

Chapter 2

Expansion and Reform: 1801-1850

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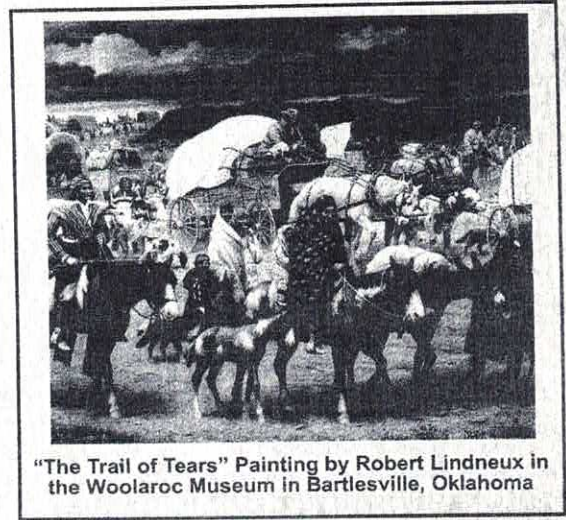
I. THE NATION EXPANDS

US EXPANSION AND THE CHEROKEE

As the United States entered the 1800s, Native American tribes were feeling the effects of US expansion. One such tribe that was prominent in western North Carolina and northern Georgia was the **Cherokee**. The Cherokee had assisted Andrew Jackson in his victory over the Creeks at Horseshoe Bend. They had also adapted their way of life to accommodate white settlement more than any other Native American people. They farmed, owned private land, and some even owned black slaves. One of their most notable leaders, **Sequoyah**, eventually developed a Cherokee alphabet that was used to publish the tribes' own newspaper. When gold was discovered on Cherokee land in Georgia, however, the US government took action to move the tribe and claim their territory for white settlement.

THE INDIAN REMOVAL ACT OF 1830

In 1830, Congress passed the **Indian Removal Act**. This law authorized the removal of the Cherokee and several other tribes from the southeast United States. Desperate, the Cherokee appealed to the US Supreme Court for help. In the case of *Worcester v. Georgia* (1832), the Court — led by Chief Justice John Marshall — ruled that the Cherokee had a right to remain on their land and could not be forcibly removed. President Andrew Jackson disregarded the Court's decision, however, and sent troops to round up and move the Cherokee. The very people who had saved Jackson at Horseshoe Bend were now forced to march 800 miles to reservations in Oklahoma. Over one quarter of the Cherokee people died from disease, starvation, and exposure to the bitter cold during the journey. Their march became known among the Cherokee people as the **Trail of Tears**.



"The Trail of Tears" Painting by Robert Lindneux in the Woolaroc Museum in Bartlesville, Oklahoma

THE WEBSTER-ASHBURTON TREATY

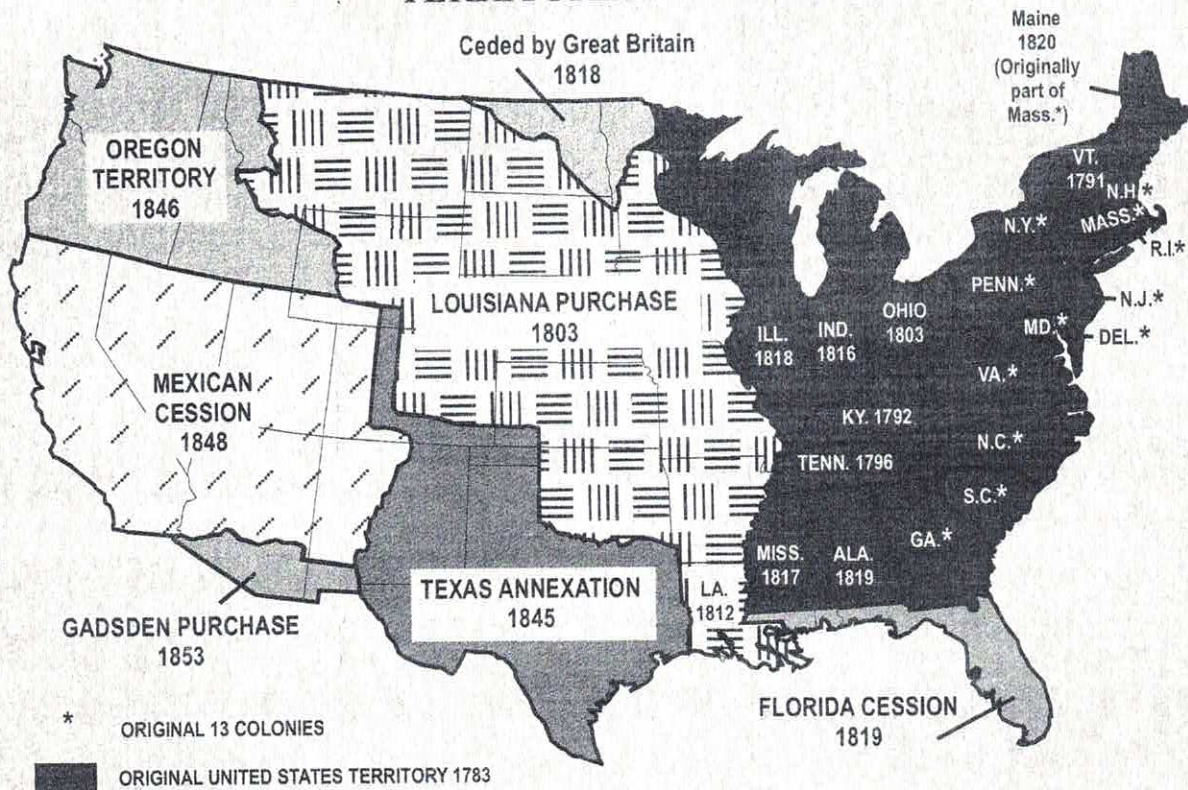
As the 1840s began, the United States once again found itself on the verge of war with Great Britain. This time at issue was the boundary line between the US and Canada. Fortunately, British ambassador Lord Ashburton and US Secretary of State Daniel Webster were able to work out a compromise. The **Webster-Ashburton Treaty** was signed in 1842 and served to establish the United States' northern border with Canada.

THE VISION OF WESTERN EXPANSION

THE LEWIS AND CLARK EXPEDITION

Even before the Louisiana Purchase in 1803, President Jefferson had chosen his personal secretary, **Meriwether Lewis** (1774 – 1809), to find a water route to the Pacific Ocean. Lewis chose **William Clark** (1770 – 1838) to help him lead the expedition that departed from St. Louis in May of 1804. Finally, in November of 1805, the **Lewis and Clark Expedition** reached the Pacific Northwest coast. Many people thought the explorers had died along the way, but the group returned to St. Louis in September of 1806 with valuable information about the Oregon and Louisiana territories. This exploration led to the rapid migration of settlers to the Pacific Northwest. The pathway these settlers followed from Missouri became known as the **Oregon Trail**.

TERRITORIAL EXPANSION



THE MISSOURI COMPROMISE

One of the most important issues facing the United States as it expanded was slavery. Free northern states opposed the addition of new slave states. Conversely, southern states feared that the addition of free states would leave them at a political disadvantage. In 1819, a debate raged in Congress over Missouri's application for statehood. Slave states and free states were equally represented in the Senate, and Missouri's admission would disrupt the balance of power. Senator Jesse B. Thomas of Illinois proposed a bill calling for the admission of Missouri as a slave state and Maine as a free state. In addition, the southern boundary of Missouri, $36^{\circ}30' N$, would become a dividing line for any new states admitted to the Union. All new states north of that line would be free states, while those to the south would be slave states. The bill was passed by Congress and signed into law by President Monroe in 1820. It became known as the **Missouri Compromise**, and it was designed to maintain the balance of power between slave and free states in Washington, DC.

TEXAS: INDEPENDENCE AND ANNEXATION

In 1821, Mexico gained independence from Spain. Not long afterwards, **Stephen Austin** (1793 – 1836) led a group of US settlers to Texas, which was now part of the new Mexican nation. In 1834, **General Antonio Santa Anna** (1794 – 1876) assumed power over the Mexican government and tightened his control over US settlers in the region. In response, a Texan named **Sam Houston** (1793 – 1863) led the settlers in a rebellion. On March 2, 1836, a convention of Texas delegates declared the territory to be an independent republic. Santa Anna answered with military force and, on March 6, a small group of Texans took their stand against the Mexican leader at an old mission called **The Alamo**. Despite the Texans' brave resistance, Santa Anna's forces were too strong. Every Texan who fought at the Alamo perished in the battle (among them, the famed Davey Crockett of Tennessee). After a series of battles, the Texans eventually defeated Santa Anna and took him hostage. In exchange for his freedom, the Mexican leader promised to recognize the Republic of Texas and withdraw his forces back below the Rio Grande River. Wanting to become part of the United States, Texas asked to be **annexed** (made part of) by the US. President Jackson was in favor of annexing Texas, but he could not overcome northern opposition. Northerners knew that Texas would be admitted as a slave state. They also feared that, because of its large size, the area might be divided into *several* slave states. Texas remained an independent nation until 1845.



The Alamo

ELECTION OF 1844

The annexation of Texas was a critical issue in the **election of 1844**. As a result, the Democratic Party split and **James K. Polk** (1795 – 1849) became the first “dark horse” (unexpected winner) presidential nominee in US history. Polk took a strong stand as the Democratic candidate, calling for the annexation of both Texas and Oregon. Meanwhile, Whig candidate Henry Clay tried to avoid the issue. In the election, a number of Whigs from New York cast their votes for James G. Birney of the anti-slavery Liberty party. This cost Clay much needed support and allowed Polk to win the election.



James K. Polk

In the spring of 1844, President **John Tyler** (1790 – 1862) failed in his effort to push a treaty through Congress that would have annexed Texas. Polk's victory, however, convinced the outgoing president that voters wanted Texas admitted to the Union. In the last days of his term, Tyler called for a joint resolution of Congress admitting Texas to the Union. Congress passed the resolution and admitted Texas as a slave state in 1845.

ANNEXATION OF OREGON

With the question of Texas settled, Polk turned his attention to acquiring Oregon. In 1827, the US and Great Britain had reaffirmed their agreement at the **Convention of 1818** to occupy the Oregon territory jointly. Beginning in 1843, thousands of US settlers moved to Oregon seeking a better life. President Polk approached Britain, arguing that the US had rightful claim to the territory up to 54°40'N. Thus arose the slogan, “**54-40, or fight!**” Polk's aggressive tone irritated the British, but they were ready to give up Oregon because the territory was no longer profitable. Furthermore, the United States had become an important consumer of British goods, leading Britain to desire friendly terms with the US. The United States accepted a treaty declaring the 49th parallel as the official boundary and, in 1846, Oregon became a US territory.

THE MEXICAN WAR (1846 – 1848)

Mexico considered the United States' annexation of Texas to be an act of aggression. This did not deter President Polk who, along with many members of Congress, believed in **Manifest Destiny** (the idea that it is God's will for the US to expand and possess territory all the way to the Pacific Ocean).

In June of 1845, Polk ordered **General Zachary Taylor** to lead his troops to the Texas border. He also sent John Slidell to Mexico to settle the disputes over the US-Mexico border and negotiate for the purchase of California and New Mexico (the area between Texas and California). After the Mexican president refused to meet with Slidell, Polk ordered Taylor to move into the disputed territory between the Nueces and Río Grande rivers. In response, Mexican troops crossed the Río Grande and attacked Taylor's forces. Immediately, Polk demanded that Congress declare war on Mexico proclaiming that the Mexicans had "shed American blood on American soil." Though some representatives disagreed, Congress passed a declaration of war on May 13, 1846. The war was a series of US victories leading up to September 14, 1847, when General Winfield Scott finally marched his troops into Mexico City and forced Mexico to surrender. After months of negotiations, the US and Mexico finally ended the war with the **Treaty of Guadalupe-Hidalgo** on February 2, 1848. The treaty called for the **Mexican cession** (giving up) of the New Mexico and California territories to the United States in exchange for financial compensation. The acquisition of these territories all but completed the continental expansion envisioned by those who believed in Manifest Destiny.



Soldier during Mexican War

THE WILMOT PROVISIO

Even before the war with Mexico was over, it became evident that the issue of slavery would once again be a major problem. Victory in the war would mean new territories and the question of whether or not they should allow slavery. In the summer of 1846, a Pennsylvania congressman named David Wilmot put forth what would come to be known as the **Wilmot Proviso**. This *proviso*, or condition, proposed banning slavery from any land purchased from Mexico. It was embraced by Northerners but denounced in the South. It was voted down, but it reopened the debate about slavery and exposed serious sectional divisions in the country.

CALIFORNIA BECOMES A STATE

In 1848, gold was discovered just north of Sacramento, California. The following year, gold seekers came from all over the world as part of the California **Gold Rush of 1849**. These new arrivals came to be known as "**49ers**," and they served to rapidly increase California's population. This growth produced a need for stable government almost overnight. For this reason, when the debate over slavery prevented Congress from organizing the territory, Californians took matters into their own hands by drafting and approving a state constitution. Finally, thanks to the **Compromise of 1850**, Congress admitted California as a free state on September 9, 1850.

GADSDEN PURCHASE (1853)

In 1853, boundary disputes with Mexico still remained. President Franklin Pierce sent James Gadsden to settle the problem and to purchase land for a southern transcontinental railroad. The **Gadsden Purchase** gave the United States parts of present day New Mexico and Arizona in exchange for \$10 million.

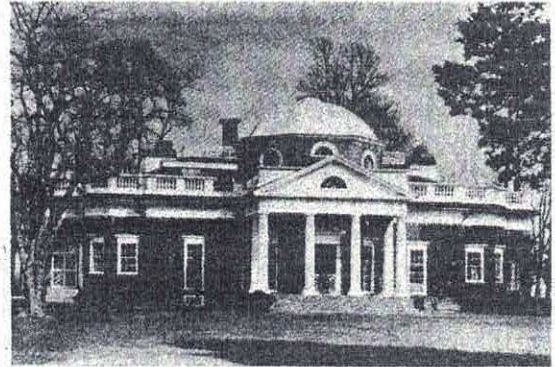


Practice 1: The Nation Expands

1. Which of the following positions would President Andrew Jackson have MOST likely agreed with regarding the Cherokee?
 - A. Their rights must be protected because of the help they gave the United States at the Battle of Horseshoe Bend.
 - B. They should be shown special favor because of their willingness to adapt to the ways of white settlers.
 - C. Unless the Supreme Court rules otherwise, the Cherokee have no right to land in the southeast and it is lawful for the government to move them.
 - D. It is the president, and not the Court, that should decide the fate of the Cherokee.
2. What did the Missouri Compromise and the Compromise of 1850 have in common?
 - A. They were both meant to effectively deal with the issue of slavery in new territories as the US expanded.
 - B. They were designed to allow for the annexation of Texas without upsetting the balance of power between slave and free states.
 - C. They were both presented as alternatives to the Wilmot Proviso.
 - D. They were both supported by northern states but rejected by the South.
3. What was the Wilmot Proviso and how did it expose sectional differences between the North and South?

II. A US CULTURE EVOLVES

Throughout the first half of the 19th century, the new nation began to see its own national culture displayed in art, literature and language, thereby producing a new sense of **nationalism**. Even the **neoclassical architecture** of the day showed the confidence citizens had in their young country. Particularly common in Washington, DC and the South, it imitated the architectural styles of ancient Greece and Rome, and suggested that the US was destined for similar greatness. Examples of neoclassical architecture included the White House, the US Capitol and Thomas Jefferson's home at Monticello.



Monticello

Even those from outside the United States were beginning to take note of US culture. In his famed work, *Democracy in America*, French traveler and writer **Alex de Tocqueville** (1805 – 1859) praised the young nation's political system and called the United States a land of opportunity where, “most of the rich men were formerly poor.”

LANGUAGE, ART, AND LITERATURE

The early part of the 1800s saw the publication of **Noah Webster's** (1758 – 1843) first *Webster's Dictionary*. It was published in 1806 and was significant because it modified the traditional British spelling, usage, and pronunciation of many words. In effect, it helped to create a distinctly “American” language.

Art and literature began to reflect a national culture as well. The **Hudson River School of Artists**, which flourished from 1825 until the late 1800s, was the first group of US artists to develop a uniquely US style of landscape painting. Unlike the traditional European landscapes that tended to feature peaceful countrysides, the Hudson School featured canyons, rivers, and scenes of the untamed frontier. It was art that reflected the wild and pioneering spirit of the United States itself.

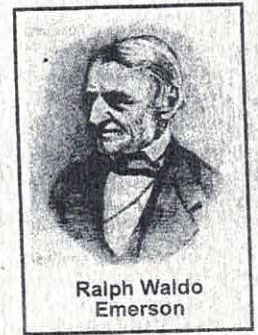
The period also saw the emergence of many great writers. **Washington Irving** (1783 – 1859) was the first US author to win international praise and would influence future writers with stories like *Rip Van Winkle* and *The Legend of Sleepy Hollow*. **Edgar Allan Poe** (1809 – 1849) achieved fame as one of the nation's greatest poets, short story writers, and literary critics. Other great writers included **Nathaniel Hawthorne** (1804 – 1864) and **James Fennimore Cooper** (1789 – 1851). Cooper's five novel series, *The Longstocking Tales*, which included the classics *The Last of the Mohicans* and *The Pathfinder*, depicted life on the American frontier and tackled the issue of white settlement on Native American lands. As a result, Cooper's works were considered to be the first truly “American” novels. Meanwhile, Hawthorne wrote works like *The Scarlet Letter*, which depicted life in Puritan New England.



Washington Irving

TRANSCENDENTALISM

The first half of the 19th century also saw the rise of a literary and philosophical movement called **transcendentalism**. This movement emphasized individualism and self-reliance, rather than religious faith. Believing that there was an element of human nature beyond understanding, transcendentalists felt that human fulfillment came through an awareness of truth and natural beauty. They were also critical of conformity, and believed that each individual should follow their own path of understanding. Essayist and poet **Ralph Waldo Emerson** (1803 – 1882) and writer and philosopher, **Henry David Thoreau** (1817 – 1862) were among the more famous members of this movement.



Practice 2: A US Culture Evolves

1. In which of the following ways did *Webster's Dictionary* help to form a distinctly "American" language?
 - A. It adopted words from Native American languages to mix with traditional European words.
 - B. It removed British words from the vocabulary and replaced them all with "American" words.
 - C. It modified the traditional British spelling, usage, and pronunciation of many words.
 - D. It depicted life on the US frontier and dealt with issues relevant to US society.
2. Which of the following did artists of the Hudson River School and James Fennimore Cooper have in common?
 - A. They were both famous for their contributions to transcendentalism.
 - B. They both depicted neoclassical architecture in their works.
 - C. They both were distinctly "American" in that they depicted life on the US frontier.
 - D. They both were praised by Alex de Tocqueville upon his visit to the United States.
3. In what ways did the White House, the US Capitol, and Monticello display a national attitude?

III. ECONOMIC AND SOCIAL ISSUES (1800 – 1850)

TECHNOLOGICAL ADVANCES AND THE UNITED STATES ECONOMY

A number of inventions had great impact on the United States in the 1800s. These advances served to increase a sense of nationalism among citizens, while at the same time exposing regional **sectionalism**.

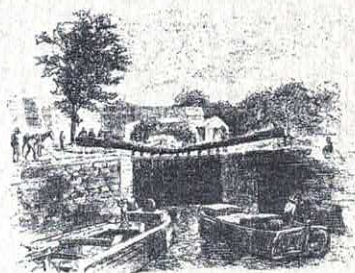
Eli Whitney's cotton gin greatly increased the rate at which cotton could be produced. As a result, the South became known as a "**cotton kingdom**." The invention made many in the South rich as demand for the product grew in both the US and Europe. It also helped make the South a society greatly dependent on agriculture and the use of slave labor for survival. While Whitney's cotton gin greatly impacted the South,

it was another of his innovations that transformed the economy of the North. After the cotton gin, Whitney began to manufacture muskets. In this industry, he introduced the idea of **interchangeable parts**. For the first time, each part of the musket was produced with such precision that it could fit with parts from any other musket. Whitney's concept of interchangeable parts spread to other industries and became the basis for industrial development in the northern United States.

During the 18th century, British manufacturers began replacing manual labor with machines, causing sweeping economic and social changes. Eventually known as the **First Industrial Revolution**, these changes later came to the US. Men like **Samuel Slater** (1768 – 1835) came from Europe, bringing with them a knowledge of machine manufacturing and factories. While the South became dependent on a **plantation system** (large farms using slaves to produce large amounts of cotton or some other cash crop), the North came to rely on the **factory system** for its economic survival. The factory system relied greatly on the labor of the lower classes and immigrants to work in industrialized factories.

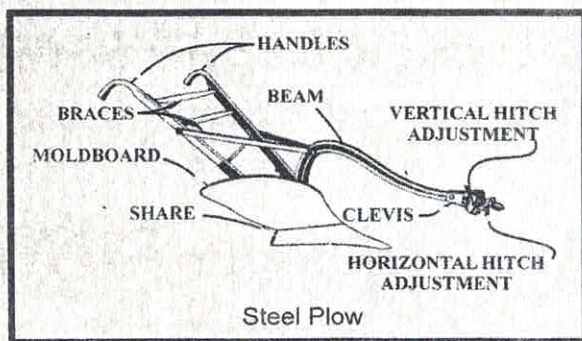
THE ERIE CANAL

Another key development during this period was the completion of the **Erie Canal** in 1825. The canal provided a new shipping route from Lake Erie to the Hudson River. Because it connected New York City to the Great Lakes, the canal helped make New York a dominant commercial center by expanding its markets. It also allowed people to travel much more cheaply, carrying their household goods with them. As a result, whole families could now move west easier than had previously been possible. Along with **Robert Fulton's** (1765 – 1815) invention of the steam powered boat, the Erie Canal greatly enhanced the economy of New York City and the northeastern United States.



Erie Canal

TECHNOLOGY AND WESTERN EXPANSION



Advances in technology also played a major role in western expansion. **Samuel F.B. Morse** (1791 – 1872) helped revolutionize the communication industry through his invention of the **telegraph**, thereby uniting the country through transcontinental communication. The **steel plow**, invented by **John Deere** (1804 – 1886) in the 1830s, allowed farmers to plow and grow crops in areas out west that would have otherwise been considered unfit for farming. At the same time, **Cyrus McCormick's** (1809 – 1884) **reaper** made it easier to harvest wheat. These and other advances served to

provide the US with national markets and increased productivity and won the respect of other countries.

SOCIAL ISSUES AND SECTIONAL DIFFERENCES

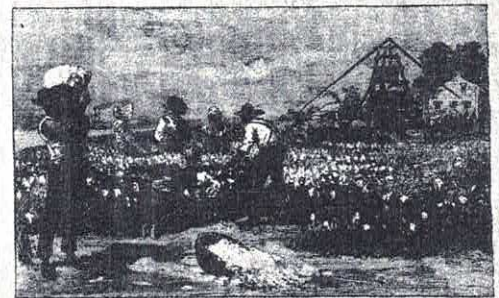
SLAVERY

Sectional differences and tensions over slavery continued to grow as the South increasingly relied on agriculture and the North on manufacturing. Businessmen in the North resented the fact that they were paying for workers while plantation owners in the South had the benefit of slave labor. Meanwhile, more and more people in the North were beginning to see slavery as a moral issue and calling for its abolition. Southerners answered that the conditions under which many poor immigrants and factory workers lived in the North were just as bad, if not worse, than those of slaves on the plantations.

COMPARING THE DIFFERENCES IN THE NORTH AND THE SOUTH

South

- agrarian (farming) economy based primarily on cotton
- cotton production was tied to the plantation system which relied on slavery
- few immigrants from Europe
- manufactured little, imported much; consequently, opposed high tariffs because they raised the price of imported goods and often caused foreign countries to impose tariffs on the South's exported products
- favored strong state government; feared federal government would restrict slavery



Cotton Plantation

North

- industrial economy based on manufacturing
- factories relied on poor immigrant laborers rather than slaves
- favored high tariffs to protect its own products from foreign competition
- wanted a strong federal government to build roads and railways, protect trading interests and regulate the national currency



Immigrants arriving in US

IMMIGRATION AND NATIVISM

Between 1825 and 1855, more than 5 million immigrants (mostly from northern Europe) entered the United States. These immigrants tended to settle together in poorer neighborhoods where they would preserve the language and customs of their previous country. Many of them were Roman Catholics, and therefore aroused the concerns of European Protestants. While industries of the North came to depend on immigrants for cheap labor, many northern **natives** (people born in the US) resented the newcomers taking jobs that otherwise would have gone to US citizens. Such feelings led to the rise of **Nativism**. Nativists opposed immigration in order to protect the interests of native born citizens. As a result, immigrants often suffered discrimination and violence. During the 1840s and 50s, many groups formed as part of this movement. The most powerful

of these groups was a secret society called the **Know-Nothings**. Its name came from the practice of members saying, "I know nothing" when they were asked about the group. In the 1850s, Know-Nothing candidates actually won some state elections. By 1861, however, the party had no representation in Congress and soon disappeared from the political scene.

Sectional concerns surrounded immigration as well. Most of the nation's immigrants were arriving in the northeast, causing the North's population to swell. As a result, the South feared the North would come to have more representatives in Congress. Ironically, however, many of these same immigrants were allies of the South when it came to slavery. Immigrants opposed **abolition** (the end of slavery) because they feared freed slaves would move north and take their jobs.

Practice 3: Economic and Social Issues (1800–1850)

- Which of the following was NOT an example of sectionalism in the early 1800s?
 - The South depended on slavery and the plantation system, while the North relied on immigrant labor and the factory system.
 - Southerners tended to favor states' rights while Northerners tended to favor a stronger federal government.
 - Northern businesses were in favor of tariffs while southern plantation owners opposed them.
 - Northerners were more than happy to welcome large numbers of immigrants while Southerners were not at all concerned about northern immigration.
- How did the Erie Canal affect the economy of New York and the Northeast?
 - It opened waterways to greater trade, thereby making New York more dependent on foreign products.
 - It enhanced western settlements by making it easier for people to move west.
 - It broadened markets by making it easier to ship products to other parts of the country.
 - It devastated the New York economy as people and industries left the city to migrate west.
- How did Eli Whitney's innovations affect the North and the South differently?

IV. POLITICAL EVENTS AND ISSUES CONTRIBUTING TO SECTIONALISM

With the end of the War of 1812 and the Federalist Party, the United States entered a period of national pride and political unity known as the *Era of Good Feelings*. It was during this period that President James Monroe issued the **Monroe Doctrine** in 1823. It stated that the United States would not tolerate European intervention in the affairs of any independent nation in the Americas. It also stated that the American continents were no longer open to colonization from European powers, and that the US would view any such attempts as acts of aggression. Finally, it promised that the United States would neither interfere in the internal affairs of other countries in the Americas, nor those of European nations.

HENRY CLAY'S AMERICAN SYSTEM

While the War of 1812 served to unite the nation, it also exposed the danger of relying too much on foreign imports. As a result, Senator **Henry Clay** (1777–1852) of Kentucky proposed what he called the **American System**. The plan included:

1) A **Protective Tariff** - After the war, the young manufacturing industry in the United States could not compete with low priced imports from Great Britain. Clay proposed a protective **tariff** (a tax on imports) to help US manufacturing. The tariff would raise the prices of imported goods and make US products more competitive. This led to Congress passing the **Tariff of 1816**.

2) **Internal Improvements** - To facilitate interstate commerce, Clay proposed better canals and roadways funded by the federal government's tariff revenue. In 1824, the Supreme Court ruled in *Gibbons v. Ogden* that Congress alone had the power to regulate interstate and foreign commerce. This decision allowed the building of roads and canals to increase without the restrictions of state monopolies.

3) A **Strong National Bank** - When the charter for the First Bank of the United States expired in 1811, the Democratic-Republicans did not renew it. Without a national bank, state banks issued their own bank notes (paper money). Many different kinds of bank notes from various states began to circulate, making interstate commerce very difficult. In 1816, Clay encouraged Congress to charter the **Second Bank of the United States** in order to stabilize currency and hold government funds.

Clay believed that his plan would serve to strengthen the US and make it more economically independent. He also hoped that it would serve to unite the different regions of the country.



Henry Clay

GROWING SECTIONALISM

Clay, however, underestimated the nation's growing sectionalism. Democratic-Republicans were divided between those who supported states' rights and those who wanted a strong federal government. Southerners tended to believe that the federal government should restrict itself to powers specifically stated in the Constitution, and that all else should be left to the states. They believed that they could refuse to enforce federal laws they saw as unconstitutional or harmful (doctrine of nullification). Northerners were more prone to support a strong central government as the ultimate authority. Southerners opposed tariffs like those proposed by Clay because they raised the price on manufactured imports and invited other countries to impose tariffs of their own. Such actions hurt the South's ability to sell cotton and other agricultural products overseas. Northerners, however, supported tariffs because they made imports more expensive and their own products more attractive to consumers.

Clay's vision for the national bank turned out to be less than perfect, also. With the additional credit that the new bank offered, many US citizens began borrowing money and moving west. In 1819, when banks in Great Britain demanded that US banks repay British loans, US banks in turn recalled their loans to US citizens. As a result, many people rushed to withdraw their money. Known as **The Panic of 1819**, it led to the nation's first depression.

HORRID MASSACRE IN VIRGINIA



Meanwhile, the North and the South continued to become more divided over the issue of slavery. Northerners tended to resent the practice and increased numbers called for its abolition. Southerners, on the other hand, fought desperately to hang on to the institution and grew increasingly paranoid that their way of life was under attack. Southern attitudes about slavery hardened even more after a failed slave uprising in Virginia. It was led by a slave named **Nat Turner** (1800 – 1831), and became known as **Nat Turner's Rebellion**. Turner, a preacher as well as a slave, believed that he had a divine mission to deliver his people from slavery. In August 1831, he organized a revolt in which 160 people (both black and white) were killed. As a result, the few abolitionist societies that had existed in the South came to an end and **slave codes** (laws restricting the conduct and activities of slaves) were made tighter and strictly enforced. Turner and nineteen others were hanged for their role in the uprising, and slaves were no longer allowed to become ministers.

THE ELECTION OF 1824 AND JOHN QUINCY ADAMS

More than any previous election, the **presidential election of 1824** was evidence of the sectional differences in the United States. New England backed the current Secretary of State, John Quincy Adams, while the southern candidate was William Crawford of Georgia. Meanwhile, both Henry Clay and Andrew Jackson were formidable western candidates. The election came down to Adams and Jackson and was so close that the House of Representatives had to decide it. When Clay threw his support to Adams, it was enough to give the son of former President John Adams the victory. Jackson and his followers soon protested, however, when it was learned that Clay would be named Secretary of State. Jackson and his supporters denounced it as a “**corrupt bargain**” made to give Adams the presidency.

As president, Adams proposed giving the federal government more control. He hoped to expand the nation's roadways, build more canals, promote the arts and sciences, found a national university, and continue the policy of protective tariffs. In the end, Adams fell victim to sectionalism. His policies offended Southerners and those in the West because they were seen as only favoring eastern business interests. Eventually, in 1828, Adams signed a new tariff into law. Called by its opponents a “**Tariff of Abominations**,” it became a key political issue that helped Jackson defeat Adams in 1828.

PRESIDENT ANDREW JACKSON

In 1829, **Andrew Jackson** became the first man to rise from childhood poverty to become president. Jackson's support for the common man and his form of politics was labeled "**Jacksonian Democracy**." Under Jackson, property qualifications for **suffrage** (the right to vote) were dropped. The new political equality did not extend to blacks, women, or Native Americans, however. In addition, Jackson openly allowed his friends and supporters to occupy high positions in government. This policy became known as the **spoils system**, and set a precedent for rewarding faithful supporters with government jobs. It ultimately led to corruption and a call for reform in later administrations.

Eventually, sharp differences between Jackson and men like Henry Clay, Daniel Webster, and John C. Calhoun would lead to a break in the Democratic Republicans. Jackson's wing would take the name "Democrats" while his opponents would adopt the name "National Republicans". After an "era of good feelings," the two-party system now returned with a vengeance.



Portrait of President Andrew Jackson on horseback, 1817

SOUTH CAROLINA NULLIFICATION CRISIS

President Jackson experienced a serious test when South Carolina began protesting high tariffs on British goods. One of South Carolina's senators, **John C. Calhoun** (1782 – 1850), took center stage in 1828 when he wrote a pamphlet entitled, *Exposition and Protest*. In it, Calhoun argued that the states could refuse to enforce any law it saw as unconstitutional (harkening back to the *Virginia and Kentucky Resolutions* and the doctrine of nullification). In 1832, South Carolina threatened to invoke this right and **secede** (leave the Union) if the offensive tariffs were not repealed. Enraged, Jackson prepared to call up federal troops if necessary to force South Carolina's compliance. Fortunately, Senator Henry Clay proposed a compromise (the **Compromise of 1833**) that both sides could accept. Clay's compromise ended the **South Carolina nullification crisis**, but the issues of states' rights and secession remained alive until the end of the Civil War.

JACKSON'S BATTLE WITH THE BANK

Whether or not there should be a national bank had always been an issue of debate. In 1819, Chief Justice John Marshall and the Supreme Court ruled in *McCullough v. Maryland* that Congress did have the power to incorporate a bank under the *necessary and proper clause* of the Constitution. Regardless, President Jackson had always opposed a national bank and had no plans to renew its charter when it expired in 1836. Knowing this, his political enemies convinced the bank to apply for renewal four years early, thus making the bank the key issue in the **election of 1832**. Successfully portraying the bank as existing only to "aid the rich and the powerful," Jackson won re-election. He then ordered all government funds removed from the national bank and placed in selected state banks. These state banks came to be called "**pet banks**" because of the favor they were shown. The increase in funds led these "pet banks" to give loans more easily. The value of the loans was far greater than the amount of available gold reserves, however, and this caused inflation. Jackson tried to control the problem, but his policies only made things worse. The result was the **Panic of 1837** and another depression. A number of state banks closed, leaving many in the US flat broke.

THE WHIG PARTY

As far as his enemies were concerned, President Andrew Jackson acted more like a king than a president. In 1834, the National Republicans changed their name to reflect their resentment of Jackson. Because they were opposing “*King Andrew*,” they renamed themselves the **Whig Party** after the Whigs in England who had resisted King George III. Sectional differences between northern and southern Whigs, however, prevented the party from having a strong candidate in 1836. As a result, Jackson’s Vice President, Martin Van Buren (a Democrat) was elected president.



John C. Calhoun

ELECTION OF 1840

The depression that began under Jackson dragged on through Van Buren’s presidency, making him vulnerable in the **election of 1840**. The Whig party nominated military hero William Henry Harrison. It was the first presidential election in US history that featured parades and public fanfare. It also featured a third party candidate from the Liberty Party. This party made the abolition of slavery its key issue and actually drew some of the northern support that otherwise may have gone to Van Buren. In the end, Harrison won the election. The following year he would become ill shortly after his inauguration and die after serving the shortest term in US history — just one month.

Practice 4: Political Events and Issues Contributing to Sectionalism

- What effects did Henry Clay hope his “American System” would have on the United States?
 - He hoped it would serve to unite the nation economically and make it more self sufficient.
 - He hoped it would serve to increase the North’s industry while devastating the South, thereby bringing about an end to slavery.
 - He hoped that it would lessen the role of the federal government and serve to make state governments stronger.
 - He hoped that it would eliminate tariffs and boost the agriculturally based economy of the Deep South.
- How was the debate regarding states’ rights versus federal power evident in the South Carolina Nullification Crisis?
- Which of the following statements BEST describes Andrew Jackson?
 - He was a humble man who was seen by others as a gracious and flexible leader.
 - He was a gracious loser who was not at all prone to bitterness.
 - He possessed a remarkable ability to relate to the common man despite his wealthy and aristocratic upbringing.
 - He was viewed by his opponents as a tyrant who believed himself to possess the powers of a monarch.

V. REFORM MOVEMENTS (1800 – 1860)

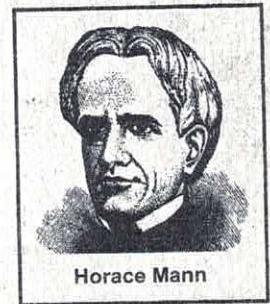
SECOND GREAT AWAKENING

The period from 1797 to 1859 saw a revival of religion in the United States called the **Second Great Awakening**. (The first Great Awakening peaked during the 1740s in colonial America.) Fiery preachers like **Charles G. Finney** (1792 – 1875), would travel about inspiring Christians with religious enthusiasm. Often they preached in meetings held outside, called “tent meetings” or “revivals.” They emphasized a personal commitment to God through the Gospel of Jesus Christ and taught that, through the good works of believers, society could be changed for the better. This religious zeal became the motivation behind many people’s increased involvement in social causes and **reform movements** that were intended to transform society in beneficial ways.

DIFFERENT REFORM MOVEMENTS

EDUCATIONAL REFORM, PRISON REFORM, AND THE MENTALLY DISABLED

Horace Mann (1796 – 1859) was an influential American educator who advocated the education of both men and women through public schools. He believed that education was essential to the success of democracy. He helped to create the state Board of Education in Massachusetts, the first of its kind in the United States.

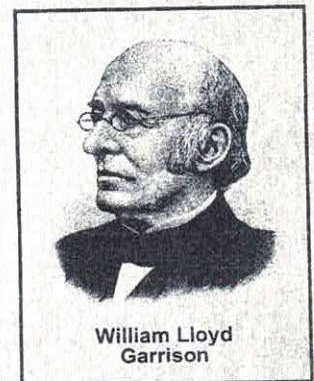


With the 19th century, states began building prisons for the purposes of **rehabilitation** (helping prisoners become law-abiding citizens) rather than simply punishing criminals with floggings (beatings) or putting them in the public stocks.

Dorothea Dix (1802 – 1887) became a great advocate for both **prison reform** (changing how prisoners are treated and the conditions under which prisons are administered) and the rights of the mentally disabled. In 1841, Dix visited a Massachusetts jail and noticed that mentally disabled people were being housed with hardened criminals. Her protests and efforts led to the establishment of several institutions and hospitals for the mentally ill.

THE ABOLITIONIST MOVEMENT

In the 1830s, the **abolitionist movement** gained momentum despite being seen by most as a movement of fanatics. As always, slavery remained a hot topic in the nation. The South found itself dependent on the practice for economic support, while in the North a movement to abolish slavery was growing. White members of this movement were mostly middle class, educated, church people from New England (many of which were Quakers). Black abolitionists were mostly former slaves. Among key white figures in this movement were **William Lloyd Garrison** (1805 – 1879) and the Grimke sisters. Garrison founded an influential, anti-slavery newspaper called *The Liberator* in 1831 and helped establish the



American Anti-Slavery Society. Meanwhile **Sarah** (1792 – 1873) and **Angelina** (1805 – 1879) **Grimke** were members of a prominent slaveholding family in South Carolina who became abolitionists and won national acclaim for their passionate anti-slavery speeches.

Important African-American abolitionists included **Frederick Douglass** (1818 – 1895) and **David Walker** (1785 – 1830). Born a free black man in Wilmington, NC in the late 1700s, Walker witnessed the cruelty of slavery in the South with his own eyes. He eventually made his way to Boston, where he wrote a pamphlet entitled, *Appeal to the Colored Citizens of the World*, in 1829. He would place copies of his work in the pockets of pants he was selling to sailors returning to southern ports. His efforts and untimely death (most people believe he was murdered) made him an early hero of the movement. Even more famous was Douglass. After escaping slavery in Maryland, he educated himself and became the most prominent African-American speaker for the abolition of slavery. He even helped John Brown plan (but did not participate in) the Harper's Ferry raid.



Frederick Douglass

TEMPERANCE AND THE WOMEN'S RIGHTS MOVEMENTS

During the early nineteenth century, the **temperance movement** began gaining popularity. Members of this movement wanted to moderate the use of alcohol. Later, they advocated total abstinence from alcohol and succeeded in convincing several states to pass laws prohibiting its sale.

Women had participated in the abolitionist and temperance movements, only to face discrimination from the men with whom they'd served. The offense these women suffered led to the birth of the **Women's Rights Movement**. Women such as **Lucretia Mott** (1793 – 1880) and **Elizabeth Cady Stanton** (1815 – 1902) helped organize the first women's rights convention, known as the **Seneca Falls Conference**, in 1848. Between 100 and 300 people attended, including Frederick Douglass. Stanton used the occasion to call for women to be given the right to vote. Although some felt Stanton went too far by demanding suffrage, the conference went a long way in drawing attention to the issue of women's rights.



Elizabeth Cady Stanton

Two other key figures were **Susan B. Anthony** (1820 – 1906) and a former slave named **Sojourner Truth** (1797 – 1883). A supporter of both the temperance and abolitionist movements, Anthony is best known for joining with Elizabeth Cady Stanton to fight for women's rights. An active supporter of a woman's right to vote, Anthony would often deliver speeches written by Stanton while Stanton was busy with her young children. Truth, on the other hand, had been born into slavery but was freed once New York emancipated slaves in 1828. Though illiterate, she became well-known and respected for her eloquent and charismatic speaking. She had impact in the abolitionist movement as well as the movement for women's rights.

UTOPIAN COMMUNITIES

At the same time that many reformers were working to change society, a few people tried to establish *different* societies altogether. Referred to as **utopian communities**, these societies were attempts to establish communities that were "perfect" both socially and politically. One of the most famous was **New Harmony** in Indiana. Founded in 1825, it was meant to be a place where people would share everything and live "in harmony." Other examples of these communities included **Oneida** and **Brook Farm**. Oneida became known

for founder John Noyes' teaching that every man in the community was "married" to every woman. This belief was known as "complex marriage" or "free love", and basically meant that any male member of the community could have sexual relations with any female member. Brook Farm, meanwhile, was a transcendentalist community and was founded on the Socialist beliefs of **Charles Fourier**. Attracting top intellectuals like Nathaniel Hawthorne and Henry David Thoreau, it was meant to be a community that relied on agriculture and in which members shared everything. Unfortunately, these communities did not take into account human nature. Prone to laziness, selfishness and quarreling, they failed largely because they were not practical nor were their goals realistic.

Practice 5: Reform Movements (1800 – 1860)

1. How did the Second Great Awakening lead many to be active in reform movements of the 1800s?
 - A. It sparked a revival of religion in the United States that led many to be active reformers based on moral conviction.
 - B. It alarmed social activists to the point that they felt compelled to take action to combat its effects.
 - C. It caused many in US society to see social causes to be of far greater importance than any religious belief.
 - D. It took attention away from the issue of slavery as reformers of the mid 1800s focused on temperance, education, and women's issues.
2. What did Frederick Douglass, David Walker and Sojourner Truth have in common?
 - A. They were each Quakers from New England who played a role in the abolitionist movement.
 - B. They each became known as advocates of states' rights as they campaigned for social causes.
 - C. They were each escaped slaves who wrote important works on the evils of slavery and became known for their public speaking.
 - D. They were each African-American abolitionists in the 1800s.
3. Who was Elizabeth Cady Stanton and what was one of the key things she called for at the Seneca Falls Convention in 1848?
4. What were utopian communities and why did they fail?

CHAPTER 2 REVIEW



A. Key Terms and People

Cherokee
 Sequoyah
 Indian Removal Act
 Worcester v. Georgia
 Trail of Tears
 Webster-Ashburton Treaty
 Lewis and Clark Expedition
 Oregon Trail
 Missouri Compromise
 Stephen Austin
 General Antonio Santa Anna
 Sam Houston
 The Alamo
 annexation
 election of 1844
 James K. Polk
 John Tyler
 "54-40, or fight"
 Manifest Destiny
 Treaty of Guadalupe-Hidalgo
 Wilmot Proviso
 Gold Rush of 1849
 "49ers"
 Compromise of 1850
 Gadsden Purchase
 nationalism

neoclassical architecture
 Alex de Tocqueville
 Noah Webster
 Hudson River School of Artists
 Washington Irving
 Edgar Allen Poe
 Nathaniel Hawthorne
 James Fennimore Cooper
 Transcendentalism
 Ralph Waldo Emerson

Henry David Thoreau
 "cotton kingdom"
 interchangeable parts
 Industrial Revolution
 Samuel Slater
 plantation system
 factory system
 Erie Canal
 Robert Fulton
 Samuel F.B. Morse
 telegraph
 John Deere
 steel plow
 Cyrus McCormick
 reaper
 natives
 Nativism
 Know-Nothings
 abolition
 Monroe Doctrine
 Henry Clay
 American System
 tariff
 Tariff of 1816
 Gibbons v. Ogden
 Second Bank of the United States

Panic of 1819
 Nat Turner
 Nat Turner's Rebellion
 slave codes
 election of 1824
 "corrupt bargain"
 Tariff of Abominations
 Andrew Jackson
 Jacksonian Democracy
 suffrage

spoils system
 John C. Calhoun
 Exposition and Protest
 secede
 Compromise of 1833
 South Carolina nullification crisis
McCullough v. Maryland
 election of 1832
 "pet banks"
 Panic of 1837
 Whig Party
 election of 1840
 Second Great Awakening
 Charles G. Finney
 revivals
 reform movements
 Horace Mann
 Dorothea Dix
 rehabilitation
 prison reform
 abolitionist movement
 William Lloyd Garrison
 Sarah and Angelina Grimke
 Frederick Douglass
 David Walker
 Appeal to the Colored Citizens of the World
 temperance movement
 Women's Rights Movement
 Lucretia Mott
 Elizabeth Cady Stanton
 Seneca Falls Conference
 Susan B. Anthony
 Sojourner Truth
 Utopian communities
 New Harmony
 Oneida
 Brook Farm

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