CHAPTER 10

Nationalism, Expansion, and the Market Economy, 1816–1845

LEARNING OBJECTIVES
After you have studied Chapter 10 in your textbook and worked through this study guide chapter, you should be able to:

1. Explain the emergence of postwar nationalism, and discuss its impact on United States domestic policy.
2. By referring to specific cases, discuss the role of the Supreme Court under the direction of Chief Justice John Marshall in
   a. the strengthening of federal authority relative to state authority.
   b. the use of Federalist nationalism to protect the interests of commerce and capital.
3. Indicate the objectives of John Quincy Adams as secretary of state, and discuss the extent to which he was able to achieve his objectives.
4. Review the circumstances that led to the Monroe Doctrine, and discuss its significance.
5. Examine the issues in the debate over statehood for Missouri and cite the provisions of the Missouri Compromise.
6. Identify the characteristics of a market economy, and discuss how the change from a subsistence economy to a market economy affected people’s lives.
7. Examine the promotion of economic growth and geographic expansion by government from 1816 to 1845, and discuss the ideological basis for such promotion.
8. Examine the impact of the transportation revolution on the economic development of American society.
9. Explain the emergence of commercial farming in the first half of the nineteenth century and the impact of this development on the Northeast and the Old Northwest.
10. Explain the factors responsible for the emergence of “the cotton South,” and discuss the impact of the cotton boom on southern society.
11. Describe the American system of manufacturing, and discuss the factors that contributed to industrial development in the United States between 1816 and 1845.
12. Discuss the development of the cotton textile industry in the United States in the first half of the nineteenth century.
13. Examine the development of commercial specialization in the United States during the first half of the nineteenth century and discuss its consequences.
14. Discuss the changes in the banking industry in the United States during the first half of the
nineteenth century and explain how those changes affected commerce and industry.

15. Discuss the changes that occurred in the workplace and in the nature of work in the period from
1816 to 1845, and explain the impact of those changes on
   a. workers’ attitudes.
   b. the relationship between employer and employee.
   c. relationships among workers.
   d. gender and work.

16. Examine the responses of workers to changes in the workplace and in the nature of work, the
means by which they tried to achieve their aims and objectives, and the extent to which they were
successful.

17. Examine the expansion of the United States in land and people from 1816 to 1845, and discuss the
consequences of this expansion.

18. Discuss the policies of the United States toward Native Americans during the first half of the
nineteenth century and the Indians’ varying responses to those policies.

THEMATIC GUIDE

In Chapter 10, we examine the growth and development of the United States from 1816 to 1845.
During these years, the United States began changing from an agrarian society to an industrialized,
urbanized society—a transformation that was not completed until the early twentieth century.

In the years immediately after the War of 1812, the United States experienced a mood of nationalism
that manifested itself in a renewed feeling of confidence and assertiveness domestically and
internationally. This nationalism and self-confidence brought the “Era of Good Feelings” and unleashed
a period of economic and population growth and territorial expansion. Democratic-Republicans, facing
only scattered opposition from a discredited Federalist party, accepted some Federalist principles. They
helped expand federal power and foster national economic development by chartering the Second Bank
of the United States and enacting protective tariffs. Chief Justice John Marshall also oversaw a Supreme
Court that strengthened federal authority relative to state authority and used Federalist nationalism to
protect the interests of commerce and capital. Moreover, under the brilliant leadership of John Quincy
Adams as secretary of state, the nation was able once again to expand physically by peaceful means,
and it unilaterally asserted its independence in the Western Hemisphere through the Monroe Doctrine.
However, the physical expansion of the North into the Old Northwest and of the South into the Old
Southwest led to North-South divisions over the question of statehood for Missouri and over the
expansion of slavery into the territories.

In the industrialized, market-oriented economy that had emerged in the North and West by the 1850s,
crops were grown and goods were produced for sale in the marketplace. Money made from market
transactions was used to purchase goods grown or produced by others. Such an economy encouraged
specialization by farmers and producers, and a division of labor among workers. Although economic
expansion accompanied the development of this market economy in the United States, economic
growth was uneven during the period from 1816 to 1845 and was characterized by cycles of boom and
bust. This market economy with its boom-and-bust cycles had differing effects on people’s lives. In
general, ordinary working people faced increasing insecurity; many who were accustomed to the
traditional master journeyman–apprentice relationship experienced a loss of status, and women’s lives
were altered as many began to contribute to the family income.
The economic philosophy of eighteenth-century republicanism, largely accepted by American political leaders, created an atmosphere that encouraged the economic liberty of the individual. In addition, government at the state and federal levels accepted the idea that government could and should act as a promoter of economic growth. The federal government actively encouraged westward expansion and settlement and, in the process, promoted development of western agriculture and technological and industrial growth. Its active role in the economic life of the state was further validated by the Supreme Court. State governments, too, encouraged economic growth and provided economic aid. The combination of these factors created an economic atmosphere conducive to economic growth and development.

The shift from a subsistence economy to an industrialized, market-oriented economy was also made possible by improved transportation links that unified the Northeast and the Old Northwest. But this unification was regional, for while the North and the West were evolving in the same economic direction, the “Cotton South” was not. The result was an economic shift from South to North and the emergence of economic links between the Northeast and the Old Northwest.

In the section “Commercial Farming” we learn of the adaptation of Northeastern agriculture to the market economy and of the mechanization of agriculture which transformed the Old Northwest into “one of the leading agricultural regions of the world.”

Industrial innovations and an available labor force for emerging factories also helped transform the economy. In the section “The Rise of Manufacturing and Commerce,” we see the advent of the American system of manufacturing (consisting of mass production and interchangeable parts and dependent on the development of a precision machine-tool industry) and its application to the cotton textile industry and the clothing trades. Partially as a result of these factors, the cotton textile industry became the most important industry in the country by 1860. Other factors interacting to aid the industrialization process were (1) the emergence of specialists in commercial transactions, (2) banks and other financial institutions, which made capital available, and (3) reforms that promoted the concepts of free banking and limited liability.

Growth and development in the economic sphere brought changes to the workplace and to the worker. The reality of the Waltham system never matched the ideal, for the emphasis shifted from providing decent working conditions, decent wages, and other amenities for the workers, to building an industrial empire and maximizing profits. Resulting changes in the workplace, in the nature of the work, in the relationship between owner and worker, and in relationships among workers led the New England mill women to organize and strike in the 1830s. Factory owners then began to search for a more compliant labor force. Irish women, whose work was a necessity and not merely a stage in their lives, provided the answer. Some male workers attempted to regain control over their lives by becoming more active in reform politics and by becoming involved in organized labor. But unsettled economic conditions, hostility by employers, and divisions among workers kept organized labor weak during the period. As a result, organized labor’s most notable achievement during the period came when the courts relieved workers from the threat of conspiracy laws being used against them if they organized or engaged in strikes.

The economic growth of the United States in the years after the War of 1812 also led to population growth and to westward expansion. After considering the factors that made such expansion possible, we turn to a discussion of the continuing struggle by American Indians to retain their belief and value systems. After the defeat of the pan-Indian movement of Tecumseh and Prophet, the United States government adopted the policy of assimilation. Ultimately, however, the United States chose to remove the eastern Indians to western reservations, resulting in the Trail of Tears.
BUILDING VOCABULARY

Listed below are important words and terms that you need to know to get the most out of Chapter 10. They are listed in the order in which they occur in the chapter. After carefully looking through the list, (1) underline the words with which you are totally unfamiliar, (2) put a question mark by those words of which you are unsure, and (3) leave the rest alone.

As you begin to read the chapter, when you come to any of the words you’ve put question marks beside or underlined (1) slow your reading; (2) focus on the word and on its context in the sentence you’re reading; (3) if you can understand the meaning of the word from its context in the sentence or passage in which it is used, go on with your reading; (4) if it’s a word that you’ve underlined or a word that you can’t understand from its context in the sentence or passage, look it up in a dictionary and write down the definition that best applies to the context in which the word is used.

Definitions

entourage _____________________________________________________________
bucolic ______________________________________________________________
exemplify ____________________________________________________________
bulwark ______________________________________________________________
austere ______________________________________________________________
ardent _______________________________________________________________
Anglophobe __________________________________________________________
brazen _______________________________________________________________
admonition ____________________________________________________________
transcend _____________________________________________________________
conducive ____________________________________________________________
sanctity ______________________________________________________________
proliferation __________________________________________________________
entrepreneur __________________________________________________________
prototype ______________________________________________________________
inducement ____________________________________________________________
curfew _______________________________________________________________
antithesis _____________________________________________________________
maim _________________________________________________________________
formidable _____________________________________________________________
temperance __________________________________________________________
transient _____________________________________________________________
prodigious ____________________________________________________________
irremediable __________________________________________________________
Difficult-to-Spell Names and Terms from Reading and Lecture

IDENTIFICATION AND SIGNIFICANCE
After studying Chapter 10 of *A People and a Nation*, you should be able to identify fully and explain the historical significance of each item listed below.

- Identify each item in the space provided. Give an explanation or description of the item. Answer the questions who, what, where, and when.
- Explain the historical significance of each item in the space provided. Establish the historical context in which the item exists. Establish the item as the result of or as the cause of other factors existing in the society under study. Answer this question: What were the political, social, economic, and/or cultural consequences of this item?

1. the Hutchinson Family
   a. Identification
   b. Significance

2. Madison’s nationalist program
   a. Identification
   b. Significance
3. the Second Bank of the United States
   a. Identification
   b. Significance

4. the Tariff of 1816
   a. Identification
   b. Significance

5. James Monroe
   a. Identification
   b. Significance

6. the presidential election of 1816
   a. Identification
   b. Significance

7. *McCulloch v. Maryland*
   a. Identification
   b. Significance
8. John Quincy Adams
   a. Identification
   
   b. Significance

9. the Rush-Bagot Treaty
   a. Identification
   
   b. Significance

10. the Convention of 1818
    a. Identification
    
    b. Significance

11. the Adams-Onís Treaty
    a. Identification
    
    b. Significance

12. the Monroe Doctrine
    a. Identification
    
    b. Significance
13. Missouri’s petition for statehood
   a. Identification

   b. Significance

14. the Tallmadge amendment
   a. Identification

   b. Significance

15. the Missouri Compromise
   a. Identification

   b. Significance

16. a market economy
   a. Identification

   b. Significance

17. boom-and-bust cycles
   a. Identification

   b. Significance
18. the Panic of 1819  
   a. Identification
   
   b. Significance

19. the Panic of 1837  
   a. Identification
   
   b. Significance

20. harvest and destruction  
   a. Identification
   
   b. Significance

21. promotion of economic growth by federal and state governments  
   a. Identification
   
   b. Significance

22. the telegraph  
   a. Identification
   
   b. Significance
23. *Gibbons v. Ogden*
   a. Identification

   b. Significance

24. *Dartmouth College v. Woodward* and *Fletcher v. Peck*
   a. Identification

   b. Significance

25. the corporation and limited liability
   a. Identification

   b. Significance

26. *Charles River Bridge v. Warren Bridge*
   a. Identification

   b. Significance

27. the Erie Canal
   a. Identification

   b. Significance
28. the railroad construction boom
   a. Identification

   b. Significance

29. commercial farming
   a. Identification

   b. Significance

30. the McCormick reaper
   a. Identification

   b. Significance

31. the steel plow
   a. Identification

   b. Significance

32. Eli Whitney
   a. Identification

   b. Significance
33. the Cotton South
   a. Identification
   b. Significance

34. the American system of manufacturing
   a. Identification
   b. Significance

35. the pre–Civil War cotton textile industry
   a. Identification
   b. Significance

36. the Boston Manufacturing Company
   a. Identification
   b. Significance

37. ready-made clothing
   a. Identification
   b. Significance
38. the putting-out system
   a. Identification
   b. Significance

39. the specialization of commerce
   a. Identification
   b. Significance

40. free banking
   a. Identification
   b. Significance

41. the Waltham (Lowell) system
   a. Identification
   b. Significance

42. the speed-up, the stretch-out, and the premium system
   a. Identification
   b. Significance
43. gender divisions in work
   a. Identification
   b. Significance

44. emergence of labor parties
   a. Identification
   b. Significance

45. the early labor movement
   a. Identification
   b. Significance

46. Commonwealth v. Hunt
   a. Identification
   b. Significance

47. the Pre-emption Act
   a. Identification
   b. Significance
48. removal of the Shawnees
   a. Identification
   b. Significance

49. the “civilizing act” of 1819
   a. Identification
   b. Significance

50. President James Monroe’s removal message of 1824
   a. Identification
   b. Significance

51. the Cherokee renaissance
   a. Identification
   b. Significance

52. Cherokee Nation v. Georgia
   a. Identification
   b. Significance
53. *Worcester v. Georgia*
   a. Identification

   b. Significance

54. the Removal Act of 1830
   a. Identification

   b. Significance

55. the Trail of Tears
   a. Identification

   b. Significance

56. the Treaty of New Echota
   a. Identification

   b. Significance

57. the Second Seminole War
   a. Identification

   b. Significance
### ORGANIZING, REVIEWING, AND USING INFORMATION

**Chart A**

Expansion Fever and Its Results, 1812–1845

<table>
<thead>
<tr>
<th>TERRITORIAL CONCESSIONS AND ACQUISITIONS FROM OTHER NATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Territory</td>
</tr>
<tr>
<td>REGION</td>
</tr>
<tr>
<td>South</td>
</tr>
<tr>
<td>West</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPROVAL OF APPLICATIONS FOR STATEHOOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved Without Controversy</td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACQUISITION THROUGH ECONOMICALLY INDUCED REMOVALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Territory Acquired or Opened for Settlement</td>
</tr>
<tr>
<td>------------------------------------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Copyright © Houghton Mifflin Company. All rights reserved.
## Expansion Fever and Its Results, 1812–1845

### ACQUISITION THROUGH REMOVALS AND RESETTLEMENT OF OTHERS’ TERRITORY

<table>
<thead>
<tr>
<th>Target Groups’ Responses</th>
<th>Territory Involved</th>
<th>Groups Targeted for Removal</th>
<th>Acceptance; Leaders</th>
<th>Military; Leaders</th>
<th>Appeals to Courts; Leaders</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Chart B

**BLESSINGS AND BURDENS OF THE EMERGING MARKET ECONOMY, 1812–1845**

**TRANSFORMATION IN PRODUCTION**

<table>
<thead>
<tr>
<th></th>
<th>Output</th>
<th>Labor</th>
<th>Methods</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Variety</td>
<td>Amount</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td><strong>Agriculture</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>North</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>South</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Manufacturing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>North</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>South</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Chart B

**BLESSINGS AND BURDENS OF THE EMERGING MARKET ECONOMY, 1812–1845**

**FACTORs FACILITATING PRODUCTION AND MARKETING**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Agricultural Production</th>
<th>Manufacturing Production</th>
<th>Marketing</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Occupations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machines</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Chart B

**BLESSINGS AND BURDENS OF THE EMERGING MARKET ECONOMY, 1812–1845**

<table>
<thead>
<tr>
<th>FACTORS FACILITATING PRODUCTION AND MARKETING</th>
<th>Agricultural Production</th>
<th>Manufacturing Production</th>
<th>Marketing</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governmental Involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subsidies, Grants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land Availability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouragement of Technological Advancement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legislation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judicial Decisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immediate Impact</td>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jobs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reasons or Functions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Chart B

**BLESSINGS AND BURDENS OF THE EMERGING MARKET ECONOMY, 1812–1845**

<table>
<thead>
<tr>
<th>URBAN COMMERCE AND CONSUMERISM</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>RETAIL TRADE</td>
<td>Products Sought by Consumer</td>
</tr>
</tbody>
</table>
### Chart B

**BLESSINGS AND BURDENS OF THE EMERGING MARKET ECONOMY, 1812–1845**

<table>
<thead>
<tr>
<th>Location of Providers of Needed Goods and Services</th>
<th>Resulting Attitudes on National Issues</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tariffs</td>
<td>Internal Improvements</td>
</tr>
<tr>
<td>North</td>
<td></td>
<td></td>
</tr>
<tr>
<td>South</td>
<td></td>
<td></td>
</tr>
<tr>
<td>West</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Blessings and Burdens of the Emerging Market Economy, 1812–1845

<table>
<thead>
<tr>
<th>Government-Business Relationship</th>
<th>Protection</th>
<th>Economic Aid</th>
<th>Technological Aid</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Legislation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Judicial Decisions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Finance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Contracts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Patents</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BLESSINGS AND BURDENS OF THE EMERGING MARKET ECONOMY, 1812–1845</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THE DOWNSIDE OF THE MARKET ECONOMY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business Cycle</td>
<td>Environmental Cycle</td>
<td>Conflicting Economic Interests</td>
<td>Effects</td>
</tr>
<tr>
<td>IMPACT ON WORKERS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic Impact</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychological Impact</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division and Valuation of Labor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worker Unrest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IMPACT ON RESOURCES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IMPACT ON NATIONAL UNITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IDEAS AND DETAILS

Objective 1
1. That President Madison had accepted Federalist principles by 1815 is evidenced by his
   a. veto of Senator Calhoun’s internal improvements bill.
   b. support for the chartering of the Second Bank of the United States.
   c. attempts to prevent passage of the protective tariff enacted in 1816.
   d. support for funds to continue the building of the National Road to Ohio.

Objectives 3 and 4
2. In the Monroe Doctrine, the United States
   a. joined Great Britain in a pledge to protect the independence of the states of Latin America.
   b. relinquished any future territorial ambitions in the Americas.
   c. pledged to support the anti-Spanish revolutions in Cuba, Nicaragua, and Panama.
   d. called for noncolonization of the Western Hemisphere by European nations.

Objective 5
3. The public’s depth of feeling over the Missouri statehood issue stemmed primarily from
   a. fears raised in the debate about the political consequences of Missouri’s admission to the Union.
   b. the possibility that repeal of the three-fifths compromise would be coupled with Missouri’s admission to the Union.
   c. the passionate debate among whites over the morality of slavery.
   d. questions raised in the debate about the civil and political rights of African Americans.

Objective 6
4. In a market economy
   a. the quality of merchandise is emphasized above all else.
   b. the growth of small, self-sufficient productive units is encouraged.
   c. the gap between rich and poor is narrowed as income is equalized.
   d. specialization is encouraged in agriculture, manufacturing, and finance.

Objective 2
5. The cases of *Fletcher v. Peck*, *Dartmouth College v. Woodward*, and *Gibbons v. Ogden* provide evidence that
   a. the Supreme Court seldom spoke with a unified voice and often reversed its decisions.
   b. the frequency with which judges left and were replaced on the Supreme Court created confusion.
   c. the Supreme Court at an early date established the right of states to revise corporate charters.
   d. the Supreme Court under Chief Justice Marshall expanded federal powers over the economy by broadly defining interstate commerce.
Objective 7
6. In the case of Charles River Bridge v. Warren Bridge, the Supreme Court
   a. paved the way for state regulation of the banking industry.
   b. for the first time declared a state law to be unconstitutional.
   c. held that decisions by state courts were not subject to review by the Supreme Court.
   d. ruled that ambiguous clauses in charter grants would be decided in favor of the public interest.

Objective 7
7. Government support and promotion of economic development were limited during the early nineteenth century primarily because of
   a. lack of funds.
   b. the philosophy of limited government.
   c. the strict-constructionist interpretation of the Constitution.
   d. hostility by financiers toward government interference.

Objective 8
8. The Erie Canal proved to be significant because it
   a. provided an example of what could be accomplished through private initiative.
   b. established an important east-west transportation link.
   c. opened new markets for wheat and corn from northeastern farms.
   d. led to wide acceptance of the funding of internal improvements by the federal government.

Objective 9
9. In the 1830s, some northeastern farmers successfully adjusted to western competition and soil exhaustion by
   a. growing more grain for the market.
   b. opening more land for cultivation.
   c. turning from commercial production of wheat to dairy farming.
   d. turning to new farm implements to increase productivity and profits.

Objectives 11 and 12
10. The owners of the Boston Manufacturing Company transformed the manufacturing of textiles by
   a. organizing their workers into quality circles.
   b. personally managing their own mill.
   c. introducing the concept of the putting-out system.
   d. combining all the manufacturing processes at a single location.

Objectives 11 and 14
11. Free banking was important because
   a. by increasing the number of banks it increased the availability of credit.
   b. it made the creation of each new bank a political decision.
   c. the number of restrictions placed on banking practices was reduced.
   d. the federal government was given more control over banking and credit.
Objective 15
12. The paternalism of the Lowell system gave way to exploitation largely as a result of
   a. the change in the type of worker.
   b. a shift in emphasis by management from the worker and working conditions to profits.
   c. the increase in the number of spindles and looms used in textile mills.
   d. the introduction of water-powered looms.

Objective 17
13. Farm settlement and, therefore, the farming frontier were made possible by
   a. mechanized agriculture.
   b. the availability of land and credit.
   c. the abundance of cheap labor.
   d. high tariffs.

Objective 18
14. Treaty negotiations between the United States and Indian tribes
   a. demonstrate the respect the United States had for Indian sovereignty.
   b. show a desire by the United States to protect the Indians’ cultures.
   c. were a means by which the United States could acquire the Indians’ land.
   d. usually took place in an atmosphere of friendship and cooperation.

Objective 18
15. President Monroe’s policy toward the Indians called for
   a. extermination.
   b. establishing job-training centers for Indians.
   c. removal of all Indians to the area west of the Mississippi.
   d. establishing a Bureau of Indian Affairs.

ESSAY QUESTIONS

Objective 4
1. Cite the provisions of the Monroe Doctrine, and explain its significance.

Objective 5
2. Discuss the role of slavery in bringing about a North-South split, and explain the Missouri
   Compromise as an attempt to heal the rift.

Objective 6
3. Define the term market economy and indicate the characteristics of such an economy.

Objective 7
4. Explain the role of both the national government and state governments in the technological and
   industrial growth of the United States from 1816–1845.
Objectives 2 and 7
5. Support the contention that the Supreme Court encouraged economic growth in the early
nineteenth century.

Objectives 11, 12, 15, and 16
6. Discuss the changes in the New England textile mills in the years after the introduction of the
Waltham system, and explain the reaction of millworkers to those changes.

Objective 18
7. Discuss President Monroe’s 1824 Indian removal policy, and describe the process by which it was
carried out.
ANSWERS

Multiple-Choice Questions

1. b. Correct. By calling for military expansion and a program to stimulate economic growth, which included protective tariffs and the chartering of the Second Bank of the United States, Madison demonstrated his acceptance of some Federalist principles. See page 241.
   a. No. Madison’s veto of Calhoun’s internal improvements bill indicates that Madison still clung to some Jeffersonian concepts about limited government. See page 241.
   c. No. Madison supported the first protective tariff in American history. This support indicates his acceptance of the Federalist belief that the central government should play an active role in the economic life of the state. See page 241.
   d. No. Madison supported the appropriation of funds to continue building the National Road to Ohio on the grounds that the project was a military necessity. See page 241.

2. d. Correct. In addition to its demand that the nations of Europe not interfere in the affairs of independent Latin American states and to the pledge that the United States would not interfere in Europe’s existing New World colonies, the Monroe Doctrine also called for noncolonization in the Western Hemisphere by European nations. See page 244.
   a. No. Some members of President Monroe’s cabinet argued in favor of a British proposal that the United States and Great Britain issue a joint declaration against European intervention in the Western Hemisphere. However, Secretary of State Adams rejected this approach in favor of a unilateral declaration. See page 244.
   b. No. Although the United States pledged not to interfere in Europe’s existing New World colonies, the United States did not relinquish future territorial ambitions in North and South America. See page 244.
   c. No. The United States pledged not to interfere in Europe’s existing New World colonies. See page 244.

3. c. Correct. By 1819 many northerners believed that slavery was morally wrong, a belief supported by evangelists associated with the Second Awakening. Therefore, the emotional attitudes of whites toward slavery made the issue more divisive than it otherwise would have been and explain why people felt so deeply. See pages 244–245.
   a. No. Although the political balance between slave states and free states was definitely an issue in the Missouri debate, it was not the primary reason that people felt so deeply about Missouri’s application for statehood. See pages 244–245.
   b. No. Although some politically astute northerners disliked the three-fifths compromise and believed that it gave the South more power in the House than it should have, there was no attempt in the Missouri debate to repeal this compromise that was part of the Constitution itself. See pages 244–245.
   d. No. Few white Americans in the 1820s were concerned about the civil and political rights of African Americans. Therefore, this was not a major issue in the debate over the admission of Missouri to the Union. See pages 244–245.
4. d. Correct. As people began to concentrate on producing for the marketplace, they bought more items produced by other people. Therefore, as they became less self-sufficient, money became more of a necessity. This in turn led to specialization for the purpose of maximizing profits. See pages 245, 252–253, and 257–258.

a. No. Although there must be some concern about quality, this is not the most important factor in a market economy. See pages 245, 252–253, and 257–258. See also the discussion of the emergence of protests by New England mill workers on pages 259–260.

b. No. In a market economy crops are grown and goods are produced for the marketplace rather than for the producers’ own basic needs. Not only does such an economy encourage movement away from self-sufficient productive units, it encourages the growth of larger productive units as well. See pages 245, 252–253, and 257–258.

c. No. The information about boom-and-bust cycles and the impact of depressions on working-class families does not support the contention that a market economy closes the gap between rich and poor. See pages 245, 252–253, and 257–258.

5. d. Correct. These cases support the conclusion that the Court, under Chief Justice Marshall, expanded federal powers over the economy by restricting the ability of the states to control economic activities within their borders. Therefore, as in McCulloch v. Maryland (page 242) in which the Court upheld the constitutionality of the Second Bank of the United States, the Marshall Court upheld Federalist nationalism and Federalist economic views. See page 247.

a. No. The information concerning the Court on pages 241–242 and page 247 clearly implies that the Court, especially under the leadership of Chief Justice Marshall, was unified and consistent in its views. See page 247.

b. No. The statement might be true in relation to the period between 1789 and 1801, when fifteen justices came and went, but this situation changed dramatically after John Marshall became chief justice in 1801. See page 247.

c. No. In the Fletcher and Dartmouth College cases, the Court held that a state could not violate or revise contracts, including the Dartmouth College charter. See page 247.

6. d. Correct. In speaking for the majority of the Court, Chief Justice Roger Taney focused on corporate privilege rather than on the right of contracts. In doing so, Taney ruled that ambiguous clauses in charter grants would be decided in favor of the public interest. See page 248.

a. No. Regulation of the banking industry was not an issue in the Charles River Bridge case. See page 248.

b. No. The Court declared a state law unconstitutional for the first time in the Ware v. Hylton case in 1796. See page 248.

c. No. In cases such as Ware v. Hylton (1796), the Court accepted the constitutionality of Section 25 of the Judiciary Act of 1789, which allowed appeals from state courts to the federal court system when certain types of constitutional issues were raised. See page 248.
7. a. Correct. The major restraint on government promotion of the economy was financial rather than philosophical. See page 249.
   
   b. No. The philosophy of limited government did not severely limit government promotion of the economy. Even the Democratic-Republicans recognized that government promotion of the economy could create an environment in which there was more opportunity for individual freedom. See pages 248–249.
   
   c. No. Jefferson and his fellow Democratic-Republicans adopted a strict-constructionist view of the Constitution. However, the reality of governing caused Democratic-Republicans to become more flexible and to modify this belief to some extent. Therefore, the Democratic-Republicans’ interpretation of the Constitution did not severely limit government promotion of economic development. See pages 248–249.
   
   d. No. Financiers generally agreed on the goal of economic growth, realizing they would be strengthened as a result. Furthermore, as the private sector grew stronger, entrepreneurs looked less to government for financial support. See pages 248–249.

8. b. Correct. The construction of the Erie Canal, which linked the Great Lakes with New York City and the Atlantic Ocean, was of primary importance in the reorientation of trade routes from their normal North-South pattern to the East-West pattern established in the 1820s and 1830s. See page 249.
   
   a. No. The building of the Erie Canal was a project undertaken by the state of New York and was not left to private initiative. See page 249.
   
   c. No. Grain was carried from the west into markets in the East as a result of the opening of the Erie Canal. See page 249.
   
   d. No. Throughout the first half of the nineteenth century, controversy continued to rage over the involvement of the federal government in the funding of internal improvements. See page 249.

9. c. Correct. Many northeastern farmers realized they could not successfully compete with the Northwest in the production of wheat and corn. Therefore, they turned to vegetable and fruit production and to dairy farming. See page 252.
   
   a. No. West-to-east transportation links led to the transporting of more grain from the Northwest into the Northeast. This increased competition in the grain market created problems for northeastern farmers that could not be solved by growing more grain. See page 252.
   
   b. No. There was no more land open for cultivation in the Northeast. See page 252.
   
   d. No. Because of the terrain of the Northeast, the farmers of that area could not take advantage of the new labor-saving farm implements of the 1830s. See page 252.
10. d. Correct. In an effort to eliminate the problems associated with the putting-out system, the owners of the Boston Manufacturing Company combined all the manufacturing processes at a single location. See pages 255–256.

a. No. Although one of the initial goals of the owners of the Boston Manufacturing Company was to eliminate the problem of quality control inherent in the putting-out system, the owners did not organize their workers into “quality circles.” Furthermore, their concern with quality control did not transform the manufacturing of textiles. See pages 255–256.

b. No. One of the major characteristics of the Boston Manufacturing Company was the use of a resident manager to run the mill. How did this change the relationship between the owner and the workers? See pages 255–256.

c. No. The owners of the Boston Manufacturing Company wanted to eliminate problems associated with the putting-out system. See pages 255–256.

11. a. Correct. Free banking made it easier for banks to incorporate but also imposed more restrictions on their practices, making bank failure less likely. The resulting increase in the number of new banks provided investors with the credit they needed and led to economic expansion. See page 258.

b. No. No longer did each new bank require a special legislative charter. As long as a proposed bank met certain minimum requirements, it automatically received a charter. Consequently, the chartering of each new bank was no longer a political decision. See page 258.

c. No. Although free banking made it easier for banks to incorporate, more restrictions were placed on banking practices. See page 258.

d. No. The free-banking movement stemmed from laws at the state level regulating the issuance of bank charters. These laws did not give the federal government more control over banking and credit. See page 258.

12. b. Correct. The exploitive nature of mills by the 1830s and 1840s, characterized by the speed-up, the stretch-out, and the premium system, resulted from a “race for profits” on the part of the mill owners. See page 259.

a. No. To say that the paternalism of the original Lowell system changed because of a change in the type of worker puts the cart before the horse. Furthermore, what is meant by the “type” of worker? To say that the worker changed the system implies that immigrant laborers caused the system to become more exploitive, which is not the case. See page 259.

b. No. Between 1836 and 1850 the number of spindles at the Lowell mills increased 150 percent and the number of looms 140 percent. Although it is reasonable to infer that this growth caused changes in the Lowell system, one must look deeper to find the primary reason for the change from paternalism to exploitation. See page 259.

c. No. The introduction of powered looms, both steam-powered and water-powered, undoubtedly changed the nature of the workplace and working conditions. However, this was not the reason for the changes that took place in the Lowell system. See page 259.
13. b. Correct. The government granted land to war veterans, sold land on credit to civilians, reduced the minimum purchase from 640 acres to 80 acres, and reduced the price per acre. This evidence indicates that farm settlement was made possible by the availability of land and credit. See page 263.
   
a. No. Pioneers began to settle the farming frontier before the introduction of farm machinery. See page 263.
   
c. No. Cheap labor was not the key to the settlement of the farming frontier. See page 263.
   
d. No. Tariffs were used by Congress in the early nineteenth century to promote economic growth, but tariffs helped domestic manufacturers rather than farmers. Therefore, high tariffs did not make farm settlement and the farming frontier possible. See page 263.

14. c. Correct. Although the United States seemed to recognize Indian independence by following international protocol in negotiating, signing, and ratifying treaties with Indian tribes, in fact treaty negotiations were used by the United States to acquire Indian land. See page 264.
   
a. No. Although the United States government appeared to accept Indian sovereignty by following international protocol in negotiating, signing, and ratifying treaties with Indian tribes, this was merely a facade. See page 264.
   
b. No. Rather than showing a desire to protect Indian culture, the United States government usually showed disdain for that culture. See page 264.
   
d. No. Treaty negotiations with Indian tribes, supposedly between equal nations, were carried out between victor and vanquished. This coercive atmosphere does not indicate that there was “an atmosphere of friendship and cooperation.” See page 264.

15. c. Correct. In his 1824 message to Congress, President Monroe advocated the settlement of all Indians to the west of the Mississippi. See page 265.
   
a. No. Although General William Tecumseh Sherman often talked of “extermination,” this was not President Monroe’s policy. See page 265.
   
b. No. The idea of federally sponsored job-training centers was outside the frame of reference of early nineteenth-century Americans. See page 265.
   
d. No. President Monroe’s policy did not call for the creation of the Bureau of Indian Affairs. He believed that the promise of a home free from white encroachment would be sufficient to win Indian acceptance. (The Bureau of Indian Affairs was not created until 1836.) See page 265.