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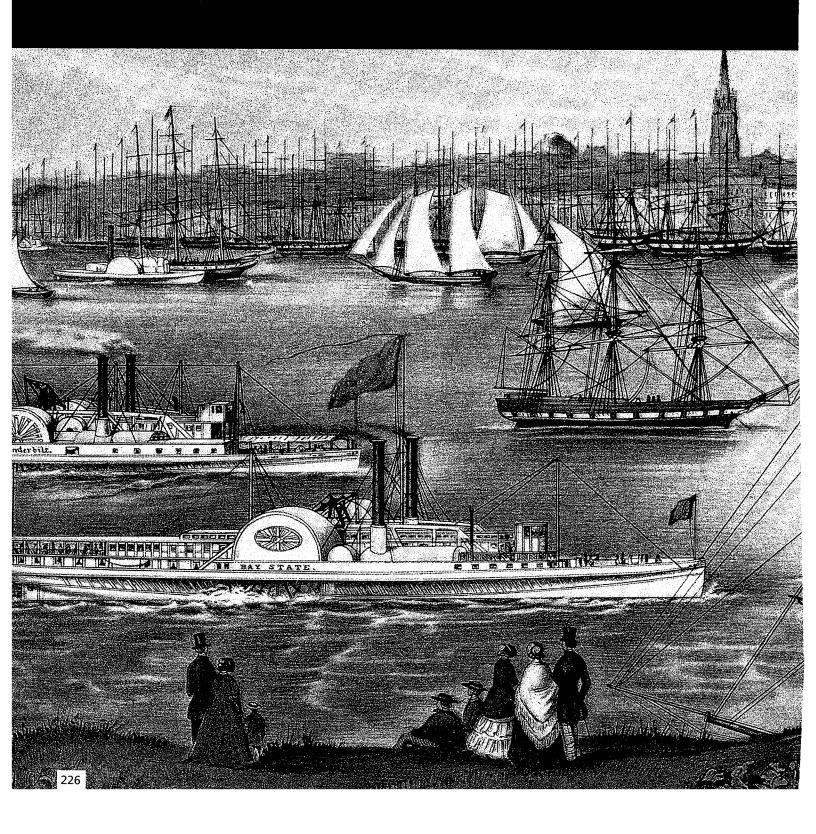
CHAPTER 7
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(1812–1855)

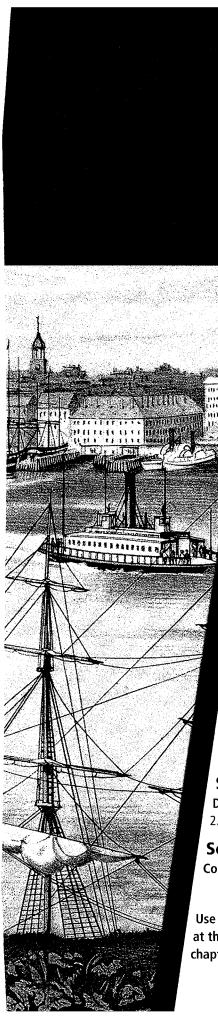
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A pioneer family builds a cabin in the early 1800s. ▶ CHAPTER

Nationalism and Sectionalism 1812-1855





WITNESS HISTORY (***) AUDIO



After the War of 1812, the United States experienced a period of growth and renewed nationalism. Expanding markets, along with thriving industries and businesses, transformed American life. The new nationalism was reflected not only in this industrial growth, but in Supreme Court rulings and domestic and foreign policies.

66 The war [of 1812] has renewed and reinstated the national feelings and character which the Revolution had given, and which were daily lessened. 99

-Albert Gallatin, 1816

Listen to the Witness History audio to hear more about the nationalism characteristic of this time period.

■ New York Harbor, 1849



Core Curriculum Preview

Chapter Focus Question: How did nationalism and sectionalism affect the United States from the early 1800s to the mid-1800s?

Section 1

Industry and Transportation 3.II.B.1, 3.II.B.4, 3.III.D.2

Section 2

Sectional Differences 2.I.A.2c, 2.II.B.1a, 2.II.B.1d, 3.III.A.2c

Section 3

An Era of Nationalism 1.I.D.1e, 2.I.F.4e, 2.II.A.2, 2.II.A.3

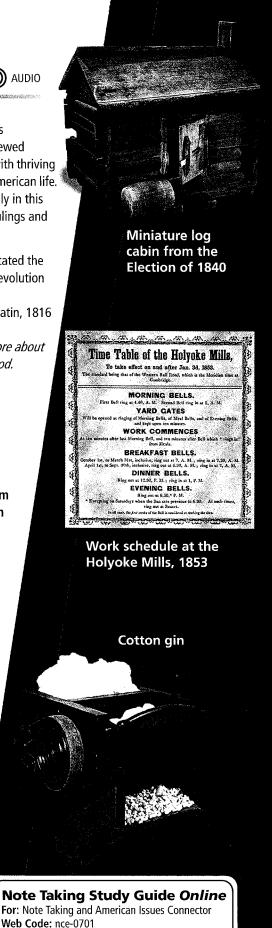
Section 4

Democracy and the Age of Jackson 2.1.F.3, 2.II.B.2b, 3.III.D.3

Section 5

Constitutional Disputes and Crises 2.II.A.1, 2.II.B

Use the **Quick Study Timeline** at the end of this chapter to preview chapter events.



Note Taking Study Guide Online

Web Code: nce-0701





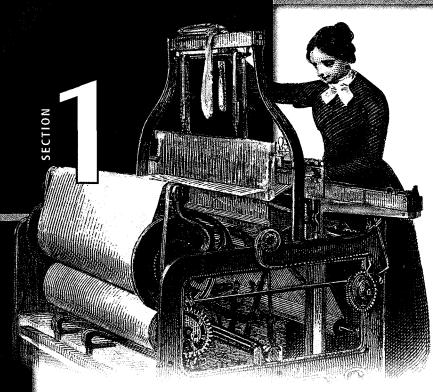


Dawn of the Industrial Age

The United States experienced a revolution in the early 1800s—a revolution in the way many people lived and worked. This revolution introduced factory methods of production from Great Britain, Here, a Lowell mill girl writes to her father about her work schedule at the textile mill:

66 Dear Father, I am well which is one comfort. . . . At half past six [the bell] rings for the girls to get up and at seven they are called into the mill. At half past 12 we have dinner and are called back again at one and stay till half past seven. I get along very well with my work."

--- Mary Paul, December 21, 1845



▲ Lowell girl weaving in textile mill

Industry and Transportation



Core Curriculum Objectives

- 3.II.B.1 Transportation: railroads and automobiles; urban transportation
- **3.II.B.4** Communications: telegraph, telephone
- 3.III.D.2 The impact of industrialization

Terms and People

turnpike National Road Erie Canal Industrial Revolution Samuel Slater

Francis Cabot Lowell Lowell girl interchangeable parts Eli Whitney Samuel F.B. Morse

NoteTaking

Reading Skill: Identify Causes and Effects

Fill in a table with the causes and effects of the transportation revolution and industrialization.

Transportation and Industry		
Causes	Effects	
Invention of commercial steamboat	Drastically increased speed of traveling upstream	
•	•	

Why It Matters Developments in technology began to transform life in the United States in the early 1800s. New methods of transporting and manufacturing goods changed the way people lived and worked. The United States was set on a course of industrialization that would shape life in the nation for decades. Section Focus Question: How did transportation developments and industrialization affect the nation's economy?

The Transportation Revolution

The original 13 states hugged the Atlantic Coast, and all major settlements in the United States sprang up near a harbor or river because water provided the most efficient way to move people and goods. At the start of the nineteenth century, overland transportation consisted of carts, wagons, sleighs, and stagecoaches pulled by horses or oxen over dirt roads. Moving goods just a few dozen miles by road could cost as much as shipping the same cargo across the ocean.

Improving the Roads In an effort to improve overland transportation, some states chartered companies to operate turnpikes roads for which users had to pay a toll. The term came from the turnpikes, or gates, that guarded entrances to the roads. Turnpike operators were supposed to use toll income to improve the roads and ease travel. But only a few turnpikes made a profit, and most failed to lower transportation costs or increase the speed of travel. The country's lone decent route, which was made of crushed rock, was the National Road. Funded by the federal government, this roadway extended west from Maryland to the Ohio River (in present-day West Virginia) in 1818.

The Steamboat Goes Commercial The first major advance in transportation was the development of the steamboat. By burning wood or coal, the engine boiled the water to create steam. The force of the steam turned a large, rotating paddle, which pushed the boat through the water. American Robert Fulton designed the first commercially successful steamboat—the Clermont.

The steamboat made it much easier to travel upstream against the current. For example, before the steamboat, it took about four months to travel the 1,440 miles from New Orleans to Louisville, Kentucky, along the Mississippi and Ohio rivers. In 1820, a steamboat made the same journey in just 20 days. By 1838, it took a steamboat only six days. Steamboats unlocked the great potential of the Mississippi River Basin for moving people and goods. The number of steamboats plying the rivers of that system grew from 230 in 1834 to nearly 700 in 1843.

Steam-powered ships also revolutionized transatlantic travel. By 1850, a steamship could cross the Atlantic in 10 to 14 days, compared to the 25 to 50 days for a sailing ship.

Canals Boom A second transportation advance of the early 1800s was the construction of canals. The nation's canal network grew from 100 miles in 1816 to 3,300 miles in 1840. Mostly built in the Northeast, canals provided efficient water transportation that linked farms to the expanding cities.

The best-known canal of the era was the Erie Canal. Completed in 1825, it ran 363 miles across New York State from Lake Erie to the Hudson River. Before this canal went into service, it could cost \$100 or more to ship a ton of freight overland from the city of Buffalo on the shores of Lake Erie to New York City. The canal lowered that cost to just \$4.

By funneling western produce to the Hudson River, the Erie Canal helped make New York City the nation's greatest commercial center. As a result, the city grew quickly. From a population of 124,000 in 1820, its population surged to 800,000 in 1860. The canal also enhanced the value of farmland in the Great Lakes region, because farmers there now had easier access to eastern markets for their goods.

⁶⁶The increase of commerce, and the growth of the coun-Primary Source try, have been very accurately measured by the growth of the business of the Canal. It has been one great bond of strength, infusing life and vigor into the whole. Commercially and politically, it has secured and maintained to the United States the characteristics of a homogeneous [sharing common features] people."

—Report by the Secretary of the Treasury, 1853

Railroads Further Ease Transport The most dramatic advance in transportation in the 1800s was the arrival of a new mode of transportation railroads. This technology, largely developed in Great Britain, began to appear in the United States in the 1820s. Horses pulled the first American trains. But clever inventors soon developed steam-powered engines, which could pull heavier loads of freight or passengers at higher speeds than horses could manage.

HISTORY MAKERS

Robert Fulton (1765–1815)

Although Fulton was born and raised in Pennsylvania, he spent much of his life in England and France. There, he worked first as a painter and then as an inventor and engineer, where he constructed canals and experimented with torpedoes and submarines. When he returned to the United States after 19 years, President Jefferson asked him to help build canals in the new Louisiana territory. Fulton declined, however, choosing to focus instead on the development of the steamboat. In 1807, Fulton's steamboat, the Clermont, successfully made its journey from New York to Albany, demonstrating to the world the possibilities of steam navigation. This success led Fulton and his business partner, Robert Livingston, to start the first commercial steamboat service.

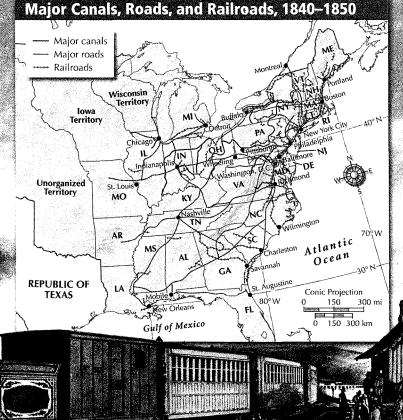
Focus On Geography

Geography Interactive
For: Interactive map

Web Code: ncp-0702

A Revolution in Transportation In the early 1800s, businesses were expanding and Americans needed more efficient and reliable transportation. Roads and canals provided a good start, but they soon proved too slow and limited for a nation on the move. Beginning in the late 1820s, iron rails were laid on long tracks to connect locations such as New York City and New Haven, Connecticut. Goods could be shipped faster and more easily on trains, and cities located along railroads prospered. Via the rails, vast regions gained access to expanding markets.

▼ Early American express train



Geography and History

 What did the transportation developments that occurred during this time period have in common?

 In what part of the country were most of the railroads located in the mid-1800s? Why do you think this was the case? Compared to canals, railroads cost less to build and could more easily scale hills. Trains moved faster than ships and carried more weight. Their introduction put a quick end to the brief boom in canal building. Meanwhile, the American rail network expanded from 13 miles of track in 1830 to 31,000 miles by 1860. In 1800, a journey from New York City to Detroit, Michigan, took 28 days by boat. In 1857, the same trip took only two days by train.

✓ Checkpoint What were the major developments in transportation between 1800 and 1860?

Technology Sparks Industrial Growth

Developments in technology also transformed manufacturing. This transformation became known as the **Industrial Revolution**, which changed not only the nation's economy but also its culture, social life, and politics.

The Industrial Revolution began in Great Britain during the 1700s, with the development of machines, powered by steam or flowing rivers, to perform work that had once been done by hand. The first machines spun thread and wove cloth more quickly and cheaply.

Slater Opens First Textile Mill To protect its industrial advantage, the British banned the export of machinery, as well as the emigration of workers with knowledge of the technology. However, a skilled worker named **Samuel Slater** defied that law and moved to the United States. Slater used his detailed knowledge of the textile machinery to build the nation's first water-powered textile mill in 1793 at Pawtucket, Rhode Island. The mill used the flowing Blackstone River to power its machinery, which produced one part of the textile: cotton thread. Slater and his business partners later built more factories along New England rivers. These factories used the so-called family system, in which entire families, including parents and children, were employed in the mills. Those families settled in villages owned by factory owners and located around the mills.

Lowell Builds Fully Operational Mill Boston merchant Francis Cabot Lowell developed another industrial system in Massachusetts. In 1811, he toured England's factory towns to gather secret information. Returning home, Lowell organized a company called the Boston Associates. In 1813, the associates built their first mill at Waltham, Massachusetts, in which all operations in the manufacture of cloth occurred—instead of just the production of thread. During the 1820s, they built more factories on the Merrimac River and established a new town called Lowell. Their system employed young, single women recruited from area farms. The company enforced strict rules of behavior and housed the "Lowell girls" in closely supervised boardinghouses. After a few years of work, most of the young women married and left the factories.

Factory Work Changes Lives The growth of factories changed more than the speed and volume of production. It changed the working lives of thousands of people. Machines increased the pace of work and divided labor into many small tasks done by separate workers. This process reduced the amount of skill and training required for individual jobs. Factory owners benefited because untrained workers were more numerous and less costly to employ. In some trades, owners achieved those benefits without adopting new machines. The manufacture of clothing and shoes are two examples.

As you have read, America's first factories produced thread or cloth rather than finished clothing. During the 1820s, a garment trade developed primarily in New York City. Contractors provided cloth to poor women who made the clothes in their homes without the help of machines. They earned about \$1 per week.

Shoemaking followed a similar model. Lynn, Massachusetts, led the nation in this industry. A few men performed the skilled and better-paying tasks of cutting and shaping leather for the tops of the shoes. For less pay (about 50 cents a week), women sewed the shoes together.

Checkpoint What changes occurred in the United States with the rise of industry in the early 1800s?

▼ Samuel Slater's textile mill, Pawtucket, Rhode Island

Inventions Transform Industry and Agriculture

A number of key innovations paralleled the revolutions in transportation and industry in the early 1800s. These also dramatically affected the American economy and society.

New Methods of Production To improve efficiency in factories, manufacturers designed products with **interchangeable parts**, identical



Vocabulary Builder

component-(kuhm POH nuhnt) n. part; one of the parts of a whole

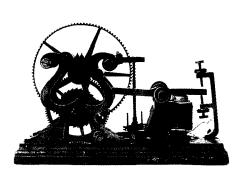
components that could be used in place of one another. Inventor Eli Whitney introduced this idea to the United States. Traditionally, items such as clocks and muskets were built one at a time by skilled artisans who made each part and assembled the device from start to finish by hand. As a result, a part that would work in one gun or clock might not work in any other. Whitney proposed making muskets in a new way-by manufacturing each part separately and precisely. Under Whitney's system, a part that would work in one musket would work in another musket. In other words, the parts would be interchangeable.

It took some years for American manufacturers to make interchangeable parts reliably. Yet the idea of interchangeable parts eventually made possible the much more efficient production of a wide range of manufactured goods. One of the products manufactured with interchangeable parts was the sewing machine. Invented by Elias Howe and improved by Isaac Singer, the sewing machine lowered the cost and increased the speed of making cloth into clothing.

Innovation Quickens Communication In 1837, American Samuel F.B. Morse invented the electric telegraph, which allowed electrical pulses to travel long distances along metal wires as coded signals. The code of dots and dashes is called Morse code after its inventor. Before the telegraph, a message could pass only as fast as a horse or a ship could carry a letter. By using Morse's invention, a message could be delivered almost instantly. By 1860, the nation had 50,000 miles of telegraph lines.

Agriculture Remains Strong Despite the growing size and power of the nation's factories, agriculture remained the largest industry in the United States. But change affected farming as well. American farms became more productive, raising larger crops for the market. In 1815, American farmers sold only about a third of their harvests. By 1860, that share had doubled. The gains came partly from the greater fertility of new farms in the Midwest. Farmers also adopted better methods for planting, tending, and harvesting crops and for raising livestock. After 1840, large farms also employed the steel plow invented by John Deere and the mechanical reaper developed by Cyrus McCormick.

Checkpoint What were the key inventions between 1820 and 1860?



▲ Samuel Morse's telegraph

SECTION

Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice Web Code: nca-0703

Comprehension

- 1. Terms and People For each person below, write a sentence explaining the impact of his new invention or innovation on the economy of the United States.
 - Samuel Slater
 - Francis Cabot Lowell
 - Eli Whitney
 - Samuel F.B. Morse

2. NoteTaking Reading Skill: **Identify Causes and Effects** Use your completed table to answer the Section Focus Question: How did transportation developments and industrialization affect the nation's economy?

Writing About History

3. Quick Write: Choose a Topic Review your notes from this section to see what topics you would like to research further. Then, write a list of questions that you will research to find the answers.

Critical Thinking

- 4. Predict Consequences How might the United States have been different if transportation had not advanced during the 1800s?
- 5. Summarize How did textile mills develop in the United States?
- 6. Make Generalizations How was the development of interchangeable parts an example of the move to make work "less skilled" in the early 1800s?

G.R.JACKSON, BURNET&C Appropriate Commence of the Co

■ Northern factory

WITNESS HISTORY (AUDIO

A Nation of Farming and Industry

Thomas Jefferson and the Democratic Republicans had once championed the idea of a nation of farmers. But Jefferson's own embargo of 1807 and the War of 1812 severely limited American access to British manufactured goods. Suddenly, Americans needed to develop factories.

We must now place the manufacturer by the side of the agriculturalist. . . . [S]hall we manufacture our own comforts or go without them at the will of a foreign nation? He, therefore, who is now against domestic manufactures must be for reducing us . . . to dependence on that nation. . . . ??

> -Thomas Jefferson, in a letter to Benjamin Austin, 1816

Southern cotton field

Sectional Differences



Core Curriculum Objectives

- 2.1.A.2c Varieties of immigrant motivation, ethnicities, and experiences
- 2.II.B.1a The growth of urban and industrial patterns of life in the North
- **2.II.B.1d** Patterns of Southern development
- 3.III.A.2c Working conditions: "wage slavery"

Terms and People

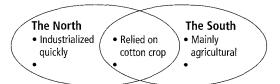
Tariff of 1816 capital

nativist cotton gin

labor union

NoteTaking

Reading Skill: Compare and Contrast Use a Venn diagram like the one below to compare and contrast the North and the South.



Why It Matters Industrialization occurred mainly in the Northeast, where it changed the very structure of society. In the South, a boom in cotton production helped deepen the region's commitment to slavery. The two parts of the country developed in different ways—a fact that increasingly complicated politics in the United States. Section Focus Question: How did the North and South differ during the first half of the 1800s?

The North Embraces Industry

Thomas Jefferson had hoped to preserve the United States as a nation of farmers. Instead, between 1815 and 1860, the United States developed an industrial sector, or a distinct part of the economy or society dedicated to industry. Without intending to do so, Democratic Republican policies contributed to that industrial development.

Why Industrialization Spread The embargo of 1807 and the War of 1812 cut off access to British manufactured goods. Eager for substitutes, Americans built their own factories in the Northeast. After the war, however, British goods once again flowed into the United States, threatening to overwhelm fledgling American manufacturers. Congress could have let those industries wither from the competition. Instead, Congress imposed the Tariff of 1816, a tariff on imports designed to protect American industry. This tariff **Vocabulary Builder**access-(AK sehs) *n*. means of getting or acquiring

increased the price of imported manufactured goods by an average of 20 to 25 percent. The inflated price for imports encouraged Americans to buy products made in the United States. The tariff helped industry, but it hurt farmers, who had to pay higher prices for consumer goods.

Why the Northeast? Most of the new factories emerged in the Northeast. There were several reasons for this. One reason was greater <u>access</u> to capital, or the money needed to build factories or other productive assets. In the South, the land and the climate favored agriculture. Thus, people there invested capital in land and slave labor. The Northeast had more cheap labor to work in the factories. In addition, the Northeast had many swiftly flowing rivers to provide water power for the new factories.

✓ Checkpoint What factors contributed to industrialization in the early 1800s?

Social Change in the North

The arrival of industry changed the way many Americans worked by reducing the skill required for many jobs. This trend hurt highly skilled artisans, such as blacksmiths, shoemakers, and tailors, who could not compete with manufacturers working with many low-cost laborers. Most artisans suffered declining wages.

Workers Organize Troubled workers responded by seeking political change. During the 1820s, some artisans organized the Workingmen's Party to compete in local and state elections. They sought free public education and laws to limit the working day to ten hours versus the standard twelve.

The party also supported the right of workers to organize **labor unions**—groups of workers who unite to seek better pay and conditions. Most early labor unions focused on helping skilled tradesmen, such as carpenters or printers. Unions went on strike to force employers to pay higher wages, reduce hours, or improve conditions. In 1834 and 1836, for example, the Lowell mill girls held strikes when employers cut their wages and increased their charges for boarding. Singing "Oh! I cannot be a slave!" they left their jobs and temporarily shut down the factory. The Lowell strikes failed to achieve their goals, however. The women eventually returned to work and accepted the reduced pay.

Factory owners sometimes turned to the courts for protection. In 1835, a New York City court convicted 20 tailors of conspiracy for forming a union. Such convictions angered workers. But, neither the union movement nor the Workingmen's Party prospered in the early 1800s.

A Middle Class Emerges While hurting some working Americans, industrialization helped others. A middle class emerged, in which men helped manage businesses as bankers, lawyers, accountants, clerks, auctioneers, brokers, and retailers. The middle class stood above the working class of common laborers but below the upper class of wealthy business owners.

Most middle-class men worked in offices outside of their homes. They also began to move their homes away from the crowds, noise, and smells of the workshops and factories. Factory workers, however, could not afford that move. Neighborhoods, therefore, became segregated by class as well as by race. This contrasted with colonial cities and towns, where people of all social classes had to live close to one another.

For the middle class, work became separated from family life. These families expected wives and mothers to stay at home, tending those spaces as havens from the bustle of the working world, while the men went off to work and returned with the money to support the household. Working-class and farm families could not



afford such an arrangement. In those families, women and children also had to work.

Emigration From Ireland and Germany In the 1840s, the new middle class and most of the nation's farmers had been born in the United States. Increasingly, however, the working class was comprised of immigrants. Prior to 1840, immigration consisted mainly of Protestants from England or Scotland. During the 1830s, about 600,000 immigrants arrived. That number more than doubled to 1,500,000 during the 1840s and nearly doubled again to 2,800,000 in the 1850s.

This surge primarily came from Ireland and Germany, regions suffering from political upheavals, economic depressions, and rural famines. In Ireland, mass starvation occurred in the 1840s as a result of a fungus that destroyed the potato crop. The potato had been the primary food source for the Irish poor. A few historians suggest that the famine was an act of genocide. As hundreds of thousands of Irish were starving to death, huge amounts of livestock, corn, and other foods were being exported from

Ireland to England. However, most historians dismiss this idea

because there was no deliberate British policy to exterminate the Irish. In fact, the British government provided some relief with soup kitchens for the starving and work projects for the jobless. Even so, it is estimated that more than a million Irish people died of starvation or famine-related diseases. Another million or more left Ireland, immigrating to Australia or North America. Those who came to America joined many other Irish and German immigrants. Germans had fled their homeland during the same period when their political revolution failed.

Unlike most of their predecessors, the new immigrants tended to be Catholic or Jewish. In search of work, they arrived in the seaports of the Northeast. A small minority, mostly German, could afford to set up shops or move to the West to buy farmland. But most immigrants had to find work on the docks, in factories, at construction sites, or in middle-class homes as domestic servants.

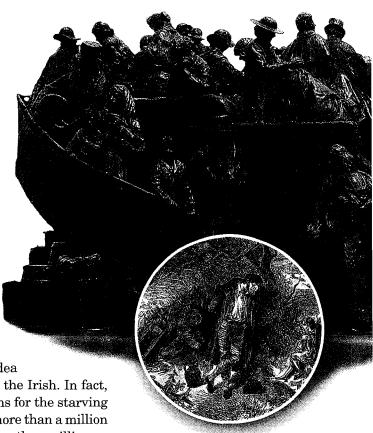
Immigration boosted the Northeast's share of the nation's population. It also promoted urban growth. In 1860, immigrants comprised more than 40 percent of the population of New York City. Some working-class immigrants moved on to new cities in the Midwest, including Cincinnati, Chicago, Cleveland, and Detroit. Very few went to the South, which lacked factory jobs for wage workers.

The rapid influx of so many newcomers produced social and political strains. Poverty forced many immigrants to cluster in shabby neighborhoods. The newcomers competed for jobs and housing with free African Americans. Rioters attacked African Americans, killing some and burning others' homes.

Catholic immigrants also suffered contempt from the American-born Protestant majority. Protestants distrusted the Catholic Church, thinking it to be hostile to republican government. Protestant workers also resented the competition from newcomers who depressed wages offered by employers. Riots between Protestants and Catholics occurred in Philadelphia in 1844 and in Baltimore in 1854.

Some politicians, particularly in the Whig Party, exploited ethnic tensions. Called **nativists**, they campaigned for laws to discourage immigration or to deny political rights to newcomers. To defend their interests, many immigrants became active in the Democratic Party.

Checkpoint How did industrialization change the experience of working people?



Irish Famine

Many Irish immigrants came to the United States in the 1840s to escape the famine. Today, there are several memorials in the United States commemorating those who suffered in Ireland. Pictured here (top) is the Irish Memorial located in Philadelphia. The etching (inset) shows a family that is homeless and starving as a result of the famine. What drew Irish and German immigrants to the United States?

Southern Agricultural Economy and Society

During the 1780s, Thomas Jefferson, James Madison, and George Washington hoped that slavery would gradually fade away. They thought that a shift from tobacco to wheat cultivation would slowly undermine the slave system, making it less profitable. Indeed, they saw some evidence of such a trend in Virginia and Maryland, where many slaves were freed during the 1780s.

That trend, however, did not affect the Deep South—the region to the south and southwest of Virginia. In fact, the trend did not last even in Virginia. Slavery became more profitable as cotton became the South's leading crop.

Cotton Production Surges In the Deep South, three developments worked together to boost cotton production: the cotton gin, western expansion, and industrialization.

In 1793, Eli Whitney invented the **cotton qin** while working in Georgia. This machine reduced the amount of time and the cost of separating the cotton seeds from the valuable white fiber. The cotton gin made cotton cultivation much more profitable. Previously a minor crop, cotton became the South's leading product. From 5 million pounds in 1793, cotton production surged to 170 million pounds in 1820.

In part, that surge came as planters in older states—Georgia, South Carolina, and North Carolina—switched to growing cotton. But mostly it came as planters moved west or south to make new plantations in Florida, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, and east Texas. These areas offered fertile soil and a warm climate well suited for growing cotton.

The increase in the cotton supply filled a growing demand from textile factories in the Northeast and in Europe. By 1840, southern plantations produced 60 percent of the cotton used by American and European factories. Cotton and cotton textiles accounted for over half the value of all American exports. With good reason, Americans spoke of "King Cotton" as the ruler of their economy.

Cotton Boom Spreads Slavery Growing cotton required workers as well as land. Southern planters met this need with enslaved African Americans. After federal law abolished the overseas slave trade in 1808, illegal trade and interstate trade filled the gap. Many slaves came from the fading tobacco plantations of Virginia and Maryland, where planters who once grew crops now acquired their income from trading slaves.

Because cotton was so profitable, the demand for slaves soared. Slaves became more valuable to their owners. In 1802, a slave could sell for \$600. By 1860, that price had tripled to \$1,800. The total number of slaves increased from 1.5 million in 1820 to 4 million in 1860. Far from withering, slavery flourished and became more deeply entrenched in the southern economy.

Economic Consequences Although many plantation owners became rich, cotton production limited regional development. Most of the South became too dependent on one crop. That dependence paid off in most years, when cotton prices were high. But prices sometimes plummeted, forcing many planters into bankruptcy.

Another problem was that plantations dispersed the population. The South lost out on the urban growth needed for an industrial economy. Only one southern city, New Orleans, ranked among America's top fifteen cities in 1860. The South also lacked the commercial towns so common in the Northeast and Midwest. In 1860, a traveler in Alabama noted, "In fact the more fertile the land, the more destitute is the country of villages and towns."

The stunted commercial development in the South did not attract the immigrants who needed wage work. Consequently, the northern population grew

much faster than the southern population. In 1850, the North had twice as many free people as did the South. That trend increased the political power of the North, especially in the House of Representatives. And that political trend alarmed southern whites who did not trust northerners to protect slavery.

The South also paid an economic price for keeping two fifths of its people in slavery. For lack of wages, most slaves were desperately poor and consumed very little. The South's limited consumer demand discouraged southern entrepreneurs from building factories. It was more profitable to buy a plantation.

Cultural Consequences A dispersed population and the burden of slavery affected the culture of the South. Planters opposed education for slaves and cared little about providing it to poor whites. The rate of southern white illiteracy was 15 percent—three times higher than what it was in the North and West.

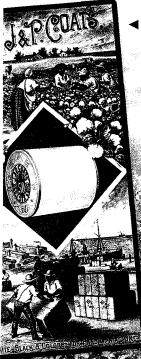
Events That Changed America

THE COTTON GIN EXPANDS SLAVERY

Eli Whitney made cotton-growing big business with his invention of the cotton gin in 1793. Using a cotton gin, one person could clean about 50 times the amount of cotton in a day as someone working by hand. As a result, vast new areas in the South were planted with cotton, making the South the world's largest cotton supplier. But while the cotton gin decreased the amount of labor needed to remove seeds, the overall need for labor increased as cotton production went up.

Cotton Production and Slavery, 1800-1860 4.0 Slaves and bales of cotton (in millions) 3.5 3.0 2.5 2.0 1.5 1.0 0.5 1860 1800 1820 1840 Cotton Production Number of Slaves SOURCE: Historical Statistics of the United States

With the invention of the cotton gin, a surge in cotton production brought about a corresponding growth in the use of slave labor.



This ad for cotton thread illustrates the effects cotton production had on slavery and plantations in the South, as well as manufacturing towns in the North.

The cotton gin had spiked-teeth mounted ▶ on an enclosed revolving cylinder. Raw cotton was fed into the machine, and as the cylinder was turned, the seeds that were embedded in the plant were separated from the cotton fibers. Before the cotton gin, enslaved people performed this tedious task by hand.

Thinking Critically

- 1. Identify Central Issues Why did the invention of the cotton gin eventually cause further tensions between the North and the South?
- **2. Predict Consequences** What might have happened to cotton as a commodity if the cotton gin had never been invented?

Why It Matters

Enslaved people provided cheap labor, which led to a revitalization of slavery at a time when it was on the decline. Over time, this expansion of slavery increased tensions between the North and the South, eventually resulting in the Civil War.

*Although slavery was central to life in the South, slaveholders were a minority. No more than one fourth of white men had slaves in 1860. Three fourths of these held fewer than 10 slaves, and only about 3,000 white men owned 100 or more slaves. The typical slaveholder lived in a farmhouse and owned only four or five slaves.

Why, then, did southern whites so vigorously defend the slave system? Part of the answer lies in the aspirations of common farmers. They hoped some day to acquire their own slaves and plantations. Common whites also dreaded freeing the slaves for fear they would seek bloody revenge.

All classes of whites also believed that they shared a racial bond. Even the poorest whites felt a sense of racial superiority. They also reasoned that southern whites enjoyed an equality of rights impossible in the North, where poor men depended on wage labor from rich mill owners. Southern farmers took pride in their independence. They credited that independence to a social structure that kept slaves at the bottom.

By the 1850s, proslavery forces rejected the criticism of slavery once expressed by Jefferson, Madison, and Washington. They no longer defended slavery as a necessary evil but touted the institution as a positive good. They also insisted that slavery was kinder to African Americans than industrial life was to white workers:

Primary Source **The negro slaves of the South are the happiest, and, in some sense, the freest people in the world. . . . The free laborer must work or starve. He is more of a slave than the negro, because he works longer and harder for less allowance than the slave."

—George Fitzhugh, Cannibals All! or, Slaves Without Masters, 1857

Despite these claims, no northern workers fled to the South to become slaves, while hundreds of slaves ran away to seek wage work in the North.

Checkpoint Why did slavery spread in the South, rather than fade away?

SECTION Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice Web Code: nca-0704

Comprehension

- 1. Terms and People What is the relationship between each of the following terms and the impact of industrialization in the northeastern **United States?**
 - Tariff of 1816
 - capital
 - labor union

2. NoteTaking Reading Skill: Compare and Contrast Use your

completed Venn diagram to answer the Section Focus Question: How did the North and South differ during the first half of the 1800s?

Writing About History

3. Quick Write: Gather Details When writing a research report, you should include facts, examples, descriptions, and other information to help explain your findings. Make a list of details about the sectional differences between the North and the South that you read about in this section.

Critical Thinking

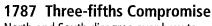
- 4. Recognize Cause and Effect How did the physical geography of the Northeast help influence the spread of industry there?
- 5. Draw Conclusions What can you conclude about factory workers based on the fact that there was little public support for labor unions or the policies of the Workingmen's Party in the early 1800s?
- 6. Express Problems Clearly What was the relationship between the cotton gin and the growth of slavery in the South?

Sectionalism and National Politics *

TRACK THE ISSUE

How do regional differences affect national politics?

Throughout U.S. history, people in different parts of the country have had different views on important national issues. These differences have sometimes divided American politics along regional lines. Use the timeline below to explore this enduring issue.



North and South disagree over how to count enslaved people for congressional representation.

1812 War of 1812

Western and southern farmers favor war.

1816-1832 Tariffs

North wants protective tariffs.

1861 Civil War

Disagreements between the North and the South lead to the Civil War.

1948 Dixiecrats

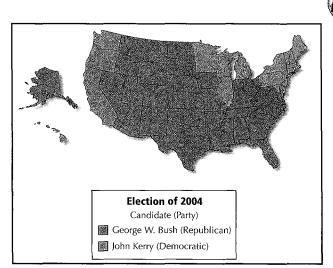
Southern Democrats split from their party over civil rights.

2004 Presidential Election

Election confirms division between Democratic and Republican states.



Henry Clay, a senator from the western state of Kentucky, supported the War of 1812.



2.II.B.1

The presidential election of 2004

DEBATE THE ISSUE

Red and Blue States Recent presidential elections have revealed an alleged political divide between the states. "Red" states in the South, West, and Midwest have generally voted Republican. "Blue" states in the Northeast and Pacific West have generally voted Democratic. Are regional or sectional differences affecting voting patterns?

Communities. Now they don't. . . . The nation has gone through a big . . . sifting of people and politics into what is becoming two Americas. One is urban and Democratic, the other Republican, suburban and rural.

—Bill Bishop, *Austin American-Statesman*

- ⁶⁶Very little in politics, very little in life is black and white, or in this case, red and blue. There's an awful lot of gray. . . . Truth be told, if we ask about core American values and core beliefs, about opportunity, equity and how we should go about living our lives, we see very little [if] any difference.⁹⁹
 - —Samuel Abrams, Harvard University researcher

Connect to Your World

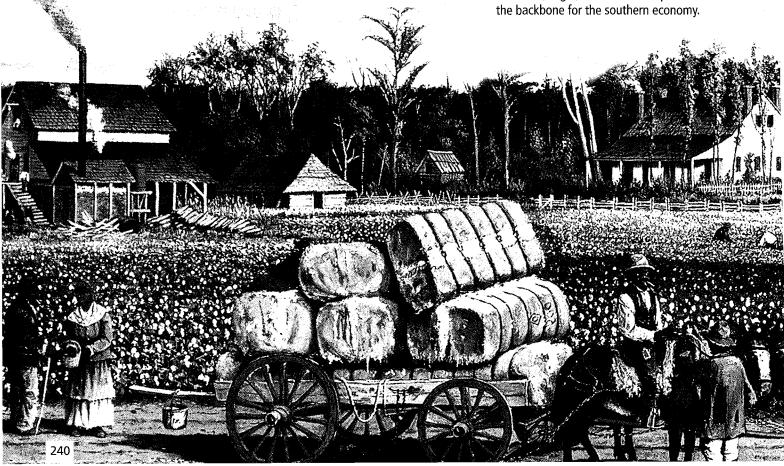
- **1. Compare** In what way does Bishop believe the United States is split? How does Abrams see the red-blue divide?
- **2. Analyze** How do you think each of the writers quoted above would respond to the regional differences of opinion regarding the War of 1812?
- **3. Discuss** Learn more about the red-blue state divide. **Web Code:** neh-0110.

EXPERIENCE PLANTATION LIFE

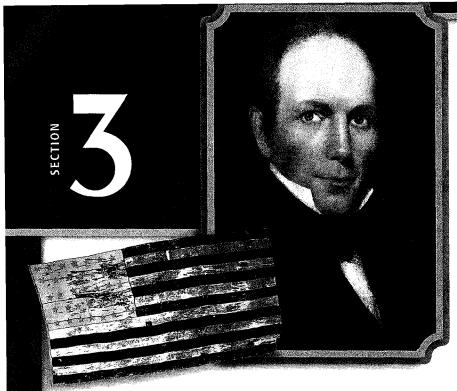
During the decades before the Civil War, and after the invention of the cotton gin, large plantations sprang up across the South as far west as Texas and Arkansas. Contrary to popular belief, very few white southerners led lives of genteel ease on plantations. Three fourths of southern whites owned no slaves at all, and of those who did, most owned fewer than 10 slaves and lived on small farms rather than plantations. Despite being few in number, white plantation owners dominated the South's economic and political life and set the standard to which poorer whites aspired.

Of the 2.5 million enslaved Africans in the United States, 1.8 million of them lived and worked on cotton plantations. Treatment of slaves was often extremely harsh and included beatings, confinement, whippings, and humiliation. The use and threat of punishment was a constant part of life as a slave. Even in cases where an owner was less harsh, slaves did not have control of their lives—they could be sold at any time and taken away from their families.

- ▲ Some slaves worked in a specific trade on a plantation. For example, a slave who worked as a blacksmith made these garden tools—a pair of hedge clippers (above left) and a combination hoe/pitchfork (above right).
- ▼ There were many other jobs for slaves on a plantation. Some worked in the main house cooking and cleaning, and others worked as carpenters, coopers (those who make barrels), or meat curers. The vast majority of slaves, however, worked in the fields for 16 or more hours a day—planting, hoeing, weeding, and harvesting crops under backbreaking conditions. An overseer, who worked for the plantation owner, supervised them and was often demanding and brutal. Although at great human cost, plantation labor produced enormous staple crops such as cotton, sugar, and rice, which provided the backbone for the southern economy.







▲ Old Glory flag, 1820s

◀ Henry Clay

WITNESS HISTORY (**) AUDIO

In the Spirit of Nationalism

Nationalistic feelings ran high following the War of 1812. Many Americans sought to strengthen their nation. Among them was Henry Clay, Speaker of the House, who proposed a national economic plan called the American System. He sought to protect American farmers and manufacturers from foreign competition:

from gloom and distress to brightness and prosperity, has been mainly the work of American legislation, fostering American industry, instead of allowing it to be controlled by foreign legislation, cherishing foreign industry.

— Henry Clay, "The American System," speech in the Senate, 1832

An Era of Nationalism



Core Curriculum Objectives

- 1.I.D.1e Economic variables
- 2.I.F.4e Monroe Doctrine
- 2.II.A.2 The market economy and interstate commerce
- 2.II.A.3 The Marshall Court

Terms and People

nationalism Henry Clay American System John Quincy Adams First Seminole War Adams-Onís Treaty Monroe Doctrine Missouri Compromise

NoteTaking

Reading Skill: Understand Effects Fill in a concept web to identify the effects of nationalism on the nation's domestic and foreign policies.



Why It Matters Nationalism was a dominant political force in the years following the War of 1812. It affected economic and foreign policy and was supported by Supreme Court rulings. The building of the nation's pride and identity was an important development that helped the country grow. Section Focus Question: How did domestic and foreign policies reflect the nationalism of the times?

Nationalism Shapes Domestic Policies

In 1817, a newspaper in Boston described politics as entering an "era of good feelings." The Democratic Republican Party operated almost without opposition. In the election of 1820, James Monroe won reelection as President by receiving almost all of the electoral votes cast. (John Quincy Adams received one electoral vote.) A spirit of nationalism—a glorification of the nation—swept the country.

Nationalist Economic Policies In the last section, you read about some of the economic policies that promoted the growth of industry. A leading example was the Tariff of 1816. By embracing a protective tariff, many Democratic Republicans betrayed their former principles. Once they had opposed federal power, supported agriculture, and favored trade unburdened by tariffs. Now they used federal power to help industrialists and their workers.

Henry Clay was one of the leading <u>advocates</u> of this new economic nationalism. He regarded the protective tariff as part of a larger, ambitious federal program he called the **American System**. Clay and his supporters wanted the federal government to build new roads and canals to link the Atlantic states with the Midwest. Clay

insisted that the tariff and "internal improvements" would work together to tie the different regions into a harmonious and prosperous whole.

Clay also favored reestablishment of a national bank. The charter for the first Bank of the United States, created during Washington's administration, expired in 1811. That freed private and state banks to print their own money, which caused widespread uncertainty about the value of money. A national bank, Clay argued, would provide federal control over the nation's money supply and banking practices. In 1816, Congress established the second Bank of the United States. But most congressmen opposed using federal funds for internal improvements.

Marshall and the Supreme Court Boost Federal Power Under John Marshall, who served as Chief Justice from 1801 to 1835, the Supreme Court favored a strong federal government and a national economy. Marshall applied several Federalist principles to interpret the Constitution. For example, the Marshall Court claimed the power to review the acts of Congress and of the President for their constitutionality. This was established in the landmark decision *Marbury v. Madison* (1803). Marshall also insisted upon the "sanctity of contracts." In *Dartmouth College v. Woodward* (1819) and *Fletcher v. Peck* (1810), the Marshall Court limited a state government's power to interfere in business contracts.

Further, the Marshall Court insisted that federal law was superior to state law. This point was famously established in *McCulloch* v. *Maryland* (1819). The case involved the renewed Bank of the United States. When it was reestablished in 1816, branches were placed in states across the country. In effect, the bank competed with and threatened many state and local banks. In Maryland, state officials tried to defend their banks by levying a tax on the operations of the Bank of the United States.

The Marshall Court struck down this Maryland law. Embracing a broad interpretation of the Constitution, Marshall insisted that Congress had the power to charter a national bank. Further, no state could destroy such a bank with taxes.

Finally, Marshall broadly interpreted the Constitution to give greater power to the national government. In the 1824 case *Gibbons* v. *Ogden*, Marshall rejected a steamboat monopoly granted by the state of New York. The monopoly threatened the business of a steamboat operator who had run a service between New Jersey and New York. Marshall ruled that steamboat traffic was "commerce" and that the power to regulate commerce involving more than one state—interstate commerce—belonged to the federal government. As in *McCulloch* v. *Maryland*, the ruling extended federal power by creating a broad definition of commerce and by asserting the supremacy of federal over state law.

In general, Marshall's Court encouraged the development of large, farflung business corporations by freeing them from meddling by the states. (Think, for example, how difficult it might have been to build a railroad company that covered several states if each state had the power to establish its own monopolies within its borders.) Corporations took the place of the older, smaller, and simpler forms of business—single proprietorships and limited partnerships whose reach was confined to a small area. Due in part to the Marshall Court, the United States increasingly became one large integrated market.

Economy Experiences Panics As the national market emerged and more enterprises became interconnected over greater distances, the economy became subject to periodic shocks, or panics. These panics were the result of "busts" in a "boom-and-bust" cycle that is common in capitalism. In capitalism, individuals own most productive property—factories

Vocabulary Builder

<u>advocate</u>—(AD vuh kiht) *n.* a person who supports or urges something

Primary Source ⁴⁴The question is, in truth, a question of supremacy. And if the right of the states to tax the means employed by the general government be conceded [accepted], the declaration that the Constitution, and the laws made in pursuance thereof, shall be the supreme law of the land, is empty and unmeaning. . . . ²⁹

— John Marshall, McCulloch v. Maryland, 1819

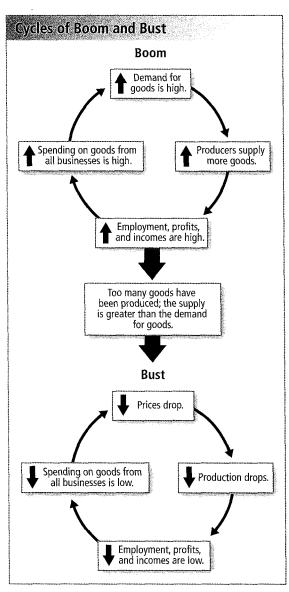


Diagram Skill Market economies experience cycles of good times, called booms, and cycles of bad times, called busts. Typically, a sharp rise or drop in an economic variable will set off a series of events that brings about the next phase of the cycle. These variables include the amount of money businesses are willing to invest, interest rates, and economic shocks, such as wars, discovery of a new oil field, or a crop failure. What happens when producers create more goods than buyers demand?

Vocabulary Builder episode-(EHP uh sohd) n. an event or incident

and farms—and markets set prices. During the "boom" phase, high consumer demand encourages owners to expand production. But once the expanded supply of goods exceeds demand, a "bust" follows. Prices fall and producers cut back on production, closing factories and firing workers. Those jobless workers then have less to spend, hurting other businesses.

Between 1815 and 1860, there were three great panics that occurred: 1819, 1837, and 1857. Thousands of factory workers lost their jobs. The panics also hurt farmers and planters as demand declined for their grain or cotton. When farm prices fell, many farmers and planters could not pay their debts. They, therefore, lost their properties to lawsuits and foreclosures.

Panics led many workers and farmers to doubt capitalism-or at least to blame the banks, especially the Bank of the United States. The panics lifted after a year or two, however, and "boom" times returned. These economic revivals quieted the doubts.

American Art and Literature Flourish Nationalism also influenced art and literature. Artists celebrated America's beautiful landscape, while novelists expressed pride in the nation's immense potential. A period known as the American Renaissance ensued, in which literature reflected the nationalistic spirit. James Fenimore Cooper of New York became the first American to make a career as a novelist. His most celebrated novels, a series known as The Leatherstocking Tales, created the genre of frontier adventure tales that persists to this day. There were also several regional voices in literature. For instance, Cooper influenced William Gilmore Simms, a southern writer who gave frontier stories a more southern voice.

Checkpoint How did nationalism affect the economy starting in 1816?

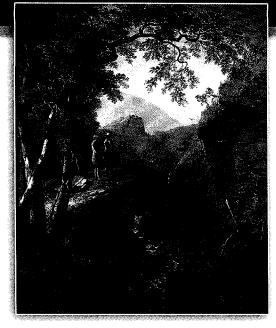
Nationalism Influences Foreign Affairs

Nationalism also influenced the nation's foreign policy. A key figure in this development was John Quincy Adams, James Monroe's Secretary of State and the son of former President John Adams. Monroe and Adams hoped to reduce the nation's great regional tensions by promoting national expansion.

Expanding the United States In 1819, American pressure and Adams's diplomacy persuaded Spain to sell Florida to the United States. Spain had felt pressured to give up their claims by the First Seminole War that occurred in 1818. The Seminoles were an American Indian group from southern Georgia and northern Florida, an area that was then part of Spain. Seminoles clashed often with white settlers, who were upset with the Seminoles for providing safe havens for runaway slaves. American General Andrew Jackson led a force into Florida to fight the Seminoles and seized Spanish forts. Though Jackson had not been told to act against the Spanish, the episode made it clear that Spanish control of Florida was very weak. Ratified in 1821, the Adams-Onís Treaty also ended Spanish claims to the vast Pacific Coast territory of Oregon. The British also claimed Oregon, but in 1818, the United States and Great Britain agreed to share the contested territory. Following the Adams-Onís Treaty, Americans began to settle in Florida and pursue the fur trade in Oregon.

The Hudson River School

American art also reflected the spirit of nationalism. The majestic scenery of the landscape inspired a group of landscape painters known as the Hudson River School. These painters used realistic detail to reflect an enormous reverence toward nature. Their dramatic depictions of towering mountains, rushing waterfalls, and plummeting gorges presented a world in which tiny, humbled humans existed in harmony with nature.







▲ Jasper Cropsey, Autumn—on the Hudson River (1859)

New Colors The invention of chemical pigments gave artists an exciting new palette of intense, pure colors, which were used to maximum effect by Jasper Cropsey, who became known as "the painter of autumn." His brilliant foliage created a sensation.

- ▲ Asher B. Durand, Kindred Spirits (1849) Natural Beauty This tribute to Thomas Cole, one of the leaders of the Hudson River School, shows Cole sharing an awe-inspiring view with his friend, poet William Cullen Bryant.
- Martin Johnson Heade, Haystacks on the Newburyport Marshes (1862) Light and Dark Later members of the Hudson River School were known as Luminists because of their fascination with the effects of light. Here, Martin Johnson Heade captures the glow of a late afternoon sky as the sun sets.

Thinking Critically

- 1. Analyze Art Cole and Durand often included a broken stump in their paintings. What do you think it symbolizes?
- 2. Make Inferences How might Hudson River School paintings have helped lead to the creation of national and city parks?

The Monroe Doctrine Adams also formulated the famous foreign policy doctrine named for President Monroe—the Monroe Doctrine. This policy responded to threats by European powers, including France, to help Spain recover Latin American colonies that had declared their independence. Monroe and Adams were eager to protect those new republics. The British shared that goal and proposed uniting with the United States to warn the other European powers to stay out of Latin America. Adams and Monroe, however, preferred to act without a British partner. In 1823, Monroe issued a written doctrine declaring that European monarchies had no business meddling with American republics. In return, the United States promised to stay out of European affairs.

- James Monroe, address to Congress, December 2, 1823

The Monroe Doctrine meant little in 1823 when the Americans lacked the army and navy to enforce it. The Latin American republics kept their independence with British, rather than American, help. The doctrine did, however, reflect the nation's growing desire for power. The doctrine became much more significant in the 1890s and in the twentieth century, when the United States increasingly sent armed forces into Latin American countries.

Checkpoint What foreign policy actions did John Quincy Adams take that reflected nationalism?

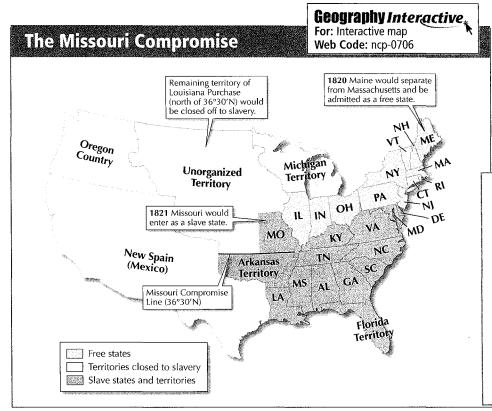
The Nation Compromises Over Slavery

The spirit of nationalism failed to suppress regional differences in the United States. Such differences made the nation more difficult to govern. In 1819, this difficulty became evident in a crisis over Missouri's admission to the Union as a new state. At that point, the Union had an equal number of slave and free states—which meant equal regional power in the United States Senate. If Missouri entered the Union as a slave state, it would tip the balance in favor of the South. This prospect alarmed northern congressmen. A New York congressman proposed banning slavery in Missouri as a price for joining the Union. The proposed ban outraged southern leaders, who claimed a right to expand slavery westward.

In 1820, after a long and bitter debate, Henry Clay crafted the **Missouri Compromise**. The northern district of Massachusetts would enter the Union as the free state of Maine to balance admission of Missouri as a slave state. To discourage future disputes over state admissions, the compromise also drew a line across the continent from the southwestern corner of Missouri to the nation's western boundary. Territories south of that line would enter as slave states. Those north of the line would become free states.

The compromise solved the short-term crisis. But that crisis had exposed the growing division between the North and the South over the expansion of slavery. Jefferson worried, "This momentous question, like a fire-bell in the night, awakened and filled me with terror. I considered it at once the [death] knell of the Union."

Southern whites felt insulted by the northern attacks on their region's reliance on slavery. They also felt threatened. In 1822, they blamed the Missouri



Map Skills The Missouri Compromise admitted Maine as a free state, Missouri as a slave state, and prohibited slavery north of 36°30′N latitude.

- 1. Region Which would cover more land under the compromise—new free states or new slave states?
- **2. Draw Conclusions** What did the compromise reveal about the state of the Union?

debates for inspiring Denmark Vesey to plan a slave revolt. Vesey, a black freedman, prepared slaves to seize control of Charleston, South Carolina. The revolt, however, never took place because Charleston officials learned of the plot. These officials arrested, tried, convicted, and hanged Vesey and 34 others. Anxious over their close call, southern politicians insisted that their safety required northern silence on slavery.

✓ Checkpoint How did sectionalism threaten the expansion of the Union?

3 Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice Web Code: nca-0707

Comprehension

- **1. Terms and People** How does each term below demonstrate the increasing nationalism in the years following the War of 1812? Answer the question in a paragraph that uses each term.
 - American System
 - Adams-Onis Treaty
 - Monroe Doctrine

2. NoteTaking Reading Skill: Understand Effects Use your completed concept web to answer the Section Focus Question: How did domestic and foreign policies reflect the nationalism of the times?

Writing About History

3. Quick Write: Write a Thesis As in other types of essays and reports, the backbone for a research report is the thesis, or main idea. Reread the text in this section on Henry Clay's American System. Then, write a thesis statement for a research report on this topic.

Critical Thinking

- 4. Recognize Sufficient Evidence How did the fact that James Monroe won reelection in 1820 nearly unanimously reflect the nationalism of the era?
- **5. Draw Conclusions** How did the spirit of nationalism contribute to the Monroe Doctrine?
- **6. Analyze Information** What did the Missouri Compromise suggest about the limits of nationalism in the United States in the 1820s?

Landmark Decisions of the Supreme Court

Who Has Power Over Interstate Commerce?

Under the Articles of Confederation, the national government had limited power. States controlled business within their boundaries. The Constitution granted the national Congress the power to "regulate commerce . . . among the several states." But what exactly did that power mean? What would happen when states passed laws that affected business between states?

Gibbons v. Ogden (1824)

The Facts Aaron Ogden had a license from the state of New York to run steamboats between New York and New Jersey.

- Thomas Gibbons had a license from the federal government to run steamboats in the same area.
- A New York court ruled that Gibbons had to stop running his boats but Ogden could continue to operate his.
- Gibbons appealed to the Supreme Court.

The Issue

Gibbons argued that the commerce clause of the Constitution gave Congress the exclusive right to regulate business between states.

The Decision

- The Court said that New York State law did not apply because the Constitution was the supreme law of the land.
- The Court also ruled that interstate commerce includes any business that crosses state boundaries.



New-York and Brooklyn Ferry.

SUCH persons as are inclined to compound, agreeable to law, in the Steam Ferry-Boat, Barges, or common Hotse Boats, will be pleased to apply to the subscribers, who are authorized to settle the same.

GEORGE HICKS, Brooklyn, JOHN PINTARD, 52 Wall-st.

Commutation for a single person not transferable, for 12 months,

Do. do. 8 months, May 3, 1814

\$10 00 6 67 6m.

▲ Brooklyn steam ferry ad, 1814

Why It Matters

Gibbons v. Ogden clearly set forth the power of the national government to control commerce between states. It also did something much more far-reaching. Ogden had argued that Congress's power did not apply to the facts in this case because navigating boats on a river was not commerce. Only the buying and selling of goods, he said, should be affected by this power of Congress. John Marshall, writing the Court's decision, rejected that idea. Commerce, he said, was any kind of business interaction. It included the movement of people or goods by boat.

This decision opened broad areas of activity for the federal government. Congress has used this power to pass laws such as granting workers the right to form unions, setting limits on child labor, requiring companies to pay a minimum wage, and banning racial discrimination. Congress has also passed laws regulating radio and television, requiring that food and medicines are safe, and many others.



In recent years, the Court has moved to limit the power of Congress to use the commerce clause to pass certain laws. Research to find a case from the last 10 years involving the commerce clause. Read about the law under question and the Court's decision. Explain in one or two paragraphs whether you agree or disagree with the way the Court viewed the commerce clause.

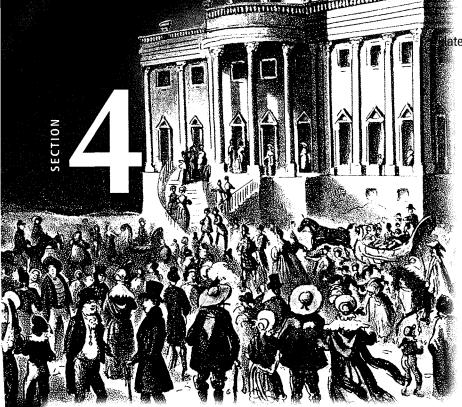
For: Supreme Court cases **Web Code:** nce-0708

 Today, the FCC (Federal Communications Commission) has regulations on cellphone usage.



ate celebrating President Jackson ▶





WITNESS HISTORY (**) AUDIO



The "People's President"

After a disappointing loss in the election of 1824, Andrew Jackson rode a wave of popular support to the presidency in 1828. At his inauguration, many of those same voters caused a wild scene at the White House when they arrived in large numbers to celebrate the historic event.

Ladies fainted, men were seen with bloody noses and such a scene of confusion took place as is impossible to describe. . . . But it was the People's day, and the People's President, and the People would rule. 99

> Margaret Bayard Smith in a letter to Mrs. Kirkpatrick, March 11, 1829

▲ A crowd gathers for Jackson's inauguration

Democracy and the Age of Jackson



Core Curriculum Objectives

- **2.I.F.3** Establishing a stable political system
- 2.11.B.2b The rise of mass politics (John Quincy Adams, Andrew Jackson, the spoils system, the bank war, Martin Van Buren)
- 3.III.D.3 Native American Indians

Terms and People

caucus Andrew Jackson Martin Van Buren Jacksonian Democracy

spoils system Indian Removal Act Trail of Tears

NoteTaking

Reading Skill: Understand Effects Use a flowchart like the one below to record the effects of Jackson's presidency.

Andrew Jackson's Presidency		

Why It Matters The election of 1824 signaled a shift in American political and social life. As a new political party emerged, the nation expanded its concept of democracy in some ways and narrowed it in others. The era became known for one of American history's towering and controversial figures—Andrew Jackson. Section Focus Question: What changes did Andrew Jackson represent in American political life?

The Election of 1824

As the presidential election of 1824 approached, two-term President James Monroe announced that he would not seek a third term. As you have read, his presidency was marked by what appeared to be general political harmony. There was only one major political party, and the nation seemed to be united in its purpose and direction. Beneath this surface, however, there were differences. These would become obvious in the election of 1824.

A Four-Way Race Four leading Democratic Republicans hoped to replace Monroe in the White House. John Quincy Adams, Monroe's Secretary of State, offered great skill and experience. A caucus of Democratic Republicans in Congress preferred William Crawford of Georgia. A caucus is a closed meeting of party members for the purpose of choosing a candidate. War hero Andrew Jackson of Tennessee and Henry Clay of Kentucky provided greater competition for Adams.

A Troubled Outcome The crowded race produced no clear winner. Jackson won more popular votes than did Adams, his next nearest competitor. Jackson did well in many southern states and in the western part of the country. Adams ran strongest in the Northeast. But neither won a majority of the electoral votes needed for election. As a result, for the second time in the nation's history (the first was in 1800), the House of Representatives had to determine the outcome of a presidential election. There, Clay threw his support to Adams, who became President. When Adams appointed Clay as Secretary of State, Jackson accused them of a "corrupt bargain," in which he thought Clay supported Adams in exchange for an appointment as Secretary of State.

Jackson's opposition weakened Adams's presidency. Taking a broad, nationalist view of the Constitution, Adams pushed for an aggressive program of federal spending for internal improvements and scientific exploration. Jackson and other critics denounced this program as "aristocratic" for allegedly favoring the wealthy over the common people. This would become a growing theme in national politics.

Jackson Begins His Next Campaign Much of the criticism of Adams's presidency came from Andrew Jackson. Indeed, Jackson and his supporters spent much of Adams's term preparing for the next election. Jackson especially relied upon New York's Martin Van Buren, who worked behind the scenes to build support for Jackson. Meanwhile, Jackson traveled the country drumming up support among the voters—a new practice.

Jackson hoped to <u>exploit</u> the increasingly democratic character of national politics. In the 1824 presidential election, a growing number of states had chosen their presidential electors based on popular vote. This was a shift from the method used in the first presidential elections, in which state legislatures chose electors. By 1836, every state but South Carolina was choosing electors based on the popular vote. Voters also had an increased role in choosing other state and local officials across the country. For example, the use of caucuses was

replaced in many cases by more public conventions in which voters had a greater say in who became a candidate for office.

During the 1810s and 1820s, many states rewrote their constitutions. Those documents had originally restricted the right to vote and hold office to men who owned property. In 1776, about three fourths of all free men could meet the property-ownership requirement because they owned a farm or a shop. But that qualified proportion slipped as more men worked for wages in the expanding industries. Without their own farm or shop, they could not vote. The economic losses caused by the Panic of 1819 had also removed many voters from the rolls.

The new state constitutions expanded the electorate by abolishing the property requirement. In most states, any white man who paid a tax could vote and hold office. These changes increased participation in elections. Male voter turnout that had been less than 30 percent in the elections of the early 1800s reached almost 80 percent in 1840.

Unfortunately, the expansion of democracy did not benefit all Americans. Most of the new constitutions also took the vote away from free blacks—even those

Vocabulary Builder exploit—(ehk SPLOYT) v. to take advantage of; utilize

HISTORY MAKERS

Andrew Jackson (1767–1845)

As a major general in the War of 1812, Andrew Jackson became a national hero when he defeated the British at New Orleans.

Bitter over his defeat in the presidential

election of 1824, Jackson came back four years later and won decisively, despite a campaign that was rife with personal attacks on his character and that of his wife. Elected by the "common man," Jackson was the first President who was not an aristocrat from Massachusetts or Virginia, but rather from the Tennessee frontier. His presidential victory was marred, however, when his wife Rachel died before he moved to Washington to assume office. Jackson believed in a strong presidency and used his

rong presidency and used his power to veto 12 congressional acts—more than all the previous six Presidents combined. with property. Nor did the new constitutions allow women to vote. (With the exception of New Jersey, in which a loophole in the state constitution allowed property-owning women to vote until 1807, no state had ever allowed women to cast a ballot.) In addition, American Indians, who were not citizens of the United States, were denied the vote. Democracy was limited to white men.

Checkpoint How did Jackson respond to his defeat in the 1824 presidential election?

Jackson Emerges

During the mid-1820s, Andrew Jackson became the symbol of American democ-

racy. Historians refer to the movement as **Jacksonian Democracy.** In his speeches and writings, Jackson celebrated majority rule and the dignity of the common people. He projected himself as a down-to-earth common man with humble roots, which contrasted with the image of the aristocratic leaders of the past.

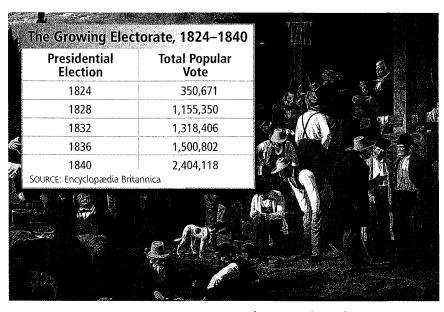
Jackson's life reflected the nation's own story of expanding opportunity. He was born in a log cabin, orphaned as a boy, and wounded during the American Revolution. Moving west to the then-frontier, he had become a wealthy lawyer and planter in Tennessee. (In fact, Jackson was wealthier than Adams.) Jackson won military fame in the War of 1812 and in the wars against the Creeks and Seminoles.

The Election of 1828 By the election of 1828, Jackson's supporters called themselves Democrats, not Democratic Republicans. Jacksonian Democracy triumphed in the presidential election of 1828. With 56 percent of the popular vote and two thirds of the electoral votes, Jackson defeated Adams. A rowdy crowd attended Jackson's inauguration in Washington, D.C. Their raucous conduct symbolized the triumph of the democratic style over the alleged aristocracy represented by John Quincy Adams.

Jackson owed his victory to his campaign manager Martin Van Buren, who revived the Jeffersonian partnership of southern planters and northern common people. The party promised a return to Jeffersonian principles: strong states and a weak federal government that would not interfere in slavery. Only those principles, Van Buren argued, could keep sectional tensions from destroying the Union.

A New Party Structure While returning to old principles, the Democrats innovated in party structure. They developed a disciplined system of local and state committees and conventions. The party cast out anyone who broke with party discipline. While becoming more democratic in style, with carefully planned appeals to voters and great public rallies, elections also became the business of professional politicians and managers.

The new party rewarded the faithful with government jobs. Where Adams had displaced only a dozen government officials when he became President, Jackson replaced hundreds. He used the government jobs to reward Democratic activists. Van Buren's "reward" was appointment as Secretary of State, the



The Growing Electorate

Before 1824, presidential election results did not include a popular vote count. By 1840, the number of voters had skyrocketed. The painting, entitled *The County Election* by George Caleb Bingham, reflects this trend. *Which Americans were not represented on the table above?*

coveted steppingstone to the presidency. The Democrats defended the use of jobs as rewards for political loyalty. Here, Senator William Learned Marcy of New York defended the Jacksonians:

Primary Source **They boldly preach what they practice. When they are contending for victory, they avow [state] the intention of enjoying the fruits of it. If they are defeated, they expect to retire from office. If they are successful, they claim, as a matter of right, the advantages of success. They see nothing wrong in the rule, that to the victor belongs the spoils [loot] of the enemy.**

-Senator William Learned Marcy, speech before Congress, January 1832

Critics, however, denounced the use of political jobs as a reward for party loyalty, a practice they called the **spoils system**.

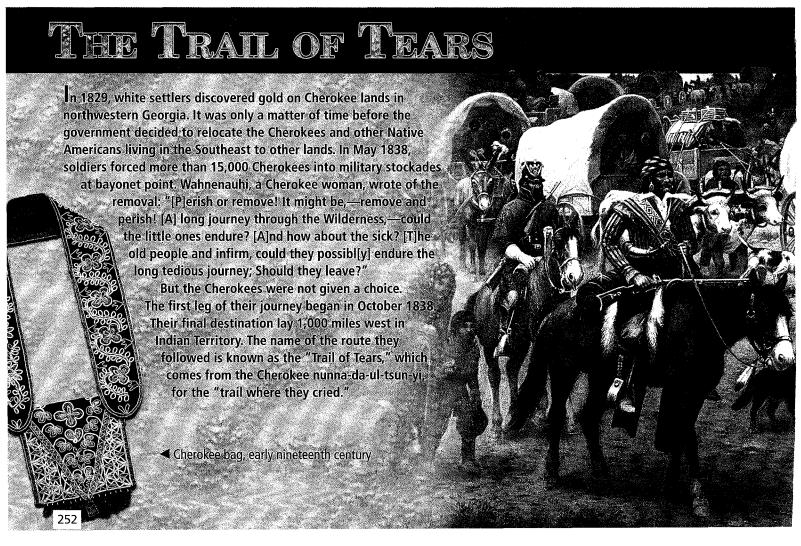
Checkpoint How did Jackson's life mirror his political beliefs?

Native American Removal

Jackson's political base lay in the South, where he captured 80 percent of the vote. Those voters expected Jackson to help them remove the 60,000 American Indians living in the region. These Indians belonged to five nations: the Cherokee, Chickasaw, Creek, Choctaw, and Seminole.

Southern voters had good reason to expect Jackson's help with Indian removal. Jackson's victory in the Creek War of 1814 had led to the acquisition of millions of



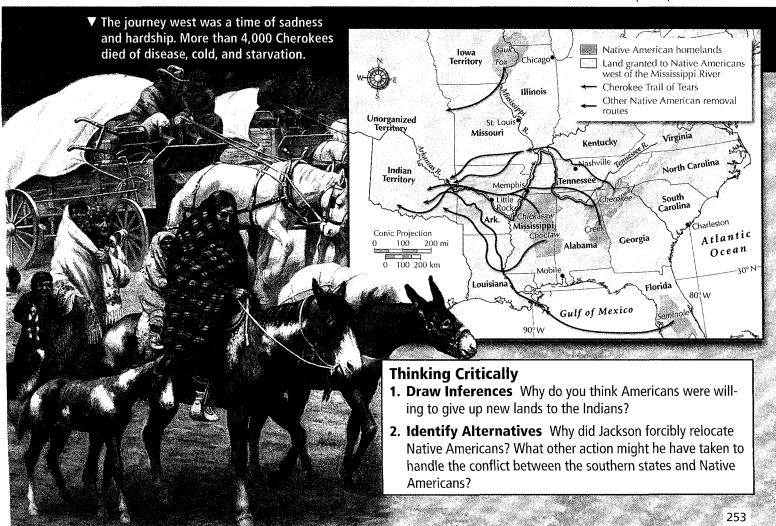


Creek acres in Georgia and Alabama. His war with the Seminoles in 1818 paved the way for the Adams-Onís Treaty and American control of Florida.

Still, many Native Americans had remained in the South. In many cases, they had even adopted white American culture. For example, many practiced Christianity, established schools, owned private property, and formed constitutional, republican governments. A Cherokee named Sequoyah invented a writing system for the Cherokee language so they could print their own newspaper and books. These Native Americans in the five southeastern tribes became known as the "five civilized tribes."

Many southern whites, however, denounced the Indian civilizations as a sham. Indians could never be civilized, southerners insisted. President Jackson agreed that the Indians should make way for white people. "What good man would prefer a country covered with forests and ranged by a few thousand savages to our extensive Republic?" he asked. Indeed, southern whites wanted the valuable lands held by the Indians. Between 1827 and 1830, the states of Georgia, Mississippi, and Alabama dissolved the Indian governments and seized these lands. In 1832, after the Indians appealed their case to the federal courts, John Marshall's Supreme Court tried to help the Indians. In Worcester v. Georgia, the Court ruled that Georgia's land seizure was unconstitutional. The federal government had treaty obligations to protect the Indians, the Court held, and federal law was superior to state law. President Jackson, however, ignored the Court's decision. "John Marshall has made his decision, now let him enforce it," Jackson boldly declared. Although often a nationalist, Jackson favored states' rights in this case.

▼ Native American Removal, 1830–1840 The map below shows the relocation routes of Native Americans, including the Trail of Tears (in red).



Even before this ruling, Jackson had urged Congress to pass the Indian Removal Act of 1830. This act sought to peacefully negotiate the exchange of American Indian lands in the South for new lands in the Indian Territory (modern-day Oklahoma).

66 Rightly considered, the policy of the General Government Primary Source toward the red man is not only liberal, but generous. He is unwilling to submit to the laws of the States and mingle with their population. To save him from this alternative, or perhaps

- President Andrew Jackson, message to Congress, December 8, 1830

The Choctaws and Chickasaws reluctantly agreed to leave their southeastern homelands for new lands in the West. A few stayed behind, but they suffered violent mistreatment by whites.

The Jackson administration continued pressuring remaining Indian groups to sell their lands and move west. In 1835, a small group of Cherokees who did not represent their nation made an agreement with the government under which all Cherokees would leave the South for Oklahoma. Though the rest of the Cherokees protested, the federal government sought to enforce the treaty. In 1838, U.S. soldiers forced 16,000 Cherokees to walk from their lands in the Southeast to Oklahoma along what came to be called the Trail of Tears. At least 4,000 Cherokees died of disease, exposure, and hunger on their long, hard journey.

Some Indians in the South resisted removal. In 1836, after a number of violent conflicts with white settlers, troops forcibly removed the Creeks from their southern lands. In Florida, the Seminoles fought the Second Seminole War between 1835 and 1842. In the end, American troops forced most Seminoles to leave Florida.

Removal also affected Native Americans in the Midwest. In Illinois, a chief named Black Hawk led the resistance by the Sauk and Fox nations. In what became known as Black Hawk's War, they fought federal troops and local militia until crushed in 1832.

Checkpoint Why did many white people want Native Americans removed from the southeastern United States?

SECTION

Progress Monitoring Online

For: Self-test with vocabulary practice Web Code: nca-0709

Comprehension

- 1. Terms and People How does each term or person below help reflect the role of Andrew Jackson in American political life in the 1820s and 1830s? For each name or term, write a sentence that explains your answer.
 - Martin Van Buren
 - Jacksonian Democracy
 - spoils system
 - Indian Removal Act

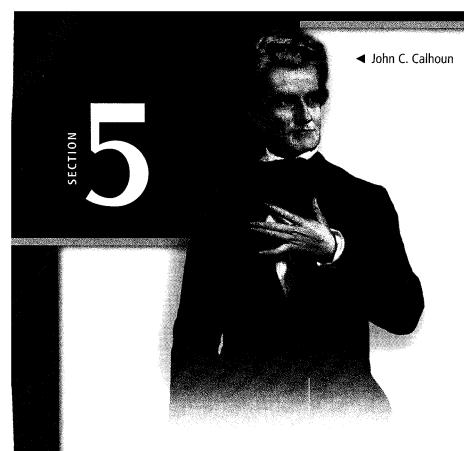
2. NoteTaking Reading Skill: **Understand Effects** Use your completed flowchart to answer the Section Focus Ouestion: What changes did Andrew Jackson represent in American political life?

Writing About History

3. Quick Write: Make an Outline Create an outline for this section on the Age of Jackson, Identify each topic and subtopic in a single phrase. When you are ready to write your research report, you can then use the outline as a guide.

Critical Thinking

- 4. Analyze Information Why do you think the election of 1824 helped lead to change in national politics?
- 5. Draw Conclusions Why do you think Jackson favored and benefited from the democratic expansion that took place in the 1820s and 1830s?
- **6. Summarize** What was the basic view of Jackson toward the Native Americans living in the southeastern United States in the early 1800s?



WITNESS HISTORY (***) AUDIO

Debate Over States' Rights

In 1828, John C. Calhoun wrote an anonymous document in response to the high tariff Congress adopted that year. The tariff, known as the Tariff of Abominations to people in the South who adamantly opposed it, meant high prices for goods that southern planters needed.

**So partial are the effects of the [Tariff] system that its burdens are exclusively on one side and its benefits on the other. It imposes on the agricultural interest of the South. . . . That the manufacturing States . . . bear no share of the burden of the Tariff . . . **?

— John Ç. Calhoun, *South Carolina Exposition and Protest*, 1828

Constitutional Disputes and Crises



Core Curriculum Objectives

- 2.II.A.1 The first and second two-party systems
- 2.II.B Constitutional stress and crisis

Terms and People

Tariff of Abominations John C. Calhoun

nullification Whig

NoteTaking

Reading Skill: Compare Fill in a table like the one below to compare the viewpoints of Jackson and Calhoun on the issue of nullification.

Nullification		
Andrew Jackson	John C. Calhoun	
•	•	
•	•	
•	•	

Why It Matters Jackson's presidency featured a number of conflicts and crises, and it helped bring about the formation of a rival political party. In spite of this, Jackson was able to secure the election of a handpicked successor. That administration was unable to survive its own crises and gave way to a Whig presidency. Section Focus Question: What major political issues emerged during the 1830s?

The Nullification Crisis

The protective tariffs had long been a topic of debate and discord in the United States. In general, the industrial North favored them, but the agricultural South disliked them.

In 1828, Congress adopted an especially high tariff. Southerners called it the **Tariff of Abominations**. This tariff had been designed by members of Congress not only to promote American industry but to embarrass President Adams and ensure a Jackson victory in that year's presidential election. In fact, Adams did sign the tariff, though reluctantly, and it did help bring about his defeat in 1828.

Calhoun Champions Nullification Jackson's Vice President, John C. Calhoun of South Carolina, violently opposed the tariff. During the War of 1812, he had been a strong nationalist. But his opinions changed after the the Missouri controversy of 1819 and 1820. This episode convinced him that the future of slavery, which he

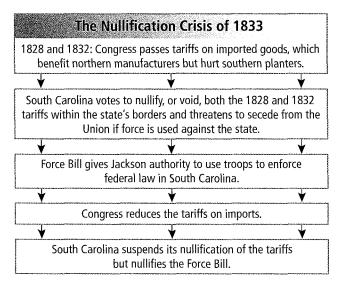


Diagram Skill The Nullification Crisis of 1833 was part of a power struggle between the states and the national government that had been present since the earliest days of the new nation. At issue was a state's power to challenge the authority of the federal government. Although the crisis was avoided, questions of nullification and secession remained. How was the Nullification Crisis avoided?

Vocabulary Builder

perpetual-(per PECH oo ehl) adj. ongoing; continuous

supported, required a stronger defense of states' rights. Toward that end, he began to champion the concept of **nullification**, which meant that states could nullify, or void, any federal law deemed unconstitutional.

Calhoun and his supporters expected Jackson to reject a protective tariff. After all, Jackson was not a supporter of the tariff, and they hoped he might take action against it on his own. He did modify the tariff rates, but not enough to satisfy Calhoun.

The Crisis Deepens In 1832, the South Carolina legislature nullified the protective tariff and prohibited the collection of federal tariff duties in South Carolina after February 1, 1833. Further, the state threatened to secede from the Union if the federal government employed force against South Carolina. Calhoun resigned the vice presidency and instead became a senator.

Jackson generally supported states' rights, and he wanted a lower tariff. He drew the line at nullification and secession, however. "Disunion by armed force is treason," Jackson thundered. He felt the Union must be perpetual and states must honor federal law.

Primary Source ⁶⁶I can have within the limits of South Carolina fifty thousand men, and in forty days more another fifty thousand. . . . The Union will be preserved. The safety of the republic, the supreme law, which will be promptly obeyed by me. "

—President Andrew Jackson, December 9, 1832

Other state legislatures around the country supported him by passing resolutions rejecting nullification.

Webster Defends the Union In Congress, Daniel Webster of Massachusetts became the great champion of nationalism. In an 1830 debate over nullification, he had blasted the notion in a fiery speech. "Liberty and Union, now and forever, one and inseparable," he declared. Webster defined the Union as the creation of the American people rather than of the states. In 1833, Webster led the way in pushing for passage of a Force Bill, giving Jackson authority to use troops to enforce federal law in South Carolina.

The Crisis Avoided At the same time, with Jackson's support, Congress also reduced the tariff. This reduced South Carolina's militancy. In March, a special convention suspended that state's ordinance of nullification. Still, the convention made a political statement by nullifying the now-unnecessary Force Bill. The crisis passed. Jackson and Webster could declare victory. The difficult questions of nullification and secession, however, had been postponed rather than resolved.

Checkpoint How did President Jackson view nullification?

The Bank War

Notwithstanding his fight over nullification, Jackson was a supporter of the agricultural South. Indeed, he longed to revive Jefferson's ideal of an agrarian republic, in which almost all white men owned farms and enjoyed a rough equality. But industrialization worked against that vision. Increasing numbers of Americans worked in cities for wages instead of on their own farms. In the cities, a gap widened between rich owners and poor workers. Wealth became

more abstract and fluid since it was measured in bank stock versus land. The changes troubled many Americans.

Jackson Opposes the Bank Jacksonian Democrats suspected that the new economy encouraged corruption and greed. They howled when industry sought special advantages, such as protective tariffs or federal subsidies for roads and canals. Industry claimed these advantages promoted economic growth. To Jackson and his followers, they seemed mainly to enrich wealthy people at the expense of everyone else. Jacksonian Democrats promised to rescue the Republic from a new form of aristocracy they called the "Money Power."

Jacksonian Democrats especially disliked the second Bank of the United States, which had been chartered by Congress in 1816. They saw it as a dangerous, and perhaps even corrupt, special interest that favored rich investors. Many business leaders, on the other hand, valued the Bank. They believed it promoted economic growth by providing a stable currency—paper money—in which people could have confidence. They argued that a lack of confidence in the money supply could cause serious harm to the economy.

The Bank had many supporters in Congress. In 1832, they voted to renew the Bank's charter. Jackson, however, vetoed the renewal. He denounced the Bank as "unauthorized by the Constitution, subversive of the rights of the states, and dangerous to the liberties of the people." He opposed government action that led to "the advancement of the few at the expense of the many." He regretted "that the rich and powerful too often bend the acts of government to their selfish purposes." Jackson posed as the defender of "the humble members of society—the farmers, mechanics, and laborers."

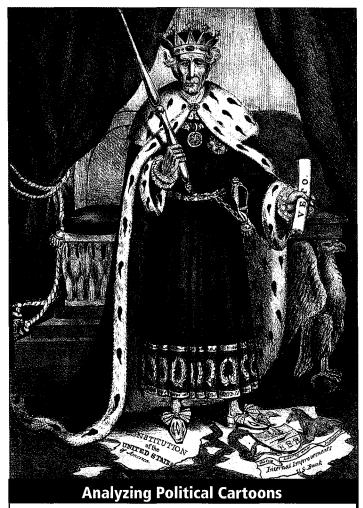
The Whig Party Forms The Bank's supporters

denounced Jackson as a power-hungry tyrant trampling on the rights of Congress. The veto shocked them because previous Presidents had so rarely used that power—only nine times in forty-two years.

Led by Henry Clay and Daniel Webster, in 1832 the Bank's friends formed a new political party known as the Whigs. (The name came from a British political party.) The Whigs were nationalists who wanted a strong federal government to manage the economy. Relying on a broad interpretation of the Constitution, they favored the American System of protective tariffs, internal improvements, and a national bank. Whigs also appealed to northern Protestants who wanted the government to promote moral reform.

The emergence of the Whigs renewed two-party politics in the United States. For the next twenty years, Whigs challenged Jackson's Democrats in local, state, and national elections. These close contests drew growing numbers of voters to the polls.

In the presidential election of 1832, the Whigs nominated Henry Clay. Voters, however, reelected the popular Jackson in a landslide. Longtime Jackson supporter Martin Van Buren became the new Vice President. Emboldened by the



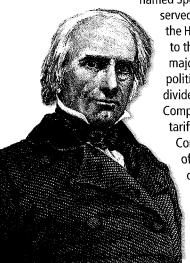
"King Andrew" Jackson exercised firm authority as President, He wielded such power that his critics sometimes referred to him as "King Andrew."

- 1. What details does the cartoonist use here to portray Jackson's use of power?
- 2. What does his trampling of the Constitution suggest?

HISTORY MAKERS

Henry Clay (1777–1852)

Henry Clay was born in Virginia but made his home in Kentucky and also in the U.S. Congress. In 1811, Clay was elected to the U.S. House of Representatives and, though only 34 years old, was



named Speaker of the House. Clay served most of the next 40 years in the House or the Senate, Devoted to the Union, he crafted three major compromises to settle political crises that threatened to divide the nation: the Missouri Compromise, the compromise tariff in 1833, and the Compromise of 1850, In honor

of these achievements, he was called "The Great Pacificator." Clay never achieved his dearest ambition, though—he wanted to be President of the United States.

Daniel Webster (1782–1852)

Daniel Webster gained fame for his skill as an orator and lawyer when he argued and won several cases before the Supreme Court. Like Clay, Webster spent most of the four decades from 1811 to 1850 in the U.S. House and Senate representing first New Hampshire and then Massachusetts. There, he spoke forcefully in favor of preserving the Union and backed Clay's compromise to end the nullification crisis in 1833 and the Compromise of 1850. He supported the 1850 plan saying that he spoke "not as a Massachusetts man, nor as a Northern man, but as an American." Like Clay, Webster was always frustrated by his inability to win the presidency.

public support, Jackson completed his attack on the second Bank of the United States by withdrawing federal funds and placing them in state banks. Though its charter still had several years to run, Jackson's action weakened it severely. As Secretary of the Treasury, Roger B. Taney managed Jackson's plan to undermine the Bank of the United States. When John Marshall died in 1835, Jackson rewarded Taney by appointing him Chief Justice of the United States.

Checkpoint What did Jackson think of the second Bank of the United States?

Politics After Jackson

Jackson reveled in his victory, but the Bank's destruction weakened the economy. Relieved from federal regulation, state banks expanded, inflating prices with a flood of paper bank notes. The face value of bank notes exploded from \$10 million in 1833 to \$149 million in 1837. The inflation hurt the common people that Jackson had professed to help.

Van Buren's Presidency and the Panic of 1837 Economic trouble was still in the future when Jackson retired from politics in 1836. In that year's election, voters chose Martin Van Buren, Jackson's favorite, to become President.

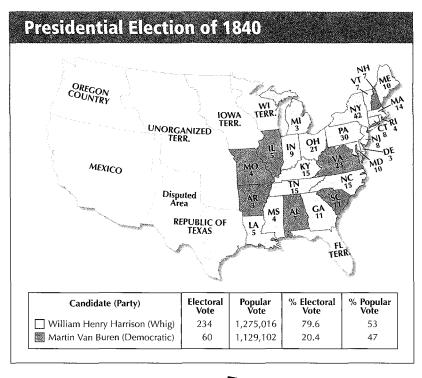
Soon after Van Buren took office in 1837, the economy suffered a severe panic. A key trigger was Jackson's decision, taken months earlier, to stop accepting paper money for the purchase of federal land. The effect was a sharp drop in land values and sales. As a result, hundreds of banks and businesses that had invested in land went bankrupt. Thousands of planters and farmers lost their land. One out of three urban workers lost his or her job. Those who kept their jobs saw their wages drop by 30 percent. The Panic of 1837 was the worst depression suffered by Americans to that date.

The Whigs Taste Brief Victory in the **Election of 1840** The depression in 1837 revived the Whigs. In 1840, they ran William Henry Harrison for President and John Tyler for Vice President. Harrison was known as "Old Tip" for his successes at the Battle of Tippecanoe against the Indians in 1811. The Whigs ran a campaign that was light on ideas but heavy on the sort of theatrics that would become common in American politics. For example, the Whigs organized big parades and coined a catchy slogan—"Tippecanoe and Tyler too"—to garner voters' attention. With more creativity than honesty, Whig campaign managers portrayed Harrison as a simple farmer who lived in a log cabin and drank hard cider instead of the expensive champagne favored by Van Buren. Turning the political tables, the Whigs persuaded voters that Van Buren was ineffective, corrupt, and an aristocrat who threatened the Republic.

This helped Harrison win the presidency, and meant that the Whigs had succeeded in capturing Congress.

The Whig victory proved brief, however. A month after assuming office, Harrison died of pneumonia. Vice President John Tyler of Virginia became the President. He surprised and horrified the Whigs by rejecting their policies. He vetoed Congress's legislation to restore the Bank of the United States and to enact Clay's American System. The Whigs would have to wait for a future election to exercise full control of the government.

Checkpoint Who succeeded Jackson in the White House, and what happened to him?





Presidential Election of 1840 Whiq Party flag picturing William Henry Harrison's log cabin

SECTION

Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice Web Code: nca-0710

Comprehension

- **1. Terms and People** For each term or person below, write a sentence explaining the significance to national politics between 1828 and 1840.
 - · Tariff of Abominations
 - John C. Calhoun
 - nullification
 - Whiq

2. NoteTaking Reading Skill: Compare and Contrast Use your completed table to answer the Section Focus Question: What major political issues emerged during the 1830s?

Writing About History

3. Quick Write: Write an Introduction Research more about the nullification crisis that you learned about in this section. Then, write an introductory paragraph on the topic. This paragraph should introduce the topic and map out what you will discuss within the research report.

Critical Thinking

- 4. Compare Points of View Compare the viewpoints of President Jackson and John C. Calhoun on the Tariff of Abominations.
- 5. Synthesize Information How did the attack on the second Bank of the United States lead to the formation of the Whig Party?
- 6. Recognize Cause and Effect How did Jackson's economic policies affect Van Buren?

Quick Study Guide



Progress Monitoring Online

For: Self-test with vocabulary practice

Web Code: nca-0711

■ Key Inventions and Innovations

Invention or Innovation	Political, Economic, or Social Effect(s)
Toll roads	Expanded transportation routes
Steamboats	Allowed faster travel, shipping, and upstream movement
Canals	Expanded transportation routes; improved commerce by linking farms to cities; opened new regions to settlement
Railroads	Cost less to build than canals and could move farther and faster, and carry more weight; connected East and West
Textile mills	Provided jobs; increased the speed of producing textiles
Interchangeable parts	Made possible the efficient production of a wide range of manufactured goods

■ Causes and Effects of the Cotton Boom

Cause and Effect	
Causes	
Invention of the cotton ginAvailable slave labor	

The Cotton Boom

Effects

- Creation of the Cotton Belt in the South
- Huge rise in cotton production
- Creation of state economies based on cotton production
- Westward spread of farming in the South
- · Expansion of slavery system
- Slower urban growth in the South than in the North

■ Key Nationalist Supreme Court Cases

Case	Issues	Outcome of Decision
McCulloch v. Maryland (1819)	 Does the government have the power to create a national bank? Do states have the right to tax institutions created by the federal government? 	Reinforced the principle of the power of the national government over state governments; states could not interfere with an agency of the national government and, therefore, could not tax the national bank
Gibbons v. Ogden (1824)	Who has the power to regulate commerce: the states, the federal government, or both? What if states passed laws that affected business between states?	Established the federal government's right to regulate all aspects of interstate commerce

Quick Study Timeline

1814 **Francis Cabot** Lowell builds first centralized textile mill In America

1819 Florida ceded to **United States**

1820 Missouri Compromise passed

1823 President Monroe issues Monroe **Doctrine**



Presidential Terms

the World

James Madison 1809-1817

James Monroe 1817-1825

1820

John Quincy Adams 1825-1829

1810 Around

Wars of independence begin in

South America

1815 Napoleon defeated at Waterloo

1822

Brazil gains independence from Portugal

American Issues Output Outpu



By connecting prior knowledge with what you have learned in this chapter, you can gradually build your understanding of enduring questions that still affect America today. Answer the questions below. Then, use your American Issues Connector study quide (or go online: www.PHSchool.com **Web Code**: nch-0712).

Issues You Learned About

- **Sectionalism and National Politics** Because the regions of the country had different economies and cultures they developed political differences.
- 1. How did sectionalism affect the nation's first political parties?
- **2.** How did the Missouri Compromise reflect the sectionalism that divided the nation in the early 1800s?
- **3.** Why did many political leaders in the North support the so-called Tariff of Abominations while nearly all of South Carolina's leaders opposed it?
- American Indian Policy The U.S. government generally denied American Indians the right to hold on to their homelands.
- 4. How did the U.S. government acquire American Indian lands?
- **5.** Why did many American Indians in the Southeast adopt elements of white American culture?
- **6.** How did the Supreme Court rule in *Worcester* v. *Georgia*? What effect did this ruling have on the American Indian nations that lived in the Southeast?

- **Technology and Society** Beginning in the early 1800s, new ways of transporting and manufacturing goods transformed the United States.
- **7.** Summarize the advances in transportation that took place in the early 1800s.
- **8.** What invention led to the development of "King Cotton" in the South? Why?
- **9.** How did the Industrial Revolution change the way people lived and worked in the United States?

Connect to Your World

New York

Government's Role in the Economy The revolution in New York transportation in the 1800s was partly spurred by government funding. For example, the proposal for the Erie Canal was initiated by New York governor DeWitt Clinton. In 1817, the New York legislature agreed to provide \$7 million to build the canal. Soon after its completion in 1825, New York City began a period of explosive economic growth as the port of New York transformed itself into a major center for trade and manufacturing. Research to find other government-funded transportation projects in New York (railroads, bridges, highways). Then write a short essay in which you discuss the advantages and disadvantages of government funding for transportation.

1830 Indian Removal Act passed



1838
Cherokees forcibly relocated westward on the Trail of Tears

1840

U.S. slave population exceeds 3 million; cotton crop tops one billion pounds

Andrew Jackson 1829-1837

Martin Van Buren 1837–1841 William Henry Harrison 1841 John Tyler 1841–1845

James K. Polk 1845-1849

1830

1833 Slavery abolished in the British Empire 1839 Opium Wars between Britain and China begin

lrish potato famine begins

For: Interactive timeline
Web Code: ncp-0713

Chapter Assessment

Terms and People

- 1. Who was Eli Whitney? What were his main contributions to American society?
- 2. What was the **Tariff of 1816**? Why did Congress pass the tariff?
- 3. What was the Monroe Doctrine? How effective was this doctrine initially?
- 4. Define caucus. How did the use of caucuses change with the expansion of democracy?
- 5. Who were the Whigs? What policies did they support?

Focus Questions

The focus question for this chapter is How did nationalism and sectionalism affect the United States from the early 1800s to the mid-1800s? Build an answer to this big question by answering the focus questions for Sections 1 through 4 and the Critical Thinking questions that follow.

Section 1

6. How did transportation developments and industrialization affect the nation's economy?

Section 2

7. How did the North and South differ during the first half of the 1800s?

Section 3

8. How did domestic and foreign policies reflect the nationalism of the times?

Section 4

9. What changes did Andrew Jackson represent in American political life?

Section 5

10. What major political issues emerged during the 1830s?

Critical Thinking

- 11. Explain Causes What led to the rise of nativism in the United States in the early to mid-1800s?
- **12. Categorize** Categorize and explain the factors that led to less industrial growth in the South than in the North.
- **13. Make Generalizations** What domestic policies did the Marshall Court favor?
- 14. Synthesize Information How did nationalism influence domestic and foreign affairs?
- **15. Draw Conclusions** Many called Andrew Jackson the "People's President." How accurate was this nickname? Explain your answer.
- **16. Analyze Information** Was Jackson's refusal to uphold the Supreme Court's decision in the debate over the Cherokees a legitimate use of the system of checks and balances? Explain.
- 17. Make Inferences The Whigs supported a strong federal government to manage the economy. Could the same statement be said about the Jacksonian Democrats?

Writing About History

Writing a Research Report In this chapter, you learned about the sectionalism and nationalism that shaped the United States in the time period after the War of 1812 to the mid-1800s. Choose one of the following specific topics related to the chapter: steamboats on the Mississippi River; the Erie Canal; the Lowell mills; Irish immigration; James Fenimore Cooper; the First Seminole War; the Choctaw, Chickasaw, or Cherokee Indians. Do research at the library and online to gather additional information about the topic. Write a research report based on your findings.

Prewriting

- Review your notes and the chapter to identify links between your research topic and the contents of the chapter.
- Make a list of key ideas you want to address in your report.
- Research additional sources to gather facts. Organize your ideas and sources on note cards by topic and subtopic.

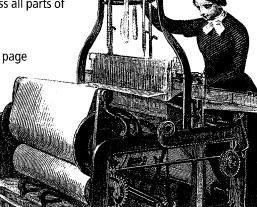
Drafting

- Write a thesis statement that reflects the main idea of your research report.
- Make an outline that breaks down the topics and subtopics.

• Write an introduction, at least three paragraphs, and a conclusion. Be sure to address all parts of your outline.

Revising

 Use the guidelines on page SH14 of the Writing Handbook to revise your report.



Regents DBQ Practice



Analysis of the Monroe Doctrine

The Monroe Doctrine guided American foreign policy, to greater and lesser extents, throughout the nineteenth and into the twentieth centuries. What principles did the Monroe Doctrine express? How successful was it? Use your knowledge of the Monroe Doctrine and Documents 1, 2, 3, and 4 to answer questions 1–4.

Document 1

In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport with our policy so to do. . . . With the movements in this hemisphere we are of necessity more immediately connected. . . . We owe it, therefore, to candor and to the amicable relations existing between the United States and those powers to declare that 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.

—James Monroe, address to Congress, December 2, 1823

Document 2

The question presented by the letters you have sent me, is the most momentous which has ever been offered to my contemplation since that of Independence. . . . Our first and fundamental maxim should be, never to entangle ourselves in the broils of Europe. Our second, never to suffer Europe to intermeddle with [this side of the] Atlantic affairs. America, North and South, has a set of interests distinct from those of Europe, and peculiarly her own. She should therefore have a system of her own, separate and apart from that of Europe.

—Thomas Jefferson, letter to James Monroe, October 24, 1823

Document 3



AND IT LOOKED EASY, TOO.

—Political cartoon, 1850s

Document 4

Monroe essentially declared that the United States would not tolerate intervention in the Americas by European nations. Monroe also promised that the United States wouldn't interfere with already established colonies or with governments in Europe. In one sense, this declaration was an act of isolationism, with America withdrawing from the political tempests of Europe. . . . On the positive side, the Doctrine marked what might be called the last step in America's march to independence, which had begun in the Revolution and moved through post-independence foreign treaties, the Louisiana Purchase, the War of 1812, and the postwar agreements.

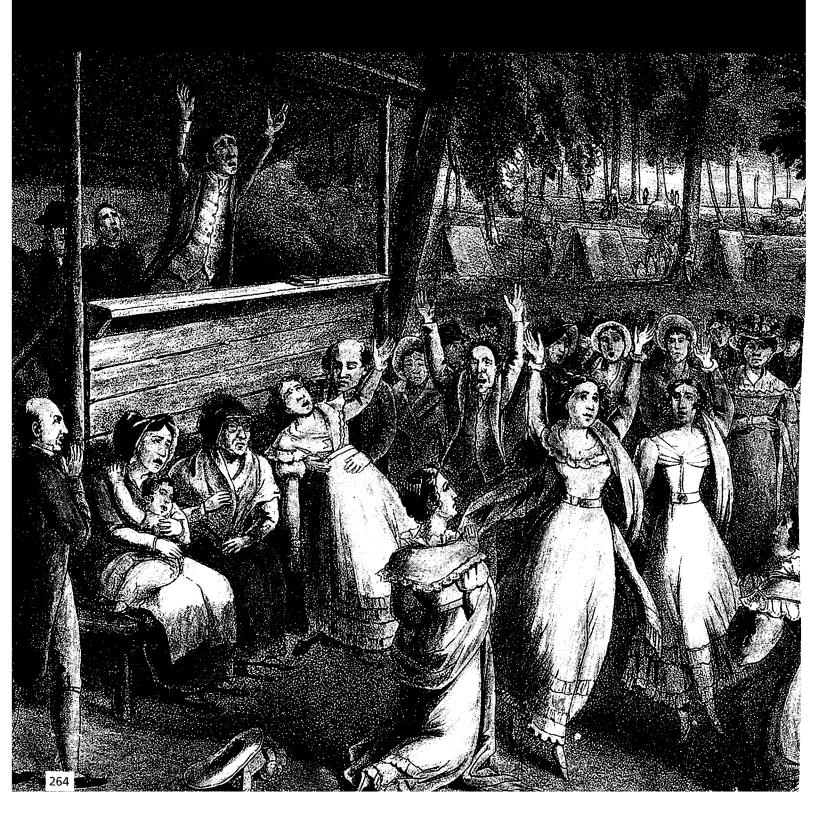
—Kenneth Davis, historian

- **1.** How many principles of American foreign policy are expressed in Document 1?
 - (1) one
 - **(2)** two
 - (3) three
 - (4) four
- 2. Which of the following statements most accurately summarizes Thomas Jefferson's ideas as expressed in Document 2?
 - (1) He supported the principles of the Monroe Doctrine.
 - (2) He supported just one of the principles of the Monroe Doctrine.
 - (3) He quietly opposed the principles of the Monroe
 - **(4)** He vigorously opposed the principles of the Monroe Doctrine.

- **3.** Which documents assert that the Monroe Doctrine had become a success?
 - (1) Documents 1 and 2
 - (2) Documents 2 and 3
 - (3) Documents 3 and 4
 - (4) Documents 4 and 1
- 4. Writing Task Did the Monroe Doctrine express a policy of isolationism? Use your knowledge of American history and specific evidence from the primary sources above to explain your answer.

8

Religion and Reform 1812-1860





WITNESS HISTORY (a) AUDIO



Another Great Awakening

In the early 1800s, a wave of religious intensity once again swept the United States. Religious leaders organized meetings where people would camp out for days at a time to sing hymns and listen to ministers preaching:

There, on the edge of a prairie in Logan County, Kentucky, the multitudes came together and continued a number of days and nights encamped on the ground. . . . Many, very many, fell down as men slain in battle. . . . After lying there for hours, they obtained deliverance. The gloomy cloud that had covered their faces seemed gradually and visibly to disappear, and hope, in smiles, brightened into joy.

- Reverend Barton W. Stone

Listen to the Witness History audio to hear more about the Second Great Awakening.

■ A lively camp meeting spreads the religious revival of the early 1800s



Core Curriculum Preview

Chapter Focus Question: How did the Second Great Awakening lead to several reform efforts, and what effect did those reform efforts have on American society?

Section 1

A Religious Awakening 1.I.D.1d, 2.I.A.5c

Section 2

A Reforming Society 2.II.B.2d

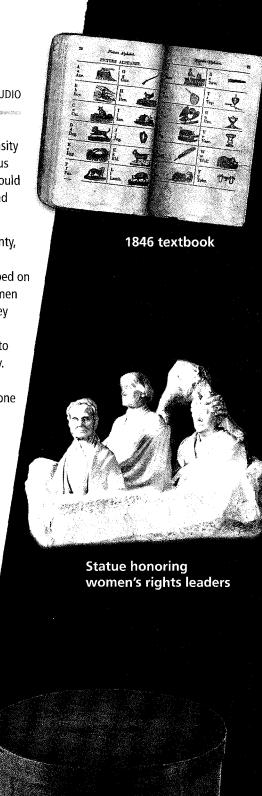
Section 3

The Antislavery Movement 2.II.B.2

Section 4

The Women's Movement 3.III.A.3, 4.I.B.2b, 4.I.C.4e

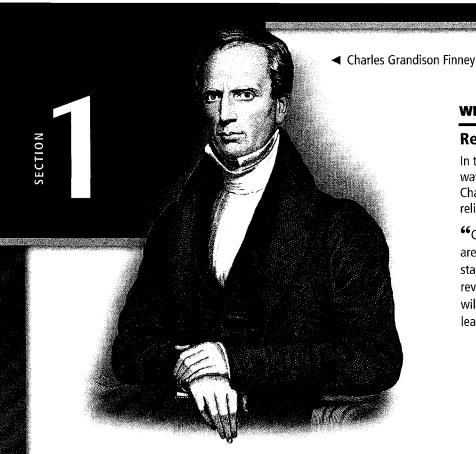
Use the **Quick Study Timeline** at the end of this chapter to preview chapter events.



Shaker box

Note Taking Study Guide Online

For: Note Taking and American Issues Connector Web Code: nce-0801



WITNESS HISTORY (**) AUDIO

Religious Revival

In the early 1800s, America experienced a second wave of religious enthusiasm. The famous preacher Charles Grandison Finney described the benefits of a religious revival:

⁶⁶Christians will have their faith renewed. While they are in their backslidden state they are blind to the state of sinners. . . . But when they enter into a revival, . . . they see things in that strong light which will renew the love of God in their hearts. This will lead them to labor zealously to bring others to him.²⁹

—Charles Grandison Finney, Lectures on Revivals of Religion, 1835

A Religious Awakening



Core Curriculum Objectives

- 1.I.D.1d Religion
- 2.1.A.5c Guaranteeing religious liberty (disestablishment of churches, the growth of religious pluralism)

Terms and People

Second Great
Awakening
revivalist
Charles Grandison
Finney
evangelical
Joseph Smith

Mormon Unitarian utopian community Transcendentalist Ralph Waldo Emerson Henry David Thoreau

NoteTaking

Reading Skill: Identify Main Ideas Note the main ideas under each blue heading in a chart.

Religion in the Early 1800s				
Second Great Awakening	Discrim	ination	Other Religious	
• Camp meetings	•		•	

Why It Matters By the early 1800s, the United States was well established as an independent, growing country. How their young country would develop was of keen interest to Americans. Many decided that the best future for the United States was one in which its citizens embraced religion. Section Focus Question: How did the Second Great Awakening affect life in the United States?

The Second Great Awakening Changes America

In the early 1700s, Americans had experienced a burst of religious energy known as the Great Awakening. Another revival of religious feeling called the **Second Great Awakening** swept the country beginning in the early 1800s and lasting for nearly half the century. Protestant preachers who believed that Americans had become immoral and that reviving religious participation was crucial to the country's future started and led the Second Great Awakening. These preachers were known as **revivalists**, because they wanted to revive, or reenergize, the role of religion in America.

The Second Great Awakening profoundly influenced American life. Church membership skyrocketed. Moreover, reawakened religious feeling moved Americans to work for a wide variety of social reforms.

Evangelical Revivals Fan Religious Fervor The Second Great Awakening began on the frontier in Kentucky and then spread north and south, reaching the cities of the Northeast in the 1820s. Its religious inspiration was spread through outdoor services known as "revivals" or "camp" meetings that lasted for as long as a week. Plentiful food and lively religious music added to the appeal of the gatherings, which were often held in isolated rural areas.

One of the most influential revivalists was former attorney Charles Grandison Finney. In passionate sermons, Finney dramatically proclaimed his own faith and urged his listeners to do the same. This evangelical style of worship, designed to elicit strong emotions and attract converts, proved highly successful: At Finney's revivals, hundreds of people at a time declared their faith.

Another leading voice was Lyman Beecher, a Yale-educated minister. Like Finney, Beecher became known for his fiery sermons. Beecher also traveled widely, urging people to read the Bible, join a church, and embrace religion. In 1832, Beecher became president of the new Lane Theological Seminary in Cincinnati, Ohio, which trained more evangelical preachers to join the revival.

Many revivalists' sermons featured the idea that the United States was leading the world into the millennium, or the thousand years of glory following the Second Coming of Jesus. Called millennialism, the belief that the millennium was at hand inspired some reformers to try to ready their society by perfecting it through reform.

Tension Between Church and State During the Second Great Awakening, some Americans wanted the government to encourage public morality by supporting religion. Others disagreed with this aim, holding that the government should protect public life from religious control. An example of the tension between the two groups is the defeat of the Sabbatarian reform movement. The Sabbatarians wanted the federal government to uphold the Christian Sabbath (a special day of each week reserved for worship) as a day of rest by not allowing any business transactions or mail delivery on that day. Congress insisted it had no authority to interfere with trade and refused to ban commerce on the Sabbath. The debate over church and state continues to this day.

African Americans Embrace the Spirit Many preachers of the Second Great Awakening welcomed African Americans at their revivals. However, some African Americans established their own, separate churches. Led by a former slave named Richard Allen, a group of Philadelphians formed their own church in 1787. African Americans in several other cities did the same. In 1816,

these churches united to become the African Methodist Episcopal (AME) Church. By 1826, the AME Church

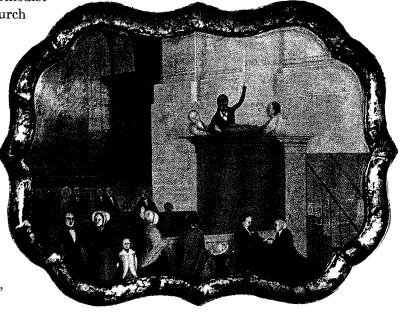
had nearly 8,000 members.

For enslaved African Americans, religion had a special significance. It offered the promise of eternal freedom after a lifetime of oppression. Religious folk songs, called spirituals, gave them strength to deal with the difficulties of their lives. For some, the contradiction between religious ideals and their cruel captivity inspired them to revolt against their oppressors. Indeed, many men who led slave revolts said they were called by God to lead enslaved people out of bondage.

New Religious Groups Form Heightened religious awareness also led to the formation of two new religious groups. In New York State,

A Religious Leader

The painted serving tray below commemorates the Congregationalist minister Lemuel Haynes. In 1785, he was perhaps the first African American to be ordained by a mainstream Protestant church.

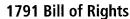


Church and State

TRACK THE ISSUE

What is the proper relationship between government and religion?

The First Amendment says that government may not establish religion or interfere with the free exercise of religion. This is often referred to as "separation of church and state." But Americans differ over how these clauses interact to prevent government from establishing religion while protecting the religious liberties of individuals. Use the timeline below to explore this enduring issue.



First Amendment bars government involvement in religion.

1840s Sabbatarian Controversy

Congress debates whether to ban commerce and mail delivery on Sundays.

1947 Everson v. Board of Education

Supreme Court affirms separation of government and religion.

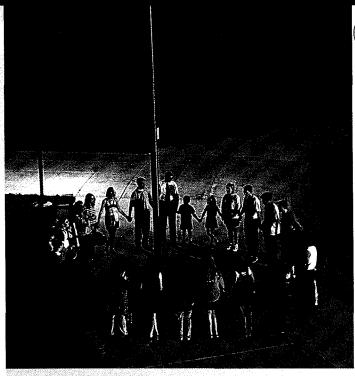
1984 Federal Equal Access Act Law allows students to form religious clubs at public high schools.

2000 Mitchell v. Helms

Ruling allows private schools to receive federal funds for educational materials.



A church of the early 1800s





their school.

2.II.B.2d

DEBATE THE ISSUE

Should prayer be allowed in public schools? One controversial topic in the church-state debate is the issue of prayer in public schools. Current law prohibits public school-sponsored prayers. Some Christians believe this ban violates their right to practice their beliefs.

we believe that prayer in school is a necessity because, although yes, my children say blessings at home and pray at home and they learn to do that at church, most of their waking hours are spent in school. So why shouldn't they be able to pray, on the intercom, anywhere.

—Pat Mounce, high school parent, Pontotoc, Mississippi one, but I think that the public school classroom is no place for me to try and impose my world formula for prayer on children who don't share it, and for that very reason, I don't want my children in a public school classroom to be exposed to someone else's religion or formula.

—Senator Phillip A. Hart, Michigan

Connect to Your World

- **1. Compare** What views do Mounce and Hart share? On what point do they differ?
- **2. Analyze** How do you think each of these two speakers would have reacted to the issue of outlawing commerce on Sunday?
- **3. Debate** Prepare an argument supporting either view above. Learn more about the issue of school prayer. **Web Code**: neh-0202

Joseph Smith spoke and wrote of visions he said directed him to found a new religious group. In 1830, Smith and a few followers organized the Church of Jesus Christ of Latter-day Saints, whose members are commonly called the **Mormons.** The church grew rapidly, attracting more than 1,000 members in just a few months. It would grow to become one of the most influential religious groups in the country.

In New England, members of several Puritan or Congregational churches began to argue that, instead of seeing God as a "Trinity," people should see God as a single divine being—a unity. They organized themselves into a separate religious group called the **Unitarians**, after their belief. The Unitarians' views diverged from established religious creeds and a literal interpretation of the Bible. They reflected a growing Christian liberalism, which influenced many other religious groups in the nineteenth century.

✓ Checkpoint What was the Second Great Awakening?

Non-Protestants Suffer Discrimination

The preachers of the Second Great Awakening were Protestant. By the mid-1800s, well over half of all Americans were also Protestant. Non-Protestants were in the distinct minority and faced discrimination.

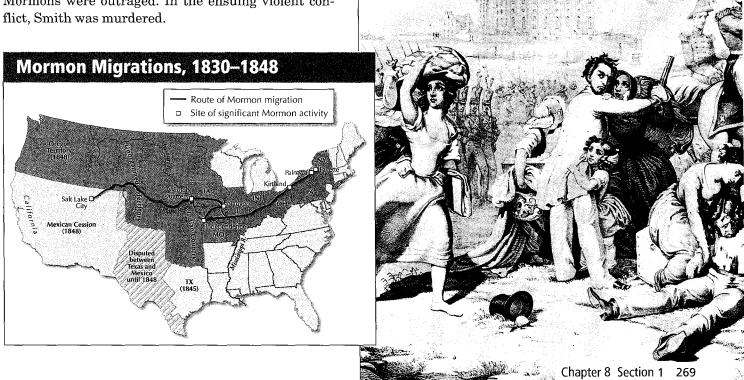
Mormons Are Persecuted Many Americans were wary of the new Mormon Church. Mormons isolated themselves in their own communities where they followed practices that were frowned upon by their neighbors, such as allowing men to have more than one wife. Further, the Mormons became economically powerful because they held land as a group rather than as individuals. They also voted as a group, which gave them political power.

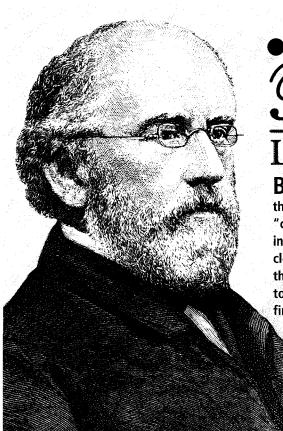
The Mormons' power angered their neighbors. As a result, wherever they set up communities, their neighbors tried to chase them away, sometimes using vio-

lence. Mormons were chased out of Ohio, and then Missouri. They sought refuge in Illinois, founding the town of Nauvoo, which grew rapidly. In 1844, Joseph Smith declared his intention to run for President. Many non-Mormons were outraged. In the ensuing violent conflict, Smith was murdered.

The Mormons Leave Nauvoo

The Mormons were chased out of several states before finding a home in Utah. Below is a dramatic image of the Mormons being forced to leave Nauvoo, Illinois. Looking at the map, why do you think the Mormons chose Salt Lake City as a site for resettlement?





INFOGRAPHIC

Brook Farm

LIVING THE UTOPIAN DREAM

Brook Farm was founded in 1841 by a group of Transcendentalist thinkers led by George Ripley (left). At Brook Farm, Ripley hoped to "combine the thinker and the worker, as far as possible, in the same individual." He believed that physical labor, education, and a life lived close to nature would lead to well-rounded, healthy individuals, and through them, to a more perfect society. Although considered by many to have succeeded in some of these goals, Brook Farm was troubled by financial problems from the start, causing it to fail after just six years.

George Ripley hoped that Brook Farm would "impart a greater freedom, simplicity, truthfulness, refinement and moral dignity to our mode of life."

DOTT CONTRACTOR CONTRA

Vocabulary Builder discrimination—(dih skrihm ih NAY shuhn) *n*. unfair bias in the treatment of a particular group

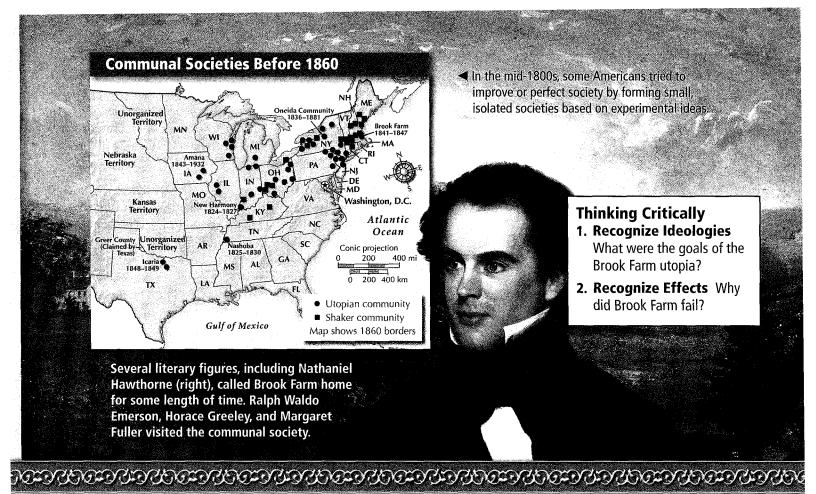
Smith's successor, Brigham Young, led the Mormons far west, to the Great Salt Lake valley in present-day Utah, then a part of Mexico. Here, Mormon communities thrived. They recruited new members from Europe and developed irrigation systems so they could farm the dry desert land.

Catholics and Jewish People Face Discrimination Members of the Roman Catholic Church faced particularly harsh <u>discrimination</u> in the early 1800s. Many Protestants viewed Catholicism as incompatible with American ideals of democracy. They believed that Catholics would choose loyalty to the Pope, the leader of the Roman Catholic Church, over loyalty to the United States. "Down with Popery" yelled Protestants in Philadelphia as they rioted against Catholic worshippers, echoing the sentiments of many Americans across the country.

Moreover, most Catholics of the time faced discrimination for another reason: their poverty. Many were poor immigrants from Ireland. Because they had little money, they would work for extremely low wages, which threatened other workers. Because Irish immigrants arrived in increasingly large numbers, many feared they were growing too powerful.

Jewish people also faced discrimination. Until late in the nineteenth century, state constitutions, from New England to the South, required public officials to be Christians, sometimes specifically Protestant. Jews were then barred from holding office. In the early 1800s, there were only about 2,000 Jewish people in America, mostly clustered in Rhode Island, New York, and Pennsylvania. In the 1840s, when Jewish people came to America in greater numbers to escape political unrest in Europe, Americans often ostracized them.

Checkpoint Why did many Americans discriminate against Mormons, Catholics, and Jewish people?



Utopias and Transcendentalism

In the early 1800s, many Americans turned to Protestant churches, while some formed new religious groups. Still others sought different routes to try to fashion a more perfect society.

Utopian Communities Seek a Better Life During the early 1800s, dozens of groups of Americans sought to improve their lives in a unique way. They chose to distance themselves from society by setting up communities based on unusual ways of sharing property, labor, and family life. These settlements came to be called utopian communities, or utopias, because they aspired to be perfect communities. Organizers of utopias hoped their settlements would both engender virtue in their members and inspire those outside their communities.

Two well-known utopian communities were New Harmony, in Indiana, and Brook Farm, near Boston. In 1825, Robert Owen, a British social reformer, sought to have people from different backgrounds work together in a cooperative society at New Harmony. The society attracted some 1,000 people whom Owen described as "the industrious and well-disposed of all nations." At Brook Farm in 1841, George Ripley and 80 others sought to combine physical and intellectual labor. Brook Farm failed after only six years, while New Harmony lasted just two years. Most of the 50 or so other utopian communities were similarly short-lived.

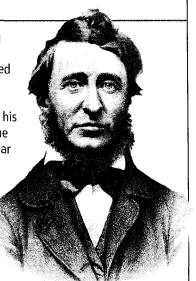
The Shakers Succeed Another group that set up a chain of separate communal living societies was the United Society of Believers in Christ's Second Appearing, more commonly known as the Shakers. The Shakers had organized during the middle 1700s but reached their peak during the 1840s. Shakers set up independent villages in New Hampshire, New York, Ohio, and

HISTORY MAKERS

Henry David Thoreau (1817–1862)

Henry David Thoreau is counted among the great American writers for his classic work, Walden. In Walden, he shares his experiences of subsisting alone in the woods for two years near Walden Pond in Massachusetts, living out the Transcendentalist theories of finding religious inspiration through nature and

inside oneself.



Illinois. Men and women lived in separate housing and did not marry or have children. The communities grew only when adults joined, or when the group took in orphans. The economy flourished because of the Shaker's careful attention to high-quality crafts and farm produce. Remnants of their settlements still exist today.

Transcendentalists Advance New Ideas In New England, a group known as the Transcendentalists developed a new way to look at humanity, nature, and God, and the relationship among them. They were called the Transcendentalists because they believed that people could *transcend*, or go beyond, their senses to learn about the world. They believed that individuals should listen to nature and to their own consciences—instead of religious doctrines—to learn the truth about the universe.

 $\textbf{Ralph Waldo Emerson,} \ a \ former \ Unitarian \ minister,$

was the leading Transcendentalist. He celebrated the interplay between the individual and the universe in sermons, essays, and poems. "Within man," Emerson wrote, "is the soul of the whole; the wise silence; the universal beauty." Emerson gathered a group of men and women who met regularly in his Concord, Massachusetts, home to read and talk about ways to develop a rich spiritual life for individuals and for society. They published their ideas in their magazine, *The Dial*, which was edited by Margaret Fuller.

One of Emerson's most important followers was **Henry David Thoreau**. In 1846, Thoreau was jailed after refusing to pay taxes to support the Mexican-American War, which he viewed as immoral. Thoreau explained his thinking in a landmark essay, "Civil Disobedience," in which he argues that a person must be true to his or her own conscience, even if it means breaking the law. "Civil Disobedience" provided inspiration to later leaders who fought for civil rights around the world and is still widely read and admired.

✓ Checkpoint What did the Transcendentalists believe?

SECTION

Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice Web Code: nca-0802

Comprehension

- **1. Terms and People** What role did each term or person below play in the Second Great Awakening? Write your answers in complete sentences.
 - revivalist
 - Charles Grandison Finney
 - evangelical
 - Mormon
 - Unitarian

2. NoteTaking Reading Skill: Identify Main Ideas Use your chart to answer the Section Focus Question: How did the Second Great Awakening affect life in the United States?

Writing About History

3. Quick Write: Identify a Viewpoint Write a paragraph describing religion from the point of view of an evangelical preacher in the early 1800s. Include how religion would fit in with participation in the process of government.

Critical Thinking

- **4. Draw Inferences** Why do you think the religious messages of the Second Great Awakening affected so many Americans?
- **5. Determine Relevance** What factors led to discrimination against Irish immigrants in the early and middle 1800s?
- **6. Make Comparisons** How did the methods of people who created utopian societies differ from those of other reformers?



Nature by Ralph Waldo Emerson

Ralph Waldo Emerson is considered the founder of Transcendentalism. His essay *Nature* (1836) was a statement of the movement's beliefs. Emerson came from a long line of ministers and became a Unitarian minister himself in 1829. However, he came to believe that people could get closer to God by transcending the material world and appreciating the beauties of nature rather than through following organized religion. In the excerpt below, Emerson expresses these Transcendentalist ideas.

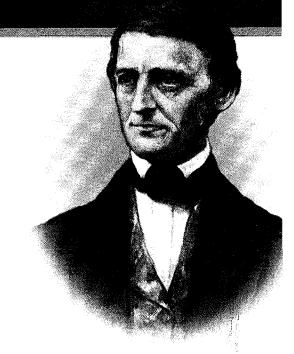
n the woods, we return to reason and faith. There I feel that nothing can befall me in life—no disgrace, no calamity¹ (leaving me my eyes), which nature cannot repair. Standing on the bare ground—my head bathed by the blithe² air and uplifted into infinite space—all mean egotism³ vanishes. I become a transparent eyeball; I am nothing; I see all; the currents of the Universal Being circulate through me; I am part or parcel of God. . . . I am the lover of uncontained and immortal beauty. In the wilderness, I find something more dear and connate⁴ than in the streets or villages. In the tranquil landscape, and especially in the distant line of the horizon, man beholds somewhat as beautiful as his own nature...

The waving of the boughs in the storm is new to me and old. It takes me by surprise, and yet is not unknown. Its effect is like that of a higher thought or a better emotion coming over me, when I deemed I was thinking justly or doing right.

Yet it is certain that the power to produce this delight does not reside in nature, but in man, or in a harmony of both.

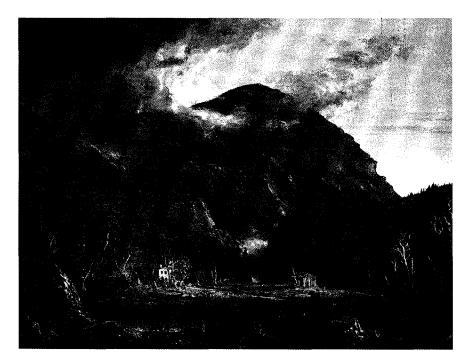


- 2. blithe (blīth) adj. carefree
- **3. egotism** (EE goh tihz uhm) *n.* selfishness
- 4. connate (kuh NAYT) adj. existing naturally



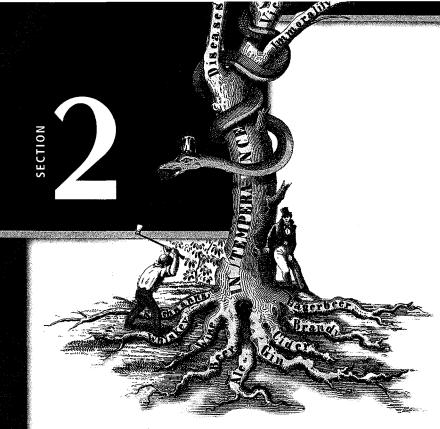
▲ Ralph Waldo Emerson

The Notch of the White Mountains, Thomas Cole, 1839 ▼



Thinking Critically

- Draw Conclusions What does Emerson mean by the phrase "I become a transparent eyeball"?
- 2. Analyze Literature What is the main point of this excerpt?



WITNESS HISTORY (**) AUDIO



Improving Society

In the early and middle 1800s, Americans became involved in a wide variety of reform movements, ranging from helping society's disadvantaged to trying to control alcohol abuse. Ralph Waldo Emerson eloquently expressed the feelings of many:

66[T]he idea which now begins to agitate society has a wider scope than our daily employments, our households, and the institutions of property. We are [going] to revise the whole of our social structure, the state, the school, religion, marriage, trade, science, and explore the foundations in our own nature. . . . What is a man born for but to be a Reformer, a Remaker . . .? 99

> Ralph Waldo Emerson, "Man the Reformer," 1841

▲ A print promoting the temperance cause, 1855

A Reforming Society



Core Curriculum Objectives

2.II.B.2d The birth of the American reform tradition (religious and secular roots; public schools; care for the physically disabled and the mentally ill; the problems of poverty and crime; antislavery; women's rights movement)

Terms and People

public school movement Horace Mann Dorothea Dix

penitentiary movement temperance movement

Neal Dow

NoteTaking

Reading Skill: Understand Effects As you read, note the different problems facing society in the early 1800s, what reformers did to address each problem, and the effects of their efforts.

Causes	Efforts to Reform	Results
Educating all Americans		

Why It Matters Many Americans embraced religion during the Second Great Awakening. Soon, many of these people began to put their religious ideals into practice by working to reshape, or reform, parts of American life. Their efforts would impact several groups of the most disadvantaged Americans. Section Focus Question: What were the main features of the public school, penitentiary, and temperance reform movements?

Reforming Education

The leaders of the Second Great Awakening preached that their followers had a sacred responsibility to improve life on Earth through reform, especially for the disadvantaged. Not all reformers were motivated by religion. Many were simply moved by the suffering they saw. One of most popular reform movements was in the field of education.

Reformers Value Education Since colonial times, most American children had been taught at home by their parents. Some communities established schools. The American Spelling Book, created by Noah Webster in the 1780s, remained the most popular schoolbook. Webster developed special spelling forms that he felt were representative of America's honesty and directness, emphasizing America's differences from England.

Still, reformers saw education in America as woefully inadequate. Because there were no public schools that children were required by law to attend, most children did not go to school. Reformers who led the **public school movement**, also called the common school movement, sought to establish such a system of tax-supported public schools. They argued that expanding education would give Americans the knowledge and <u>intellectual</u> tools they needed to make decisions as citizens of a democracy. Education would promote economic growth by supplying knowledgeable workers and help keep wealthy, educated people from oppressing the uneducated poor.

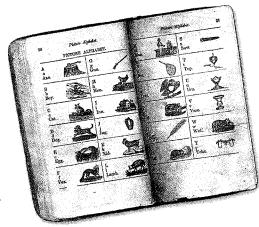
Horace Mann Leads the Public School Reform Movement One of the greatest school reformers was Horace Mann. Mann grew up poor and had firsthand experience with inadequate schooling. He never forgot his humble beginnings. They inspired him to work to provide all children with a better education than he had received.

As a leader in the Massachusetts Senate, Mann championed the creation of a state board of education. He resigned from the Senate in 1837 to chair the first board. In this capacity, Mann advanced the idea of free public schools that all children were required by law to attend. He argued for state oversight of local schools, standardized school calendars, and adequate school funding. Mann also led the fight to abolish corporal, or physical, punishment. Further, he worked to establish training to create a body of well-educated, professional teachers.

Mann's influence was felt nationwide. Because of his work and the work of other school reformers, state legislatures across the country set aside funds to support free public schools. The reformers faced resistance from reluctant taxpayers and those who believed that education should include specific religious teaching. Despite opposition, within the next few decades, government-supported public schools became the norm across the nation. The percentage of American children attending school doubled.

Many women played key roles in the school reform movement. They petitioned their local legislatures to support public education and became teachers in the new schools. Catharine Beecher, a daughter of Lyman Beecher, and

Vocabulary Builder intellectual—(ihn tuh LEHK choo uhl) adj. related to the ability to understand difficult ideas



A Place of Learning

During this period, more and more women moved into the classroom, both as students and as teachers. Students of both sexes learned from popular textbooks like the one above, which uses everyday items to illustrate the alphabet. How does the classroom shown below differ from modern classrooms?



Emma Willard established schools for women in Connecticut, Ohio, and New York. Elizabeth Blackwell and Ann Preston helped to establish medical training for women by the 1850s.

✓ Checkpoint What did the public school movement accomplish?

Helping the III and Imprisoned

Americans who had little or no voice in how they were treated were of special concern to many reformers. That was one reason why many reformers worked tirelessly to help Americans who were imprisoned or mentally ill.

Dorothea Dix Campaigns for Change One reformer who turned her religious ideals into action was Dorothea Dix. In 1841, she began teaching Sunday school in a Massachusetts prison. When she discovered that people suffering from mental illnesses were housed along with hardened criminals, she decided to act to change things.

Dix spent two years visiting every prison, almshouse (place for housing the poor), and hospital in Massachusetts. Then she wrote to the state legislature, vividly describing the horrors she had seen and demanding action:

Primary Source ⁶⁶I tell what I have seen—painful and shocking as the details often are—that from them you may feel more deeply the imperative obligation which lies upon you to prevent the possibility of a repetition or continuance of such outrages upon humanity. . . . I come as the advocate of [the] helpless, forgotten, [and] insane. . . . Men of Massachusetts . . . raise up the fallen, succor the desolate, restore the outcast, defend the helpless. 99

—Dorothea Dix, petition to the Massachusetts Legislature, 1843

Dix went on to campaign across the nation, encouraging other communities to build humane hospitals for people with mental illnesses. Her campaign was remarkably successful, leading directly to the creation of the first modern mental hospitals.

Reformers Target the Prison System Dix and others also worked to reform American prisons. Until that time, most people viewed prisons as a place to punish criminals. Prison reformers, however, thought that prisons should make criminals feel penitence, or sorrow for their crimes. The prison reform movement is thus

sometimes called the penitentiary movement.

Two types of penitentiaries were proposed by reformers. The Pennsylvania System, advocated by the Philadelphia Society for Alleviating the Miseries of Public Prisons, was embodied in the Eastern State Penitentiary. In Eastern State, prisoners were urged to repent while they lived in complete solitary confinement, working alone in their cells and exercising in individual yards. The Pennsylvania System was expensive to run, and its complete isolation of prisoners came to be viewed as cruel. The second type of penitentiary was based on a system used in Auburn Prison, in Central New York, in the 1820s. In Auburn, prisoners worked with one another during the day in strict silence but slept in individual cells at night. Many American prisons followed the Auburn model.

✓ Checkpoint What motivated Dorothea Dix to campaign for reform?

HISTORY MAKERS

Dorothea Dix (1802–1887)

Dorothea Dix was an ordinary American who took extraordinary action to help other people. Despite persistent health problems, she campaigned for 40 years to win better, more humane treatment for people with mental illness—and met with amazing success. She helped to establish state mental hospitals in 15 states and Canada, and even spread her ideas in Europe. She also worked to improve prisons, favoring the Pennsylvania System of penitentiaries.

The Temperance Movement

When reformers surveyed American society, they saw a country in desperate need of reform. Ongoing industrialization caused rapid and unsettling changes. Crime, sickness, poverty, and neglected families and children seemed rampant. Many reformers attributed these problems to the widespread use of alcohol.

In response, reformers launched the temperance movement, an effort to end alcohol abuse and the prob-

lems created by it. Temperance means drinking alcoholic beverages in moderation. Some reformers believed in prohibition, or a complete ban, on alcohol consumption. Temperance reformers published pamphlets and posters warning that wasting money on liquor prevented people from buying food for their families. They argued that drinking alcohol led to violence and crime. The American Temperance Society, which had thousands of members in several states, held meetings where people were urged to pledge to refrain from drinking alcohol. The Washington Temperance Society sought to help drinkers through dramatic public confessions, discussion, and counseling.

However, the temperance movement had real success only when the reformers won changes in the law. Neal Dow, who earned a worldwide reputation for his lectures on alcohol abuse, became mayor of Portland, Maine, in 1851. He succeeded in securing the passage of the so-called "Maine Law," which restricted the sale of alcohol. Within a few years, a dozen states had passed similar temperance laws. Temperance would remain an enduring issue for the next hundred years.

Checkpoint How successful was the temperance movement?



Analyzing Political Cartoons

The Root of All Evil? In the illustration above, alcohol is blamed for a number of problems, including epilepsy and cholera, two medical problems unrelated to alcohol usage.

- 1. By what reasoning is violence related to alcohol consumption?
- 2. What position on the temperance debate do you think the cartoonist holds?

SECTION Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice Web Code: nca-0803

Comprehension

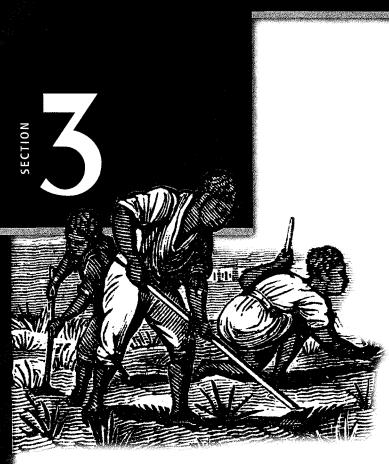
- 1. Terms and People Identify a leader and explain the goals of each of the following reform movements.
 - public school movement
 - penitentiary movement
 - temperance movement
- 2. NoteTaking Reading Skill: **Understand Effects** Use your table to answer the Section Focus Ouestion: What were the main features of the public school, penitentiary, and temperance reform movements?

Writing About History

3. Quick Write: State a Point of **View** Write a paragraph defining the viewpoint of a mid-1800s reformer on the following issue: Should states pass laws to outlaw alcohol consumption? Give one argument someone might use to support that viewpoint.

Critical Thinking

- 4. Recognize Cause and Effect How did the Second Great Awakening lead to the launch of many reform movements?
- 5. Draw Inferences According to reformers, how would the public school movement help America's government and economy?
- 6. Demonstrate Reasoned **Judgment** How effective do you think the penitentiary movement was? Explain.
- 7. Analyze Information How did leaders of the temperance movement try to solve the problems of crime and poverty?



▲ Slaves toil at backbreaking labor in this illustration from an 1836 geography textbook.

WITNESS HISTORY (3) AUDIO

The Evils of Slavery

In 1845, Frederick Douglass, an escaped slave, described his childhood in his autobiography. His powerful words gave many Americans their first understanding of—and compassion for—the lives of enslaved people in the South:

Merchant Mer

—Frederick Douglass, *Narrative of the Life* of Frederick Douglass

The Antislavery Movement



Core Curriculum Objectives

 2.11.B.2 Equal rights and justice: expansion of franchise; search for minority rights; expansion of slavery; abolitionist movement; the Underground Railroad; denial of Native American Indian rights and land ownership

Terms and People

freedman Nat Turner abolition movement William Lloyd Garrison Frederick Douglass Gag Rule

NoteTaking

Reading Skill: Summarize Summarize what life was like for African Americans in the 1800s in a chart.

Lives of African Americans				
Daily Life	Ways of Surviving	Lives of Free Blacks		
•	•	•		

Why It Matters During the period of reform that swept the United States in the early and middle 1800s, reformers tried to improve life through campaigns to help children, families, and disadvantaged adults. Soon, reformers also set out to help another group of exploited people: enslaved African Americans in the South. Section Focus Question: How did reformers try to help enslaved people?

Life Under Slavery

Slavery, an American institution since colonial times, expanded across the South in the early 1800s with the growth of cotton farming. By 1830, from Maryland to Texas, some 2 million Africans and African Americans were held as slaves in the United States. About one third of these people were children under ten years of age. All of them struggled in their lives of captivity, knowing that they were at the mercy of slaveholders.

Suffering Cruel Treatment Most of these unfortunate men, women, and children labored from dawn to dusk at backbreaking tasks—cultivating fields of cotton, loading freight onto ships, or preparing meals in scorching hot kitchens. Their "overseers" maintained brutal work routines by punishing people physically with

beatings, whipping, and maimings, and mentally, through humiliation and the threat of being separated from family members. The basics of life—food, clothing, and shelter—were barely adequate for most enslaved people.

The conditions under which enslaved people lived can be difficult to imagine. One glimpse of the heartbreak that tormented so many is provided by a letter from an enslaved woman, apparently pregnant, to her mother, who had been sold. She wrote to say that now her husband had also been sold:

Primary Source44 cloud has settled upon me and produced a change in my prospect, too great for words to express. My husband is torn from me, and carried away by his master. . . . I went to see him—tried to prevail on him not to carry my husband away . . . but mother—all my entreaties and tears did not soften his hard heart. . . . A time is fast approaching when I shalt want my husband and my mother, and both are gone!

-Emily, an enslaved African American, 1836

Such anguish was commonplace. This woman was relatively lucky—she could read and write, and managed to get a letter to a distant family member. More often, enslaved people were not allowed to learn to read, and family members who were separated never heard from each other again.

Surviving Through Spirit and Strength The miserable conditions forced on enslaved people took their inevitable toll. Some, losing all hope, took their own lives. Others simply toiled through a lifetime of pain and sadness.

But, in a remarkable triumph of spirit over hardship, most enslaved people maintained their hope and their dignity. They developed many ways of coping with their inhumane conditions. They worked to maintain networks of family and friends. Parents kept family traditions alive by naming children for beloved aunts, uncles, or grandparents, and by passing on family stories that their children could cherish wherever they might find themselves. Enslaved people took comfort in their religion, a unique mix of traditional African and Christian beliefs, which shone the light of hope in the midst of their difficult lives.

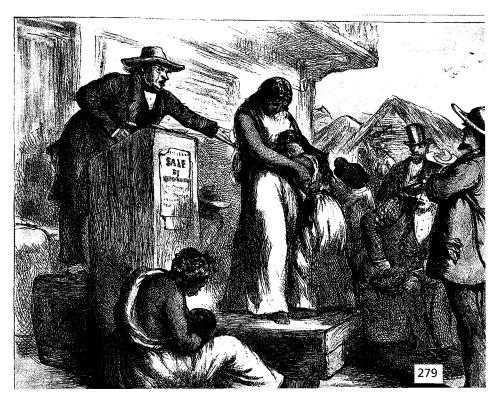
Resisting Slavery Many enslaved people did whatever they could to fight back against their oppressors. Resistance took many forms including sabotage,

such as breaking tools or outwitting overseers, and the more direct method of escape. Tens of thousands of enslaved people fled to the North or to Mexico, where slavery was prohibited. A loose network of ever-changing escape routes called the Underground Railroad helped many reach freedom.

Some enslaved people decided not to run but to fight. Indeed, historians estimate that nearly 200 significant slave revolts took place in the first half of the 1800s. In 1822, Denmark Vesey planned what would have been the greatest slave revolt in American history in Charleston, South Carolina. Vesey was a **freedman**, or former slave. Traveling to Haiti as a ship's carpenter, he was inspired by the successful slave rebellion that had taken place there in the 1790s. Vesey nurtured

Families Separated

This engraving shows the anguish of a mother and daughter on the auction block, while an indifferent slave-owner looks on.



his dream of a revolt after becoming frustrated with his status as a second-class citizen in Charleston. When authorities shut down Vesey's church, he was prompted into action. Vesey gathered some five-dozen conspirators and plotted a slave uprising that would involve hundreds or even thousands of people. The plan called for slaves in the city and on surrounding plantations to seize weapons from guardhouses and arsenals and use them to destroy Charleston and free all of the slaves living nearby. His plan was thwarted, however, when news of it leaked. In the end, Vesey and dozens of his accomplices were hanged.

In 1831, a slave named **Nat Turner** was more successful in carrying out his plans for revolt. Turner had taught himself to read the Bible and believed that he had received a sign from God instructing him to lead his people to freedom.



In August of 1831, he led followers through the countryside near Richmond, Virginia, intending to capture a nearby armory and gain more weapons. On their journey, Turner's group killed nearly 60 people before the local militia stopped their march. In the process of the manhunt that followed, the local militia killed dozens of African Americans. Turner was captured after six weeks. He and his associates were executed.

Terrified by the idea of a successful slave revolt, southerners reacted by passing much more stringent laws and controls regarding slavery. In some places, it became illegal to teach enslaved people to read. Often, they were forbidden to gather in groups unless an overseer was present. Yet, these restrictions did nothing to dampen the spirit of the enslaved people who were determined to resist their captivity—and they inspired free people in the North to work against slavery.

Checkpoint How did enslaved people resist their captivity?

Nat Turner's Revolt

In this dramatic image, a slave hunter apprehends Nat Turner after his failed revolt in 1831. Turner is still a controversial historical figure. Depicted in several books and films, he is sometimes shown as a visionary resisting oppression against overwhelming odds; other times he is portrayed as a delusional murderer. How would you describe this artist's depiction of Nat Turner?

The Lives of Free African Americans

Not all people of African descent in the United States were held as slaves. Beginning with Massachusetts and Pennsylvania in the 1780s, northern states had gradually outlawed slavery by the 1840s. In Maryland and Virginia, many slaveholders were slowly manumitting, or officially freeing, their slaves. The net result was a large and growing population of free blacks. Despite their freedom, however, they suffered from persistent racial discrimination.

Moreover, the very existence of free African Americans concerned many white Americans, especially slaveholders. They felt that the large population of free African Americans made those still in bondage long all the more for freedom. In 1816, some of the South's most prominent slaveholders established the American Colonization Society (ACS). The goal of the ACS was to encourage the migration of free blacks to Africa. The ACS established Liberia, a colony on the west coast of Africa, and by 1830 some 1,100 people from the United States had been relocated there.

Most free African Americans were wary of the motives of the ACS. Most had been born in America, and they considered the United States their home. Moreover, they feared that colonization was just a plan to strengthen slavery by exiling the most able black leaders. Although several thousand free African Americans did eventually migrate to Liberia, most chose to stay in the country of their birth.



African American Spirituals Give Hope

Enslaved African Americans drew strength to endure their difficult lives from community, tradition, religion, and music. Combining all of these was the African American spiritual. In these religious songs, enslaved African Americans merged African musical traditions with biblical stories and Protestant hymns to create a unique form of music. Spirituals were rarely sung the same way twice, and their original versions were never recorded. Still, many of the songs survive in some form.

Go Down, Moses

banjo from 1859

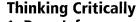
Go down, Moses,
"Way down in Egypt land,
Tell ol" Pharaoh,
Let my people go!

When Israel was in Egypt's land, Let my people go. Oppressed so hard they could not stand, Let my people go.

O let us all from bondage flee, Let my people go. And let us all in Christ be free, Let my people go. One of the biblical stories that slaves most identified with was the story of Moses leading the Israelites out of slavery in Egypt. Egypt stood for the American South, the Israelites for enslaved African Americans, and the Pharaoh for a particular white master or white society in general.

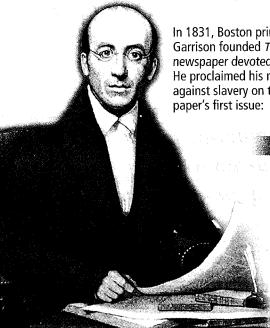
In the verses, the repetition of the phrase "Let my people go!" might have been sung in the traditional African call-and-response style. In this style, a soloist or small group would have improvised while singing the first and third lines, while a larger group responded with the repeating phrase.

A painting, circa 1860, showing an African American funeral gathering



- 1. Draw Inferences In what way did African American spirituals combine African and European influences to create something new?
- 2. Recognize Causes Why do you think few African American spirituals survive in their original forms?





In 1831, Boston printer William Lloyd Garrison founded The Liberator, a newspaper devoted to abolishing slavery. He proclaimed his mission to speak out against slavery on the front page of the

> Primary Source "On this subject, I do not wish to think, or to speak, or write, with moderation. No! no! . . . I am in earnest—I will not equivocate—I will not excuse—I will not retreat a single inch—AND I WILL BE HEARD."

-William Lloyd Garrison, The Liberator

Considered a dangerous radical, Garrison was dragged through the streets of Boston by a mob in 1835. However, he did not let such attacks stop him from fighting against the evils of slavery. Why do you think Garrison refused to speak or write with moderation on the subject of slavery?

Many free African Americans worked together to establish churches and schools. Some acted to try to change and improve the lives of enslaved African Americans. In Boston, a free African American named David Walker published a pamphlet that used religion as the base for a blistering attack on slavery:

Primary Source 66 You may do your best to keep us in wretchedness and misery, to enrich you and your children, but God will deliver us from under you. . . . Treat us then like men, and we will be your friends. And there is no doubt in my mind, but that the whole of the past will be sunk into oblivion, and we yet, under God, will become a united and happy people. The whites may say it is impossible, but remember that nothing is impossible with God."

—David Walker, Appeal to the Colored Citizens of the World, 1829

Walker's pamphlet was outlawed in the slaveholding South. Still, it reached a wide audience in the North, where more people were beginning to view slavery as fundamentally incompatible with the religious views they embraced during the Second Great Awakening.

Checkpoint How did free blacks cope with discrimination in the mid-1800s?

NoteTaking

Reading Skill: Contrast Use a chart like the one below to contrast the opinions held by those who supported slavery and abolitionists.

Debate Over Slavery		
Against	For	
Abolitionists believed that slavery was immoral.	 Slaveholders argued that slavery was justified because it formed the basis of the South's economy. 	

The Fight Against Slavery

Misgivings about slavery had been spreading across the nation since Revolutionary times. Many northerners objected to it on moral grounds. By 1804, all states north of Maryland had passed legislation to end slavery. In 1807, bringing new slaves to any part of the United States from Africa was banned. Still, slavery was an established institution in the South, where slaves played an important role in the economy.

By the early 1800s, a growing number of Americans opposed to slavery began to speak out. Because they wanted slavery abolished, or ended, they became known as abolitionists. The great reform movement they led was the abolition movement.

Garrison Demands Emancipation A printer named William Lloyd Garrison, who lived in Boston, Massachusetts, became one of the leading abolitionists. Garrison began his antislavery career by working for Benjamin Lundy, a Baltimore Quaker who published America's first antislavery newspaper. In 1831, Garrison began publishing his own antislavery newspaper, The Liberator. Garrison used dramatic language to attract readers and convince them that slavery was morally wrong. This technique of trying to effect change by persuading people through moral arguments is called moral suasion. It was a favorite technique of leaders of many reform movements.

Garrison was in favor of emancipation, or the freeing of enslaved people. At first he thought, like most abolitionists, that this should be accomplished gradually over time to minimize economic and social disruption. But Garrison soon took the radical step of advocating immediate emancipation and the extension of full political and social rights to African Americans.

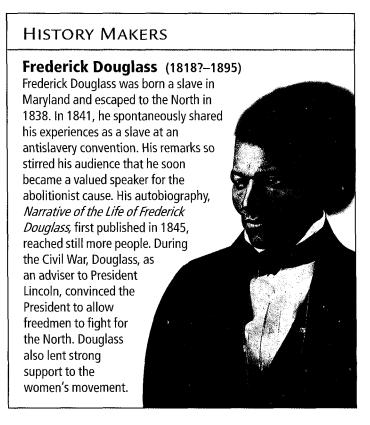
In cities across the Northeast and the Midwest, abolitionist societies, made up of people who shared Garrison's views, sprang up. Founded by Garrison in 1833, the American Anti-Slavery Society had over 150,000 members nationally by 1840. This group implemented moral suasion by printing antislavery pamphlets and distributing them to churches and other community organizations. The American Anti-Slavery Society and similar groups also supported a team of hundreds of lecturers who spoke against slavery at camp meetings and other public gatherings. They insisted that holding slaves was counter to most Americans' religious ideals.

Many Abolitionists Spread the Word Theodore Weld, a student at the Lane Theological Seminary in Ohio, became another leading abolitionist. Weld shared Garrison's belief in the power of moral suasion. However, whereas Garrison resorted to public confrontation, Weld chose to work through the churches. Weld married Angelina Grimké, the daughter of a southern slaveholder, who was so moved by the abolition movement that she went north to join it. She and her sister Sarah Grimké spoke and wrote against slavery. Another well-known abolitionist, and arguably the most eloquent, was Frederick Douglass, a former slave whose booming voice filled lecture halls with touching stories about the difficulty of his life as a slave.

✓ **Checkpoint** How did abolitionists attempt to bring about the end of slavery in the United States?

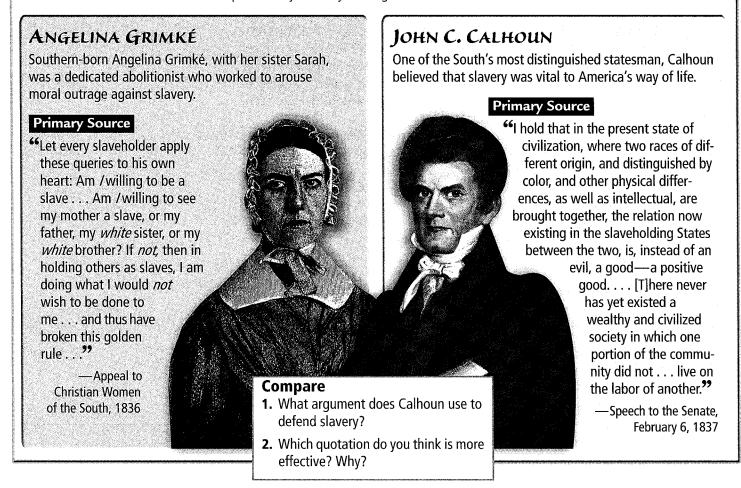
Working Against Abolition

Despite the growing call of abolitionists, most Americans continued to support slavery. The voices against abolition came from both the slave states of the South and the free states of the North.



Should Slavery Be Abolished?

Although the answer to the question above is obvious now, debate raged on the issue in the mid-1800s. Advocates on both sides felt passionately that they were right.



Southerners Cling to Slavery As abolitionists were developing their arguments against slavery, southern slaveholders intensified their arguments in support of it. They publicized their conviction that slavery was necessary because it formed the foundation of the South's agricultural economy. Moreover, they argued, slavery benefited the North, since the North's textile and shipping industries depended upon southern cotton.

They further maintained that a slave labor force was superior to the wage labor force of the North. They argued that northern employers and laborers would be inevitably at odds, since employers wanted workers to work more for less money while workers wanted to work less for more money. In contrast, such conflict was avoided in the South, where the well-being of slaves depended on their slaveholders' fortunes and slaveholders' fortunes depended on the wellbeing of their slaves.

But some southerners went even further, claiming that Christianity supported slavery, that enslaved people could not survive without slaveholders, and that the enslavement of Africans was historically inevitable. Such assertions were clearly racist, but many people of the time believed them.

Vocabulary Builder inevitable—(ihn EHV ih tuh buhl) adi. impossible to prevent; unavoidable

As abolitionist rhetoric grew more strident, southern support for gradual manumission, or freeing, of slaves decreased. Southern spokespeople stepped up their arguments about the value of slavery, and southern slaveholders tried to prevent southerners from reading abolitionist publications. Post offices refused to deliver abolitionist newspapers. Southerners—even many of those who did not own slaves—embraced slavery as their preferred way of life, to be defended at all costs.

Northerners Resist Abolition Southerners were not alone in their resistance to abolition. Most northerners agreed with them. In Boston in 1835, Garrison was chased through the streets by an angry mob as a result of his antislavery views. In Philadelphia in 1838, the Grimké-Weld wedding, attended by both white and black guests, so infuriated local residents that they burned down the antislavery meeting hall. In Alton, Illinois, irate crowds destroyed abolitionist newspaper editor Elijah Lovejoy's printing press several times, killing Lovejoy himself in November 1837.

In city after city, white workers, fearing black competitors would take their jobs, launched stiff resistance to abolition. Wealthy industrialists resented the presence of black entrepreneurs in their midst. They also worried that the end of slavery would cut off the supply of southern cotton for northern textile mills.

Most white northerners disliked southerners, but they did not want to wrestle with the problems of African Americans either. They wanted to stay out of the controversy about slavery. When southern politicians pushed a Gag Rule, a law which prohibited debate and discussion in Congress on the subject of slavery, some northerners supported them. First passed in 1836, the Gag Rule was renewed annually for eight years.

Slavery Divides the Nation Although the abolition movement remained small and mostly confined to the North, it was vocal—and persistent. The debate over slavery divided Americans like no other issue. It widened regional cultural differences between the largely urban and industrialized North and the largely rural and agricultural South. Indeed, the divisive issue of slavery would soon prove to be a major factor in the division of the country itself.

✓ Checkpoint Why did many Americans oppose abolishing slavery?

SECTION Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice Web Code: nca-0804

answer the Section Focus Question:

How did reformers try to help enslaved

2. NoteTaking Reading Skill: Summarize Use your charts to

Comprehension

- 1. Terms and People Explain the role each of the following terms or people played in the debate over slavery.
 - freedman
 - Nat Turner
 - abolition movement
 - William Lloyd Garrison
 - Frederick Douglass
 - Gag Rule

people? Writing About History

3. Quick Write: Prioritize Arguments List three arguments in favor of total emancipation for enslaved African Americans in 1845. Then, order the three arguments from most important to least important.

Critical Thinking

- 4. Summarize In what ways did enslaved people cope with their captivity?
- 5. Identify Point of View Why did most free African Americans not support the ACS?
- 6. Draw Inferences What role did religion play in the abolition movement?
- 7. Recognize Cause and Effect What led to the decline of manumission in the South?



▲ Woman who worked in the temperance reform movement, 1851

WITNESS HISTORY (**) AUDIO



Equality for Women

The sisters Sarah Grimké and Angelina Grimké Weld were ardent abolitionists. Through their work on the behalf of slaves, they became interested in fighting for the rights of another oppressed group: women.

⁶⁶I am persuaded that the rights of woman, like the rights of slaves, need only be examined to be understood and asserted, even by some of those, who are now endeavouring to smother the irrepressible desire for mental and spiritual freedom which glows in the breast of many. . . .

Men and women were CREATED EQUAL; they are both moral and accountable beings, and whatever is right for man to do is right for woman."

> -Sarah Grimké, Letters on the Equality of the Sexes and the Condition of Women, 1838

The Women's Movement



Core Curriculum Objectives

- 3.III.A.3 Women, families, and work
- **4.I.B.2b** Women's rights and efforts for peace
- **4.1.C.4e** Women's suffrage amendment

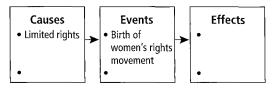
Terms and People

matrilineal Sojourner Truth women's movement Lucretia Mott Elizabeth Cady Stanton Seneca Falls Convention Amelia Bloomer suffrage Married Women's Property Act

NoteTaking

Reading Skill: Identify Causes and Effects

Use a chart to record the causes and effects of the women's rights movement in the 1800s.



Why It Matters A spirit of reform permeated American life in the early and middle 1800s. Women took active roles in the abolition movement and other reform movements. Soon, some of these reformers began to work to gain equality for women as well. Their efforts would lay the groundwork for women's struggle for equal rights over the next hundred years. Section Focus Question: What steps did American women take to advance their rights in the mid-1800s?

Women Work for Change

In the 1800s, American women's freedoms and rights were sharply limited. Instead of taking a powerful role in public life, women were expected to make a difference privately, by influencing their husbands and raising their children to be good Americans. But this idealized influence was too limiting for women. Largely as a result of the Second Great Awakening, women of the early 1800s began to take on more active roles in public life.

Women Face Limits In the early 1800s, American women lacked many basic legal and economic rights. Under the British legal traditions that dominated the United States, women usually could not hold property or hold office or vote, and they usually were forbidden even to speak in public. Formal educational opportunities were virtually unheard of. In the rare instances of divorce, husbands generally gained custody of children.

Some of the groups living in America—certain Native Americans, African Americans, and Mexican Americans—had a tradition of affording women a significant amount of power. In these cultures, women controlled or influenced work patterns and family structures. Some cultures were matrilineal, that is, the inheritance of family names and property followed the female line in the family. Still, the legal and economic rights of the majority of American women lagged far, far behind those of American men.

Women Lead Reform Efforts The drive to reform American society created by the Second Great Awakening provided new opportunities for women. Many joined reform groups sponsored by their churches. Women played leading roles in all of the great reform movements of the day. Catharine Beecher, Emma Willard, Elizabeth Blackwell, and Ann Preston advanced education during the public school movement. Dorothea Dix almost single-handedly launched reforms in the way the country treated prisoners and people who suffered from mental illness. Most community leaders of the temperance movement were women; after all, they and their children were the primary victims of husbands' and fathers' abuse of alcohol.

The abolition movement attracted some of the most thoughtful women of the day, including Angelina and Sarah Grimké. Many abolitionist groups, like the Philadelphia Female Anti-Slavery Society, were made up entirely of women. One of the most effective abolitionist lecturers was Sojourner Truth, a former slave from New York who held audiences spellbound with her powerful speech and arguments.

Women Enter the Workplace In the 1820s and 1830s, the Northeast was rapidly industrializing. This provided the first real economic opportunity in the nation's history for women outside the home. Thousands of young women, who previously would have stayed in the family home, went to work in the new mills and factories. This gave many women a small degree of economic independence (although their wages were typically sent to their husbands or fathers) and a larger degree of social independence as they developed networks of friendships with other factory workers. By 1830, a few women's labor unions had formed, and women went on strike for better wages and working conditions.

✓ Checkpoint What led to women becoming leaders of various reform movements?

Political and Economic Status of Women in the Early 1800s

Women could not vote.

Women could not hold public office.

Women could not serve on juries.

Few women received any level of higher education.

Women could not work in most trades or professions.

When they did work, women were paid less than men doing the same jobs, and their fathers or husbands often took what money they did earn.

Married women lost legal control of any money or property they owned before marriage to their husbands. Married women could not testify against their husbands in court, sue for divorce, or gain custody of their children.

Chart Skills In the early 1800s, American women lacked many basic rights that are now taken for granted. Even the heavy and restrictive clothing women wore (below) limited what they could do. How did the status of women in the 1800s go against the modern interpretation of the Constitution?



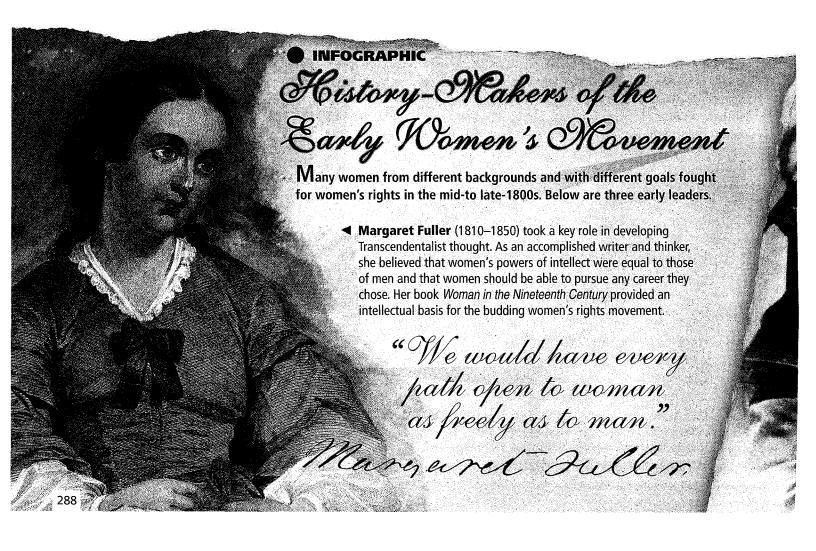
Vocabulary Builder virtually—(VUHR choo uh lee) adv. not completely, but for all practical purposes

Women Begin the Fight for Rights

Although many women became leading reformers, and many others entered the workforce, there had still been <u>virtually</u> no progress in women's rights. Real progress began only when two historical trends coincided in the 1830s. First, many urban middle-class northern women began to hire poor women to do their housework. This allowed the middle-class women more time to think about the society in which they wanted to raise their children. Second, women began to see their own social restrictions as being comparable to slavery.

The Origins of the Women's Rights Movement The parallels between the lack of power held by slaves and the lack of power held by women were hard to ignore. In fact, many women argued that their lack of rights made them almost the same as slaves. These women, along with a handful of men in the abolition movement, began to work for women's rights. They began the women's movement, a movement working for greater rights and opportunities for women, of the early and middle 1800s. This stage of the women's movement was active throughout the 1800s and into the early 1900s.

Women's rights reformers began to publish their ideas in pamphlets and books. One of these was the Transcendentalist Margaret Fuller, who believed that what women needed was not personal power but "as a nature to grow, as an intellect to discern, as a soul to live freely and unimpeded, to unfold such powers as were given her...". The Grimké sisters also published their ideas on women's rights. In *Letters on the Equality of the Sexes and the Condition of Women*, Sarah Grimké argued that God made men and women equal and that therefore men and women should be treated equally. Building on her sister's



ideas, Angelina Grimké Weld defended the rights of both slaves and women on moral grounds:

Primary Source64 The investigation of the rights of the slave has led me to a better understanding of my own. . . . Human beings have *rights*, because they are *moral* beings. . . [I]f rights are founded on the nature of our moral being, then the *mere circumstance of sex* does not give to man higher rights and responsibilities, than to woman. **

—Angelina Grimké, Letters to Catherine E. Beecher, 1838

Dozens of other women began to call for greater rights.

Women Disagree on Aims The women who spoke up for full equality were a small minority, however. Even among abolitionists there was disagreement about how much public leadership women should take. When an international abolitionist convention met in London in 1840, the group fractured over whether women should be allowed to join in the men's business meetings. Some abolitionists thought that they should not. Two who thought they should were **Lucretia Mott** and **Elizabeth Cady Stanton**.

Both Mott and Stanton were active reformers, supporting particularly the temperance and abolitionist causes. Mott had helped found the American Anti-Slavery Society and the Philadelphia Female Anti-Slavery Society. Stanton was married to a leading abolitionist, Henry Stanton. (Both Elizabeth and Henry were already keenly interested in women's rights.) These two women, outraged that women were refused full participation at a meeting to discuss the promotion of human decency and equality, were inspired to take a dramatic step to advance women's rights.

Checkpoint What conditions led women to start to work to gain rights?





A Radical Suggestion

In the mid-1800s, a number of women worked to reform the way women dressed. One of their innovations was the idea of wearing full-cut trousers under a short skirt rather than the long, heavy skirts of the day. Although she did not invent them, Amelia Bloomer wore the trousers publicly, and they were dubbed "bloomers" after her.

Women Convene in Seneca Falls

In 1848, Mott and Stanton helped organize the nation's first Women's Rights Convention in Seneca Falls, New York. Often called the Seneca Falls Convention, the meeting attracted hundreds of men and women. One of the most illustrious attendees was Frederick Douglass. The delegates to the convention adopted a "Declaration of Sentiments," modeled after the language of the Declaration of Independence. The Declaration of Sentiments was ridiculed, and the convention resulted in few concrete improvements in women's rights. It did, however, mark the beginning of the women's movement in the United States.

The Seneca Falls Convention Inspires Women The Seneca Falls Convention inspired generations of young women. One of these was Amelia Bloomer, who actually attended the convention. While she remained relatively quiet there, she would soon become a leading voice for women's rights. In the following years, Bloomer published a newspaper, The Lily, in which she advocated equality of women in all things—including the right to wear pants instead of dresses.

Another woman who drew inspiration from the convention was Susan B. Anthony, whose involvement in the temperance and abolition movements led her to work for greater rights for women as well. Anthony would help lead the charge to win a single, critical right for women: the right to vote. This quest for **suffrage** would prove to be a long, hard fight.

Women Make Some Gains In 1848, the same year as the Seneca Falls Convention, the state of New York passed a law, the Married Women's Property Act, guaranteeing many property rights for women. Elizabeth Cady Stanton had worked hard for its passage. Twelve years later, the law was amended to make it more comprehensive. New York's efforts to advance property rights for women would become a model for similar laws in other states in the years to come.

By the middle 1800s, American women had laid the foundation for a future in which equality seemed a real possibility. They had become wage earners. They had become reformers. And they had started to voice their call for justice.

✓ Checkpoint What role did Lucretia Mott and Elizabeth Cady Stanton play in the women's rights movement?

SECTION Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice Web Code: nca-0804

Comprehension

- **1. Terms and People** Explain the role each term or person listed below played in the early women's rights movement.
 - Lucretia Mott
 - Elizabeth Cady Stanton
 - Seneca Falls Convention
 - · Amelia Bloomer
 - Married Women's Property Act

2. NoteTaking Reading Skill: **Identify Causes and Effects** Use your chart to answer the Section Focus Question: What steps did American women take to advance their rights in the mid-1800s?

Writing About History

3. Quick Write: Chart Conflicting **Arguments** Make a table with two columns. In one column, list two arguments in favor of fighting for female suffrage in the mid-1800s. In the other column, list two arguments against female suffrage.

Critical Thinking

- 4. Draw Inferences Why do you think women's rights were so limited in the early years of the country?
- 5. Synthesize Information Why did some abolitionists become outspoken advocates for women's rights?
- 6. Determine Relevance How significant do you think the Seneca Falls Convention was? Explain your answer.

Primary Source



The Declaration of Sentiments (1848)

Elizabeth Cady Stanton, along with four other women, created the Declaration of Sentiments to outline the aims of the Seneca Falls Convention. They purposely modeled the language of the Declaration of Sentiments on the Declaration of Independence as a potent reminder of the principles of equality upon which the United States was founded.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness....

The history of mankind is a history of repeated injuries and usurpations¹ on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid² world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to law in the formation of which she had no voice. . . .

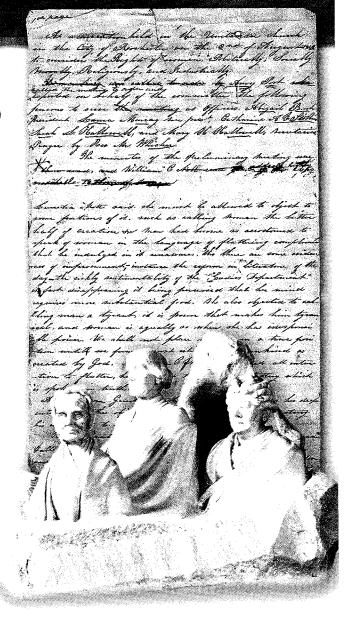
He has made her, if married, in the eye of the law, civilly dead. He has taken from her all right in property, even to the wages she earns. . . .

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her. . . .

He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject³ life.

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation, in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

- 1. usurpations (yoo suhr PAY shuhns) n. seizures
- 2. candid (KAN dihd) adj. fair
- 3. abject (AB jehkt) adj. miserable



Notes taken at the Seneca Falls Convention (top), a statue honoring Elizabeth Cady Stanton and Lucretia Mott, as well as Susan B. Anthony

Thinking Critically

- 1. Synthesize Information
 Based on the facts listed,
 what rights and privileges do
 the authors believe that
 women are being denied?
- **2. Recognize Causes** Why do you think this declaration was modeled on the Declaration of Independence?

Quick Study Guide

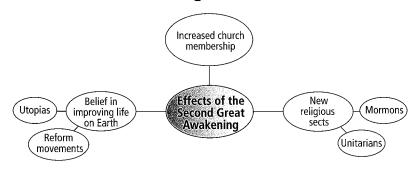


Progress Monitoring Online

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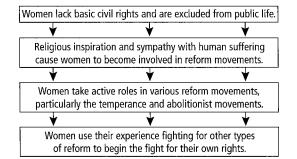
■ Effects of the Second Great Awakening



Major Reform Movements and Their Notable Leaders

Movement	Leader
School reform	Horace Mann
Prison reform	Dorothea Dix
Temperance	Neal Dow
Abolitionist	William Lloyd Garrison, Theodore Weld, Frederick Douglass, Angelina and Sarah Grimké
Women's rights	Sojourner Truth, Angelina Grimké, Margaret Fuller, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony

■ The Beginning of the Women's Rights Movement



Quick Study Timeline

1830 Charles Grandison Finney begins revivals in Rochester, New York



1838 Frederick Douglass escapes from slavery in Maryland

Presidential Terms

In America

Andrew Jackson 1829-1837

Martin Van Buren 1837-1841

1830

1833

Slavery abolished in British West Indies

1835

1837 Victoria becomes queen in Great Britain

American Issues •••• Connector



By connecting prior knowledge with what you have learned in this chapter, you can gradually build your understanding of enduring questions that still affect America today. Answer the questions below. Then, use your American Issues Connector study quide (or go online: www.PHSchool.com **Web Code:** nch-0807).

Issues You Learned About -

- **Church and State** The United States follows a policy of keeping religion separate from matters of government.
- **1.** What guarantees the American people the right to freedom of religion?
- **2.** As you have read, many states had laws that barred Jewish people from holding public office. Evaluate these laws with regard to the Constitution's policy on religious freedom and the prohibition of religious practices in government.
- **3.** Some communities and states have passed "blue laws" banning the sale of certain goods on Sundays. Do you think such laws violate the separation of church and state?
- Social Problems and Reforms The early 1800s initiated a period of tremendous efforts to improve different aspects of American society.
- 4. How is the work of Dorothea Dix still felt today?
- 5. What methods did abolitionists use to further their cause?
- **6.** Identify two female reformers and explain what they did.

- Education and American Society The United States supports a public school system that has the goal of providing a quality education for all the country's children.
- **7.** What would be the benefit of creating tax-supported public schools?
- **8.** Why did reformers assert that a system of public education would be an important tool of democracy?

Connect to Your World

New York

Church and State Joseph Smith founded the Mormon church in 1830 in Fayette, New York. Soon afterwards, Smith and his followers moved west to Ohio, and the Mormon faith drew more followers as communities were founded within several Midwestern states. Upon Smith's death, the new Mormon leader, Brigham Young, led his followers to Salt Lake City, Utah, which today remains the center of the Mormon faith. Mormons continue to reside in western New York, and Mormon visitors from around the world come to visit Smith's boyhood home in Palmyra, New York. Each summer Palmyra's Hill Cumorah Pageant celebrates Mormonism at the place where Smith said an angel revealed to him the faith's essential texts. Conduct research to create a fact sheet about religious denominations in New York.



Dorothea Dix seeks better treatment of people with mental illness 1848 Women's rights convention held in Seneca Falls, New York

William H. Harrison 1841 John Tyler 1841–1845

James K. Polk 1845–1849

Zachary Taylor 1849–1850 Millard Fillmore 1850–1853

1840

1845

1850

1839 Opium War between Great Britain and China begins 1845 Irish potato famine begins

History Interactive

For: Interactive Timeline Web Code: ncp-0808

Chapter Assessment

Terms and People

- 1. Who were Joseph Smith and the Mormons? Why did many Americans distrust them?
- 2. What was the temperance movement? What measures brought the most success to the temperance movement?
- 3. Who were William Lloyd Garrison and Frederick **Douglass?** How did they help the abolitionist cause?
- **4.** Define **matrilineal**. Was the United States mainly a matrilineal society in the early 1800s? Explain.
- **5.** What is **suffrage**? Why did some women consider winning suffrage a critical step?

Focus Questions

The focus question for this chapter is **How did the Second** Great Awakening lead to several reform efforts, and what effect did those reform efforts have on American **society?** Build an answer to this big question by answering the focus questions for Sections 1 through 4 and the Critical Thinking guestions that follow.

Section 1

6. How did the Second Great Awakening affect life in the United States?

Section 2

7. What were the main features of the public school, penitentiary, and temperance reform movements?

8. How did reformers try to help enslaved people?

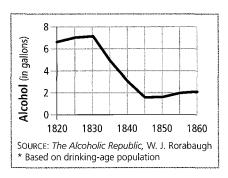
Section 4

9. What steps did American women take to advance their rights in the mid-1800s?

Critical Thinking

- 10. Recognize Cause and Effect Why did the Second Great Awakening begin? What were some of the ways that it changed American society?
- 11. Analyze Information What did the Transcendentalists and people who founded utopias have in common?
- **12. Draw Conclusions** How might Horace Mann's experiences as a senator have made him an ideal leader for the school reform movement?
- 13. Analyze Graphs According to the graph below, how did the amount of alcohol consumed by Americans change from 1820 to 1860?

Annual Consumption of Alcohol per Person: 1820-1860



- 14. Make Generalizations What groups of people did reformers work hardest to help? Why?
- **15. Problem Solving** How successful were slave revolts in helping enslaved African Americans resist slavery?
- 16. Compare Points of View What similar ideas did abolitionists and women's rights reformers hold?

Writing About History

Writing a Persuasive Essay In a persuasive essay, the writer identifies an issue and presents arguments that will persuade readers to support a particular viewpoint. Choose one of the reform movements described in this chapter. Write a threeparagraph essay in which you define the issue and give reasons in support of your viewpoint.

Prewriting

- Read the text in this chapter relating to the topic you have chosen.
- Use Internet or library sources to find additional descriptions and primary sources relating to your topic.
- Decide what viewpoint you wish to support.
- Make a list of arguments that might be used to support that viewpoint. Identify the two strongest arguments.

Drafting

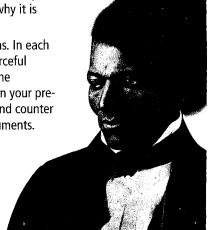
• Make an outline identifying what aspects of your topic you want to describe.

 Write an opening paragraph in which you describe the issue and explain why it is important.

 Write two persuasive paragraphs. In each paragraph, use reasoned but forceful language that explains one of the arguments you have identified in your prewriting. If possible, anticipate and counter possible objections to your arguments.

Revising

 Use the guidelines on page SH16 of the Writing Handbook to revise your writing.



Regents DBQ Practice



Nat Turner's Revolt Shakes the South

In August 1831, Nat Turner led one of the most deadly slave revolts in American history. He and about 50 followers killed nearly 60 white people in Southampton County, Virginia, in a bloody three-day rampage. Although Turner and many of his followers were quickly caught, tried, and executed, his revolt had far-reaching repercussions. Use your knowledge of this time period and Documents 1, 2, 3, and 4 to answer questions 1–4.

Document 1

"A fanatic preacher by the name of Nat Turner (Gen. Nat Turner) who had been taught to read and write, and permitted to go about preaching in the country, was at the bottom of this infernal brigandage. . . . We cannot say how long they were organizing themselves—but they turned out on last Monday early (the 22d) upon their nefarious expedition. . . . They were mounted to the number of 40 or 50; and with knives and axes—knocking on the head, or cutting the throats of their victims."

—An account of the revolt from the newspaper The Richmond Enquirer, August 30, 1831

Document 2

"I have received this day another number of *The Liberator*, a newspaper printed in Boston, with the express intention of inciting the slaves and free negroes in this and the other States to rebellion and to murder the men, women, and children of those states. Yet we are gravely told that there is no law to punish such an offence. . . . If this is not checked it must lead to a separation of these states."

—Diary entry of Virginia Governor John Floyd, September 27, 1831

Document 3

"Not far from this time Nat Turner's insurrection broke out; and the news threw our town [in North Carolina] into great commotion. . . . Those who never witnessed such scenes can hardly believe what I know was inflicted at this time on innocent men, women, and children, against whom there was not the slightest ground for suspicion. Colored people and slaves who lived in remote parts of the town suffered in an especial manner. . . . Every where men, women, and children were whipped till the blood stood in puddles at their feet. Some received five hundred lashes. . . . The dwellings of the colored people, unless they happened to be protected by some influential white person, who was nigh at hand, were robbed of clothing and every thing else the marauders thought worth carrying away."

—Harriet Jacobs, from her slave narrative Incidents in the Life of a Slave Girl, Written by Herself

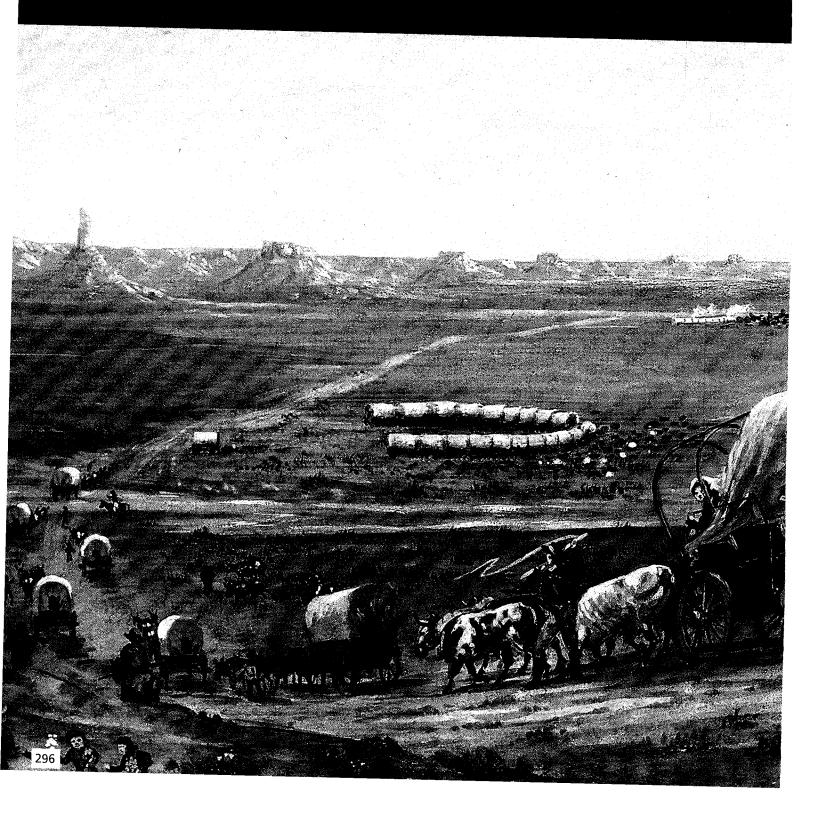
Document 4

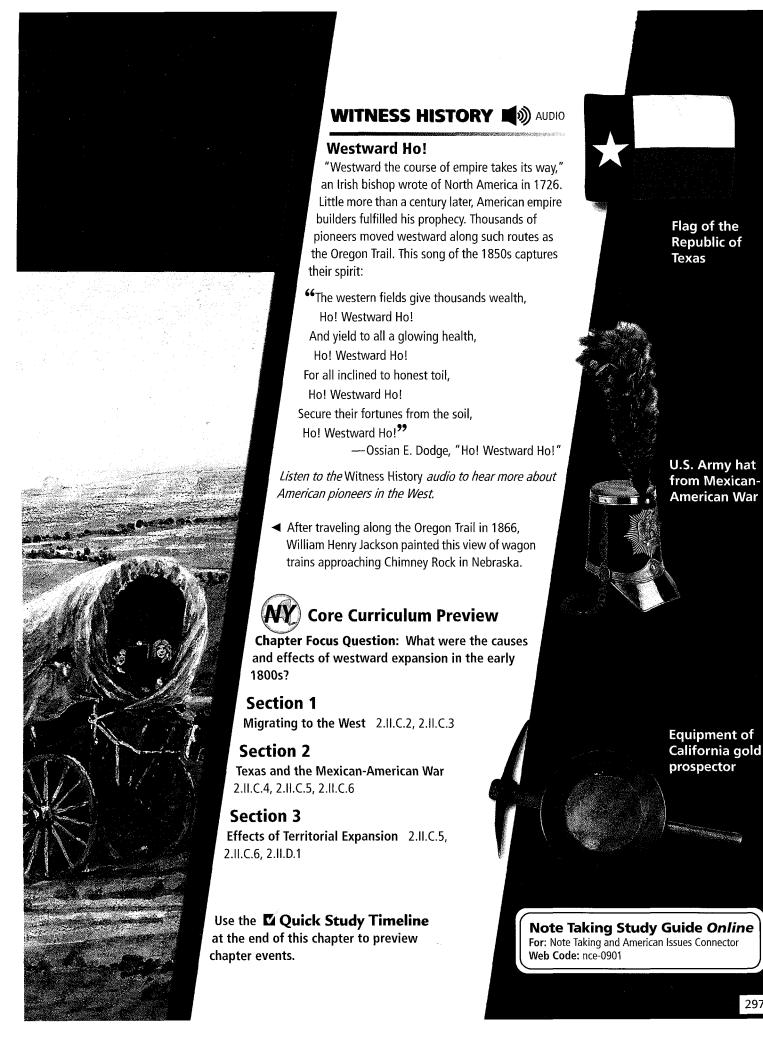
Some Measures Passed in Reaction to Nat Turner's Revolt	
States	Measures
Virginia	Passed twenty new statutes regulating the lives of free and enslaved African Americans
Alabama, Maryland, Tennessee	Forbade free blacks from moving to the state and settling there Further restricted the ways African Americans could meet
Mississippi	Required all free blacks to leave the state within ninety days
Alabama, South Carolina	Punished anyone who attempted to teach enslaved African Americans to read or write
Georgia	Offered a reward for the arrest of the publisher or anyone caught circulating <i>The Liberator</i> or other "seditious" written material

- **1.** How might Nat Turner's role as a preacher have been to his advantage in planning the revolt?
 - (1) It allowed him to meet with other slaves to plan the revolt.
 - (2) It allowed him travel about the countryside freely.
 - (3) It may have given him more influence over other slaves.
 - (4) All of the above
- 2. What attitude towards William Lloyd Garrison's abolitionist newspaper *The Liberator* do both Documents 2 and 4 show?
 - (1) It is a harmless scandal sheet.
 - (2) It gives a good proslavery defense.
 - (3) It contains dangerous, seditious propaganda.
 - (4) It was of no consequence in the South.

- **3.** How did Nat Turner's revolt affect Harriet Jacobs' town in North Carolina, according to Document 3?
 - (1) Laws were passed restricting the movement of African Americans.
 - (2) Whites beat and stole from African Americans, regardless of their guilt or innocence.
 - **(3)** The commotion allowed Jacobs and other slaves to escape.
 - (4) It had no effect.
- 4. Writing Task How did Nat Turner's revolt affect the lives of slaves and the ongoing debate about slavery in the United States? Summarize the effects of the revolt. Use your knowledge of the time period and the documents above to support your main points.

Manifest Destiny 1800-1850









WITNESS HISTORY (1) AUDIO



A Pioneer Woman Heads West

On April 9, 1853, Amelia Stewart Knight left Iowa with her family to join a wagon train headed for Oregon. Her diary describes many of the hazards of the five-month trek, from extreme heat or cold to poisonous water. It also reports encounters—some cordial and some tense-with Native Americans. In one entry, Knight wrote:

⁶⁶After looking in vain for water, we were about to give up as it was near night, when husband came across a company of friendly Cayuse Indians about to camp, who showed him where to find water, half mile down a steep mountain, and we have all camped together, with plenty of pine timber all around us. . . . We bought a few potatoes from an Indian, which will be a treat for our supper."

—Diary of Mrs. Amelia Stewart Knight, 1853

Migrating to the West



Core Curriculum Objectives

- 2.II.C.2 Exploring and settling the West (explorers, naturalists, trappers and traders, trailblazers, missionaries, pioneers, the Mormon Church)
- 2.II.C.3 The Spanish, Mexican, and Native American West

Terms and People

Junípero Serra expansionist Manifest Destiny Santa Fe Trail

Mountain Men Oregon Trail **Brigham Young** Treaty of Fort Laramie

NoteTaking

Reading Skill: Identify Main Ideas Outline the main ideas relating to westward migration.

> I. Settling the Spanish Borderlands A. Spain Settles New Mexico 1. Colony is sparsely populated 2. B. II.

Why It Matters Since colonial times, Americans seeking economic opportunity had looked westward. By the 1840s, migrants were crossing the Rocky Mountains to Oregon and California. In time, these and other western lands would become part of the United States, helping the nation grow in both wealth and power. Section Focus Question: What were the causes of westward migration?

Settling the Spanish Borderlands

In 1830, what is now the U.S. Southwest was the Mexican North. Like the former British colonies in the East, this region had a long colonial history, one that dated back to the Spanish conquest of the Americas.

Spain Settles New Mexico Founded in 1598, New Mexico was the oldest colony along New Spain's northwestern frontier. Yet, by 1765, only about 9,600 Hispanics lived in New Mexico, half of them in the two major towns of El Paso and Santa Fe. The rest lived on farms and ranches scattered through the long Rio Grande valley. One factor discouraging further settlement was the threat of war with nomadic Native Americans in surrounding areas. Colonists depended for protection on an alliance with local Pueblo Indians. But disease steadily reduced the Pueblo population, from about 14,000 in 1700 to about 10,000 in 1765.

At the same time, the nomads of the Great Plains, known to the Spanish as Apaches, were becoming more powerful. The Apaches lived by hunting vast herds of buffalo. These hunts became easier after 1680 when the Apaches acquired horses from the Spanish. On horseback, men could see farther, travel faster, and kill their prey more quickly and in greater safety. At the same time, the nomads began to acquire firearms from French traders. The Indians continued to hunt with bows and arrows, but they used guns to wage war.

Warfare Threatens the Colony In 1800, a trader on the Great Plains remarked, "This is a delightful country and, were it not for perpetual wars, the natives might be the happiest people on earth." The conflict stemmed largely from competition for the buffalo herds. Well-armed groups, such as the Comanches of the Rocky Mountains and the Lakotas of the Mississippi Valley, spread at the expense of Apaches and other long-time residents of the Great Plains.

The defeated Apaches fled west into New Mexico, where they raided Pueblo and Spanish settlements, taking horses, sheep, cattle, and captives. Some Apaches found a haven in the canyons of northwest New Mexico, where they became known as Navajos. The Pueblos taught their Navajo neighbors how to weave, make pottery, grow corn, and herd sheep. But most Apaches remained nomadic hunters.

Raids on Spanish settlements became more frequent and destructive, for the Apaches were now armed, mounted, and desperate. The Comanches began to attack New Mexico as well. In 1777, a governor sadly reported that Indian raids had reduced his colony "to the most deplorable state and greatest poverty."

Spanish officials rescued New Mexico by building stronger frontier defenses and using more flexible diplomacy with the nomads. By providing gifts and weap-

ons, the new officials found it cheaper to form bonds with some nomads than to fight them all. In general, Spain paid Comanche and Navajo allies to attack the Apaches. For the most part, the strategy worked.

Although most Apache groups remained defiant, some accepted peace on Spain's terms. And the alliance program did reduce raids on New Mexico. As the colony became safer, its population grew and its economy developed. By 1821, the Hispanic population had grown to about 40,000.

Texas Attracts Few Settlers New Mexico's growth and improved security did not extend to Texas, its sister colony to the east along the Gulf of Mexico. In Texas, the nomads were more formidable and the colony remained weaker.

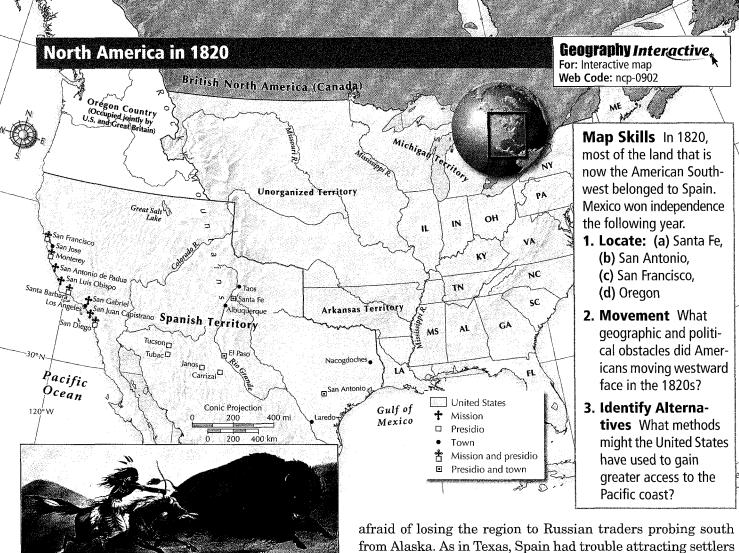
The Spanish had founded Texas as a buffer zone to protect the valuable towns and mines of Mexico to the south. Like New Mexico, Texas was a mixture of ranches, missions, and military *presidios*. But Texas stagnated because few settlers felt attracted to such a distant and poor region subject to nomadic raiders. In 1760, only about 1,200 colonists lived in Texas, primarily in and around San Antonio. Ranchers drove longhorn cattle southward for sale in Mexico.

Missions Thrive in California In the 1760s, the Spanish extended their northern buffer zone to the west by colonizing the California coast. They were

A Spanish Colonial Mission

Many of the oldest buildings in the Southwest are Spanish missions, like this one in Texas. Native Americans were forced to live and work on the mission grounds, where Spanish priests taught them about Christianity.





This 1832 painting depicts a Native American buffalo hunt on the Great Plains. Nomadic hunters depended for survival on free movement across northern Mexico and the western U.S. territories.

afraid of losing the region to Russian traders probing south from Alaska. As in Texas, Spain had trouble attracting settlers to California. Potential settlers were daunted by California's isolation from Mexico. The distance to market discouraged the

export of California's livestock and grains. The limited economy depended on royal money sent to supply and pay the soldiers.

Lacking colonists, the Spanish leaders sought to convert Indians to Christianity. Led by Father Junípero Serra, Franciscan priests set up a string of missions. The missions were more successful in California than in Texas or New Mexico. Because the local Indians lacked guns and horses, California missions suffered few raids. By the time of Father Serra's death in 1784, California had two agricultural towns (San Jose and Los Angeles), four *presidios*, and nine missions. In 1821, when Spanish rule ended, the system had grown to 20 missions housing more than 18,000 Native American converts. The Native Americans constructed buildings, dug irrigation ditches, erected fences, herded cattle, and cultivated grain. But large numbers died of diseases, and the Spanish had to round up more Indians to replace them.

✓ Checkpoint How did conflict develop between Spanish settlers and Native Americans in the Southwest?

Americans Look Westward

In 1821, a revolution toppled Spanish rule and established Mexico as an independent republic. The U.S. government officially recognized its fellow republic to the south. But American **expansionists**, people who favored territorial

growth, soon began to covet New Mexico, Texas, and California. Thinly settled but rich in resources, the three provinces seemed ripe for American plucking.

Expansionists Seek Manifest Destiny Expansionists justified their views by pointing to the weakness of the Mexican government and economy. They argued that the Mexicans, whom many Americans regarded as inferior, did not deserve to keep lands so badly needed for American settlement.

In 1845, journalist John L. O'Sullivan wrote an influential editorial in favor of expansion. He wrote:

Primary Source **The American claim is by the right of our manifest destiny to overspread and possess the whole of the continent which Providence has given us for the development of the great experiment of liberty and . . . selfgovernment entrusted to us. 22

— John L. O'Sullivan, New York Morning News, December 27, 1845

Expansionists were soon using the term Manifest Destiny to refer to the belief that God wanted the United States to own all of North America. But O'Sullivan envisioned liberty primarily for white men. Expansion would come at the expense of Indians and Mexicans. And southern expansionists hoped to add more slave states to strengthen their political position in Congress.

Americans Trade With Mexico Mexican independence spurred American trade with northern Mexico. The Spanish had discouraged such contacts, but Mexican officials welcomed them. Indeed, trade and migration promoted economic growth in the border provinces. Still, as the Spanish had feared, American traders and settlers would come to threaten the security of Mexico's border.

Merchants from Missouri saw Mexican independence as an opportunity to open trade across the Great Plains with Santa Fe, the capital of New Mexico. Welcomed by the Mexican officials, the traders launched a growing commerce along what became known as the Santa Fe Trail. In exchange for American manufactured goods, the New Mexicans offered horses, mules, furs, and silver.

In the 1820s, mariners from the Northeast launched a more ambitious route. Sailing around South America to the California coast, they traded manufactured goods for tallow and hides from California ranches. Like New Mexico, California became economically dependent on commerce with the Americans.

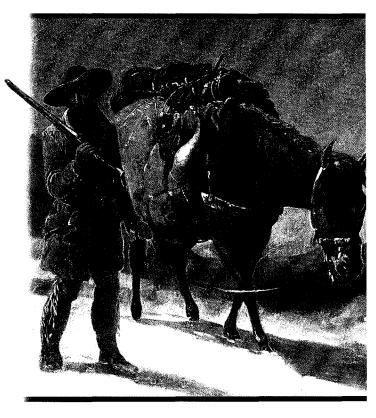
Mountain Men Cross the Rockies Other traders ventured up the Missouri River and into the Rockies, seeking valuable furs from the abundant beaver of the mountain streams. The daring young American trappers who hunted for beaver pelts in the Rockies were called Mountain Men. Most worked for two large fur companies, which provided their supplies.

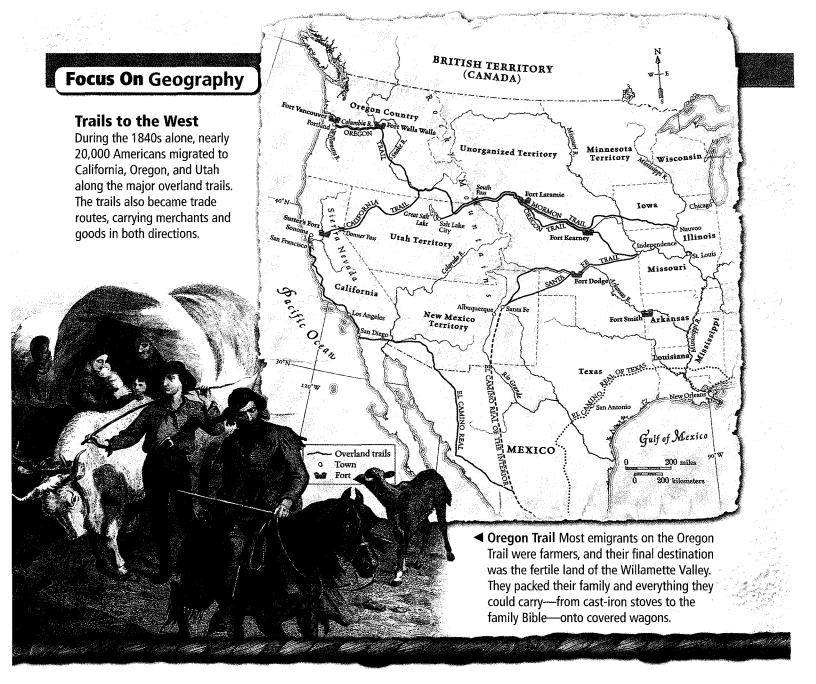
Restless in pursuit of furs, the Mountain Men thoroughly probed the Rockies, making important discoveries. They blazed the best route through the mountains, via South Pass in what is now Wyoming. Some Mountain Men then pressed westward to the Great Salt Lake in the arid Great Basin of Utah. In 1826, Jedediah Smith crossed the Great Basin and the Sierra Nevada to reach California. In addition to trapping, he traded with the Mexican residents. Smith's trade and migration route became the California Trail, linking the United States with the Pacific coast.

Vocabulary Builder manifest-(MAN uh fehst) adj. obvious; clear; plain

Mountain Men

As this painting shows, Mountain Men lived a solitary, rugged existence as they hunted beaver in the Rocky Mountains. In time, they undermined their own way of life, killing beaver faster than the beaver could reproduce. What dangers would Mountain Men face? Why do you think they were willing to face them?





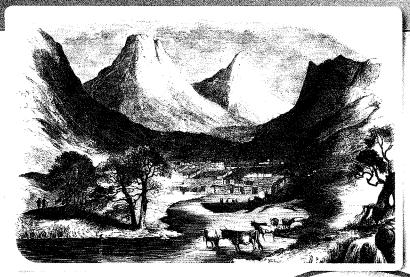
Missionaries Reach Oregon A variant of this trail turned northwest at South Pass to reach Oregon Country. In 1836, Marcus and Narcissa Whitman followed this route, which became known as the Oregon Trail, to found an Indian mission at Walla Walla.

The Whitman compound served as a magnet and way station for farm families bound farther west to the fertile Willamette Valley. In 1847, the Whitmans were killed by Native Americans who blamed them for a deadly measles epidemic. But by then, the tide of migration to Oregon was unstoppable.

Checkpoint What role did the Mountain Men play in westward expansion?

The Journey Westward

In 1842, an official government expedition led by John C. Frémont set off across the western country, following trails blazed by the Mountain Men and the Whitmans. Although Frémont found little that was new, his vivid and romantic reports gave wider publicity to the fertility of the Far West. In the years that followed, the overland trails drew thousands of settlers west to California and Oregon.



■ Mormon Trail The final destination for Mormon emigrants was the Great Salt Lake in present-day Utah. Through extensive irrigation and farming, Mormon settlers permanently altered their desert environment.

Westward Migration, 1840s				
Western Trail	Number of Settlers	Where To	When	
California Trail	2,700	California	1842–1848	
Mormon Trail	4,600	Utah	1847–1848	
Oregon Trail	11,500	Oregon	1842–1848	
SOURCE: CIA World	Factbook Online			

Supplies for Travelers Forts along the overland trails provided more than protection. They were also homes to trading posts, where wagon trains could replenish their supplies. ▼

■ Donner Pass For emigrants, mountain passes could be a gateway to their final destination—or a snowy tomb. The Donner Pass was named for a party who got trapped in the Sierra Nevadas in the winter of 1846-1847. Nearly half died of starvation, and the survivors resorted to eating their dead.

Geography and History

- How did the goals of travelers on the Oregon and Mormon trails differ? How were they similar?
- Do deserts and mountain passes still present a hazard to travelers today? Why or why not?

Wagon Trains Journey West Commencing in springtime at the western edge of Missouri, the demanding journey covered nearly 2,000 miles and took about five months to complete. Oxen pulled the emigrants' wooden wagons covered with canvas. For security and mutual help, most emigrants traveled in trains of from 10 to 100 wagons and from 50 to 1,000 people. Eager to get to the fertile and humid Pacific, the emigrants bypassed the Great Plains, which they considered little better than a desert, and the Great Basin, which truly was a desert. They were also in a hurry to get across two cold and lofty mountain chains, the Rockies and the Sierra Nevada.

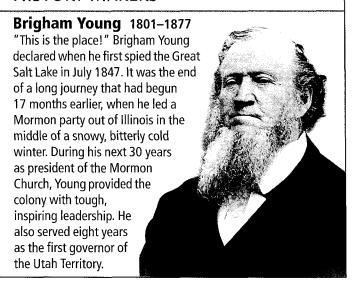
Most of the emigrants were farm people from the Midwest. Men relished the journey as an adventure, while many women more keenly felt the hardships and anxieties. "What had possessed my husband, anyway, that he should have thought of bringing us away out through this God-forsaken country?" wrote one woman in her diary.

Indeed, the journey was a gamble that cost many their property and some their lives. Emigrants faced hunger, exposure, disease, poisoned streams—or worse. In 1846, the Donner Party got lost on the way to California. Trapped by snow in the Sierra Nevada, the starving survivors resorted to cannibalism.

Vocabulary Builder

commence-(kuh MEHNS) v. to begin a project or an enterprise

HISTORY MAKERS



Despite the dangers, the rewards of the journey could be great. Most of those who persevered gained bigger and better farms in Oregon or California than they had owned in the East or Midwest. Between 1840 and 1860, about 260,000 Americans crossed the continent to settle on the west coast.

Mormons Seek a Refuge One group of people preferred to settle along the way. These were the Mormons. As you read in the last chapter, Mormon founder Joseph Smith was killed in 1844 by a mob in Illinois.

Leadership passed to **Brigham Young**, a brilliant organizer with a powerful will. Convinced that the Mormons could not survive among hostile neighbors, Young organized an exodus. In 1847, he led Mormons across the Great Plains and the Rockies to establish the colony of New Zion on the eastern shore of the Great Salt Lake. Through hard work and cooperation, the Mormons made the arid land bloom by diverting water from mountain streams. By 1860, some 40,000 Mormons lived in the West.

Despite their achievements and their isolation, other Americans continued to distrust the Mormons. During the 1850s, after the territory had passed from Mexico to the United States, the government forced the Mormons to accept federal authority. New Zion became the federal territory of Utah.

Indians Face Restrictions So long as wagons kept moving west, Native Americans usually left them alone. Still, the federal government sought to protect migrants by restricting the Plains Indians. The 1851 Treaty of Fort Laramie bound the Indians to territories away from the major trails. But the Indians clung to their mobile way of life, pursuing buffalo across all artificial boundaries. As migration continued, the stage was set for future conflict.

Checkpoint What difficulties and opportunities awaited migrants to the West?

SECTION

Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice Web Code: nca-0903

Comprehension

- Terms and People Write a sentence explaining how each of the following was connected with westward migration.
 - Manifest Destiny
 - Santa Fe Trail
 - Mountain Men
 - Oregon Trail
 - Brigham Young
 - Treaty of Fort Laramie

2. NoteTaking Reading Skill: Identify Main Idea Use your outline to answer the Section Focus Question: What were the causes of westward migration?

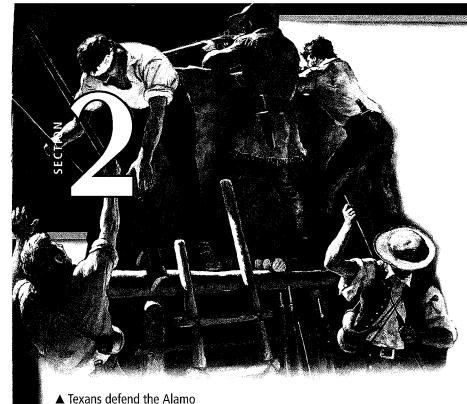
Writing About History

3. Quick Write: Identify an Issue In the news media, an editorial is a statement supporting one view of a current issue. Choose a topic from this section as the subject for an editorial. Write a sentence explaining why people of the time might have held differing views on that issue.

Critical Thinking

- **4. Recognize Effects** What long-term effects did the introduction of horses and firearms have on Native Americans in the West?
- 5. Recognize Viewpoints Who might have agreed with the idea of Manifest Destiny? Who might have disagreed?
- **6. Make Decisions** If you were a poor farmer in 1850, would you have chosen to join a wagon train to the West? Why or why not?





WITNESS HISTORY (**) AUDIO



A Child at the Alamo

In March 1836, Mexican troops attacked the Alamo in San Antonio, Texas. Among those inside the old mission was eight-year-old Enrique Esparza. His father, Gregorio, was one of a group of Texans engaged in a struggle to win independence from Mexico. Some 70 years later, Esparza recalled hearing sounds of shooting at two in the morning:

661 heard my mother say: 'Gregorio, the soldiers have jumped the wall. The fight's begun.' He got up and picked up his arms and went into the fight. I never saw him again. . . . It was so dark that we couldn't see anything, and the families that were in the quarters just huddled up in the corners. My mother's children were near her. Finally they began shooting through the dark into the room where we were. A boy who was wrapped in a blanket in one corner was hit and killed."

--- Enrique Esparza, San Antonio Express, 1907

Texas and the Mexican-American War



Core Curriculum Objectives

- 2.II.C.4 Motives for and implications of expansion and western settlement
- 2.II.C.5 Politics of western expansion (Manifest Destiny, the Texas and Oregon questions, the Mexican War)
- 2.II.C.6 Impact of western expansion upon Mexicans and Native Americans

Terms and People

Stephen F. Austin Antonio López de Santa Anna autonomy Lone Star Republic

Alamo Sam Houston James K. Polk Zachary Taylor Winfield Scott

NoteTaking

Reading Skill: Recognize Sequence Look for the steps that led to war with Mexico.

Mexico encourages Americans to settle in Texas.			
\	\	\	

Why It Matters With American expansionists seeking new territory and Mexico in control of most of the land to the south and west, conflict between the two nations seemed almost inevitable. The flashpoint for conflict became Texas. In time, that conflict would lead to a war that would vastly increase the size of the United States. Section Focus Question: How did the revolution in Texas lead to war with Mexico?

Texas Wins Independence

Of all the Mexican provinces, Texas was most vulnerable to U.S. expansion. Offering abundant, fertile land, Texas lay closest to the United States. And it had only a small Hispanic population, known as Tejanos (teh HAH nohs), to defend the province. In 1821, only about 4,000 Tejanos lived in Texas.

Americans Migrate to Texas To develop and defend the province, Mexico adopted a risky strategy: It agreed to allow Americans to settle in Texas. In return for cheap land grants, Americans had to agree to become Mexican citizens, to worship as Roman Catholics, and to accept the Mexican constitution, which banned slavery. Mexico hoped this strategy would convert American settlers from a potential threat to an economic asset.

WITNESS HISTORY DVD

Watch The Alamo on the United States Witness History DVD to explore one of the key battles of the Texas war for independence.



Led by Stephen F. Austin, American emigrants began to settle east of San Antonio, founding the town of Austin. Like settlers on other frontiers, these newcomers sought the economic opportunity of good farmland in large portions. Mostly coming from the southern United States, they raised corn, pigs, cattle, and cotton. By 1835, Texas was home to about 30,000 American settlers, known as Anglo-Texans. They outnumbered Tejanos by about six to one.

Tensions Build Relations between Anglo-Texans and the Mexican government soured by 1830. Despite their oaths of allegiance and their land grants, the settlers had not honored their part of the bargain. They remained Protestants and ignored Mexico's slavery ban by smuggling in enslaved African Americans to work their farms and plantations. In turn, the Anglo-Texans felt dismayed by the unstable Mexican government, which suffered from military coups.

In 1834, the charismatic but ruthless general Antonio López de Santa Anna seized power in Mexico City. Santa Anna favored a centralized, authoritarian government dominated by the military. His coup troubled those liberal Mexicans who preferred a decentralized federal system like that of the United States. Santa Anna's rule especially angered the people of Texas, both Anglo-Texans and Tejanos, who wanted greater autonomy, or independent control over their own affairs. One Anglo-Texan protested that Santa Anna would "give liberty to our slaves and make slaves of ourselves."

Texans Revolt In 1835, the Texans rebelled against Mexican rule. They seized the Mexican garrisons at Goliad and San Antonio. A year later, the Texans declared their independence and adopted a republican constitution. Their new nation became known as the Lone Star Republic because of the single star on its flag.

To crush the rebellion, Santa Anna led his army north into Texas. In March 1836, his forces attacked the small Texan garrison at the Alamo, a fortified former mission in San Antonio. After 12 days of cannon fire, Mexican troops overran the walls of the Alamo. Refusing to keep prisoners, Santa Anna ordered

the defenders slaughtered. The victims included Anglo-Texans Jim Bowie and Davy Crockett, as well as a dozen Tejanos. A few weeks later, Santa Anna ordered a similar mass execution of Texan prisoners who had surrendered at Goliad.

Santa Anna expected the slaughter to frighten other Texans into surrendering. Instead, the fallen defenders of the Alamo became martyrs to the cause of Texan independence. The slogan "Remember the Alamo" rallied the Texans and attracted volunteers to their cause from the southern United States.

Led by Sam Houston, the Texans drew Santa Anna eastward into a trap. In April, they surprised and crushed the Mexican army at the Battle of San Jacinto. Houston's men killed 630 and captured 730 Mexicans, including Santa Anna himself, while suffering only 32 casualties.

Fearing execution, Santa Anna signed a treaty recognizing Texan independence. He conceded generous boundaries that stretched the new republic south and west to the Rio Grande. On paper, Texas even got half of New Mexico, including its capital of Santa Fe.

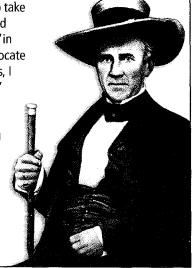
Of course, the government in Mexico City refused to honor a treaty forced on a captured and disgraced

HISTORY MAKERS

Sam Houston (1793–1863)

Sam Houston was the only American to serve as governor of two different states—first Tennessee, then Texas. In between, he was commander of the Texan army, president of the Republic of Texas, and U.S. senator from Texas.

Houston was not afraid to take unpopular stands. An adopted Cherokee, he once said that "in presenting myself as the advocate of the Indians and their rights, I shall stand very much alone." In addition, though himself a slaveholder, he angered proslavery forces by opposing the spread of slavery into the West. Finally, in 1861, when Houston spoke out against Texas seceding from the Union, he was removed from the governorship of the state he had helped create.



Should the United States Annex Texas?

From the time it achieved independence, Texas sought U.S. statehood. America's leaders had to decide whether to annex Texas. The 1844 presidential rivals James Polk and Henry Clay disagreed on the issue. Read their views below. Then, you make the call.

Polk Favors Annexation

Primary Source

66None can fail to see the danger to our safety and future peace if Texas remains an independent state or becomes an ally or dependency of some foreign nation more powerful than herself. Is there one among our citizens who would not prefer perpetual peace with Texas to occasional wars, which so often occur between border-

> — James K. Polk, inaugural address, 1845

ing independent nations? 99



You Decide

- **1.** Why did Polk think annexation would promote peace?
- 2. Why did Clay think annexation would lead to war?
- 3. What decision would you have made? Why?

Clay Opposes Annexation

Primary Source

Annexation and war with Mexico are identical. Now, for one, I certainly am not willing to involve this country in a foreign war for the object of acquiring Texas. . . . I regard all wars as great calamities, to be avoided, if possible, and honorable peace as the wisest and truest policy of this country. 99

> -Henry Clay, "Raleigh Letter," 1844

dictator. The Mexicans only would accept an independent Texas that remained within its traditional boundaries, which extended no farther south than the Nucces River. For the next decade, a border war persisted between Texas and Mexico.

Checkpoint What issues led Anglo-Texans and Tejanos to seek independence from Mexico?

Americans Debate Expansion

Texans elected Sam Houston as their first president. He quickly asked the United States to annex Texas. President Jackson privately favored the request, but he could not overcome opposition in Congress. Northern representatives balked at adding another slave state, especially one so big and potentially powerful. For nearly a decade, Texas continued to apply in vain for annexation. Houston tried to pressure Congress by pretending to consider joining the British Empire. At the time, Britain and the United States jointly occupied the Oregon Territory in the Pacific Northwest. The prospect alarmed expansionists.

An Expansionist Becomes President The annexation of Texas became a key issue in the 1844 presidential election. Southern expansionists supported James K. Polk of Tennessee. A Jacksonian Democrat and a slaveholder, Polk devoutly believed in Manifest Destiny. Whig candidate Henry Clay opposed annexation.

Polk reasoned that northerners would accept the annexation of Texas if they got their own prize. He promised them the Oregon Territory. Polk threatened to fight Britain if it did not concede all of Oregon. Polk's vow to obtain both Texas and Oregon helped him win a decisive electoral victory.

Vocabulary Builder

reluctant-(rih LUHK tuhnt) adj. unwilling; marked by mental hesitation or reservations

Polk Compromises on Oregon However, northern Democrats soon felt betrayed by the new President. They had reluctantly supported annexing Texas because Polk had also vowed to grab all of Oregon. Instead, in June 1846 Polk compromised with the British, agreeing to split the Oregon Territory at the 49th parallel of latitude. The United States got the future states of Washington, Oregon, and Idaho. The British kept what became the Canadian province of British Columbia. An Ohio Democrat sputtered, "Our rights to Oregon have been shamefully compromised. The administration is Southern, Southern, Southern!"

Polk compromised because the nation could not afford two wars. He wanted to fight weak Mexico rather than powerful Britain. Indeed, by the time the Oregon compromise was completed, war with Mexico had already begun.

✓ Checkpoint What compromise did the United States and Britain reach regarding the Oregon Territory?

The Mexican-American War

A month before Polk took office, Congress narrowly voted to annex Texas, which entered the Union as a slave state in December 1845. Annexation inflamed the long-standing border dispute between Texas and Mexico. Polk endorsed the Texan claim to the land south and west of the Nueces River as far as the Rio Grande. This claim tripled the traditional size of Texas. Outraged, the Mexicans refused to recognize the annexation.

Congress Declares War Polk sent American troops led by General Zachary **Taylor** to occupy the contested borderland between the two rivers. While waiting for the inevitable conflict, Polk drafted a declaration of war. He did not have to wait long. In May 1846, a Mexican patrol clashed with American soldiers, killing eleven. Polk rushed his war message to Congress:

Primary Source **66**We have tried every effort at reconciliation. . . . But now, after reiterated menaces, Mexico has passed the boundary of the United States, has invaded our territory and shed American blood upon the American soil."

-James K. Polk, war message to Congress, May 11, 1846

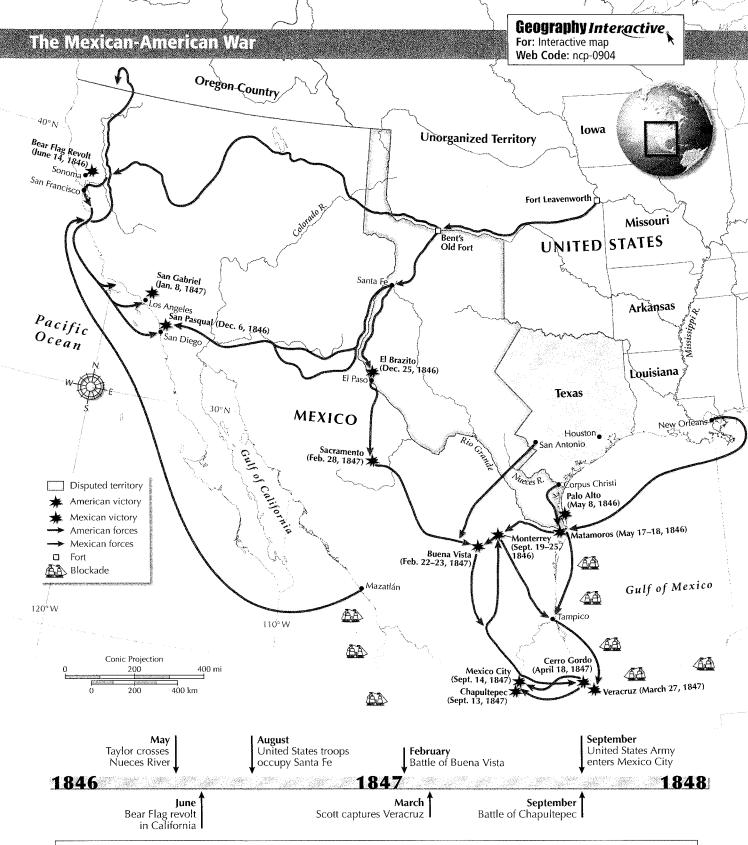
Of course, the Mexicans saw the clash differently: To them it was an American invasion that shed Mexican blood on Mexican soil.

Democrats, especially those from the South, were enthusiastically in favor of war with Mexico. Most Whigs, especially those from the North, opposed war. They believed that Polk had deliberately provoked the war by sending troops to Texas. Whigs also feared that Polk would not settle for even the biggest version of Texas but planned to annex the adjacent northern Mexican provinces, including New Mexico and California. The conquered territories might then become slave states, increasing southern power in Congress.

Despite their suspicions, most Whigs did not dare block the declaration of war. They knew that the war had wide popular support—and they remembered the demise of the Federalist Party after it had opposed the War of 1812. On May 13, Congress voted overwhelmingly to declare war on Mexico.

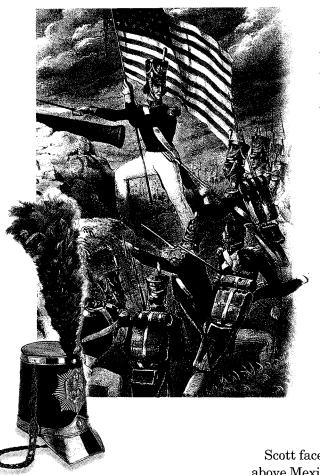
U.S. Forces Sweep to Victory In the war, the United States had great advantages. It was much larger, wealthier, and more populous than Mexico. The Mexicans lacked the industries that so quickly and abundantly supplied the Americans with arms and ammunition. The Americans also had a larger and better navy and more advanced artillery. Above all, the United States enjoyed superb officers, well trained at the military academy at West Point. Generals Zachary Taylor and

Vocabulary Builder adjacent-(uh JAY suhnt) adj. neighboring; nearby



Map Skills The Mexican-American War of 1846–1847 began in Texas. During the war, the United States won every major battle.

- 1. Locate: (a) Nueces River, (b) Rio Grande, (c) California, (d) Monterrey, (e) Veracruz,
 - (f) Mexico City
- 2. Region What region on the map was the subject of the land dispute that sparked the war?
- 3. Synthesize Information Use the map and chart to describe U.S. troop movements in the final month of the war.



Battle of Monterrey

In September 1846, U.S. troops under General Zachary Taylor attacked Monterrey, Mexico. The plumed hat (above left) was part of the U.S. military uniform of the time.

Winfield Scott received exceptional support from their junior officers, including Robert E. Lee, Ulysses S. Grant, and William T. Sherman. (All these men would later play key roles in the U.S. Civil War.) Meanwhile, Mexicans were bitterly divided because Santa Anna had resumed his dictatorship.

In this one-sided war, the United States won every major battle. During the summer of 1846, General Stephen W. Kearny quickly conquered New Mexico. Meanwhile, the U.S. Navy helped American settlers, led by explorer John C. Frémont, to seize control of California. Until they could legally join the United States, these rebels organized the short-lived Bear Flag Republic. Frémont joined forces with Kearny to bring all of California under American control.

Taylor led another army deeper into northern Mexico, seizing the city of Monterrey in September. In February 1847, Santa Anna tried to retake the city. But Taylor's small army defeated the more numerous Mexicans at the bloody Battle of Buena Vista.

By early 1847, American forces had achieved all of Polk's war goals—but he wanted more. A New England critic of the war complained that with every victory, "Our Manifest Destiny higher and higher kept mounting." In March, the navy carried another American army, commanded by Winfield Scott, to the Mexican port city of Veracruz. After seizing the port, Scott boldly marched his men through 200 miles of rugged terrain to Mexico City.

Scott faced bitter resistance at Chapultepec (chah POOL tuh pehk), a fortress above Mexico City. The defenders included six young Mexican cadets—ranging in age from 13 to 19—who fought to the death. Today, Mexico honors the cadets who fell at Chapultepec as Los Niños Héroes, or the Child Heroes.

In September 1847, Scott captured Mexico City. After little more than a year and a half of fighting, the Mexican-American War had ended in a thorough American victory.

Checkpoint What advantages did the United States have in the Mexican-**American War?**

SECTION Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice Web Code: nca-0905

Comprehension

- 1. Terms and People Write a sentence explaining how each of the following was connected with the conflict between the United States and Mexico.
 - Antonio López de Santa Anna
 - autonomy
 - Lone Star Republic
 - Alamo
 - Sam Houston
 - James K. Polk
 - Zachary Taylor

2. NoteTaking Reading Skill: Recognize Sequence Use your chart to answer the Section Focus Question: How did the revolution in

Texas lead to war with Mexico?

Writing About History

3. Quick Write: Express an Editorial Position Imagine that you are the editor of either a southern Democrat or a northern Whig newspaper in 1844. Write a topic sentence for an editorial supporting either Polk or Clay for the presidency. Make sure your sentence clearly identifies your position.

Critical Thinking

- 4. Recognize Causes In what way was the fighting in Texas the responsibility of both the Anglo-Texans and the Mexican government?
- 5. Make Decisions Do you think Polk was right to compromise with Britain over Oregon? Explain.
- **6. Draw Conclusions** Do you think the U.S. declaration of war against Mexico was justified? Why or why not?

WITNESS HISTORY (***) AUDIO

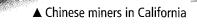


Seeking a Mountain of Gold

By 1849, poor farmers in China had received word of a "mountain of gold" across the Pacific Ocean. Soon, thousands of Chinese men joined fortune seekers from all over the world in a rush to the gold fields of California. However, the Chinese newcomers often faced a hostile reception. In a letter home to his parents, one young American miner described the unfair treatment of Chinese miners:

They are coming by thousands all the time The miners in a great many plases will not let them work The miners hear drove off about 200 Chinamen about two weeks ago but they have com back about as thick as ever (I would not help drive them off as I thought they had no rite to drive them)."

-Robert W. Pitkin, 1852



Effects of Territorial Expansion



Core Curriculum Objectives

- 2.II.C.5 Politics of western expansion (Manifest Destiny, the Texas and Oregon questions, the Mexican War)
- 2.II.C.6 Impact of western expansion upon Mexicans and Native Americans
- 2.II.D.1 United States society divided

Terms and People

Treaty of Guadalupe Hidalgo Gadsden Purchase Wilmot Proviso

California Gold Rush forty-niners placer mining hydraulic mining

NoteTaking

Reading Skill: Understand Effects Trace the effects of the Mexican-American War.



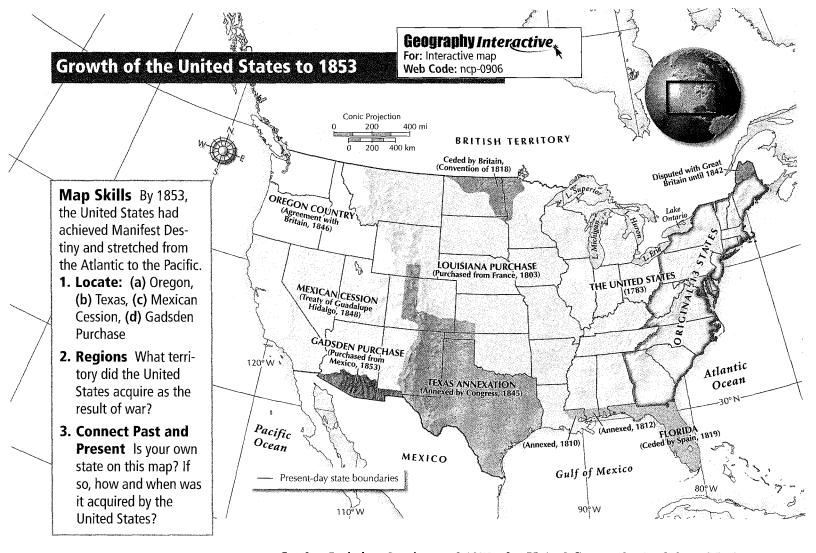
Why It Matters As a result of its quick victory in the Mexican-American War, the United States would finally achieve the expansionists' goal of Manifest Destiny. Yet, the long-term effects of the war served to highlight growing differences between North and South and set the stage for future conflict. Section Focus Question: What were the effects of the Mexican-American War and the California Gold Rush?

America Achieves Manifest Destiny

In February 1848, the defeated Mexicans made peace with the Americans. The Treaty of Guadalupe Hidalgo (gwah duh LOO pay ee THAHL goh) forced Mexico to give up the northern third of their country and added 1.2 million square miles of territory to the United States.

The United States Gains Territory In return for leaving Mexico City and paying \$15 million, the victors kept New Mexico and California. They also secured the Rio Grande as the southern boundary of Texas.

The treaty disgusted and humiliated Mexicans, who continued for decades to feel bitterness toward the United States. The treaty also dismayed Polk, but for a different reason. After Scott captured Mexico City, the President decided that he wanted to keep more of Mexico. He blamed his negotiator, Nicholas Trist, for settling for too little. But Polk had no choice but to submit the treaty to Congress because northern public opinion would not support a longer war.



Vocabulary Builder comprise-(kuhm PRīz) v. to include; to make up

In the Gadsden Purchase of 1853, the United States obtained from Mexico another 29,640 square miles in southern Arizona and New Mexico. The Americans bought this strip to facilitate a railroad across the continent. Along with the annexation of Texas, the Treaty of Guadalupe Hidalgo and the Gadsden Purchase increased the area of the United States by about one third. Only the Louisiana Purchase had added more territory. The new lands comprised present-day New Mexico, California, Nevada, Utah, Arizona, and half of Colorado.

The Wilmot Proviso Divides Americans Even before the war ended, the prospect of gaining land from Mexico stirred fierce debate in the United States. In 1846, Whig congressman David Wilmot of Pennsylvania had proposed a law, known as the Wilmot Proviso, that would ban slavery in any lands won from Mexico. The proposal broke party unity and instead divided Congress largely along sectional lines. Most northern Democrats joined all northern Whigs to support the Wilmot Proviso. Southern Democrats joined southern Whigs in opposition. The Proviso passed in the House of Representatives, but it failed narrowly in the Senate.

The Wilmot Proviso would reappear in every session of Congress for the next 15 years. Repeatedly, it passed in the House only to fail in the Senate. The Proviso brought the slavery issue to the forefront and weakened the two major parties, which had long tried to avoid discussing the issue in Congress. Thus, the lands won from Mexico increased tensions between North and South.

 ✓ Checkpoint How did the Mexican-American War serve to heighten tensions over slavery?

The California Gold Rush

To most Americans, the new lands in the West seemed too distant for rapid settlement. But in early 1848, workers at John Sutter's sawmill found flecks of gold in the American River east of Sacramento, California.

Forty-Niners Flock to California By summer, news of the gold strike caused a sensation in the eastern United States. In a mass migration known as the California Gold Rush, some 80,000 fortune seekers headed for California in search of easy riches. About half of these forty-niners traveled by land trails. Another half went by ship around South America or via a short land passage at the Isthmus of Panama. The ships landed their human cargo in San Francisco.

The golden news also attracted miners from around the Pacific Rim. Many fortune seekers came from South America, especially Peru and Chile. Another 25,000 laborers migrated from China to California during the 1850s. From a mere 14,000 in 1847, California's population of outside settlers surged to 225,000 in just five years.

Miners Lead a Rough Life Forty-niners flocked to the gold fields with high hopes. One young man described the excitement of departing for California from Indiana:

Primary Source **The diggings had been discovered but a twelvemonth before, and the glowing tales of their marvelous richness were on every tongue. Our enthusiasm was wrought up to the highest pitch, while the hardships and perils . . . were scarcely given a passing thought."

—David Rohrer Leeper, "The Argonauts of '49"

At first, the miners used cheap metal pans, picks, and shovels to harvest gold flecks from the sand along the banks and bottoms of rivers and streams. This process was known as placer mining. A few miners got rich, but most worked hard for little gain. Because food and clothing were so expensive, shrewd traders made more money selling goods to the miners than the miners made by panning for gold.

Conditions were hard in the crowded mining camps. Poor sanitation promoted diseases, especially cholera and dysentery, killing hundreds. In addition, life was cheap and law was scarce in the camps. Almost all of the inhabitants were men, who felt frustrated by their failure to find much gold and by their lack of family life. Competition and fights became common. One forty-niner noted, "It is surprising how indifferent people become to the sight of violence and bloodshed in this country."

In search of order, the miners carried out their own rough justice. Without official legal authority, they acted as judges, juries, and executioners.

Methods of Mining Change Placer mining soon gave way to more efficient methods that required more money and equipment. One method was to dam and divert rivers to expose their beds. Another method, hydraulic mining, employed jets of water to erode gravel hills into long lines of sluices to catch the gold. Hydraulic mining damaged the environment by leveling hills and clogging rivers with sediment.

The Lure of California Gold

The California gold fields attracted thousands of men and a smaller number of women (bottom). The poster (below, left) advertises ship passage to California. What does the guidebook (below, right) suggest about the appeal of the California Gold Rush?



Vocabulary Builder

 $\underline{\text{degrade}}$ -(dee GRAYD) v. to reduce in status or rank

Those with the most money turned to "hard rock mining," searching in the mountains for veins of quartz that contained gold. Miners extracted gold by digging deep tunnels and shafts braced with posts and beams and drained by pumps. One California newspaper complained that the new type of large-scale mining operation "degrades the sturdy miner into a drudge... while [mine owners] reap the great profit of his endeavor." The democratic age of placer mining was over. With few exceptions, wealthy investors rather than common miners owned the mines and enjoyed the profits.

Checkpoint What problems did forty-niners face in the California gold fields?



Sam Francisco:

GROWTH OF A CITY

For those traveling by ship, San Francisco was the gateway to the California gold fields. It was also a place where miners could come to buy supplies, exchange gold for cash, or relax. Through migration and trade, San Francisco quickly became the major American city on the Pacific coast in the 1800s.

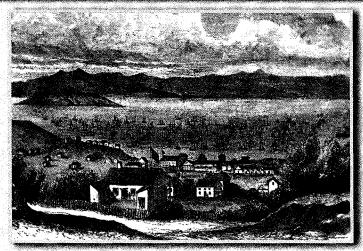


A Fast Trip West

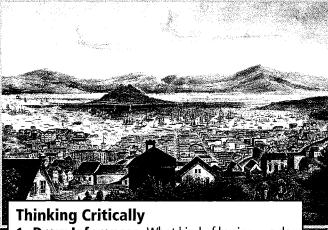
This 1851 advertisement promises a superfast trip from New York around the southern tip of South America to San Francisco—in as little as 97 days!



This painting shows a busy street market in 1850 San Francisco.



Before and After What happened to San Francisco between 1848 (above) and 1850 (below)? One word explains the rapid building boom: GOLD!



Growth of San Francisco

Year	Population
1848	800
1849	25,000
1852	36,000
1860	57,000

SOURCE: CIA World Factbook Online

- **1. Draw Inferences** What kind of businesses do you think sprang up in San Francisco as a result of the Gold Rush?
- **2. Draw Conclusions** What other circumstances might cause rapid changes in a city's population?

Mistory Interactive*

For: To discover more about the growth of San Francisco **Web Code:** ncp-0910

Effects of the Gold Rush

Newcomers from the eastern United States quickly asserted their dominance over California. To discourage the Chinese, they levied a heavy tax on foreign miners.

Indians and Mexicans Face Discrimination

White miners also terrorized and killed Native Americans by the thousands. Losing their land, many surviving Indians became workers on farms and ranches.

Mob violence drove most Mexican Americans away from the gold fields. Those who stayed had to pay the foreign miners' tax, though Mexicans had been in California long before the new American majority. Californios, or Mexican Californians, also lost most of their land. Contrary to the Treaty of Guadalupe Hidalgo, the courts ignored land titles created under Mexican law.

California Seeks Statehood The new Californians wanted quickly to organize a state and enter the union. In October 1849, their leaders held a convention and drew up a state constitution. The new constitution excluded African Americans, both slave and free. Most of the new Californians were northerners who did not want to compete with southern slaveholders who could

use slave labor to seek gold. Nor did the miners want any free blacks to live in California.

California's application for statehood stirred discord between North and South. At the time, the Union was comprised of 15 free states and 15 slave states. Admission of a new free state would thus tip the delicate regional balance in the Senate. Over the next decade, debate over the spread of slavery into the lands won from Mexico would grow increasingly bitter. Thus, westward expansion became a major source of the division that ultimately led to the tragic Civil War.

✓ Checkpoint What impact did the settlement of California have on Mexicans already living there?

HISTORY MAKERS

Mariano Vallejo (1808 - 1890)

Mariano Vallejo lived under Spanish, Mexican, and U.S. rule. The son of wealthy landowners, he became a general in the Mexican army. Critical of the Mexican

government, Vallejo welcomed the arrival of U.S. settlers. Though he was briefly imprisoned during the Bear Flag revolt, he continued to support the American cause, serving as a delegate to the California constitutional convention and as a state legislator. But like many Californios, he lost most of his land to white settlers when the courts refused to recognize his family land grants. Vallejo lived his final years on a small fragment of his once large ranch.



SECTION

Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice Web Code: nca-0907

Comprehension

- 1. Terms and People Write a sentence explaining how each of the following was connected with westward expansion.
 - · Treaty of Guadalupe Hidalgo
 - Gadsden Purchase
 - Wilmot Proviso
 - · California Gold Rush
 - forty-niners
 - placer mining
 - hydraulic mining

2. NoteTaking Reading Skill: Recognize Effects Use your chart to answer the Section Focus Question: What were the effects of the Mexican-American War and the California Gold

Writing About History

Rush?

3. Quick Write: Write an Editorial Write an editorial on the Wilmot Proviso that might have appeared in an 1846 newspaper. Define the issue and give reasons to support one position.

Critical Thinking

- 4. Apply Information How did the Treaty of Guadalupe Hidalgo settle the chief issues that led to the Mexican-American War?
- 5. Draw Conclusions Who benefited most from the California Gold Rush? Who benefited least?
- 6. Evaluate Information What do you think was the most important longterm result of the Mexican-American War? Explain.

Quick Study Guide



Progress Monitoring Online

For: Self-test with vocabulary practice Web Code: nca-0908

■ Spain Settles the Southwest

The Spanish Borderlands

New Mexico

- Oldest Spanish colony in borderlands
- Warfare with Apache nomads discourages settlement
- Spain builds defenses; some Apaches accept life on reservations
- Hispanic population grows

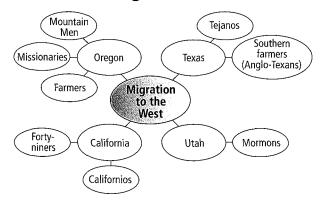
Texas

- Settled by Spanish as buffer zone to protect Mexico
- Warfare with Native Americans discourages settlement
- Cattle ranching is central to economy

California

- Colonized to prevent Russian settlement
- Distance from Mexico discourages settlement
- Strong mission system; Native Americans forced to live and work on missions

■ Westward Migration



The Mexican-American War

Cause and Effect

Causes

- Expansionists pursue Manifest Destiny.
- · Texas wins independence from Mexico.
- Boundary dispute arises between Mexico and Texas.
- United States annexes Texas.
- President Polk sends U.S. troops into disputed area of Texas.
- Mexican and U.S. troops clash in Texas.

Mexican-American War

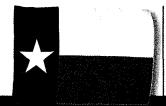
Effects

- United States wins guick victory.
- Treaty of Guadalupe Hidalgo cedes Southwest to United
- Wilmot Proviso is proposed, then defeated in Congress.
- Issue of slavery in West divides nation.
- · Mexican Americans in West lose many rights.
- Americans migrate to California during Gold Rush.

☑ Quick Study Timeline



Jedediah Smith blazes California Trail



1836 Texas declares independence

In America

James Monroe 1817–1825 **Presidential Terms**

John Quincy Adams

Andrew Jackson 1829-1837

Martin Van Buren 1837-1841

Around the World

1821 Mexico wins independence

Santa Anna becomes dictator of Mexico

American Issues •••• Connector



By connecting prior knowledge with what you have learned in this chapter, you can gradually build your understanding of enduring questions that still affect America today. Answer the questions below. Then, use your American Issues Connector study quide (or go online: www.PHSchool.com **Web Code:** neh-0910).

Issues You Learned About

- America Goes to War Events in Texas led the United States to go to war with Mexico, its neighbor to the south.
- 1. Prior to the Mexican-American War, what conflicts had the United States fought?
- 2. What justification did the United States make for declaring war on Mexico? What do you think Mexico thought about this reasoning?
- 3. What advantages did the United States have over Mexico in the Mexican-American War?
- Territorial Expansion of the United States The United States has gradually added territory through purchase and treaties and as a result of wars.
- 4. What was the importance of the Louisiana Purchase?
- **5.** Would the Mexican-American War have occurred if expansionists had not hoped to gain control of Mexico's northern territories? Explain.
- **6.** How did the settlement of California by gold seekers impact the lives of the people already settled there?

- **Sectionalism and Nationalism** People may hold political opinions that are based on the particular needs of the region in which they live.
- 7. What challenge caused the greatest debate between northerners and southerners during the early to mid-1800s? Give specific examples of issues that were part of this debate.
- **8.** Was the balance of power in the Senate tipped by the admission of California into the Union? Explain.

Connect to Your World

New York

Territorial Expansion of the United States New York had its share of people who ventured west in search of land and fortune. Some of these settlers found their way to Texas, where conflict between Mexico and the United States led to the battle of the Alamo in 1836. Eleven New Yorkers fought to defend the Alamo, and all lost their lives. These New Yorkers are remembered in a room at the present-day site of the shrine at the Alamo. The room contains a semi-circle of state flags. Each flag honors the home state of the soldiers who died at the Alamo. Conduct research about migration into and out of New York. Choose one time period and write a brief essay describing the reasons that migrants decided to move to or leave the state.



1846 Mexican-American War begins 1848 Gold is discovered in California 1851 Treaty of Fort Laramie **1853** Gadsden Purchase

1861 Civil War begins

William H. Harrison 1841 John Tyler 1841–1845

James K. Polk 1845–1849 Zachary Taylor 1849–1850 Millard Fillmore 1850–1853

Franklin Pierce 1853–1857 James Buchanan 1857–1861

For: Interactive timeline
Web Code: ncp-0909

1840

1850

1860

18 n compromises w

Britain compromises with United States on Oregon 1849

Chinese immigration to America begins

Chapter Assessment

Terms and People

- 1. What was the chief goal of American expansionists?
- **2.** What was the **Oregon Trail**? Which settlers traveled along this trail, and why?
- **3.** What was the goal of the **Treaty of Fort Laramie**? How did it affect Native Americans?
- 4. Who were Antonio López de Santa Anna and Sam Houston? How were the two men linked?
- 5. How did James K. Polk encourage territorial expansion?
- **6.** What was the **Gadsden Purchase**? Why did the United States seek this purchase?
- **7.** What was the **Wilmot Proviso**? Did it unite or divide Congress? Explain.
- 8. What was the goal of the forty-niners?

Focus Questions

The focus question for this chapter is **What were the causes** and effects of westward expansion in the early 1800s? Build your answer to this big question by answering the focus questions for Sections 1 through 3 and the Critical Thinking questions that follow.

Section 1

9. What were the causes of westward migration?

Section 2

10. How did the revolution in Texas lead to war with Mexico?

Section 3

11. What were the effects of the Mexican-American War and the California Gold Rush?

Critical Thinking

- **12. Identify Central Issues** Why was settlement so limited in Spain's northern territories? How successful was Spain's effort to encourage settlement?
- **13. Identify Point of View** Did people who believed in Manifest Destiny support the acquisition of New Mexico, Texas, and California? Explain.
- **14. Predict** Why might the role of the Mormon Church in the government of the Utah Territory become a source of future conflict with the federal government?
- **15. Summarize** Present a brief history of Texas that spans the period from the 1700s through the mid-1800s. What do you think were the two most important turning points in Texas history?
- **16. Compare Points of View** Why did most northerners tend to oppose the Mexican-American War while most southerners tended to support it?
- **17. Explain Effects** How did the Oregon settlement and the Treaty of Guadalupe Hidalgo change the map of North America?
- **18. Draw Conclusions** Why do you think so few women or families made their way west to live and work in the California mining camps?
- **19. Explain Effects** Identify three effects of the California Gold Rush. Which effect do you think was most important in the long term? Explain.
- **20. Categorize** Throughout the 1800s, farmers traveled west in search of land. What other specific groups of Americans made their way west in the 1800s, and why?

Writing About History

Writing an Editorial The purpose of an editorial, whether in a newspaper or in the broadcast media, is to influence public opinion on a current issue. Imagine that you are a newspaper editor in the mid-1800s. Write an editorial on one of the following topics: the idea of Manifest Destiny; the Texas war for independence; the Treaty of Guadalupe Hidalgo; California's application for statehood.

Prewriting

- Identify a specific issue connected with your topic. The issue should be one on which there might have been at least two possible opposing viewpoints.
- Choose a context for your editorial. For example, are you writing for a northern or southern newspaper? An Anglo-Texan or Mexican newspaper?
- Identify your editorial viewpoint on the topic. List reasons in favor of that viewpoint.

Drafting

- Write an opening statement in which you briefly but clearly define the issue.
- State your editorial opinion.
- Clearly state the reasons why you think your readers should support your position.

Revising

 Use the guidelines for revising your writing on page SH16 of the Writing Handbook.



Regents DBQ Practice



New Settlement in the Mexican Cession

After the Mexican-American War, Mexico lost about one third of its territory to the United States. This land, called the Mexican Cession, attracted American settlers. What happened to the Mexicans who now found themselves living in a different country? Use your knowledge of American history and Documents 1, 2, 3, 4, and 5 to answer questions 1 through 4.

Document 1 The Mexican Cession

Entire State	Part of State
• Texas (Texas Annexation)	Oklahoma (Texas Annexation)
 California (Mexican Cession) 	Kansas (Texas Annexation)
Nevada (Mexican Cession)	Colorado (Texas Annexation, Mayisan Cassian)
 Utah (Mexican Cession) 	Mexican Cession)
 Arizona (Mexican Cession, Gadsden Purchase) 	Wyoming (Texas Annexation, Mexican Cession)
 New Mexico (Mexican Cession, Gadsden Purchase, Texas Annexation) 	

Document 2

"Mexicans now established in territories previously belonging to Mexico . . . shall be free to continue where they now reside. . . . In the said territories, property of every kind, now belonging to Mexicans not established there, shall be inviolably respected. . . . The Mexicans who, in the territories aforesaid, shall not preserve the character of citizens of the Mexican Republic . . . shall be incorporated into the Union of the United States and be admitted at the proper time . . . to the enjoyment of all the rights of citizens of the United States, according to the principles of the Constitution; and in the mean time, shall be maintained and protected in the free enjoyment of their liberty and property, and secured in the free exercise of their religion without restriction."

—Treaty of Guadalupe Hidalgo, 1848

Document 3

"That ultimately the whole of Mexico will be embraced in our Union, there is very little room to doubt. That dislike to Americans of the North, which was a characteristic of the Mexicans, founded on prejudice, has to a very remarkable extent given way to admiration, and a desire for closer intimacy. . . . "

> — "Mexico and the Mexicans," The United States Democratic Review, June 1850

Document 4

"What a difference between the present time and those that preceded the Americans. If the Californios could all gather together to breathe a lament, it would reach heaven as a moving sigh which would cause fear and consternation in the Universe. What misery!"

—Mariano Vallejo, late 1800s

Document 5

"Unlike earlier [American] colonists, these new settlers came as conquerors. In most areas they were vastly outnumbered by Mexicans who had recently been given citizenship and, supposedly, equal rights. The Anglo settlers most likely felt insecure as a minority and so they, the conquerors, set out to subdue the conquered. Mexican Americans soon found that they were discriminated against and treated like aliens in lands they felt rightfully belonged to them. Their land was taken from them; their political power, or the potential for it, usurped, and their social position threatened."

—A History of the Mexican-American People, *Julian Samora*, 1977

- **1.** According to Document 1, which of the following states was not affected by the Treaty of Guadalupe Hidalgo?
 - (1) Oklahoma
 - (2) Nevada
 - (3) New Mexico
 - (4) Wyoming
- 2. According to Document 2, Mexican residents in the Mexican Cession
 - (1) were required to surrender to American forces.
 - (2) were forced to sell their lands.
 - (3) would enjoy equal rights.
 - (4) would have to move to Mexico.

- **3.** Which of the following pairs of documents express similar main ideas?
 - (1) 2 and 4
 - (2) 3 and 5
 - (3) 3 and 4
 - (4) 4 and 5
- 4. Writing Task What were the most important long-term consequences of the Mexican Cession? Use your knowledge of American history and evidence from the sources above to explain your answer.

