

CHAPTER 12

The Nation Grows

1815–1830

SETTING THE SCENE

Focus

The War of 1812 brought sweeping changes in the way Americans viewed themselves and the world in which they lived. They developed intense feelings of patriotism—pride, loyalty, and devotion to the country. At the same time, however, competition among the regions grew greater. The North, the West, and the South each cultivated an identity and tried to improve its own economic and political interests.

Concepts to Understand

- ★ How **economic development** during the Industrial Revolution brought changes to the United States
- ★ Why nationalism in the United States encouraged western expansion and helped define the **United States's role in world affairs**

Read to Discover . . .

- ★ the impact of the growth of industry on the American way of life.
- ★ why the United States began to emerge as a world power.

Journal Notes

What changes occurred in the United States as a result of the growth of industry? Keep a record of them as you read the chapter.



► SPINDLE OF THREAD

United States

- 1813 Francis Cabot Lowell builds power loom in Waltham, Massachusetts
- 1814 War of 1812 ends

1810–1814

World

- 1816 James Monroe elected President
- 1818 National Road reaches Wheeling
- 1819 Adams-Onís Treaty

1815–1819

- 1815 Napoleon defeated at Waterloo
- 1816 Argentina wins independence

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SECTION 1

Industries Take Root

SETTING THE SCENE

Read to Learn . . .

- ★ how industrial development began in the United States.
- ★ which inventions helped the growth of American industry.
- ★ what working conditions were like in factories.
- ★ why cities grew rapidly.

Terms to Know

- ★ Industrial Revolution
- ★ textile
- ★ factory system
- ★ interchangeable parts
- ★ division of labor
- ★ mass production



◀ SAMUEL SLATER

People to Meet

- ★ James Hargreaves
- ★ Richard Arkwright
- ★ Eli Whitney
- ★ James Watt
- ★ Oliver Evans
- ★ Samuel Slater
- ★ Moses Brown
- ★ Francis Cabot Lowell

Places to Locate

- ★ Pawtucket, Rhode Island
- ★ Waltham, Massachusetts

At the time of the American Revolution, agriculture dominated the American economy. In the nineteenth century, a new revolution would take place. The invention of new machines and the development of new economic practices would upset Thomas Jefferson's vision of the United States as a simple agricultural society.

★ A Revolution in Industry

The rise of factories that used machines to produce goods caused great changes in

the United States. The changes affected where and how people lived, how they earned their living, and what kinds of goods they could buy. The growth of industry eventually produced changes so great that this time in history is called the *Industrial Revolution*.

The Industrial Revolution in Britain

The Industrial Revolution began in Great Britain in the middle of the 1700s. British inventors developed new machinery and new sources of power—water, steam, and coal. New machines made

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possible whole new ways to produce goods. Power-driven tools slowly replaced hand tools.

The Industrial Revolution in Britain affected the **textile**, or cloth, industry first. New machines made thread or yarn and wove it into cloth. Before the Industrial Revolution, families and artisans had completed these processes at home or in small shops. Now owners built factories to house these new, large machines and hired large groups of workers.

Factory owners began to organize factory work so that it was completed as rapidly and efficiently as possible. The **factory system**—using machinery and workers together—made it possible for workers to produce large quantities of goods.

The British marketed their goods throughout the world. Low prices helped investors in the factories make huge profits. Knowing that they had the secret of manufacturing, the British carefully guarded their inventions. The British Parliament passed laws making it illegal for any machines, plans for machines, or skilled workers to leave Britain. Disobeying these laws brought severe punishment.

Revolutionary Inventions

Both British and American inventors contributed to the Industrial Revolution. Several early inventions propelled the growth of the textile industry.

In 1764 an Englishman, **James Hargreaves**, invented the spinning jenny. This machine spun many threads at one time, unlike the handheld spinning wheel that could only spin one thread.

In 1769 another Englishman, **Richard Arkwright**, took the spinning jenny one step further, inventing the water frame, a water-powered device that held many more spindles and produced thread faster.

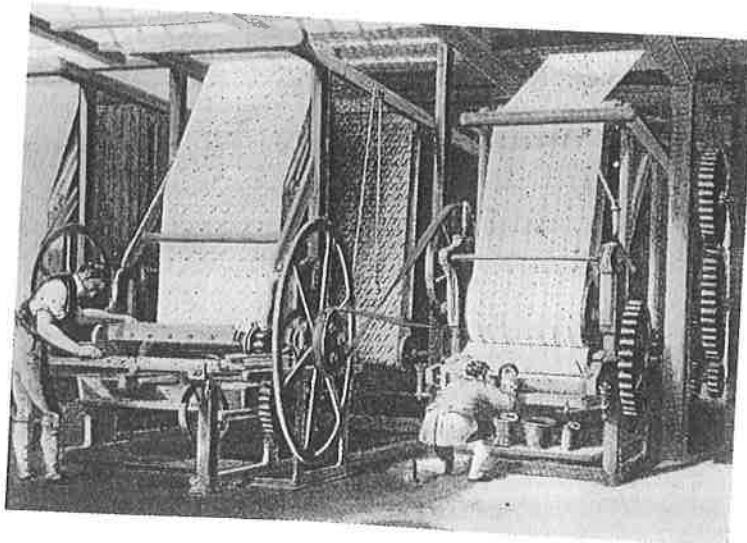
In 1786 **Edmund Cartwright** developed a steam-powered loom for weaving cotton. British industries used cotton imported from the United States. In 1793 an Ameri-

can inventor, **Eli Whitney**, invented the **cotton gin**, a machine that removed the seeds from cotton. With this machine, workers could prepare cotton for shipment to textile mills more quickly than ever before. A worker using the cotton gin could clean as much cotton as 50 people could by hand.

The first factories depended on the energy generated by running water and had to be built near rivers. In 1796 British manufacturers began to use a new source of energy—steam. **James Watt** of Scotland improved the design of steam engines and made their use practical. A few years later, in 1802, an American inventor, **Oliver Evans** of Delaware, built the first high-pressure steam engine for powering machinery. As a result of Evans's steam engine, factories no longer had to be built near streams or rivers.

★ Industry in the United States

The Industrial Revolution did not get started in the United States until the early 1800s. Before then, the United States produced mainly raw materials such as cotton, lumber, iron, and wheat.



Picturing
History

▲ **EARLY TEXTILE MILL** Products made in factories were turned out more efficiently and at a lower cost than those made at home. **The first factories depended on what energy source?**

The Pencil

Even an object as common as a pencil was unknown before the Industrial Revolution. Who had the bright idea to create the pencil?

Then

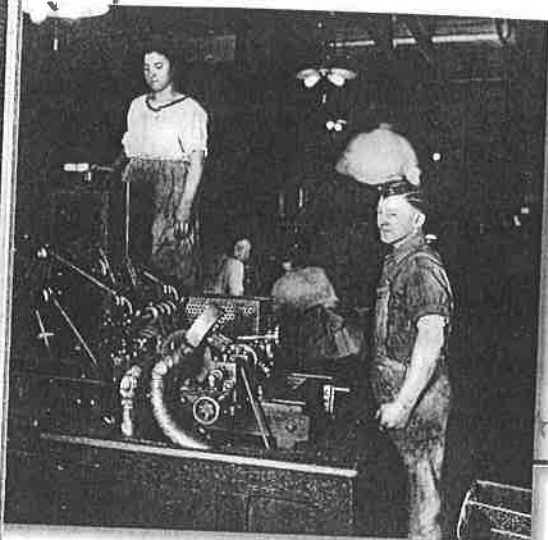
Wooden Case, Graphite Core

The first American-made pencils came from the factory of Joseph Dixon in Salem, Massachusetts. Dixon founded his factory to make pencils in 1827. Dixon made several products using the smooth, but greasy, black mineral graphite. Each pencil had a wooden "wrapper" around a core of clay and graphite. Graphite is often mistaken for lead, so many people called the handy writing tool a "lead pencil."

Now

Wooden Case, Graphite Core

Pencils are now the most widely used writing tool in the world—and in space as well, for astronauts have found that pencils (unlike most pens) work well in conditions of weightlessness. Ordinary pencils are still made with wooden cases and cores of clay and graphite. And many of the 2 billion pencils made in the United States each year still come from Dixon's factories.



◀ DIXON PENCIL FACTORY, 1800S

Artisans, such as blacksmiths, weavers, and carpenters, used hand tools to make their products. Although mills powered by water ground corn and wheat into flour and meal, almost everything else was made by hand, including shoes, saddles, glass, hats, wagons, nails, and books.

Before the American Revolution, the colonies had depended on Britain for manufactured goods. British regulations, in fact, had discouraged American industry from competing.

After independence, however, Americans were free to share in the profits of the Industrial Revolution. Some states offered rewards to people from Britain who would bring their knowledge of machines and industry to America.

Sharing the Secrets

The rewards offered drew some clever and adventurous inventors. In 1789 **Samuel Slater**, a 21-year-old apprentice in Arkwright's textile mill in England, mem-

orized the design of the machinery. Knowing that he would not be allowed to leave Britain, he traveled in disguise to the United States. Once in New York, Slater offered his services to **Moses Brown**, a wealthy Quaker who owned an inefficient cotton mill in **Pawtucket, Rhode Island**.

Within a year, Slater re-created from memory Arkwright's cotton mill. The Pawtucket mill housed 72 spindles powered by the falling water of the nearby river. It was the first factory in the United States. By 1800, seven similar mills had been built in New England. The Industrial Revolution had come to America.

Thanks in part to the region's many swift-running rivers, the Northeast soon became the industrial center of the United States. Waterpower turned the waterwheels that ran the machines of the new factories. In addition, a number of New England traders, realizing the profit they could make from factories, invested their money in them.

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The Lowell Landmark

At first, American textile factories produced only yarn and thread. Families working at home still used hand looms to weave yarn and thread into cloth. In 1813 a young Bostonian, **Francis Cabot Lowell**, took another step in industrialization.

After seeing power looms in Britain, Lowell built one himself. He then placed the looms along with thread-spinning spindles in a new factory at **Waltham, Massachusetts**. Now, for the first time, the entire process of converting cotton into cloth took place in one building.

New Methods of Working

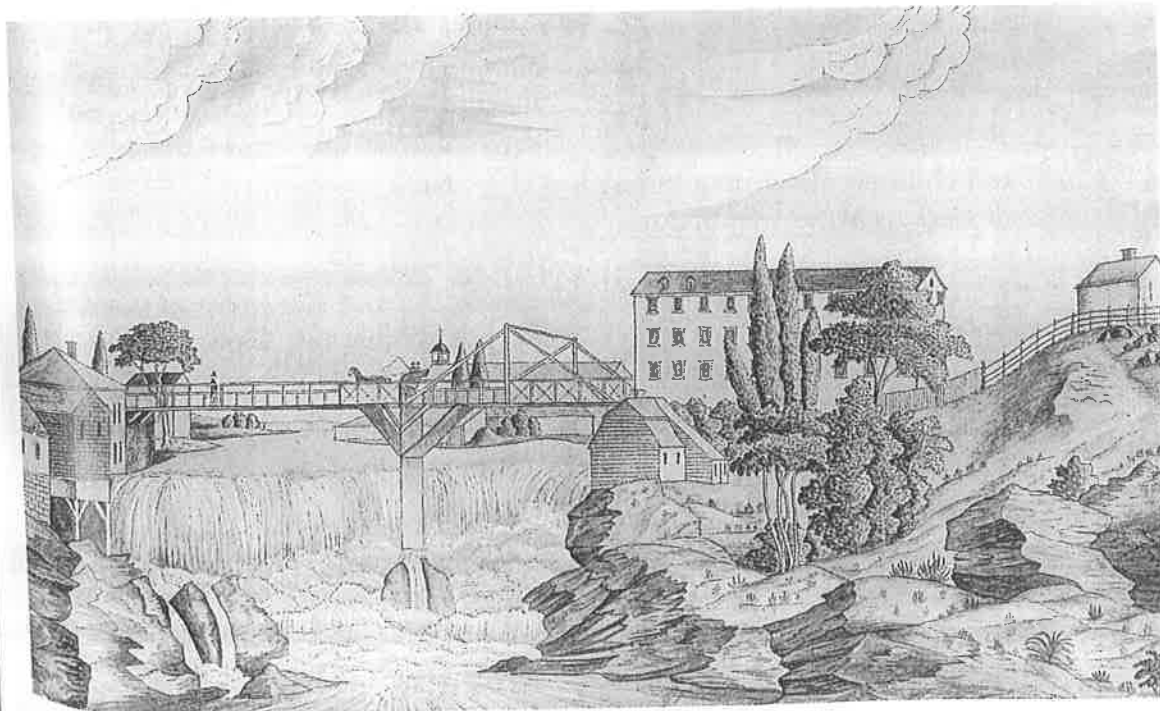
In 1798 Eli Whitney, who had invented the cotton gin while working in Georgia, came up with another idea that spurred the Industrial Revolution. He thought of a new way to manufacture guns.

He invented a machine that made it possible for workers to cut pieces of metal

in exactly the same shape every time. With such a device, each part of a gun could be made in large numbers—all exactly alike. Each part could then be used in making guns that were also exactly alike. As a result, it also became easy to replace broken parts.

This system of making **interchangeable parts**, or parts that are exactly alike, revolutionized gun making. While some workers cut metal with patterns, others put the gun parts together. Dividing up the work in this way and giving each worker one or two simple jobs to do is called **division of labor**. This system was soon used in other types of factories.

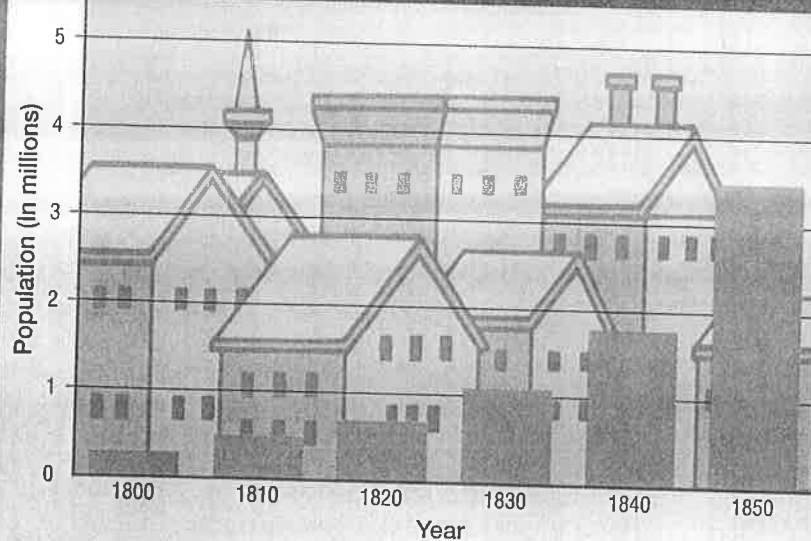
Interchangeable parts, division of labor, and other new manufacturing methods made **mass production** of goods possible. This meant that goods could be made in large quantities, in a short time, for less cost. Before long, other factories were producing such items as wagon wheels, stoves, axes, and other tools.



Picturing History

▲ **SLATER'S MILL** Technology from Great Britain's Industrial Revolution helped Samuel Slater build a mill in Pawtucket, Rhode Island, in 1790. **Why did Slater have to travel in disguise to America?**

Urban Population Growth in America, 1800–1850



Graph Study

Urban population in the United States began to increase quickly by the approach of the mid-1800s. By what year had the number of people living in cities first reached more than 1 million?

Source: *Historical Statistics of the United States.*

★ Industrial Working Conditions

The Industrial Revolution changed people's lives. Artisans who made goods in their homes now had to compete with factory-made goods. Many people left family farms and shops to work in the new factories. For some it meant new opportunities, but for many it meant a new kind of drudgery.

Women and children made up a large percentage of workers in factories because they could be paid less than men. Because wages were low, entire families sometimes had to go to work in a factory.

Factory workers put in long hours—12 to 14 hours a day, 6 days a week—often in unsafe and unhealthy working conditions. Bad lighting and poor ventilation harmed the workers' health. Poor working conditions were typical of American industry throughout much of the nineteenth century.

As machines replaced hand tools, jobs for skilled craft workers became scarce. Before industrialization, there had been enjoyment in skilled work and pride in good handicraft. Now, workers tended to machines, performed the same tasks over

and over, and took little pride in the completed product.

In an effort to improve their working conditions, workers organized into **labor unions**. Labor unions demanded higher wages and better working conditions. Skilled artisans, such as carpenters, shoemakers, and printers, formed the first labor unions in the United States. Later unskilled laborers and female workers began to organize.

Growing Cities

In 1810 about 90 percent of the American population still lived on farms. The spread of the factory system and mass production caused cities to grow as more people moved to be near new factories. New York City ranked as the United States's largest city in 1810. Its population doubled from about 96,000 to about 203,000 between 1810 and 1830. Philadelphia's population went from about 91,000 in 1810 to about 161,000 in 1830.

Cities offered more job opportunities and better chances for education, as well as libraries, theaters, and other kinds of entertainment. Even in colonial times,

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however, cities had been troubled by problems with clean water, fire protection, and public health.

As cities grew rapidly, these problems worsened and new ones developed. Large groups of newcomers from the country settled in factory areas. Housing around factories became overcrowded, run-down, and unhealthy to live in. Crime also became a problem.

Biography ★★★

Mother Elizabeth Seton Champions Education

The problem of poverty in great industrial cities inspired a number of people to try to help. Elizabeth Ann Seton (1774–1821) was left a widow at the age of 29. Although she had five children to raise alone, she saw the need for free education for the poor. A convert to Roman Catholicism, she put her efforts into opening a free Catholic elementary school in Baltimore, Maryland. Her children attended the school along with the children of recent immigrants.

A few years later in 1809, Seton founded a religious order called the Sisters of Charity, the first such order founded in the

United States. Now called Mother Seton, she led this group of nuns in helping the sick and establishing orphanages.

Mother Seton is the founder of the Catholic parochial, or private church-sponsored, school system in the United States. In 1975 she became the first native-born American canonized—made a saint—by the Roman Catholic Church. ★★★



◀ ELIZABETH ANN SETON

★ SECTION 1 REVIEW ★

Checking for Understanding

1. Identify James Hargreaves, Richard Arkwright, Eli Whitney, James Watt, Oliver Evans, Samuel Slater, Moses Brown, Francis Cabot Lowell, Pawtucket, Waltham.
2. Define Industrial Revolution, textile, factory system, interchangeable parts, division of labor, mass production.
3. What inventions helped the growth of the textile industry?
4. What factors made the Northeast the first industrial region of the United States?

Critical Thinking

5. **Forming Opinions** By leaving Britain with his knowledge of manufacturing, Samuel Slater broke the law, yet he helped start the textile industry in America. Do you think he was right or wrong to do this? Explain your answer.

ACTIVITY

6. Think of an example of division of labor in making or building something. Draw a diagram showing the process.

Moving West

SETTING THE SCENE

Read to Learn . . .

- ★ why Americans moved west in the early 1800s.
- ★ how transportation systems improved in the United States in the early 1800s.

Terms to Know

- ★ Wilderness Road
- ★ turnpike
- ★ toll
- ★ National Road
- ★ canal

People to Meet

- ★ Daniel Boone
- ★ John Fitch
- ★ Robert Fulton
- ★ De Witt Clinton

Places to Locate

- ★ Cumberland Gap
- ★ Lake Erie
- ★ Hudson River
- ★ Erie Canal
- ★ Buffalo, New York



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◀ NATIONAL ROAD MILE MARKER

During the early history of the United States, the frontier continually moved westward. As the Atlantic coastal area became crowded, people packed their belongings and moved to unsettled land in the West.

To one observer in 1817, "Old America seemed to be breaking up and moving westward." George Flower, who migrated to Illinois from England in the same year, recorded the following observation of Americans on the move:

“Some came in wagons and light carriages, overland; some on horseback; some in arks; some in skiffs [small boats]; and some by steamboat, by New Orleans.”

★ Land!

Why did so many Americans and newcomers from Europe move to the frontier? Pioneers in general shared a dream of new opportunities on the frontier. Most important was the chance to own inexpensive land with rich soil.

In addition to new settlers from Europe, many Americans also moved west, lured by rich soil and cheap land. They came from all sections of the country. Cotton planters from the South, cattle and sheep ranchers from New England, and merchants and storekeepers from the East all moved west looking for new economic opportunities.

Moreover, some American pioneers moved westward because they had worn

out the soil on their land and needed to find new, fertile land. Farmers then knew little about the soil, preserving nutrients, or preventing erosion. When the soil became thin, these farm families simply packed up, moved west, and started another farm.

Conestoga wagons, developed by Pennsylvania's German Americans during the colonial era, carried everything the families owned on their journey west. These sturdy, canvas-topped wagons were pulled by yoked oxen or teams of horses on the long, slow journey.

Once the pioneers arrived, their survival depended upon the long-handled ax and the rifle. With the ax, farmers cleared trees from the land so it could be planted and built cabins and furniture for their families. The rifle was indispensable for hunting and protection.

★ Pathways to the West

In 1775 **Daniel Boone** led a group of 30 lumberers from Virginia through the Powell River valley and across the **Cumberland Gap**, a natural pass through the Appalachian Mountains. (It is near where the states of Virginia, Tennessee, and Kentucky meet.) With mighty blows from their axes, Boone's party cleared a trail to central Kentucky. It became the main road west. By 1800 about 20,000 settlers traveled this rocky, primitive trail, known as the **Wilderness Road**, to settle south of the Ohio River.

Pioneer settlers moved west by many routes besides the Wilderness Road. Some made their way to the **Northwest Territory** over rough wagon roads. Then they loaded their belongings onto flatboats and floated down the Ohio River. New Yorkers usually took the route across the Mohawk River valley to **Lake Erie**. Other settlers from the Northeast crossed the mountains in western Pennsylvania and followed trails to Pittsburgh, at the head of the Ohio River.

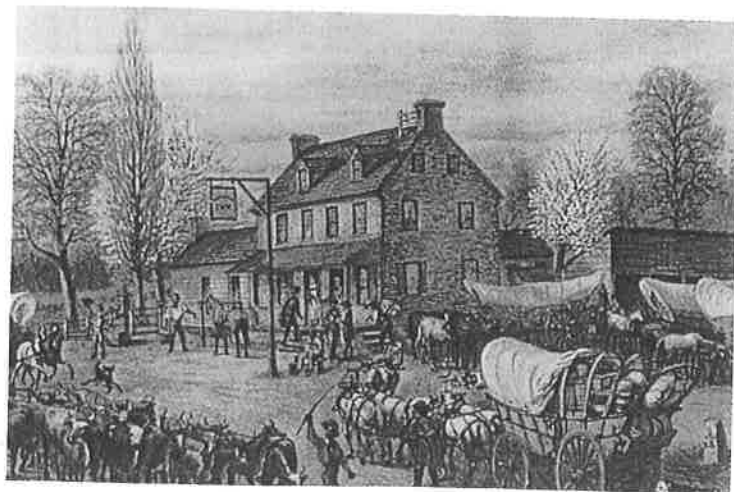
Biography ★★

The Lincoln Family on the Move

The Lincolns of Virginia, like many other families, heard Daniel Boone's tales of the rich black soil, blue-green grass, and clear streams of Kentucky.

Like many people with small farms, the family of Abraham Lincoln worked hard to make ends meet. They listened eagerly as Boone explained that they could buy all the land they wanted for 40 cents an acre. The family decided to take its chances in the West. In 1782 they followed the Wilderness Road into Kentucky and settled along the Green River on more than 2,000 acres.

Although the Lincolns worked hard on their land in Kentucky, a dispute over the ownership encouraged them to move once again. Because they had heard stories of good land farther west, late in 1816 the Lincolns packed up all their household goods, their four horses, and their children—Sarah and Abraham. Crossing the Ohio River to the north, they settled at Little Pigeon Creek in Indiana, a lonesome country with two or three miles (3.2 to 4.8 km) between settlers. Abraham



Picturing History

▲ **THE WILDERNESS ROAD** Travel across the Appalachian Mountains to the Ohio Valley could take several weeks. **What is the name of the natural pass through the Appalachian Mountains?**

Lincoln, who later became the nation's 16th President, wrote:

“ It was a wild region, with many bears and other wild animals still in the woods . . . the panther's scream filled [the] night with fear . . . bears preyed on the swine . . . [There was] about one human being to each square mile. ”

In search of richer farmland, in 1830 the Lincolns again moved farther west to Illinois. According to Abraham, the uneven muddy trail made the journey “slow and tiresome,” and they often had to wade through rivers and creeks. ***

★ Transportation Systems Improve

Westward travel on roads, trails, and waterways increased dramatically in the early 1800s. The increasing numbers of pioneers moving west made it clear that Americans were on the move and needed reliable transportation systems. The rise of industry and an increase in agricultural production also encouraged improvements in transportation. People wanted cheap, speedy transportation to get raw materials to factories and goods to market.

Between 1800 and 1830, several private companies decided to go into the road-building business. In New York and Pennsylvania these companies constructed many private roads called **turnpikes**, with the approval of state governments. These roads had spiked poles, or pikes, that blocked the roads like gates. When travelers on the roads paid a **toll**, the charge for using the road, the tollkeepers turned the pikes aside to let them continue.

The toll money paid for building the roads. Within a short time, turnpikes connected a number of cities in the East and led to major rivers of the West.

The National Road

Settlers moving west demanded a better land route to help their region grow more rapidly. Many settlers wanted parts of the West to gain statehood. Better transportation would surely increase the population in the West and at the same time make moving goods quicker and less costly.

In 1806 Congress approved government funds to finance building the **National Road**, which led to the West. Work on the road did not begin immediately, however, because of President Jefferson's concern that the Constitution did not provide for the government to build roads. Finally, construction began in 1811. The \$7 million project took seven years to complete. The road, with a crushed stone surface and large stone bridges, connected Cumberland, Maryland, with Wheeling, Virginia (present-day West Virginia).

From the day the National Road opened, it was crowded with people moving west. One observer noted, “We are seldom out of sight, as we travel on this grand track towards the Ohio, of family groups, behind and before us.”

The National Road moved westward with the pioneers. In 1830 Congress voted to lengthen the new road to Columbus, Ohio, and later to Indianapolis, Indiana. By 1852 the road stretched to Vandalia, Illinois.

The National Road made it possible for people to travel in all kinds of weather. The crushed stone allowed water to drain, so that wagon wheels did not get stuck in ruts and potholes. Travelers on the National Road had fewer problems with dust and mud. Taverns and inns along the road provided food and rest for travelers.

★ Depending on Waterways

Even though the number of roads increased during the early 1800s, rivers remained the nation's main means of transportation. Before the 1820s most travelers sailed, floated, or poled their

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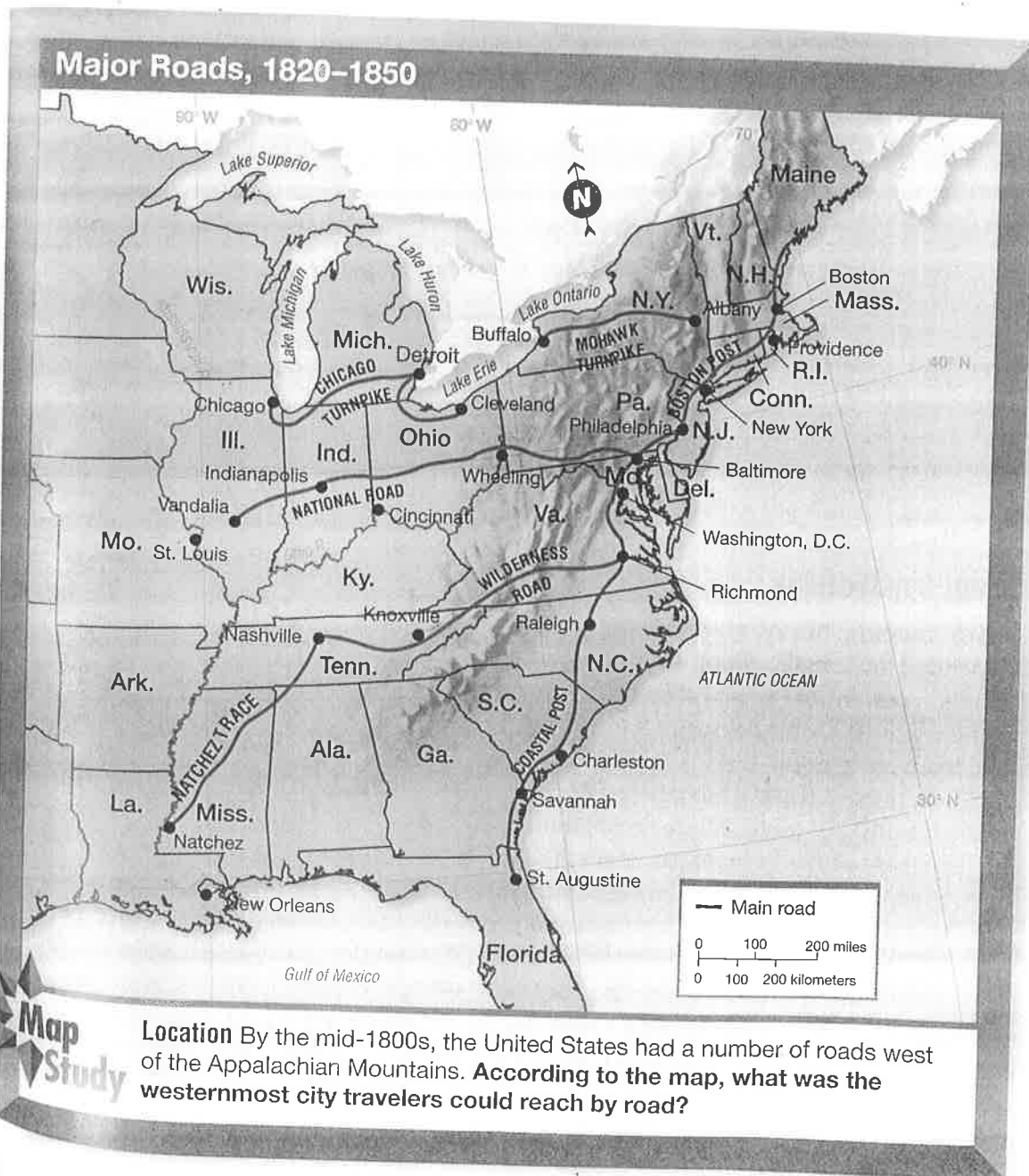
way downriver on flatboats and rafts. Getting back upriver against the current, however, proved challenging. Teams of horses slowly pulled boats upstream, often against strong currents. They moved so slowly that travelers could leave the boats and walk along the shoreline.

Steam Replaces Sails

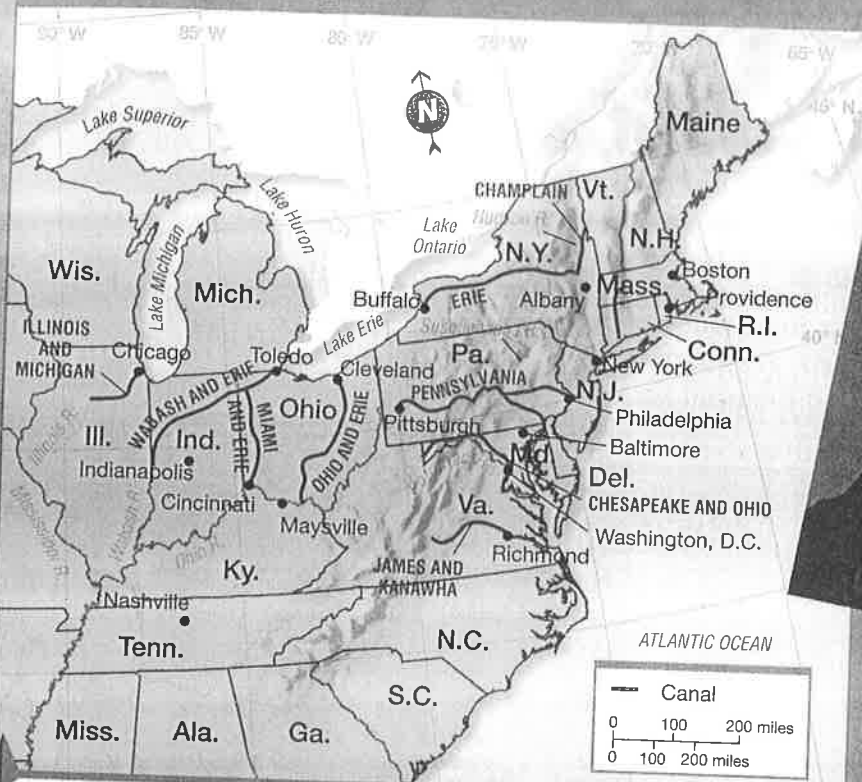
John Fitch, another ingenious American inventor, designed a steamboat in 1785 but could not find financial backing

to carry out his ideas. In 1807 Robert Fulton incorporated some of Fitch's design for a steamboat and built the *Clermont*.

Fulton launched his steamboat on the Hudson River. It traveled 150 miles (241 km) upriver from New York to Albany in an amazing 32 hours. The return trip downriver took only 30 hours. The *Clermont* became an immediate success. Before long, steamboats carried people and goods along the Mississippi River and the Great Lakes. These water systems became important trade routes to the interior.



Canals, 1820–1850



▲ GOVERNOR DE WITT CLINTON



Location In the early 1800s, Americans shipped many goods along canals. **What two bodies of water did the Ohio and Erie Canal connect?**

Canal Connections

For moving heavy goods, Americans depended on canals. Shipping goods on canals was much more efficient than using roads. It took 4 horses to haul a 1.5-ton load on a good road. On the other hand, 2 horses could pull a canal boat loaded with 50 tons. While boats and barges could carry large loads at a small cost, rivers were not always conveniently located. As a result, a period of canal building began.

A **canal** is a channel dug out and filled with water to allow boats to cross a stretch of land. Canals connected natural waterways, allowing boats and barges to travel between those bodies of water. By 1815 a number of short canals had been built.

The canal-building craze did not really begin, though, until the **Erie Canal** was completed in 1825.

"Clinton's Ditch"

New York's governor, **De Witt Clinton**, and other New Yorkers dreamed of connecting the Great Lakes with the Mohawk and Hudson Rivers and, finally, New York City. Clinton drew up plans for the so-called Erie Canal and took his proposal to Washington, D.C., to ask for federal money. Congress rejected his idea.

Still believing in his dream, Clinton asked the New York legislature to fund the canal. They agreed, and construction of the Erie Canal began in 1817. Many people laughed at the idea of Clinton's

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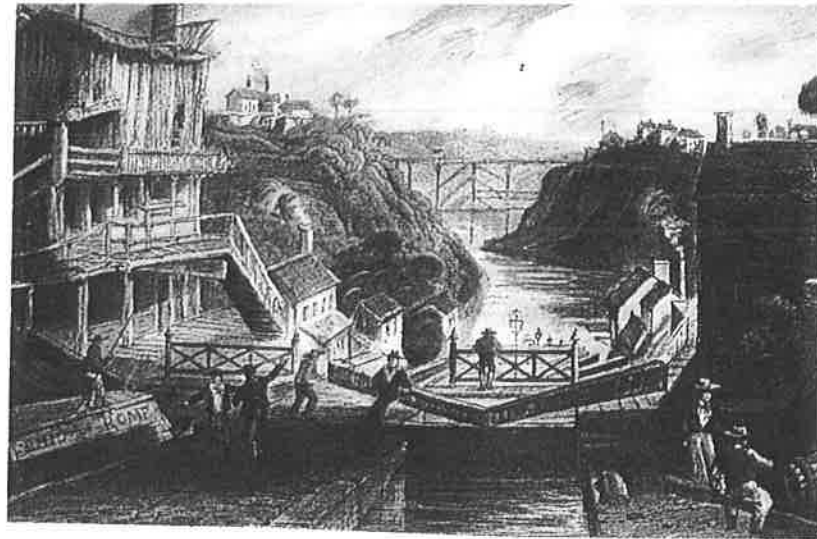
“big ditch”—sure that a canal about 363 miles (584 km) long and 4 feet (1.2 m) deep would fail. But others disagreed.

John Williams, a Detroit merchant, believed in Clinton’s dream. In a letter he wrote to a friend in 1817, he described what he believed the Erie Canal would bring:

“ The projected canal to connect the waters of Lake Erie with those of the Hudson [River] will no doubt greatly accelerate the population and prosperity of this country. . . . ”

In 1825 a freight barge named the *Seneca Chief* traveled the Erie Canal from Buffalo, at the eastern end of Lake Erie, to Albany, on the upper Hudson River. From Albany, the *Seneca Chief* continued its journey down the Hudson River to New York City. There, De Witt Clinton proudly poured a kegful of water from Lake Erie into the Atlantic Ocean to celebrate.

By 1830 New York stood to make a huge profit from canal tolls—even after paying for the cost of building and maintaining the canal. The canal lowered the cost of moving a ton of goods from 30 cents to less than 2 cents per mile. It also dramatically cut travel time.



▲ THE ERIE CANAL

The Erie Canal opened a continuous water route linking the Great Lakes with New York City’s harbor on the Atlantic coast. It speeded up settlement of the Great Lakes region and created the easiest, quickest, and cheapest way to send goods from the Northeast to the West. As a result, New York City became the major center for goods being shipped to the Great Lakes ports.

The success of the Erie Canal inspired others. Pennsylvania had a system of waterways connecting Philadelphia with other parts of the state. In Ohio and Indiana, canals linked the Great Lakes ports with the Ohio and Mississippi rivers. In New Jersey canals connected the Delaware and Raritan rivers.



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★ SECTION 2 REVIEW ★

Checking for Understanding

1. Identify Daniel Boone, John Fitch, Robert Fulton, De Witt Clinton, Cumberland Gap, Lake Erie, Hudson River, Erie Canal, Buffalo.
2. Define Wilderness Road, turnpike, toll, National Road, canal.
3. What methods of transportation did pioneers use to move to the West?
4. Why did canals seem to be the answer to the country’s transportation problems?

Critical Thinking

5. Determining Cause and Effect How did the Erie Canal affect the Great Lakes region?

ACTIVITY

6. Create a chart with sketches illustrating the major means of transportation that helped the United States grow. Write a caption under each sketch explaining how this mode of transportation helped the country develop.

Nationalism and Sectionalism

SETTING THE SCENE

Read to Learn . . .

- ★ why feelings of national pride and loyalty increased among Americans in the early 1800s.
- ★ why rivalries between sections of the country increased.

Terms to Know

- ★ nationalism
- ★ American System
- ★ protective tariff
- ★ monopoly
- ★ interstate commerce
- ★ sectionalism
- ★ Missouri Compromise

► DANIEL WEBSTER

People to Meet

- ★ James Monroe
- ★ Henry Clay
- ★ James Tallmadge, Jr.
- ★ John Quincy Adams
- ★ Andrew Jackson



Americans celebrated the Fourth of July with special joy in 1815. Proud patriots rang bells and waved banners. Marching bands paraded to the sounds of fifes and drums. Lively crowds sang patriotic songs and listened to rousing speeches.

★ National Unity

The War of 1812 stirred strong feelings of nationalism, or feelings of pride and devotion, among Americans everywhere. Americans thought more than ever about their nation's interests, needs, and goals. They wanted the nation to be independent and self-sufficient.

The Era of Good Feelings

In 1816 citizens in all parts of the United States supported the Republican party. A Republican President, James Madison, and a Republican majority in Congress firmly controlled the nation. Former Federalists such as John Quincy Adams (son of President John Adams) joined the Republican party.

Election of 1816

James Monroe of Virginia and William Crawford of Georgia competed to be the Republican candidate in the election of 1816. Monroe won by a narrow vote. He

then easily won the presidential election with 183 electoral votes. His competitor, Federalist candidate Rufus King, won only 34 electoral votes.

The United States was enjoying great prosperity in March 1817 when Monroe gave his Inaugural Address. The new President spoke of national unity and general agreement on national issues. He proclaimed that

“National Honor is National property of the highest value.”

For a brief time in American history, political rivalry had seemed to fade away. The editor of a Boston newspaper wrote that an “Era of Good Feelings” had begun. Nationalism and unity seemed stronger than sectional feelings or party loyalties. By 1820 Federalists had vanished from national politics and President Monroe was reelected without opposition.

Outgoing President Madison’s last message to Congress in 1817 expressed America’s growing mood of nationalism. The War of 1812 had clearly demonstrated that Jefferson’s ideal of a central government with limited functions could not meet the needs of a nation in times of crisis. Sounding more like a Federalist than a Republican, Madison urged the federal government to guide the growth of trade and industry. The large Republican majority in Congress agreed. The Republican party made a change from favoring states’ rights to championing federal power.

Footnotes to History

A Ceremony Outdoors The fifth President of the United States, James Monroe, was the first President to be inaugurated outdoors. Usually the President took the oath of office in the House of Representatives, but when senators insisted on bringing fancy red armchairs to the ceremony, the House refused. Instead of arguing over the situation, someone decided to hold the inauguration outdoors.

★ The American System

Henry Clay, a Republican and speaker of the House, proposed a nationalist program to improve the nation. Clay’s “American System” aimed to help the economy of each section of the country and increase the power of the federal government. Clay called for higher tariffs, a Bank of the United States, and internal improvements, such as the building of roads, bridges, and canals.

Clay designed the American System to halt the growing sectionalism that he saw in the country. Not all congressional leaders agreed with Clay, though, and they did not accept all of his proposals. Although Congress did not spend much money on internal improvements, other parts of the American System did become law.



▲ HENRY CLAY

Another

In 1817, Congress passed the Bank of the United States, which had criticized the Bank of the United States.

Republican minds saw the first ban on state banks that printed too much money.

The result was that the price of goods fell, incomes were lower, and the government had to raise taxes to help the states.

Trade

Another problem was that the quality of goods was lower and more expensive.

By focusing on goods, the manufacturing sector could protect itself.

The Hamiltonian system passed, but the protective tariff thus raised the price of imported goods, making them more expensive and cheaper.

Another National Bank

In 1816 the Republican majority in Congress brought back the national bank, which had been allowed to end in 1811. In 1791 as a member of Congress, Madison had criticized Hamilton's national banking system. In 1816, however, President Madison signed a bill creating the Second Bank of the United States.

Republican leaders changed their minds about the national bank when they saw the confusion that resulted after the first bank closed in 1811. Many officials of state banks acted unwisely. They made too many loans and allowed too much money into circulation.

The result was **inflation**—rapid rises in the prices of goods. Prices rose faster than incomes, so that American families could buy less and less with each dollar. Also, without a national bank, the federal government had no safe place to keep its funds. The Second Bank of the United States restored order to the money supply, helping American businesses to grow.

Trade Protection

Another problem with the economy was a flood of goods from Britain following the War of 1812. British factories, often more advanced, turned out goods of higher quality and at a cheaper cost than goods made in America.

By flooding the United States with their goods, the British hoped to keep American businesses from competing. American manufacturers called for high tariffs to protect their growing industries.

The Republicans followed another of Hamilton's Federalist ideas when they passed a bill in 1816 to impose a **protective tariff**. The new tariff taxed imports, thus raising the prices of imported goods. Merchants added the tariff to the price of imported goods. This made them more expensive and encouraged people to buy cheaper American-made goods.

★★★ AMERICA'S FLAGS ★★★



Flag of 1818 By 1818 the number of states had reached 20. In April President

Monroe signed a bill that set the basic design of the flag. Each newly admitted state added a star to the field of blue. The addition of a new star took place on the Fourth of July following the state's year of entry. The 13 stripes symbolizing the original states remained unchanged.

The Great Star Flag

Congress did not state how the stars should be arranged, so flag-makers used various designs. The Great Star Flag placed the stars in the form of a five-pointed star.



★★★★★★★★★★★★★★★★★★★★

★ Nationalism and the Supreme Court

In three of its decisions in the early 1800s, the Supreme Court, led by Chief Justice John Marshall, supported the powers of the national government. In the case of *Fletcher v. Peck* in 1810, the Supreme Court ruled that acts of a state government could be declared void if they violated provisions of the Constitution.

In 1819 the Court decided *McCullough v. Maryland*. It said that the state of Maryland could not tax the local office of the Bank of the United States because it was the property of the national government. Being able to impose such a tax, the Court said, would give states power to destroy the national government.

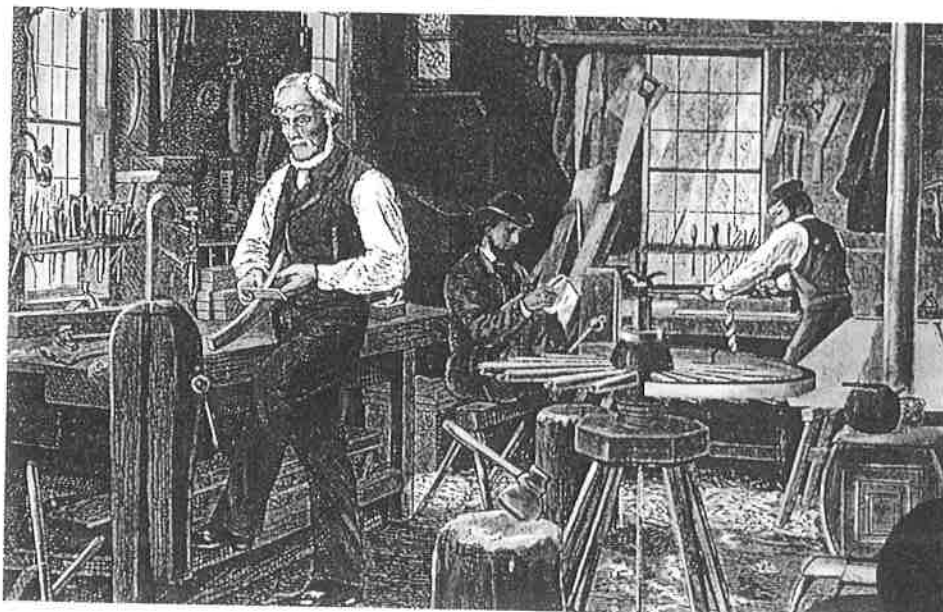
The Court also ruled that the national bank was constitutional, even though the Constitution did not specifically give Congress the power to create one. Marshall observed that the Constitution specifically

permitted Congress to issue money, borrow money, and collect taxes. Therefore, he concluded that the federal government could choose any method that was “necessary and proper” to exercise the powers the Constitution had given it.

In 1824 the Court again ruled in favor of federal government power. In *Gibbons v. Ogden*, the state of New York had granted a **monopoly** to a steamship operator running ships between New York and New Jersey. This meant no competitors could run steamboats on the same route. The Supreme Court, however, said that only Congress had the power to make laws governing interstate commerce, or trade between states.

★ A Split Into Sections

Different regions of the country had maintained different interests and priorities since colonial times. In the early 1800s, three distinct sections developed in the United States—the North, the South, and the West.



**Picturing
History**

▲ **THE TARIFF QUESTION** Tariffs protected many of the North’s industries. However, the passage of protective tariffs increased sectional tension between the North and South in the 1800s. **Why did protective tariffs anger Southerners?**

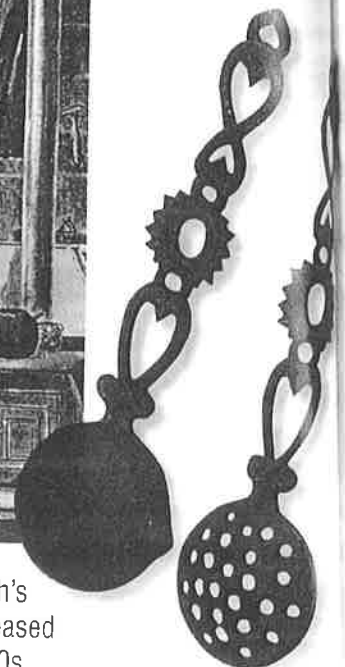
The North included the Northeast, New England, and the Middle Atlantic states. The South covered what is now the Southeast. The West included the area between the Appalachian Mountains and the Mississippi River. Geography, economics, and history all contributed to sectional differences and distinct ways of life in these sections.

Divisions grew deeper. Many people began to wonder whether **sectionalism**—rivalry based on the special interests of different areas—might divide the nation.

Clay, Calhoun, and Webster

Three young members of Congress played powerful roles in national politics in the first half of the 1800s. **Henry Clay** of Kentucky represented the West. **John C. Calhoun** of South Carolina spoke for Southern interests. **Daniel Webster** of Massachusetts protected the interests of New England. Each leader, although nationalist, remained concerned with protecting the interests of his own section of the country.

▼ **IRON LADLES**



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Sectional Disagreements

In 1818 and 1824 Congress passed protective tariffs that were even higher than the one passed in 1816. Some Americans protested. Southerners were especially angry, thinking that the tariff protected Northern manufacturers at their expense.

Prior to the protective tariffs, Southerners had been able to buy cheaper goods from Britain. The high protective tariffs made them buy costly manufactured goods made in Northern factories.

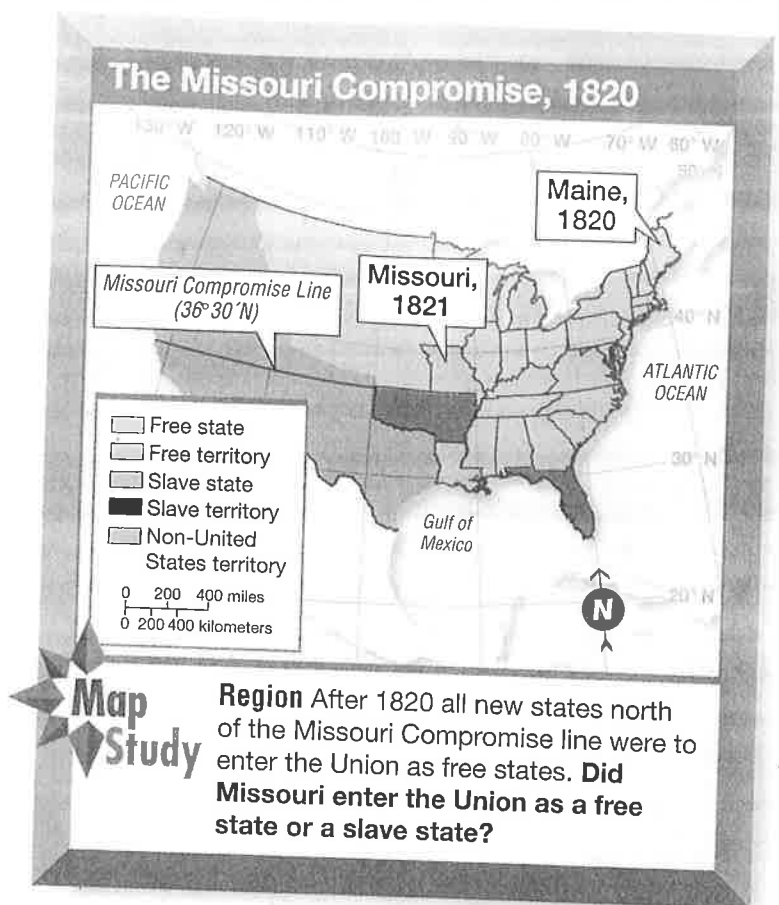
Statehood for Missouri?

Westward expansion brought a serious clash between sectional interests in 1819. In that year the **Missouri Territory** asked Congress to be admitted as a state. Most Missouri settlers had come from Kentucky and Tennessee, where slavery was allowed. They believed, therefore, that slavery ought to be legal in the new state of Missouri. A majority in the House of Representatives disagreed.

James Tallmadge, Jr., of New York added an amendment to the Missouri statehood bill. It proposed that Missouri gradually abolish slavery in order to be admitted to the Union. The issue of slavery created bitter debates in Congress. The House passed the Tallmadge Amendment, but the Senate blocked it.

Slavery was not the only sectional issue raised by Missouri's statehood. Southerners also feared that they would lose power in the federal government. At the time the population in the North was slightly larger than in the South. In 1819 the North's population was more than 5 million people. This gave the North 105 members in the House of Representatives.

The slave states of the South had about 4.5 million people, giving them 81 members in the House. Representation of slave states in the Senate was balanced, for there were 11 slave states and 11 free states. The



addition of Missouri as a free state would swing the balance in favor of the North.

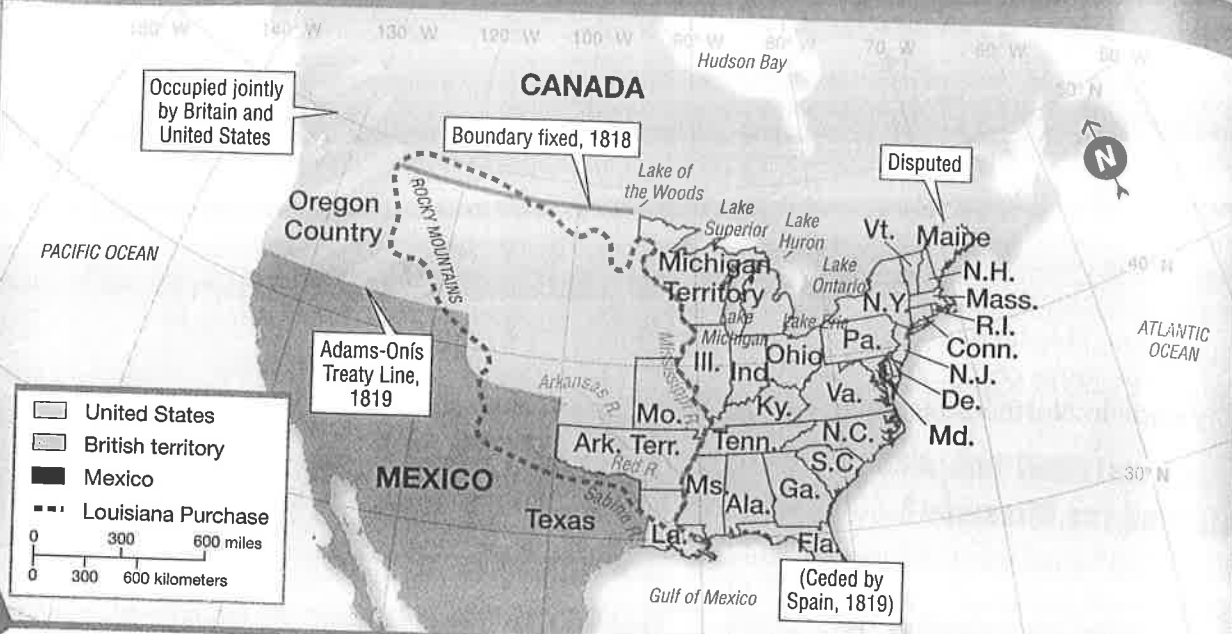
★ The Missouri Compromise

Debates in Congress heated to the boiling point. Fearing a split in the Union, Henry Clay proposed the *Missouri Compromise*. It narrowly passed only because Maine had also requested admission as a state.

Clay proposed that Maine enter the Union as a free state. Missouri could then enter as a slave state. This would keep an even balance of power in the Senate—12 free states and 12 slave states.

The Missouri Compromise also settled the question of slavery in the rest of the Louisiana Territory. Slavery would be prohibited north of the parallel 36°30', a line running west from the southern boundary of Missouri.

The United States in 1824



Location Except for the states of Louisiana and Missouri, the Louisiana Purchase was still unorganized by 1824. **Which two countries occupied the Oregon Country?**

The Missouri Compromise promised a temporary solution to this sectional conflict. It did nothing to solve the basic problem, however. Americans moving west took their different ways of life with them—one based on slavery, the other based on free or hired labor.

★ Sectionalism and the Election of 1824

Sectional differences, and not political parties, influenced the election of 1824. The presidential candidates, though all Republicans, came from different sections of the country. **John Quincy Adams** of Massachusetts, Monroe's secretary of state, represented the Northeast. Wealthy merchants and factory owners of the cities backed him. **William Crawford** of Georgia, Monroe's secretary of the treasury, won support from Southern states

along the Atlantic coast. In the West, Kentucky and the new states bordering the Great Lakes campaigned for **Henry Clay**. Settlers of the Old Southwest backed **Andrew Jackson**.

Not surprisingly, no candidate won a majority of the votes in the election. As the Constitution provides, the House of Representatives decided the outcome. Clay, with the fewest electoral votes, was out of the running. Crawford was President Monroe's favorite, but illness took him out of the running. The choice would be between Jackson and Adams. Jackson had won both the most popular votes and the most electoral votes. He felt confident that he would gain a majority in the House.

As speaker of the House, Clay was in a position to influence the outcome. Not wanting to aid a rival Westerner, he threw his support to Adams. Clay's influence swayed the members of the House to vote for Adams. Adams won easily on the first

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ballot on February 9, 1825. The tally was 13 states for Adams, 7 for Jackson, and 4 for Crawford.

Charges of a "Corrupt Bargain"

When Adams named his cabinet he appointed Clay secretary of state. An anonymous letter to newspapers charged that Clay was given the job as a result of a secret agreement, or a "corrupt bargain." It was claimed that Adams had promised Clay the position in return for his support. Although no proof was ever found, the charges hurt the Adams administration.

★ New Party Politics

The election of 1824 ended the Era of Good Feelings. Differences among the Republicans deepened. Instead of one party influencing the nation, two rival parties again challenged each other.

Andrew Jackson now aimed to win the presidential election in 1828. His supporters, emphasizing their ties to the common people, formed a new version of the Democratic-Republican party and soon became known as Democrats. Today's Democratic party traces its roots to the Democratic-Republican party. Adams and Clay led the political group called the National Republicans.

Election of 1824			
Candidate	Electoral Vote	Popular Vote	House Vote
Jackson	99	153,544	7
Adams	84	108,740	13
Crawford	41	46,618	4
Clay	37	47,136	-

Chart Study

The presidential election of 1824 was decided in the House of Representatives. **How many more popular votes did Jackson have than Adams?**

The two parties' policies differed. The National Republicans favored a strong federal government, while the Democrats supported states' rights. National Republicans tended to be from the Northeast, with support coming from owners of businesses and banks. Democratic-Republicans came mostly from the South and West. They had the support of farmers and factory workers.

The National Republicans and the Democratic-Republicans later became well-organized political parties. Never again would an election not be influenced by political parties.

★ SECTION 3 REVIEW ★

Checking for Understanding

1. Identify James Monroe, Henry Clay, James Tallmadge, Jr., John Quincy Adams, Andrew Jackson.
2. Define nationalism, American System, protective tariff, monopoly, interstate commerce, sectionalism, Missouri Compromise.
3. Name three distinct sections of the United States that developed in the early 1800s.
4. Tell why John Q. Adams was accused of making a corrupt bargain with Henry Clay.

Critical Thinking

5. Drawing Conclusions How did the Missouri Compromise temporarily solve the sectional conflict over slavery?

ACTIVITY

6. Imagine you are living in the United States in 1815. Create a banner for your community's Fourth of July celebration that expresses your feelings about the United States.

SECTION 4

Monroe and Foreign Affairs

SETTING THE SCENE

Read to Learn . . .

- ★ how Canada gained self-rule.
- ★ why people in Latin American countries fought wars for independence.
- ★ how the Monroe Doctrine affected American foreign policy.

Terms to Know

- ★ ultimatum
- ★ diplomatic recognition
- ★ Monroe Doctrine

People to Meet

- ★ James Monroe
- ★ John Quincy Adams

Places to Locate

- ★ Canada
- ★ Mexico



► JAMES MONROE

As the United States expanded and faced its internal differences, great changes were also taking place in neighboring countries.

★ Canada Becomes a Nation

Although the French first settled Canada, Britain had controlled it as a colony since 1763. In 1791 Britain decided to divide Canada into two parts. Upper Canada included an area settled mainly by English-speaking people. Mostly French people lived in Lower Canada.

In the 1800s, however, Canadians united to rebel against British rule. Lord Durham, the governor of Canada,

advised Parliament to unite Upper and Lower Canada and allow Canadians to control local affairs. Parliament agreed.

In 1867 the provinces of Nova Scotia, New Brunswick, Ontario, and Quebec joined the **Dominion of Canada**. Other provinces soon followed. Slowly and peacefully, America's northern neighbor became a nation.

★ Agreement Over Florida

For years, American leaders had wanted to own Spanish Florida. In 1810 President Madison claimed West Florida, a strip of land along the Gulf of Mexico to New Orleans. The Spanish also claimed this land, as well as the peninsula then called **East Florida** (present-day Florida).

CHAPTER 12 ★ REVIEW

Using Key Vocabulary

Use the following vocabulary words to complete the sentences below.

diplomatic recognition
mass production
turnpikes
ultimatum
sectionalism

- _____ of goods in factories made more things available at lower prices.
- During the early 1800s private companies built roads called _____ that charged users a fee, or toll.
- Economic differences increased _____ in the United States in the early 1800s.
- After the revolutions in Latin America, the United States granted the new countries _____.
- President Monroe's _____ to Spain led to Spain ceding Florida to the United States.

Reviewing the Facts

- List the major inventions and inventors that revolutionized the textile industry in Britain and the United States.
- Describe the improvements made in the transportation systems in the United States in the early 1800s.
- Identify the main point of President Monroe's Inaugural Address in 1817.
- Identify the broad categories that contributed to sectional differences and distinct ways of life in the United States in the early 1800s.
- Explain the issues and outcomes of the Missouri Compromise of 1820.
- Name the two major outcomes of the Adams-Onís Treaty.

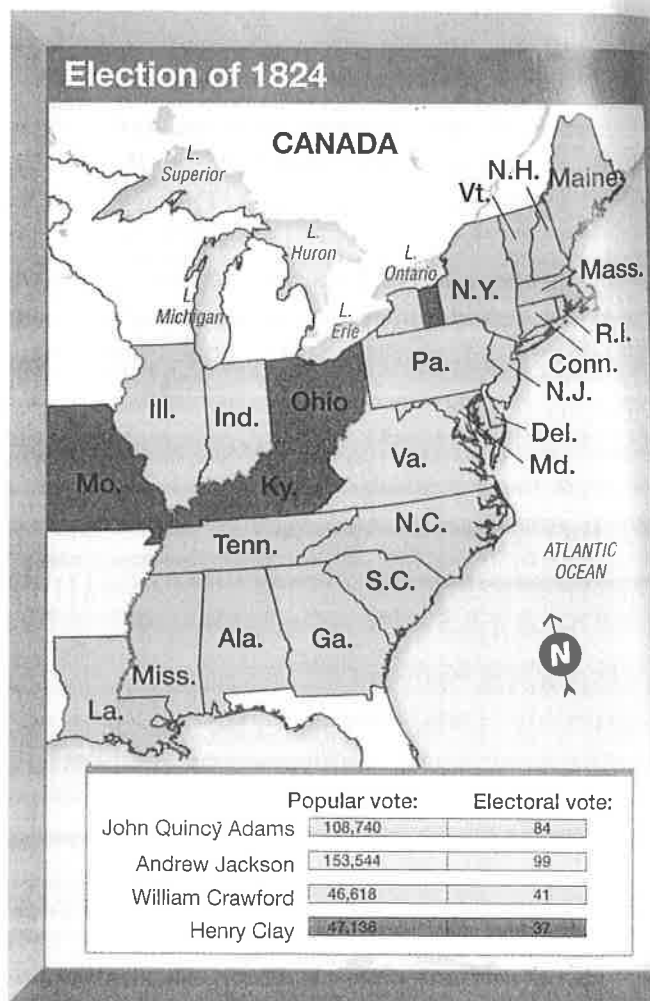
Understanding Concepts

Economic Development

- How did the Industrial Revolution change the way in which goods were produced and the way people worked?
- How was the transportation system in the United States affected by the rise of industry?
- What effect did changes in transportation have on westward expansion?

U.S. Role in World Affairs

- How did conflicts between Britain and the United States lead to increased nationalism?
- In what way did the Monroe Doctrine encourage nationalism in the United States?



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