

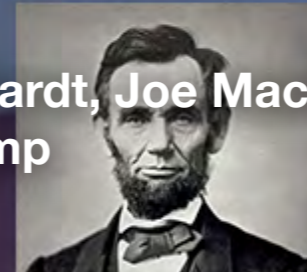
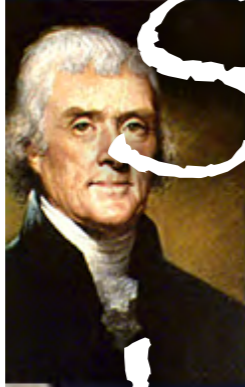
MI OPEN BOOK PROJECT

# United

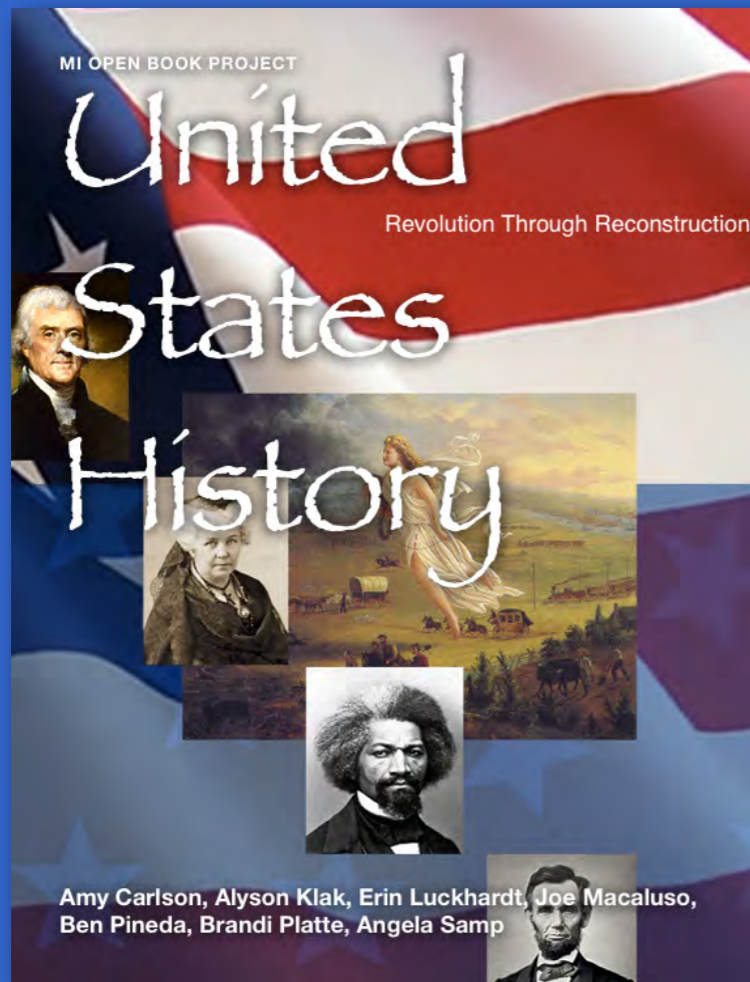
Revolution Through Reconstruction

# States

# History



Amy Carlson, Alyson Klak, Erin Luckhardt, Joe Macaluso,  
Ben Pineda, Brandi Platte, Angela Samp



This is version 1.0.9 of this resource, released in August 2018

Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



# MICHIGAN OPEN BOOK PROJECT

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**MICHIGAN**  
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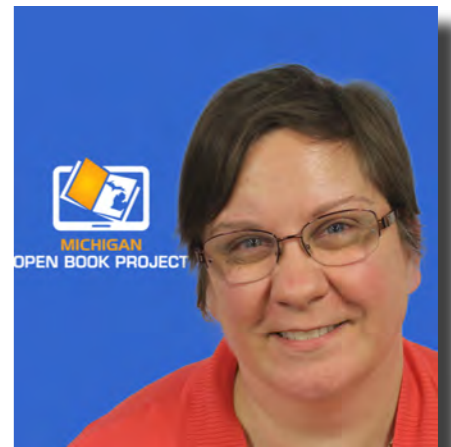


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Amy has taught in Alpena Public Schools for many years. When not teaching or working on interactive Social Studies resources like this one she enjoys reading, hunting and fishing with her husband Erich, and sons Evan and Brady.



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Erin is an 8th grade social studies teacher at Boyne City Middle School in Boyne City, MI. She formerly served as the district's technology coach when they were integrating their 1:1 iPad initiative. Before teaching in Boyne City, she taught high school social studies in the Lansing area for 4 years. Erin has her master's in Educational Technology and Educational Leadership, both from GVSU, and has an interest in effective integration of technology into the classroom for teachers as well as students.



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Keith Erikson - The Church of Jesus Christ of Latter Day Saints

Eric Hemenway - Director of Repatriation, Archives and Records, Little Traverse Bay Bands of Odawa Indians

Jim Cameron, Michigan Department of Education



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Angie has enjoyed teaching many grades in Alpena Public Schools over the last 13 years. Her passion lies in teaching history to 8th graders. Angie has a Bachelor of Arts in Group Social Studies from Grand Valley State University and a Masters in Education from Marygrove College. When she's not teaching, Angie enjoys many outdoor adventures including camping, traveling, and attending sporting events with her husband Gene, and sons Avery and Eli.

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Rebecca Bush is currently the Social Studies Consultant at the Ottawa Area Intermediate School District (OAISD), where she assists K-12 social studies teachers in developing curriculum, modeling instructional strategies in social studies literacy, and designing district-level formative and summative assessments. Additionally, as Project Director, she has written and received multiple Teaching American History grants, working with teachers throughout an eight-county radius. She has presented at various national conferences on multiple topics surrounding social studies instruction as well as innovative techniques and topics in formative and summative assessment design. Currently she is Co-Project Director of The Performance Assessments of Social Studies Thinking (PASST) Project and assists with the professional development of teacher writers for the MI Open Book Project where she serves as an editor of several of the project's texts. Rebecca currently leads the Michigan Social



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Dave began his career teaching 8th grade United States History in Mesick, Michigan. After almost a decade in the classroom, he took a job at Wexford-Missaukee Intermediate School District (WMISD) as an Instructional Consultant for Social Studies. He is shared across 11 ISDs in Northern Michigan that form the Northern Michigan Learning Consortium. He completed his Masters in Educational Leadership through Central Michigan University in 2011 and is Co-Project Director of the Performance Assessments of Social Studies Thinking (PASST) Project in addition to his duties as the Project Manager for MI Open Book.



## Chapter 7

# At What Point Did The Issues of Sectionalism Become a Threat to the Unified and Expanding Nation?

1. How did the geography & climate of the North determine its industrial economy?
2. How did the arrival of immigrants & changes in the labor force affect the social and political landscape of the nation?
3. How did geography contribute to the transportation revolution?
4. How did changes in politics affect the economy of the Northeast & South?
5. How did Jackson's presidential policies and decisions increase sectional differences and decrease feelings of nationalism throughout the country?



# The Consequences of Expansion

## QUESTIONS TO GUIDE INQUIRY

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1. How did the geography & climate of the North determine its industrial economy?
2. How did the arrival of immigrants & changes in the labor force affect the social and political landscape of the nation?
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## TERMS, PLACES, PEOPLE:

textiles:

trade unions:

strike

interchangeable parts

mass production

telegraph

## The Consequences of Expansion

The nation continued to grow in size and wealth, each region experiencing its own different kind of economic growth which caused them to develop differently.

Citizens differed across regions in their ideas of political, economic, and social progress. For the success of the growing nation, Americans throughout the country tried to compromise on their disagreements. Unfortunately, no amount of compromise could minimize the harsh growing pains the nation was about to experience.

## A Revolution in Manufacturing Begins

Thomas Jefferson's vision of an America full of independent farmers, working the land for generations to come was still a reality for many Americans in the early 1800s. Yet, even as President, Jefferson had his sights set on expanding the amount of future available farm land for the growing of cotton and other cash crops, the nation was starting to experience a shift to manufacturing and business and new ways of producing goods that were quicker and cheaper. The Industrial Revolution, the period of transition to new manufacturing processes from the mid-1700s to sometime between 1820 and 1840 had swept across the Atlantic from England where it had begun to transform agrarian families who created hand crafted goods for daily use to ones that utilized the latest in machine manufacturing. As populations in England grew, greater demand for goods increased. The traditional model of hand spun clothing was simply not able to meet the needs of a growing nation.

## A Secret Gets Out

The industry where changes happened first was in the area of **textiles**, cloth or woven fabric items. Prior to these changes, making clothing was very labor intensive as cloth needed to be spun by hand by many workers before a weaver could make the finished clothing. In 1769, Richard Arkwright developed a spinning machine which used the power of moving water to turn raw cotton into thread--the water frame. This invention

dramatically reduced the cost of spinning cotton and increased the speed of production. As a result, the textile industry in Britain began to change as textile mills emerged and created thousands of mill jobs. In addition, other inventors began developing new mechanized ways to change the textile industry.



Image: Spinning Jenny [https://en.wikipedia.org/wiki/Industrial\\_Revolution#/media/File:Spinning\\_jenny.jpg](https://en.wikipedia.org/wiki/Industrial_Revolution#/media/File:Spinning_jenny.jpg)

Samuel Slater, an English mechanic, worked in an Arkwright factory and knew the potential for this technology would be highly valued in the United States. The problem Slater faced was that the English government, in order to protect their new booming industry, was not willing to allow ideas or mechanics for these new machines to leave the country.



Image: Samuel Slater [https://upload.wikimedia.org/wikipedia/commons/d/df/Samuel\\_Slater\\_industrialist.jpg](https://upload.wikimedia.org/wikipedia/commons/d/df/Samuel_Slater_industrialist.jpg)

Slater, at age 21, solved this problem by memorizing the entire plan for the mill machine and then, disguising himself as a farmer, sailed to America. Once in America, Slater was financed by Moses Brown and set up his first small mill in Pawtucket, Rhode Island. The secret was out and American textile manufacturing would see a dramatic change.

## Industrial Machines & Regional Differences Emerge

The industrial change that would come to America would not affect all regions in the same way. New mills began to emerge in the northeast region of the U.S., especially in New England. There, the hills, rivers and streams provided the necessary running water to power mills. New immigrant workers from overseas and local farms would fill these new jobs. In the South, however, the new technology was far less impactful. The South lacked many suitable rivers and was already heavily invested in cash crops such as cotton, indigo, rice and tobacco that were grown for seven months of the year. These crops required a great deal of human labor and depended on slavery that was legal in the Southern states. Both systems would benefit each other in the textile industry. Cotton from the South would be sent both overseas to

## Interactive 7.1 PreIndustrial/Post Industrial



Can you tell the difference?

## Interactive 7.2 Frost Free Seasons



*Cotton was the main crop of plantation slavery. Cotton farming requires about 200 frost-free days. Put these two facts together and use the map to explain why these states seceded to form the Confederacy.*

Europe and to the Northern states where it would be spun into clothing.



How were ideas able to spread from the UK to the United States during the Industrial Revolution?

### The Rhode Island System

The success of the Slater system was immediately evident and Slater went on to form his own company with his sons. Although successful, workers were not always willing to leave skilled jobs for unskilled factory work. The tasks at the mills were often boring and tiresome, causing workers to leave the mill in frustration. Facing labor shortages, Slater had the idea to build an entire town dedicated to his mills. Slatersville, Rhode Island emerged and provided houses for families, shops, churches-- everything a family needed to live. Slater's system even offered the families the opportunity to buy items on credit that could be paid back over time. Children were often employed in the mills, too, and earned less than one dollar a week, allowing Slater to keep costs low but profits high. For many families, this new work was welcome relief from the long hours on the farm. Slater's family based, low wage and low-skilled mill system became known as the Rhode Island System. It was a breakthrough for

American textile manufacturing and began to be copied through the New England region. Yet, as with all new technologies, opportunity for improvement to an existing system like Slater's, would be no different.



Image: As seen in this photo what geographic feature is key to the operate of the Slater Mill system? [https://upload.wikimedia.org/wikipedia/commons/1/1f/Pawtucket\\_\(Rhode\\_Island,\\_USA\),\\_Slater\\_Mill\\_-\\_2006\\_-\\_5.jpg](https://upload.wikimedia.org/wikipedia/commons/1/1f/Pawtucket_(Rhode_Island,_USA),_Slater_Mill_-_2006_-_5.jpg)

### Interactive 7.3 Benefits and Drawbacks of Factory Systems



## The Lowell System

In 1814, Francis Cabot Lowell set forth to create a new system for textile manufacturing that would combine the spinning and weaving process in one system. The source of his labor force would also be different: young, unmarried women and girls. The Lowell system was established in Waltham, Massachusetts in 1814 with backing from the Boston Manufacturing Company and included boarding houses for women workers. Wages of between \$2 and \$4 a week were much better than most women could make in other types of domestic work. Out of this wage, the company took out \$1.25 for room and meals. Women were also attracted by the new type of work, the chance to leave farm life and the opportunity for a more cultured life. Yet, as the women quickly discovered, life in the Lowell system was not easy.



Image: [https://en.wikipedia.org/wiki/Lowell\\_Mill\\_Girls#/media/File:2\\_Young\\_Women.jpg](https://en.wikipedia.org/wiki/Lowell_Mill_Girls#/media/File:2_Young_Women.jpg)

## Textile Mill Working Conditions

The mill girls' entire life was very regimented with strict hours. They were up as early as 4:30am and worked until 6:30pm. Working conditions on the floor of the mill were often terrible. The air filled with small cotton fibers that the workers inhaled into their lungs, leading to sickness, coughing and even cancer. The noise of the iron machines, constantly in motion was deafening, forcing the girls to have to shout to be heard. The temperature, combined with the cotton in the air, was hot and windows were not often opened to prevent the threads from blowing. The danger of the looms themselves was a constant threat and the girls needed to take great caution to avoid losing a finger, limb or even their life. They tied their hair back to prevent it from getting caught in the looms and the straightening of the threads caused their hands to get cut. Lighting was dim, causing eyesight issues. Despite the conditions, the girls had to work and

some began to use what little spare time they had to fight for change.

### Mill Girls Organize

The independent spirit of the mill girls began to take shape first through classes and clubs that they were allowed to take and form. The Lowell Offering was a monthly magazine produced by the girls that included poetry and works of fiction by the workers.

Harriet Farley, a mill worker from New Hampshire, felt a sense of freedom to “read, think and write... without restraint.” This freedom would also be channeled into changing the working conditions at Lowell.

In 1830, Lowell girls began to form **trade unions**, organizations who worked to improve the conditions and pay of its members.

The first organized union for working women in America, the group reacted to the cutting of their wages in 1834 by going on **strike**. Although their work stoppage and protests did not succeed, their actions were the beginning of future successful movements to regulate working conditions and pay for workers in America.

### Interactive 7.4 Accounts at a Typical Week in Lowell



*Activity: Read the following account of a typical week at a Lowell Mill and answer the questions that follow.*

Sarah G. Bagley founded the Lowell Female Labor Reform Association in 1844 and published a document called the "Factory Tracts" that brought to light the horrible conditions in the mills. Bagley and the group pushed for a 10-hour workday in Massachusetts among other states. Although some states such as New Hampshire did pass the 10-hour work day law, in most states the poor conditions and pay remained. Despite a lack of early success, by joining together and fighting for what they believed was right, they set the stage for future changes to factory life in the 1800s. Eventually, mills began shifting their labor force away from young women and turned to immigrant labor which was cheaper and less organized.

Eventually, river-powered mills began to decline as steam engines, which impacted transportation dramatically, replaced water-power in textile mills. Between 1838 - 1860, the use of steam as a power source rose from 5% to 80% and the water-powered mill eventually disappeared.

### Interactive 7.5 Factory Tracts



*Sidebar: Use this link to investigate the Factory Tracts, a publication of the Female Labor Reform Association*

### Interactive 7.6 Letters from Lowell



*Strategy: Read the following document written by a mill girl who worked for the Lowell Mill from the age of ten to twenty-three. Answer the questions in the document as you read*



Check for Understanding: How did the Rhode Island and Lowell systems of textile manufacturing show innovation among new American entrepreneurs?

### Eli Whitney and Mass Produced Goods

Look around your classroom or home right now. Can you point to anything that isn't a mass produced good that was manufactured, at some point in the process, by a machine? Life today is very different from the time period prior to industrialization and mass production is a key feature to that change.

The Industrial Revolution brought about new ideas in how goods were made and assembled. One of the first items to experience a shift from handmade to machine made production was muskets.

As possible war with France loomed in the late 1790s, Eli Whitney, a Massachusetts inventor, had an idea to improve the speed and accuracy when producing a musket. Handmade muskets took time to make and the parts were often difficult to assemble. Using the same water-power that mills used, Whitney approached the US government and proposed the idea of mass-producing muskets using **interchangeable parts**, parts made the exact same by a machine tool. This allowed the military to easily

replace broken parts of muskets with identical parts from Whitney's factory. The idea was revolutionary. To prove to the government that his system could be used to produce 10,000 muskets, he gave a demonstration in Washington, D.C. There he disassembled ten guns, mixed up the parts and reassembled them all in front of the Congress and President John Adams to everyone's amazement! **Mass production**, the production of large amounts of standardized products, would soon become the standard in industry.



Image: [https://commons.wikimedia.org/wiki/File:Eli\\_Whitney\\_engraving\\_from\\_1846\\_memoir.jpg](https://commons.wikimedia.org/wiki/File:Eli_Whitney_engraving_from_1846_memoir.jpg)

## Interactive 7.7 Eli Whitney Musket Factory



Sidebar: Learn more about Eli Whitney's musket factory [here](#)

Activity: Watch the video on Eli Whitney and answer the questions that follow

1. What did Whitney's interchangeable parts invention initiate?
2. How did Whitney use innovation to solve an agricultural problem in the south?
3. How did the cotton gin influence the system of slavery?
4. Why did musket production take so long prior to the use of interchangeable parts?
- 5.

## Interactive 7.8 Eli Whitney



## Home Improvements

As advancements in the textile industry pushed forward and manufacturing shifted to mass production, other inventors created time and labor saving devices for the American public at home. Seeing cotton spun into yarn easily now, Walter Hunt first developed a sewing machine in 1833, then abandoned it for fear it would take seamstresses jobs away. Hunt did patent the simple, but still incredibly useful, safety pin in 1849.

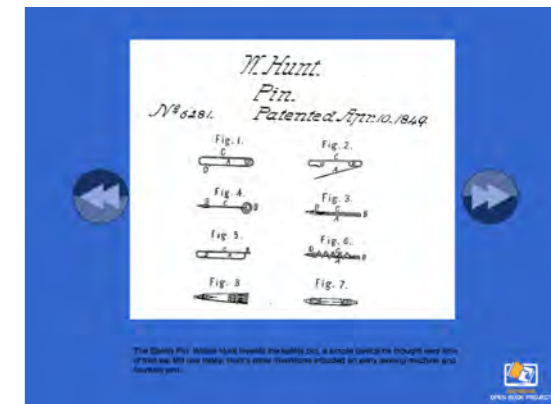
Elias Howe, picked up Hunt's sewing machine design later, improved it, and began selling it. Howe found out that Isaac Singer, along with Hunt, had copied Howe's new design and improved it further. Singer's machines sold better than previous models as consumers found it easier to use at home and could pay on credit, the act of allowing the purchaser to pay for a product or service later on, usually with interest. The sewing machine among other inventions continued to make life easier for Americans.

## Interactive 7.10 Singer Sewing Machines



Sidebar: Learn more about Singer's Sewing Machines [here](#)

## Interactive 7.9 Inventions of the Industrial Revolution



*Inventions of the Industrial Revolution impact the home (slideshow) \*Which of the following inventions for the home would have impacted life the most?*

## The Telegraph Transforms Communication

Could you imagine life without the instant communication devices in your hand or pocket right now? Our modern day reliance on the cell phone and mobile digital devices you are reading this on now have roots in the Industrial Revolution and Samuel Morse. An unsuccessful painter who had fled to Europe after the tragic loss of family members, Samuel Morse's interest in electricity and the possibilities for it to transmit information instantly over any distance was discussed with a Harvard geologist, Charles Jackson, on the way back to New York in 1832. Immediately upon arriving, he set to work on his new idea. His invention of the **telegraph**, a machine that uses electricity sent through wires to send messages and information, was groundbreaking for Americans who relied on the postal service at this time. In 1844, Morse successfully sends the first official telegraph message from Washington, D.C. to Baltimore, MD. stating a quote from the Bible, "What hath God wrought". The



[https://en.wikipedia.org/wiki/Samuel\\_Morse#/media/File:Samuel\\_Morse\\_with\\_his\\_Recorder\\_by\\_Brady,\\_1857.png](https://en.wikipedia.org/wiki/Samuel_Morse#/media/File:Samuel_Morse_with_his_Recorder_by_Brady,_1857.png)

potential for the telegraph grew from that moment as newspapers, government officials and businesses began implementing the technology.

The language used to relay messages is believed by many historians to have been developed by Morse's partner, Alfred Lewis Vail, and consisted of a series of short clicks (dots) and long clicks (dashes) typed onto the telegraph machine to represent the letters of the alphabet. On the other end, a telegraph operators would decode the series of dots and dashes, known as Morse Code, into legible messages. As the success of Morse's invention became known,

thousands of miles of telegraph lines were installed across the nation following the growth of the railroad lines. Lines would connect major city centers over the next decade and reach the west coast by 1861, bringing the demise of the short lived Pony

Express, a horse and rider mail service from St. Joseph, Missouri to Sacramento, California.

### **Farming Improvements**

Improvements from the industrial revolution also made it to the farming industry where new inventions or improvements increased the efficiency and productivity of America's farms.

in 1837, John Deere, a blacksmith in Grand Detour, IL, had an idea to create a plow that would perform better in the thick, prairie sod in the region. He created a steel plow that cut through the ground more easily and did not get clogged with dirt as quickly. By 1849, Deere was selling 2,000 plows a year.

Cyrus McCormick invented the mechanical reaper, a horse-drawn device that cut grains like wheat. Although the machines were unreliable and unsuccessful at first, he did manage to improve the design over time and eventually had them mass-produced although this resulted in a lower quality machine. Nevertheless, the invention took off after he began controlling production and orders rose quickly from midwest states such as Illinois, Ohio, Indiana and Missouri. These states had something that made them a perfect fit for McCormick's reaper: flat terrain, inexpensive farmland, and a small labor pool. He used the new changes occurring in transportation to move his goods along waterways and over railroads. The machine increased harvesting times dramatically and required less labor. It has been suggested that

the

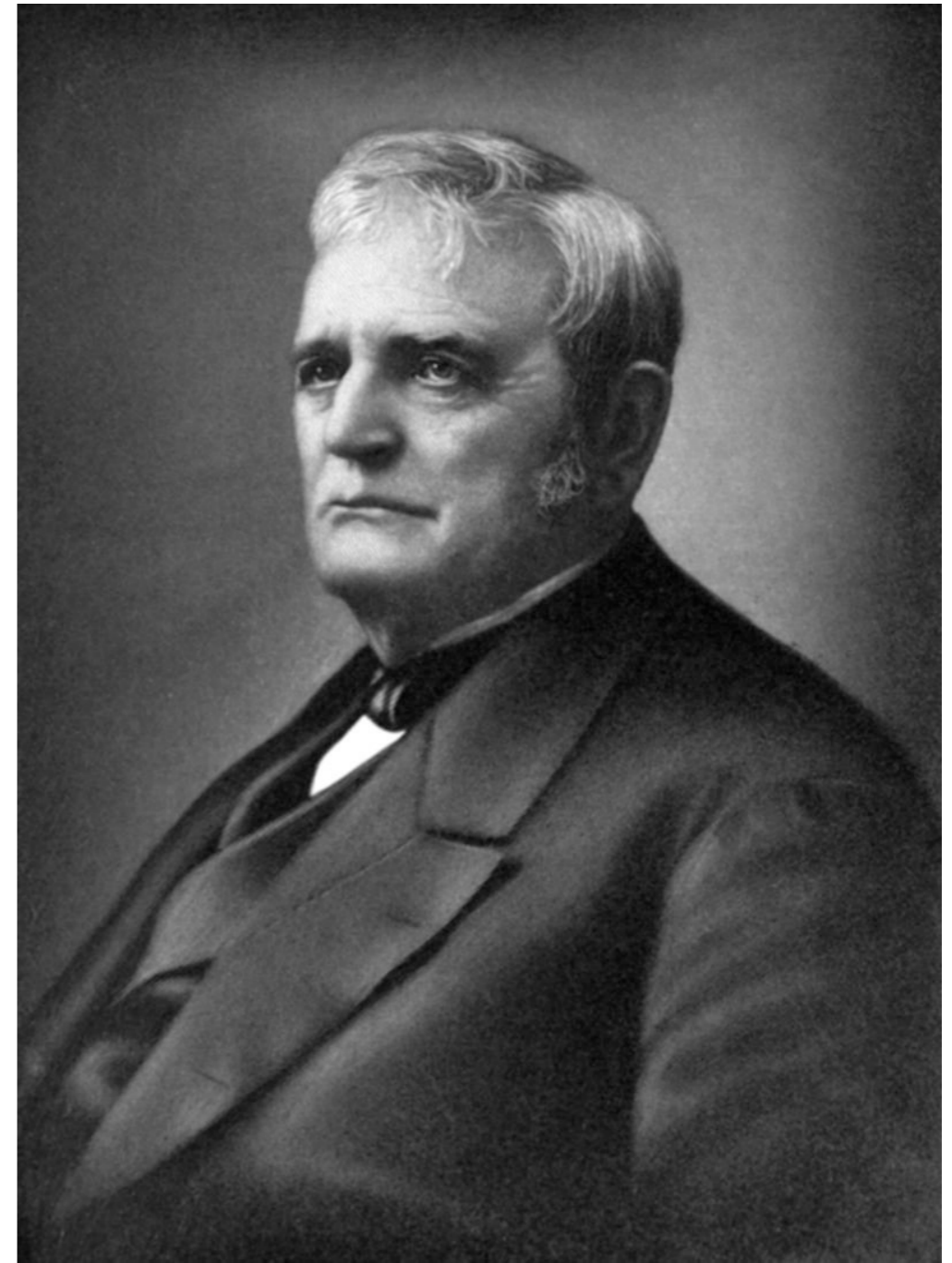


Image source: [https://en.wikipedia.org/wiki/John\\_Deere\\_\(inventor\)#/media/File:John\\_Deere\\_portrait.jpg](https://en.wikipedia.org/wiki/John_Deere_(inventor)#/media/File:John_Deere_portrait.jpg)

mechanical reaper's ability to maintain a high level of food production allowed more young, northern men join as soldiers in

the Civil War. These factors would be a part of the North's advantages in the war to come.



Check for Understanding: How did new, innovative machines from the Industrial Revolution impact the geographic environments in the North to benefit agricultural production?

# Changes in Transportation

## QUESTIONS TO GUIDE INQUIRY

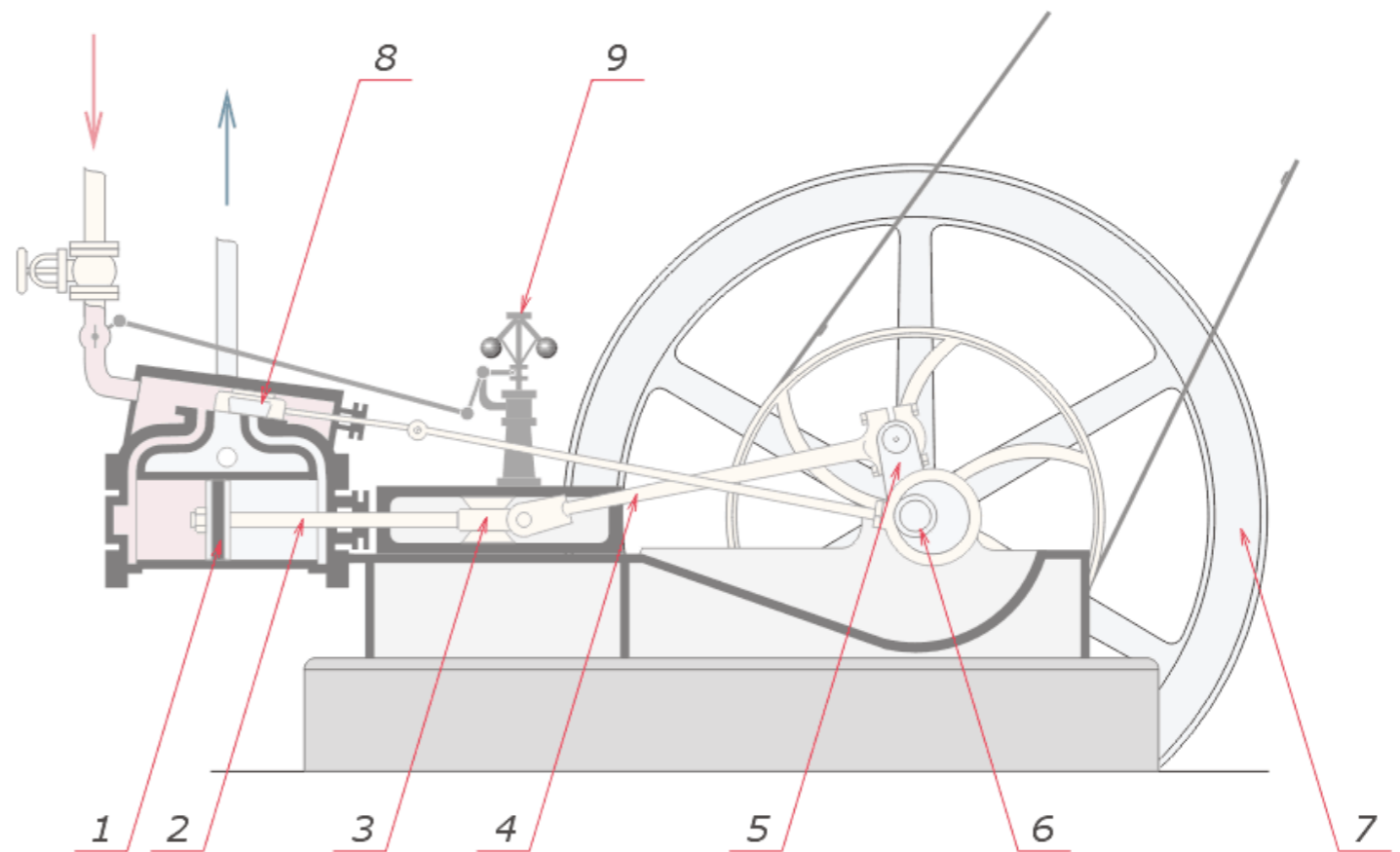
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5. How did Jackson's presidential policies and decisions increase sectional differences and decrease feelings of nationalism throughout the country?

## TERMS, PLACES, PEOPLE:

condensing:

deforested:

While the Era of Good Feelings ushered in an era of investment and growth in roads and canals through the American System, progress was still to be made. The Industrial Revolution not only affected life in the textile industry and how goods were manufactured. It also brought changes to transportation as manufacturers needed new, more efficient ways to get their goods to market. The answer would lie with steam.



[https://commons.wikimedia.org/wiki/File:Steam\\_engine\\_in\\_action.gif#/media/File:Steam\\_engine\\_nomenclature.png](https://commons.wikimedia.org/wiki/File:Steam_engine_in_action.gif#/media/File:Steam_engine_nomenclature.png)


## Steamboats

While roads and canals built during the 1820s and 30s made the movement of goods from state to state easier, they were still time consuming and expensive. The slow labor of animal-hauled vehicles and boats would give way to steam engines and the fuel to fire them. James Watt's **condensing** steam engine, developed during the time of the American Revolution, would spur advancements in other wood and coal fired boilers to propel boats and eventually trains.

Early steamboats had been invented in Europe and America in the late 1700s but were complicated, heavy and expensive, and dangerous. Wealthy investor and politician Robert Livingston and inventor Robert Fulton developed a paddle steamboat, the North River Steamboat of Clermont (often shortened to Clermont) that made its first trip from New York City along the Hudson River to Albany in August of 1807. The thirty-two hour journey upriver and back was revolutionary.

NEW-YORK, August 20.  
*To the Editor of the American Citizen.*  
SIR,  
I arrived this afternoon at 4 o'clock, in the steam boat, from Albany. As the success of my experiment gives me great hope that such boats may be rendered of much importance to our country, to prevent erroneous opinions, and give some satisfaction to the friends of useful improvements, you will have the goodness to publish the following statement of facts:  
I left New-York on Monday at 1 o'clock, and arrived at Clermont, the seat of Chancellor Livingston, at 1 o'clock on Tuesday, time 24 hours, distance 110 miles; on Wednesday I departed from the Chancellor's at 9 in the morning, and arrived at Albany at 5 in the afternoon, distance 40 miles, time 8 hours; the sum of this is 150 miles in 32 hours, equal near 5 miles an hour.  
On Thursday, at 9 o'clock in the morning, I left Albany, and arrived at the Chancellor's at 6 in the evening; I started from thence at 7, and arrived at New-York on Friday at 4 in the afternoon; time 30 hours, space run through 150 miles, equal 5 miles an hour. Throughout the whole way my going and returning the wind was ahead; no advantage could be drawn from my sails—the whole has, therefore, been performed by the power of the steam engine.  
I am, Sir,  
Your most obedient,  
ROBERT FULTON.

In this letter to the editor, Fulton announces the success of his journey: <http://www.nysl.nysed.gov/mssc/steamboats/images/amercit820.gif>



**The North River  
Steam-Boat,**  
SAMUEL WISWALL, MASTER.  
LEAVES New-York every Sunday morning, exactly at eight o'clock, and Albany at the same hour on Wednesday mornings. Her accommodations are in the highest state of improvement, and every attention is paid to passengers. For terms, &c. apply at Mr. Vandervoort's stage-office, No. 48 Cortlandt street, N. York; at Mr. Gregory's, Albany; or at Mr. Swart's, Hudson.  
May 20, 1808. OS

North River Steam boat advertisement: [https://en.wikipedia.org/wiki/North\\_River\\_Steamboat#/media/File:Steamboat\\_ad\\_from\\_the\\_Hudson\\_Bee\\_1808.jpg](https://en.wikipedia.org/wiki/North_River_Steamboat#/media/File:Steamboat_ad_from_the_Hudson_Bee_1808.jpg)

The steamboat provided solutions to the common problems of river travel of the time: lack of wind and the ability to move upstream. Steam technology involves the boiling of water to produce steam which can push a piston back and forth to move the paddle of the steamboat.

Two years after Fulton's first trip on the Hudson, there were at least sixty steamboats on American waterways. The speed of river travel increased quickly. In 1817 it took twenty-five days to travel from the Gulf to Louisville, KY. Ten years later it

would only take around a week! Goods and raw materials traveled via steamboat from ports along the Mississippi to destinations within the US and abroad.

Passengers also enjoyed the new form of travel. Author Charles Dickens wrote of his travels from Pittsburgh to Cincinnati on a steamboat in 1842 and gives a glimpse into how this new technology and waterway impacted the native environment it traveled through: “the banks are for the most part deep solitudes, overgrown with trees, which, hereabouts, are already in leaf and very green. For miles, and miles, and miles, these solitudes are unbroken by any sign of human life or trace of human footstep ... Through such a scene as this the unwieldy machine takes its hoarse sullen way: venting, at every revolution of the paddles, a loud high-pressure blast; enough, one would think, to waken up the host of Indians who lie buried in a great mound yonder.”

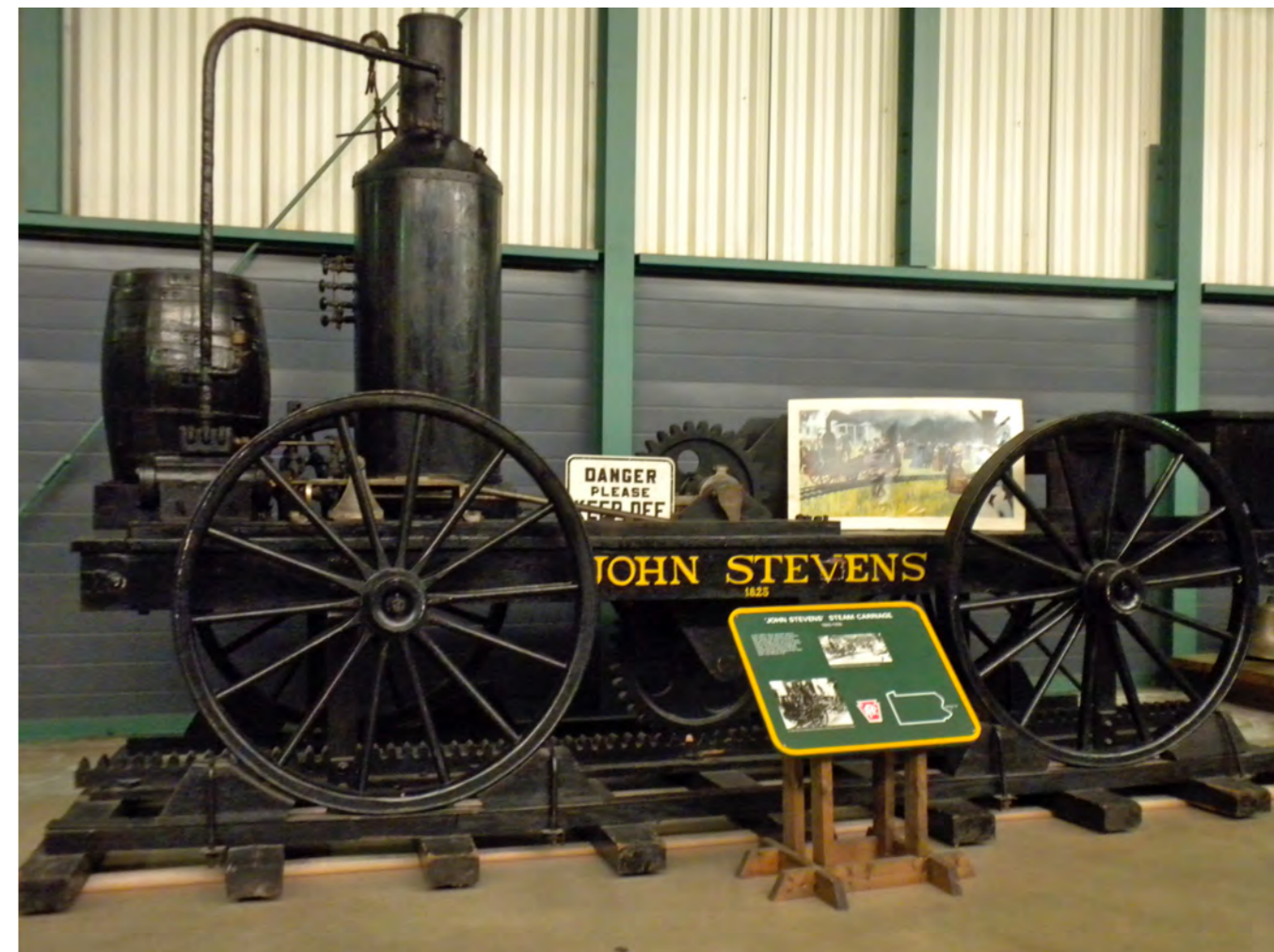
While the speed of the steamboat and its ability to move upriver was a breakthrough, passenger travel was dangerous early on. When a boiler exploded in a steamboat in Charleston in 1838, 140 people were killed. As the technology and safety of steamboat travel continued to improve, it would be the advent of another form of steam travel that would continue to push the Transportation Revolution forward.

Check for Understanding: In what way does Dickens description of steamboat travel reveal the new ways that human technology impacted the physical environment?

## The Steam-Powered Train

Although early 1800s train models existed in the United Kingdom, steam technology began to be applied to trains in the United States in the 1820s - 30s. John Stevens, a wealthy New Yorker fascinated by steam technology in boats, applied the idea to the first steam-powered train in the United States in 1825.

Competition in the steamboat industry had turned Stevens to the idea of steam travel over land although he never received any support or money to advance his idea of building a railway between New York and Lake Erie. To show off



Replica of the John Stevens steam train: [https://upload.wikimedia.org/wikipedia/commons/c/c7/John\\_Stevens\\_Carriage.JPG](https://upload.wikimedia.org/wikipedia/commons/c/c7/John_Stevens_Carriage.JPG)

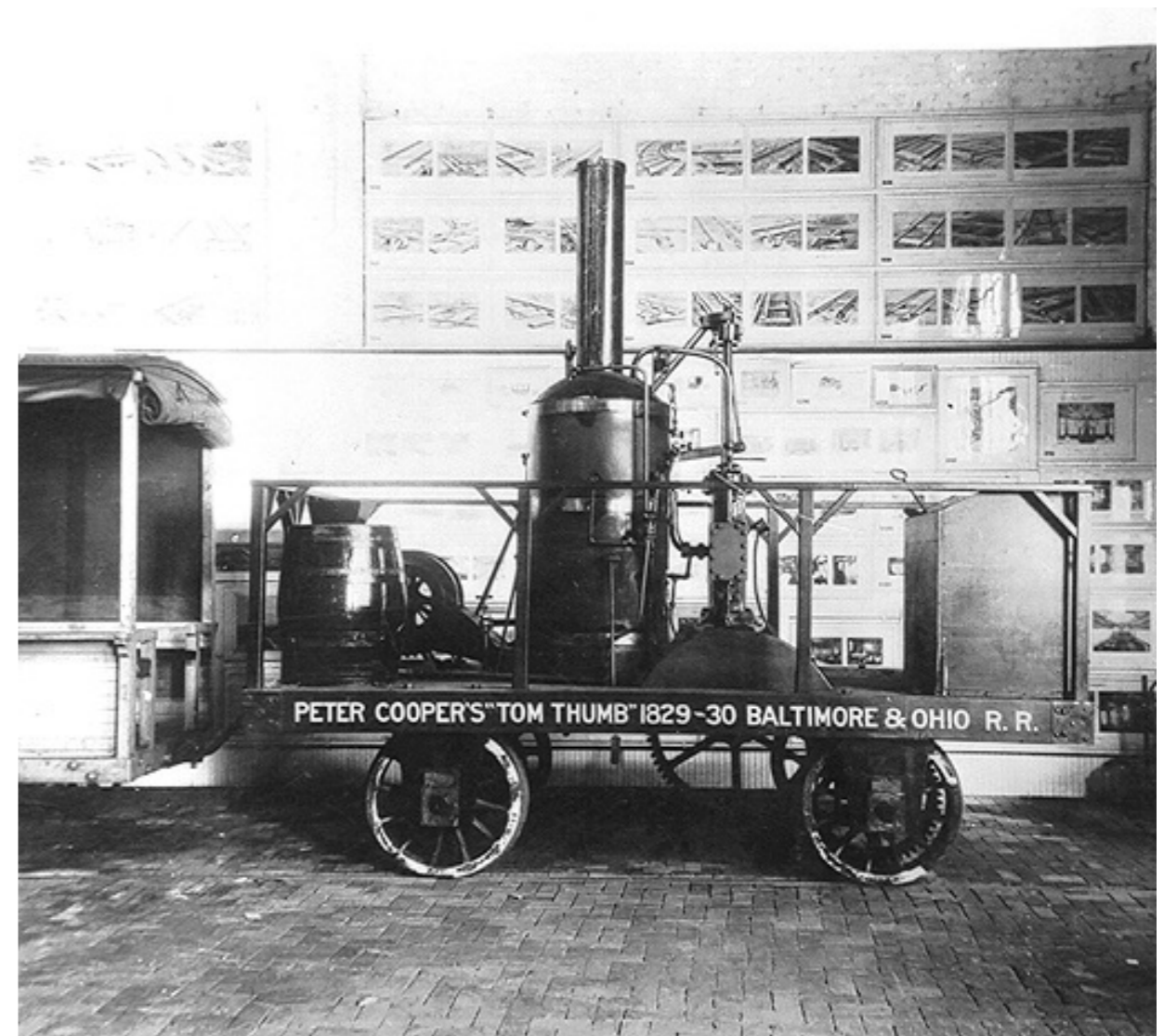
his idea in the hopes of gaining funding, he created a working model of the train at age 76, showed it off at his New Jersey estate, sparking the beginning of the American steam train movement.

## The First American Railroad

In 1827, the Baltimore and Ohio Railroad became the first chartered railroad in the United States. The city of Baltimore had worried that with the Erie Canal linking New York City to the western states and another canal planned to link Philadelphia and Pittsburgh, Baltimore would fall by the wayside as a commerce hub in the Northeast. When the railroad officially opened in 1828, the train carriages had to be pulled by horses since the locomotives hadn't been built yet. Early on, the B&O railroad showcased Peter Cooper's Tom Thumb, a steam-powered locomotive. He famously raced his small train against a horse-drawn railcar to show off the new technology in 1830. Although the horse won, people took notice and the steam-powered trains began to be built. Once the trains were built and moving, the economic viability of the new railroad was realized. By 1854, the railroad was generating \$2.7 million in profit annually and 19 million passenger miles. Baltimore soon became the economic capital in the region south of Philadelphia.

Early American trains ran on wood, but this fuel was replaced by a more efficient burning fuel in time. As the East became **deforested** due to the building of new cities, printing of

newspapers, and creation of new farmland, the price of wood rose dramatically. By 1850, coal was the preferred method of fuel in cities. A half a ton of coal produced as much energy and two tons of wood but at half the cost. Railroads would also move loads of coal to cities from the east where it was mined to the Midwest. Coal mining in Pennsylvania, western Virginia and Illinois grew and most major railroads extended their lines right into the coal fields. Coal mining grew rapidly as a result of the



Peter Cooper's Tom Thumb: [https://upload.wikimedia.org/wikipedia/commons/2/2c/Tom\\_thumb\\_peter\\_coopers\\_iron\\_horse\\_6092027.jpg](https://upload.wikimedia.org/wikipedia/commons/2/2c/Tom_thumb_peter_coopers_iron_horse_6092027.jpg)

railroad, doubling or tripling every decade in the early 1800s. In the late 1800s, as coal demand grew, so did the growth of steel, a strong metal than iron created by heating iron ore to very high temperatures using coal. In a connected relationship, steel would be used to build machines, factories, locomotives and the railroads they rode on further pushing the demand for coal.

**Activity: Create a visual diagram that shows the connected relationship between coal, steel and railroads. Draw arrows to connect each item and explain the connection. Use an app like Inspiration to draw this diagram if you have it available on your device.**

### **The Railroad's Economic Impact in the North**

The railroad industry continued to grow which created new jobs and quickly energized the economy. New skills such as civil engineers, mechanics, and boilermakers were all necessary to the building and maintaining of the railway industry. Putting these new jobs and skills to work, from between 1840 and 1860, the total length of railroad track in the United States went from 3326 miles to 30,600 miles.

Steam trains proved to be a good means of travel for cargo and provided Americans in the North with quick access to products. Trains could move large, bulk items quickly and easily compared to the roads and canal travel available. Midwestern manufacturers began switching to non-stop train travel to move

their manufactured goods to cities in the East. Raw materials like iron ore and grain were moved across the country benefiting miners and growers alike. Americans in the Northeast were now given access to products produced and grown far away in the Midwest.

Northern cities such as Chicago would see enormous benefits from the railroad while other cities not along the new railways suffered. The building of the railways, the cars and the areas to service and sort them would require massive construction projects. Businesses would spring up to house, feed, and cloth the railroad industry workers, growing the city further. Located on Lake Michigan, Chicago became a hub to the East, Midwest and South.

The South did not see the effects of this boom in transportation as wealth and industry was centered in the North. Southern agriculture continued to be centered on cash crops using slave labor and less focus was put on industrial growth. The South's railways were small and did not connect to the larger railroads in the Northeast. The vast difference in the amount of railroads in the North and South would prove a pivotal advantage for the North during the Civil War.

## Standardized Time

Another unintended benefit from the railroad was the eventual establishment of time zones. Initially, railroads kept their own times and passengers had to use the various clocks inside of stations to determine the schedule they needed to keep.

Passengers started carrying pocket watches for the first time to help navigate the 50 different railroad times posted in the eastern part of the country!

## Section Check for Understanding:

How did new new inventions impact transportation? How did the steam engine impact the economy of the United States? How did the the North's geography make it an ideal region for transportation revolution to have a major impact?

### Interactive 7.11 Modes of Transportation



*Activity: Complete this activity to see how the changes in transportation over time can impact the quantity of goods that can be moved:*

# Democracy Expands

## QUESTIONS TO GUIDE INQUIRY

1. How did the geography & climate of the North determine its industrial economy?
2. How did the arrival of immigrants & changes in the labor force affect the social and political landscape of the nation?
3. How did geography contribute to the transportation revolution?
4. How did changes in politics affect the economy of the Northeast & South?
5. How did Jackson's presidential policies and decisions increase sectional differences and decrease feelings of nationalism throughout the country?

## TERMS, PLACES, PEOPLE:

primaries:

nominee:

caucus:

spoils system:

nullify:

## Democracy Expands

As you think about the most recent election for President of the United States, what process did citizens in each state have in choosing who the candidate would be for each political party? Here in Michigan, citizens voted in **primaries** for the major parties where each voter has a say in who would become that party's **nominee** for President. Other states, like Iowa, hold **caucuses**. In both situations, citizens have a say in the process. This wasn't always the case. Early Presidential candidates were chosen by the parties themselves, not the people. A revolution in our democratic system in the early 1800s would begin to give more people the chance to have a voice in the process.

As the nation began to change during the Industrial Revolution, it affected changes socially and politically within the United States. More Americans in all regions were moving away from hand-made production of goods and small farming to more industrialized manufacturing and large farms. The small, independent worker or farmer began to see the economic benefits of this change and wanted to be sure they were not left behind. Mistrust of older, wealthy elites in all regions began to fuel a revolution in society and politics. States began to lower or eliminate the requirement that you needed to own land to vote or be elected to office. Additionally, political parties began to allow citizens to have a voice who the

candidate was for the party through nominating conventions. These changes opened the door for an unlikely Presidential candidate.

### Election of Andrew Jackson

You learned about Andrew Jackson in the previous chapter, but you will now be presented with another side of the president. Andrew Jackson was a southerner from the border area of North and South Carolina and had emerged out of the War of 1812 as a famed Indian fighter and hero of the Battle of New Orleans. He did not have a formal education and was a self-taught lawyer who became a representative for Tennessee in Congress and eventually served in the Senate. He was not the typical wealthy, formally educated, east coast elite that had held power in national government up to that point.

After viewing the video think about the following questions:

1. Did Jackson favor a strong federal government or strong state governments?

#### Interactive 7.12 60 Second Presidents



*Watch this video of Andrew Jackson from Disney*

2. How did Jackson use the Veto unlike Presidents before him had?

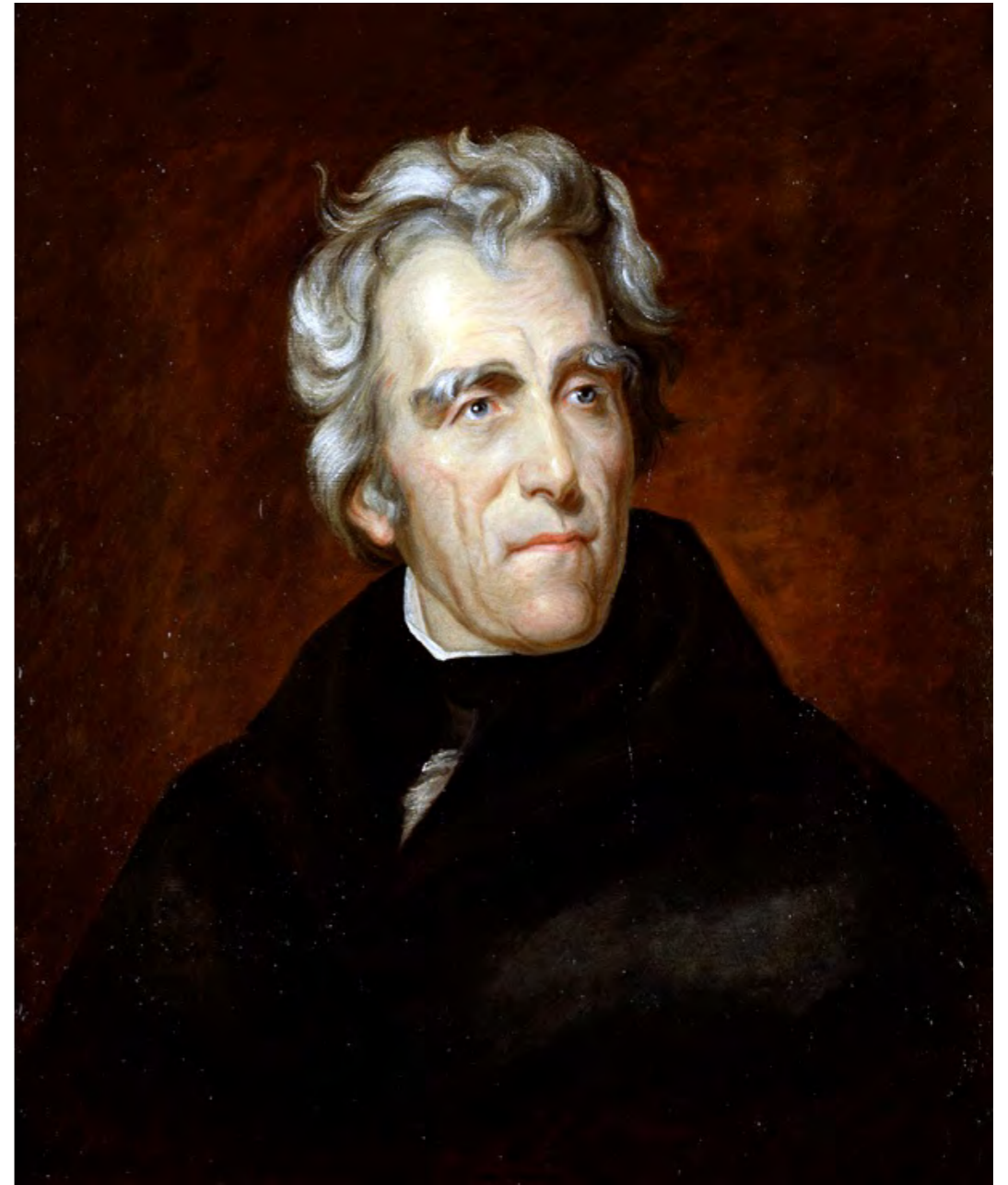


Image source: [https://en.wikipedia.org/wiki/Andrew\\_Jackson#/media/File:Andrew\\_Jackson.jpg](https://en.wikipedia.org/wiki/Andrew_Jackson#/media/File:Andrew_Jackson.jpg)

Jackson became the face of the new Democratic Party which had split off from the old Democratic-Republican Party that Thomas Jefferson had headed. The party kept some of the values of the old party. These included the value of an agrarian society, a weak central government and strong individual liberties. They also wanted to restore rights to the individual farmer and craftsman and looked to take power away from the government which they saw as supporting corporations and banks to the detriment of the common man.

After Jackson's defeat in 1824 to John Quincy Adams in what became known as the “corrupt bargain”, Jackson and the newly formed Democratic Party gained more support from small farmers, the new

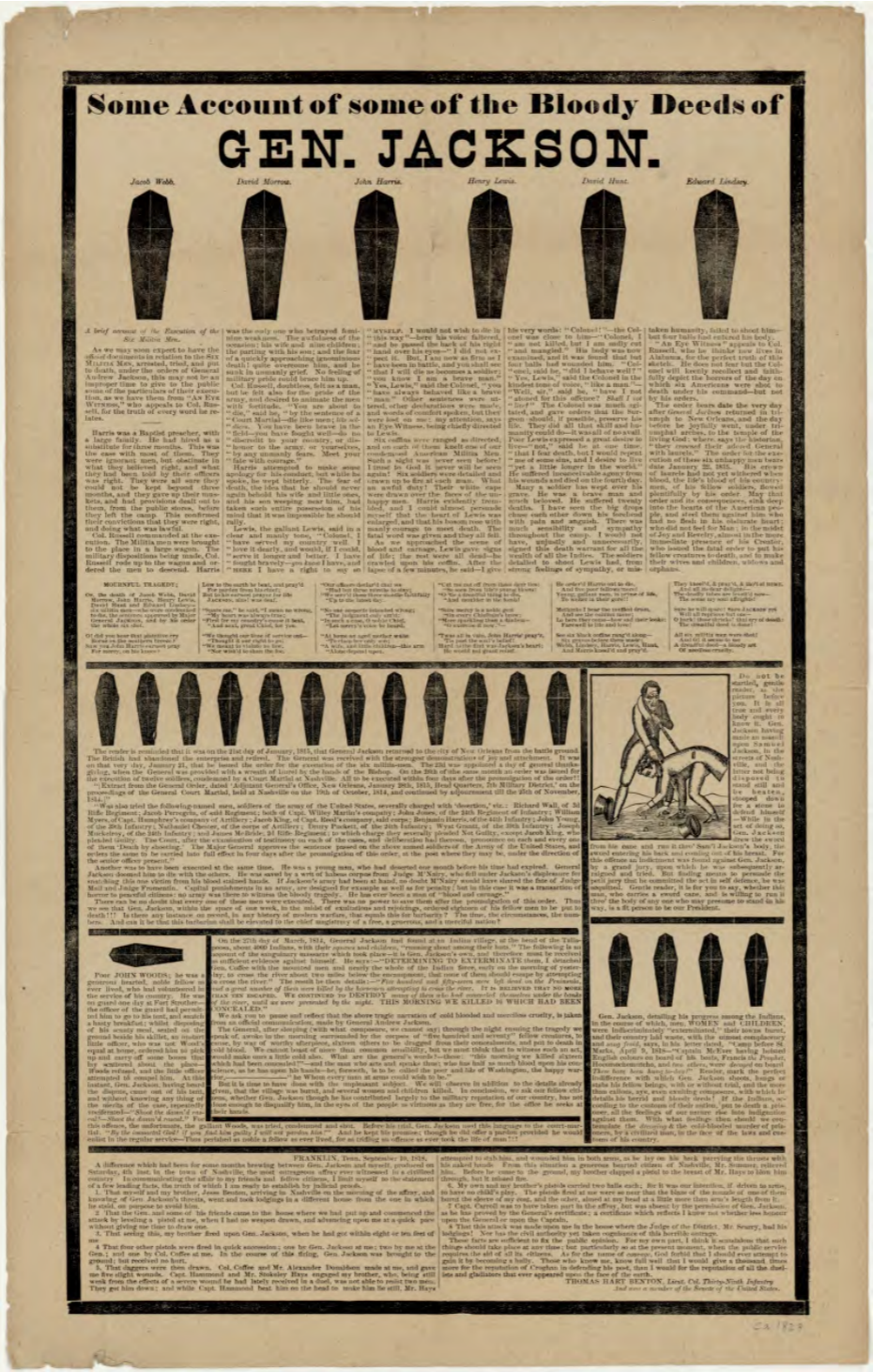


Image: [https://en.wikipedia.org/wiki/United\\_States\\_presidential\\_election,\\_1828#/media/File:Some\\_account\\_of\\_the\\_bloody\\_deeds\\_of\\_General\\_Andrew\\_Jackson,\\_circa\\_1828.png](https://en.wikipedia.org/wiki/United_States_presidential_election,_1828#/media/File:Some_account_of_the_bloody_deeds_of_General_Andrew_Jackson,_circa_1828.png)

western settlers and slaveholders in the South. The negative election highlighted the candidates differences: Jackson as a war hero who used hard work to overcome poverty and succeed and Adams as an elite Harvard graduate who did not understand the common person. Although Adams and his supporters considered Jackson not fit for office believing he had a temper and and crude personality, he won a record number of popular votes and defeated Adams to become President in 1828.

### Jackson's Early Presidency

Jackson's victory was seen as a victory for the common man. After taking the Oath of Office of the President of the United States, Jackson was greeted by the mass of people who had watched him become the 7th President of the United States. Margaret Smith wrote to a friend on what she witnessed: “When the speech was over, and the President made his parting bow, the barrier that had separated the people from him was broken down and they rushed up the steps all eager to shake hands with him.” After making it to the White House, Jackson was continually mobbed and had to escape and stay

elsewhere until the crowd dispersed: "But what a scene did we witness! a rabble, a mob, ... scrambling fighting, romping. What a pity what a pity! No arrangements had been made no police officers placed on duty and the whole house had been inundated by the rabble mob... it was the People's day, and the People's President and the People would rule." Andrew Jackson's inauguration to the Presidency of the United States represented a change in the way the common man could influence the democratic system. Many of Jackson's supporters would want their voices heard in the new government.

### **Spoils System & the Kitchen Cabinet**

Jackson set out to reward his supporters with government jobs right away. When he removed more than 900 government workers and replaced them, a Democratic Senator stated that "to the victor belong the spoils" referring to the fact that, by winning the Presidency, Jackson had the right to take these valued positions away from those that lost. This became known as the **spoils system**. President Jackson also began meeting with a group of trusted friends and advisors who were not officially in the Presidential Cabinet. This group, coined the Kitchen Cabinet by opponents, met with Jackson in the White House to give him advice on the running of the country. One of Jackson's strongest supporters was Martin Van Buren, the Secretary of State, who would eventually become the new Vice President when John C.

Calhoun resigned in 1832 over the Nullification Crisis which you will read more about in a future chapter.

### **The Shift from Nationalism to Sectionalism**

Although President Jackson was viewed as "the common man's president," sectionalism returned as the country expanded and evolved during Jackson's presidency. One of the first issues that Jackson faced was that of tariffs. Before he took office, Congress placed a high tariff on imports. People living in the North favored the tariff because it eliminated competition from British companies. Southerners, however, were incensed with the tariff claiming that it severely hurt the Southern economy--South Carolina's economy was so severely damaged that some leaders in the state even spoke of leaving the Union over this issue.

This led to the emergence of yet another issue that increased sectional tensions--states' rights. Claiming that Congress was favoring the North over the South by instituting tariffs, John C. Calhoun, who was Vice-President at the time, led other leaders from South Carolina to advance the states' rights doctrine which stated that since the states had formed the national government, state power should be greater than federal power. Calhoun went on to insist that states had the right to **nullify**, or reject, any federal law a state judged to be unconstitutional. Daniel Webster, a respected Massachusetts Senator who supported a strong federal government, famously took up the argument

against nullification in his debate with Senator Robert Hayne of South Carolina. Hayne, a supporter of Calhoun's position, said that the federal government was a collection of states and could refuse to obey laws as they wished. Webster famously responded by saying "Liberty and Union, now and forever, one and inseparable!" Although President Jackson urged Congress to lower tariff rates, the state of South Carolina felt this was not a strong enough move by the President and declared any tariff passed by Congress to be null and void, refusing to pay the tariff and threatened secession. Even though President Jackson was from the South, he was enraged at the actions of leaders in South Carolina, especially for the statement that state authority came before that of the federal government. Eventually, Senator Henry Clay helped end the crisis by proposing the compromise Tariff of 1833.

### Interactive 7.13 Crash Course - Age of Jackson



*For an interesting and thorough explanation and analysis of Jackson's Presidency and its effect on increased sectional tensions, you may find this video helpful:*

### Interactive 7.14 History vs Andrew Jackson



*History vs. Andrew Jackson: Watch the Ted-Ed Video on Andrew Jackson. As you watch, note the arguments about his both heroic and villainous place in US History. Where do you fall on Andrew Jackson's legacy?*

Even though the President upheld federal authority in some situations, he wasn't always consistent in doing so. For example, when the charter of the Second Bank of the U.S. came up for renewal in 1832, Jackson vetoed the legislation, believing that the bank was an unconstitutional extension of Congressional power. Jackson felt that the states should have the power to control the banking system. Jackson further weakened the Bank's power by moving its funds to state banks. While this helped expansion in the West, it also led to inflation. Jackson eventually was able to lower the national debt, thus improving the economy, but his policies opened the door for upcoming economic issues.



[https://upload.wikimedia.org/wikipedia/commons/f/ff/The\\_County\\_Election,\\_Bingham,\\_1846.jpg](https://upload.wikimedia.org/wikipedia/commons/f/ff/The_County_Election,_Bingham,_1846.jpg)

# Immigration, Class, and the Growth of Cities

## QUESTIONS TO GUIDE INQUIRY

1. How did the geography & climate of the North determine its industrial economy?
2. How did the arrival of immigrants & changes in the labor force affect the social and political landscape of the nation?
3. How did geography contribute to the transportation revolution?
4. How did changes in politics affect the economy of the Northeast & South?
5. How did Jackson's presidential policies and decisions increase sectional differences and decrease feelings of nationalism throughout the country?

## TERMS, PLACES, PEOPLE:

immigrants:

tenement:

nativist:

Have you ever had to move to a new place with your family? Some of you may have moved to a new home in your current school district while some of you have moved to a new school district. A few of you have even moved from another state or country. What factors caused you to move? Were you forced (pushed) to move due to a parent's job moving or another factor? Did your family choose (pulled) to live where you do now because of something positive? For some of those same reasons, immigrants were forced to emigrate to the United States or made a choice to do so. From 1840 to 1860, around four million **immigrants** came to live in the United States permanently. The arrival of these immigrants would bring about changes in the United States that would impact the nation socially, economically, and politically both immediately and for decades to come.

## Push Factors of Emigration

Residents living in countries located mainly in Northern and Western Europe including Germany, Ireland, Italy and the Scandinavian nations looked to emigrate, or permanently leave their country and live in another, because they were forced to do so. Some new settlers were escaping hardships back home that left them little choice but to take the risk and come to the United States. Extreme poverty and famine were the main driving forces behind why many were forced to emigrate to the United States. For instance, the Irish left in the 1840s after a disease killed off the potatoes that the population was too reliant on as a source of food. Almost

two million Irish citizens died while nearly one million arrived in America's Northern cities with few skills and no finances looking for a better life. Others were culturally or religiously persecuted and sought refuge in America. In some European nations, laws were passed that were hostile toward religious groups. Like the Pilgrims of the mid-1600s who came to America, thousands of followers of the Jewish religion left Germany to escape persecution. Economic depression and lack of farmland were key financial factors in forcing families to take a ship to America where conditions might be better.



Why were some immigrants forced to leave their country and move to the United States?

Pull Factors of Immigration

Immigrants also made the choice to come to America for a variety of social and economic reasons. The chance for better life was an enticing idea for many poor Europeans who saw America's opportunities as a chance they were willing to take. The northern cities in the United States offered more jobs and good pay compared to what immigrants were making back home. Some arrived with skilled trades or professions such as bricklayers, carpenters, seamstress and cabinetmakers. These immigrants were financially ready for a new beginning in America. Immigrants also arrived seeking religious and political freedom. Many northern Europeans arrived as farmers and settled in the Midwest. Failed democratic revolutions caused thousands to head to America in search of political freedom and to flee persecution for their beliefs and activities against the government. Germans who fled persecution after a failed revolution were often highly educated and politically passionate which would allow them to have a strong voice in national politics in the United States. Nevertheless, most immigrants who came from Europe



were working class and would find life challenging in eastern cities.



Check for Understanding: Why did some immigrants choose to leave their country and move to the United States?

### Settlement of European Immigrants

As immigrants landed on the East coast, they began to settle in cities and also move to the rural farmlands in Midwestern states like Missouri. The Irish settled all over the nation, including New York, Baltimore and Philadelphia as well as Chicago, San Francisco and New Orleans. Having fled famine and an economic collapse in Ireland, many of the Irish came with nothing and could not afford to move west and continue farming as they'd previously done back home. They would mostly settle in eastern cities and, as they arrived unskilled, had to work challenging jobs in canal and railroad building and as domestic servants.

Many Germans who arrived journeyed to the Midwest to buy farms or congregated in such cities as Milwaukee, St.

Louis and Cincinnati. Although they came with skills, they were still often forced into low wage jobs. Nevertheless, the German influence on American society was evident everywhere.

Eventually, there were 200 German-language newspapers and magazines across the nation. Some were able to blend in with American culture while others maintained German speaking communities and held on to old customs through churches, schools and newspapers.



Bird's Eye View of NYC, 1851 [https://en.wikipedia.org/wiki/History\\_of\\_New\\_York\\_City\\_\(1784%E2%80%931854\)/#/media/File:Birds-eye\\_view\\_of\\_New\\_York,\\_1851.png](https://en.wikipedia.org/wiki/History_of_New_York_City_(1784%E2%80%931854)/#/media/File:Birds-eye_view_of_New_York,_1851.png) What issues might arise when people live in close proximity to each other as seen in this image of New York City?

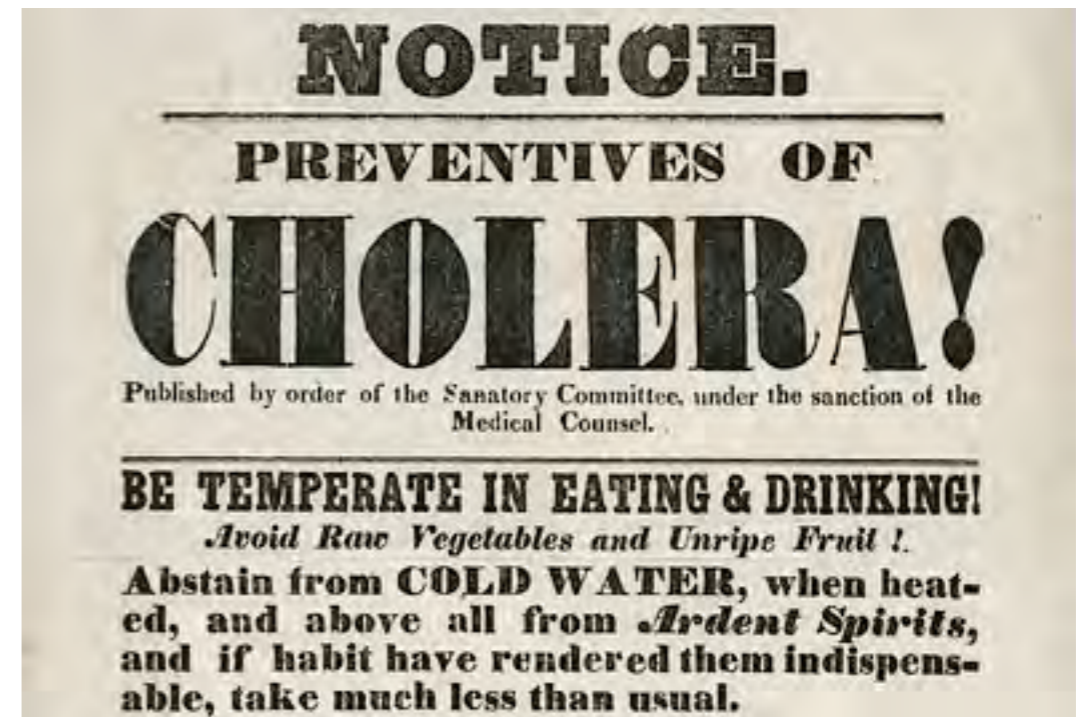


[https://en.wikipedia.org/wiki/Five\\_Points,\\_Manhattan#/media/File:Five\\_Points\\_-\\_George\\_Catlin\\_-\\_1827.jpg](https://en.wikipedia.org/wiki/Five_Points,_Manhattan#/media/File:Five_Points_-_George_Catlin_-_1827.jpg) Painting of an area known as the “Five Points” on Manhattan island in New York City by George Catlin, 1827. What do you see happening in the painting? Is there evidence of overcrowding? What economic activity is occurring?

Immigrants that settled into cities like New York would find many challenges existed there. Although transportation was growing, it was still very limited in the cities so workers needed to live close to their jobs. As cities grew quickly, they became overcrowded. The large influx in population, overcrowding and low wages all combined forced many immigrants to live in **tenement** housing which was poorly designed and built making it very unsafe.

These buildings often had no running water, toilets or ventilation systems. Many cities also did not have sewage systems.

Diseases were spread very easily in such conditions and outbreaks of diseases in many cities killed thousands of people.



[https://upload.wikimedia.org/wikipedia/commons/2/2d/Cholera\\_395.1.jpg](https://upload.wikimedia.org/wikipedia/commons/2/2d/Cholera_395.1.jpg) 1832 public service announcement in New York City for cholera. What recommendations does the PSA give the reader? What did public health officials at the time believe might be causing the spread of cholera? Look up the causes of cholera and how it spreads--is the advice accurate with today's medical knowledge?

## Backlash Against Immigrants

Immigrants faced economic, cultural, and political discrimination during the mid-1800s as their numbers in America grew.

American workers feared losing jobs to immigrants who were willing to work for lower wages. Many, like the Irish, were Catholic while the majority of Americans were Protestant. With

both of these fears behind them, Americans lashed out at the Irish. Groups of people rose up in the United States to oppose immigration and were called **nativists**. Eventually, they formed the Know-Nothing Party in 1849 to challenge new immigrants and make holding office or becoming a citizen more challenging. The new party was especially anti-Catholic wanting to keep them out of public office. The Party eventually faded away without any real political changes, but their short existence revealed some middle-class concerns about new immigrants in addition to highlighting the discrimination that new immigrants faced.



Check for Understanding: Why did the arrival of immigrant groups cause nativist groups to react harshly towards them?

## Growth of Cities

Throughout most of the 19th century, America had been a land of farmers and people lived mainly in rural areas. Some new immigrants continued this population growth pattern. Many immigrants came to America and sought farmland to stake their new future on. By mid-century, most Americans still worked as independent farmers and immigrants joined them in areas west of the Mississippi, such as the Great Plains. Changes in

farming equipment helped some, especially the wealthy land owners, but most farmers still worked long, hard hours and dealt with crop loss and cash shortages frequently.

The arrival of immigrants had a profound impact on the move some Americans were also making from rural areas into the cities.

Although the life as a farmer remained the standard for America, the growth rate in the populations of cities far exceeded the rate of growth in the rural areas. Commerce, or the exchange of goods on a large scale through transportation, was the driving force for city growth. Combined with the Transportation Revolution and the rise of industry, immigrants from overseas and migrants from other parts of America found a new opportunity in cities. As you read earlier, young girls also found work in the new mills being constructed. Immigrants found work in cities in the Northeast where factories were concentrated. New York City saw the most growth due to its connectivity to western trade through the Erie Canal. The population in the City reached 500,000 by mid-century. Following the Civil War, the United States experienced a depression in the 1870s that contributed to a slowdown in immigration.



Check for Understanding: How did the arrival of immigrants affect the agricultural economy of the United States? How did changes brought about from the Transportation Revolution fuel economic changes?

## Wealth & Cities

As cities grew, wealth for a relative few grew with it. By 1850, the US had more millionaires than all of Europe combined. Although immigrants came to America with the dream that anyone could make it rich, the reality is that very few did. Most wealth was concentrated with prestigious families of the day who'd already made their fortunes. The wealthiest 1% of urban residents owned nearly half of the wealth of the cities in the Northeast halfway through the century. Most people still lived a very humble financial existence on the farm or in the growing cities. During this time a new middle class between the poor and the wealthy did begin to take shape. As you read earlier, this new middle class would want their say in politics, too. Women's roles began to change in cities, too. Women were able to get jobs as clerks and shop assistants due to advancements in education. Women began entering the teaching profession to fill those roles.



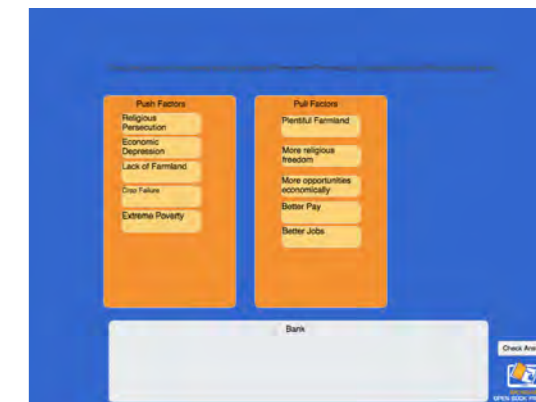
Check for Understanding: How do you think changes in cities regarding wealth lead to a new middle class? How were women able to take advantage of new economic opportunities in cities?

## Long-Term Effects of Immigration & the Growth of Cities

As cities continued to become the home for new immigrants from Europe, rural migrants from farms, and young men and women seeking new job opportunities they became increasingly diverse places. This diversity, combined with nativists and Know-Nothing fears, brought about social reform movements that sought to address problems in these northern cities. You will read more about these reform movements in a later chapter.

While politicians and social reformers looked to fix the problems that came about in these large, industrialized urban areas in the north, the south continued to stay primarily rural and agricultural and did not have the issues that crowded cities and immigration brought to the North. As you will continue to read in the next chapter, Southern society, driven largely through cash-crop production on the backs of slave labor, would be a very different place than the more heavily industrialized, free-state North. Northern politicians and reformers would frustrate the South going forward and sectional tensions would continue to widen as the nation hurtled towards conflict.

### Interactive 7.15 Push/Pull Factors



**Chapter Check for Understanding:** How did the industrial success of the North affect the nation in the mid-1800s? How do you think the sectional differences between the economics of the North and South will impact the nation politically?



At What Point Did The Issues of Sectionalism Become a Threat to the Unified and Expanding Nation?

Create an argument with evidence from the chapter to support your claim