



# CHAPTER

# 10

# Growth and Expansion

1790–1825

## Why It Matters

During the early 1800s, manufacturing took on a stronger role in the American economy. During the same period, people moved westward across the continent in larger and larger numbers. In 1823 the United States proclaimed its dominant role in the Americas with the Monroe Doctrine.

## The Impact Today

These developments were important factors in shaping the nation. Today the United States is one of the leading economic and military powers in the world.



**The American Journey Video** The chapter 10 video, "The One-Room Schoolhouse," depicts a typical school day in the nineteenth century.



**1790**  
• First U.S. Census

**1793**  
• Eli Whitney  
invents cotton gin



**1807**  
• Robert Fulton designs  
first practical steamboat



United States  
PRESIDENTS

Washington  
1789–1797

Adams  
1797–1801

Jefferson  
1801–1809

Madison  
1809–1817

1790

1800

1810



World

**1792**  
• Russia invades Poland

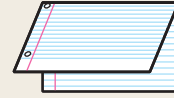
**1804**  
• Haiti claims independence  
from France

# FOLDABLES™

## Study Organizer

**Cause-and-Effect Study Foldable** Make this foldable to help you analyze the causes and effects of growth in the East and expansion into the West of the United States.

**Step 1** Fold one sheet of paper in half from top to bottom.



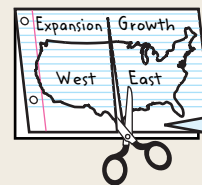
**Step 2** Fold it in half again, from side to side.



**Step 3** Unfold the paper once. Sketch an outline of the United States across both tabs and label them as shown.



**Step 4** Cut up the fold of the top flap only.



This cut will make two tabs.

**Reading and Writing** As you read the chapter, list causes and effects of eastern growth and western expansion under the appropriate tabs of your foldable.

*Valley of the Yosemite* by Albert Bierstadt Bierstadt's panoramic scenes of the American West capture the vastness of the landscape.

**1819**

- Florida ceded to U.S.

Monroe  
1817–1825

**1820**

- Missouri Compromise passed

1820

**1823**

- Monroe Doctrine issued

J.Q. Adams  
1825–1829

1830

**1825**

- Erie Canal completed



CLICK HERE

HISTORY  
Online

**Chapter Overview**

Visit [taj.glencoe.com](http://taj.glencoe.com) and click on **Chapter 10—Chapter Overviews** to preview chapter information.

**1815**

- Battle of Waterloo crushes Napoleon

**1819**

- Bolívar defeats Spanish forces at Boyacá

**1821**

- Peru claims independence from Spain

# SECTION 1

# Economic Growth

## Guide to Reading

### Main Idea

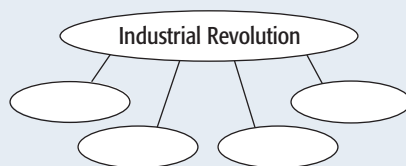
The rise of industry and trade led to the growth of cities.

### Key Terms

**Industrial Revolution, capitalism, capital, free enterprise, technology, cotton gin, patent, factory system, interchangeable parts**

### Reading Strategy

**Organizing Information** As you read the section, re-create the diagram below and describe in the ovals changes brought about by the Industrial Revolution.



### Read to Learn

- how the Industrial Revolution began in the United States.
- how the United States changed as it became more economically independent.

### Section Theme

**Economic Factors** The Industrial Revolution changed the way goods were made.

### Preview of Events

◆ 1790

**1793**

Eli Whitney invents the cotton gin

◆ 1800

**1807**

Congress passes Embargo Act

◆ 1810

**1814**

Francis Lowell opens textile plant in Massachusetts

◆ 1820

**1816**

Second National Bank is chartered



*American blacksmith, early 1800s woodcut*

## AN American Story

Both men and women in the early 1800s valued hard work. An English journalist described the farmers of Long Island in 1818: "Every man can use an axe, a saw, and a hammer. Scarcely one who cannot do any job at rough carpentering, and mend a plough and wagon. . . ." Another European noted the daily activities of American women in 1823: "They take care of everything pertaining to the domestic economy, for example, making candles, boiling soap, preparing starch, canning berries, fruit and cucumbers, baking, and spinning, sewing, and milking the cows."

## The Growth of Industry

During the colonial era, workers were in short supply. Americans learned to develop tools that made work easier and more efficient. American methods and inventions won the admiration of Europeans. One observer exclaimed:

“The axe here [in America] . . . is a combination axe, wedge, and sledgehammer; what an accomplished woodchopper can do with this instrument! There are some among them who can chop and split five and one-half loads of wood a day, including stacking them.”



People working in their homes or in workshops made cloth and most other goods. Using hand tools, they produced furniture, farm equipment, household items, and clothing.

In the mid-1700s, however, the way goods were made began to change. These changes appeared first in Great Britain. British inventors created machinery to perform some of the work involved in cloth making, such as spinning. The machines ran on waterpower, so British cloth makers built mills along rivers and installed the machines in these mills. People left their homes and farms to work in the mills and earn wages. The changes this system brought about were so great that this historic development is known as the **Industrial Revolution**.

## The Industrial Revolution in New England

The Industrial Revolution began to take root in the United States around 1800, appearing first in New England—Massachusetts, Rhode Island, Connecticut, Vermont, and New Hampshire. New England’s soil was poor, and farming was difficult. As a result, people were willing to leave their farms to find work elsewhere. Also, New England had many rushing rivers and streams. These provided the waterpower necessary to run the machinery in the new factories.

New England’s geographic location also proved to be an advantage. It was close to other resources, including coal and iron from nearby Pennsylvania. New England also had many ports. Through these ports passed the cotton

## TECHNOLOGY & History

### Textile Mill

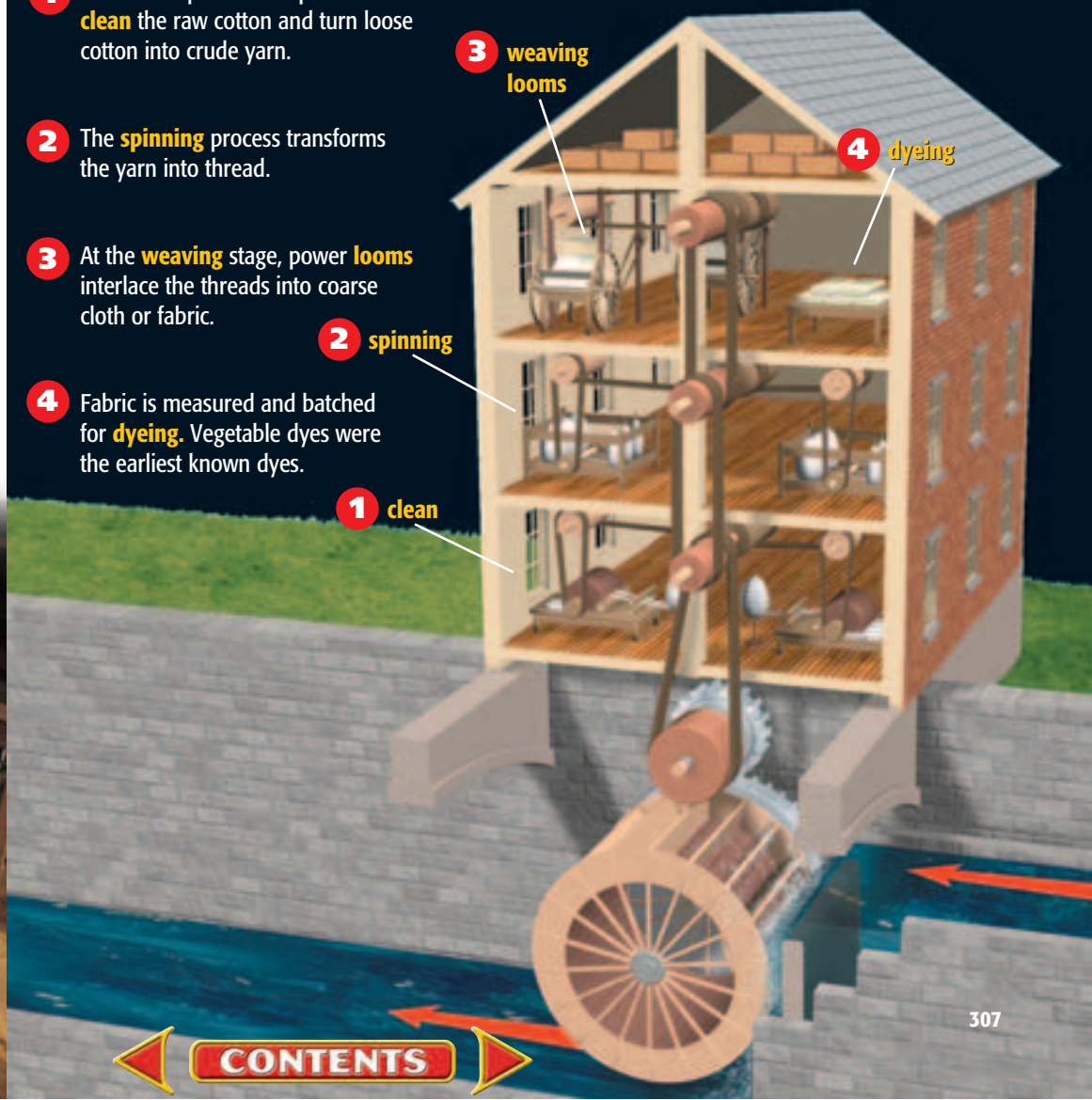
The Lowell factory system was designed to bring work and workers together. A typical Lowell textile mill in 1830 housed 4,500 spindles, 120 power looms, and more than 200 employees under one roof.

**What type of energy powered the mills?**

Gears



- 1 The first steps in textile production **clean** the raw cotton and turn loose cotton into crude yarn.
- 2 The **spinning** process transforms the yarn into thread.
- 3 At the **weaving** stage, power **looms** interlace the threads into coarse cloth or fabric.
- 4 Fabric is measured and batched for **dyeing**. Vegetable dyes were the earliest known dyes.



shipped from Southern states to New England factories, as well as the finished cloth bound for markets throughout the nation.

Also necessary to strong industrial growth is an economic system that allows competition to flourish with a minimum of government interference. The economic system of the United States is called **capitalism**. Under capitalism, individuals put their **capital**, or money, into a business in hopes of making a profit.

**Free enterprise** is another term used to describe the American economy. In a system of free enterprise, people are free to buy, sell, and produce whatever they want. They can also work wherever they wish. The major elements of free enterprise are competition, profit, private property and economic freedom. Business owners have the freedom to produce the products that they think will be the most profitable. Buyers also compete to find the best products at the lowest prices.

### New Technology

Workers, waterpower, location, and capital all played roles in New England's Industrial Revolution. Yet without the invention of new machines and **technology**—scientific discoveries that simplify work—the Industrial Revolution could not have taken place.

Inventions such as the spinning jenny and the water frame, which spun thread, and the power loom, which wove the thread into cloth, made it possible to perform many steps in making cloth by machine, saving time and money. Because these new machines ran on waterpower, most mills were built near rivers. In 1785, for the first time, a steam engine provided power for a cotton mill.

In 1793 **Eli Whitney** of Massachusetts invented the **cotton gin**, a simple machine that quickly and efficiently removed the seeds from the cotton fiber. The cotton gin enabled one worker to clean cotton as fast as 50 people working by hand.

In 1790 Congress passed a patent law to protect the rights of those who developed “useful and important inventions.” A **patent** gives an inventor the sole legal right to the invention and

# What Life Was Like...

## The Lowell Girls

**C**loth for manufactured goods such as shirts and sheets is produced at textile mills (cloth factories).

The mills in Lowell, Massachusetts, drew about 80 percent of their workers from young women, many in their teens, known as the “Lowell girls.”



its profits for a certain period of time. One of the first patents went to Jacob Perkins for a machine to make nails.

**Reading Check Analyzing** Why were the first mills in Great Britain built near rivers?

## New England Factories

The British tried to keep their new industrial technology a secret. They even passed laws prohibiting their machinery as well as their skilled mechanics from leaving the country. However, a few enterprising workers managed to slip away to the United States.

In Britain **Samuel Slater** had worked in a factory that used machines invented by Richard Arkwright for spinning cotton threads. Slater



## Working Conditions

The young women who worked in Lowell's mills endured difficult working conditions. They put in long hours—from sunrise to sunset—for low wages. The volume of the factory machinery was earsplitting and the work was monotonous. The women usually performed one task over and over again.



## Magazine

*The Lowell Offering* was a magazine written for and about the mill girls.



## On the Job

Lucy Larcom started working in the mills when she was 11 years old. She later recalled her life at Waltham:

“We did not call ourselves ladies. We did not forget that we were working girls, wearing aprons suitable to our work, and that there was some danger of our becoming drudges.”



memorized the design of Arkwright's machines and slipped out of Britain in 1789. Once in the United States, Slater took over the management of a cotton mill in Pawtucket, Rhode Island. There he duplicated Arkwright's machines. Using these machines the mill made cotton thread. Women working in their homes wove the thread into cloth. Slater's mill marked an important step in the Industrial Revolution in America.

In 1814 **Francis Cabot Lowell** opened a textile plant in Waltham, Massachusetts. The plan he implemented went several steps beyond Slater's mill. For the first time, all the stages of cloth making were performed under one roof. Lowell's mill launched the **factory system**, a system bringing manufacturing steps together in one place to increase efficiency. The factory system

was a significant development in the way goods were made—and another important part of the Industrial Revolution.

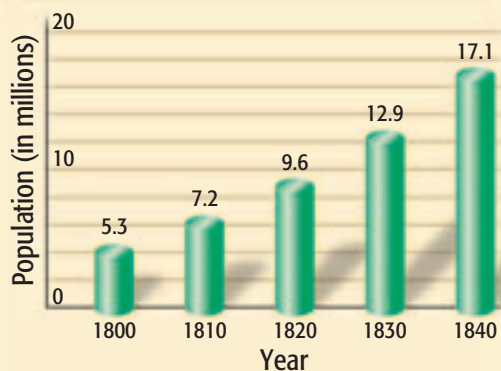
## Interchangeable Parts

The inventor Eli Whitney started the use of **interchangeable parts**. These were identical machine parts that could be quickly put together to make a complete product. Because all the parts were alike, they could be manufactured with less-skilled labor, and they made machine repair easier. Interchangeable parts opened the way for producing many different kinds of goods on a mass scale and for reducing the price of the goods.

**Reading Check** **Describing** How did the factory system work?

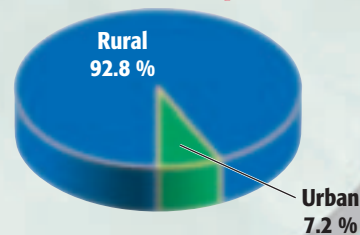


Population Growth, 1800–1840



Source: Historical Statistics of the United States.

Urban and Rural Population, 1820



Geography Skills

The tremendous growth in population helped to spur the growth of industry.

- Analyzing Information** What states had passed one million in population by 1820?
- Comparing** Which state had the larger population—Missouri or Alabama?

Agriculture Expands

Although many New Englanders went to work in factories, most Americans still lived and worked on farms. In the 1820s more than 65 percent of Americans were farmers.

In the Northeast, farms tended to be small, and the produce was usually marketed locally. In the South, cotton production increased dramatically. The demand for cotton had grown steadily with the development of the textile industries of New England and Europe. Southern plantation owners used enslaved workers to plant, tend, and pick the cotton. The cotton gin—which made it possible to clean the cotton faster and less expensively than by hand—encouraged the planters to raise larger crops. Between 1790 and 1820, cotton production soared from 3,000 to more than 300,000 bales a year.

In the West, agriculture also expanded. Southern farmers seeking new land moved west to plant cotton. Western farmers north of the Ohio River concentrated on raising pork and cash crops such as corn and wheat.

**Reading Check** **Describing** How was the Northeast different from the South in what it produced?

Economic Independence

Most new industries were financed by small investors—merchants, shopkeepers, and farmers. These people invested some of their



money in the hope of earning profits if the new businesses succeeded. Low taxes, few government regulations, and competition encouraged people to invest in new industries.

Large businesses called **corporations** began to develop rapidly in the 1830s, when some legal obstacles to their formation were removed. The rise of these new corporations made it easier to sell **stock**—shares of ownership in a company—to finance improvement and development.

The charter of the First Bank of the United States had expired in 1811. In 1816 Congress chartered the **Second Bank of the United States**, also chartered for 20 years. The Bank had the power to make large loans to businesses. State banks and frontier people criticized the Bank on the grounds that it was a monopoly used by the rich and powerful for their own gain. Those who believed in strict interpretation of the Constitution also criticized it because they believed Congress did not have the power to charter such a bank.

### Cities Come of Age

The growth of factories and trade spurred the growth of towns and cities. The new industrial towns grew quickest. Many developed along rivers and streams to take advantage of the waterpower. Older cities like New York, Boston, and Baltimore also grew as centers of commerce

and trade. In the West, towns like Pittsburgh, Cincinnati, and Louisville profited from their locations on major rivers. As farmers in the West shipped more and more of their products by water, these towns grew rapidly.

Cities and towns looked quite different from modern urban areas. Buildings were made of wood or brick. Streets and sidewalks were unpaved, and barnyard animals often roamed freely. There were no sewers to carry waste and dirty water away, so the danger of diseases such as cholera and yellow fever was very real. In 1793, for example, a yellow fever epidemic in Philadelphia killed thousands of people.

Fire posed another threat to cities. Sparks from a fireplace or chimney could easily ignite a wooden building and spread to others. Few towns or cities had organized fire companies, and fires could be disastrous.

Cities and towns of the period also had advantages, however. Some people left farming because cities and towns offered a variety of jobs and steady wages. As cities grew they added libraries, museums, and shops that were unavailable in the countryside. For many, the jobs and attractions of city life outweighed any of the dangers.

 **Reading Check Analyzing** Why did cities such as Pittsburgh and Louisville grow?

## SECTION 1 ASSESSMENT

### Checking for Understanding

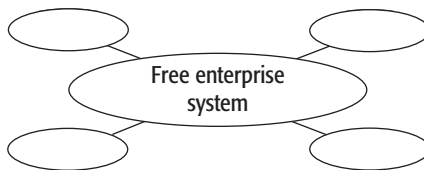
- Key Terms** Use each of these terms in a sentence that will help explain its meaning: **Industrial Revolution, capital, technology, cotton gin, patent, factory system, interchangeable parts.**
- Reviewing Facts** Describe the reasons New England was ideal for the development of factories.

### Reviewing Themes

- Economic Factors** How did the cotton gin affect cotton production?

### Critical Thinking

- Categorizing Information** Re-create the diagram below and describe the major elements of the free enterprise system.



- Determining Cause and Effect** Was new technology necessary for the Industrial Revolution? Explain.

### Analyzing Visuals

- Geography Skills** Study the map and the graphs on page 310. What do the cities shown on the map have in common? Which state had the larger population in 1820—Georgia or Ohio?

### Interdisciplinary Activity

**Expository Writing** Using the map and graphs on page 310, create a quiz for your classmates. Trade quizzes with a classmate and answer those questions.



## What were people's lives like in the past?

What—and who—were people talking about? What did they eat? What did they do for fun? These two pages will give you some clues to everyday life in the U.S. as you step back in time with TIME Notebook.

### Profile

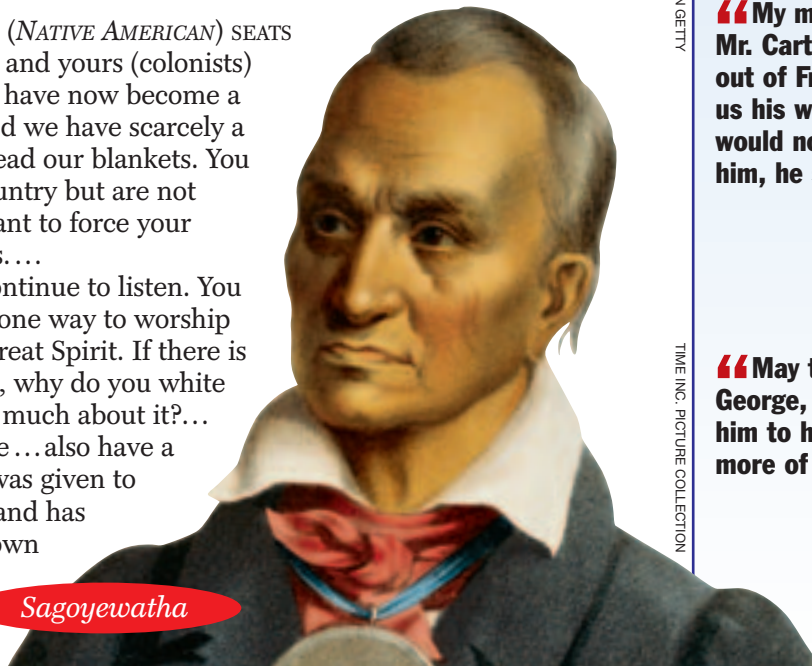
**SAGOYEWATHA** is the great Iroquois leader some call Red Jacket. Why? Because he fought with the British in the Revolutionary War. Sagoyewatha means "He Causes Them to Be Awake." Below is part of a speech Sagoyewatha delivered in 1805 to a group of religious leaders from Boston:

"BROTHERS, OUR (NATIVE AMERICAN) SEATS were once large and yours (colonists) were small. You have now become a great people, and we have scarcely a place left to spread our blankets. You have got our country but are not satisfied; you want to force your religion upon us. ...

Brothers, continue to listen. You say there is but one way to worship and serve the Great Spirit. If there is but one religion, why do you white people differ so much about it?...

Brothers, we ... also have a religion which was given to our forefathers and has been handed down to us, their children. ..."

*Sagoyewatha*



### VERBATIM

#### WHAT PEOPLE ARE SAYING

“We are one.”

“Mind your business.”

FIRST OFFICIAL U.S. COIN, sayings are on the front and back of the coin minted in 1787



HULTON GETTY

“I die hard, but I am not afraid to go.”

GEORGE WASHINGTON, on his deathbed in 1799

“My mother and myself begged Mr. Carter not to sell this child out of Fredg [plantation], he gave us his word and honor that he would not, but as soon as we left him, he sold the child.”

JAMES CARTER, African American slave of Landon Carter, writing around 1790 about his sister, whom he never saw again

“May the Lord bless King George, convert him, and take him to heaven, as we want no more of him.”

REVEREND JOHN GRUBER, to his Baltimore congregation during the War of 1812

TIME INC. PICTURE COLLECTION

#### 1790s WORD PLAY

### Ahoy There!



BETTMANN/CORBIS

The U.S.S. *Constitution*, the world's largest frigate, or warship, was launched in 1797 with a crew of 450 and 54 cannons. Want to join the crew? First, you must prove you can understand a sailor's vocabulary. Match each word or phrase in the first column with its original meaning.

- |                              |  |
|------------------------------|--|
| 1 Keel over                  | a. Sailors who do wrong are disciplined with a cat-o'-nine-tails whip that's kept in a red sack      |
| 2 Try a new tack             | b. Putting a ship in for repair  |
| 3 Let the cat out of the bag | c. Bartenders keep track of what sailors drink and owe by marking numbers under "pints" and "quarts" |
| 4 Mind your p's and q's      | d. The course or direction boats take into the wind  |
| 5 Shipshape                  | e. Good condition  |

ANSWERS: 1. b; 2. d; 3. a; 4. c; 5. e

NATIVE AMERICAN LIFE

# Sports Story

**GEORGE CATLIN** is a white man with a strong interest in Native American life. This lawyer has made a name for himself as an artist, painting portraits of Native American leaders, families, and everyday Western life. Here he paints with words, telling us about a game (one the French call lacrosse) played by Choctaw men:

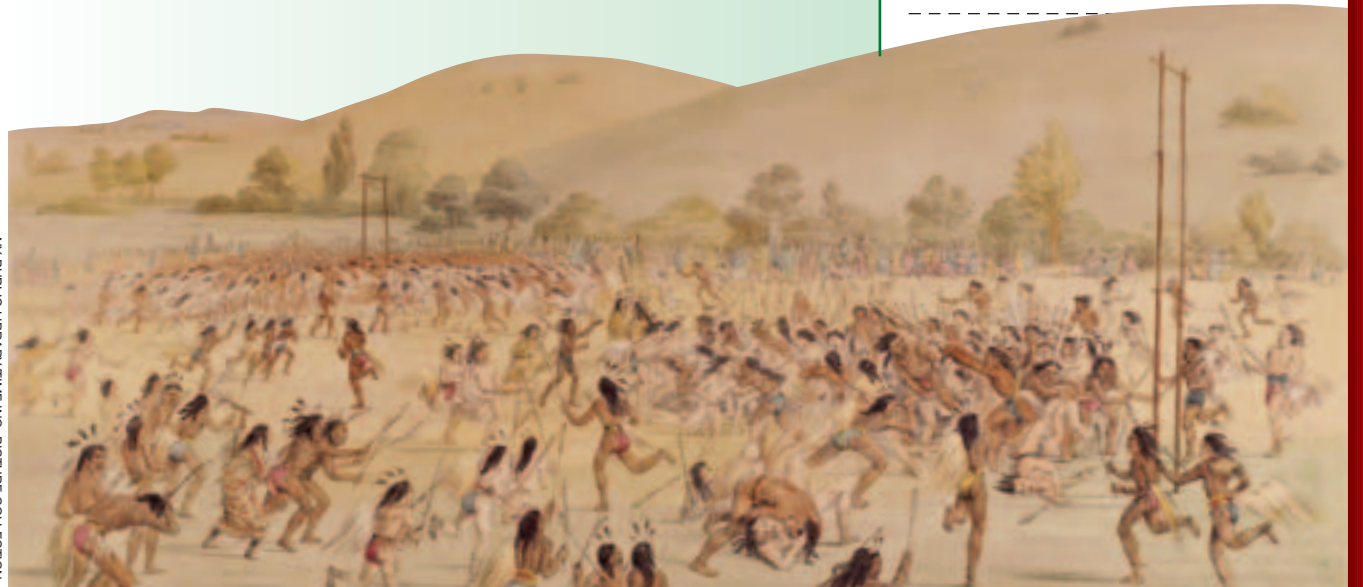
“EACH PARTY (TEAM) HAD THEIR GOAL MADE WITH TWO UPRIGHT POSTS, about 25 feet high and six feet apart, set firm in the ground, with a pole across at the top. These goals were about 40 to 50 rods (660–825 feet) apart. At a point just halfway between was another small stake, driven down, where the ball was to be thrown up at the firing of a gun, to be struggled for by the players ... who were some 600 or 700 in numbers, and were (trying) to catch the ball in their sticks, and throw it home and between their respective stakes. ... For each time that the ball was passed between the stakes of either party, one was counted for their game ... until the successful party arrived to 100, which was the limit of the game, and accomplished at an hour’s sun.”

**RIGHT:** George Catlin painted this picture of a 15-year-old Native American girl. Her name, *Ka-te-qua*, means “female eagle.”

**BELOW:** Painting by George Catlin of Choctaw athletes playing their version of lacrosse.



NATIONAL GALLERY OF ART



NY PUBLIC LIBRARY/TIME INC. PICTURE COLLECTION

## NUMBERS

U.S. AT THE TIME

**30** Number of treaties that took away Native American land or moved their borders. The treaties were between the U.S. and the Creeks, Choctaws, and Chickasaws between 1789 and 1825

**\$158 million** The price the U.S. spent to fight the War of 1812

**First** Elizabeth Seton founds the Sisters of Charity, a Roman Catholic order, in 1809

**First** Mary Kies becomes the first woman to receive a U.S. patent in 1809 for a method of weaving straw with silk

**\$3,820.33** Amount paid to Paul Revere for providing the U.S. Constitution with copper parts and a ship’s bell in 1797

**45 feet** Length of the dinosaur dug up by Lewis and Clark on their 1804 expedition

## SECTION 2

# Westward Bound

### Guide to Reading

#### Main Idea

The huge amount of territory added to the United States during the early 1800s gave the country a large store of natural resources and provided land for more settlers.

#### Key Terms

**census, turnpike, canal, lock**

#### Reading Strategy

**Taking Notes** As you read the section, re-create the diagram below and describe why each was important to the nation's growth.

	Significance
National Road	
John Fitch	
Erie Canal	

#### Read to Learn

- how land and water transportation improved in the early 1800s.
- how settlements in the West affected the nation's economy and politics.

#### Section Theme

**Science and Technology** Expansion of transportation systems helped settlement spread westward.

#### Preview of Events

◆ 1800

1806

Congress approves funds for national road

◆ 1810

1807

Fulton's *Clermont* steams to Albany

◆ 1820

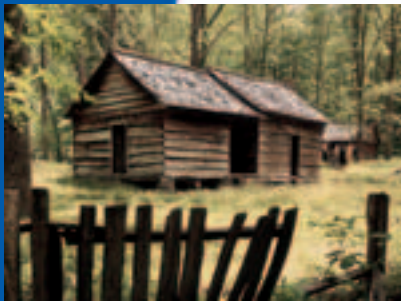
1820

U.S. population stands at 9.6 million

◆ 1830

1825

Erie Canal is completed



*Pioneer homestead, Smoky Mountains*

## AN American Story

During the 1800s, settlers poured into the frontier west of the Appalachians. The typical frontier family moved from place to place as the line of settlement pushed ever westward. Their home often consisted of a three-sided shack or a log cabin with a dirt floor and no windows or door. A pile of leaves in the loft of the cabin often served as a bed. Loneliness, poverty, and an almost primitive lifestyle were daily companions to many frontier people.

### Moving West


The first **census**—the official count of a population—of the United States in 1790 revealed a population of nearly four million. Most of the Americans counted lived east of the Appalachian Mountains and within a few hundred miles of the Atlantic coast.

Within a few decades this changed. The number of settlers heading west increased by leaps and bounds. In 1811 a Pennsylvania resident reported seeing 236 wagons filled with people and their possessions on the road to Pittsburgh. A man in Newburgh, New York, counted 60 wagons rolling by in a single day. In 1820, just 30 years after the first census, the population of the

United States had more than doubled, to about 10 million people, with nearly 2 million living west of the Appalachians.

Traveling west was not easy in the late 1790s and early 1800s. The 363-mile trip from **New York City to Buffalo** could take as long as three weeks. A pioneer family heading west with a wagonload of household goods faced hardship and danger along the way.

### Roads and Turnpikes

The nation needed good inland roads for travel and for the shipment of goods. Private companies built many **turnpikes**, or toll roads. The fees travelers paid to use those roads helped to pay for construction. Many of the roads had a base of crushed stone. In areas where the land was often muddy, companies built “corduroy roads,” consisting of logs laid side by side, like the ridges of corduroy cloth.  (See page 965 of the *Primary Sources Library* for an account of a typical stagecoach journey.)

When Ohio joined the Union in 1803, the new state asked the federal government to build a road to connect it with the East. In 1806 Congress approved funds for a **National Road** to the West

and five years later agreed on the route. Because work on the road stopped during the War of 1812, the first section, from Maryland to western Virginia, did not open until 1818. In later years the National Road reached Ohio and continued on to Vandalia, Illinois. Congress viewed the National Road as a military necessity, but it did not undertake other road-building projects.

### Geography

#### River Travel

River travel had definite advantages over wagon and horse travel. It was far more comfortable than travel over the bumpy roads, and pioneers could load all their goods on river barges—if they were heading downstream in the direction of the current.

River travel had two problems, however. The first related to the geography of the eastern United States. Most major rivers in the region flowed in a north-south direction, not east to west, where most people and goods were headed. Second, traveling upstream by barge against the current was extremely difficult and slow.

## People In History

Robert Fulton 1765–1815



Robert Fulton grew up in Lancaster, Pennsylvania. At an early age he created his own lead pencils and rockets. While living in Europe in the late 1790s, Fulton designed and built a submarine called the *Nautilus* to be used in France’s war against Britain. Submarine warfare became common later.

Fulton returned to the United States and developed a steamboat engine that was more powerful and provided a smoother ride than previous engines. On August 17, 1807, Fulton’s *Clermont* made its first successful run. By demonstrating the usefulness of two-way river travel, Fulton launched the steamboat

era. Although his engine was considered a great success, trouble followed after Fulton received a monopoly and government money. Eventually, the collapse of the monopoly led to lower prices, growth of competition, and introduction of new technology to improve the steamboat.



Steam engines were already being used in the 1780s and 1790s to power boats in quiet waters. Inventor James Rumsey equipped a small boat on the Potomac River with a steam engine. John Fitch, another inventor, built a steamboat that navigated the Delaware River. Neither boat, however, had enough power to withstand the strong currents and winds found in large rivers or open bodies of water.

In 1802 Robert Livingston, a political and business leader, hired **Robert Fulton** to develop a steamboat with a powerful engine. Livingston

wanted the steamboat to carry cargo and passengers up the **Hudson River** from New York City to **Albany**.

In 1807 Fulton had his steamboat, the *Clermont*, ready for a trial. Powered by a newly designed engine, the *Clermont* made the 150-mile trip from New York to Albany in the unheard-of time of 32 hours. Using only sails, the trip would have taken four days.

About 140-feet long and 14-feet wide, the *Clermont* offered great comforts to its passengers. They could sit or stroll about on deck, and at

## Why It Matters

### Tying the Nation Together: The National Road

For a large part of the early 1800s, the National Road was the nation's busiest land route to the west. It stimulated trade. Wagons hauled produce from frontier farms to the East Coast, often passing wagons filled with staples such as sugar for the western settlements. It also stimulated settlement. From the day it opened, the road was crowded with people moving west, their possessions packed into covered wagons.

#### A Road Through the Wilderness

An east-to-west national road was the first major step in the creation of a national transportation system.

**1752** →  
Delaware chief Nemacolin marks path for road

**1760s** →  
Military road constructed from Cumberland to Fort Duquesne

**1784** →  
George Washington travels west to study best routes

**1802** →  
Albert Gallatin proposes National Road funds to come from federal land sales

**1805** →  
Senate considers Cumberland-to-Ohio route



NATIONAL GEOGRAPHIC

#### Major Roads Before the Civil War



night they could relax in the sleeping compartments below deck. The engine was noisy, but its power provided a fairly smooth ride.

Steamboats ushered in a new age in river travel. They greatly improved the transport of goods and passengers along major inland rivers. Shipping goods became cheaper and faster. Steamboats also contributed to the growth of river cities like Cincinnati and St. Louis.

**Reading Check** **Comparing** What advantages did steamboat travel have over wagon and horse travel?

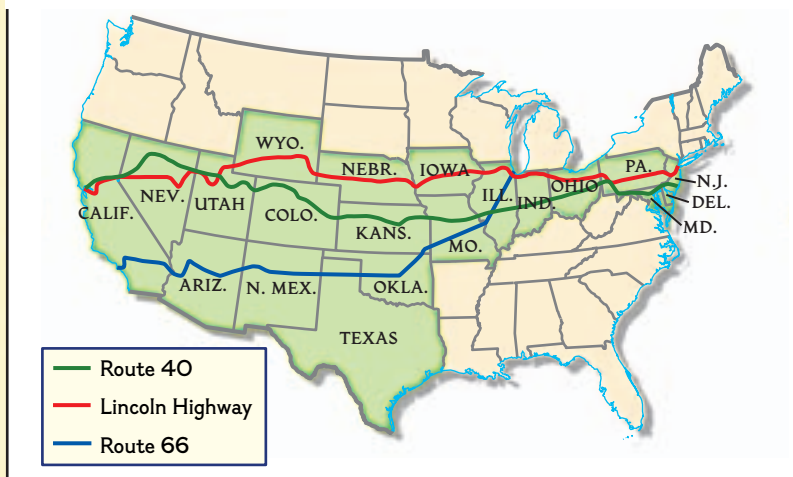
## Canals

Although steamboats represented a great improvement in transportation, their routes depended on the existing river system. Steamboats could not effectively tie the eastern and western parts of the country together.

In New York, business and government officials led by De Witt Clinton came up with a plan to link New York City with the Great Lakes

**NATIONAL GEOGRAPHIC**

### American Highways



By 1926, the long-distance motorist could use transcontinental highways for car travel.

### The National Road and Other Major Highways

	Official Status	From/To	Length in miles/km
<b>National Road</b>	1806	Cumberland, Md./Vandalia, Ill.	780/1,255
<b>Lincoln Highway*</b>	1913	New York City/San Francisco	3,390/5,456
<b>Route 40</b>	1926	Atlantic City, N.J./San Francisco	3,020/4,860
<b>Route 66</b>	1926	Chicago/Santa Monica, Calif.	2,450/3,943

\*first transcontinental road for automobiles



**1811** → Construction begins at Cumberland

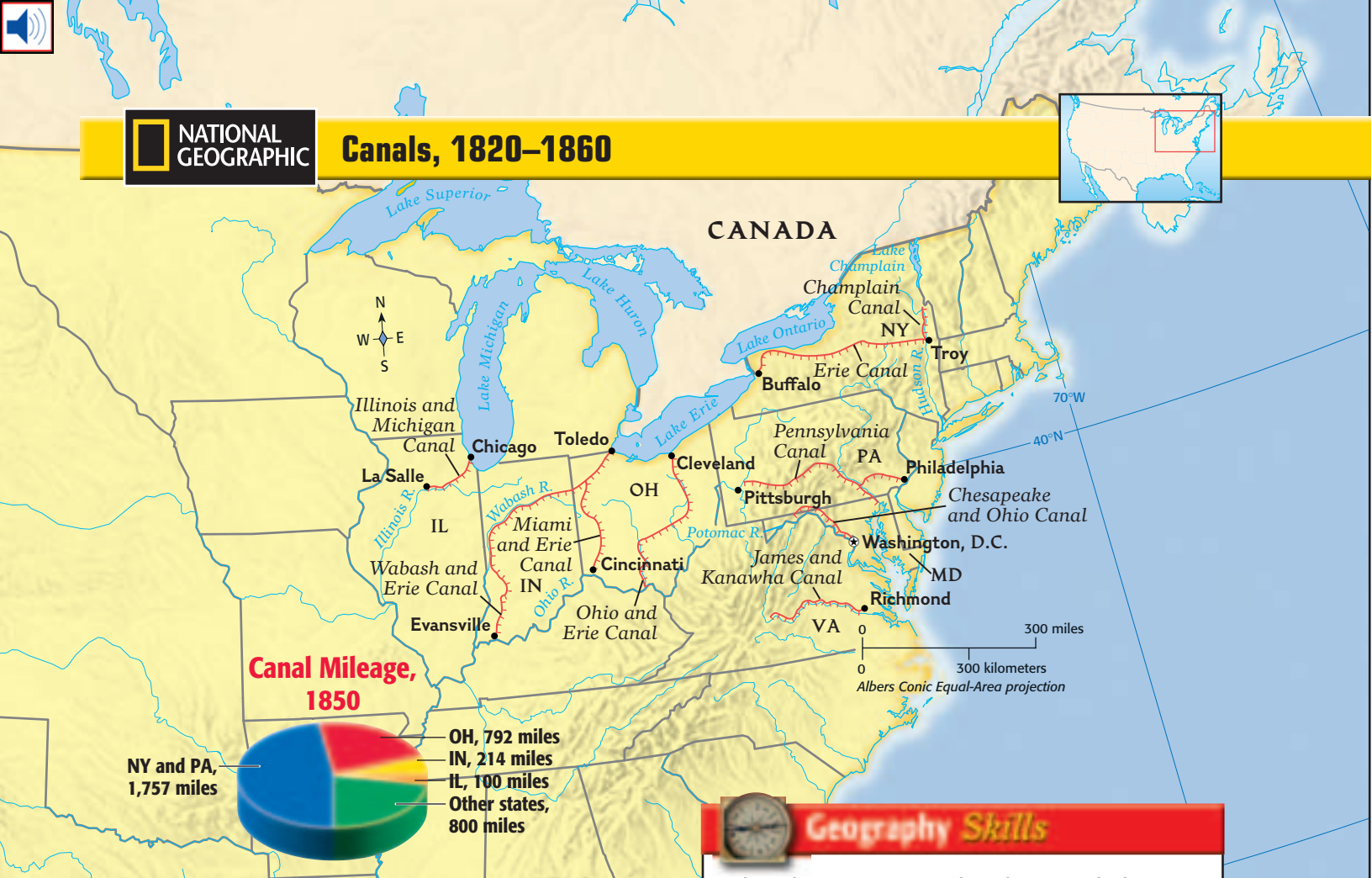
**1818** → Cumberland-to-Wheeling section completed

**1825** → Construction in Ohio begins

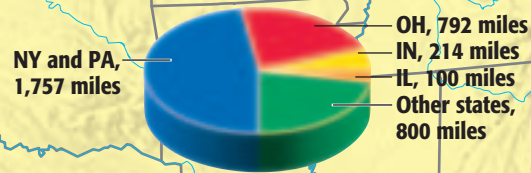
**1833** → Route to Columbus, Ohio, completed

**1850** → National Road stops at Vandalia





**Canal Mileage, 1850**



**Geography Skills**

In the early 1800s, Americans shipped many goods along canals, which helped to unite the country.

- 1. Location** What two bodies of water did the Erie Canal connect?
- 2. Analyzing Information** About how many miles long was the Erie Canal?

region. They would build a **canal**—an artificial waterway—across New York State, connecting Albany on the Hudson River with Buffalo on Lake Erie.

**Building the Erie Canal**

Thousands of laborers, many of them Irish immigrants, worked on the construction of the 363-mile **Erie Canal**. Along the canal they built a series of **locks**—separate compartments where water levels were raised or lowered. Locks provided a way to raise and lower boats at places where canal levels changed.

After more than two years of digging, the Erie Canal opened on October 26, 1825. Clinton boarded a barge in Buffalo and journeyed on the canal to Albany. From there, he headed down the Hudson River to New York City. As crowds cheered, the officials poured water from Lake Erie into the Atlantic. The East and Midwest were joined.

In its early years, the canal did not allow steamboats because their powerful engines could

damage the earthen embankments along the canal. Instead, teams of mules or horses hauled the boats and barges. A two-horse team pulled a 100-ton barge about 24 miles in one day—astonishingly fast compared to travel by wagon. In the 1840s the canal banks were reinforced to accommodate steam tugboats pulling barges.

The success of the Erie Canal led to an explosion in canal building. By 1850 the United States had more than 3,600 miles of canals. Canals lowered the cost of shipping goods. They brought prosperity to the towns along their routes. Perhaps most important, they helped unite the growing country.

**Reading Check Identifying** What two cities did the Erie Canal connect?



## Western Settlement

Americans moved westward in waves. The first wave began before the 1790s and led to the admission of four new states between 1791 and 1803—Vermont, Kentucky, Tennessee, and Ohio. A second wave of westward growth began between 1816 and 1821. Five new western states were created—Indiana, Illinois, Mississippi, Alabama, and Missouri.

The new states reflected the dramatic growth of the region west of the Appalachians. Ohio, for example, had only 45,000 settlers in 1800. By 1820 it had 581,000.

Pioneer families tended to settle in communities along the great rivers, such as the Ohio and the Mississippi, so that they could ship their crops to market. The expansion of canals, which crisscrossed the land in the 1820s and 1830s, allowed people to live farther away from the rivers.

People also tended to settle with others from their home communities. Indiana, for example, was settled mainly by people from Kentucky and Tennessee, while Michigan’s pioneers came mostly from New England.

Western families often gathered together for social events. Men took part in sports such as wrestling. Women met for quilting and sewing parties. Both men and women participated in cornhuskings—gatherings where farm families



### Legendary Heroes

**Paul Bunyan and John Henry** Legends have grown around mythical figures like Paul Bunyan. Imaginary stories were passed along about how this giant lumberjack dug the Mississippi River and performed other incredible feats. Yet some of the famous characters in American folklore were real people. There was a John Henry who worked on the railroads. He was an African American renowned for his strength and skill in driving the steel drills into solid rock. He is best remembered for something that probably never happened. According to legend, John Henry defeated a steel-driving machine, but the effort killed him.

shared the work of stripping the husks from ears of corn.

Life in the West did not include the conveniences of Eastern town life, but the pioneers had not come west to be pampered. They wanted to make a new life for themselves and their families. America’s population continued to spread westward in the years ahead.

**Reading Check Identifying** What states were formed between 1791 and 1803?

## SECTION 2 ASSESSMENT

### Checking for Understanding

- Key Terms** Use the following terms to write a short newspaper article about the opening of the Erie Canal: **turnpike, canal, lock.**
- Reviewing Facts** Describe the improvements for transportation in the westward expansion during the early 1800s.

### Reviewing Themes

- Science and Technology** How did steam-powered boats improve river travel?

### Critical Thinking

- Drawing Conclusions** How did better transportation affect westward expansion?
- Comparing** What forms of communication and transportation linked East to West in the early 1800s? What links exist today? Re-create the diagram below and compare the links.

Links	
Early 1800s	Today

### Analyzing Visuals

- Geography Skills** Study the information on the National Road on pages 316 and 317. When did construction of the National Road begin? To what city did it extend? How long was the National Road?

### Interdisciplinary Activity

**Geography** Create a chart that lists the major means of transportation that helped the United States grow. Include the advantages and disadvantages of each type of transportation.







# Social Studies SKILLBUILDER

## Reading a Diagram

### Why Learn This Skill?

Suppose you buy a new bicycle and discover that you must assemble the parts before you can ride it. A *diagram*, or a drawing that shows how the parts fit together, would make this job much easier.

### Learning the Skill

To read a diagram, follow these steps:

- Read the title to find out what the diagram shows.
- Read all labels carefully to clearly determine their meanings.
- Read the legend and identify symbols and colors used in the diagram.
- Look for numbers indicating a sequence of steps, or arrows showing movement.

### Practicing the Skill

Analyze the diagram of the *Clermont*, then answer the following questions.

- 1 What type of energy was used to power this ship?
- 2 What was the purpose of the paddle wheels?

### Applying the Skill

**Making a Diagram** Draw a diagram showing either how to make macaroni and cheese or how to tie a pair of shoes. Label your diagram.



Glencoe's **Skillbuilder Interactive Workbook CD-ROM, Level 1**, provides instruction and practice in key social studies skills.

## The *Clermont* Steamboat

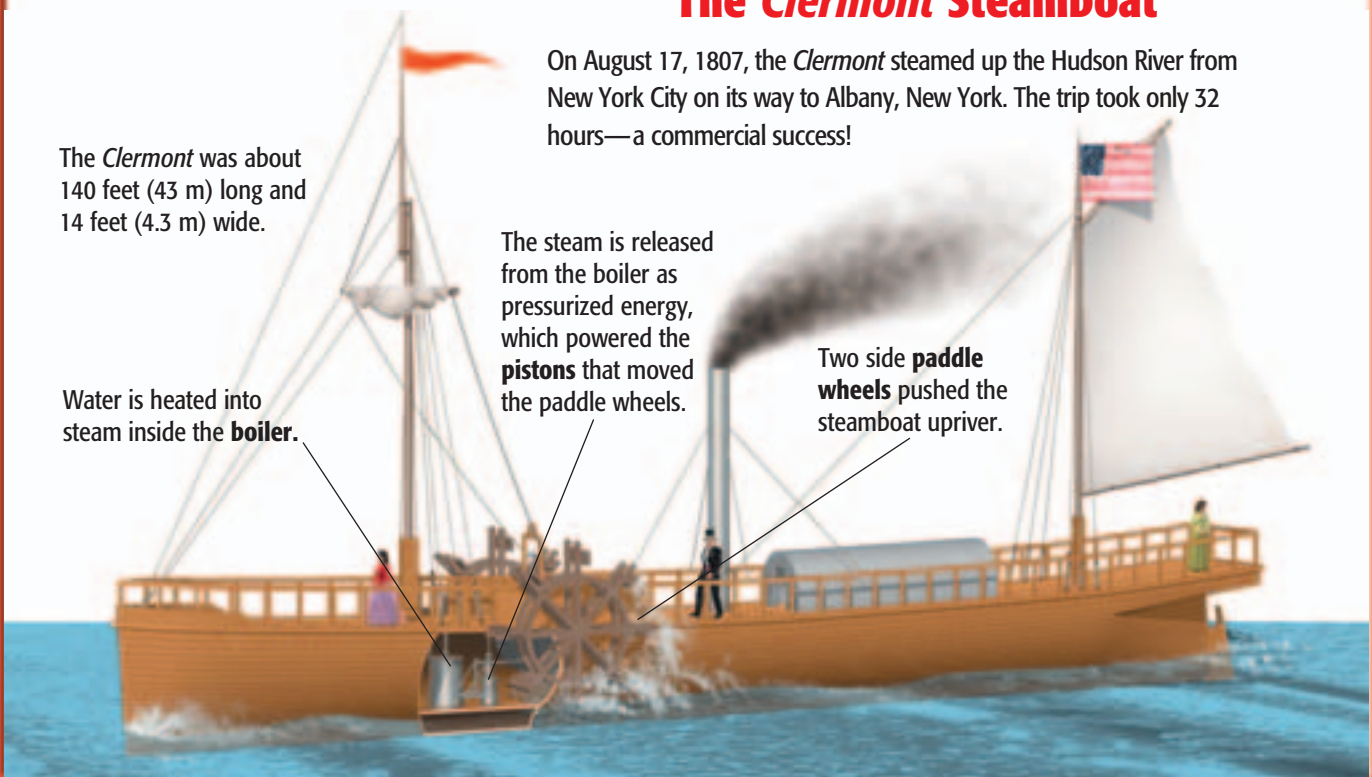
On August 17, 1807, the *Clermont* steamed up the Hudson River from New York City on its way to Albany, New York. The trip took only 32 hours—a commercial success!

The *Clermont* was about 140 feet (43 m) long and 14 feet (4.3 m) wide.

Water is heated into steam inside the **boiler**.

The steam is released from the boiler as pressurized energy, which powered the **pistons** that moved the paddle wheels.

Two side **paddle wheels** pushed the steamboat upriver.



## SECTION 3

# Unity and Sectionalism

### Guide to Reading

#### Main Idea

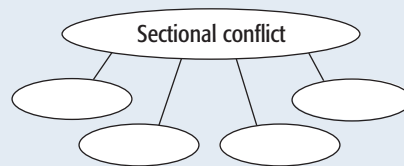
As the nation grew, differences in economic activities and needs increased sectionalism.

#### Key Terms

sectionalism, internal improvements, American System, disarmament, demilitarize, court-martial

#### Reading Strategy

**Organizing Information** As you read the section, re-create the diagram below and list four issues that created sectional conflict.



#### Read To Learn

- why sectional differences grew in the 1820s.
- what effect the Monroe Doctrine had on foreign policy.

#### Section Theme

**Individual Action** Senators Calhoun, Webster, and Clay represented different regions and different interests.

#### Preview of Events

◆ 1815

1816

James Monroe elected president

◆ 1820

1820

Missouri Compromise passed

◆ 1825

1823

Monroe Doctrine issued



James Monroe  
pocket watch

## AN American Story

Following the War of 1812, Americans felt buoyed by a new sense of pride and faith in the United States. In his Inaugural Address on March 4, 1817, President James Monroe expressed this feeling of proud nationalism: "If we look to the history of other nations, ancient or modern, we find no example of a growth so rapid, so gigantic, of a people so prosperous and happy."

### The Era of Good Feelings

The absence of major political divisions after the War of 1812 helped forge a sense of national unity. In the 1816 presidential election, James Monroe, the Republican candidate, faced almost no opposition. The Federalists, weakened by doubts of their loyalty during the War of 1812, barely existed as a national party. Monroe won the election by an overwhelming margin.

Although the Federalist Party had almost disappeared, many of its programs gained support. Republican president James Madison, Monroe's predecessor, had called for tariffs to protect industries, for a national bank, and for other programs.



Political differences seemed to fade away, causing a Boston newspaper to call these years the **Era of Good Feelings**. The president himself symbolized these good feelings.

Monroe had been involved in national politics since the American Revolution. He wore breeches and powdered wigs—a style no longer in fashion. With his sense of dignity, Monroe represented a united America, free of political strife.

Early in his presidency, Monroe toured the nation. No president since George Washington had done this. He paid his own expenses and tried to travel without an official escort. Everywhere Monroe went, local officials greeted him and celebrated his visit.

Monroe arrived in Boston, the former Federalist stronghold, in the summer of 1817. About 40,000 well-wishers cheered him, and John Adams, the second president, invited Monroe to his home. Abigail Adams commended the new president’s “unassuming manner.”

Monroe did not think the demonstrations were meant for him personally. He wrote Madison that they revealed a “desire in the body of the people to show their attachment to the union.”

Two years later Monroe continued his tour, traveling as far south as Savannah and as far west as Detroit. In 1820 President Monroe won reelection, winning all but one electoral vote.

**Reading Check** **Describing** Why was this period called the Era of Good Feelings?

## Sectionalism Grows

The Era of Good Feelings did not last long. Regional differences soon came to the surface, ending the period of national harmony.

Most Americans felt a strong allegiance to the region where they lived. They thought of themselves as Westerners or Southerners or Northerners. This **sectionalism**, or loyalty to their region, became more intense as differences arose over national policies.

The conflict over slavery, for example, had always simmered beneath the surface. Most white Southerners believed in the necessity and value of slavery. Northerners increasingly opposed it. To

protect slavery, Southerners stressed the importance of states’ rights. States’ rights are provided in the Constitution. Southerners believed they had to defend these rights against the federal government infringing on them.

The different regions also disagreed on the need for tariffs, a national bank, and internal improvements. **Internal improvements** were federal, state, and privately funded projects, such as canals and roads, to develop the nation’s transportation system. Three powerful voices emerged in Congress in the early 1800s as spokespersons for their regions: John C. Calhoun, Daniel Webster, and Henry Clay.

### John C. Calhoun

**John C. Calhoun**, a planter from South Carolina, was one of the War Hawks who had called for war with Great Britain in 1812. Calhoun remained a nationalist for some time after the war. He favored support for internal improvements and developing industries, and he backed a national bank. At the time, he believed these programs would benefit the South.

In the 1820s, however, Calhoun’s views started to change, and he emerged as one of the chief supporters of **state sovereignty**, the idea that states have autonomous power. Calhoun

Fact Fiction Folklore

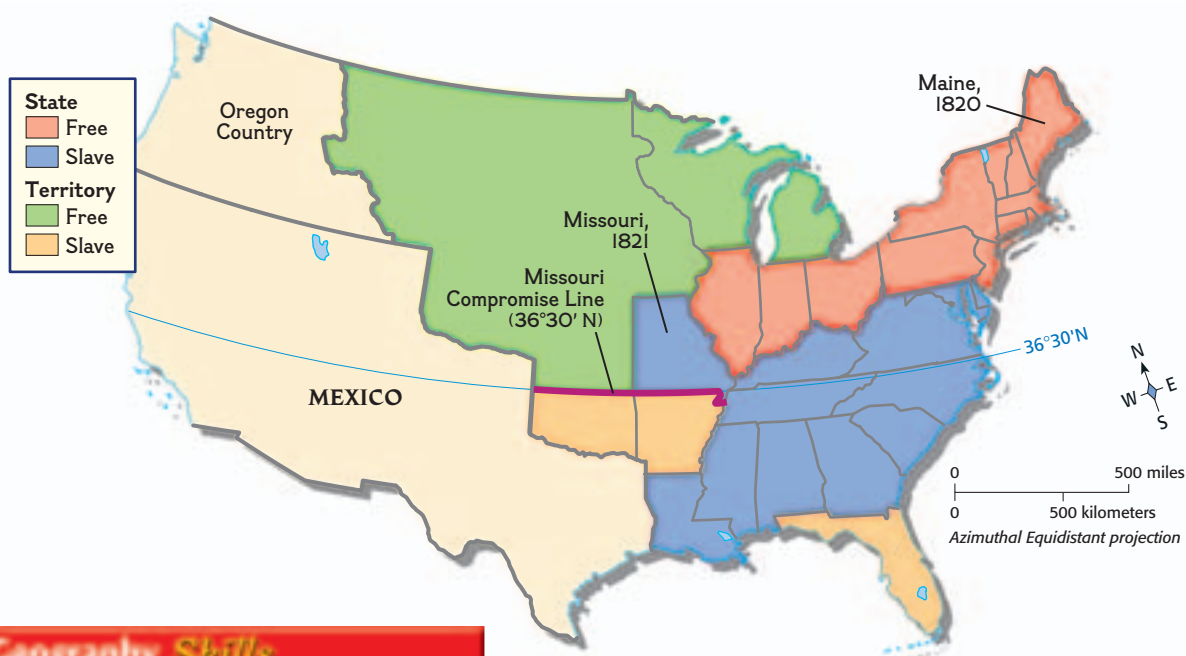
**America’s Flags**

**Flag of 1818** By 1818 the number of states had reached 20. In April President Monroe signed a bill that set the basic design of the flag. Each newly admitted state added a star to the field of blue. The addition of a new star took place on the Fourth of July following the state’s year of entry.

**The Great Star Flag** Congress did not state how the stars should be arranged, so flagmakers used various designs. The Great Star Flag placed the stars in the form of a five-pointed star.





## Geography Skills

After 1820 all new states north of 36°30'N were to be admitted as free states.

- 1. Region** Did Missouri enter the Union as a free state or a slave state?
- 2. Analyzing Information** Was Maine a slave state or a free state in 1820?

became a strong opponent of nationalist programs such as high tariffs. Calhoun and other Southerners argued that tariffs raised the prices that they had to pay for the manufactured goods they could not produce for themselves. They also argued that high tariffs protected inefficient manufacturers.

### Daniel Webster

First elected to Congress in 1812 to represent his native New Hampshire, **Daniel Webster** later represented Massachusetts in both the House and the Senate. Webster began his political career as a supporter of free trade and the shipping interests of New England. In time, Webster came to favor the Tariff of 1816—which protected American industries from foreign competition—and other policies that he thought would strengthen the nation and help the North.

Webster gained fame as one of the greatest orators of his day. As a United States senator, he spoke eloquently in defense of the nation as a whole against sectional interests. In one memorable speech Webster declared, “Liberty and Union, now and forever, one and inseparable!”

### Henry Clay

Another leading War Hawk, **Henry Clay** of Kentucky, became Speaker of the House of Representatives in 1811 and a leader who represented the interests of the Western states. He also served as a member of the delegation that negotiated the Treaty of Ghent, ending the War of 1812. Above all, Henry Clay became known as the national leader who tried to resolve sectional disputes through compromise.

### The Missouri Compromise

Sectional tension reached new heights in 1820 over the issue of admitting new states to the Union. The problem revolved around slavery. The South wanted Missouri, part of the Louisiana Purchase, admitted as a slave state. Northerners wanted Missouri to be free of

slavery. The issue became the subject of debate throughout the country, exposing bitter regional divisions that would plague national politics for decades.

While Congress considered the Missouri question, Maine—still part of Massachusetts—also applied for statehood. The discussions about Missouri now broadened to include Maine.

Some observers feared for the future of the Union. Eventually Henry Clay helped work out a compromise that preserved the balance between North and South. The **Missouri Compromise**, reached in March 1820, provided for the admission of Missouri as a slave state and Maine as a

free state. The agreement banned slavery in the remainder of the Louisiana Territory north of the 36°30'N parallel.

**Reading Check Identifying** What issue did the Missouri Compromise address? How did the Northern and Southern attitudes towards slavery differ?

## The American System

Though he was a spokesperson for the West, Henry Clay believed his policies would benefit *all* sections of the nation. In an 1824 speech, he called his program the “American System.” The **American System** included a protective tariff; a program of internal improvements, especially the building of roads and canals, to stimulate trade; and a national bank to control inflation and to lend money to build developing industries.

Clay believed that the three parts of his plan would work together. The tariff would provide the government with money to build roads and canals. Healthy businesses could use their profits to buy more agricultural goods from the South, then ship these goods northward along the nation’s efficient new transportation system.

Not everyone saw Clay’s program in such positive terms. Former president Jefferson believed the American System favored the wealthy manufacturing classes in New England. Many people in the South agreed with Jefferson. They saw no benefits to the South from the tariff or internal improvements.

In the end, little of Clay’s American System went into effect. Congress eventually adopted some internal improvements, though not on the scale Clay had hoped for. Congress had created the Second National Bank in 1816, but it remained an object of controversy.

### **McCulloch v. Maryland**

The Supreme Court also became involved in sectional and states’ rights issues at this time. The state of Maryland imposed a tax on the Baltimore branch of the Second Bank of the United States—a federal institution. The Bank refused to pay the state tax, and the case, *McCulloch v. Maryland*, reached the Court in 1819.

**Linking Past & Present**

**Past**

**“Modern” Medicine**

In the mid-1800s, a visit to the doctor’s office was viewed with suspicion. Faced with “cures” that were often fatal, people started using patent medicines—those they could buy in stores. One popular remedy, Snake Oil, was a mixture of wintergreen and white gasoline.

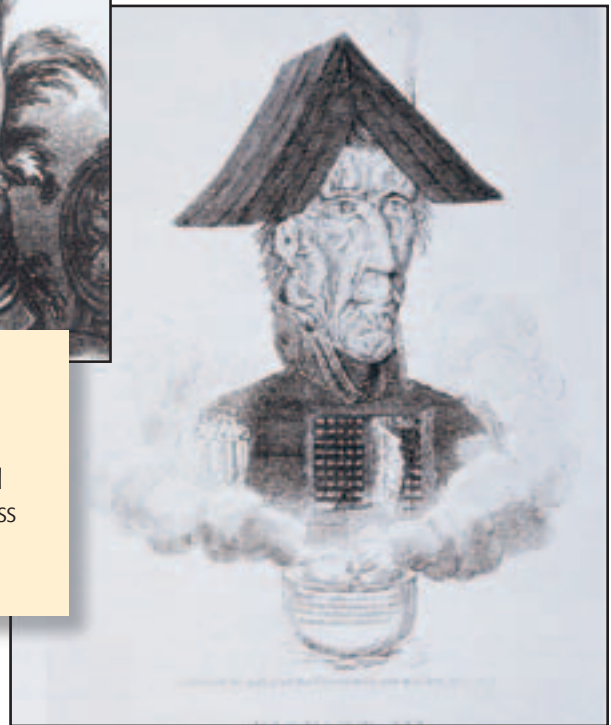
Today artificial hearts, cameras that move through veins, and other products have greatly improved Americans’ health.

**Present**  
Genetic engineer



### Analyzing Political Cartoons

English cartoonist James Gillray shows European leaders carving up the world (above). American cartoonist David Claypoole Johnston portrays Andrew Jackson as a ruthless general (right). **What opinions are the cartoonists expressing?**



Speaking for the Court, Chief Justice **John Marshall** ruled that Maryland had no right to tax the Bank because it was a federal institution. He argued that the Constitution and the federal government received their authority directly from the people, not by way of the state governments. Those who opposed the *McCulloch* decision argued that it was a “loose construction” of the Constitution, which says that the federal government can “coin” money—gold, silver, and other coins—but the Constitution does not mention paper money. In addition, the Constitutional Convention had voted *not* to give the federal government the authority to charter corporations, including banks. (See page 998 of the Appendix for a summary of *McCulloch v. Maryland*.)

### **Gibbons v. Ogden**

Another Supreme Court case, *Gibbons v. Ogden*, established that states could not enact legislation that would interfere with Congressional power over interstate commerce. The Supreme Court’s rulings strengthened the national government. They also contributed to the debate over sectional issues. People who supported states’ rights believed that the decisions increased federal power at the expense of state

power. Strong nationalists welcomed the rulings’ support for national power. (See page 997 of the Appendix for a summary of *Gibbons v. Ogden*.)

**Reading Check** **Examining** Why was the Court’s decision in *Gibbons v. Ogden* significant?

## Foreign Affairs

The War of 1812 heightened Americans’ pride in their country. Abigail Adams, wife of John Adams, wrote from England to her sister back in Massachusetts:

“Do you know that European birds have not half the melody of ours? Nor is their fruit half so sweet, nor their flowers half so fragrant, nor their manners half so pure, nor their people half so virtuous.”

At the same time, many Americans realized that the United States needed peace with Britain to grow and develop. It had to put differences aside and establish a new relationship with the “Old World.”

## Relations With Britain

In the years following the War of 1812, President Monroe and his secretary of state, John Quincy Adams, moved to resolve long-standing disputes with Great Britain and Spain.

In 1817, in the **Rush-Bagot Treaty**, the United States and Britain agreed to set limits on the number of naval vessels each could have on the Great Lakes. The treaty provided for the **disarmament**—the removal of weapons—along an important part of the border between the United States and British **Canada**.

The second agreement with Britain, the **Convention of 1818**, set the boundary of the Louisiana Territory between the United States and Canada at the 49th parallel. The convention created a secure and **demilitarized** border—a border without armed forces. Through Adams’s efforts, Americans also gained the right to settle in the **Oregon Country**.

## Relations With Spain

Spain owned East Florida and also claimed West Florida. The United States contended that West Florida was part of the Louisiana Purchase. In 1810 and 1812, Americans simply added parts of West Florida to Louisiana and Mississippi. Spain objected but took no action.

In April 1818, General **Andrew Jackson** invaded Spanish East Florida, seizing control of two Spanish forts. Jackson had been ordered to stop Seminole raids on American territory from Florida. In capturing the Spanish forts, however, Jackson went beyond his instructions.

Luis de Onís, the Spanish minister to the United States, protested forcefully and demanded the punishment of Jackson and his officers. Secretary of War Calhoun said that Jackson should be **court-martialed**—tried by a military court—for overstepping instructions. Secretary of State John Quincy Adams disagreed.

## ★ Geography

### Adams-Onís Treaty

Although Secretary of State Adams had not authorized Jackson’s raid, he did nothing to stop it. Adams guessed that the Spanish did not want war and that they might be ready to settle the

Florida dispute. He was right. For the Spanish the raid had demonstrated the military strength of the United States.

Already troubled by rebellions in **Mexico** and South America, Spain signed the **Adams-Onís Treaty** in 1819. Spain gave East Florida to the United States and abandoned all claims to West Florida. In return the United States gave up its claims to Spanish Texas and took over responsibility for paying the \$5 million that American citizens claimed Spain owed them for damages.

The two countries also agreed on a border between the United States and Spanish possessions in the West. The border extended northwest from the Gulf of Mexico to the 42nd parallel and then west to the Pacific, giving the United States a large piece of territory in the Pacific Northwest. America had become a transcontinental power.

 **Reading Check** **Identifying** What areas did the United States obtain from Spain?

## Latin American Republics

While the Spanish were settling territorial disputes with the United States, they faced a series of challenges within their empire. In the early

*Miguel Hidalgo*





CLICK HERE

HISTORY  
Online



**Student Web Activity**

Visit [taj.glencoe.com](http://taj.glencoe.com) and click on **Chapter 10—Student Web Activities** for an activity on the democratic movements in the Americas.

1800s, Spain controlled a vast colonial empire that included what is now the southwestern United States, Mexico and Central America, and all of South America except Brazil.

In the fall of 1810 a priest, **Miguel Hidalgo** (ee• DAHL• goh), led a rebellion against the Spanish government of Mexico. Hidalgo called for racial equality and the redistribution of land. The Spanish defeated the revolutionary forces and executed Hidalgo. In 1821 Mexico gained its independence, but independence did not bring social and economic change.

**Bolívar and San Martín**

Independence in South America came largely as a result of the efforts of two men. **Simón Bolívar**, also known as “the Liberator,” led the movement that won freedom for the present-day countries of Venezuela, Colombia, Panama, Bolivia, and Ecuador. **José de San Martín** successfully achieved independence for Chile and Peru. By 1824 the revolutionaries’ military victory was complete, and most of South America had liberated itself from Spain. Portugal’s large colony of Brazil gained its independence peacefully in 1822. Spain’s empire in the Americas had shrunk to Cuba, Puerto Rico, and a few other islands in the Caribbean.

**The Monroe Doctrine**

In 1822 Spain had asked France, Austria, Russia, and Prussia—the Quadruple Alliance—for help in its fight against revolutionary forces in South America. The possibility of increased European involvement in North America led President Monroe to take action.

The president issued a statement, later known as the **Monroe Doctrine**, on December 2, 1823. While the United States would not interfere with any existing European colonies in the Americas, Monroe declared, it would oppose any new ones. North and South America “are henceforth not to be considered as subjects for future colonization by any European powers.”

In 1823 the United States did not have the military power to enforce the Monroe Doctrine. The Monroe Doctrine nevertheless became an important element in American foreign policy and has remained so for more than 170 years. (See page 988 of the Appendix for an excerpt from the Monroe Doctrine.)

**Reading Check Evaluating** How did the Monroe Doctrine affect foreign policy?

**SECTION 3 ASSESSMENT**

**Checking for Understanding**

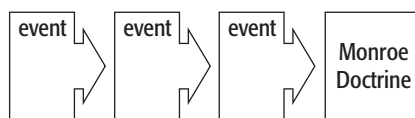
- Key Terms** Write a short paragraph in which you use the following key terms: **sectionalism, internal improvements, American System, disarmament, demilitarize.**
- Reviewing Facts** Describe the disagreement between the North and South that resulted in the Missouri Compromise.

**Reviewing Themes**

- Individual Action** What action did Daniel Webster take that shows he placed his concerns for the nation above his sectional interests?

**Critical Thinking**

- Identifying Central Issues** Explain the debate involved in *Gibbons v. Ogden* and the final decision.
- Determining Cause and Effect** Describe the chain of events in Latin America and Europe that led to the adoption of the Monroe Doctrine. Show your answers in a diagram like the one below.



**Analyzing Visuals**

- Geography Skills** Use the map on page 323 to answer these questions. Which parallel did the Missouri Compromise line follow? How many slave states were there in 1820? How many free states?

**Interdisciplinary Activity**

**Art** Design a flag to represent either the North, South, or West during the early 1800s. Use photos, symbols, or mottoes that might have been popular with the people who lived in these regions.





# Chapter Summary

## Growth and Expansion



**1790**

- Samuel Slater builds first cotton mill in America

**1793**

- Eli Whitney invents the cotton gin

**1801**

- John Marshall is appointed chief justice of the Supreme Court

**1807**

- Robert Fulton builds the *Clermont*

**1811**

- National Road is begun

**1816**

- James Monroe elected president
- Second National Bank is chartered

**1817**

- Rush-Bagot Treaty is signed

**1818**

- Convention of 1818 agreement is signed

**1819**

- Adams-Onís Treaty is signed
- Supreme Court rules on *McCulloch v. Maryland*

**1820**

- Missouri Compromise is adopted

**1823**

- Monroe Doctrine is announced

**1825**

- Erie Canal is opened



### Reviewing Key Terms

On a sheet of paper, create a crossword puzzle using the following terms. Use the terms' definitions as your crossword clues.

- |                          |                  |
|--------------------------|------------------|
| 1. Industrial Revolution | 4. disarmament   |
| 2. factory system        | 5. demilitarize  |
| 3. sectionalism          | 6. court-martial |

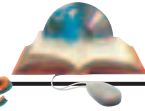
### Reviewing Key Facts

- What problems did cities face as a result of rapid growth during the Industrial Revolution?
- How did the landscape of New England affect how and where people lived in the late 1700s and early 1800s?
- How did canals boost the economy of the Great Lakes region?
- How did North and South differ on the issue of tariffs?
- What had happened to the Federalist Party by the time James Monroe became president?
- What was the American System?
- Explain the debate involved in *McCulloch v. Maryland* and the final decision in the case. Why was the decision significant?
- Describe the provisions of the Monroe Doctrine.

### Critical Thinking

- Analyzing Themes: Economic Factors** How did the Industrial Revolution help to make the United States more economically independent in the early 1800s?
- Analyzing Themes: Global Connections** Why did Secretary of State John Quincy Adams allow General Jackson's invasion into Spanish East Florida in 1818?
- Determining Cause and Effect** How did the development of roads boost the growth of the United States? Use a diagram like the one shown to organize your answer.





**Self-Check Quiz**

Visit [taj.glencoe.com](http://taj.glencoe.com) and click on **Chapter 10—Self-Check Quizzes** to prepare for the chapter test.



**Geography and History Activity**

In 1819 Spain ceded Florida to the United States in the Adams-Onís Treaty. The Spanish had established colonies in Florida beginning in the 1500s. Study the map and answer the questions that follow.



18. **Region** When was the largest portion of Florida acquired from Spain?
19. **Location** What body of water blocked further expansion of Florida to the west?
20. **Movement** In what direction did the United States acquire the various parts of Florida?

**Practicing Skills**

**Reading a Diagram** Study the diagram of the textile mill on page 307. Use the diagram to answer these questions.

21. What is the first step in the production of textiles?
22. At what stage does the thread become cloth?
23. What process turns the yarn into thread?
24. When would a cotton gin be necessary in this process?
25. Now choose one of the inventions mentioned in the chapter. Prepare a diagram that traces the development of that invention to a similar device in use today. For example, you might diagram the development of a modern cruise ship, showing all the improvements made from start to finish.

**Citizenship Cooperative Activity**

26. **Exploring Your Community's Past** Working with two other students, contact a local historical society to learn about your community's history. Then interview people in your neighborhood to learn about their roots in the community. Find out when their families first settled there. Write a history of the community and give a copy of it to the historical society.

**Economics Activity**

27. **Using the Internet** Research on the Internet some of the products manufactured during the Industrial Revolution. Determine their value to Americans in the 1800s.



**Alternative Assessment**

28. **Portfolio Writing Activity** Review Section 2 of the chapter for information about what it was like to live in the West in the early 1800s. Record your notes in your journal. Use your notes to write a postcard to a friend describing your social life.

**Standardized Test Practice**

**Directions:** Choose the *best* answer to the following question.

The South opposed protective tariffs for which reason?

- A They thought tariffs would not work.
- B They had very little industry to protect.
- C They thought foreign goods were better.
- D Their main business was smuggling.

**Test-Taking Tip:**

Eliminate answers that do not make sense. For example, it is not realistic that the main business for the entire South was smuggling. Therefore, answer **D** cannot be correct.