

From Nationalism to Sectionalism

THE BIG PICTURE

The War of 1812 filled Americans with national pride. Yet against the backdrop of an emerging national identity, two distinct economic systems were developing in the North and South.



North Carolina Standards

Social Studies Objectives

2.02 Describe how the growth of nationalism and sectionalism were reflected in art, literature, and language.

2.03 Distinguish between the economic and social issues that led to sectionalism and nationalism.

2.04 Assess political events, issues, and personalities that contributed to sectionalism and nationalism.

Language Arts Objectives

3.01 Use language persuasively in addressing a particular issue by:

- establishing and defending a point of view.

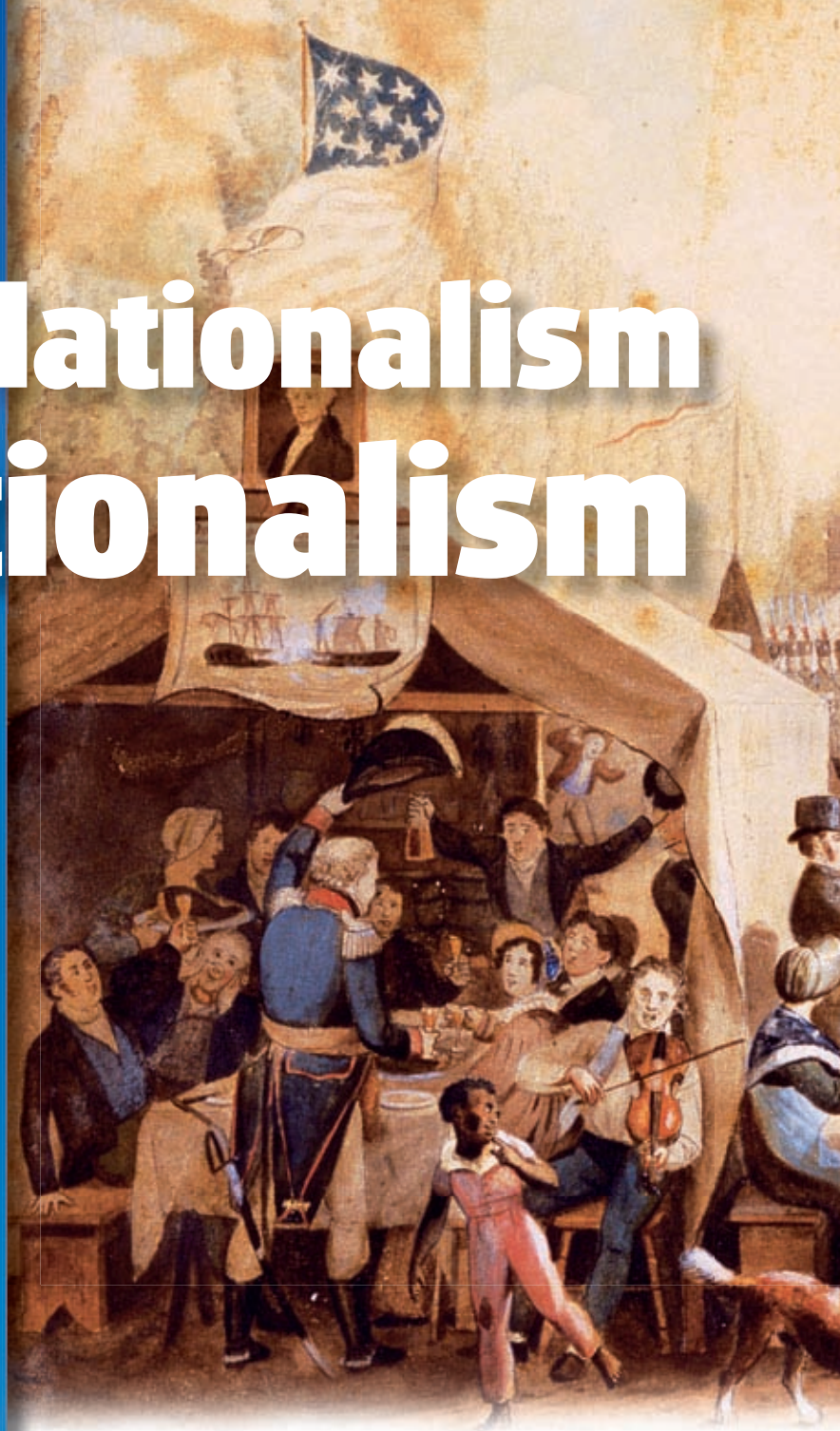


READING LIKE A HISTORIAN

Americans have been celebrating Independence Day ever since they first declared their freedom in 1776. Here they are shown celebrating in *Fourth of July at Centre Square, Philadelphia, 1819*, by John Lewis Krimmel.

Interpreting Visuals How do you think the painting illustrates a spirit of nationalism? Give examples to support your answer.

See **Skills Handbook**, p. H30



COURTESY THE PENNSYLVANIA ACADEMY OF THE FINE ARTS, PHILADELPHIA

U.S.



March 1816

James Monroe is elected president.

1815



World

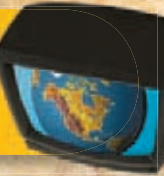
1815

Napoleon is defeated at the Battle of Waterloo.



History's Impact video program

Watch the video to understand the impact of economic change.



1820

The Missouri Compromise admits one free state and one slave state into the Union.

1823

The Monroe Doctrine warns European powers away from the Americas.

1828

Andrew Jackson is elected president.

1838

U.S. troops begin the forced removal of the Cherokee people from Georgia along the Trail of Tears.

May 1830

The Baltimore & Ohio Railroad opens.

1840

Samuel F. B. Morse patents the telegraph.

1820

1821

Mexico wins independence from Spain.

1825

1825

Bolivia, named for South American liberator Simón Bolívar, gains its independence.

1830

1832

British Reform Act gives urban centers more power.

1835

1833

Slavery is outlawed in the British Empire.

1840

1837

Queen Victoria begins her reign in the United Kingdom.



The Rise of Nationalism

BEFORE YOU READ

MAIN IDEA

Nationalism contributed to the growth of American culture and influenced domestic and foreign policies.

READING FOCUS

1. What were the characteristics of the new American culture?
2. How did nationalism influence domestic policy?
3. How did nationalism guide foreign policy?
4. What was the Missouri Compromise?

KEY TERMS AND PEOPLE

Alexis de Tocqueville
Noah Webster
nationalism
sectionalism
McCulloch v. Maryland
James Monroe
John Quincy Adams
Adams-Onís Treaty
Monroe Doctrine
Missouri Compromise

TAKING NOTES

As you read, take notes on the different effects that growing American nationalism had on the nation's domestic and foreign policy. Create a diagram like the one shown here, and in each box list the effects.



A Bold Move

THE INSIDE STORY

How did the United States defy the monarchs of Europe?

Between 1803 and 1815, a series of wars fought by or against France under the French emperor, Napoleon, had seriously threatened the monarchies of Europe. Soon after Napoleon's defeat in 1815, the major European powers, including Great Britain and Russia, formed a loose alliance known as the Concert of Europe. Their goals were to keep a balance of power in Europe and to suppress revolutionary ideas.

At the same time, revolutions were breaking out in South America, as colonies declared their independence from Spain. Although the United States declared neutrality, it supplied the rebels with ships and supplies. In 1822 President James Monroe was the first to give diplomatic recognition to the new nations. But both Great Britain and the United States were worried that France would send troops to reconquer Spain's colonies.

John Quincy Adams, Monroe's secretary of state, was an experienced diplomat who had been living abroad since he was a teenager. He was worried about territorial threats from other European nations. Russia, for example, claimed much of the Pacific Coast of North America. Adams wanted to stand up to the monarchs of Europe. He declared "that the American continents are no longer subjects for any new European colonial establishments." He also said that the United States should act on its own, instead of following like "a [rowboat] in the wake of a British man-of-war." Those brave words led to the statements made in the Monroe Doctrine, which declared the Americas off limits to European colonization. ■



▲ Lady Liberty and the liberty cap and pole she carries were powerful revolutionary symbols that citizens of the young nation could rally behind.

A New American Culture

The Monroe Doctrine was a bold statement. After all, the United States was still a very young nation in 1823. Moreover, the population of the country was a tiny fraction of what it would become. There were fewer than 10 million Americans at the time. The overwhelming majority of them still lived in rural areas along or near the East Coast. The largest city, New York, was home to only about 120,000 people. The next largest cities, Philadelphia and Baltimore, were about half that size. But the young country was growing rapidly.

A country “in constant motion” Americans were hard at work building their new nation. As they went about their lives, they slowly developed their own unique culture. Culture is the ways of life of a particular group of people. It includes the group’s language, art, music, clothing, food, and other aspects of daily life. The rise of a distinctly American culture during the early 1800s is important because the culture that developed then still influences the way Americans live today.

One of the most insightful observers of the emerging American culture was the French philosopher **Alexis de Tocqueville**. In his book

Democracy in America, Tocqueville wrote of the seemingly limitless energy of Americans. He keenly observed that

HISTORY’S VOICES

“[Americans] all consider society as a body in a state of improvement . . . in which nothing is, or ought to be, permanent . . . America is a land of wonders, in which everything is in constant motion and every change seems an improvement.”

—Alexis de Tocqueville, *Democracy in America*

Instead of imitating European cultures, as they had done for generations, Americans began doing things in a distinctly American way. A new American culture was emerging.

American art and literature The rise of American culture was especially significant in the worlds of art and literature. Before the 1800s, American artists and writers were paid little respect, even by their fellow Americans. That changed with the emergence of talented Americans whose work honored American life.

In 1825 the painter Thomas Cole helped establish the Hudson River school, a group of artists whose landscapes both depicted and celebrated the American countryside. The works of Cole and other American artists came to be admired in both America and Europe.

ACADEMIC VOCABULARY

generation the average length of time between the birth of parents and that of their offspring

A New American Style of Art

The first uniquely American style of art began with the Hudson River school, a group of landscape artists inspired by the wilderness of the Hudson River Valley. Their paintings reflected pride in the grandeur of the American landscape. *A View of the Mountain Pass Called the Notch of the White Mountains (Crawford Notch)* was painted by Thomas Cole around 1839.

The notch that is the subject of this painting allowed travelers to pass through a New Hampshire mountain range.

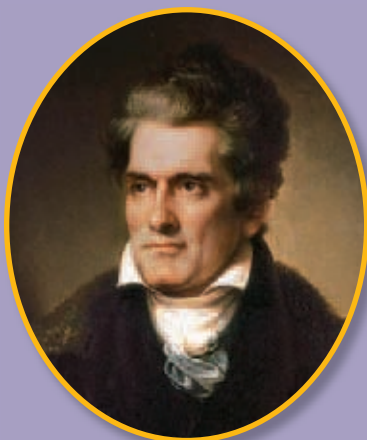
People, although depicted tiny in scale, were always linked to the land.

A tree stump was a common symbol of the Hudson River school—a reminder of the fragility of life.

Leaders of a Young Nation



▲ **John Quincy Adams**, as secretary of state under Monroe, extended the territory of the United States. He became the nation's sixth president.



▲ **John C. Calhoun** served as Monroe's secretary of war, as vice president twice, and as a member of Congress. He was a dominant political figure and a strong advocate of states' rights.

► **Henry Clay** was a passionate nationalist during the several decades he spent in Congress. He proposed the American System to help unify the young nation.



▲ **James Monroe**, president from 1817 to 1825, secured the nation's borders with the Monroe Doctrine.



▲ **John Marshall**, chief justice of the United States from 1801 to 1835, established the supremacy of federal law over state law.



American authors also gained respect in the early 1800s. Three writers in particular—Washington Irving, James Fenimore Cooper, and William Cullen Bryant—proved that Americans could create literature and that people on both sides of the Atlantic would respect American works.

Even Americans' unique version of the English language earned respect. In 1828 this new American English was published by lexicographer **Noah Webster** in *An American Dictionary of the English Language*. Webster's dictionary defined thousands of words that had never been included in a dictionary before. Clearly, Americans were forming a new culture—with a language all its own.

READING CHECK

Making Inferences Why do you think Europeans initially held little respect for American writers and painters?

Nationalism Influences Domestic Policy

As a uniquely American culture developed, so too did a sense of nationalism. **Nationalism** is the belief that the interests of the nation as a whole are more important than regional interests or the interests of other countries. A spirit of nationalism replaced the tendency toward **sectionalism**, or the belief that one's own section, or region, of the country is more important than the whole.

In the early 1800s, feelings of nationalism swept the country. These feelings were soon reflected in government policies.

John Marshall John Marshall served as chief justice of the United States from 1801 until 1835—longer than any other chief justice. Marshall was a firm believer in the importance of a strong national government. His Court made two key rulings that both reflected growing feelings of nationalism and promoted nationalism by strengthening the national government.

Two key rulings In 1819 the case of **McCulloch v. Maryland** came before the Supreme Court. The case pitted the State of Maryland against the national government. In his ruling, Chief Justice Marshall sided with the national government. He made it clear that

national interests were to be put above state interests. You can read more about *McCulloch v. Maryland* at the end of this section.

In 1824 the Marshall Court issued another ruling that enhanced the national government's power over the states. This case involved the cutting-edge transportation technology of the day: steamboats.

Rival steamboat companies were operating in New York. Aaron Ogden had received permission from the State of New York to run his business. Thomas Gibbons had a license from the national government to run his. Gibbons sued Ogden, and the case of *Gibbons v. Ogden* went to the Supreme Court.

Marshall's court ruled in favor of Gibbons, who was licensed by the national government. Thus, Marshall again declared that national law was superior to state law. Marshall further declared that the Constitution gives the national government the sole right to regulate interstate commerce, or trade between states.

In these two rulings, John Marshall's Supreme Court established the power of the national government over state governments. In matters of the Constitution, therefore, nationalism had triumphed over sectionalism.

The American System Perhaps the most nationalistic domestic policy of the early 1800s was a plan championed by Henry Clay, the speaker of the U.S. House of Representatives. His plan was called the American System. The American System sought to implement several policies to unify the young country. These policies included a tariff to protect American industries, the sale of government lands to raise money for the national government, the maintenance of a national bank, and government funding of internal improvements or public projects such as roads and canals.

The American System was never implemented as a unified policy, although the national government did establish tariffs and a bank. But the fact that it was proposed and partially put in practice demonstrates how nationalist feelings and a desire to tie the country together were very much on the minds of Americans of the early 1800s.

READING CHECK

Identifying the Main Idea

What domestic policies in the early 1800s promoted nationalism?

Nationalism Guides Foreign Policy

American foreign policy in the early 1800s reflected the feelings of nationalism that spread through the nation. Americans were proud of their victory in the War of 1812 and confident in the strength of their young but growing country. They were determined to take their place on the world stage.

The Era of Good Feelings In 1816 voters elected **James Monroe** to the presidency. As president, Monroe would serve from 1817 to 1825. During his presidency, the economy grew rapidly, and a spirit of nationalism and optimism prevailed. One Boston newspaper called the time the "Era of Good Feelings."

Diplomatic successes The good feelings at home were matched by successful diplomacy abroad. Monroe's administration achieved a series of brilliant diplomatic successes that helped secure the territory and borders of the United States.

In 1818 the United States concluded the Rush-Bagot Treaty with Britain. The treaty provided for the nearly complete disarmament of the eastern part of the border between the United States and British Canada. Monroe also convinced Britain to draw the western part of the border between the United States and Canada along the 49th parallel.

In 1819 Secretary of State **John Quincy Adams** reached an important agreement with Spain. Under the **Adams-Onís Treaty**, the United States acquired Florida and established a firm boundary between the Louisiana territory and Spanish territory farther to the west.

Thus Adams expanded the country to the south and east and defined its borders to the north and west. Further, Adams convinced Spain and Russia to give up their claims to the disputed Oregon Country and negotiated a treaty with Britain that would allow American settlers to travel to Oregon for 10 years.

The Monroe Doctrine Although the Monroe administration had achieved stunning diplomatic successes, the United States still faced a foreign policy problem. The problem arose in Europe but concerned hemispheric neighbors in Central America and South America.

ACADEMIC VOCABULARY

implement to execute or carry out

Spain had colonized Central and South America in the 1600s and 1700s. In the early 1800s had Spain neglected its colonies because it was fighting France, which, under Napoleon, was expanding in Europe. Many colonies took the opportunity to declare independence. But after Napoleon was defeated, Spain and other European powers considered retaking control of the former colonies in the Americas.

This concerned Great Britain, which had developed a thriving trade with the former Spanish colonies. It also concerned the United States. American lawmakers wanted to deter any foreign country from taking lands in the Americas that the United States might someday claim, such as the Pacific Northwest.

President Monroe and Secretary of State John Quincy Adams responded by declaring a new foreign policy for the United States. In time, it would be called the Monroe Doctrine. A doctrine is a policy. The **Monroe Doctrine** stated that the United States would view any European attempts to further colonize

the Americas “as dangerous to our peace and safety.” In Monroe’s message to Congress, delivered on December 2, 1823, he stated:

HISTORY’S VOICES

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

—Monroe Doctrine, 1823

Monroe also stated that the United States would not “interfere in the internal concerns” of Europe. In essence, the Monroe Doctrine stated that the United States would stay out of European affairs and that it expected Europe to stay out of American affairs.

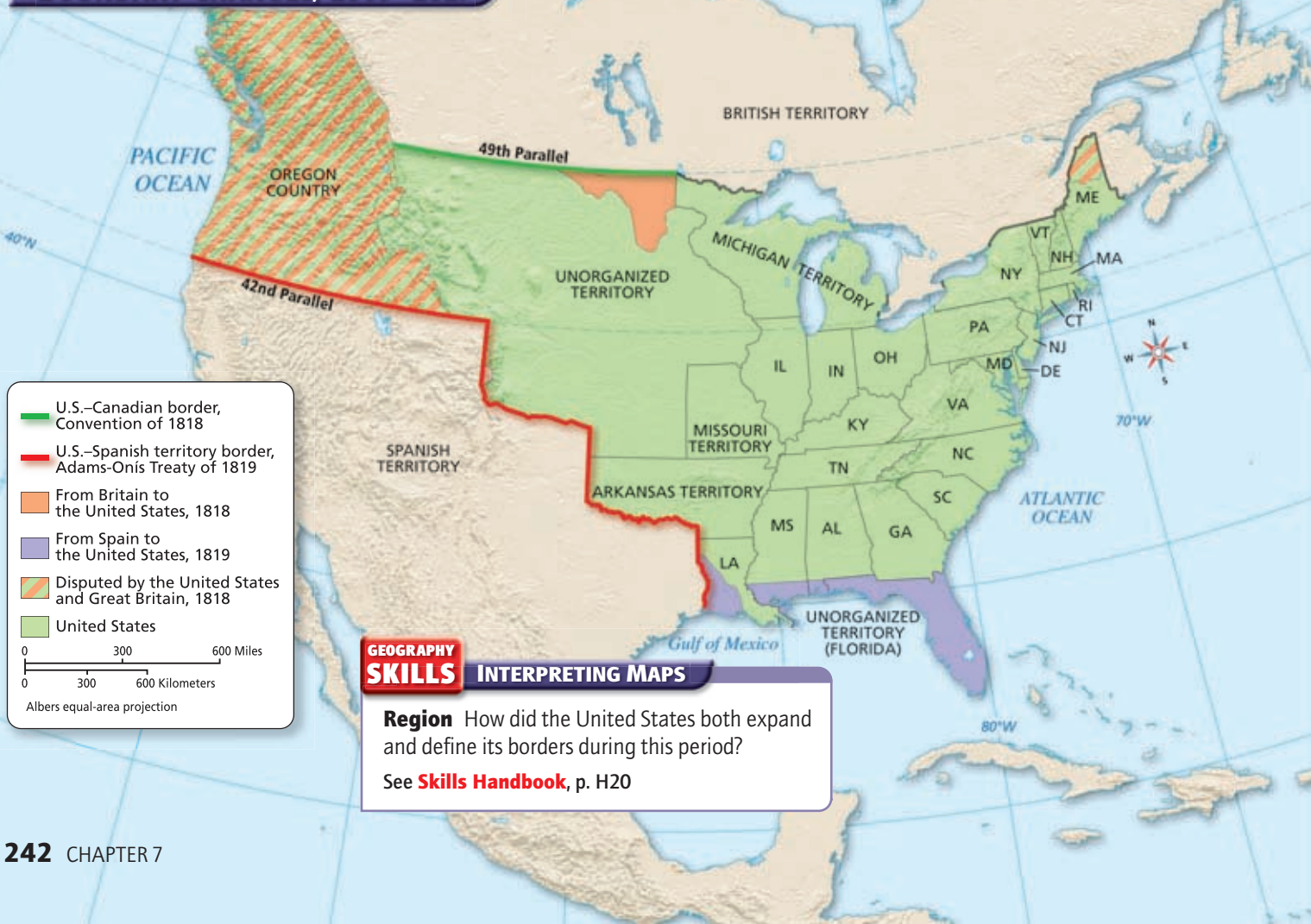
The Monroe Doctrine was a bold statement to the old, great powers of Europe. It confirmed that American nationalism was to be felt well beyond the shores of the young nation.

READING CHECK

Summarizing

What were the major diplomatic achievements of the Monroe administration?

BOUNDARY CHANGES, 1803–1819



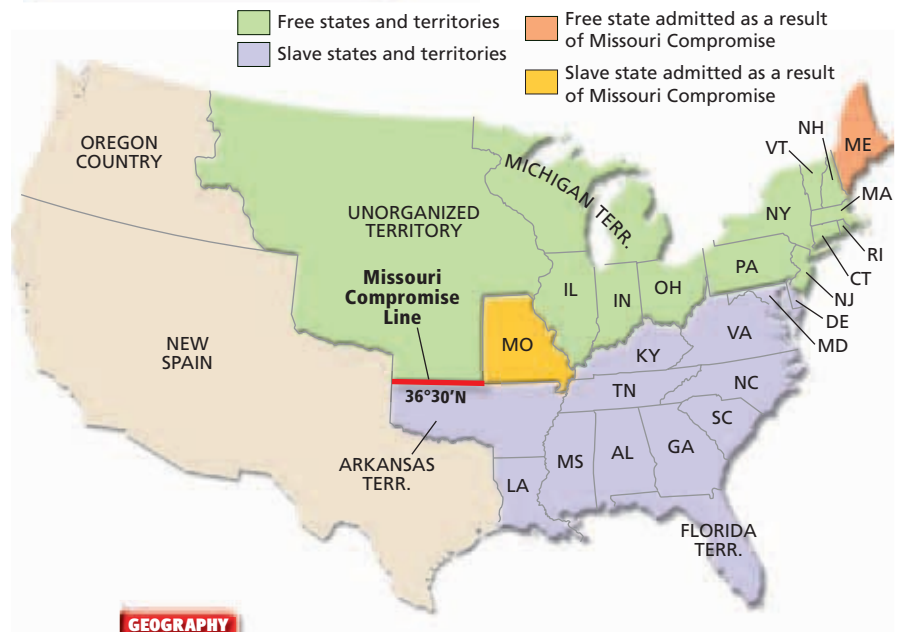
The Missouri Compromise

Americans' feelings of nationalism were fueled by the pride they took in the rapid growth of American settlement. By 1818 settlers had even spread beyond the Mississippi River into Missouri. Most newcomers to Missouri had migrated from the South. About 1 in 6 settlers were enslaved African Americans.

When the Missouri Territory applied to join the union, it caused an uproar. In 1819 there were 22 states in the Union. In half of the states—the “slave states” of the South—slavery was legal. In the other half of the states—the “free states” of the North—slavery was illegal. This exact balance between slave states and free states gave them equal representation in the U.S. Senate. If Missouri were admitted as a slave state, the balance would be upset.

The situation was resolved by what became known as the **Missouri Compromise** of 1820. Under this agreement, Missouri was admitted to the Union as a slave state and Maine was to be admitted as a free state. Thus, the balance between the number of free states and slave states was preserved. The agreement also banned slavery in the northern part of the Louisiana Territory. The Missouri Compromise

THE MISSOURI COMPROMISE



GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Region** How many slave states and free states were there before the compromise? How many were there after it?
- 2. Location** Where is the Missouri Compromise line?

See **Skills Handbook**, p. H20

kept the balance between slave and free states. It was disturbingly clear, however, that feelings of sectionalism in the North and the South were beginning to emerge.

READING CHECK

Identifying the Main

Idea Why was the Missouri Compromise adopted?

SECTION 1 ASSESSMENT

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Online Quiz

Keyword: SD7 HP7

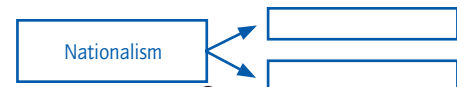
Reviewing Ideas, Terms, and People

- 1. a. Describe** How did Alexis de Tocqueville describe the American people?
b. Compare What did Thomas Cole and Noah Webster have in common?
- 2. a. Identify** Who was John Marshall?
b. Compare What did *McCulloch v. Maryland* and *Gibbons v. Ogden* have in common?
- 3. a. Recall** What was the Adams-Onís Treaty?
b. Analyze What was the purpose of the Monroe Doctrine?
- 4. a. Describe** Why would adding only Missouri to the Union have created an imbalance in the Senate?

- b. Make Inferences** What does the Missouri Compromise imply about Americans' views toward slavery?

Critical Thinking

- 5. Identifying Cause and Effect** Copy the diagram below and identify the effects of nationalism.



FOCUS ON WRITING

- 6. Expository** Write a paragraph explaining why Alexis de Tocqueville's description of Americans does or does not describe Americans today. Give details that support your position.

McCulloch v. Maryland (1819)

Why It Matters The Constitution gives the federal government certain powers and reserves all other powers to the states. *McCulloch v. Maryland* first established congressional authority under the “necessary and proper” clause to do things that are not specifically mentioned in the Constitution but that fall within Congress’s authorized powers.

Background of the Case

After the War of 1812, President Madison asked Congress to create the Bank of the United States, a national bank for the entire country. Other banks established by the states resented the competition. In 1818 the Maryland legislature put a tax on the Baltimore branch of the national bank. James McCulloch, a bank officer in the Baltimore branch, refused to pay the tax. The case raised two issues: Did Congress have the authority to create a national bank? Was Maryland’s tax on the bank protected by the Constitution?

The Decision

In his ruling, Chief Justice John Marshall carefully analyzed the balance of power between the federal government and the states. The Constitution does not specifically give Congress the power to create a bank, but it does give Congress the power to collect taxes, borrow money, regulate commerce, raise an army and navy, and to make “all laws which shall be necessary and proper for carrying into execution the foregoing powers.” Marshall noted that a national bank was a reasonable way for Congress to carry out its specified powers. If a state could tax the bank, Marshall argued, then it would have the power to destroy the bank, which would defeat “all the ends of government” under the Constitution. The Court ruled that Maryland’s tax on the bank was therefore unconstitutional.



THE IMPACT TODAY Many federal activities are not specifically mentioned in the Constitution but are “necessary and proper” for carrying out Congress’s authority. One example is Congress’s power to draft Americans into military service. This power supports the constitutional authority of Congress to raise and support an army.

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Research Online

Keyword: SS Court

CRITICAL THINKING

- 1. Analyze the Impact** Using the keyword above, research one of the laws listed below. What is the purpose of the law? What provisions in the Constitution gave Congress the power to enact the law?
 - Americans with Disabilities Act
 - Clean Air Act of 1970
- 2. You Be the Judge** Congress passed a law making it a federal crime to bribe an official of a state or local entity that receives at least \$10,000 in federal funds. Does Congress have the power under the “necessary and proper” clause to create a federal crime even when there is no connection between the bribe and the federal money? Explain your answer in a short paragraph.

The Age of Jackson

BEFORE YOU READ

MAIN IDEA

President Andrew Jackson's bold actions defined a period of American history.

READING FOCUS

1. What path led to Andrew Jackson's presidency?
2. How did the Indian Removal Act lead to the Trail of Tears?
3. Why was the national bank a source of controversy?
4. How did a conflict over the issue of states' rights lead to a crisis?

KEY TERMS AND PEOPLE

Democratic Party
Jacksonian Democracy
spoils system
Indian Removal Act
Worcester v. Georgia
Trail of Tears
Second Bank of the United States
states' rights
John C. Calhoun
secede
nullification crisis

TAKING NOTES

As you read, take notes on the position of those favoring states' rights. Record your notes in a graphic organizer like the one shown here.

States' Rights

THE INSIDE STORY

How should guests behave at the White House?

Andrew Jackson won the presidency in 1828 as the candidate of the common man. Rough-hewn voters in the West and South, especially, thought of him as one of their own. So when the new president threw open the doors of the White House to anyone who wanted to attend his inaugural reception in 1829, thousands showed up to get a glimpse of their hero—and of the White House.

An estimated 20,000 well-wishers pushed and shoved their way into the White House staterooms. They trampled

the carpets with muddy boots and climbed on the upholstered sofas and chairs. They broke china, smashed glassware, and bloodied more than a few noses. Finally, harried servants brought tubs of punch, ice cream, and lemonade outside, as people climbed through open windows to escape the riotous scene. The new president himself fled to the safety of a hotel.

Jackson's opponents denounced the day as "the reign of King Mob." One of Jackson's colleagues, however, was more forgiving. He called it "a proud day for the people." ■

Party at the WHITE HOUSE

◀ A crowd converges upon the White House to celebrate Jackson's inauguration.



Path to the Presidency

Andrew Jackson's early life was as rambunctious as his inauguration. As a teenager, he served in the army during the Revolutionary War. As a young man, he was known to be "roaring, rollicking" and "mischievous."

Jackson moved to Tennessee in 1788. There he practiced law, became a successful land speculator, and served in a variety of government offices, including the House of Representatives and in the Senate.

The War of 1812 brought Jackson the opportunity to vent his boundless energy as a soldier. He was commissioned into the U.S. Army and ordered to march his troops toward New Orleans. Jackson drove himself and his soldiers hard. They thought their commander was tough as hickory wood, and Jackson became known as Old Hickory.

Later in the war, Jackson was given command of military operations in the South. In December 1814 and January 1815, Jackson led the American forces that drove off the British invasion at the Battle of New Orleans. The battle made Jackson nationally famous and popular as the "Hero of New Orleans." General Jackson planned to use his popularity to win the presidency.

In 1824 Jackson ran for president as a member of the Democratic-Republican Party. Other candidates of the party included John Quincy Adams and Henry Clay.

Jackson won the popular vote. But he did not win a majority of the electoral votes. As a result, the winner of the election was to be determined by a vote in the House of Representatives.

In the House vote, Clay gave his support to Adams. This gave Adams enough votes to win the election and become president in 1825. Adams immediately named Clay as his secretary of state. Jackson and his

supporters suspected Adams and Clay had made a secret deal. They called it a "corrupt bargain." Jackson vowed to defeat Adams in the next election.

Jackson and his supporters created a new political party that came to be known, in time, as the **Democratic Party**. Adams and his supporters became the National Republicans.

Adams did not enjoy great popularity as president. His administration was weakened by scandal and by relentless criticism from Jackson's supporters. Also, Adams himself seemed to many Americans to be out of touch with the people.

In contrast, Jackson was a popular war hero who seemed very much to be "a man of the people." In the 1820s voting restrictions in many states—such as the requirement for property ownership—were being lifted, allowing poor people to become voters. These new voters were strong Jackson supporters.

In the election of 1828, Jackson easily defeated the unpopular Adams. The Age of Jackson had begun.

Andrew Jackson was supported by ordinary, working Americans. In time, such political power exercised by ordinary Americans became known as **Jacksonian Democracy**.

One of Jackson's first acts in office was to replace many officials with his supporters. Rewarding supporters in this way is called the **spoils system**. Jackson faced criticism, but in fact he only replaced about 1 in 10 officials.

READING CHECK **Identifying Cause and Effect** How did his military career help Jackson become president?

The Indian Removal Act

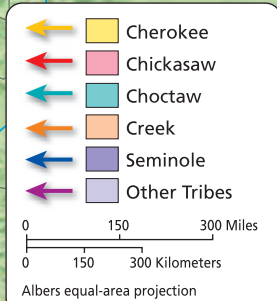
By the time Andrew Jackson became president, the land east of the Mississippi River was largely settled by white Americans. In the Southeast, however, huge expanses of land were still controlled by Native American groups.

Five major Native American groups lived in the southeastern United States: the Cherokee, Choctaw, Chickasaw, Seminole, and Creek. White Americans sometimes called these groups the "five civilized tribes" because many of their members had adopted aspects of European and American culture. The Cherokee,



Andrew Jackson, "man of the people," said that "the people are the government, administering it by their agents."

INDIAN REMOVAL, 1831–1842



HEAVY TOLL ON THE FIVE TRIBES

	Dates of Removed	People Removed	Lives Lost
Cherokee	1838–1839	16,000	4,000
Choctaw	1831–1834	14,000	3,500
Creek	1836	15,000	3,500
Chickasaw	1837–1838	4,000	unknown
Seminole	1835–1842	4,000	unknown

Note: Numbers are approximate

Source: *Encyclopedia of Native American Tribes*, Revised Edition, Carl Waldman, 1999; "The Effects of Removal on American Indian Tribes," Clara Sue Kidwell, University of Oklahoma National Humanities Center, March 2002; the National Park Service

GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Movement** How far were people transferred from their homelands by the Indian Removal Act? About how many people were moved? (See table.)
- 2. Region** What problems might arise from placing these groups in this area? Explain.

See **Skills Handbook**, p. H20

for example, learned English, built towns, and established a written constitution. A Cherokee named Sequoya created a writing system for the Cherokee language.

Although some white Americans respected these peoples, many viewed them as inferior. Above all else, though, farmland was becoming scarce in the East, and white settlers coveted the Indians' lands.

The Indian Removal Act President Jackson concluded that the best action was to relocate the nations so that the southeast would be open to white settlement. In 1830 Congress passed, and Jackson signed into law, the **Indian Removal Act**, which called for the relocation of the five nations to an area west of the Mississippi River called Indian Territory—land in what is now present-day Oklahoma.

FACES OF HISTORY

SEQUOYA

1767?–1843



Little is known with certainty about Sequoyia's early years, including when or where he was born. Settling in Georgia, he worked at

various trades—farmer, trader, silversmith. Sequoyia believed that knowledge was key to Cherokee independence and that written language was a way for his people to acquire that knowledge. In 1809 he set out to create a system of writing for the Cherokee language. By 1821 he had created 86 characters that represented all the syllables of the Cherokee language. Soon the Cherokee were teaching the system in their schools and publishing their own books and newspapers. Sequoyia's work helped unite eastern and western Cherokee around a shared language and preserved Cherokee cultural traditions.

Summarize Why do you think Sequoyia believed written language was important?

THE IMPACT TODAY

Government

Today there are three federally recognized Cherokee communities, two in Oklahoma and one in North Carolina. The largest is the Cherokee Nation of Oklahoma, which has about 125,000 members. The Cherokee are by far the largest Native American group in the United States today.

Under the supervision of the U.S. Army, the Choctaw, the Creek, and the Chickasaw were forced to march west, hundreds of miles, to Indian Territory. Conditions on the marches were miserable. Exposure, malnutrition, and disease took their toll. About one-fourth of the Choctaw and the Creek—men, women, and children—died on the long trek. The Chickasaw's forced journey to Indian Territory was shorter and less deadly, but still miserable.

The Seminole fight back The Seminole reacted to attempts at their removal with armed force. Seminole women and children hid from the soldiers in the dense Florida swamps, while Seminole men conducted hit-and-run attacks on the American soldiers. About 3,000 Seminole were forced to move to Indian Territory, but many more continued to resist. They were never officially defeated, and their descendants still live in Florida today.

The Trail of Tears While the Seminole resisted removal with armed force, the Cherokee fought in the American court system. They sued the federal government, claiming that they had the right to be respected as a foreign country. The case reached the Supreme Court in 1831. Chief Justice John Marshall, however, refused to hear the case. He ruled that the Cherokee had no right to bring suit since they were neither citizens nor a foreign country.

The Cherokee, however, had another plan of attack. Samuel Austin Worcester was a white man, a teacher, and a friend to the Cherokee. The state of Georgia, carrying out the Indian Removal Act, ordered Worcester to leave Cherokee land. He refused and brought suit on behalf of himself and the Cherokee.

In 1832 John Marshall's Supreme Court issued its decision in **Worcester v. Georgia**. Many whites were stunned when Marshall ruled against Georgia, denying them the right to take Cherokee lands. Jackson was outraged. He reportedly stated, "John Marshall has made his decision—now let him enforce it."

To get around the Court's ruling, government officials signed a treaty with Cherokee leaders who favored relocation, even though they did not represent most of the Cherokee people. Under this treaty, the Cherokee were herded by the U.S. Army, like the other nations before them, on a long and deadly march west.

Of the 16,000 Cherokee forced to leave their homes, about 4,000 died on the march to the Indian Territory. The Cherokee suffered so badly—from hunger, exposure, disease, and bandits—that their exodus became known as the **Trail of Tears**, a term that has become synonymous with all of the nations' suffering.

READING CHECK

Summarizing How did the Indian Removal Act affect the people of the "five civilized tribes"?

The National Bank

A hotly contested issue of Jackson's presidency concerned the **Second Bank of the United States**, a national bank overseen by the federal government. Congress established the Bank in 1816 and gave it a 20-year charter. The purpose of the Bank was to regulate state banks, which had grown rapidly since the First Bank of the United States went out of existence in 1811.

Jackson and other Americans strongly opposed the Second Bank of the United States. They thought that the Constitution did not give Congress the authority to create it in the first place.

Opponents recognized that state banks were more inclined to make loans to poorer farmers in the South and West—the very people who supported Jackson. By contrast, they viewed the national bank as an institution devoted to

the interests of wealthy northern corporations. Jackson so despised the bank that he called it a “monster,” adding, “I will kill it.”

In the summer of 1832 Henry Clay and Daniel Webster, National Republicans who opposed Jackson, introduced a bill to renew the Bank’s charter. The timing of the bill, during an election year, was deliberate. They hoped that Jackson’s opposition to the bill would hurt his chances of reelection. Jackson promptly vetoed the bill. In the election of 1832, Clay challenged Jackson for the presidency, and the controversy over the Bank became a major campaign issue.

Nevertheless, Jackson won re-election, defeating Clay in a landslide. At the beginning of his second term, Jackson ordered his secretary of the Treasury to take the money out of the Bank and deposit it in select state banks. Critics called these banks “pet banks” because they were loyal to Jackson.

Nicholas Biddle, the president of the Second Bank of the United States, opposed the pet-bank initiative, but there was little he could do. In 1836 the Second Bank of the United States was reduced to just another state bank.

READING CHECK

Identifying Points of

View Why did Jackson oppose the Second Bank of the United States?

Conflict over States’ Rights

The controversy over the Second Bank of the United States was largely a dispute over how power should be divided between the federal government and state governments. Those who favored giving more power to the states invoked the concept of **states’ rights**, based on the Tenth Amendment’s provision that powers “not delegated to the United States by the Constitution, nor prohibited by it to the States” are reserved to the states.

The tariff controversy In 1816 Congress passed a tariff on British manufactured goods. It raised the tariff in 1824 and 1828. The tariff was welcomed by industry leaders of the northern states. Because the tariff increased the price of British goods, it encouraged Americans to buy American goods.

The agricultural southern states despised the tariff. It forced southerners to buy northern goods instead of the less expensive British goods they were accustomed to. Moreover, southern cotton growers, who exported most of their crop to Britain, opposed interference with international trade.

The controversy over the tariff helped drive a wedge between Jackson and his vice president, **John C. Calhoun**. Calhoun, a southerner,



Battle over the National Bank

Jackson compared the Second Bank of the United States to an “undemocratic, hydra monster” and a “hydra of corruption.” A hydra is a serpentlike monster in Greek mythology that grew back two heads for every one cut off. **Why did Jackson oppose the Bank?**

charged that the tariff benefited northern states at the expense of southern states. Outraged southerners referred to the 1828 tariff as the Tariff of Abominations.

Calhoun advanced the idea that a state could nullify, or reject, any law passed by Congress—such as the tariff law—that the state thought violated the Constitution or was not in the best interests of the state. The concept that states have the right to reject federal laws is called the nullification theory.

The Hayne-Webster debate The issue of nullification and states' rights was the focus of one of the most famous debates in Senate history. It took place in 1830 between Senator Robert Hayne of South Carolina and Senator Daniel Webster of Massachusetts.

Hayne maintained that the federal government was a compact, or agreement, among the states. Nullification, he said, gave states a lawful way to protest federal legislation.

Webster responded that the United States was one nation, not merely an agreement of states. His impassioned reply ended with the words, "Liberty and Union, now and forever, one and inseparable!" The thundering defense of the Union made Webster a nationally famous figure overnight.

The nullification crisis In 1832 Congress passed another tariff, and the nullification theory was put to the test. South Carolina declared the tariff law "null and void" and threatened to **secede**, or withdraw, from the Union if the federal government tried to enforce the tariff. This event is known as the **nullification crisis**.

Calhoun felt so strongly about the issue that he resigned the vice presidency and became a senator from his home state of South Carolina. Jackson felt just as strongly. He stated:

HISTORY'S VOICES

"I consider the power to annul a law of the United States, assumed by one State, incompatible with the existence of the Union . . ."

—Andrew Jackson, 1832

Jackson demanded and received the Force Bill from Congress that empowered him to use military force to collect the tariff in South Carolina. But South Carolina declared that bill null and void as well. The situation was resolved by Henry Clay, who worked out a compromise in which tariffs would be reduced over a period of 10 years. But the issues of nullification and of states' rights would be raised again and again in the years to come.

READING CHECK

Identifying the Main Idea

What was the nullification crisis?

SECTION 2 ASSESSMENT

go.hrw.com

Online Quiz

Keyword: SD7 HP7

Reviewing Ideas, Terms, and People

1. **a. Recall** How did the Battle of New Orleans help Andrew Jackson's political career?
- b. Analyze** How did the "corrupt bargain" lead to the creation of a new political party?
2. **a. Identify** What were the "five civilized tribes"?
- b. Draw Conclusions** What does the passage of the **Indian Removal Act** indicate about American attitudes toward Native Americans?
- c. Elaborate** What do you think modern Americans should learn from the **Trail of Tears**?
3. **a. Recall** Why did Jackson want to destroy the **Second Bank of the United States**?
- b. Draw Conclusions** What are two reasons that Nicholas Biddle might have had for trying to save the national bank?
4. **a. Define** What is a tariff?
- b. Contrast** How did the northern and southern views of the American tariff on British manufactured goods differ?

- c. Evaluate** What are arguments for and against the nullification theory?

Critical Thinking

5. **Comparing and Contrasting** Copy the diagram and compare and contrast the controversies over the Second National Bank and the Tariff of Abominations.

Similarities	Differences

FOCUS ON WRITING

6. **Persuasive** Write an editorial in which you make the case for or against the concept of nullification. Support your argument with examples from the section.

The Industrial North

BEFORE YOU READ

MAIN IDEA

The North developed an economy based on industry.

READING FOCUS

1. What was the Industrial Revolution?
2. How did the Industrial Revolution affect the North?
3. What advancements were made in transportation and communication?

KEY TERMS AND PEOPLE

Samuel Slater
Industrial Revolution
Francis Lowell
Lowell girls
National Road
Erie Canal
Robert Fulton
Samuel F. B. Morse
telegraph

TAKING NOTES

As you read, take notes about the advantages and disadvantages of industrial work for women workers. Record your notes in a graphic organizer like the one shown here.

Advantages	Disadvantages

THE INSIDE STORY

How did a young Englishman launch America's Industrial Revolution? The man history remembers as the father of the American Industrial Revolution

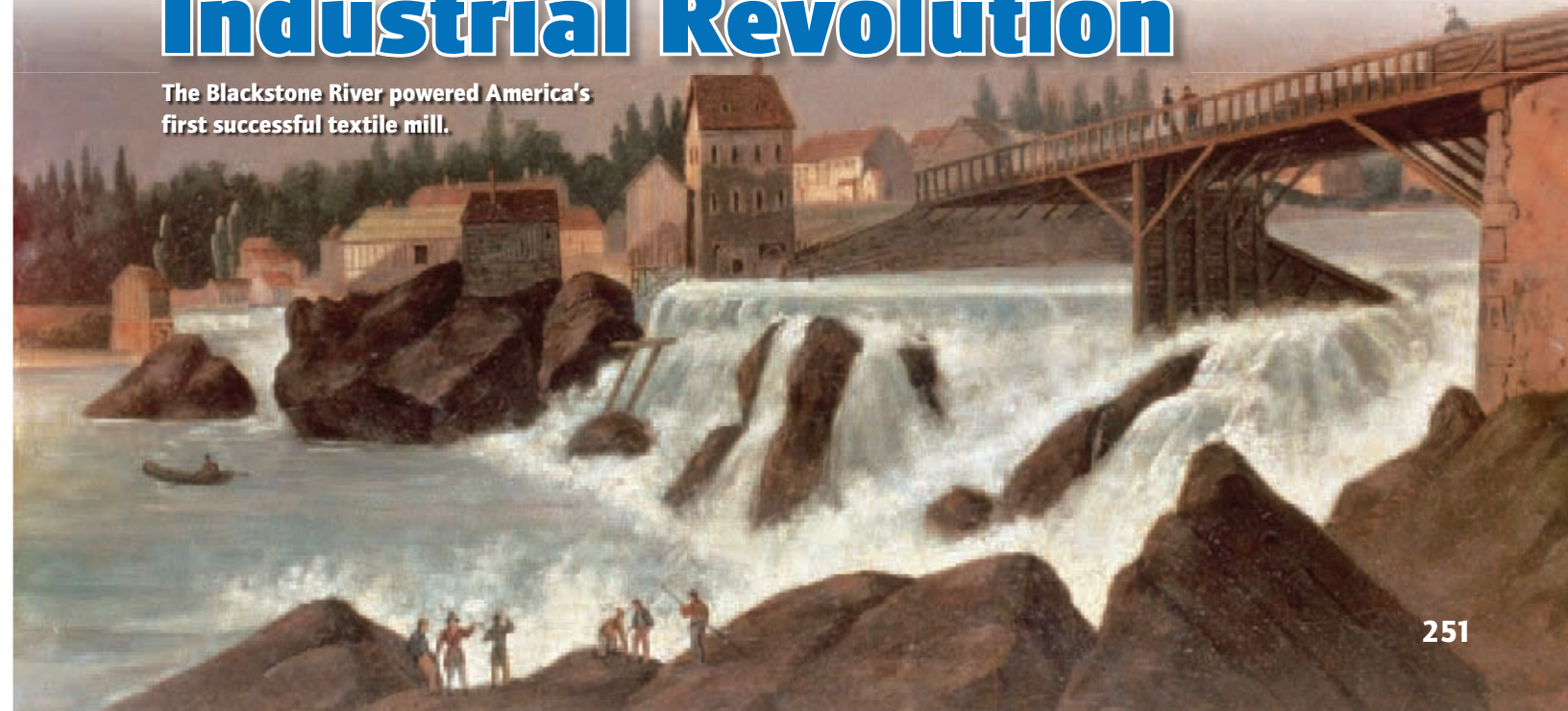
got his first job in the British textile industry when he was 14 years old. Born in England, **Samuel Slater** grew up in a region called Derbyshire, where the world's first water-powered textile mills were used. In 1782 Slater went to work in one of those mills. He soon learned how to manage a mill and mastered the workings of the textile machines.

In 1789 when he was 21, Slater was ready to use his skills in America. But the textile industry was so important to England's economy that English law made it illegal for the secrets of mill design, and those who knew them, to leave the country. So Slater dressed as a farm laborer and secretly boarded a ship for New York, carrying in his head the precious, forbidden knowledge.

Slater soon went to meet Moses Brown, who was trying to use English-style machines in his Rhode Island mill. Within a year they had built a successful water-powered textile mill along the Blackstone River at Pawtucket, Rhode Island. Slater's daring escape to America gave him a central role in the birth of the U.S. textile industry. ■

Samuel Slater and the Industrial Revolution

The Blackstone River powered America's first successful textile mill.



The Industrial Revolution

Samuel Slater's trip to America was an important event in one of the most dramatic changes in all of history. This change was so far-reaching that historians considered it a revolution. The **Industrial Revolution** was the birth of modern industry and the social changes that accompanied it. The Industrial Revolution occurred over a period of several decades from the middle of the 1700s to the middle of the 1800s.

The Industrial Revolution began in Great Britain's textile industry. There, for centuries, cloth had been made in workers' homes, using simple, human-powered machines. Plant fibers were spun into thread on spinning wheels. The thread was woven into cloth on looms.

Then in the late 1700s, a series of inventions radically transformed the industry. These inventions mechanized both spinning and weaving. British inventors created machines that used power from running water and steam engines to spin and weave cloth.

These powered spinning and weaving machines revolutionized the British textile industry. By 1800 textile companies had built hundreds of mills to house the new, large machines and produced volumes of cloth that could only have been dreamed of a few decades earlier. What was once a human-powered industry based in workers' homes was now a machine-powered industry based in huge mills. The Industrial Revolution had begun.

A key development of the Industrial Revolution was the replacement of human power with machine power. At the beginning of the Industrial Revolution, water power was

far more important than steam power. But the steam engine became more and more important during the 1800s.

The steam engine was invented in England in 1698. But it didn't come into its own until the late 1700s. That's when Scottish inventor James Watt radically improved the existing engine, making it much more efficient and reliable. It was Watt's steam-engine design that powered the Industrial Revolution in Britain, and, not long after, in the United States.

READING CHECK

Sequencing What events led to the birth of the Industrial Revolution in the British textile industry?

The North Industrializes

To keep their economic advantage, the British made it illegal for anyone with knowledge of industrial machines to leave the country or for anyone to export any industrial machines. Samuel Slater violated these laws when he brought knowledge of the new industrial machines to America. Slater and Moses Brown, a Pawtucket, Rhode Island, merchant, built a water-powered spinning mill on the Blackstone River. Their mill was the first successful textile mill in the country, and its construction marks the beginning of the Industrial Revolution in the United States.

Lowell The Industrial Revolution spread rapidly from Pawtucket throughout New England. By 1810 there were more than 60 mills spinning thread in New England. In 1813 in Waltham, Massachusetts, the first factory to

ACADEMIC VOCABULARY

violate to break or disregard, as in a law

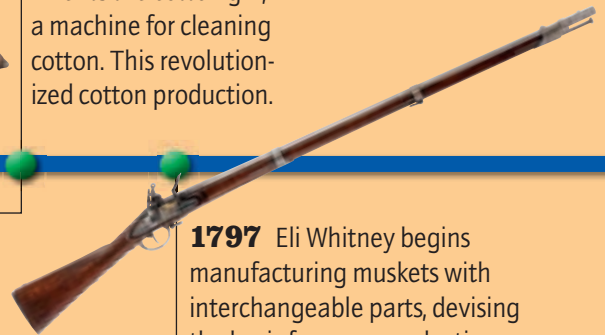
TIME LINE

Industrial Revolution



1793 Samuel Slater builds the nation's first successful textile mill, harnessing river water to power the machinery.

1793 Eli Whitney invents the cotton gin, a machine for cleaning cotton. This revolutionized cotton production.



1797 Eli Whitney begins manufacturing muskets with interchangeable parts, devising the basis for mass production.

bring all processes of cloth production under one roof was built. But it was Lowell that became the center of textile production.

The city was named for **Francis Lowell**, a wealthy Boston textile merchant. Workers began building mills and other buildings in Lowell, Massachusetts, in 1822. Within two years, the mills at Lowell were turning out great amounts of cotton cloth—and earning great profits. The city continued to grow as more and more textile firms opened mills there. Lowell soon had 40 mill buildings and 10,000 looms. People came from other countries to visit this wonder of American industry.

The majority of the workers in the Lowell mills were young women. Most of them had been recruited from local farms. They made relatively good wages for the time period, but they worked hard for it—often as long as 14 hours a day, 6 days a week.

The women's lives were strictly regulated by the ringing of bells. One worker described it this way:

HISTORY'S VOICES

“Up before day, at the clang of the bell—and out of the mill by the clang of the bell—into the mill, and at work, to the obedience of the ding-dong bell—just as though we were so many living machines.”

—Anonymous story in the *Lowell Offering*, a literary magazine by and for the mill girls

These hard-working young women came to be known as the **Lowell girls**. Despite their long hours, they developed a lively society in the boardinghouses in which they lived, forming friendships and clubs.

The revolution spreads Throughout the early and middle 1800s, industrialization spread slowly from the textile industry to other industries in the North. In the 1830s steam engines became better and more widely available, and their power helped make industry the fastest-growing part of the U.S. economy.

Industrialization in the North led to urbanization. People left the farm and moved to cities where they could work in the mills and factories. In 1820 only 7 percent of Americans lived in cities. Within 30 years, that percentage more than doubled.

The North underwent dramatic and rapid changes. Within a few decades, it evolved from a region of small towns and farms into one including large cities and factories—all as a result of the Industrial Revolution.

READING CHECK Making Generalizations

What part of the United States was most affected by the Industrial Revolution?

Transportation and Communication

The development of American industry in the early 1800s went hand in hand with the development of transportation networks. Businesses needed ways to transport raw materials to their growing number of factories and mills and to ship their finished goods to market.

Roads and canals In 1811 construction began on the **National Road**. When the road was completed in 1841, it stretched 800 miles west

1807 Robert Fulton launches the *Clermont*—and the first successful steamboat passenger service in America.



THE GRANGER COLLECTION, NEW YORK

1844 Samuel Morse uses this telegraph key to send the world's first telegraph message.



c. 1830 The Lowell, Massachusetts, textile mills keep working thanks to the innovation of employing farm girls.

Skills Focus

ANALYZING THE TIME LINE

What was a common feature of the advances made during the Industrial Revolution?

See **Skills Handbook**, p. H14

HISTORY CLOSE-UP

The Erie Canal

With its endpoints in Albany and Buffalo, New York's Erie Canal linked the young nation's East and West. Canal travel encouraged trade, tourism, and western farming and settlement. After the canal opened in 1825, nearby cities and towns grew. Freight and passenger traffic, as shown in the painting below, boosted local economies.

0 100 200 Miles
0 100 200 Kilometers



Skills Focus

INTERPRETING INFOGRAPHICS

Drawing Conclusions How can it be said that the canal linked the eastern part of the country with the western part, when the canal was entirely in New York State?

See **Skills Handbook**, p. H18



COLLECTION OF THE NEW-YORK HISTORICAL SOCIETY

from Cumberland, Maryland, to Vandalia, Illinois. Most roads were not so ambitious. They were much shorter and crudely made. Still, by 1840 a network of roads connected most of the cities and towns throughout the United States, promoting travel and trade.

In 1825 the 363-mile-long **Erie Canal** opened, connecting the Great Lakes with the Hudson River—and with the Atlantic Ocean. The canal provided a quick and economical way to ship

manufactured goods to the West and farm products to the East. The cost of shipping by canal barge was one-fifth of the cost of shipping by wagon, and shipping time was cut in half.

The Erie Canal also led to the establishment of New York City as a great trading city. Located where the Hudson River meets the Atlantic Ocean, New York was at the perfect geographic location to serve as a gateway between domestic and foreign trade.

The success of the Erie Canal set off a canal craze in the United States. Within 15 years, more than 3,000 miles of canals formed a dense network in the northeast.

The steamboat The first successful steamboat service was run by **Robert Fulton**. In 1807 Fulton began operating a regular passenger service on the Hudson River with his boat, *The North River Steamboat of Clermont*, usually called the *Clermont*. The success of the *Clermont* inspired others to build and operate steamboats. Within a decade, dozens of steamboats were puffing up and down the Ohio, the Mississippi, and other rivers.

The railroad The first steam-powered train ran in the United States made its first trip in 1830. It was not a long trip, since there were only 23 miles of track in the entire country at the time. In 1831 the first scheduled passenger train service began in Charleston, South Carolina. By 1835 states had issued more than 200 contracts to build railroad lines. By 1840 there were about 3,000 miles of track in the country.

The speed, power, reliability, and carrying capacity of the railroad quickly made it a preferred means of travel and transport. The Iron Horse soon became the most important component of the American transportation network. Its success led to a general decline in roads and brought about the end of the canal craze.

Advances in communication Advances in communication rivaled advances in transportation during the early 1800s. In 1811 a German printer used steam to power a printing press. Steam-powered presses were soon built in the United States, enabling publishers to print material much faster and in much greater volumes than ever before. Another important advance in communications involved the postal service. With the growing use of steamboats and the railroad, mail delivery was faster and more widely available. In 1800 there were fewer than 1,000 post offices. By 1840 there were more than 12,000.

The greatest advancement in communication was the brainchild of **Samuel F. B. Morse**. In 1840 he patented the first practical telegraph. A **telegraph** is a device that sends messages using electricity through wires. Communication by telegraph was instantaneous, and newspapers, railroads, and other businesses were quick to grasp its advantages.

Telegraph wires would soon crisscross the nation, adding a network of rapid communication on top of an already advanced network of transportation. Thus, the Industrial Revolution was accompanied by a transportation revolution and a communications revolution.

READING CHECK Summarizing What key advancements in transportation and communication were made in the early 1800s?

THE IMPACT TODAY

Science and Technology

The telegraph has been replaced in most developed countries by digital information transmission that uses computer technology. Messages that once were sent by telegraph are now sent via the Internet.

SECTION 3 ASSESSMENT

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Online Quiz

Keyword: SD7 HP7

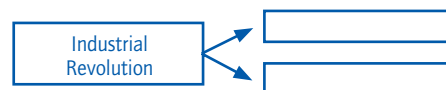
Reviewing Ideas, Terms, and People

1. **a. Describe** Describe the birth of the Industrial Revolution in Great Britain.
- b. Analyze** Why was the use of steam and water power an important part of the Industrial Revolution?
- c. Elaborate** What effects of the Industrial Revolution can you identify in your own life today?
2. **a. Identify** Who were **Samuel Slater** and **Moses Brown**?
- b. Make Inferences** Why do you think industrialization spread from the textile industry to other industries?
- c. Evaluate** Do you think the **Lowell girls** were treated fairly? Explain your answer.
3. **a. Describe** What were the major economic and social effects of the Erie Canal?
- b. Draw Conclusions** Why do you think that railroads became more important than roads and canals?

- c. Evaluate** What do you think was more important in the development of the nation, the transportation revolution or the communications revolution? Give reasons for your answer.

Critical Thinking

4. **Identifying Cause and Effect** Copy the diagram and identify the effects of the Industrial Revolution in the United States.



FOCUS ON WRITING

5. **Persuasive** What do you think was the most important invention of this time period? Identify and defend your choice in a persuasive paragraph.

The Land of Cotton

BEFORE YOU READ

MAIN IDEA

During the early 1800s, the South developed an economy based on agriculture.

READING FOCUS

1. Why was cotton king in the South?
2. How did the cultivation of cotton lead to the spread of slavery?
3. What key differences developed between the North and the South?

KEY TERMS AND PEOPLE

Eli Whitney
cotton gin
Cotton Belt
King Cotton

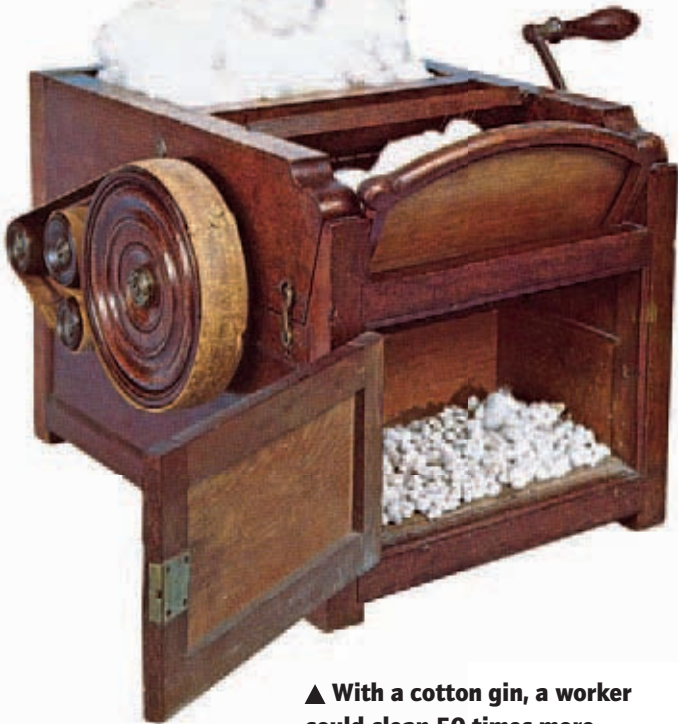
TAKING NOTES

As you read, take notes

on important features of the South. Record your notes in a graphic organizer like the one shown here.

Feature	
Geography	
Economy	
Technical Development	
Lifestyle	
Organization of Society	

Revolution in a COTTON BOX



▲ With a cotton gin, a worker could clean 50 times more cotton than by hand.

THE INSIDE STORY

How did Eli Whitney help transform the South?

When Catherine Greene was 44, her husband, the Revolutionary War general Nathanael Greene, died suddenly in 1786, leaving her to raise their five children alone. Caty had a lively personality, and she was strong-willed. Determined to save her family from ruin, she faced the challenge of running the family plantation in Georgia.

In 1792, with her finances stabilized, Greene hired a young graduate of Yale University to tutor her children. In his spare time, the tutor, **Eli Whitney**, also tinkered with machines. Greene encouraged his experiments.

Not many Georgia planters at the time grew cotton because separating the seeds from the fluffy cotton fibers was so slow and expensive. In 1793, Whitney designed a wooden cylinder with teeth like a wire comb. When turned by a hand crank, it combed the seeds out of the cotton. But the sticky cotton soon jammed the machines. Greene suggested adding a stiff brush that cleaned the teeth as the cylinder turned. The cotton gin was born.

Whitney got a patent for his invention in 1794 and tried to set up a factory. Greene borrowed money to help him. But many farmers just copied the machine. In the end, neither the inventor nor his patron made any money from the cotton gin. But the South was transformed. The gin led to the spread of cotton farming throughout the region and triggered an increased demand for slave labor in the cotton-growing states. ■

"King Cotton"

The **cotton gin** (*gin* is short for *engine*) was actually quite a simple machine. It was so simple, in fact, that cotton farmers routinely built their own, copying Eli Whitney's design and infringing on his patent. Even so, the cotton gin had a major impact on life in the South.

A type of plant called long-staple cotton grew well in the West Indies, where many of the earlier cotton plantations were established. American growers were disappointed, however, when they tried the plant in the southern United States. The plants could not survive southern winters. As a result, growers turned to a hardier variety of cotton called short-staple cotton. It could stand the cold, but it was harder to clean than long-staple cotton. Whitney's cotton gin solved the problem and made the large-scale production of cotton possible.

The demand for cotton was increasing both at home and abroad. In the United States, the booming textile industry of the North bought cotton to weave into cloth to sell to the growing American population. Overseas, the greatest demand came from Great Britain. There, the mechanized textile industry, exploding in the

midst of the Industrial Revolution, demanded ever-increasing amounts of cotton to feed its hundreds of mills.

The combination of the new cotton gin and the huge demand for cotton encouraged many Americans farmers to begin growing cotton. Southerners moved south and west to **acquire** land for cotton farms in the Carolinas, Tennessee, Georgia, Alabama, Mississippi, and Louisiana. Beginning in the 1820s, the number of acres devoted to cotton cultivation soared. A nearly uninterrupted band of cotton farms called the **Cotton Belt** stretched across the South, all the way from Virginia in the East to Texas in the West.

Growing cotton was a way to get rich relatively quickly. One man at the time described the mania for growing cotton:

ACADEMIC VOCABULARY

acquire come into possession or control of

HISTORY'S VOICES

“Young men who come to this country, ‘to make money,’ soon catch the mania, and nothing less than a broad plantation, waving with the snow white cotton bolls, can fill their mental vision, as they anticipate by a few years in their dreams of the future, the result of their plans and labours.”

—J. H. Ingram, *The South-West*

THE COTTON KINGDOM

Extent of cotton production, 1820
Extent of cotton production, 1860

0 150 300 Miles
0 150 300 Kilometers
Albers equal-area projection

INDIAN TERRITORY (unorganized)

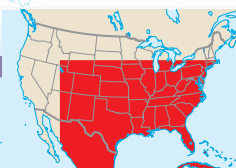
MEXICO

GEOGRAPHY SKILLS

INTERPRETING MAPS

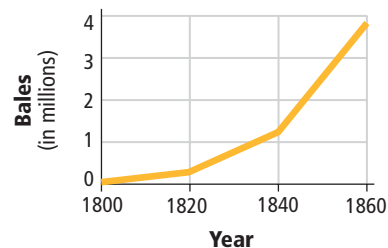
Region Describe the expansion of cotton production from 1820 to 1860.

See **Skills Handbook**, p. H20



ATLANTIC OCEAN

U.S. COTTON PRODUCTION, 1800–1860



Source: Historical Statistics of the United States

Numbers tell the story of the cotton boom. With few exceptions, cotton was America's largest and most valuable export from 1807 until the end of the 1800s. Cotton became so important to the economy of the South that by 1855 cotton became more than a crop—it gained royal status. Senator James H. Hammond of South Carolina stood on the Senate floor and pronounced that “Cotton is king.” Soon, people called the crop **King Cotton**.

READING CHECK Identifying the Main Idea
Why was cotton called King Cotton?

The Spread of Slavery

Even with the use of the cotton gin, farming cotton was a labor-intensive enterprise. The land had to be prepared, and the cotton seeds had to be planted. The growing plants had to be tended. Finally, of course, the crop had to be picked, cleaned, and formed into bales.

The first cotton farms were small and run by families who didn't own slaves. They were soon followed by wealthier planters who bought huge tracts of land and used enslaved African Americans to raise and pick the cotton that made the planters rich.

These wealthier planters grew cotton and other crops on plantations. As the amount of money made by growing cotton grew, so did the number of plantations. Some plantations were huge, including thousands of acres. Others were more modest.

The growth of cotton farming led directly to an increase in demand for enslaved African Americans. Although the importation of enslaved people had been banned in 1808, they were routinely smuggled into southern ports like Charleston, South Carolina, and New Orleans, Louisiana. These people, and the children of enslaved parents, were cruelly bought and sold by slave traders to provide ever more workers for the cotton fields.

In 1810 there were about 1 million enslaved African Americans in the United States. Most lived in Virginia, the Carolinas, and Tennessee. By 1840 that number had more than doubled to nearly 2.5 million.

As cotton farms spread, so too did slavery. The enslaved population grew in Georgia, Alabama, and Mississippi. Overall, enslaved African Americans accounted for about one-third of the population of the South.

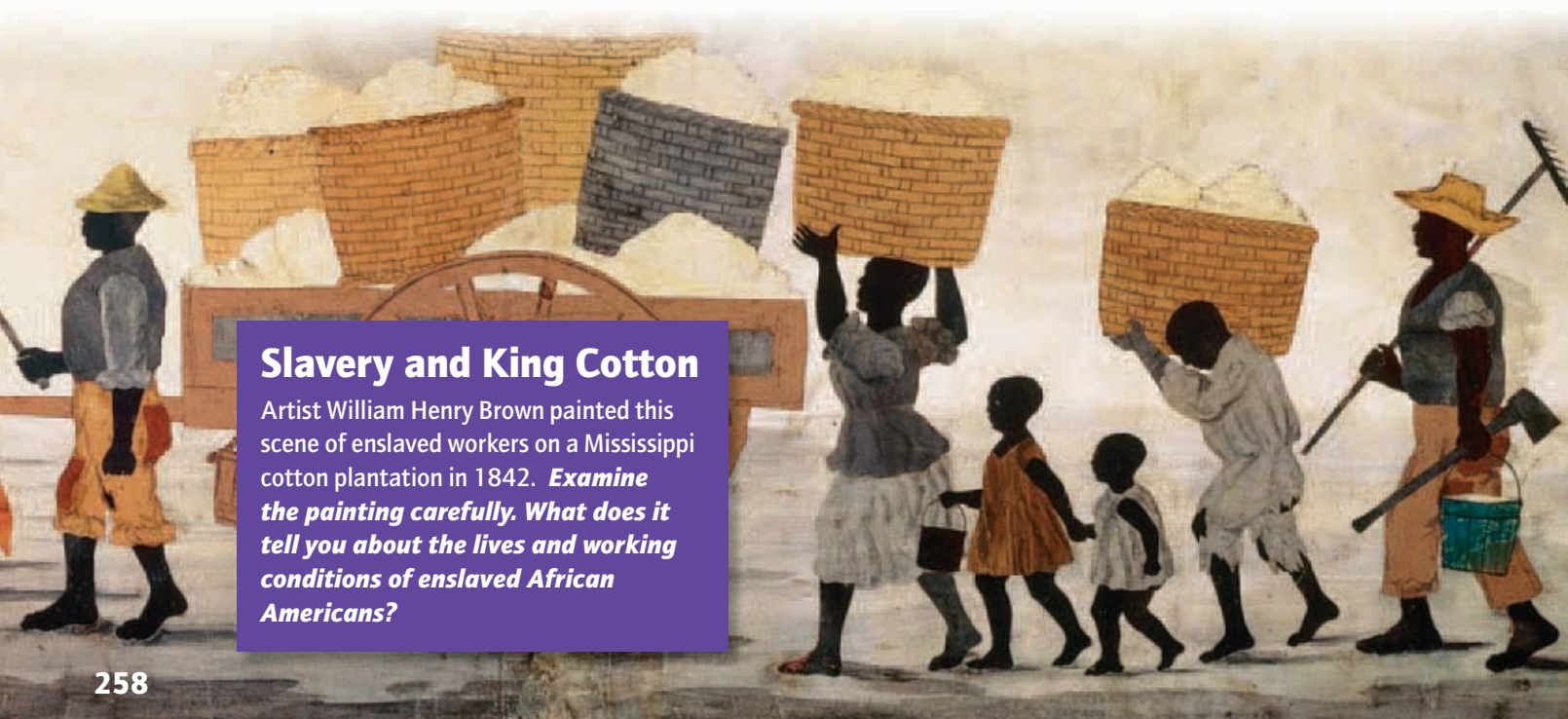
Most southerners were not slaveholders. About one-fourth of the white families in the South owned slaves. Most had fewer than 20. Only a handful of large plantation owners kept hundreds of African Americans in bondage.

Planters knew that the more slaves they used as laborers, the more cotton they could grow, and the more money they could make. Thus, there was a powerful economic incentive to maintain slavery in the South.

READING CHECK Identifying Cause and Effect
What led to the spread of slavery throughout the South?

Slavery and King Cotton

Artist William Henry Brown painted this scene of enslaved workers on a Mississippi cotton plantation in 1842. *Examine the painting carefully. What does it tell you about the lives and working conditions of enslaved African Americans?*



Differences between the North and the South

Cotton was king in the South, but it wasn't the only crop grown there. Sugarcane, sugar beets, tobacco, and rice were also important crops. Together, these crops led the economy of the South. By 1840 the South was a thoroughly agricultural region.

In contrast, the North's economy was not nearly as reliant on agriculture. Farming was an important activity and had been since colonial times, but the Industrial Revolution made manufacturing and trade the base of the North's economy.

Different worlds The economic differences between the primarily industrial North and the primarily agricultural South led to even greater differences between the two regions. Trade and industry encourage urbanization, and so cities grew in the North much more than in the South. Moreover, the Industrial Revolution and the revolutions in transportation and communication had the greatest impact on the North. Northern businesses seized new technology in pursuit of efficiency and growth.

By contrast, in the South after the widespread use of the cotton gin, there was relatively little in the way of technological progress. Many southerners saw little need for labor-saving devices, for example, when they had an ample supply of enslaved people to do their work.

These different ways of life led to the development of different points of view. In the North, urban dwellers were exposed to many different types of people and a constantly changing landscape. They tended to view change as progress. In the South, where the landscape was less prone to change and where the population was less diverse, people tended to place a higher value on tradition.

Aggravating the differences between the North and the South was physical distance. Relatively few southerners had the means or motivation to travel extensively in the North, and relatively few northerners had ever visited the South. Thus, to most northerners, the South was a distant and different, almost foreign, place. Southerners had the same feelings about the North.

Differences over slavery The greatest difference between North and South, however, concerned slavery. In the South, where slavery was legal, it was viewed by most white people as an absolutely vital part of the economy, a natural situation, and, to many, a practice sanctioned by their Christian religion. In the North, where slavery was illegal, ever increasing numbers of people viewed it as evil.

Americans of the time were well aware of the differences between the two regions of their country. Yet few could know that the differences would eventually lead the two regions to fight each other in a bloody conflict called the Civil War.

READING CHECK **Contrasting** What were the major differences between the North and the South?

SECTION 4 ASSESSMENT

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Online Quiz

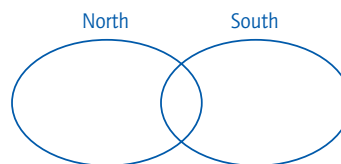
Keyword: SD7 HP7

Reviewing Ideas, Terms, and People

- Identify** Where did the demand for cotton grown in the South come from?
 - Analyze** What factors led to the establishment of the Cotton Belt?
- Describe** How did the spread of cotton farming lead to the spread of slavery?
 - Evaluate** Do you think there was much opposition to slavery in the South? Why or why not?
- Recall** Besides cotton, what other major crops were grown in the South?
 - Compare and Contrast** How were the North and the South similar and different?
 - Elaborate** How did people in the South justify the continuation of the inhumane institution of slavery?

Critical Thinking

- Comparing and Contrasting** Copy the diagram and identify similarities and differences between the North and the South.



FOCUS ON WRITING

- Expository** Write a paragraph that explains why cotton became fundamental to the economy of the South.

Jackson and Presidential Power

Historical Context The documents below provide different information on Andrew Jackson and presidential power.

Task Examine the documents and answer the questions that follow. Then you will be asked to write an essay about how Andrew Jackson changed presidential power. Use facts from the documents and from the chapter to support the position you take in your thesis statement.

DOCUMENT 1

In his time, Andrew Jackson was an extremely popular president. The public generally supported his policies and his expansion of power. During the nullification crisis, Jackson threatened to send troops to South Carolina if necessary to force it to obey federal law. The song “Jackson and the Nullifiers” became a popular tune that reflected how much the country supported him.

When we our glorious Constitution form'd,
These Southern men declined it,
But soon they found they were unarmed,
And petitioned to sign it.
Sing Yankee doodle doo,
Yankee doodle dandy,
Now like the snake torpid in a brake [lazy in a marsh],
They think Nullification it is handy.
Without their trade we are not afraid,
But we can live in peace and plenty,
But if to arms they sound alarms,
They may find it not so handy.
Sing Yankee doodle doo,
Sing Yankee doodle dandy,
For Jackson he is wide awake,
He says the Union is so handy.
Our country's cause, our country's laws,
We ever will defend, Sir,
And if they do not gain applause,
My song was never penned, Sir.
So sound the trumpet, beat the drum,
Play Yankee doodle dandy,
We Jackson boys will quickly come,
And be with our rifles handy.

DOCUMENT 2

Some critics believed that Jackson had expanded the power of the presidency to a level not intended by the U.S. Constitution. This cartoon reflected those views.



DOCUMENT 3

One of Jackson's major goals was to destroy the Bank of the United States, which he saw as harming poor Americans. As you read in Section 2, he used his presidential power of veto and public support to end the national bank and replace it with smaller banks that

he approved. This cartoon shows Jackson fighting a hydra that represents the national bank. The hydra is a mythological beast whose heads grow back when cut off. In this cartoon, the heads of the hydra are politicians who oppose Jackson's fight with the bank.

Andrew Jackson strikes the hydra with a cane labeled "veto."



Nicholas Biddle, the president of the Second Bank of the United States, is shown as the biggest head on the hydra.

THE GRANGER COLLECTION, NEW YORK

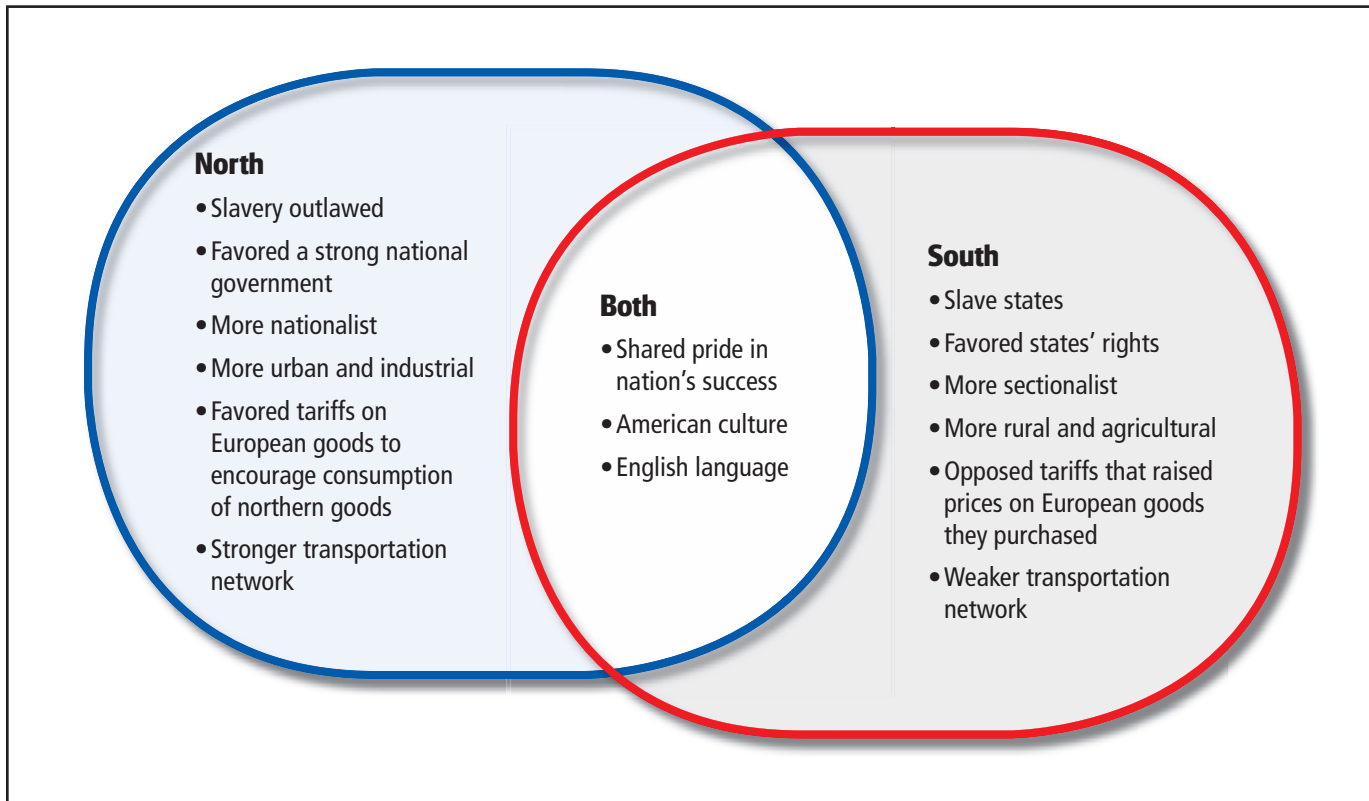
Skills Focus

READING LIKE A HISTORIAN

1. **a. Identify** Refer to Document 1. According to the song, what were the people willing to do to show their support for Jackson?
b. Analyze In the song, southern men are depicted as favoring nullification. What lines in the song express the opposite view?
2. **a. Identify** Refer to Document 2. To whom is Jackson being compared in this image?
b. Elaborate Do you think the cartoonist thought that Jackson's expansion of power was a positive or negative development? Explain your answer.
3. **a. Identify** Refer to Document 3. Who does the cartoonist seem to support in this image?
b. Interpret Why do you think Nicholas Biddle is shown as the biggest head of the hydra?
4. **Document-Based Essay Question** Consider the question below and form a thesis statement. Using examples from Documents 1, 2, and 3, create an outline and write a short essay supporting your position. How did Andrew Jackson change the power of the presidency?

See **Skills Handbook**, pp. H28–29, H31

Visual Summary: From Nationalism to Sectionalism



Reviewing Key Terms and People

Identify the correct term or person from the chapter that best fits each of the following descriptions.

1. Waterway linking Great Lakes and Hudson River
2. To leave the Union
3. The birth of modern industry
4. Patented the first successful telegraph
5. Englishman who brought water-powered mill technology to the United States
6. Inventor and operator of the *Clermont*
7. United States' warning to European countries not to interfere in the Americas
8. Eli Whitney's invention
9. South Carolina's rejection of federal laws
10. Band of cotton farms in the South
11. 1830 law that resulted in the Trail of Tears

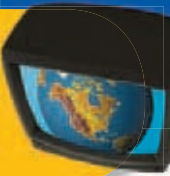
Comprehension and Critical Thinking

SECTION 1 (pp. 238–243)

- 12. a. Recall** What replaced feelings of sectionalism in the early 1800s?
- b. Analyze** How did growing nationalism affect foreign and domestic policies?
- c. Elaborate** How did the Missouri Compromise reflect growing sectionalism in the United States?

SECTION 2 (pp. 245–250)

- 13. a. Identify** What was Jacksonian Democracy?
- b. Contrast** How did the Seminole and the Cherokee resist the Indian Removal Act?
- c. Elaborate** How did the issues of states' rights and nullification affect Jackson's presidency?

**SECTION 3** (pp. 251–255)

- 14. a. Describe** How did the Industrial Revolution reach the United States?
- b. Make Inferences** Why did the Industrial Revolution affect the North much more than it did the South?
- c. Evaluate** What effects did the Industrial Revolution have on the United States?

SECTION 4 (pp. 256–259)

- 15. a. Recall** What did the cotton gin do?
- b. Draw Conclusions** Why did slavery spread throughout the South?
- c. Predict** What do you think are some likely effects of the fundamental differences between the North and the South?

Using the Internet

go.hrw.com
Practice Online
Keyword: SD7 CH7

- 16.** During the early 1800s, Americans built thousands of miles of canals. Using the keyword above, do research to learn about the Erie Canal and its impact on New York and the rest of the country. As you do your research, find out what role New York governor DeWitt Clinton played in the development of the Erie Canal. Then create a report that describes how the Erie Canal helped New York and the rest of the country grow.

Analyzing Primary Sources**Reading Like a Historian**

This work was painted in the early 1800s by John A. Woodside of Philadelphia. The woman in the painting is Lady Liberty.



- 17. Identify** The words under the scene read “We Owe Allegiance To No Crown.” What or who is meant by the word *we*?
- 18. Analyze** Study the painting. How does the artist convey a feeling of patriotism and nationalism?

Critical Reading

Read the passage at the end of Section 1 that begins with the heading “The Missouri Compromise.” Then answer the questions that follow.

- 19.** What led to the Missouri Compromise?
- A** the fact that slavery was illegal in Missouri
 - B** the effort to abolish slavery in the South
 - C** the desire to maintain a balance in the Senate between free and slave states
 - D** the need to admit Maine as a slave state
- 20.** How did the Missouri Compromise affect the Louisiana Territory?
- A** It banned slavery in all of the territory.
 - B** It allowed slavery in all of the territory.
 - C** It banned slavery in part of the territory and allowed it in another.
 - D** It left the question of slavery in the territory undecided.

FOCUS ON WRITING

Expository Writing Expository writing gives information, explains why or how, or defines a process. To practice expository writing, complete the assignment below.

Writing Topic Differences between the North and the South

- 21. Assignment** Based on what you have read in this chapter, write a paragraph that explains how differences between the North and the South developed in the early 1800s.