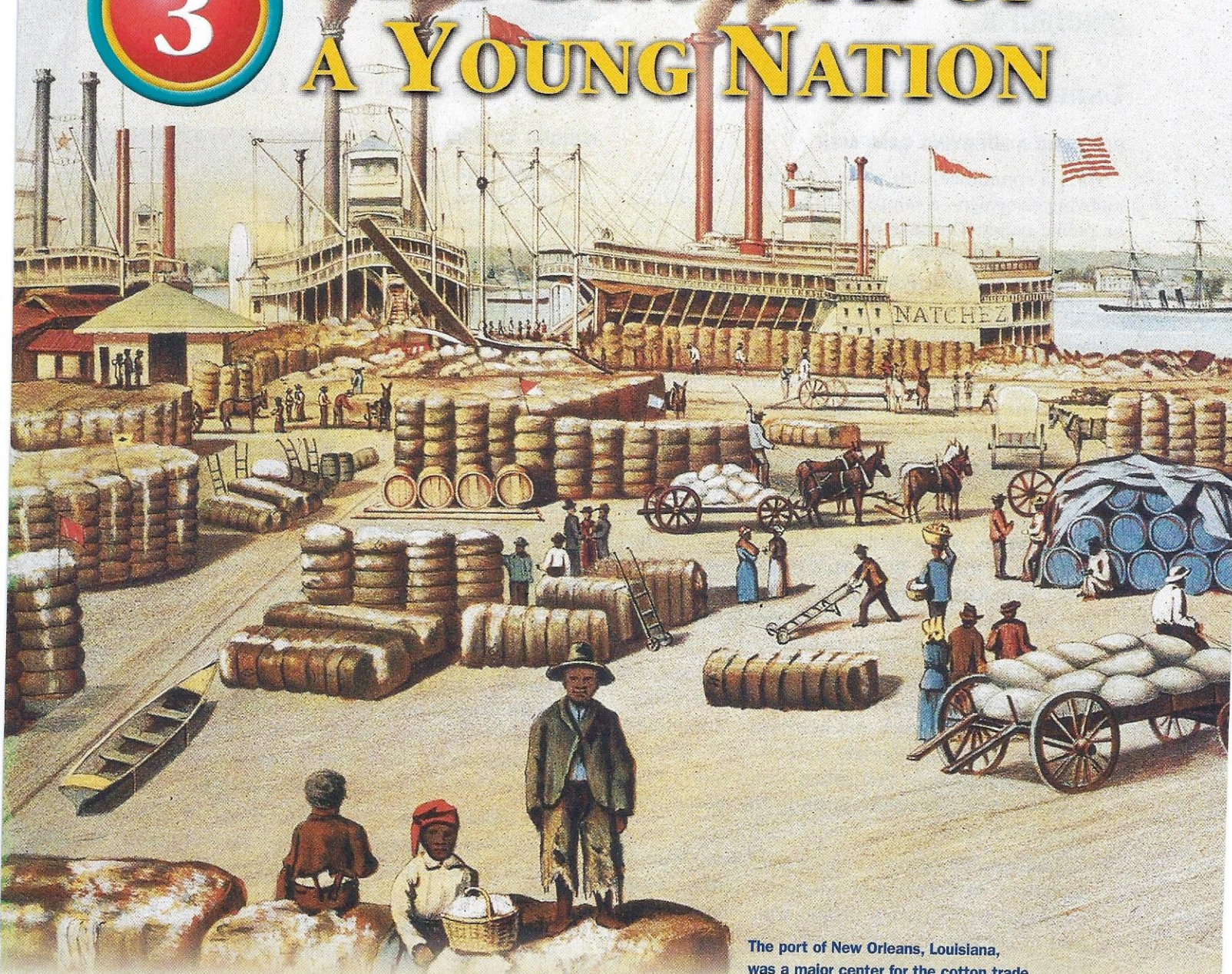






REVIEW CHAPTER  
**3**

# THE GROWTH OF A YOUNG NATION



The port of New Orleans, Louisiana, was a major center for the cotton trade.

**1803** The United States purchases the Louisiana Territory from France.



**1814** The Treaty of Ghent is signed, ending the War of 1812.

**1820** Congress passes the Missouri Compromise.

USA  
WORLD

**1800**

**1810**

**1820**



**1802** Toussaint L'Ouverture defeats French forces sent to recapture Saint Domingue (Haiti).

**1810** Mexican War of Independence begins.

**1815** Napoleon is defeated at Waterloo.



**1821** Mexico wins its independence from Spain.

PRESIDENTS

**1800:** Thomas Jefferson

**1804:** Thomas Jefferson

**1808:** James Madison

**1812:** James Madison

**1816:** James Monroe

**1820:** James Monroe

**1824:** John Quincy Adams

**1828:** Andrew Jackson



# INTERACT

## WITH HISTORY

The year is 1828. You are a senator from a Southern state. Congress has just passed a high tax on imported cloth and iron in order to protect Northern industry. The tax will raise the cost of these goods in the South and will cause Britain to buy less cotton. Southern states intend to ignore such federal laws that they consider unfair.

*Would you support the federal or your state government?*

### Examine the Issues

- What might happen if some states enforce laws and others don't?
- How can Congress address the needs of different states?
- What does it mean to be a nation?

 **RESEARCH LINKS** [CLASSZONE.COM](http://CLASSZONE.COM)

Visit the Chapter 3 links for more information about The Growth of a Young Nation.

**1831** William Lloyd Garrison publishes *The Liberator*.

**1836** Texas establishes itself as a republic, with Sam Houston as its first president.

**1838–39** Native Americans are relocated in the Trail of Tears.

**1844** Samuel Morse sends first telegraph message.

**1846** The war with Mexico begins.

**1848** Woman's rights convention held at Seneca Falls, New York.

**1830**

**1840**

**1850**

**1833** Great Britain abolishes slavery in the empire.

**1837** Victoria becomes queen of England.

**1845** The Great Potato Famine begins in Ireland.

**1848** Karl Marx's *The Communist Manifesto* is published.

**1832:** Andrew Jackson

**1836:** Martin Van Buren

**1840:** William Henry Harrison

**1841:** John Tyler (William Henry Harrison dies)

**1844:** James K. Polk

**1848:** Zachary Taylor

**1850:** Millard Fillmore (Zachary Taylor dies)



# The Jeffersonian Era

## MAIN IDEA

During the presidencies of Thomas Jefferson, James Madison, and James Monroe, the country grew in both size and prestige.

## WHY IT MATTERS NOW

Today's Democratic Party traces its roots to Jefferson and the Democratic-Republicans.

## Terms & Names

- Democratic-Republicans
- Jeffersonian republicanism
- *Marbury v. Madison*
- John Marshall

- judicial review
- Louisiana Purchase
- impressment
- James Monroe
- Monroe Doctrine

## CALIFORNIA STANDARDS

**11.1.3** Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.

**REP 4** Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

**HI 3** Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

## One American's Story

Patrick Gass was among those who took part in the famous Lewis and Clark expedition. Setting out in 1804, this expedition traveled overland from St. Louis, Missouri, to the Pacific. Along the way, Gass kept a journal in which he took notes on people, places, and the dramatic events he witnessed. Gass described one of those events in his journal entry for May 14, 1805.

### A PERSONAL VOICE PATRICK GASS

"This forenoon we passed a large creek on the North side and a small river on the South. About 4 in the afternoon we passed another small river on the South side near the mouth of which some of the men discovered a large brown bear, and six of them went out to kill it. They fired at it; but having only wounded it, it made battle and was near seizing some of them, but they all fortunately escaped, and at length succeeded in dispatching it. These bears are very bold and ferocious; and very large and powerful. The natives say they have killed a number of their brave men."

—A Journal of the Voyages and Travels of a Corps of Discovery

The journey Gass undertook with Lewis and Clark helped lay the foundations for expansion. The explorers brought back to the new government reports about the vast regions that lay to the west. Meanwhile, other Americans continued to shape the government in their growing nation.

## VIDEO

**RECRUITED BY LEWIS AND CLARK**  
Patrick Gass  
Chronicles the  
Journey West

## Jefferson's Presidency

The election of 1800 pitted Thomas Jefferson, a leader of the **Democratic-Republicans** (sometimes shortened to "Republicans"), against President John Adams and his Federalist Party.

It was a hard-fought struggle. Each party hurled wild charges at the other.



Democratic-Republicans called Adams a tool of the rich who wanted to turn the executive branch into a British-style monarchy. Federalists protested that Jefferson was a dangerous supporter of revolutionary France and an atheist.

**THE ELECTION OF 1800** In the balloting in the electoral college, Jefferson defeated Adams by eight electoral votes. However, since Jefferson's running mate, Aaron Burr, received the same number of votes as Jefferson, the House of Representatives was called upon to break the tie and choose between the two running mates. For six feverish days, the House took one ballot after another—35 ballots in all. Finally, Alexander Hamilton intervened. Although Hamilton opposed Jefferson's philosophy of government, he regarded Burr as unqualified for the presidency. Hamilton persuaded enough Federalists to cast blank votes that Jefferson received a majority of two votes. Burr then became vice-president.

The deadlock revealed a flaw in the electoral process established by the Constitution. As a result, Congress passed the Twelfth Amendment, which called for electors to cast separate ballots for president and vice-president. This system is still in effect today.

In his inaugural address, Jefferson extended the hand of peace to his opponents. "Every difference of opinion is not a difference of principle," he said. "We are all Republicans; we are all Federalists."

**SIMPLIFYING THE GOVERNMENT** Jefferson's theory of government, often called **Jeffersonian republicanism**, held that the people should control the government and that a simple government best suited the needs of the people. In accord with his belief in decentralized power, Jefferson tried to shrink the government and cut costs wherever possible. He reduced the size of the army, halted a planned expansion of the navy, and lowered expenses for government social functions. He also rolled back Hamilton's economic program by eliminating all internal taxes and reducing the influence of the Bank of the United States. **A**

Jefferson was the first president to take office in the new federal capital, Washington, D.C. Though in appearance the city was a primitive place of dirt roads and few buildings, its location between Virginia and Maryland reflected the growing importance of the South in national politics. In fact, Jefferson and the two presidents who followed him—James Madison and James Monroe—all were from Virginia. This pattern of Southern dominance underscored the declining influence of both New England and the Federalists in national political life at that time.

**JOHN MARSHALL AND THE SUPREME COURT** Just before leaving office, President Adams had tried to influence future judicial decisions by filling federal judgeships with Federalists. But the signed documents authorizing some of the appointments had not been delivered by the time Adams left office. Jefferson argued that these appointments were invalid and ordered Madison, his secretary of state, not to deliver them.

This argument led to one of the most important Supreme Court decisions of all time in **Marbury v. Madison** (1803). (See page 118.) The Federalist chief justice **John Marshall** declared that part of Congress's Judiciary Act of 1789, which would have forced Madison to hand over the papers, was unconstitutional. The decision strengthened the Supreme Court by establishing the principle of **judicial review**—the ability of the Supreme Court to declare a law, in this case an act of Congress, unconstitutional. **B**

#### MAIN IDEA

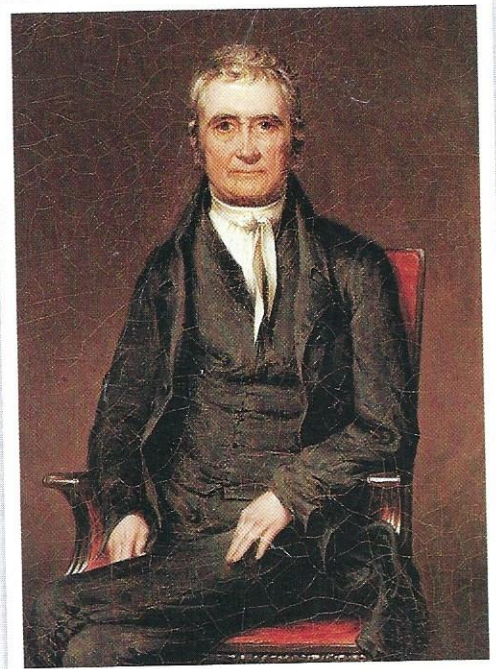
##### Making Inferences

**A** How did Jefferson's actions reflect his theory of government?

#### MAIN IDEA

##### Evaluating Decisions

**B** Why was the principle of judicial review important for the future of the Supreme Court?



**John Marshall, Chief Justice of the United States** (about 1832), by William James Hubbard.



**THE LOUISIANA PURCHASE** In 1800, Napoleon Bonaparte of France had persuaded Spain to return to France the Louisiana Territory, the land spanning from the Mississippi River west to the Rocky Mountains. France had handed this territory over to Spain in 1762, after the French and Indian War, but Napoleon planned to use it as a “breadbasket” for the colonial empire that he hoped to build in the West Indies. Many Americans were alarmed when they heard of this transfer, as they feared that a strong French presence in North America would force the United States into an alliance with Britain.

However, by 1803, Napoleon had abandoned his ideas of an American empire and offered to sell the Louisiana Territory to the United States. Jefferson doubted whether the Constitution gave him the power to make such a purchase, but he decided to proceed. At a price of \$15 million, the **Louisiana Purchase** more than doubled the size of the United States. Under the direction of President Jefferson, Meriwether Lewis and William Clark organized and led a group, including Patrick Gass, and set off in 1804 to explore the new territory. The explorers brought back valuable information about the West and showed that transcontinental travel was possible.

#### Background

Napoleon Bonaparte seized control of the French government in 1799 and expanded French territory until his defeat at Waterloo in Belgium in 1815.


## Madison and the War of 1812

Jefferson easily won reelection in 1804 but a crisis clouded his second administration. Renewed fighting between Britain and France threatened American shipping. The crisis continued into the administration of James Madison, who was elected president in 1808. Some four years later, Madison led the nation into the War of 1812 against Great Britain.

**THE CAUSES OF THE WAR** Although France and Britain both threatened U.S. ships between 1805 and 1814, Americans focused their anger on the British. One reason was the British policy of **impressment**, the practice of seizing Americans at sea and “impressing,” or drafting, them into the British navy. Americans grew even angrier after learning that officials in British Canada were supplying arms to Native Americans in support of their ongoing battle against American settlers. A group of young congressmen from the South and the West, known as the war hawks, demanded war.


**THE COURSE OF THE WAR** By the spring of 1812, President Madison had decided to commit America to war against Britain, and Congress approved the war declaration in mid-June.

Republican funding cuts and a lack of popular support had left the American military with few volunteers and ill-prepared for war. Britain, however, was too preoccupied with Napoleon in Europe to pay much attention to the Americans. Nonetheless, the British scored a stunning victory in August of 1814, when they brushed aside American troops and sacked Washington, D.C. Madison and other federal officials fled the city as the British burned the Capitol, the Presidential Mansion, and other public buildings. The most impressive American victory occurred at the Battle of New Orleans. There, on January 8, 1815, U.S. troops led by General Andrew Jackson of Tennessee routed a British force. Ironically, British and American diplomats had already signed a peace agreement before the Battle of New Orleans, but news of the pact had not reached Jackson in time. The Treaty of Ghent, signed on Christmas Eve, 1814, declared an armistice, or end to the fighting.

**THE CONSEQUENCES OF THE WAR** The war had three important consequences. First, it led to the end of the Federalist Party, whose members generally opposed the war. Second, it encouraged the growth of American industries to manufacture products no longer available from Britain because of the war. Third, it confirmed the status of the United States as a free and independent nation. 

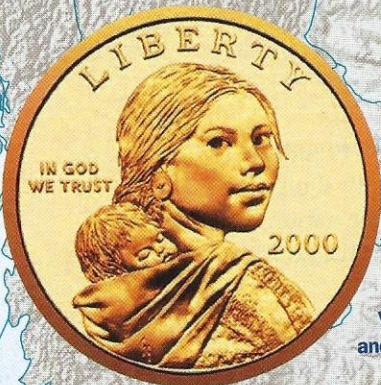
#### MAIN IDEA

#### Summarizing

 What were the principal consequences of the War of 1812?



# Lewis and Clark Expedition, 1804–1806



◀ This dollar coin honors Sacajawea, a young Shoshone woman who served as interpreter and guide for the expedition.



Mandan Village by Karl Bodmer

**5 April 25–26, 1805**

In high winds and cold, Lewis searches by land for the Yellowstone River. He rejoins Clark at the junction of the Missouri and Yellowstone rivers.

**4 April 7, 1805**

A party of 32, including Clark's black servant York, French-Canadian trader Charbonneau, his wife Sacajawea, and their son, depart at 5 p.m. to continue the journey. High northwest wind but otherwise fair weather.

**3 November 3, 1804**

A hard wind from the northwest sets in as the party makes camp.

**December 17, 1804**

In minus-45-degree weather, sentries have to be changed every half hour.

**2 August 20, 1804**

Sergeant Floyd dies, the only fatality of the expedition.

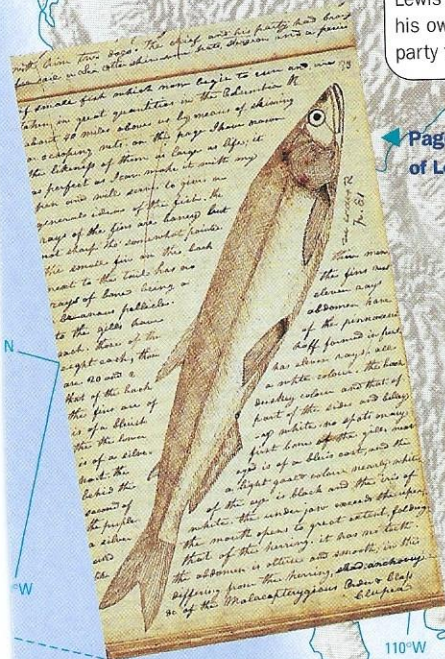
**1 May 14, 1804**

The party departs camp near Saint Louis about 4 p.m. in heavy rain.

**8 September 23, 1806**

Taking a shortcut that saves about 580 miles, the party reaches Saint Louis at 12 noon. Total mileage: 7,690.

◀ Page from the journal of Lewis and Clark.



NEW SPAIN

- Journey west, 1804–1805
- Journey home, 1806
- Lewis's route home
- Clark's route home
- Fort

0 250 500 miles  
0 250 500 kilometers



PACIFIC OCEAN



Compass of Lewis and Clark.

## GEOGRAPHY SKILLBUILDER

- 1. Movement** About how many miles did the expedition travel on its route to the Pacific Ocean?
- 2. Movement** On average, how many miles per day did they travel from Ft. Clatsop to the place where the party split up on July 3, 1806?



## Nationalism Shapes Foreign Policy

As with James Madison, foreign affairs dominated the first term of President **James Monroe**, who was elected in 1816. His secretary of state, John Quincy Adams, established a foreign policy based on nationalism—a belief that national interests should be placed ahead of regional concerns, such as slavery in the South or tariffs in the Northeast.

**TERRITORY AND BOUNDARIES** High on Adams's list of national interests were the security of the nation and the expansion of its territory. To further these interests, Adams arranged the Convention of 1818, which fixed the U.S. border at the 49th parallel from Michigan west to the Rocky Mountains. Adams also reached a compromise with Britain to jointly occupy the Oregon Territory, the territory west of the Rockies, for ten years. He also convinced Don Luis de Onís, the Spanish minister to the United States, to transfer Florida to the United States. The Adams-Onís Treaty (1819) also established a western boundary for the United States that extended along the Sabine River from the Gulf of Mexico north to the Arkansas River to its source, and then north to the 42nd parallel, and west to the Pacific Ocean. **D**

**THE MONROE DOCTRINE** When Napoleon invaded Portugal and Spain in 1807, the two countries did not have the money or military force to both defend themselves and keep control of their overseas territories at the same time. But when Napoleon was defeated in 1815, Portugal and Spain wanted to reclaim their former colonies in Latin America.

Meanwhile, the Russians, who had been in Alaska since 1784, were establishing trading posts in what is now California. In 1821, Czar Alexander I of Russia

### MAIN IDEA

#### Summarizing

**D** What were the major boundary disputes resolved by John Quincy Adams?

### U.S. Boundary Settlements, 1803–1819





claimed that Alaska's southern boundary was the 51st parallel, just north of Vancouver Island. He forbade foreign vessels from using the coast north of this line.

With Spain and Portugal trying to move back into their old colonial areas, and with Russia pushing in from the northwest, the United States knew that it had to do something. Many Americans were interested in acquiring northern Mexico and the Spanish colony of Cuba. Moreover, the Russian action posed a threat to American trade with China, which brought huge profits.

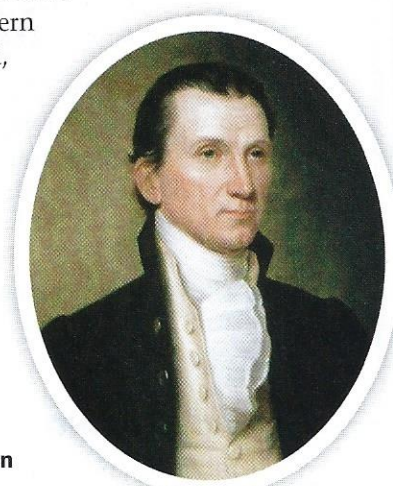
Accordingly, in his 1823 message to Congress, President Monroe warned all European powers not to interfere with affairs in the Western Hemisphere. They should not attempt to create new colonies, he said, or try to overthrow the newly independent republics in the hemisphere. The United States would consider such action "dangerous to our peace and safety." At the same time, the United States would not involve itself in European affairs or interfere with existing colonies in the Western Hemisphere.

### A PERSONAL VOICE PRESIDENT JAMES MONROE

"Our policy in regard to Europe . . . is not to interfere in the internal concerns of any of its powers. . . . But in regard to those continents [of the Western Hemisphere], circumstances are eminently and conspicuously different. It is impossible that the allied [European] powers should extend their political system to any portion of either continent without endangering our peace and happiness."

—Annual Message to Congress, December 2, 1823

James Monroe



#### MAIN IDEA

#### Predicting Effects

**E** Do you think that the Monroe Doctrine would be a source of peace or conflict for the United States? Why?

These principles became known as the **Monroe Doctrine**. The doctrine became a foundation for future American policy and represented an important step onto the world stage by the assertive young nation. At home however, sectional differences soon challenged national unity, requiring strong patriotic sentiments and strong leaders like Andrew Jackson to hold the nation together. **E**

## SECTION 1

### ASSESSMENT

**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- Democratic-Republicans
- John Marshall
- Louisiana Purchase
- James Monroe
- Jeffersonian republicanism
- judicial review
- impressment
- Monroe Doctrine
- *Marbury v. Madison*

#### MAIN IDEA

**2. TAKING NOTES** (HI 3)

In a chart like the one below, list an event from the administration of each president and note its significance.

| Thomas Jefferson |  |
|------------------|--|
| Event            |  |
| Significance     |  |
| James Madison    |  |
| Event            |  |
| Significance     |  |
| James Monroe     |  |
| Event            |  |
| Significance     |  |

#### CRITICAL THINKING

**3. EVALUATING LEADERSHIP** (REP 4)

How successful was Thomas Jefferson as president in achieving his goal of simplifying the government? **Think About:**

- the Louisiana Purchase
- military spending
- Jefferson's attitude toward the national bank

**4. EVALUATING** (CST 1)

Why was the War of 1812 a turning point for the early United States?

**5. DRAWING CONCLUSIONS** (HI 1)

How did the Monroe Doctrine assert American nationalism?





## MARBURY v. MADISON (1803)

**ORIGINS OF THE CASE** A few days before Thomas Jefferson's inauguration, outgoing president John Adams appointed William Marbury to be a justice of the peace. But the commission was not delivered to Marbury. Later, Jefferson's new secretary of state, James Madison, refused to give Marbury the commission. Marbury asked the Supreme Court to force Madison to give him his commission.

**THE RULING** The Court declared that the law on which Marbury based his claim was unconstitutional, and therefore it refused to order Madison to give Marbury his commission.

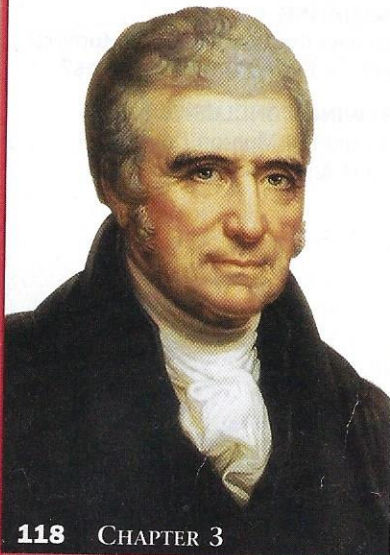
### LEGAL REASONING

Writing for the Court, Chief Justice John Marshall decided that Marbury had a right to his commission, and he scolded Madison at length for refusing to deliver it.

However, he then considered Marbury's claim that, under the Judiciary Act of 1789, the Supreme Court should order Madison to deliver the commission. As Marshall pointed out, the powers of the Supreme Court are set by the Constitution, and Congress does not have the authority to alter them. The Judiciary Act attempted to do just that.

Marshall reasoned that, since the Constitution is the "supreme law of the land, no law that goes against the Constitution can be valid."

**"If . . . the courts are to regard the constitution, and the constitution is superior to any ordinary act of the legislature, the constitution, and not such ordinary act, must govern the case to which they both apply."**



If an act of Congress violates the Constitution, then a judge must uphold the Constitution and declare the act void. In choosing to obey the Constitution, the Supreme Court did declare the Judiciary Act unconstitutional and void, and so refused to grant Marbury's request.

◀ Chief Justice John Marshall

### CALIFORNIA STANDARDS

**11.1.2** Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.

**HI 3** Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

### LEGAL SOURCES

#### U.S. CONSTITUTION

##### U.S. CONSTITUTION, ARTICLE III, SECTION 2 (1788)

"The judicial power shall extend to all cases . . . arising under this Constitution, the laws of the United States, and treaties made . . . under their authority."

##### U.S. CONSTITUTION, ARTICLE VI, CLAUSE 2 (1788)

"This Constitution, and the laws of the United States which shall be made in pursuance thereof . . . shall be the supreme law of the land; and the judges in every State shall be bound thereby. . . ."

#### RELATED CASES

##### FLETCHER v. PECK (1810)

The Court ruled a state law unconstitutional for the first time.

##### COHENS v. VIRGINIA (1821)

The Court overturned a state court decision for the first time.

##### GIBBONS v. OGDEN (1824)

The Court ruled that the federal Congress—not the states—had the power under the Constitution to regulate interstate commerce.





◀ William  
Marbury

## WHY IT MATTERED

In 1803, interest in Marbury's commission was primarily about partisan politics. The fight was just one skirmish in the ongoing battle between Federalists, such as Adams, and Democratic-Republicans, led by Jefferson and Madison, which had intensified in the election of 1800.

When Jefferson won the election, Adams made a final effort to hinder Jefferson's promised reforms. Before leaving office, he tried to fill the government with Federalists, including the "midnight" justices such as Marbury. Madison's refusal to deliver Marbury's appointment was part of Jefferson's subsequent effort to rid his administration of Federalists.

Marshall's opinion in *Marbury* might seem like a victory for Jefferson because it denied Marbury his commission. However, by scolding Madison and extending the principle of judicial review—the power of courts to decide whether or not specific laws are valid—the Court sent a message to Jefferson and to the Congress that the judiciary had the power to affect legislation. The Marshall Court, however, never declared another act of Congress unconstitutional.

## HISTORICAL IMPACT

In striking down part of the Judiciary Act, an act of Congress, Marshall gave new force to the principle of judicial review. The legacy of John Marshall and of *Marbury* is that judicial review has become a cornerstone of American government. One scholar has called it "America's novel contribution to political theory and the practice of constitutional government." As Justice Marshall recognized, judicial review is an essential component of democratic government; by ensuring that Congress exercises only those powers granted by the Constitution, the courts protect the sovereignty of the people.

Perhaps more importantly, the principle of judicial review plays a vital role in our federal system of checks and balances. With *Marbury*, the judicial branch secured its place as one of three coequal branches of the federal government. The judiciary has no power to make laws or to carry them out. However, judges have an important role in deciding what the law is and how it is carried out.

In *City of Boerne v. Flores* (1997), for instance, the Supreme Court declared void the Religious Freedom Restoration Act of 1993. Members of Congress had passed the act in an attempt to change the way federal courts apply the First Amendment's Free Exercise Clause. The Supreme Court ruled that Congress does not have the authority to decide what the First Amendment means—in effect, to define its own powers. The Court, and not Congress, is the interpreter of the Constitution.

Through the 1999–2000 term, the Court had rendered 151 decisions striking down—in whole or part—acts of Congress. It had also voided or restricted the enforcement of state laws 1,130 times. That the entire country has with few exceptions obeyed these decisions, no matter how strongly they disagreed, proves Americans' faith in the Supreme Court as the protector of the rule of law.

## THINKING CRITICALLY

### CONNECT TO HISTORY

1. **Comparing** Read encyclopedia articles about another Marshall Court decision, such as *Fletcher v. Peck*, *Cohens v. Virginia*, or *Gibbons v. Ogden*. Compare that decision with *Marbury* and consider what the two cases and opinions have in common. Write a paragraph explaining the major similarities between the cases.



SEE SKILLBUILDER HANDBOOK, PAGE R8.

### CONNECT TO TODAY

2.  **INTERNET ACTIVITY** CLASSZONE.COM

Visit the links for Historic Decisions of the Supreme Court to research a recent Supreme Court decision involving judicial review of an act of Congress. Write a case summary in which you describe the law's purpose, the Court's ruling, and the potential impact of the decision.



# The Age of Jackson

## MAIN IDEA

During a time of growing sectionalism, Andrew Jackson's election in 1828 ushered in a new era of popular democracy.

## WHY IT MATTERS NOW

Jackson's use of presidential powers laid the foundation for the modern presidency.

## Terms & Names

- Henry Clay
- American System
- John C. Calhoun
- Missouri Compromise
- Andrew Jackson
- John Quincy Adams
- Jacksonian democracy
- Trail of Tears
- John Tyler

## CALIFORNIA STANDARDS

**11.1.2** Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.

**11.1.3** Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.

**11.2.1** Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.

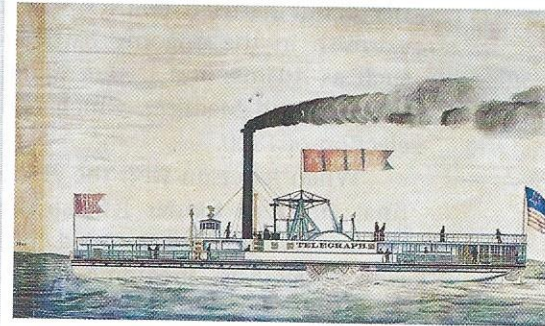
**11.10.2** Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and California Proposition 209.

**CST 1** Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

**REP 1** Students distinguish valid arguments from fallacious arguments in historical interpretations.

## One American's Story

Robert Fulton designed and built the first commercially successful steamboat. In 1807 his *Clermont* made the 150-mile trip up the Hudson River from New York City to Albany in 32 hours. Another one of Fulton's boats, the *Paragon*, was so luxurious that it had a paneled dining room and bedrooms. Fulton even posted regulations on his luxurious steamboats.



### A PERSONAL VOICE ROBERT FULTON

"As the steamboat has been fitted up in an elegant style, order is necessary to keep it so; gentlemen will therefore please to observe cleanliness, and a reasonable attention not to injure the furniture; for this purpose no one must sit on a table under the penalty of half a dollar each time, and every breakage of tables, chairs, sofas, or windows, tearing of curtains, or injury of any kind must be paid for before leaving the boat."

—quoted in *Steamboats Come True: American Inventors in Action*

▲ Steamboats, like the one pictured here, could move against a river's current or a strong wind.

Steamboats like the one Fulton described did more than comfortably transport passengers. They also carried freight and played an important role in uniting the nation economically. Although tensions continued to arise between the different sections of the nation, a growing national spirit kept the country together. This spirit was ultimately personified by Andrew Jackson—a self-made man from the growing West who was both confident and dynamic.

## Regional Economies Create Differences

In the early decades of the 19th century, the economies of the various regions of the United States developed differently. The Northeast began to industrialize while the South and West continued to be more agricultural.



**EARLY INDUSTRY IN THE UNITED STATES** The Industrial Revolution—large-scale production resulting in massive change in social and economic organization—began in Great Britain in the 18th century and gradually reached the United States.

Industry took off first in New England, whose economy depended on shipping and foreign trade. Agriculture there was not highly profitable, so New Englanders were more ready than other Americans to embrace new forms of manufacturing—and prime among these were mechanized textile, or fabric, mills.

Soon, farmers in the North began to specialize in one or two crops or types of livestock (such as corn and cattle), sell what they produced to urban markets, and then purchase with cash whatever else they needed from stores. Increasingly, these were items made in Northern factories. As a result, a market economy began to develop in which agriculture and manufacturing each supported the growth of the other. **A**

**MAIN IDEA**

**Analyzing Causes**

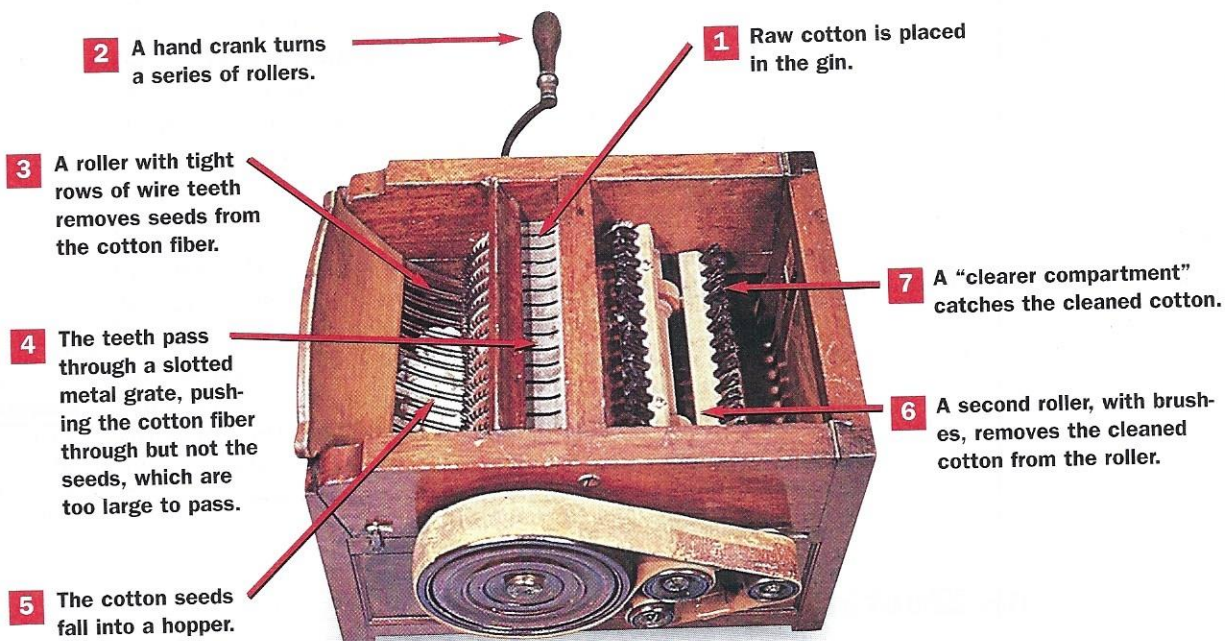
**A** How did agriculture and industry support a market economy in the North?

**THE SOUTH REMAINS AGRICULTURAL** Meanwhile, the South continued to grow as an agricultural power. Eli Whitney's invention of a cotton gin (short for "engine," or machine) in 1793 made it possible for Southern farmers to produce cotton more profitably. The emergence of a Cotton Kingdom in the South—and

**Science & Technology**

**THE COTTON GIN**

In 1794, Eli Whitney was granted a patent for a "new and useful improvement in the mode of Ginning Cotton." Workers who previously could clean only one pound of cotton by hand per day could now clean as much as fifty pounds per day. Because of Whitney's cotton gin, cotton production in the United States increased from three thousand bales in 1790 to more than two million bales in 1850.





thus the need for more field labor—contributed to the expansion of slavery. Between 1790 and 1820, the enslaved population increased from less than 700,000 to over 1.5 million. In the North, things were different. By 1804, states north of Delaware had either abolished slavery or had enacted laws for gradual emancipation. Slavery declined in the North, but some slaves remained there for decades.

**Vocabulary**  
**emancipation:** the act of freeing from bondage or slavery

## Balancing Nationalism and Sectionalism

These economic differences often created political tensions between the different sections of the nation. Throughout the first half of the 19th century, however, American leaders managed to keep the nation together.

### HISTORICAL SPOTLIGHT

#### THE SUPREME COURT BOOSTS NATIONAL POWER

As Henry Clay promoted the American System in an effort to strengthen nationalism, the Supreme Court also boosted national power with two significant decisions.

In *McCulloch v. Maryland* (1819), the high court denied Maryland the right to tax the Bank of the United States, thus strengthening the authority of the national government over state governments.

In *Gibbons v. Ogden* (1824), the Court further bolstered federal power by affirming the national government's right to regulate interstate commerce.

**CLAY'S AMERICAN SYSTEM** As the North, South, and West developed different economies, President Madison developed a plan to move the United States toward economic independence from Britain and other European powers. In 1815 he presented his plan to Congress. It included three major points:

- establishing a protective tariff
- rechartering the national bank
- sponsoring the development of transportation systems and other internal improvements in order to make travel throughout the nation easier

House Speaker **Henry Clay** promoted the plan as the “**American System.**” **B**

Madison and Clay supported tariffs on imports to protect U.S. industry from British competition. Most Northeasterners also welcomed protective tariffs. However, people in the South and West, whose livelihoods did not depend on manufacturing, were not as eager to tax European imports. Nevertheless, Clay, who was from the West (Kentucky), and **John C. Calhoun**, a Southerner (South Carolina), convinced congressmen from their regions to approve the Tariff of 1816. Also in 1816, Congress voted to charter the Second Bank of the United States for a 20-year period and to create a unified currency.

#### MAIN IDEA

#### Analyzing Motives

**B** What was the intention behind the “American System”?

**THE MISSOURI COMPROMISE** In spite of these efforts to unify the national economy, sectional conflicts remained part of American politics. In 1818 settlers in Missouri requested admission to the Union. Northerners and Southerners disagreed, however, on whether Missouri should be admitted as a free state or a slave state.

Behind the leadership of Henry Clay, Congress passed a series of agreements in 1820–1821 known as the **Missouri Compromise**. Under these agreements, Maine was admitted as a free state and Missouri as a slave state. The rest of the Louisiana Territory was split into two parts. The dividing line was set at 36°30′ north latitude. South of the line, slavery was legal. North of the line—except in Missouri—slavery was banned. **C**

#### MAIN IDEA

#### Summarizing

**C** What agreements made up the Missouri Compromise?

## The Election of Andrew Jackson

Despite these sectional tensions, the story of America in the early 19th century was one of expansion—expanding economies, expanding territory, and expanding democracy. The man who embraced the spirit of that expansion and to many personified it was **Andrew Jackson**, who captured the presidency in 1828.



**Vocabulary**  
**corrupt:** marked  
by bribery

**THE ELECTION OF 1824** In 1824, Andrew Jackson lost his bid for the presidency to **John Quincy Adams**. Jacksonians, or followers of Jackson, accused Adams and Jackson's political enemy, Henry Clay, of stealing the presidency. Then, because Adams appointed Clay secretary of state, the Jacksonians claimed Adams had struck a corrupt bargain. The split between Clay and Jackson tore apart the Democratic-Republican party. While Clay and his faction were called the National Republican Party, the Jacksonians became known as the Democratic Party.

**EXPANDING DEMOCRACY CHANGES POLITICS** During John Quincy Adams's presidency, most states had eased property requirements for voting, thereby enlarging the voting population. In the election of 1824, approximately 350,000 white males voted for the presidency. In 1828, over three times that number voted. Many of these new voters were common people who viewed the rugged westerner Jackson as their champion. The support of this new voting bloc gave Jackson victory in the election of 1828.

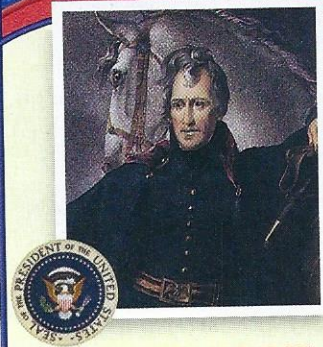
## Jacksonian Democracy

**THE SPOILS SYSTEM** Jackson's ideal of political power for all classes is often called **Jacksonian democracy**. As part of this philosophy, Jackson sought to give common people a chance to participate in government. He did this through the spoils system, in which new administrations hire their own supporters to replace supporters of the previous administration. Using the spoils system, Jackson gave away huge numbers of jobs to friends and also to political allies.

President-elect Andrew Jackson greets well-wishers on his way to Washington, D.C., to be inaugurated president in 1829.



### KEY PLAYER



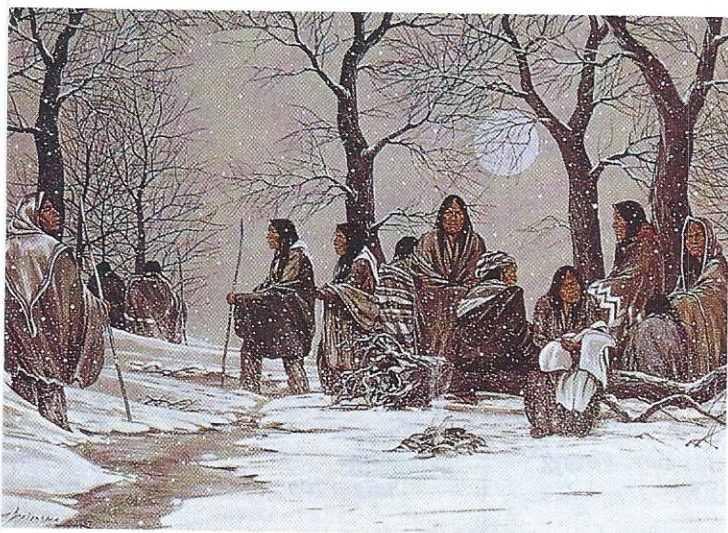
**ANDREW JACKSON**  
1767–1845

Andrew Jackson thought of himself as a man of the people. He had been born in poverty in the Carolina backcountry, the son of Scots-Irish immigrants. He was the first president since George Washington without a college education.

At the time of his election at the age of 61, however, Jackson was hardly one of the common people. He had built a highly successful career in Tennessee in law, politics, land speculation, cotton planting, and soldiering. His home, the Hermitage, was a mansion, not a log cabin. Anyone who owned more than a hundred slaves, as Jackson did, was very wealthy.



**THE INDIAN REMOVAL ACT** In 1830 Congress, with the support of Jackson, passed the Indian Removal Act. Under this law, the federal government provided funds to negotiate treaties that would force the Native Americans to move west.



▲ *Trail of Tears*, a 1992 painting by Troy Anderson, a Cherokee artist

Many of the tribes signed removal treaties. However, the Cherokee Nation refused and fought the government in the courts. In 1832, the Supreme Court ruled in *Worcester v. Georgia* that the state of Georgia could not regulate the Cherokee Nation by law or invade Cherokee lands. However, Jackson refused to abide by the Supreme Court decision, saying, "John Marshall has made his decision; now let him enforce it." **D**

**THE TRAIL OF TEARS** In the years following the Court's ruling, U.S. troops rounded up the Cherokee and drove them into camps to await the journey west. A Baptist missionary described the scene.

#### MAIN IDEA

#### Analyzing Events

**D** How did the federal government initially try to enforce the Indian Removal Act?

#### A PERSONAL VOICE EVAN JONES

"The Cherokees are nearly all prisoners. They had been dragged from their houses and encamped at the forts and military places, all over the nation. In Georgia especially, multitudes were allowed no time to take anything with them except the clothes they had on. Well-furnished houses were left as prey to plunderers."

—Baptist Missionary Magazine, June 16, 1838

Beginning in the fall of 1838, the Cherokee were sent off in groups of about 1,000 each on the 800-mile journey, mostly on foot. As winter came, more and more Cherokee died. The Cherokee buried more than a quarter of their people along the **Trail of Tears**, the forced marches the Cherokee followed from Georgia to the Indian Territory. (See map on page 125.)

## Nullification and the Bank War

In 1824 and again in 1828, Congress increased the Tariff of 1816. Jackson's vice-president, John C. Calhoun of South Carolina, called the 1828 tariff a Tariff of Abominations because he blamed it for economic problems in the South.

The South's economy depended on cotton exports. Yet the high tariff on manufactured goods reduced British exports to the United States, and because of this, Britain bought less cotton. With the decline of British goods, the South was now forced to buy the more expensive Northern manufactured goods. From the South's point of view, the North was getting rich at the expense of the South.

**THE NULLIFICATION CRISIS** To try to free South Carolinians from the tariff, Calhoun developed a theory of nullification. Calhoun's theory held that the U.S. Constitution was based on a compact among the sovereign states. If the Constitution had been established by 13 sovereign states, he reasoned, then the states must still be sovereign, and each would have the right to determine whether acts of Congress were constitutional. If a state found an act to be unconstitutional, the state could declare the offending law nullified, or inoperative, within its borders. **E**

The Senate debated the tariff question (and the underlying states' rights issue). Senator Daniel Webster of Massachusetts opposed nullification and South Carolina Senator Robert Hayne aired Calhoun's views.

#### MAIN IDEA

#### Making Predictions

**E** What do you think might be the consequences of Calhoun's nullification theory for federal-state relations?

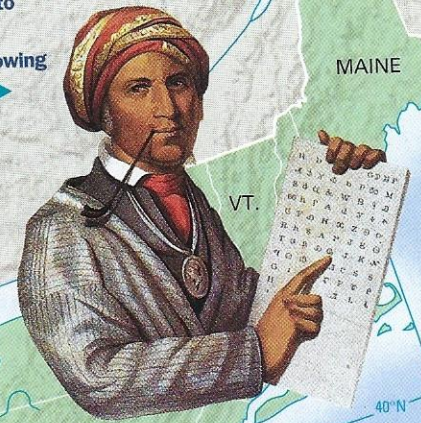


## Effects of the Indian Removal Act, 1830s–1840s



Many Cherokees in the western territory, like the woman pictured here, taught their children at home in order to keep the Cherokee language and customs alive.

Sequoyah, or George Guess, devised the Cherokee alphabet in 1821 to help preserve the culture of the Cherokee Nation against the growing threat of American expansion. ▶

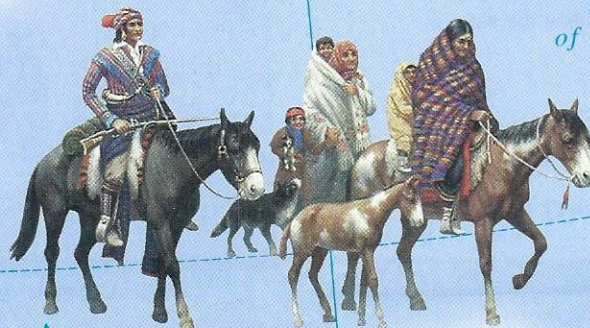


By 1840, about 15,000 Cherokee had been forcibly moved 800 miles west on routes afterward called the Trail of Tears. On the Trail of Tears they suffered from cold, hunger, and diseases such as pneumonia, tuberculosis, smallpox, and cholera. About one-fourth died.

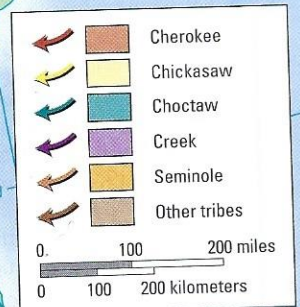
Nearly 15,000 Creek, many in manacles and chains, were moved from Alabama and Georgia to the Canadian River in Indian Territory in 1835.

By 1834, about 14,000 Choctaw had relocated along the Red River under the terms of the Indian Removal Act of 1830. About 7,000 remained in Mississippi.

REPUBLIC OF TEXAS (after 1836)



Detail from *Trail of Tears*, a painting by Robert Lindeux



### GEOGRAPHY SKILLBUILDER

- 1. Place** Where were most of the tribes moved?
- 2. Movement** What do you think were the effects of this removal on Native Americans?



In 1832 the issue of states' rights was put to a test when Congress raised tariffs again. South Carolinians declared the tariffs of 1828 and 1832 "null, void, and no law." Then they threatened to secede, or withdraw from the Union, if customs officials tried to collect duties.

In response, an outraged Jackson urged Congress to pass the Force Bill to allow the federal government to use the military if state authorities resisted paying proper duties. A bloody confrontation seemed likely until Henry Clay forged a compromise in 1833. Clay proposed a tariff bill that would gradually lower duties over a ten-year period. The compromise also included passage of the Force Bill. The tension between states' rights and federal authority subsided—temporarily.

**JACKSON'S BANK WAR** Although Jackson defended federal power in the nullification crisis, he tried to decrease federal power when it came to the Second Bank of the United States. Jackson believed that the national bank was an agent of the wealthy, and that its members cared nothing for the common people.

In 1832 Jackson won reelection despite the efforts of his critics to make a campaign issue out of Jackson's opposition to the bank. After his reelection, he tried to kill the bank by withdrawing all government deposits from the bank's branches and placing them in certain state banks called "pet banks" because of their loyalty to the Democratic Party. As a result, the Bank of the United States became just another bank. **F**

Jackson won the bank war, but his tactics and policies angered many people. Many accused him of acting more like a king than a president. In 1832, his opponents formed a new political party, which they later called the Whig Party.

#### MAIN IDEA

#### Analyzing Motives

**F** What were some of Jackson's reasons for opposing the Second Bank of the United States?

### Analyzing Political Cartoons

#### "KING ANDREW THE FIRST"

Andrew Jackson once justified his tendency to place personal prerogative above constitutional law or national policy by stating that "One man with courage makes a majority." His critics replied with accusations of tyranny. The *New York American* condemned Jackson as a "maniac," who would "trample the rights of our people under his feet." The Whig convention of 1834 declared, "Your president has become your MONARCH."

Both of those sentiments are reflected in this political cartoon that portrays Jackson as a king.

- Ancient portraits of kings often depicted them grinding their conquered enemies beneath their heel. Beneath Jackson's feet are the torn pages of the Constitution.
- In one hand, Jackson is holding a scepter, a symbol of kingly power, while in the other, he is holding the veto, a symbol of presidential power.

#### SKILLBUILDER Analyzing Political Cartoons

1. What does this cartoon suggest about Jackson's attitude toward the Constitution?
2. How does this cartoon particularly comment on Jackson's use of presidential power?





## Successors Deal with Jackson's Legacy

When Jackson announced that he would not run for a third term in 1836, the Democrats chose Vice-President Martin Van Buren as their candidate. The newly formed Whig Party ran three regional candidates against him. With Jackson's support, however, Van Buren easily won the election.

**THE PANIC OF 1837** Along with the presidency, however, Van Buren inherited the consequences of Jackson's bank war. Many of the pet banks that accepted federal deposits were wildcat banks that printed bank notes wildly in excess of the gold and silver they had on deposit. Such wildcat banks were doomed to fail when people tried to redeem their currency for gold or silver.

By May 1837, many banks stopped accepting paper currency. In the panic of 1837, bank closings and the collapse of the credit system cost many people their savings, bankrupted hundreds of businesses, and put more than a third of the population out of work. **G**

**HARRISON AND TYLER** In 1840 Van Buren ran for reelection against Whig Party candidate William Henry Harrison, who was known as "Tippecanoe" for a battle he won against Native Americans in 1811. The Whigs blamed Van Buren for the weak economy and portrayed Harrison, the old war hero, as a man of the people and Van Buren as an aristocrat.

Harrison won the election, but died just a month after his inauguration. **John Tyler**, Harrison's vice-president, became president. A strong-minded Virginian and former Democrat, Tyler opposed many parts of the Whig program. He halted hopes for significant Whig reforms.

The Democrat and Whig parties went on to dominate national politics until the 1850s. The new politicians appealed more to passion than to reason. They courted popularity in a way that John Quincy Adams and his predecessors never would have. Thus, the style of politics in America had changed drastically since the 1790s. Political speeches became a form of mass entertainment, involving far more Americans in the political process. Also, the West was playing an increasing role in national politics. That trend would continue as more Americans moved to places like Texas and California.

### MAIN IDEA

#### Analyzing Causes

**G** How did "wildcat banks" contribute to the panic of 1837?

## SECTION 2

### ASSESSMENT

**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- Henry Clay
- American System
- John C. Calhoun

- Missouri Compromise
- Andrew Jackson

- John Quincy Adams
- Jacksonian democracy

- Trail of Tears
- John Tyler

### MAIN IDEA

**2. TAKING NOTES** (11.1.3)

In a chart like the one shown, write newspaper headlines that tell the significance of each date.

| Dates | Headlines |
|-------|-----------|
| 1815  |           |
| 1820  |           |
| 1828  |           |
| 1832  |           |
| 1837  |           |
| 1838  |           |

### CRITICAL THINKING

**3. EVALUATING** (11.1.3)

In what ways do you think the Missouri Compromise and the nullification crisis of 1832 might be considered important milestones in American history? **Think About:**

- the expansion of slavery into the West
- Calhoun's nullification theory
- Jackson's reaction to South Carolina's actions

**4. ANALYZING CAUSES** (HI 1)

What factors set the stage for the Indian Removal Act of 1830 and the Trail of Tears? **Think About:**

- U.S. expansion to the west
- removal treaties
- Jackson's response to *Worcester v. Georgia*



# TRACING THEMES

## States' Rights

The power struggle between states and the federal government has caused controversy since the country's beginning. At its worst, the conflict resulted in the Civil War. Today, state and federal governments continue to square off on jurisdictional issues.

- In 1996, the Supreme Court ruled that congressional districts in Texas and North Carolina that had been redrawn to increase minority representation were unconstitutional.
- In 2000, the Supreme Court agreed to hear another case in the ongoing—since 1979—dispute between the federal government and the state of Alaska over who has authority to lease offshore land for oil and gas drilling.

Constitutional conflicts between states' rights and federal jurisdiction are pictured here. As you read, see how each issue was resolved.

### CALIFORNIA STANDARDS

**11.1.3** Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.

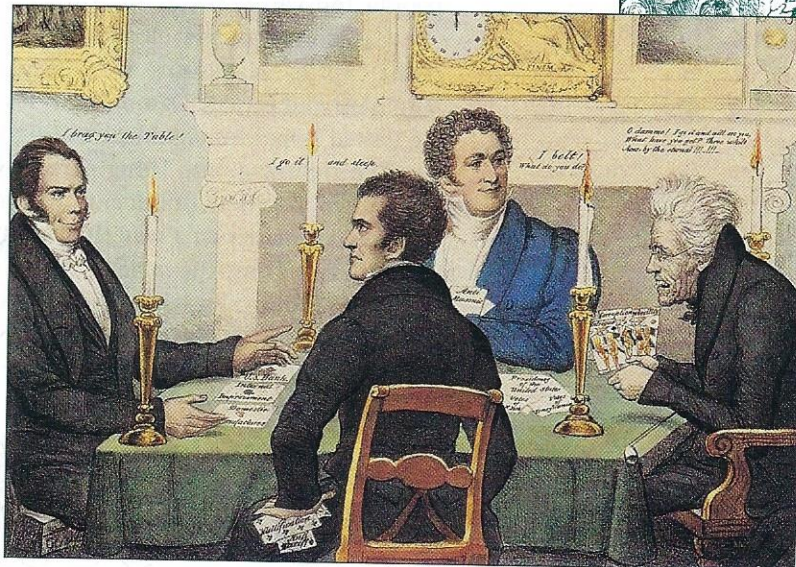
**HI 4** Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

## 1787

### ▼ CONSTITUTIONAL CONVENTION

**ISSUE:** The Constitution tried to resolve the original debate over states' rights versus federal authority.

At the Constitutional Convention in Philadelphia, delegates wanted to create a federal government that was stronger than the one created by the Articles of Confederation. But delegates disagreed about whether the federal government should have more power than the states. They also disagreed about whether large states should have more power than small states in the national legislature. The convention compromised—the Constitution reserves certain powers for the states, delegates other powers to the federal government, divides some powers between state and federal governments, and tries to balance the differing needs of the states through two houses of Congress.

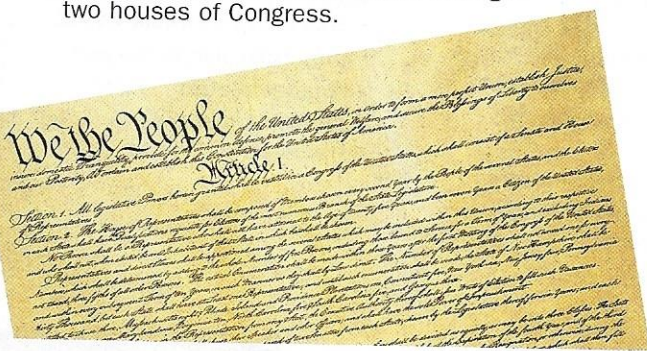


## 1832

### NULLIFICATION ▲

**ISSUE:** The state of South Carolina moved to nullify, or declare void, a tariff set by Congress.

In the cartoon above, President Andrew Jackson, right, is playing a game called bragg. One of his opponents, Vice President John C. Calhoun, is hiding two cards, "Nullification" and "Anti-Tariff," behind him. Jackson is doing poorly in this game, but he eventually won the real nullification dispute. When Congress passed high tariffs on imports in 1832, politicians from South Carolina, led by Calhoun, tried to nullify the tariff law, or declare it void. Jackson threatened to enforce the law with federal troops. Congress reduced the tariff to avoid a confrontation, and Calhoun resigned the vice-presidency.



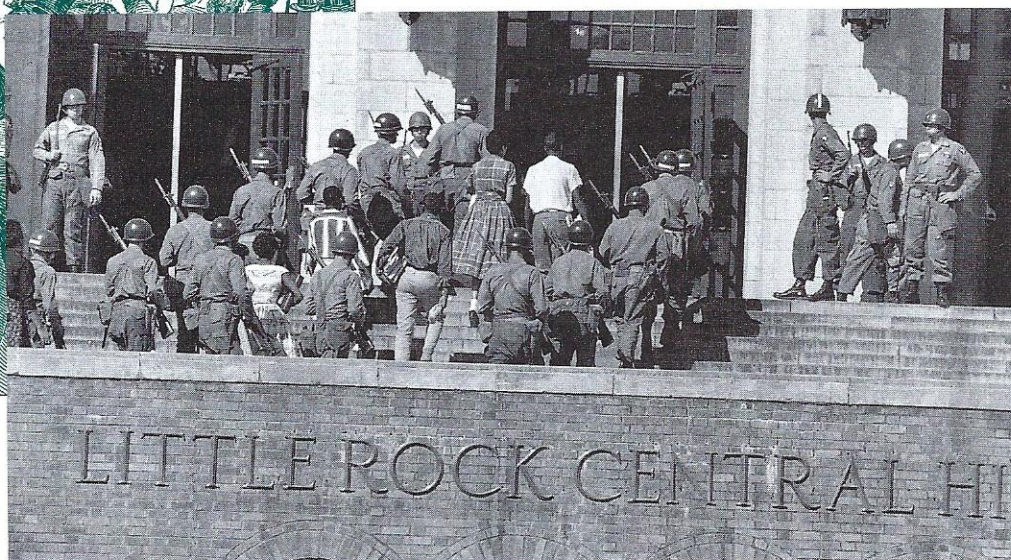
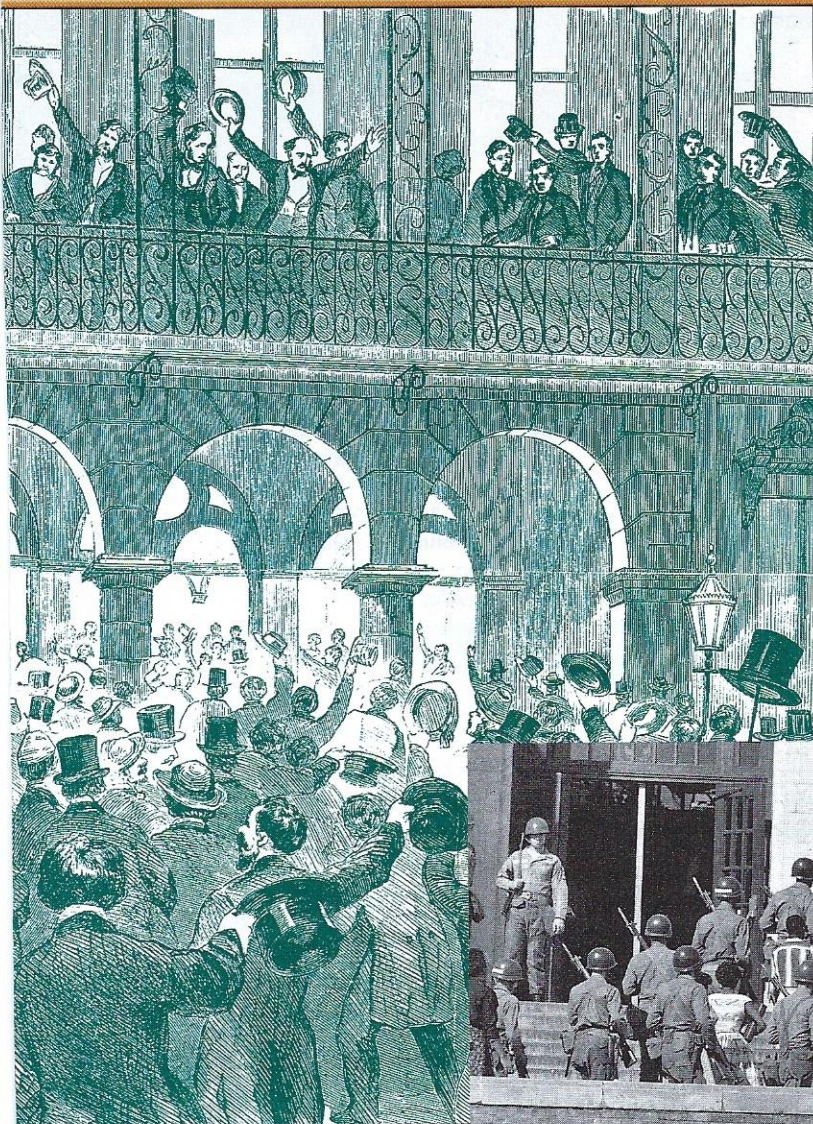


# 1860

## ◀ SOUTH CAROLINA'S SECESSION

**ISSUE:** The conflict over a state's right to secede, or withdraw, from the Union led to the Civil War.

In December 1860, Southern secessionists cheered "secession" enthusiastically in front of the Mills House (left), a hotel in Charleston, South Carolina. South Carolina seceded after the election of Abraham Lincoln, whom the South perceived as anti-states' rights and antislavery. Lincoln took the position that states did not have the right to secede from the Union. In 1861, he ordered that provisions be sent to the federal troops stationed at Fort Sumter in Charleston harbor. South Carolinians fired on the fort—and the Civil War was under way. The Union's victory in the war ended the most serious challenge to federal authority: states did not have the right to secede from the Union.



# 1957

## LITTLE ROCK CENTRAL HIGH SCHOOL ▲

**ISSUE:** Some Southern governors refused to obey federal desegregation mandates for schools.

In 1957, President Eisenhower mobilized federal troops in Little Rock, Arkansas, to enforce the Supreme Court's 1954 ruling in the case of *Brown v. Board of Education of Topeka*. This ruling made segregation in public schools illegal. The Arkansas National Guard escorted nine African-American students into Little Rock Central High School against the wishes of Governor Orval Faubus, who had tried to prevent the students from entering the school. After this incident, Faubus closed the high schools in Little Rock in 1958 and 1959, thereby avoiding desegregation.

## THINKING CRITICALLY

### CONNECT TO HISTORY

- 1. Creating a Chart** For each incident pictured, create a chart that tells who was on each side of the issue, summarizes each position, and explains how the issue was resolved.

### CONNECT TO TODAY

- 2. Using Primary and Secondary Sources** Research one of the controversies in the bulleted list in the opening paragraph or another states' rights controversy of the 1990s or 2000s. Decide which side you support. Write a paragraph explaining your position on the issue.



RESEARCH LINKS

CLASSZONE.COM



# Manifest Destiny

## MAIN IDEA

Through settlement and war, the United States greatly expanded its boundaries during the mid-1800s.

## WHY IT MATTERS NOW

The actions Americans took during this period established the current borders of the 48 contiguous states.

## Terms & Names

- manifest destiny
- Santa Fe Trail
- Oregon Trail
- Stephen F. Austin
- Texas Revolution
- the Alamo
- Sam Houston
- James K. Polk
- Republic of California
- Treaty of Guadalupe Hidalgo

## CALIFORNIA STANDARDS

**11.3.3** Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).

**REP 3** Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

**REP 4** Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

**HI 2** Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

**HI 3** Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

## One American's Story

In 1821, Stephen F. Austin led the first of several groups of American settlers to a fertile area along the Brazos River. Drawn by the promise of inexpensive land and economic opportunity, Austin established a colony of American settlers in Tejas, or Texas, then the northernmost province of the Mexican state of Coahuila. However, Austin's plans didn't work out as well as he had hoped; 12 years later, he found himself in a Mexican prison and his new homeland in an uproar. After his release, Austin spoke about the impending crisis between Texas and Mexico.

### A PERSONAL VOICE STEPHEN F. AUSTIN

"Texas needs peace, and a local government; its inhabitants are farmers, and they need a calm and quiet life. . . . [But] my efforts to serve Texas involved me in the labyrinth of Mexican politics. I was arrested, and have suffered a long persecution and imprisonment. . . . I fully hoped to have found Texas at peace and in tranquillity, but regret to find it in commotion; all disorganized, all in anarchy, and threatened with immediate hostilities. . . . Can this state of things exist without precipitating the country into a war? I think it cannot."

—quoted in *Lone Star: A History of Texas and Texans*



Stephen F. Austin

Austin's prediction was correct. War did break out in Texas—twice. First, Texans rebelled against the Mexican government. Then, the United States went to war against Mexico over the boundaries of Texas. These conflicts were the climax of decades of competition over the western half of North America—a competition that involved the United States, Mexico, Native Americans, and various European nations. The end result of the competition would be U.S. control over a huge swath of the continent, from the Atlantic to the Pacific.

## Settling the Frontier

As various presidents established policies in the early 19th century that expanded U.S. territory, American settlers pushed first into the Northwest Territory and then headed farther west.



### MAIN IDEA

#### Predicting Effects

**A** How might manifest destiny later affect U.S. relations with Native Americans?

**AMERICANS PURSUE MANIFEST DESTINY** For a quarter century after the War of 1812, only a few Americans explored the West. Then, in the 1840s, expansion fever gripped the country. Many Americans began to believe that their movement westward was predestined by God. The phrase “**manifest destiny**” expressed the belief that the United States was ordained to expand to the Pacific Ocean and into Mexican and Native American territory. Many Americans also believed that this destiny was manifest, or obvious and inevitable.

Most Americans had practical reasons for moving west. For settlers, the abundance of land was the greatest attraction. As the number of western settlers climbed, merchants and manufacturers followed, seeking new markets for their goods. Many Americans also trekked west because of personal economic problems in the East. The panic of 1837, for example, had disastrous consequences and convinced many Americans that they would be better off attempting a fresh start in the West. **A**

**TRAILS WEST** The settlers and traders who made the trek west used a series of old Native American trails as well as new routes. One of the busiest routes was the **Santa Fe Trail**, which stretched 780 miles from Independence, Missouri, to Santa Fe in the Mexican province of New Mexico. (See map on page 132.) Each spring from 1821 through the 1860s, American traders loaded their covered wagons with goods and set off toward Santa Fe.

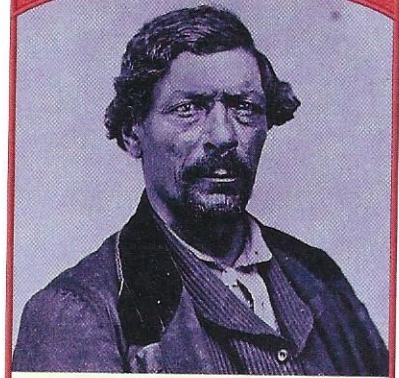
For about the first 150 miles, traders traveled individually. After that, fearing attacks by Native Americans, traders banded into organized groups of up to 100 wagons. Cooperation, though, came to an abrupt end when Santa Fe came into view. Traders raced off on their own as each tried to be the first to arrive. After a few days of trading, they loaded their wagons with goods, restocked their animals, and headed back to Missouri.

The **Oregon Trail** stretched from Independence, Missouri, to Oregon City, Oregon. It was blazed in 1836 by two Methodist missionaries named Marcus and Narcissa Whitman. By driving their wagon as far as Fort Boise (near present-day Boise, Idaho), they proved that wagons could travel on the Oregon Trail.

Following the Whitmans’ lead, many pioneers migrated west on the Oregon Trail. Some bought “prairie schooners,” wooden-wheeled wagons covered with sailcloth and pulled by oxen. Most walked, however, pushing handcarts loaded with a few precious possessions, food, and other supplies. The trip took months, even if all went well.

**THE MORMON MIGRATION** One group migrated westward along the Oregon Trail to escape persecution. These people were the Mormons, a religious community that would play a major role in the development of the West. Founded by Joseph Smith in upstate New York in 1827, the Mormon community moved to Ohio and then Illinois to escape persecution. After an anti-Mormon mob murdered Smith, a leader named Brigham Young urged the Mormons to move farther west. Thousands of believers walked to Nebraska, across Wyoming to the Rockies, and then southwest. In 1847, the Mormons stopped at the edge of the desert near the Great Salt Lake, in what is now Utah. Young boldly

### HISTORICAL SPOTLIGHT



**JIM BECKWOURTH**  
1798–1867?

James Pierson Beckwourth (or Beckwirth) was the toughest kind of pioneer, a mountain man. The son of an African-American woman, he ventured westward with a fur-trading expedition in 1823 and found the place that would become his home for nearly the next quarter century—the Rocky Mountains. He greatly impressed the Crow, who gave him the name “Bloody Arm” because of his skill as a fighter.

Beckwourth served from 1837 until 1848 as an Army scout and trading-post operator. In 1848, he discovered a passage in the Sierra Nevada range that led to California’s Sacramento Valley and decided to settle down near the pass and become a rancher. “In the spring of 1852 I established myself in Beckwourth Valley, and finally found myself transformed into a hotel-keeper and chief of a trading-post.”

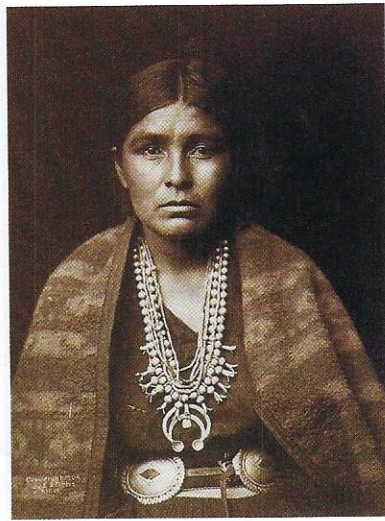
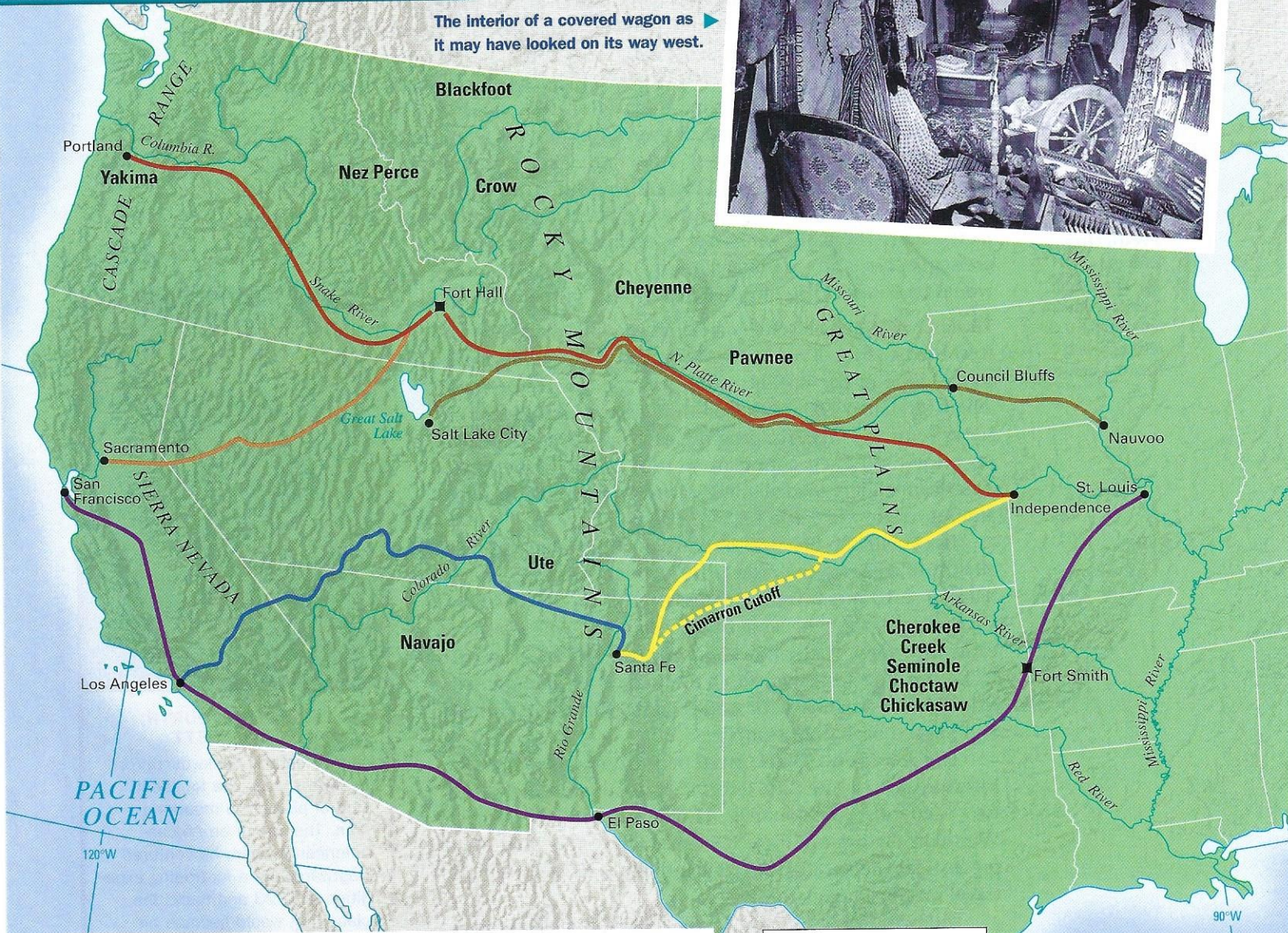
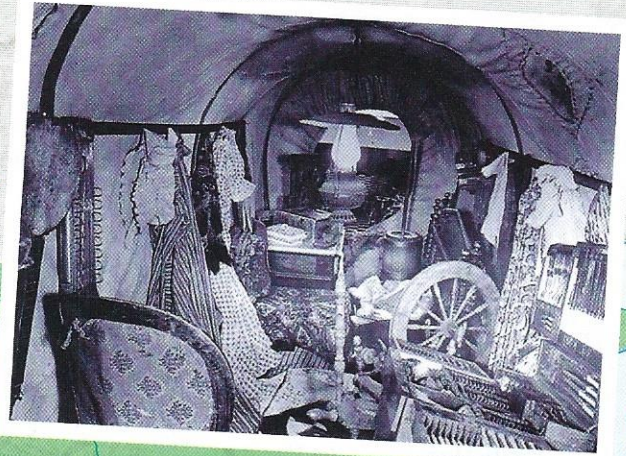
#### Background

The Mormon religion was controversial for its belief in polygamy, a practice that allowed a man to have more than one wife.



## American Trails West, 1860

The interior of a covered wagon as it may have looked on its way west.



A Navajo man and woman in photographs taken by Edward S. Curtis.

### GEOGRAPHY SKILLBUILDER

- 1. Region** Approximately how long was the trail from St. Louis to El Paso?
- 2. Movement** At a wagon train speed of 15 miles a day, about how long would that trip take?



**MAIN IDEA****Analyzing Motives**

**B** Why did the Mormons move farther west in their search for a new home?

declared, "This is the place." Soon they had coaxed settlements and farms from the bleak landscape by irrigating their fields. Salt Lake City blossomed out of the land the Mormons called Deseret. **B**

**SETTING BOUNDARIES** In the early 1840s, Great Britain still claimed areas near the Canadian border in parts of what are now Maine and Minnesota. The Webster-Ashburton Treaty of 1842 settled these territorial disputes in the East and the Midwest, but the two nations merely continued the "joint occupation" of the Oregon Territory that they had first established in 1818. In 1846 the two countries agreed to extend the mainland boundary along the 49th parallel westward from the Rocky Mountains to Puget Sound, establishing the current boundary between the United States and Canada. Unfortunately, establishing the boundary in the Southwest with Mexico would not be so peaceful.

## Texan Independence

After 300 years of Spanish rule, only a few thousand Mexican settlers had migrated to what is now Texas. After 1820, that changed as Texas became an important region in Mexico and then an independent republic.

**MEXICAN INDEPENDENCE AND TEXAN LAND GRANTS** The mission system used by Spain declined after Mexico had won independence from Spain in 1821. After freeing the missions from Spanish control, the Mexican government offered the surrounding lands to government officials and ranchers. To make the land more secure and stable, the Mexican government also encouraged Americans to settle in Texas.

Many Americans rushed at the chance to buy inexpensive land in Texas. The population of Anglo, or English-speaking, settlers from the United States soon surpassed the population of Tejanos, or Mexican settlers, who lived in Texas. Among the more prominent leaders of these American settlers was **Stephen F. Austin**. **C**

Austin's father, Moses Austin, had received a land grant from Spain to establish a colony between the Brazos and Colorado rivers but died before he was able to carry out his plans. Stephen obtained permission, first from Spain and then from Mexico after it had won its independence, to carry out his father's project. In 1821 he established a colony where "no drunkard, no gambler, no profane swearer, and no idler" would be allowed.

The main settlement of the colony was named San Felipe de Austin, in Stephen's honor. By 1825, Austin had issued 297 land grants to the group that later became known as Texas's Old Three Hundred. Each family received either 177 very inexpensive acres of farmland, or 4,428 acres for stock grazing, as well as a 10-year exemption from paying taxes. "I am convinced," Austin said, "that I could take on fifteen hundred families as easily as three hundred if permitted to do so." By 1830, there were more than 20,000 Americans in Texas.

**THE TEXAS REVOLUTION** Despite peaceful cooperation between Anglos and Tejanos, differences over cultural issues intensified between Anglos and the Mexican government. The overwhelmingly Protestant Anglo settlers spoke English instead of Spanish. Furthermore, many of the settlers were Southerners, who had brought slaves with them to Texas. Mexico, which had abolished slavery in 1829, insisted in vain that the Texans free their slaves.

Meanwhile, Mexican politics had become increasingly unstable. Austin had traveled to Mexico City late in 1833 to present petitions to Mexican president Antonio López de Santa Anna for greater self-government for Texas. While Austin was on his way home, Santa Anna had Austin imprisoned for inciting revolution. After Santa Anna suspended local powers in Texas and other

**MAIN IDEA****Developing Historical Perspective**

**C** Why did many Americans initially settle in Texas?



Mexican states, several rebellions broke out, including one that would be known as the **Texas Revolution**.

When Austin returned to Texas in 1835, he was convinced that war was its “only resource.” Determined to force Texas to obey Mexican law, Santa Anna marched his army toward San Antonio. At the same time, Austin and his followers issued a call for Texans to arm themselves. **D**

**“REMEMBER THE ALAMO!”** The commander of the Anglo troops, Lieutenant Colonel William Travis, moved his men into **the Alamo**, a mission and fort in the center of San Antonio. Travis believed that maintaining control of the Alamo would prevent Santa Anna’s movement farther north.

From February 23, 1836, Santa Anna and his troops attacked the rebels holed up in the Alamo. On March 2, 1836, as the battle for the Alamo raged, Texans declared their independence from Mexico and quickly ratified a constitution based on that of the United States. The 13-day siege finally ended on March 6, 1836, when Mexican troops scaled the Alamo’s walls. All 187 U.S. defenders and hundreds of Mexicans died.

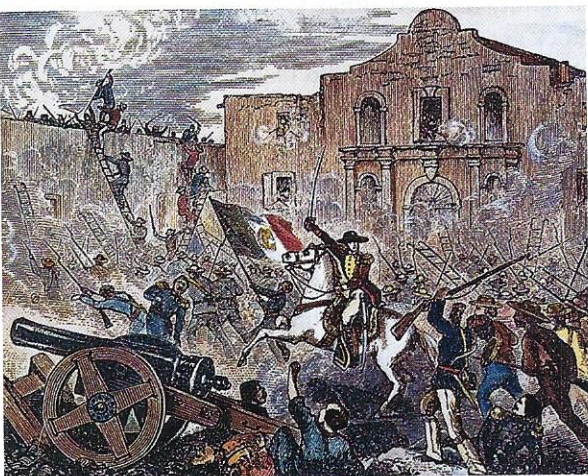
Later in March, Santa Anna’s troops executed 300 rebels at Goliad. The Alamo and the Goliad executions whipped the Texan rebels into a fury. Six weeks after the defeat at the Alamo, the rebels’ commander in chief, **Sam Houston**, and 900

#### MAIN IDEA

#### Analyzing Issues

**D** What disagreement led to the Texas Revolution?

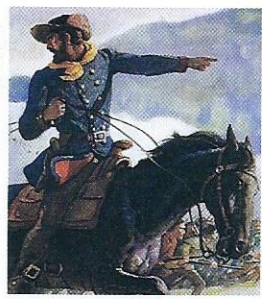
### War for Texas Independence, 1835–1836



Henry Arthur McArdle conveys the brutality of the fighting in *Dawn at the Alamo*, painted between 1876 and 1883.



## KEY PLAYERS



**SAM HOUSTON**  
1793–1863

Sam Houston ran away from home in Tennessee at about age 15 and lived for three years with the Cherokee. He later fought in the U.S. Army, studied law, was elected to Congress, and became governor of Tennessee.

In his memoirs Houston told of listening in vain for the signal guns indicating that the Alamo still stood. "I listened with an acuteness of sense which no man can understand whose hearing has not been sharpened by the teachings of the dwellers of the forest."

The Republic of Texas chose Houston to be its first president. When Texas became a state, he was elected to the U.S. Senate.



**SANTA ANNA**  
1795–1876

Antonio López de Santa Anna reportedly once said, "If I were God, I would wish to be more." Santa Anna began his career fighting for Spain in the war over Mexican independence. Later, he switched sides to fight for Mexico.

Declaring himself the "Napoleon of the West," Santa Anna took control of the government after Mexico won independence in 1821. He spent the next 35 years alternately serving as president, leading troops into battle, and living in exile. Santa Anna served as president of Mexico 11 times.

Santa Anna was a complex man with much charm. He sacrificed his considerable wealth to return again and again to the battlefield and died in poverty, almost forgotten.

soldiers surprised a group of Mexicans near the San Jacinto River. With shouts of "Remember the Alamo!" the Texans killed 630 of Santa Anna's soldiers in 18 minutes and captured Santa Anna himself. The Texans set Santa Anna free only after he signed the Treaty of Velasco, which granted independence to Texas. In September 1836, Sam Houston was elected president of the new Republic of Texas.

**TEXAS MOVES TOWARD THE UNION** Most Texans hoped that the United States would annex their republic, but U.S. opinion divided along sectional lines. Southerners wanted Texas in order to extend slavery, which already had been established there. Northerners feared that the annexation of more slave territory would tip the uneasy balance in the Senate in favor of slave states—and prompt war with Mexico. **E**

The 1844 U.S. presidential campaign focused on westward expansion. The winner, **James K. Polk**, a slaveholder, firmly favored the annexation of Texas.

### MAIN IDEA

#### Contrasting

**E** How would you contrast the Northern and Southern positions on the annexation of Texas?

## The War with Mexico

In March 1845, angered by U.S.-Texas negotiation on annexation, the Mexican government recalled its ambassador from Washington. On December 29, 1845, Texas entered the Union. Events moved quickly toward war.

**POLK URGES WAR** President Polk believed that war with Mexico would bring not only Texas into the Union, but also New Mexico and California. Hence, the president supported Texan claims in disputes with Mexico over the Texas-Mexico border. While Texas insisted that its southern border extended to the Rio Grande, Mexico maintained that Texas's border stopped at the Nueces River, 100–150 miles northeast of the Rio Grande.

Despite the fact that Mexico had ceased formal diplomatic relations with the U.S., Polk hoped to negotiate secretly the boundary dispute, as well as the sale of California and New Mexico. He dispatched John Slidell, a congressman from Louisiana, to negotiate both matters. The Mexican government refused to receive Slidell. When Polk heard this news, he ordered U.S. troops into the territory between the Rio Grande and the Nueces River that the United States claimed as its own.



## War with Mexico, 1846–1848



**THE WAR BEGINS** In 1845, John C. Frémont led an American military exploration party into California, violating Mexico's territorial rights. In response, Mexican troops crossed the Rio Grande. In a skirmish near Matamoros, Mexican soldiers killed 11 U.S. soldiers. Polk immediately called for war and Congress approved. **F**

In 1846, Polk ordered Colonel Stephen Kearny and his troops to march from Fort Leavenworth, Kansas, to Santa Fe, New Mexico. They were met there by a New Mexican contingent that included upper-class Mexicans who wanted to join the United States. New Mexico fell to the United States without a shot.

**THE REPUBLIC OF CALIFORNIA** In California, a group of American settlers seized the town of Sonoma in June 1846. Hoisting a flag that featured a grizzly bear, the rebels proudly declared their independence from Mexico and proclaimed the nation of the **Republic of California**. Kearny arrived from New Mexico and joined forces with Frémont and an American naval expedition. The Mexican troops quickly gave way, leaving U.S. forces in control of California.

**AMERICA WINS THE WAR** Meanwhile, American troops in Mexico, led by U.S. generals Zachary Taylor and Winfield Scott, scored one military victory after another. After about a year of fighting, Mexico conceded defeat. On February 2, 1848, the United States and Mexico signed the **Treaty of Guadalupe Hidalgo**. Mexico agreed to the Rio Grande as the border between Texas and Mexico and ceded the New Mexico and California territories to the United States. The United

### MAIN IDEA

#### Analyzing Issues

**F** What border dispute affected the war with Mexico?



States agreed to pay \$15 million for the Mexican cession, which included present-day California, Nevada, New Mexico, Utah, most of Arizona, and parts of Colorado and Wyoming.

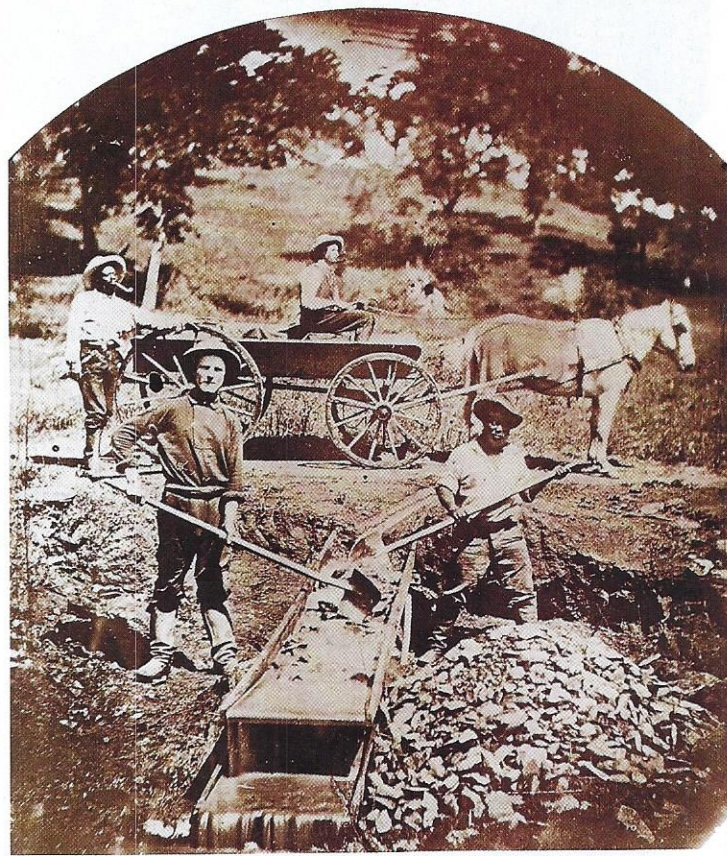
Five years later, in 1853, President Franklin Pierce authorized James Gadsden to pay Mexico an additional \$10 million for another piece of territory south of the Gila River in order to secure a southern railroad route to the Pacific Ocean. Along with the settlement of the Oregon boundary and the Treaty of Guadalupe Hidalgo, the Gadsden Purchase established the current borders of the contiguous 48 states.

## The California Gold Rush

The United States quickly benefited from its new territories when gold was discovered at Sutter's Mill in the California Sierra Nevada mountains.

**THE FORTY-NINERS** On the cold clear morning of January 24, 1848, a carpenter named James Marshall discovered a few shiny particles lying near John Sutter's sawmill. Marshall took what he had found to Sutter, who confirmed the carpenter's suspicions: the particles were gold. Soon, more gold was found by other workers at Sutter's mill, and news of the chance discovery began to spread with lightning speed.

When the news reached San Francisco, virtually the whole town hustled to the Sacramento Valley to pan for gold. On June 6, 1848, Monterey's mayor, Walter Colton, sent a scout to report on what was happening. The scout returned on June 14 with news of gold, and the mayor described the scene that followed as news traveled along the town's main street.



▲ Goldminers at Spanish Flat, California, 1852

### A PERSONAL VOICE WALTER COLTON

**"The blacksmith dropped his hammer, the carpenter his plane, the mason his trowel, the farmer his sickle, the baker his loaf, and the tapster [bartender] his bottle. All were off for the mines. . . . I have only a community of women left, and a gang of prisoners, with here and there a soldier who will give his captain the slip at first chance. I don't blame the fellow a whit; seven dollars a month, while others [prospectors] are making two or three hundred a day!"**

—quoted in *California: A Bicentennial History*

As gold fever traveled eastward, overland migration to California rose from 400 in 1848 to 44,000 in 1850. By the end of 1849, California's population exceeded 100,000, including Mexicans, free African-American miners, and slaves.

The rest of the world caught the fever as well. Among the so-called forty-niners—the prospectors who flocked to California in 1849 in the California gold rush—were people from Asia, South America, and Europe. In time, the names of





▲ Crowded buildings and a forest of masts stand out in this 1850 photograph of San Francisco.

the mining camps that sprung up in California reflected the diversity of its growing population: French Corral, Irish Creek, Chinese Camp. **G**

**THE GOLDEN ECONOMY** The discovery of gold revolutionized California's economy. Gold financed the development of farming, manufacturing, shipping, and banking. By 1855, more newspapers were published in San Francisco than in London, more books were published than in all the rest of the United States west of the Mississippi. Because of its location as a supply center, San Francisco became "a pandemonium of a city." Ships linked

#### MAIN IDEA

#### Analyzing Effects

**G** In what ways did the gold rush change the population of California?

California markets to the expanding markets of the rest of the United States.

Mining continued in California throughout the 1850s, but the peak of the gold rush was over by 1853. While most individual efforts yielded little or no profit, those who were able to use more sophisticated methods made fortunes. By 1857, ten years after James Marshall's discovery of a few shiny flakes, the total value of gold production in California approached two billion dollars. **H**

**"GO WEST, YOUNG MAN!"** Horace Greeley, editor of the *New York Tribune*, had declared in his paper prior to the gold rush that anyone who made the dangerous journey west was a fool. But when he heard of the discovery in the Sierra Nevadas his curiosity was aroused. Before long, he made the journey west himself and declared California to be "the new El Dorado." "Go west, young man!" Greeley advised. In the spirit of manifest destiny, countless settlers heeded his words in the decades that followed.

#### MAIN IDEA

#### Analyzing Effects

**H** How did the discovery of gold affect California's economy?

### SECTION 3

## ASSESSMENT

**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- manifest destiny
- Stephen F. Austin
- Sam Houston
- Republic of California
- Santa Fe Trail
- Texas Revolution
- James K. Polk
- Treaty of Guadalupe Hidalgo
- Oregon Trail
- the Alamo

### MAIN IDEA

**2. TAKING NOTES** (CST 2)

Draw a chart like the one below to show how the boundaries of the U.S. mainland were formed from the 1840s to 1853.

| Year | Boundary Change |
|------|-----------------|
| 1845 | Texas annexed   |
|      |                 |
|      |                 |
|      |                 |

### CRITICAL THINKING

**3. ANALYZING ISSUES** (HI 4)

What were the benefits and drawbacks of believing in manifest destiny? Use specific references to the section to support your response.

**Think About:**

- the growth of new cities and towns
- the impact on Native Americans
- the impact on the nation as a whole

**4. EVALUATING** (REP 4)

Would you have supported the war with Mexico? Why or why not? Explain your answer, including details from the chapter.

**5. DEVELOPING HISTORICAL PERSPECTIVE** (HI 1)

How did the California gold rush transform the West in the American imagination?



# The Market Revolution

## MAIN IDEA

Inventions and economic developments in the early 19th century helped transform American society.

## WHY IT MATTERS NOW

The market revolution and free enterprise system that took hold during this period still drive the nation's economy today.

## Terms & Names

- market revolution
- free enterprise
- entrepreneurs
- Samuel F. B. Morse
- Lowell textile mills
- strike
- immigration
- National Trades' Union
- *Commonwealth v. Hunt*

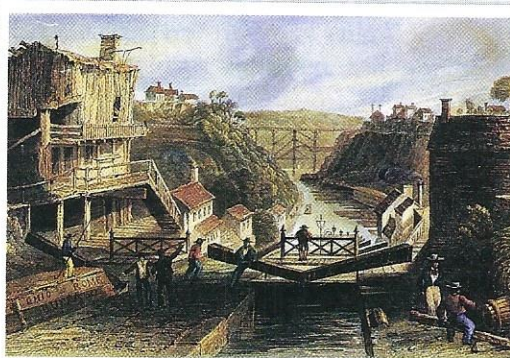
## One American's Story

At sunrise on July 4, 1817, a cannon blast from the United States arsenal in Rome, New York, announced the groundbreaking for the Erie Canal. With visiting dignitaries and local residents in attendance, Samuel Young opened the ceremony.

### A PERSONAL VOICE SAMUEL YOUNG

"We have assembled to commence the excavation of the Erie Canal. This work when accomplished will connect our western inland seas with the Atlantic Ocean. . . . By this great highway, unborn millions will easily transport their surplus productions to the shores of the Atlantic, procure their supplies, and hold a useful and profitable intercourse with all the maritime nations of the earth. . . . Let us proceed then to the work, animated by the prospect of its speedy accomplishment, and cheered with the anticipated benedictions of a grateful posterity."

—quoted in *Erie Water West*



▲ An 1838 engraving of one of the 83 Erie Canal locks that linked the Great Lakes with the Northeast.

When the canal was completed, it stretched 363 miles from Albany, New York, to Lake Erie. The human-made waterway ushered in a new era, in which technology and improved transportation sent new products to markets across the United States.

## The Market Revolution

Changes like those brought by the Erie Canal contributed to vast economic changes in the first half of the 19th century in the United States. In this period, known as the **market revolution**, people increasingly bought and sold goods rather than make them for themselves.

## CALIFORNIA STANDARDS

**11.2.1** Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.

**11.2.2** Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.

**11.2.6** Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.

**11.3.3** Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).

**11.5.6** Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.

**11.8.7** Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

**REP 4** Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

**HI 3** Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.



**U.S. MARKETS EXPAND** Over a few decades, buying and selling multiplied while incomes rose. In the 1840s alone, the national economy grew more than it had in the first 40 years of the century. The quickening pace of U.S. economic growth coincided with the growth of **free enterprise**—the freedom of private businesses to operate competitively for profit with little government regulation.

In their pursuit of profit, businessmen called **entrepreneurs**, from a French word that means “to undertake,” invested their own money in new industries. In doing this, entrepreneurs risked losing their investment if a venture failed, but they also stood to earn huge profits if it succeeded. **A**

**INVENTIONS AND IMPROVEMENTS** Inventor-entrepreneurs began to develop goods to make life more comfortable for more people. While some inventions simply made life more enjoyable, others fueled the economic revolution and transformed manufacturing, transportation, and communication.

New communication links began to put people into instant contact with one another. In 1837, **Samuel F. B. Morse**, a New England artist, patented the telegraph, which sent messages in code over a wire in a matter of seconds. Businesses used the new communication device to transmit orders and relay up-to-date information on prices and sales. The new railroads employed the telegraph to keep trains moving regularly and to warn engineers of safety hazards. By 1854, 23,000 miles of telegraph wire crossed the country.

Meanwhile, better transportation systems improved the movement of people and goods. In 1807, Pennsylvanian Robert Fulton had ushered in the steamboat era when his boat, the *Clermont*, made the 150-mile trip up the Hudson River from New York City to Albany in 32 hours, a remarkable speed for that era. By 1830, 200 steamboats traveled the nation’s western rivers that flowed into the Mississippi River. Steamboats slashed freight rates as well as voyage times.

Water transport was particularly important in moving raw materials such as lead, copper, and heavy

#### MAIN IDEA

#### Synthesizing

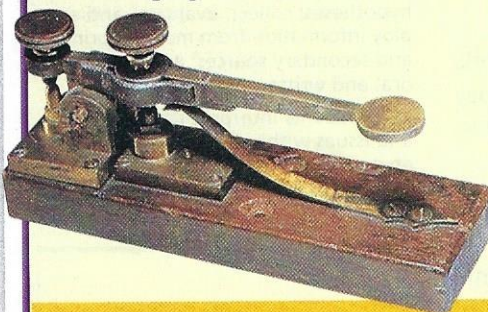
**A** How did entrepreneurs contribute to the market revolution?

### NOW & THEN

#### FROM TELEGRAPH TO INTERNET

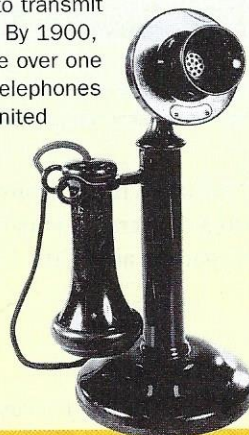
What do the telegraph and the Internet have in common? They are both tools for instant communication. While the telegraph relied on a network of wires that spanned the country, the Internet—an international network of smaller computer networks—allows any computer user to communicate instantly with any other computer user in the world.

**MORSE CODE** In 1837 Samuel Morse patents the telegraph, the first instant electronic communicator. Morse taps on a key to send bursts of electricity down a wire to the receiver, where an operator “translates” the coded bursts into understandable language within seconds.



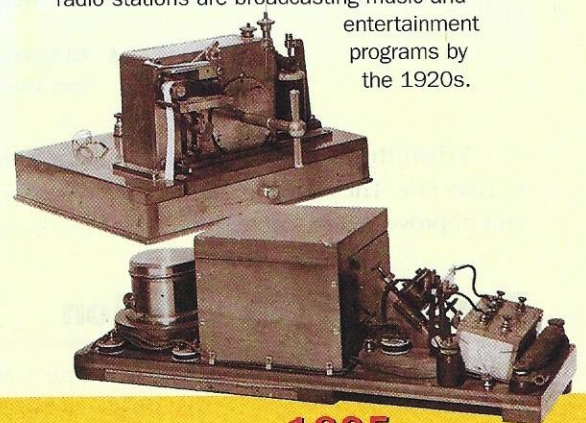
1837

**TELEPHONE** In 1876 Alexander Graham Bell invents the telephone, which relies on a steady stream of electricity, rather than electrical bursts, to transmit sounds. By 1900, there are over one million telephones in the United States.



1876

**MARCONI RADIO** In 1895, Guglielmo Marconi, an Italian inventor, sends telegraph code through the air as electromagnetic waves. By the early 1900s, “the wireless” makes voice transmissions possible. Commercial radio stations are broadcasting music and entertainment programs by the 1920s.



1895



machinery. Where waterways didn't exist, Americans made them by building canals. By the 1840s, America boasted more than 3,300 miles of canals.

Canals, however, soon gave way to railroads, which offered the important advantage of speed as well as winter travel. Developed in England in the early 1800s, steam-powered locomotives began operating in the United States in the 1830s. By 1850, over 9,000 miles of track had been laid across the United States.

**THE MARKET REVOLUTION TRANSFORMS THE NATION** Although most Americans during the early 1800s still lived in rural areas and only 14 percent of workers had manufacturing jobs, these workers produced more and better goods at lower prices than ever before. Many of these goods became affordable for ordinary Americans, and improvements in transportation allowed people to purchase items manufactured in distant places.

By the 1840s, improved transportation and communication also made America's regions more interdependent. Steamboats went up as well as down the Mississippi, linking North to South. The Erie Canal, and eventually railroads and telegraph wires, soon linked the East and the West.

Heavy investment in canals and railroads transformed the Northeast into the center of American commerce. As the Northeast began to industrialize, many people then moved away to farm the fertile soil of the Midwest. They employed new machines, such as the John Deere steel plow, for cultivating the tough prairie sod, and Cyrus McCormick's reaper, for harvesting grain. Meanwhile, most of the South remained agricultural and relied on such crops as cotton, tobacco, and rice. **B**

#### MAIN IDEA

#### Summarizing

**B** How did technology influence both the North and the Midwest in the 1840s?

## Changing Workplaces

The new market economy in the United States did not only affect what people bought and sold, it also changed the ways Americans worked. Moving production from the home to the factory split families, created new communities, and transformed relationships between employers and employees.

By the mid-19th century, new machines allowed unskilled workers to perform tasks that once had taken the effort of trained artisans. To do this work, though, workers needed factories.

**TELEVISION** In the late 1800s, scientists begin to experiment with transmitting pictures as well as words through the air. In 1923 Vladimir Zworykin, a Russian-born American scientist, files a patent for the iconoscope, the first television camera tube suitable for broadcasting, and in 1924 for the kinescope, the picture tube used in receiving television signals. In 1929, Zworykin demonstrated the first all-electronic television.

**COMPUTERS** Scientists develop electronically powered computers during the 1940s. In 1951, UNIVAC I (UNIVersal Advanced Computer) becomes the first commercially available computer. In 1964, IBM initiates System/360, a family of mutually compatible computers that allow several terminals to be attached to one computer system.

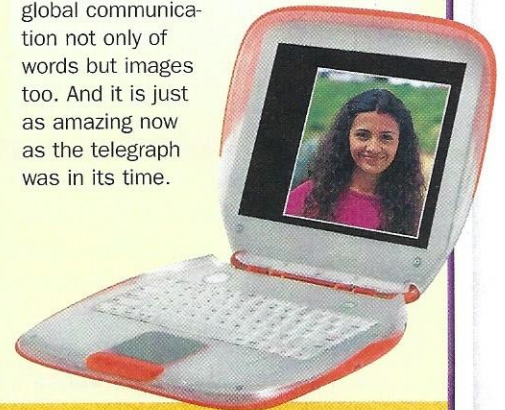
**INTERNET** Today, on the Internet, through e-mail (electronic mail) or online conversation, any two people can have instant dialogue. The Internet becomes the modern tool for instant global communication not only of words but images too. And it is just as amazing now as the telegraph was in its time.



1929



1964



2000



**THE LOWELL TEXTILE MILLS** In the 1820s, a group of entrepreneurs built several large textile mills in Lowell, Massachusetts. The **Lowell textile mills** soon became booming enterprises. Thousands of people, mostly women, left family farms to find work in Lowell.

Mill owners sought female employees because women provided an abundant source of labor and owners could pay lower wages to women than men. To the girls in the mills, though, textile work offered better pay than their main alternatives: teaching, sewing, and domestic work. In letters written in 1846 to her father in New Hampshire, 16-year-old Mary Paul expressed her satisfaction with her situation at Lowell.

#### A PERSONAL VOICE MARY PAUL

“I have a very good boarding place, have enough to eat. . . . The girls are all kind and obliging. . . . I think that the factory is the best place for me and if any girl wants employment, I advise them to come to Lowell.”

—quoted in *Women and the American Experience*



▲ A young mill girl from around 1840. Her swollen hands suggest that she worked as a warper, someone who straightened the strands of cotton or wool as they entered the loom.

Before long, however, work conditions deteriorated. The workday at Lowell was more than 12 hours long. In addition, mills often were dark, hot, and cramped. Factory owners often showed little sympathy for the plight of workers. In the mid-1840s one mill manager said, “I regard my workpeople just as I regard my machinery. So long as they can do my work for what I choose to pay them, I keep them, getting out of them all I can.” **C**

#### MAIN IDEA

##### Making Inferences

**C** What was the attitude of many factory owners toward their workers?

## Workers Seek Better Conditions

As industry grew, strikes began to break out when workers protested poor working conditions and low wages.

**WORKERS STRIKE** In 1834, when the Lowell mills announced a 15 percent wage cut, 800 mill girls organized a **strike**, a work stoppage to force an employer to respond to demands. Criticized by the Lowell press and clergy, most of the strikers agreed to return to work at reduced wages. The mill owners fired the strike leader. In 1836, Lowell mill workers struck again, but as in 1834, the company won, and most of the strikers returned to their jobs.

Although only 1 or 2 percent of workers in the United States were organized, the 1830s and 1840s saw dozens of strikes—many for higher wages, but some for shorter hours. Employers defeated most of these strikes because they could easily replace unskilled workers with people recently arrived from Europe who desperately needed jobs. **D**

**IMMIGRATION INCREASES** European **immigration**, leaving one country and settling in another, rose dramatically in the United States between 1830 and 1860. Between 1845 and 1854 alone, nearly 3 million immigrants were added to the population. More than 1 million were Irish immigrants, who fled their homeland after a disease on potatoes caused the Great Potato Famine and led to mass starvation.

Irish immigrants faced prejudice, both because they were Roman Catholic and because they were poor. Frightened by allegations of a Catholic conspiracy to take over the country, Protestant mobs in big cities constantly harassed them. Other workers resented the Irish for their willingness to work as cheap labor, a willingness that made them more desirable to employers.

#### MAIN IDEA

##### Summarizing

**D** Why were most labor strikes of the 1880s and 1840s ineffective?

##### Background

During the Great Potato Famine of 1845–1849, about 1,000,000 Irish died of starvation and disease.





▲ European immigrants arriving in New York City (from a colored engraving made in 1858)

**NATIONAL TRADES' UNION** Amid the growing labor unrest in the 1830s, the trade unions in different towns began to join together to expand their power. Journeymen's organizations from several industries united in 1834 to form the **National Trades' Union**. The national trade union movement faced fierce opposition from bankers and owners. In addition, workers' efforts to organize were at first hampered by court decisions declaring strikes illegal. In 1842, however, the Massachusetts Supreme Court supported the workers' right to strike in the case of **Commonwealth v. Hunt**.

The workplace was not the only area of American life that experienced unrest in the mid-19th century. Indeed, a series of religious and social reform movements went hand in hand with these economic changes.

## SECTION 4

### ASSESSMENT

**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- market revolution
- free enterprise
- entrepreneurs

- Samuel F. B. Morse
- Lowell textile mills

- strike
- immigration

- National Trades' Union
- Commonwealth v. Hunt

### MAIN IDEA

**2. TAKING NOTES** (HI 3)

Create a time line like the one below on which you label and date important developments in manufacturing during the early 19th century.



Write a paragraph explaining which development was most important and why.

### CRITICAL THINKING

**3. ANALYZING ISSUES** (11.2.1)

Do you think the positive effects of mechanizing the manufacturing process outweighed the negative effects? Why or why not?

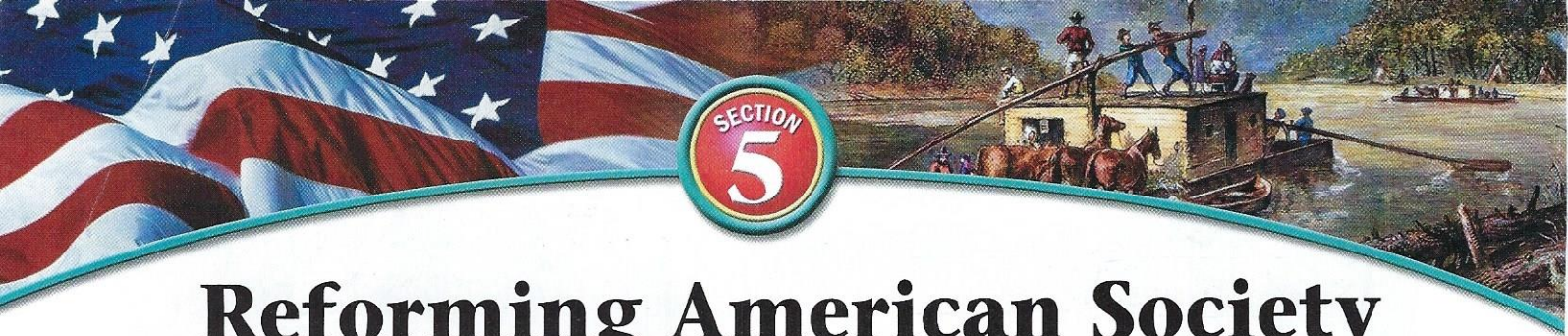
**Think About:**

- changes in job opportunities for unskilled laborers
- changes in employer-employee relationships
- working conditions in factories
- the cost of manufactured goods

**4. ANALYZING PRIMARY SOURCES** (REP 4)

A 20th-century historian said of the 1820s: "It was the miraculous machinery of the times . . . which made it obvious that things were getting better all the time." How do you think the people you have read about in this chapter would have responded to that statement?





# Reforming American Society

## MAIN IDEA

Throughout the mid-19th century, men and women embarked on a widespread effort to solve problems in American society.

## WHY IT MATTERS NOW

A number of achievements from this period, including laws enacted and institutions established, still exist today.

## Terms & Names

- abolition
- Unitarians
- Ralph Waldo Emerson
- transcendentalism
- William Lloyd Garrison
- Frederick Douglass
- Nat Turner
- Elizabeth Cady Stanton
- Seneca Falls convention
- Sojourner Truth

## CALIFORNIA STANDARDS

**11.3.2** Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.

**11.10.7** Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

**REP 2** Students identify bias and prejudice in historical interpretations.

**REP 4** Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

**HI 1** Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

**HI 3** Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

## One American's Story

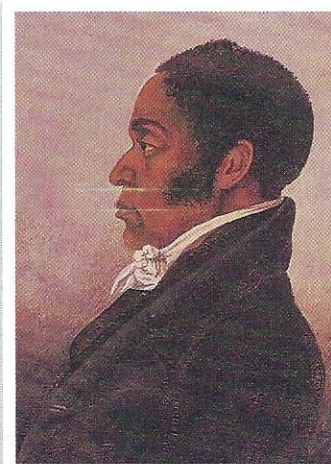
James Forten's great-grandfather had been brought from Africa to the American colonies in chains, but James was born free. By the 1830s Forten had become a wealthy sailmaker. A leader of Philadelphia's free black community, Forten took an active role in a variety of political causes. When some people argued that free blacks should return to Africa, Forten disagreed and responded with sarcasm.

### A PERSONAL VOICE JAMES FORTEN

"Here I have dwelt until I am nearly sixty years of age, and have brought up and educated a family. . . . Yet some ingenious gentlemen have recently discovered that I am still an African; that a continent three thousand miles, and more, from the place where I was born, is my native country. And I am advised to go home. . . . Perhaps if I should only be set on the shore of that distant land, I should recognize all I might see there, and run at once to the old hut where my forefathers lived a hundred years ago."

—quoted in *Forging Freedom: The Formation of Philadelphia's Black Community 1720–1840*

Forten's unwavering belief that he was an American not only led him to oppose colonization—the effort to resettle free blacks in Africa—but also pushed him fervently to oppose slavery. Forten was joined in his opposition to slavery by a growing number of Americans in the 19th century. **Abolition**, the movement to abolish slavery, became the most important of a series of reform movements in America.



James Forten

## A Spiritual Awakening Inspires Reform

Many of these movements had their roots in a spiritual awakening that swept the nation after 1790. People involved in these movements began to emphasize individual responsibility for seeking salvation and insisted that people could improve themselves and society. These religious attitudes were closely linked to



the ideas of Jacksonian democracy that stressed the importance and power of the common person.

**THE SECOND GREAT AWAKENING** The Second Great Awakening was a widespread Christian movement to awaken religious sentiments that lasted from the 1790s to the 1830s. The primary forum for the movement was the revival meeting, where participants attempted to revive religious faith through impassioned preaching. Revival meetings might last for days as participants studied the Bible, reflected on their lives, and heard emotional sermons. Revivalism had a strong impact on the American public. According to one estimate, in 1800 just 1 in 15 Americans belonged to a church, but by 1850 1 in 6 was a member.

**UNITARIANS AND TRANSCENDENTALISTS** Another growing religious group was the **Unitarians**, who shared with revivalism a faith in the individual. But instead of appealing to emotions, Unitarians emphasized reason as the path to perfection.

As the Second Great Awakening reached its maturity in the 1830s, another kind of awakening led by a writer, philosopher, and former Unitarian minister named **Ralph Waldo Emerson** began in New England. In 1831, Emerson traveled to England, where he discovered romanticism, an artistic and intellectual movement that emphasized nature, human emotions, and the imagination. From these romantic ideals, Emerson, along with other thinkers, developed a philosophy called **transcendentalism**, which emphasized that truth could be discovered intuitively by observing nature and relating it to one's own emotional and spiritual experience.

#### MAIN IDEA

##### Evaluating

**A** How did the existence of separate black churches benefit the African-American community?

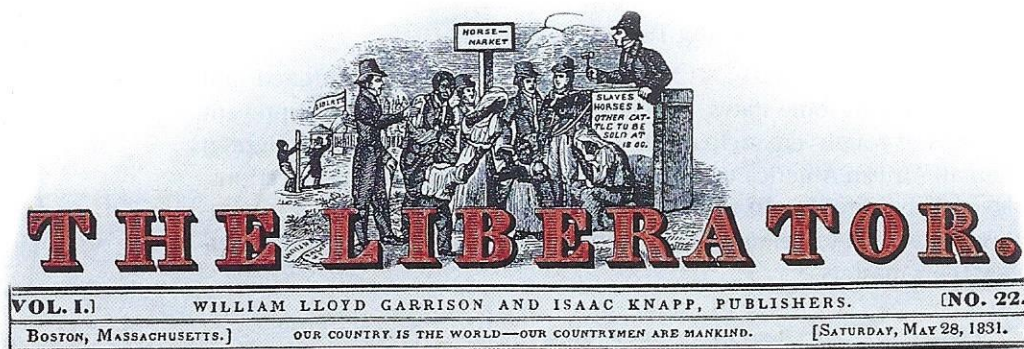
**THE AFRICAN-AMERICAN CHURCH** The urge to reform was growing among African Americans, too. Slaves in the rural South heard the same sermons and sang the same hymns as did their owners, but they often interpreted the stories they heard, especially those describing the exodus from Egypt, as a promise of freedom.

In the North, however, free African Americans were able to form their own churches. These churches often became political, cultural, and social centers for African Americans by providing schools and other services that whites denied free blacks. **A**

## Slavery and Abolition

By the 1820s, abolition—the movement to free African Americans from slavery—had taken hold. More than 100 antislavery societies were advocating that African Americans be resettled in Africa. In 1817, the American Colonization Society had been founded to encourage black emigration. Other abolitionists, however, demanded that African Americans remain in the United States as free citizens.

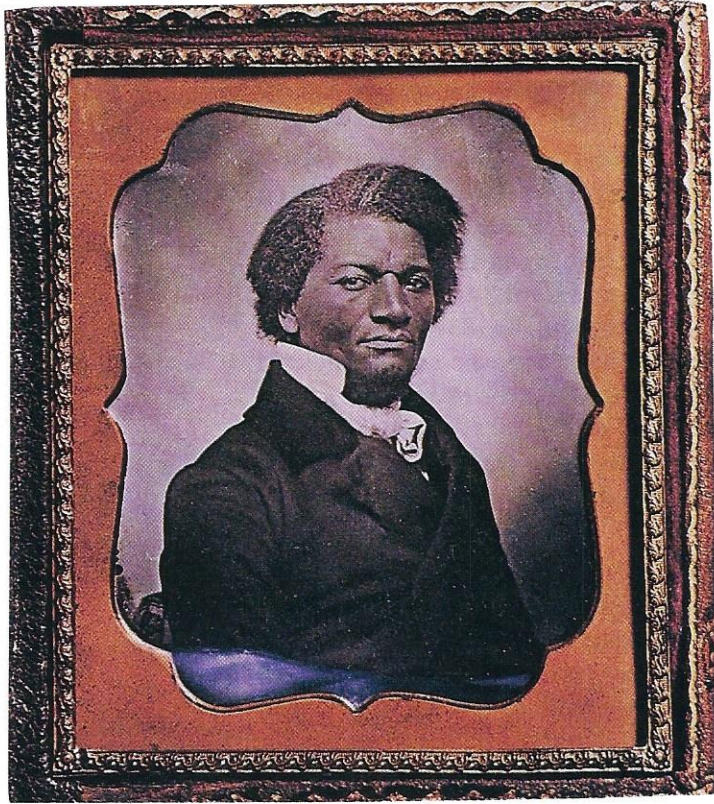
**WILLIAM LLOYD GARRISON** The most radical white abolitionist was a young editor named **William Lloyd Garrison**. Active in religious reform movements in Massachusetts, Garrison became the editor of an antislavery paper in 1828. Three years later he established his own paper, *The Liberator*, to deliver an uncompromising demand: immediate emancipation.



◀ William Lloyd Garrison's *The Liberator* was published from 1831 to 1865. Its circulation never grew beyond 3,000.



Before Garrison's call for the immediate emancipation of slaves, support for that position had been limited. In the 1830s, however, that position gained support. Whites who opposed abolition hated Garrison. In 1835 a Boston mob paraded him through town at the end of a rope. Nevertheless, Garrison enjoyed widespread black support; three out of four early subscribers to *The Liberator* were African Americans.



*"I consider it settled that the black and white people of America ought to share common destiny."*

FREDERICK DOUGLASS, 1851

**FREDERICK DOUGLASS** One of those eager readers was **Frederick Douglass**, who escaped from bondage to become an eloquent and outspoken critic of slavery. Garrison heard him speak and was so impressed that he sponsored Douglass to speak for various anti-slavery organizations. Hoping that abolition could be achieved without violence, Douglass broke with Garrison, who believed that abolition justified whatever means were necessary to achieve it. In 1847, Douglass began his own antislavery newspaper. He named it *The North Star*, after the star that guided runaway slaves to freedom.

**LIFE UNDER SLAVERY** In the 18th century, most slaves were male, had recently arrived from the Caribbean or Africa, and spoke one of several languages other than English. By 1830, however, the numbers of male and female slaves had become more equal. The majority had been born in America and spoke English. However, two things remained constant in the lives of slaves—hard work and oppression.

The number of slaves owned by individual masters varied widely across the South. Most slaves worked as house servants, farm hands, or in the fields. Some states allowed masters to free their slaves and even allowed slaves to purchase their freedom over time. But these "manumitted" or freed slaves were very few. The vast majority of African Americans in the South were enslaved and endured lives of suffering and constant degradation. (See "Southern Plantations" on page 147.) **B**

**TURNER'S REBELLION** Some slaves rebelled against their condition of bondage. One of the most prominent rebellions was led by Virginia slave **Nat Turner**. In August 1831, Turner and more than 50 followers attacked four plantations and killed about 60 whites. Whites eventually captured and executed many members of the group, including Turner.

**SLAVE OWNERS OPPOSE ABOLITION** The Turner rebellion frightened and outraged slaveholders. In some states, people argued that the only way to prevent slave revolts was through emancipation. Others, however, chose to tighten restrictions on all African Americans to prevent them from plotting insurrections. Some proslavery advocates began to argue that slavery was a benevolent institution. They used the Bible to defend slavery and cited passages that counseled servants to obey their masters.

**MAIN IDEA**

**Making Inferences**

**B** How would you describe the lives of enslaved African Americans in the 1830s?



## Southern Plantations

Plantations were virtually self-contained, self-sufficient worlds over which owners ruled with absolute authority. Owners established the boundaries that a slave could not cross without punishment or death. But no boundary protected a slave from the owner's demands or cruel treatment.



Slave quarters, from photograph taken around 1865


Nevertheless, opposition to slavery refused to disappear. Much of the strength of the abolition movement came from the efforts of women—many of whom contributed to other reform movements, including a women's rights movement.

## Women and Reform

In the early 19th century, women faced limited options. Prevailing customs encouraged women to restrict their activities after marriage to the home and family. As a result, they were denied full participation in the larger community.


**WOMEN MOBILIZE FOR REFORM** Despite such pressures, women actively participated in all the important reform movements of the 19th century. For many, their efforts to improve society had been inspired by the optimistic message of the Second Great Awakening. From abolition to education, women worked for reform despite the cold reception they got from many men.

Perhaps the most important reform effort that women participated in was abolition. Women abolitionists raised money, distributed literature, and collected signatures for antislavery petitions to Congress.

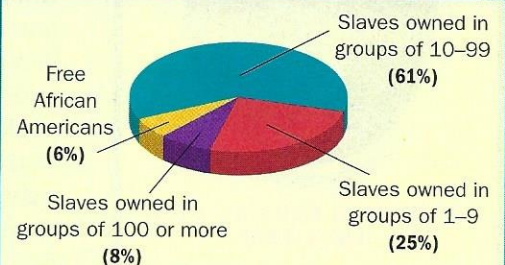
Women also played key roles in the temperance movement, the effort to prohibit the drinking of alcohol. Some women, most notably Dorothea Dix, fought to improve treatment for the mentally disabled. Dix also joined others in the effort to reform the nation's harsh and often inhumane prison system. 

### MAIN IDEA

#### Analyzing Issues

 What were some of the areas of society that women worked to reform?

### African Americans in the South, 1860



Sources: 1860 figures from *Eighth Census of the United States*; Lewis C. Gray, *History of Agriculture in the Southern United States*.

### SKILLBUILDER Interpreting Graphs

According to the pie graph, what was the smallest group of African Americans living in the American South in 1860?



**EDUCATION FOR WOMEN** Work for abolition and temperance accompanied gains in education for women. Until the 1820s, American girls had few educational opportunities beyond elementary school. As Sarah Grimké complained in *Letters on the Equality of the Sexes and the Condition of Woman* (1838), a woman who knew “chemistry enough to keep the pot boiling, and geography enough to know the location of the different rooms in her house” was considered learned enough. Grimké believed that increased education for women was a better alternative.

Still, throughout the 1800s, more and more educational institutions for women began to appear. In 1821 Emma Willard opened one of the nation’s first academically-oriented schools for girls in Troy, New York. In addition to classes in domestic sciences, the Troy Female Seminary offered classes in math, history, geography, languages, art, music, writing, and literature. The Troy Female Seminary became the model for a new type of women’s school. Despite tremendous ridicule—people mocked that “they will be educating cows next”—Willard’s school prospered.

In 1833, the first class of Ohio’s Oberlin College included four women, thus becoming the nation’s first fully coeducational college. In 1837, Mary Lyon surmounted heated resistance to found another important institution of higher learning for women, Mount Holyoke Female Seminary (later Mount Holyoke College) in South Hadley, Massachusetts. **D**

**EDUCATION AND WOMEN’S HEALTH** Improvement in women’s education began to improve women’s lives, most notably in health reform. Elizabeth Blackwell, who in 1849 became the first woman to graduate from medical college, later opened the New York Infirmary for Women and Children. In the 1850s, Catharine Beecher, sister of novelist Harriet Beecher Stowe, and a respected educator in her own right, undertook a national survey of women’s health. To her dismay, Beecher found three sick women for every healthy one. It was no wonder: women rarely bathed or exercised, and the fashionable women’s clothing of the day included corsets so restrictive that breathing sometimes was difficult.

Unfortunately, black women enjoyed even fewer educational opportunities than their white counterparts. In 1831 Prudence Crandall, a white Quaker, opened a school for girls in Canterbury, Connecticut. Two years later she admitted an African-American girl named Sarah Harris. The townspeople protested so vigorously that Crandall decided to enroll only African Americans. This aroused even more opposition, and in 1834 Crandall was forced to close the school and leave town. Only after the Civil War would the severely limited educational opportunities for black women slowly begin to expand.

**WOMEN’S RIGHTS MOVEMENT EMERGES** The reform movements of the mid-19th century fed the growth of the women’s movement by providing women with increased opportunities to act outside the home. **Elizabeth Cady Stanton** and Lucretia Mott had been ardent abolitionists. Male abolitionists discriminated against them at the World’s Anti-Slavery Convention in 1840, so the pair resolved to hold a women’s rights convention. In 1848, more than 300 women convened in Seneca Falls, New York. Before the convention started, Stanton and Mott composed an agenda and a detailed statement of grievances.

### Background

Sarah Grimké and her sister Angelina were leading voices in the abolition and women’s rights movements.

### MAIN IDEA

#### Summarizing

**D** What improvements in women’s education occurred in the 1820s and ’30s?

### KEY PLAYER



**ELIZABETH CADY STANTON**  
1815–1902

Stanton was an ardent abolitionist, and she timed her marriage in 1840 so that she and her new husband could travel together to London for the World’s Anti-Slavery Convention.

She also believed that women deserved the same rights as men and even persuaded the minister to omit the word “obey” from her vow in the marriage ceremony because she felt no need to “obey one with whom I supposed I was entering into an equal relation.”

At the antislavery convention, Stanton and the other women delegates were barred from participation in the convention and were forced to sit and listen from a curtained gallery. There she met Lucretia Mott. Stanton and Mott vowed “to hold a convention as soon as we returned home, and form a society to advocate the rights of women.” Eight years later, the Seneca Falls convention fulfilled that vow.

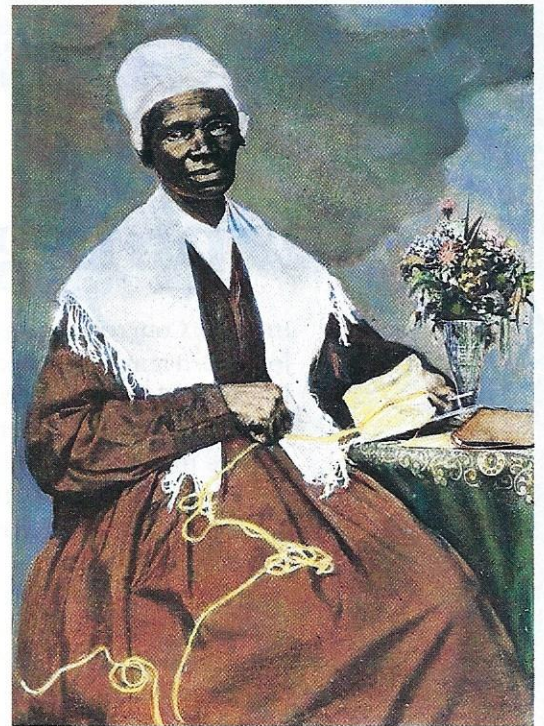


The participants at the **Seneca Falls convention** approved all parts of the declaration, including a resolution calling for women to have the right to vote. In spite of all the political activity among middle-class white women, African-American women found it difficult to gain recognition of their problems. A former slave named **Sojourner Truth** did not let that stop her, however. At a women's rights convention in 1851, Truth, an outspoken abolitionist, refuted the arguments that because she was a woman she was weak, and because she was black, she was not feminine.

### A PERSONAL VOICE SOJOURNER TRUTH

"Look at me! Look at my arm! I have ploughed, and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man—when I could get it—and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?"

—quoted in *Narrative of Sojourner Truth*



With her dignified bearing and powerful voice, Sojourner Truth made audiences snap to attention. Truth fought for women's rights, abolition, prison reform, and temperance.

#### MAIN IDEA

#### Analyzing Issues

**E** How did Sojourner Truth describe her life as an African-American woman?

As Truth showed, hard work was a fact of life for most women. But she also pointed to the problem of slavery that continued to vex the nation. As abolitionists intensified their attacks, proslavery advocates strengthened their defenses. Before long the issue of slavery threatened to destroy the Union. **E**



### ASSESSMENT

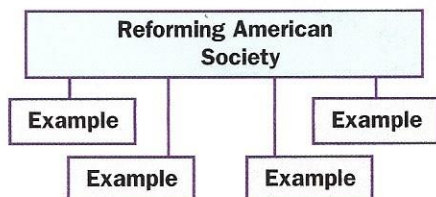
**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- abolition
- Unitarians
- Ralph Waldo Emerson
- transcendentalism
- William Lloyd Garrison
- Frederick Douglass
- Nat Turner
- Elizabeth Cady Stanton
- Seneca Falls convention
- Sojourner Truth

#### MAIN IDEA

**2. TAKING NOTES** (11.10.7)

In a diagram similar to the one shown, fill in historical events or key figures related to reforming American society in the 19th century.



Write a paragraph about one of the examples you chose, explaining its significance.

#### CRITICAL THINKING

**3. EVALUATING** (REP 4)

Which do you think was a more effective strategy—violence or nonviolence—for eliminating slavery? Why? **Think About:**

- Frederick Douglass
- Nat Turner
- William Lloyd Garrison
- Sojourner Truth

**4. MAKING INFERENCES** (11.3.2)

Consider the philosophical and religious ideas expressed during the Second Great Awakening. How did they influence the activities of 19th-century reformers? **Think About:**

- concepts of individualism and Jacksonian democracy
- the views of Emerson
- the activities of Garrison, Douglass, Stanton, and Truth



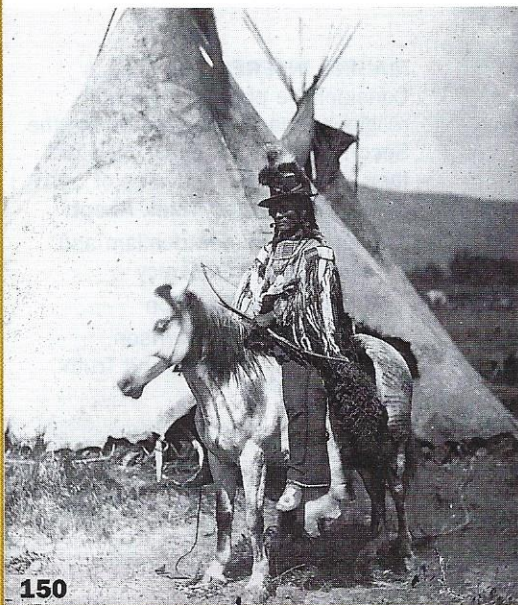
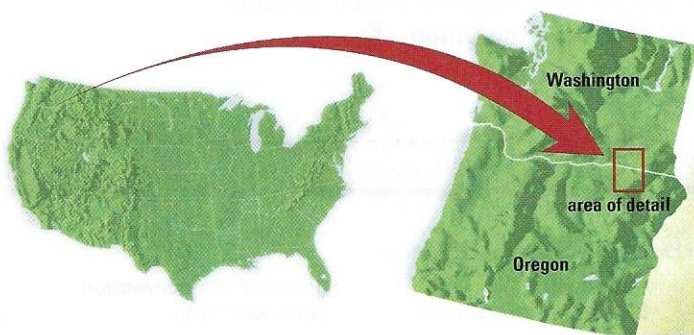
# Mapping the Oregon Trail

In 1841, Congress appropriated \$30,000 for a survey of the Oregon Trail and named John C. Frémont to head the expeditions. Frémont earned his nickname “the Pathfinder” by leading three expeditions—which included artists, scientists, and cartographers, among them the German-born cartographer Charles Preuss—to explore the American West between 1842 and 1848. When Frémont submitted the report of his first expedition, Congress immediately ordered the printing of 10,000 copies, which were widely distributed.

The “Topographical Map of the Road from Missouri to Oregon,” drawn by Preuss, appeared in seven sheets. Though settlers first used this route in 1836, it was not until 1846 that Preuss published his map to guide them. The long, narrow map shown here is called a “strip” map, a map that shows a thin strip of the earth’s surface—in this case, the last stretch of the trail before reaching Fort Wallah-Wallah.

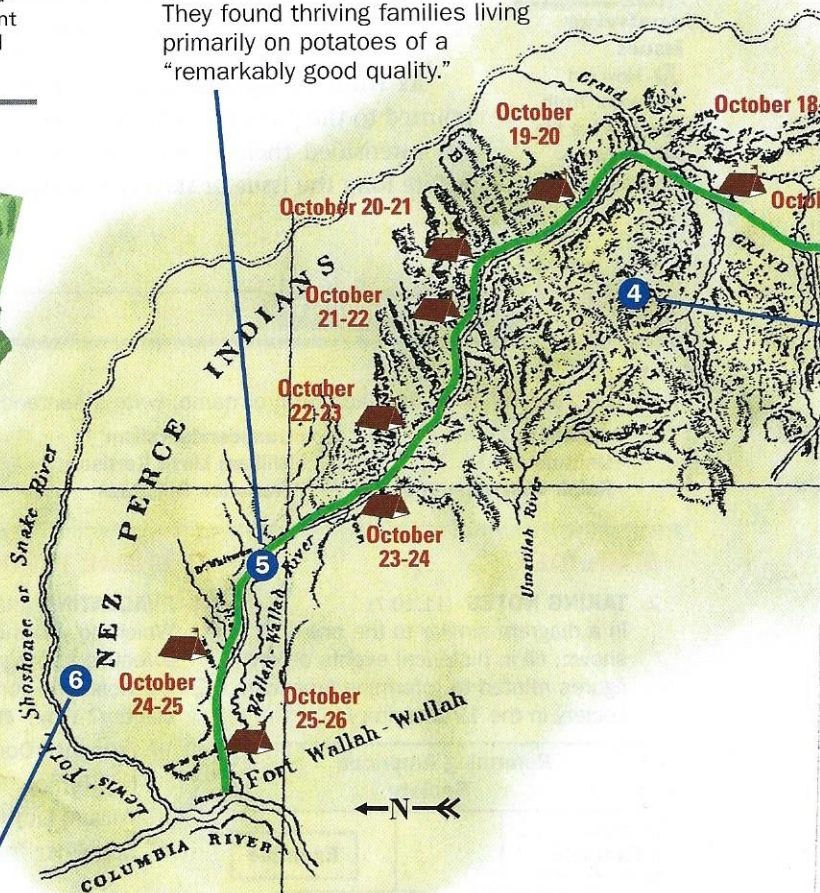
## CALIFORNIA STANDARDS

**CST 3** Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.



## 5 THE WHITMAN MISSION

The explorers came upon the Whitmans’ missionary station. They found thriving families living primarily on potatoes of a “remarkably good quality.”



## 6 THE NEZ PERCE PRAIRIE

Chief Looking Glass (left, in 1871) and the Nez Perce had “harmless” interactions with Frémont and his expedition.







## TERMS & NAMES

For each term or name below, write a sentence explaining its connection to the nation's growth during the early and mid-1800s.

1. Jeffersonian republicanism
2. Monroe Doctrine
3. Missouri Compromise
4. Jacksonian democracy
5. Trail of Tears
6. Stephen F. Austin
7. market revolution
8. Lowell textile mills
9. Frederick Douglass
10. Elizabeth Cady Stanton

## MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

### The Jeffersonian Era (pages 112–117)

1. How did the Louisiana Purchase affect the United States? (HI 2)
2. What did the Treaty of Ghent accomplish? (HI 2)

### The Age of Jackson (pages 120–127)

3. What changes occurred in the voting population and in voting patterns between the presidential elections of 1824 and 1828? (CST 2)
4. Why did Jackson oppose the Bank of the United States? (11.1.3)

### Manifest Destiny (pages 130–138)

5. Why was the concept of manifest destiny such an appealing one to Americans in the 1840s? (HI 1)
6. Describe the battle of the Alamo and explain why it is an important symbol in U.S. history. (HI 1)

### The Market Revolution (pages 139–143)

7. How did the inventions and innovations of the mid-19th century help fuel the nation's economy? (HI 2)
8. Why did workers go on strike and begin to form trade unions in the 1830s? (HI 1)

### Reforming American Society (pages 144–149)

9. What new religious ideas set the stage for the reform movements of the mid-19th century? (11.3.2)
10. What was the purpose of the Seneca Falls convention? (11.3.1)

## CRITICAL THINKING

1. **USING YOUR NOTES** What were America's goals and ideals during this period of expansion and economic change? Draw a chart in which you list goals from the period, how they were achieved, and in what ways their effects were positive or negative. (11.3.1)

| Goal | How Achieved | Positive/Negative Effects |
|------|--------------|---------------------------|
|      |              |                           |

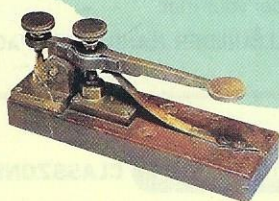
2. **EVALUATING IMPACT** In what ways did the reform movement of the mid-19th century affect the lives of women—both white and black, both free and enslaved? Support your answers with examples from the text. (HI 2)
3. **FORMING GENERALIZATIONS** Westward expansion helped shape the personal identity of Americans in the early 19th century. What values and traits characterized many Western settlers of this era? Think about Jim Beckwourth's life (See the Historical Spotlight on page 131) and the rise of the common person during the Age of Jackson. (HI 2)

## VISUAL SUMMARY

## THE GROWTH OF A YOUNG NATION

### TERRITORIES AND EXPLORATION

- National boundaries are extended in the North, West, and South.
- Lewis and Clark expand knowledge of the Louisiana Territory.
- The Oregon and Santa Fe trails extend exploration of and settlement in the Northwest and Southwest.
- The California Gold Rush creates an influx of settlers in the West.



### TECHNOLOGY AND COMMERCE

- The telegraph expands the possibilities of communication.
- Textile mills increase manufacturing in the North.
- The cotton gin allows for greater agricultural profits in the South.
- Canals and railroads improve transportation throughout the country.

### SOCIAL REFORMS

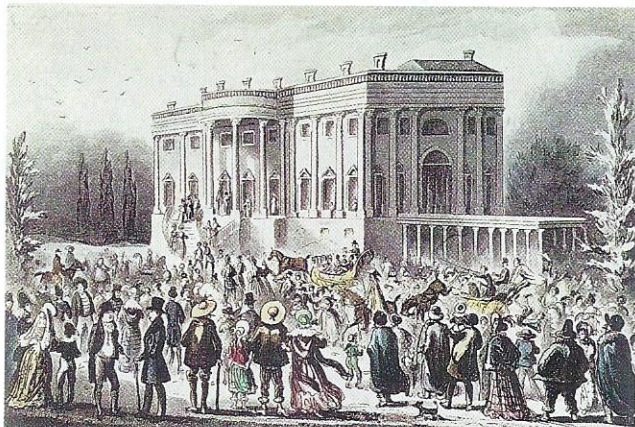
- Voting rights are expanded in many states, although for males only.
- National Trades' Union calls for improved working conditions.
- Women's institutions of higher education are founded.
- Abolitionists call for the end of slavery.





## Standardized Test Practice

Use the image below and your knowledge of U.S. history to answer question 1.



1. This print by Robert Cruikshank, entitled *The President's Levee [reception], or All Creation Going to the White House*, was issued in 1829. It is satirizing — (HI 1)

A. the Louisiana Purchase.  
B. the California gold rush.  
C. Jacksonian democracy.  
D. the Indian Removal Act.

2. The Supreme Court decision *Marbury v. Madison* is important for affirming which of the following principles? (11.1.3)
- A. impressment  
B. the "American System"  
C. popular sovereignty  
D. judicial review
3. The main effect of the Missouri Compromise was to — (HI 2)
- A. admit Missouri as a state.  
B. resolve disputes over slavery in the territories.  
C. change the balance of free and slave states.  
D. incline Southerners toward secession.
4. Between 1830 and 1850, the geographic area of the United States increased by about one third. Most of this land was acquired by — (HI 1)
- A. war.  
B. purchase.  
C. exchange.  
D. inciting rebellion.

**ADDITIONAL TEST PRACTICE, pages S1–S33.**



**TEST PRACTICE CLASSZONE.COM**

## ALTERNATIVE ASSESSMENT (HI 3, CST 1)

1. **INTERACT WITH HISTORY** Recall your discussion of the question on page 111:

***Would you support the federal or your state government?***

Imagine that you are a visitor to the United States Senate in 1828, listening to senators express their views on a strong federal government versus states' rights. Write a letter to a friend describing what you saw and heard. Include events and issues from U.S. history that senators from the North and South might have used in making their arguments.

2. **VIDEO LEARNING FROM MEDIA** View the *American Stories* video, "Recruited by Lewis and Clark: Patrick Gass Chronicles the Journey West." Discuss the following questions in a small group; then do the activity.

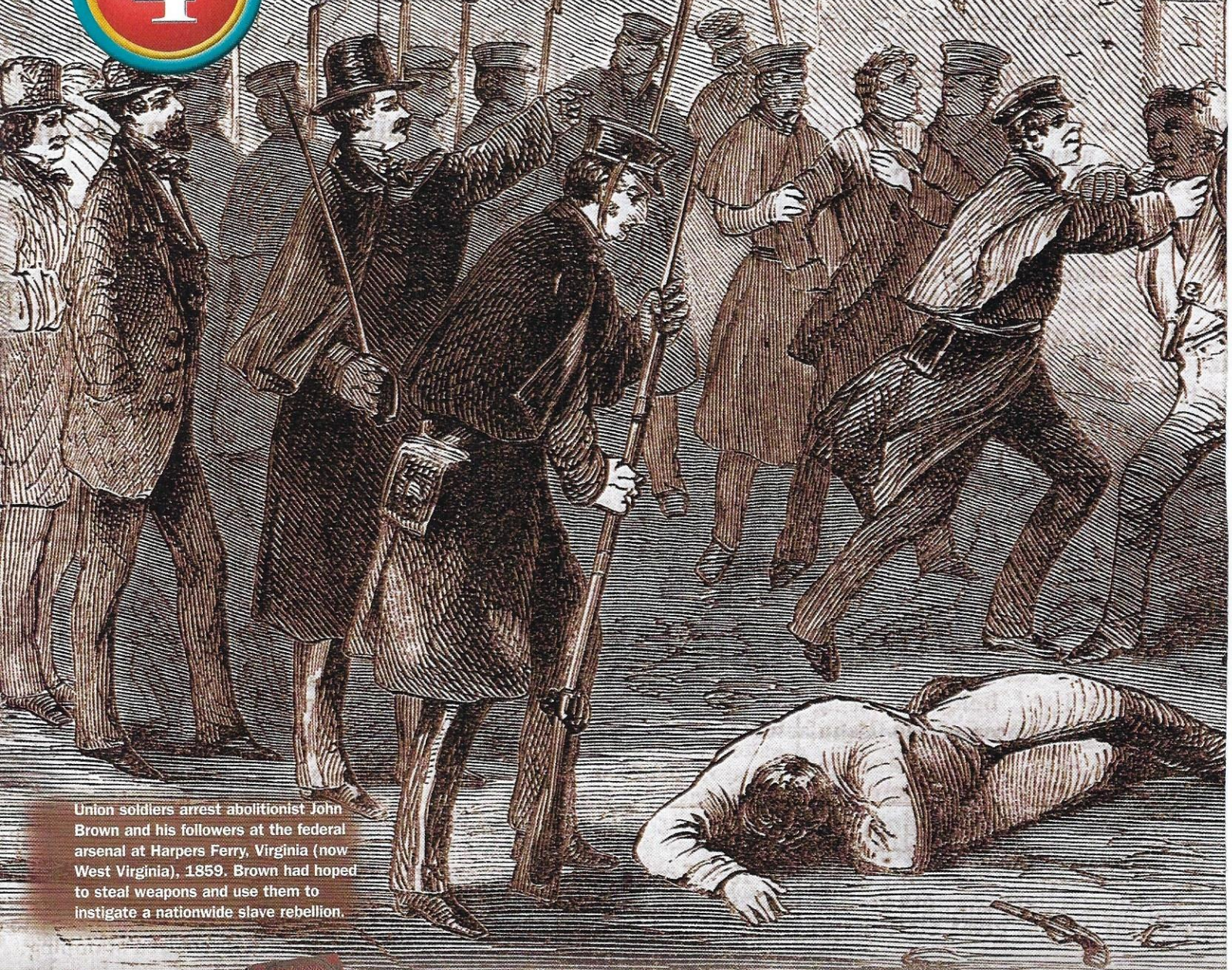
- What were some of the roles played by Native Americans in the journey of Lewis and Clark? Provide examples that stand out for you.
- What aspect of the journey do you think that Patrick Gass found most difficult? Why?

**Cooperative Learning Activity** An explorer can be anyone who discovers important things about living in the world. Who are the explorers of our own day? Using examples you may have read about in books, magazines, or newspapers, or seen on television, choose someone you consider to be an important explorer. Prepare a report and present it to the class.



REVIEW CHAPTER  
**4**

# THE UNION IN PERIL



Union soldiers arrest abolitionist John Brown and his followers at the federal arsenal at Harpers Ferry, Virginia (now West Virginia), 1859. Brown had hoped to steal weapons and use them to instigate a nationwide slave rebellion.



**1852** Franklin Pierce is elected president.

**1852** *Uncle Tom's Cabin* published.

**1856** James Buchanan is elected president.

**1857** The Supreme Court rules against Dred Scott.

**1860** Abraham Lincoln wins presidential election.

**1860** South Carolina secedes.

**1861** The Confederacy is formed. Civil War begins.



USA  
WORLD

**1850**

**1860**



**1851** The Great Exhibition opens in London.

**1854** Charles Dickens's *Hard Times* is published.

**1861** Russian serfs emancipated by Czar Alexander II.