

Unit Three

America in Transition 1801–1848 “Manifest Destiny?”

13. Jefferson’s Vision of America
14. The Market Revolution
15. A White Man’s Democracy
16. The Slave South
17. Perfecting America
18. Moving Westward

THEME

In 1845, journalist John L. O’Sullivan coined the term *manifest destiny* to help justify the latest push by the United States to acquire more land in the west. O’Sullivan’s popular phrase gave expression to the idea that it was the right of the United States to “possess the whole of the continent which Providence has given us for the development of the great experiment of liberty and . . . self-government entrusted to us.” In many ways, the concept of manifest destiny carried forward the American vision found in colonial America (“city on a hill”) and in revolutionary America (“all men are created equal”).

Indeed, during the first half of the nineteenth century, the United States appeared to offer white Americans the chance to shape their own destinies. Thomas Jefferson’s vision of a nation of independent small farmers seemed to be secured by the geographical expansion across the continent. Economic changes in the North and West opened up new opportunities for thousands of people. Politicians celebrated the expansion of the vote and the rise of the “common man.” Social reformers thought that society might be brought closer to its ideals, if not perfected.

However, tensions and conflict accompanied all these transitions. Most notably, American Indians were pushed even further from inclusion in the promise of America, and slaves experienced no liberty and no opportunity. Finally, the triumph over Mexico in 1848 seemed to fulfill the destiny that O’Sullivan had identified, but it also renewed old questions about whether the nation would live up to its founding principles.

Lesson 13

Jefferson's Vision of America

OVERVIEW

Thomas Jefferson's inauguration as president in 1801 represented a significant transfer of power as well as a vision about the future of America. Unlike Alexander Hamilton, Jefferson saw the independent farmer as the source of true freedom. To secure that freedom and future, agricultural America needed room to expand. The Louisiana Purchase virtually doubled the size of the country, assuring, in Jefferson's mind, an empire of liberty. Shortly thereafter, the Lewis and Clark expedition provided the nation with a glimpse of the wonder and promise of the vast new territory.

Meanwhile, Jefferson and his Republican successors had to deal with the realities of ongoing national and international issues. Even though Hamilton and his party died during this time, the Republicans adopted many of his key economic policies. In addition, Chief Justice John Marshall secured Federalist objectives as he established the independence of the Supreme Court.

Foreign crises proved to be even more troublesome than those that had confronted the Federalists in the 1790s, and the United States found itself in a peculiar war with Britain by 1812. That war may have been militarily inconclusive as far as the British were concerned, but there was no doubt that American Indians suffered major losses because of it.

At the end of the War of 1812, most Americans seemed to feel good about the state of the nation and ready to move forward with nationalistic policies. The promise of the West allowed the United States to postpone a day of reckoning about the expansion of slavery, but this sectional issue set off a "fire-bell in the night," warning of danger ahead.

LESSON ASSIGNMENTS

Text: Roark, et al., *The Promise of America*, Chapter 9, "The Republican Ascendancy," pp. 286–312, 315, 318.

Video: "Jefferson's Vision of America" from the series *Shaping America*.

LEARNING OBJECTIVES

This lesson examines the changing political, geographic, and social landscapes of America during the first two decades of the nineteenth century. Upon completing this lesson, you should be able to:

1. Explain the “unfinished quality” of America in the early nineteenth century and how the West factored into the promise of America at that time.
2. Explain Jefferson’s vision of America and how republican simplicity, the Louisiana Purchase, the Lewis and Clark expedition, and the West fit into that vision.
3. Explain the causes and consequences of the War of 1812, including the war’s effects on the American Indians and the Federalist Party.
4. Describe the status of women in the early nineteenth century.
5. Assess the significant features of nationalism and sectionalism during the “era of good feelings.”

LESSON FOCUS POINTS

The following questions are designed to help you get the most benefit from the sources selected for this lesson. For reference purposes, the titles of the video segments are: (1) Introduction, (2) “We Proceeded On,” (3) “Tecumseh,” and (4) Summary Analysis: “. . . Like a Fire-Bell in the Night.”

1. What choices and opportunities did the generation inheriting the revolution have that influenced their role in shaping America? What role would the West play in this process? (video segment 1)
2. What was Gabriel’s Rebellion? How was it dealt with? How did it illustrate the ongoing conflict between republican ideals and the reality of slavery? (textbook, pp. 290–291)
3. What did Jefferson mean by the “revolution of 1800”? What was his vision of republican simplicity? How did Jefferson implement his vision of limited government? (textbook, pp. 289, 291–293)
4. What was the significance of John Marshall’s decision in *Marbury v. Madison*? (textbook, p. 293)
5. How did the West fit into Jefferson’s vision of America? How did widespread land ownership guarantee liberty for white settlers? (textbook, pp. 292–293; video segment 2)
6. How and why did the United States make the Louisiana Purchase? (textbook, pp. 293–295; video segment 2)

7. What was the purpose and the significance of the Lewis and Clark expedition? What can we learn from the Corps of Discovery? (textbook, pp. 294–296; video segment 2)
8. Why did Vice President Aaron Burr fight a duel with Alexander Hamilton? Did he get away with murder? Why was Aaron Burr later charged with treason? (textbook, pp. 298–299)
9. What was the significance of the *Chesapeake* incident? What was important about the Embargo Act of 1807? (textbook, pp. 296–297, 300–301)
10. Who was Tecumseh? Why did the United States consider him to be a threat? What actions had William Henry Harrison and the United States taken against him and other Indians prior to the outbreak of the War of 1812? (textbook, pp. 287–289; 301–303; video segment 3)
11. Why did the United States go to war with Britain in 1812? Why were the British and Tecumseh fighting against the Americans? (textbook, p. 303; video segment 3)
12. What were the most significant military engagements of the War of 1812? Why were they important? (textbook, pp. 303–305)
13. What were the results of the War of 1812? Did anyone win? What were the effects of the war on the Federalist Party and the American Indians? (textbook, pp. 305–306; video segment 3)
14. How did the status of white women change in the early republic? Who was Jemima Wilkinson and what made her rather unique in that time period? (textbook, pp. 306–309)
15. What was the “era of good feelings”? How was nationalism reflected in the period after the War of 1812? What is significant about the Adams-Onís Treaty and the Monroe Doctrine? (textbook, pp. 309–312; video segment 4)
16. What was the Missouri Compromise? Why did Jefferson refer to it as a “fire-bell in the night”? (textbook, pp. 309–312; video segment 4)
17. Examine Map 9.5 in the text. Answer the questions posed in the text. (textbook, p. 311)

HISTORICAL EXPERTS INTERVIEWED

Andrew Cayton, Distinguished Professor of History, Miami University, Oxford, OH

Dayton Duncan, Writer, SoVerNet, Walpole, NH

R. David Edmunds, Watson Professor of American History, University of Texas at Dallas, Richardson, TX

Joseph J. Ellis, Professor of History, Mount Holyoke College, South Hadley, MA

Richard White, Margaret Byrne Professor of American History, Stanford University, Stanford, CA

PRACTICE TEST

The following items will help you evaluate your understanding of this lesson. Use the Answer Key at the end of the lesson to check your answers or to locate material related to each question.

Multiple choice: Choose the BEST answer.

1. In the video, Professor Andrew Cayton observes that, in American history, the period from 1800 to 1850 has an “unfinished” quality to it because _____.
 - A. many young people living then had choices and opportunities
 - B. historians have not focused on those times
 - C. transportation systems were not keeping up with the growing market
 - D. political leadership seemed confused after the founding fathers died
2. According to Thomas Jefferson, the source of true freedom in America was _____.
 - A. the virtuous, independent farmer who owned and worked his land both for himself and for the market
 - B. the rising class of mechanics in American cities, single-minded men who allowed no one to push them around
 - C. the political party system that had come about in the late eighteenth century
 - D. the continuation of property qualifications for voting
3. Events in the Louisiana Territory in 1802 alerted the United States to a potential national security problem as _____.
 - A. England was negotiating to buy the territory from France
 - B. Spain had turned over the territory to France, then under the rule of powerful expansionist Napoleon Bonaparte
 - C. a large confederation of Native Americans had hatched a plan to cross the Mississippi River and attack the United States
 - D. a large contingent of slaves from St. Dominique had taken refuge there and were planning to capture New Orleans
4. The purpose of the Lewis and Clark expedition included all of the following objectives EXCEPT _____.
 - A. legitimizing a United States claim to California
 - B. opening up contact with Indian peoples
 - C. looking for a water route across the continent
 - D. gathering scientific information

5. Impressment, one of the key issues that led the United States into war with England in 1812, was _____.
- A. the practice of American naval vessels stopping English ships to search for prohibited goods
 - B. the practice of the British navy stopping U.S. ships to search for deserters from the Royal Navy and sometimes removing U.S. citizens from the ships along with supposed deserters
 - C. the practice of the British navy confiscating U.S. ships on the high seas because His Majesty's navy was experiencing a shortage of vessels
 - D. the practice of the U.S. merchant fleet taking or impressing goods from ports in the West Indies when American ship captains were short on funds
6. The Treaty of Ghent ending the War of 1812 _____.
- A. paved the way for an important exchange of territory between the United States and England
 - B. settled the ongoing dispute over shipping rights
 - C. set up a commission to determine the exact boundary between the United States and Florida
 - D. actually settled few of the issues that had led to war
7. A woman in the early republic who owned and conveyed property, made contracts, and initiated lawsuits probably was _____.
- A. friends with influential men in her neighborhood
 - B. single
 - C. married
 - D. a lawyer
8. As part of the Missouri Compromise, _____.
- A. Kansas Territory was open to slavery
 - B. Missouri became a free state
 - C. a line was drawn to separate free and slave territory
 - D. American Indians were removed west of the Mississippi River
9. In 1823, President James Monroe issued what became known as the Monroe Doctrine, a statement that the Americas "_____."
- A. will ultimately come under the rule of one republic, the United States
 - B. are henceforth not to be considered as subjects for future colonization by any European power
 - C. have no interests in Europe that supercede the Western Hemisphere's domestic tranquility
 - D. are destined to become one economic unit with laws and procedures by which Europe must abide

Short Answer: Your answers should be one or two paragraphs long and specifically address the points indicated.

10. How did the Louisiana Purchase and the Adams-Onís Treaty affect the boundaries of the United States?
11. What effect did the Lewis and Clark expedition have on the country? What can we learn from the Corps of Discovery?

Essay Questions: Your answers should be several paragraphs long and express a clear understanding of the points indicated.

12. Describe and explain why Thomas Jefferson looked to the West to fulfill his vision of America. How did he attempt to assure that the West would be accessible? What effects did movement to the West have on American Indians and the question of slavery?
13. Describe and explain the causes and consequences of the War of 1812. How did that war affect American Indians and the Federalist Party?

ANSWER KEY

	Learning Answer Objectives	Focus Points	References
1.	A LO 1.....	FP 1	video segment 1
2.	A LO 2.....	FP 5	pp. 292–293; video segment 2
3.	B..... LO 2.....	FP 6	pp. 293–295; video segment 2
4.	A LO 2.....	FP 7	pp. 294–296; video segment 2
5.	B..... LO 3.....	FP 11	p. 303; video segment 3
6.	D LO 3.....	FP 13	pp. 305–306; video segment 3
7.	B..... LO 4.....	FP 14	pp. 306–309
8.	C..... LO 5.....	FP 16	pp. 309–312; video segment 4
9.	B..... LO 5.....	FP 15	pp. 309–312; video segment 4
10.	 LO 2, 5.....	FP 6, 15	pp. 293–295, 309–312; video segments 2, 4
	• Describe the area acquired from France in the Louisiana Purchase; what areas were not included? • How did the Adams-Onís Treaty affect Florida? What was significant about the transcontinental feature of the treaty?		
11.	 LO 2.....	FP 7	pp. 294–296; video segment 2
	• Why did the expedition whet the appetite for further expansion westward? • What did the Corps of Discovery illustrate about diversity? How did it create a sense of wonder about how westward expansion might have proceeded?		

12.LO 2, 3, 5 ...FP 3, 5–7, 10, 13, 15 pp. 287–289, 291–296, 301–303, 305–306, 309–312
video segments 2–4
- Why was the independent farmer a key to Jefferson’s vision? How could an empire of liberty be maintained?
 - How did the Louisiana Purchase fit into Jefferson’s vision? How did the Lewis and Clark expedition facilitate movement westward?
 - How did American Indians, particularly Tecumseh, respond? How did the War of 1812 affect Indians? Where would Indians go?
 - How did having more land in the West affect debates on the future of slavery?
13. LO 3.....FP 9, 11–13, 15 pp. 296–297, 300–301, 303–306, 309–312
video segments 3, 4
- What were the causes of the war? Consider the diplomatic breakdown, the expansionist desires, and the question of honor.
 - What were the military highlights of the war? What did the treaty ending the war change?
 - Why were American Indians big losers in the war?
 - Why did the Federalist Party lose ground because of the war?
 - Why did the United States have a surge of nationalism after the war?

ENRICHMENT IDEAS

These activities are not required unless your instructor assigns them. They are offered as suggestions to help you learn more about the material presented in this lesson.

1. In the spirit of Lewis and Clark, research the first non-Indian peoples to explore the area in which you live. Then submit a report on your findings, including an evaluation of how the exploration affected the later development of the area.
2. An image of Sacajawea, the Shoshone Indian woman who served as a guide and mediator on the Lewis and Clark expedition, is now found on dollar coins in the United States. Investigate why she was chosen for this honor. What is the process for selecting someone to be on U.S. currency? Who else is being considered? Submit your findings in a well-developed essay.
3. Investigate the respective historical legacies of Thomas Jefferson and Aaron Burr and how those legacies are usually portrayed in American memory. In a well-developed essay, describe your findings. Are the two men and their legacies characterized accurately?
4. Some historians consider the War of 1812 to be an unnecessary war. What do you think? In a thoughtful essay, take a position and defend it.
5. Examine the *Marbury v. Madison* decision by the Supreme Court. In a well-developed essay, explain how and why John Marshall arrived at his decision and evaluate the significance of it.

SUGGESTED READINGS

See the “Bibliography” on pages 319–321 of the text if you wish to examine other books related to the material presented in this lesson.

Lesson 14

The Market Revolution

OVERVIEW

Both Alexander Hamilton and Thomas Jefferson had quite different visions of what they hoped the United States would become. Each had taken steps to put in place policies and practices which might enable their respective visions to become reality. The generation coming to maturity in the first part of the nineteenth century had the opportunity to give shape to the visions of the founding generation, particularly in the northern and western regions of the country.

It was then and there that a market revolution took place. Spurred by new developments in manufacturing, transportation, and commerce, the American economy was on the move. Factories at Lowell, Massachusetts, and elsewhere initially employed a largely female labor force, which was, at least temporarily, attracted by the possibilities presented. The Erie Canal illustrated new transportation networks facilitating the movement of goods, services, and people. The independent farmers who moved into the midsection of the country expanded the area of agricultural opportunity, and the resulting increase in agricultural production provided the basis for reciprocal growth and opportunities in other areas of the economy. Meanwhile, family and work relationships were evolving toward a pattern that would become quite familiar to many succeeding generations.

In the midst of all these changes, a free-labor economy emerged in the North and West. Based on hard work and the belief in landed independence, this society forged a link between economic and political freedom. While certainly not encompassing everybody, more and more people came to believe that they deserved the opportunity to try to shape their own destiny. By midcentury, this “northern” culture was beginning to be identified with America, even though the southern regions of the country had been pursuing a quite different path to the future. Ultimately, it would take a civil war to see what view would prevail.

LESSON ASSIGNMENTS

Text: Roark, et al., *The American Promise*, Chapter 9, “Republican Ascendancy,” pp. 316–317; Chapter 10, “The Expanding Republic,” pp. 324–334, 341–343; Chapter 11, “The Free North and West,” pp. 365–377.

Video: “The Market Revolution” from the series *Shaping America*.

Documents:
“A Mill Worker Describes Her Work and Life,” found at the end of this lesson.

LEARNING OBJECTIVES

This lesson addresses the question of why a market revolution took place in the North and West and how the resulting free-labor society helped shape America. Upon completing this lesson, you should be able to:

1. Explain the market revolution occurring during the first half of the nineteenth century.
2. Analyze the working conditions and the lives of factory workers during this era.
3. Explain the major developments in the economic and social evolution of the North and West during the first half of the nineteenth century.
4. Explain the major developments in agriculture in the Northwest during this era and how these changes affected the rest of the nation.
5. Assess the promise and reality of the free-labor ideals developing at this time and the long-term significance of these ideals for the American people.

LESSON FOCUS POINTS

The following questions are designed to help you get the most benefit from the sources selected for this lesson. For reference purposes, the titles for the video segments are: (1) Introduction, (2) "The Working Women of Lowell," (3) Short-take: "Progress in Print," (4) "The Big Ditch," (5) Short-take: "Runs Like a Deere," (6) "Moving Westward," and (7) Summary Analysis: "A Free-Labor Economy."

1. What is meant by the term *market revolution*? (textbook, p. 324; video segment 1)
2. Examine Maps 10.1 and 11.1 in the text. What major transportation routes are identified? How would these routes potentially change America? (textbook, pp. 325, 371)
3. How involved was the federal government in supporting transportation and commerce? Why was this politically contentious? (textbook, pp. 324–326)
4. How did the development of the clock, steamboat, and telegraph illustrate the promise of technology during this period? Regarding steamboats, how safe was this new mode of transportation? Who was responsible for public safety? (textbook, pp. 316–317, 328–330, and 374–375)
5. Why did women enter the factory labor force at this time? What was life like for the women working in the textile mills? How did this experience change their lives? (textbook, pp. 327, 330–332; document; video segment 2)

6. How successful was collective action by workers at this time? How did immigrants affect the labor movement? Who were these immigrants? Why were they coming to America? (textbook, pp. 331–332, 376–377; video segment 2)
7. How did the writings published at Lowell reflect the progress in printing during this era? How did the press affect literacy? In general, how did the press, public life, and popular amusements affect culture? (textbook, pp. 341–343; video segment 3)
8. Why was the Erie Canal built? How was it built? How did it affect the movement of goods? What effect did it have on New York City? (textbook, p. 326; video segment 4)
9. How did bankers and lawyers affect the economy during this era? (textbook, pp. 332–334)
10. What explains the emerging boom and bust cycle in the economy? How did the Panic of 1819 illustrate this feature of the economy? (textbook, p. 334)
11. What fundamental changes in American society were associated with the economic and industrial evolution occurring in the North and West during the first half of the nineteenth century? (textbook, pp. 366–367)
12. What factors contributed to increased agricultural production? How and why did the federal government promote agriculture? (textbook, pp. 367–368; video segments 5, 6)
13. How did Jacksonville, Illinois, represent development on the northwestern frontier? Generally, how did developments in agriculture affect manufacturing? (textbook, p. 369; video segment 6)
14. Why were railroads capturing the American imagination by midcentury? How were railroads affecting the economy? (textbook, pp. 369–371; video segment 6)
15. By the mid-nineteenth century, how was the free-labor ideal meshing with reality? How and why was the free-labor economy becoming more associated with America? What did that portend for the future? (textbook, pp. 372–377; video segment 7)

HISTORICAL EXPERTS INTERVIEWED

Joyce Appleby, Professor of History, University of California at Los Angeles, Los Angeles, CA
Thomas Dublin, Professor, State University of New York, Binghamton University, Binghamton, NY

John Steele Gordon, Economic Historian and Author, North Salem, NY
John Majewski, Associate Professor, University of California at Santa Barbara, Santa Barbara, CA

PRACTICE TEST

The following items will help you evaluate your understanding of this lesson. Use the Answer Key at the end of the lesson to check your answers or to locate material related to each question.

Multiple choice: Choose the BEST answer.

1. The market revolution experienced by Americans after the War of 1812 _____.
 - A. brought increasing numbers of people out of old patterns of rural self-sufficiency into the wider realm of national market relations
 - B. gave rise to a huge factory system that pulled millions from the countryside to labor in the cities
 - C. was seen to have limited impact on most Americans, who were relatively poor and not much affected by the economic growth
 - D. was hardly revolutionary, as many northerners refused to do business with southern slave masters, whom they regarded as immoral
2. The 1824 Supreme Court decision in *Gibbon v. Ogden* _____.
 - A. upheld the practice of states granting monopolies to steam transportation companies
 - B. opened the avenues of economic expansion by declaring that navigation on rivers traversing more than one state came under the jurisdiction of the federal government and that state-granted transportation monopolies on such rivers were invalid
 - C. set a limit on the number of steamboat companies that could operate on U.S. rivers
 - D. instituted strict licensing requirements for all steamboat companies operating on U.S. waterways and thus improved the safety of steamboat travel
3. In the video, Professor Thomas Dublin expresses the view that women workers learned that they could _____.
 - A. hardly make enough to pay the boardinghouse rent
 - B. publicly protest ill treatment
 - C. usually find a future husband in the workforce
 - D. lose their paycheck if they remained single
4. Employees of early textile mills in New England were mainly _____.
 - A. young women seeking careers in America's expanding economy
 - B. young men seeking careers in America's expanding economy
 - C. young women seeking a new degree of autonomy in their lives that was difficult to achieve by remaining on the family farm
 - D. immigrant families trying to escape the factory system in Europe

5. Beginning around 1840, one of the factors that fueled economic growth in the United States was _____.
 - A. Americans moving from farms to cities, where they found jobs working in factories
 - B. a decline in family size
 - C. a decline in agricultural productivity that forced industrial growth
 - D. better tariff rates with England
6. Agricultural productivity in the North and West increased significantly in the late 1830s because of _____.
 - A. waterwheels
 - B. John Deere's steel plow
 - C. the invention of thrashers
 - D. the numbers of freed slaves eager for wage-earning work
7. The invention of the telegraph _____.
 - A. was a unifying force for the young United States
 - B. caused a splintering in the United States as news could spread more rapidly
 - C. caused the postal service to flounder
 - D. caused an immediate rise in school attendance as people wanted to know how to read
8. Proponents of the free-labor system touted in the North and West in the 1840s and 1850s claimed that the system _____.
 - A. opened up doors to all segments of the population
 - B. made it possible for hired laborers to become independent landowners
 - C. gave slaves compensation for their labor
 - D. enforced the Puritan ideal of working hard and saving one's money

Short Answer: Your answers should be one or two paragraphs long and specifically address the points indicated.

9. What did the experience of the working women of Lowell indicate about labor and economic opportunities for women in the first half of the nineteenth century?
10. How did the building of the Erie Canal illustrate the confluence of a vision, public support, and the practical use of labor and technology?

Essay Question: Your answer should be several paragraphs long and express a clear understanding of the points indicated.

11. Describe and explain the significant economic changes that took place in the North and West during the first half of the nineteenth century. How did these changes affect the development of a free-labor ideology in that region of the country? What were the short- and long-term effects of these developments?

ANSWER KEY

	Learning Answer Objectives	Focus Points	References
1.	A LO 1.....	FP 1	p. 324; video segment 1
2.	B..... LO 1.....	FP 3	pp. 324–326
3.	B..... LO 2.....	FP 5	pp. 327, 330–332; document; video segment 2
4.	C..... LO 2.....	FP 5	pp. 327, 330–332; document; video segment 2
5.	A LO 3.....	FP 11	pp. 366–367
6.	B..... LO 4.....	FP 12	pp. 367–368; video segments 5, 6
7.	A LO 1, 3.....	FP 4	pp. 316–317, 328–330, 374–375
8.	B..... LO 5.....	FP 15	pp. 372–377; video segment 7
9.	 LO 2.....	FP 5, 6.....	pp. 320–332, 376–377; document; video segment 2
	• Why were women recruited to the mills? • Why did the women go to work there? • What were the positive and negative sides to the experience? • What other types of opportunities were available?		
10.	 LO 1, 3.....	FP 8	p. 326; video segment 4
	• Explain the vision of DeWitt Clinton. • What type of public support became available? • Who provided the labor? • How did they overcome barriers? • What was the result?		
11.	 LO 1–5.....	FP 1–15	pp. 316–317, 324–334, 366–377; video segments 1–7
	• What characterized the market revolution? • Beyond the market, what opportunities were opening up in the region? Why was this happening? • What is meant by a free-labor ideology? Why did this emerge? • What were the results of these changes? How would you describe the losses and benefits? • What was important about linking economic and political freedom in the North?		

ENRICHMENT IDEAS

These activities are not required unless your instructor assigns them. They are offered as suggestions to help you learn more about the material presented in this lesson.

1. Imagine yourself to be a working girl at Lowell, Massachusetts, in the 1830s. Write a letter to your family at home in which you describe your daily routine and express your feelings about your life.
2. Imagine that you have enough money to make a round-trip from New York City to New Orleans in 1840, but you refuse to go via the ocean and you want to take a different route each way. Plan a trip using the available means of transportation. Submit your itinerary and include an explanation of why you planned the trip as you did.
3. Imagine yourself to be a merchant in Albany, New York, in 1830. In a well-developed essay, describe how your business and life in the city has been affected by the Erie Canal.
4. Research a modern federal or state-supported public works project in your community. In a thoughtful essay, explain how this project is funded, who is likely to benefit, and what effect the project is likely to have on the community.
5. Research the latest statistics comparing wages for women and men in America. Then submit a report in which you explain your findings. What explains the difference in average earnings?

SUGGESTED READINGS

See the "Bibliography" on pages 361–363 and 404–405 of the text if you wish to examine other books related to the material presented in this lesson.

DOCUMENTS

As the United States began to industrialize, a form of labor was to house and work young women in the textile mills. Their days were long and their lives regulated. The experience of a worker, known only as Susan, is recounted here.

As you read this document, focus on answering the following questions:

1. How did she feel about her work and her coworkers?
2. What was her overall view of the factory and work?

"A Mill Worker Describes Her Work and Life" (1844)

Dear Mary:

In my last I told you I would write again, and say more of my life here; and this I will now attempt to do.

I went into the mill to work a few days after I wrote to you. It looked very pleasant at first, the rooms were so light, spacious, and clean, the girls so pretty and neatly dressed, and the machinery so brightly polished or nicely painted. The plants in the windows, or on the overseer's bench or desk, gave a pleasant aspect to things. You will wish to know what work I am doing. I will tell you of the different kinds of work.

There is, first, the carding-room, where the cotton flies most, and the girls get the dirtiest. But this is easy, and the females are allowed time to go out at night before the bell rings—on Saturday night at least, if not on all other nights. Then there is the spinning-room, which is very neat and pretty. In this room are the spinners and doffers. The spinners watch the frames; keep them clean, and the threads mended if they break. The doffers take off the full bobbins, and put on the empty ones. They have nothing to do in the long intervals when the frames are in motion, and can go out to their boarding-houses, or do any thing else that they like. In some of the factories the spinners do their own doffing, and when this is the case they work no harder than the weavers. These last have the hardest time of all—or can have, if they choose to take charge of three or four looms, instead of the one pair which is the allotment. And they are the most constantly confined. The spinners and dressers have but the weavers to keep supplied, and then their work can stop. The dressers never work before breakfast, and they stay out a great deal in the afternoons. The drawers-in, or girls who draw the threads through the harnesses, also work in the dressing-room, and they all have very good wages—better than the weavers who have but the usual work. The dressing-rooms are very neat, and the frames move with a gentle undulating motion which is really graceful. But these rooms are kept very warm, and are disagreeably scented with the "sizing," or starch, which stiffens the "beams," or unwoven webs. There are many plants in these rooms, and it is really a good greenhouse for them. The dressers are generally quite tall girls, and must have pretty tall minds too, as their work requires much care and attention.

I could have had work in the dressing-room, but chose to be a weaver; and I will tell you why. I disliked the closer air of the dressing-room, though I might have become accustomed to that. I could not learn to dress so quickly as I could to weave, nor have work of my own so soon, and should have had to stay with Mrs. C. two or three weeks before I could go in at all, and I did not like to be "lying upon my oars" so long. And, more than this, when I get well learned I can have extra work, and make double wages, which you know is quite an inducement with some.

Well, I went into the mill, and was put to learn with a very patient girl—a clever old maid. I should be willing to be one myself if I could be as good as she is. You cannot think how odd every thing seemed to me. I wanted to laugh at every thing, but did not know what to make sport of first. They set me to threading shuttles, and tying weaver's knots, and such things, and now I have improved so that I can take care of one loom. I could take care of two if I only had eyes in the back part of my head, but I have not got used to "looking two ways of a Sunday" yet.

At first the hours seemed very long, but I was so interested in learning that I endured it very well; and when I went out at night, the sound of the mill was in my ears, as of crickets,

frogs, and jewsharps [small musical instrument; it twangs], all mingled together in strange discord. After that it seemed as though cotton-wool was in my ears, but now I do not mind it at all. You know that people learn to sleep with the thunder of Niagara in their ears, and a cotton mill is no worse, though you wonder that we do not have to hold our breath in such a noise.

It makes my feet ache and swell to stand so much, but I suppose I shall get accustomed to that too. The girls generally wear old shoes about their work, and you know nothing is easier; but they almost all say that when they have worked here a year or two they have to procure shoes a size or two larger than before they came. The right hand, which is the one used in stopping and starting the loom, becomes larger than the left; but in other respects the factory is not detrimental to a young girl's appearance. Here they look delicate, but not sickly; they laugh at those who are much exposed, and get pretty brown; but I, for one, had rather be brown than pure white. I never saw so many pretty looking girls as there are here. Though the number of men is small in proportion there are many marriages here, and a great deal of courting. I will tell you of this last sometime.

You wish to know minutely of our hours of labor. We go in at five o'clock; at seven we come out to breakfast; at half-past seven we return to our work, and stay until half-past twelve. At one, or quarter-past one four months in the year, we return to our work, and stay until seven at night. Then the evening is all our own, which is more than some laboring girls can say, who think nothing is more tedious than a factory life.

When I first came here, which was the last of February, the girls ate their breakfast before they went to their work. The first of March they came out at the present breakfast hour, and the twentieth of March they ceased to "light up" the rooms, and come out between six and seven o'clock.

You ask if the girls are contented here: I ask you, if you know of *any one* who is perfectly contented. Do you remember the old story of the philosopher, who offered a field to the person who was contented with his lot; and when one claimed it, he asked him why, if he was so perfectly satisfied, he wanted his field. The girls here are not contented; and there is no disadvantage in their situation which they do not perceive as quickly, and lament as loudly, as the sternest opponents of the factory system do. They would scorn to say they were contented, if asked the question; for it would compromise their Yankee spirit—their pride, penetration, independence, and love of "freedom and equality" to say that they were *contented* with such a life as this. Yet, withal, they are cheerful. I never saw a happier set of beings. They appear blithe in the mill, and out of it. If you see one of them, with a very long face, you may be sure that it is because she has heard bad news from home, or because her beau has vexed her. But, if it is a Lowell trouble, it is because she has failed in getting off as many "sets" or "pieces" as she intended to have done; or because she had a sad "break-out," or "break-down," in her work, or something of that sort.

You ask if the work is not disagreeable. Not when one is accustomed to it. It tried my patience sadly at first, and does now when it does not run well; but, in general, I like it very much. It is easy to do, and does not require very violent exertion, as much of our farm work does. You also ask how I get along with the girls here. Very well indeed.

Dear Mary:

The mill girls are the prettiest in the city. You wonder how they can keep neat. Why not? There are no restrictions as to the number of pieces to be washed in the boarding-house. And, as there is plenty of water in the mill, the girls can wash their laces and muslins and other nice things themselves, and no boarding woman ever refuses the conveniences for starching and ironing. You say too that you do not see how we can have so many conveniences and comforts at the price we pay for board. You must remember that the boarding-houses belong to the companies, and are let to the tenants far below the usual city rent—sometimes the rent is remitted. Then there are large families, so that there are the profits of many individuals. The country farmers are quite in the habit of bringing their produce to the boarding-houses for sale, thus reducing the price by the omission of the market-man's profit. So you see there are many ways by which we get along so well.

You ask me how the girls behave in the mill, and what are the punishments. They behave very well while about their work, and I have never heard of punishments, or scoldings, or anything of that sort. Sometimes an overseer finds fault, and sometimes offends a girl by refusing to let her stay out of the mill, or some deprivation like that; and then, perhaps, there are tears and pouts on her part, but, in general, the tone of intercourse between the girls and overseers is very good—pleasant, yet respectful. When the latter are fatherly sort of men the girls frequently resort to them for advice and assistance about other affairs than their work. Very seldom is this confidence abused; but, among the thousands of overseers who have lived in Lowell, and the tens of thousands of girls who have in time been here, there are legends still told of wrong suffered and committed. "To err is human," and when the frailties of humanity are exhibited by a factory girl it is thought of for worse than are the errors of any other persons.

The only punishment among the girls is dismissal from their places. They do not, as many think, withhold their wages; and as for corporal punishment—mercy on me! To strike a female would cost any overseer his place. If the superintendents did not take the affair into consideration the girls would turn out [go on strike], as they did at the Temperance celebration, "Independent day;" and if they didn't look as pretty, I am sure they would produce as deep an impression.

Do you wish to hear anything more about the overseers? Once for all, then, there are many very likely intelligent public-spirited men among them. They are interested in the good movements of the day; teachers in the Sabbath schools; and some have represented the city in the State Legislature. They usually marry among the factory girls, and do not connect themselves with their inferiors either. Indeed, in almost all the matches here the female is superior in education and manner, if not in intellect, to her partner.

The overseers have good salaries, and their families live very prettily. I observe that in almost all cases the mill girls make excellent wives. They are good managers, orderly in their households, and "neat as waxwork." It seems as though they were so delighted to have houses of their own to take care of, that they would never weary of the labor and the care.

"A Mill Worker Describes Her Work and Life" (1844). Excerpts taken from *The Lowell Offering*. June and August 1844, pp. 169–172, 237–240.

Lesson 15

A White Man's Democracy

OVERVIEW

The economic transformations in the North and the movement of settlers westward during the early nineteenth century brought about new opportunities and challenges for many Americans. Meanwhile, politicians were responding to the changing times, and politics and political parties took on a different shape.

Andrew Jackson, the first president from west of the Appalachian Mountains, became closely associated with the spirit of the age and the image of the "common man." However, neither Jackson's personal background nor his presidential decisions were ordinary. His strong actions regarding the nullification crisis, the national bank, and Indian removal were controversial but generally popular with the electorate.

As scholar Richard Ellis observes in the video, historians have difficulty coming to terms with Jackson. On one hand, his appeal attracted a wide following among his constituents. On the other hand, the narrowness of his appeal meant that only white men had a direct role in the democratic process. It would be up to later generations to broaden the meaning of democracy.

LESSON ASSIGNMENTS

Text: Roark, et al., *The American Promise*, Chapter 9, "Republican Ascendancy," pp. 312–315 and Chapter 10, "The Expanding Republic," pp. 322–324, 334–338, and 349–363.

Video: "A White Man's Democracy" from the series *Shaping America*.

Documents: "The Panic of 1837," found on pp. 356–358 of the text.

LEARNING OBJECTIVES

This lesson examines the major political developments occurring during the 1820s and 1830s. Upon completion of this lesson, you should be able to:

1. Analyze the political democratization of the 1820s and 1830s.
2. Analyze how Andrew Jackson mirrored the changing American society and became a symbol for the era.

3. Explain President Jackson's policies regarding American Indians, particularly in reference to the southeastern tribes.
4. Explain the nullification crisis and Jackson's response to it.
5. Explain Jackson's actions regarding the Bank of the United States.
6. Assess the short- and long-term effects of the political decisions and developments of this era.

LESSON FOCUS POINTS

The following questions are designed to help you get the most benefit from the sources selected for this lesson. For reference purposes, the video segments are: (1) Introduction, (2) "The People's Politician," (3) "The Jackson Presidency," (4) Short-take: "The Panic of 1837," (5) "Trail of Tears," (6) Summary Analysis: "In the Name of Majority Rule."

1. Why was Andrew Jackson an appealing presidential candidate in the 1820's? What distinguishes Jacksonian democracy from Jeffersonian democracy? (textbook, pp. 312–314, 323; video segments 1, 2)
2. Why was the outcome of the 1824 presidential election decided by the House of Representatives? From which regions of the country did the respective candidates gain their support? What is important about the "corrupt bargain"? (textbook, pp. 314–315; video segment 2)
3. Why was John Quincy Adams a one-term president? (textbook, p. 315)
4. Starting in 1828, why did voter turnout increase? How did campaign styles change? What new role did the press play in political campaigns? (textbook, pp. 334–335)
5. What scandals and questions of character influenced the presidential election of 1828? Why did Andrew Jackson win? Where did he get his support? What did his victory mean? (textbook, pp. 335–336; video segment 2)
6. What factors explain the emergence of the second-party system? How were the Democrats and Whigs different from each other? What political traditions from the previous party system did each party carry forward? (textbook, pp. 336–338, 359; video segment 2)
7. What were Andrew Jackson's core beliefs? What was his agenda as president? (textbook, pp. 337–338; video segment 3)
8. What factors explain Jackson's Indian policy? How did President Jackson and Congress try to implement this policy? What choices did the Indian tribes in the Northwest and Southeast have? (textbook, pp. 349–351; video segment 5)

9. How had the Cherokee Indians adapted to Anglo-American culture? What steps did the Cherokee Indians take to resist removal? (textbook, pp. 350–352; video segment 5)
10. What was the Supreme Court’s decision in *Worcester v. Georgia*? How did President Jackson respond to this decision? Why did he respond in this manner? (textbook, p. 352; video segment 5)
11. What decisions finally led to the forced removal of the Cherokee? From what part of the country were the Cherokee and other tribes being removed? Where were they sent? What happened on the Trail of Tears? (textbook, pp. 351–352; video segment 5)
12. What were the short- and long-term effects of Indian removal to the West? (video segment 5)
13. What was the philosophical and political basis for nullification? Why did South Carolina advocate this position by the late 1820s and act upon it in the early 1830s? (textbook, pp. 351–353; video segment 3)
14. How and why did President Jackson respond to the nullification as he did? Why did this situation become a constitutional crisis? What were the results of the crisis? What did the crisis portend? (textbook, p. 353; video segment 3)
15. Why and how did President Jackson dismantle the Bank of the United States? Was this a wise decision? Was it popular? What were the economic and political results? (textbook, pp. 353–355; video segment 3)
16. What were the causes and effects of the panic of 1837? (textbook, pp. 355–358; video segment 4)
17. Read the sources describing the panic of 1837 in the “Documenting the American Promise” section of the text. Answer the questions posed in the textbook. (textbook, pp. 356–358)
18. Why did Martin Van Buren win the presidency in the election of 1836? Why was he a one-term president? (textbook, pp. 355, 358)
19. How and why did the political decisions and developments of this era change the nation? What does this teach us? (textbook, p. 359; video segment 6)

HISTORICAL EXPERTS INTERVIEWED

Richard Ellis, Chairman and Professor, Department of History, State University of New York, Buffalo, NY

John Steele Gordon, Economic Historian, Author, North Salem, NY

Theda Perdue, Professor of History, University of North Carolina, Chapel Hill, NC

Harry Watson, Professor of History and Director of Center for the Study of the American South, The University of North Carolina, Chapel Hill, NC

PRACTICE TEST

The following items will help you evaluate your understanding of this lesson. Use the Answer Key at the end of the lesson to check your answers or to locate material related to each question.

Multiple choice: Choose the BEST answer.

1. The changing market and economic conditions in the early nineteenth century _____.
 - A. caused more people to take a greater interest in politics
 - B. forced the Bank of the United States to lower interest rates
 - C. led to lower tariff rates
 - D. extended the life of the Federalist Party
2. John Quincy Adams was a one-term president primarily because _____.
 - A. he proved to lack a sense of diplomacy
 - B. he had not developed the political savvy necessary to survive in America's rough and tumble world of electoral politics
 - C. of repeated scandals in his administration
 - D. so many congressmen opposed his programs that he wisely chose not to run again
3. In the video, Professor Harry Watson observes that Andrew Jackson's presidential victory in 1828 helped create _____.
 - A. the need for greater security at the White House
 - B. greater emphasis on campaign finance reform
 - C. a dualism in American political culture between the elite and the common people
 - D. disillusionment with the corrupt bargains used to gain the presidency
4. In Jacksonian America, the federal government's Indian policy viewed Native Americans as _____.
 - A. potential U.S. citizens
 - B. people who should move out of the path of white settlement
 - C. people who should assimilate into white society
 - D. too expensive to relocate and thus better exterminated
5. In the video, Professor Theda Perdue observes that Indian removal _____.
 - A. diminished President Jackson's popularity
 - B. angered the residents of Oklahoma
 - C. helped unify the Cherokee people behind a common cause
 - D. was another step toward making the United States a white man's country

6. The most compelling underlying reason why South Carolina argued for nullification in 1828 was _____.
- A. the growing fear among some South Carolinians that Congress was attracting ever larger numbers of northern representatives increasingly hostile to the institution of slavery
 - B. that South Carolinians could not afford to pay higher tariffs and needed to protect themselves
 - C. that Congress authorized a special tax on slaves, which South Carolinians viewed as discriminatory
 - D. that Congress was debating a peacetime conscription law that would have drafted slaves into the military to fight in foreign wars
7. For President Jackson, the Bank of the United States represented _____.
- A. Wall Street domination of the nation's finances
 - B. an elite threat to people's liberty
 - C. a logical way to control interest rates
 - D. a classic example of the spoils system
8. Between 1828 and 1836 the second American party system took shape; it _____.
- A. featured a revival of the Federalists to challenge Jeffersonian Republicans
 - B. offered little more than new political labels pasted over old political organizations with the same philosophies and beliefs
 - C. was chiefly sectional in nature: Whigs tended to be northerners, and Democrats tended to be southerners
 - D. reestablished a fully functioning, national, two-party political system with the appearance of the Whig and Democratic parties

Short Answer: Your answers should be one or two paragraphs long and specifically address the points indicated.

- 9. How did President Andrew Jackson justify Indian removal?
- 10. What was at the basis of the nullification crisis? How did this episode escalate the ongoing debate about states' rights?
- 11. Why was Andrew Jackson so popular with the common man?

Essay Question: Your answer should be several paragraphs long and express a clear understanding of the points indicated.

- 12. Describe and explain President Andrew Jackson's decisions and actions regarding Indian removal, the nullification crisis, and the bank war. What were the effects of his decisions? How would you rate Jackson as a president?

ANSWER KEY

	Learning Answer Objectives	Focus Points	References
1.	A LO 1.....	FP 1.....	pp. 312–314, 323; video segments 1, 2
2.	B..... LO 1.....	FP 3.....	p. 315
3.	C..... LO 2.....	FP 5.....	pp. 335–336; video segment 2
4.	B..... LO 3.....	FP 8.....	pp. 349–351; video segment 5
5.	D LO 3, 6.....	FP 12.....	video segment 5
6.	A LO 4.....	FP 13.....	pp. 352–353; video segment 3
7.	B..... LO 5.....	FP 15.....	pp. 353–355; video segment 3
8.	D LO 6.....	FP 6.....	pp. 336–338, 359; video segment 2
9.	 LO 3.....	FP 8.....	pp. 349–351; video segment 5
	• What were Jackson’s views on Indian treaties? • What did he think of the “civilization” program? • How could it benefit both Indians and whites?		
10.	 LO 4.....	FP 13, 14.....	pp. 351–353; video segment 3
	• How and why did nullification challenge federal authority? • What did President Jackson think about nullification? • What did Jackson propose to do about it? • What key idea now became linked to the states’ rights ideology?		
11.	 LO 2.....	FP 1, 5, 19 ...	pp. 312–314, 323, 335–336, 359; video segments 1, 2, 6
	• What elements of his personality appealed to and reflected the culture of the times? • Who generally benefited from Jackson’s decisions and actions? Why?		
12.	 LO 2–6.....	FP 4–19.....	pp. 334–338, 349–359; video segments 2–6
	• Present a clear explanation of each issue specified in the question. • Be sure to consider the short-term as well as long-term effects. • What was Jackson’s legacy? • What is your opinion of Jackson?		

ENRICHMENT IDEAS

These activities are not required unless your instructor assigns them. They are offered as suggestions to help you learn more about the material presented in this lesson.

1. Imagine yourself to be a member of the Cherokee Nation in the 1830s. In a well-developed essay that you hope to publish in the newspaper, explain your position on the issue of removal to the West.
2. You are a banker in 1837. In a thoughtful essay, describe your perspective on the panic of 1837. Why did this happen? What should be done?
3. You are an advisor to either Andrew Jackson or John C. Calhoun during the nullification crisis. Write a position paper in which you recommend actions to be taken and a defense of those actions.
4. Research a current issue that pits states' rights against the authority of the federal government. Then submit an essay in which you explain the issue and how you think it will be resolved.
5. Examine the rationale for isolating ethnic groups at various times in American history (that is, Indian removal, segregation, Japanese American internment during World War II). Are there similarities in why this occurs? What has the nation learned from these experiences? Compose an essay dealing with these questions.

SUGGESTED READINGS

See the "Bibliography" on pages 361–363 of the text if you wish to examine other books related to the material presented in this lesson.

Lesson 16

The Slave South

OVERVIEW

Slavery has a long history in America. During the colonial period the southern colonies took on a distinctive identity due, in large part, to the unique characteristics of a slave-labor system. Slavery had existed on a much smaller scale in the North until the revolutionary generation took action to abolish it there. Southern states were not ready to take that step, but some prominent individuals, including George Washington, took action to free their own slaves. Others, like Thomas Jefferson, seemed conflicted over the issue, but they could not bring themselves to act decisively against the “necessary evil” of slavery.

The evils of slavery and the potential conflicts associated with it took on a new dimension in the early nineteenth century. While a market revolution and economic evolution brought about new opportunities and a free-labor ideology in the North and West, slavery became even more entrenched in the South. The expansion of the cotton kingdom brought with it the expansion of the slave empire. But slavery was much more than just part of an economic system. It increasingly dominated southern politics and the social lives of both whites and blacks.

Slaves coped with the system in a variety of ways. Most saw no choice other than to acquiesce publicly and to negotiate private lives for their families and communities. Thousands resisted individually on the job or by running away. A few, most dramatically, engaged in violent rebellion.

By midcentury, political leaders of the slave South had largely closed the region to any discussion about eradicating slavery and were defending the institution as a “positive good.” The nation was becoming half slave and half free, and whether a nation so divided could survive would ultimately be answered by a civil war. That war would abolish slavery, but the effects of that institution would continue to shape America for generations.

LESSON ASSIGNMENTS

Text: Roark, et al., *The American Promise*, Chapter 12, “The Slave South,” pp. 408–447.

Video: “The Slave South” from the series *Shaping America*.

Documents:
“Letter to an English Abolitionist” and “Memories of a Slave Childhood” found at the end of this lesson.

LEARNING OBJECTIVES

This lesson explains how and why slavery dominated the South in the first half of the nineteenth century and how that affected the shaping of America. Upon completing this lesson, you should be able to:

1. Explain how and why slavery spread across the South in the early nineteenth century.
2. Explain how slavery and the plantation economy affected southern economic, social, and political development.
3. Analyze how slaves and free blacks coped with the conditions existing in the slave South.
4. Assess the short- and long-term significance of the slave South on the shaping of the American nation.

LESSON FOCUS POINTS

The following questions are designed to help you get the most benefit from the sources selected for this lesson. For reference purposes, the titles for the video segments are: (1) Introduction, (2) "Shaped by Slavery," (3) "The Slave World," (4) Short-take: "Quilts and the Underground Railroad," (5) "Runaways and Rebellion," (6) Summary Analysis: "The Long Road."

1. Why was the invention of the cotton gin so important? (textbook, pp. 418–419; video segment 1)
2. What was the relationship between the spread of cotton and the spread of slavery? (textbook, pp. 409–413; video segments 1, 2)
3. Why did non-slaveholding southern whites support slavery? How did the defense of slavery evolve? What role did slavery play in unifying southern whites? Why did southern whites become intensely dedicated to white supremacy? (textbook, pp. 413–415; documents; video segment 2)
4. What characterized the plantation economy? How and why did the plantation economy dominate the South? How did this economy affect the economic and social development of the region? (textbook, pp. 415–418)
5. What was the economic relationship between the South and North? Who profited from the plantation economy? (textbook, pp. 418–421; video segment 1)
6. How did the plantation master manage his plantation? What was paternalism? How did it function in reality? (textbook, pp. 421–426)
7. How often were slaves whipped? What effect did whippings have? (textbook, pp. 424–425)

8. What roles were plantation mistresses expected to play? What did they think of miscegenation? How did the ideal of the mistress mesh with reality? (textbook, pp. 426–428)
9. What was a typical day like for a slave? How hard were they worked? At what age did they start working? How did gender and age affect work assignments? What were these assignments? How and why did work conditions vary? (textbook, pp. 428–431; video segment 3)
10. How did slaves cope with daily life? How important were family life and religion to slaves? How did slave families organize themselves? Why was the land important to them? What aspects of Christianity did slaves embrace? Why? (textbook, pp. 431–434; video segment 3)
11. What were the various ways that slaves resisted slavery? How and why were folktales used as a form of resistance? (textbook, pp. 434–435; video segment 3)
12. How could quilts possibly be linked to runaway slaves? (video segment 4)
13. Why did slaves run away? How common were the instances of runaways? Where did they go? What happened when they were apprehended? (textbook, p. 434; video segment 5)
14. Why were organized slave rebellions relatively rare? What did Denmark Vesey attempt to do? What were the results of his efforts? (textbook, pp. 434–435; video segment 5)
15. What prompted Nat Turner’s rebellion? How did southern white society react to it? Why did Turner become a hero to some? (textbook, pp. 409–410; video segment 5)
16. What was life like for free blacks in the South? How did free blacks respond to the institution of slavery? (textbook, pp. 435–437)
17. Who were the “plain folk” of the Old South? What was life like for them? What were the differences between the plantation belt yeoman and the upcountry yeoman? How were “poor whites” different from yeomen? What were the hopes and visions of most of these people? How did reality limit their dreams? (textbook, pp. 437–441)
18. Why and how did the minority slaveholding whites gain and wield political power in the South? What political positions were they determined to defend? What effects did this have on politics in the South? How were political parties affected? (textbook, pp. 441–444)
19. In summary, how had slavery shaped the South? How did it affect the nation and its people in the long term? (textbook, p. 444; video segment 6)

HISTORICAL EXPERTS INTERVIEWED

Ira Berlin, Professor of History, University of Maryland, College Park, MD

Raymond Dobard, Ph.D., Professor of Art and Art History, College of Arts and Sciences, Howard University, Washington, DC

Larry Hudson, Associate Professor of History, University of Rochester, Rochester, NY

Dorothy Redford, History Site Manager, Somerset Place Plantation Historic Site, Creswell, NC

James Roark, Samuel Candler Dobbs Professor of American History, Emory University, Atlanta, GA

Loren Schweninger, Professor of History, University of North Carolina at Greensboro, Greensboro, NC

PRACTICE TEST

The following items will help you evaluate your understanding of this lesson. Use the Answer Key at the end of the lesson to check your answers or to locate material related to each question.

Multiple choice: Choose the BEST answer.

1. The cultivation of cotton was well suited to the South because of the _____.
 - A. number of slaves
 - B. South's climate and geography
 - C. number of towns and cities
 - D. above-average rainfall
 2. The growth in the southern slave population between 1790 and 1860 occurred primarily because of _____.
 - A. the importation of slaves from Africa
 - B. natural reproduction
 - C. miscegenation
 - D. buying slaves from the North, where the practice was waning
 3. Antebellum southern whites of all classes were unanimous in their commitment to _____.
 - A. the teachings of Christianity
 - B. white supremacy
 - C. keeping cotton their primary source of income
 - D. keeping industrial growth to a minimum in the South
 4. As late as 1850, there was no public school system in the South because _____.
 - A. the South had no money for schools
 - B. legislatures failed to provide essential services, and planters saw no need to educate their workforce
 - C. Southerners sent their sons and daughters to the North for schooling
 - D. Southerners were too involved in making money for themselves
-

5. African American Christianity, the form of religion created by slaves themselves, _____.
- A. was an interpretation of the Christian message that emphasized justice and salvation to all
 - B. delivered the same message taught by white preachers
 - C. was a combination of witchcraft and African traditions
 - D. emphasized obedience and passive resistance
6. Slaves ran away for all of the following reasons EXCEPT _____.
- A. trouble with owners
 - B. realistic chances of making it out of the South
 - C. to see loved ones nearby
 - D. to pursue freedom
7. The antebellum South's elite class protected slavery by _____.
- A. making sure slaveholders paid higher taxes than other whites to ensure the continued support of the poorer people
 - B. trying to keep yeomen farmers and other non-slaveholders from voting
 - C. criticizing people who did not own slaves and trying to convince them to join the slaveholding class
 - D. stifling the expression of dissenting views
8. Slavery benefited the North by _____.
- A. opening up new jobs for immigrants
 - B. providing for growth in trade goods
 - C. spurring westward expansion
 - D. all of the above

Short Answer: Your answers should be one or two paragraphs long and specifically address the points indicated.

9. How did slaves create a culture that sustained their lives in meaningful ways? How and why did this culture survive the abolition of slavery?
10. Why did Nat Turner lead a slave rebellion in Virginia in 1831? What meaning did Turner and the rebellion have for both blacks and whites?

Essay Question: Your answer should be several paragraphs long and express a clear understanding of the points indicated.

11. Describe and explain how slavery affected the economic, social, and political development of the South during the first half of the nineteenth century. Why did slavery become the essential difference between the North and the South? What are the long-term effects of slavery?

ANSWER KEY

	Learning Answer Objectives	Focus Points	References
1.	B..... LO 1.....	FP 2.....	pp. 409–413; video segments 1, 2
2.	B..... LO 1.....	FP 2.....	pp. 409–413; video segments 1, 2
3.	B..... LO 2.....	FP 3.....	pp. 413–415; documents; video segment 2
4.	B..... LO 2, 4.....	FP 4, 9.....	pp. 415–418, 428–431; video segment 3
5.	A..... LO 3.....	FP 10.....	pp. 431–434; video segment 3
6.	B..... LO 3.....	FP 13.....	p. 434; video segment 5
7.	D..... LO 2.....	FP 18.....	pp. 441–444
8.	B..... LO 4.....	FP 5.....	pp. 418–421; video segment 1
9.	 LO 3.....	FP 10.....	pp. 431–434; video segment 3
	• Consider how slaves could “negotiate” work and living conditions, including use of land. • What roles did the family and religion play? • How did they use folktales and music? • Be sure to give a reasoned opinion on how and why elements of the slave’s culture survived the abolition of slavery.		
10.	 LO 3.....	FP 15.....	pp. 409–410; video segment 5
	• Who was Nat Turner and what prompted his actions? • How did whites react to the immediate threat? What did they do to prevent future rebellions? • How did blacks view Turner?		
11.	 LO 1–4.....	FP 1–19.....	pp. 409–444; video segments 1–6
	• Consider how and why slavery spread across the South and what that meant to the southern economy. • What effects did slavery have on race relations and the class system in the South? • How and why did the plantation aristocracy dominate southern politics? What interests were they sure to support? • Consider how the South differed from the North. Why is slavery at the basis of these differences? • How has slavery affected America since its abolition?		

ENRICHMENT IDEAS

These activities are not required unless your instructor assigns them. They are offered as suggestions to help you learn more about the material presented in this lesson.

1. Imagine yourself to be a slave in 1830. Describe why you are organizing a slave rebellion, what you hope to accomplish, and how you plan to succeed. How are you going to convince others to join you?

2. Read the book *Slaves in the Family* by Edward Ball. Then write a report in which you explain what you learned from the reading.
3. Research the major issues raised by the *Amistad* affair. Then submit a report in which you describe the episode and the significance of the outcome.
4. The South became quite militant in its defense of slavery. Research how the founding of military schools (e.g., The Citadel) reflected this militancy. Submit a report on your findings.
5. Read *The Diary of Mary Chesnut* and then submit an essay in which you reflect on what you have learned from that reading.
6. Read *Somerset Homecoming* by Dorothy Spruill Redford and then submit an essay in which you describe what you learned from that book.

SUGGESTED READINGS

See the "Bibliography" on pages 445–447 of the text if you wish to examine other books related to the material presented in this lesson.

DOCUMENTS

James Henry Hammond, a South Carolinian politician and owner of a substantial plantation, vigorously defended the South's peculiar institution. In this letter to an English abolitionist, he clearly outlined his views.

As you read this document, focus on answering the following questions:

1. Did Hammond find any evil in slavery? How were the slaveholders responsible for their slaves?
2. How did he argue that slavery was the backbone of a republican government?
3. How did abolitionists influence slaveholders?

"Letter to an English Abolitionist," (1845) by James Henry Hammond

You will say that man cannot hold *property in man*. The answer is, that he can and *actually does* hold property in his fellow all the world over, in a variety of *forms*, and *has always done so*.

If you were to ask me whether I am an advocate of Slavery in the abstract, I should probably answer, that I am not, according to my understanding of the question. I do not like to deal in abstractions. It seldom leads to any useful ends. There are few universal truths. I do not now remember any single moral truth universally acknowledged. . . . Justice itself is impalpable as an abstraction, and abstract liberty the merest phantasy that ever amused the imagination. This world was made for man, and man for the world as it is. We ourselves, our relations with one

another and with all matter, are real, not ideal. I might say that I am no more in favor of Slavery in the abstract, than I am of poverty, disease, deformity, idiocy, or any other inequality in the condition of the human family; that I love perfection, and think I should enjoy a millennium such as God has promised. But what would that amount to? A pledge that I would join you to set about eradicating those apparently inevitable evils of our nature, in equalizing the condition of all mankind, consummating the perfection of our race, and introducing the millennium? By no means. To effect these things, belongs exclusively to a higher power. And it would be well for us to leave the Almighty to perfect his own works and fulfil his own covenants. Especially, as the history of the past shows how entirely futile all human efforts have proved, when made for the purpose of aiding Him in carrying out even his revealed designs, and how invariably he has accomplished them by unconscious instruments, and in the face of human expectation. Nay more, that every attempt which has been made by fallible man to extort from the world obedience to his "abstract" notions of right and wrong, has been invariably attended with calamities dire, and extended just in proportion to the breadth and vigor of the movement. On Slavery in the abstract, then, it would not be amiss to have as little as possible to say. Let us contemplate it as it is. And thus contemplating it, the first question we have to ask ourselves is, whether it is contrary to the will of God, as revealed to us in his Holy Scriptures—the only certain means given us to ascertain his will. If it is, then Slavery is a sin. And I admit at once that every man is bound to set his face against it, and to emancipate his slaves, should he hold any.

Let us open these Holy Scriptures. [Hammond goes on to cite several instances from the Scriptures as biblical justification for slavery.] It is impossible to suppose that Slavery is contrary to the will of God. I think, then, I may safely conclude, and I firmly believe, that American Slavery is not only not a sin, but especially commanded by God through Moses, and approved by Christ through his apostles. And here I might close its defence; for what God ordains, and Christ sanctifies, should surely command the respect and toleration of man.

I endorse without reserve the much abused sentiment . . . that "Slavery is the corner-stone of our republican edifice;" while I repudiate, as ridiculously absurd, that much lauded but nowhere accredited dogma of Mr. Jefferson, that "all men are born equal." No society has ever yet existed . . . without a natural variety of classes. The most marked of these must, in a country like ours, be the rich and the poor, the educated and the ignorant. It will scarcely be disputed that the very poor have less leisure to prepare themselves for the proper discharge of public duties than the rich; and that the ignorant are wholly unfit for them at all. In all countries save ours, these two classes, or the poor rather, who are presumed to be necessarily ignorant, are by law expressly excluded from all participation in the management of public affairs. In a Republican Government this cannot be done. Universal suffrage, though not essential in theory, seems to be in fact a necessary appendage to a republican system. Where universal suffrage obtains, it is obvious that the government is in the hands of a numerical majority; and it is hardly necessary to say that in every part of the world more than half the people are ignorant and poor. Though no one can look upon poverty as a crime, and we do not here generally regard it as any objection to a man in his individual capacity, still it must be admitted that it is a wretched and insecure government which is administered by its most ignorant citizens, and those who have the least at stake under it. Though intelligence and wealth have great influence here, as everywhere, in keeping in check reckless and unenlightened numbers, yet it is evident to close observers, if not to all, that these are rapidly usurping all power in the non-slaveholding States, and threaten a fearful crisis in republican institutions there at no remote period. In the slaveholding States, however, nearly one-half of the whole population, and those the poorest and most ignorant, have no

political influence whatever, because they are slaves. Of the other half, a large proportion are both educated and independent in their circumstances, while those who unfortunately are not so, being still elevated far above the mass, are higher toned and more deeply interested in preserving a stable and well ordered government, than the same class in any other country. Hence, Slavery is truly the "corner-stone" and foundation of every well designed and durable "republican edifice."

But the question is, whether free or slave labor is cheapest to us in this country, at this time, situated as we are. And it is decided at once by the fact that we cannot avail ourselves of any other than slave labor. We neither have, nor can we procure, other labor to any extent, or on anything like the terms mentioned. We must, therefore, content ourselves with our dear labor, under the consoling reflection that what is lost to us, is gained to humanity; and that, inasmuch as our slave costs us more than your free man costs you, by so much is he better off. Slavery is rapidly filling up our country with a hardy and healthy race, peculiarly adapted to our climate and productions, and conferring signal political and social advantages on us as a people.

Failing in all your attempts to prove that [slavery] is sinful in its nature, immoral in its effects, a political evil, and profitless to those who maintain it, you appeal to the sympathies of mankind, and attempt to arouse the world against us by the most shocking charges of tyranny and cruelty. You begin by a vehement denunciation of "the irresponsible power of one man over his fellow men." I deny that the power of the slave-holder in America is "irresponsible." He is responsible to God. He is responsible to the world. He is responsible to the community in which he lives, and to the laws under which he enjoys his civil rights. Those laws do not permit him to kill, to maim, or to punish beyond certain limits, or to overtask, or to refuse to feed and clothe his slave. In short, they forbid him to be tyrannical or cruel. Still, though a slaveholder, I freely acknowledge my obligations as a man; and that I am bound to treat humanely the fellow-creatures whom God has entrusted to my charge. I feel, therefore, somewhat sensitive under the accusation of cruelty, and disposed to defend myself and fellow-slaveholders against it. It is certainly the interest of all, and I am convinced that it is also the desire of every one of us, to treat our slaves with proper kindness. It is necessary to our deriving the greatest amount of profit from them. Of this we are all satisfied.

Slaveholders are no more perfect than other men. They have passions. Some of them, as you may suppose, do not at all times restrain them. Neither do husbands, parents and friends. And in each of these relations, as serious suffering as frequently arises from uncontrolled passions, as ever does in that of master and slave. I have no hesitation in saying that our slaveholders are kind masters, as men usually are kind husbands, parents and friends—as a general rule, kinder. A bad master—he who overworks his slaves, provides ill for them, or treats them with undue severity—loses the esteem and respect of his fellow-citizens to as great an extent as he would for the violation of any of his social and most of his moral obligations.

Of late years we have been not only annoyed, but greatly embarrassed in this matter, by the abolitionists. We have been compelled to curtail some privileges; we have been debarred from granting new ones. In the face of discussions which aim at loosening all ties between master and slave, we have in some measure to abandon our efforts to attach them to us, and control them through their affections and pride. We have to rely more and more on the power of fear. We must, in all our intercourse with them, assert and maintain strict mastery, and impress it on them that they are slaves. This is painful to us, and certainly no present advantage to them. But it is the direct consequence of the abolition agitation. We are determined to continue masters, and to do so we have to draw the rein tighter and tighter day by day to be assured that we hold

them in complete check. How far this process will go on, depends wholly and solely on the abolitionists. When they desist, we can relax. We may not before . . . I assure you that my sentiments, and feelings, and determinations, are those of every slaveholder in this country.

Now I affirm, that in Great Britain the poor and laboring classes of your own race and color, not only your fellow-beings, but your *fellow-citizens*, are more miserable and degraded, morally and physically, than our slaves; to be elevated to the actual condition of whom, would be to these, your *fellow-citizens*, a most glorious act of *emancipation*. And I also affirm, that the poor and laboring classes of our older free States would not be in a much more enviable condition, but for our Slavery. [Hammond then quotes from a British report giving examples of the terrible working conditions experienced by some free laborers in England.]

It is shocking beyond endurance to turn over your records, in which the condition of your laboring classes is but too faithfully depicted. Could our slaves but see it, they would join us in lynching the abolitionists, which, by the by, they would not now be loth to do. We never think of imposing on them such labor, either in amount or kind. We never put them to *any work*, under ten, more generally at twelve years of age, and then the very lightest. Destitution is absolutely unknown—never did a slave starve in America; while in moral sentiments and feelings, in religious information, and even in general intelligence, they are infinitely the superiors of your operatives. When you look around you, how dare you talk to us before the world of Slavery? For the condition of your wretched laborers, you, and every Briton who is not one of them, are responsible before God and man. If you are really humane, philanthropic, and charitable, here are objects for you. Relieve them. Emancipate them. Raise them from the condition of brutes, to the level of human beings—of American slaves, at least.

The American slaveholders, collectively or individually, ask no favors of any man or race who tread the earth. In none of the attributes of men, mental or physical, do they acknowledge or fear superiority elsewhere. They stand in the broadest light of the knowledge, civilization and improvement of the age, as much favored of heaven as any of the *sons of Adam*. They cannot be flattered, duped, nor bullied out of their rights or their propriety.

James Henry Hammond, "Letter to an English Abolitionist" (1845), reprinted in Drew Gilpin Faust, *The Ideology of Slavery: Proslavery Thought in the Antebellum South, 1830–1860* (Baton Rouge: Louisiana State University Press, 1981); 172–204.

This was the recollection of an elderly woman of her youth spent in slavery. She recalled how the tensions between the white leaders on the plantation and the slaves often erupted into violence.

As you read this document, focus on answering the following questions:

1. According to the speaker, where were the profits in slavery?
2. What impressions of her childhood are gleaned from her recollection?

“Memories of a Slave Childhood”

[The] overseer . . . went to my father one morning and said, “Bob, I’m gonna whip you this morning.” Daddy said, “I ain’t done nothing,” and he said, “I know it, I’m gonna whip you to keep you from doing nothing,” and he hit him with that cowhide — you know it would cut the blood out of you with every lick if they hit you hard — and daddy was chopping cotton, so he just took up his hoe and chopped right down on that man’s head and knocked his brains out. Yes’m, it killed him, but they didn’t put colored folks in jail then, so when old Charlie Merrill, the nigger trader, come along they sold my daddy to him, and he carried him way down in Mississippi. Ole Merrill would buy all the time, buy and sell niggers just like hogs. They sold him Aunt Phoebe’s little baby that was just toddling long, and Uncle Dick — that was my mammy’s brother.

The way they would whip you was like they done my oldest sister. They tied her, and they had a place just like they’re gonna barbecue a hog, and they would strip you and tie you and lay you down. . . . Old Aunt Fanny had told marster that my sister wouldn’t keep her dress clean, and that’s what they was whipping her ‘bout. So they had her down in the cellar whipping her, and I was real little. I couldn’t say “Big Sis,” but I went and told Mammy. “Old Marster’s got ‘Big Jim’ down there in the cellar beating her,” and mammy got out of bed and went in there and throwed Aunt Fan out the kitchen door, and they had to stop whipping Big Sis and come and see about Aunt Fan. You see, she would tell things on the others, trying to keep from getting whipped herself. I seed mistress crack her many a time over the head with a broom, and I’d be so scared she was gonna crack me, but she never did hit me, ‘cept slap me when I’d turn the babies over. I’d get tired and make like I was sleep, and would ease the cradle over and throw the baby out. I never would throw mammy’s out, though. Old Miss would be setting there just knitting and watching the babies; they had a horn and every woman could tell when it was time to come and nurse her baby by the way they would blow the horn. The white folks was crazy ‘bout their nigger babies, ‘cause that’s where they got their profit. When I’d get tired, I would just ease that baby over and Mistress would slap me so hard; I didn’t know a hand could hurt so bad, but I’d take the slap and get to go out to play. She would slap me hard and say, “Git on out of here and stay till you wake up,” and that was just what I wanted, ‘cause I’d play then.

“Memories of a Slave Childhood” Excerpts taken from *Unwritten History of Slavery: Autobiographical Accounts of Negro Ex-Slaves* by O. S. Egypt, J. Masuoka, and C. S. Johnson. Social Science Source Documents No.1 (Fisk University, Social Science Institute, 1946), pp. 113–117, 276–279. Reprinted by permission of Fisk University Special Collections. Also excerpted from *The Female Experience: An American Documentary* edited by Gerda Lerner. (Indianapolis: Bobbs-Merrill, 1977), pp. 11–14.

There are two main reasons why the South was so dependent on slavery. First, the climate was so hot that only slaves could work the fields. Second, the soil was so poor that only slaves could work the land.

The second reason was that the South had no other source of labor.

The third reason was that the South had no other source of labor.

The fourth reason was that the South had no other source of labor.

The fifth reason was that the South had no other source of labor.

The sixth reason was that the South had no other source of labor.

The seventh reason was that the South had no other source of labor.

The eighth reason was that the South had no other source of labor.

The ninth reason was that the South had no other source of labor.

The tenth reason was that the South had no other source of labor.

The eleventh reason was that the South had no other source of labor.

The twelfth reason was that the South had no other source of labor.

The thirteenth reason was that the South had no other source of labor.

The fourteenth reason was that the South had no other source of labor.

The fifteenth reason was that the South had no other source of labor.

The sixteenth reason was that the South had no other source of labor.

The seventeenth reason was that the South had no other source of labor.

The eighteenth reason was that the South had no other source of labor.

The nineteenth reason was that the South had no other source of labor.

The twentieth reason was that the South had no other source of labor.

Lesson 17

Perfecting America

OVERVIEW

The idea of trying to form a more perfect society in America had a long history before the nineteenth century began. To paraphrase one historian, America was the only country founded by those who were seeking perfection (“city on a hill”; “all men are created equal”; “a more perfect union”) and then tried to improve upon it!

What did happen amidst the expanding opportunities in the early nineteenth century was that a new burst of religious enthusiasm compelled a new generation of Americans to seek their version of perfection. For some, like the Shakers and the Mormons, this meant following a vision toward a communal lifestyle removed from the temptations of the rest of society. For others, inspired by the belief that individuals could shape their own destinies and improve the lives of those less fortunate or able, it meant undertaking a variety of initiatives to bring about what they envisioned as a better way of life. Social reformers sought to promote temperance, improve health care, and broaden public education. Abolitionists defined slavery as a sin that must be purged. Women’s rights activists pointed out that all men *and women* were created equal.

Like those coming before and after, the social reformers of the mid-nineteenth century faced real limits when trying to implement their visions of a perfect America. However, they did illustrate what was needed to bring about social change, and they inspired later generations to continue the pursuit of an American dream.

LESSON ASSIGNMENTS

Text: Roark, et al., *The American Promise*, Chapter 10, “The Expanding Republic,” pp. 338–349, and Chapter 11, “The Free North and West,” pp. 377–382 and pp. 387–389.

Video: “Perfecting America” from the series *Shaping America*.

Documents: “On Conversion” and “Declaration of Sentiments” found at the end of this lesson.

LEARNING OBJECTIVES

This lesson describes the causes and consequences of the religious and social reform movements occurring during the first half of the nineteenth century. Upon completing this lesson, you should be able to:

1. Analyze the cultural shifts taking place in American society during the 1820s through the 1840s.
2. Explain the major developments in American religion at this time.
3. Examine the important social reform movements of the era, particularly those involving abolition and women's rights.
4. Assess the short- and long-term effects of the social and cultural changes which occurred during this era.

LESSON FOCUS POINTS

The following questions are designed to help you get the most benefit from the sources selected for this lesson. For reference purposes, the titles for the video segments are: (1) Introduction, (2) "Paradise on Earth," (3) "I am the Revelation," (4) "An Affront in the Eyes of God," (5) "Ar'n't I a Woman," and (6) Summary Analysis: "... A Restorer of Truth and Goodness."

1. How and why did the doctrine of "separate spheres" develop in the 1820s and 1830s? What did this mean in the lives of men, women, and the family? (textbook, pp. 338–339)
2. How and why did the education and training of youth change in the 1820s and 1830s? What new anxieties arose about the morals of youth? Why? (textbook, pp. 339–341)
3. Why was there an explosion of newspapers in the 1830s? What was different about many of these newspapers? (textbook, pp. 341–342)
4. What popular amusements were widely available to Americans starting in the 1830s? How did the popular success of the theater change perceptions of "public women"? How was public oratory affected by the new public amusements? (textbook, pp. 342–343)
5. Who were Sarah and Angelina Grimké? How did they reflect the spirit of the times? (video segment 1)
6. What is meant by the Second Great Awakening? How did it start and why did it spread? How would you describe and explain what happened at camp meetings? (textbook, pp. 343–345; video segment 2)
7. Who was Charles Grandison Finney? How does he explain his conversion? How did he exemplify the religious currents of the time? (textbook, pp. 344–345; document)

8. What is the millennium? How is a belief in the millennium connected to religious communes? (video segment 2)
9. Who were the Shakers? What characterized their lifestyle? What is their significance? (video segment 2)
10. What explains the development of the Church of Jesus Christ of Latter-Day Saints during the 1830s and 1840s? What beliefs and practices separated Mormons from other Christians? Why did they migrate to Utah? (textbook, pp. 387–389; video segment 2)
11. How is the religious enthusiasm present in the early and mid-nineteenth century connected to social reform movements of the era? Why do women emerge as reformers? How do Catherine Beecher and Dorothea Dix represent this? (textbook, p. 344; video segment 3)
12. What explains the emergence of the temperance movement? How and why did the temperance issue move from moral suasion to a political agenda? What were the results of this movement? (textbook, pp. 344–346; video segment 3)
13. What was the “moral reform” movement? What effects did it have? (textbook, pp. 346–347)
14. What was transcendentalism? How did it reflect American individualism? What writers are associated with this movement? (textbook, p. 378)
15. Why did so many utopian communities form during the 1840s? What beliefs characterized the Fourierist and Oneida communities? (textbook, p. 379–380)
16. How and why did the antislavery movement become more radical in the 1830s and 1840s? What roles did William Lloyd Garrison and Frederick Douglass play in the movement? What did their working relationship illustrate? (textbook, pp. 347–349; video segment 4)
17. What roles did David Walker and Elijah Lovejoy play in the abolition movement? How important were women in the movement? What did Maria Stewart, Sojourner Truth, and Harriet Tubman do? (textbook, pp. 347–349 and pp. 380–382; video segment 4)
18. How and why did the women’s rights movement evolve from other reform movements? Who were the prominent women’s rights advocates? How did they challenge social norms? (textbook, p. 380; video segment 5)
19. What happened at the Seneca Falls meeting? How did the Declaration of Sentiments describe the conditions of women in 1848? What was the significance of the meeting and the Declaration? (textbook, p. 380; document; video segment 5)
20. In summary, what effects did the cultural, religious, and social reform movements of this era have on the shaping of America? What does this teach us about social change? (textbook, all pages; video, all segments)

HISTORICAL EXPERTS INTERVIEWED

Paul Benson, Professor of Humanities, Mountain View College, Dallas, TX

Richard Blackett, Moores Professor of History and African American Studies, University of Houston, Houston, TX

Jon Butler, Coe Professor of History, Yale University, New Haven, CT

Kathryn Sklar, Distinguished Professor of History, State University of New York, Binghamton, NY

James Stewart, James Wallace Professor of History, Macalester College, St. Paul, MN

PRACTICE TEST

The following items will help you evaluate your understanding of this lesson. Use the Answer Key at the end of the lesson to check your answers or to locate material related to each question.

Multiple choice: Choose the BEST answer.

1. After 1815, the idea of separate spheres with separate duties for men and women was strengthened by the fact that _____.
 - A. most women went to work in the newly established mills and factories
 - B. an experiment in which males and females had attended the same colleges and gone on to similar jobs proved unsuccessful
 - C. most men worked at home and separation of men from women was necessary to avoid discord and distraction
 - D. work was newly disconnected from the home and evaluated by the amount of cash it generated
2. The most common form of shared entertainment for Americans in the 1830s was _____.
 - A. attending political rallies
 - B. attending the theatre
 - C. participating in outdoor religious rallies
 - D. going to the circus
3. The Second Great Awakening _____.
 - A. was a philosophical offshoot of the market revolution emphasizing the pitfalls of a society run by bankers and lawyers
 - B. brought forth an outpouring of evangelical religious fervor that offered salvation to anyone willing to eradicate individual sin and accept faith in God's grace
 - C. constituted a second wave in a temperance movement that had failed in its first attempt
 - D. was the spiritual component accompanying the second-party system

4. In the video, Professor Jon Butler observes that part of Joseph Smith's success in establishing the Mormon movement stemmed from _____.
 - A. his ability to cut through some of the religious confusion of the era
 - B. widespread support for practicing polygamy
 - C. the availability of free land in Utah
 - D. all of the above
5. Alcohol consumption in Jacksonian America was _____.
 - A. characterized by moderate drinking
 - B. widespread, rising, and often tended toward abusive amounts
 - C. very low due to the increased safety of urban drinking water sources
 - D. confined to persons over eighteen years of age
6. Within the antislavery movement, what made immediate emancipation so radical was that it _____.
 - A. rejected Christian teachings
 - B. sought funding from overseas
 - C. endorsed imprisonment for slaveowners
 - D. accepted African Americans as fully equal humans
7. The Seneca Falls convention of 1848 advocated _____.
 - A. women's rights and suffrage
 - B. better sanitary conditions to curb the rising infant mortality rate
 - C. prohibition of intoxicating beverages
 - D. the abolition of slavery
8. The social reform movements of the 1830s through the 1850s teach us that to bring about social change in America you must do all of the following EXCEPT _____.
 - A. agitate
 - B. reach across racial divides
 - C. have a vision
 - D. engage in violence

Short Answer: Your answers should be one or two paragraphs long and specifically address the points indicated.

9. What do the Shakers and the Mormons illustrate about cultural life in the first half of the nineteenth century?
10. How and why was the women's rights movement of the 1840s connected to the religious and abolitionist movements of the era?
11. How and why did the abolition movement become more radical in the 1830s and 1840s? Why is it important that it did?

Essay Question: Your answer should be several paragraphs long and express a clear understanding of the points indicated.

12. How and why did social reform movements, especially those relating to abolition and women's rights, emerge and develop out of the religious and cultural ferment of the early and mid-nineteenth century? What effects did these movements have on shaping America? What did that era teach us about social change?

ANSWER KEY

	Learning Answer Objectives	Focus Points	References
1.	D LO 1.....	FP 1	pp. 338–339
2.	B..... LO 1.....	FP 4.....	pp. 342–343
3.	B..... LO 2.....	FP 6.....	pp. 343–345; video segment 2
4.	A LO 2.....	FP 10.....	pp. 387–389; video segment 2
5.	B..... LO 3.....	FP 12.....	pp. 344–346; video segment 3
6.	D LO 3.....	FP 16.....	pp. 347–349; video segment 4
7.	A LO 3.....	FP 19.....	p. 380; document; video segment 5
8.	D LO 4.....	FP 20.....	all pages and all video segments
9.	 LO 1, 2.....	FP 8, 9, 10.....	pp. 387–389; video segment 2
	• What cultural changes encouraged the development of new religions? • How and why did each group arrange its community as it did? • What was the significance of each group?		
10.	 LO 2, 3.....	FP 5, 11–13, 17, 18.....	pp. 344–349, 380–382; video segments 1, 3, 4
	• How and why did religion help some women get out of their normal sphere? • What roles did women play in the abolition movement? How were they treated? • What connections did women make between slaves and their own status?		
11.	 LO 3, 4.....	FP 16, 17.....	pp. 347–349, 380–382; video segment 4
	• What characterized the antislavery movement before the 1830s? • Why was immediate emancipation considered radical? • Why was defining slavery as a sin important? • How did the abolitionists challenge the United States to live up to its principles?		

12. LO 1–4.....FP 1–20 pp. 338–349, 377–382, 387–389; video segments 1–6
- Consider the economic, social, and political changes occurring at the time.
 - Why did evangelical religious enthusiasm spread relatively quickly?
 - Why and how did people think they could perfect society?
 - How does temperance, moral reform, care for the insane, etc., have a moral basis?
 - How does abolition appear radical? How does it define slavery?
 - What factors influenced women to become organized in their own behalf?
 - What were the long-term effects of these movements?
 - What does it take to bring about social change?

ENRICHMENT IDEAS

These activities are not required unless your instructor assigns them. They are offered as suggestions to help you learn more about the material presented in this lesson.

1. Imagine yourself to be a young man or woman in western New York in the 1830s and 1840s. You are swept up by the religious ferment of the times and decide to join a religious commune. In a well-developed essay, explain why you have made this decision, what type of commune you are joining, and what you hope to accomplish.
2. Research the history of William Miller, the religious movement that he started in the 1840s, and the effects of this movement. Then submit an essay in which you describe your findings.
3. Research the life of Sylvester Graham. In a well-developed essay, describe what you discovered about Graham and the effect that he had on food products in the United States.
4. Some people argue that you cannot legislate morality. In a thoughtful essay, explain how the abolition movement, the temperance movement, and anti-abortion/free-choice movements all have attempted to affect moral behavior by using the law. What have been the results of their efforts? What are your conclusions?
5. Research the life and work of Margaret Fuller. Then submit an essay in which you describe her role in the transcendentalist movement.

SUGGESTED READINGS

See the “Bibliography” on pages 361–363 and pages 404–405 of the text if you wish to examine other books related to the material presented in this lesson.

DOCUMENTS

Charles G. Finney, a leading revivalist of the second quarter of the nineteenth century, was especially prominent in urban areas of the United States. His conversion was so overwhelming he gave up his legal practice and took the Gospel to the people. Finney explained his conversion, and, in essence, spoke for thousands that came under the influence of the Second Great Awakening.

As you read this document, focus on answering the following questions:

1. What physical and mental changes did Finney undergo?
2. How did his life change?

“On Conversion” (1821) by Charles Grandison Finney

On a Sunday evening in the autumn of 1821 I made up my mind that I would settle the question of my soul's salvation at once, that if it were possible I would make my peace with God.

During Monday and Tuesday my convictions increased, but still it seemed as if my heart grew harder. I could not shed a tear. I could not pray.

Tuesday night I had become very nervous, and in the night a strange feeling came over me as if I were about to die. I knew that if I did I would sink down to hell, but I quieted myself as best I could until morning. At an early hour I started for the office. But just before I arrived at the office, it seemed as if an inward voice confronted me with questions like these: “What are you waiting for? Did you not promise to give your heart to God? And what are you trying to do? Are you endeavoring to work out a righteousness of your own?”

Just at this point the whole question of Gospel salvation opened to my mind in a manner most marvelous. I think I then saw, as clearly as I ever have in my life, the reality and fullness of the atonement of Christ. I saw that his work was a finished work, and that instead of having, or needing, any righteousness of my own to recommend me to God, I had to submit to the righteousness of God through Christ. Gospel salvation seemed to be an offer to be accepted, and that it was full and complete. All that was necessary on my part was my own consent to give up my sins and accept Christ. Salvation was not achieved by my own works, but was to be found entirely in the Lord Jesus Christ, who presented himself before me as my God and my Savior.

Without being distinctly aware of it, I had stopped in the street right where the inward voice seemed to arrest me. How long I remained in that position I cannot say. But after this distinct revelation had stood for some little time before my mind, the question seemed to be, “Will you accept it now, today?”

I replied, “Yes, I will accept it today, or I will die in the attempt.”

The thought was pressing me of the rashness of my promise that I would give my heart to God that day or die in the attempt. It seemed to me as if that was binding upon my soul, and yet I was going to break my vow. A great sinking and discouragement came over me, and I felt almost too weak to stand upon my knees.

Just at this moment I again thought I heard someone approach me, and I opened my eyes to see whether it were so. But right there the revelation of my pride was distinctly shown to me

as the great difficulty that stood in the way. An overwhelming sense of my wickedness in being ashamed to have a human being see me on my knees before God took such powerful possession of me that I cried at the top of my voice and exclaimed that I would not leave that place if all the men on earth and all the devils in hell surrounded me. "What!" I said, "such a degraded sinner as I am, on my knees confessing my sins to the great and holy God, ashamed to have any human being find me on my knees endeavoring to make my peace with my offended God!" The sin appeared awful, infinite. It broke me down before the Lord.

Just at that point this passage of scripture seemed to drop into my mind with a flood of light: "Then shall you go and pray unto me, and I will hearken to you. Then shall you seek me and find me, when you shall search for me with all your heart."

I instantly seized hold of this with my heart. I had intellectually believed the Bible before, but never had the truth been in my mind that faith was a voluntary trust instead of an intellectual state. I was as conscious of trusting at that moment in God's truthfulness as I was of my own existence. Somehow I knew that that was a passage of scripture, though I do not think I had ever read it. I knew that it was God's word, and God's voice, as it were, that spoke to me.

I cried to him, "Lord, I take Thee at Thy word. Now Thou knowest that I do search for Thee with all my heart, and that I have come here to pray to Thee; and Thou hast promised to hear me."

But how was I to account for the quiet of my mind? I tried to recall my convictions, to get back again the load of sin under which I had been laboring. But all sense of sin, all consciousness of present sin or guilt, had departed from me. I said to myself, "What is this, that I cannot arouse any sense of guilt in my soul, as great a sinner as I am?" I tried in vain to make myself anxious about my present state. I was so quiet and peaceful that I tried to feel concerned about that, lest it should be a result of my having grieved the Spirit away. But take any view of it I would, I could not be anxious at all about my soul and about my spiritual state. The repose of my mind was unspeakably great. I cannot describe it in words. The thought of God was sweet to my mind, and the most profound spiritual tranquillity had taken full possession of me. This was a great mystery, but it did not distress or perplex me.

[That evening] There was no fire and no light in this back room; nevertheless it appeared to me as if it were perfectly light. As I went in and shut the door after me, it seemed as if I met the Lord Jesus Christ face to face. It seemed to me that I saw him as I would see any other man. He said nothing, but looked at me in such a manner as to break me right down at his feet. It seemed to me a reality that he stood before me, and I fell down at his feet and poured out my soul to him. I wept aloud like a child and made such confessions as I could with my choked words. It seemed to me that I bathed his feet with my tears, and yet I had no distinct impression that I touched him.

I must have continued in this state for a good while, but my mind was too much absorbed with the interview to remember anything that I said. As soon as my mind became calm enough I returned to the front office and found that the fire I had made of large wood was nearly burned out. But as I turned and was about to take a seat by the fire, I received a mighty baptism of the Holy Spirit. Without any expectation of it, without ever having the thought in my mind that there was any such thing for me, without any memory of ever hearing the thing mentioned by any person in the world, the Holy Spirit descended upon me in a manner that seemed to go through me, body and soul. I could feel the impression, like a wave of electricity, going through and through me. Indeed it seemed to come in waves of liquid love, for I could not express it in any

other way. It seemed like the very breath of God. I can remember distinctly that it seemed to fan me, like immense wings.

No words can express the wonderful love that was spread abroad in my heart. I wept aloud with joy and love. I literally bellowed out the unspeakable overflow of my heart. These waves came over me, and over me, and over me, one after the other, until I remember crying out, "I shall die if these waves continue to pass over me." I said, "Lord, I cannot bear any more," yet I had no fear of death.

In this state I was taught the doctrine of justification by faith as a present experience. That doctrine had never taken possession of my mind. I had never viewed it distinctly as a fundamental doctrine of the Gospel. Indeed, I did not know at all what it meant in the proper sense. But I could now see and understand what was meant by the passage, "Being justified by faith, we have peace with God through our Lord Jesus Christ." I could see that the moment I believed, while up in the woods, all sense of condemnation had entirely dropped out of my mind, and that from that moment I could not feel a sense of guilt or condemnation by any effort I could make. My sense of guilt was gone, my sins were gone, and I do not think I felt any more sense of guilt than if I never had sinned.

This was just the revelation I needed. I felt myself justified by faith, and, so far as I could see, I was in a state in which I did not sin. Instead of feeling that I was sinning all the time, my heart was so full of love that it overflowed. My cup ran over with blessing and with love. I could not feel that I was sinning against God, nor could I recover the least sense of guilt for my past sins. Of this experience of justification I said nothing to anybody at the time.

"On Conversion (1821)" Taken from *The Autobiography of Charles Finney*, condensed and edited by Helen Wessel, pp. 13–25. Copyright 1977.

Elizabeth Cady Stanton (1815–1902) played a major role in drafting the Declaration that was presented at the convention at Seneca Falls, New York, in 1848. The Declaration is possibly the most significant document in the history of U.S. women.

As you read this document, focus on answering the following questions:

1. What are the most significant demands in the document?
2. Did the Declaration deny or uphold the view of women's moral superiority?
3. In what ways did the Declaration speak for all women?
4. In what ways did it reflect the particular experience of white middle-class women?

"Declaration of Sentiments" (1848) by Elizabeth Cady Stanton

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect

to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience has shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men—both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns.

He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master, the law giving him power to deprive her of her liberty, and to administer chastisement.

He has so framed the laws of divorce, as to what shall be the proper causes, and in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women—the law, in all cases, going upon a false supposition of the supremacy of man, and giving all power into his hands.

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.

He allows her in Church, as well as in State, but a subordinate position, claiming Apostolic authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the Church.

He has created a false public sentiment by giving to the world a different code of morals for men and women, by which the moral delinquencies which exclude women from society are not only tolerated, but deemed of little account in man.

He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and to her God.

He has endeavored, in every way he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.

Now, in the view of this entire disfranchisement of one-half of the people of this country, their social and religious degradation, in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

In entering upon the great work before us, we anticipate no small amount of misconception, misrepresentation, and ridicule; but we shall use every instrumentality within our power to effect our object. We shall employ agents, circulate tracts, petition the State and National legislatures, and endeavor to enlist the pulpit and the press on our behalf. We hope this Convention will be followed by a series of Conventions embracing every part of the country .

From "Declaration of Sentiments," ed. Elizabeth Cady Stanton, Susan B. Anthony, and Matilda J. Gage, in *History of Woman Suffrage* (Rochester: Charles Mann, 1881), I: 67-94.

Lesson 18

Moving Westward

OVERVIEW

For generations, white Americans from both the North and South moved westward in pursuit of opportunities. By the 1830s and 1840s, the westward expansion of the American people had brought them once again into territory claimed by other people and nations. It was then that the term *manifest destiny* became the latest justification for this march across the continent, spreading the benefits of American culture. National boundaries, expanded earlier in the century by the Louisiana Purchase and the Adams-Onís Treaty, would soon include the Oregon country, California, Texas, and areas in between.

In the process of this westward movement, the United States went to war with Mexico in 1846. Although the events which sparked the war were controversial, the decisiveness of the American victory was not in question. The treaty ending that war recognized new United States borders and acknowledged the rights of the Mexican nationals, now known as “Mexican Americans,” who chose to stay in American territory. Even today, the effects of the U.S.-Mexican War and the Treaty of Guadalupe Hidalgo continue to resonate with people on both sides of the border.

The year 1848 provides a useful time to pause and reflect on how and why the United States had taken shape during the first half of the nineteenth century. The last segment of the video accompanying this lesson should help place that era in perspective. Just as the geographic boundaries of the United States had changed, the boundaries of American freedom and identity were also being redrawn.

LESSON ASSIGNMENTS

Text: Roark, et al., *The American Promise*, Chapter 11, “The Free North and West,” pp. 364 and 382–406.

Video: “Moving Westward” from the series *Shaping America*.

Documents:
“Sumner Assails the Texas Grab” and “A Mexican View” found at the end of this lesson.

LEARNING OBJECTIVES

This lesson is about how and why the United States expanded its geographic borders in the 1840s and how that affected the American people. In addition, you will be asked to reflect upon how American identity, freedom, and equality were shaped in the first half of the nineteenth century. Upon completing this lesson, you should be able to:

1. Explain the concept of manifest destiny and how that term came to justify American expansionism in the 1840s.
2. Explain American interests in the Oregon country and how disputes with Britain in that region were resolved.
3. Analyze the causes and consequences of the U.S.-Mexican War.
4. Describe the geographic expansion of the United States from 1801–1848 and how the United States acquired this territory.
5. Assess how American identity and the concepts of freedom and equality had been shaped during the first half of the nineteenth century.

LESSON FOCUS POINTS

The following questions are designed to help you get the most benefit from the sources selected for this lesson. For reference purposes, the titles for the video segments are: (1) Introduction, (2) "Oregon Fever," (3) "We Must Have Texas," (4) "The U.S.-Mexican War," (5) Unit Close: "Manifest Destiny?"

1. What was meant by the term *manifest destiny*? How did it provide "an ideological shield" for American westward expansion in the 1840s? How are the concepts conveyed by the term linked backward and forward in American history? (textbook, pp. 382–384; video segment 1)
2. Why did Americans want to go to Oregon? How did they get there? What hardships did they endure in migrating? What did the settlers find when they got there? How did men and women cope with the conditions? (textbook, pp. 384–387; video segment 2)
3. What characterized the lifestyles of Plains Indians? How did the Anglo migration westward affect these Indians? How and why did the policy of placing Indians on reservations begin? (textbook, pp. 385–386)
4. How and why did Americans become interested in the Mexican borderlands of New Mexico, Texas, and California? (textbook, p. 389; video segment 2)

5. Why and how did the Mexican government recruit Anglo-Americans to Texas? Why did Texans revolt against Mexico? How were they able to win independence? Why was Texas' annexation to the United States postponed? (textbook, pp. 389–391; video segment 3)
6. How were the developments in California in this period similar and different from those in Texas? (textbook, pp. 390–392)
7. How did John Tyler become president? How did his decisions affect the Whig Party? What actions did President Tyler take on the question of Texas' annexation? (textbook, pp. 392–394)
8. What roles did the annexation of Texas and Oregon play in the 1844 presidential election? Why did James K. Polk win? What was important about his victory? (textbook, pp. 392–393)
9. Why did President Polk pursue peaceful compromise with Britain in Oregon and war with Mexico in Texas? (textbook, p. 394; video segments 2, 3)
10. How did the U.S.-Mexican War begin? Who provoked whom? Who opposed the war? Why? (textbook, pp. 394–395; video segment 4)
11. How and why did the United States defeat Mexico? (textbook, pp. 395–399; video segment 4)
12. What were the terms of the Treaty of Guadalupe Hidalgo? (textbook, p. 399; video segment 4)
13. What were the short- and long-term consequences of the U.S.-Mexican War for Mexico and the United States? (textbook, pp. 399–402; video segment 4)
14. In summary, how did the United States acquire each major piece of new territory between 1801 and 1848? Use Map 11.5 in the text for reference. What were the consequences of this geographic expansion? (textbook, p. 399; comprehensive, Lessons 13–18)
15. In addition to geographic changes, how did America change economically, politically, and socially between 1801 and 1848? What was the legacy of this period, particularly in regard to American identity and the concepts of freedom and equality? (video segment 5; comprehensive, Lessons 13–18)

HISTORICAL EXPERTS INTERVIEWED

Ernesto Chavez, Assistant Professor, University of Texas at El Paso, El Paso, TX

R. David Edmunds, Watson Professor of American History, University of Texas at Dallas,
Richardson, TX

Eric Foner, Professor of History, Columbia University, New York City, NY

David Gutierrez, Associate Professor, University of California at San Diego, La Jolla, CA

James Oliver Horton, Benjamin Banneker Professor of American Civilization and History, The
George Washington University, Washington, DC

Robert Johannsen, J. G. Randall Distinguished Professor of History Emeritus, University of
Illinois Urbana-Champaign, Champaign, IL

Linda Kerber, May Brodbeck Professor in the Liberal Arts and Professor of History, University
of Iowa, Iowa City, IA

Chet Orloff, Director, Oregon Historical Society, Portland, OR

PRACTICE TEST

The following items will help you evaluate your understanding of this lesson. Use the Answer Key at the end of the lesson to check your answers or to locate material related to each question.

Multiple choice: Choose the BEST answer.

1. In 1845, New York journalist and expansionist John L. O'Sullivan coined the term *manifest destiny* which meant _____.
 - A. the United States should expand into Canada and Mexico
 - B. Americans were destined by a higher power to create a worldwide empire
 - C. the United States should take advantage of economic turmoil in Europe to gain new markets
 - D. Americans had the God-given right to expand their superior civilization across the country
2. In the video, historian Chet Orloff observes that the Oregon Trail experience _____.
 - A. most often ended in failure
 - B. reinforced the idea of moving west to start over again
 - C. actually benefited the Indian peoples in the region
 - D. was extremely dangerous when Britain had claims to the area
3. How was President Polk able to add Oregon to U.S. holdings?
 - A. He annexed it without approval by the British.
 - B. He authorized military action.
 - C. He recommended a continued joint occupation with Britain.
 - D. He renewed an old offer to divide Oregon along the forty-ninth parallel, and the British accepted.

4. In 1829, Mexico issued an emancipation proclamation in Texas because _____.
 - A. it hoped to discourage any further American settlers from coming to the area
 - B. the Texans were asking for independence
 - C. the Mexicans were opposed to slavery on their land
 - D. Santa Anna had a change of heart and decided the area was better off undeveloped
5. Just prior to James K. Polk's taking office in 1845, President Tyler was successful in obtaining the annexation of Texas by _____.
 - A. passage of a joint resolution of Congress, admitting Texas as the fifteenth slave state
 - B. Senate approval of a treaty to annex Texas
 - C. negotiating with Mexican officials
 - D. sending John Slidell to Mexico to buy Texas freedom from the Mexicans
6. In the video, Professor Robert Johannsen points out that one reason American military efforts in the U.S.-Mexican War had support at home was because most Americans _____.
 - A. advocated the expansion of slavery
 - B. saw the war as a fight between a republic and a dictatorship
 - C. wanted to settle in the Southwest
 - D. desired easier access to the California gold fields
7. The Mexican War ended with the 1848 Treaty of Guadalupe Hidalgo, which stipulated that _____.
 - A. Mexico agreed that the Nueces River was the Texas boundary
 - B. Mexico agreed to pay \$15 million to American citizens for claims against Mexico
 - C. Mexico agreed to give up Wyoming and Idaho
 - D. Mexico gave up claims to Texas and ceded the provinces of New Mexico and California to the United States
8. In the video, Professor Eric Foner observes that, during the 1840s, the abolition and women's movements were _____.
 - A. uniting in their support for the Republican Party
 - B. convincing states to support equal rights amendments
 - C. losing ground to more radical political groups
 - D. demanding that freedom be a universal entitlement

Short Answer: Your answers should be one or two paragraphs long and specifically address the points indicated.

9. Define the term *manifest destiny*. How is this concept linked to earlier "missionary" ideas in American history? How was the term an "intellectual shield" for American expansionism?
10. Why were the disputes between Britain and the United States in the Oregon Country settled peacefully? How were they settled?
11. Do you think President James K. Polk provoked war with Mexico in 1846 or was he defending U.S. territory at the time? Explain.

12. How did the United States' annexation of the Southwest affect Mexicans who had been living in that region?

Essay Questions: Your answers should be several paragraphs long and express a clear understanding of the points indicated.

13. Describe and explain how the United States acquired each major piece of new territory between 1801 and 1848. What were the consequences of this geographic expansion?
14. How and why did the meaning of freedom in America change in the period from 1801 to 1848? How did American Indians, women, and African Americans fit into the spectrum of American freedom and identity? In what way was a Mexican American identity present?

ANSWER KEY

Answer	Learning Objectives	Focus Points	References
1.	D LO 1.....	FP 1	pp. 382–384; video segment 1
2.	B..... LO 2.....	FP 2	pp. 384–387; video segment 2
3.	D LO 2.....	FP 9	p. 394; video segments 2, 3
4.	A LO 3.....	FP 5	pp. 389–391; video segment 3
5.	A LO 3.....	FP 7	pp. 392–394
6.	B..... LO 3.....	FP 11	pp. 395–399; video segment 4
7.	D LO 3, 4.....	FP 12, 13	pp. 399–402; video segment 4
8.	D LO 5.....	FP 15	comprehensive, Lessons 13–18; video segment 5
9.	 LO 1.....	FP 1	pp. 382–384; video segment 1
	• What noble ideas are being spread across the continent? • How does it connect to the Puritan mission and the Revolutionary ideals? • How would the idea help avert criticism of expansionism?		
10.	 LO 2.....	FP 2, 9	pp. 384–387, 394; video segments 2, 3
	• What else was concerning the United States at the same time? • What attitudes did the Americans have toward the British? • Where was the boundary drawn? Why there?		
11.	 LO 3.....	FP 10	pp. 394–395; video segment 4
	• What was the incident that sparked the war? • Take a stand on the actions taken. • Explain your position.		
12.	 LO 3.....	FP 12, 13	pp. 399–402; video segment 4
	• What did the Treaty of Guadalupe Hidalgo say about these people? • What happened to the property rights involved? • What sort of cultural adaptation occurred in the short term?		

13. LO 4.....FP 14..... p. 399; comprehensive, Lessons 13–18
- Consider the Louisiana Purchase and the Adams-Onís Treaty. What areas were acquired? How did Oregon become part of the United States?
 - How and why was Texas annexed?
 - What territories were acquired in the Mexican Cession?
 - Consider the positive and negative effects.
14. LO 5.....FP 15..... comprehensive, Lessons 13–18; video segment 5
- Consider how the free-labor concept emerged during this time.
 - Did political freedom change for white men?
 - How did the status of American Indians change? How could they maintain an identity?
 - How were women challenging limits on their freedom?
 - How did the status of African Americans deny freedom? What was their identity?
 - What occurred to affect Mexican Americans?

ENRICHMENT IDEAS

These activities are not required unless your instructor assigns them. They are offered as suggestions to help you learn more about the material presented in this lesson.

1. Imagine yourself to be a top official in the Mexican government in 1829. Write a position paper explaining your concerns about developments in Texas and what you propose to do about them.
2. Henry David Thoreau expressed his opposition to the Mexican American war by refusing to pay taxes. He was arrested and imprisoned briefly, an experience that formed the basis for an essay entitled “Civil Disobedience.” Read the essay and then write a report in which you summarize the essay. Why did he take the position that he did? Do you agree with him?
3. Watch the film entitled “The U.S.-Mexican War,” produced by KERA (Dallas). Then submit a report in which you summarize how that film broadened your understanding of that war.
4. Imagine yourself to be a Mexican national who owns land in the area of New Mexico at the time of the signing of the Treaty of Guadalupe Hidalgo. In a well-developed essay, explain the choices that you have and what course of action you are going to take.

SUGGESTED READINGS

See the “Bibliography” on pages 404–406 of the text if you wish to examine other books related to the material presented in this lesson.

DOCUMENTS

The Abolitionist Charles Sumner drafted this resolution and the Massachusetts Legislature passed it in opposition to the U.S.-Mexican War. It reflected the views of many northerners who strongly opposed the war because they saw it as a means to acquire more slave territory.

1. In what ways is this resolution accurate in describing the outbreak of the war?
2. Did it verge on treason? Why or why not?

"Sumner Assails the Texas Grab" (1847)

The history of the annexation of Texas cannot be fully understood without reverting to the early settlement of that province by citizens of the United States.

Mexico, on achieving her independence of the Spanish Crown, by a general ordinance worthy of imitation by all Christian nations, had decreed the abolition of human slavery within her dominions, embracing the province of Texas. . . .

At this period, citizens of the United States had already begun to remove into Texas, hardly separated, as it was, by the River Sabine from the slaveholding state of Louisiana. The idea was early promulgated that this extensive province ought to become a part of the United States. Its annexation was distinctly agitated in the Southern and Western states in 1829; and it was urged on the ground of the strength and extension it would give to the "Slave Power," and the fresh market it would open for the sale of slaves.

The suggestion of this idea had an important effect. A current of emigration soon followed from the United States. Slaveholders crossed the Sabine with their slaves, in defiance of the Mexican ordinance of freedom. Restless spirits, discontented at home, or feeling the restraint of the narrow confines of our country, joined them; while their number was swollen by the rude and lawless of all parts of the land, who carried to Texas the love of license which had rendered a region of justice no longer a pleasant home to them. To such spirits, rebellion was natural.

It soon broke forth. At this period the whole [Texan] population, including women and children, did not amount to twenty thousand; and, among these, most of the older and wealthier inhabitants still favored peace. A Declaration of Independence, a farcical imitation of that of our fathers, was put forth, not by persons acting in a Congress or in a representative character, but by about ninety individuals—all, except two, from the United States—acting for themselves, and recommending a similar course to their fellow citizens. In a just cause the spectacle of this handful of adventurers, boldly challenging the power of Mexico, would excite our sympathy, perhaps our admiration. But successful rapacity, which seized broad and fertile lands while it opened new markets for slaves, excites no sentiment but that of abhorrence.

The work of rebellion sped. Citizens of the United States joined its fortunes, not singly, but in numbers, even in armed squadrons. Our newspapers excited the lust of territorial robbery in the public mind. Expeditions were openly equipped within our own borders. Advertisements for volunteers summoned the adventurous, as to patriotic labors. Military companies, with officers and standards, directed their steps to the revolted province.

During all this period the United States were at peace with Mexico. A proclamation from our government, forbidding these hostile preparations within our borders, is undeniable evidence

of their existence, while truth compels us to record its impotence in upholding the sacred duties of neutrality between Mexico and the insurgents. . . .

The Texan flag waved over an army of American citizens. Of the six or eight hundred who won the [decisive] battle of San Jacinto, scattering the Mexican forces and capturing their general [Santa Anna], not more than fifty were citizens of Texas having grievances of their own to redress on that field.

The victory was followed by the recognition of the independence of Texas by the United States; while the new state took its place among the nations of the earth. . . .

Certainly our sister republic [Mexico] might feel aggrieved by this conduct. It might justly charge our citizens with disgraceful robbery, while, in seeking extension of slavery, they repudiated the great truths of American freedom.

Meanwhile Texas slept on her arms, constantly expecting new efforts from Mexico to regain her former power. The two combatants regarded each other as enemies. Mexico still asserted her right to the territory wrested from her, and refused to acknowledge its independence.

Texas turned for favor and succor to England. The government of the United States, fearing it might pass under the influence of this power, made overtures for its annexation to our country. This was finally accomplished by joint resolutions of Congress, in defiance of the Constitution [?], and in gross insensibility to the sacred obligations of amity with Mexico, imposed alike by treaty and by justice, "both strong against the deed." The Mexican minister regarded it as an act offensive to his country, and, demanding his passport, returned home.

Old South Leaflets (1904), Vol. 6, no. 132, pp. 10–11, 30–31

In this elementary survey of Mexican history, Mexicans gave their account of the war and treaty which followed it. They bitterly resented losing almost half of their territory.

As you read this document, focus on answering the following questions:

1. What were the weaknesses of Mexican resistance to American military advances?
2. What issues remained most difficult for the Mexicans to accept?

"A Mexican View" (1935)

In the war with the United States, and in the military operations incidental thereto, we are unable to find a single outstanding figure to represent the defense of Mexico, in the form of a hero or military leader. Invasion first of all took place from the north, and the American troops defeated our armies, not beneath them in courage, but due to inferior organization, armaments, and high command. The classes that controlled material resources, and the groups at the head of the political situation, failed to rise to the occasion in that desperate situation.

A chronicle of the march of invasion makes painful reading. Our soldiers were defeated at Matamoros, at Resaca de Guerrero, and Monterrey, in spite of the sacrifices of the troops.

When one follows, event by event, the military operations and the political happenings of this period, one's feelings are harrowed by the details.

In this swift historical sketch, we shall be content to mention, if no great captain representative of defense, the youthful heroes who saved the honor of Mexico: the cadets of the Military College [at Chapultepec], who fell on September 13, 1847, when the school was stormed by the invading troops, then on the point of occupying the capital of the Republic. The glorious deaths of Francisco Marquez, Agustin Melgar, Juan Escutia, Fernando Montes de Oca, Vicente Suarez, and Juan de la Barrera, in an unequal contest, without hope, crushed by an overwhelming force, are as it were a symbol and image of this unrighteous war.

To Mexico, the American invasion contains a terrible lesson. In this war we saw that right and justice count but little in contests between one people and another, when material force, and organization, are wanting.

A great portion of Mexico's territory was lost because she had been unable to administer and settle those regions, and handed them over to alien colonization [Texas].

There is no principle nor law that can sanction spoliation. Only by force was it carried out, and only by force or adroit negotiation could it have been avoided. That which Spain had been unable to colonize, and the [Mexican] Republic to settle, was occupied by the stream of Anglo-American expansion.

The war of 1847 is not, so far as Mexico is concerned, offset by anything but the courage of her soldiers. At Matamoros, at Resaca de Guerrero, at La Angostura [Buena Vista], at Vera Cruz, at Cerro Gordo, at Padierna, at Churubusco, and at Chapultepec, victory was won by a well-organized and instructed General Staff; by longer-range rifles and cannon, better-fed soldiers, abundance of money and ammunition, and of horses and wagons. . . .

The American invasion cost Mexico the total loss of Texas, whose boundaries were, without the slightest right, brought down to the Rio Grande; the Province of New Mexico and Upper California; and an outpouring of blood, energy, and wealth, offset only by material compensation in the amount of fifteen million pesos, by way of indemnity.

Alfonso Teja Zabre, *Guide to the History of Mexico* (Mexico: Ministry of Foreign Affairs, 1935), pp. 299–304, passim.