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

Robert Fulton made the steamboat a commercial success.

The steam locomotive helped build U.S. industry.

The telegraph could quickly send messages over great distances.

USA

1804
Haiti wins independence from France.

1807
Robert Fulton launches a steamboat on the Hudson River.

1808
Congress bans the African slave trade.

1812
War of 1812 disrupts U.S. shipping.

1815
Napoleon defeated at Waterloo.

1816
James Monroe is elected President.

World

1800

1820
Missouri Compromise balances number of slave and free states.

1821
Peru and Mexico gain independence from Spain.
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.

How will new inventions change your country?

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?

Interact with History

Visit the Chapter 11 links for more information about the growing nation.
Reading Strategy: Analyzing Causes and Effects

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
• your responses to the Interact with History about how inventions change your country (see page 339)

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.

Analyzing Causes and 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,” and “changed.”


Taking Notes

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
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<tr>
<td></td>
<td>REGIONAL GROWTH</td>
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<td>SECTIONAL TENSIONS</td>
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<td>NATIONAL UNITY</td>
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CALIFORNIA STANDARDS
Reading 2.0 Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.
Early Industry and Inventions

**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.

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

**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.

With the backing of investor Moses Brown, 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.

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

**CALIFORNIA STANDARDS**
- 8.5.1 Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.
- 8.6.1 Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).
- 8.10.2 Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
- 8.12.1 Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
- HI2 Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.

**Taking Notes**
Use your chart to take notes about early industry and inventions.

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

Many Americans 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*
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.

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.
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.

**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.

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.

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**Vocabulary**

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

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**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. **Using Graphics**

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

<table>
<thead>
<tr>
<th>Invention</th>
<th>Date</th>
<th>Effects</th>
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   Which inventions did most to link the nation? Explain. (H13)

3. **Main Ideas**

   a. Why was New England a good place to build early factories? (H11)
   b. What were working conditions like in Lowell mills? (H11)
   c. How were different U.S. regions linked economically? (H11)

4. **Critical Thinking**

   **Evaluating**

   How would you judge Samuel Slater and Francis Lowell, who brought secrets to the United States illegally? (H1)

   **THINK ABOUT**

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

---

**ACTIVITY OPTIONS**

**SCIENCE**

Explain how an invention from this chapter works, either in an oral report or a labeled diagram. (REP1)
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.
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...

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.

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.
Taking Notes
Use your chart to take notes about plantations and the spread of slavery.

Causes

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.

TERMS & NAMES

Eli Whitney
cotton gin
spirituals
Nat Turner

ONE AMERICAN’S STORY

Catherine Beale was born into slavery in 1838. In 1929, she recalled her childhood on a plantation.

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

Enslaved workers labor in the cotton fields.

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.

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

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.

**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 350.) 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
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*

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. A significant number of free blacks in the South overcame great obstacles to become skilled workers. Some did well enough to become planters. Many others 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

**Reading History**

D. Contrasting

How was plantation slavery different from slavery in cities?

**E. Making Inferences**

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

**Daily Life**

**SPRITUALS**

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.**

National and Regional Growth 351
messages about a planned escape or an owner’s unexpected return. African-American spirituals later influenced blues, jazz, and other forms of American music.

**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.

*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.
**Slave Rebellions**

Armed rebellion was an extreme form of resistance to slavery. Gabriel Prosser planned an attack on Richmond, Virginia, in 1800. In 1822, a free minister named Denmark Vesey planned a revolt in Charleston, South Carolina. Both plots were betrayed, and the leaders were hanged. At Vesey’s trial, witnesses said between 6,000 and 9,000 slaves were to be involved, which would have made it the largest slave rebellion in the United States.

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.

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.
ONE AMERICAN’S STORY

The War of 1812 sent a wave of nationalist feeling through the United States. Nationalism is a feeling of pride, loyalty, and protectiveness toward your country. 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 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.
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 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.

**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.


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 Court also weakened the states' control over business and financial transactions by extending the range of the “contract clause” in the Constitution to forbid states from passing laws “imparing the obligation of contracts.” The 1819 decision *Dartmouth College v. Woodward* established that states could not interfere with or nullify corporate contracts. This ruling built on an earlier one, *Fletcher v. Peck* (1810), which extended the contract clause to include public and private contracts.

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 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.

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 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 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.

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.

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. 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.

John Quincy Adams, at the time James Monroe’s secretary of state, spoke out against colonialism. In an 1821 speech, he declared that American foreign policy would not include colonization.

A VOICE FROM THE PAST

[America] has, in the lapse of nearly half a century, without a single exception, respected the independence of other nations while asserting and maintaining her own.
She has abstained from interference in the concerns of others, even when conflict has been for principles to which she clings, as to the last vital drop that visits the heart.

John Quincy Adams, speech before House of Representatives, July 4, 1821

In December 1823, President Monroe issued a statement that became known as the Monroe Doctrine. (See Interactive Primary Source, page 360.) 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.
The 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 with our policy so to do. It is only when our rights are invaded or seriously menaced 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, this whole nation is devoted. We owe it, therefore, to candor and to the amicable 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 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.

Interactive Primary Source Assessment

1. Main Ideas
   a. Why might the United States want no more European colonies in the Americas, particularly in Latin America? (REP4)
   b. How would staying neutral in European wars protect the United States? (REP4)
   c. How might the U.S. system of government be threatened if Europeans regained control of former colonies in the Americas? (REP4)

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? (REP4)
   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
**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 341–347)

1. How did the War of 1812 push the United States to build factories? (HI2)
2. How did the War of 1812 and free enterprise affect the U.S. economy? (HI2)
3. What was one effect of the steamboat? (HI2)
4. How did interchangeable parts transform the manufacturing process? (HI2)

**Plantations and Slavery Spread** (pages 348–353)

5. Why did slavery spread in the South? (HI2)
6. What were three hardships faced by enslaved people on plantations? (H11)
7. How did religion help people endure or resist slavery? (H12)

**Nationalism and Sectionalism** (pages 354–361)

8. How did the Supreme Court’s ruling in *McCulloch v. Maryland* strengthen the federal government? (HI2)
9. How did the United States gain the territory of Florida? (H11)
10. What were the terms of the Missouri Compromise? (H11)

**CRITICAL THINKING**

1. USING YOUR NOTES: ANALYZING CAUSES AND EFFECTS

Using your completed chart, answer the questions. (HI2)

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? (HI1)

3. ANALYZING CAUSES

How did geographic differences between regions lead to economic differences between them? (H12)

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. (H14)

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? (REP4)

**Did you predict the ways that new inventions would change the country? What surprised you?**
STANDARDS-BASED ASSESSMENT

Use the map and your knowledge of U.S. history to answer questions 1 and 2.
Additional Test Practice, pp. S1–S33.

1. Which Latin American countries became independent the same year as Mexico? (8.1.3)
   A. Argentina and Brazil
   B. Chile and Haiti
   C. Peru and Santo Domingo
   D. Peru and Uruguay

2. Which Latin American country was the first to gain independence? (8.1.3)
   A. Argentina
   B. Haiti
   C. Mexico
   D. Paraguay

Henry Clay is talking about the United States in this quotation. Use the quotation and your knowledge of U.S. history to answer question 3.

PRIMARY SOURCE

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

3. What idea was Henry Clay supporting in this speech? (8.6.2)
   A. separatism
   B. nationalism
   C. sectionalism
   D. patriotism

ALTERNATIVE ASSESSMENT

1. WRITING ABOUT HISTORY

Write the dialogue for a one-act play about the slave rebellion led by Nat Turner. (REP4)
   • Use library resources to learn about Nat Turner.
   • Include the events that led up to the rebellion.
   • Explain the lasting effects of the rebellion.

2. COOPERATIVE LEARNING

Participate in a class project to plan an exhibit depicting what slavery was like on cotton plantations. Choose one of the following topics: what enslaved people wore; what their living conditions were like; what rules they lived under; or what stories they told. Work with other students to research that subject. Discuss how to exhibit your findings. (REP3)

INTEGRATED TECHNOLOGY

FINDING PRIMARY SOURCES ON THE INTERNET

There are many first-hand accounts of factory life at the Lowell mills. Use the Internet to find at least two of the following on-line primary sources. Read the excerpts and articles, write five interesting facts that you learned from these sources, and then share them with the class. (REP4)
   • “Tales of Factory Life” an excerpt from Lowell Offering
   • “The Spirit of Discontent” an excerpt from Lowell Offering
   • “Harriet Robinson: Lowell Mill Girls”
   • Factory Rules from the Handbook to Lowell, 1848

For more about the Lowell mills . . .
Research Reports: 
Forces Affecting the Growing Nation

PURPOSE: To write a research report exploring forces that unified and divided the new nation

AUDIENCE: Your classmates

In Unit 3, you read about the huge changes that took place between 1789 and 1844 as the new nation grew from the original 13 colonies to a single nation. During those years of growth, some forces brought the nation together while others caused division and disagreement. How strong was the nation’s sense of unity? Were the forces of discord strong enough to pose a real threat? You can find answers to questions like these by writing a research report, a composition that pulls together information from primary and secondary sources.

The War of 1812 divided Americans. During the war, British troops set fire to the White House and other public buildings.

Organization & Focus

Your assignment is to write a 500–700 word research report on the forces that unified and divided the growing nation during the years covered in this unit. Your report should have an introduction, a body, and a conclusion, plus a bibliography—a list of the sources used in preparing the report. Define your thesis, or controlling main idea, in your introduction. The body of your report should support this thesis. Your conclusion should restate or summarize your thesis.

CHOOSING A TOPIC Review chapters 9, 10, and 11, looking for examples or incidents that reveal either a unifying or a dividing force in the nation. Keep track of this information in a two-column chart. When you have reviewed all three chapters, look over your chart and decide which examples or incidents you want to research further.

IDENTIFYING PURPOSE AND AUDIENCE Even today, there are forces that unify and divide Americans. The roots of some of these forces date back to the early years of our nation. Your purpose, then, is to research and explain some of these forces so that your audience—your classmates—can understand how these forces affect them today.
Research & Technology

Keep track of your sources on note cards. At the top of each card, write a heading, such as *Dividing Force*. Below the heading, write the source’s title, author, publisher, date, page number, or Web address. Record important ideas, concepts, and direct quotations for each source. You will use the cards to write your footnotes and bibliography. A sample note card is shown below.

**Dividing Force**


War of 1812: War Hawks in Congress supported it; pro-British Federalists of New England opposed it. The war divided the nation.

Quote: Called “Mr. Madison’s war” by those opposed to it.

**OUTLINING AND DRAFTING YOUR REPORT** Use the headings on your note cards to outline your report. Use the information on the cards to draft it. As you write your report, paraphrase and summarize the ideas taken from your sources. Whenever you use a fact or quotation from a source, indicate that with a footnote. Illustrate and enhance your information using charts, graphs, and maps.

Evaluation & Revision

A good research report should reflect a balance between ideas taken from sources and your own ideas. Try reading your first draft aloud to a “test reader.” Add, take out, or replace any information based on your reader’s reaction.

When you are satisfied with your report, prepare your bibliography and footnotes. Your language arts textbook or school handbook will help you use the correct form.

Publish & Present

After editing your report, prepare and print a final copy. Present your report to the class. After all the presentations, discuss the forces that continue to unify and divide the nation today.

Technology Tip  Keep in mind that Web sites sponsored by educational institutions (.edu) and government agencies (.gov) are generally most reliable.
Scotts Bluff in Nebraska became a landmark for settlers migrating west on the Oregon Trail.
“Our manifest destiny is to overspread the continent.”

—John L. O’Sullivan