

10. The first third party in presidential politics was the Whig party in 1832.
11. The Distribution Act of 1836 gave the surplus funds in the federal treasury to the states.
12. In the panic of 1837, Van Buren supported emergency government aid for the unemployed.
13. Harrison won the presidential election of 1840 primarily on the basis of major issues that he raised in the campaign.
14. Between 1824 and 1849, participation in presidential elections declined.
15. Jackson and his supporters agreed with Jefferson's vision for America.

Essay Questions

1. In what ways was the Jacksonian era the "age of the common man" and a period of "Jacksonian democracy"?
2. Would you describe Andrew Jackson as a pragmatic president? Explain in connection with one major issue of his presidency.
3. How did John C. Calhoun's ideas evolve in the 1820s and 1830s? What circumstances contributed to his changing views?
4. How and why did Andrew Jackson and John C. Calhoun clash?
5. Why did the Bank of the United States play a crucial role in American politics?
6. How did national politics change between 1828 and 1840? Be sure to mention specific developments.
7. Compare the Whig philosophy and program to those of the Democrats.
8. Was Martin Van Buren a successful politician? Was he a successful president? Explain.

ANSWERS TO MULTIPLE-CHOICE AND TRUE-FALSE QUESTIONS

Multiple-Choice Questions

1-D, 2-A, 3-C, 4-A, 5-D, 6-D, 7-A, 8-C, 9-B, 10-B, 11-B, 12-A, 13-C, 14-C, 15-B

True-False Questions

1-T, 2-T, 3-T, 4-F, 5-T, 6-F, 7-T, 8-T, 9-F, 10-F, 11-T, 12-F, 13-F, 14-F, 15-T

12

THE DYNAMICS OF GROWTH

CHAPTER OBJECTIVES

After you finish reading and studying this chapter, you should be able to

1. Explain changes in agriculture from 1800 to 1860 and describe their social and economic impact.
2. List and describe improvements in transportation from 1800 to 1860.
3. Analyze the significant advances in technology from 1800 to 1860 and their impact on society.
4. Account for the emergence of the factory as a method of production and assess its social impact.
5. Explain how the growth of manufacturing affected urbanization and vice versa.
6. Understand the development of an urban popular culture.
7. Describe the nature of immigration prior to 1860 and the reaction of previously settled Americans to this new immigration.
8. Analyze the early development of labor unions and account for their failure to gain widespread acceptance.
9. Explain the rise of the major professions in the decades before the Civil War.
10. Describe and explain the distribution of wealth in the United States in "the era of the common man."

CHAPTER OUTLINE

- I. Agriculture
 - A. Importance of cotton to the economy
 1. Invention of the cotton gin
 2. Revolutionary impact of the gin
 - a. Impact on slavery
 - b. Encouragement of westward migration
 - c. Cotton became an important export
 - B. Westward movement
 1. Statistical evidence
 2. Changes in land laws
 3. Development of improved iron plows
 4. Introduction of the grain reaper
 - II. Improvements in transportation and communication
 - A. Opening new roads
 - B. River transportation
 1. Flatboats
 2. Steamboats
 3. Canal barges
 4. Erie Canal
 5. Linkages with railroads
 - C. Development of railroads
 1. Rails
 2. Fuel
 3. Advantages of railroad travel
 - D. Early railroad successes
 - E. Ocean transport
 1. Regularly scheduled packet lines
 2. Clipper ships
 - F. Financing internal improvements
 1. Turnpikes financed by private investment
 2. States sponsor canals
 3. Railroads soon financed by private investment
 4. Federal support for canals and railroads
 - G. Communications revolution
 1. Telegraph
 2. Mail "express"
- III. The growth of industry
 - A. Early manufacturing
 1. Persistence of the handicraft system
 2. Britain's lead in industrial production
 3. Early industrial mills in the United States
 4. Impact of the War of 1812 on early textile manufacturing

- B. Technology
 1. Steam engines
 2. Practical orientation of American ingenuity
 3. The impact of inventions on living conditions
 - a. Rubber
 - b. Sewing machine
 - c. Telegraph
- C. Emergence of the factory system
 1. Persistence of the putting-out system
 2. The Lowell system
 - a. Features of plan
 - b. Republican values
 - c. Young women workers
 - d. Advantages and problems
 3. Competing Fall River system
- D. Industry and growth of cities
 1. Commerce and industry
 2. Geographical distribution
- IV. Popular culture
 - A. Urban recreation
 1. Drinking and gambling
 2. Self-improvement
 3. Blood sports
 - B. The theater
 - C. Minstrel shows
 1. Folk origins
 2. Touring groups
 3. Stephen Foster
- V. Immigration
 - A. Need for and attraction of immigrants
 - B. Ebb and flow of immigration
 - C. Problems of immigrants on arrival
 - D. Major ethnic groups
 1. The Irish
 - a. Circumstances of immigration
 - b. Demographic details
 - c. Characteristics of Irish life here
 - d. Anti-Irish attitudes
 - e. Linkage to Andrew Jackson
 - f. Ties to the Roman Catholic Church
 2. The Germans
 - a. Circumstances of immigration
 - b. Notable immigrants
 3. Others

KEY ITEMS OF CHRONOLOGY

Eli Whitney invented the cotton gin	1793
Wilderness Road opened	1795
Robert Fulton's steamboat sails up the Hudson River	1807
First steam locomotive in England	1814
Transatlantic packet service began	1818
Erie Canal opened	1825
Cyrus McCormick invented a mechanical grain reaper	1831
Samuel Morse invented telegraph	1832
National Trades' Union started	1834
John Deere invented the steel plow	1837
Preemption Act	1841
<i>Commonwealth v. Hunt</i>	1842
Charles Goodyear patented vulcanizing process	1844
First clipper ship launched	1845
American Academy for the Advancement of Science founded	1846
Elias Howe invented the sewing machine	1846
Stephen Foster composed "Oh! Susanna"	1846
American (Know-Nothing) party formed	1854
Graduation Act	1854

TERMS TO MASTER

Listed below are some important people or terms with which you should be familiar after your study of this chapter. Identify each name or term.

- Eli Whitney
- cotton gin
- trans-Appalachia
- Preemption Act
- Graduation Act
- John Deere
- Cyrus McCormick
- turnpike
- macadamize
- flatboat
- steamboat
- Robert Fulton
- clipper ships
- Eric Canal
- putting-out system
- Samuel F. B. Morse
- Charles Goodyear
- Elias Howe
- Lowell system
- Fall River system
- minstrel show
- Stephen Foster
- nativism
- Know-Nothing party
- Commonwealth v. Hunt*
- guild system
- cooperative societies
- John Jacob Astor

- The British
 - The Scandinavians
 - The Chinese
- E. Nativist reaction to immigrants
- Reasons for antagonism toward immigrants
 - Examples of nativist activity
 - Nativist organizations
- VI. Labor organizations
- A. Skilled work in Revolutionary era
- Hierarchy of guild system
 - Daily routine
 - Trade associations
 - Use of slaves
- B. Early organizations among craft workers
1. Importance of *Commonwealth v. Hunt* decision in Massachusetts in 1842
2. Efforts to create national trade unions
- C. Urban labor politics
- Their rise
 - Reasons for decline
 - Factionalization of labor unions
 - Locofocos in New York
 - Impact of labor parties
- D. Cooperatives
- E. Limited achievement of unions before 1860
- VII. Rise of the professions
- A. Specialized knowledge
- B. Causes
- Technology
 - Education
 - Literacy revolution
- C. Examples
- Writer and publisher
 - Teacher
 - Attorney
 - Physician
 - Engineer
- D. Role of Women
- Teaching and nursing
 - Volunteers
- VIII. Jacksonian inequality
- A. Examples of self-made men
- B. Greater likelihood of social stratification
- C. Increasing social rigidity and inequality in the "Age of the Common Man"

VOCABULARY BUILDING

Listed below are some words or phrases used in this chapter. Look in the dictionary for the meaning of each term you do not know.

contour	spate
espouse	dexterity
mull	luminary
contrivance	degeneration
loam	paternalism
prairie	nexus
preemption	raucous
patent infringement	catapult
sickle	consternation
emigrant	agnostic
marvel (n.)	dilettantism
tributary	epitome
repudiate	paucity
forge (n.)	knave
textile	

EXERCISES FOR UNDERSTANDING

When you have finished reading the chapter, answer each of the following questions. If you have difficulty, go back and reread the section of the chapter related to the question.

Multiple-Choice Questions

Select the letter of the choice that best completes the statement.

- As a result of the invention of the cotton gin,
 - textiles became a major export.
 - slavery continued to be profitable.
 - plantations in the southeast became so profitable that migration to the southwest stopped.
 - all of the above
- The Preemption Act and the Graduation Act
 - made western lands available for low prices.
 - involved the federal government in building canals and turnpikes.
 - provided for the incorporation of businesses.
 - funded the establishment of common schools.

- Developments in transportation usually occurred in the following order:
 - railroads, flatboats, canals, turnpikes.
 - turnpikes, steamboats, canals, railroads.
 - turnpikes, canals, flatboats, steamboats.
 - canals, turnpikes, railroads, steamboats.
- In 1840, the leading port for export was
 - New York.
 - Philadelphia.
 - Boston.
 - New Orleans.
- Opened in 1825, the Erie Canal linked
 - Lake Erie and the Mississippi.
 - the Great Lakes and Philadelphia.
 - Buffalo and the Hudson River.
 - New York and Philadelphia.
- In the antebellum period, railroads aided the expansion of
 - farming more than manufacturing.
 - manufacturing and farming about equally.
 - manufacturing more than farming.
 - neither farming or manufacturing because railroads remained too expensive and dangerous.
- The development of clipper ships was spurred by
 - Chinese tea.
 - cotton exports.
 - tourist business.
 - naval defense.
- Key characteristics of the Lowell system did *not* include
 - spinning and weaving in one building.
 - employing young women as workers.
 - paternalistic supervision.
 - urban locations.
- One reason factories appeared first in New England was that
 - the region had failed to succeed in other commercial activities.
 - the states supported early manufacturing with subsidies.
 - its slaves had little cotton to pick and could work in factories.
 - the profits from its trade provided the needed capital to invest.
- The audiences for minstrel shows, melodramas, operas, and theatrical performances were predominantly
 - older men and women.
 - young women and girls.

- C. young and middle-age men.
D. families.
- As an immigrant ethnic group, the Irish
 - came to the United States in greatest numbers in the early 1830s.
 - brought more property to the United States than the Germans.
 - tended to gravitate to farms in the Midwest.
 - tended to settle in the larger cities.
 - Immigration in to the United States
 - was very heavy up to the War of 1812.
 - increased the most in the years 1845 to 1854.
 - declined when the cost of passage on ships increased to as much as \$300 per passenger.
 - brought more Italians and Chinese than any other ethnic group prior to the Civil War.
 - The Know-Nothing Party was built on
 - nativism.
 - opposition to the growth of professions.
 - support for the guild system of labor.
 - all of the above
 - The rise of professions resulted mainly from the
 - expansion of education and knowledge.
 - massive influx of skilled German immigrants.
 - spread of the population across the continent.
 - construction of the Erie Canal.
 - In the decades from 1830 to 1860,
 - wealth in the United States was fairly evenly distributed.
 - distinctions among the socioeconomic classes grew more rigid, even though this was the "Age of the Common Man."
 - most people found their material condition to be declining as the Civil War approached.
 - the United States was more egalitarian than it had been in the late 1700s.
- The Erie Canal effectively connected Boston and the Great Lakes.
 - Not until the eve of the civil War did railroads surpass canals in the total weight of goods hauled.
 - The railroad helped the expansion of industry more than agriculture.
 - The "putting-out" system involved working at home.
 - Railroads generally increased the cost of transportation.
 - The Waltham plan for factories stressed employing entire families as workers.
 - By 1860, New York, Philadelphia, Boston, and New Orleans each contained one million people.
 - Irish immigrants stimulated the growth of the Lutheran church.
 - By 1860, Catholics outnumbered every Protestant denomination.
 - German immigrants tended to stay in cities along the east coast.
 - In the antebellum period efforts to develop labor unions were not successful on the national level.

Essay Questions

- Which section of the economy and of the country did the railroad benefit more than others? Why?
- How did the construction of canals, turnpikes, railroads, and steamships produce a revolution in American life?
- What factors contributed to the growth of manufacturing in the antebellum period? Did manufacturing grow more than agriculture? Why or why not?
- Describe the features of the Waltham plan and the family system. Why was the Waltham plan gradually phased out?
- What caused the development of labor unions, and how successful were they?
- Describe the popular culture that emerged in the antebellum period.
- Take two of the major immigrant groups in the United States in the antebellum period and compare their circumstances of immigration adaptation to American society.
- Why and how did professions develop in the decades before the Civil War?
- Assess the distribution of wealth in the United States in the decades prior to the Civil War and explain the trends in that era; account for the reasons for those trends.

True-False Questions

Indicate whether each statement is true or false.

- By 1860 cotton accounted for more than half of American exports.
- By 1860, half of the nation's population lived west of the Appalachians.
- Cyrus McCormick invented the mechanical reaper.
- The steamboat helped make farming a commercial activity.

ANSWERS TO MULTIPLE-CHOICE AND TRUE-FALSE QUESTIONS

Multiple-Choice Questions

1-B, 2-A, 3-B, 4-D, 5-C, 6-A, 7-A, 8-D, 9-D, 10-C, 11-D, 12-B, 13-A, 14-A, 15-B

True-False Questions:

1-T, 2-T, 3-T, 4-T, 5-F, 6-T, 7-F, 8-T, 9-F, 10-F, 11-F, 12-F, 13-T, 14-F, 15-T

13



AN AMERICAN RENAISSANCE: RELIGION, ROMANTICISM, AND REFORM

CHAPTER OBJECTIVES

After you finish reading and studying this chapter, you should be able to

1. Describe the religious denominations developed after the Enlightenment.
2. Account for the Second Great Awakening and trace its impact on society.
3. Explain the nature of transcendentalism and describe its impact on the intellectual life of the United States.
4. List the major literary figures of the antebellum period and describe their contributions.
5. Describe the stirrings for improvement in education.
6. Explain the impetus for reform and show its manifestations in temperance, prisons, asylums, and women's rights.
7. Account for the movement for utopian communities and describe significant examples.

CHAPTER OUTLINE

- I. Antebellum religion
 - A. Effects of Enlightenment
 1. Deism
 - a. Roots in rationalism and Calvinism
 - b. Nature of the beliefs
 2. Unitarianism and Universalism