

CHAPTER 9 NATION BUILDING AND NATIONALISM

APUSH – Mr. Muller

AIM: HOW DOES THE NATION BEGIN TO EXPAND?

Do Now: “A high and honorable feeling generally prevails, and the people begin to assume, more and more, a national character; and to look at home for the only means , under divine goodness, of preserving their religion and liberty.”

-Hezekiah Niles, Niles' Weekly Register, September 2, 1815

Italian explorer Christopher Columbus (1451–1506) sought a westerly route to Asia but landed in the Western Hemisphere in October 1492. The sovereigns of Spain, Ferdinand and Isabella, funded Columbus's voyages in hopes of expanding Spanish trade routes to Asia. This excerpt from his journal is the first recorded contact between Europeans and native peoples.

They are very well made, with very handsome bodies, and very good countenances. Their hair is short and coarse, almost like hairs of a horse's tail. They wear the hairs brought down to the eyebrows, except a few locks behind, which they wear long and never cut. They paint themselves black, and they are the colour of the Canarians, neither black nor white. Some paint themselves white, others red, and others of what colour they find. Some paint their faces, others the whole body, some only round the eyes, others only on the nose. They neither carry nor know anything of arms, for I showed them swords, and they took them by the blade and cut themselves through ignorance. They have no iron, their darts being wands without iron, some of them having a fish's tooth at the end, and others being pointed in various ways. They are all of fair stature and size, with good faces, and well made. I saw some with marks of wounds on their bodies, and I made signs to ask what it was, and they gave me to understand that people from other adjacent islands came with the intention of seizing them, and that they defended themselves. I believed, and still believe, that they come here from the mainland to take them prisoners. They should be good servants and intelligent, for I observed that they quickly took in what was said to them, and I believe that they would easily be made Christians, as it appeared to me that they had no religion. . . .

PRACTICING Historical Thinking

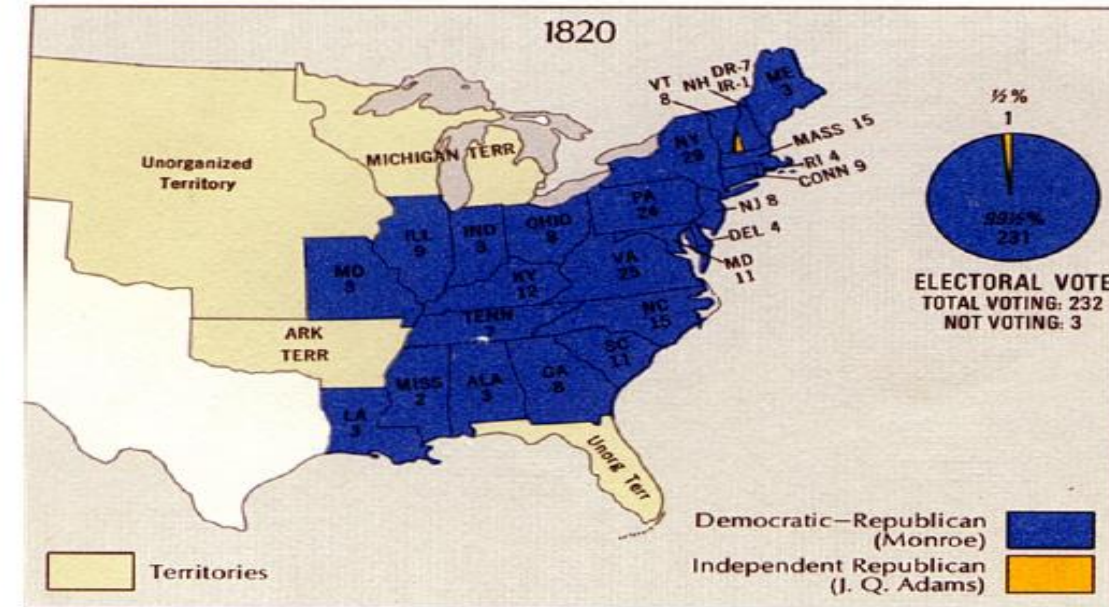
Identify: One way to determine significance is to look for **patterns** in reading. Patterns—or breaks in patterns—create emphasis. Identify three significant details that Columbus communicates about his first encounter with Native Americans. For example, take note of Columbus's attention to colors.

Analyze: Making an **inference** is an important part of any historical analysis. When historians make an inference, they make an educated guess based on available evidence. From the three details identified above, what can we infer about Columbus's interests in this venture?

Evaluate: Based on your inference of Columbus's interests in this venture, how might later Spanish settlements affect native populations?

ERA OF GOOD FEELINGS

- Following the War of 1812 there was a huge increase in **nationalism**
- **James Monroe** elected in 1816
 - Period of only **ONE** political party, the Democratic-Republican party was known as “**The Era of Good Feelings**”
- **Not all good feelings**
 - Growing **sectionalism**
 - Debate over the American system (tariff, BUS, etc.)
 - Slavery
 - **Panic of 1819**
 - Caused by over-speculation of frontier lands



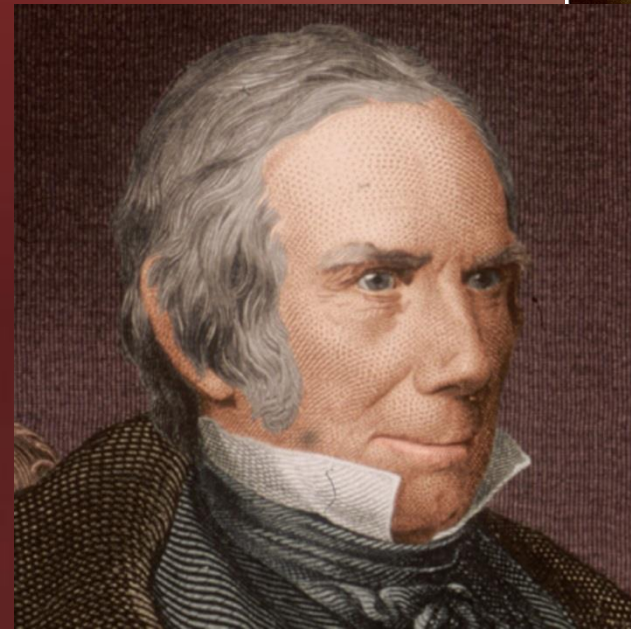
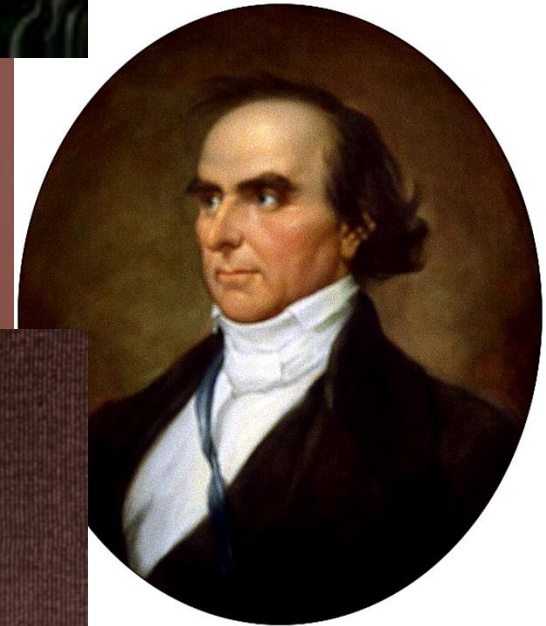
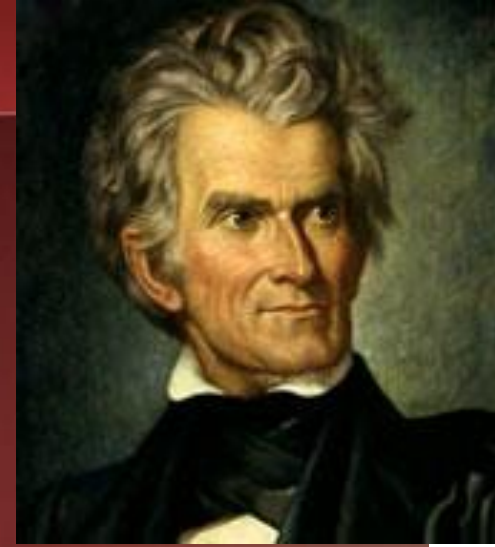
BUILDING NATIONAL UNITY

- An Era of Good Feelings:
 - James Monroe is President (Republican)
 - The arguments between the Republicans and the Federalist began to go away. People of different parties were becoming nice to each other



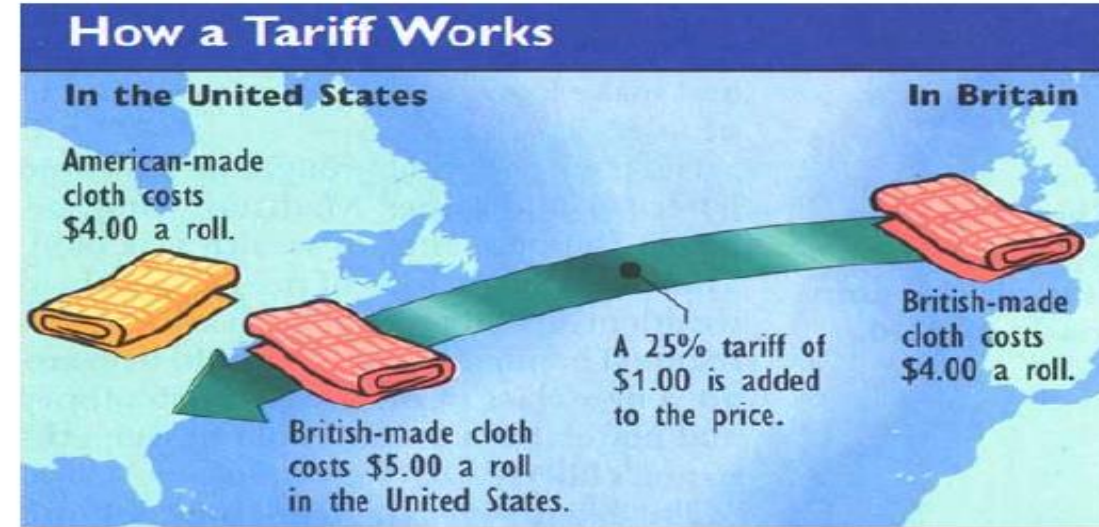
POLITICAL GIANTS

- John C. Calhoun: (small government)
 - spoke for the South
 - did not want to make the central government too powerful
- Daniel Webster: (large government)
 - spoke for the North
- Henry Clay: (large government)
 - spoke for the West



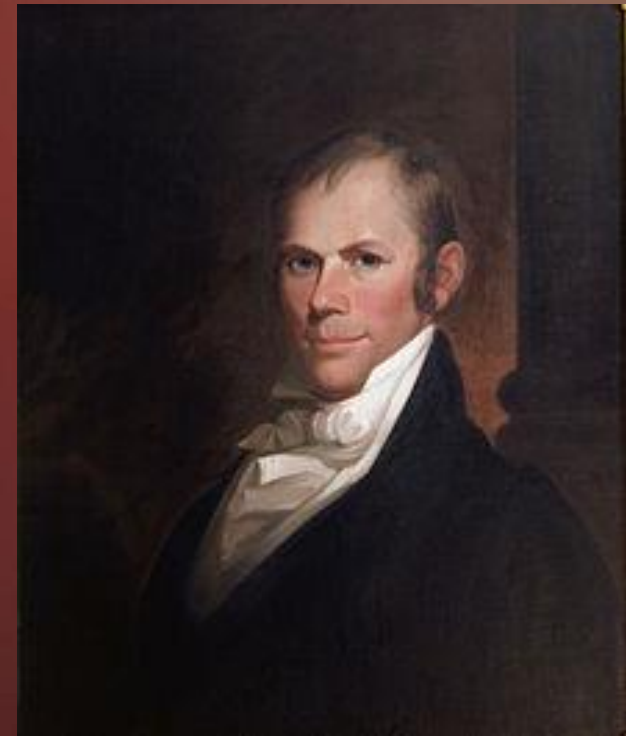
THE AMERICAN SYSTEM

- **Henry Clay** instituted the **“American System”**
 - National Republicans adopt policies similar to the Federalist
- **Tariff of 1816: 1st protective tariff**
 - Designed to help American industry / manufacturing
- **2nd Bank of the United States:** help ensure financial stability and provide credit
- **Internal Improvements:** development of canals and roads to link the nation together
 - Madison and Monroe vetoed proposals to use federal funds on roads and canals
 - NY completed Erie Canal 1825



AMERICAN SYSTEM: HENRY CLAY

- Established a better national transportation system to aid trade and national defense.
- Protective Tariff → Encourages American manufacturing
- Second national bank to promote the necessary financial support.



National Bank



The charter for the first Bank of the United States expired in 1811. With no central bank the U.S. economy was unstable.



State banks issued paper money, which led to inflation. **Inflation is when the value of money goes down and prices go up.**



The Republican Party had opposed the first Bank, but now supported chartering a second National Bank in 1816.



The Bank helped stabilize the currency, although opposition grew to its power and influence.



Courtesy, Independence National Historical Park



COMPETITION FROM ENGLAND

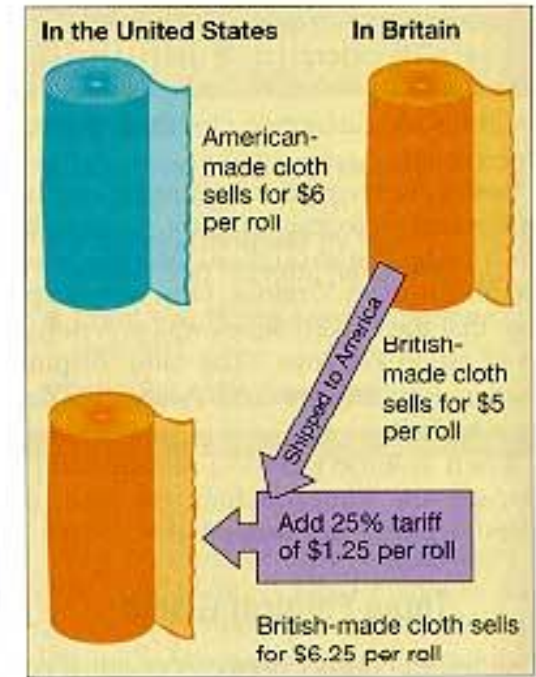
- In 1815, British goods began pouring into America.
- Sometimes, British manufactures would sell things in America for less than it cost to make. This practice is called **dumping**.
- **Dumping** is the practice of selling goods in another country for very low prices. British manufactures hoped to put American rivals out of business



PROTECTIVE TARIFFS

- Protective Tariff is a tax meant to protect a country's industries from foreign competition.
- America wanted to protect factory owners in the North from the British dumping.
- Southerners did not have many factories, they saw the protective tariff as a tax to help the north and to hurt the south.

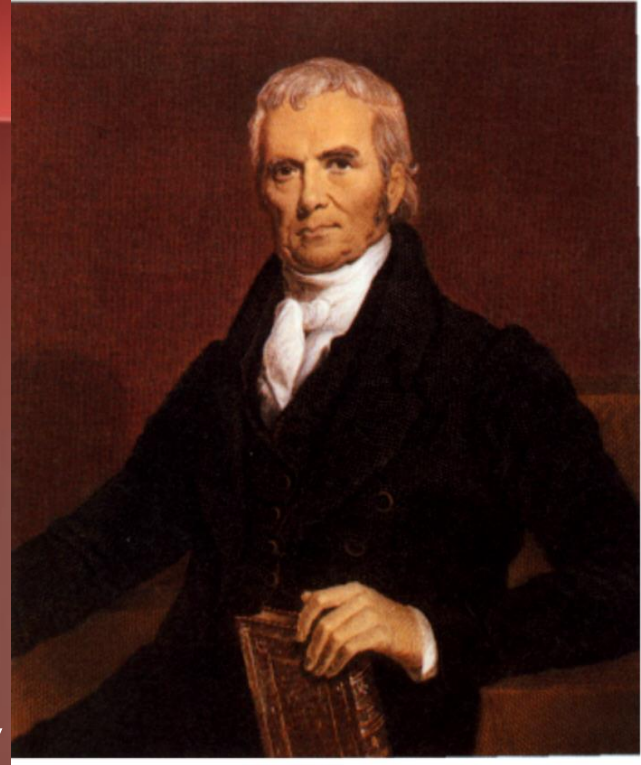
Effect of a Protective Tariff



Source: The American Nation (Prentice Hall, 1995)

THE MARSHALL COURT

- Fletcher v. Peck 1810 → States can't invalidate a contract (1st time Supreme court overruled States)
- Martin v. Hunter's Lease 1816 → Supreme Court had Jurisdiction over State
- Dartmouth College v. Woodward 1819 → Contract by a private corporation couldn't be altered by a state.
- McCulloch v. Maryland 1819 → States cannot tax federal institutions.
- Cohens v. Virginia 1821 → Supreme Court could review a state court's decision involving any of the powers of the federal government.
- Gibbons v. Ogden 1821 → Federal gov't controls interstate commerce



MISSOURI COMPROMISE 1820



Expansion created both new free and slave states. It was commonly agreed it would be a good idea if new states did not upset the balance between existing free and slave states. The proposed admission of Missouri in 1819 as a slave state threatened to upset this balance. (from 11 slave and 11 free to 12 slave and 11 free)

State	year admitted	total slave states	total free states
Ohio	1803		9
Louisiana	1812	9	
Indiana	1816		10
Mississippi	1817	10	
Illinois	1818		11
Alabama	1819	11	11 free states

MISSOURI COMPROMISE

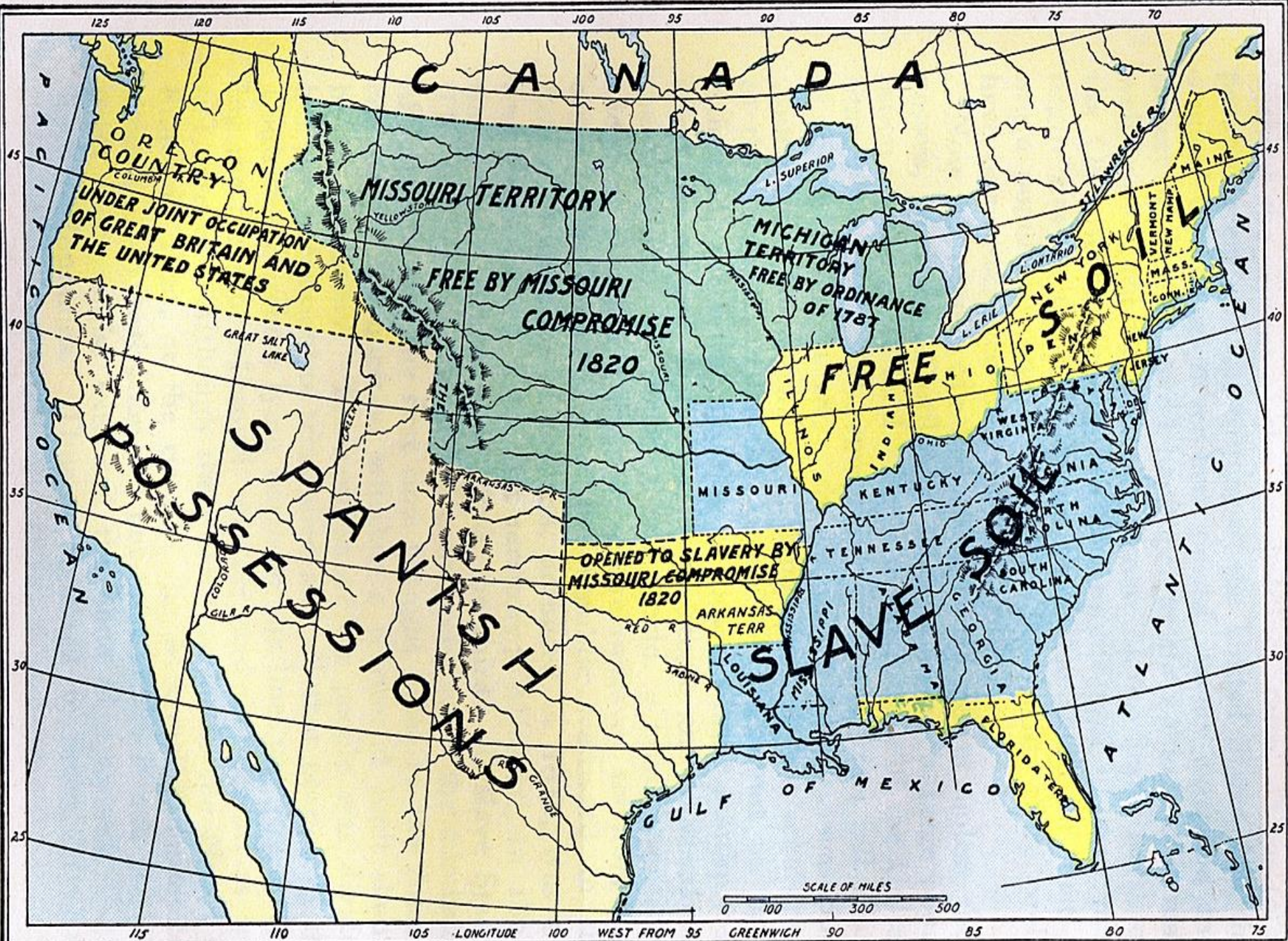
- **Missouri** petitions to enter the union as a slave state (part of the Louisiana territory)
 - This would upset the **sectional balance** between slave and free states
- **Tallmadge Amendment** proposed:
 - Gradual emancipation of slaves in Missouri
- **Missouri Compromise** by Henry Clay in 1820:
 - Missouri enters as slave state
 - Maine enters as a free state
 - **Above 36°30'** slavery would be prohibited
- Missouri Compromise temporarily stemmed growing tensions

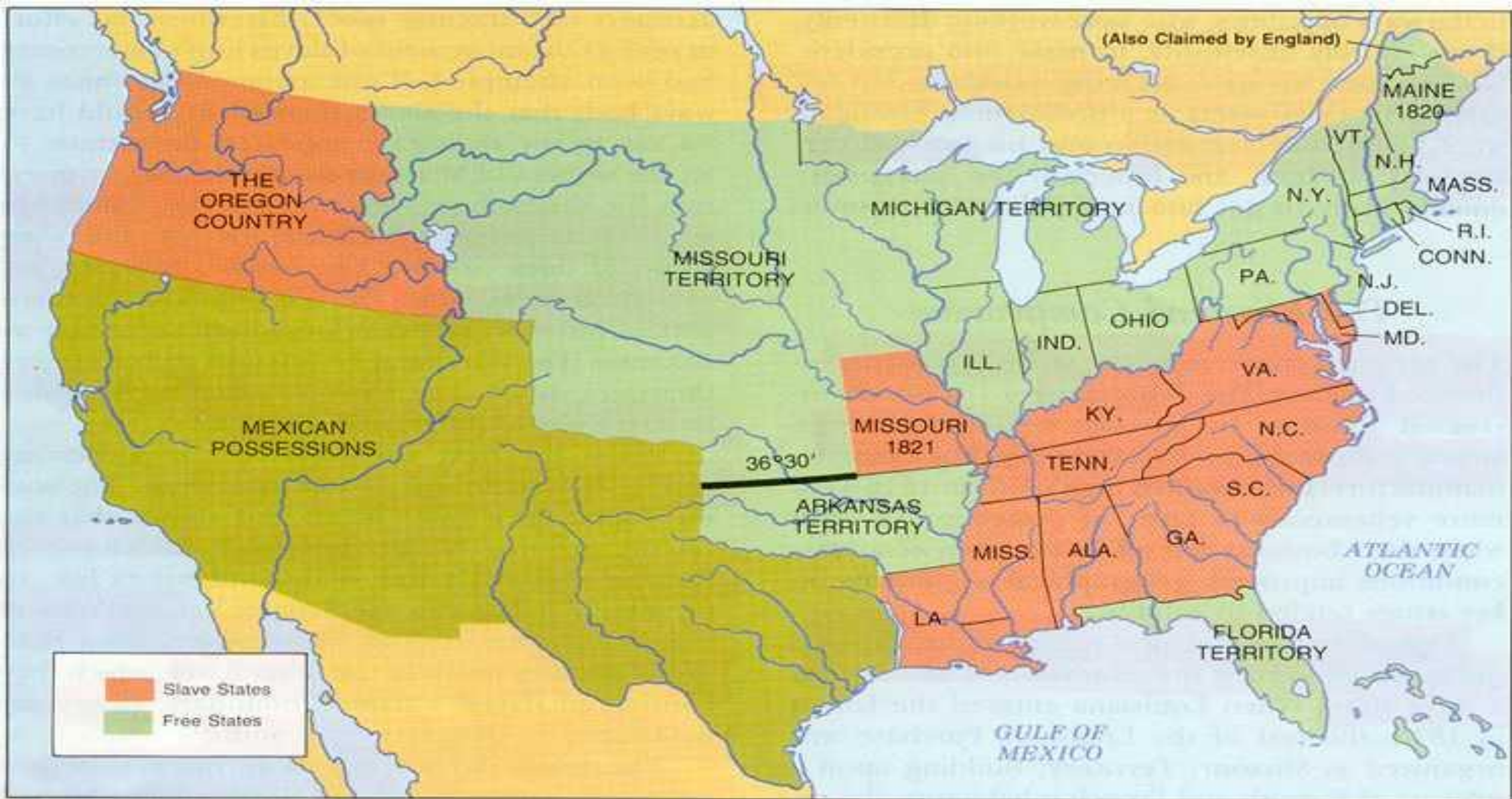


THE MISSOURI COMPROMISE, 1820-1821

Northerners were opposed to Missouri's entry as a slave state. There was a storm of protest in the North. For a time Congress was deadlocked on Missouri's admission, but under the leadership of Henry Clay the Missouri Compromise was agreed upon. Under the Compromise, Missouri was admitted as a slave state and Maine came in as a free state. The Missouri Compromise contained a clause which *forever* prohibited slavery north of 36° 30' in all the territory acquired from France by the Louisiana Purchase. In addition, Congress banned slavery from the territory acquired by the Louisiana Purchase north of Missouri's southern boundary. At the time, this provision appeared to be a victory for the Southern states because it was thought unlikely this "Great American Desert" would ever be settled.

- 1. Admit Missouri as a slave state in accordance with the initial request for statehood.*
- 2. Approve the application for statehood of Maine as a free state.*
- 3. Define the territories in the Louisiana Purchase, which henceforth would be free and slave.*





THE MISSOURI COMPROMISE, 1820-1821


FOREIGN POLICY DEVELOPMENTS

- The United States starts to have some stability in foreign affairs and diplomatic success
 - Hugely important is **Secretary of State John Quincy Adams**
- **Anglo-American Convention 1818** between U.S. and England
 - Joint occupation of **Oregon** territory for 10 years
 - Set northern boundary of Louisiana Territory at 49th parallel
- **Adams-Onis Treaty (1819)** the U.S. acquired Florida
 - The U.S. agreed to give up claim to Texas



Florida becomes part of the U.S.

 President Madison unsuccessfully tried to take over West Florida from Spain in 1810.

 Many Southerners were angry that Spanish officials protected runaway slaves from coastal South Carolina and Georgia. Many ex-slaves were allowed to live and work with Seminole Indians in exchange for part of their crops.

 In 1816, General Andrew Jackson invaded Florida and destroyed the “Negro fort” that protected Black Seminole settlements.

 In 1818, Jackson again invaded Florida and claimed it for the U.S.

 In 1819, Spain, involved with revolts throughout Latin America, sold Florida to the U.S. for \$5 million (\$80 million in 2005 dollars) under the Adams-Onís Treaty.

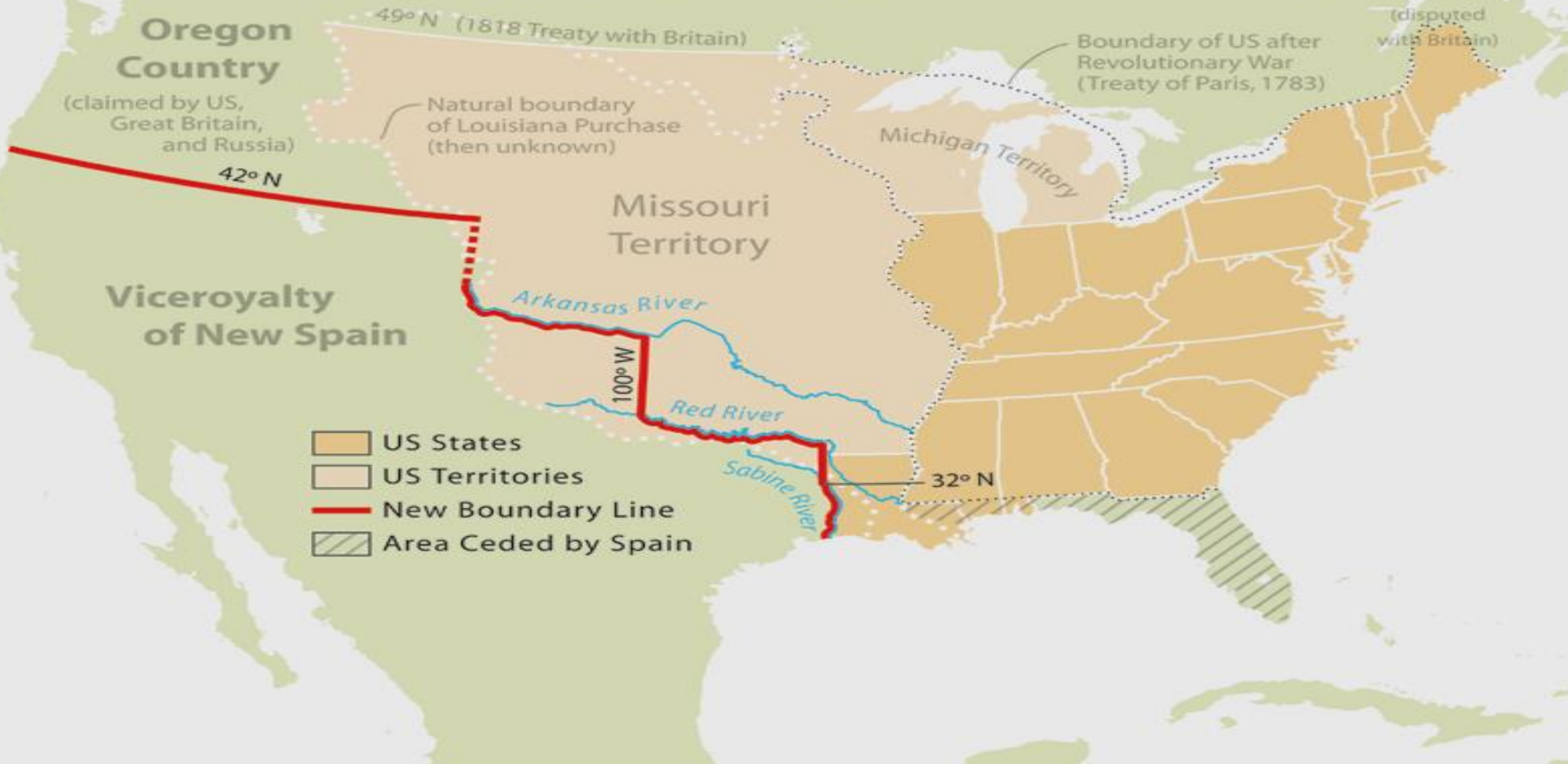


Black Seminoles



The Adams-Onís Treaty

showing area claimed by the US before the treaty, and results of the new agreement



Oregon Country
(claimed by US, Great Britain, and Russia)

Viceroyalty of New Spain

Missouri Territory

Michigan Territory

- US States
- US Territories
- New Boundary Line
- Area Ceded by Spain

Foreign Affairs under President Monroe



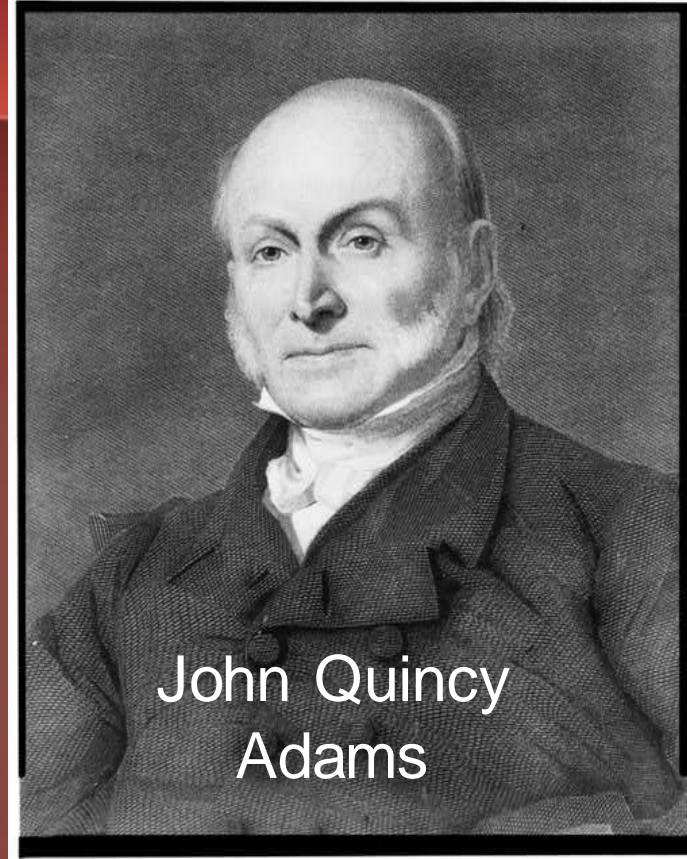
Latin America



Florida





Monroe Doctrine




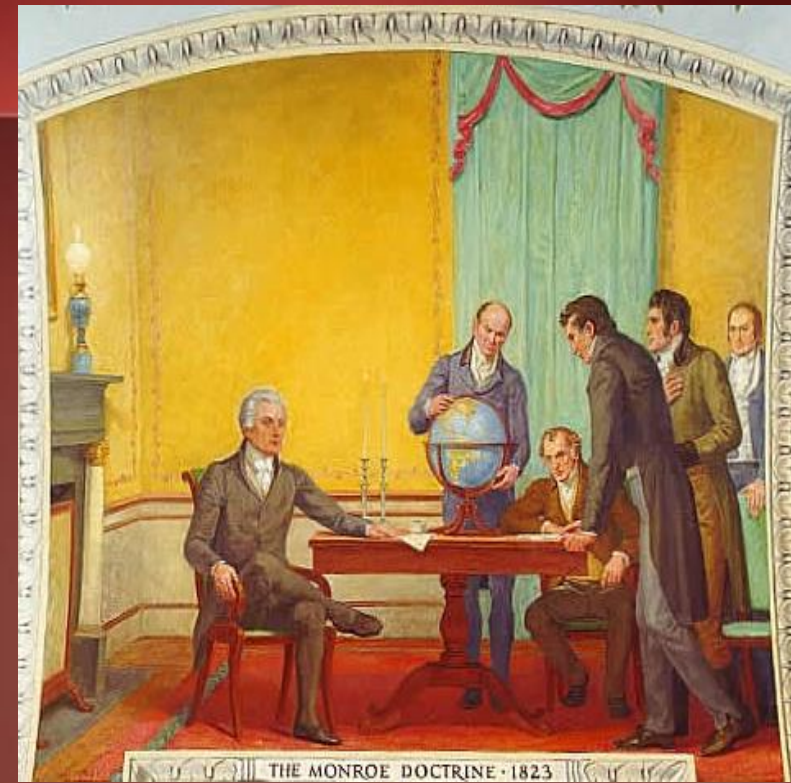
Serving under President Monroe, Adams was one of America's great Secretaries of State, arranging with England for the joint occupation of the Oregon country, obtaining from Spain the cession of the Florida's, and formulating with the president the Monroe Doctrine.

The U.S. wanted Latin America to remain free

 Once Latin America freed itself from Spanish rule, Americans worried other European nations might help Spain re-conquer her lost colonies.


 Great Britain was also concerned and wanted to partner with the U.S. in issuing a joint document guaranteeing the freedom of the new nations.

 President Monroe and his Secretary of State John Q. Adams decided to issue a statement from the U.S. alone, rejecting Britain's offer. Britain backed up U.S. efforts with her fleet and army.




Mural depicts discussion among the president and members of his Cabinet; from left to right are President James Monroe, Secretary of State John Quincy Adams, Attorney General William Wirt, Secretary of War John Calhoun, and Secretary of the Navy Samuel L. Southard.

The U.S. issued the Monroe Doctrine which stated:

 The United States would not get involved in European affairs.

 The United States would not interfere with existing European colonies in the Western Hemisphere.

 If a European nation tried to control or interfere with a nation in the Western Hemisphere, the United States would view it as a hostile act.

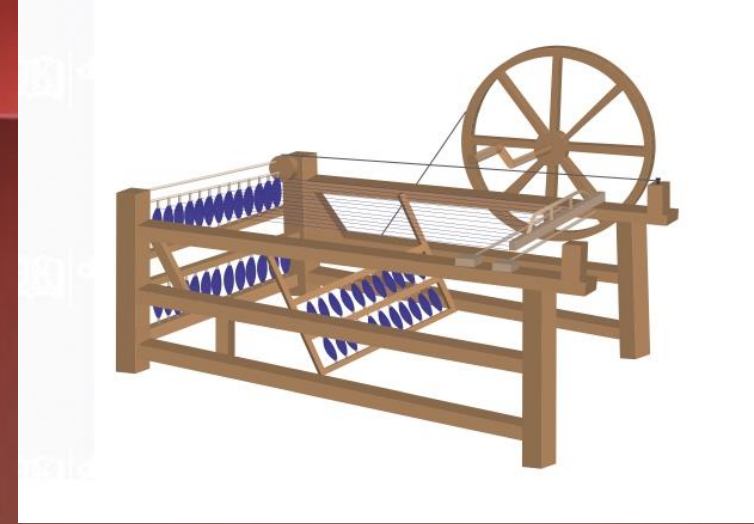
 No other nation could form a new colony in the Western Hemisphere. The peoples of the West “are henceforth not to be considered as subjects for future colonization by any European powers.”



Secretary of State John Quincy Adams helped author the document

NEW TECHNOLOGY

- Industrial Revolution is a revolution in the ways things are made.
- Machines replaced people
- Factories replaced homes

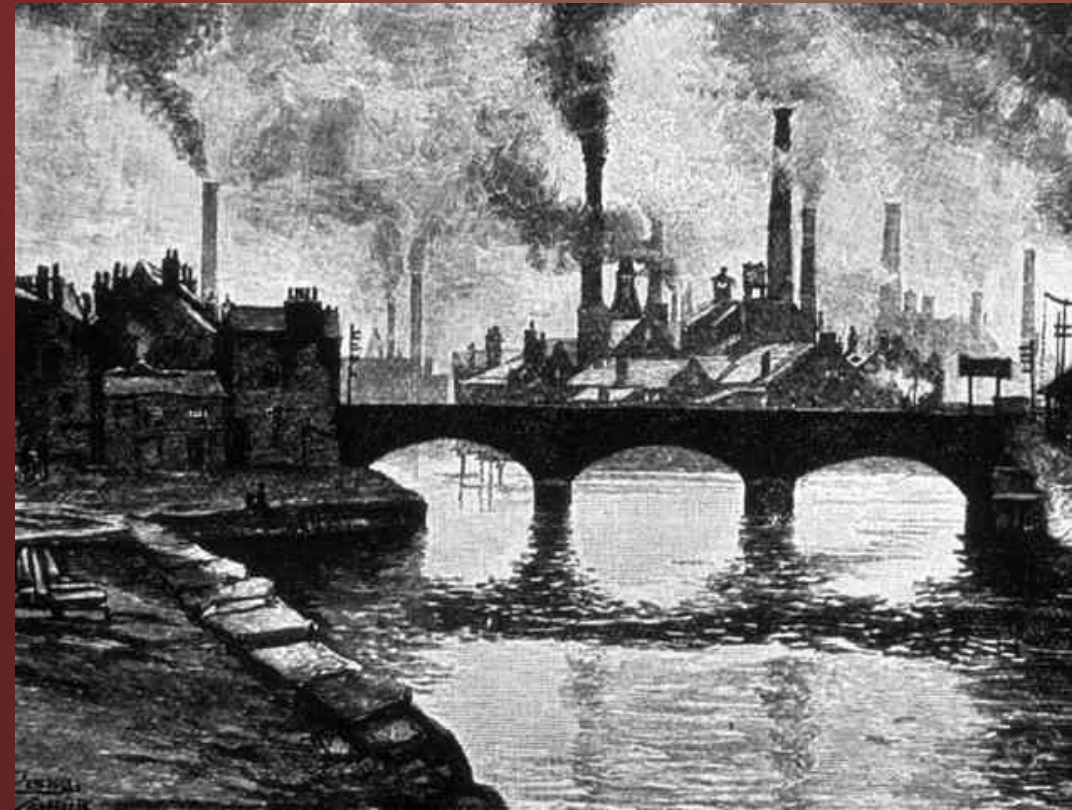


Examples of Machines:

- Spinning Jenny: a worker could spin several threads at one time, not just one thread on a spinning wheel
- Cotton Gin: a machine that would take the seeds out of cotton. Instead of having to take the seeds out by hand.

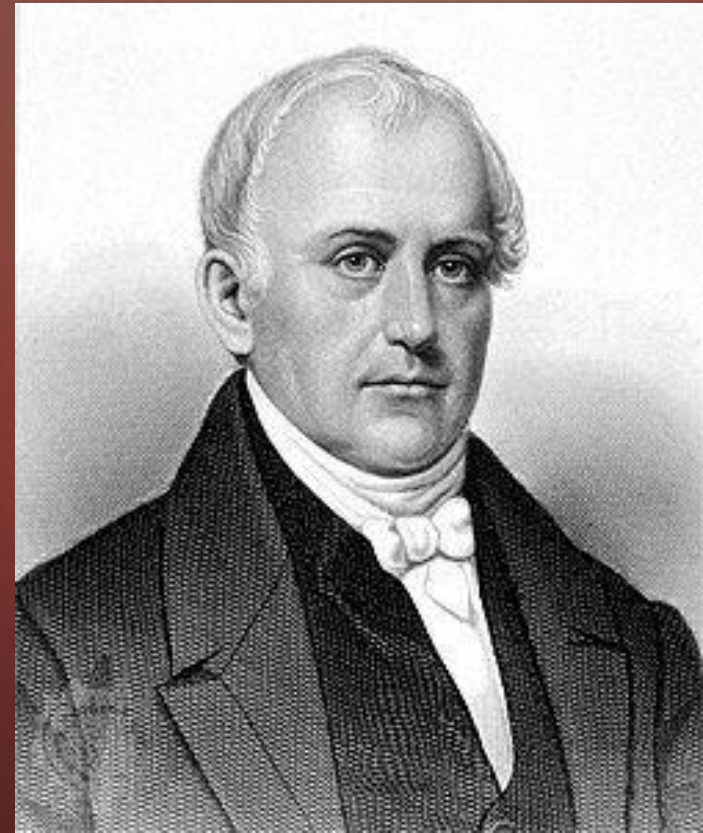
FACTORIES

- Factories are built by rivers. The water from the river would turn a large wheel. The wheel would run the machines.
- Factories are expensive to build. Most factories were owned by capitalists. People with money to invest in business to make a profit.



SECRETS

- Britain tries to keep inventions a secret
- Samuel Slater memorizes the design of a factory in Britain and builds one in America
- Samuel Slater builds the first factory in the United States → **Factory System**



FROM WORKSHOPS TO FACTORIES

- Lowell Factories
 - Francis Cabot Lowell builds the first *textile* factory in Lowell Massachusetts
 - Lowell joins with several partners to pay for the factory. The partners are called the **Boston Associates**.
 - The Boston Associates hire young women from nearby farms to work in the factories. These girls are called **Lowell girls**.





CHILD LABOR

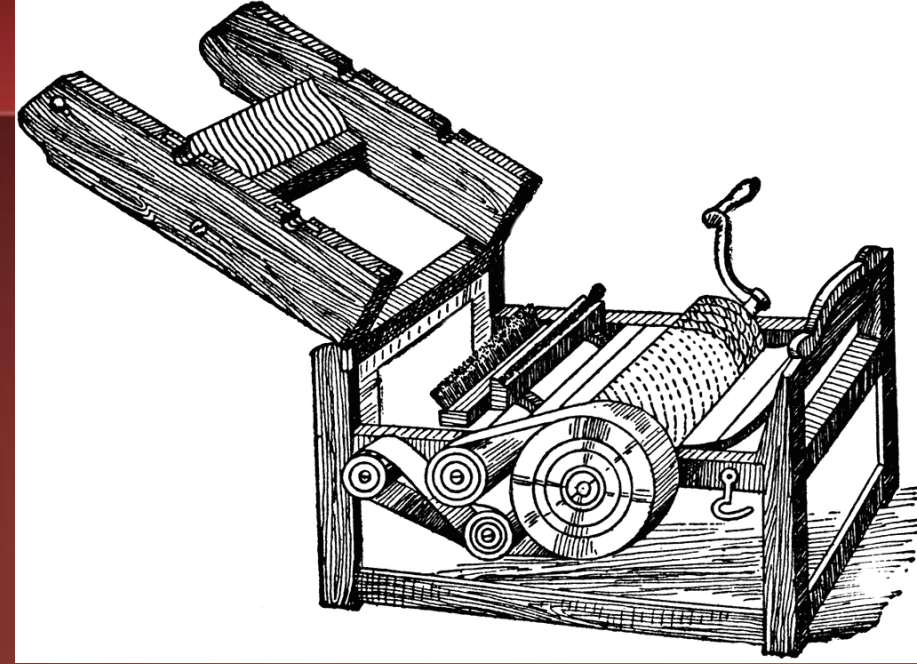
- Children have small hands that can fit inside the machines
- Children work long hours
- Children work for low pay
- Children are easily replaced.





ELI WHITNEY

- Eli Whitney invents the cotton gin
- Eli Whitney invents the idea of interchangeable parts.
 - **Interchangeable parts**: all machine parts are made the same so that broken parts can be replaced **quickly** and **cheap**.







AMERICANS ON THE MOVE

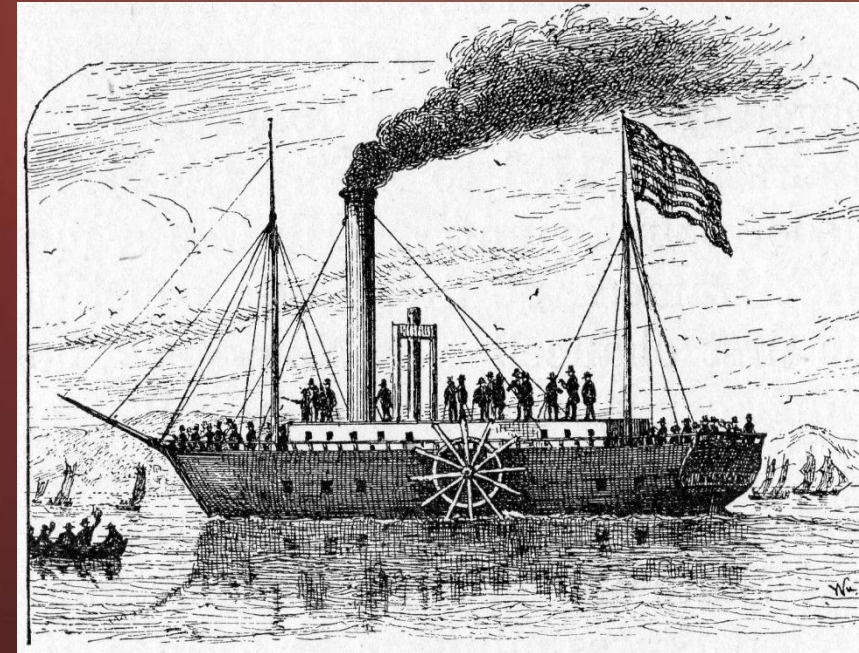
GO WEST YOUNG MAN!!

- People moved west to find free land.
- Settlers needed better roads when moving to the West.
 - Types of Roads:
 - **Turnpikes**: A road where the driver would pay a toll (money) to continued traveling on the road
 - **Corduroy Roads**: Roads made in swampy (wet) areas. Logs would be placed next to each other to form a road. The lines of logs would look like Corduroy cloth. This was a very bumpy ride.



TYPES OF TRANSPORTATION

- **Steam Transport**: Robert Fulton, makes a boat that is powered by a steam engine. The steam engine permits a boat to travel without having to wait on the current of the water or the wind in the air. Robert Fulton's steamboat is called the Clermont
- **Transcontinental Railroad**: Will connect East and West once completed.



THE
STEAM
ENGINE

Cumberland Road



Referred to as the National Road or Cumberland Road



One of the first major improved highways in the U.S. built by the federal government



Construction began in 1811 at Cumberland, Maryland



Reached Wheeling, West Virginia, in 1818



Although the road was planned to end in Jefferson City, Missouri, funding ran out and it stopped at Vandalia, Illinois, in 1839





Lake Ontario

Vermont
Massachusetts
Connecticut

Wisconsin

Michigan

New York

Lake Erie

Pennsylvania

New Jersey

Cumberland Road

Ohio

Potomac River

Illinois

Indiana

National Pike

Maryland
District of Columbia

Delaware

West Virginia

Virginia

Kentucky

North Carolina

Tennessee

CANAL BOOM

- A Canal is a channel dug by people, then filled with water to allow boats to cross a stretch of land
- Most famous canal built during this time period is the Erie Canal.
- The Erie Canal connects Lake Erie to the Hudson River.
 - Benefits :
 - reduced travel time
 - lowered the cost of shipping goods
 - helped make New York the center of commerce (trade)
 - linked western farms with eastern cities



Erie Canal



A canal is a man-made waterway



The Erie Canal connects the Great Lakes to the Atlantic Ocean from Lake Erie to the Hudson River



Construction took eight years



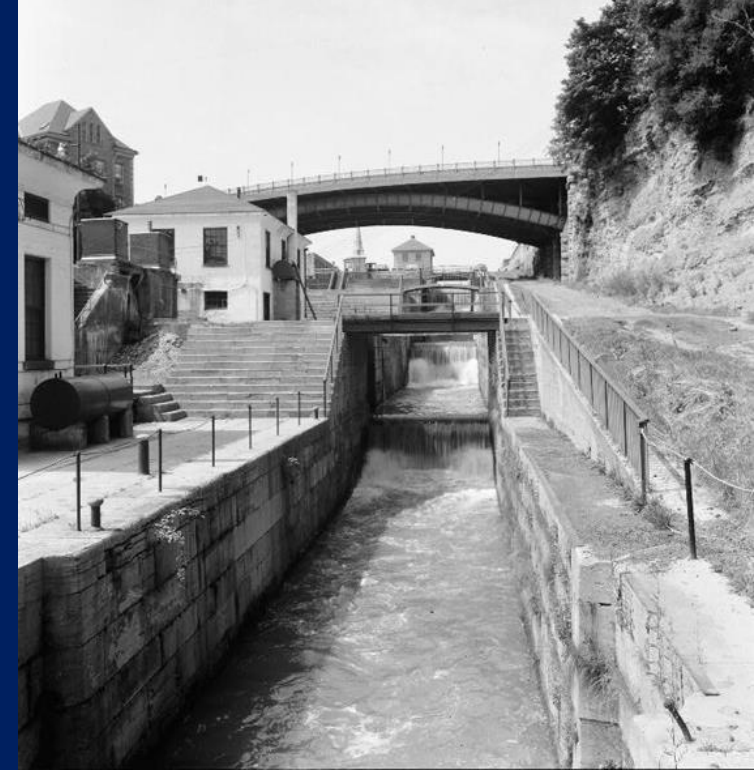
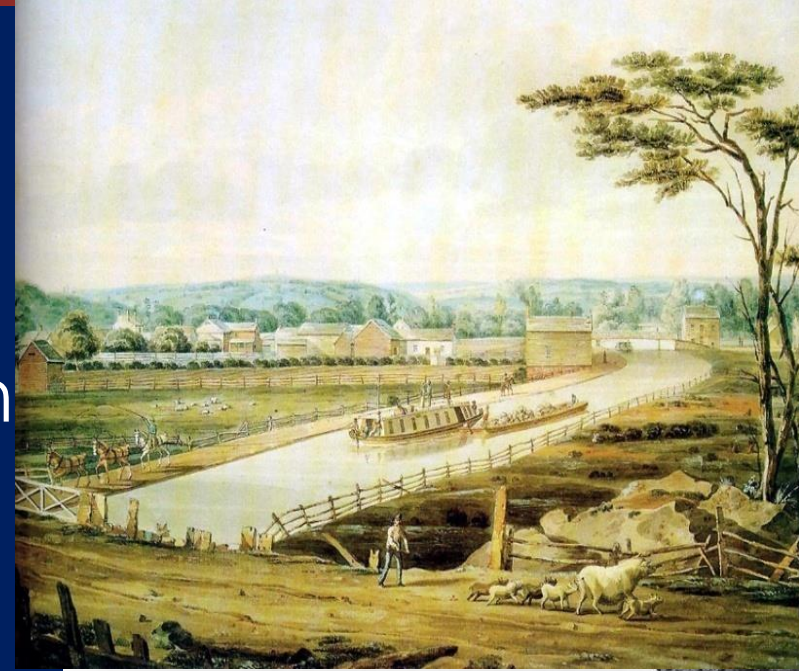
The system works with locks, where a boat goes into a gated area which fills with water so the boat can travel to the next higher water level



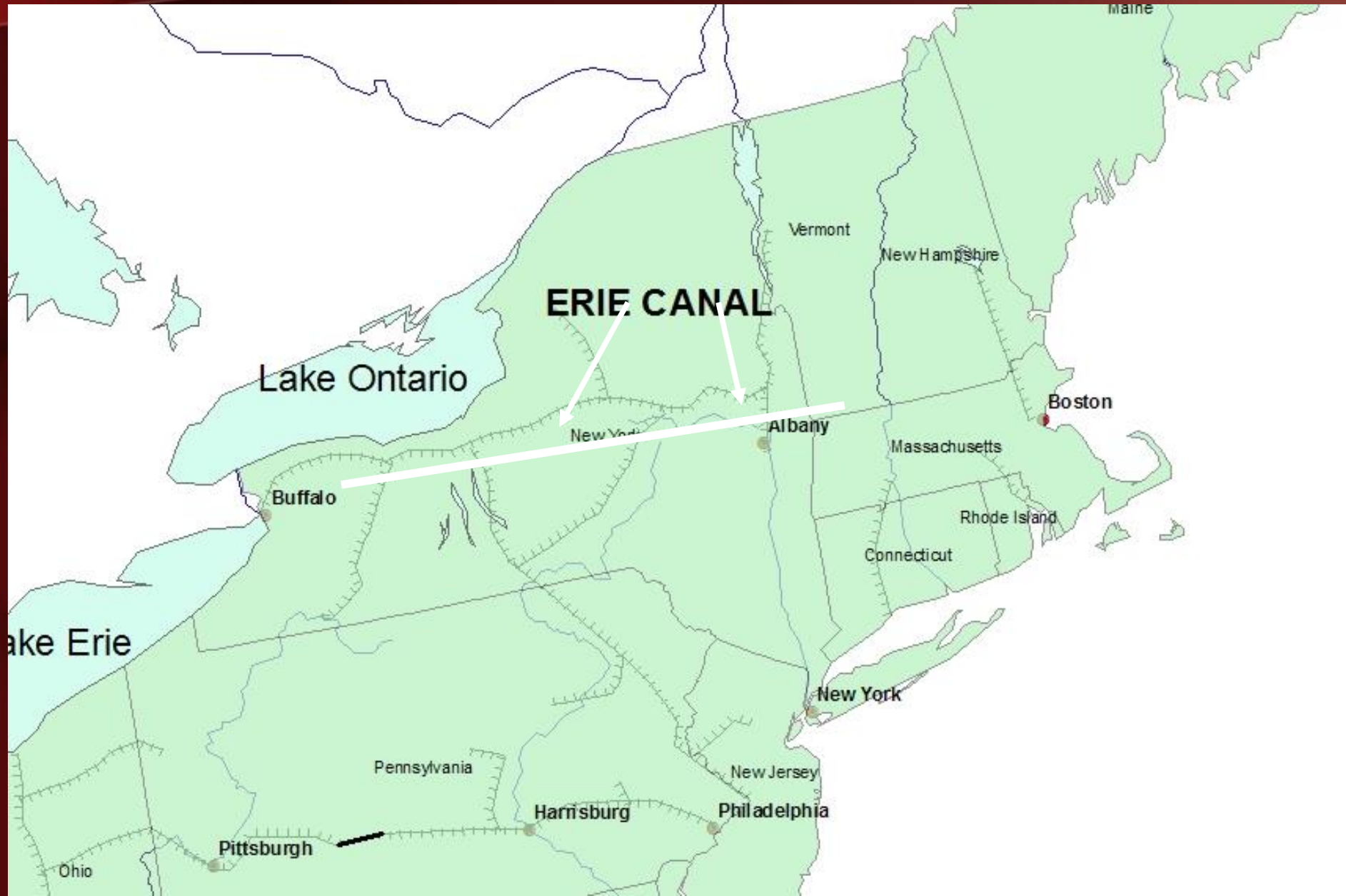
Made transportation of goods faster and cheaper

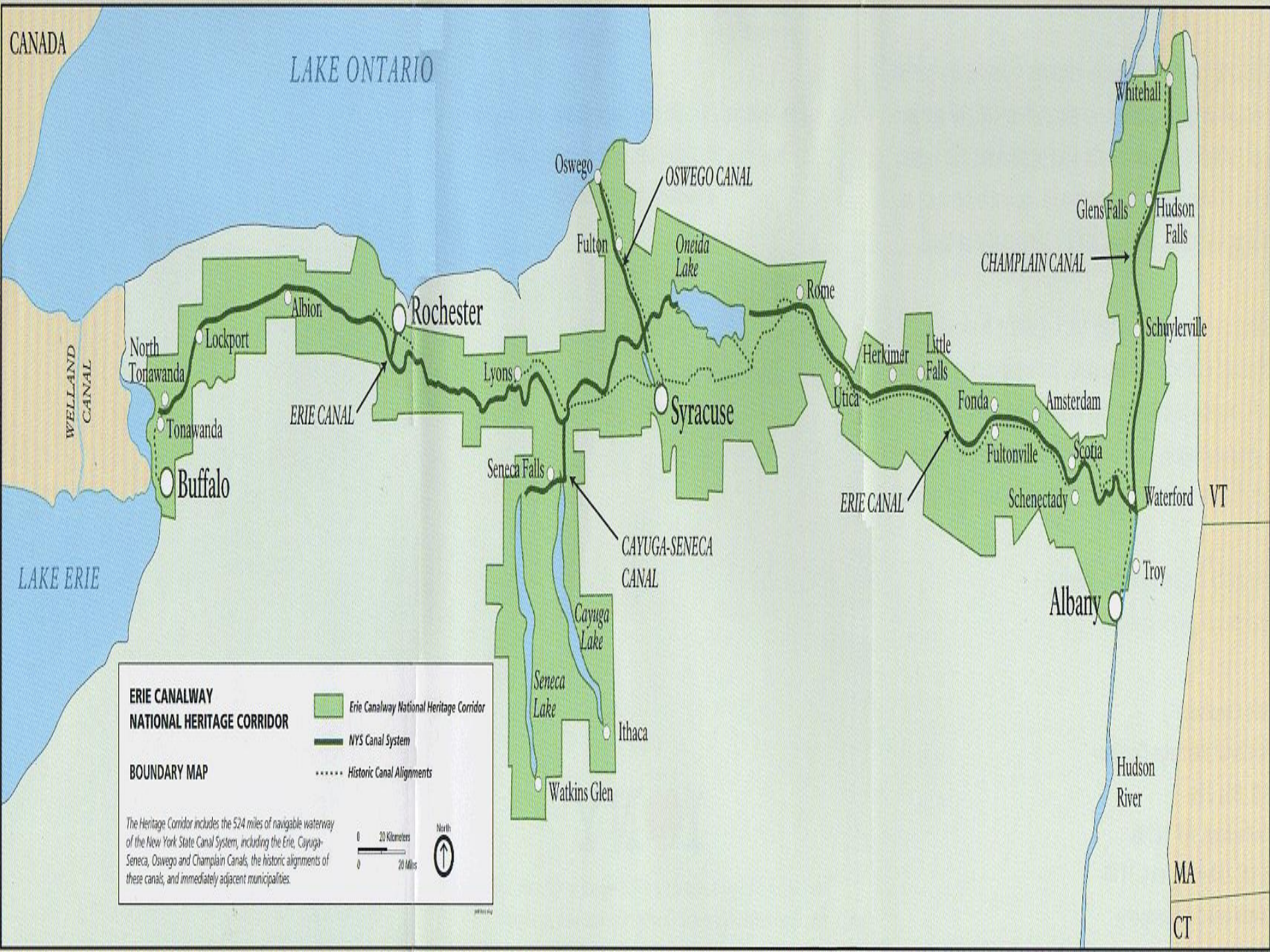


Encouraged settlement along the route and in the western territory



The canal runs from Buffalo to the Hudson River





ERIE CANALWAY NATIONAL HERITAGE CORRIDOR

BOUNDARY MAP

The Heritage Corridor includes the 524 miles of navigable waterway of the New York State Canal System, including the Erie, Cayuga-Seneca, Oswego and Champlain Canals, the historic alignments of these canals, and immediately adjacent municipalities.

- Erie Canalway National Heritage Corridor
- NYS Canal System
- Historic Canal Alignments

0 20 Kilometers
0 20 Miles

North





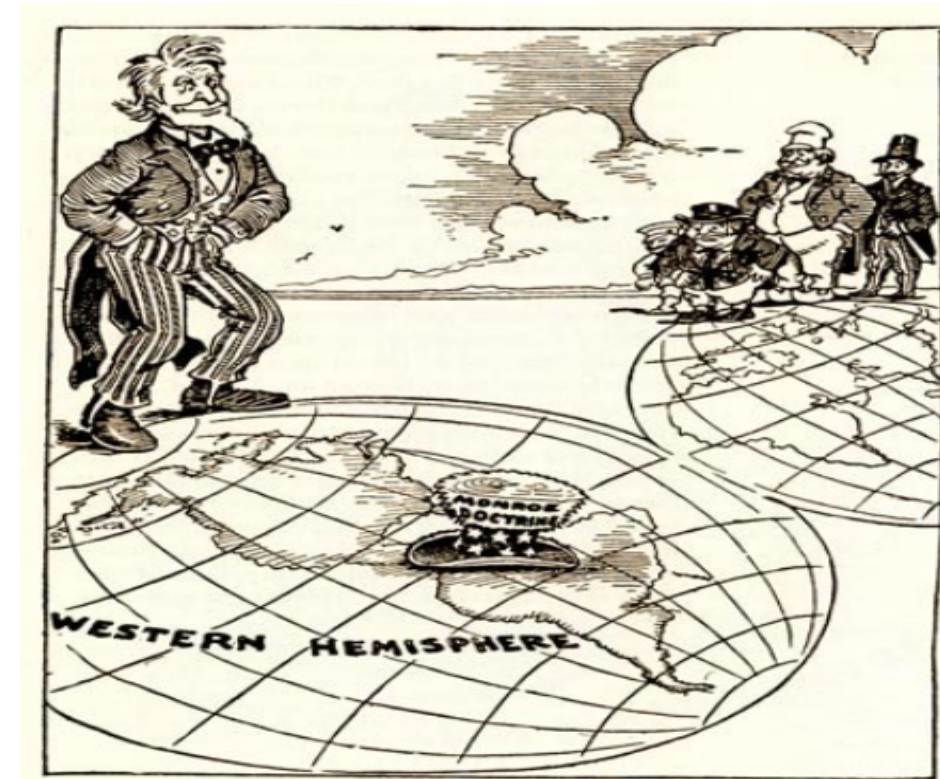
INDUSTRIAL REVOLUTION VIDEO QUESTIONS

Directions: Complete questions based on the video clip.

1. Describe life before the industrial revolution?
2. List the 2 new textile machines that caused a revolution.
3. What is a factory?
4. When did work begin in the Lowell mills?
5. What day of the week did workers get off?
6. Who harvested cotton? In what region of American did they work?
7. Describe working conditions in factories.
8. Why is coal mining dangerous?

MONROE DOCTRINE

- U.S. feared that Europe would try to **recolonize** territory in the western hemisphere
- **England** also wanted to keep Europe out of the Western Hemisphere
- **Monroe Doctrine** (1823) the U.S. warned Europe to stay out of the Western Hemisphere
 - The U.S. agreed to avoid European affairs
- **Not much immediate impact**
 - Later on (especially in 1890s onward) the U.S. will play a huge role in Latin American affairs



Vote in the U.S. House of Representatives on a Bill to Fund Internal Improvements, 1824

Region	For	Against
New England	12	26
Middle States	37	26
West	43	0
South	23	34
Total	115	86

Source: Jeffrey B. Morris and Richard B. Morris, editors, *Encyclopedia of American History*

7. Based on the voting patterns shown in the chart, support for federal funding for internal improvements was strongest in
- (A) agricultural regions
 - (B) undeveloped regions**
 - (C) regions where slavery was strong
 - (D) regions where the Federalist party had been strong
8. Support for the bill would have been consistent with support for which of the following?
- (A) American System**
 - (B) Cultural nationalism
 - (C) Specialization
 - (D) Factory system

"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 acknowledged, we could not view any interposition for the purpose of oppressing them, or controlling . . . by any European power in any other light than as the manifestation of an unfriendly disposition toward the United States. . . .

"Our policy in regard to Europe . . . which is not to interfere in the internal concerns of any of its powers . . . but in regard to those continents [the Americas], 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."

—James Monroe, The Monroe Doctrine, 1823

4. Who of the following provided the strongest influence on President Monroe in the writing of the Monroe Doctrine?
- (A) George Washington**
 - (B) John Adams
 - (C) Thomas Jefferson
 - (D) John Quincy Adams
5. Monroe counted on which of the following European nations to be an ally if any nation challenged the Monroe Doctrine?
- (A) Britain**
 - (B) France
 - (C) Russia
 - (D) Spain
6. Which best explains why the American people were so supportive of the Monroe Doctrine?
- (A) Nationalism**
 - (B) Sectionalism
 - (C) States' rights
 - (D) Dislike of Britain