



# Chapter 11

# Industry and Growth

## 1790-1825

### What's Ahead

#### Section 1

The Industrial Revolution

#### Section 2

Moving Westward

#### Section 3

Building National Unity

#### Section 4

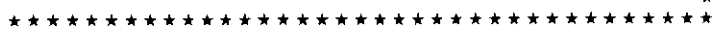
Latin America and the United States

In the early 1800s, the United States changed rapidly. New technology caused a growth in industry. New factories sprang up along the nation's waterways, and with them new towns and cities. The nation increased in size, too, as settlers swarmed west along roads and rivers.

Change led to increased differences. Economic differences grew between the traditional farming society and the newer industrial society. Regional differences also grew between the North, South, and West. The nation's leaders struggled to strengthen and unify a rapidly expanding nation. They also faced the challenge of creating a bold new foreign policy, as neighboring nations in Latin America won independence.

### Why Study History?

Today, we live in an era of rapid technological change. Our age is not the first time Americans have faced a revolution in technology. In the early 1800s, as today, new inventions changed forever the way people lived. To focus on this connection, see the *Why Study History?* feature, "Technology Continues to Change Our Lives," in this chapter.



### American Events

1790 ●

First American spinning mill opens

●1793

Eli Whitney's cotton gin boosts textile industry

1806 ●

Congress approves building the National Road

1785

1790

1795

1800

1805

### World Events



1793 World Event  
China rejects British trade



1802 World Event  
Child labor law enacted in Britain



## Viewing HISTORY

### A New Age of Steamboats

Steam Ferry, St. Louis by French artist Leon Pomarede is one of the earliest paintings of St. Louis, Missouri. It shows steam-powered ships puffing down the Mississippi toward the city. In the early 1800s, steamboats and other new means of transportation made it easier for settlers to travel to the West. At the same time, new technology changed how goods were produced and how people worked.

★ What advantages do you think steamboats might have had over earlier forms of travel?

● 1807

Fulton's steamship makes record-breaking trip

● 1816

New tariff sparks sectional dispute

● 1823

Monroe Doctrine warns Europe not to recolonize the Americas

1805

1810

1815

1820

1825



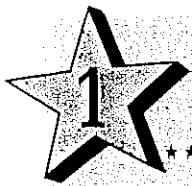
#### 1807 World Event

Gas street lighting demonstrated in London



#### 1815 World Event

Napoleon defeated at Waterloo



# The Industrial Revolution

## Explore

### These Questions

- What were the effects of the Industrial Revolution?
- How did the Industrial Revolution come to the United States?
- What was life like in early factories?

## Define

- spinning jenny
- capitalist
- factory system
- interchangeable parts
- urbanization

## Identify

- Industrial Revolution
- Samuel Slater
- Moses Brown
- Francis Cabot Lowell
- Boston Associates
- "Lowell girls"
- Eli Whitney

As You Read

## SETTING the Scene

At dawn, the factory bell woke 11-year-old Lucy Larcom. Rising quickly, she ate her breakfast, and hurried to her job at a spinning mill in Lowell, Massachusetts. Years later, Larcom described her workplace:

“I never cared much for machinery. The buzzing and hissing and whizzing of pulleys and rollers and spindles and flyers around me often grew tiresome. . . . I could look across the room and see girls moving backward and forward among the spinning frames, sometimes stooping, sometimes reaching up their arms, as their work required.”

Factories and machinery were part of a revolution that reached the United States in the early 1800s. Unlike the American Revolution, this one had no battles or fixed dates. The new **Industrial Revolution** was a long, slow process which completely changed the way goods were produced.

## The Industrial Revolution Begins

Before the 1800s, most people were farmers and most goods were produced by hand. As a result of the Industrial Revolution, this situation gradually began to change. Machines replaced hand tools. New sources of power, such as steam, replaced human and animal power. While most Americans contin-

ued to farm for a living, the economy began a gradual shift toward manufacturing.

## New technology

The Industrial Revolution started in Britain in the mid-1700s. British inventors developed new technologies that transformed the textile industry.

Since early times, workers used spinning wheels to make thread. A spinning wheel, however, could spin only one thread at a time. In 1764, James Hargreaves developed the **spinning jenny**, a machine that could spin several threads at once. Later, Richard Arkwright invented a machine that could hold 100 spindles of thread. It was called the water frame because it required water power to turn its wheels.

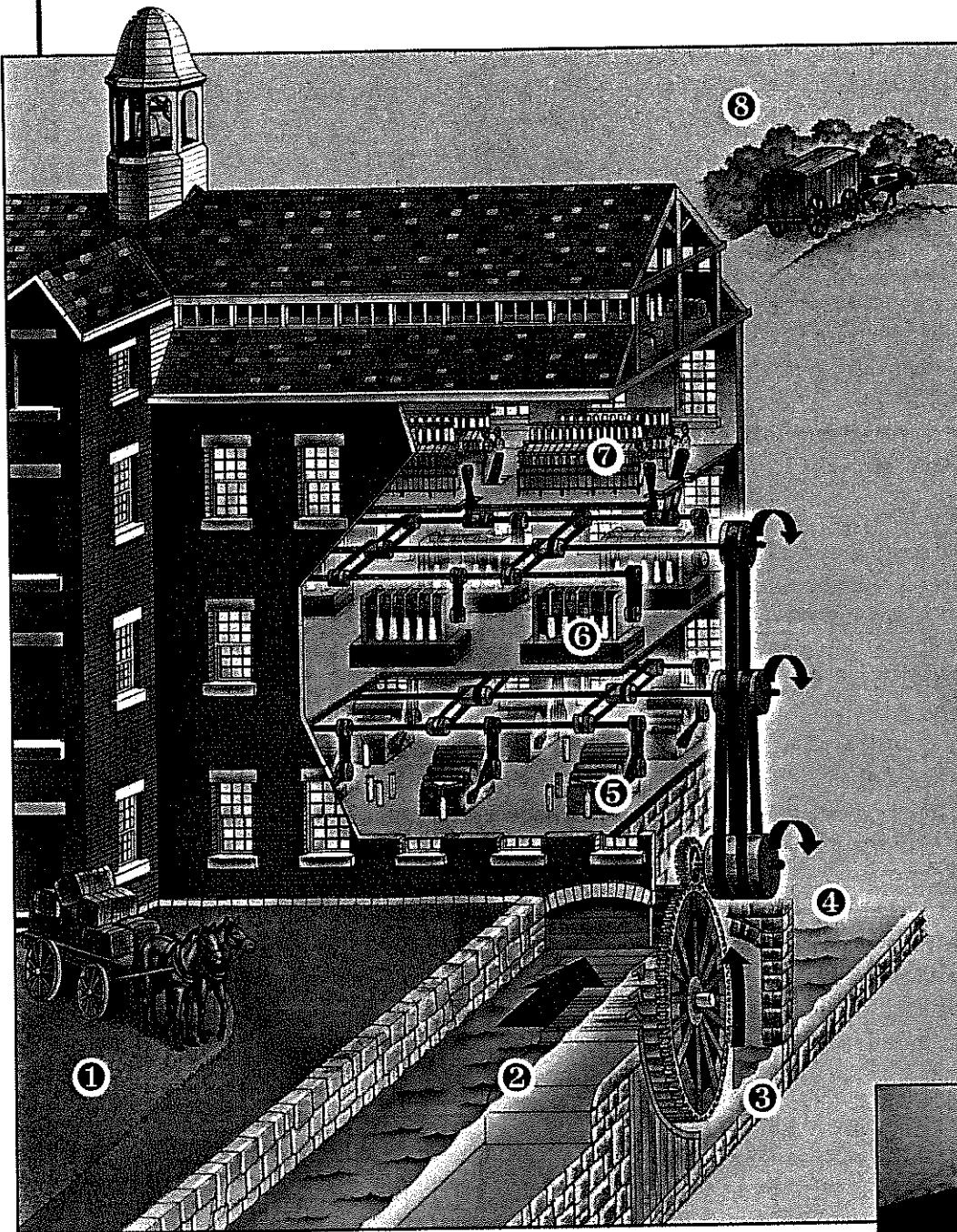
Other inventions speeded up the process of weaving thread into cloth. In the 1780s, Edmund Cartwright built a loom powered by water. It allowed a worker to produce 200 times more cloth in a day than was possible before.

## The factory system

New inventions led to a new method of production. Before the Industrial Revolution, most spinning and weaving took place in the home. Machines like the water frame, however, had to be housed in large mills near rivers. Water flowing downstream or over a waterfall turned a wheel that produced the power to run the machines.

To set up and operate a spinning mill required large amounts of capital, or money.

## Linking History and Technology



- 1 Wagons bring raw cotton to the mill to be spun into thread.
- 2 Fast-moving water causes the water wheel to turn.
- 3 The turning water wheel powers the mill's main shaft.
- 4 The main shaft drives pulleys, which turn belts that drive the mill machinery.
- 5 Carding machines comb the raw cotton fiber.
- 6 Drawing machines pull the combed cotton fibers into ropelike strands.
- 7 Spinning frames twist combed and drawn cotton strands into thread and wind them onto a bobbin.
- 8 Wagons carry spun thread to weavers who use it to make cloth.

### Spinning Mill

New technology in the textile industry sparked the Industrial Revolution. As shown here, rapidly moving water turned a water wheel, like the one above. The wheel produced the power to run the machines. ★ Would your town or community have been a suitable place for a spinning mill like this one? Why or why not?



Main shaft of a spinning mill

Capitalists supplied this money. A capitalist is a person who invests in a business in order to make a profit. Capitalists built factories and hired workers to run the machines.

The new factory system brought workers and machinery together in one place to produce goods. Factory workers earned daily or weekly wages. They had to work a set number of hours each day.

## A Revolution Crosses the Atlantic

Britain wanted to keep its new technology secret. It did not want rival nations to copy the new machines. The British Parliament passed a law forbidding anyone to take plans of Arkwright's water frame out of the country. It also tried to prevent factory workers from leaving Britain.

### Slater breaks the law

**Samuel Slater** soon showed that the law could not be enforced. Slater was a skilled mechanic in one of Arkwright's mills. When he heard that Americans were offering large rewards for plans of British factories, he decided to leave England.

In 1789, Slater boarded a ship bound for New York City. He knew that British officials searched the baggage of passengers sailing to the United States. Carrying any sketches of the factory would be dangerous. To avoid getting caught, he memorized the design of the machines in Arkwright's mill.

In New York, Slater learned that **Moses Brown**, a Quaker merchant, wanted to build a spinning mill in Rhode Island. Slater wrote confidently to Brown:

“If I do not make as good yarn as they do in England, I will have nothing for my services, but will throw the whole of what I have attempted over the bridge.”

Brown replied at once: “If thou canst do what thou sayest, I invite thee to come to Rhode Island.”

### The first American mill

In 1790, Slater and Brown opened their first mill in Pawtucket, Rhode Island. In the

following years, Slater continued to work on improvements. His wife, Hannah Slater, also contributed to the success of the mill. She discovered how to make thread stronger so that it would not snap on the spindles.

The first American factory was a huge success. Before long, other American manufacturers began to build mills using Slater's ideas.

## Lowell, Massachusetts: A Model Factory Town

The War of 1812 provided a boost to American industries. The British blockade cut Americans off from their supply of foreign goods. As a result, they had to produce more goods themselves.

### Francis Cabot Lowell

During the war, **Francis Cabot Lowell**, a Boston merchant, found a way to improve on British textile mills. In Britain, one factory spun thread while a second factory wove it into cloth. Why not, Lowell wondered, combine spinning and weaving under one roof?

To finance his project, Lowell joined with several partners in 1813 to form the **Boston Associates**. They built a textile factory in Waltham, Massachusetts. The new mill had all the machines needed to turn raw cotton into finished cloth.

After Lowell's death, the Boston Associates took on a more ambitious project. They built an entire factory town and named it after him. In 1821, Lowell, Massachusetts, was a village of five farm families. By 1836, it boasted more than 10,000 people. Visitors to Lowell described it as a model community made up of “small wooden houses, painted white, with green blinds, very neat, very snug, very nicely carpeted.”

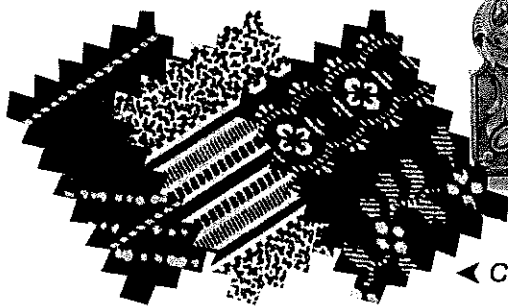
### “Lowell girls”

To work in their new mills, the Boston Associates hired young women from nearby farms. The “**Lowell girls**,” as they came to be called, usually worked for a few years in the mills before returning home to marry. Most sent their wages home to their families. Some saved part of their wages to help set up their own homes.

## Viewing HISTORY

### At Work in the Lowell Mills

The town of Lowell, Massachusetts, became a model for American industry. This label was attached to a bolt of cloth produced at a Lowell mill. As the label shows, much of the machinery in the Lowell factories was operated by women. ★ How does this label express pride in American industry?



← Cloth from a Lowell factory

At first, parents hesitated to let their daughters work in the mills. To reassure parents, the Boston Associates built boarding houses for their workers. The company also built a church and made rules to protect the young women.

Factory work was often tedious and hard. However, many women valued the economic freedom they got from working in the mills. The *Lowell Offering*, a magazine by and for workers in the Lowell mills, printed a song that began:

“Despite of toil we all agree  
Out of the mills, or in,  
Dependent on others we ne’er will be  
So long as we’re able to spin.”

## Impact on Daily Life

In Lowell and elsewhere, mill owners mostly hired women and children. They did this because they could pay women and children half of what they would have had to pay men.

### Child labor

Boys and girls as young as seven years of age worked in factories. Small children were

especially useful in textile mills because they could squeeze around the large machines to change spindles. “I can see myself now,” recalled a woman who had worked in a mill as a child, “carrying in front of me a [spindle] bigger than I was.”

Today, most Americans look upon child labor as cruel. Yet in the 1800s, farm children also worked hard from an early age. Most people did not see much difference between children working in a factory or on a farm. Often, a child’s wages were needed to help support the family.

### Long hours

Working hours in the mills were long—12 hours a day, 6 days a week. True, farmers also put in long hours. However, farmers worked shorter hours in winter. Mill workers, by contrast, worked nearly the same hours all year round.

In the early 1800s, conditions in American mills were generally much better than in most factories in Europe. As industries grew, however, competition increased and employers took less interest in the welfare of their workers. In later chapters, you will read how working conditions grew worse.

# Why Study History?

Because Technology Continues to Change Our Lives

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## Historical Background

Inventors like James Hargreaves and Richard Arkwright were not trying to change the world. They just wanted a better way to spin thread. (See page 294.) In the end, though, the Industrial Revolution changed forever how people worked, where they lived, and even how they spent their leisure time. Later inventions, such as the telephone and the automobile, have also transformed the world we live in.

## Connections to Today

Not long before you were born, another revolution in technology began: the computer revolution. The earliest computers were not the kind you could have in your bedroom. One early model weighed 30 tons and filled an entire room!

Slowly, computers got smaller and spread out—to schools, businesses, hospitals, arcades, homes. Computers can help keep records, diagnose illnesses, or take people into outer space.

## Connections to You

You already know some of the advantages of computers. You can research a report online and revise it on screen. You can enjoy a video game or create your own greeting cards. You can chat with people living in Sweden or Korea or Egypt.

Not every change is positive, though. Sitting at a computer screen for hours may cause severe headaches or hand injuries.

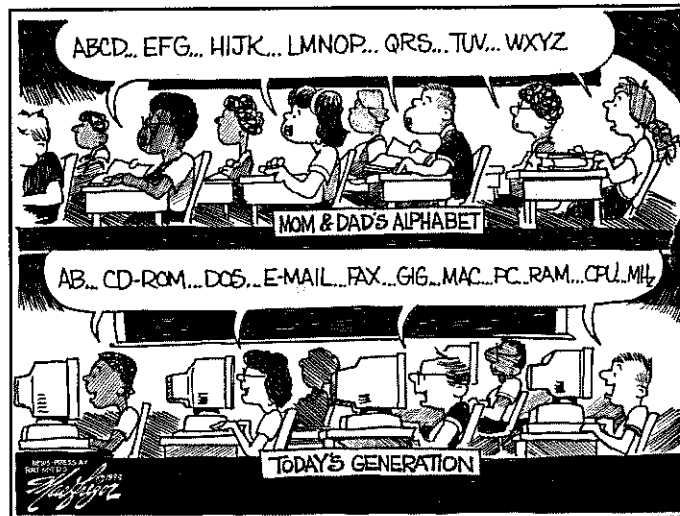
Some critics even fear that computers may lead to isolation. People can work, shop, and even make friends without leaving their homes. You may spend more time chatting with someone halfway around the world than going bowling with friends in your own neighborhood.

- 1. Comprehension** (a) Name one result of the Industrial Revolution. (b) Name two results of the computer revolution.
- 2. Critical Thinking** Do you think computers will lead to greater or less contact between people? Explain.

## ★Activity

### Making a Concept Web

Make a concept web to show some of the ways that computers affect you. Then, review your web and decide whether each effect is positive, negative, or both.



What point is this cartoon making about the impact of computers?

## Changes in home life

The Industrial Revolution had a great impact on home life. On farms or in home workshops, families worked together as a unit. As the factory system spread, more family members left the home to earn a living.

These changes affected ideas about the role of women. In poorer families, women often had to go out to work. In wealthier families, husbands supported the family while women stayed at home. For many husbands, having a wife who stayed at home became a sign of a success.

## Interchangeable Parts

Manufacturers benefited from the pioneering work of American inventor **Eli Whitney**. Earlier, skilled workers made goods by hand. For example, a gunsmith spent days making the barrel, stock, and trigger for a single musket. Because the parts were hand-made, each musket differed a bit from the next. If a part broke, a gunsmith had to fashion a new part to fit that gun.

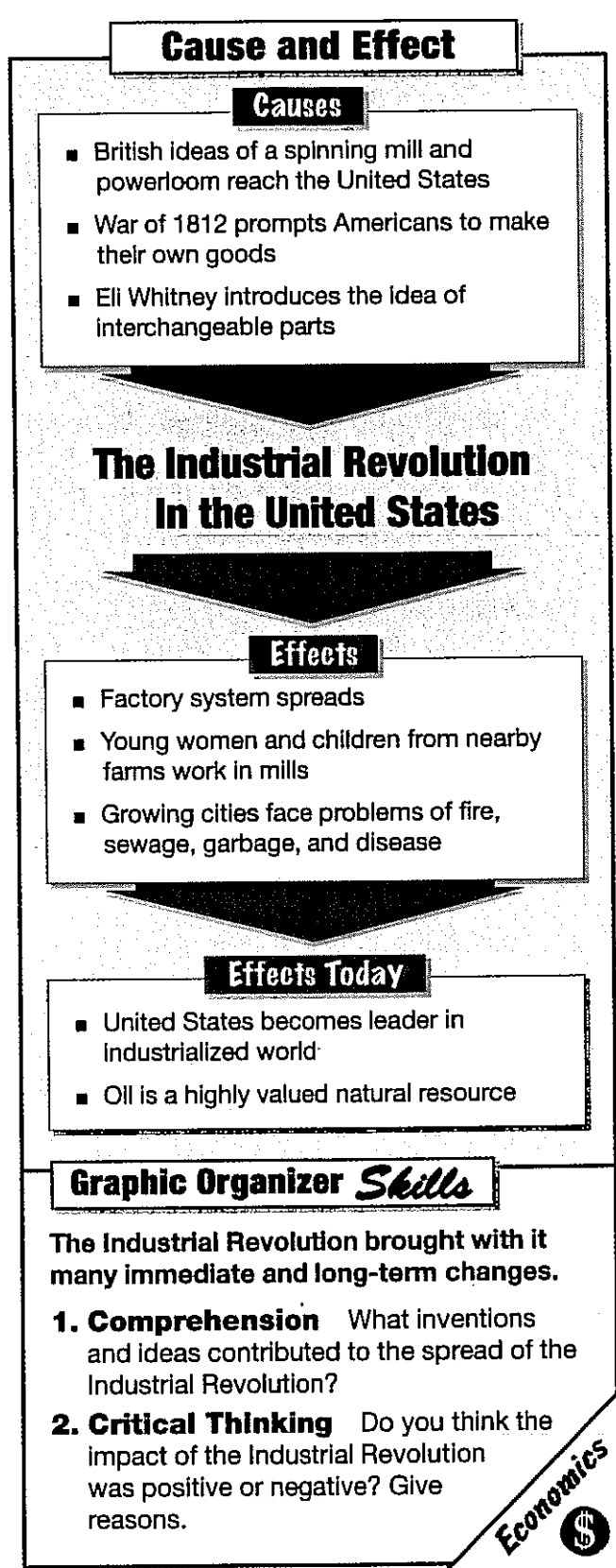
Whitney wanted to speed up gunmaking by having machines manufacture each part. Machine-made parts would all be alike—for example, one trigger would be identical to another. **Interchangeable parts** would save time and money.

Because the government bought many guns, Whitney went to Washington, D.C., to demonstrate his method. At first, officials laughed at his plan. Whitney paid them no attention. Carefully, he sorted parts for 10 muskets into separate piles. He then asked an official to choose one part from each pile. In minutes, the first musket was assembled. Whitney repeated the process until 10 muskets were complete.

The idea of interchangeable parts spread rapidly. Inventors designed machines to produce interchangeable parts for clocks, locks, and many other goods. With such machines, small workshops grew into factories.

## Growing Cities

Since colonial times, cities played an important role in American life. The vast majority of people lived in rural areas. How-



ever, farmers often sent crops to cities for sale or shipment. Cities were also centers of finance and manufacturing.

During the Industrial Revolution, many people left farms to work in factories. Older



cities expanded rapidly, while new cities sprang up around factories. This movement of the population from farms to cities is called **urbanization**.

Urbanization was a steady but gradual process. In 1800, only 6 percent of the nation's population lived in urban areas. By 1850, the number had risen to 15 percent. Not until 1920 did more Americans live in cities than on farms.

By today's standards, these early cities were small. A person could walk from one end of any American city to the other in 30 minutes. Buildings were only a few stories tall. As the factory system spread, the nation's cities grew.

### Hazards

Growing cities had many problems. Dirt and gravel streets turned into mudholes when it rained. Cities had no sewers, and people threw garbage into the streets. A visitor to New York reported:

“The streets are filthy, and the stranger is not a little surprised to meet the hogs walking about in them, for the purpose of devouring the vegetables and trash thrown into the gutter.”

In these dirty, crowded conditions, disease spread easily. Epidemics of yellow fever or cholera (KAHL er uh) raged through cities, killing hundreds.

Fire posed another threat to safety. If a sooty chimney caught fire, the flames quickly spread from one wooden house to the next. Rival volunteer companies often competed to get to a blaze first. Sometimes, they fought each other instead of the fire!

### Attractions

Cities had attractions, too. Theaters, museums, and circuses created an air of excitement. In New York City, P. T. Barnum exhibited rare animals at his American Museum.

In rural areas, people depended on door-to-door peddlers for ready-made goods. In cities, people could shop in fine stores that sold the latest fashions from Europe. Some offered modern “ready-to-wear” clothing. One store in New York City advertised that “gentlemen can rely upon being as well fitted from the shelves as if their measures were taken.”

Most women continued to sew their own clothes. However, they enjoyed visiting hat shops, china shops, shoe stores, and “fancy-goods” stores.

## ★ Section 1 Review ★

### Recall

1. **Identify** (a) Industrial Revolution, (b) Samuel Slater, (c) Moses Brown, (d) Francis Cabot Lowell, (e) Boston Associates, (f) “Lowell girls,” (g) Eli Whitney.
2. **Define** (a) spinning Jenny, (b) capitalist, (c) factory system, (d) interchangeable parts, (e) urbanization.

### Comprehension

3. Describe three ways the Industrial Revolution changed life.

4. How did industry move from Britain to the United States?
5. What were conditions like in the Lowell mills?

### Critical Thinking and Writing

6. **Drawing Conclusions** Why were both inventors and capitalists needed to bring about the Industrial Revolution?
7. **Understanding Causes and Effects** How did the building of factories encourage the growth of cities?

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**Activity Writing a Letter** The time is 160 years ago. You are the same age you are now, but instead of being in school, you are working in the Lowell mills. Write a letter home describing how you feel about working in a factory to help support your family.



# Moving Westward

As You Read

## Explore These Questions

- How did settlers travel westward in the early 1800s?
- What steps did Americans take to improve roads?
- How did steamboats and canals affect transportation?

## Define

- turnpike
- corduroy road
- canal

## Identify

- Lancaster Turnpike
- National Road
- John Fitch
- Robert Fulton
- *Clermont*
- Henry Shreve
- Erie Canal
- DeWitt Clinton

## SETTING the Scene

An Irish visitor to the United States described a stagecoach trip through Maryland:

“The driver frequently had to call to the passengers in the stage, to lean out of the carriage first at one side, then at the other, to prevent it from oversetting in the deep ruts with which the road abounds: ‘Now gentlemen, to the right,’ ... ‘Now gentlemen, to the left,’ and so on.”

In the 1790s, travel was as difficult as it had been in colonial times. Most roads were mud tracks. River travel could be difficult, too, when boats had to push their way upstream against the current. As the young nation grew westward, Americans saw the need to improve transportation.

## To the Mississippi

Settlers had been moving steadily westward since the 1600s. By the early 1800s, “the West” referred to the land between the Appalachians and the Mississippi.

In the early 1800s, the stream of pioneers turned into a flood. By 1820, so many people had moved west that the population in some of the original 13 states had actually declined!

## Western routes

Settlers took a number of routes west. One well-traveled path was the Great Wagon Road

across Pennsylvania. It dated back to colonial days. Some settlers continued south and west along the trail opened by Daniel Boone before the Revolution. Known as the Wilderness Road, it led through the Cumberland Gap into Kentucky. (See the map on page 303.)

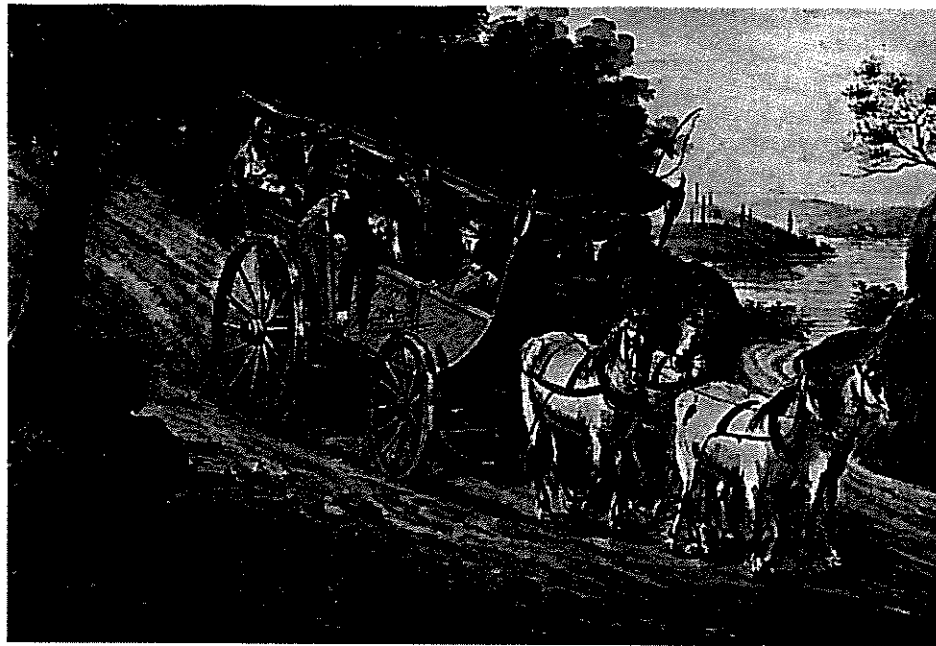
Other settlers pushed west to Pittsburgh. There, they loaded their animals and wagons onto flatboats and journeyed down the Ohio River into Indiana, Kentucky, and Illinois. Flatboats were well suited to the shallow waters of the Ohio. Even when carrying heavy cargoes, these raftlike barges rode high in the water.

Pioneers from Georgia and South Carolina followed other trails west to Alabama and Mississippi. Enslaved African Americans



Many settlers headed west in covered wagons, such as this Conestoga wagon.

*This painting, by a visitor from Russia, shows a stagecoach on its run between Philadelphia, Pennsylvania, and Trenton, New Jersey. Passengers traveling on rocky, muddy, unpaved roads could expect to be "crushed, shaken, thrown about... and bumped." ★ What details in this painting suggest that these passengers were having a rough ride?*



helped to carve plantations in the rich, fertile soil of these territories.

People from New England, New York, and Pennsylvania pushed into the Northwest Territory. Some settlers traveled west from Albany, New York, along the Mohawk River and across the Appalachians. Some settlers then followed Indian trails around Lake Erie. Others sailed across the lake into Ohio.

### **New states**

Before long, some western territories had populations large enough to apply for statehood. Between 1792 and 1819, eight states joined the Union: Kentucky (1792), Tennessee (1796), Ohio (1803), Louisiana (1812), Indiana (1816), Mississippi (1817), Illinois (1818), and Alabama (1819).

### **Better Roads**

Settlers faced a difficult journey. Many roads were narrow trails, barely wide enough for a single wagon. One pioneer wrote of "rotten banks down which horses plunged" and streams that "almost drowned them." Tree stumps stuck up through the road and often broke the axles on the wagons of careless travelers. The nation badly needed better roads.

### **Turnpikes and bridges**

In the United States, as in Europe, private companies built gravel and stone roads. To pay for these roads, the companies collected tolls from travelers. At various points along the road, a pike, or pole, blocked the road. After a wagon driver paid a toll, the pike keeper turned the pole aside to let the wagon pass. As a result, these toll roads were called **turnpikes**.

Probably the best road in the United States was the **Lancaster Turnpike**. Built in the 1790s by a private company, the road linked Philadelphia and Lancaster, Pennsylvania. Because the road was set on a bed of gravel, water drained off quickly. It was topped with smooth, flat stones.

In swampy areas, roads were made of logs. These roads were known as **corduroy roads** because the lines of logs looked like corduroy cloth. Corduroy roads kept wagons from sinking into the mud, but they made for a bumpy ride.

Bridges carried travelers across streams and rivers. Stone bridges were costly to build, but wooden ones rotted quickly. A clever Massachusetts carpenter designed a wooden bridge with a roof to protect it from the weather. Covered bridges lasted much longer than open ones.

## The National Road

Some states set aside money to build or improve roads. In 1806, for the first time, Congress approved funds for a national road-building project. The **National Road** was to run from Cumberland, Maryland, to Wheeling, in western Virginia.

Work on the National Road began in 1811 and was completed in 1818. Later, the road was extended into Illinois. As each new section of road was built, settlers eagerly used it to drive their wagons west.

## Steam Transport

Whenever possible, travelers and freight haulers used river transportation. Floating

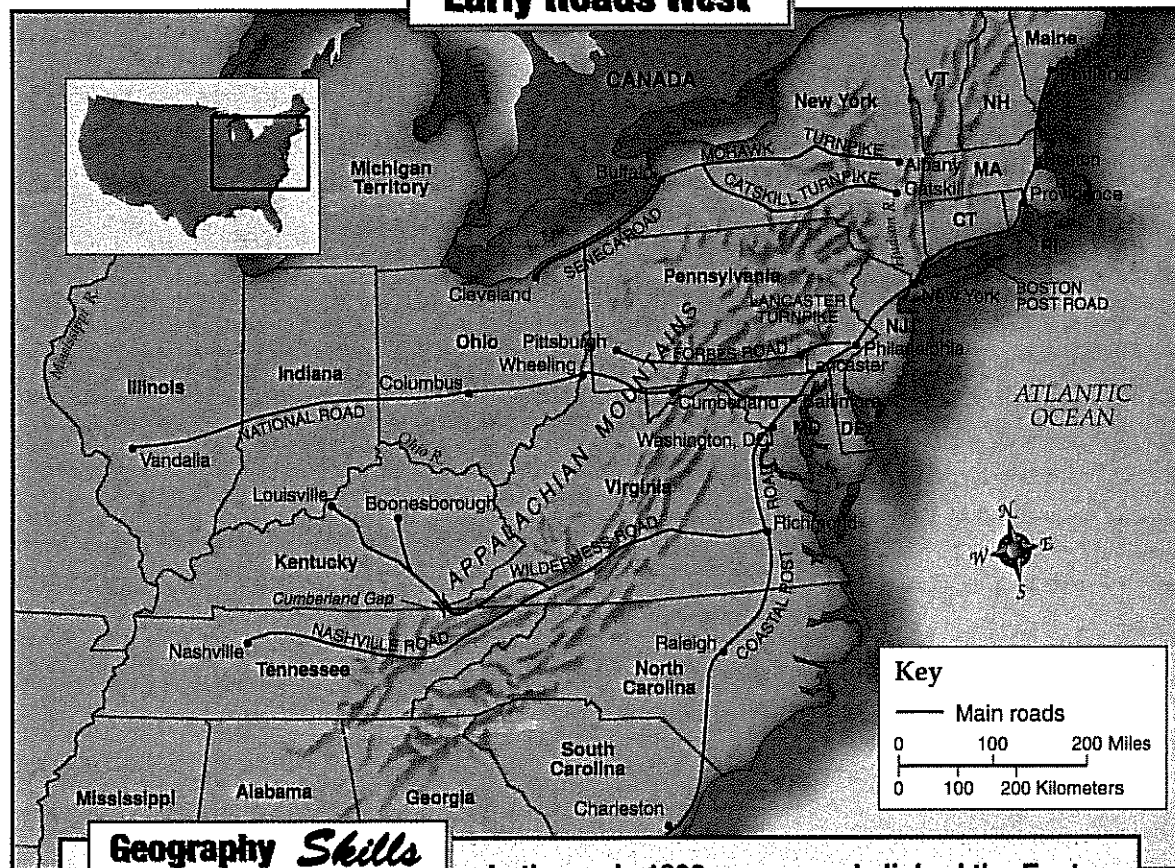
downstream on a flatboat was both faster and more comfortable than bumping along rutted roads. It also cost less.

Yet, river travel had its own problems. Moving upstream was difficult. People used paddles or long poles to push boats against the current. Sometimes, they hauled boats from the shore with ropes. Both methods were slow. A boat could travel downstream from Pittsburgh to New Orleans in about six weeks. The return trip upstream took at least 17 weeks!

## Fitch and Fulton

A new invention, the steam engine, improved river travel. **John Fitch** improved on steam engines that had been built in Britain.

### Early Roads West



### Geography Skills

In the early 1800s, new roads linked the East to new settlements in the West.

- 1. Location** On the map, locate: (a) Appalachian Mountains, (b) Cumberland Gap, (c) Wilderness Road, (d) Lancaster Turnpike, (e) National Road.
- 2. Movement** What major roads would settlers use to travel from Boston, Massachusetts, to Nashville, Tennessee?
- 3. Critical Thinking** Based on this map, what effect do you think roadbuilding had on cities like Philadelphia, Baltimore, and Richmond?

# Skills FOR LIFE

Critical  
Thinking

Managing  
Information

Communication

Maps, Charts,  
and Graphs

## Analyzing a Primary Source

### How Will I Use This Skill ?

A **primary source** is firsthand information about people and events. Historians use primary sources to learn about the past. You, too, use primary sources—when you watch an interview on television, or listen to two friends tell their sides of something that happened. Learning to analyze primary sources helps you determine the reliability of the information that you get.

### LEARN the Skill

- 1 Identify the source of the account. Decide if he or she has firsthand knowledge of the event.
- 2 Determine which words indicate facts. Are there enough facts to make the speaker reliable?
- 3 Recognize how emotions, points of view, and opinions affect the telling of the story.
- 4 Judge how reliable the source is.

### PRACTICE the Skill

Fanny Kemble, an English actress, visited the United States in the early 1800s. In her journal, she described a stagecoach ride with her father and some Americans. Read the excerpt, then answer the following questions:

- 1 Explain why this journal is a primary source.
- 2 (a) What facts does Kemble include about stagecoach travel? (b) What facts does she include about American rural life?
- 3 What effect do you think Kemble's nationality and her discomfort may have had on her account?
- 4 Would you consider this journal a reliable source of information? Explain.

*"Bones of me! what a road! Even my father's solid proportions... were jerked up to the roof and down again every three minutes. Our companions... laughed and talked (constantly), the young ladies, at the very top of their voices, and with the national nasal twang.... The few cottages and farm-houses which we passed reminded me of similar dwellings in France and Ireland; yet the peasantry here have not the same excuse for disorder and ruin as either the Irish or French.... The farms had the same desolate, untidy, untended look; the gates broken, the fences carelessly put up."*

Excerpt from Journal by  
Frances Anne Kemble Butler

### APPLY the Skill

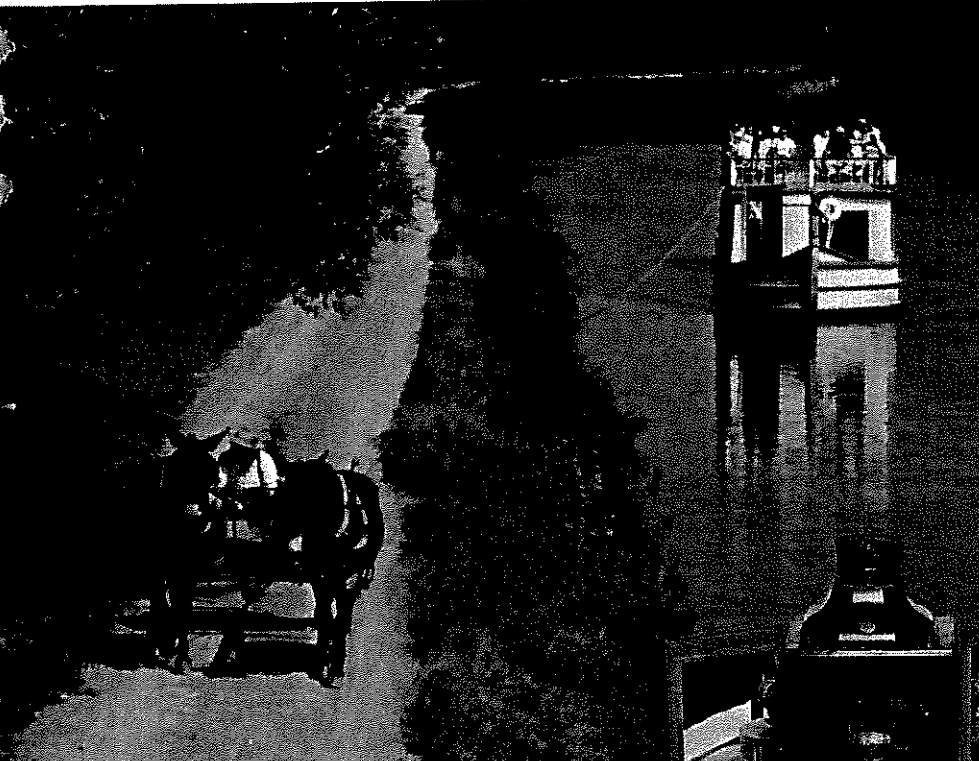
Watch or read an interview given by an eyewitness to an event. Using the steps above, decide whether you think the interview is a reliable source of information.

### The Erie Canal

The opening of the Erie Canal in 1825 launched an age of canal building. Today, at the Erie Canal Village in Rome, New York, you can relive life along the old Erie Canal. Here, passengers ride atop a canal boat, pulled along by a team of mules, just as they did 150 years ago. Riding up top could be risky, though. When the boatmen yelled "Low bridge!" passengers who did not duck could bump their heads.

★ To learn more about this historic site, write: Erie Canal Village, 5789 New London Road, Rome, NY 13440.

◀ Canal boat lantern



In 1787, he showed members of the Constitutional Convention how a steam engine could power a boat. He then opened a ferry service on the Delaware River. However, few people used the ferry, and Fitch went out of business.

Inventor **Robert Fulton** may have seen Fitch's steamboat in Philadelphia. In 1807, Fulton launched his own steamboat, the *Clermont*, on the Hudson River. On its first run, the *Clermont* carried passengers from New York City to Albany and back. The 300-mile (480-km) trip took just 62 hours—a record at the time.

### The age of steamboats

Fulton's success ushered in the age of steamboats. Soon, steamboats were ferrying passengers up and down the Atlantic coast. More important, they revolutionized travel in the West. Besides carrying people, steamboats on the Mississippi, Ohio, and Missouri

rivers gave farmers and merchants a cheap means of moving goods.

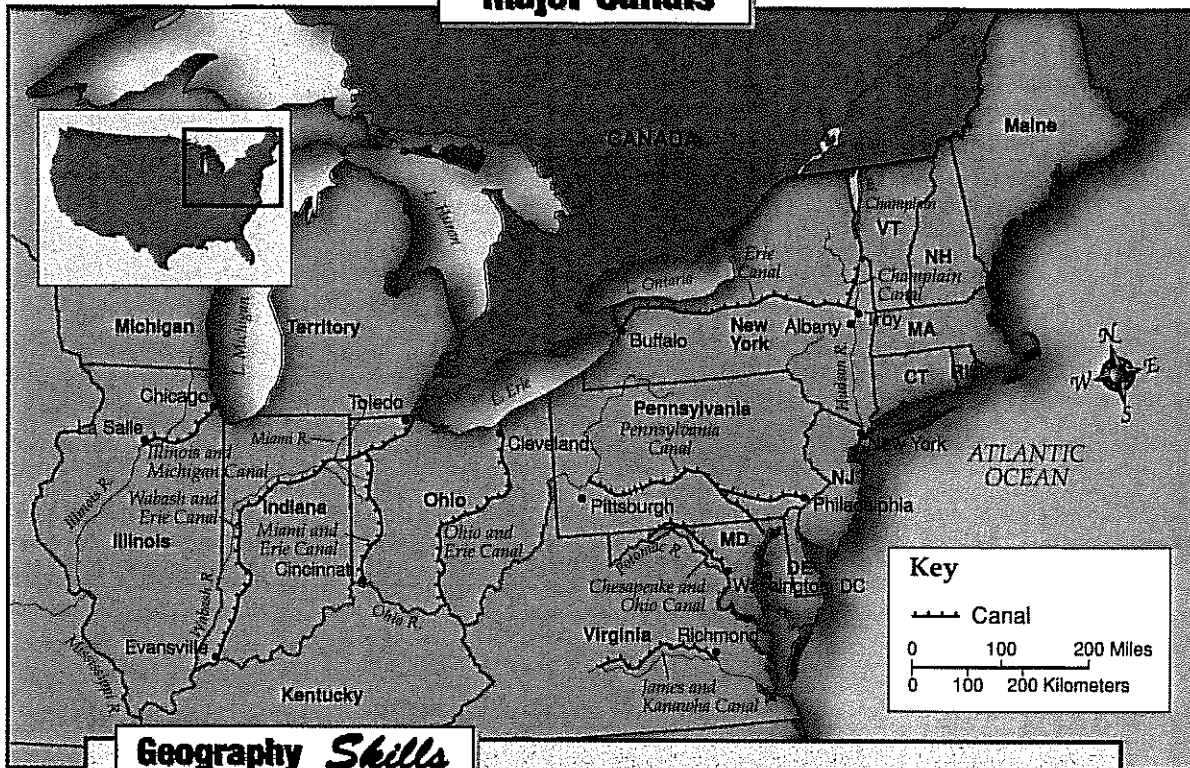
Because western rivers were shallow, **Henry Shreve** designed a flat-bottomed steamboat. It could carry heavy loads without getting stuck on sandbars.

Still, steamboat travel could be dangerous. Sparks from smokestacks could cause fires. As steamboat captains raced each other along the river, high-pressure boilers sometimes exploded. Between 1811 and 1851, 44 steamboats collided, 166 burned, and more than 200 exploded.

### The Canal Boom

Steamboats and improved roads did not help western farmers get their goods directly to markets in the East. To meet this need, Americans dug canals. A canal is an artificial channel filled with water that allows boats to cross a stretch of land.

## Major Canals



### Geography Skills

The success of the Erie Canal, completed in 1825, set off an age of canal building.

- 1. Location** On the map, locate: (a) New York City, (b) Troy, (c) Buffalo, (d) Lake Erie, (e) Erie Canal.
- 2. Movement** What two bodies of water were linked by the Illinois and Michigan Canal?
- 3. Critical Thinking** Use the map to describe an all-water route from Evansville, Indiana, to New York City.

The earliest American canals were no more than a few miles long. Some provided routes around waterfalls on a river. Other canals linked a river to a nearby lake. By the early 1800s, however, Americans were building longer canals.

### Building the Erie Canal

Some New Yorkers had a bold idea. They wanted to build a canal linking the Great Lakes with the Mohawk and Hudson rivers. The **Erie Canal** would let western farmers ship their goods to the port of New York. It would also bring business to towns along the route.

To many people, the idea of such a canal seemed farfetched. When Thomas Jefferson heard of the plan, he exclaimed:

“Why, sir, you talk of making a canal 350 miles through the wilderness—it is little short of madness to think of it at this day!”

New York governor **DeWitt Clinton** ignored such criticism. He persuaded state lawmakers to provide money for the Erie Canal. Scoffers referred to the project as “Clinton’s Ditch.”

Work on the Erie Canal began in 1817. At first, workers dug the waterway by hand. To speed up progress, inventors developed new equipment. One machine, a stump-puller, could pull out nearly 40 tree stumps a day. In two places, workers had to find ways to build stone bridges to carry the canal over other rivers along the way.

## An instant success

By 1825, the immense job was finished. On opening day of the Erie Canal, a cannon fired a volley in Buffalo, New York. When the sound got to the next town along the route, it, too, fired a cannon. Town after town fired their cannons—all the way to New York City. The thunderous salute took 80 minutes to complete.

The Erie Canal was an instant success. It reduced travel time. The cost of shipping goods dropped to about 1/20 of what it was before the canal was built. The canal also helped to make New York City a center of commerce.

The success of the Erie Canal led other states to build canals. (See the map on the opposite page.) These canals created vital economic links between western farms and eastern cities.

## Transportation Builds Prosperity

In 1831, a young Frenchman, Alexis de Tocqueville (TOHK vihl), made a nine-month tour of the United States. In his writings,

Tocqueville described what he admired about the young nation. One of the things that impressed him most was the American transportation system.

“Of all the countries in the world,” Tocqueville wrote, “America is that in which the spread of ideas and of human industry is most continual and most rapid.” Tocqueville was amazed by “immense canals” and roads built in the middle of the wilderness. He also praised the American postal system:

“In America one of the first things done in a new state is to make the post go there. In the forests of Michigan there is no cabin so isolated, no valley so wild but that letters and newspapers arrive at least once a week.”

Tocqueville noted that Americans could easily ship goods from the western frontier to any part of the country. (By contrast, in his native France—a much smaller country—many large towns could not be reached by road at all!) Faster, easier transportation thus contributed to the growing prosperity of the United States.

## ★ Section 2 Review ★

### Recall

- Locate** (a) Kentucky, (b) Tennessee, (c) Ohio, (d) Louisiana, (e) Indiana, (f) Mississippi, (g) Illinois, (h) Alabama.
- Identify** (a) Lancaster Turnpike, (b) National Road, (c) John Fitch, (d) Robert Fulton, (e) Clermont, (f) Henry Shreve, (g) Erie Canal, (h) DeWitt Clinton.
- Define** (a) turnpike, (b) corduroy road, (c) canal.

### Comprehension

- What means of transportation did settlers take to the West in the early 1800s?

- (a) Why did the nation need better transportation in the early 1800s? (b) Describe two ways that travel improved.

### Critical Thinking and Writing

- Linking Past and Present** Today, airplanes provide a faster means of travel than land transportation. Why do you think roads are still important to the nation?
- Identifying Alternatives** Examine the maps in this section. Then, describe two alternate ways a farmer might have shipped a cargo of grain from Cleveland, Ohio, to New York City.



**Activity Designing a Monument** You have been asked to design a monument honoring the two-hundredth anniversary of the Erie Canal. Draw a rough sketch of the monument, showing what design you would use. You may also include an inscription describing the importance of the canal.





# Building National Unity



## Explore These Questions

- How did Congress try to strengthen the national economy?
- What were the goals of Henry Clay's American System?
- How did the Supreme Court strengthen national unity?

## Define

- dumping
- sectionalism
- interstate commerce

## Identify

- James Monroe
- John C. Calhoun
- Daniel Webster
- Henry Clay
- American System
- *McCulloch v. Maryland*
- *Gibbon v. Ogden*

## SETTING the Scene

After his visit to the United States, Alexis de Tocqueville described what he saw as the character of the American people. He wrote:

“The American . . . is less afraid than any other inhabitant of the globe to risk what he has gained in the hope of a better future. . . . There is not a country in the world where man more confidently takes charge of the future, or where he feels with more pride that he can fashion the universe to please himself.”

Tocqueville echoed the confidence Americans felt in themselves. After the War of 1812, the country grew rapidly. New lands opened to settlers with improved transportation. New industries appeared. In Congress, a new generation of political leaders sought to direct this expansion.

## An Era of Good Feelings

In 1816, the Republican candidate for President, **James Monroe**, easily defeated the Federalist, Rufus King. Once in office, Monroe spoke of creating a new sense of national unity.

Monroe was the last of three Presidents in a row to come from Virginia. He was also the last Revolutionary War officer to become President.

In 1817, Monroe made a goodwill tour of the country. Not since George Washington

had a President made such a tour. In Boston, crowds cheered Monroe. Boston newspapers expressed surprise at this warm welcome for a Republican from Virginia. After all, Boston had been a Federalist stronghold. One newspaper wrote that the United States was entering an “Era of Good Feelings.”

By the time Monroe ran for a second term in 1820, no candidate opposed him. The Federalist party had disappeared.

## Three Sectional Leaders

While conflict between political parties declined, disputes between different sections of the nation sharpened. In Congress, three ambitious young men took center stage. All three played key roles in Congress for more than 30 years, as well as serving in other offices. Each represented a different section of the country.

### Calhoun of the South

**John C. Calhoun** spoke for the South. He had grown up on a frontier farm in South Carolina. Later, he went to Yale College in Connecticut. Calhoun's immense energy and striking features earned him the nickname “young Hercules.” His intense way of speaking sometimes made people uncomfortable in his presence.

Calhoun had supported the War of 1812. Like many southerners, though, he generally opposed policies that would strengthen the power of the federal government.

01

## Webster of the North

**Daniel Webster** of New Hampshire was perhaps the most skillful public speaker of his time. With eyes flashing and shoulders thrown back, Webster was an impressive sight when he stood up to speak in Congress. An observer described him as a "great cannon loaded to the lips."

Like many New Englanders, Webster had opposed the War of 1812. He even refused to vote for taxes to pay for the war effort. After the war, he wanted the federal government to take a larger role in building the nation's economy.

## Clay of the West

**Henry Clay** spoke for the West. You have already met Clay as a leader of the War Hawks who pushed for war against Britain in 1812.

Clay was born in Virginia. When he was 20, he traveled across the Cumberland Gap into Kentucky. As a young lawyer, he was once fined for brawling with an opponent. Usually, however, he charmed both friends and rivals. Supporters called him "Gallant Harry of the West." Like Webster, Clay strongly favored a more active role for the central government.

## A New National Bank

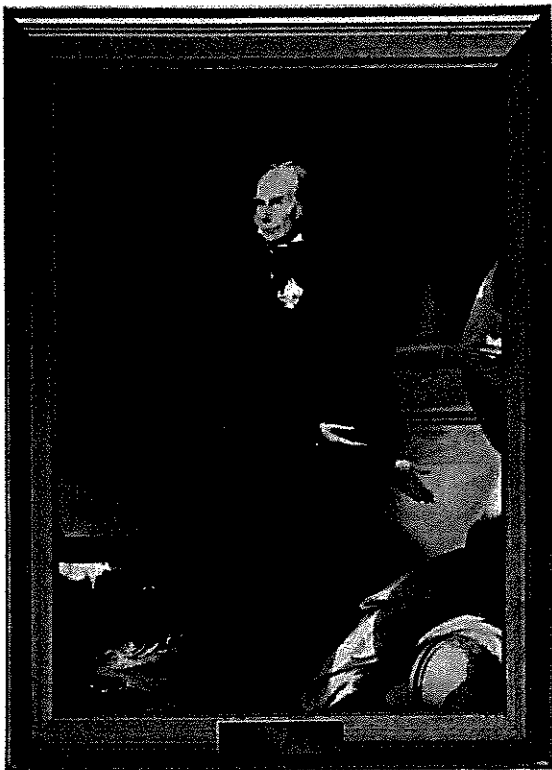
After the War of 1812, leaders like Calhoun, Webster, and Clay had to deal with the nation's economic weakness. The problem was due in part to the lack of a national bank.

The charter for the Bank of the United States ran out in 1811. Without the Bank to lend money and regulate the nation's money supply, the economy suffered. State banks made loans and issued money. Often, they put too much money into circulation. With so much money available to spend, prices rose rapidly.

In the nation's early years, Republicans like Jefferson and Madison had opposed a national bank. By 1816, however, many Republicans believed that a bank was needed. They supported a law to charter the second Bank of the United States. By lending money and restoring order to the nation's money supply, the Bank helped American businesses grow.

## Protection From Foreign Competition

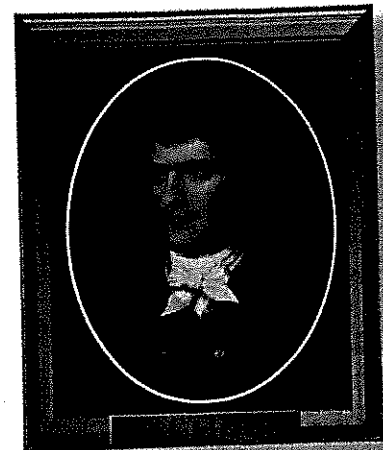
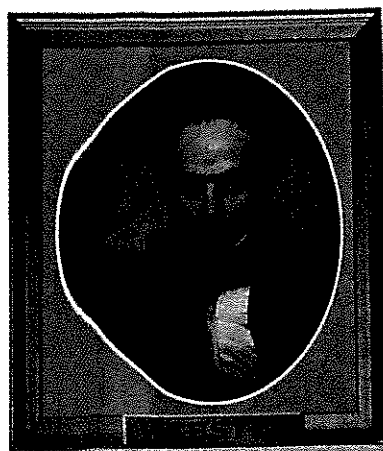
Another economic problem facing the nation was foreign competition, especially from



### Viewing HISTORY

#### Three Sectional Leaders

Henry Clay, left, was the first major political leader to emerge from the new states of the West. Along with Daniel Webster and John C. Calhoun, below, Clay played a major role in government for more than 30 years. ★ What role did sectional politics play in the rise of Webster, Calhoun, and Clay?



## Effect of a Protective Tariff



### Chart Skills

In 1816, Congress passed a protective tariff to help American factory owners.

- 1. Comprehension** According to this chart, how much would 100 rolls of British cloth cost before the tariff? How much would they cost after the tariff?
- 2. Critical Thinking** Why did southerners object to the tariff?

Economics



Britain. In the early 1800s, the Embargo Act and then the War of 1812 kept most British goods out of the United States. In response, ambitious American business leaders like Francis Cabot Lowell set up their own mills and factories.

### A flood of British goods

In 1815, British goods again poured into the United States. The British could make and sell goods more cheaply than Americans. Most British factories and machines were older and had already been paid for. By con-

trast, Americans still had to pay for building their new factories.

Sometimes, British manufacturers sold cloth in the United States for less than it cost to make. The practice of selling goods in another country at very low prices is today called **dumping**. Through dumping, British manufacturers hoped to put American rivals out of business.

### Congress passes a protective tariff

Dumping caused dozens of New England businesses to fail. Angry owners asked Congress to place a protective tariff on all goods imported from Europe. As you recall, the purpose of a protective tariff is to protect a country's industries from foreign competition.

Congress responded by passing the Tariff of 1816. It greatly raised tariffs on imports. This increase made imported goods far more expensive than similar American-made goods. In 1818 and 1824, Congress passed even higher tariffs.

Higher tariffs led to angry protests, especially from southerners. Southerners had built few factories. As a result, they did not benefit from the tariff. Also, southerners bought many British goods. The new tariff drove up the price of British-made goods. Southerners complained that the tariff made northern manufacturers rich at the expense of the South.

### Clay's American System

The bitter dispute over tariffs reflected the growth of sectionalism. **Sectionalism** is loyalty to one's state or section rather than to the nation as a whole. Americans identified themselves as southerners, northerners, or westerners. In Congress, representatives from different sections often clashed.

Henry Clay wanted to promote economic growth for all sections. He set out a program that became known as the **American System**. It called for high tariffs on imports, which would help northern factories. With wealth from industry, northerners would buy farm products from the West and the South. High tariffs would also reduce American dependence on foreign goods. Clay argued:

“Every nation should . . . 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.”

Clay also urged Congress to use money from tariffs to build roads, bridges, and canals. A better transportation system, he believed, would make it easier and cheaper for farmers in the West and the South to ship goods to city markets.

Clay's American System never went fully into effect. Tariffs did remain high. However, Congress spent little on internal improvements. Southerners in particular disliked Clay's plan. The South had many fine rivers to transport goods. Many southerners opposed paying for roads and canals that brought them no direct benefits.

## The Supreme Court Expands Federal Power

Under Chief Justice John Marshall, the Supreme Court strengthened the power of the federal government to promote economic

growth. After Congress chartered the second Bank of the United States, Maryland tried to tax the bank in order to drive it out of the state. James McCulloch, the bank cashier, refused to pay the tax.

In the case of *McCulloch v. Maryland* (1819), the Court ruled that states had no right to interfere with federal institutions within their borders. “The power to tax involves the power to destroy,” warned Marshall. The ruling strengthened federal power. It also allowed the National Bank to continue, which helped the economy to expand.

In another case, *Gibbon v. Ogden* (1824), the Supreme Court upheld the power of the federal government to regulate commerce. The Court struck down a New York law that tried to control steamboat travel between New York and New Jersey. The Court ruled that a state could only regulate trade within its own borders. Only the federal government had the power to regulate interstate commerce, or trade between different states. This decision helped the national economy by making it easier for the government to regulate trade.

## ★ Section 3 Review ★

### Recall

1. **Identify** (a) James Monroe; (b) John C. Calhoun; (c) Daniel Webster; (d) Henry Clay; (e) American System; (f) *McCulloch v. Maryland*; (g) *Gibbon v. Ogden*.
2. **Define** (a) dumping; (b) sectionalism; (c) interstate commerce.

### Comprehension

3. How did Congress try to solve each of the following problems: (a) the money supply, (b) foreign competition?
4. Describe Clay's program to promote economic growth.

5. Describe one way the Supreme Court upheld the authority of the federal government.

### Critical Thinking and Writing

6. **Analyzing a Primary Source** In 1816, a member of Congress said, “I will buy where I can get [manufactured goods] cheapest. . . . It is unjust to aggravate the burdens of the people for the purpose of favoring the manufacturers.” Do you think this speaker favored or opposed the Tariff of 1816? Explain.
7. **Drawing Conclusions** Based on your reading, do you think sectional differences were a serious threat to national unity? Give examples to support your conclusion.



**Activity Conducting an Interview** You are a political reporter assigned to interview a Congressional leader around 1820. Choose either Clay, Calhoun, or Webster. List three or four questions you would ask about the issues facing the nation.



# Latin America and the United States

As  
You  
Read

## Explore These Questions

- How did Latin American nations win independence?
- How did the United States gain Florida?
- What was the purpose of the Monroe Doctrine?

## Define

- creole
- intervention

## Identify

- Miguel Hidalgo
- Simón Bolívar
- José de San Martín
- “black Seminoles”
- John Quincy Adams
- Adams-Onís Treaty
- Monroe Doctrine

## SETTING the Scene

On a quiet Sunday in September 1810, the church bell rang in the Mexican village of Dolores. In the square, people found their priest, **Miguel Hidalgo** (mee GEHL ee DAHL goh), making a stirring speech. No one knows the exact words, but Mexicans remembered and passed along his message:

“My children. . . Will you be free? Will you recover the lands stolen 300 years ago from your forefathers by the hated Spaniards? We must act at once!”

Thousands of Mexicans rallied to Father Hidalgo’s call for freedom.

South of the United States, Spanish colonies in Latin America\* fought wars for independence in the early 1800s. As new nations emerged, President Monroe formed a bold new foreign policy.

## Revolution in Latin America

By 1810, many people in Spain’s American colonies were eager for independence. They had many reasons for discontent. Most people, even wealthy creoles, had little or no say in government. Creoles were people born in Latin America to Spanish parents. Harsh laws ruled Indians and the poor. The

\*Latin America refers to the region of the Western Hemisphere where Latin-based languages such as Spanish, French, and Portuguese are spoken. It includes Mexico, Central and South America, and the West Indies.

French and American revolutions inspired colonists to seek self-rule.

## Mexican Independence

As you read, Miguel Hidalgo sounded the call for Mexican independence. Rebel forces won control of several provinces before Father Hidalgo was captured. In 1811, he was executed.

Another priest, José Morelos (hoh ZAY moh RAY lohs), took up the fight. Because he called for a program to give land to peasants, wealthy creoles opposed him. Before long, Morelos, too, was captured and killed by the Spanish.

Slowly, creoles began to support the revolution. In 1821, creole forces won control of Mexico. A few years later, Mexico became a republic with its own constitution.

## The Liberator

In South America, too, a series of revolutions freed colonies from Spanish rule. The best-known revolutionary leader was **Simón Bolívar** (see MOHN boh LEE vahr). He became known as the Liberator for his role in the Latin American wars of independence.

Bolívar came from a wealthy creole family in Venezuela. As a young man, he took up the cause of Venezuelan independence. Bolívar promised, “I will never allow my hands to be idle, nor my soul to rest until I have broken the shackles which chain us to Spain.”

Bolívar rose to become a leader of the rebel forces. In a bold move, he led an army

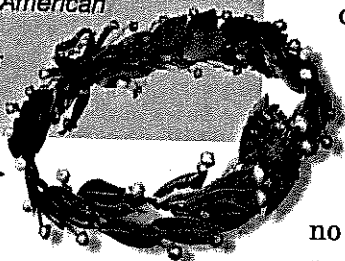


## Biography **Simón Bolívar**

As a young man, Simón Bolívar enjoyed a life of wealth and privilege. He studied the republican form of government of the United States. He also admired the military genius of Napoleon. Later, Bolívar's democratic ideals and military skills helped him free several South American nations from Spanish rule.

★ Which nations did Bolívar help to liberate?

Crown given to Bolívar by  
South American Indians



from Venezuela over the high Andes Mountains into Colombia. There, Bolívar took the Spanish forces by surprise and defeated them in 1819.

Soon after, Bolívar became president of the independent Republic of Great Colombia. It included the present-day nations of Venezuela, Colombia, Ecuador, and Panama.

### Other new nations

Other independent nations emerged in Latin America. **José de San Martín** (san mahr TEEN) led Argentina to freedom in 1816. He then helped the people of Chile, Peru, and Ecuador win independence.

In 1821, the peoples of Central America declared independence from Spain. Two years

later, they formed the United Provinces of Central America. It included the present-day nations of Nicaragua, Costa Rica, El Salvador, Honduras, and Guatemala. By 1825, Spain had lost all its colonies in Latin America except Puerto Rico and Cuba.

The Portuguese colony of Brazil won independence peacefully. Prince Pedro, son of the Portuguese king, ruled the colony. The king advised his son, "If Brazil demands independence, proclaim it yourself and put the crown on your own head." In 1822, Pedro became emperor of the new independent nation of Brazil.

## The New Republics

Spain's former colonies modeled their constitutions on that of the United States. Yet their experience after independence was very different from that of their neighbor to the north.

Unlike the people of the 13 British colonies, the peoples of Latin America did not unite into a single country. In part, geography made unity difficult. Latin America covered a much larger area than the English colonies. Mountains like the high, rugged Andes acted as a barrier to travel and communication.

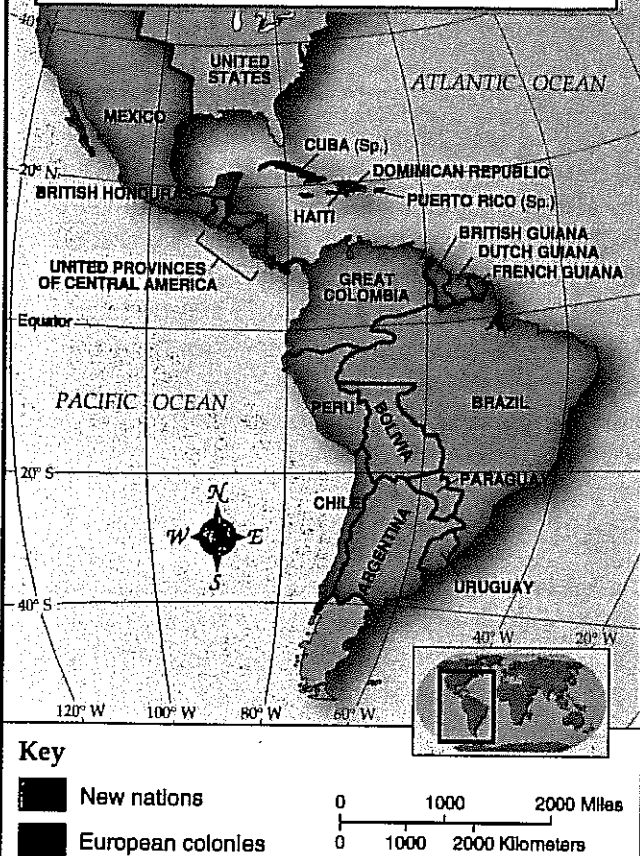
The new republics had a hard time setting up stable governments. Under Spanish rule, the colonists had little or no experience in self-government. Economic problems and deep divisions between social classes increased discontent. Powerful leaders took advantage of the turmoil to seize control. As a result, the new nations were often unable to achieve democratic rule.



### Connections With Civics

Like the United States, new Latin American nations created national flags. Venezuela's flag of yellow, blue, and red symbolized the gold of the Americas separated from Spain by the blue ocean. Argentina's blue-white-blue flag was the same flag flown by pirates who attacked Spanish ports and ships along the coasts of South and Central America.

## New Nations in Latin America



### Geography Skills

Wars of independence led to the creation of many new countries in Latin America.

- 1. Location** On the map, locate: (a) Mexico, (b) Great Colombia, (c) United Provinces of Central America, (d) Brazil, (e) Argentina, (f) Chile, (g) Bolivia.
- 2. Region** What parts of Latin America remained European colonies?
- 3. Critical Thinking** Use the world map in the Reference Section to identify the modern nations that were eventually carved out of the United Provinces of Central America.

## The United States Gains Florida

Spain lost another one of its colonies, Florida—not to independence, but to the United States. Many Americans wanted to gain possession of Florida. As early as 1810, President Madison tried to claim West Florida for the United States.

Concern over Florida grew, especially among Southerners. Creek and Seminole Indians in Florida sometimes raided settlements in Georgia. Also, Florida was a refuge for many enslaved African Americans.

### “Black Seminoles”

Since the 1700s, Spanish officials had protected slaves who fled from plantations in Georgia and South Carolina. Seminole Indians allowed African Americans to live near their villages. In return, these “black Seminoles” gave the Indians a share of the crops they raised every year. The black Seminoles adopted many Indian customs. In addition, some African Americans married Seminoles.

After the War of 1812, African Americans occupied a fort on the Apalachicola River. They invited runaway slaves to settle nearby. Soon, some 1,000 African Americans farmed on the banks of the Apalachicola, protected by the “Negro Fort.”

### American gunboats attack

General Andrew Jackson demanded that Spain demolish the Negro Fort. The Spanish governor refused. In 1816, Jackson’s gunboats invaded Spanish territory and sailed up the Apalachicola.

Inside the Negro Fort, a force of free African Americans waited, cannons ready. They knew that the Americans had come to return them to slavery. After a spirited fight, the gunboats destroyed the fort. Black settlers along the Apalachicola were forced to flee. Many joined nearby Seminoles. Together, they continued to resist American raids into Florida.

### Spain gives up Florida

In 1818, Jackson headed to Florida again with a force of over 3,000 soldiers. Spain protested, but it was busy fighting rebels in Latin America. It could not risk war with the United States.

In the end, Spain agreed to peace talks. Secretary of State **John Quincy Adams** worked out a treaty with Spain. In it, Spain agreed to give Florida to the United States in exchange for \$5 million. The **Adams-Onís Treaty** took effect in 1821.

# The Monroe Doctrine

Americans cheered as Latin American nations won independence. The actions of European powers, however, worried American officials. Prussia, France, Russia, and Austria seemed ready to help Spain regain its colonies in Latin America. In addition, Russia claimed lands on the Pacific coast of North America.

The British, too, were concerned about European nations meddling in the Western Hemisphere. They suggested issuing a joint statement with the United States. It would guarantee the freedom of the new nations.

Monroe decided to act independently of Britain. In a message to Congress in 1823, he made a bold foreign policy statement, known as the **Monroe Doctrine**. Monroe declared that the United States would not interfere in the affairs of European nations or colonies. At the same time, he warned European nations not to interfere with newly independent nations of Latin America:

“The American continents . . . are henceforth not to be considered as subjects for future colonization by

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

The Monroe Doctrine also stated that the United States would oppose any attempt to build new colonies in the Americas. Monroe’s message showed that the United States was determined to keep European powers out of the Western Hemisphere.

The United States did not have the military power to enforce the Monroe Doctrine. Britain, however, supported the statement. With its strong navy, it could stop Europeans from interfering in the Americas.

As the United States became stronger, the Monroe Doctrine grew in importance. On several occasions, the United States successfully challenged European intervention, or direct involvement, in Latin America. In the early 1900s, Presidents also used the Monroe Doctrine to justify sending troops to Caribbean nations. Thus, Monroe’s bold statement helped shape United States foreign policy for more than 100 years.

## ★ Section 4 Review ★

### Recall

1. **Locate** (a) Mexico, (b) Great Colombia, (c) Argentina, (d) United Provinces of Central America, (e) Brazil.
2. **Identify** (a) Miguel Hidalgo, (b) Simón Bolívar, (c) José de San Martín, (d) “black Seminoles,” (e) John Quincy Adams, (f) Adams-Onís Treaty, (g) Monroe Doctrine.
3. **Define** (a) creole, (b) intervention.

### Comprehension

4. (a) Why did Latin American nations seek independence in the early 1800s? (b) What problems did the new republics face?

5. Why did many Americans want to gain control of Florida?

6. Why did President Monroe issue the Monroe Doctrine?

### Critical Thinking and Writing

7. **Making Inferences** How do you think the defenders of the Negro Fort in Florida might have inspired enslaved African Americans in the United States?

8. **Predicting Consequences** What do you think might have happened if Spain had sent an army to regain control of Mexico in the late 1820s?



**Activity Designing a Poster** Your school is participating in a “Know Your Neighbors” fair. The goal is to promote friendly relations with Latin American nations. Design a poster honoring how one neighboring nation gained independence.



## ★ Sum It Up ★

### Section 1 The Industrial Revolution

- ▶ The Industrial Revolution spread to the United States from Britain in the late 1700s.
- ▶ Though factory work was hard, many people moved from farms to work in factories in cities and towns.

### Section 2 Moving Westward

- ▶ Westward movement was so heavy that eight new states joined the nation between 1789 and 1819.
- ▶ Improved roads, steamboats, and canals reduced travel time and lowered the cost of moving goods and people.

### Section 3 Building National Unity

- ▶ As disputes between different sections of the nation grew more intense, great sectional leaders emerged.
- ▶ Political leaders tried to use their power to make the United States stronger economically.

### Section 4 Latin America and the United States

- ▶ In the early 1800s, almost all of Spain's Latin American colonies won their independence.
- ▶ The Monroe Doctrine stated that the United States would oppose European efforts to create new colonies in the Western Hemisphere.



For additional review of the major ideas of Chapter 11, see *Guide to the Essentials*

of *American History* or *Interactive Student Tutorial CD-ROM*, which contains interactive review activities, graphic organizers, and practice tests.

## ☐ Reviewing the Chapter

### Define These Terms

Match each term with the correct definition.

#### Column 1

1. capitalist
2. urbanization
3. turnpike
4. canal
5. dumping

#### Column 2

- a. channel that allows boats to cross a stretch of land
- b. person who invests in a business to make a profit
- c. practice of selling goods in another country at low prices
- d. movement of populations from farms to cities
- e. toll road

### Explore the Main Ideas

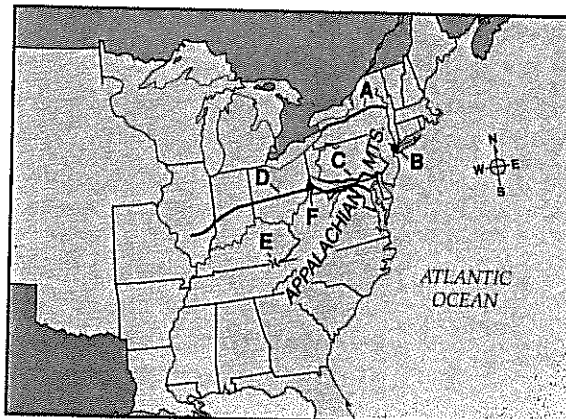
1. Describe the factory system.
2. Why was river travel better than travel by road?
3. Identify the great leader who spoke for each of the three sections of the United States.
4. Why did Congress pass the Tariff of 1816?
5. What two important points did Monroe make in the Monroe Doctrine?

## ☐ Geography Activity

Match the letters on the map with the following places:

1. Wheeling, Virginia, 2. New York City, 3. Cumberland Gap,
4. Lancaster Turnpike, 5. National Road, 6. Erie Canal.

**Interaction** What obstacles did Americans overcome in building the Erie Canal?



## Critical Thinking and Writing

1. **Understanding Chronology** (a) Did the War of 1812 begin before or after the formation of the Boston Associates? (b) How were these two events linked?
2. **Linking Past and Present** Do cities today have the same kinds of problems as cities in the early 1800s? Explain.
3. **Evaluating Information** What information do you have that suggests that "The Era of Good Feelings" did not last?
4. **Exploring Unit Themes Nationalism** Henry Clay has been called the "most nationalistic" of the great congressional leaders. What facts support this opinion?

## Using Primary Sources

Davy Crockett was a Tennessee settler who became a representative in Congress. He toured the city of Lowell in 1834 and gave this description:

“The dinner bells were ringing, and the folks pouring out of the [work] houses like bees out of a gum [tree]. I looked at them as they passed, all well dressed, lively, genteel in their appearance. . . . I went in among the young girls, and talked with many of them. No one expressed herself as tired of her employment, or oppressed with work: all talked well, and looked healthy.”

Source: *An Account of Col. Crockett's Tour to the North and Down East*, Davy Crockett, 1835.

**Recognizing Points of View** (a) What was the condition of the workers at Lowell, according to Crockett? (b) Why do you think a representative from Tennessee would have been interested in conditions at mills in Massachusetts?

## ACTIVITY BANK

### Interdisciplinary Activity

**Exploring the Arts** With a partner, create a skit, dance, or song about the difficulties of travel in the early 1800s.

### Career Skills Activity

**Engineers** Draw a diagram or prepare a demonstration to show how early factories harnessed the force of water to create power to run machines.

### Citizenship Activity

**Understanding Regional Politics** Sectional politics is still an issue in the United States. Prepare a report in which you describe the needs of your own region. Consider such questions as: Does your region have special resource or energy needs? How do the needs of your region compare with the needs of other regions? What policies would benefit your region?

### Internet Activity

Use the Internet to find sites dealing with the National Road, now called Route 40. Using your Web research, create a tourist map of the road showing the towns it passes through, nearby hotels and restaurants, and historic or interesting information about it.

