**Unit 6: Reform Movements and Early Industrial Revolution**

**American Nationalism**

**I. The Era of Good Feelings**

**A.** After the War of 1812, Americans had a sense of national pride. Americans felt more loyalty toward the United States than toward their state or region. The Monroe presidency is described as the **Era of Good Feelings.**

**B.** Only one major political party—the Republicans—had any power.

**II. Economic Nationalism**

**A.** American leaders worked to bind the nation together. Their program included creating a new national bank, protecting American manufacturers from foreign competition, and improving transportation in order to link the country together.

**B.** Since the United States did not have a national bank during the War of 1812, it had to pay high interest rates on the money it borrowed to pay for the war. In 1816 **John C**. **Calhoun** introduced a bill to create the Second Bank of the United States. Congress passed the bill.

**C.** Congress passed the Tariff of 1816 to protect manufacturers from foreign competition. Earlier, **revenue tariffs** provided income for the federal government. The Tariff of 1816 was a **protective tariff** that helped American manufacturers by taxing imports to drive up their prices.

**D.** In 1816 John C. Calhoun proposed a plan to improve the nation’s transportation system. It was vetoed by President Madison. Instead, private businesses and state and local governments paid for road and canal construction.

**III. Judicial Nationalism**

**A.** Between 1816 and 1824, Chief Justice of the United States, **John Marshall,** ruled in three cases that established the power of the federal government over the states.

**B.** In 1816 the decision in *Martin* v. *Hunter’s Lessee* helped establish the Supreme Court as the nation’s court of final appeal.

**C.** In 1819 in *McCulloch* v. *Maryland,* Marshall said that the Second Bank was constitutional because the “necessary and proper” clause meant that the federal government could use any method for carrying out its powers, as long as the method was not expressly forbidden in the Constitution. He also ruled that state governments could not interfere with an agency of the federal government exercising its specific constitutional powers within a state.

**D.** In the 1824 court case, *Gibbons* v. *Ogden,* the Supreme Court ruled that the Constitution granted the federal government control over interstate commerce. The court interpreted that to include all trade along the coast or on waterways dividing states.

**IV. Nationalist Diplomacy**

**A.** Nationalism in the United States influenced the nation to expand its borders and assert itself in world affairs.

**B.** In the early 1800s, Spanish-held Florida angered many Southerners because runaway slaves fled there and because the **Seminoles,** led by **Kinache,** used Florida as a base to stage raids against American settlements in Georgia. Americans could not cross the border into Spanish territory. In 1818 General **Andrew Jackson** seized Spanish settlements in Florida and removed the governor of Florida from power.

**C.** In the **Adams**-**Onís Treaty** of 1819, Spain ceded all of Florida to the United States and finalized the western border of the Louisiana Purchase.

**D.** By 1824 all of Spain’s colonies on the American mainland had declared independence. Meanwhile Great Britain, Austria, Prussia, and Russia (and later France), formed the **Quadruple Alliance.** Their goal was to stop movements against monarchies in Europe.

**E.** Members of the alliance, except Great Britain, proposed helping Spain regain control of its overseas colonies. In response, President Monroe issued the **Monroe Doctrine.** This policy declared that the United States would prevent other countries from interfering in Latin American political affairs.

**Early Industry**

**I. A Revolution in Transportation**

**A.** In the early 1800s, a transportation revolution, including the construction of the **Erie Canal,** occurred in the Northern states. This led to great social and economic changes.

**B.** In 1806 Congress funded the building of the **National Road,** a major east-west highway that started in Cumberland, Maryland, and ended in Wheeling, Virginia (now West Virginia). This was the largest federally funded transportation project of its time. Most highway improvements were funded by state and local governments and by private businesses.

**C.** In 1807 the steamboat called the *Clermont,* designed by **Robert Fulton,** traveled upstream on the Hudson River. Steamboats made river travel more reliable and upstream travel easier. This caused a growth in river travel and canal building.

**D.** Railroads were built in America in the early 1800s and helped settle the West and expand trade among the nation’s regions. They also created national markets by making transportation cheaper and increased the demand for iron and coal.

**II. A New System of Production**

**A.** The **Industrial Revolution** began in Britain in the 1700s. The revolution consisted of several developments in business and industry.

**B.** Industry developed quickly in the United States in the early 1800s. Important factors included free enterprise and the passage of general incorporation laws. Industrialization began in the Northeast, where swift-flowing streams powered the factories. In addition, entrepreneurs and merchants in that region had money to invest in industry.

**C.** In 1789 Samuel Slater built a textile machine in Rhode Island. In 1814 **Francis C. Lowell** opened several textile mills in northeastern Massachusetts. He started massproduction of cotton cloth in the United States.

**D.** Many inventions and technological innovations increased the industrial growth in the United States. **Eli Whitney** developed the idea of **interchangeable parts** in the gunmaking industry. Machines were able to produce large amounts of identical pieces that workers assembled into finished goods.

**E. Samuel F.B. Morse** perfected the telegraph in 1832. He developed the Morse code for sending messages. Spurred by journalists, more than 50,000 miles of telegraph wire crossed the country by 1860.

**III. The Rise of Large Cities**

**A.** Industrialization in the United States in the early to mid-1800s caused many people to move from farms and villages to cities in search of factory jobs and higher wages. Many city populations doubled or tripled.

**B.** The growing cities provided many different occupations. One fast-growing industry was the publishing industry, which grew to satisfy the growing demand for reading materials.

**IV. Workers Begin to Organize**

**A.** During the late 1820s and early 1830s, some factory workers joined **labor unions** to improve working conditions. The unions, however, had little power or money to support **strikes,** or work stoppages. Thus, the early labor unions had little success.

**B.** In 1840 the workday for federal employees was lowered to 10 hours. In 1842 the Supreme Court ruled that labor strikes were legal.

**V. The Family Farm**

**A.** During the early 1800s, agriculture was the country’s leading economic activity. Most people were employed in farming until the late 1800s.

**B.** Farming was more important in the South than in the North. As the North began to focus on manufacturing, the South’s economy continued to depend on agriculture and slavery.

**The Land of Cotton**

**I. The Southern Economy**

**A.** The South’s economy was based on several major cash crops. These included tobacco, rice, and sugarcane. Cotton was the major cash crop.

**B.** In 1793 Eli Whitney invented the **cotton gin,** which combed the seeds out of cotton bolls. This invention greatly increased the production of cotton in the South. At the same time the cotton gin was invented, textile mills in Europe wanted more and more cotton. The cotton gin made southern planters rich, but it created a huge demand for slave labor. Between 1820 and 1860, the number of enslaved people in the South almost tripled.

**C.** The South did not industrialize as quickly as the North. Some Southern industry included coal, iron, salt, copper mines, ironworks, and textile mills. The region relied mostly on imported goods, however.

**II. Society in the South**

**A.** A class structure developed in the South. The top class was the **planters,** or plantation owners. This group dominated the region’s economy and political and legal systems.

**B. Yeoman farmers,** or ordinary farmers who usually worked the land themselves, made up most of the white population of the South.

**C.** Near the bottom of the social ladder were the rural poor, who mostly hunted, fished, gardened, and raised a few hogs and chickens. African Americans, most of whom were enslaved, made up the bottom of Southern society.

**D.** A small urban class of professionals also were included in Southern society.

**III. Slavery**

**A.** Some enslaved African Americans worked as factory workers, as skilled workers, or as house servants. Most enslaved African Americans, however, worked in the fields.

**B.** There were two basic labor systems. The **task system** was used on farms and small plantations. Under this system, workers were given specific jobs to finish every day. They worked until their tasks were done, and then they were allowed to do other things. Some enslaved people earned money as artisans, or they gardened or hunted for extra food.

**C.** Large plantations used the **gang system.** Under this system, enslaved persons were put in work gangs that labored in the fields from sunup to sundown. The director of the work gang was called the **driver.**

**D. Frederick Douglass** was a former slave who became a leader of the antislavery movement.

**E.** State **slave codes** forbade enslaved persons from owning property or from leaving their owner’s land without permission. They could not own firearms or testify in court against a white person. They could not learn to read and write.

**F.** Free African Americans lived in both the South and the North. A few of them were descendants of Africans brought to the United States as indentured servants in the 1700s. Some earned their freedom from fighting in the American Revolution. Others were half-white children of slaveholders, who had given them freedom. Others had bought their freedom or had been freed by their slaveholders. Free African Americans also lived in the North, where slavery had been outlawed.

**Coping With Enslavement**

**A.** African Americans developed a culture that provided them with a sense of unity, pride, and support.

**B.** Songs helped field workers pass the long workday and enjoy their leisure time. Songs were important to African American religion. Many African Americans believed in Christianity, which sometimes included some African religious traditions.

**C.** Many enslaved persons rebelled against their forced lifestyle. They held work slowdowns, broke tools, set fires, or ran away. Some killed their slaveholders.

**D.** In 1821 **Denmark Vesey,** a free African American who had a woodworking shop in Charleston, South Carolina, was accused of planning a revolt to free the region’s slaves. Before the revolt, however, Vesey was arrested and hung.

**E.** In 1831 **Nat Turner,** an enslaved minister who believed that God chose him to free his people, led a group of African Americans in an uprising. Turner and his followers killed more than 50 white people before he was arrested and hung.

**Growing Sectionalism**

**I. The Missouri Compromise**

**A.** In 1819 Missouri applied for statehood as a slave state. This set off the divisive issue as to whether slavery should expand westward. The Union had 11 free states and 11 slave states. Admitting any new state, either slave or free, would upset the balance of political power in the Senate.

**B.** The **Missouri Compromise** called for admitting Maine as a free state and Missouri as a slave state. An amendment was added to the compromise that prohibited slavery in the Louisiana Purchase territory north of Missouri’s southern border. **Henry Clay** of Kentucky managed the vote. The House of Representatives accepted the compromise.

**C.** The Missouri constitutional convention added a clause to the proposed state constitution prohibiting free African Americans from entering the state. This threatened the final approval of Missouri’s admission to the Union. Henry Clay solved the problem by getting the state legislature to agree that they would not honor the spirit of the clause’s wording.

**II. The Election of 1824**

**A.** Four candidates ran for president in 1824. They were all from the Republican Party and all were **“favorite sons,”** or men who had the support of leaders from their own state and region. Henry Clay of Kentucky and Andrew Jackson of Tennessee represented the West. John Quincy Adams of Massachusetts was the favorite son of New England. **William Crawford** of Georgia had the support of the South.

**B.** Crawford ran on the principle of states’ rights and strict interpretation of the Constitution. Clay favored the **American System**—the national bank, the protective tariff, and nationwide internal improvements. Adams favored internal improvements, but not a tariff. Jackson did not declare what he favored. Instead he ran on his heroism at the Battle of New Orleans.

**C.** Jackson won the popular vote, but no candidate won a majority in the Electoral College. The election then went to the House of Representatives to select the president from the three candidates with the highest number of electoral votes. Clay was eliminated, so he threw his support to John Quincy Adams. Adams won the House vote.

**D.** Jackson’s nephew accused Clay of winning votes for Adams in return for the cabinet post of secretary of state. Jackson’s supporters accused Adams and Clay of a **“corrupt** **bargain.”** They took the name **Democratic-Republicans** to point out their differences with Adams’s party, the **National Republicans.** The Democratic-Republicans later shortened their name to Democrats.

**III. The Presidency of John Quincy Adams**

**A.** John Quincy Adams was the son of the second president. Very intelligent and hardworking, he wanted to leave his mark on the presidency.

**B.** President Adams proposed a program of nationalist legislation that included internal improvements, a national university, astronomical observatories, and funding for scientific research. Instead, he only was granted money to improve rivers and harbors and for extending the National Road.

**IV. The Election of 1828**

**A.** The presidential candidates for the election of 1828 were John Quincy Adams and Andrew Jackson. The campaign turned into **mudslinging.** The candidates criticized each other’s personalities and morals. Adams claimed that Jackson was incompetent. Jackson portrayed himself as the candidate of the common man and said that Adams was an out-of-touch aristocrat.

**B.** Jackson won the election of 1828. Many voters who supported him were from the West and South, rural and small-town men who thought Jackson would represent their interests.

**Unit 5: Jacksonian Democracy**

**Jacksonian America**

**I. A New Era in Politics**

**A.** In the early 1800s, many states eliminated property ownership as a qualification for voting. As a result, many more men gained the right to vote. At the same time, the number of urban workers who did not own property increased. As taxpayers, they demanded voting rights. In the 1828 election, many of these voters elected Andrew Jackson as president.

**B.** President Jackson believed in the participation of the average citizen in government. He supported the **spoils system,** the practice of appointing people to government jobs on the basis of party loyalty and support. He believed that this practice extended democracy and opened up the government to average citizens.

**C.** To make the political system more democratic, President Jackson supported a new way in which presidential candidates were chosen. At that time, they were chosen through the **caucus system,** in which congressional party members would choose the nominee. Jackson’s supporters replaced this system with the **national nominating convention.** Under this system, delegates from the states met at conventions to choose the party’s presidential nominee.

**II. The Nullification Crisis**

**A.** In the early 1800s, South Carolina’s economy was weakening, and many people blamed the nation’s tariffs. South Carolina purchased most of its manufactured goods from England, and the high tariffs made these goods expensive. When Congress levied a new tariff in 1828—called the **Tariff of Abominations** by critics—South Carolina threatened to **secede,** or withdraw, from the Union.

**B. John C. Calhoun,** the nation’s vice president, was torn between supporting the nation’s policies and supporting fellow South Carolinians. Instead of supporting secession, he proposed the idea of **nullification.** The idea argued that because states had created the Union, they had the right to declare a federal law null, or not valid.

**C.** The issue of nullification erupted again in 1830 in a debate between Senator **Robert Hayne** of South Carolina and Senator **Daniel Webster** of Massachusetts on the Senatefloor. Hayne defended states’ rights, while Webster defended the Union.

**D.** President Jackson defended the Union. After Congress passed another tariff law in 1832, South Carolina called a special convention, which declared the tariffs of 1828 and 1832 unconstitutional. Jackson considered the declaration an act of treason, and he sent a warship to Charleston. Congress passed the **Force Bill,** authorizing the president to use the military to enforce acts of Congress.

**E.** After Senator Henry Clay pushed through a bill that would lower tariffs within two years, South Carolina repealed its nullification of the tariff law.

**III. Policies Toward Native Americans**

**A.** President Jackson supported the idea of moving all Native Americans to the Great Plains. In 1830 he supported the passage of the **Indian Removal Act,** which allocated funds to relocate Native Americans.

**B.** Although most Native Americans resettled in the West, the Cherokee of Georgia refused. They sued the state, and the case reached the Supreme Court. In *Worcester* v. *Georgia*, Chief Justice John Marshall ruled for the Cherokee and ordered the state to honor their property rights. President Jackson refused to support the decision.

**C.** President Martin Van Buren sent in an army to force the remaining people to move west to what is now Oklahoma. Thousands of Cherokee died on the journey that became known as the **Trail of Tears.** Although most Americans supported the removal policy, some National Republicans and a few religious denominations condemned it.

**IV. Jackson Battles the National Bank**

**A.** President Andrew Jackson opposed the Second Bank of the United States, regarding it as a benefit only to the wealthy. At the time, the Bank was instrumental in keeping the nation’s money supply stable. The Bank prevented state banks from loaning too much money by asking the state banks to redeem bank notes for gold and silver. This helped keep inflation in check.

**B.** Many western settlers who needed easy credit opposed the Bank’s policies. President Jackson believed the Bank was unconstitutional, even though the Supreme Court ruled otherwise.

**C.** President Jackson vetoed a bill that would extend the charter of the Bank for another 20 years. During the 1832 presidential election, President Jackson opposed the Bank. Most Americans supported Jackson. Jackson viewed their support as a directive to destroy the Bank. He removed the government’s deposits from the Bank, forcing it to call in its loans and stop lending.

**V. A New Party Emerges**

**A.** By the mid-1830s, a new political party called the Whigs formed to oppose President Jackson. Many members were former National Republicans, whose party had fallen apart. Unlike Jackson’s Democrats, Whigs advocated expanding the federal government and encouraging commercial development.

**B.** The Whigs could not settle on one presidential candidate in the 1836 election. As a result, they ran three candidates. Jackson’s popularity and the nation’s continued economic prosperity helped Democrat Martin Van Buren win.

**C.** Shortly after Van Buren took office, the country experienced an economic crisis, known as the **Panic of 1837.** Thousands of farmers were forced to foreclose, and unemployment soared.

**D.** The Whigs saw the economic crisis as an opportunity to defeat the Democrats. In the 1840 election they nominated General William Henry Harrison for president and John Tyler, a former Democrat, for vice president. The Whig candidate defeated Van Buren. Harrison died 32 days after his inauguration, however, and Tyler then succeeded to the presidency.

**E.** Tyler actually opposed many Whig policies and sided with the Democrats who opposed issues such as the Third Bank and a higher tariff. President Tyler also faced issues with foreign countries, particularly Great Britain. The **Webster-Ashburton Treaty** established a firm boundary between the United States and Canada from Maine to Minnesota.

**A Changing Culture**

**I. The New Wave of Immigrants**

**A.** The United States experienced a massive influx of immigrants between 1815 and 1860. They arrived for political and religious reasons.

**B.** The largest groups of immigrants, almost 2 million, came from Ireland. They were driven out because of widespread famine in 1845, when a fungus destroyed the potato crop. The Irish generally settled in the Northeast and worked as unskilled laborers. The second largest group of immigrants was the Germans, who settled in the Midwest, where they started farms and businesses.

**C.** The presence of people from different cultures, languages, and religions brought about feelings of **nativism,** or hostility toward foreigners, among many Americans. Anti- Catholic sentiments towards the many Catholic immigrants led to the rise of nativist groups. The groups pushed for laws banning immigrants and Catholics from holding public office.

**D.** Delegates from the various groups formed the American Party. Membership in the party was secret. When questioned, members were obliged to answer, “I know nothing.” As a result, the party was nicknamed the **Know**-**Nothings.**

**II. A Religious Revival**

**A.** Religious leaders organized to revive the nation’s commitment to religion in a movement known as the **Second Great Awakening.** This movement promoted the belief that all people could attain grace by readmitting God and Christ into their lives. An important advocate of this movement was **Charles Grandison Finney,** who helped found modern revivalism.

**B.** A number of new religious denominations emerged from the new religious revival. These included the Unitarians and the Universalists. **Joseph Smith,** a New Englander, founded the Church of Jesus Christ of Latter-day Saints, whose followers are known as Mormons. After being harassed in New England, the Mormons moved west and settled in Illinois.

**C.** Brigham Young became the leader of the church after Smith was murdered. The Mormons then moved to the Utah terrritory.

**III. A Literary Renaissance**

**A.** Many writers and thinkers of the day adopted the tenets of a movement known as **romanticism.** This movement advocated feeling over reason and individuals above society. **Transcendentalism** was an expression of romanticism. The philosophy urged people to transcend the limits of their mind and let their souls embrace the beauty of the universe.

**B.** Some influential transcendentalist writers included **Ralph Waldo Emerson** and **Henry David Thoreau.** Thoreau believed that individuals should fight the pressure to conform.Other writers created works that were uniquely American. They included **Washington Irving, James Fenimore Cooper, Nathaniel Hawthorne, Herman Melville, Edgar Allan Poe,** and **Emily Dickinson.**

**C.** The early 1800s saw the rise of mass newspapers. Before the 1800s, most newspapers catered to well-educated readers. As more Americans learned to read and write, and more men gained the right to vote, publishers began producing inexpensive newspapers that included the news that people wanted to know. General interest magazines, such as *Harper’s Weekly,* also emerged.

**IV. Utopian Communities**

**A.** Optimism about human nature and the rise of religious and artistic movements led some people to form new communities. The people who formed these communities believed that the way to a better life and freedom from corruption was to separate themselves from society to form their own **utopia,** or ideal society. The communities were characterized by cooperative living and the absence of private property.

**B.** Utopian communities included **Brook Farm** in Massachusetts and small communities established throughout the country by a religious group called the **Shakers.**

**Reforming Society**

**I. The Reform Spirit**

**A.** In the mid-1800s, many Americans worked to reform various aspects of society. **Dorothea Dix** worked for improved treatment of the mentally ill. **Lyman Beecher** was instrumental in establishing associations known as **benevolent societies.** Although first started to spread God’s teaching, these societies also sought to combat social problems.

**B.** Many reformers argued that the excessive use of alcohol was one of the major causes of crime and poverty. These reformers advocated **temperance,** or moderation in the consumption of alcohol. Several temperance groups joined together in 1833 to form the **American Temperance Union.** Temperance groups also pushed for laws to prohibit the sale of liquor.

**C.** Some reformers focused on improving prison conditions in the nation. Many states began building new prisons, which they called **penitentiaries,** that tried to rehabilitate prisoners.

**D. Horace Mann** focused on education reform. Mann pushed for more public education and backed the creation of a state board of education in Massachusetts. In 1852 Massachusetts passed the first mandatory school attendance law. At the same time, many reformers pushed for the establishment of tax-supported public elementary schools.

**E.** Education reformers generally had men, not women, in mind. During the 1850s, however, some women worked to create more educational opportunities for women. **Emma Willard** founded a girls’ boarding school that taught academic subjects, which were rarely taught to women then. **Mary Lyon** founded the first institution of higher education for women only.

**II. The Early Women’s Movement**

**A.** In the 1800s, people began dividing their life between the home and the workplace. Men generally went to work, while women took care of the house and children. Most people at that time believed that home was the proper place for women. Many women saw themselves as partners with their husbands, and as such believed that they should be treated equally.

**B.** Many women began to believe that they had an important role to improve society. Some began to argue that they needed greater rights to promote their roles. Other women also argued that equal rights for men and women would end many social injustices.

**C.** In 1848 **Lucretia Mott** and **Elizabeth Cady Stanton** organized the **Seneca Falls Convention,** a meeting to focus on equal rights for women and one that marked thebeginning of the women’s movement. Throughout the 1850s, women organized moreconventions to promote greater rights for women.

**The Abolitionist Movement**

**I. Early Opposition to Slavery**

**A.** The movement to end slavery polarized the nation and contributed to the Civil War. Many Americans opposed slavery, but they differed on ways to end it. Some antislavery societies supported an approach known as **gradualism.** They called for a gradual end to slavery.

**B.** Some antislavery societies believed that ending slavery would not end racism. They believed that the best solution was to send African Americans back to Africa. The **American Colonization Society** (ACS) was formed to move African Americans to Africa. The ACS acquired land in West Africa, chartered ships, and moved some free African Americans to a colony that eventually became the nation of Liberia.

**C.** Colonization was not a realistic solution. The cost of transporting was high. Also, most African Americans regarded the United States as their home and had no desire to migrate to another continent.

**II. The New Abolitionists**

**A.** In the 1830s, the idea of **abolition** began to take hold. Abolitionists argued that enslaved Africans should be freed immediately. The development of a large national abolitionist movement was largely due to the work of **William Lloyd Garrison.** He founded the *Liberator*, an antislavery newspaper that advocated **emancipation,** or the freeing of all enslaved people. With an increasing following, he founded the **American Antislavery Society** in 1833.

**B.** Free African Americans also played a prominent role in the abolitionist movement. The most prominent was **Frederick Douglass,** who published his own antislavery newspaper, the *North Star*. **Sojourner Truth** was another important African American abolitionist.

**III. The Response to Abolitionism**

**A.** Many Northerners, even those who disapproved of slavery, opposed extreme abolitionism, viewing it as a threat to the existing social system. Many warned that it would produce conflict between the North and South. Others feared a possible huge influx of African Americans to the North. Still others feared that abolition would destroy the Southern economy, and thereby affect their own economy.

**B.** Most Southerners viewed slavery as essential to their economy, and therefore opposed abolition. Some defended slavery by claiming that most enslaved people had no desire for freedom because they benefited from their relationship with slaveholders.

**C.** In 1831 **Nat Turner** led a revolt by enslaved people that killed more than 50 Virginians. Southerners suppressed the circulation of the *Liberator*, and other abolitionist publications. Southern postal workers refused to deliver such publications, and the House of Representatives, under pressure from the South, shelved all abolitionist petitions.