

Chapter 11 A Nation Grows and Prosperes

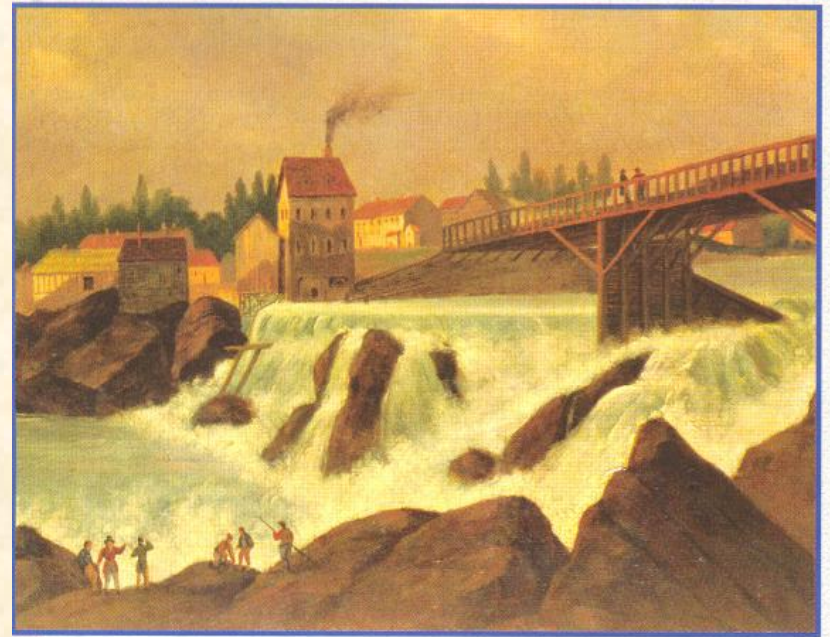
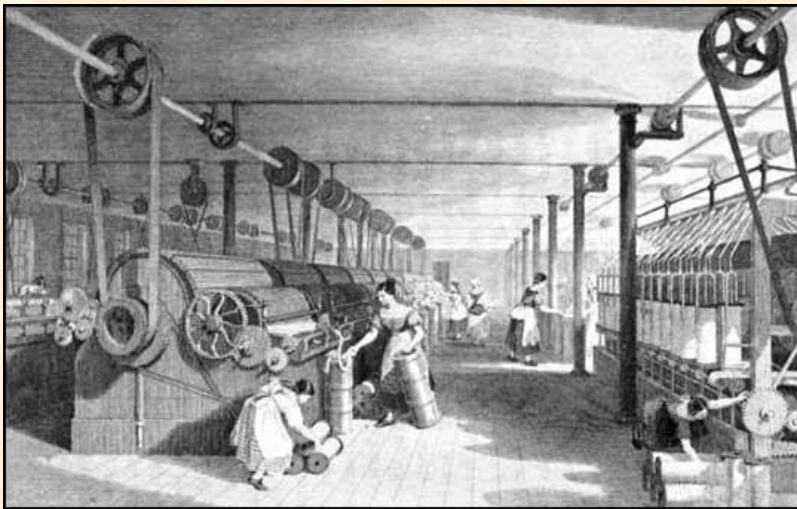
(1790-1825)

(American Nation Textbook Pages 328-355)



A Watt steam engine

A growing number of Americans took jobs in the factories that were built in the early 1800's. As these factories sprang up, cities grew around them. Most Americans still lived in rural areas, yet these changes that went underway transformed life in the United States forever.



1.The Industrial Revolution

At dawn, 11-year-old Lucy Larcom woke to a factory bell she quickly ate breakfast and hurried to her job at a spinning mill. Years later she described her experience:

“The buzzing and hissing and whizzing of the pulleys and rollers and spindles and flyers around me often grew tiresome ...I could look across the room and see the girls moving backward and forward among the spinning frames, sometimes stooping, sometimes reaching up in their arms, as their work required.”



AS YOU
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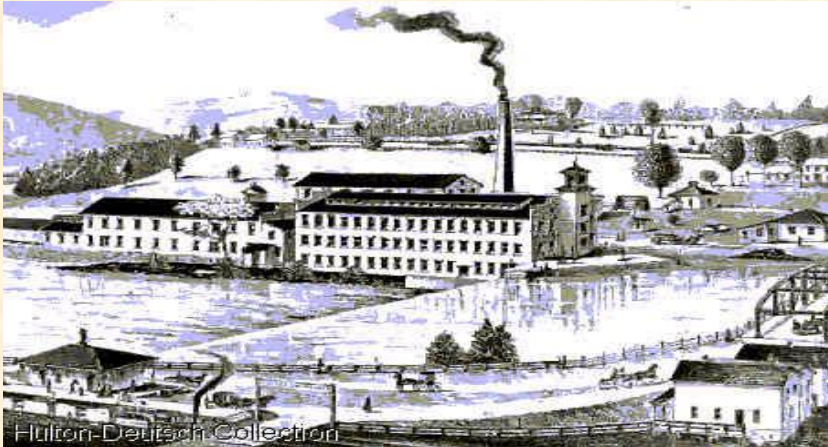
Lucy Larcom

Ask Questions Write one question that you might ask Lucy Larcom about her youthful years spent working in the Lowell spinning mills.

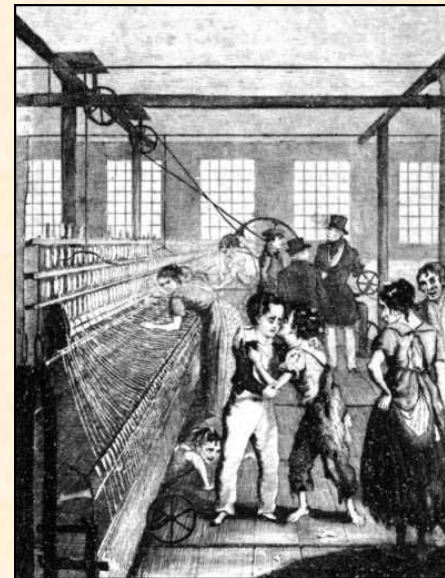
A new type of revolution had begun! This revolution had no battles. It completely changed the world. It was called the Industrial Revolution.

New Ways to Produce Goods

The revolution in the way goods were produced was known as the Industrial Revolution. Before the Industrial Revolution goods were produced by hand at home or in workshops. As the Industrial Revolution got underway, machines replaced hand tools. At the same time, new sources of power, such as steam and electricity, replaced human and animal power.



Original drawings from the Industrial Revolution



The economy shifted from farming to manufacturing. As a result, people moved from farms to cities. The economy shifted from farming to manufacturing. As a result, people moved from farms to cities. The Industrial Revolution began in Britain in the Mid-1700's. There, inventors developed new technologies that transformed the textile industry. The textile industry was the process of making cloth for clothing.

Children worked
in factories
during the
Industrial
Revolution





Viewing History

Changing Landscape



The Industrial Revolution

changed the face of the nation. In this painting, the artist shows an early factory among the church spires and green fields of a New England town. **Identifying Points of View** *What do you think is the point of view of the artist toward the changing face of the village? Explain.*

In 1764, James Hargreaves developed a machine called the spinning jenny. With a spinning jenny a worker could spin several threads at once, not just one thread as on a spinning wheel.

Soon afterwards a machine was invented that could spin 100 spindles of thread at one time! It required waterpower to turn its wheels. This kind of power that used water was called a water frame.

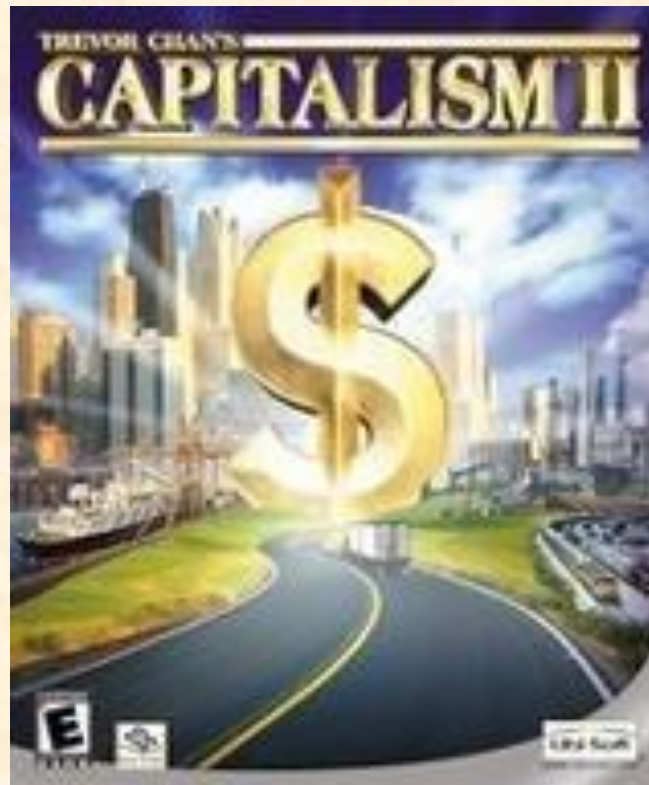


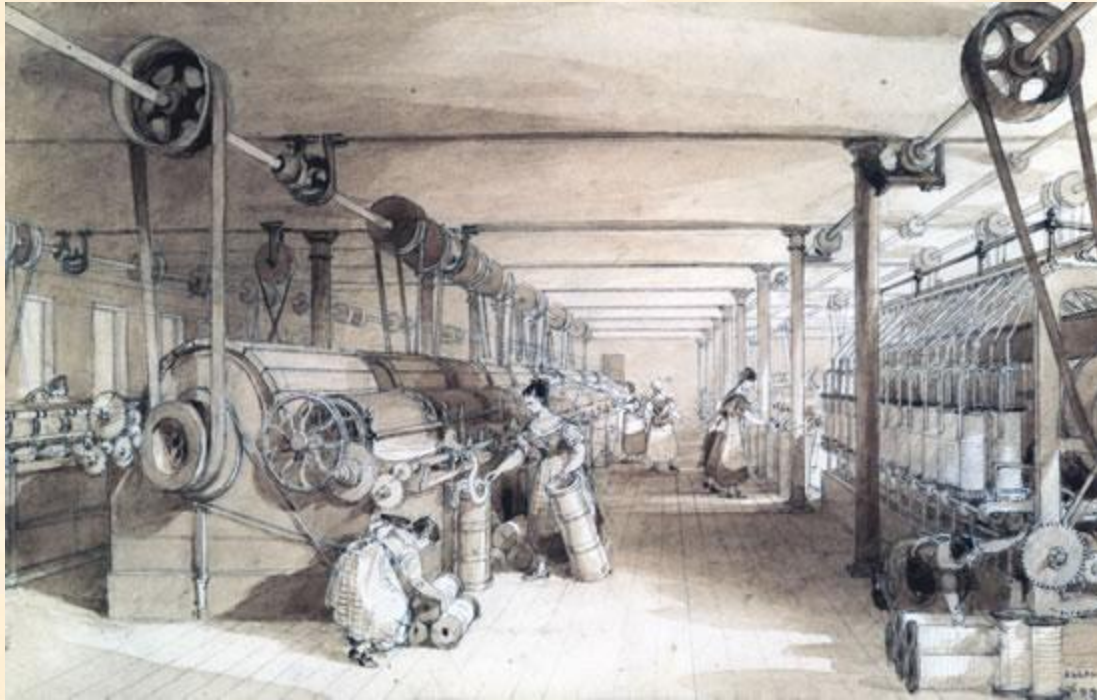
James Hargreaves



spinning jenny

New inventions led to an new system of producing goods. To set up and operate a spinning mill required large amounts of **capital**, or money. **Capitalists** supplied this money. A capitalist is a person, who invests in a business to make a profit. **Capitalists** built factories and hired workers to run the machines.





The new factory system brought workers and machinery together in one place to produce goods. Factory workers earned daily or weekly wages. They had to work a set number of hours per day.

Soon afterwards, in 1793 [Eli Whitney](#), an American, gave a further boost to the textile industry. Whitney invented the [cotton gin](#). The cotton gin was a machine that speeded up the process of cleaning cotton fibers. The machine took out the seeds from the cotton.

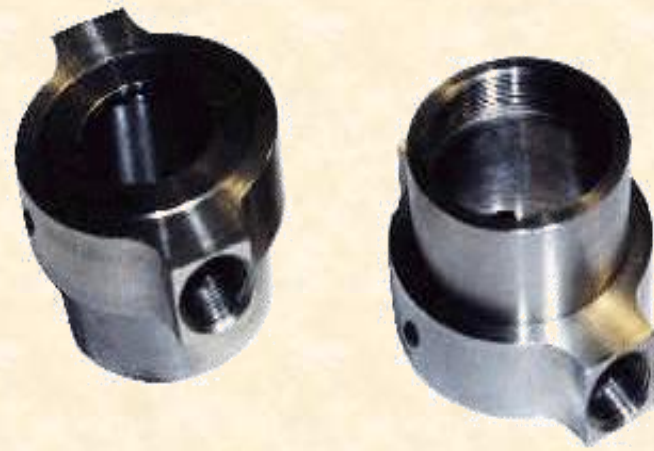
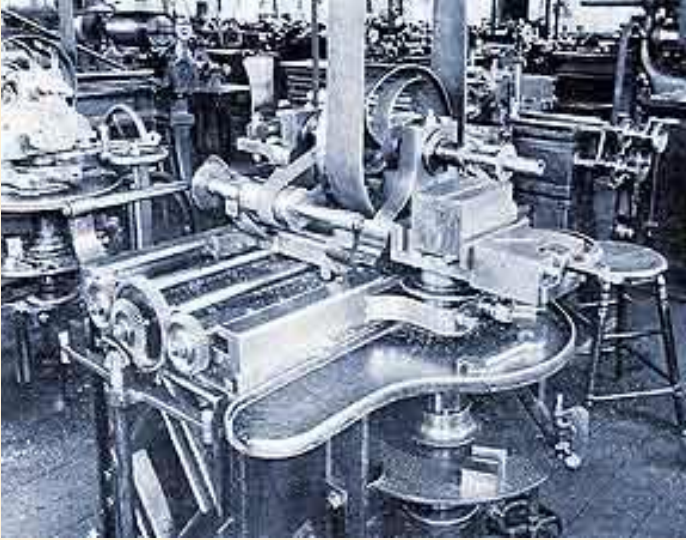


Eli Whitney

[Eli Whitney](#)

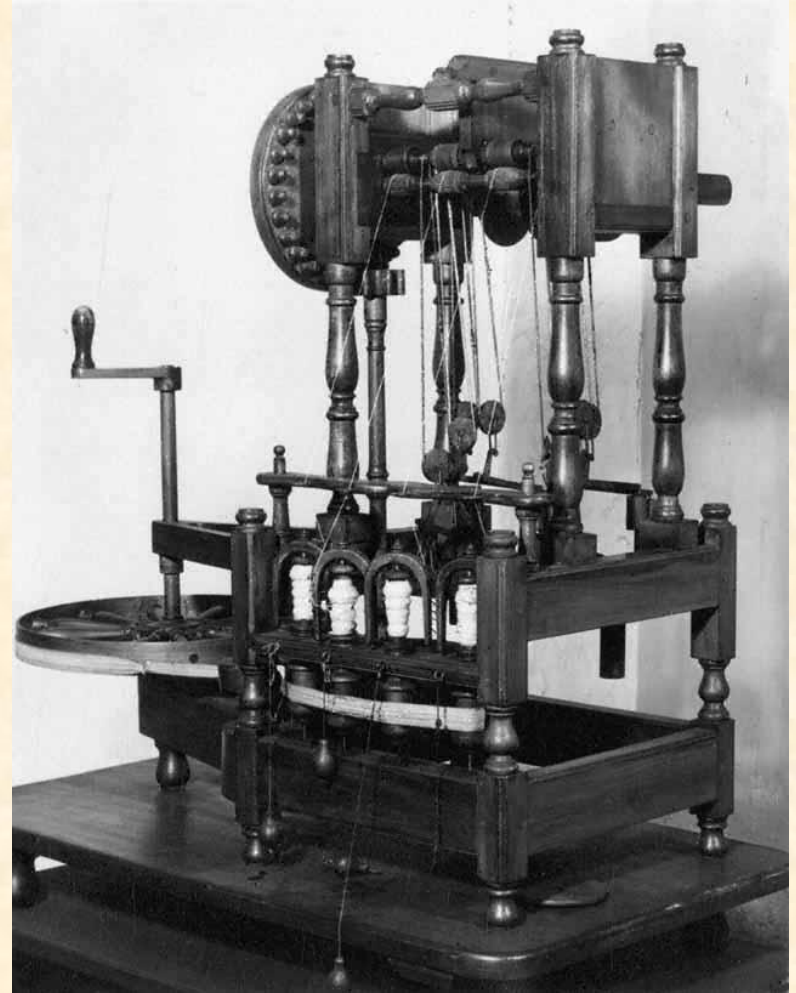


[cotton gin](#)



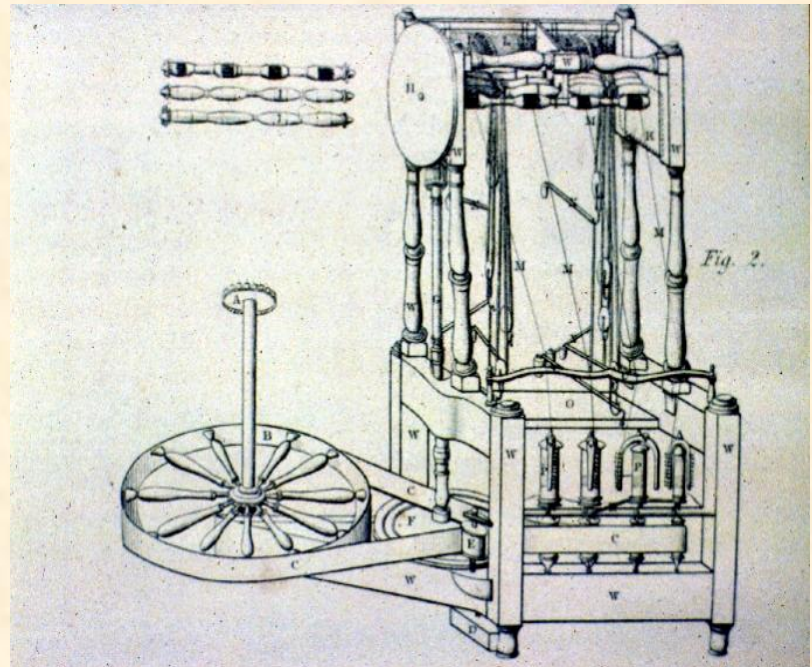
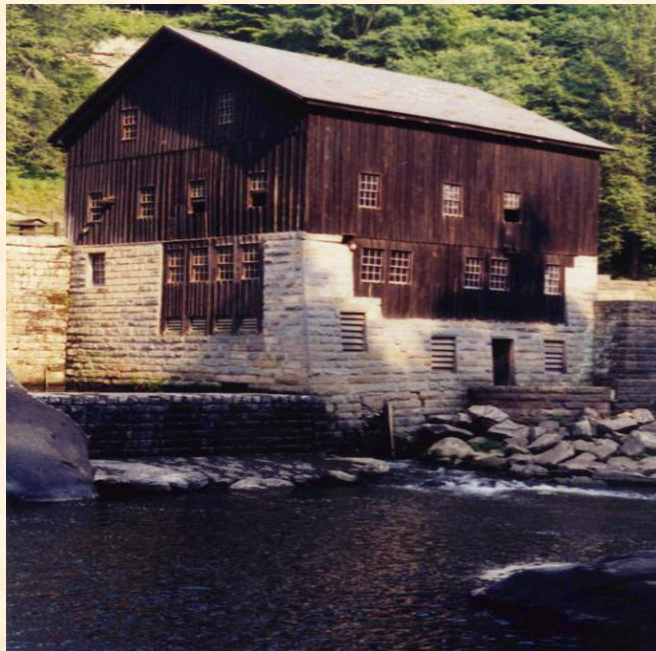
In the early 1800's, skilled workers made things by hand. If a part broke a skilled craftsman had to fashion a new part to fit the broken item. [Eli Whitney](#) speeded up this process by having machines manufacture each part of a gun. When a part broke, he would just replace the broken part with a new manufactured one. Whitney's idea of [interchangeable parts](#) would save time and money. The idea of interchangeable parts spread rapidly. Other machines were invented to produce parts for locks, knives, and many other goods.

Machines like the water frame had to be set up near rivers. Water that turned a large water wheel produced power to run the machines. Many people invested their money into these factories and machines. They tried to make a profit with their money. People that invested their money for profit were known as Capitalists .



water frame

The spinning wheels led to a new system of production in Great Britain. Instead of people spinning and weaving thread in their homes, people went to work in factories. The new factory system brought workers and machines together to work in one common place.





spinning mill



A girl working inside a spinning mill

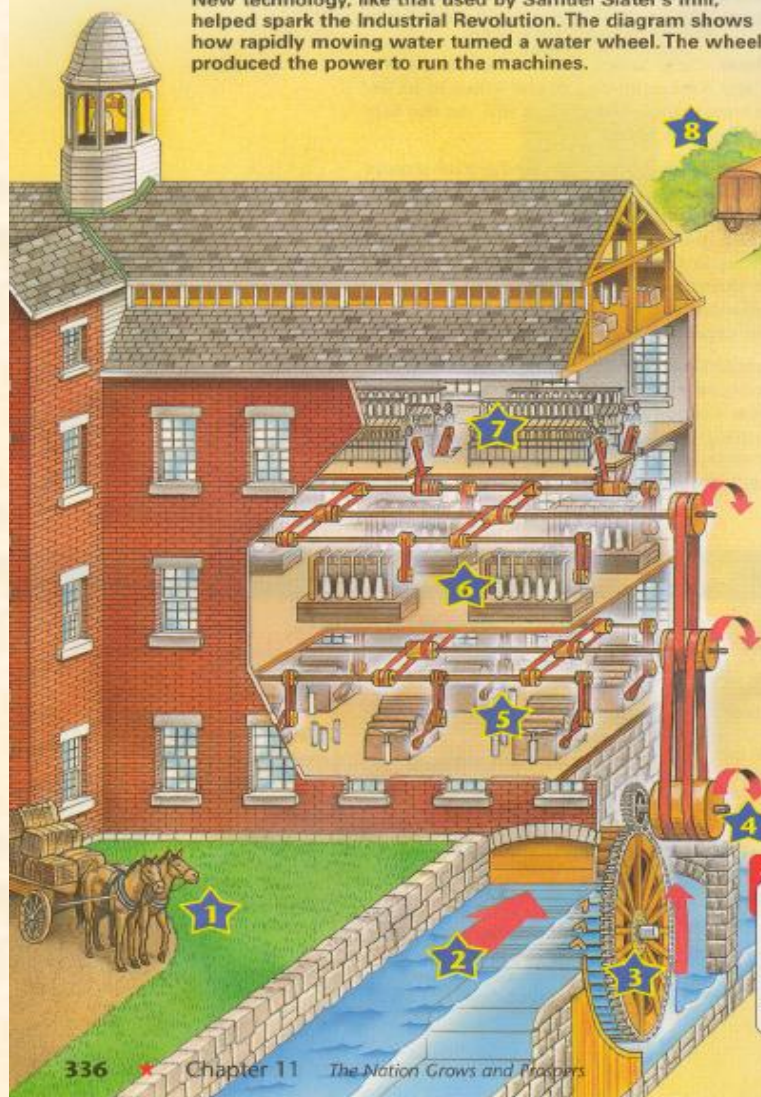
In factories everyone had to work a certain number of hours each day. The workers were paid daily or weekly wages. On December 1790, Samuel Slater built and was ready to start the production of the first American mill in the United States of America.

How a Textile Mill Worked

New technology, like that used by Samuel Slater's mill, helped spark the Industrial Revolution. The diagram shows how rapidly moving water turned a water wheel. The wheel produced the power to run the machines.



Samuel Slater



- 1 Wagons bring raw cotton to the mill to be spun into thread.
- 2 Fast-moving water causes the water wheel to turn.
- 3 The turning water wheel powers the mill's main shaft.
- 4 The main shaft drives pulleys, which turn belts that drive the mill machinery.
- 5 Carding machines comb the raw cotton fiber.
- 6 Drawing machines pull the combed cotton fibers into ropelike strands.
- 7 Spinning frames twist combed and drawn cotton strands into thread and wind them onto a bobbin.
- 8 Wagons carry spun thread to weavers, who use it to make cloth.

Activity

Make a drawing of the mill's water wheel and main mill shaft. Show how water power is transmitted through the water wheel to the mill's main shaft.



From Workshops to Factories At Work in the Mills

Mill owners hired mostly women and children. They did that because they could pay women and children half of the amount they would have to pay men. Children as young as 7 years of age worked in mills because they were quick and small.

Often the child wages were needed to help support their family. Working hours at the mills were long, 12-hours a day, six days a week. Contrast that with today, when an average worker works 9 hours a day 5 days a week.



Growing Cities

As factories grew, so did the towns and cities where they were located. Cities had many hazards or problems. Dirt and gravel roads turned into mud. Cities had no sewers and people threw garbage into the streets. In these dirty conditions diseases spread quickly.



Yellow fever spread quickly and epidemic spread throughout the cities killing hundreds of people! Cities had many attractions, too. They had circuses, racetracks, plays and museums. In New York, **P.T. Barnum** made a fortune exhibiting rare animals at his **American Museum**. Cities had fine stores that sold the latest fashions. Some offered “ready to wear fashion” clothes. Many women enjoyed the new fancy clothing stores.

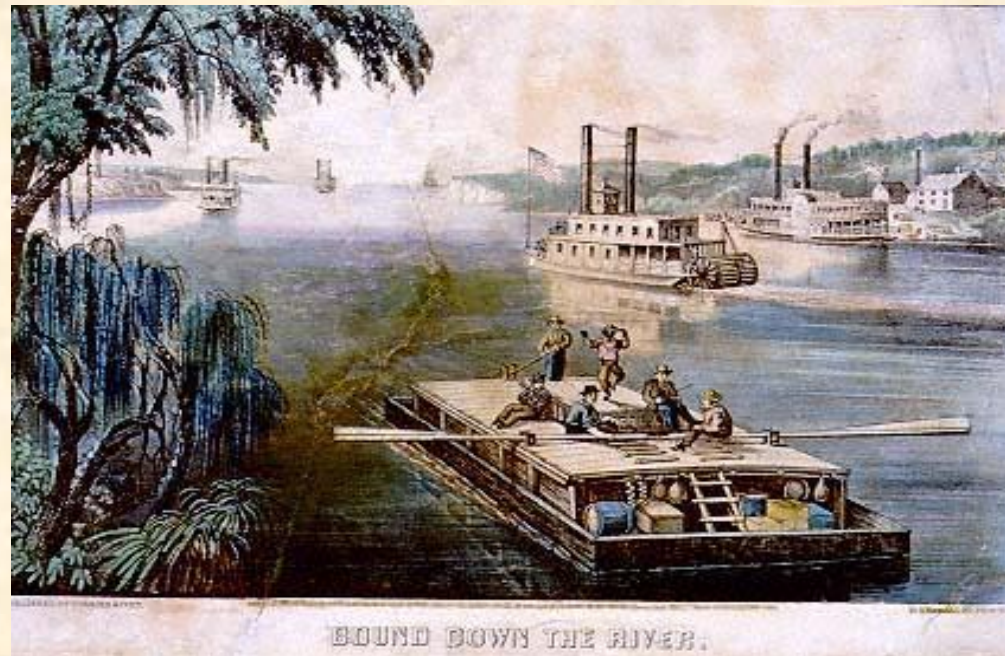


**American
Museum**



**P.T.
Barnum**

A flatboat



2. Americans Move Westward

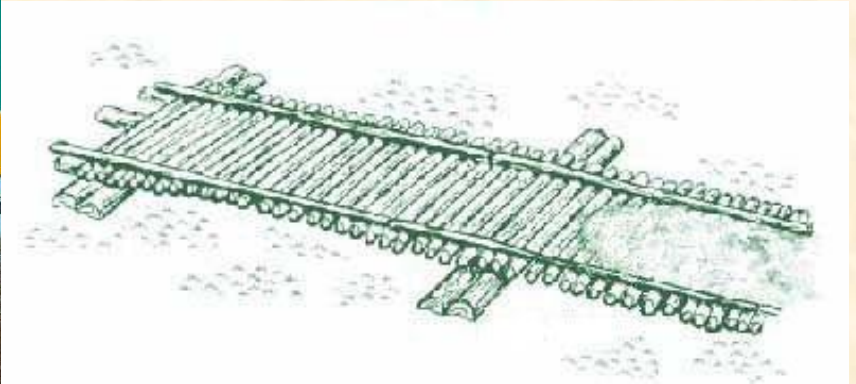
In the 1790's travel was difficult due to terrible road conditions. Most roads were muddy tracks. Many roads were narrow and barely wide enough for a single wagon. Americans saw the need to improve transportation. Many Americans moved westward down the Ohio River using flatboats. They traveled to Indiana, Kentucky and Illinois.

The Lancaster Turnpike today



Better Roads

The best-traveled road in the United States was the Lancaster Turnpike. The road linked Philadelphia and Lancaster, Pennsylvania.



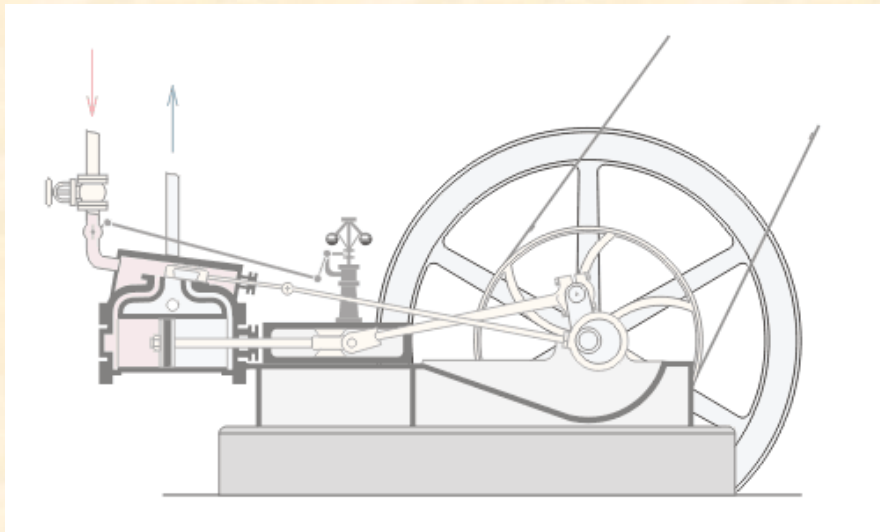
[corduroy road](#)

[turnpikes](#)

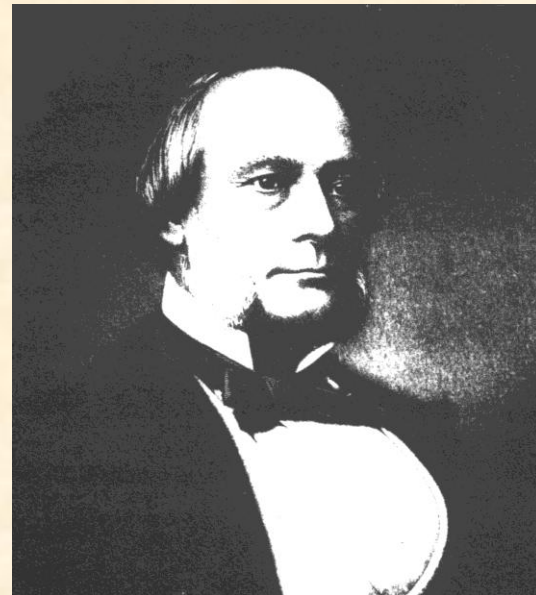
Roads were set on a bed of gravel so water drained off quickly. Many private companies built other gravel and stone roads. Companies collected [tolls](#) to use these roads. These toll roads became known as [turnpikes](#). Other roads called [corduroy roads](#) were made of logs. Soon work began on a [National Road](#) in 1811. It ran from Cumberland, Maryland to West Virginia.

Steam Transport

With the progress of travel came improvements in river transportation. The steam engine, invented by John Fitch in 1787, showed how a steam engine could move a boat at a quick speed. This led to the opening of his ferry service across the Delaware River.



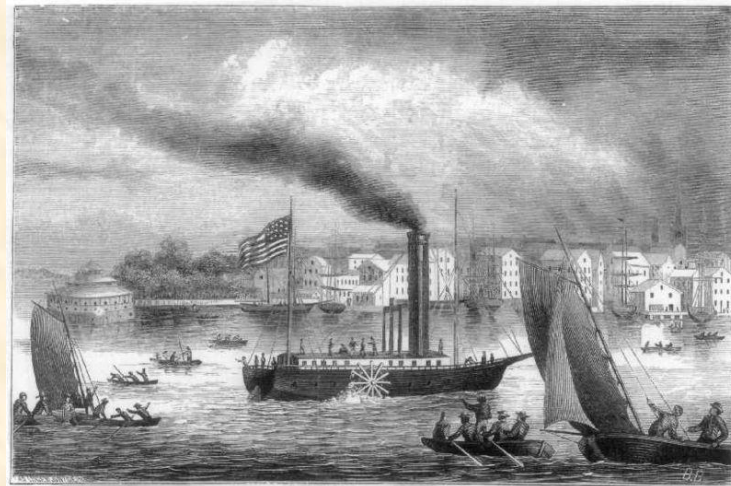
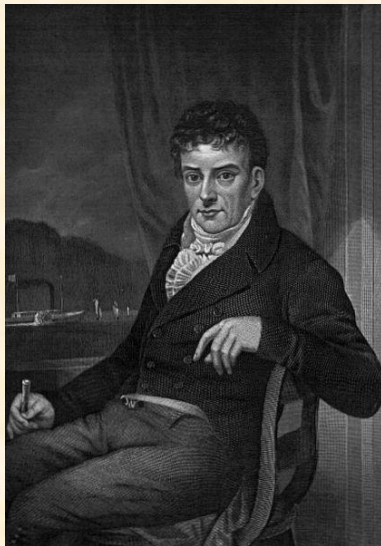
steam engine



John Fitch

Soon afterwards, Fitch's ferry company went out of business. [Robert Fulton](#), in 1807, launched his own steamboat the [Clermont](#) on the Hudson River. In the Clermont's first trip it traveled 300 miles from New York City to Albany and back in a record time of 62 hours. These events led to the age of steamboats up and down the Atlantic coast. Many steamboats were made with great luxuries such as triple decks and saloons.



[Robert
Fulton](#)



[North River Steamboat](#) also known as the Clermont in history books

Major Canals

Key

-  Canal
-  (1825) Date of completion of canal



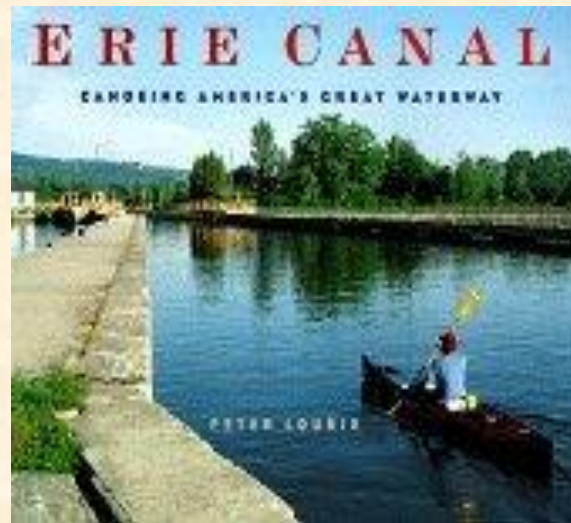
GEOGRAPHY Skills

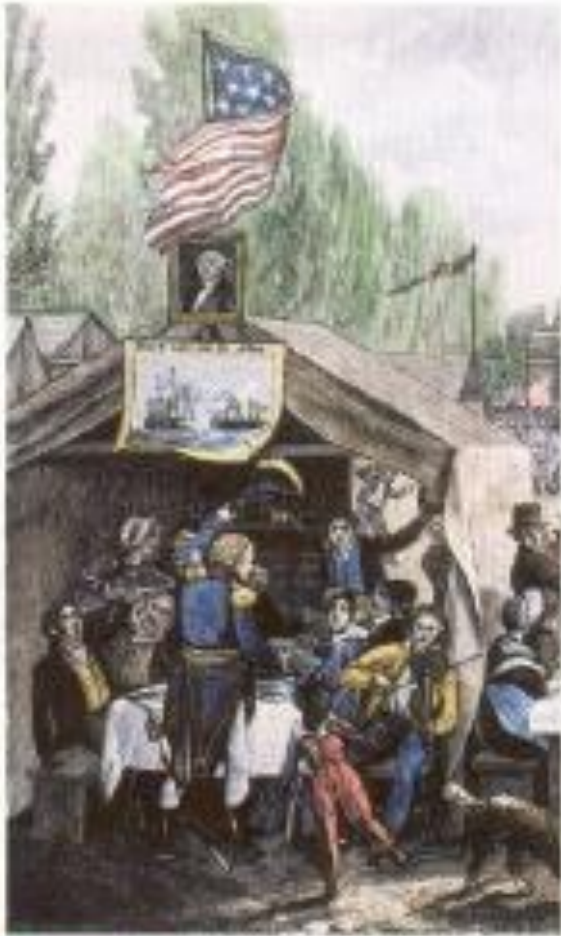
The success of the Erie Canal, completed in 1825, set off an age of canal building. The painting by George Caleb Bingham shows boatsmen relaxing after a long workday.

1. **Location** On the map, locate (a) New York City, (b) Troy, (c) Buffalo, (d) Lake Erie, (e) Erie Canal.
2. **Movement** What two bodies of water were linked by the Illinois and Michigan Canal?
3. **Critical Thinking**
Applying Information
 Use the map to trace an all-water route from Evansville, Indiana, to New York City.



To meet the need of moving goods directly to the markets of the East, Americans built canals. A canal is a channel dug by people, then filled with water to allow boats to cross a stretch of land. In 1817 work on the [Erie Canal](#) began. It was an immense 350-mile project that many people thought would be impossible to build. Workers completed the job in 1825. Travel from New York to Buffalo was now much quicker using the canal. The canal was an instant success!





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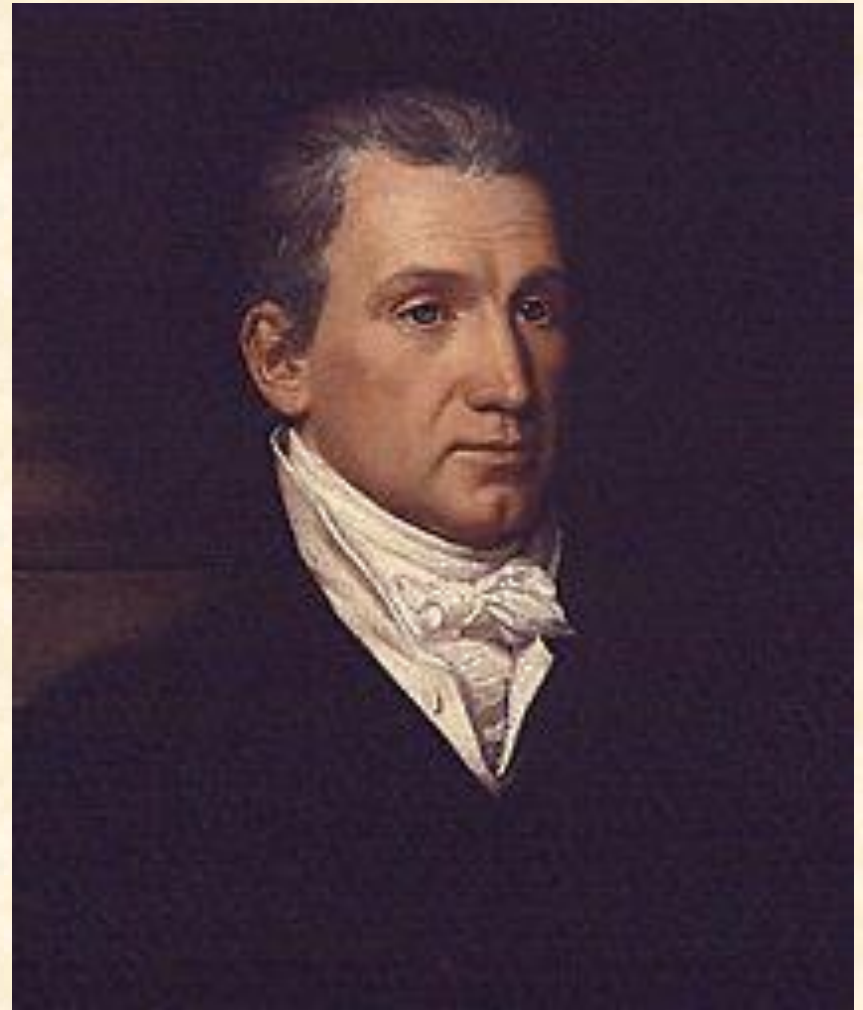
The Fourth of July in 1819

Use Prior Knowledge Name some of the reasons why Americans were especially proud of their country after 1815.

3. Unity and Division

By the 1820's, Americans were feeling confident. After the war of 1812, the country grew and expanded. New lands opened to settlers with improved transportation. New industries appeared. In Congress, political leaders sought to direct the growth and expansion of the United States. Americans developed a new sense of Pride on July 4th after the War of 1812.

In 1816 James Monroe became the new President of the United States. He was the 5th President of the U.S.A. Monroe created and “Era of Good Feelings” during his Presidency.



James Monroe

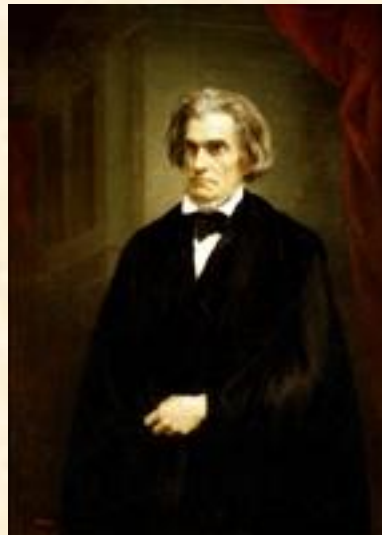
Three Political Giants

In 1816, [James Monroe](#) became the new President. He easily defeated the Federalist, *Rufus King*. In 1817, James Monroe made a goodwill tour of the country. Everyone welcomed President Monroe. Soon afterwards, three political giants emerged. They spoke publicly in speeches about the policies of the President:

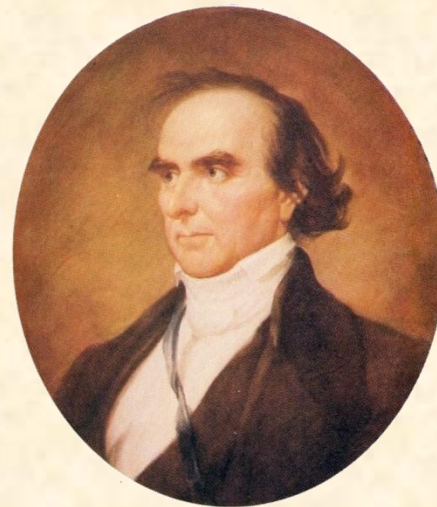
1. [John C. Calhoun](#)- He spoke for the people living in the South.
2. [Daniel Webster](#)- He spoke for the people living in the North.
3. [Henry Clay](#)- He was a young lawyer and a man of action .



[James Monroe](#)



[John C.
Calhoun](#)



[Daniel
Webster](#)



[Henry Clay](#)

A New National Bank

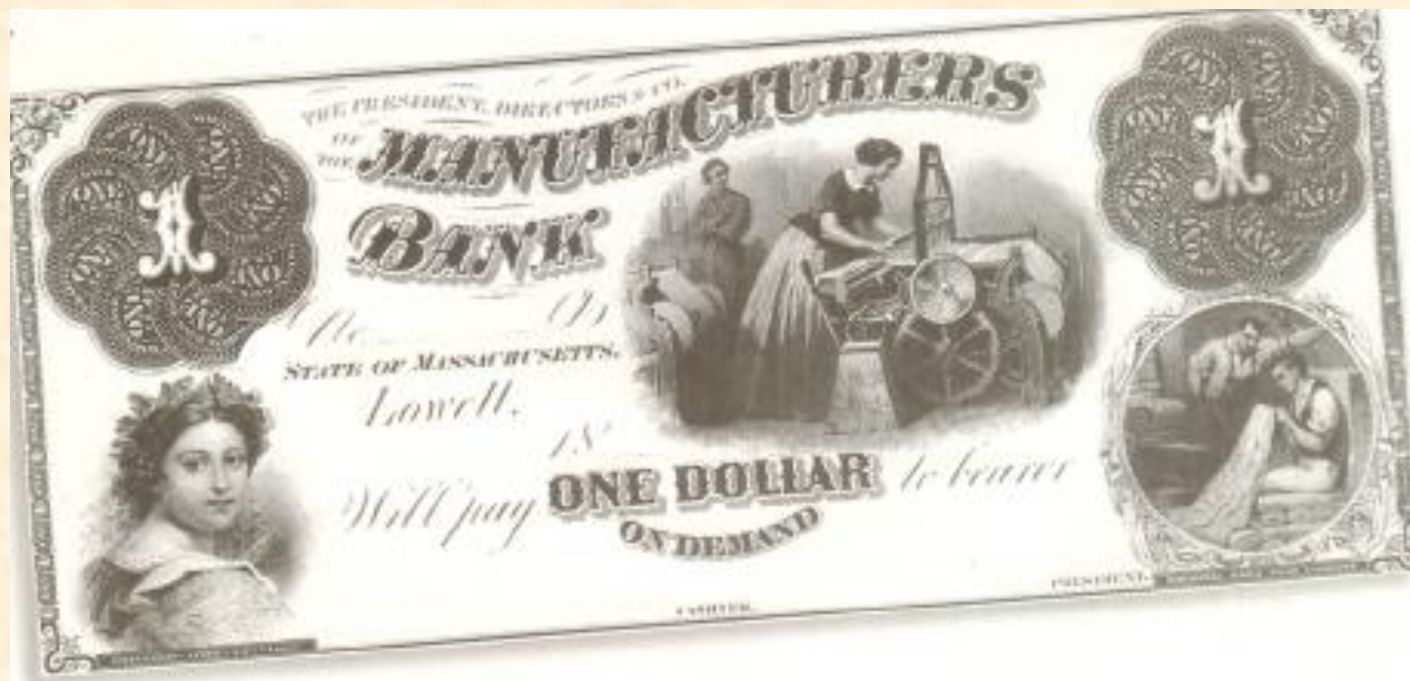
A national bank was needed in order to lend money and regulate the nation's money supply. By lending money to individuals and restoring order to the money supply, the bank helped American businesses grow.



The first National Bank



Money from the National Bank



Viewing History

Cheaped Money

Without a national bank, the states began issuing money, like this one-dollar bank note issued by the state of Massachusetts. With so much money being issued, the value of the money declined. **Analyzing Primary Sources** What do the illustrations on the money show about the changing nature of work at the time?

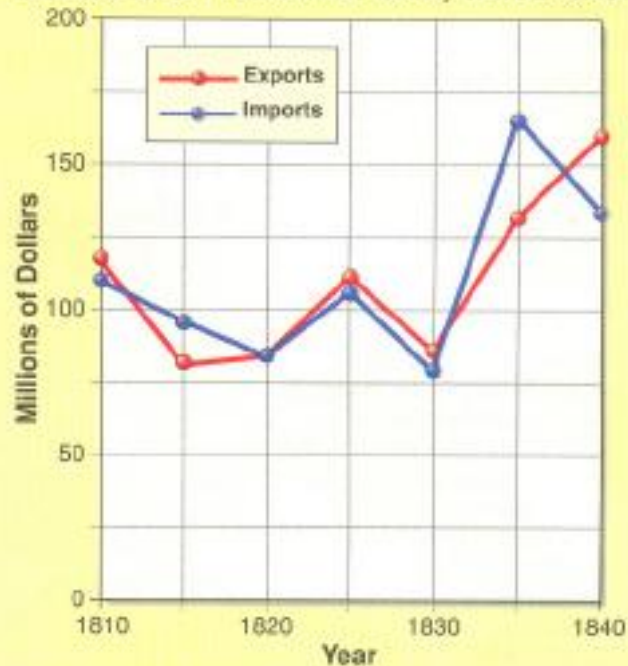


The Tariff of 1816

How a Protective Tariff Works



Effects of a Protective Tariff, 1810–1840



Source: *Historical Statistics of the United States*

GRAPHIC ORGANIZER

Skills

In 1816, Congress passed a protective tariff to help American factory owners.

1. Comprehension

(a) According to the chart (above, left) how did the protective tariff affect the price of a bolt of cloth?

(b) In which years on the graph (above, right) did United States exports exceed imports?

2. Critical Thinking

Identifying Causes and Effects The Tariff of 1816 was followed by additional tariffs in 1824 and 1828. When did United States foreign trade begin to recover from these tariffs?

Economics 

As a result of the Embargo Act and the War of 1812 British goods were not allowed in the United States. This allowed American businesses to grow and prosper. With the end of the War of 1812 British goods started pouring into the United States. The British had a head start on industrialization so they could sell their goods cheaper than the Americans. Many Americans asked that the protective Tariff of 1816 be placed on British goods coming into the U.S.A. The tariff made the cost of British goods higher than the American goods. Unfortunately, this tariff did not help southerners because they had very few factories down south.



**British factory
1n 1816**

As a result of the development of industry in the north sectionalism developed. The south did not develop industry like the north. Henry Clay called for an American System in which the North and South would have an equal opportunity to industrialization. This did not occur in America, sectionalism remained!

sectionalism



The Supreme Court Expands Federal Power

Chief Justice John Marshall expanded the power of the Supreme Court through the following court decisions:

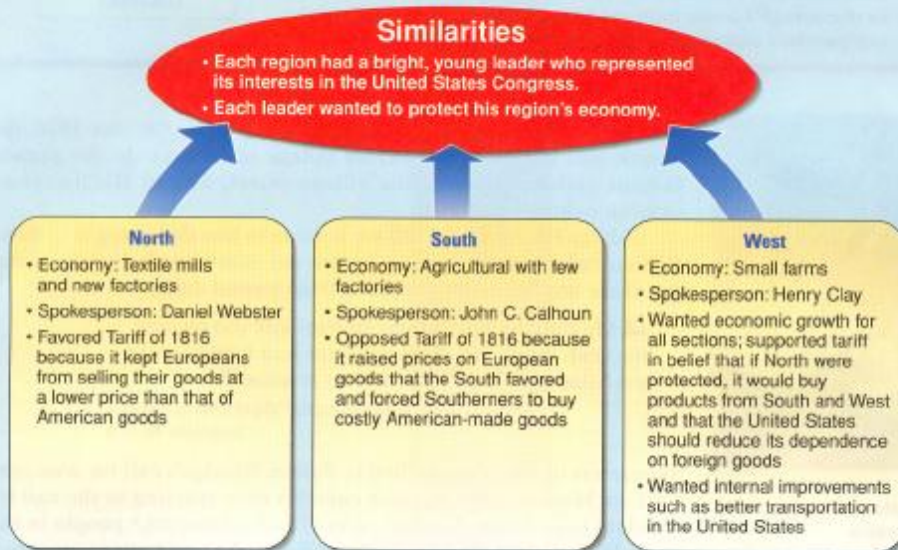
1. McCulloch v. Maryland- The states had no right to interfere with Federal institutions within their borders.
2. Gibbons V. Ogden- The Federal Government had the right to govern trade between the states.



Comparing and Contrasting

In what ways were the interests of Americans in the three regions of their country alike or different? As you learn about history, you often need to compare and contrast information to understand how the similarities and differences affected events. A graphic organizer is often helpful in comparing and contrasting information.

The Beginning of Sectionalism



Learn the Skill To compare and contrast information, use the following steps:

1. **Read the title and headings.** These name the subject and tell what is being compared and contrasted.
2. **Identify similarities.** In what ways are the things being compared alike?
3. **Identify differences.** What contrasts or differences are given?
4. **Analyze the information.** What issues or problems might the differences cause?

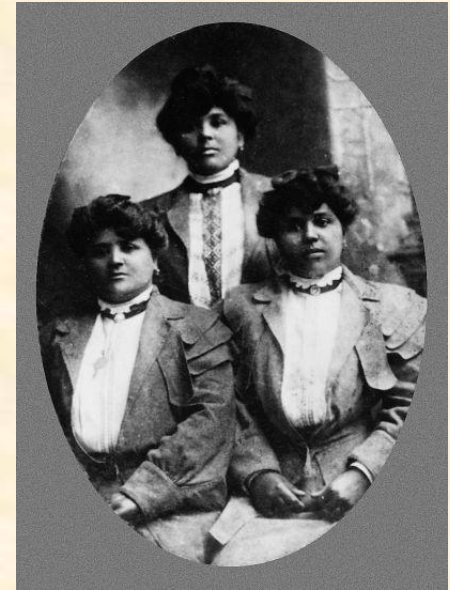
Practice the Skill Answer the following questions about the graphic organizer above:

1. What are the three sections being compared?
2. What did all three regions of the nation have in common?
3. (a) How did the economy of the North differ from that of the South? (b) Why did southerners see the Tariff of 1816 as harmful to them? (c) What was Henry Clay's view of protective tariffs?
4. What issues do you think developed from these regional differences?

Apply the Skill See the Chapter Review and Assessment.

4. New Nations in the Americas

By 1810 many Americans living in the Spanish colonies were eager for their independence. Many of them Creoles, had no say in the government. The Native Americans also developed an opposition to the Spanish government. Harsh rules kept the Native Americans in debt with the Spanish government.



Creoles



**AS YOU
READ**

**Father Hidalgo
speaks**

Find Main Ideas What do the
sculpture and the story tell about
Father Hidalgo's character?

Miguel Hidalgo led the Mexican people in a revolution against the Spanish government. In a revolution against the Spanish government Hidalgo was captured and executed after capturing some Spanish Provinces. Jose Morales, another resistance leader suffered the same fate as Hidalgo. It was not until 1821 that Mexico won their independence from Spain and established their own territory.

New Nations in Latin America



GEOGRAPHY Skills

Wars of independence led to the creation of many new countries in Latin America.

- 1. Location** On the map, locate (a) Mexico, (b) Great Colombia, (c) United Provinces of Central America, (d) Brazil, (e) Argentina, (f) Chile, (g) Bolivia.
- 2. Region** What parts of Latin America remained European colonies?
- 3. Critical Thinking**
Applying Information
Use the world map in the Reference Section to identify the modern nations that were eventually carved out of Great Colombia.

Revolutions occurred in South America. Simon Bolivar liberated his people and his country became the Great Republic of Colombia. Other revolutions, led by Jose de San Martin allowed Argentina, Chile, Peru, and Ecuador to win their independence. In 1821, Central America formed the United Provinces of Central America.

Spain Ceded Florida to the United States

In 1818 The United States Spain ceded Florida to the United States. [Andrew Jackson](#) took the Spanish territory from the [“Black Seminoles.”](#) The “Black Seminoles” were black slaves that escaped their plantations in Georgia and South Carolina. They settled in villages near the Seminole Indians. The “Black Seminoles” adopted many Indian customs. One settlement became known as the [Negro Fort](#). This fort contained more than 1,000 African Americans. The fort was demolished by General Andrew Jackson and his troops.

A black Seminole




Geography and History

The Negro Fort

The Negro Fort was built along the Apalachicola River, in the Spanish territory of Florida, about 60 miles from Georgia. At its height, some 1,000 African Americans farmed along the river. They worried Georgia planters, who feared they would encourage slaves to revolt.

The fort sat on a hill surrounded on three sides by forests and swamps. The weak side lay along the river. In early skirmishes against the Americans, the defenders beat their land forces. Then, the Americans launched an all-out attack by land and river. Gunboats bombarding the fort hit the room where gunpowder was stored. The explosion destroyed the fort, killing most of the inhabitants. The survivors were returned to slavery.

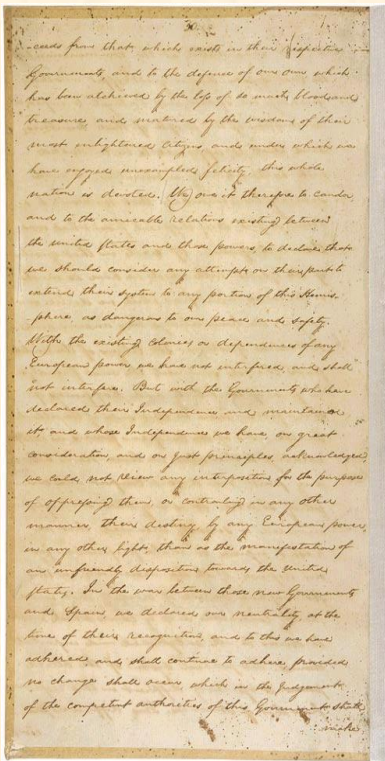
 **How might the defenders of the Negro Fort have inspired enslaved African Americans in the United States?**

Soon afterwards, in 1818, [Andrew Jackson](#) headed for [Florida](#) with more than 3,000 soldiers. After some talks the Secretary of the State, [John Quincy Adams](#), convinced Spain to sell Florida to the United States for 5 million dollars.



[Florida](#)

In 1823, President Monroe made a statement on foreign policy that was known as the Monroe Doctrine. Monroe said that the United States would not interfere in the affairs of European nations or European colonies in the Americas. At the same time, he warned European nations not to interfere with the newly independent nations that were formed in Latin America.



cases from that which exist in their respective governments, and to the defence of our own which have been achieved by the life of its most honorable treasure, and sustained by the wisdom of their most enlightened citizens, and under which we have enjoyed unexampled felicity, this whole nation is devoted, (by us) to the maintenance of the amicable relations existing between the United States and their power, 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 interposed, and shall not interpose. But with the Governments who have declared their independence and maintenance, and whose independence we have, on great consideration and on just principles, acknowledged, 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 interposed, and shall not interpose. But with the Governments who have declared their independence and maintenance, and whose independence we have, on great consideration and on just principles, acknowledged, 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.

The Monroe Doctrine

December 2, 1823

FELLOW-CITIZENS of the Senate and House of Representatives . . . At the proposal of the Russian Imperial Government, made through the minister of the Emperor residing here, a full power and instructions have been transmitted to the minister of the United States at St. Petersburg to arrange by amicable negotiations the respective rights and interests of the two nations on the northwest coast of this continent. A similar proposal had been made by His Imperial Majesty to the government of Great Britain, which has likewise been acceded to. The government of the United States has been desirous, by this friendly proceeding, of manifesting the great value which they have invariably attached to the friendship of the Emperor and their solicitude to cultivate the best understanding with his government. In the discussions to which this interest has given rise and in the arrangements by which they may terminate, the occasion has been judged proper for asserting, as a principle in which the rights and interests of the United States are involved, that the American continents, by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European powers . . .

It was stated at the commencement of the last session that a great effort was then making in Spain and Portugal to improve the condition of the people of those countries, and that it appeared to be conducted with extraordinary moderation. It need scarcely be remarked that the result has been so far very different from what was then anticipated.

Of events in that quarter of the globe, with which we have so much intercourse and from which we derive our origin, we have always been anxious and interested spectators. The citizens of the United States cherish sentiments the most friendly in favor of the liberty and happiness of their fellowmen on that side of the Atlantic. In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport with our policy so to do. It is only when our rights are invaded or seriously menaced that we resent injuries or make preparation for our defense.

With the movements in this hemisphere we are of necessity more immediately connected, and by causes which must be obvious to all enlightened and impartial observers. The political system of the allied powers is essentially different in this respect from that of America. This difference proceeds from that which exists in their respective governments; and to the defence of our own, which has been achieved by the loss of so much blood and treasure, and matured by the wisdom of their most enlightened citizens, and under which we have enjoyed unexampled felicity, this whole nation is devoted.

We owe it, therefore, to candor and to the amicable re-

lations 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, and whose independence we have, on great consideration and on just principles, acknowledged, 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. In the war between these new governments and Spain we declared our neutrality at the time of their recognition, and to this we have adhered, and shall continue to adhere, provided no change shall occur which, in the judgement of the competent authorities of this government, shall make a corresponding change on the part of the United States indispensable to their security.

The late events in Spain and Portugal show that Europe is still unsettled. Of this important fact no stronger proof can be adduced than that the allied powers should have thought it proper, on any principle satisfactory to themselves, to have interposed by force in the internal concerns of Spain. To what extent such interpositions may be carried, on the same principle, is a question in which all independent powers whose governments differ from theirs are interested, even those most remote, and surely none more so than the United States. Our policy in regard to Europe, which was adopted at an early stage of the wars which have so long agitated that quarter of the globe, nevertheless remains the same, which is, not to interfere in the internal concerns of any of its powers; to consider the government de facto as the legitimate government for us; to cultivate friendly relations with it, and to preserve those relations by a frank, firm, and manly policy, meeting in all instances the just claims of every power, submitting to injuries from none.

But in regard to these (the American) continents circumstances are eminently and conspicuously different. It is impossible that the allied powers should extend their political system to any portion of either continent without endangering our peace and happiness; nor can anyone believe that our southern brethren, if left to themselves, would adopt it of their own accord. It is equally impossible, therefore, that we should behold such interpositions in any form with indifference. If we look to the comparative strength and resources of Spain and those new governments, and their distance from each other, it must be obvious that she can never subdue them. It is still the true policy of the United States to leave the parties to themselves, in the hope that other powers will pursue the same course . . .



THE END