

CHAPTER 14

The National Economy, 1790–1860

1. Westward Movement (pp. 287–289) At the end of this section, the authors refer to the “heedless exploitation of the West’s natural bounty” while going on to say that Americans “revered nature and admired its beauty.” *** Can these two seemingly contradictory statements be reconciled?

2. Immigration and Urbanization (pp. 290–297)

a. The population chart on p. 290 shows that, due to a high birth rate and immigration, the country in 1860 was roughly _____ times bigger than it was in 1790. If the population today is about 275 million, it is approximately _____ times bigger than it was in 1860. Also in this first section, the authors describe the squalid conditions in the new booming urban centers. *** Can you think of any similar city in the world today where growth is much too fast for the basic services (“infrastructure”) to catch up?

b. Briefly list a few distinctive characteristics of the Irish and the German immigrant groups.

IRISH

GERMAN

c. The Protestant majority was concerned about the growing influence of _____ (a religious denomination), which in the 1840s developed its own separate educational system. The American or “_____ - _____” Party began about 1849 centered around the concept of anti foreignism. (Note how America’s love/hate attitude toward immigrants constitutes a recurring theme.)

3. Industry and the Factory System (pp. 297–304)

a. List two reasons cited by the authors that the Industrial Revolution didn’t hit America until the 1830s and 1840s, much later than it did in Britain.

(1)

(2)

b. What do the authors mean on p. 303 when they say that Eli Whitney gave a boost to slavery “and perhaps made inevitable the Civil War” but at the same time “helped factories to flourish in the North,” thus contributing to the ultimate Northern victory?

(1) “...Civil War inevitable”

(2) “...ultimate Northern victory”

c. What is distinctive about the new “limited liability corporations (p. 304)”? *** Can you guess why this form of business organization was so important to industrialization?

4. Workers and Women (pp. 304–309)

a. *** What do you think would be the main differences between working in a craft shop (illustration p. 305) and the more efficient factories illustrated on pp. 307 and 309?

(1) Craft shop:

(2) Factory:

b. Regimented factory jobs, such as those at the first big water-powered textile mill at _____, Mass., were seen by many single girls as a way to escape the farm. Besides factory work, the “caring professions” open to women included nursing, domestic service, and _____. Upon marriage, most women left the workforce. How do the authors define the “cult of domesticity (p. 307)”? *** What is your reaction to this view of women’s role in family life?

(1) Definition:

(2) Reaction:

5. Transportation (pp. 309–317) (Note: In 1800, the biggest obstacle to national development was that people, goods, and even letters could not move faster than animals could walk, rivers could flow, or the wind could blow. Revolutionary developments, primarily the steamboat and railroad, would change that fast.) The first major wagon road west, the National or _____ Road, was started in 1811. The revolutionary steamboat, invented by Robert _____ in 1807, allowed people and goods to move upstream as well as down. The first big western canal, the _____ Canal, pushed through in 18____ by Governor DeWitt _____, benefited its Atlantic terminus at _____ City at the expense of cities like Boston. The first American railroad appeared in 18____ and soon superseded the canal system in terms of importance. Look at the railroad map on p. 313. By 1860, the Midwest was sending its agricultural products and raw materials mostly to the _____ (North or South), enabling that region to specialize in manufacturing and shipping. The South had to continue specializing in its cash crops such as _____ (its biggest cash crop), which it sent out via its navigable waterways. This new regional specialization will provide a big advantage to the _____ (North or South) in the eventual Civil War. (*Note: Without these new transportation links, the South might have expected closer ties with the Midwest because Midwestern waterways all drain out through New Orleans.*)

6. Market Revolution (pp. 317–318) In this section, the authors summarize the drastic change from the home as a self-sufficient economic enterprise to the home as a refuge from more specialized, market-oriented work outside. They also point to the growing gulf between rich and poor that caused class warfare in many European countries. What two reasons do they give for the relative absence of class conflict in America, despite these wide disparities between rich and poor?

(1)

(2)

CHAPTER 14 TERM SHEET

The National Economy

Pages 287–289

Natty Bumppo (James Fenimore Cooper)

Captain Ahab (Herman Melville)

“Rugged individualism”

“Rendezvous system”

George Catlin

Pages 290–297

Urbanization

Immigration (first wave)

Irish potato famine (1840s)

“Biddies” and “Paddies”

Ancient Order of Hibernians

“Molly Maguires”

Tammany Hall

European democratic revolutions (1848)

Kindergartens

American or “Know-Nothing” Party (1849)

Pages 297–304

Industrial Revolution

Factory system

Samuel Slater (1791)

Eli Whitney

Cotton gin

Interchangeable parts

Elias Howe (1846)

Isaac Singer

Patents

“Limited liability” corporations

Samuel F. B. Morse (1844)

Pages 304–309

“Wage slaves”

Ten-Hour Day (1840)

Trade unions

“Factory girls”

Lowell mills

Catherine Beecher

“Cult of domesticity”

“Women’s sphere”

Fertility rate

“Modern” family

John Deere (1837)

Cyrus McCormick (1830s)

“Cash-crop agriculture”

Pages 309–317

Lancaster “turnpike” (1790s)

National/Cumberland Road (1811-1852)

Robert Fulton (1807)

Erie Canal (1817-1825)

DeWitt Clinton

Railroad (1828)

Cyrus field (1858)

“Clipper” ships

Pony Express (1860)

Pages 317–318

John Jacob Astor

“Social mobility”

CHAPTER 15

Reform And Culture, 1790–1860

1. Religion (pp. 320–324) *Note: Try to figure out why waves of “evangelical” religion periodically sweep over the country. The evangelical “religious right” makes up a potent cultural and political force today.*

a. What do the authors mean on p. 331 when they say that the Second Great Awakening was a “reaction against the growing liberalism in religion”? What ideas were they reacting against?

b. Revival religion stressed personal conversion (as opposed to predestination) and was particularly strong among Methodists and _____. The evangelist most associated with the religious “Awakening” of the 1820s to the 1840s is Charles Grandison _____, and the movement was especially strong in western New York along the route of the _____ Canal in what came to be called the _____ - _____ District. Evangelical religion tended to appeal to women more than men and women spearheaded moral reform movements including abolitionism. One of the largest new denominations was _____, founded in upstate New York in 1830 by Joseph _____. Eventually this group migrated to _____ under the leadership of Brigham _____ *** What do you find interesting about the Mormon Church?

2. Education and Reform (pp. 324–330)

a. This section covers the growth of tax-supported public education in the mid-1800s, particularly the work of reformers such as Horace _____. Emma _____ and Mary _____ led efforts to increase educational opportunities for women. Reformers tackled many issues. The reformers included Dorothea _____, who successfully fought to change criminal codes and treatment of the mentally ill.

b. The American _____ Society, formed in Boston in 1826, was part of this reform spirit. (*Note that alcohol intake was then something like three times what it is today and it's still a big problem today!*) *** As you read the section about the fight against alcohol abuse, try to think of one similarity and one difference with the “war on drugs” of today.

(1) Similarity:

(2) Difference:

3. Women’s Rights and Utopian Movements (pp. 330–333)

a. What three examples do the authors use to support their argument that women were “legally regarded as perpetual minors”?

(1)

(2)

(3)

b. In what areas do the authors say women were considered superior to men?

c. The three early feminist leaders mentioned here are Lucretia _____, Elizabeth Cady _____, and Susan B. _____. Two of these women were _____, one of the earliest religious denominations to stress full equality. The Woman's Rights Convention, commonly considered to mark the beginning of the modern feminist movement, was held in _____, New York in 18____. The Declaration of _____, issued at the end of this convention, was modeled on the American Declaration of _____, but it declared that "All men *and* _____ are created equal." Many women at this convention and later argued against including a demand for the right to vote. *** If you had been a relatively conservative woman, what argument might you have used *against* demanding the ballot?

d. Perhaps as a forerunner of the hippies of the 1960s (or of certain "cults" today), a variety of noble but largely unsuccessful "communalistic" utopian societies sprang up in this individualistic and anti-authoritarian age including New _____ in Indiana, _____ Farm in Massachusetts, and the _____ Community in New York.

4. Science and Art (pp. 333–339)

a. *** What impressed you most when reading about the state of health and medicine in the mid-nineteenth century?

b. The section on art is not overly complimentary about American contributions but does mention Thomas _____ in the field of architecture and the _____ school of landscape painters influenced by the upsurge of nationalism after the War of 1812.

5. Blossoming of a National Literature (pp. 339–345)

a. What was distinctive about "Knickerbocker Group" writers such as Washington _____, James Fenimore _____, and William Cullen _____?

b. How do you summarize the "transcendentalist" philosophy of Ralph Waldo _____ and how did Henry David _____ implement that philosophy with his Waldon Pond experiences?

(1) Definition:

(2) Implementation:

c. Note a distinguishing feature of the works of three of the writers mentioned in the remainder of the chapter that you found most interesting. *** Have you read anything by any of these writers?

(1)

(2)

(3)

VARYING VIEWPOINTS

Reform Movements/Abolitionism

1. This essay is interesting because it points out how the historical interpretation of various social reform movements has been related to the current level of reform activity. Read the fourth paragraph on pp. 346-347 about the “historiography” of abolitionism. How were the abolitionists generally viewed in the early twentieth century when African-Americans were institutionalized second-class citizens and there was little effort at reform? How has this view changed since the civil rights movement of the 1960s?

Early twentieth century:

Later twentieth century:

2. Most of us have grown up with a positive view of abolitionists and crusaders for minority rights. But in such movements, there are always those who argue for smaller, incremental steps and compromise rather than pushing for a “pure” position - a demand for radical change that risks entrenchment of the opposition and possible conflict. From this perspective, how might some historians have “blamed the fanaticism of the abolitionists for the Civil War”?

CHAPTER 15 TERM SHEET

Reform and Culture

Pages 320–324

Deism

Unitarians

Second Great Awakening

Charles Grandison Finney

“Burned-Over District”

Joseph Smith (1830)

Mormon Church (Latter-Day Saints)

Brigham Young (1846-1847)

Utah statehood (1896)

Pages 324–330

Horace Mann

Noah Webster

McGuffey’s readers

Emma Willard

Mary Lyon

Lyceum lecture associations

Dorothea Dix

William Ladd

American Temperance Society (1826)

Pages 330–333

Lucretia Mott

Elizabeth Cady Stanton

Susan B. Anthony

Seneca Falls Convention (1848)

“Declaration of Sentiments”

“Communitarian” utopias

Robert Owen/New Harmony (1825)

Brook Farm (1841)

John Noyes/Oneida Community (1848)

Shakers

Pages 333–339

Louis Agassiz

Asa Gray

John J. Audubon

Monticello/University of Virginia

“Hudson River” school

Stephen C. Foster

Pages 339–345

“Knickerbocker” group

Washington Irving

James Fenimore Cooper

William Cullen Bryant

Transcendentalism

Ralph Waldo Emerson

Henry David Thoreau

Walt Whitman

Henry Wadsworth Longfellow

John Greenleaf Whittier

Louisa May Alcott

Emily Dickinson

Edgar Allen Poe

Nathaniel Hawthorne

Herman Melville

George Bancroft

CHAPTER 16

The South and Slavery, 1793–1860

- 1. Part Three Introduction (pp. 348–349)** This introduction gives you a preview of the authors’ answers to certain key questions about the causes and consequences of the nation’s “awesome trial by fire,” the Civil War. Look at this section and list three major questions you think the authors will be addressing in the next seven chapters.

- (1)
- (2)
- (3)

2. Southern Economy and Social Structure (pp. 350–356)

a. Explain the connection between the invention of the cotton gin by Eli _____ in 17____ and the rapid expansion of short-staple cotton production based on slave labor in the South. If the cotton gin actually made picking seeds from cotton much easier, why did planters perceive a vastly increased need for slave labor?

b. Cotton was king in both the South and in Britain. By 1840, cotton amounted to _____percent of U. S. exports and accounted for more than _____percent of the world’s supply. Britain’s economy was based on cotton textiles, and Britain got _____percent of its fiber supply from the South. (No wonder Southerners thought England would “be tied to them by cotton threads” in the event of conflict with the North.)

c. List two negatives of this Southern plantation economy mentioned by the authors (pp. 352–353).

- (1)
- (2)

d. Although most slaves were owned by the large-scale planters, most slave-owners held only a few slaves each, and often worked together with them in the fields. The chart on p. 353 shows that, out of about 345,000 slave-owning families, only about _____ families owned fifty or more slaves, representing about _____percent of the total. Fully _____percent of Southern whites owned no slaves at all. List two reasons cited by the authors to explain why many poor whites without slaves remained staunch defenders of the slave system.

- (1)
- (2)

3. Conditions of Slavery (pp. 356–362)

a. If northerners were really against slavery, why do you think they treated individual free blacks with such disdain?

b. With slave importation outlawed since 1808, the slave population grew to a total of __ million by 1860 primarily by natural reproduction. Unlike the North, wealth in the South was not held in monetary form, but rather in the form of land and _____. What did it mean to sell a slave “down the river”? Slaves were being sold from where to where?

c. List two examples of the fact that slaves had absolutely no political or civil rights.

(1)

(2)

d. What do the authors conclude on pp. 360–362 about black family and religious life?

e. *** Did anything surprise you about the extent of slave resistance and rebellion (p. 362)?

4. Abolitionism (pp. 362–368)

a. The _____ (a religious sect) were among the first to advocate abolitionism. In the early 1820s, the emphasis was on sending ex-slaves back to Africa, especially to the West African country of _____. A small minority of fervent abolitionists emerged in the 1830s, encouraged by the freedom given by _____ (a country) to its West Indian slaves, and by the religious spirit of the Second Great _____. What is the essential difference between a radical abolitionist, such as William Lloyd _____, and a more practical or political abolitionist, such as the ex-slave Frederick _____? *** Had you been against slavery at the time, put an (*) by the approach you would have favored.

(1) Radical:

(2) Political/practical:

b. *** If you had been a moderate Southerner at the time, list two legitimate arguments you might have used against the call of the radical abolitionists for the immediate release of all slaves with no compensation to their owners.

(1)

(2)

c. Look at the cartoon on p. 367. In reaction against increasingly perceived threats to their way of life, Southerners began advancing arguments as to why slavery was a “positive good.” *** What do you think of the argument that the North was hypocritical because southern slaves had it better than did the “wage slaves” of the North? Was there any truth in this charge?

d. Were the abolitionists popular or unpopular in the North? Why?

CHAPTER 16 TERM SHEET

The South and Slavery

Pages 350–356

Eli Whitney

“Cotton Kingdom”

Planter aristocracy

Sir Walter Scott

“Poor white trash”/“hillbillies”/“crackers”

Pages 356–362

Free blacks

Sold “down the river”

Harriet Beecher Stowe

Denmark Vesey (1822)

Nat Turner (1831)

Pages 362–368

Abolitionism

American Colonization Society (1817)

Liberia (1822)

British emancipation (1833)

Theodore Dwight Weld

Lyman Beecher

William Lloyd Garrison/*The Liberator* (1831)

American Anti-Slavery Society (1833)

Wendell Phillips

David Walker

Sojourner Truth

Martin Delaney

Frederick Douglass

Rev. Elijah P. Lovejoy (1837)

CHAPTER 17

Manifest Destiny, 1841–1848

1. **Politics of the 1840s (pp. 370–374)** The key theme of the 1840s is the growing urge for territorial expansion. The first Whig Party president, ex-General William Henry _____, died shortly after taking office in 1841. The new president was John _____, an ex-Democrat from _____, who disliked Andrew Jackson personally but supported many of the Democratic states-rights positions. America, despite having used British capital extensively to build its roads and canals, was at odds with _____ during this period. Successful diplomacy, however, between Britain’s Lord _____ and Secretary of State Daniel _____ resolved a sticky dispute over the northern border of the state of _____ in 1842.
2. **Texas and Oregon (pp. 374–377)**
 - a. Whether or not to annex the Republic of Texas (**which, remember, became independent of Mexico in 1836 and was looking for allies in Europe if it couldn’t unite with the U.S.**) became a big issue in the election of 1844. Democrat James K. _____ wanted expansion but the Whigs, who nominated Henry _____, resisted not wanting to stir up the debate about admitting a new slave state. The expansionists won, so President Tyler, as his last act in office, shepherded through the admission of Texas in early 18____. This greatly angered _____, which had not given up its own claim to Texas. *** Based on what you’ve read, would you have been (check one) ____ a) in favor of, or ____ b) opposed to annexing Texas in 1845? Why?
 - b. The British had long traded in the Pacific Northwest while, in the 1840s, Americans were streaming into the southern part of that territory over the _____ Trail. Americans claimed that part of the Oregon Territory north to the ____ parallel (the present border with Canada) while Britain claimed territory south to the _____ River (the present Washington-Oregon border).
3. **Polk and Manifest Destiny (pp. 377–380)**
 - a. Note the authors’ summary on p. 377 of the gung-ho creed of “Manifest Destiny”—i.e., taking over new territory to gain riches and to spread America’s “uplifting and ennobling democratic institutions.” *** What do you think was the real mix of “greed and ideals—‘empire’ and ‘liberty’” in this philosophy? Do you think that some of this spirit lingers in our national character today?
 - b. Although James K. _____ had won but a narrow victory in the election of 1844, it was seen by many as a mandate for expansion. Expansionist Democrats wanted Polk to carry out his campaign pledge to fight Britain if necessary to extend the border of the Oregon Territory as far north as the latitude _____ (the present southern border of Alaska). But Polk, a Southerner more concerned with Texas and California, agreed with Britain in 1846 to accept the present boundary with Canada at latitude _____. While this was America’s original objective, why did some in the Northwest and some antislavery forces call the agreement a “base betrayal by the South” (p. 380)?
4. **War with Mexico, 1846–1848 (pp. 380–384)**
 - a. Remembering how Texas gained its independence and then applied for admission to the U.S., what do the authors mean when they say that, to gain California (his real objective), Polk thought he might be able to “play the Texas Game” (p. 380)?

b. *** After reading about the Texas boundary dispute, the aborted mission of John _____ to try to buy California from Mexico, the military mission of General Zachary _____ to the disputed area between the Rio Grande River and the _____ (**means “nuts” in Spanish!**) River; and Polk’s war message to Congress, what is your response to the question posed by the authors on p. 383: Did Polk provoke war with Mexico? Explain.

c. During the ensuing war with Mexico (which was led by Gen. Santa _____), U.S. General Stephen W. _____ and Captain John C. _____ helped secure California, General Zachary _____ won a big battle in Northern Mexico at _____ in early 1847, and the main force under General Winfield _____ landed at Vera Cruz and successfully captured the Mexican capital of _____ in late 1847.

5. Consequences of the Mexican War (pp. 384–388)

a. The 1848 Treaty of Guadalupe _____ ending the Mexican War was negotiated for the U.S. by Nicholas P. _____. The treaty confirmed American title to _____ and turned over to the U.S. all territory to the west, including the coveted _____, in return for the payment to Mexico of \$_____. *** What do you think of this outcome? If the U.S. won the war, why pay Mexico anything? If American troops had captured the Mexican capital, why do you think the U.S. didn’t press to annex all of Mexico?

b. What impact do the authors say (pp. 385–388) the Mexican War had on each of the following?

(1) American lives lost:

(2) American military preparedness:

(3) Latin American relations:

c. What was the Wilmot Proviso and what was its significance? Why (although it was never adopted) does the proviso illustrate the fact that the war “re-aroused the snarling dog of the slavery issue”?

(1) Proviso:

(2) Significance:

CHAPTER 17 TERM SHEET

Manifest Destiny

Pages 370-374

William Henry Harrison (1841)

Daniel Webster

Henry Clay

John Tyler (1841)

Canadian insurrection (1837)

Caroline incident (1837)

Webster-Ashburton Treaty (1842)

Pages 374-377

Texas Republic

James K. Polk (1844)

Admission of Texas (1845)

Oregon Country

Hudson's Bay Company

Oregon Trail (1840s)

Pages 377-380

"Manifest Destiny"

1844 election

54° 40' Pledge

Oregon settlement (1846)

Pages 380-384

California, 1845

Texas border dispute

John Slidell mission (1845)

Gen. Zachary Taylor

Nueces River (1846)

Polk war message (1846)

Gen. Santa Anna

Gen. Stephen W. Kearny

Capt. John C. Fremont

Bear Flag Republic

Battle of Buena Vista (1847)

Gen. Winfield Scott

Vera Cruz/Mexico City (1847)

Pages 384–388

Nicholas P. Trist

Treaty of Guadalupe Hidalgo (1848)

“Californios”

Father Junipero Serra

Wilmot Proviso (1846)