

An instant success

By 1825, the immense job was finished. On opening day of the Erie Canal, a cannon fired a volley in Buffalo, New York. When the sound got to the next town along the route, it, too, fired a cannon. Town after town fired their cannons—all the way to New York City. The thunderous salute took 80 minutes to complete.

The Erie Canal was an instant success. It reduced travel time. The cost of shipping goods dropped to about 1/20 of what it was before the canal was built. The canal also helped to make New York City a center of commerce.

The success of the Erie Canal led other states to build canals. (See the map on the opposite page.) These canals created vital economic links between western farms and eastern cities.

Transportation Builds Prosperity

In 1831, a young Frenchman, Alexis de Tocqueville (TOHK vihl), made a nine-month tour of the United States. In his writings,

Tocqueville described what he admired about the young nation. One of the things that impressed him most was the American transportation system.

“Of all the countries in the world,” Tocqueville wrote, “America is that in which the spread of ideas and of human industry is most continual and most rapid.” Tocqueville was amazed by “immense canals” and roads built in the middle of the wilderness. He also praised the American postal system:

“In America one of the first things done in a new state is to make the post go there. In the forests of Michigan there is no cabin so isolated, no valley so wild but that letters and newspapers arrive at least once a week.”

Tocqueville noted that Americans could easily ship goods from the western frontier to any part of the country. (By contrast, in his native France—a much smaller country—many large towns could not be reached by road at all!) Faster, easier transportation thus contributed to the growing prosperity of the United States.

★ Section 2 Review ★

Recall

1. **Locate** (a) Kentucky, (b) Tennessee, (c) Ohio, (d) Louisiana, (e) Indiana, (f) Mississippi, (g) Illinois, (h) Alabama.
2. **Identify** (a) Lancaster Turnpike, (b) National Road, (c) John Fitch, (d) Robert Fulton, (e) Clermont, (f) Henry Shreve, (g) Erie Canal, (h) DeWitt Clinton.
3. **Define** (a) turnpike, (b) corduroy road, (c) canal.

Comprehension

4. What means of transportation did settlers take to the West in the early 1800s?

5. (a) Why did the nation need better transportation in the early 1800s? (b) Describe two ways that travel improved.

Critical Thinking and Writing

6. **Linking Past and Present** Today, airplanes provide a faster means of travel than land transportation. Why do you think roads are still important to the nation?
7. **Identifying Alternatives** Examine the maps in this section. Then, describe two alternate ways a farmer might have shipped a cargo of grain from Cleveland, Ohio, to New York City.



Activity Designing a Monument You have been asked to design a monument honoring the two-hundredth anniversary of the Erie Canal. Draw a rough sketch of the monument, showing what design you would use. You may also include an inscription describing the importance of the canal.



Building National Unity

As
You
Read

Explore These Questions

- How did Congress try to strengthen the national economy?
- What were the goals of Henry Clay's American System?
- How did the Supreme Court strengthen national unity?

Define

- dumping
- sectionalism
- interstate commerce

Identify

- James Monroe
- John C. Calhoun
- Daniel Webster
- Henry Clay
- American System
- *McCulloch v. Maryland*
- *Gibbons v. Ogden*

SETTING the Scene

After his visit to the United States, Alexis de Tocqueville described what he saw as the character of the American people. He wrote:

“The American . . . is less afraid than any other inhabitant of the globe to risk what he has gained in the hope of a better future. . . . There is not a country in the world where man more confidently takes charge of the future, or where he feels with more pride that he can fashion the universe to please himself.”

Tocqueville echoed the confidence Americans felt in themselves. After the War of 1812, the country grew rapidly. New lands opened to settlers with improved transportation. New industries appeared. In Congress, a new generation of political leaders sought to direct this expansion.

An Era of Good Feelings

In 1816, the Republican candidate for President, **James Monroe**, easily defeated the Federalist, Rufus King. Once in office, Monroe spoke of creating a new sense of national unity.

Monroe was the last of three Presidents in a row to come from Virginia. He was also the last Revolutionary War officer to become President.

In 1817, Monroe made a goodwill tour of the country. Not since George Washington

had a President made such a tour. In Boston, crowds cheered Monroe. Boston newspapers expressed surprise at this warm welcome for a Republican from Virginia. After all, Boston had been a Federalist stronghold. One newspaper wrote that the United States was entering an “Era of Good Feelings.”

By the time Monroe ran for a second term in 1820, no candidate opposed him. The Federalist party had disappeared.

Three Sectional Leaders

While conflict between political parties declined, disputes between different sections of the nation sharpened. In Congress, three ambitious young men took center stage. All three played key roles in Congress for more than 30 years, as well as serving in other offices. Each represented a different section of the country.

Calhoun of the South

John C. Calhoun spoke for the South. He had grown up on a frontier farm in South Carolina. Later, he went to Yale College in Connecticut. Calhoun's immense energy and striking features earned him the nickname “young Hercules.” His intense way of speaking sometimes made people uncomfortable in his presence.

Calhoun had supported the War of 1812. Like many southerners, though, he generally opposed policies that would strengthen the power of the federal government.

Webster of the North

Daniel Webster of New Hampshire was perhaps the most skillful public speaker of his time. With eyes flashing and shoulders thrown back, Webster was an impressive sight when he stood up to speak in Congress. An observer described him as a “great cannon loaded to the lips.”

Like many New Englanders, Webster had opposed the War of 1812. He even refused to vote for taxes to pay for the war effort. After the war, he wanted the federal government to take a larger role in building the nation's economy.

Clay of the West

Henry Clay spoke for the West. You have already met Clay as a leader of the War Hawks who pushed for war against Britain in 1812.

Clay was born in Virginia. When he was 20, he traveled across the Cumberland Gap into Kentucky. As a young lawyer, he was once fined for brawling with an opponent. Usually, however, he charmed both friends and rivals. Supporters called him “Gallant Harry of the West.” Like Webster, Clay strongly favored a more active role for the central government.

A New National Bank

After the War of 1812, leaders like Calhoun, Webster, and Clay had to deal with the nation's economic weakness. The problem was due in part to the lack of a national bank.

The charter for the Bank of the United States ran out in 1811. Without the Bank to lend money and regulate the nation's money supply, the economy suffered. State banks made loans and issued money. Often, they put too much money into circulation. With so much money available to spend, prices rose rapidly.

In the nation's early years, Republicans like Jefferson and Madison had opposed a national bank. By 1816, however, many Republicans believed that a bank was needed. They supported a law to charter the second Bank of the United States. By lending money and restoring order to the nation's money supply, the Bank helped American businesses grow.

Protection From Foreign Competition

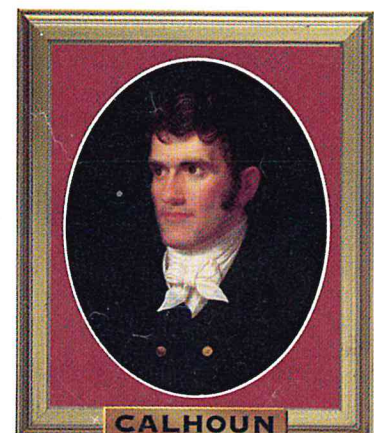
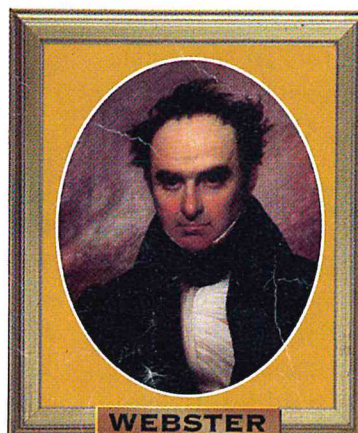
Another economic problem facing the nation was foreign competition, especially from



Viewing HISTORY

Three Sectional Leaders

Henry Clay, left, was the first major political leader to emerge from the new states of the West. Along with Daniel Webster and John C. Calhoun, Clay played a major role in government for more than 30 years. ★ What role did sectional politics play in the rise of Webster, Calhoun, and Clay?



Effect of a Protective Tariff

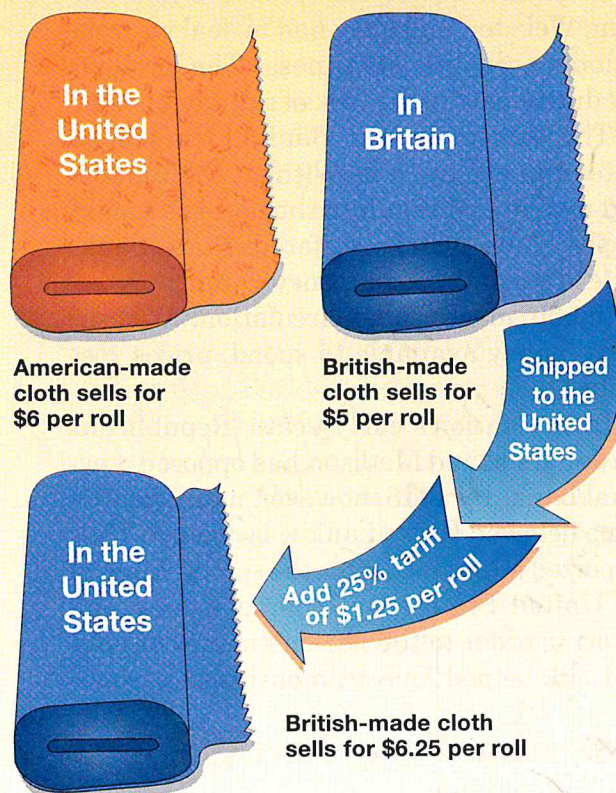


Chart Skills

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

- 1. Comprehension** According to this chart, how much would 100 rolls of British cloth cost before the tariff? How much would they cost after the tariff?
- 2. Critical Thinking** Why did southerners object to the tariff?

Economics

Britain. In the early 1800s, the Embargo Act and then the War of 1812 kept most British goods out of the United States. In response, ambitious American business leaders like Francis Cabot Lowell set up their own mills and factories.

A flood of British goods

In 1815, British goods again poured into the United States. The British could make and sell goods more cheaply than Americans. Most British factories and machines were older and had already been paid for. By con-

trast, Americans still had to pay for building their new factories.

Sometimes, British manufacturers sold cloth in the United States for less than it cost to make. The practice of selling goods in another country at very low prices is today called **dumping**. Through dumping, British manufacturers hoped to put American rivals out of business.

Congress passes a protective tariff

Dumping caused dozens of New England businesses to fail. Angry owners asked Congress to place a protective tariff on all goods imported from Europe. As you recall, the purpose of a protective tariff is to protect a country's industries from foreign competition.

Congress responded by passing the Tariff of 1816. It greatly raised tariffs on imports. This increase made imported goods far more expensive than similar American-made goods. In 1818 and 1824, Congress passed even higher tariffs.

Higher tariffs led to angry protests, especially from southerners. Southerners had built few factories. As a result, they did not benefit from the tariff. Also, southerners bought many British goods. The new tariff drove up the price of British-made goods. Southerners complained that the tariff made northern manufacturers rich at the expense of the South.

Clay's American System

The bitter dispute over tariffs reflected the growth of sectionalism. **Sectionalism** is loyalty to one's state or section rather than to the nation as a whole. Americans identified themselves as southerners, northerners, or westerners. In Congress, representatives from different sections often clashed.

Henry Clay wanted to promote economic growth for all sections. He set out a program that became known as the **American System**. It called for high tariffs on imports, which would help northern factories. With wealth from industry, northerners would buy farm products from the West and the South. High tariffs would also reduce American dependence on foreign goods. Clay argued:

“Every nation should . . . be able to feed and clothe and defend itself. If it rely upon a foreign supply that may be cut off . . . it cannot be independent.”

Clay also urged Congress to use money from tariffs to build roads, bridges, and canals. A better transportation system, he believed, would make it easier and cheaper for farmers in the West and the South to ship goods to city markets.

Clay's American System never went fully into effect. Tariffs did remain high. However, Congress spent little on internal improvements. Southerners in particular disliked Clay's plan. The South had many fine rivers to transport goods. Many southerners opposed paying for roads and canals that brought them no direct benefits.

The Supreme Court Expands Federal Power

Under Chief Justice John Marshall, the Supreme Court strengthened the power of the federal government to promote economic

growth. After Congress chartered the second Bank of the United States, Maryland tried to tax the bank in order to drive it out of the state. James McCulloch, the bank cashier, refused to pay the tax.

In the case of *McCulloch v. Maryland* (1819), the Court ruled that states had no right to interfere with federal institutions within their borders. “The power to tax involves the power to destroy,” warned Marshall. The ruling strengthened federal power. It also allowed the National Bank to continue, which helped the economy to expand.

In another case, *Gibbon v. Ogden* (1824), the Supreme Court upheld the power of the federal government to regulate commerce. The Court struck down a New York law that tried to control steamboat travel between New York and New Jersey. The Court ruled that a state could only regulate trade within its own borders. Only the federal government had the power to regulate interstate commerce, or trade between different states. This decision helped the national economy by making it easier for the government to regulate trade.

★ Section 3 Review ★

Recall

- Identify** (a) James Monroe, (b) John C. Calhoun, (c) Daniel Webster, (d) Henry Clay, (e) American System, (f) *McCulloch v. Maryland*, (g) *Gibbon v. Ogden*.
- Define** (a) dumping, (b) sectionalism, (c) interstate commerce.

Comprehension

- How did Congress try to solve each of the following problems: (a) the money supply, (b) foreign competition?
- Describe Clay's program to promote economic growth.

- Describe one way the Supreme Court upheld the authority of the federal government.

Critical Thinking and Writing

- Analyzing a Primary Source** In 1816, a member of Congress said, “I will buy where I can get [manufactured goods] cheapest. . . . It is unjust to aggravate the burdens of the people for the purpose of favoring the manufacturers.” Do you think this speaker favored or opposed the Tariff of 1816? Explain.
- Drawing Conclusions** Based on your reading, do you think sectional differences were a serious threat to national unity? Give examples to support your conclusion.



Activity Conducting an Interview You are a political reporter assigned to interview a Congressional leader around 1820. Choose either Clay, Calhoun, or Webster. List three or four questions you would ask about the issues facing the nation.



Latin America and the United States

As
You
Read

Explore These Questions

- How did Latin American nations win independence?
- How did the United States gain Florida?
- What was the purpose of the Monroe Doctrine?

Define

- 2 • creole
- 9 • intervention

Identify

- 1 • Miguel Hidalgo
- 3 • Simón Bolívar
- 4 • José de San Martín
- 5 • “black Seminoles”
- 6 • John Quincy Adams
- 7 • Adams-Onís Treaty
- 8 • Monroe Doctrine

SETTING the Scene

On a quiet Sunday in September 1810, the church bell rang in the Mexican village of Dolores. In the square, people found their priest, **Miguel Hidalgo** (mee GEHL ee DAHL goh), making a stirring speech. No one knows the exact words, but Mexicans remembered and passed along his message:

“My children. . . Will you be free? Will you recover the lands stolen 300 years ago from your forefathers by the hated Spaniards? We must act at once!”

Thousands of Mexicans rallied to Father Hidalgo’s call for freedom.

South of the United States, Spanish colonies in Latin America* fought wars for independence in the early 1800s. As new nations emerged, President Monroe formed a bold new foreign policy.

Revolution in Latin America

By 1810, many people in Spain’s American colonies were eager for independence. They had many reasons for discontent. Most people, even wealthy creoles, had little or no say in government. **Creoles** were people born in Latin America to Spanish parents. Harsh laws ruled Indians and the poor. The

*Latin America refers to the region of the Western Hemisphere where Latin-based languages such as Spanish, French, and Portuguese are spoken. It includes Mexico, Central and South America, and the West Indies.

French and American revolutions inspired colonists to seek self-rule.

Mexican independence

As you read, Miguel Hidalgo sounded the call for Mexican independence. Rebel forces won control of several provinces before Father Hidalgo was captured. In 1811, he was executed.

Another priest, José Morelos (hoh ZAY moh RAY lohs), took up the fight. Because he called for a program to give land to peasants, wealthy creoles opposed him. Before long, Morelos, too, was captured and killed by the Spanish.

Slowly, creoles began to support the revolution. In 1821, creole forces won control of Mexico. A few years later, Mexico became a republic with its own constitution.

The Liberator

In South America, too, a series of revolutions freed colonies from Spanish rule. The best-known revolutionary leader was **Simón Bolívar** (see MOHN boh LEE vahr). He became known as the Liberator for his role in the Latin American wars of independence.

Bolívar came from a wealthy creole family in Venezuela. As a young man, he took up the cause of Venezuelan independence. Bolívar promised, “I will never allow my hands to be idle, nor my soul to rest until I have broken the shackles which chain us to Spain.”

Bolívar rose to become a leader of the rebel forces. In a bold move, he led an army