?
2. What were the good and bad effects of **industrialization** and **urban** growth on the northern **section**?
3. Why were **strikes** the only weapon that workers had with which to fight poor working conditions?
4. What kinds of problems did **labor unions** want companies to address?

CRITICAL THINKING AND WRITING

5. **Expressing Problems Clearly** In what ways did economic change in the North link people together, and in what ways did it push them apart?
6. **Writing a News Story** As a newspaper reporter in the 1840s, write an article describing the life of millworkers and their efforts to improve working conditions.



Take It to the NET

Activity: Making a Poster

Research the inventions of Cyrus McCormick and John Deere. Then create a poster that uses words and visual images to illustrate farming methods before and after machinery came into use. Use the links provided in the *America: Pathways to the Present* area of the following Web site for help in completing this activity.

www.phschool.com

The Southern Section

READING FOCUS

- Why did the economy of the South remain largely agricultural?
- How did the lives of slaves differ on large and small farms?
- What were the results of slave revolts?

MAIN IDEA

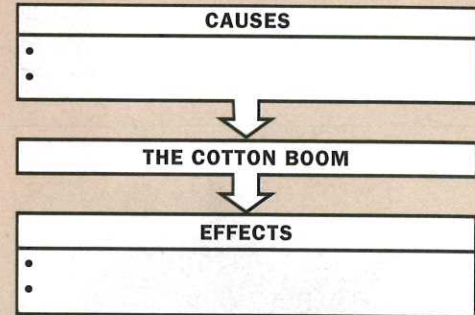
In the early 1800s, cotton farming became the South's main economic activity. As a result, the South became more dependent on slave labor.

KEY TERMS

cotton belt
Turner's Rebellion

TAKING NOTES

Copy the cause-and-effect diagram below. As you read, fill in facts about the boom in southern cotton production.



Setting the Scene One famous phrase sums up the economy of the South in the first half of the 1800s: “King Cotton.” The phrase came from the book *Cotton Is King* by David Christy, published in 1855. Christy claimed that southern slavery would have ended except for the ever-rising demand for cotton products during the previous 30 years. Even Northerners who criticized slavery, he said, continued to use more and more cotton and other products of slave labor. In addition, the American economy had come to depend on the revenue from the sale of raw cotton:

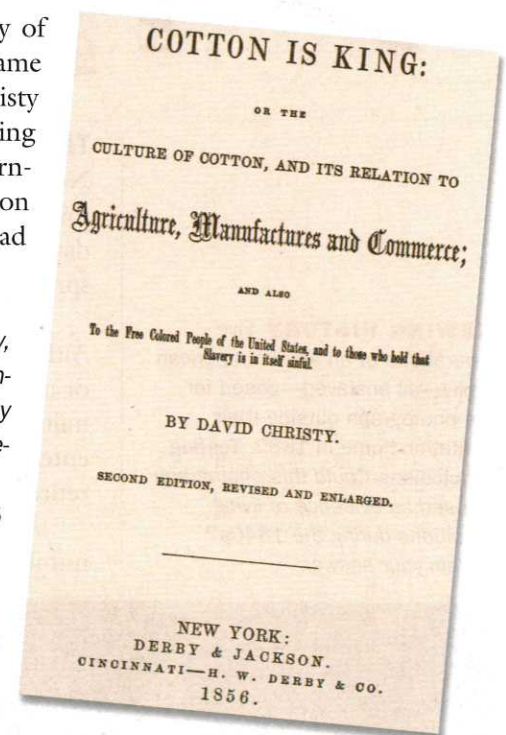
“Thus, the very things necessary to the overthrow of American Slavery, were left undone, while those essential to its prosperity, were continued in the most active operation; so that, now, after nearly a ‘thirty years’ war,’ we may say, emphatically, COTTON IS KING, and his enemies are vanquished [defeated].”

—David Christy, *Cotton Is King*, 1855

In 1820, the South produced 160 million pounds of raw cotton. By 1830, the harvest had doubled, and the 1850 crop surpassed a billion pounds. In 1860, King Cotton made up two thirds of the total value of American exports. It had created enormous wealth for the South.

The Economy of the South

In 1820, the South included 6 of the original 13 states: Delaware, Maryland, Virginia (including what would become West Virginia), North Carolina, South Carolina, and Georgia. It also included newer states carved out of former Indian lands south of the Ohio River: Kentucky, Tennessee, Alabama, Mississippi, and Louisiana. By 1850, Arkansas and Texas had joined the Union and become part of the **cotton belt**, a band of states stretching from South Carolina to Texas. The economies of these states relied almost completely on the production of cotton.



The book *Cotton Is King* is addressed in part “to the Free Colored People of the United States, and to those who hold that Slavery is in itself sinful.”

MAP SKILLS The Southern economy relied on cotton more than any other agricultural or industrial product. **Movement** Describe the route by which cotton farming expanded.



VIEWING HISTORY Five generations of an African American family—all enslaved—posed for this photograph outside their plantation home in 1862. **Testing Conclusions** Could this photograph be used as evidence of living conditions during the 1840s? Explain your answer.



The Geography of Southern Farming While urban centers developed in the North, the South remained mostly rural. The physical geography of the South made farming highly profitable. Farmers could count on 200 to 290 frost-free days a year in which to grow crops. Fertile soil and plentiful rain encouraged the spread of agriculture.

The development of industry progressed slowly in the early 1800s. Although larger southern cities had banks, farmers often had to rely on British or northern banks for loans. Until later in the century, they depended on textile mills in Britain and the North to process their cotton. Still, few Southerners entered into these industries. Many lawyers, doctors, and preachers hoped to retire eventually and become plantation farmers.

An estimated 15,000 families owned plantations. Plantations used great numbers of enslaved workers to produce a cash crop. By contrast, hundreds of thousands of farm families owned just a few slaves, or none, and raised their own cash crops, food crops, and livestock. In fact, only about one fourth of all slaves lived on plantations with more than 50 slaves. During the early 1800s, farms with six slaves or fewer produced half of the cotton crop. With the invention of the cotton gin in 1793, Southerners scrambled to put more land into cotton production. Small farmers seized this new opportunity, streaming west into uncultivated parts of the trans-Appalachian region. While small farms existed all over the South, in certain areas where the soil was especially fertile and rivers were nearby, plantation owners bought out their poorer neighbors and acquired huge tracts of land for cotton and sugar production.

Not all southern states changed over to cotton, however. Virginia and North Carolina continued to be mainly tobacco states. Sugar and rice crops thrived in hot and wet places such as South Carolina. Kentucky developed a varied rural economy that included the breeding of thoroughbred horses.

Slow Urban Growth Although the South was mainly rural, cities did gradually develop. They included New Orleans, Louisiana; Charleston, South Carolina; and Richmond, Virginia. These cities had smaller populations than those in the North. Yet they shared some of the problems such as run-down housing and poor sanitation that plagued big northern cities such as New York and Boston.

During this period, fewer than 8 percent of white Southerners lived in towns of more than 4,000 people. On the other hand, large numbers of free African Americans made their homes in southern towns and cities. By 1850, of the 3.7 million African Americans nationwide, 12 percent were free. Some lived in the North, but most lived in southern urban areas or rural areas away from the large plantations.

The Slavery System

By 1804, all the northern states had either banned slavery or passed laws to end it gradually. The Constitution had specified that Congress could not end the slave trade before 1808. In that year Congress banned all further importation of slaves to the United States.

In the South, however, population growth among people already enslaved contributed to a sharp increase in the internal slave trade for the next half-century. (Recall that a child born to a slave also became a slave.) In 1820, the slave population numbered about 1.5 million. Just 30 years later, in 1850, the population had more than doubled, to over 3 million. By 1860, African American slaves made up more than half of the population of South Carolina and Mississippi, as well as two fifths of the populations of Florida, Georgia, Alabama, and Louisiana.

Slavery on Small and Large Farms The lives of enslaved Americans varied. On small farms, slaves often worked side by side with their owners in the fields. They sometimes ate together and slept in the same house. Yet many other enslaved workers on small farms endured all kinds of cruelties without family or friends to turn to for support and protection.

Most slaves, however, did not live on small farms but on large cotton plantations. By 1850, cotton farming employed nearly 60 percent of the enslaved African Americans in the United States. These people lived in sizable communities of slaves, usually numbering 20 or more. On the plantations, life was generally harsher than on small farms. Workers often toiled in large crews under the supervision of foremen.

For women in particular, life could be extremely difficult. In addition to bearing and caring for their own children and taking care of their own households, they cooked for and served food to their owners, cleaned their owners' houses and clothes, and labored

READING CHECK

What factors helped agriculture to prosper in the South?

COMPARING PRIMARY SOURCES

Slavery

The issue of slavery opened up a bitter divide between the North and the South. The writers below present viewpoints on whether enslaved people wished to remain in slavery.

Analyzing Viewpoints Compare the main arguments made by the two writers.

In Support of Slavery

"A merrier being does not exist on the face of the globe than the Negro slave of the United States. They are happy and contented, and the master is much less cruel than is generally imagined. Why then . . . should we attempt to disturb his contentment by planting in his mind a vain and indefinite desire for liberty—something which he can't understand?"

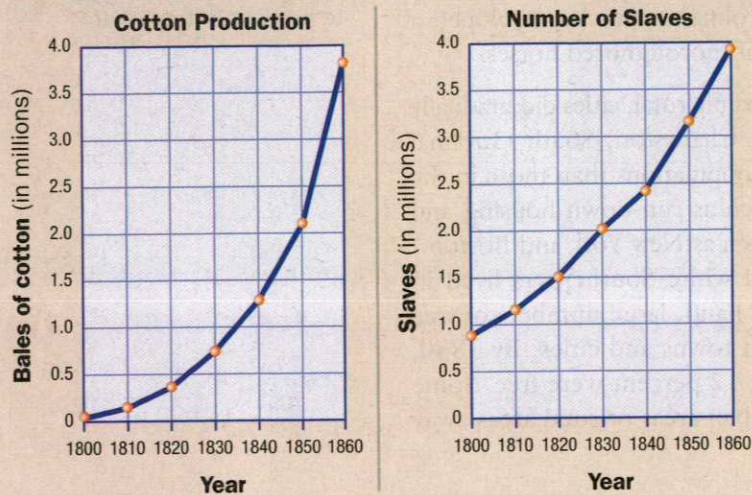
—Prof. Thomas R. Dew,
speech to the Virginia
legislature, 1832

In Opposition to Slavery

"I thank God I am not property now, but am regarded as a man like yourself. . . . You may perhaps think hard of us for running away from slavery, but as for myself, I have but one apology to make for it, which is this: I have only to regret that I did not start at any early period."

—Henry Bibb, who
escaped from slavery with
his family, in a letter to his
former master, 1844

Cotton Production and Slavery, 1800–1860



SOURCE: *Historical Statistics of the United States, Colonial Times to 1970*

INTERPRETING GRAPHS As cotton production rose, so did the number of slaves. **Interpreting Visual Information** (a) How much did cotton production rise from 1840 to 1860? (b) When did the number of slaves rise the most?

Because replacing a slave was so costly, slave owners generally kept their slaves healthy enough to work. The system provided little else, however. One enslaved man, Moses Grandy, was standing in the street when he saw his wife go by in a group of African Americans who had been sold to a slaveholder named Rogerson. Grandy later recalled:

“Mr. Rogerson was with them on his horse, armed with pistols. I said to him, ‘For God’s sake, have you bought my wife?’ He said he had: when I asked him what she had done, he said she had done nothing, but that her master wanted money. He drew out a pistol and said that if I went near the wagon on which she was, he would shoot me. I asked for leave to shake hands with her, which he refused, but said I might stand at a distance and talk with her. My heart was so full that I could say very little. . . . I have never seen or heard from her [from] that day to this. I loved her as I love my life.”

—Narrative of the Life of Moses Grandy, 1844

Focus on ECONOMICS

The Business of Slavery With the spread of huge cotton plantations, the business of slavery diversified. Plantation owners needed large numbers of field slaves. After the importing of slaves ended, owners in the deep South began buying slaves from dealers in the upper South. In Virginia and along the seacoast, where much of the soil had been exhausted from over-farming, owners sold off their “surplus” slaves. This development caused the breakup of many slave families.

Another type of slave business that evolved was slave hiring. Owners hired out their slaves to supply seasonal needs for labor not only on farms but also in factories and mines and as skilled labor.

Slave Revolts

Only a small percentage of slaves ever managed to escape their captivity or win their freedom. Rebellion, especially on a large scale, stood little chance of success. While historians have documented scores of slave rebellions, most were small, spontaneous responses to cruel treatment and ended in failure.

Vesey’s Plan In 1800, the year of the failed Richmond revolt by Gabriel Prosser, a young slave named Denmark Vesey bought his freedom with \$600 he had won in a street lottery. He worked as a carpenter and became a preacher at the local African Methodist Episcopal Church. Self-educated, Vesey started reading antislavery literature. He grew increasingly angry at the sufferings of his fellow African Americans. Vesey preached against slavery, quoting the Declaration of Independence and the Bible. He criticized African Americans who would not stand up to whites.

in their owners’ fields. In addition, some women were subject to physical or sexual abuse by slave owners.

Slaves as Property Most owners saw slaves as mere property that performed labor for their businesses. In a bill of sale from 1811, a slave named Eve and her child, at a price of \$156, are listed between a plow for \$1.60 and “Eight Fancy Chairs” for \$9.25.

As the demand for slaves rose in the early 1800s, so did the prices that slave traders demanded. A “prime” field worker between 18 and 25 years of age cost about \$500 in 1832. By 1837, the price had soared to \$1,300, a huge amount at that time. Most farmers, therefore, could not afford to acquire enough slaves to start a plantation. Yet after the initial investment, slaves cost only \$15 to \$60 a year to support.

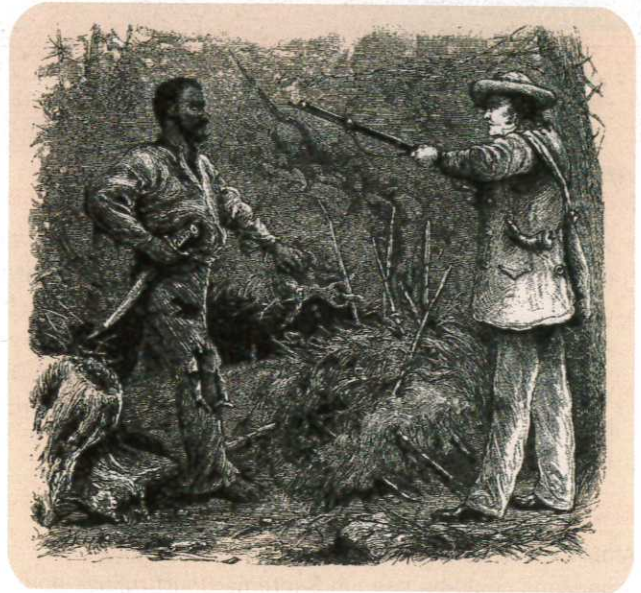
In 1822, Vesey's anger turned to action. He laid plans for the most ambitious slave revolt in American history. In a conspiracy that reportedly involved hundreds or even thousands of rebels, Vesey plotted to seize the city of Charleston in July 1822. Later accounts said that he had intended to raid the arsenal, kill all the white residents, free the slaves, and burn the city to the ground.

Like Prosser, Vesey was betrayed by some of his followers. In June, South Carolina troops smashed the rebellion before it could get started. Thirty-five African Americans were hanged, including Vesey. Another 32 were expelled from South Carolina. Four white men received fines and prison terms for aiding the rebels.

Turner's Rebellion Nat Turner, a 31-year-old African American preacher, planned and carried out a violent uprising in August 1831 known as **Turner's Rebellion**. Acting under what he believed was divine inspiration, he led up to 70 slaves in raids on white families in southeastern Virginia. In attacks on four plantations, the rebels killed more than 50 white people.

Eventually, local militia captured most of the rebels. The state of Virginia hanged about 20 of the slaves, including Turner. Crowds of frightened and angry whites rioted, killing about a hundred African Americans who had not been involved in the revolt.

White Southerners Alarmed In many communities African Americans outnumbered the white population. For this reason Southerners deeply feared slave revolts. Virginia, which was not primarily a cotton state, briefly considered ending slavery in order to ease this threat. Instead, however, it joined other southern states in tightening restrictions on slaves after the Vesey and Turner rebellions. Virginia and North Carolina passed laws against teaching enslaved people to read. Some states prevented blacks from moving freely or meeting.



VIEWING HISTORY This etching depicts the capture of Nat Turner (left), who claimed that an eclipse of the sun in 1831 was a sign that "I should arise and prepare myself, and slay my enemies with their own weapons."

Recognizing Bias Do you think the artist is sympathetic to Turner or not? Explain your reasoning.

Section

3

Assessment

READING COMPREHENSION

1. Why did the South remain largely rural?
2. Why did farmers in the **cotton belt** resent their relationship to the North?
3. (a) What change did Congress make to the slave trade in 1808? (b) Why did the number of slaves continue to rise after this date?

CRITICAL THINKING AND WRITING

4. **Drawing Conclusions** (a) Why, do you think, did many Southerners wish to retire from their professions to become plantation owners? (b) How might this help to explain Southerners' strong defense of slavery?
5. **Journal Writing** From the point of view of a European visitor to the South in 1840, write a journal entry about slave life, both on plantations and on small farms.



Take It to the NET

Activity: Analyzing Perspectives

Research one of the slave rebellions listed in this section. Write two newspaper articles on the event, from a northern perspective and a southern perspective. Use the links provided in the *America: Pathways to the Present* area of the following Web site for help in completing this activity.

www.phschool.com

The Growth of Nationalism

READING FOCUS

- What were some signs of a new nationalism after the War of 1812?
- Why was the election of 1824 so controversial?
- What new political parties emerged in 1828, and what views did they represent?

MAIN IDEA

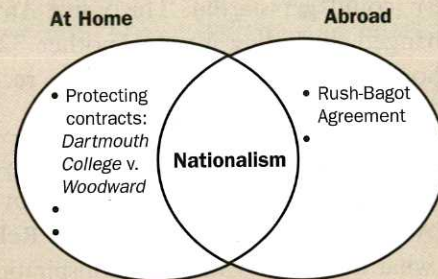
After the War of 1812, a new nationalism among Americans could be seen in Supreme Court rulings and in federal policies at home and abroad. Nationalism also influenced the growth of new political parties.

KEY TERMS

Dartmouth College v. Woodward
McCulloch v. Maryland
Gibbons v. Ogden
 Monroe Doctrine
 American System

TAKING NOTES

As you read, complete and expand the Venn diagram below. Some categories have been filled in for you already.



Setting the Scene In 1800, residents of Georgia likely considered themselves citizens of their local communities and perhaps of their state, as did Americans in Pennsylvania or Vermont or elsewhere in the young nation. By the 1820s, however, it was becoming clear that national citizenship was growing in importance. Americans increasingly thought of themselves as citizens of the United States as well as members of their state and local communities.

Reflecting this shift, a new generation of American leaders sought to use the powers of the federal government to help unite the country. While traveling around the United States in 1817, President James Monroe encouraged Americans to think in nationalist terms. At a stop in Maine, he said that his tour of the country had given him “many opportunities of seeing and feeling how much we are one people.” The President went on to speak about his hopes of putting aside sectional differences to form a “perfect union”:

“The United States are certainly the most enlightened people on earth. We are certainly rapidly advancing on the road of national pre-eminence. Nothing but Union is wanting [needed] to make us a great people. The present time affords the happiest presages [indications] that this union is fast consummating [reaching completion]. It cannot be otherwise. I daily see greater proofs of it: the further I advance in my progress, the more I perceive that we are all Americans.”

—James Monroe, 1817

Nationalism at Home

Many Americans came to think of Monroe’s two terms as President (1817–1825) as the Era of Good Feelings. Many people were optimistic about the future. The War of 1812 was fading into the past, and the future looked bright. The Federalist Party was also fading from the scene, leaving just one national



This portrait of James Monroe shows him in 1816, at age 58.

political party—the Jeffersonian Republicans. Despite the general feeling of hopefulness, however, many problems continued to create tension. As you have read, the economy followed a cycle of boom and bust, and sectional disputes arose concerning the spread of slavery.

To resolve some of its economic and political issues, the nation adopted new, nationalist policies, both at home and abroad. In 1816, for example, Congress passed a protective tariff to encourage the purchase of American-made goods by making foreign goods more expensive. In addition, the Supreme Court under Chief Justice John Marshall made several key decisions that strengthened the federal government’s role in the nation’s economy.

Protecting Contracts In an 1819 ruling, the Supreme Court prohibited New Hampshire from changing the charter of Dartmouth College. The college had received its charter during colonial times. In *Dartmouth College v. Woodward*, the Marshall Court reasoned that the charter was a contract and that Dartmouth was a private corporation. The Court ruled that states cannot interfere with such private contracts. This ruling, handed down the same year as the Panic of 1819, proved timely. Its longterm effect was to protect businesses from regulation, which helped stabilize the economy.

Supporting the National Bank You have read about the Bank of the United States, chartered in 1791. That first national bank lost its charter 20 years later. Then, in 1816, Congress created the Second Bank of the United States. This action renewed a longstanding controversy over the existence of a national bank. The Constitution did not specifically grant the federal government the right to charter a national bank. In 1819, the issue made its way to the Supreme Court. The case involved Maryland’s attempt to kill the national bank by levying heavy taxes on it. Maryland’s action challenged Congress’s authority to create such an institution.

In *McCulloch v. Maryland*, Marshall ruled that Congress did have the authority to charter the bank. The powers of the federal government went beyond those spelled out in the Constitution, Marshall said. He based his argument on Article I, Section 8, which states that Congress has the right “to make all laws which shall be necessary and proper” for carrying out the powers granted it under the Constitution. Those who strictly interpreted the Constitution maintained that such a bank was merely a convenience, not a necessity.

READING CHECK

Why did the United States begin to adopt nationalist policies?



Nationalist Supreme Court Decisions, 1819–1824		
Case	Issues	Outcomes
<i>McCulloch v. Maryland</i> (1819)	Does the government have the power to create a national bank? Do states have the right to tax institutions created by the federal government?	Reinforced (1) the doctrine of implied powers and (2) the principle of the power of the national government over state governments.
<i>Dartmouth College v. Woodward</i> (1819)	Was Dartmouth’s contract protected by the Constitution? Was New Hampshire interfering with the contract?	Prevented state interference in business contracts. Gave stability to the economy by encouraging growth of corporations.
<i>Gibbons v. Ogden</i> (1824)	Who has the power to regulate navigation; the states or the federal government?	Established the federal government’s right to regulate all aspects of interstate commerce.

INTERPRETING CHARTS

The Supreme Court under Chief Justice John Marshall (above) made several decisions that greatly increased the authority of the federal government. **Drawing Inferences** How do these decisions reflect the shift toward nationalism?

Focus on CULTURE

Democracy in America One of the most influential books ever written about America was authored by a Frenchman. Alexis de Tocqueville wrote *Democracy in America* after spending nine months in the United States in 1831.

Tocqueville was struck by “the general equality of condition among the people.” Compared to the nations of Europe, America had fewer very rich or very poor people and more who were in between. Also, Americans did not regard a wealthy person as being better than anyone else.

Yet equality had its drawbacks, Tocqueville warned. He knew of “no country in which there is so little . . . real freedom of discussion,” since few Americans dared to disagree with the majority. Still, he hoped that Europeans would some day enjoy the opportunity and equality he found in the United States.

INTERPRETING POLITICAL CARTOONS

This cartoon reflects American nationalism.

Drawing Conclusions What do the people in this cartoon represent?



“Keep Off! The Monroe Doctrine *must* be respected.”

Strict constructionists and loose constructionists would continue to disagree over how to interpret the Necessary and Proper Clause.

Furthermore, Marshall stressed that because the national government had created the bank, no state had the power to tax it. “The power to tax is the power to destroy,” he pointed out. No state could destroy by taxes what the federal government under the Constitution had created.

Regulating Commerce Events leading to another important Supreme Court case began when a man named Aaron Ogden purchased a state license giving him exclusive rights to operate a New York-to-New Jersey steamboat line. When a competitor, Thomas Gibbons, started a business on the same route, Ogden sued him. Gibbons said he operated under federal license.

In the 1824 case *Gibbons v. Ogden*, the Court declared that states could not interfere with Congress’s constitutional right to regulate business on interstate waterways. The ruling advanced the cause of nationalism by reinforcing the federal government’s authority over interstate commerce. By taking away the states’ right to offer exclusive navigational licenses, the ruling also increased steamboat competition, thus helping open up the American West to settlement.

Nationalism Abroad

As the Supreme Court took steps to strengthen federal authority, Presidents acted to strengthen the nation’s foreign policy. The new approach to foreign affairs took shape under the leadership of President Monroe and his Secretary of State, John Quincy Adams, the son of Abigail and John Adams.

One of Monroe’s main goals was to ease tensions with Great Britain, which remained high following the War of 1812. In 1817, the United States and Britain signed the Rush-Bagot Agreement, which called on both sides to reduce the number of warships in the Great Lakes region. The following year the two countries agreed to set the northern border of the United States at 49° North latitude from Lake of the Woods to the Rocky Mountains.

Monroe was also concerned that other European countries, now recovering from several years of warfare, would resume their efforts to colonize the Western Hemisphere. Starting in the early 1800s, Spain’s colonies in South America had rebelled and won independence. Monroe had to decide how the United States would relate to these new nations.

President Monroe firmly spelled out American policy on these urgent matters in his yearly address to Congress on December 2, 1823. The speech, influenced by Secretary of State Adams, established a policy that every President since Monroe has followed to some degree. The **Monroe Doctrine**, as it is called, had four main parts:

1. The United States would not become involved in the internal affairs of European countries, nor would it take sides in wars among them.

2. The United States recognized the existing colonies and states in the Western Hemisphere and would not interfere with them.
3. The United States would not permit any further colonization of the Western Hemisphere.
4. Any attempt by a European power to take control of any nation in the Western Hemisphere would be viewed as a hostile action toward the United States.

These points are summed up in this quotation from Monroe's address:



“ Our policy in regard to Europe . . . is, not to interfere in the internal concerns of any of its powers; to consider the government de facto [in power] as the legitimate government for us; to cultivate friendly relations with it, and to preserve those relations by a frank, firm, and manly policy, meeting in all instances the just claims of every power, submitting to injuries [aggression] from none. . . . It is impossible that the allied [European] powers should extend their political system to any portion of either continent without endangering our peace and happiness. . . . ”

—James Monroe, December 2, 1823

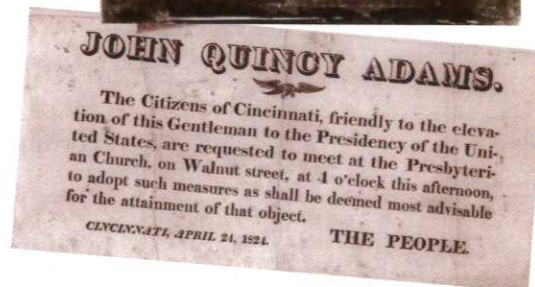
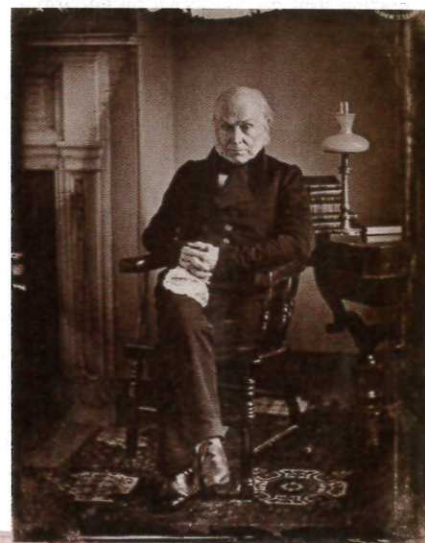
The United States did not have the armed forces necessary to back up the warnings in the Monroe Doctrine. Still, this was a bold declaration of policy for a young nation whose Capitol had been burned to the ground by a foreign army less than a decade earlier.

The Controversial Election of 1824

On July 4, 1826, the fiftieth anniversary of the Declaration of Independence, former Presidents Thomas Jefferson and John Adams both died. It was a startling sign that the founding generation of American leaders was passing into history. Another sign had appeared two years earlier. In the presidential election of 1824, for the first time, no candidate could boast of having been a leader during the Revolution.

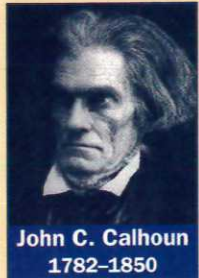
This election also marked the end of the Era of Good Feelings. Economic problems, the spread of slavery, and other issues had led to conflict among Jeffersonian Republicans. The ambitions of key political leaders also played a role in the end of this era. As Monroe's second term came to an end, several Republicans decided to compete for the presidency. They included Secretary of State John Quincy Adams of Massachusetts, Speaker of the House Henry Clay of Kentucky, and Secretary of War John C. Calhoun of South Carolina. One major figure who prided himself on being an outsider in Washington, General Andrew Jackson of Tennessee, also threw his hat into the ring.

Adams, an Experienced Diplomat No other candidate could match John Quincy Adams's experience in politics and foreign affairs. Adams had first entered national politics in 1803 as a senator from Massachusetts. He arrived in Congress as a Federalist but soon adopted an independent approach to lawmaking. He lost his seat in 1808 after supporting a bill that the Federalists strongly opposed. After several productive years as a diplomat in Europe, Adams returned to the United States to join Monroe's cabinet. As Secretary of State, Adams negotiated the treaty with Britain that extended the American border to the Rockies, played a vital role in acquiring Florida, and helped devise the Monroe Doctrine.



This first-ever photograph of an American President (top) shows John Quincy Adams in the 1840s. The advertisement above invites Adams supporters to a campaign strategy meeting.

American BIOGRAPHY



Born to a prominent South Carolina family, John Caldwell Calhoun trained as a lawyer. He married an heiress whose fortune allowed him to become a gentleman farmer and statesman.

Calhoun became a towering figure in Washington. He served in the House of Representatives, as President Monroe's Secretary of War, as Vice President under John Adams and Andrew Jackson, as Secretary of State for Presidents John Tyler and James K. Polk, and in the Senate. John Quincy Adams hailed Calhoun's nationalism, stating that he "is above all sectional and factious [hostile] prejudices. . ."

As South Carolina began to back away from nationalism, so did Calhoun. He saw the industrial North as a threat to the agricultural South and to slavery. Yet even Calhoun's fierce support for slavery reflected his fear that any attempt to address the slavery issue would tear the Union in two.

Calhoun was devoted to his principles. He wrote: "My politics, I think I may say with perfect truth, has . . . been founded on certain fixed principles; and to carry them into effect has been my highest ambition."

Clay, a Passionate Orator Henry Clay was the most colorful politician of his generation. Known as "Harry of the West," Clay was energetic and charming. He also had a magnificent gift for speechmaking. In Congress he spoke in support of what he called the **American System**, a combination of government-backed economic development and protective tariffs aimed at encouraging business growth. Clay owned slaves but shared Jefferson's discomfort with slavery. He tried and failed to bring slavery in Kentucky to a gradual end, and in his will, Clay freed his own slaves. He had once claimed that he would "rather be right than be President." In 1824, however, he made no secret of his desire to win the presidency.

Calhoun, a Champion of the South John C. Calhoun, an ambitious politician, had served in the House of Representatives and as Monroe's Secretary of War. Early on, Calhoun joined forces with Clay in Congress, speaking out in support of nationalism and sponsoring a variety of economic measures to help unify the nation. He headed committees that created the second Bank of the United States, a national road system, a modernized navy, and protective tariffs. During the 1820s, Calhoun, a slaveholder, turned his attention more toward defending southern sectional interests. Eventually, Calhoun withdrew from the crowded 1824 race. Instead he ran for Vice President, where he stood a better chance of success.

Jackson, Man of the People The 1824 election had a wild card: Andrew Jackson, nicknamed "Old Hickory" for his toughness. Jackson, who had served in Congress in the 1790s, was a slaveholder who now owned a plantation near Nashville, Tennessee. A brilliant general, Jackson had gained widespread popularity for his victories in the War of 1812, his attacks on the Seminole Indians in Florida, and his colorful personality. His opponents, on the other hand, saw him as a poorly educated, ill-tempered roughneck. Yet while other candidates hurled insults and accusations at each other, Jackson avoided such tactics, relying on his popularity as a national hero to attract votes.

The "Corrupt Bargain" In the 1824 election, Jackson won the most votes in the electoral college, but he did not win a majority. Adams came in second. In February 1825, as the Constitution required, the House of Representatives voted to decide the election. Clay used his influence as speaker of the House to swing enough votes

to Adams to give him the victory. Just days later, Adams made Clay his Secretary of State. Jackson's supporters charged that Adams and Clay had made a "corrupt bargain" to deny Jackson the win.

Two New Parties Face Off

In his first annual message to Congress, Adams made it clear that he wanted to use federal power to strengthen the nation's economy:

"The spirit of improvement is abroad upon the earth. . . . While dwelling with pleasing satisfaction upon the superior excellence of our political institutions, let us not be unmindful that liberty is power; and that the tenure [holding] of power by man is . . . to improve the condition of himself and his fellow-men."

—John Quincy Adams, 1825

To promote the American System, Adams and Clay pushed for legislation authorizing the federal building of roads, canals, bridges, lighthouses, universities, and many other public improvements. They also backed protective tariffs. Jackson's supporters in Congress, however, blocked these plans at every turn. Meanwhile, Jackson himself prepared for the coming election—and for revenge.

The split among Jeffersonian Republicans became clear during the election of 1828. Supporters of Adams and Clay began calling themselves the Adams Party or National Republicans. (They would later help form the Whig Party.) The National Republicans believed that they were true to the Jeffersonian spirit of improvement. Jackson's followers called themselves Jacksonians or Democratic Republicans. (Historians refer to them as Jacksonian Democrats.) They believed that they were true to Jefferson's ideal of limited government. In other words, unlike most previous elections, the 1828 campaign offered voters a choice between presidential candidates who held sharply differing views.

The 1828 election was notable for another reason: about three times as many men voted that year than in 1824. As you will read in the next section, more and more states were allowing men who did not own property to vote. Many of these new voters threw their support to the man of the people, Andrew Jackson. With this sizable following, Jackson trounced Adams, winning 178 electoral votes to Adams's 83.

During Alexis de Tocqueville's travels around the country in 1831, he noted that "liberty is generally born in stormy weather, growing with difficulty amid civil discords, and only when it is already old does one see the blessings it has brought." The rise of opposition parties in the United States would indeed produce "discords." However, by stirring healthy debates on key issues and strengthening the democratic process, the party system would bring "blessings" as well.

National Republicans vs. Jacksonian Democrats, 1820s

National Republicans	Jacksonian Democrats
Federal government should take a leadership role.	Federal government should remain as inactive as possible.
Federal government should support internal improvements, such as roads and bridges.	The individual states should be responsible for internal improvements.
In favor of a national bank	Against a national bank
Tended to be middle-class or well-established Protestants	Tended to be slaveholders, small farmers, non-Protestants, and working class

INTERPRETING CHARTS

National Republicans and Jacksonian Democrats disagreed on the federal government's role in the economy. **Analyzing Visual Information** How did each party want to make internal improvements?

Section

4

Assessment

READING COMPREHENSION

- Choose two of these cases and explain how the Supreme Court's ruling in each case supported nationalism: *Dartmouth College v. Woodward*; *McCulloch v. Maryland*; *Gibbons v. Ogden*.
- Why did President Monroe believe it was necessary to create the **Monroe Doctrine**?
- What two new political parties emerged in the 1820s, and how did their views differ?

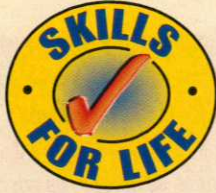
CRITICAL THINKING AND WRITING

- Synthesizing Information** Describe the rise of nationalism in the early 1800s, and then explain how that sense of national unity was replaced by regional disagreements.
- Writing to Persuade** Write a campaign advertisement attempting to persuade voters to support either Adams or Jackson in the 1828 presidential election.



Take It to the NET

Activity: Participating in Politics Research one of the candidates in the 1824 election. Then create campaign literature, such as a poster or a pamphlet, for your candidate. Use the links provided in the *America: Pathways to the Present* area of the following Web site for help in completing this activity.
www.phschool.com



Determining Relevance

Determining relevance means deciding if and how things are related to one another. When you are reading about historical events and trends, you often have to decide whether there is a logical connection between different pieces of information. For example, you have seen that the Market Revolution expanded the American economy and that the debate over federal efforts to promote economic growth helped shape a new political party system in the 1820s. Therefore, you already know that the Market Revolution was relevant to the politics of this decade. The tables on this page present more information about the politics of the 1820s.

LEARN THE SKILL

Use the following steps to determine the relevance of information presented in tables:

- 1. Identify the main purpose of each table.** Study each table, including titles and headings.
- 2. Determine how the information in the tables might be useful for understanding the time period.** Examine the tables to discover what kinds of issues are addressed by the information in each table. Frame some questions that each table could help you answer.
- 3. Use your understanding of the relevance of the information in the tables to support an observation.** Answer the questions that you framed in Step 2. Use your answers to help you understand larger issues that were important in this time period.

PRACTICE THE SKILL

Answer the following questions:

1. What is the purpose of each table?
2. (a) If you wanted to know how people who favored slavery voted in 1828, which tables would be relevant? (b) If you wanted to know which candidates in 1824 favored tariffs, which table would be most relevant? (c) If you wanted to know how each section of the country voted in 1828, which table would be relevant?
3. (a) How would you use the tables to support the statement that, generally speaking, tariffs and internal improvements had more favor among northerners than among southerners? (b) How would you use the tables to show that, in an election, the popular vote is often closer than the electoral vote?

APPLY THE SKILL

See the Chapter Review and Assessment for another opportunity to apply this skill.

A. Presidential Elections, 1824 and 1828

Year	Candidate	Political Party	Votes Cast		
			Popular	Electoral	House of Representatives
1824	John Quincy Adams	No distinct party designations	108,740	84	13
	Andrew Jackson		153,544	99	7
	Henry Clay		47,136	37	0
	W. H. Crawford		46,618	41	4
1828	Andrew Jackson	Democratic	647,826	178	No vote needed
	John Quincy Adams	National Republican	508,064	83	

SOURCES: *World Almanac & Book of Facts, 1993*; *Historical Statistics of the United States, Colonial Times to 1970*

B. State Electoral Votes Cast for President, 1828

	Slave States		Free States		Total
	South	West	North	West	
Number of states	9	3	9	3	24
Number of electoral votes	86	28	123	24	261
Number of Democratic electoral votes	77	28	49	24	178
Number of National Republican electoral votes	9	0	74	0	83

SOURCE: *Historical Statistics of the United States, Colonial Times to 1970*

C. Candidate Profiles

Issue	Adams	Jackson
Slavery	Against	For
National bank	For	Against
Protective tariffs	For	Generally against
Federally funded internal improvements	For	Against
Voting rights for propertyless workers	Against	For

SOURCE: *Historical Statistics of the United States, Colonial Times to 1970*

The Age of Jackson

READING FOCUS

- How did American government and democracy change with Jackson as President?
- How did Jackson respond to the tariff and Indian crises?
- What political strategies prompted the bank war?
- How effective were Jackson's presidential successors?

MAIN IDEA

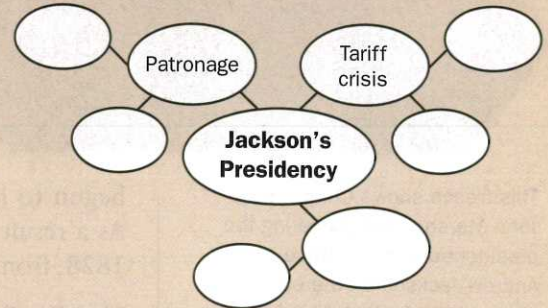
Jackson's presidency strengthened the political power of voters and of the West, brought about a more limited government, and revived the two-party system.

KEY TERMS

patronage
spoils system
Tariff of 1828
nullify
states' rights
secede
Indian Removal Act
Trail of Tears
Black Hawk War
Second Seminole War

TAKING NOTES

Copy the web diagram below. As you read, fill in the blank circles with facts relating to Jackson's presidency. Add circles as necessary.



Setting the Scene As Andrew Jackson prepared to take office in March 1829, Americans wondered how his presidency would affect the rapidly changing United States. Politicians and government officials seemed especially anxious. Jackson had campaigned as a reformer, promising to root out corruption in government. Would he sweep great numbers of civil servants from their jobs? Jackson's image as a tough, capable general had gained him many followers. Yet critics saw him as a stubborn, ill-tempered ruffian. Which character would emerge when he came to Washington?

Daniel Webster, a National Republican senator, feared Jackson would worsen the split in the Republican Party. He expressed his concern in a letter he wrote from Washington, D.C., to his brother:

“Gen. J. will be here abt. [about] 15. Feb. Nobody knows what he will do, when he does come. . . . My opinion is that when he comes, he will bring a breeze with him. Which way it will blow, I cannot tell. He will either go with the party, . . . or else, he will . . . be President upon his own strength. . . . My fear is stronger than my hope.”

—Daniel Webster, January 17, 1829

Jackson as President

Jackson's inauguration on March 4 did little to ease the fears of Webster and others. The “man of the people” had barely finished receiving the oath of office when the massive crowd of Jackson supporters rushed forward to greet the new President. Jackson, an expert on battle tactics, beat a hasty retreat into the White House. The mob of well-wishers followed him into the building, where they fought over refreshments, smashed china and crystal, and climbed onto fancy furniture to get a look at their hero. Officials finally lured the unruly crowd outside by moving the punch bowls onto the White House lawn.



A navy ship bore this figurehead of Andrew Jackson in 1834.



This fresco shows Chief Justice John Marshall administering the presidential oath of office to Andrew Jackson on the east front steps of the Capitol, March 4, 1829. The new President would soon defy a landmark ruling by the Marshall Court on Indian rights.

As the inauguration demonstrated, Andrew Jackson came to the presidency on a tidal wave of popular support. His rise to high office thus signaled the start of a new era in American democracy. It also signaled the growing power of the West. Jackson was the first President from west of the Appalachians, where frontier life shaped people's characters. As the country would soon learn, Jackson was a man of strong opinions, accustomed to making tough decisions and fiercely defending them.

Jacksonian Democracy Jackson's support came from thousands of first-time voters. In the previous decade, older states had repealed laws requiring voters to be property holders, and new states such as Indiana and Maine allowed all white adult men to vote. No longer would less-wealthy citizens routinely be denied access to the ballot box. Some states also had begun to let voters, rather than state legislatures, choose presidential electors. As a result of these changes, the votes cast for President tripled from 1824 to 1828, from roughly 356,000 to more than 1.1 million.

The Spoils System For many years, newly elected officials had given government jobs to friends and supporters, a practice known as **patronage**. Unlike earlier Presidents, however, Jackson made patronage an official policy of his administration. He immediately began dismissing presidential appointees and other officeholders and replacing them with Jacksonian Democrats. Although Jackson did not originate the practice of patronage, his support for it infuriated his opponents. Yet, in fact, in his eight-year tenure, he dismissed less than one fifth of all presidential appointees and other federal officeholders.

Critics later labeled Jackson's form of patronage the **spoils system**. Spoils refers to loot taken from a conquered enemy. In politics, the "loot" was jobs for party supporters. Jackson defended his actions on the grounds that any intelligent person could be a competent public official. He also argued that "rotation in office" would prevent a small group of wealthy, well-connected people from controlling the government. His support for the spoils system contributed to Jackson's image as the champion of the common man.

Limited Government Jackson shared the beliefs of Americans who feared the power of the federal government. He attacked politicians whom he considered corrupt and laws that he thought would limit people's liberty. He used his veto power to restrict federal activity as much as possible, rejecting more acts of Congress than the six previous Presidents combined.

For example, Congress voted to provide money to build a road from the town of Maysville, Kentucky, along the Ohio River, southward to the growing city of Lexington, in Kentucky's horse-breeding region. In 1830, when the bill came to Jackson's desk, he vetoed it. Jackson did not object to the road. He just thought that the state of Kentucky, not the national government, should build it.

Yet, no President from Washington to Lincoln did more to increase the power of the presidency than Jackson. His vetoes helped earn him the nickname "King Andrew I."

The Tariff Crisis

Before Jackson's first term had begun, Congress had passed the **Tariff of 1828**, a heavy tax on imports designed to boost American manufacturing. The tariff greatly benefited the industrial North but forced Southerners to pay higher

READING CHECK

What were the main elements of Jacksonian democracy?

prices for manufactured goods. They called the import tax the “Tariff of Abominations.” (An *abomination* is something especially horrible or monstrous.)

The tariff prompted South Carolina to declare that states had the right to judge when the federal government had exceeded its authority. The state maintained that in such cases, states could **nullify**, or reject, federal laws they judged to be unconstitutional.

South Carolina’s nullification threat was based on a strict interpretation of states’ rights. **States’ rights** are the powers that the Constitution neither gives to the federal government nor denies to the states. The concept of states’ rights is based on the constitutional principle of divided sovereignty between the federal government and the state government. In other words, each has its own powers that the other cannot take away.

The strict interpretation of states’ rights that South Carolina endorsed is what some people call *state sovereignty*. This is the theory that because states created the federal government, they have the right to nullify its acts and even to **secede**, or withdraw, from the Union if they wish to do so.

The tariff issue continued to smolder, finally igniting a famous debate on the floor of the Senate. In January 1830, senators Robert Hayne of South Carolina and Daniel Webster of Massachusetts engaged in a debate that quickly leaped to the broader question of the fate of the Union. The debate peaked on January 26, when Webster, a great orator, delivered a thrilling defense of the Union. “While the Union lasts we have high, exciting, gratifying prospects spread out before us, for us and our children,” Webster declared. He attacked Hayne’s claim that liberty (meaning, in Hayne’s view, states’ rights) was more important than the Union.

NOTABLE PRESIDENTS

Andrew Jackson

“Our Federal Union: It must be preserved!”

—Andrew Jackson giving a toast at a banquet celebrating Thomas Jefferson’s birthday, 1830

Andrew Jackson was born on the frontier, somewhere in the western Carolinas. He had little formal schooling but learned how to get by in the wilderness.

In 1781, Jackson, at age 14, was taken prisoner by British invaders. One of them slashed him across the face with a sword when he refused to shine an officer’s boots. Such acts of courage made Jackson a larger-than-life figure: a tough, stubborn man who symbolized the frontier spirit.

After the Revolution, Jackson became a prosecutor in what is now Tennessee. He served briefly in the House and in the Senate before becoming a judge on Tennessee’s highest court in 1798. Despite his political success, he never lost his sense of frontier justice. On various occasions Jackson duelled to defend his honor—using a walking stick, a horsewhip, or a pistol.

A major general in the state militia, Jackson assumed a commander’s role in the War of 1812. His leadership in the war made him an American hero. In

1818, his invasion of Florida won that territory from Spain.

After losing the 1824 presidential election to what appeared to be a “corrupt bargain,” Jackson won easily in 1828, taking his belief in democracy and states’ rights with him to the White House.

Despite being ill through much of his presidency, Andrew Jackson proved to be a vigorous leader. He so dominated the national scene that historians often refer to these years as the “Age of Jackson.”

Connecting to Today

Do you think that Jackson would have approved of the extent to which democracy is exercised in American politics today? Explain your answer.



Take It to the NET Biography More information about this President is provided at the following Web site: www.phschool.com



7th President
1829–1837

In 1832, after passage of yet another tariff, South Carolina declared the tariffs null and void. The state threatened to secede from the Union if the federal government did not respect its nullification.

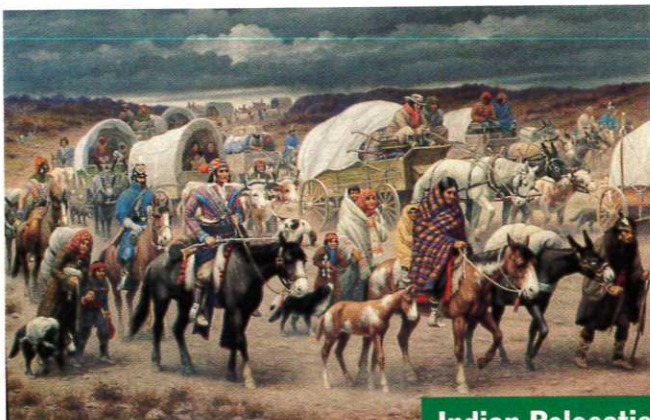
South Carolina's defiance of federal law enraged the President. Jackson believed that the state was disregarding the will of the people. At his urging, in 1833, Congress passed the Force Bill, which made it difficult for South Carolina to block federal collection of the tariff. Jackson threatened to send 50,000 federal troops to enforce the law.

The crisis eased when Senator Henry Clay engineered a compromise. Congress reduced some of the import duties, and South Carolina canceled its nullification act. Refusing to give in completely, however, the state nullified the Force Bill at the same time.

The Indian Crisis

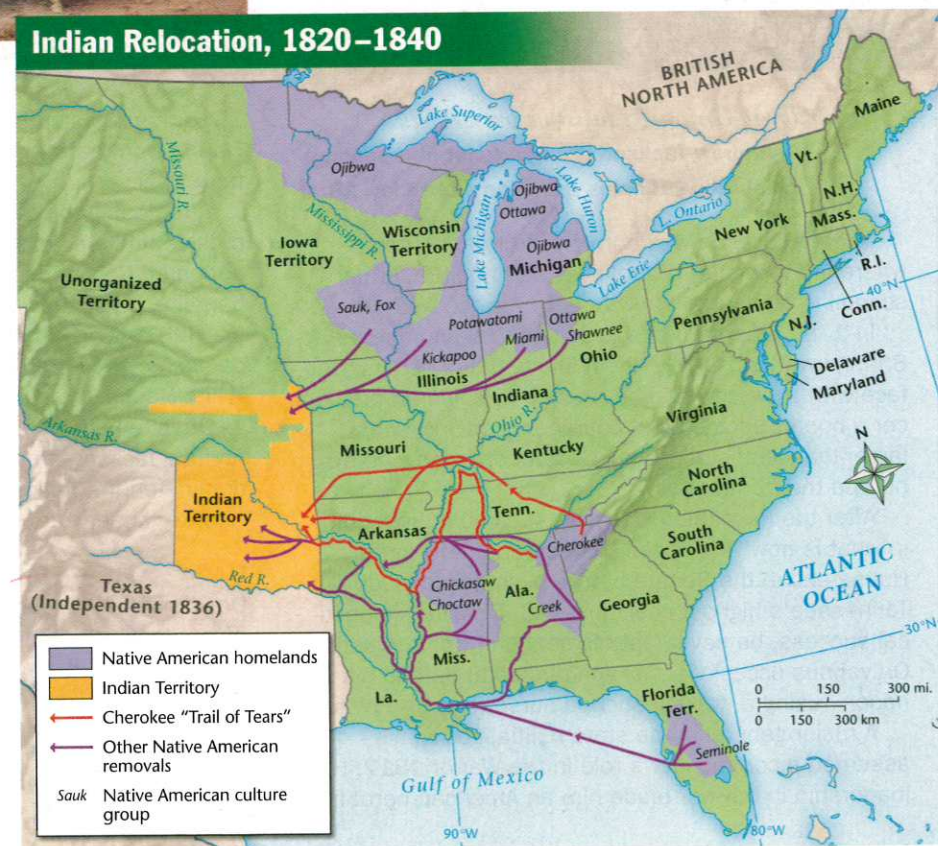
By the 1820s, most Indians east of the Mississippi River had given up their territory and moved west. The remaining Native Americans lived mainly in the Old Northwest and in the South. In the 1820s, cotton farmers in the South sought to expand into Native American lands. In 1829, when gold was found in western Georgia, whites flooded onto Indian lands.

Indian Relocation The Cherokee, Creek, Choctaw, Chickasaw, and Seminole peoples lived on about 100 million acres of fertile land in western parts of the Carolinas and in Georgia, Florida, Alabama, Mississippi, and Tennessee. These Native Americans were known as the "Five Civilized Tribes."



MAP SKILLS The map at right shows the massive relocation of eastern Native Americans, including the Trail of Tears, depicted in the painting above.

Location (a) Where were most of the Native Americans relocated?
(b) Why do you think Americans were willing to give up new lands to the Indians?



In 1830, at Jackson's urging, Congress passed the **Indian Removal Act**, which authorized the President to give Native Americans land in parts of the Louisiana Purchase in exchange for land taken from them in the East. The northern groups generally resettled peacefully. But when the Five Tribes refused to move, Jackson forcibly relocated about 100,000 of their members. For their millions of acres of largely cultivated land, the tribes received wild prairie land in Indian Territory (present-day Oklahoma).

Cherokee Resistance The situation of the Cherokees was unique. More than any other Native American people, they had adopted white culture. Many Cherokees had taken up white farming methods, home styles, clothing styles, and religions. Some had married whites. In 1827, the Cherokees organized a national government modeled upon that of the United States.

Nevertheless, when gold was found on Cherokee land, the state of Georgia seized about 9 million acres of Indian land within its borders. When appeals to Georgia and to the U.S. Senate failed, the Cherokees issued a public statement, trying in vain to rally the support of the American people:

“We wish to remain on the land of our fathers. We have a perfect and original right to remain without interruption. . . . It cannot be that [America], remarkable for its intelligence and religious sensibilities, and preeminent [unmatched] for its devotion to the rights of man, will lay aside this appeal.”

—Cherokee public appeal, July 17, 1830

Finally, in 1832, the Cherokees brought their case to the Supreme Court through a missionary from Vermont, Samuel Austin Worcester. In *Worcester v. Georgia*, Marshall ruled that Georgia had no authority over Cherokee territory. Georgia defied the Court, with Jackson's backing. “John Marshall has made his decision. Now let him enforce it!” the President is said to have declared. Of course, the Court had no power to enforce its decisions.

Jackson stated his reasons for supporting Indian relocation:

“All preceding experiments for the improvement of the Indians have failed. It seems now to be an established fact that they can not live in contact with a civilized community and prosper. . . . No one can doubt the moral duty of the Government . . . to protect and if possible to preserve and perpetuate the scattered remnants of this race. . . .”

—President Jackson, annual address to Congress, December 7, 1835

In 1838, the United States Army rounded up more than 15,000 Cherokees. Then, in a nightmare journey that the Cherokees called the **Trail of Tears**, men, women, and children, most on foot, began a 116-day forced march westward for about 1,000 miles to Oklahoma Territory. Roughly 1 out of every 4 Cherokees died of cold or disease, as troops refused to let them pause to rest.

Indian Uprisings In Illinois Territory, Fox and Sauk peoples were driven off their lands in 1831. The next spring a warrior named Black Hawk led a group

Focus on CULTURE

Sequoyah and Cherokee Writing

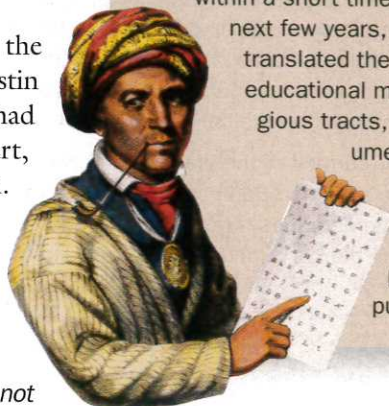
Writing is power. Sequoyah, a Cherokee silversmith and painter, recognized that a written language gave white people a great advantage. In 1809, he began to develop a system of writing for the Cherokee people. It was a *syllabary*, in which every symbol represents a syllable. Sequoyah identified some 86 syllables in the Cherokee language and set out to create symbols for them.

As a volunteer in the United States Army in its war against the Creek Indians (1813–1814), Sequoyah envied white soldiers who could write letters home, read orders, or keep a diary. They could easily gather, store, and relay information. Sequoyah returned from battle determined to perfect his syllabary.

In 1821, Sequoyah completed his system, which included adaptations of English, Greek, and Hebrew letters. His system was so simple that nearly the entire Cherokee nation became literate within a short time. During the

next few years, Cherokees translated the Bible, hymns, educational materials, religious tracts, and legal documents. In 1828,

the *Cherokee Phoenix*, a weekly newspaper, began publication.





Sounds of an Era

Listen to excerpts on Indian history and on the bank war as well as other sounds from the era of American expansion.

of about 1,000 Indians back to their fertile valley in a peaceful effort to reclaim their land. The clashes that followed became known as the **Black Hawk War**. Weakened by hunger and illness, Black Hawk's band retreated into Wisconsin Territory, where most of the Indians were chased down and killed.

In Florida, white settlers wanted the Seminoles to abandon their land, but most refused. In 1835, a group of Seminoles under a chief named Osceola began the **Second Seminole War**. (Recall that in the First Seminole War, General Andrew Jackson had invaded Florida to end Seminole raids.) The bloody war lasted nearly seven years, ending only after Osceola's capture. A few hundred Seminoles managed to remain in Florida, most of them hidden in the thickly forested swamps of the Everglades.

The Bank War

The defining moment of Jackson's presidency came in 1832. Like many Americans, Jackson believed that the Bank of the United States was a "monster" institution controlled by a small group of wealthy Easterners. He held it responsible for the Panic of 1819 and the hard times that had followed.

Under its charter, the Bank of the United States could operate only until 1836 unless Congress issued it a new charter. The president of the bank charter, Nicholas Biddle, supported by Senators Henry Clay and Daniel Webster, decided to recharter the bank four years early, in 1832. If Jackson vetoed the bank charter, the National Republicans planned to use that veto against him in the 1832 election.

Jackson, however, did not bend to the political pressure. He vetoed the bill to recharter the bank, saying, "The bank is trying to kill me, but I will kill it." His successful veto doomed the bank. Jackson justified his action as a protection of the rights of ordinary citizens. He attacked the bank as a tool of greedy, powerful people:

"When the laws undertake . . . to make the rich richer and the potent more powerful, the humble members of society—the farmers, mechanics, and laborers—who have neither the time nor the means of securing like favors to themselves, have a right to complain of the injustice of their Government."

—President Jackson, veto message, 1832

The bank's supporters underestimated Jackson. He won reelection in 1832 by a huge margin, defeating Clay, the National Republican candidate. The National Republican Party never recovered from this stunning defeat at the hands of Jackson's Democratic Party. Two years later, the National Republicans would join several other anti-Jackson groups to form the Whig Party. The American Whigs saw themselves as defenders of liberty against a powerful executive.

Jackson's Successors

In poor health, Jackson chose not to run for a third term in 1836. His Vice President, Martin Van Buren, ran and

Fast Forward to Today

National Banks

1791 At the urging of Treasury Secretary Alexander Hamilton, Congress creates the Bank of the United States. Hamilton intends that the bank will stabilize the expanding economy and its bank notes will function as currency. Critics, including Thomas Jefferson, oppose a national bank because the Constitution does not explicitly provide for one. In 1811, Congress votes not to renew the bank's 20-year charter.

1816 After the turmoil of the War of 1812, Congress charters a second Bank of the United States. Faced with huge demands for credit in the expanding country, the bank's directors soon relax limits on granting credit. This action helps trigger a major economic crisis in 1819. President Andrew Jackson attacks the bank as a "monster." He vetoes a bill to renew its charter in 1832. The charter expires in 1836.

Today The Federal Reserve System, created in 1913, is one of the nation's most powerful institutions. "The Fed" makes loans to member banks and requires them to keep a percentage of cash in reserve. It sets key interest rates in order to control the money supply and stabilize the economy. The Fed is no less controversial than its predecessors. Critics charge that the system has too much regulatory power. They deplore the role of the Fed chairman, whose economic predictions can send the stock market soaring or plummeting.

? Why has a national bank been controversial since the nation's founding?

won. A clever politician committed to modernizing the Democratic Party, Van Buren had served in the Senate and as Jackson's Secretary of State.

As President, Van Buren lacked Jackson's popularity. Jackson shared some of the blame for this. Even before killing the Bank of the United States, Jackson had begun withdrawing federal funds from the bank and depositing them in various "pet banks" around the country. These banks printed and lent paper money recklessly. As a result, in 1836, Jackson was forced to declare that the federal government would accept only gold or silver in payment for public lands. Jackson's order, called the Specie Circular, weakened the "pet banks" and helped cause the Panic of 1837, which occurred during Van Buren's first year in office. In the severe depression that followed, thousands of Americans lost their jobs, and urban poverty mushroomed. Prolonged by a second panic in 1839, the depression dragged on into the 1840 election year.

Taking a lesson from the Democrats' success with Jackson, the Whigs chose military hero William Henry Harrison as their presidential candidate. Unlike Jackson, however, they hoped to win by avoiding the major issues, relying instead on Harrison's popularity and catchy slogans to carry the day. More than 80 percent of eligible voters cast ballots in the election. Many voted in hopes that a change might end the depression.

Harrison soundly defeated President Van Buren, only to be defeated himself by illness. On April 4, 1841, just one month after taking office, Harrison died of pneumonia.

Vice President John Tyler, who took over as President, had won his place on the ticket for reasons of strategy. Tyler was a southern Democrat who strongly supported states' rights, but he had angered his party by taking a public stand against President Jackson. The Whigs had counted on Tyler to draw southern votes away from Van Buren. They never expected him to assume the presidency. As President, Tyler blocked much of the Whig program, including the revival of a national bank. As a result, the Whigs abandoned him. Lacking support from either party, Tyler experienced a tough four years of political deadlock.



VIEWING HISTORY This poster announces a campaign rally for William Henry Harrison in July 1840. **Recognizing Bias** (a) How is Harrison depicted? (b) What leadership qualities does the image try to convey, and what kind of voter might the poster have attracted?

Section

5

Assessment

READING COMPREHENSION

1. In what ways was Jackson's presidency a change from the past?
2. Why did Northerners and Southerners disagree over the **Tariff of 1828**?
3. Why did South Carolina threaten to **secede** over the tariff issue?
4. Which two branches of the federal government came into conflict over the **Indian Removal Act**? Which branch won? Explain.

CRITICAL THINKING AND WRITING

5. **Checking Consistency** Jackson favored states' rights and limited federal government. Was his action to block South Carolina in the tariff crisis consistent with this belief? Explain your answer.
6. **Writing an Opinion** Write a newspaper editorial either for or against Jackson's use of patronage.



Take It to the NET

Activity: Holding a Debate

Analyze primary sources from Andrew Jackson's presidency. Organize a class debate on whether or not Jackson used his power as chief executive appropriately. Use the links provided in the *America: Pathways to the Present* area of the following Web site for help in completing this activity.

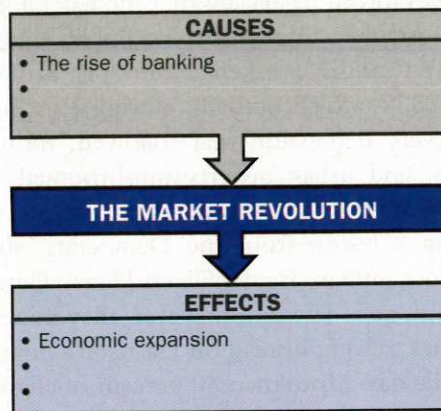
www.phschool.com

creating a CHAPTER SUMMARY

Copy this cause-and-effect diagram (right) on a piece of paper and complete it by adding information about the Market Revolution. Some entries have been completed for you as examples.



For additional review and enrichment activities, see the interactive version of *America: Pathways to the Present*, available on the Web and on CD-ROM.



★ Reviewing Key Terms

For each of the terms below, write a sentence explaining how it relates to the growth of the United States in the early 1800s.

- | | |
|---------------------------|---------------------------------|
| 1. Market Revolution | 6. <i>McCulloch v. Maryland</i> |
| 2. free enterprise system | 7. Monroe Doctrine |
| 3. urban | 8. spoils system |
| 4. labor union | 9. secede |
| 5. cotton belt | 10. Indian Removal Act |

★ Reviewing Main Ideas

11. Describe the economic and social effects of the cotton gin on the South. (Section 1)
12. What benefits did centralized manufacturing offer? (Section 1)
13. How did the concept of “going to work” change in the North in the early 1800s? (Section 1)
14. What role did banks have in the nation’s economic growth? (Section 1)
15. What were the results of the growth of cities in the North? (Section 2)
16. What conditions led to the formation of labor unions? (Section 2)
17. What caused slave rebellions to end in failure? (Section 3)

18. Give examples of nationalism at home and in foreign policy during the 1820s. (Section 4)
19. Why was the election of 1824 controversial? (Section 4)
20. Explain President Jackson’s position in (a) the tariff crisis and (b) the bank war. (Section 5)
21. What were the causes and the outcomes of the Black Hawk War and the Second Seminole War? (Section 5)

★ Critical Thinking

22. **Summarizing Information** What economic changes took place in the frontier lands west of the Appalachian Mountains during the first half of the 1800s?
23. **Recognizing Ideologies** How did the Supreme Court rulings of Chief Justice John Marshall reflect his nationalist beliefs?
24. **Making Comparisons** How did Andrew Jackson’s views on the role of government compare with the views of his predecessor, John Quincy Adams?
25. **Identifying Alternatives** (a) Why did Jackson forcibly relocate Native Americans? (b) How else might he have handled the conflict between southern states and Native Americans?

★ Skills Assessment

Analyzing Political Cartoons ►

26. This cartoon is titled “King Andrew the First.”
(a) Who is “King Andrew”? (b) What is he holding in his left hand? (c) What is he standing on?
27. The other documents on the floor are labeled “Internal Improvements” and “U.S. Bank.” The book in the foreground is labeled “Judiciary of the United States.” To what do these items refer?
28. Why do you think the cartoonist used the image of a king to criticize Jackson?



Analyzing Primary Sources

Reread the excerpt from the Monroe Doctrine in Section 4, and answer the questions that follow.

29. Which statement best represents the meaning of the quotation?
- A The United States considers European governments to have legitimate claims in both North and South America.
 - B The United States will not interfere in European matters and will not allow European aggression in the Americas.
 - C European powers have injured the peace and prosperity of the United States by engaging in aggressive acts.
 - D It is impossible for the United States to have friendly relations with de facto European governments, because they are not legitimate.
30. Monroe’s message stated that American foreign policy regarding the internal affairs of European nations would be
- F neutral.
 - G de facto but friendly.
 - H nationalist.
 - J firm but friendly.

Applying the Chapter Skill: Determining Relevance

31. How is the topic of shopping in the early 1800s relevant to a discussion of America’s system of free enterprise?

ACTIVITIES

Writing to LEARN

Writing an Introduction

Today, the federal government promotes economic prosperity in various ways. Prepare an introduction to an essay comparing today’s policies to those of Presidents John Quincy Adams and Andrew Jackson.

Primary Source CD-ROM

Working With Primary Sources Find additional information on the Market Revolution on the *Exploring Primary Sources in U.S. History* CD-ROM and use the selection(s) provided to complete the Chapter 8 primary source activity located in the *America: Pathways to the Present* area of the following Web site.

www.phschool.com

Take It to the NET

Chapter Self-Test As a review activity, take the Chapter 8 Self-Test in the *America: Pathways to the Present* area at the Web site listed below. The questions are designed to test your understanding of the chapter content.

www.phschool.com