

# Growth and Division

## 1816–1832

**SECTION 1** American Nationalism

**SECTION 2** Early Industry

**SECTION 3** The Land of Cotton

**SECTION 4** Growing Sectionalism

*Boats use the locks on the Erie Canal in Lockport, New York in the 1830s.*

Madison  
1809–1817



**1816**

- Congress establishes Second Bank of the United States

Monroe  
1817–1825



**1819**

- Spain cedes Florida to the United States



**1820**

- Henry Clay guides the Missouri Compromise through Congress

**1823**

- Monroe Doctrine declared

**U.S. PRESIDENTS**

**U.S. EVENTS**

**WORLD EVENTS**

1815

**1815**

- Napoleon is defeated at Battle of Waterloo

**1817**

- Exploration of Australia's interior begins

1820

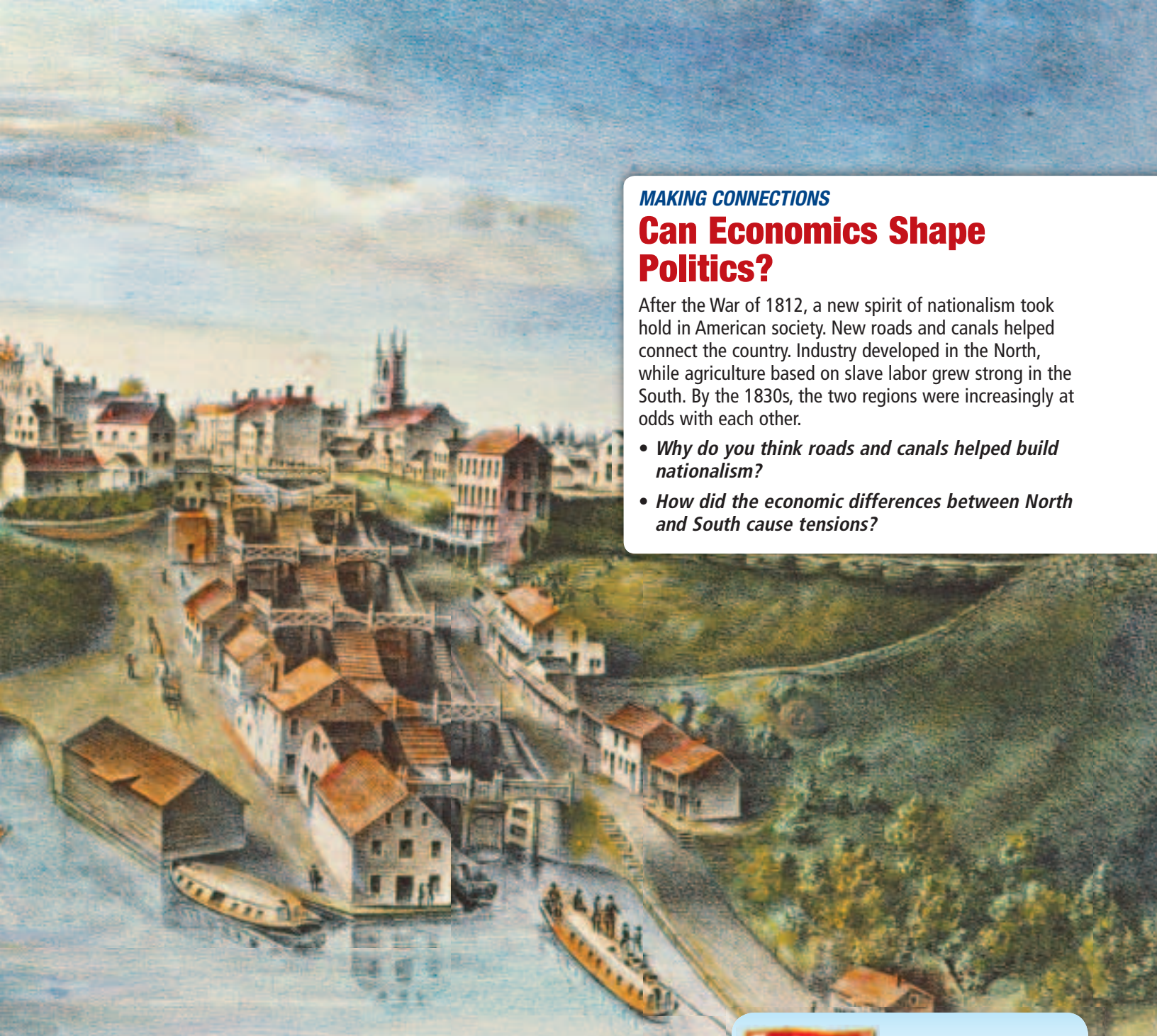
**1821**

- Mexico declares independence from Spain

**1822**

- Greece declares independence from the Ottoman Empire





### MAKING CONNECTIONS

## Can Economics Shape Politics?

After the War of 1812, a new spirit of nationalism took hold in American society. New roads and canals helped connect the country. Industry developed in the North, while agriculture based on slave labor grew strong in the South. By the 1830s, the two regions were increasingly at odds with each other.

- *Why do you think roads and canals helped build nationalism?*
- *How did the economic differences between North and South cause tensions?*

**1825**  
• Erie Canal opens

J. Q. Adams  
1825–1829



**1828**  
• Jackson defeats Adams's reelection bid

Jackson  
1829–1837



**1831**  
• Nat Turner slave rebellion

1825

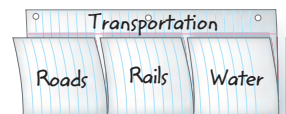
1830


**1829**  
• Slavery abolished in Mexico

**1830**  
• French seize control of Algiers

### FOLDABLES

**Describing Innovations** Create a Three-Tab Book Foldable that describes the advances and innovations in transportation for the following: roads, railroads, and travel by water. Describe the location and routes and list the relevant dates, legislation, and building projects for each category.



**History**  **ONLINE Chapter Overview**  
Visit [glencoe.com](http://glencoe.com) to preview Chapter 5.

## Section 1

# American Nationalism

### Guide to Reading

#### Big Ideas

**Past and Present** Increased national pride marked the years following the War of 1812.

#### Content Vocabulary

- revenue tariff (p. 189)
- protective tariff (p. 189)

#### Academic Vocabulary

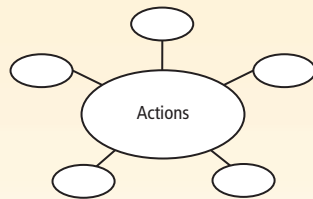
- interpret (p. 190)
- finalize (p. 193)

#### People and Events to Identify

- Era of Good Feelings (p. 188)
- John C. Calhoun (p. 189)
- Seminoles (p. 192)
- Adams-Onís Treaty (p. 193)
- Monroe Doctrine (p. 193)

#### Reading Strategy

**Organizing** Complete a graphic organizer similar to the one below by listing actions that strengthened the federal government after the War of 1812.



The United States entered an “Era of Good Feelings” after the War of 1812. The federal government began building the national road, defended its authority to regulate interstate commerce, and declared the Western Hemisphere off-limits for future colonization.

## Economic Nationalism

**MAIN Idea** The surge of nationalism and the survival of only one political party created an atmosphere in which some economic proposals of the Federalists were enacted.

**HISTORY AND YOU** Do you think the government should place tariffs on imports or practice free trade? Read how tariffs became a bitterly debated issue in the early republic.

After the War of 1812, a strong sense of national pride swept the United States. The *Columbian Centinel*, a Boston newspaper, called this time the “Era of Good Feelings.” The name came to describe the period of James Monroe’s presidency.

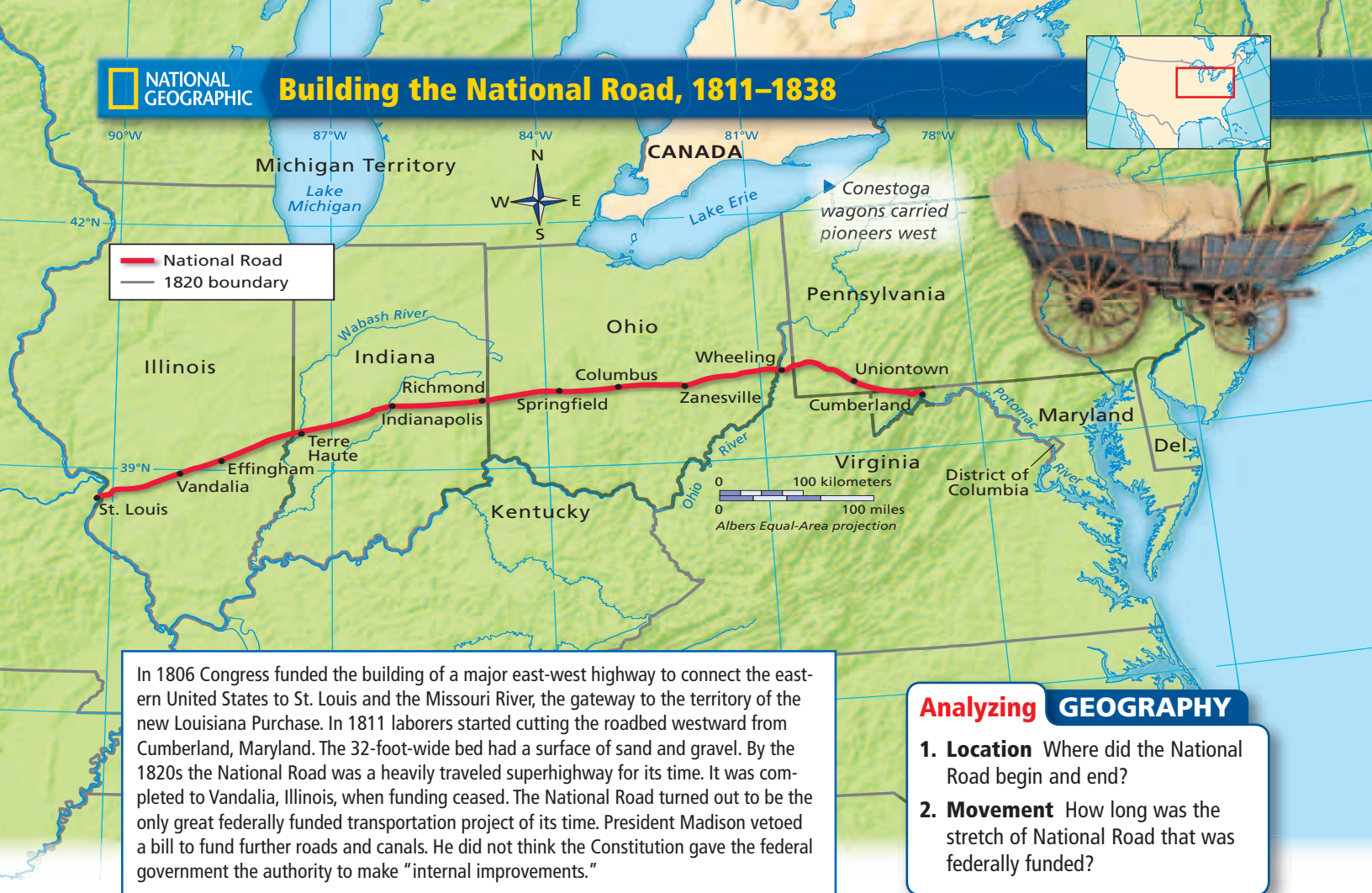
During the last two years of James Madison’s second term, American leaders launched an ambitious program to bind the nation together. The program included creating a new national bank, protecting American manufacturers from foreign competition, and building new canals and roads to improve transportation and link the country together.

Partisan infighting had largely ended in national politics because only one major political party—the Republicans—remained. The Federalist Party rapidly lost political influence after the War of 1812, in part because of public disapproval of the Hartford Convention. At the same time, the war taught Republican leaders that a stronger federal government was necessary. This new perspective allowed many who might have been Federalists to join the Republicans instead. James Monroe won the presidency in 1816 with 83 percent of the electoral vote. By the election of 1820, the Federalist Party was gone. All the presidential candidates were Republicans.

## The Second Bank

Republicans traditionally had opposed the idea of a national bank. They had blocked the charter renewal of the First Bank of the United States in 1811 and offered nothing in its place. The results were disastrous. State-chartered banks and other private banks greatly expanded their lending with bank notes that were used as money. Without a national bank to regulate currency, prices rose rapidly





## Analyzing GEOGRAPHY

- 1. Location** Where did the National Road begin and end?
- 2. Movement** How long was the stretch of National Road that was federally funded?

during the War of 1812. When the government borrowed money to pay for the war, it had to pay high interest rates on the loans.

Because of these problems, many Republicans changed their minds after the war. In 1816 Representative **John C. Calhoun** of South Carolina introduced a bill proposing the Second Bank of the United States. With the support of Henry Clay of Kentucky and Daniel Webster of Massachusetts, the bill passed in 1816. This legislation gave the bank the power to issue notes that would serve as a national currency and to control state banks.

## Tariffs and Transportation

Protection of manufacturers was another part of the Republican program. Because an embargo had prevented Americans from buying British goods during the War of 1812, American manufacturers had increased their output to meet the demand. Once the war was over, however, British goods flowed into the United States at such low prices that they

threatened to put American manufacturers out of business.

Congress responded with the Tariff of 1816. Unlike earlier **revenue tariffs**, which provided income for the federal government, this tariff was a **protective tariff**, designed to protect American manufacturers by taxing imports to drive up their prices. New England shippers and Southern farmers opposed the tariff and the higher prices it caused, but they could not block its passage.

The Republicans also wanted to improve the nation's transportation system. In 1816 Calhoun sponsored a federal internal improvement plan, but President Madison vetoed it, arguing that spending money to improve transportation was not expressly granted in the Constitution. Nevertheless, road and canal construction soon began, with private businesses and state and local governments funding much of the work.

**✓ Reading Check Summarizing** What are three examples of economic nationalism after the War of 1812?



# Judicial Nationalism

**MAIN Idea** Under Chief Justice John Marshall, the Supreme Court issued decisions that helped strengthen the national government.

**HISTORY AND YOU** Do you recall the earlier debate over the meaning of the “necessary and proper” clause in the Constitution? Read on to find out how the Supreme Court interpreted its meaning.

The judicial philosophy of Chief Justice John Marshall boosted the forces helping to unify the nation after the war. Between 1816 and 1824, the Supreme Court issued rulings that established the dominance of the nation over the states.



For further information on the cases of *Martin v. Hunter’s Lessee* and *Gibbons v. Ogden*, see page R59 in **Supreme Court Case Summaries**.

## *Martin v. Hunter’s Lessee*

In 1816 the Court decided in *Martin v. Hunter’s Lessee* that it had the authority to hear all appeals of state court decisions in cases involving federal statutes and treaties. In this case, Denny Martin, a British subject, tried to sell land in Virginia inherited from his uncle, Lord Fairfax, a British Loyalist during the war. However, Virginia law stated that no “enemy” could inherit land. The Supreme Court upheld Martin’s case, ruling that Virginia’s law conflicted with Jay’s Treaty, which stated that land belonging to Loyalists before the war was still theirs. This historic decision helped establish the Supreme Court as the nation’s court of final appeal.

## *McCulloch v. Maryland*

This 1819 case concerned Maryland’s attempt to tax the Second Bank of the United States. Before addressing Maryland’s right to tax the national bank, the Supreme Court ruled on the federal government’s right to create a national bank in the first place. In the Court’s opinion, written by Marshall, the bank was constitutional, even though the Constitution did not specifically give Congress the power to create one.

As had been the case during the struggle to establish the first national bank, the conflict over the second centered on the “necessary and proper” clause. Marshall observed that the Constitution gave the federal government the

power to collect taxes, to borrow money, to regulate commerce, and to raise armies and navies. He noted that the national bank helped the federal government exercise these powers. He concluded that the Constitution’s “necessary and proper” clause allowed the federal government to create a bank.

Opponents argued that the “necessary and proper” clause meant the government could only do things absolutely necessary, but Marshall rejected that idea. Instead, he held that “necessary and proper” meant the government could use any method that was convenient for carrying out its powers as long as the method was not expressly forbidden.

Marshall then argued that the federal government was “supreme in its own sphere of action.” This meant that a state government could not interfere with an agency of the federal government exercising its specific constitutional powers within a state’s borders. Taxing the national bank was a form of interference and, therefore, unconstitutional.

## *Gibbons v. Ogden*

This 1824 case involved a company that had been granted a monopoly by the state of New York to control all steamboat traffic in New York waters. When the company tried to expand its monopoly to New Jersey, the matter went to court. The Supreme Court declared the monopoly unconstitutional. Marshall noted that the Constitution gave the federal government control over interstate commerce, which the Court **interpreted** to include all trade along the coast or on waterways dividing the states.

In writing the Supreme Court’s decision, Marshall defined interstate commerce in a way that went beyond the exchange of goods between states. The Court ensured that federal law would take precedence over state law in interstate transportation.

All these cases strengthened the power of the federal government at the expense of the states. Although defenders of states’ rights bitterly attacked Marshall’s opinions, his views helped make the “necessary and proper” clause and the interstate commerce clause major vehicles for expanding federal power.



**Identifying** How did the Supreme Court establish and expand federal power over the states?





# ANALYZING SUPREME COURT CASES

## What Does “Necessary and Proper” Mean?

### ★ *McCulloch v. Maryland*, 1819

#### Background to the Case

In 1816, President James Madison and Congress worked to establish the Second Bank of the United States. Two years later, the state of Maryland passed legislation imposing a tax on the Second Bank. The cashier at the Second Bank’s branch in Baltimore, Maryland, James McCulloch, refused to pay the tax, and the matter went to the Supreme Court.

#### How the Court Ruled

In a unanimous decision the Court found that, under the “necessary and proper” clause, the federal government did have the unenumerated power to establish a national bank and that, while the states had the power to tax, they could not interfere with instruments of the federal government, and the tax was construed to be interference. This established the supremacy of the federal government over the governments of the states.



▲ The Second Bank of the United States was located in Philadelphia. The Supreme Court held with the *McCulloch v. Maryland* ruling that the federal government had the right to establish a national bank and that the states could not tax it or otherwise interfere in any federal enterprise.

#### PRIMARY SOURCE

#### The Court’s Opinion

##### Can the Federal Government Create a Bank?

“... Although, among the enumerated powers of government, we do not find the word ‘bank’ or ‘incorporation,’ we find the great powers, to lay and collect taxes; to borrow money; to regulate commerce; to declare and conduct a war; and to raise and support armies and navies. . . . But it may with great reason be contended, that a government, entrusted with such ample powers . . . must also be entrusted with ample means for their execution.

... To its enumeration of powers is added, that of making ‘all laws which shall be necessary and proper, for carrying into execution the foregoing powers, and all other powers vested by this constitution, in the government of the United States, or in any department thereof.’ . . . [I]t is the unanimous and decided opinion of this Court, that the act to incorporate the Bank of the United States is . . . constitutional.”

##### Can a State Tax a Federal Agency or Activity?

“... the power to tax involves the power to destroy. . . . If the states may tax one instrument, employed by the government . . . they may tax all the means employed by the government, to an excess which would defeat all the ends of government. . . . The result is a conviction that the states have no power, by taxation or otherwise, to retard, impede, burden, or in any manner control, the operations of the constitutional laws enacted by congress to carry into execution the powers vested in the general government. This is, we think, the unavoidable consequence of that supremacy which the constitution has declared.”

—Chief Justice John Marshall writing for the Court in *McCulloch v. Maryland*

**DBQ**

#### Document-Based Questions

1. **Specifying** What two questions did the decision in *McCulloch v. Maryland* address?
2. **Describing** How did Marshall interpret the “necessary and proper” clause in this case?
3. **Summarizing** How did Marshall’s decision establish the authority of the federal government over the states?



# Nationalist Diplomacy

**MAIN Idea** The surge of national pride and confidence after the War of 1812 led the United States to push to expand its borders.

**HISTORY AND YOU** Can you think of a time when success at one endeavor gave you confidence to stretch yourself in other ways? Read on to find out how the young United States began to assert itself in foreign affairs.



Read the Monroe Doctrine on page R48 in Documents in American History.

The wave of nationalism within Congress and among voters influenced the nation's foreign affairs, too. Led by President Monroe, the United States expanded its borders and asserted itself internationally.

## Jackson Invades Florida

In the early 1800s, Spanish-held Florida was a source of anger and frustration for Southerners. Many runaway slaves fled there, knowing that Americans had no authority to

capture them in Spanish territory. Similarly, many Creek groups had retreated to Florida as American settlers seized their lands. These peoples united with escaped slaves and other Native Americans and took a new name for themselves—*Seminole*, meaning “runaway.” The **Seminoles** in Spanish Florida and Americans in Georgia staged raids against each other. Spain was unable to control the border, and many Americans clamored for the United States government to step in. As tensions heightened in the region, the Seminole leader Kinache warned an American general to stay out of Florida:

### PRIMARY SOURCE

“You charge me with killing your people, stealing your cattle and burning your houses; it is I that have cause to complain of the Americans. . . . I shall use force to stop any armed Americans from passing my towns or my lands.”

—quoted in *The Seminoles of Florida*

### PRIMARY SOURCE

## Nationalism and Diplomacy, 1818–1823



### PRIMARY SOURCE

“[T]he occasion has been judged proper for asserting . . . that the American continents . . . are henceforth not to be considered as subjects for future colonization by any European powers . . .

. . . In the wars of the European powers in matters relating to themselves we have never taken any part. . . . With the movements in this hemisphere we are of necessity more immediately connected. . . . We owe it, therefore, to candor and to the amicable relations existing between the United States and those powers to declare, that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But, with the Governments who have declared their independence, and maintained it . . . we could not view any interposition for the purpose of oppressing them, or controlling, in any other manner, their destiny, by any European power, in any other light than as the manifestation of an unfriendly disposition toward the United States.”

—from President Monroe’s message to Congress, December 2, 1823



### DBQ Document-Based Questions

- 1. Identifying Central Issues** What does the Monroe Doctrine prohibit?
- 2. Analyzing** According to the Monroe Doctrine, what is the United States position on existing colonies?



The warning fell on deaf ears. In 1818 former member of Congress, John C. Calhoun, now secretary of war, ordered U.S. troops under the command of General Andrew Jackson into Florida to stop the Seminole raids. After destroying several Seminole villages, Jackson disobeyed orders and seized the Spanish settlements of St. Marks and Pensacola. He then removed the Spanish governor of Florida from power.

Furious, Spanish officials demanded that Jackson be punished. Secretary of State John Quincy Adams, however, defended Jackson and argued that the cause of the dispute was Spain's failure to keep order in Florida. Adams used this incident to put pressure on Spain during the ongoing negotiations to settle the border. Occupied with problems throughout its Latin American empire, Spain gave in and ceded all of Florida to the United States in the **Adams-Onís Treaty** of 1819. The treaty also **finalized** the western border of the Louisiana Purchase, which now lay along the Sabine, Red, and Arkansas Rivers to the Rocky Mountains and then followed the 42nd parallel west to the Pacific Ocean.

## The Monroe Doctrine


In 1809 rebellions began to erupt in Spain's colonies. By 1824, all of Spain's colonies on the American mainland had declared independence. Spain's once vast empire had been reduced to three islands: Cuba, Puerto Rico, and Santo Domingo.

Meanwhile, a group of European countries—Great Britain, Austria, Prussia, and Russia (later joined by France)—formed the Quadruple Alliance in an effort to suppress movements against monarchies in Europe. Over Britain's objection, in 1822 the alliance raised the possibility of helping Spain regain control of its overseas colonies. Great Britain and the United States made a great deal of money trading with Latin America and did not want the Spanish to reassert control. In August 1823, British officials suggested that the two nations issue a joint statement supporting the independence of the new Latin American countries.

At the same time, Russia's growing presence on North America's Pacific Coast also worried the American government. Russia already claimed Alaska, and in 1821 it announced that its empire extended south into the Oregon Country between Russian Alaska and the western United States.

Secretary Adams urged Monroe to avoid working with the British when dealing with Spain and Russia. He did not want the United States to be regarded as Britain's junior partner. Monroe agreed, and in 1823, without consulting the British, he declared that the American continents were "henceforth not to be considered as subjects for future colonization by any European power."

The president's proclamation, later called the **Monroe Doctrine**, marked the beginning of a long-term American policy of trying to prevent European powers from interfering in Latin American political affairs. The Monroe Doctrine upheld Washington's policy of avoiding entanglements in European power struggles.

 **Reading Check** **Examining** In what ways did U.S. foreign policy become more assertive in the early 1800s?

# Section 1 REVIEW

## Vocabulary

- 1. Explain** the significance of: Era of Good Feelings, John C. Calhoun, revenue tariff, protective tariff, Seminoles, Adams-Onís Treaty, Monroe Doctrine.

## Main Ideas

- 2. Contrasting** How was the Tariff of 1816 different from previous tariffs?
- 3. Summarizing** What did the Marshall Court interpret the "necessary and proper" clause to mean?
- 4. Determining Cause and Effect** What caused the United States to send Andrew Jackson into Spanish Florida?

## Critical Thinking

- 5. Big Ideas** How did the Monroe Doctrine reinforce President Washington's ideas about foreign policy?
- 6. Categorizing** Use a graphic organizer to list examples of nationalism in the United States after the War of 1812.

Examples of Nationalism		
Economic	Judicial	Diplomatic

- 7. Analyzing Visuals** Study the map on page 192. What areas of the present-day United States were in dispute or held by another nation at this time?

## Writing About History

- 8. Persuasive Writing** Suppose you are a newspaper publisher in Georgia in 1818. Write an editorial in which you defend Andrew Jackson's actions in seizing Spanish settlements in Florida.



**Study Central** To review this section, go to [glencoe.com](http://glencoe.com) and click on Study Central.



Section 2

Early Industry

Guide to Reading

**Big Ideas**  
**Science and Technology** New manufacturing techniques reshaped the way Americans worked.

- Content Vocabulary**
- free enterprise system (p. 197)
  - interchangeable parts (p. 198)
  - labor union (p. 199)
  - strike (p. 199)

- Academic Vocabulary**
- transportation (p. 194)
  - extraction (p. 196)

- People and Events to Identify**
- Erie Canal (p. 194)
  - National Road (p. 194)
  - Robert Fulton (p. 196)
  - Industrial Revolution (p. 197)
  - Francis C. Lowell (p. 198)
  - Eli Whitney (p. 198)
  - Samuel F. B. Morse (p. 199)

**Reading Strategy**  
**Categorizing** Complete a graphic organizer by listing the major milestones in transportation and industrialization that occurred in the United States in the early 1800s.

Transportation	Industrialization

A technological revolution in transportation and industry swept through the North. This revolution led to dramatic social and economic changes. Early industrialization also led to the growth of towns and cities in the North.

A Revolution in Transportation

**MAIN Idea** New modes of transportation unified the nation and strengthened its economy.

**HISTORY AND YOU** How do you think life would be without highways, trains, and other ways to move people and goods quickly? Read on to learn how new forms of transportation developed in the United States.

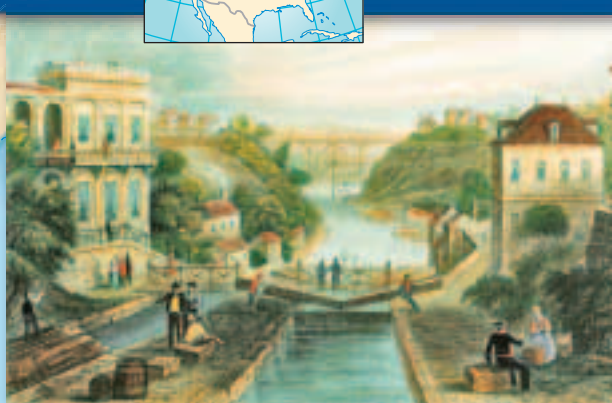
In the summer of 1817, explosions suddenly began disturbing the peace and quiet of rural upstate New York. What had started was not a war but a great engineering challenge: a canal 40 feet (12.2 m) wide and 4 feet (1.2 m) deep, connecting the Hudson River at Albany to Lake Erie at Buffalo. The longest canal in the nation at that time was almost 28 miles (45 km) long. The new **Erie Canal** would span a colossal 363 miles (584.1 km).

Building the canal was difficult and dangerous. Canal beds collapsed, burying diggers. Blasting accidents killed other workers. In 1819 alone more than 1,000 men were stricken with diseases contracted in the swamps through which they dug. Despite the dangers they faced, the canal workers pressed on and completed the immense project in 1825. The Erie Canal was a striking example of a revolution in **transportation** that swept through the Northern states in the early 1800s. This revolution led to dramatic social and economic changes.

Roads and Turnpikes

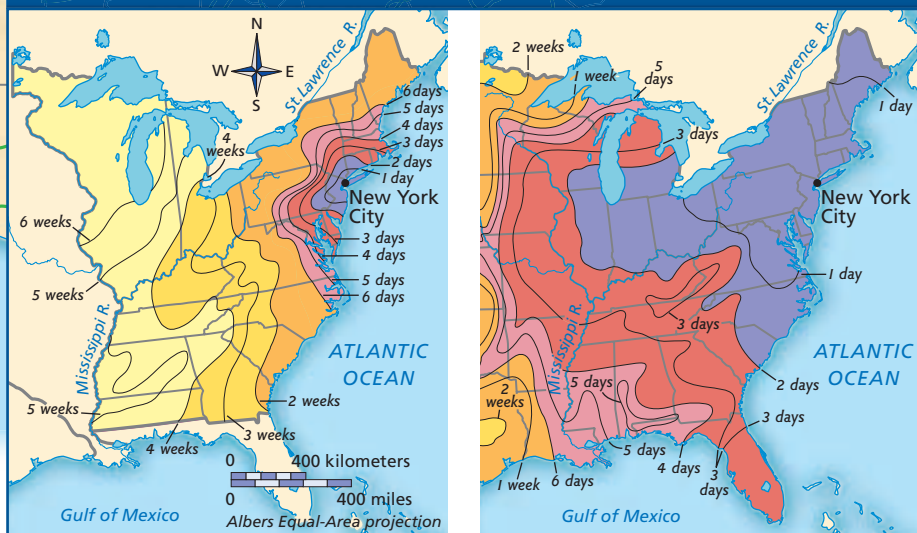
As early as 1806, the nation took the first steps toward a transportation revolution when Congress funded the building of a major east–west highway, the **National Road**. In 1811 laborers started cutting the roadbed westward from the Potomac River at Cumberland, Maryland. By 1818, the roadway had reached Wheeling, Virginia (now West Virginia), on the Ohio River. The route was almost parallel to the military road George Washington helped open in 1754. Conestoga wagons drawn by teams of oxen or mules carried migrating pioneers west on this road, while livestock and wagonloads of farm produce traveled the opposite way, toward the markets of the East.

Rather than marking the start of a federal campaign to improve transportation, the National Road turned out to be the only great



▲ Locks at Lockport, New York, on the Erie Canal

## Travel Time From New York, 1800 and 1857



◀ In a little over 50 years, the transportation revolution changed the nature of travel in the United States. For example, the journey from New York to the Mississippi River went from being a month-long expedition to a relatively short trip of just a few days.

## Analyzing GEOGRAPHY

- 1. Movement** How did travel time between New York City and Washington, D.C., change between 1800 and 1857?
- 2. Location** In 1800, what was the furthest west that a person could travel from New York City in one week? In 1857?

federally funded transportation project of its time. Madison and his successors believed in a strict interpretation of the Constitution and doubted that the federal government had the power to fund roads and other “internal improvements.”

Instead, states, localities, and private businesses took the initiative. Private companies laid down hundreds of miles of toll roads. By 1821 some 4,000 miles (6,400 km) of toll roads had been built, mainly to connect Eastern cities, where heavy traffic made the roads extremely profitable. Even so, major roads going west had also been built, connecting

Pittsburgh, Pennsylvania, and Buffalo, New York, to Eastern markets.

## Steamboats and Canals

Rivers offered a far faster, more efficient, and cheaper way to move goods than did roads, which were often little more than wide paths. A barge could hold many wagonloads of grain or coal. Loaded boats and barges, however, could usually travel only downstream, as moving against the current with heavy cargoes proved difficult.



The steamboat changed all that. In 1807 **Robert Fulton** and Robert R. Livingston stunned the nation when the *Clermont* chugged 150 miles up the Hudson River from New York City to Albany in just 32 hours. The steamboat made river travel more reliable and upstream travel easier. By 1850 over 700 steamboats, also called riverboats, traveled along the nation's waterways.

The growth of river travel—and the success of the Erie Canal—spurred a wave of canal building throughout the country. By 1840 more than 3,300 miles of canals snaked through the nation, increasing trade and stimulating new economic growth.

**History ONLINE**  
**Student Web Activity** Visit [glencoe.com](http://glencoe.com) and complete the activity on the Erie Canal.

## The “Iron Horse”

Another mode of transportation—the railroad—also developed in the early 1800s. A wealthy, self-educated industrialist named Peter Cooper built an American engine based on the ones developed in Great Britain. In 1830 Cooper's tiny but powerful locomotive, *Tom Thumb*, pulled the nation's first load of train passengers. Forty people traveled at the then incredible speed of 10 miles per hour along 13 miles of track between Baltimore and Ellicott City, Maryland.

The new machines did not win universal favor. Some said they were not only dangerous and uncomfortable, but dirty and ugly as well. “It is the Devil's own invention,” declared one critic, “compounded of fire, smoke, soot, and dirt, spreading its infernal poison throughout the fair countryside.”

The advantages of train travel, however, soon became apparent to almost everyone. Trains traveled much faster than stagecoaches or wagons, and, unlike steamboats, they could go nearly anywhere track was laid. More than any other form of transportation, railroads sped the settlement of the American West and expanded trade.

As railroads expanded, they created national markets for many goods by making transportation cheaper. They increased the demand for iron and coal even more directly. Between 1830 and 1861, the United States laid more than 30,000 miles of railroad track—so it needed more than 60,000 miles of iron rail. Since mills used coal to make iron, the need for rails added to the increasing demand for coal. Coal **extraction** shot up from 50,000 tons in 1820 to 14 million tons in 1860.

**Reading Check Evaluating** What were two advantages of trains over other kinds of transportation in the 1800s?

## TECHNOLOGY & HISTORY

New technologies developed in the North revolutionized transportation and communications, and helped begin the transformation of the United States from an agricultural to an industrial nation.



### ▲ The Steamboat

Paddle-wheeled steamboats, such as Robert Fulton's *Clermont*, made river travel easier and more reliable.



### ▲ The Railroad Locomotive

The *Tom Thumb* was the first American locomotive. Railroads transformed the nation, allowing people and goods to move quickly from city to city and helping to encourage settlement in the West.

# A New System of Production

**MAIN Idea** A revolution in manufacturing—the Industrial Revolution—dramatically changed the American economy and way of life.

**HISTORY AND YOU** How would your life be different without instant electronic communication? Read how one man developed the first method of communicating instantly over long distances.

Along with dramatic changes in transportation, a revolution occurred in business and industry. The **Industrial Revolution**, which began in Great Britain in the mid-1700s, consisted of several basic developments. Manufacturing shifted from hand tools to large, complex machines. Skilled artisans gave way to workers, organized by specific tasks, and often unskilled. Factories, some housing hundreds of machines and workers, replaced home-based workshops. Manufacturers sold their wares nationwide or abroad instead of just locally.

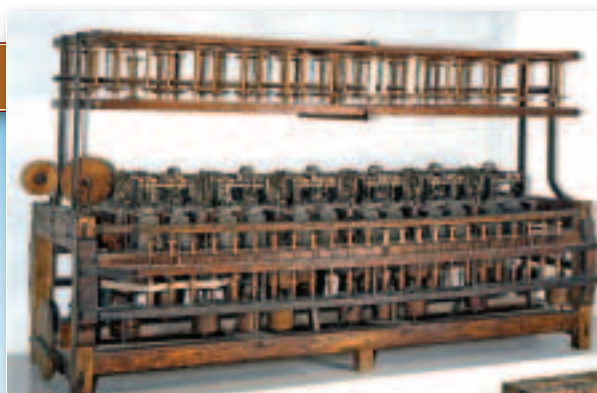
Industry developed quickly in the United States in the early 1800s for several reasons. Perhaps the most important factor was the American **free enterprise system** based on

private property rights. Individuals could acquire capital and decide how to use it without strict government controls.

The free enterprise system also encouraged industrialization because companies in competition with each other were always willing to experiment with new technologies to make goods cheaper and to transport them more quickly. The era's low taxes also meant that entrepreneurs had more money to invest.

Beginning in the 1830s, many states encouraged industrialization by passing general incorporation laws. These laws allowed companies to become corporations and to raise money by issuing stock without having to obtain a charter from the state legislature. These laws also limited investor liability. If a person bought stock in a company and it went bankrupt, the person risked losing his or her investment but was not responsible for the company's debts. By limiting liability, the new state laws encouraged people to invest money, spurring economic growth.

Industrialization began in the Northeast, where many streams and rivers could provide mills with waterpower. The region was also home to many entrepreneurs who were willing to invest in British industrial techniques.



## ◀ The Water Frame

The water frame allowed cotton fibers to be easily spun into cotton thread.



## ▲ The Telegraph

The first modern breakthrough in communications was the telegraph and Morse code. Suddenly, news and other information could be sent via telegraph keys over long distances nearly instantly.

## Sewing Machines ▶

By the mid 1840s, mass-produced cloth could be sewn into mass-produced clothing with sewing machines invented by Elias Howe.



## Analyzing VISUALS

- 1. Making Connections** How were the inventions of the water frame and the sewing machine connected?
- 2. Discussing** Which invention do you think was the most significant? Why?



## Working at the Lowell Mills



## PRIMARY SOURCE

In 1846 a visitor to the Lowell mills described the employees' work schedule:

"The operatives work *thirteen hours* a day in the summer time, and *from daylight to dark* in the winter. At half past four in the morning the factory bell rings, and at five the girls must be in the mills. . . . At seven the girls are allowed thirty minutes for breakfast, and at noon thirty minutes more for dinner. . . . But within this time they must hurry to their boarding-houses and return to the factory. . . . At seven o'clock in the evening the factory bell sounds the close of the day's work.

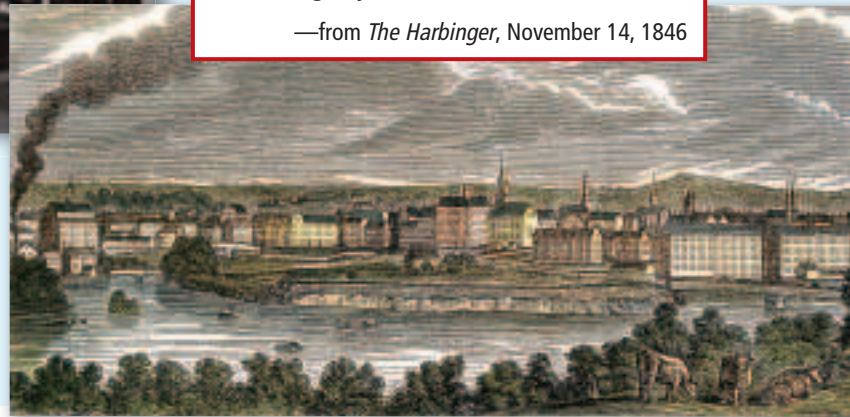
. . . So fatigued . . . are numbers of the girls, that they go to bed soon after their evening meal and endeavor . . . to resuscitate their weakened frames for the toils of the coming day."

—from *The Harbinger*, November 14, 1846

## DBQ

## Document-Based Questions

1. **Drawing Conclusions** Why are working days shorter in the mills during the winter?
2. **Making Inferences** What does the writer mean by "resuscitate their weakened frames"?



Importing British technology was not easy. Britain had passed strict laws making it illegal to share industrial technology with foreigners. A young English textile worker named Samuel Slater was willing to take the risk. In 1789 he moved to Rhode Island, where he received funding from Moses Brown, a wealthy merchant who had been trying to duplicate British technology. Slater built a British water frame from memory. The frame stretched and spun raw cotton fiber into cotton thread.

The American textile industry took a huge step forward when entrepreneur **Francis C. Lowell** began opening a series of mills in northeastern Massachusetts in 1814. Using machinery he had built after touring British textile mills, Lowell introduced mass production of cotton cloth to the United States. In Waltham, Massachusetts, the site of the first mill, his Boston Manufacturing Company built residences for workers. The company employed

thousands of workers—mostly women and children, who would work for lower wages than men. By 1840 dozens of textile mills had been built in the Northeast. Industrialists also began applying factory techniques to the production of lumber, shoes, leather, wagons, and other products.

## Technological Advances

A wave of inventions and technological innovations further spurred the nation's industrial growth. An ingenious young New Englander named **Eli Whitney**—perhaps most famous for inventing the cotton gin—also popularized the concept of **interchangeable parts**, transforming gun-making from a one-by-one process into a factory process. Using this process, machines turned out large quantities of identical pieces that workers assembled into finished weapons.

Communications improved as well. American inventor **Samuel F. B. Morse** began work on the telegraph in 1832 and developed the Morse code for sending messages. By 1844 the first long-distance telegraph line connected Washington, D.C., and Baltimore. Morse publicly demonstrated the device, tapping out in code the words “What hath God wrought?” From Baltimore came a reply: “What is the news from Washington?”

Journalists saw the telegraph as a tool for speedy transmission of the news. In 1848 a group of newspapers pooled their resources to collect and share news over the telegraph wires. This organization was the Associated Press. Spurred by the demands of journalists and other businesses that needed quick reliable communications with distant markets, more than 50,000 miles of telegraph wire connected most parts of the country by 1860.

## The Rise of Large Cities

The industrialization of the United States drew thousands of people from farms and villages to towns in search of factory jobs with higher wages. Many city populations doubled or tripled. In 1820 only one American city boasted more than 100,000 residents. By 1860, eight cities had reached that size.

The growing cities provided opportunities for many different occupations. One group was printers and publishers, who shared the goal of keeping the public informed. America had always claimed a high literacy rate, and by 1840, over 75 percent of the total population and over 90 percent of the white population could read. The publishing industry grew to meet demand for reading materials.

Many of the early writers, editors, and teachers were educated women. Sarah Buell Hale and Lydia Howard Huntley Sigourney were leading editors and literary figures of their day. Unlike women who worked in factories, women in publishing generally came from the nation’s growing middle class.

## Workers Begin to Organize

The industrial boom created a new kind of laborer, the factory worker, whose ranks swelled to 1.3 million by 1860. Although the owners of early factory mills expressed a paternalistic concern for their workers, the relation-

ship between management and labor became more strained whenever prices slumped and wages dropped.

Eleven-year-old Lucy Larcom went to work at the Lowell mills after her father’s death left her family in financial hardship. At first she felt excited by the change from farm life, but she soon came to dread the drudgery of her work:

### PRIMARY SOURCE

“I know that sometimes the confinement of the mill became very wearisome to me. In the sweet June weather I would lean far out of the window, and try not to hear the unceasing clash of the sound inside. Looking away to the hills, my whole stifled being would cry out, ‘Oh, that I had wings!’”

—from *A New England Girlhood*

Hoping to help improve working conditions, some workers began to join together in **labor unions**. During the late 1820s and early 1830s, about 300,000 men and women belonged to some form of union. Most of the organizations were local and focused on a single trade, such as printing or shoemaking. Although these unions worked separately, they began pushing for similar changes, such as higher wages or a shorter, 10-hour workday.

During this time, unions had little success. Most employers refused to recognize or bargain with them. Unions also had little power or money to support **strikes**, or work stoppages, to achieve their goals. The courts often ruled against these early unions, seeing them as unlawful conspiracies that limited free enterprise. “Competition is the life of trade,” a New York court declared in an 1835 case involving a union’s demand that its workers be paid at least one dollar to make a pair of shoes. “If the defendants cannot make coarse boots for less than one dollar per pair, let them refuse to do so: but let them not directly or indirectly undertake to say that others shall not do the same work for less price.”

Unions did make some gains, however. In 1840 President Martin Van Buren showed his gratitude for labor’s political support by reducing the workday for federal employees to 10 hours. Two years later, in *Commonwealth v. Hunt*, the Massachusetts Supreme Court ruled that union strikes were legal.



**Explaining** What was life like for a factory worker in the early 1820s?



# Life in the North

**MAIN Idea** The rise of industrialization and the growth of cities led to change and reform in American society.

**HISTORY AND YOU** What is life like in your community? Read on to find out how people lived in the North in the early 1800s.

Most of the cities in the North were still relatively small before the Civil War, compared to the expansion that would come later. They had, however, begun to suffer some of the negative results of growth: crime, overcrowding, and public health problems. Immigration from Europe also added to the growing population and its problems.

## Life in Northern Cities

The population growth in urban centers provided many challenges to city leaders. To combat rising crime and frequent labor riots, many cities established police departments. Fire, which had long been a concern in crowded

conditions when many structures were still made of wood, was also a major urban danger. Volunteer or loosely organized fire departments that had existed since colonial times in cities such as Boston, New York, and Philadelphia, were professionalized during this period.

Crime and fire were not the only dangers in early nineteenth-century cities—they were also extremely unsanitary. Transportation was horse-based, making animal waste an enormous problem, along with human waste, in the era before sewer systems. Additionally, people and industries dumped waste and garbage into public water supplies, such as local rivers. Diseases such as cholera, typhoid, and yellow fever raged through urban areas. Water supplies were made safe only after medical advances in the latter nineteenth century.

Families in the growing cities retained the same structure as they had in the country or in the lands they emigrated from. In general, a family consisted of two parents, often with many children. Infant mortality remained commonplace. Men worked and were expected to

### PRIMARY SOURCE

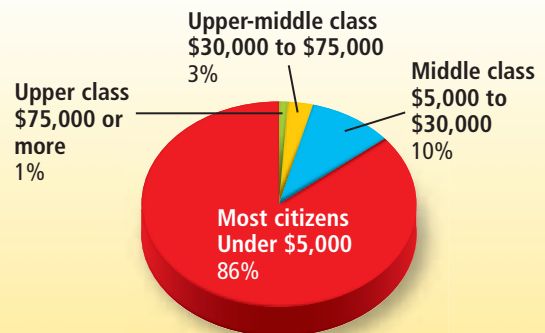
#### Life in the North, 1820–1860

*The County Election* by George Caleb Bingham shows how festive and inclusive elections had become by the 1850s. He created the work to celebrate the democratic principles of the Whig Party.

Upper class men voting

Farmers come to the courthouse to vote

#### Wealth Distribution in Boston, 1833



▲ In 1833, most people in the Northeast were farmers who made a moderate or low income.

#### Analyzing VISUALS

- Expressing** What is the overall tone of this painting?
- Specifying** What income group was the second-largest in 1833 in the North?

rule their families. If they did not share in running a family business, women, especially in the middle class, were expected to remain at home to create an orderly, nurturing environment. In towns, women found that bakeries, butcher shops, clothiers, and candle shops offered goods that women once had to labor long hours to produce at home. Institutions of higher education were not available to women until the 1830s, and even then few had the prior education or resources to attend college.

Until the 1850s, public schools did not exist in many cities, or attendance was not mandatory. Before that time, middle-class boys generally finished high school and the wealthy might attend college. Their sisters went to “academies” for young ladies, if they were not tutored at home. Working-class boys might attend school briefly before joining the workforce; working-class girls had to be taught at home if they were to learn to read at all.

Northern cities became havens for runaway slaves as well as free African Americans, but most African Americans remained poor. Many African American women worked as domestic servants, as maids and laundresses. Many African American men found work in New England’s shipping industry, as sailors or dock workers. In cities with larger African American populations, such as New York and Philadelphia, a small African American middle class emerged, including carpenters, shoemakers, school-teachers, and ministers.

## Life on the Farm

Even though industry and cities expanded in the Northeast during the first half of the nineteenth century, agriculture remained the country’s leading economic activity. On most farms, the entire family shared the work. Fields had to be planted, tended, and plowed. Cows, pigs, and chickens had to be cared for. In the winter months, men and boys made repairs and cut wood for the fire while women spun thread into yarn and wove cloth for clothing. Until late in the century, farming employed more people and produced more wealth than any other kind of work.

A reporter traveling through Ohio in 1841 described a scene that resembled much of the North at that time:

“As far as the eye can stretch in the distance nothing but corn and wheat fields are to be seen; and on some points in the Scioto Valley as high as a thousand acres of corn may be seen in adjoining fields, belonging to some eight or ten different proprietors.”

—from *A History of the United States*

Northern farmers produced enough to sell their surplus in the growing Eastern cities and towns. The farmers’ labors not only helped feed the population but also nourished the region’s economy. As parts of the North began concentrating on manufacturing, the South continued to tie its fortunes to agriculture—and to the institution of slavery.

**Reading Check** **Comparing** Why was farming more important in the South than in the North?

## Section 2 REVIEW

### Vocabulary

- 1. Explain** the significance of: Erie Canal, National Road, Robert Fulton, Industrial Revolution, free enterprise system, Francis C. Lowell, Eli Whitney, interchangeable parts, Samuel F. B. Morse, labor union, strike.

### Main Ideas

- 2. Describing** How did the building of canals and railways boost the U.S. economy?
- 3. Summarizing** What factors contributed to the development of industry in the North?
- 4. Identifying** What was the leading economic activity in the United States in the early 1800s?

### Critical Thinking

- 5. Big Ideas** How did interchangeable parts revolutionize the manufacturing process?
- 6. Organizing** Use a graphic organizer to list the effects of some of the technological advances of the early 1800s.

Technological Advances	Effects
Steamboat	<input type="text"/>
Railroad	<input type="text"/>

- 7. Analyzing Visuals** Study the maps on page 195. What inventions helped to decrease the amount of time required to travel from New York City?

### Writing About History

- 8. Descriptive Writing** Suppose that you are a teenager working in a textile factory in the early 1800s. Write a letter to your family describing what your life is like there.



**Study Central** To review this section, go to [glencoe.com](http://glencoe.com) and click on Study Central.



Section 3

The Land of Cotton

Guide to Reading

**Big Ideas**  
**Science and Technology** The invention of the cotton gin made cotton a key part of the South’s economy and ensured that slavery continued to shape the South’s society and culture.

- Content Vocabulary**
- cotton gin (p. 202)
  - yeoman farmer (p. 205)
  - task system (p. 206)

- Academic Vocabulary**
- annual (p. 202)
  - ambiguous (p. 208)

- People and Events to Identify**
- Frederick Douglass (p. 207)
  - Gabriel Prosser (p. 209)
  - Nat Turner (p. 209)

**Reading Strategy**  
**Organizing** Complete a graphic organizer similar to the one below by listing the main categories of Southern society.

Southern Society

Highest

Lowest

The economy of the South was based on the production of cash crops, including tobacco, rice, and cotton, for export. Southern society had a distinct class system made up of the planter elite, yeoman farmers, and enslaved people.

The Southern Economy

**MAIN Idea** The cotton gin made cotton the most important cash crop in the South and deepened the region’s dependency on enslaved labor.

**HISTORY AND YOU** Do you know how the clothing you wear is made? What is the cloth made from? Read on to learn how the invention of the cotton gin transformed the economy and society of the South.

The South thrived on the production of several major cash crops. In the upper Southern states—Maryland, Virginia, Kentucky, and Tennessee—farmers grew tobacco. Rice paddies dominated the coastal regions of South Carolina and Georgia. In Louisiana and parts of eastern Texas, fields of sugarcane stretched for miles. No crop, however, played a greater role in the South’s fortunes than cotton. It was grown in a wide belt stretching from inland South Carolina, west through Georgia, Alabama, and Mississippi, and into eastern Texas.

During a visit to the South in 1793, Eli Whitney, the inventive young New Englander, noticed that removing cotton seeds by hand from the fluffy bolls was so tedious that it took a worker an entire day to separate a pound of cotton lint. An acquaintance knew of Whitney’s mechanical ingenuity and suggested that he try building a machine to pick out the seeds. In only ten days, Whitney built a simple **cotton gin**—*gin* being short for *engine*—that quickly and efficiently combed the seeds out of cotton balls. The machine pulled the cotton through a rotating cylinder with openings that were too small for the seeds to pass through.

The invention of the cotton gin happened at the same time that textile mills were expanding in Europe. Mills in England and France clamored for all the cotton they could get. In 1792, the year before Whitney invented his cotton gin, the South produced about 6,000 bales of cotton. By 1801, **annual** production reached 100,000 bales.

Cotton Becomes King

Cotton soon dominated the region. By the late 1840s, Southerners were producing more than 2 million bales of cotton annually, and in 1860 production reached almost 4 million bales.

# TECHNOLOGY & HISTORY

## The Cotton Gin

In 1793 Eli Whitney built a device that removed the seeds of the “green-seed” cotton. Whitney’s “gin” combed the seeds out of the cotton. The cotton gin was easy to mass produce, and quickly increased the profitability of cotton, which, in turn, increased the size and number of plantations and the need for enslaved laborers.



◀ Eli Whitney

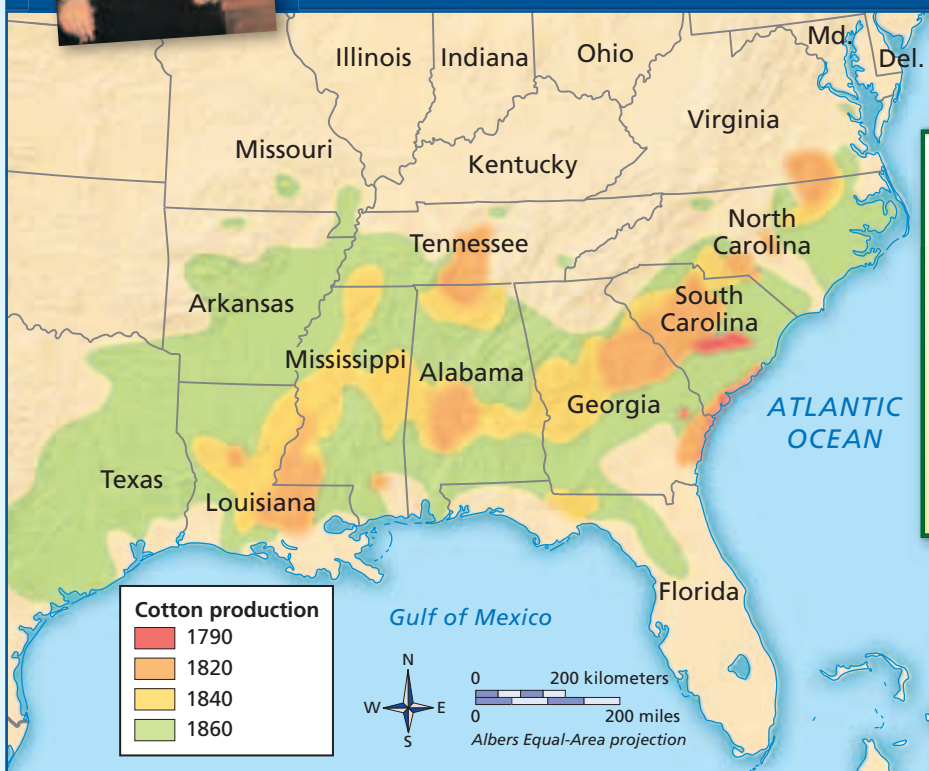
Cotton bolls are dumped into the hopper.



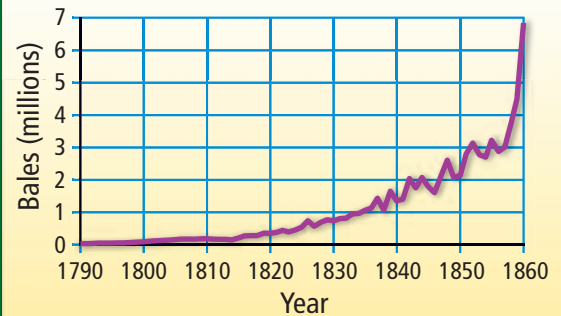
Slots in the grate allow the cotton to pass but not the seeds. Brushes pull the cotton off the cylinder and out of the gin.

A crank turns the cylinder with wire teeth. The teeth pull the cotton past a grate.

## Cotton Production in the South



## Cotton Production, 1790–1860



Source: *Historical Statistics of the United States*.

## Analyzing VISUALS

- Explaining** How did the cotton gin affect slavery in the South?
- Identifying** Where did cotton production spread most widely between 1820 and 1840?

In that year, Southern cotton sold for a total of \$191 million in European markets—nearly two-thirds of the total export trade of the United States. Southerners began saying, “Cotton is King.”

“The whole interior of the Southern states was languishing,” observed one Southern judge, but Whitney’s invention changed everything. “Individuals who were depressed with poverty, and sunk with idleness, have suddenly risen to wealth and respectability. Our debts have been paid off, our capitals increased; and our lands are treble [triple] in value.”

While the cotton gin made some Southern planters rich, it also strengthened the institution of slavery. The spread of cotton plantations across the Deep South made the demand for slave labor skyrocket. Congress had outlawed the foreign slave trade in 1808, but a high birthrate among enslaved women—encouraged by slaveholders eager to sell new laborers at high prices—meant that the enslaved population kept growing. Between 1820 and 1850, the number of people who were enslaved in the South rose from about 1.5 million to nearly 4 million.



## Industry Lags

Although the South became prosperous from agriculture, it did not industrialize as quickly as the North. For the most part, the South remained a region of rural villages and plantations, with only three large cities: Baltimore, Charleston, and New Orleans.

The South did have some industry. Coal, iron, salt, and copper mines, as well as iron-works and textile mills, could be found there. The region still relied heavily on imported goods, however, which worried some people. As one Southerner noted, "For what have we not looked to our Northern friends? From them we get not only our clothes, carriages, saddles, hats, shoes, flour, potatoes, but even our onions and horn buttons." At this time, in 1860, manufacturing in the South accounted for only 16 percent of the nation's manufacturing total. Most Southerners were content to rely on agriculture.

**Reading Check** **Synthesizing** What effect did the cotton gin have on slavery in the South?

## Society in the South

**MAIN Idea** In contrast to the North, the South had a rigid social class system dominated by a planter elite.

**HISTORY AND YOU** What mental images do you have of the Old South? What are they based on? Read on to learn more about how Southern society was organized.

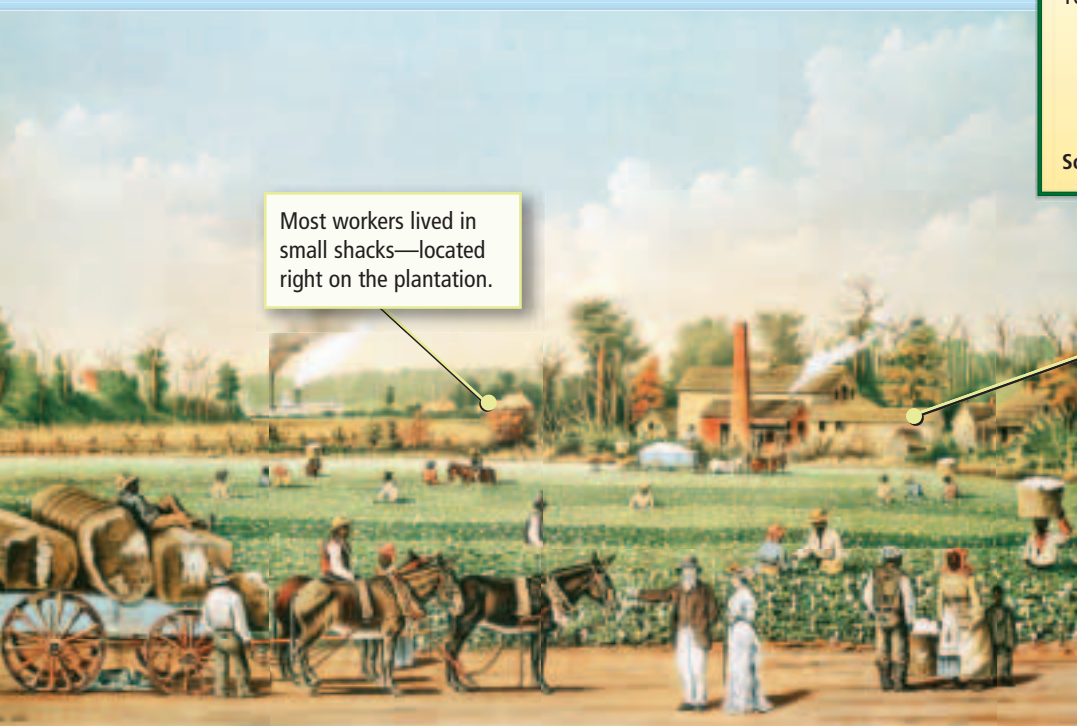
The economy of the South resulted in a society with rigid and clearly defined class structure. At the top of Southern society was the planter elite, who owned the larger plantations. The 1850 census showed that in a Southern white population of just over 6 million, a total of 347,725 families were slaveholders. Of this number, around 37,000 were planters, defined as those who held 20 or more enslaved people. Fewer than 8,000 planters held 50 or more people in slavery; only 11 held 500 or more.

A very small percentage of Southern slaveholders lived a life of gentility in grand

### PRIMARY SOURCE

## Life in the Old South

Many enslaved African Americans worked on cotton plantations during the early 1800s. Cotton was the main cash crop for the South and required large amounts of manual labor to harvest. Cotton plantations located near rivers, similar to the one below, would transport bales of cotton to the docks to be sent to markets in the North or in Europe.

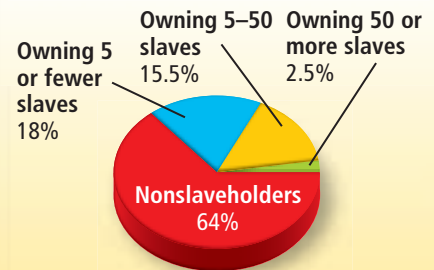


Most workers lived in small shacks—located right on the plantation.

The plantation owner's home was usually much larger and more luxurious than the workers' homes.

This wagon loaded with bales of cotton would probably be driven down to docks on the river, seen in the distance.

### Slaveholding in the South



Source: U.S. Census Bureau.

mansions. Many planter mansions were little more than cottages with newly built facades.

Although wealthy planters made up a tiny group—representing less than half of one percent of white Southern families and slightly over two percent of slaveholding families—they dominated the region's economy and its political system.

Ordinary farmers—often called **yeoman farmers**—and their families made up the vast majority of the white population. They may have held four or fewer enslaved persons, though most held none at all, and they worked on the land themselves. In his novel *Huckleberry Finn* author Mark Twain gives his impressions of a typical small Southern farm:

### PRIMARY SOURCE

"A rail fence around a two-acre yard . . . big double log house for the white folks—hewed logs, with the chinks stopped up with mud or mortar . . . outside of the fence a garden; . . . then the cotton fields begin; and after the fields, the woods."

—from *Huckleberry Finn*

Near the bottom of the social ladder stood the white, rural poor. This group, made up mostly of families living on land too barren for successful farming, scratched a meager existence from hunting and fishing, vegetable gardening, and raising a few half-wild hogs and chickens. They made up less than 10 percent of the white population.

At the bottom of society were African Americans, 93 percent of them enslaved. In 1850 nearly 3.6 million African Americans lived in the South—about 37 percent of the total Southern population.

Rounding out Southern society was a small urban class of lawyers, doctors, merchants, and other professionals. Agriculture's influence was so great that even many of these city dwellers invested in or owned farms. As one observer noted, "No matter how one might begin, as lawyer, physician, clergyman, mechanic, or merchant, he ended, if prosperous, as proprietor of a rice or cotton plantation."

**✓ Reading Check** **Identifying** What classes made up the South's social structure?

### THE PLANTER CLASS



◀ The planter elite lived extremely comfortable lives of wealth, leisure, and privilege.

### THE YEOMAN CLASS



▲ Yeoman farmers did not have the wealth or power of the planter elite but lived comfortably. They may have owned enslaved persons though most held none.

### THE ENSLAVED



◀ Most enslaved people lived hard lives as either field hands or house servants.

### Analyzing VISUALS

1. **Specifying** What percentage of white Southerners owned more than six slaves?
2. **Explaining** If most southern whites did not own slaves, why do you think that Southerners still held on so tightly to the institution?



# Slavery

**MAIN Idea** Enslaved African Americans had no legal rights; resistance and rebellion were two ways of coping with enslavement.

**HISTORY AND YOU** Do you remember reading about the Stono Rebellion? Read on to learn about slave revolts and attempted revolts in the 1800s.

The rice and cotton plantations depended on enslaved labor for their existence. The overwhelming majority of enslaved African Americans toiled in the South's fields. Some, however, worked in the region's few industrial plants or as skilled workers, such as blacksmiths, carpenters, and coopers. Others became house servants.

Enslaved people had few legal rights. State slave codes forbade enslaved men and women from owning property or leaving a slaveholder's premises without permission. They could not bring a lawsuit or sign a contract. They could not possess firearms or testify in court against a white person. Laws banned them

from learning to read and write. Society viewed enslaved persons as property.

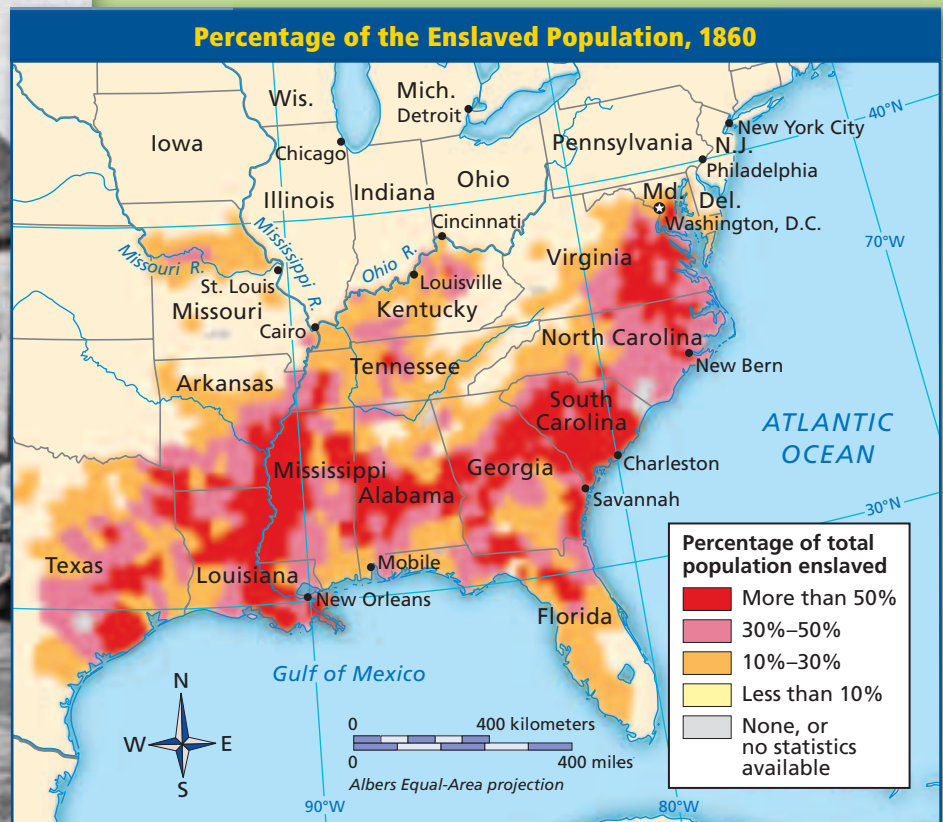
## Plantation Life

Enslaved African Americans working in the fields were organized using two basic labor systems. On farms and small plantations that held few enslaved people, the **task system** was used. Under this system, workers were given a specific set of jobs to accomplish every day. After completing their tasks, they were allowed to spend the remainder of the day as they chose. Some enslaved people earned money through their skills as artisans. Others cultivated personal gardens for extra food.

In the 1800s, as cotton production became more common and slavery more widespread, slaveholders who owned large plantations adopted the gang system of labor. Under this system, enslaved people were organized into work gangs that labored from sunup to sundown—plowing, planting, cultivating, or picking, depending on the season.

### INFOGRAPHIC

## Slavery in America, 1800–1860



◀ Enslaved African Americans on a Southern plantation

A driver acted as the director of a work gang. Often these individuals were enslaved people themselves, chosen for their loyalty or willingness to cooperate. They ensured that the workers labored continuously. No matter which labor system was used, slavery was a degrading experience. **Frederick Douglass**, who rose from slavery to become a prominent leader of the antislavery movement, recalled how life as an enslaved person affected him:

### PRIMARY SOURCE

"My natural elasticity was crushed; my intellect languished; the disposition to read departed; the cheerful spark that lingered about my eye died; the dark night of slavery closed in upon me, and behold a man transformed to a brute."

—from *Narrative of the Life of Frederick Douglass*

## Enslaved Women and Children

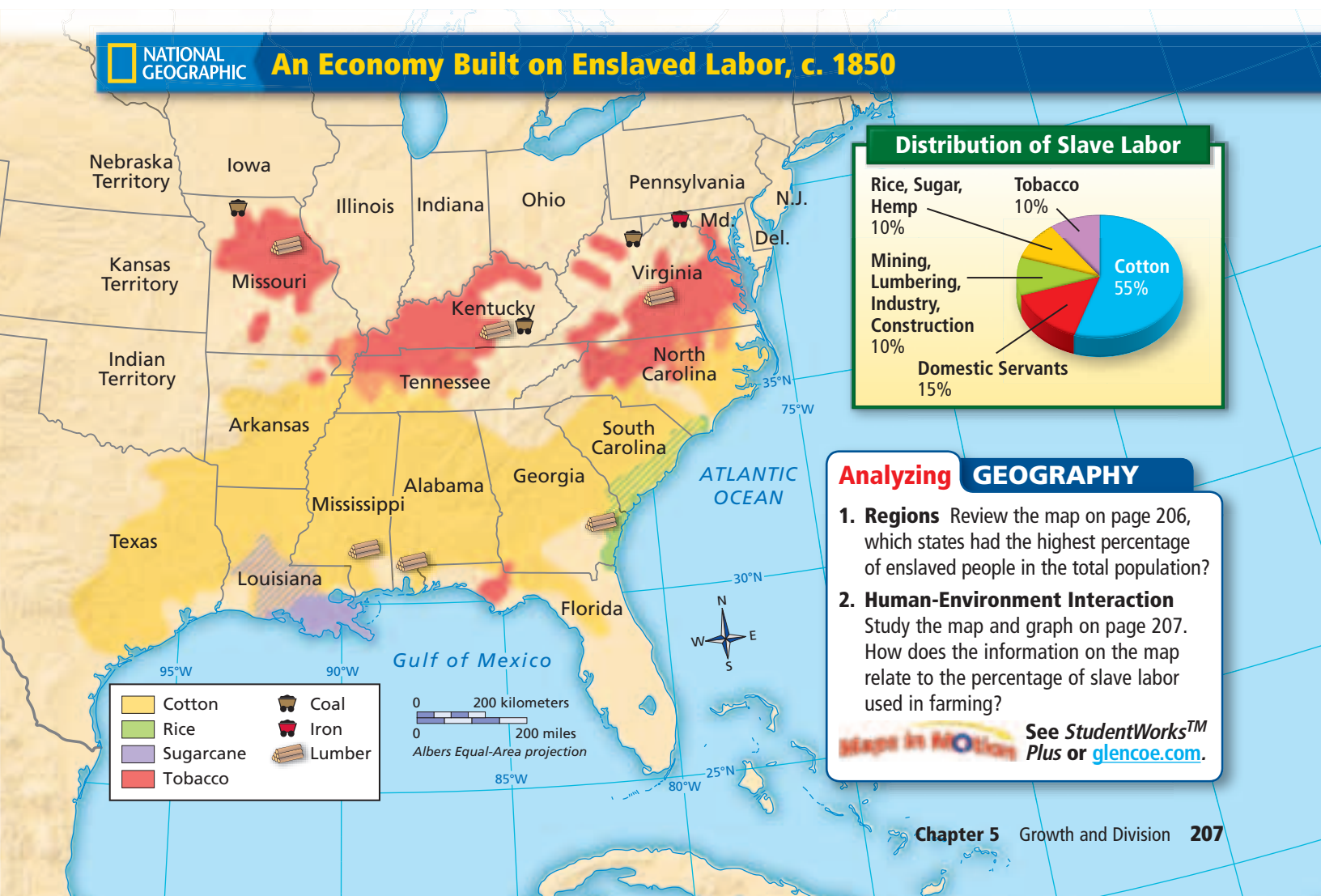
African American women did not have an easier time than men as enslaved people. They worked long, hard days in the fields or in the

plantation house, where they served as maids, nannies, or cooks. These jobs may have seemed less arduous than field work, but the responsibilities were greater and the demands were constant, as was the scrutiny of the master or mistress of the house. On larger plantations, older enslaved women cared for the babies of other enslaved women in nurseries while they worked. Where family relationships were allowed, they also cooked and cared for their own families.

Young enslaved children might be allowed to play, often with the plantation owner's own children, but as soon as they were able, they were given chores. They were not allowed to attend school, although there were rare occasions when some children learned to read.

## Free African Americans

Although most African Americans of the time lived in slavery, some did not. By 1850, some 225,000 free African Americans resided in the South. Most lived in the cities, especially in Maryland and Virginia.





## Nat Turner 1800–1831

The man who led the nation's best-known slave revolt believed from an early age—through his mother's encouragement—that he was divinely inspired. "I was intended for some great purpose," he once declared.

Although many considered Nat Turner a religious fanatic—he claimed to take his directions from mysterious voices and the movements of heavenly bodies—others knew he had a sharp mind. "He certainly never had the advantages of education," said the man appointed to be his lawyer, "but he can read and write . . . and for natural intelligence and quickness of apprehension is surpassed by few men I have ever seen."

As he awaited execution, Turner reportedly showed little remorse for his deeds, certain that he had acted in the name of God to free his people. "I am here loaded with chains and willing to suffer the fate that awaits me," he said.

Turner's revolt sent a wave of terror through the South and heightened fears of future uprisings. As a result, many states adopted even harsher restrictions on both enslaved and free African Americans.

### What was the result of Turner's revolt?



▲ Nat Turner, an enslaved minister, led a group of African Americans in an armed uprising in August 1831.

A few enslaved persons were descended from Africans brought to the United States as indentured servants in the 1700s, before the slave system became universal. Some had earned their freedom fighting in the American Revolution, and still others were the half-white children of slaveholders, who had granted them freedom. There were also some formerly enslaved persons whose slaveholders had freed them or who had managed to buy freedom for themselves and their families.

Free African Americans had an **ambiguous** position in Southern society. The experiences of freed African Americans differed from state to state. In some states they had to obtain special licenses to preach or to own firearms. In cities like Charleston and New Orleans, some were successful enough to become slaveholders themselves. One such African American was Cecee McCarty, who amassed a fortune in New Orleans by retailing imported dry goods. She eventually had a sales force of 32 enslaved African Americans who she sent across the state to sell her wares.

Another 196,000 free African Americans lived in the North, where slavery had been outlawed, but they were not accepted into white society. African American educator and minister Samuel Ward of New York lamented that racial prejudice was "ever at my elbow":

## PRIMARY SOURCE

"As a servant, it denied me a seat at the table with my white fellow servants . . . along the streets it ever pursued, ever ridiculed, ever abused me. If I sought redress, the very complexion I wore was pointed out as the best reason for my seeking it in vain; if I desired to turn to account a little learning, in the way of earning a living by it, the idea of employing a black clerk was preposterous—too absurd to be seriously entertained."

—from *Autobiography of a Fugitive Negro*

Still, free African Americans could organize their own churches, voluntary associations, and publish newspapers, as well as earn money from the jobs they held.

One African American who not only kept his wages but also multiplied them many times over was James Forten of Philadelphia. He went to sea in his teens as a powder monkey—the person on board a warship who handled explosives. Later, he worked as a sail-maker. By the age of 32, he owned a thriving sail factory employing 40 African American and white workers. He devoted much of his wealth to the cause of abolishing slavery.

## Coping With Enslavement

African Americans dealt with the horrors of slavery in a variety of ways. From language to

music to religion, they developed a culture that provided them with a sense of mutual support.

**African American Culture** Songs were important to many enslaved people. Field workers often used songs to pass the long workdays. Some songs were more provocative than most plantation owners knew, using subtle language and secret meanings to lament the singers' bondage and to express a continuing hope for freedom.

Songs also played a key role in one of the most important aspects of African American culture: religion. By the early 1800s, large numbers of African Americans were Christians. The religious services enslaved people held often centered on praying about their particular concern—their dreams of freedom or a better life in the next world.


**Resistance and Rebellion** Many enslaved men and women found ways to oppose the dreadful lives forced on them. Some quietly staged work slowdowns. Others broke tools or set fire to houses and barns. Still others risked beatings or mutilations to run away. Some African Americans turned on their slaveholders and killed them. On occasion, enslaved people also plotted uprisings.

The first major slave uprising in the United States occurred in 1800. It was organized by an enslaved man named **Gabriel Prosser**. Prosser learned to read and grew deeply religious. Inspired by the Biblical story of the Israelite struggle for freedom from their enslavement in Egypt, Prosser began to organize those among the enslaved who were willing to revolt. They made their own weapons and ammunition and planned to capture Richmond, kill all whites living there, except for French people, Methodists, and Quakers—groups whom Prosser felt were against slavery—and establish a separate African American nation.

On the night of August 30, 1800, about 1,000 armed enslaved people approached Richmond but in the end were forced to turn back due to a heavy storm. The plot, however, was exposed, and Governor James Monroe then sent out the state militia, who eventually captured Prosser. He, along with 34 other leaders of the revolt, was shortly hanged.

In 1822 Denmark Vesey, a free African American who operated a woodworking shop in Charleston, South Carolina, was accused of planning an armed revolt to free the region's slaves. Whether or not Vesey actually planned an uprising is not known. The Charleston authorities claimed to have learned of the plot from an informer, and in 1822 Vesey was tried, convicted, and hanged.

A group of African Americans in Virginia did carry out an armed uprising on August 22, 1831. Leading the attack was **Nat Turner**, an enslaved minister who believed God had chosen him to bring his people out of bondage. Turner and his followers killed more than 50 white men, women, and children before state and local troops put down the uprising.

 **Describing** What was life like for African Americans in the 1800s?

## Section 3 REVIEW

### Vocabulary

**1. Explain** the significance of: cotton gin, yeoman farmer, task system, Frederick Douglass, Gabriel Prosser, Nat Turner.

### Main Ideas

**2. Analyzing** What happened at the same time as the invention of the cotton gin to increase the importance of cotton in the South?

**3. Identifying** Which class in the South during the early 1800s made up the largest percentage of the white population?

**4. Discussing** How was working within the task system different than working within the gang system?

### Critical Thinking

**5. Big Ideas** How did the cotton gin and cotton farming change the South?

**6. Organizing** Complete a graphic organizer by listing the provisions of some slave codes.

Slave Codes

**7. Analyzing Visuals** Study the graph about slave labor on page 207. After those who worked to produce cotton, what was the next largest group of enslaved workers?

### Writing About History

**8. Expository Writing** Suppose you are a European visitor to the South in 1830. Write a newspaper article explaining your impressions of life in this region.

**History ONLINE**

**Study Central** To review this section, go to [glencoe.com](http://glencoe.com) and click on Study Central.



# ANALYZING PRIMARY SOURCES

## Living Under Slavery

Enslaved persons were not free. That fundamental fact meant they could be sold and separated from their families. They could not legally marry or leave their slaveholder's property without permission. Slaveholders held such power that they controlled access to basic life necessities and could physically punish, even kill, the people they held in slavery without breaking the law.

*Study these primary sources and answer the questions that follow.*

### PRIMARY SOURCE 1

#### Autobiography, 1845

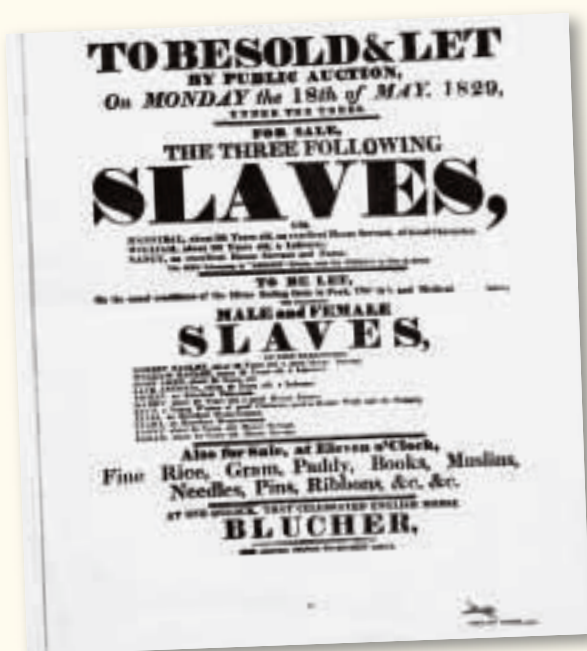
"The men and women slaves received, as their monthly allowance of food, eight pounds of pork, or its equivalent in fish, and one bushel of corn meal. Their yearly clothing consisted of two coarse linen shirts, one pair of linen trousers, like the shirts, one jacket, one pair of trousers for winter, made of coarse negro cloth, one pair of stockings, and one pair of shoes; the whole of which could not have cost more than seven dollars. The allowance of the slave children was given to their mothers, or the old women having the care of them. The children unable to work in the field had neither shoes, stockings, jackets, nor trousers, given to them; their clothing consisted of two coarse linen shirts per year. When these failed them, they went naked until the next allowance-day. Children from seven to ten years old, of both sexes, almost naked, might be seen at all seasons of the year.

There were no beds given the slaves, unless one coarse blanket be considered such, and none but the men and women had these. This, however, is not considered a very great privation. They find less difficulty from the want of beds, than from the want of time to sleep; for when their day's work in the field is done, the most of them having their washing, mending, and cooking to do, and having few or none of the ordinary facilities for doing either of these, very many of their sleeping hours are consumed in preparing for the field the coming day; and when this is done, old and young, male and female, married and single, drop down side by side, on one common bed,—the cold, damp floor,—each covering himself or herself with their miserable blankets; and here they sleep till they are summoned to the field by the driver's horn."

—from *Narrative of the Life of Frederick Douglass, an American Slave*

### PRIMARY SOURCE 2

#### Advertisement, 1829



### PRIMARY SOURCE 3

#### Photograph, 1863

▼ Gordon escaped from his slaveholder in Mississippi during the Civil War. In this photograph, he shows the scars from a brutal whipping.



## PRIMARY SOURCE 4

### Autobiography, 1861

"I once saw two beautiful children playing together. One was a fair white child; the other was her slave, and also her sister. When I saw them embracing each other, and heard their joyous laughter, I turned sadly away from the lovely sight. I foresaw the inevitable blight that would fall on the little slave's heart. I knew how soon her laughter would be changed to sighs. The fair child grew up to be a still fairer woman. From childhood to womanhood her pathway was blooming with flowers, and overarched by a sunny sky. Scarcely one day of her life had been clouded when the sun rose on her happy bridal morning.

How had those years dealt with her slave sister, the little playmate of her childhood? She, also, was very beautiful; but the flowers and sunshine of love were not for her. She drank the cup of sin, and shame, and misery, whereof her persecuted race are compelled to drink."

—from *Incidents in the Life of a Slave Girl*

## PRIMARY SOURCE 5

### Painting, c. 1852

*Slave Auction of African Family*



## PRIMARY SOURCE 6

### Photograph, 1858

► Louisa, an enslaved teenager from St. Louis, Missouri, is shown photographed with her slaveholders' son.



## DBQ Document-Based Questions

- Analyzing** What does Source 1 reveal about the daily lives of enslaved persons?
- Interpreting** Examine Sources 2 and 3. What do these images demonstrate about the status and treatment of enslaved persons?
- Comparing and Contrasting** Read Source 4. How were the lives of the two girls similar when they were young but different when they became young women?
- Analyzing Visuals** Look at Source 5 and examine the people in the painting. Write a paragraph describing what you see going on in this scene.
- Speculating** Study Source 6. How do you think Louisa felt about taking care of this young boy? How might slavery complicate personal relationships?



## Section 4

# Growing Sectionalism

### Guide to Reading

#### Big Ideas

**Government and Society** The rise of a new political party represented a disagreement between those who wanted to expand federal power and those who wanted to limit it.

#### Content Vocabulary

- favorite son (p. 214)
- corrupt bargain (p. 215)
- mudslinging (p. 215)

#### Academic Vocabulary

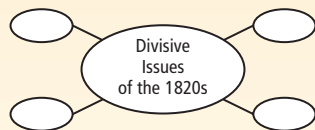
- controversy (p. 213)
- ignorance (p. 215)

#### People and Events to Identify

- Missouri Compromise (p. 213)
- Henry Clay (p. 213)
- William Crawford (p. 214)
- American System (p. 214)

#### Reading Strategy

**Organizing** Complete a graphic organizer similar to the one below by listing the divisive issues of the 1820s.



Sectional disputes over slavery and its westward spread eroded the spirit of nationalism that swept the nation after the War of 1812. The one-party political system—dominated by the Democratic-Republicans—began to unravel in the 1820s.

## The Missouri Compromise

**MAIN Idea** The Missouri Compromise tried to resolve, at least temporarily, the growing disagreement between Northern and Southern states over the issue of slavery.

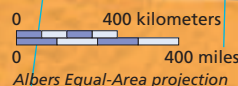
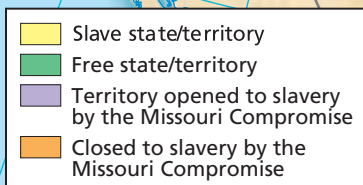
**HISTORY AND YOU** Have you ever used compromise to solve a dispute with a friend? Read on to find out how Congress established a compromise that maintained a political balance of power.

The Monroe administration's Era of Good Feelings could not ward off the nation's growing sectional disputes and the passionately differing opinions over slavery. Tensions rose to the boiling point in 1819, when Missouri's application for statehood stirred up the country's most divisive issue: whether slavery should expand westward.

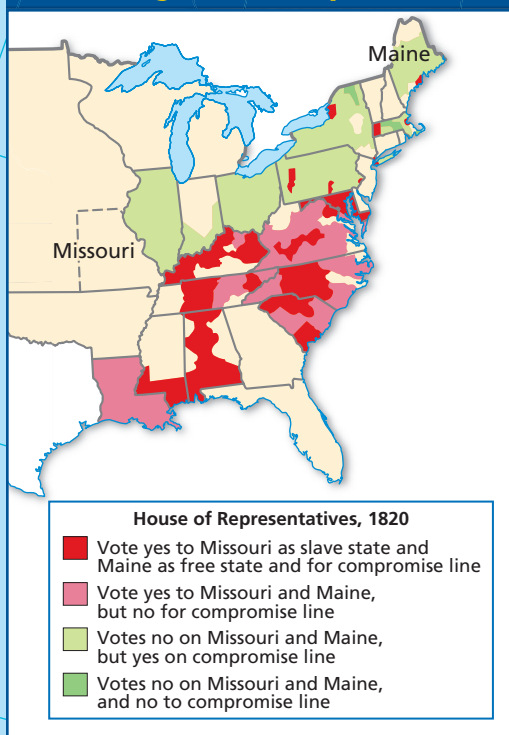
In 1819 the Union consisted of 11 free and 11 slave states. While the House of Representatives already had a majority of Northerners, admitting any new state, either slave or free, would upset the balance in the Senate and touch off a bitter struggle over political power.

Missouri's territorial government requested admission into the Union as a slave state in 1819. Acting for slavery's opponents, Congressman James Tallmadge, Jr., of New York proposed a resolution that prohibited slaveholders from bringing new slaves into Missouri. The resolution also called for all enslaved children currently living in Missouri to be freed at age 25. The House accepted the proposal, but the Senate rejected it. Most Senators and members of the House of Representatives from the South voted against the ban, while most from the North voted in favor of it.

Finally, a solution emerged when Maine, which for decades had been part of Massachusetts, requested admission to the Union as a separate state. The Senate decided to combine Maine's request with Missouri's, and it voted to admit Maine as a free state and Missouri as a slave state. This solution preserved the balance in the Senate. Senator Jesse Thomas of Illinois then proposed an amendment that would prohibit slavery in the Louisiana Purchase territory north of Missouri's southern border. This would allow slavery to expand into Arkansas territory south of Missouri, but it would keep it out of the rest of the Louisiana Purchase.



## Voting for the Compromise



## Analyzing GEOGRAPHY

- Regions** Most representatives from which region of the country voted for both provisions of the Missouri Compromise?
- Place** Which state came into the Union as a slave state, and which came in as a free state?

Since many people at the time thought the Great Plains area north of Missouri was not suitable for farming, it appeared that this **Missouri Compromise** benefited the South. By a very close vote, carefully managed by **Henry Clay** of Kentucky, the House of Representatives voted to accept the Compromise. The Compromise held out the hope that pairing the admission of free and slave states together would quiet the dispute over the expansion of slavery.

Once the issue was settled, however, a new problem developed. Pro-slavery members of the Missouri constitutional convention added a clause to the proposed state constitution prohibiting free African Americans from enter-

ing the state. This new **controversy** threatened final approval of Missouri's admission to the Union. Clay again engineered a solution by getting the Missouri legislature to state that they would not honor the spirit of the clause's wording.

Despite Clay's efforts, many leaders feared that the Missouri Compromise was only a temporary solution. "I take it for granted," John Quincy Adams wrote, "that the present question is a mere preamble—a title page to a great tragic volume." The Compromise merely postponed a debate over the future of slavery.

**Reading Check** **Examining** Why was the Missouri Compromise proposed?



# The Elections of 1824 and 1828

**MAIN Idea** The presidential elections of 1824 and 1828 highlighted the growing sectionalism in the nation.

**HISTORY AND YOU** Do you recall the divisions that led to the creation of the Federalist Party and the Democratic-Republican Party? Read on to learn how the Democratic-Republican Party split over issues in the 1820s.

Politics reflected the sectional tensions of the day. Although the Republicans had supporters throughout the nation, the presidential campaigns of 1824 and 1828 showed how deeply the party was torn along regional lines.

## A Battle of Favorite Sons

Four candidates ran for president in 1824. All belonged to the Republican Party and all were “favorite sons,” men who enjoyed the support of leaders from their own state and region. Two candidates, Henry Clay of Kentucky and Andrew Jackson of Tennessee, represented the West. John Quincy Adams, the

Massachusetts son of John Adams, who was serving as President Monroe’s secretary of state, was New England’s favorite son. **William Crawford** of Georgia represented the South.

Crawford ran on the original principles of Jefferson’s party—states’ rights and strict interpretation of the Constitution. Clay favored the national bank, the protective tariff, and nationwide internal improvements—collectively known as the **American System**. Adams also favored internal improvements but was less enthusiastic about tariffs. Jackson avoided taking a stand on specific issues. His campaign focused on his leadership qualities and heroism at the Battle of New Orleans.

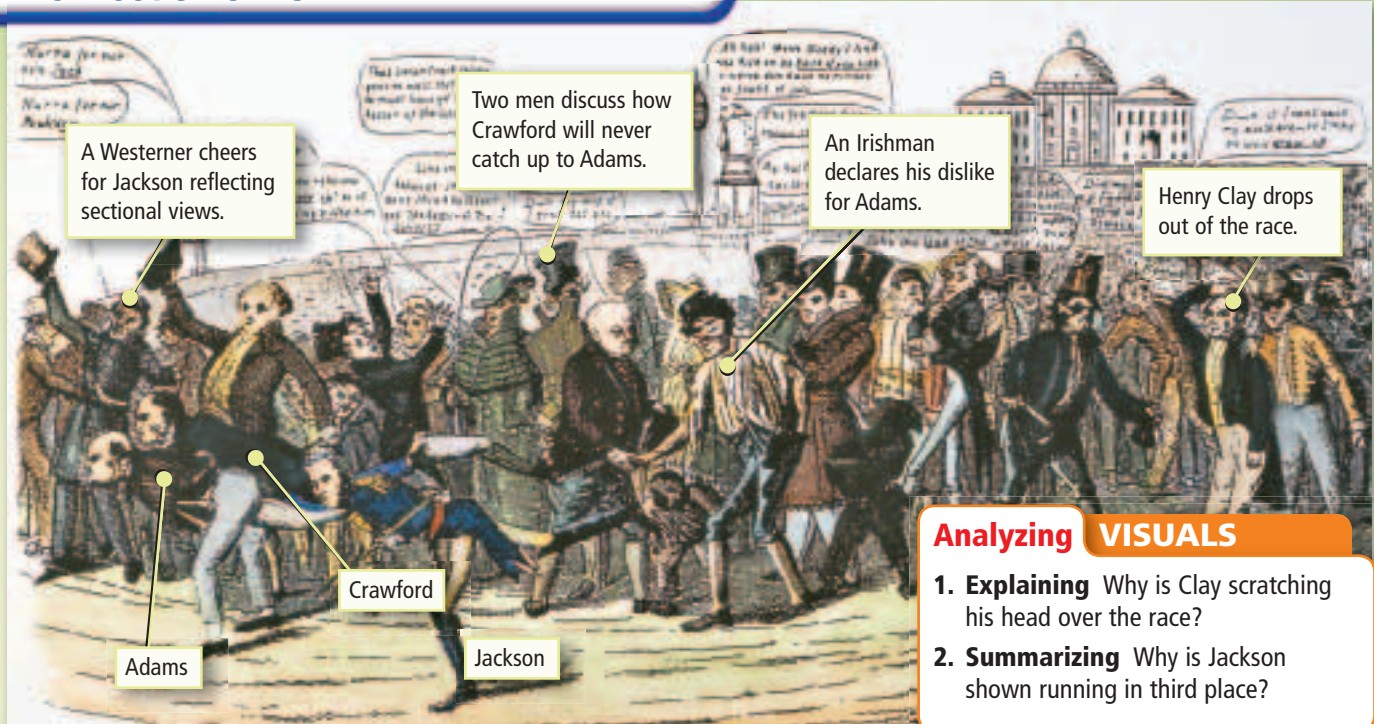
On Election Day, Jackson won the most popular votes, but no candidate won a majority in the Electoral College. Following constitutional procedure, the election went to the House of Representatives, which would select the president from the three candidates who had received the most electoral votes. Clay, who had placed fourth, was eliminated.

As the Speaker of the House, Henry Clay had tremendous influence, and few doubted whom he would support. Clay and Jackson had been rivals for political leadership in the West. Clay once described Jackson as “igno-

### POLITICAL CARTOON

### PRIMARY SOURCE

## The Election of 1824



rant, passionate, hypocritical, [and] corrupt.” Jackson referred to Clay as the “meanest scoundrel that ever disgraced the image of his god.”

On a snowy February 9, 1825, the representatives met to make their choice. As expected, Clay threw his support behind Adams, and he won the House election easily. Adams received 13 votes, while Jackson won 7, and Crawford won 4. Many Jackson supporters accused Clay of arranging votes for Adams in return for a cabinet post. When Adams took office, he did indeed name Clay as his secretary of state, and Jackson’s supporters accused Adams and Clay of striking a “corrupt bargain.” Adams and Clay denied any wrongdoing, but the incident split the party. Jackson’s supporters began referring to themselves as Democrats, while Henry Clay and his supporters formed a new party called the National Republicans.

## John Quincy Adams Takes Office


In his first message to Congress, John Quincy Adams announced an ambitious program of nationalist legislation that exceeded even Clay’s American System. In addition to standard internal improvements, Adams urged that federal revenue also be used to build a national university and astronomical observatories, and to fund scientific research. His proposals, however, struck many legislators as a return to Federalist ideas. His opponents in Congress argued that it was a waste of taxpayers’ money.

In the end, Congress granted the president funds for improving rivers and harbors and for extending the National Road westward, but this was far less than he had wanted. The repeated rebuffs he suffered in Congress set the stage for Adams’s defeat in 1828.

## The Election of 1828

The election of 1828 pitted John Quincy Adams against Andrew Jackson. Jackson fought to achieve a victory that his supporters believed had been unjustly denied him four years earlier. Both candidates engaged in **mudslinging**, criticizing each other’s personalities and morals. Adams called his opponent “incompetent both by his **ignorance** and by the fury of his passions.” Jackson portrayed himself as the candidate of the common man and attacked Adams as an out-of-touch aristocrat. Jackson also revived the alleged “corrupt bargain” between Adams and Clay to show that the president was untrustworthy.

When the results came in, Jackson had 56 percent of the popular vote and 178 of the 261 electoral votes, a clear victory. Many of the voters who supported Jackson were from the West and the South, rural and small-town men who saw Jackson as the candidate most likely to represent their interests. The man whose fiery personality had earned him the nickname “Old Hickory,” after a tough, hard wood found on the frontier, finally had reached the White House.

 **Reading Check** **Identifying** What did John Quincy Adams hope to accomplish during his presidency?

# Section 4 REVIEW

### Vocabulary

1. **Explain** the significance of: Missouri Compromise, Henry Clay, favorite son, William Crawford, American System, corrupt bargain, mudslinging.

### Main Ideas

2. **Explaining** How did the Missouri Compromise maintain the balance of power in the Senate?
3. **Describing** What events helped John Quincy Adams win the presidency in 1824?

### Critical Thinking

4. **Big Ideas** Why was the Democratic Party formed after the election of 1824?
5. **Organizing** Use a graphic organizer similar to the one below to list the terms of the Missouri Compromise.

Missouri Compromise

6. **Analyzing Visuals** Study the maps on page 213. Why was the Missouri Compromise only a temporary measure?

### Writing About History

7. **Expository Writing** Suppose that you are a voter in the election of 1828. Write a letter to a family member explaining which presidential candidate you support and why.



**Study Central** To review this section, go to [glencoe.com](http://glencoe.com) and click on Study Central.



# Chapter 5 VISUAL SUMMARY



You can study anywhere, anytime by downloading quizzes and flashcards to your PDA from [glencoe.com](http://glencoe.com).

## Effects of Nationalism

### Economic Nationalism

- Second Bank of the United States is created.
- Tariff of 1816 is passed to protect the nation's industries.
- The federal government funds the National Road, and states fund other roads and canals, helping to tie the nation together.

### Judicial Nationalism

- In *Martin v. Hunter's Lessee*, Supreme Court asserts right to hear appeals from state courts in cases involving federal law.
- In *McCulloch v. Maryland*, Supreme Court establishes that the "necessary and proper" clause has broad meaning and that the federal government is supreme in its own sphere.
- In *Gibbons v. Ogden*, the Supreme Court gives the federal government broad power to regulate interstate commerce.

### Nationalism in Foreign Policy

- Andrew Jackson invades Florida; Spain cedes the territory to the United States in 1819.
- The United States issues the Monroe Doctrine, telling Europeans they may no longer colonize the Americas.



▲ The Erie Canal was one of several developments in transportation that changed the economy and society of the United States in the first half of the nineteenth century.



▲ The invention of the cotton gin and an increase demand in the market led to the spread of cotton plantations and a further entrenchment of slavery as an institution in the South.

## Causes of Sectionalism

### Life in the North

- Construction of canals, roads, railroads is widespread.
- Development of steam engine leads to the first railroads and extensive use of steamboats.
- Industrialization begins, and factories begin to be built to manufacture textiles and other goods.
- Large cities develop as does an urban working class.
- Northern farmers live on individual family farms.

### Life in the South

- Eli Whitney's cotton gin makes cotton production with slave labor feasible; cotton becomes main product of the South.
- Southern society is generally divided into elite planters, yeoman farmers, and enslaved African Americans.
- Enslaved Americans generally live on plantations helping to plant and harvest cotton, rice, and sugarcane, although some are employed in other industries.
- A distinct African American culture develops among the enslaved who develop many strategies to cope with and resist slavery.

## STANDARDIZED TEST PRACTICE

### TEST-TAKING TIP

As you read a question, underline key phrases so that you can easily refer to them as you review the answer choices.

### Reviewing Vocabulary

Directions: Choose the word or words that best complete the sentence.

- Unlike earlier measures, the Tariff of 1816 was a
  - promotional tariff.
  - protective tariff.
  - revenue tariff.
  - state tariff.
- The system of \_\_\_\_\_ changed how factories produced complex products.
  - checks and balances
  - mill work
  - interchangeable parts
  - free enterprise
- As cotton production increased and slavery spread, plantation owners developed the \_\_\_\_\_ to organize the work of enslaved people.
  - American system
  - free enterprise system
  - task system
  - gang system
- Some people accused John Quincy Adams of having made a \_\_\_\_\_ to win the presidency in 1824.
  - compromise
  - corrupt bargain
  - fair deal
  - gentleman's agreement

### Reviewing Main Ideas

Directions: Choose the best answer for each of the following questions.

#### Section 1 (pp. 188–193)

- Which of the following cases established the Supreme Court as the final court of appeal?
  - Commonwealth v. Hunt*
  - Martin v. Hunter's Lessee*
  - McCulloch v. Maryland*
  - Gibbons v. Ogden*
- What began the United States' long-term policy of opposing European intervention in Latin America?
  - Monroe Doctrine
  - Adams-Onís Treaty
  - the Missouri Compromise
  - the "corrupt bargain"

#### Section 2 (pp. 194–201)

- The Erie Canal connected Lake Erie to
  - the Missouri River.
  - the Hudson River.
  - the St. Lawrence River.
  - the Mississippi River.
- In 1814 Francis Lowell introduced
  - interchangeable parts in the production of weapons.
  - mass-produced textiles into the United States.
  - the idea of a Second Bank of the United States in Congress.
  - a bill to complete the National Road.

#### Need Extra Help?

If You Missed Questions . . .	1	2	3	4	5	6	7	8
Go to Page . . .	189	198	206	215	190	193	194	198

**GO ON** 



# Chapter 5

## Section 3 (pp. 202–209)

9. In the social class system of the South, which of the following groups was at the top?
- A yeoman farmers
  - B planters
  - C urban professionals
  - D merchants
10. In the early 1800s, slavery expanded in the South because
- A the cotton gin was invented.
  - B industry flourished in the North.
  - C Spain ceded Florida.
  - D Gabriel Prosser's rebellion was discovered.

## Section 4 (pp. 212–215)

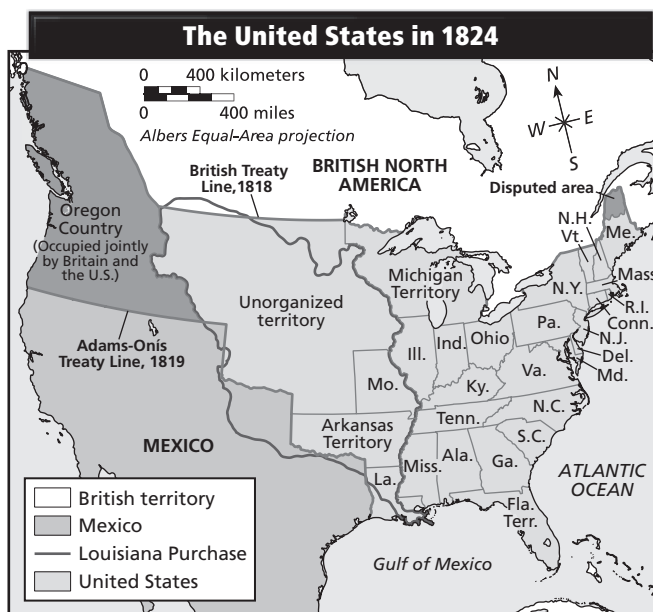
11. The Missouri Compromise maintained a balance of power between the North and South in the Senate by
- A allowing slavery in all new states that joined the Union.
  - B splitting Massachusetts into two free states.
  - C allowing slavery in no portion of the Louisiana Territory.
  - D adding a slave state and a free state to the Union simultaneously.
12. After the election of 1824, the Democratic-Republican Party split into which two new parties?
- A National Republicans and Democrats
  - B Democratic-Republicans and Federalists
  - C Democrats and Republicans
  - D Federalists and Republicans

## Critical Thinking

Directions: Choose the best answers to the following questions.

13. The Era of Good Feelings was characterized by
- A a decrease in national pride.
  - B a one-party political system.
  - C a decrease in urban populations.
  - D an increase in state power.

Base your answers to questions 14 and 15 on the map below and your knowledge of Chapter 5.



14. Which future state was jointly occupied by Britain and the U.S. in 1824?
- A Texas
  - B Oregon
  - C Michigan
  - D Arkansas
15. According to the map, there was a border dispute between British North America and
- A Mexico.
  - B New York.
  - C Michigan Territory.
  - D Maine.

### Need Extra Help?

If You Missed Questions . . .	9	10	11	12	13	14	15
Go to Page . . .	204	203	212	214	188	R15	R15

**GO ON**

16. During his administration, President John Quincy Adams called for Congress to provide the funds for
- A the Second Bank of the United States.
  - B the fulfillment of the Adams-Onís Treaty.
  - C a national university.
  - D the building of the Erie Canal.

Analyze the image and answer the question that follows. Base your answer on the image and on your knowledge of Chapter 5.



17. What is the artist implying about slavery?
- A Slavery separates individuals from their families.
  - B Southern slaveholders only enslaved males.
  - C Most slaveholders kept families together.
  - D Enslaved males were more important than females.

## Document-Based Questions

Directions: Analyze the document and answer the short-answer questions that follow the document.

In her 1861 memoir, Harriet Ann Jacobs recounted life under enslavement including circumstances endured by her enslaved maternal grandmother:

"She was the daughter of a planter . . . who, at his death, left her mother and his three children free, with money to go to St. Augustine. . . . It was during the Revolutionary War; and they were captured. . . . She was a little girl when she was captured and sold to the keeper of a large hotel. . . . But as she grew older she evinced so much intelligence, and was so faithful, that her master and mistress could not help seeing it was for their interest to take care of such a valuable piece of property. She became an indispensable personage in the household, officiating in all capacities, from cook and wet nurse to seamstress. She was much praised for her cooking. . . . In consequence of numerous requests . . . she asked permission of her mistress to bake crackers at night, after all the household work was done; and she obtained leave to do it, provided she would clothe herself and her children from the profits."

—from *Incidents in the Life of a Slave Girl*

18. In what ways was Jacobs's grandmother treated like property and not a person?
19. Why is the grandmother allowed to bake crackers?

## Extended Response

20. In an essay, explore the state of the Southern economy before the cotton boom, explain why cotton became "king" in the South, and then describe the effects, in the South and in the nation as a whole, of that development. Your essay should include an introduction, at least three paragraphs, and supporting details from the chapter.

**STOP**

**History ONLINE**

For additional test practice, use Self-Check Quizzes—Chapter 5 at [glencoe.com](http://glencoe.com).

### Need Extra Help?

If You Missed Questions . . .	16	17	18	19	20
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