

UNIT

3

The Young Republic

1789–1850

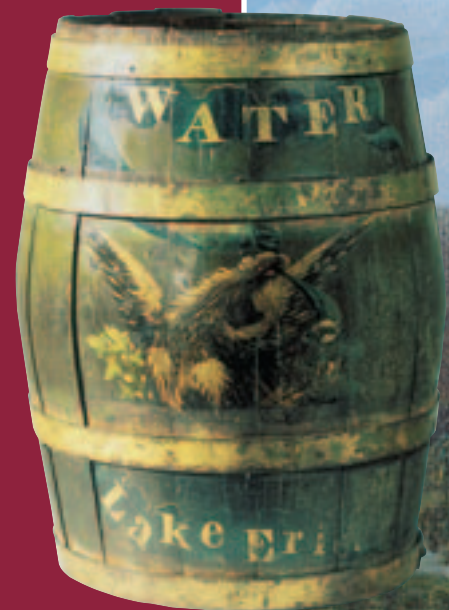
Why It Matters

The United States faced many challenges in its early years. Internal improvements and industrial development began to reshape the nation, but this reshaping also highlighted the growing differences between North and South. Westward expansion generated new conflicts with Native Americans and also with Great Britain in the Northwest and Mexico in the Southwest. The push for social reforms intensified, addressing issues of education, temperance, women's rights, and slavery. Understanding these developments will help you comprehend the crises that would soon engulf the nation. The following resources offer more information about this period in American history.

Primary Sources Library

See pages 1050–1051 for primary source readings to accompany Unit 3.

 Use the **American History Primary Source Document Library CD-ROM** to find additional primary sources about the young Republic.



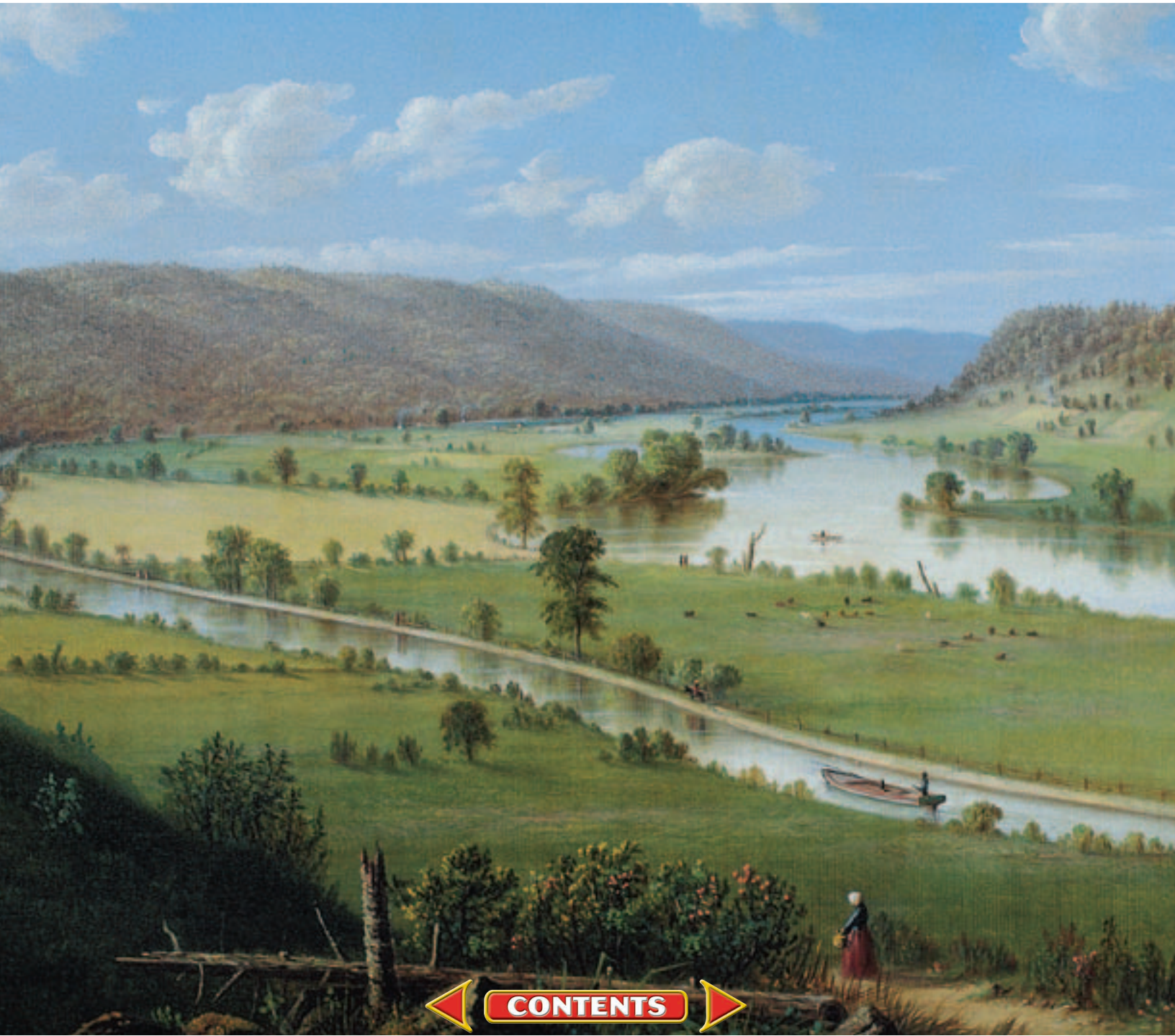
Nineteenth-century water keg

New York and the Erie Canal by William Coventry Wall, 1862



“The happy Union of these States is a wonder; their Constitution a miracle; their example the hope of Liberty throughout the world.”

—James Madison, 1829



Growth and Division 1816–1832

Why It Matters

After the War of 1812, a new spirit of nationalism took hold in American society. A new national bank was chartered, and Supreme Court decisions strengthened the federal government. New roads and canals helped connect the country. Industry prospered in the North, while an agricultural economy dependent on slavery grew strong in the South. Regional differences began to define political life.

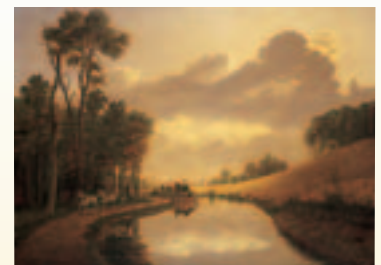
The Impact Today

Many developments of this period shaped our lives today.

- Many Americans have a strong sense of national loyalty.
- Federal authority over interstate commerce helped create a truly national economy.



The American Vision Video The Chapter 7 video, "Young People of the North," describes the lifestyle of Americans in the 1800s.



1815



1820



1825

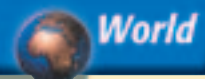
- 1819**
- Spain cedes Florida to the United States
 - *McCulloch v. Maryland*

- 1816**
- Congress establishes Second Bank of the United States

- 1820**
- Henry Clay guides the Missouri Compromise through Congress

- 1823**
- Monroe Doctrine declared

- 1825**
- Erie Canal opens



- 1815**
- Napoleon defeated at Battle of Waterloo

- 1817**
- Exploration of Australia's interior begins

- 1821**
- Mexican independence proclaimed

- 1822**
- Greek independence proclaimed

- 1825**
- Decembrist revolt in Russia



Election Day in Philadelphia by John L. Krimmel, 1815



1828

- Jackson defeats Adams's re-election bid

1831

- Nat Turner slave rebellion

Jackson
1829–1837

1830

1835

1829

- Slavery abolished in Mexico

1830

- French seize control of Algiers

1832

- Male voting rights expanded in England

HISTORY
Online

Chapter Overview

Visit the *American Vision* Web site at tav.glencoe.com and click on **Chapter Overviews—Chapter 7** to preview chapter information.

CLICK HERE

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SECTION 1 American Nationalism

Guide to Reading

Main Idea

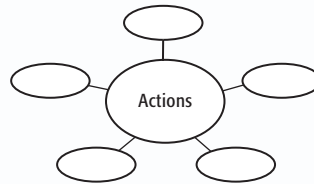
Americans developed powerful feelings of patriotism and national unity after the War of 1812.

Key Terms and Names

Era of Good Feelings, John C. Calhoun, revenue tariff, protective tariff, John Marshall, Kinache, Adams-Onís Treaty, Quadruple Alliance

Reading Strategy

Organizing As you read about the United States after the War of 1812, complete a graphic organizer similar to the one below by listing actions that strengthened the federal government.



Reading Objectives

- **Analyze** how John Marshall strengthened the Supreme Court.
- **Evaluate** how nationalism affected the nation's foreign policy after the War of 1812.

Section Theme

Continuity and Change Increased national pride marked the years immediately following the War of 1812.

Preview of Events



★ An American Story ★



James Monroe

On a March day in 1817, a dignified group of Americans gathered in Washington, D.C., to witness the inauguration of the fifth president of the United States. The audience was full of hope and optimism as James Monroe delivered his inaugural address.

“Never did a government commence under auspices so favorable. . . . If we look to the history of other nations, ancient or modern, we find no example of a growth so rapid, so gigantic, of a people so prosperous and happy. In contemplating what we have still to perform, the heart of every citizen must expand with joy when he reflects how near our Government has approached to perfection. . . . If we persevere in the career in which we have advanced so far and in the path already traced, we can not fail, under the favor of a gracious Providence, to attain the high destiny which seems to await us.”

—from James Monroe’s Inaugural Address, March 1817

The Era of Good Feelings

President Monroe’s words emphasized the sense of national pride that swept the United States after the War of 1812. For a time, Americans’ loyalty to the United States overrode their historical identity with state or region. The *Columbian Centinel*, a Boston newspaper, declared this time to be an **Era of Good Feelings**. The phrase has since been used to describe the Monroe presidency.

Harmony in national politics had reached a new high mostly because only one major political party—the Republicans—had any power. The Federalist Party had lost political influence and popularity, in part because of the public’s disapproval of their actions at

the Hartford Convention. At the same time, the War of 1812 had taught a new generation of Republican leaders that a stronger federal government was advantageous.

Reading Check **Examining** Why is the Monroe presidency known as the Era of Good Feelings?

Economic Nationalism

American leaders prepared an ambitious program to bind the nation together. The program included creating a new national bank, protecting American manufacturers from foreign competition, and building canals and roads to improve transportation and link the country together.

ECONOMICS

The Second Bank Republicans traditionally had opposed the idea of a national bank. They had blocked the rechartering of the First Bank of the United States in 1811 and offered nothing in its place. The results were disastrous. State chartered banks and other private banks greatly expanded their lending with bank notes that were used as money. Without the regulatory presence of the national bank, prices rose rapidly during the War of 1812. When the government borrowed money to pay for the war, it had to pay high interest rates on its loans.

Because of these problems, many Republicans changed their minds after the war. In 1816 Representative **John C. Calhoun** of South Carolina introduced a bill proposing the Second Bank of the United States. With the support of **Henry Clay** of Kentucky and **Daniel Webster** of Massachusetts, the bill passed in 1816. This legislation gave the Bank power to issue notes that would serve as a national currency and to control state banks.

Tariffs and Transportation Protection of manufacturers was another example of the Republican plan. Because an embargo had prevented Americans from buying British goods during the War of 1812, American industries had increased their output to meet the demand. Once the war was over, British goods flowed into the United States at such low prices they threatened to put American companies out of business.

Congress responded with the Tariff of 1816. Unlike earlier **revenue tariffs**, which provided income for the federal government, this was a **protective tariff**, designed to nurture American manufacturers by taxing imports to drive up their prices. New England shippers and Southern farmers opposed the tariff and the higher prices it caused, but they could not block its passage.

The Republicans also wanted to improve the nation's transportation system. In 1816 Calhoun sponsored a federal internal improvement plan, but

Profiles IN HISTORY

Henry Clay 1777–1852

Henry Clay was known as the Great Compromiser for his role in working out various agreements between leaders of the North and South. He served as a Kentucky state legislator, speaker of the U.S. House of Representatives, U.S. senator, and secretary of state. Although a slaveholder himself, Clay supported the gradual emancipation of enslaved persons. He later abandoned the idea, however, when it proved unpopular with his fellow Kentuckians.

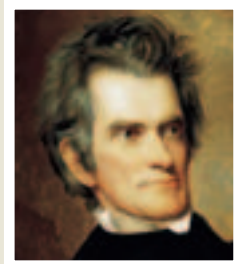
Clay was a consistent champion of nationalism and devoted his career to strengthening the Union. Although a five-time presidential candidate, the popularity of his opponents and the weakness of his political party, the Whigs, kept him from achieving his life-long goal of winning the presidency.



John C. Calhoun 1782–1850

John C. Calhoun of South Carolina was an influential member of Congress and, at least for a time, a close friend of Henry Clay. Calhoun was a War Hawk—one who urged war with Great Britain in 1812. He was also an ardent nationalist in his early career. After the War of 1812, Calhoun helped introduce congressional bills for a new Bank of the United States, a permanent road system to connect the nation, and a tariff to protect the nation's industries.

In the 1830s Calhoun abandoned his nationalist stance in favor of states' rights and sectional interests. Fearing that the North intended to dominate the South, Calhoun spent the rest of his career trying to prevent the federal government from weakening states' rights and from interfering with the Southern way of life.



President Madison vetoed it, arguing that spending money to improve transportation was not expressly granted in the Constitution. Nevertheless, road and canal construction soon began, with private businesses and state and local governments funding much of the work.

Reading Check **Summarizing** What were three examples of economic nationalism after the War of 1812?

Judicial Nationalism

The judicial philosophy of the Chief Justice of the United States, **John Marshall**, provided another boost to the forces helping unify the nation after the war. Between 1816 and 1824, Marshall ruled in three important cases that established the dominance of the nation over the states and shaped the future of American government.

Martin v. Hunter's Lessee In 1816 the Court decided in *Martin v. Hunter's Lessee* that it had the authority to hear all appeals of state court decisions in cases involving federal statutes and treaties. In this case, Denny Martin, a British subject, tried to sell Virginia land inherited from his uncle, Lord Fairfax, a British Loyalist during the war. At that time, Virginia law stated that no "enemy" could inherit land. The Supreme Court upheld Martin's case, ruling that Virginia's law



John Marshall

conflicted with the 1783 Treaty of Paris, which recommended that the states restore confiscated property to Loyalists. This historic decision helped establish the Supreme Court as the nation's court of final appeal.

McCulloch v. Maryland This 1819 case concerned Maryland's attempt to tax the Second Bank of the United States. Before addressing Maryland's right to tax the national bank, the Supreme Court ruled on the federal government's right to create a national bank in the first place. In the Court's opinion, written by Marshall, the bank was constitutional, even though the Constitution did not specifically give Congress the power to create one.

Marshall observed that the Constitution gave the federal government the power to collect taxes, to borrow money, to regulate commerce, and to raise armies and navies. He noted that the national bank helped the federal government exercise these powers. He concluded that the Constitution's "necessary and proper" clause allowed the federal government to create a bank.

Opponents argued that the "necessary and proper" clause meant the government could only do things absolutely necessary, but Marshall rejected that idea. Instead, he held that "necessary and proper" meant the government could use any method that was convenient for carrying out its powers as long as the method was not expressly forbidden.

Marshall then argued that the federal government was "supreme in its own sphere of action." This meant that a state government could not interfere

Major Supreme Court Decisions, 1801–1824

Marbury v. Madison (1803)	Declared congressional act unconstitutional; Court asserts power of judicial review
Fletcher v. Peck (1810)	Protected contracts from legislative interference; Court could overturn state laws that opposed specific provisions of Constitution
Martin v. Hunter's Lessee (1816)	Court can accept appeals of state court decisions and review state decisions that involve federal statutes or treaties; asserted the Supreme Court's sovereignty over state courts
McCulloch v. Maryland (1819)	Upheld constitutionality of the Bank of the United States; doctrine of "implied powers" provided Congress more flexibility to enact legislation
Cohens v. Virginia (1821)	Reasserted federal judicial authority over state courts; argued that when states ratified Constitution, they gave up some sovereignty to federal courts
Gibbons v. Ogden (1824)	Revoked an existing state monopoly; Court gave Congress the right to regulate interstate commerce

Chart Skills

- Interpreting Charts** In which case did Chief Justice Marshall assert the Court's right of judicial review?
- Analyzing** Was Marshall a strict interpreter of the Constitution? How can you tell?


Source: *The Oxford Companion to the Supreme Court of the United States*

with an agency of the federal government exercising its specific constitutional powers within a state's borders. Taxing the national bank was a form of interference and therefore unconstitutional.

Gibbons v. Ogden This 1824 case involved a company that had a state-granted monopoly over steamboat traffic in New York waters. When the company tried to expand its monopoly to include traffic crossing the Hudson River to New Jersey, the matter went to court.

The Supreme Court declared this monopoly unconstitutional. In the Court's opinion, Marshall stated that the state legislature had overstepped its power in granting the original monopoly. The Constitution granted the federal government control over interstate commerce, which the court interpreted to include all trade along the coast or on waterways dividing the states. The state could, however, regulate commerce within its own borders.

In writing the Supreme Court's decision, Marshall defined interstate commerce in a way that went far beyond the mere exchange of goods between states. By ruling that anything crossing state boundaries came under federal control, Marshall ensured that federal law would take precedence over state law in interstate transportation.

In these cases, Marshall's nationalism strengthened the power of the federal government at the expense of the states. Although defenders of states' rights bitterly attacked Marshall's decisions, his views helped make the "necessary and proper" clause and the interstate commerce clause major vehicles for expanding federal power.  (See page 1081 for more information on *Martin v. Hunter's Lessee*, *McCulloch v. Maryland*, and *Gibbons v. Ogden*.)

 **Reading Check** **Identifying** How did the Supreme Court establish and expand the power of the federal government over the states?

Nationalist Diplomacy

The wave of nationalism within Congress and among voters influenced the nation's foreign affairs as well. Feeling proud and confident, the United States under President Monroe expanded its borders and asserted itself on the world stage.

Jackson Invades Florida Throughout the early 1800s, Spanish-held Florida was a source of anger and frustration for Southerners. Many runaway slaves fled there, knowing that Americans could not cross the border into Spanish territory. Similarly,



Picturing History

Seminole Resistance Perhaps the most famous Seminole leader was Osceola, who helped lead the resistance against U.S. attempts to relocate the Seminoles to the West. He was captured by treachery while bearing a flag of truce. [From which Native American group did the Seminoles originate?](#)

many of the Creek people had retreated to Florida as American settlers seized their lands. These people took a new name for themselves—**Seminole**, meaning “runaway” or “separatist.” The Seminoles used Florida as a base to stage raids against American settlements in Georgia. Spain was unable to control the border, causing many Americans to clamor for the United States to step in. As tensions heightened in the region, the Seminole leader **Kinache** warned a U.S. general to stay out of Florida:

“You charge me with killing your people, stealing your cattle and burning your houses; it is I that have cause to complain of the Americans. . . . I shall use force to stop any armed Americans from passing my towns or my lands.”

—quoted in *The Seminoles of Florida*

The warning fell on deaf ears. Former representative Calhoun, now secretary of war, authorized action against the Seminoles. In 1818 he sent U.S. troops under the command of General **Andrew Jackson** into Florida. After destroying several Seminole villages, Jackson disobeyed orders and seized the Spanish settlements of St. Marks and Pensacola. He then removed the Spanish governor of Florida from power.

Furious Spanish officials demanded that Jackson be punished, and President Monroe sided initially with Spain. Secretary of State **John Quincy Adams** defended Jackson and argued that the true cause of the dispute lay in Spain's failure to keep order in



Florida. Adams used this Florida turmoil to put pressure on Spain in ongoing border negotiations. Occupied with problems throughout its Latin American empire, Spain gave in and ceded all of Florida to the United States in the **Adams-Onís Treaty** of 1819. The treaty

also finalized the western border of the Louisiana Purchase along Texas's Sabine and Red Rivers, west along the Arkansas River, and then north to the 42nd Parallel before turning west to the Pacific Ocean.

The Monroe Doctrine In 1809 rebellions began to erupt in Spain's colonies. By 1824 all of Spain's colonies on the American mainland had declared independence. Spain's once vast empire had been reduced to three islands: Cuba, Puerto Rico, and Santo Domingo.

Meanwhile a group of European countries—Great Britain, Austria, Prussia, and Russia (later joined by France)—formed the **Quadruple Alliance** in an effort to suppress movements against monarchies in Europe. Over Britain's objection, the alliance raised the possibility of helping Spain regain control of its overseas colonies in 1822.

Great Britain and the United States were not pleased. Both nations enjoyed profitable trade with Latin America and would not welcome a return of

Spanish rule. In August 1823, British officials suggested that the two nations issue a joint statement supporting the independence of the new Latin American countries. Britain also wished to limit future American expansion in the hemisphere.

Russia's increasing influence on North America's Pacific Coast also worried members of Monroe's administration. Russia already claimed Alaska, and in 1821 it announced that its empire extended south into the Oregon country between Russian Alaska and the western United States.

Secretary Adams urged President Monroe to avoid working with the British when dealing with the Spanish and Russian threats. He believed it would be "more dignified to avow our principles explicitly," than to allow the United States to be looked upon as Great Britain's junior partner. Acting without the British, President Monroe declared in 1823 that the American continents were "henceforth not to be considered as subjects for future colonization by any European powers."

The president's proclamation, later called the **Monroe Doctrine**, was a bold act, because the United States might not have been able to back up its new policy if challenged. The Monroe Doctrine marked the beginning of a long-term American policy of preventing other great powers from interfering in Latin American political affairs. At the same time, by keeping the European powers out of the Americas, the Monroe Doctrine upheld Washington's policy of avoiding entanglements in European power struggles.

Reading Check Examining In what ways did American foreign policy become more assertive in the early 1800s?

SECTION 1 ASSESSMENT

Checking for Understanding

- Define:** revenue tariff, protective tariff.
- Identify:** Era of Good Feelings, John C. Calhoun, John Marshall, Kinache, Adam-Onís Treaty, Quadruple Alliance.
- Summarize** how the Supreme Court rulings in *McCulloch v. Maryland* and *Gibbons v. Ogden* strengthened the federal government.

Reviewing Themes

- Continuity and Change** How did the Monroe Doctrine reinforce President Washington's foreign policy goals?

Critical Thinking

- Explaining** How did nationalism affect the foreign affairs of the United States?
- Organizing** Use a graphic organizer similar to the one below to list examples of nationalism in the United States after the War of 1812.

Examples of Nationalism		
Economic	Judicial	Diplomatic

Analyzing Visuals

- Examining Art** Study the painting of Osceola on page 243. What elements of this picture indicate that he was very accustomed to European culture?

Writing About History

- Expository Writing** Imagine you are an editor of a newspaper in Spanish-held Florida. Write an editorial in which you either attack or defend the actions of Andrew Jackson and his militia in seizing Spanish settlements in Florida.

Guide to Reading

Main Idea

Beginning in the early 1800s, revolutions in transportation and industry brought great changes to the North.

Key Terms and Names

National Road, Robert Fulton, Industrial Revolution, Francis C. Lowell, Eli Whitney, interchangeable parts, Samuel F.B. Morse, labor union, strike

Reading Strategy

Categorizing As you read about changes that occurred in the United States in the early 1800s, complete a graphic organizer similar to the one below by filling in milestones in transportation and industrialization.

Transportation	Industrialization

Reading Objectives

- **Examine** the changes that took place in transportation in the early 1800s.
- **Discuss** how the Industrial Revolution changed methods of production.

Section Theme

Science and Technology New manufacturing techniques reshaped the organization of the American workforce.

Preview of Events

★ **An American Story** ★

In the summer of 1817, explosions suddenly began disturbing the peace and quiet of rural upstate New York. What had started was not a war but a great engineering challenge: a canal, 40 feet (12.2 m) wide and 4 feet (1.2 m) deep, to be built from the Hudson River at Albany to Lake Erie at Buffalo. The longest canal in the nation at that time ran almost 28 miles (45 km). The new canal would be a colossal 363 miles (584.1 km) long.

Building the canal was difficult and dangerous. Canal beds collapsed, burying diggers. Blasting accidents killed other workers. In 1819 alone more than 1,000 men were stricken with diseases contracted in the swamps through which they dug. Here, one investor coldly complains that the number of deaths is raising costs:

“In consequence of the sickness that prevailed in this section and its vicinity, we were under the necessity of raising wages from twelve to fourteen and some as high as seventeen dollars per month for common Labourers, and pay Physicians for atten[d]ing to the sick, purchase Coffins and grave clothes, and attend with Hands to bury the Dead.”

—quoted in *The Artificial River*

A Revolution in Transportation

Despite the dangers they faced, the canal workers pressed on and completed the immense project in 1825. The **Erie Canal** was a striking example of a revolution in transportation that swept through the Northern states in the early 1800s. This revolution led to dramatic social and economic changes.



Steamboats and Canals Rivers offered a far faster, more efficient, and cheaper way to move goods than did roads, which were often little more than wide paths. A barge could hold many wagonloads of grain or coal. Loaded boats and barges, however, could usually travel only downstream, as moving against the current with heavy cargoes proved difficult.

The steamboat changed all that. In 1807 **Robert Fulton** and Robert R. Livingston stunned the nation when the *Clermont* chugged 150 miles up the Hudson River from New York City to Albany in just 32 hours. The steamboat made river travel more reliable and upstream travel easier. By 1850 over 700 steamboats, also called riverboats, traveled along the nation's waterways.

The growth of river travel—and the success of the Erie Canal—spurred a wave of canal building throughout the country. By 1840 more than 3,300 miles of canals snaked through the nation, increasing trade and stimulating new economic growth.

The “Iron Horse” Another mode of transportation—railroads—also appeared in the early 1800s. A wealthy, self-educated industrialist named **Peter Cooper** built an American engine based on the ones developed in Great Britain. In 1830 Cooper's tiny but powerful locomotive *Tom Thumb* pulled the nation's first load of train passengers. Forty adventuresome men and women travelled at the then incredible speed of 10 miles per hour along 13 miles of track between Baltimore and Ellicott City, Maryland. The railroad era had dawned.

The new machines did not win universal favor. Some said they were not only dangerous and uncomfortable but dirty and ugly as well. “It is the Devil's own invention,” declared one critic, “compounded of fire, smoke, soot, and dirt, spreading its infernal poison throughout the fair countryside.”

Others responded to the train's awesome presence. “When I hear the iron horse make the hills echo with his snort like thunder, shaking the earth with his feet, and breathing fire and smoke from his nostrils,” wrote the poet Henry David Thoreau, “it seems as if the earth had got a race now worthy to inhabit it.”

The advantages of train travel soon became apparent to almost everyone. Trains traveled much faster than stagecoaches or wagons, and unlike steamboats, they could go nearly anywhere track was laid. Perhaps more than any other kind of transportation, trains helped settle the West and expand

trade between the nation's different regions.

As railroads expanded, they created national markets for many goods by making transportation cheaper. They increased the demand for iron and coal even more directly. Between 1830 and 1861, the United States built more than 30,000 miles of railroads—so it needed 60,000 miles of iron rail. Since mills used coal to make iron, the need for rails added to the increasing demand for coal. Coal production shot up from 50,000 tons in 1820 to 14 million tons in 1860.

 **Reading Check** **Evaluating** What were two advantages of trains over other kinds of transportation in the 1800s?

A New System of Production

Along with dramatic changes in transportation, a revolution occurred in business and industry. The **Industrial Revolution**, which began in Britain in the middle 1700s, consisted of several basic developments. Manufacturing shifted from hand tools to large, complex machines. Skilled artisans gave way to workers, organized by specific tasks, and often unskilled. Factories, some housing hundreds of machines and workers, replaced home-based workshops. Manufacturers sold their wares nationwide or abroad instead of just locally.

Peter Cooper's *Tom Thumb* races a horse.





Picturing History

Young Mill Worker Girls like this one often worked in the textile factories that were being built in the northeastern United States during the Industrial Revolution. [Why was industry initially concentrated in the Northeast?](#)

ECONOMICS

Industrialization Sweeps the North Industry developed quickly in the United States in the early 1800s for several reasons. Perhaps the most important factor was the American system of free enterprise based on private property rights. Individuals could acquire capital and make their own choices about how to use it, without strict government controls.

The free enterprise system also encouraged industrialization because companies in competition with each other were always willing to experiment with new technologies to make goods cheaper and to transport them faster. The era's low taxes also meant that entrepreneurs had more money to invest.

Beginning in the 1830s, many states encouraged industrialization by passing general incorporation laws. These laws allowed companies to become corporations and to raise money by issuing stock without having to obtain a charter from the state legislature. These laws also limited liability. If a person bought stock in a company and it went bankrupt, the person risked losing his or her investment

but was not responsible for the company's debts. By limiting liability, the new state laws encouraged people to invest money, spurring economic growth.

Industrialization began in the Northeast, where many swift-flowing streams provided factories with waterpower. The region was also home to many entrepreneurs and merchants who were willing to invest in British industrial techniques.

At first, importing British technology was not easy. Britain had passed strict laws with harsh penalties for anyone passing on its industrial know-how to foreigners. A young English textile worker named Samuel Slater was willing to take the risk. In 1789 he moved to Rhode Island, where he reconstructed the British water frame from memory. The frame stretched and spun raw cotton fiber into cotton thread.

Taking matters a key step further was **Francis C. Lowell**, who opened a series of mills in northeastern Massachusetts beginning in 1814. Using machinery he built after touring British textile mills, Lowell introduced mass production of cotton cloth to the United States. His Boston Manufacturing Company built residences for workers in a new town named after Lowell. The company employed thousands of workers—mostly women and children, who would work for lower wages than men.

By 1840, scores of textile factories had been built in the Northeast. Industrialists soon applied factory techniques to the production of lumber, shoes, leather, wagons, and other products.

Technological Advances A wave of inventions and technological innovations spurred the nation's industrial growth. An ingenious young New Englander named **Eli Whitney** popularized the concept of **interchangeable parts**, transforming gun-making from a one-by-one process into a factory process. Using this process, machines turned out large quantities of identical pieces that workers assembled into finished weapons.

Communications improved as well. American inventor **Samuel F.B. Morse** began work on the telegraph in 1832 and developed the Morse code for sending messages. In 1844 the first long-distance telegraph line connected Washington, D.C., and Baltimore. Morse publicly demonstrated the device, tapping out in code the words "What hath God wrought?" From Baltimore came a return message: "What is the news from Washington?"

Journalists saw the telegraph as a tool for speedy transmission of the news. In 1848 a group of newspapers pooled their resources to collect and share news over the wires. This organization was the Associated

Press. Spurred by journalists and other users of the telegraph, more than 50,000 miles of telegraph wire connected most parts of the country by 1860.

✓ Reading Check Summarizing Name two reasons the factory system began in the Northeast.

The Rise of Large Cities

The industrialization of the United States drew thousands of people from farms and villages to towns in search of factory jobs with higher wages. Many city populations doubled or tripled. In 1820 only one American city boasted more than 100,000 residents. By 1860, eight cities had reached that size.

The growing cities provided opportunities for many different kinds of occupations. One group was printers and publishers, who shared the goal of keeping the public informed. America had always claimed a high literacy rate, and by 1840, over 75 percent of the total population and over 90 percent of the white population could read. The publishing industry arose to satisfy the growing demand for reading materials.

Many of the early writers, editors, and teachers were educated women. Sarah Buell Hale and Lydia Howard Huntley Sigourney were leading editors and literary figures of their day. Unlike women who worked in factories, women in publishing generally came from the young Republic's growing middle class.

✓ Reading Check Describing How did industrialization affect cities?

Workers Begin to Organize

The industrial boom created a new kind of laborer, the factory worker, whose ranks swelled to 1.3 million by 1860. While early factory mills stressed a paternalistic concern for their workers, the relationship between management and labor became more strained when prices slumped and wages dropped.

Eleven-year-old Lucy Larcom went to work at the Lowell Mills after her father's death left her family in financial hardship. Although at first she felt excited by the change from farm life, she soon came to dread the drudgery of her work:

“I know that sometimes the confinement of the mill became very wearisome to me. In the sweet June weather I would lean far out of the window, and try not to hear the unceasing clash of the sound inside. Looking away to the hills, my whole stifled being would cry out, ‘Oh, that I had wings!’”

—quoted in *Ordinary Americans*

Hoping to help improve working conditions, some workers began to join together in **labor unions**. During the late 1820s and early 1830s about 300,000 men and women belonged to some form of union. Most of the organizations were local and focused on a single trade, such as printing or shoemaking. Although these unions worked separately, they began pushing for similar changes, such as higher wages or a shorter 10-hour workday.

During this time, unions had little success. Most employers refused to recognize or bargain with them. Unions also had little power or money to support **strikes**, or work stoppages, to achieve their goals.

The courts often ruled against early unions, seeing them as unlawful conspiracies that limited free enterprise. “Competition is the life of trade,” a New York court declared in an 1835 case involving a union's demand that its workers be paid at least one dollar to make a pair of shoes. “If the defendants cannot make



Advances in Transportation

Past: The Steamboat

John Fitch demonstrated the first working steamboat in 1787, but his passenger and freight service from Philadelphia to New Jersey was not profitable. Robert Fulton's *Clermont* was more successful. Early steamboats were not very powerful and worked best on calm waters.



Present: The Hovercraft

Sir Christopher Cockerell invented the hovercraft, which rides above the water on a cushion of air trapped in a flexible skirt. Not used commercially until the 1950s and 1960s, hovercrafts are often seen today ferrying automobile drivers across rivers and small bodies of water.



Fact

Fiction

Folklore

Invasion of the Velocipedes Invented in France in the 1790s and later improved by Germans, bicycles—known back then as “velocipedes,” or swift walkers—were introduced in the United States in 1819. The two-wheeled contraptions did not win immediate universal popularity. In August 1819, the New York City council passed a law “to prevent the use of velocipedes in the public places and on the sidewalks of the city of New York.”



The Family Farm

Even though industry and cities expanded in the Northeast during the early 1800s, agriculture remained the country’s leading economic activity. Until late in the century, farming employed more people and produced more wealth than any other kind of work.

Northern farmers produced enough to sell their surplus in eastern cities and towns. The profit was often used to buy machinery and other items. Thus, their labor not only helped feed the population but nourished the region’s economy as well.

In the first half of the century, the North had more than a million farms. Northern farmers and their families worked long, hard days raising livestock and crops—mostly corn, wheat, and other grains—for the nation’s growing population. A reporter traveling through Ohio in 1841 described a scene that resembled much of the North at that time:

“As far as the eye can stretch in the distance nothing but corn and wheat fields are to be seen; and on some points in the Scioto Valley as high as a thousand acres of corn may be seen in adjoining fields, belonging to some eight or ten different proprietors.”

—from *A History of the United States*

Farming was even more important in the South, which had few cities and less industry. As parts of the North began concentrating on manufacturing, the South continued to tie its fortunes to agriculture—and to the institution of slavery.

coarse boots for less than one dollar per pair, let them refuse to do so: but let them not directly or indirectly undertake to say that others shall not do the same work for less price.”

Unions did make some gains, however. In 1840 President Martin Van Buren showed his gratitude for labor’s political support by reducing the workday for federal employees to 10 hours. Two years later, in *Commonwealth v. Hunt*, the Massachusetts Supreme Court ruled that union strikes were legal. Still, decades would pass before organized labor achieved real influence.

Reading Check Explaining What was life like for a factory worker in the early 1820s?

Reading Check Comparing Why was farming more important in the South than in the North?

SECTION 2 ASSESSMENT

Checking for Understanding

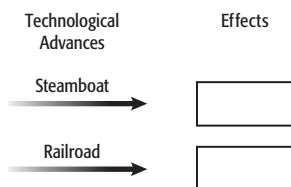
- Define:** interchangeable parts, labor union, strike.
- Identify:** National Road, Robert Fulton, Industrial Revolution, Francis C. Lowell, Eli Whitney, Samuel F.B. Morse.
- List** the changes that occurred as a result of the Industrial Revolution.
- Describe** advances that were made in transportation during this period.

Reviewing Themes

- Science and Technology** How did the concept of interchangeable parts revolutionize the manufacturing process?

Critical Thinking

- Synthesizing** Why did early labor unions have little success?
- Organizing** Use a graphic organizer similar to the one below to list the effects of some of the technological advances of the early 1800s.



Analyzing Visuals

- Analyzing Art** Study the painting of the steamboat on page 249. Why were steamboats so much more efficient than other shipping methods of the time?

Writing About History

- Descriptive Writing** Imagine you are a teenager working in a textile factory in the early 1800s. Write a letter to your family describing your way of life as a factory worker.

SECTION 3 The Land of Cotton

Guide to Reading

Main Idea

The South developed a social structure based largely on agriculture and the institution of slavery.

Key Terms and Names

cotton gin, planter, yeoman farmer, task system, gang system, driver, Frederick Douglass, slave code, Denmark Vesey, Nat Turner

Reading Strategy

Organizing As you read about how the South developed, complete a graphic organizer similar to the one below by listing the main categories of Southern society.

Southern Society

Highest _____

Lowest _____

Reading Objectives

- **Explain** why cotton dominated the Southern economy.
- **Describe** the social classes in the South.

Section Theme

Continuity and Change The invention of the cotton gin made cotton a key part of the South's economy. Cotton farming ensured that slavery continued to shape the South's society and culture.

Preview of Events



★ An American Story ★



Solomon Northup

Solomon Northup was born free in Minerva, New York, about 1808. His parents were successful farmers. Northup, his wife, and three children also prospered in agriculture, although he supplemented his income as a violinist. In March 1841, two white men offered Northup a job as a musician in their circus. Northup accepted the job and left for Washington, D.C. Two days after arriving in the nation's capital, he was drugged, robbed of his money and papers, chained, and sold to slave traders.

For the next 12 years, Northup lived in bondage in the sugarcane and cotton regions of Louisiana. His first slaveholder, William Ford, treated him well, but Northup never stopped dreaming of freedom. In 1852 he was finally able to obtain documentation proving he was a free man.

Reflecting on his experience, Northup cut to the central cruelty of the institution of slavery:

“There may be humane masters, as there certainly are inhumane ones; there may be slaves well-clothed, well-fed, and happy, as there surely are those half-clad, half-starved and miserable; nevertheless, the institution that tolerates such wrong and inhumanity . . . is a cruel, unjust, and barbarous one.”

—quoted in *Twelve Years a Slave*

The Southern Economy

The South thrived on the production of several major cash crops. In the upper Southern states—Maryland, Virginia, Kentucky, and Tennessee—farmers grew tobacco. Rice paddies dominated the coastal regions of South Carolina and Georgia. In Louisiana

and parts of eastern Texas, fields of sugarcane stretched for miles. No crop, however, played a greater role in the South's fortunes than cotton. This crop was grown in a wide belt stretching from inland South Carolina, west through Georgia, Alabama, and Mississippi, and into eastern Texas.

TURNING POINT

Cotton Becomes King During a visit to the South in 1793, Eli Whitney, the inventive young New Englander, noticed that removing cotton seeds by hand from the fluffy bolls was so tedious that it took a worker an entire day to separate a pound of cotton lint. An acquaintance knew of Whitney's mechanical ingenuity and suggested that he try building a machine to pick out the seeds. In only 10 days Whitney built a simple **cotton gin**—"gin" being short for engine—that quickly and efficiently combed the seeds out of cotton bolls.

The invention of the cotton gin happened at the same time that textile mills were expanding in Europe. Mills in England and France clamored for all

the cotton they could get. In 1792, the year before Whitney invented his cotton gin, the South produced about 6,000 bales of cotton. By 1801, annual production reached 100,000 bales.

Cotton soon dominated the region. By the late 1840s Southerners were producing more than two million bales of cotton annually, and in 1860 production reached almost four million bales. That year, Southern cotton sold for a total of \$191 million in European markets—nearly two-thirds of the total export trade of the United States. Southerners began saying, rightly, "Cotton is King."

"The whole interior of the Southern states was languishing," said one Southern official in describing the region before the cotton gin. After Whitney's invention, he added, "Individuals who were depressed with poverty, and sunk with idleness, have suddenly risen to wealth and respectability. Our debts have been paid off, our capitals increased; and our lands are treble [triple] in value."

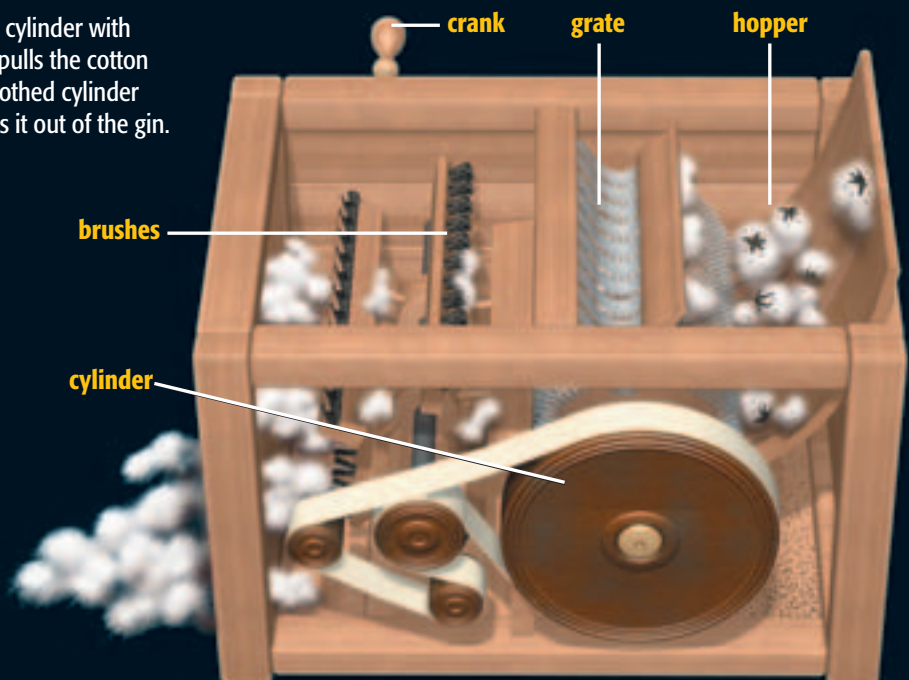
While the cotton gin made some Southern planters rich, it also strengthened the institution of slavery. The spread of cotton plantations all over the Deep

TECHNOLOGY & History

The Cotton Gin

While visiting Catherine Greene's Georgia plantation in 1793, Eli Whitney had an inspiration. He built a device that removed the seeds of the "green-seed" cotton variety that grew in abundance throughout the South. Whitney devised a "gin" (short for *engine*) that combed the seeds out of the cotton. This simple cotton gin was easy to mass produce, and it increased cotton's profitability for many Southern farmers. **How did the invention of the cotton gin affect slavery in the South?**

- 1 Cotton bolls are dumped into the **hopper**.
- 2 A **crank** turns the **cylinder** with wire teeth. The teeth pull the cotton past a **grate**.
- 3 Slots in the **grate** allow the cotton, but not its seeds, to pass through.
- 4 A second cylinder with **brushes** pulls the cotton off the toothed cylinder and sends it out of the gin.



South made the demand for slave labor skyrocket. Congress had outlawed the foreign slave trade in 1808, but a high birthrate among enslaved women—encouraged by slaveholders eager to sell new laborers at high prices—kept the enslaved population growing. Between 1820 and 1850, the number of enslaved people in the South rose from about 1.5 million to nearly 4 million.

Industry Lags Although the South became prosperous from agriculture, it did not industrialize as quickly as the North. For the most part, the South remained a region of rural villages and plantations, with only three large cities: Baltimore, Charleston, and New Orleans.

The South did have some industry. Coal, iron, salt, and copper mines, as well as ironworks and textile mills, could be found there. The region still relied heavily on imported goods, however, which worried some people. As one Southerner noted, “For what have we not looked to our Northern friends? From them we get not only our clothes, carriages, saddles, hats, shoes, flour, potatoes, but even our onions and horn buttons.” At this time, in 1860, manufacturing in the South accounted for only 16 percent of the nation’s manufacturing total. Most Southerners were content to rely on agriculture.

 **Reading Check** **Synthesizing** What effect did the cotton gin have on slavery in the South?

Society in the South

Social attitudes shaped Southern life and produced a definite class structure for the region. At the top were the **planters**, who owned the region’s larger plantations. The 1850 census showed that in a Southern white population of just over 6 million, a total of 347,725 families were slaveholders. Of this number, around 37,000 were planters, defined as those who held 20 or more enslaved people. Less than 8,000 of these planters held 50 or more people in slavery, and only 11 held 500 or more.

A very small percentage of Southern slaveholders lived a life of gentility in grand mansions. Many planter mansions were little more than cottages with newly built facades. The boom in cotton production allowed some smaller-scale planters to rapidly ascend the social ladder, quickly adopting refined habits as they expanded their property. Although the wealthy planters made up a tiny group—representing less than half of one percent of white Southern families and slightly over two percent of

slaveholding families—they dominated the region’s economy as well as its political and legal systems.

Ordinary farmers—who were often called **yeoman farmers**—and their families made up the vast majority of the white population. They may have held four or fewer enslaved persons, though most held none at all, and they worked on the land themselves. Here, writer Mark Twain gives his impressions of a typical small Southern farm in his book *Huckleberry Finn*:

“A rail fence around a two-acre yard . . . big double log house for the white folks—hewed logs, with the chinks stopped up with mud or mortar . . . outside of the fence a garden; . . . then the cotton fields begin; and after the fields, the woods.”

—from *Huckleberry Finn*

Near the bottom of the social ladder stood the rural poor. This group, made up mostly of families living on land too barren for successful farming, scratched a meager existence from hunting and fishing, vegetable gardening, and raising a few half-wild hogs and chickens. They made up less than 10 percent of the white population.

At the bottom of society were African Americans, 93 percent of them enslaved. In 1850 nearly 3.6 million African Americans lived in the South—about 37 percent of the total Southern population.

Rounding out Southern society was a small urban class of lawyers, doctors, merchants, and other professionals. Agriculture’s influence was so great that even many of these city dwellers invested in or owned farms. As one observer noted, “No matter how one might begin, as lawyer, physician, clergyman, mechanic, or merchant, he ended, if prosperous, as proprietor of a rice or cotton plantation.”

 **Reading Check** **Identifying** What classes made up the South’s social structure?

Slavery

The rice and cotton plantations depended on enslaved labor for their existence. The overwhelming majority of enslaved African Americans toiled in the South’s fields. Some, however, worked in the South’s few industrial plants or as skilled workers, such as blacksmiths, carpenters, and coopers. Others became house servants.

Enslaved African Americans working in the fields were organized using two basic labor systems. On farms and small plantations that held few enslaved



History Through Art

Plantation Life *The Wedding* by E.L. Henry depicts Southern gentry and their sometimes lavish lifestyle. Wealthy planters depended upon enslaved labor to work their fields, and they purchased such labor at auctions advertised in local newspapers (left). [Why did such a small number of elite Southern planters have so much influence in the South?](#)

people, the **task system** was used. Under this system workers were given a specific set of jobs to accomplish every day and worked until these were complete. After completing their tasks, the individuals were allowed to spend the remainder of the day on their own. Some enslaved people earned money through their skill as artisans. Others cultivated personal gardens or hunted for extra food.

In the 1800s, as cotton production became more common and slavery more widespread, slaveholders who owned large plantations adopted the **gang system** of labor. Under this system, enslaved persons were organized into work gangs that labored from sunup to sundown—plowing, planting, cultivating, or picking, depending on the season.

A **driver** acted as the director of a work gang. Often these individuals were enslaved people themselves, chosen for their loyalty or willingness to cooperate. They supervised the progress of the gangs, ensuring that the workers continued laboring throughout the entire day.

No matter which labor system was used, slavery was a degrading experience. **Frederick Douglass**, who rose from slavery to become a prominent leader of the anti-slavery movement, recalled how life as an enslaved person affected him:

“My natural elasticity was crushed; my intellect languished; the disposition to read departed; the cheerful spark that lingered about my eye died out; the dark night of slavery closed in upon me, and behold a man transformed to a brute.”

—from *Narrative of the Life of Frederick Douglass*

African Americans’ Legal Status In addition to enduring a lifetime of bondage, enslaved persons had few legal rights. State **slave codes** forbade enslaved men and women from owning property or leaving a slaveholder’s premises without permission. They could not possess firearms or testify in court against a white person. Furthermore, laws banned them from learning to read and write. Society viewed enslaved persons as property and treated them that way.

Free African Americans Although most African Americans of the time lived in slavery, some did not. By 1850 some 225,000 free African Americans resided in the South. Most lived in the towns and cities of the upper Southern states, especially Maryland and Virginia. A few were descended from Africans brought to the United States as indentured

servants in the 1700s before the slave system became universal. Some had earned their freedom fighting in the American Revolution, and still others were the half-white children of slaveholders, who had granted them freedom. There were also some former enslaved persons who had managed to purchase freedom for themselves and their families or whose slaveholders had freed them.

Free African Americans occupied an ambiguous position in Southern society. In cities like Charleston and New Orleans, some were successful enough to become slaveholders themselves. One such African American was Cecee McCarty, who amassed a fortune in New Orleans by retailing imported dry goods. McCarty dispatched a sales force of 32 enslaved Africans around the state to merchandise her highly prized wares. Still, the experiences of freed African Americans differed from state to state. In some states they had to obtain special licenses to preach or to own firearms. Like those in slavery, they always had to remember how dangerous it was to act any way but humble and subservient when dealing with white people.

Another 196,000 free African Americans lived in the North, where slavery had been outlawed, but they were not embraced there either. Samuel Ringgold Ward, who was African American, lamented that racial prejudice was “ever at my elbow”:

“As a servant, it denied me a seat at the table with my white fellow servants . . . along the streets it ever pursued, ever ridiculed, ever abused me. If I sought redress, the very complexion I wore was pointed out as the best reason for my seeking it in vain; if I desired to turn to account a little learning, in the way of earning a living by it, the idea of employing a black clerk was preposterous—too absurd to be seriously entertained. . . .”

—quoted in *Long Memory:
The Black Experience in America*

Still, free African Americans could organize their own churches and voluntary associations, plus earn money from the jobs they held.

An African American who not only kept his wages but also multiplied them many times over was James Forten of Philadelphia. He went to sea in his teens as a powder monkey—the person on board a warship who handled explosives—on a Revolutionary privateer. Privateers were private ships licensed to attack enemy ships. Later, he worked as a maker of sails. By the age of 32, he owned a thriving sail factory employing 40 African

American and white workers. He devoted much of his wealth to the cause of abolishing slavery.

✓ Reading Check Summarizing What were some basic rights denied to enslaved persons?

Coping With Enslavement

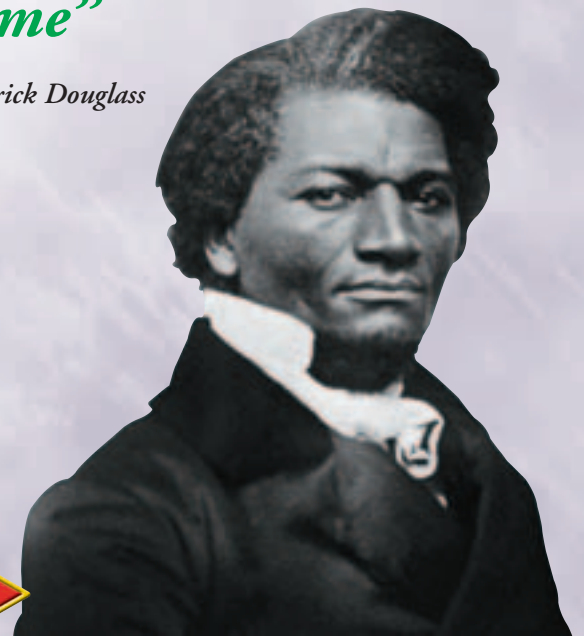
African Americans dealt with the horrors of slavery in a variety of ways. From language to music to religion, they developed a culture that provided them with a sense of unity, pride, and mutual support.

African American Culture Songs were important to many enslaved people. Field workers often used songs to pass the long workday and to help them enjoy their scant leisure time in the evening. Some songs were more provocative than most plantation owners knew, using subtle language and secret meanings to lament the singers’ bondage and express a continuing hope for freedom.

Songs also played a key role in one of the most important parts of African American culture: religion. By the early 1800s, large numbers of African Americans were Christians, though their Christianity sometimes incorporated religious traditions from Africa. The religious services enslaved persons held often centered around praying about their particular concern—their dreams of freedom or a better life in the next world.

“the dark night of
slavery closed in
upon me”

—Frederick Douglass



Profiles IN HISTORY

Nat Turner 1800–1831

The man who led perhaps the nation's best-known slave revolt believed from an early age—through his mother's encouragement—that he was divinely inspired. "I was intended for some great purpose," he once declared.

Although many considered Nat Turner a religious fanatic—he claimed to take his directions from mysterious voices and the movements of heavenly bodies—others knew him to have a sharp mind. "He certainly never had the advantages of education," said the man later appointed to be his lawyer, "but he can read and write . . . and for natural intelligence and quickness of apprehension is surpassed by few men I have ever seen."

As he awaited execution, Turner reportedly showed little remorse for his deeds, certain that he had acted in the name of God to free his people. "I am here loaded with chains and willing to suffer the fate that awaits me," he said.



Turner's lack of remorse chilled those around him, including his lawyer, who described the calm, deliberate composure with which Turner spoke of what he had done. "I looked on him," the lawyer wrote, "and my blood curdled in my veins."

Turner's revolt sent a wave of terror through the South and heightened fears of future uprisings. As a result, many states adopted even harsher restrictions on both enslaved and free African Americans.

Some enslaved persons turned to more violent means of rebellion. Despite the awful consequences they faced for doing so, some African Americans turned on their slaveholders and killed them.

On occasion, enslaved persons plotted uprisings. In 1822, for example, **Denmark Vesey**, a free African American who operated a wood-working shop in Charleston, South Carolina, was accused of planning an armed revolt to free the region's slaves. Whether or not Vesey actually planned an uprising is not known. The Charleston authorities claimed to have learned of the plot from an informer, and in 1822 Vesey was tried, convicted, and hanged.

A group of African Americans in Virginia did carry out an armed uprising during the early hours of August 22, 1831. Leading the attack was **Nat Turner**, an enslaved minister who believed God had chosen him to bring his people out of bondage. Turner and his followers killed more than 50 white men, women, and children before state and local troops put

down the uprising. A court then tried Turner and sentenced him to hang.

Reading Check **Describing** What was life like for African Americans in the 1800s?

Resistance and Rebellion Many enslaved men and women found ways to oppose the dreadful lifestyle forced on them. Some quietly staged work slowdowns. Others broke tools or set fire to houses and barns. Still others risked beatings or mutilations to run away.

SECTION 3 ASSESSMENT

Checking for Understanding

- Define:** cotton gin, planter, yeoman farmer, slave code.
- Identify:** task system, gang system, driver, Frederick Douglass, Denmark Vesey, Nat Turner.
- Explain** why industry lagged in the South compared to the North.

Reviewing Themes

- Continuity and Change** How did cotton farming change the South? What aspects of Southern life stayed the same?

Critical Thinking

- Synthesizing** Why was song an important part of the enslaved African American culture?
- Organizing** Use a graphic organizer similar to the one below to list the provisions of some slave codes for enslaved African Americans.

Slave Codes

Analyzing Visuals

- Examining Art** Study the painting of the Southern wedding on page 254. What elements of the painting suggest a wealthy lifestyle? Did all Southern planters live in such a lavish manner?

Writing About History

- Expository Writing** Imagine you are a European visitor to the South in 1830. Write a letter home explaining your impressions of life in this part of the nation.

Guide to Reading

Main Idea

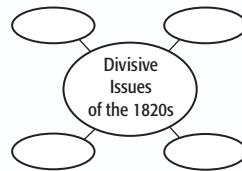
Sectional disputes eroded the spirit of nationalism that swept the country after the War of 1812.

Key Terms and Names

Missouri Compromise, Henry Clay, “favorite son,” William Crawford, American System, “corrupt bargain,” Democratic-Republican, mudslinging

Reading Strategy

Organizing As you read about growing sectionalism, complete a graphic organizer similar to the one below by filling in the divisive issues of the 1820s.

**Reading Objectives**

- **List** the major parts of the Missouri Compromise.
- **Describe** why the election of 1824 was controversial.

Section Theme

Groups and Institutions The rise of a new political party represented a disagreement between those who wanted to expand federal power and those who wanted to limit it.

Preview of Events



Thomas Jefferson

★ *An American Story* ★

As May approached in 1820, Thomas Jefferson should have been enjoying his retirement from public life. Instead, a bitter political controversy had him feeling deeply troubled. After more than a year of debate, Congress finally had crafted a plan to allow the Missouri Territory to enter the Union as a slave state while Maine came in as a free state. This arrangement preserved the delicate balance in the number of free and slave states. The arrangement, known as the Missouri Compromise, highlighted the growing dispute over slavery's expansion into the Western territories—a dispute that Jefferson feared could tear the nation apart:

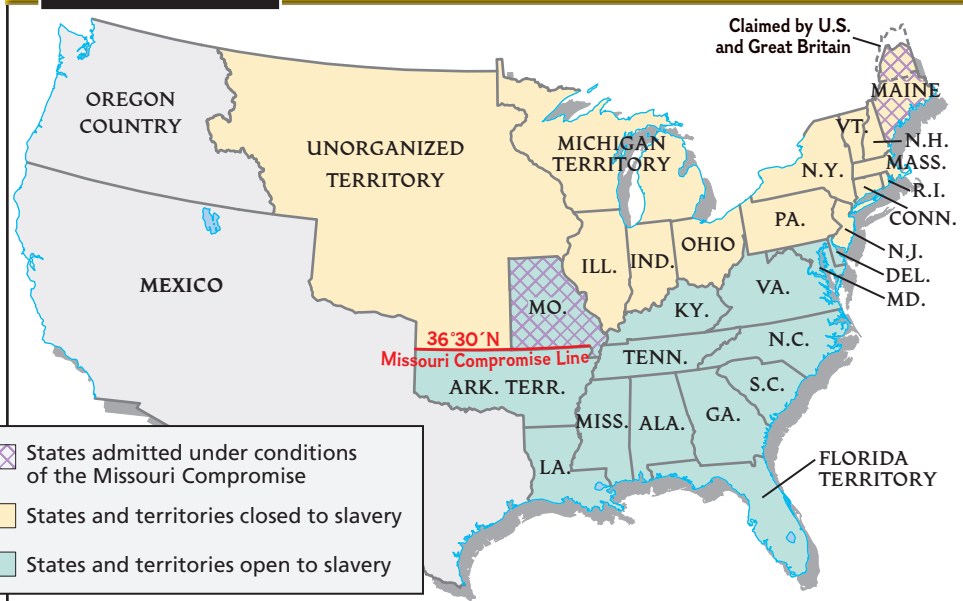
“This momentous question, like a firebell in the night, awakened and filled me with terror. I considered it at once as the knell [funeral bell] of the Union. It is hushed, indeed, for the moment. But this is a reprieve only, not a final sentence.”

—quoted in *The Annals of America*

The Missouri Compromise

The Monroe administration's Era of Good Feelings could not ward off the nation's growing sectional disputes and the passionately differing opinions over slavery. Tensions rose to the boiling point in 1819, when Missouri's application for statehood stirred up the country's most divisive issue: whether slavery should expand westward.

In 1819 the Union consisted of 11 free and 11 slave states. While the House of Representatives already had a majority of Northerners, admitting any new state, either slave or free, would upset the balance in the Senate and touch off a bitter struggle over political power.



Arkansas territory south of Missouri, but it would keep it out of the rest of the Louisiana Purchase.

Since many people at the time thought the Great Plains area north of Missouri was not suitable for farming, it appeared that this **Missouri Compromise** benefited the South. By a very close vote, carefully managed by **Henry Clay** of Kentucky, the House of Representatives voted to accept the Compromise. The Compromise held out the hope that pairing the admission of free and slave states together would quiet the dispute over the expansion of slavery.

Once the issue was settled, however, a new problem developed. Pro-slavery members of the Missouri constitutional convention added a clause to

the proposed state constitution prohibiting free African Americans from entering the state. This new controversy threatened final approval of Missouri's admission to the Union. Clay again engineered a solution by getting the Missouri legislature to state that they would not honor the spirit of the clause's wording.

Despite Clay's efforts, many leaders feared that the Missouri Compromise was only a temporary solution. "I take it for granted," John Quincy Adams wrote, "that the present question is a mere preamble—a title page to a great tragic volume."

Reading Check **Examining** Why was the Missouri Compromise proposed?

The Election of 1824

Politics reflected the sectional tensions of the day. Although the Republicans had supporters throughout the nation, sectional differences over beliefs and policies were growing obvious. The presidential campaign of 1824 showed how splintered the party was becoming.

GOVERNMENT

A Battle of Favorite Sons Four candidates ran for president in 1824. All belonged to the Republican Party and all were "**favorite sons**," men who enjoyed



Geography Skills

- Interpreting Maps** The Missouri Compromise allowed which two states to enter the Union?
- Applying Geography Skills** Why did the South readily agree to making slavery illegal in the unorganized Louisiana Territory?

Missouri's territorial government requested admission into the Union as a slave state in 1819. Acting for slavery's opponents, Congressman James Tallmadge, Jr., of New York proposed a resolution that prohibited slaveholders from bringing new slaves into Missouri. The resolution also called for all enslaved children currently living in Missouri to be freed at age 25. The House accepted the proposal, but the Senate rejected it. Most Senators and members of the House of Representatives from the South voted against the ban, while most from the North voted in favor of it.

Finally, a solution emerged when Maine, which for decades had been part of Massachusetts, requested admission to the Union as a separate state. The Senate decided to combine Maine's request with Missouri's, and it voted to admit Maine as a free state and Missouri as a slave state. This solution preserved the balance in the Senate. Senator Jesse Thomas of Illinois then proposed an amendment that would prohibit slavery in the Louisiana Purchase territory north of Missouri's southern border. This would allow slavery to expand into

the support of leaders from their own state and region. Two candidates, Henry Clay of Kentucky and Andrew Jackson of Tennessee, represented the West. John Quincy Adams, a Massachusetts man then serving as President Monroe’s secretary of state, was New England’s favorite son. **William Crawford** of Georgia represented the South.

Crawford ran on the original principles of Jefferson’s party—states’ rights and strict interpretation of the Constitution. Clay favored the national bank, the protective tariff, and nationwide internal improvements—collectively known as the **American System**. Adams was also in favor of internal improvements, but he was less enthusiastic about tariffs. Jackson steered clear of specific issues. His campaign focused on his personal heroism at the Battle of New Orleans.

On Election Day Jackson won the most popular votes, but no candidate won a majority in the Electoral College. Following constitutional procedure, the election went to the House of Representatives, whose members would select the president from the three candidates who received the highest number of electoral votes. Clay, who had placed fourth, was eliminated.

As the Speaker of the House, Henry Clay enjoyed tremendous influence there, and few doubted which candidate he would support. Clay and Jackson had been rivals for political leadership of the West and disliked each other intensely. Clay once described Jackson as “ignorant, passionate, hypocritical, [and] corrupt.” Jackson referred to Clay as the “meanest scoundrel that ever disgraced the image of his god.”

On a snowy February 9, 1825, the representatives met to make their choice. As expected, Clay threw his political weight behind Adams and helped him win the House election easily. Adams received 13 votes, while Jackson won 7 and Crawford won 4.

The Corrupt Bargain The hard feelings of the election campaign only intensified with Adams’s victory. Andrew Jackson Donelson, Jackson’s nephew, joined others in accusing Clay of arranging votes for Adams in return for a cabinet post:

“It is rumored and believed by every body here that Mr. Clay will be made Secretary of State. . . . What a farce! That Mr. Adams should swear to support the constitution of the [United] States which he has purchased from Representatives who betrayed the constitution, and which he must distribute among them as rewards for the iniquity.”

—quoted in *Henry Clay*

Upon taking office, the new president did indeed name Clay as his secretary of state, and Jackson’s supporters cried foul. They accused Adams and Clay of striking a “**corrupt bargain**.”

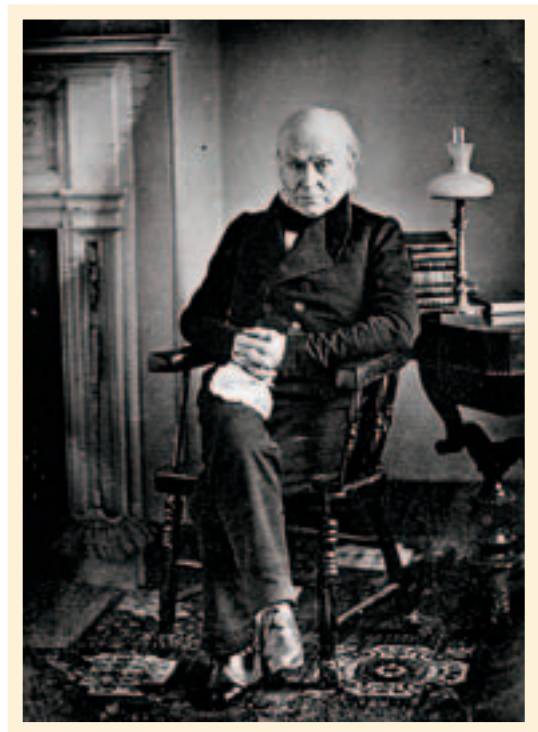
Adams and Clay denied any wrongdoing, and no evidence of a deal ever emerged. Still, Jackson’s outraged supporters came together in opposition to the Adams presidency. They took the name **Democratic-Republicans** to stress their differences with the party of John Quincy Adams—now called the **National Republicans**. Eventually the pro-Jackson party shortened the name to Democrats.

Reading Check **Summarizing** How did John Quincy Adams win the election of 1824?

The Presidency of John Quincy Adams

John Quincy Adams, son of the second president, had earned a reputation as the greatest secretary of state in the nation’s brief history. A highly intelligent and hardworking man, he intended to leave his mark on the presidency.

In his first message to Congress, Adams announced an ambitious program of nationalist legislation that exceeded even Clay’s American System. Alongside standard internal improvements, Adams



John Quincy Adams

urged that federal revenue also be used to build a national university and astronomical observatories, and to fund scientific research. To bar the federal government from these activities, he wrote, "would be to hide in the earth the talent committed to our change."

Adams's proposals, however, struck many legislators as a renewal of his father's Federalist principles. His opponents received the president's initiatives with scorn. It would be extravagant, they believed, to spend the taxpayers' money on such projects.

In the end, Congress granted the president funds for improving rivers and harbors and for extending the National Road westward, but this was far less than he had wanted. The repeated rebuffs he suffered in Congress set the stage for Adams's defeat in his 1828 reelection attempt.

Reading Check Identifying What did John Quincy Adams hope to accomplish during his presidency?

The Election of 1828

The presidential election of 1828 pitted John Quincy Adams against Andrew Jackson. The two men waged a bitter campaign, as Jackson fought to achieve a victory that his supporters believed had been unjustly denied him four years earlier.

The campaign descended into **mudslinging**, in which candidates criticized each other's personalities and morals. Adams called his opponent "incompetent both by his ignorance and by the fury of his passions." Jackson portrayed himself as the candidate of the common man and attacked Adams as an out-of-touch aristocrat. Jackson's supporters also called Adams a gambler for purchasing a billiard table and chess set for the White House. Jackson also revived the



Picturing History

Stumping for Old Hickory This campaign poster for the 1828 presidential election reminds voters of Jackson's heroic military reputation and of the 1824 election. **What elements in the poster refer to the "corrupt bargain"?**

alleged "corrupt bargain" between Adams and Clay as evidence that the president was untrustworthy.

When the results came in, Jackson had 56 percent of the popular vote and 178 of the 261 electoral votes, a clear victory. Many of the voters who supported Jackson were from the West and South, rural and small-town men who saw Jackson as the candidate most likely to represent their interests. The man whose fiery personality had earned him the nickname "Old Hickory," after a tough, hard wood found on the frontier, finally had reached the White House.

Reading Check Summarizing How did Adams and Jackson portray each other during the 1828 campaign?

SECTION 4 ASSESSMENT

Checking for Understanding

- Define:** "favorite son," "corrupt bargain," mudslinging.
- Identify:** Missouri Compromise, Henry Clay, William Crawford, American System, Democratic-Republican.
- Compare** the different campaign strategies of the candidates in the 1824 election.

Reviewing Themes

- Groups and Institutions** Why was the Democratic-Republican Party formed after the election of 1824?

Critical Thinking

- Synthesizing** Why do you think the candidates in the 1828 election focused on mudslinging instead of issues?
- Organizing** Use a graphic organizer similar to the one below to list the terms of the Missouri Compromise.

Missouri Compromise

Analyzing Visuals

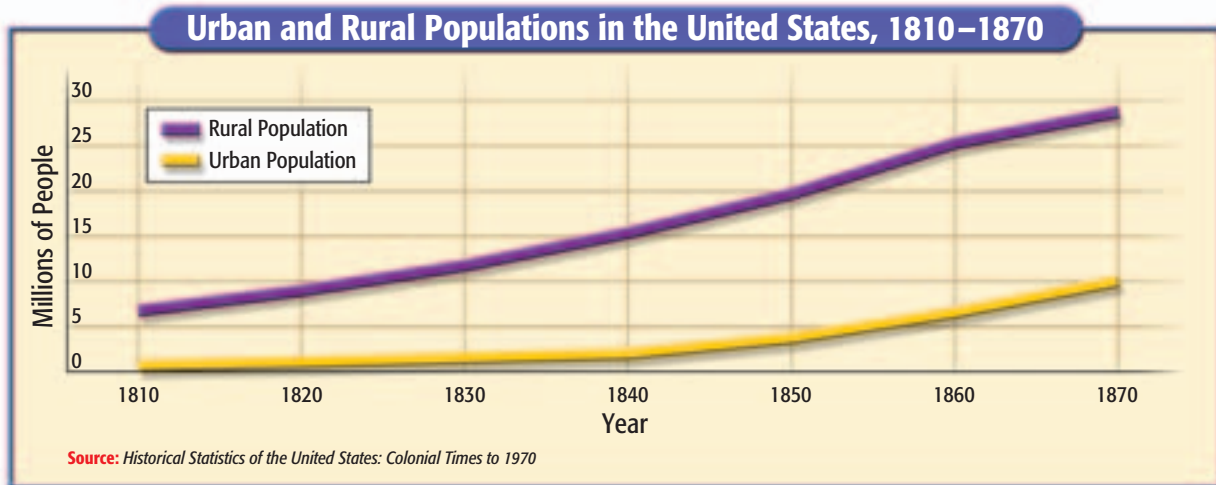
- Examining Photographs** Study the early daguerreotype of John Quincy Adams on page 259. What characteristics of Adams shown in the image give clues as to the kind of person he was?

Writing About History

- Expository Writing** Imagine you are a voter in the election of 1828. Write a letter to a family member explaining which presidential candidate you will vote for and why.

Social Studies SKILLBUILDER

Reading a Line Graph



Why Learn This Skill?

Line graphs are a way of showing numbers visually, making them easier to read and understand. Learning to read line graphs will help you compare changes over time or differences between places, groups of people, or related events.

Learning the Skill

Line graphs are often used to show changes in number or quantity over time. They show information in two dimensions. The horizontal axis (or x-axis) is the line along the bottom of the graph. If the graph shows information over time, this axis usually shows the time period. The vertical axis (or y-axis) is the line that runs up the side of the graph. This axis usually displays the quantity, or amount, of whatever is being measured.

A double-line graph shows more than one line, recording related quantities. For instance, you and a friend might both record your running speeds for races over a period of time on one graph, using a line of a different color for each of you. Before trying to understand any graph, be sure to read the labels on both axes and the key for each line.

Practicing the Skill

Study the line graph and answer the following questions.

- 1 What kind of information does the graph compare?
- 2 What are the time intervals on the horizontal axis?
- 3 What quantity is measured on the vertical axis?
- 4 What trend does the graph seem to show?
- 5 What two phenomena from the chapter explain the changes in the population?

Skills Assessment

Complete the Practicing Skills questions on page 263 and the Chapter 7 Skill Reinforcement Activity to assess your mastery of this skill.

Applying the Skill

Reading a Line Graph Create a line graph comparing the urban and rural population figures from 1910 to 1970. Compare your graph with the one on this page and write a summary of the differences you notice between the two.



Glencoe's **Skillbuilder Interactive Workbook CD-ROM, Level 2**, provides instruction and practice in key social studies skills.

Reviewing Key Terms

On a sheet of paper, use each of these terms in a sentence.

- 1. revenue tariff
- 2. protective tariff
- 3. interchangeable parts
- 4. labor union
- 5. strike
- 6. cotton gin
- 7. planter
- 8. yeoman farmer
- 9. slave code
- 10. "favorite son"
- 11. "corrupt bargain"
- 12. mudslinging

Reviewing Key Facts

- 13. **Identify:** John C. Calhoun, John Marshall, Francis C. Lowell, Eli Whitney, Frederick Douglass, Denmark Vesey, Nat Turner, Henry Clay.
- 14. Why were the years following the War of 1812 known as the Era of Good Feelings?
- 15. What were three actions that strengthened the federal government after the War of 1812?

- 16. What prompted the American declaration known as the Monroe Doctrine?
- 17. Why was agriculture, and not industry, the leading economic activity in the United States in the early 1800s?
- 18. How did cotton become the dominant crop in the South?
- 19. Why did the Republican Party split into the Democratic-Republican and the National Republican Parties?

Critical Thinking

- 20. **Analyzing Themes: Continuity and Change** What distinctive elements characterized enslaved African American culture?
- 21. **Organizing** Use a graphic organizer similar to the one below to list the effects of the Industrial Revolution.

Effects of the Industrial Revolution

- 22. **Interpreting Primary Sources** In *McCulloch v. Maryland*, the Supreme Court decided whether Congress had the power to set up the Bank of the United States. The following excerpt is from Chief Justice John Marshall's ruling. Read the excerpt and answer the questions that follow.

“The government of the United States . . . though limited in its powers, is supreme; . . . Among the enumerated powers, we do not find establishing a bank or creating a corporation. But there is no phrase [which] requires that everything granted shall be expressly and minutely described. . . . Among the enumerated powers of government . . . we find the great powers to lay and collect taxes . . . to declare war and conduct a war; . . . A government entrusted with such ample powers . . . must also be entrusted with ample means for their execution. . . . All means which are appropriate, which are plainly adapted to that end, which are not prohibited, but consist with the letter and spirit of the constitution, are constitutional. . . .”

—from *McCulloch v. Maryland*, 1819

- a. What was Marshall's opinion about the power of the government of the United States?
- b. Why do you think Marshall's ruling helped strengthen nationalist feelings in the United States?

Chapter Summary

Nationalism in Government

- War of 1812 sparks national pride
- Second Bank of the United States and protective tariffs set up to promote nation's economy
- Supreme Court rulings give federal government power over states
- Spain cedes Florida
- Monroe Doctrine establishes foreign policy

Nationalism in Society

- Steamboats and railroads link the nation's regions
- Telegraph establishes fast, long-distance communication
- Rural farmers and immigrants come together in Northern cities to find work

Sectionalism Emerges

- South's agricultural economy relies on slavery
- Northern leaders view slavery as morally wrong
- Missouri Compromise pits Northern leaders against Southern leaders
- Disputed election of 1824 leads to return to two-party political system
- Congress votes almost strictly along sectional lines

Self-Check Quiz

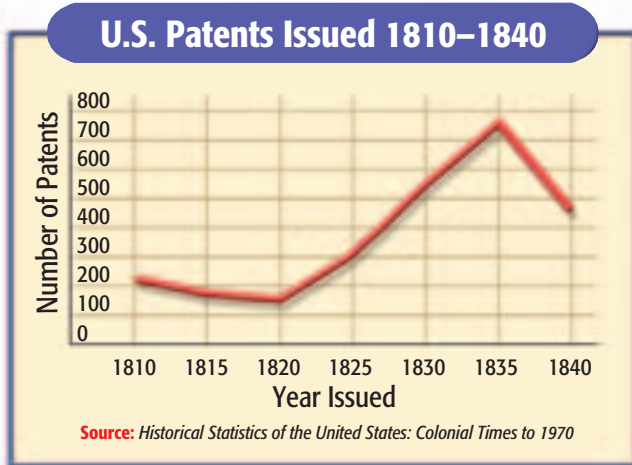
Visit the *American Vision* Web site at tav.glencoe.com and click on **Self-Check Quizzes—Chapter 7** to assess your knowledge of chapter content.

Geography and History

23. The map on the right shows the United States in 1824. Study the map and answer the questions below.
- Interpreting Maps** What international boundary was in dispute in 1824?
 - Applying Geography Skills** What geographic features determined the southern boundary of the Louisiana Purchase?

Practicing Skills

24. **Reading a Line Graph** The line graph below plots the number of patents issued between 1810 and 1840. Use the graph to answer the questions below.
- When did the number of patents issued drop sharply?
 - During what time span did the number of patents issued increase the most?



Writing Activity

25. **Reporting on Primary Sources** Search the Internet for a primary source (speech, letter, song, political cartoon, etc.) that describes heightened feelings of nationalism after the War of 1812. Write a brief explanation of the primary source and present your report to the class.

Chapter Activity

26. **Research Project** Research one of the technological advances made during the early 1800s. Write a description of the technological advance you have researched and create a diagram showing how it works. Place the description and the diagram in your portfolio.



Standardized Test Practice

Directions: Read the excerpt below, taken from the Monroe Doctrine, and answer the question that follows.

The American continents, by the free and independent condition which they have assured and maintain, are hence forth not to be considered as subjects for future colonization by any European powers.

We should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety.

The Monroe Doctrine sent a clear message to European powers from the United States. The Doctrine was designed to

- preserve the United States's trade routes with Europe.
- prohibit European nations from colonizing any lands in the Western Hemisphere.
- prevent Central American countries from declaring war against the United States.
- protect the United States from invasion by Central American nations.

Test-Taking Tip: Look in the passage to find clues to support your answer. Try not to get confused by the long sentences or old-fashioned language in this passage. Ask yourself what the *main idea* is. Then look for an answer that matches the main idea.