



CHAPTER
11

National and Regional Growth

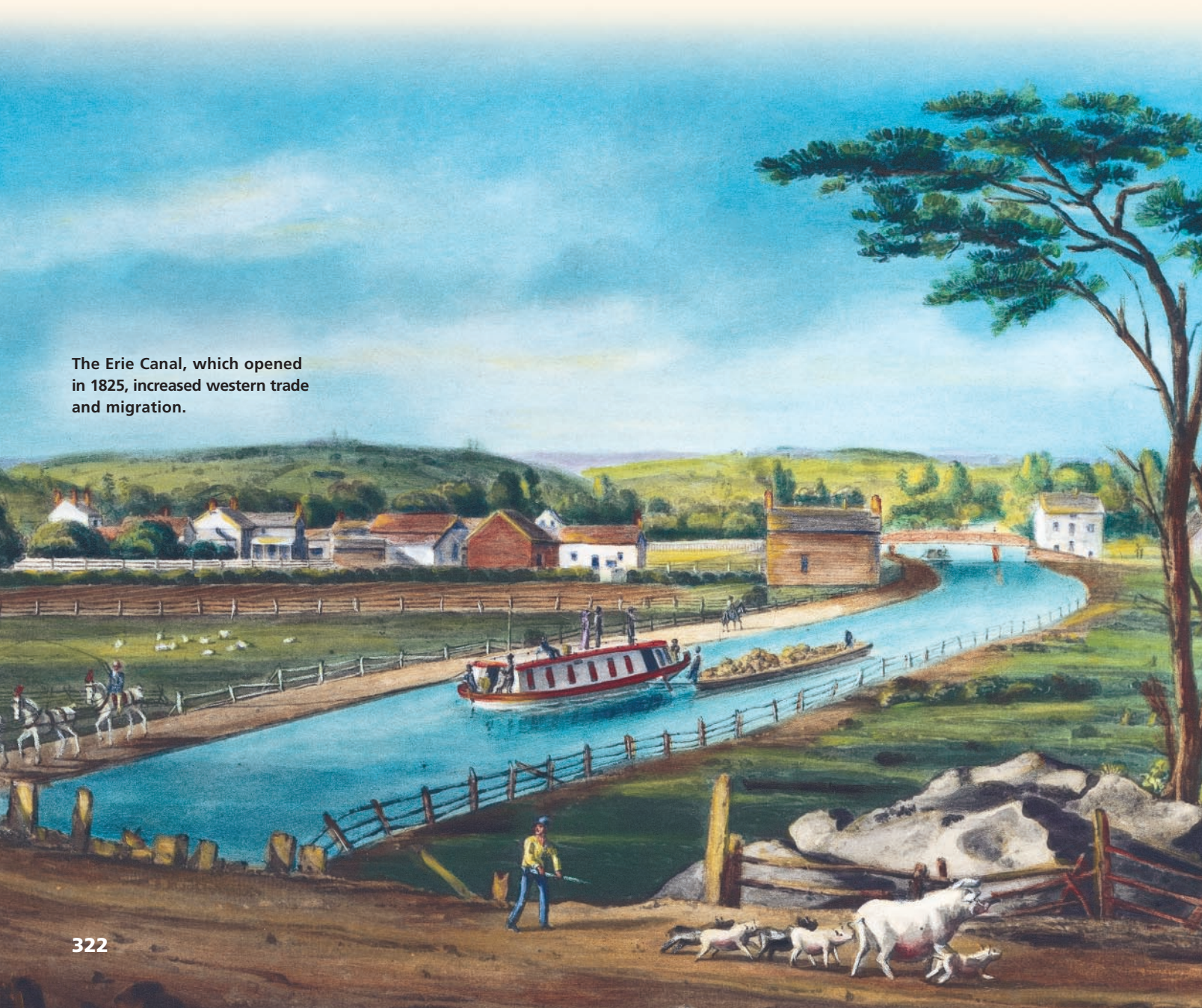
1800-1844

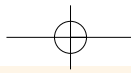
Section 1 **Early Industry and Inventions**

Section 2 **Plantations and Slavery Spread**

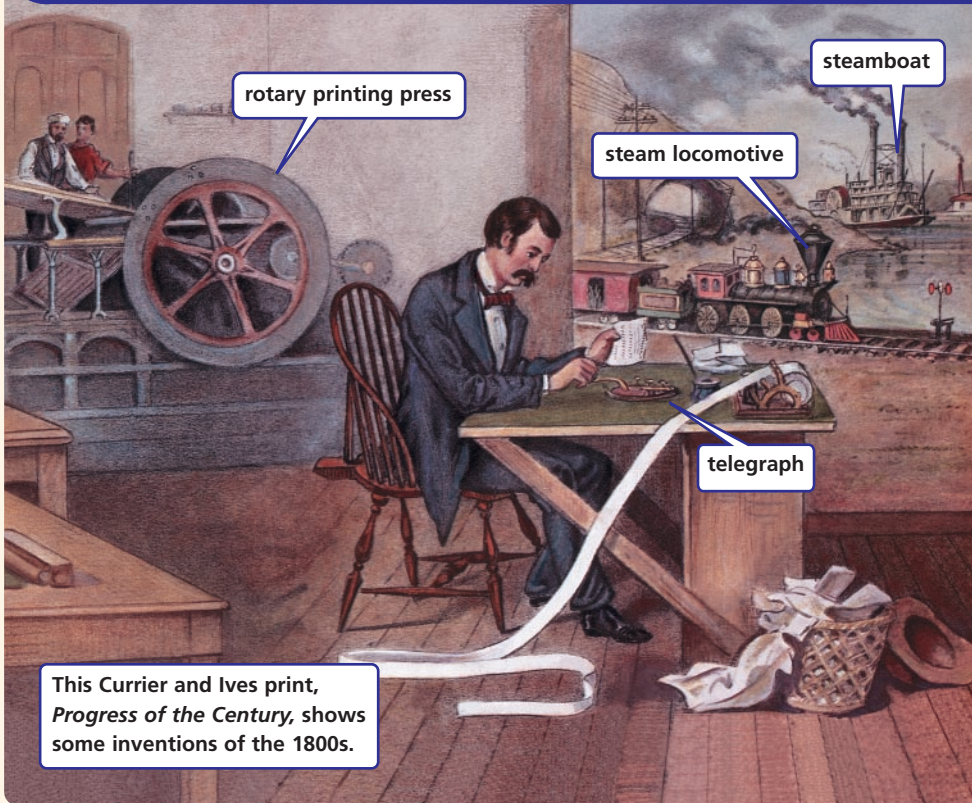
Section 3 **Nationalism and Sectionalism**

The Erie Canal, which opened in 1825, increased western trade and migration.





Interact *with* History



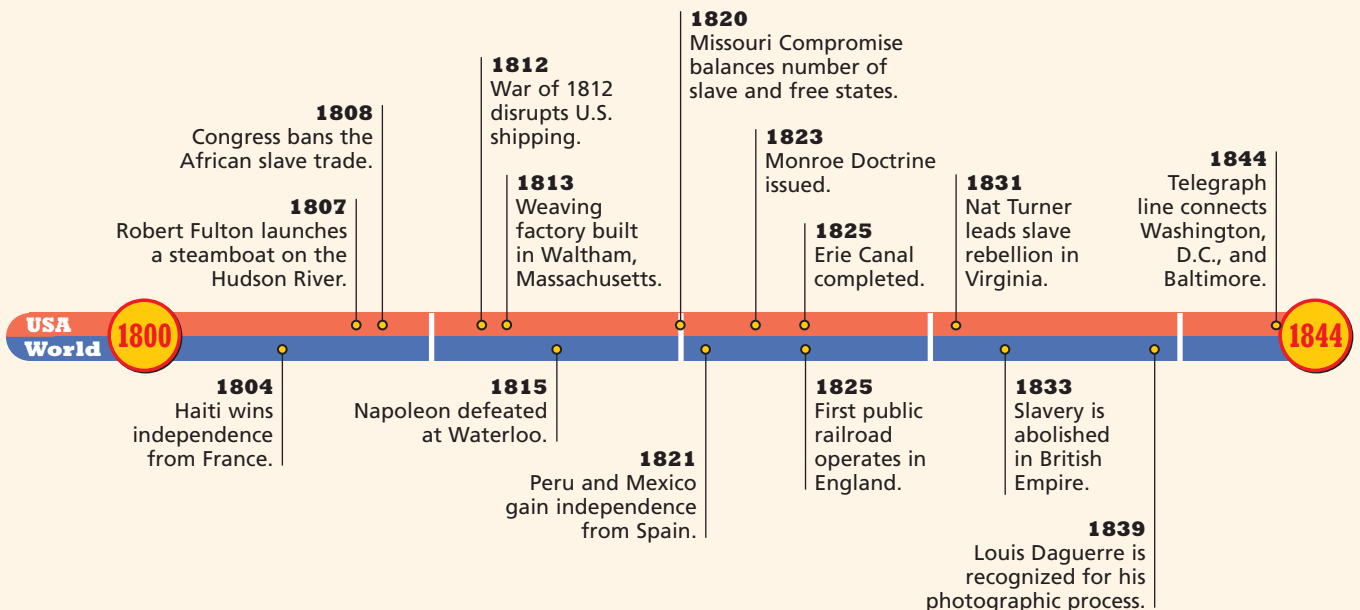
This Currier and Ives print, *Progress of the Century*, shows some inventions of the 1800s.

From 1790 to 1840, you have seen an explosion of new inventions. These include the cotton gin, the steamboat, the steel plow, and the telegraph. You have also seen neighbors leave their farms to run machines in new factories. You sense that the country is changing.

What Do You Think?

- What would it mean to be able to grow more grain and cotton?
- What would it mean to communicate and travel more quickly?
- How might it feel to do factory work instead of farm work?

How will new inventions change your country?





Chapter 11 SETTING THE STAGE

BEFORE YOU READ



Previewing the Theme

Science and Technology

In this chapter, you will learn how new inventions helped regions of the country grow in the 1800s and also helped pull regions together as a nation. For example, the power loom made the Northeast a cloth manufacturing center. The cotton gin turned the South into a Cotton Kingdom. The telegraph let people communicate instantly across regions.


What Do You Know?

What connects you to someone who lives in the same region? When have you felt a bond with someone from a different region?

THINK ABOUT

- the activities of people in different regions
- the things that unite people as a nation

What Do You Want to Know?


 What would you ask people from different regions—a factory worker, wheat farmer, plantation owner, or field slave—about their lives in the 1800s? Write these questions in your notebook. Read to see if they are answered in Chapter 11.

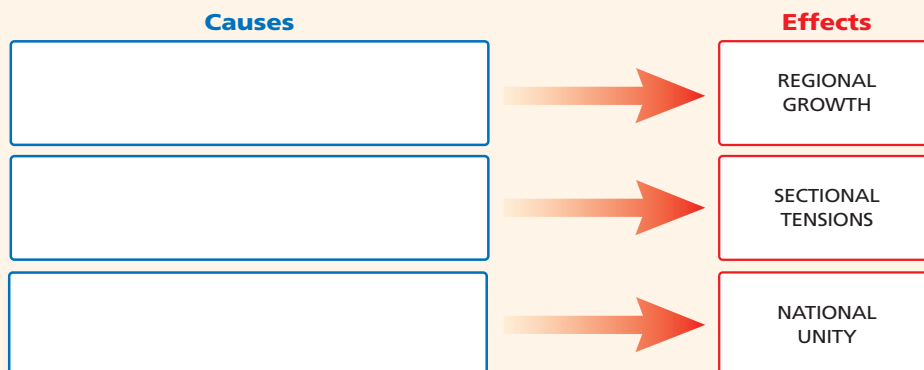
READ AND TAKE NOTES

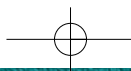
Reading Strategy: Analyzing Causes and Recognizing Effects

To help you understand the development of regional growth, sectional tensions, and national unity in Chapter 11, pay attention to causes and effects. Growth, tensions, and unity each had more than one cause. As you read, identify

different causes and note them on the chart below. Often a topic sentence at the beginning of a paragraph will state a cause and effect. Be alert for such clue words as “led to,” “as a result,” or “changed.”

 See Skillbuilder Handbook, page R11.





1 Early Industry and Inventions

TERMS & NAMES
 Samuel Slater
 Industrial Revolution
 factory system
 Lowell mills
 interchangeable parts
 Robert Fulton
 Samuel F. B. Morse

MAIN IDEA

New machines and factories changed the way people lived and worked in the late 1700s and early 1800s.

WHY IT MATTERS NOW

The industrial development that began more than 200 years ago continues today.

ONE AMERICAN'S STORY

In 1789, the Englishman **Samuel Slater** sailed to the United States under a false name. It was illegal for textile workers like him to leave the country. Britain wanted no other nation to copy its new machines for making thread and cloth. But Slater was going to bring the secret to America. When he got to New York, he wrote a letter to Rhode Island investor Moses Brown.

A VOICE FROM THE PAST

A few days ago I was informed that you wanted a manager of *cotton spinning* . . . in which business I flatter myself that I can give the greatest satisfaction, in making machinery, making good yarn, either for *stockings* or *twist*, as any that is made in England.

Samuel Slater, quoted in *Samuel Slater: Father of American Manufactures*

With Brown's backing, Slater built the first successful water-powered textile mill in America. You will learn in Section 1 how the development of industries changed the ways Americans lived and worked.

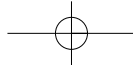


Samuel Slater's mill was located in Pawtucket, Rhode Island.

Free Enterprise and Factories

The War of 1812 brought great economic changes to the United States. It sowed the seeds for an Industrial Revolution like the one begun in Britain during the late 18th century. During the **Industrial Revolution**, factory machines replaced hand tools, and large-scale manufacturing replaced farming as the main form of work. For example, before the Industrial Revolution, women spun thread and wove cloth at home using spinning wheels and hand looms. The invention of such machines as the spinning jenny and the power loom made it possible for unskilled workers to produce cloth. These workers, who were often children, could produce more cloth, more quickly.

The **factory system** brought many workers and machines together under one roof. Most factories were built near a source of water to power the machines. People left their farms and crowded into cities where the



factories were. They worked for wages, on a set schedule. Their way of life changed, and not always for the better.

Many Americans, such as Thomas Jefferson, did not want the United States to industrialize. But the War of 1812 led the country in that direction. Because the British naval blockade kept imported goods from reaching U.S. shores, Americans had to start manufacturing their own goods. The blockade also stopped investors from spending money on shipping and trade. Instead, they invested in new American industries. Taking advantage of the country's free enterprise system, American businessmen built their own factories, starting in New England. These businessmen and their region grew wealthier.

Factories Come to New England

New England was a good place to set up factories for several reasons. Factories needed water power, and New England had many fast-moving rivers. For transportation, it also had ships and access to the ocean. In addition, New England had a willing labor force. The area's first factory workers were families who were tired of scraping a living from their stony fields.

Samuel Slater built his first spinning mill in Pawtucket, Rhode Island, in 1790. He hired eight children between the ages of 7 and 12, paying them a low wage. Later, he built a larger mill and employed whole families. As Slater influenced others to start mills, his family system of employment spread through Rhode Island, Connecticut, and southern Massachusetts.

The Lowell Mills Hire Women

In 1813, the American textile industry leaped forward when Francis Cabot Lowell built a factory in Waltham, in eastern Massachusetts.

This factory not only spun raw cotton into yarn, but wove it into cloth on power looms. Lowell had seen power looms in English mills and had figured out how to build them. Like Samuel Slater, he had brought secrets to America.

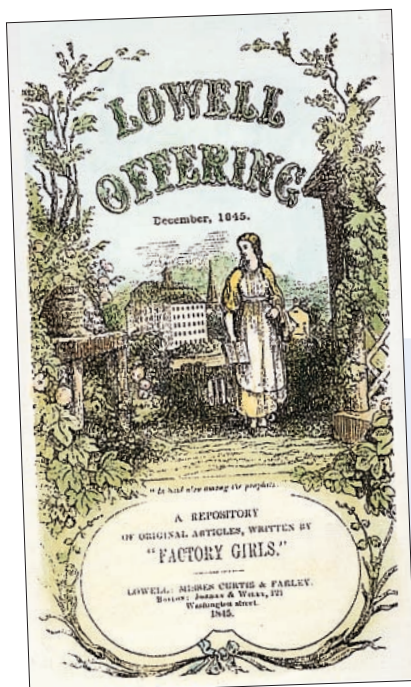
The Waltham factory was so successful that Lowell and his partners built a new factory town, Lowell, near the Merrimack and Concord rivers. The **Lowell mills**, textile mills in the village, employed farm girls who lived in company-owned boardinghouses. "Lowell girls" worked 12½-hour days in deafening noise.

A VOICE FROM THE PAST

At first the hours seemed very long . . . and when I went out at night the sound of the mill was in my ears You know that people learn to sleep with the thunder of Niagara [falls] in their ears, and a cotton mill is no worse, though you wonder that we do not have to hold our breath in such a noise.

"Letters from Susan," quoted in the *Lowell Offering*

Lowell girls published a literary magazine.



Vocabulary

industrialize: to develop factories

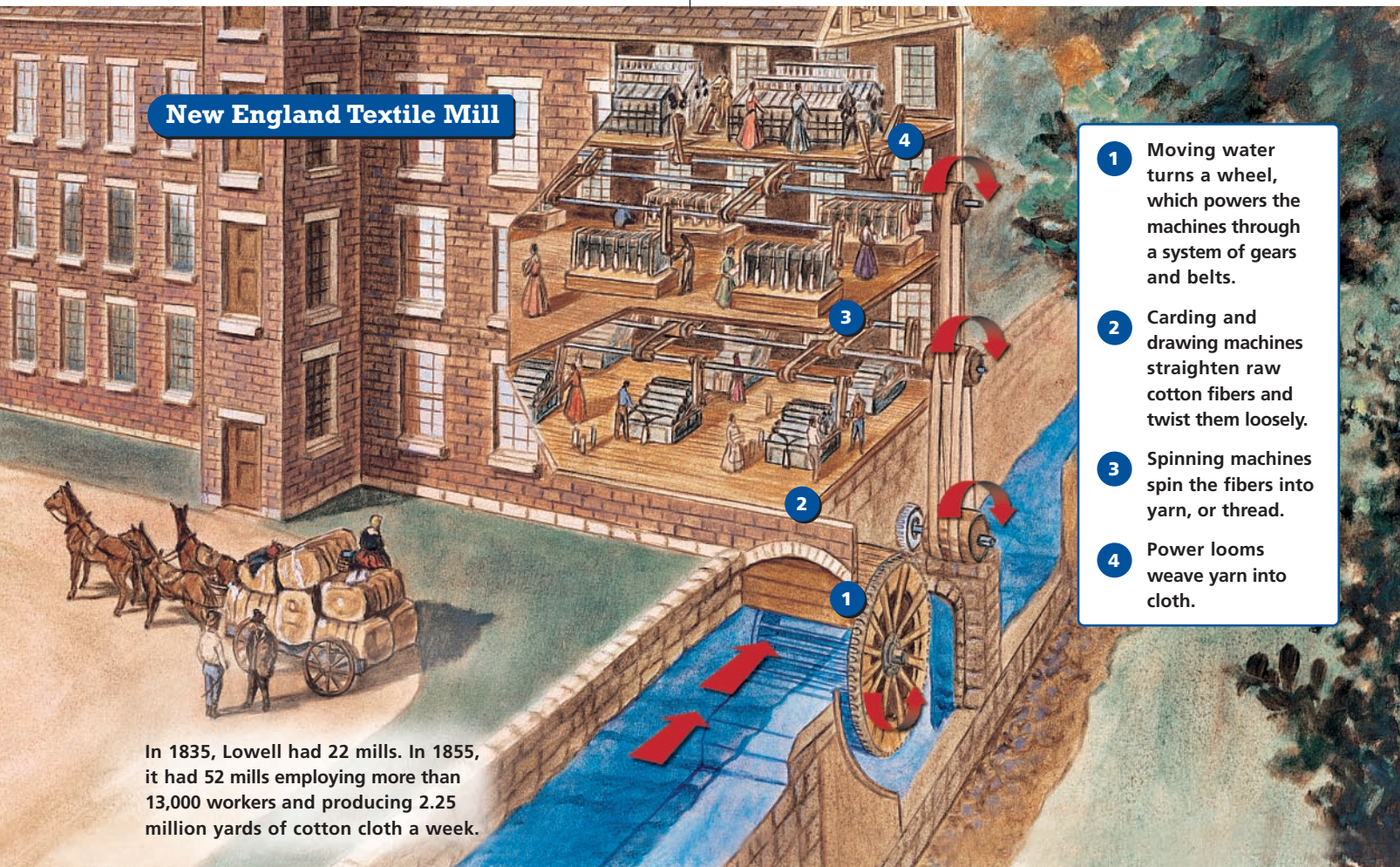
Reading History

A. Recognizing

Effects How did the War of 1812 cause economic changes in America?

Background

Founded in 1826, the town was named for Lowell, who died in 1817.



New England Textile Mill

- 1 Moving water turns a wheel, which powers the machines through a system of gears and belts.
- 2 Carding and drawing machines straighten raw cotton fibers and twist them loosely.
- 3 Spinning machines spin the fibers into yarn, or thread.
- 4 Power looms weave yarn into cloth.

In 1835, Lowell had 22 mills. In 1855, it had 52 mills employing more than 13,000 workers and producing 2.25 million yards of cotton cloth a week.

Young women came to Lowell in spite of the noise. In the early years, wages were high—between two and four dollars a week. Older women supervised the girls, making them follow strict rules and attend church. Girls read books, went to lectures, and even published a literary magazine—the *Lowell Offering*. Usually they worked for only a few years, until they married. By the 1830s, however, falling profits meant that wages dropped and working conditions worsened for the Lowell girls.

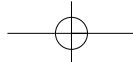
ReadingHistory
B. Contrasting
 How did the Lowell mills differ from Slater's mill?

The Lowell mills and other early factories ran on water power. Factories built after the 1830s were run by more powerful steam engines. Because steam engines used coal and wood, not fast-moving water, factories could be built away from rivers and beyond New England.

A New Way to Manufacture

New manufacturing methods changed the style of work in other industries besides the textile industry. In 1797, the U.S. government hired the inventor Eli Whitney to make 10,000 muskets for the army. He was to have the guns ready in two years. Before this time, guns were made one at a time by gunsmiths, from start to finish. Each gun differed slightly. If a part broke, a new part had to be created to match the broken one.

Whitney sought a better way to make guns. In 1801, he went to Washington with a box containing piles of musket parts. He took a part from each pile and assembled a musket in seconds. He had just demonstrated the use of **interchangeable parts**, parts that are exactly alike.



Robert Fulton invented the *Clermont*, a steamboat.

Machines that produced exactly matching parts soon became standard in industries. Interchangeable parts speeded up production, made repairs easy, and allowed the use of lower-paid, less-skilled workers. But the new system also required a new style of management, with inspectors to make sure each piece was uniform. Workers who were used to more independence disliked such close supervision.

Reading History

C. Recognizing Effects What were the effects of using interchangeable parts?

Moving People, Goods, and Messages

New inventions increased factory production. They also improved transportation and communication. Steamboats carried people and goods farther and faster and led to the growth of cities like New Orleans and St. Louis. **Robert Fulton** invented a steamboat that could move against the current or a strong wind. He launched the *Clermont* on the Hudson River in 1807. Its steam engine turned two side paddle wheels, which pulled the boat through the water.

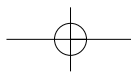
The *Clermont* was dubbed “Fulton’s Folly” and described as “looking precisely like a backwoods saw-mill mounted on a scow [boat] and set on fire.” But it made the 300-mile trip from New York to Albany and back in a record 62 hours. Even Fulton had not expected to travel so quickly.

A VOICE FROM THE PAST

I overtook many sloops and schooners, beating to the windward, and parted with them as if they had been at anchor. The power of propelling boats by steam is now fully proved.

Robert Fulton, quoted in *Robert Fulton and the “Clermont”*

In 1811, the first steamship traveled down the Mississippi and Ohio rivers. But its engine was not powerful enough to return upriver, against the current. Henry Miller Shreve, a trader on the Mississippi, designed



a more powerful engine. He installed it on a double-decker boat with a paddle wheel in the back. In 1816, he sailed this boat up the Mississippi and launched a new era of trade and transportation on the river.

In 1837, **Samuel F. B. Morse** first demonstrated his telegraph. This machine sent long and short pulses of electricity along a wire. These pulses could be translated into letters of a message. With the telegraph, it took only seconds to communicate with someone in another city. In 1844, the first long-distance telegraph line carried news from Baltimore to Washington, D.C., about who had been nominated for president. Telegraph lines spanned the country by 1861, bringing people closer as a nation. Both the telegraph and the steamboat brought more national unity.

ReadingHistory

D. Recognizing Effects

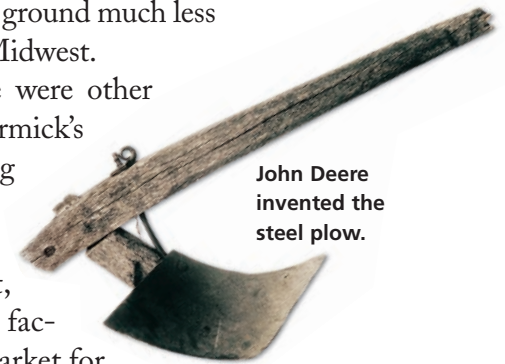
What made the steamboat and telegraph such important inventions?

Technology Improves Farming

Other new inventions increased farm production. In 1836, the blacksmith John Deere invented a lightweight plow with a steel cutting edge. Older cast-iron plows were designed for the light, sandy soil of New England. But rich, heavy Midwestern soil clung to the bottom of these plows and slowed farmers down. Deere's new plow made preparing ground much less work. As a result, more farmers began to move to the Midwest.

The mechanical reaper and the threshing machine were other inventions that improved agriculture. Cyrus McCormick's reaper, patented in 1834, cut ripe grain. The threshing machine separated kernels of wheat from husks.

New technologies linked regions and contributed to national unity. With new farm equipment, Midwestern farmers grew food to feed Northeastern factory workers. In turn, Midwestern farmers became a market for Northeastern manufactured goods. The growth of Northeastern textile mills increased demand for Southern cotton. This led to the expansion of slavery in the South, as you will learn in Section 2.



John Deere invented the steel plow.

Vocabulary

patented: protected by a patent, which gives an inventor the sole right to make, use, or sell an invention

Section 1 Assessment

1. Terms & Names

Explain the significance of:

- Samuel Slater
- Industrial Revolution
- factory system
- Lowell mills
- interchangeable parts
- Robert Fulton
- Samuel F. B. Morse

2. Taking Notes

On a chart like the one below, note new inventions, their dates, and their effects on the United States.

Invention	Date	Effects

Which inventions did most to link the nation? Explain.

3. Main Ideas

- a. Why was New England a good place to build early factories?
- b. What were working conditions like in Lowell mills?
- c. How were different U.S. regions linked economically?

4. Critical Thinking

Evaluating How would you judge Samuel Slater and Francis Lowell, who brought secrets to the United States illegally?

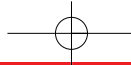
THINK ABOUT

- what they gained
- how they affected the United States and England
- what you believe about keeping technology secret

ACTIVITY OPTIONS

SCIENCE
SPEECH

Explain how an invention from this chapter works, either in an oral report or a labeled diagram.



Interdisciplinary CHALLENGE

Run a Mill Town

You are the owner of a new water-powered textile mill that will soon open in New England. Mills have been around for more than 20 years, and you have studied their operations closely. Even so, you face many problems as you start your business. Machinery failures, labor problems, demanding investors—all will be part of your life from now on.

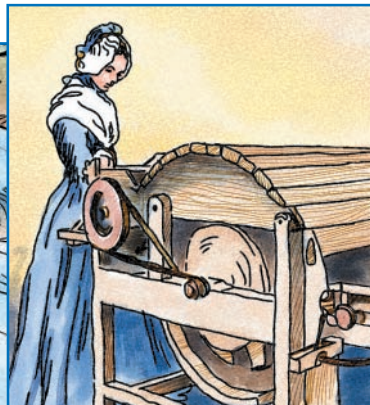
COOPERATIVE LEARNING On this page are two challenges you face as the owner of a textile mill. Working with a small group, decide how to deal with each challenge. Choose an option, assign a task to each group member, and do the activity. You will find useful information in the Data File. Be prepared to present your solutions to the class.

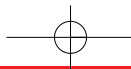
HEALTH CHALLENGE

“Anna Tripp lost three fingers today.”

A neighboring mill owner has just left after sharing some bad news. Today 12-year-old Anna Tripp lost three fingers in one of his machines. Last week, one of his workers was hit and nearly killed by the flying end of a broken belt. Several girls went home because they had trouble breathing. They blamed the closed, damp machine rooms with lint-filled air. How will you reduce the number of costly health problems like these in your mill? Present your plan using one of these options:

- Write a speech to workers outlining the company's safety measures.
- Design a sign for each floor of the mill stating the company's safety rules.





DATA FILE

MATH CHALLENGE

“So many applicants for employment”

To make a profit, you must operate at top capacity for the lowest cost. Your mill generates 2 mill power. This dictates how many spinners you can hire. You need about two-and-a-half times that many weavers. What will be your weekly payroll for spinners and weavers? How many men will you hire? Women? Look at the Data File for help. Present your hiring plan for spinners and weavers using one of these options:

- Write a report telling investors whom you plan to hire.
- Design want-ad posters aimed at the workers you are looking for.

Water Power

Potential energy: energy released when water falls from a height.

Kinetic energy: energy provided by fast-moving water.

1 mill power: power produced by 25 cubic feet of water per second dropping over a 30-foot fall; about 60 horsepower.

1 mill power: runs 3,584 spindles.

Waterwheels

Overshot



Undershot

Mid-wheel

Wage Rates

Men: \$.85–\$2.09 per day, depending on skill

Women: \$.52–\$.78 per day, depending on skill

Positions

Pickers: clean raw cotton.

Carders: feed cotton into machine that makes a thick strand of fibers.

Spinners: operate a machine that twists thick fibers into yarn and winds it on bobbins fastened to moving spindles. One worker operates 128 spindles.

Dressers: treat finished yarn with a starch paste.

Drawing-in hands: attach dressed yarn to the mechanical loom for weavers.

Weavers: weave dressed yarn into finished cloth. One worker operates two looms.

Work Hours

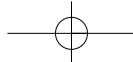
12 hours per day, 6 days per week, 309 days per year with holidays on Fast Day (spring), the Fourth of July, and Thanksgiving

For more about textile mills . . .



ACTIVITY WRAP-UP

Present to the Class Meet as a group to review your responses to running a mill town. Pick the most creative solution for each challenge and present these solutions to the class.



2 Plantations and Slavery Spread

TERMS & NAMES

Eli Whitney
cotton gin
spirituals
Nat Turner

MAIN IDEA

The invention of the cotton gin and the demand for cotton caused slavery to spread in the South.

WHY IT MATTERS NOW

The spread of slavery created lasting racial and sectional tensions.

ONE AMERICAN'S STORY

Catherine Beale was born into slavery in 1838. At the age of 91, in 1929, she recalled her childhood on a Virginia plantation. When asked what games she had played, Catherine replied that enslaved children never played games—they were too busy with chores. Among the tasks were picking and cleaning cotton.

A VOICE FROM THE PAST

We had to work in the field in the day and at night we had to pick out the seed before we went to bed. And we had to clean the wool, we had to pick the burrs and sticks out so it would be clean and could be carded and spun and wove.

Catherine Beale, quoted in *Slave Testimony*

Catherine had to clean cotton by hand because the plantation didn't have a cotton gin. This machine made it easier for enslaved workers to clean cotton. But it also made cotton growing and slave owning more profitable. In this section, you will learn how slavery expanded in the South and how it affected the lives of people living under it.

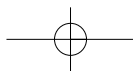


Enslaved workers labor in the cotton fields.

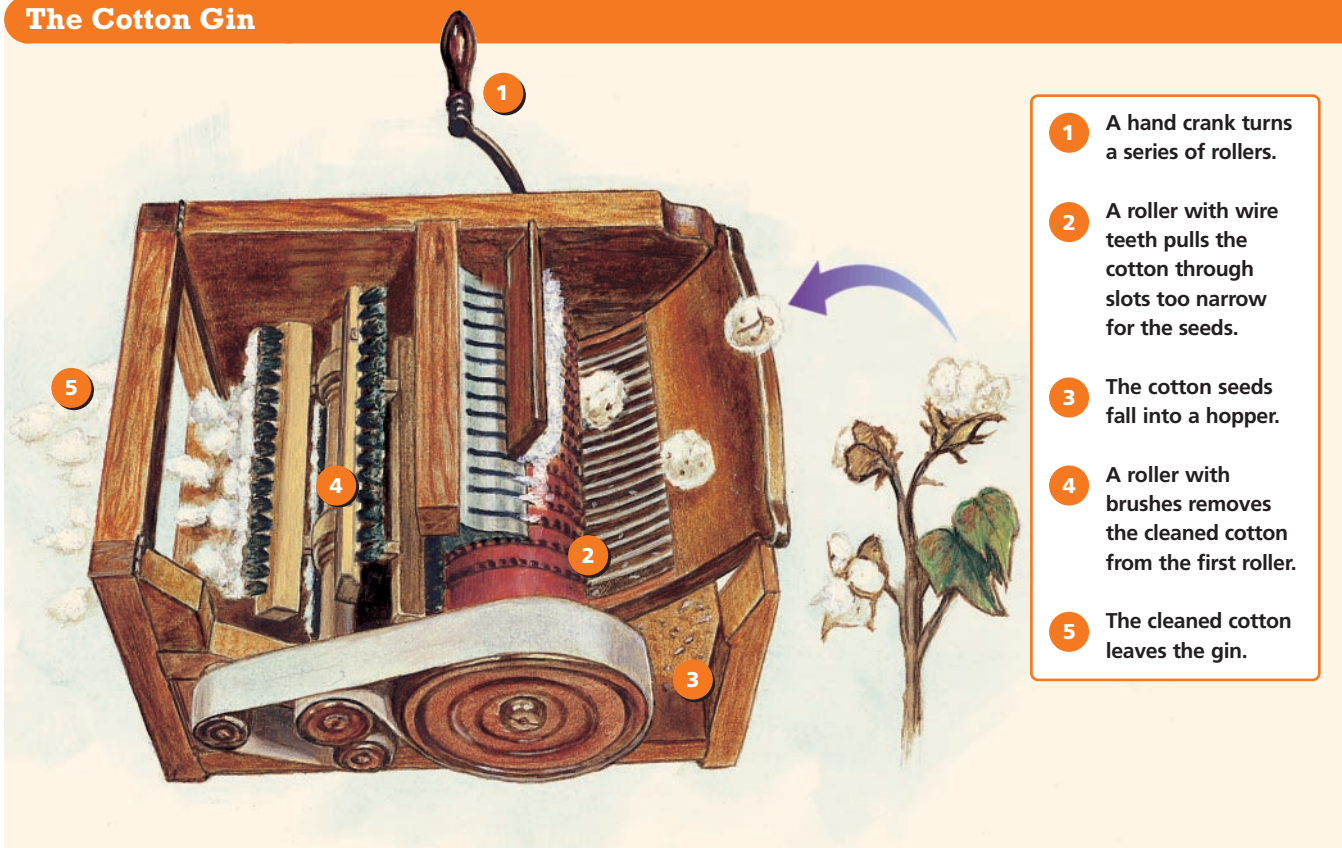
The Cotton Boom

Eli Whitney invented a machine for cleaning cotton in 1793, after visiting the Georgia plantation of Catherine Greene, the widow of a Revolutionary War general. Mrs. Greene was struggling to make her plantation profitable. English textile mills had created a huge demand for cotton, but the short-fibered cotton that grew in most parts of the South was hard to clean by hand. A worker could clean just one pound of this cotton in a day.

Whitney's **cotton gin** (short for “engine”) made the cotton-cleaning process far more efficient. With the new machine, one worker could now clean as much as 50 pounds of cotton a day. The cotton gin helped set the South on a different course of development from the North. It made



The Cotton Gin



- 1 A hand crank turns a series of rollers.
- 2 A roller with wire teeth pulls the cotton through slots too narrow for the seeds.
- 3 The cotton seeds fall into a hopper.
- 4 A roller with brushes removes the cleaned cotton from the first roller.
- 5 The cleaned cotton leaves the gin.

short-fibered cotton a commercial product and changed Southern life in four important ways.

ReadingHistory

A. Reading a

Map Use the map on page 334 to find cotton-growing areas in 1840.

1. It triggered a vast move westward. Cotton farming moved beyond the Atlantic coastal states, where long-fibered, easy-to-clean cotton grew. Cotton plantations began to spread into northern Florida, Alabama, and Mississippi. Then they crossed into Louisiana and Arkansas. After 1840, they reached Texas.
2. Because cotton was valuable, planters grew more cotton rather than other goods, and cotton exports increased.
3. More Native American groups were driven off Southern land as it was taken over for cotton plantations.
4. Growing cotton required a large work force, and slavery continued to be important as a source of labor. Many slaves from the east were sold south and west to new cotton plantations.

ReadingHistory

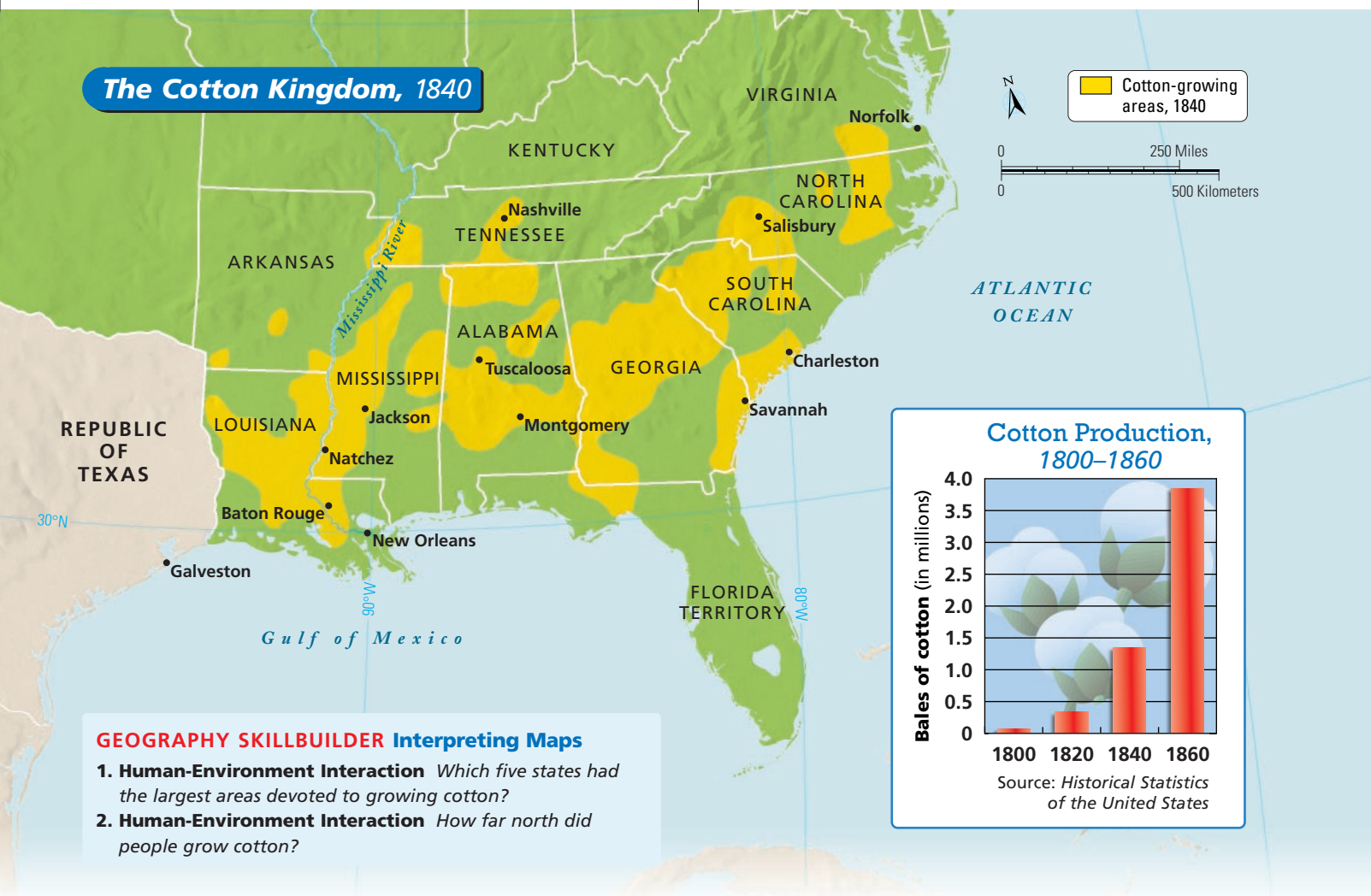
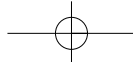
B. Recognizing

Effects What impact did the cotton gin have on the South?

Slavery Expands

From 1790 to 1860, cotton production rose greatly. So did the number of enslaved people in the South. Using slave labor, the South raised millions of bales of cotton each year for the textile mills of England and the American Northeast. (See the graph on page 334.) In 1820, the South earned \$22 million from cotton exports. By the late 1830s, earnings from cotton exports were nearly ten times greater, close to \$200 million.

As cotton earnings rose, so did the price of slaves. A male field hand sold for \$300 in the 1790s. By the late 1830s, the price had jumped to



\$1,000. After 1808, when it became illegal to import Africans for use as slaves, the trading of slaves already in the country increased.

The expansion of slavery had a major impact on the South's economy. But its effect on the people living there was even greater.

Slavery Divides the South

Slavery divided white Southerners into those who held slaves and those who did not. Slaveholders with large plantations were the wealthiest and most powerful people in the South, but they were relatively few in number. Only about one-third of white families owned slaves in 1840. Of these slave-owning families, only about one-tenth had large plantations with 20 or more slaves.

Most white Southern farmers owned few or no slaves. Still, many supported slavery anyway. They worked their small farms themselves and hoped to buy slaves someday, which would allow them to raise more cotton and earn more money. For both small farmers and large planters, slavery had become necessary for increasing profits.

African Americans in the South

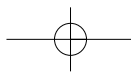
Slavery also divided black Southerners into those who were enslaved and those who were free. Enslaved African Americans formed about one-third of the South's population in 1840. About half of them

ReadingHistory

C. Analyzing

Points of View

Why did many white farmers without slaves still support slavery?



worked on large plantations with white overseers. Decades later, a former slave described the routine in an interview.

A VOICE FROM THE PAST

The overseer was 'straddle his big horse at three o'clock in the mornin', roustin' the hands off to the field. . . . The rows was a mile long and no matter how much grass [weeds] was in them, if you [left] one sprig on your row they [beat] you nearly to death.

Wes Brady, quoted in *Remembering Slavery*

ReadingHistory

D. Contrasting

How was plantation slavery different from slavery in cities?

Not all slaves faced the back-breaking conditions of plantations. In cities, enslaved persons worked as domestic servants, skilled craftsmen, factory hands, and day laborers. Sometimes they were hired out and allowed to keep part of their earnings. Frederick Douglass, an African-American speaker and publisher, once commented, "A city slave is almost a freeman, compared with a slave on the plantation." But they were still enslaved.

In 1840, about 8 percent of African Americans in the South were free. They had either been born free, been freed by an owner, or bought their own freedom. Many free African Americans in the South lived in cities such as Baltimore and Washington, D.C.

Though not enslaved, free blacks faced many problems. Some states made them leave once they gained their freedom. Most states did not permit them to vote or receive an education. Many employers refused to hire them. But their biggest threat was the possibility of being captured and sold into slavery.

Finding Strength in Religion

An African-American culture had emerged on plantations by the early 1800s. Slaves relied on that culture—with its strong religious convictions, close personal bonds, and abundance of music—to help them endure the brutal conditions of plantation life.

Some slaveholders tried to use religion to make slaves accept their treatment. White ministers stressed such Bible passages as "Servants, obey your masters." But enslaved people took their own messages from the Bible. They were particularly inspired by the story of Moses leading the Hebrews out of bondage in Egypt.

Enslaved people expressed their religious beliefs in **spirituals**, religious folk songs. Spirituals often contained coded messages about a planned escape or an owner's unexpected return. African-American spirituals later influenced blues, jazz, and other forms of American music.

ReadingHistory

E. Making Inferences

Why would enslaved African Americans be inspired by the biblical story of Moses?

daily life

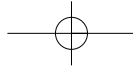
SPIRITUALS

Singing spirituals offered comfort for pain, bound people together at religious meetings, and eased the boredom of daily tasks. This verse came from a spiritual sung by slaves in Missouri.

*Dear Lord, dear lord,
when slavery'll cease
Then we poor souls
will have our peace;—
There's a better day a coming,
Will you go along with me?
There's a better day a coming,
Go sound the jubilee!*



Detail of *Plantation Burial*, (1860), John Antrobus.



Families Under Slavery

Perhaps the cruelest part of slavery was the sale of family members away from one another. Although some slaveholders would not part mothers from children, many did, causing unforgettable grief. When enslaved people ran away, it was often to escape separation or to see family again.

When slave families could manage to be together, they took comfort in their family life. They married, though their marriages were not legally recognized. They tried to raise children, despite interference from owners. Most slave children lived with their mothers, who tried to protect them from punishment. Parents who lived on other plantations often stole away to visit their children, even at the cost of a whipping. Frederick Douglass recalled visits from his mother, who lived 12 miles away.

ReadingHistory

F. Recognizing Effects How did slavery harm family life?

A VOICE FROM THE PAST

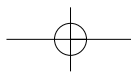
I do not recollect of [remember] ever seeing my mother by the light of day. She was with me in the night. She would lie down with me, and get me to sleep, but long before I waked she was gone.

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

Douglass's mother resisted slavery by the simple act of visiting her child. Douglass later rebelled by escaping to the North. Other enslaved people rebelled in more violent ways.

A slave auction threatens to split a family apart.





Slave Rebellions

Armed rebellion was an extreme form of resistance to slavery. Gabriel Prosser planned an attack on Richmond, Virginia, in 1800. In 1822, Denmark Vesey planned a revolt in Charleston, South Carolina. Both plots were betrayed, and the leaders were hanged.

The most famous rebellion was led by **Nat Turner** in Virginia in 1831. On August 21, Turner and 70 followers killed 55 white men, women, and children. Later, witnesses claimed that he spoke these words.

A VOICE FROM THE PAST

We do not go forth for the sake of blood and carnage; . . . Remember that ours is not a war for robbery, . . . it is a struggle for freedom.

Nat Turner, quoted in *Nat Turner*, by Terry Bisson

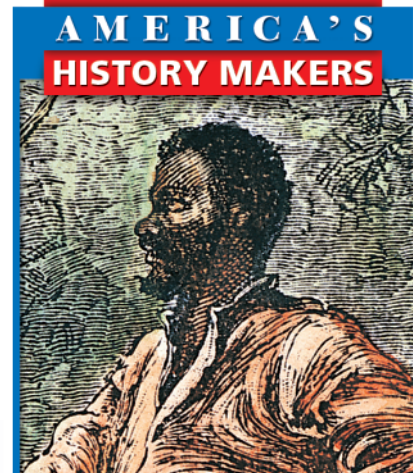
Most of Turner's men were captured when their ammunition ran out, and 16 were killed. When Turner was caught, he was tried and hanged.

Turner's rebellion spread fear in the South. Whites killed more than 200 African Americans in revenge. State legislatures passed harsh laws that kept free blacks and slaves from having weapons or buying liquor. Slaves could not hold religious services unless whites were present. Postmasters stopped delivering antislavery publications.

After Turner's rebellion, the grip of slavery grew even tighter in the South. Tension over slavery increased between the South and the North, as you will see in the next section.

ReadingHistory

G. Recognizing Effects How did Nat Turner's rebellion affect white Southerners?



NAT TURNER

1800–1831

Nat Turner was born on a plantation in Virginia. As a child, Turner learned to read and write. He became an enthusiastic reader of the Bible. Slaves gathered in forest clearings to listen to his powerful sermons. Turner believed that God wanted him to free the slaves, even if by armed rebellion. He defended the justice of his cause in what came to be known as *Confessions of Nat Turner*, which he dictated to a white lawyer before his execution.

How did Turner justify his rebellion?

Section 2 Assessment

1. Terms & Names

Explain the significance of:

- Eli Whitney
- cotton gin
- spirituals
- Nat Turner

2. Taking Notes

In a chart like the one below, note facts about each group of Southerners.

Group	Facts
slaveholding whites	
nonslaveholding whites	
enslaved blacks	
free blacks	

Why do you think many free blacks lived in cities?

3. Main Ideas

- How did the cotton gin lead to the spread of slavery?
- How was life different for plantation slaves, city slaves, and free blacks in the South?
- What were three ways that enslaved people resisted slavery?

4. Critical Thinking

Forming Opinions How do you think slave rebellions affected the institution of slavery?

THINK ABOUT

- Nat Turner's reasons for rebelling
- the reaction of white Southerners and slave owners to Turner's rebellion

ACTIVITY OPTIONS

LANGUAGE ARTS

SPEECH

Write a **book report** on a slave narrative, or perform an **oral interpretation** of a passage from one.



3 Nationalism and Sectionalism

TERMS & NAMES

nationalism
Henry Clay
American System
Erie Canal
James Monroe
sectionalism
Missouri
Compromise
Monroe Doctrine

MAIN IDEA

Patriotic pride united the states, but tension between the North and South emerged.

WHY IT MATTERS NOW

The tension led to the Civil War, and regional differences can still be found in the United States today.

ONE AMERICAN'S STORY

In the early 1800s, as you have read, the North began to industrialize and the South relied more heavily on growing cotton. At the same time, a rising sense of nationalism pulled people from different regions together. **Nationalism** is a feeling of pride, loyalty, and protectiveness toward your country. The War of 1812 sent a wave of nationalist feeling through the United States.

Representative **Henry Clay**, from Kentucky, was a strong nationalist. After the war, President James Madison supported Clay's plan to strengthen the country and unify its different regions.

A VOICE FROM THE PAST

Every nation should anxiously endeavor to establish its absolute independence, and consequently be able to feed and clothe and defend itself. If it rely upon a foreign supply that may be cut off . . . it cannot be independent.

Henry Clay, quoted in *The Annals of America*

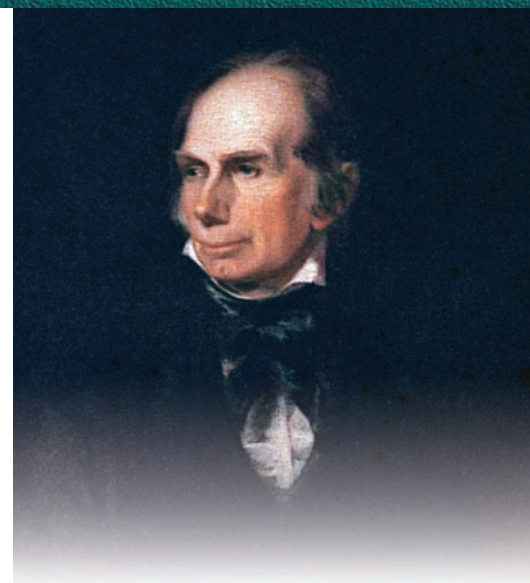
In this section, you will learn how nationalism affected U.S. economic growth and foreign policy. You'll also see how Americans were beginning to be torn between the interests of their own regions and those of the country as a whole.

Nationalism Unites the Country

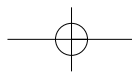
In 1815, President Madison presented a plan to Congress for making the United States economically self-sufficient. In other words, the country would prosper and grow by itself, without foreign products or foreign markets.

The plan—which Henry Clay promoted as the **American System**—included three main actions.

1. **Establish a protective tariff**, a tax on imported goods that protects a nation's businesses from foreign competition. Congress passed a tariff in 1816. It made European goods more expensive and encouraged Americans to buy cheaper American-made products.



Henry Clay



Reading History

A. Recognizing Effects How would the three parts of the American System help to make the country self-sufficient?

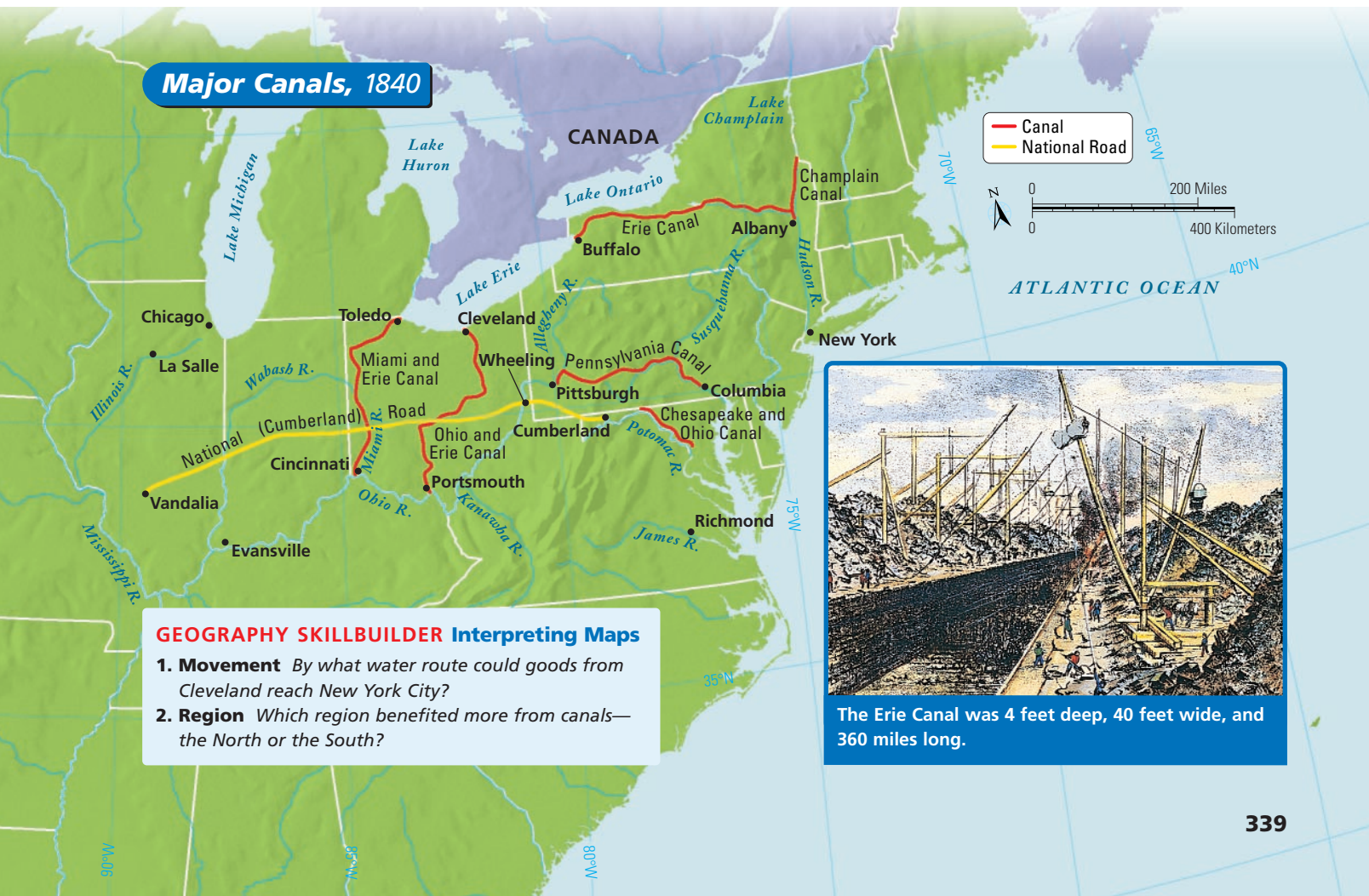
2. **Establish a national bank** that would promote a single currency, making trade easier. (Most regional banks issued their own money.) In 1816, Congress set up the second Bank of the United States.
3. **Improve the country's transportation systems**, which were important for a strong economy. Poor roads made transportation slow and costly.

Roads and Canals Link Cities

Representative John C. Calhoun of South Carolina also called for better transportation systems. "Let us bind the Republic together with a perfect system of roads and canals," he declared in 1817. Earlier, in 1806, Congress had funded a road from Cumberland, Maryland, to Wheeling, Virginia. By 1841, the National Road, designed as the country's main east-west route, had been extended to Vandalia, Illinois.

Water transportation improved, too, with the building of canals. In fact, the period from 1825 to 1850 is often called the Age of Canals. Completed in 1825, the massive **Erie Canal** created a water route between New York City and Buffalo, New York. The canal opened the upper Ohio Valley and the Great Lakes region to settlement and trade. It also fueled nationalism by unifying these two sections of the country.

The Erie Canal allowed farm products from the Great Lakes region to flow east and people and manufactured goods from the East to flow

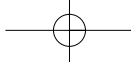


GEOGRAPHY SKILLBUILDER Interpreting Maps

1. **Movement** By what water route could goods from Cleveland reach New York City?
2. **Region** Which region benefited more from canals—the North or the South?



The Erie Canal was 4 feet deep, 40 feet wide, and 360 miles long.



west. Trade stimulated by the canal helped New York City become the nation's largest city. Between 1820 and 1830, its population swelled from less than 125,000 to more than 200,000.

Around the 1830s, the nation began to use steam-powered trains for transportation. In 1830, only about 30 miles of track existed in the United States. But by 1850, the number had climbed to 9,000 miles. Improvements in rail travel led to a decline in the use of canals.

The Era of Good Feelings

As nationalist feelings spread, people slowly shifted their loyalty away from state governments and more toward the federal government. Democratic-Republican **James Monroe** won the presidency in 1816 with a large majority of electoral votes. The Federalist Party provided little opposition to Monroe and soon disappeared. Political differences gave way to what one Boston newspaper called the Era of Good Feelings.

During the Monroe administration, several landmark Supreme Court decisions promoted national unity by strengthening the federal government. For example, in *McCulloch v. Maryland* (1819), the state of Maryland wanted to tax its branch of the national bank. If this tax were allowed, the states could claim to have power over the federal government. The Court upheld federal authority by ruling that a state could not tax a national bank.



James Monroe

A VOICE FROM THE PAST

The States have no power, by taxation or otherwise, to retard, impede, burden, or in any manner control the operations of the constitutional laws enacted by Congress.

Chief Justice John Marshall, *McCulloch v. Maryland* (1819)

Another Court decision that strengthened the federal government was *Gibbons v. Ogden* (1824). Two steamship operators fought over shipping rights on the Hudson River in New York and New Jersey. The Court ruled that interstate commerce could be regulated only by the federal government, not the state governments.

The Supreme Court under John Marshall clearly stated important powers of the federal government. A stronger federal government reflected a growing nationalist spirit.

Settling National Boundaries

This nationalist spirit also made U.S. leaders want to define and expand the country's borders. To do this, they had to reach agreements with Britain and Spain.

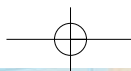
Two agreements improved relations between the United States and Britain. The Rush-Bagot Agreement (1817) limited each side's naval

Background

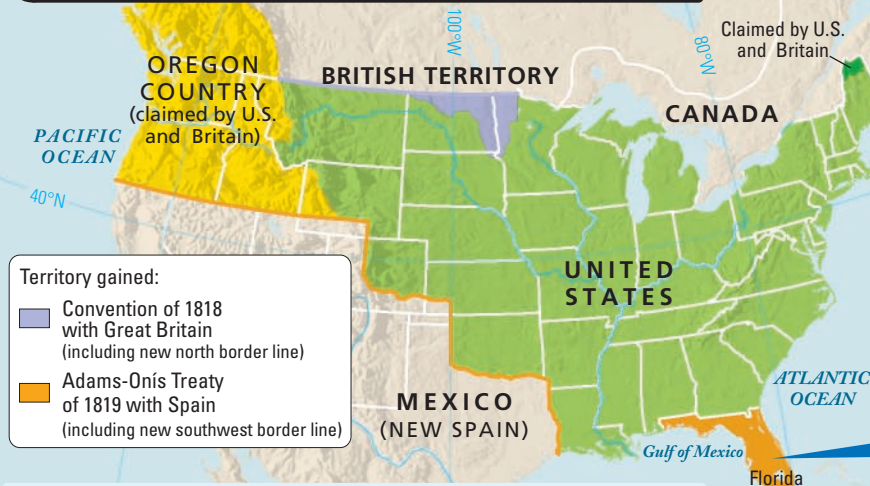
Maryland also argued that Congress had no power to create the bank, but the Court ruled that it did have such power.

Reading History

B. Finding Main Ideas How did the Supreme Court strengthen the federal government?



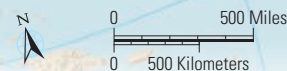
U.S. Boundary Settlements, 1818 and 1819



Spain gave up Florida to the United States after Andrew Jackson invaded the territory to capture raiding Seminoles.

GEOGRAPHY SKILLBUILDER Interpreting Maps

- Location** How far west did the Adams-Onís Treaty Line extend?
- Region** Who claimed the Oregon Country?



forces on the Great Lakes. In the Convention of 1818, the two countries set the 49th parallel as the U.S.-Canadian border as far west as the Rocky Mountains.

But U.S. relations with Spain were tense. The two nations disagreed on the boundaries of the Louisiana Purchase and the ownership of West Florida. Meanwhile, pirates and runaway slaves used Spanish-held East Florida as a refuge. In addition, the Seminoles of East Florida raided white settlements in Georgia to reclaim lost lands.

ReadingHistory

C. Analyzing

Causes Why did Andrew Jackson invade East Florida?

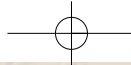
In 1817, President Monroe ordered General Andrew Jackson to stop the Seminole raids, but not to confront the Spanish. Jackson followed the Seminoles into Spanish territory and then claimed the Floridas for the United States.

Monroe ordered Jackson to withdraw but gave Spain a choice. It could either police the Floridas or turn them over to the United States. In the Adams-Onís Treaty of 1819, Spain handed Florida to the United States and gave up claims to the Oregon Country. The map above shows boundaries drawn and territories gained in 1818 and 1819.

Sectional Tensions Increase

At the same time nationalism was unifying the country, sectionalism was threatening to drive it apart. **Sectionalism** is loyalty to the interests of your own region or section of the country, rather than to the nation as a whole. Economic changes had created some divisions within the United States. As you have seen, white Southerners were relying more on cotton and slavery. In the Northeast, wealth was based on manufacturing and trade. In the West, settlers wanted cheap land and good transportation. The interests of these sections were often in conflict.

Sectionalism became a major issue when Missouri applied for statehood in 1817. People living in Missouri wanted to allow slavery in their state. At the time, the United States consisted of 11 slave states and 11



The Missouri Compromise, 1820–1821



GEOGRAPHY SKILLBUILDER Interpreting Maps

- Location** At what latitude was the Missouri Compromise Line?
- Region** What territory was opened to slavery by the Missouri Compromise?

free states. Adding Missouri as a slave state would upset the balance of power in Congress. The question of Missouri soon divided the nation.

The Missouri Compromise

For months, the nation argued over admitting Missouri as a slave state or a free state. Debate raged in Congress over a proposal made by James Tallmadge of New York to ban slavery in Missouri. Angry Southerners claimed that the Constitution did not give Congress the power to ban slavery. They worried that free states could form a majority in Congress and ban slavery altogether. Representative Thomas Cobb of Georgia expressed the Southerners' point of view when he responded to Tallmadge.

ReadingHistory

D. Analyzing Points of View

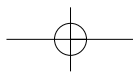
Why was it so important to Southerners to admit Missouri as a slave state?

A VOICE FROM THE PAST

If you persist, the Union will be dissolved. You have kindled a fire which all the waters of the ocean cannot put out, which seas of blood can only extinguish.

Thomas Cobb, quoted in *Henry Clay: Statesman for the Union*

Meanwhile, Maine, which had been part of Massachusetts, also wanted statehood. Henry Clay, the Speaker of the House, saw a chance for compromise. He suggested that Missouri be admitted as a slave state and Maine as a free state. Congress passed Clay's plan, known as the **Missouri Compromise**, in 1820. It kept the balance of power in the Senate



between the slave states and free states. It also called for slavery to be banned from the Louisiana Territory north of the parallel 36° 30', Missouri's southern border.

Thomas Jefferson, nearing 80 years old and living quietly in Virginia, was troubled by the Missouri Compromise. Worried that sectionalism would destroy the country, Jefferson wrote: "In the gloomiest moment of the Revolutionary War I never had any apprehension equal to what I feel from this source."

**"If you persist,
the Union will
be dissolved."**

Thomas Cobb

The Monroe Doctrine

The nation felt threatened not only by sectionalism, but by events elsewhere in the Americas. In Latin America, several countries had successfully fought for their independence from Spain and Portugal. Some European monarchies planned to help Spain and Portugal regain their colonies, hoping to keep the urge to revolt from reaching Europe. U.S. leaders feared that if this happened, their own government would be in danger.

Russian colonies in the Pacific Northwest also concerned Americans. The Russians entered Alaska in 1784. By 1812, their trading posts reached almost to San Francisco.

In December 1823, President Monroe issued a statement that became known as the **Monroe Doctrine**. (See Interactive Primary Source, page 344.) Monroe said that the Americas were closed to further colonization. He also warned that European efforts to reestablish colonies would be considered "dangerous to our peace and safety." Finally, he promised that the United States would stay out of European affairs. The Monroe Doctrine showed that the United States saw itself as a world power and protector of Latin America.

In Chapter 12, you will learn how a new democratic spirit grew—and how Native Americans suffered—during Andrew Jackson's presidency.

Background

Latin America refers to the Spanish- and Portuguese-speaking nations of the Western Hemisphere south of the United States.

Background

The ideas in the Monroe Doctrine came from John Quincy Adams, Monroe's secretary of state. Adams delivered a speech against colonization on July 4, 1821—two years before Monroe announced his doctrine.

Section 3 Assessment

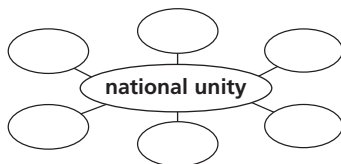
1. Terms & Names

Explain the significance of:

- nationalism
- Henry Clay
- American System
- Erie Canal
- James Monroe
- sectionalism
- Missouri Compromise
- Monroe Doctrine

2. Taking Notes

On a diagram like the one below, name things that contributed to national unity in the early 1800s.



Which of these are still important for national unity?

3. Main Ideas

- How did the Erie Canal help the nation grow?
- How did the Missouri Compromise resolve a conflict between the North and South?
- What was the main message of the Monroe Doctrine, and toward whom was it directed?

4. Critical Thinking

Recognizing Effects If the Supreme Court had decided differently in *Gibbons v. Ogden* or *McCulloch v. Maryland*, what might be one result today?

THINK ABOUT

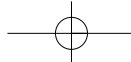
- if states could interfere with federal laws
- if states controlled interstate commerce

ACTIVITY OPTIONS

LANGUAGE ARTS


ART

In an **editorial** or a **political cartoon**, give your opinion of either the Missouri Compromise or the Monroe Doctrine.



INTERACTIVE PRIMARY SOURCE

The Monroe Doctrine

Setting the Stage On December 6, 1823, President James Monroe gave a State of the Union address. Part of the speech became known as the Monroe Doctrine. The “allied powers” Monroe refers to are Russia, Prussia, Austria, and France. Earlier in the year, these European monarchies had crushed a revolution in Spain and restored the Spanish king to his throne. They were threatening to help Spain regain its Latin American colonies. See **Primary Source Explorer** 

A CLOSER LOOK**NO FUTURE COLONIES**

Monroe declares that European countries may not start any new colonies in the Americas.

1. Why might it threaten the United States to have new European colonies near them?

A CLOSER LOOK**NEUTRALITY TOWARD EUROPE**

Monroe says that the United States will not take sides in European wars.

2. Why might the United States want to remain neutral toward conflicts in Europe?

[T]he occasion has been judged proper for asserting, as a principle in which the rights and interests of the United States are involved, that the American continents, by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European powers. . . .

It was stated at the commencement of the last session that great effort was then making in Spain and Portugal to improve the condition of the people of those countries and that it appeared to be conducted with extraordinary moderation. It need scarcely be remarked that the result has been so far very different from what was then anticipated. . . . The citizens of the United States cherish sentiments the most friendly in favor of the liberty and happiness of their fellowmen on that side of the Atlantic. In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it **comport**¹ with our policy so to do. It is only when our rights are invaded or seriously **menaced**² that we resent injuries or make preparation for our defense.

With the movements in this hemisphere we are of necessity more immediately connected, and by causes which must be obvious to all enlightened and impartial observers. The political system of the allied powers is essentially different in this respect from that of America. This difference proceeds from that which exists in their respective governments; and to the defense of our own, which has been achieved by the loss of so much blood and treasure, and matured by the wisdom of their most enlightened citizens, and under which we have enjoyed **unexampled felicity**,³ this whole nation is devoted. We owe it, therefore, to **candor**⁴ and to the **amicable**⁵ relations existing between the

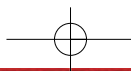
1. **comport**: agree with.

2. **menaced**: threatened.

3. **unexampled felicity**: the greatest happiness.

4. **candor**: honesty.

5. **amicable**: friendly.



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.

With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the governments who have declared their independence and maintained it, and whose independence we have, on great consideration and on just principles, acknowledged, we could not view any **interposition**⁶ for the purpose of oppressing them, or controlling in any other manner their destiny, by any European power in any other light than as the manifestation of an unfriendly disposition toward the United States. In the war between those new governments and Spain we declared our neutrality at the time of their recognition, and to this we have adhered and shall continue to adhere, provided no change shall occur which, in the judgment of the competent authorities of this government, shall make a corresponding change on the part of the United States indispensable to their security.

The late events in Spain and Portugal show that Europe is still unsettled. Of this important fact no stronger proof can be adduced than that the allied powers should have thought it proper, on any principle satisfactory to themselves, to have interposed by force in the internal concerns of Spain. To what extent such interposition may be carried, on the same principle, is a question in which all independent powers whose governments differ from theirs are interested, even those most remote, and surely none more so than the United States.

—James Monroe

6. **interposition:**
interference.

A CLOSER LOOK

A DIFFERENT SYSTEM

Monroe states that the United States will defend its republican form of government and would be threatened if Europeans set up monarchies in the Americas.

3. Why would U.S. citizens want their government to be a republic and not an absolute monarchy?

A CLOSER LOOK

NO INTERFERENCE

Monroe warns that if Europeans invade the newly independent republics in Latin America, this would be considered hostile to the United States as well.

4. What would the United States have to fear if these republics were overthrown?

Interactive Primary Source Assessment

1. Main Ideas

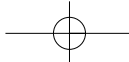
- Why might the United States want no more European colonies in the Americas, particularly in Latin America?
- How would staying neutral in European wars protect the United States?
- How might the U.S. system of government be threatened if Europeans regained control of former colonies in the Americas?

2. Critical Thinking

Making Inferences For decades, the United States lacked the military power to enforce the Monroe Doctrine and depended on the British navy to keep other European powers out of Latin America. Why, then, did the United States proclaim the Monroe Doctrine?

THINK ABOUT

- what the doctrine shows about the values and wishes of the United States
- what it shows about how the country saw itself or wanted to be seen



**VISUAL
SUMMARY**



Early Industry and Inventions

New machines allowed the Northeast to industrialize and the Midwest to increase farm production.



Plantations and Slavery Spread

The cotton gin led to the expansion of plantations and slavery in the South.



Nationalism and Sectionalism

Nationalism drew regions together. At the same time, economic differences created tension between regions.

Chapter 11 ASSESSMENT

TERMS & NAMES

Briefly explain the significance of each of the following.

1. Samuel Slater
2. Industrial Revolution
3. Robert Fulton
4. Eli Whitney
5. cotton gin
6. Nat Turner
7. nationalism
8. sectionalism
9. Missouri Compromise
10. Monroe Doctrine

REVIEW QUESTIONS

Early Industry and Inventions (pages 325–331)

1. How did the War of 1812 push the United States to build factories?
2. How did the War of 1812 and free enterprise affect the U.S. economy?
3. What was one effect of the steamboat?
4. How did interchangeable parts transform the manufacturing process?

Plantations and Slavery Spread (pages 332–337)

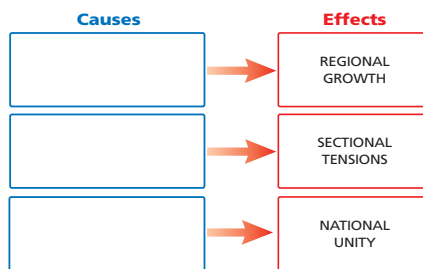
5. Why did slavery spread in the South?
6. What were three hardships faced by enslaved people on plantations?
7. How did religion help people endure or resist slavery?

Nationalism and Sectionalism (pages 338–345)

8. How did the Supreme Court’s ruling in *McCulloch v. Maryland* strengthen the federal government?
9. How did the United States gain the territory of Florida?
10. What were the terms of the Missouri Compromise?

CRITICAL THINKING

1. USING YOUR NOTES



Using your completed chart, answer the questions.

- a. What were three causes leading to national unity?
- b. What was one cause of sectional tension?

2. THEME: SCIENCE AND TECHNOLOGY

Of all the new inventions mentioned in the chapter, which do you think was most important and why?

3. ANALYZING CAUSES

How did geographic differences between regions lead to economic differences between them?

4. APPLYING CITIZENSHIP SKILLS

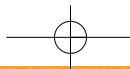
Do you think the Missouri Compromise was a wise decision? Consider what might have happened without it, and also why it made Jefferson so uneasy.

5. ANALYZING LEADERSHIP

Think about the Monroe Doctrine and the boundary settlements achieved during the Monroe administration. How would you judge Monroe’s foreign policy?

Interact *with* History

Did you predict the ways that new inventions would change the country? What surprised you?



HISTORY SKILLS

1. INTERPRETING MAPS: Region

Study the map. Answer the questions.

Independence in Latin America, 1830



Basic Map Elements

- What region is the subject of the map?
- What do the dates on the map mean?

Interpreting the Map

- What countries were independent by 1823, when the Monroe Doctrine was issued?
- When did Mexico become independent?

2. INTERPRETING PRIMARY SOURCES

The following verse is from a well-known folk song. Read the verse and answer the questions.

Low Bridge, Everybody Down

I've got a mule and her name is Sal,
Fifteen miles on the Erie Canal.
She's a good old worker and a good old pal,
Fifteen miles on the Erie Canal.
We've hauled some barges in our day,
Filled with lumber, coal, and hay,
And we know every inch of the way
From Albany to Buffalo.

- In the song, how is the Erie Canal used?
- What feeling does the song give you about working on the Erie Canal?

ALTERNATIVE ASSESSMENT

1. INTERDISCIPLINARY ACTIVITY: Science

Making a Presentation Do research to learn how inventions of the early 1800s have been improved upon today. For example, learn what kind of engine powers modern boats, and why it works better than a steam engine. Or find out what modern farmers use instead of the McCormick reaper. Share your findings in an oral presentation with visual aids.

2. COOPERATIVE LEARNING ACTIVITY

Planning an Exhibit As a class, plan a museum exhibit to show what slavery was like on cotton plantations. Break into small groups to research different topics—for example, what enslaved people wore, what their houses were like, what rules they lived under, and what stories they told. Bring back your research and decide how you can best share what you learned with an audience. Part of your exhibit might be a model of a plantation or dramatic readings from slave narratives.

3. PRIMARY SOURCE EXPLORER

Planning Foreign Policy The Monroe Doctrine was President Monroe's outline for U.S. foreign policy early in the 19th century. Using the Primary Source Explorer CD-ROM, library, and Internet, find out more about the Monroe Doctrine.

Imagine that you are president of the United States. Come up with four main principles of foreign policy that this country should follow in the 21st century.

- With classmates, talk about broad principles from the Monroe Doctrine. Keeping out of European conflicts would be one example. Protecting free republics would be another.
- Decide whether you agree or disagree with these principles. Think of current U.S. policies that follow or reject them.
- As president, decide how you will communicate U.S. foreign policy for the 21st century to the public. If you make a televised speech, what facts and visual aids would be most persuasive?

4. HISTORY PORTFOLIO

Review the questions you listed for What Do You Want to Know? on page 340. In a brief report, write what you learned about the lives of people from different regions in the early 1800s. Be sure to use standard grammar, spelling, sentence structure, and punctuation in your report.

Additional Test Practice,
pp. S1–S33



TEST PRACTICE
CLASSZONE.COM