

“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
- a • 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





## Biography **Simón Bolívar**

As a young man, Simón Bolívar enjoyed a life of wealth and privilege. He studied the republican form of government of the United States. He also admired the military genius of Napoleon. Later, Bolívar's democratic ideals and military skills helped him free several South American nations from Spanish rule.

★ Which nations did Bolívar help to liberate?



Crown given to Bolívar by South American Indians

from Venezuela over the high Andes Mountains into Colombia. There, Bolívar took the Spanish forces by surprise and defeated them in 1819.

Soon after, Bolívar became president of the independent Republic of Great Colombia. It included the present-day nations of Venezuela, Colombia, Ecuador, and Panama.

### Other new nations

Other independent nations emerged in Latin America. **José de San Martín** (san mahr TEEN) led Argentina to freedom in 1816. He then helped the people of Chile, Peru, and Ecuador win independence.

In 1821, the peoples of Central America declared independence from Spain. Two years

later, they formed the United Provinces of Central America. It included the present-day nations of Nicaragua, Costa Rica, El Salvador, Honduras, and Guatemala. By 1825, Spain had lost all its colonies in Latin America except Puerto Rico and Cuba.

The Portuguese colony of Brazil won independence peacefully. Prince Pedro, son of the Portuguese king, ruled the colony. The king advised his son, "If Brazil demands independence, proclaim it yourself and put the crown on your own head." In 1822, Pedro became emperor of the new independent nation of Brazil.

## The New Republics

Spain's former colonies modeled their constitutions on that of the United States. Yet their experience after independence was very different from that of their neighbor to the north.

Unlike the people of the 13 British colonies, the peoples of Latin America did not unite into a single country. In part, geography made unity difficult. Latin America covered a much larger area than the English colonies. Mountains like the high, rugged Andes acted as a barrier to travel and communication.

The new republics had a hard time setting up stable governments. Under Spanish rule, the colonists had little or no experience in self-government. Economic problems and deep divisions between social classes increased discontent. Powerful leaders took advantage of the turmoil to seize control. As a result, the new nations were often unable to achieve democratic rule.



### Connections With Civics

Like the United States, new Latin American nations created national flags. Venezuela's flag of yellow, blue, and red symbolized the gold of the Americas separated from Spain by the blue ocean. Argentina's blue-white-blue flag was the same flag flown by pirates who attacked Spanish ports and ships along the coasts of South and Central America.





### Geography Skills

**Wars of independence led to the creation of many new countries in Latin America.**

- 1. Location** On the map, locate: (a) Mexico, (b) Great Colombia, (c) United Provinces of Central America, (d) Brazil, (e) Argentina, (f) Chile, (g) Bolivia.
- 2. Region** What parts of Latin America remained European colonies?
- 3. Critical Thinking** Use the world map in the Reference Section to identify the modern nations that were eventually carved out of the United Provinces of Central America.

## The United States Gains Florida

Spain lost another one of its colonies, Florida—not to independence, but to the United States. Many Americans wanted to gain possession of Florida. As early as 1810, President Madison tried to claim West Florida for the United States.

Concern over Florida grew, especially among Southerners. Creek and Seminole Indians in Florida sometimes raided settlements in Georgia. Also, Florida was a refuge for many enslaved African Americans.

### “Black Seminoles”

Since the 1700s, Spanish officials had protected slaves who fled from plantations in Georgia and South Carolina. Seminole Indians allowed African Americans to live near their villages. In return, these **“black Seminoles”** gave the Indians a share of the crops they raised every year. The black Seminoles adopted many Indian customs. In addition, some African Americans married Seminoles.

After the War of 1812, African Americans occupied a fort on the Apalachicola River. They invited runaway slaves to settle nearby. Soon, some 1,000 African Americans farmed on the banks of the Apalachicola, protected by the **“Negro Fort.”**

### American gunboats attack

General Andrew Jackson demanded that Spain demolish the Negro Fort. The Spanish governor refused. In 1816, Jackson’s gunboats invaded Spanish territory and sailed up the Apalachicola.

Inside the Negro Fort, a force of free African Americans waited, cannons ready. They knew that the Americans had come to return them to slavery. After a spirited fight, the gunboats destroyed the fort. Black settlers along the Apalachicola were forced to flee. Many joined nearby Seminoles. Together, they continued to resist American raids into Florida.

### Spain gives up Florida

In 1818, Jackson headed to Florida again with a force of over 3,000 soldiers. Spain protested, but it was busy fighting rebels in Latin America. It could not risk war with the United States.

In the end, Spain agreed to peace talks. Secretary of State **John Quincy Adams** worked out a treaty with Spain. In it, Spain agreed to give Florida to the United States in exchange for \$5 million. The **Adams-Onís Treaty** took effect in 1821.



## The Monroe Doctrine

Americans cheered as Latin American nations won independence. The actions of European powers, however, worried American officials. Prussia, France, Russia, and Austria seemed ready to help Spain regain its colonies in Latin America. In addition, Russia claimed lands on the Pacific coast of North America.

The British, too, were concerned about European nations meddling in the Western Hemisphere. They suggested issuing a joint statement with the United States. It would guarantee the freedom of the new nations.

Monroe decided to act independently of Britain. In a message to Congress in 1823, he made a bold foreign policy statement, known as the **Monroe Doctrine**. Monroe declared that the United States would not interfere in the affairs of European nations or colonies. At the same time, he warned European nations not to interfere with newly independent nations of Latin America:

“The American continents . . . are henceforth not to be considered as subjects for future colonization by

any European powers. . . . We should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety.”

The Monroe Doctrine also stated that the United States would oppose any attempt to build new colonies in the Americas. Monroe's message showed that the United States was determined to keep European powers out of the Western Hemisphere.

The United States did not have the military power to enforce the Monroe Doctrine. Britain, however, supported the statement. With its strong navy, it could stop Europeans from interfering in the Americas.

As the United States became stronger, the Monroe Doctrine grew in importance. On several occasions, the United States successfully challenged European **intervention**, or direct involvement, in Latin America. In the early 1900s, Presidents also used the Monroe Doctrine to justify sending troops to Caribbean nations. Thus, Monroe's bold statement helped shape United States foreign policy for more than 100 years.

## ★ Section 4 Review ★

### Recall

1. **Locate** (a) Mexico, (b) Great Colombia, (c) Argentina, (d) United Provinces of Central America, (e) Brazil.
2. **Identify** (a) Miguel Hidalgo, (b) Simón Bolívar, (c) José de San Martín, (d) “black Seminoles,” (e) John Quincy Adams, (f) Adams-Onís Treaty, (g) Monroe Doctrine.
3. **Define** (a) creole, (b) intervention.

### Comprehension

4. (a) Why did Latin American nations seek independence in the early 1800s? (b) What problems did the new republics face?

5. Why did many Americans want to gain control of Florida?
6. Why did President Monroe issue the Monroe Doctrine?

### Critical Thinking and Writing

7. **Making Inferences** How do you think the defenders of the Negro Fort in Florida might have inspired enslaved African Americans in the United States?
8. **Predicting Consequences** What do you think might have happened if Spain had sent an army to regain control of Mexico in the late 1820s?



**Activity Designing a Poster** Your school is participating in a “Know Your Neighbors” fair. The goal is to promote friendly relations with Latin American nations. Design a poster honoring how one neighboring nation gained independence.





## Chapter 11

# Review and Activities

### ★ Sum It Up ★

#### Section 1 The Industrial Revolution

- ▶ The Industrial Revolution spread to the United States from Britain in the late 1700s.
- ▶ Though factory work was hard, many people moved from farms to work in factories in cities and towns.

#### Section 2 Moving Westward

- ▶ Westward movement was so heavy that eight new states joined the nation between 1789 and 1819.
- ▶ Improved roads, steamboats, and canals reduced travel time and lowered the cost of moving goods and people.

#### Section 3 Building National Unity

- ▶ As disputes between different sections of the nation grew more intense, great sectional leaders emerged.
- ▶ Political leaders tried to use their power to make the United States stronger economically.

#### Section 4 Latin America and the United States

- ▶ In the early 1800s, almost all of Spain's Latin American colonies won their independence.
- ▶ The Monroe Doctrine stated that the United States would oppose European efforts to create new colonies in the Western Hemisphere.



For additional review of the major ideas of Chapter 11, see *Guide to the Essen-*

*tials of American History* or *Interactive Student Tutorial CD-ROM*, which contains interactive review activities, graphic organizers, and practice tests.



### Reviewing the Chapter

#### Define These Terms

Match each term with the correct definition.

##### Column 1

1. capitalist
2. urbanization
3. turnpike
4. canal
5. dumping

##### Column 2

- a. channel that allows boats to cross a stretch of land
- b. person who invests in a business to make a profit
- c. practice of selling goods in another country at low prices
- d. movement of populations from farms to cities
- e. toll road

#### Explore the Main Ideas

1. Describe the factory system.
2. Why was river travel better than travel by road?
3. Identify the great leader who spoke for each of the three sections of the United States.
4. Why did Congress pass the Tariff of 1816?
5. What two important points did Monroe make in the Monroe Doctrine?



### Geography Activity

Match the letters on the map with the following places:

1. Wheeling, Virginia, 2. New York City, 3. Cumberland Gap, 4. Lancaster Turnpike, 5. National Road, 6. Erie Canal.

**Interaction** What obstacles did Americans overcome in building the Erie Canal?





## Critical Thinking and Writing

1. **Understanding Chronology** (a) Did the War of 1812 begin before or after the formation of the Boston Associates? (b) How were these two events linked?
2. **Linking Past and Present** Do cities today have the same kinds of problems as cities in the early 1800s? Explain.
3. **Evaluating Information** What information do you have that suggests that "The Era of Good Feelings" did not last?
4. **Exploring Unit Themes Nationalism** Henry Clay has been called the "most nationalistic" of the great congressional leaders. What facts support this opinion?

## Using Primary Sources

Davy Crockett was a Tennessee settler who became a representative in Congress. He toured the city of Lowell in 1834 and gave this description:

“The dinner bells were ringing, and the folks pouring out of the [work] houses like bees out of a gum [tree]. I looked at them as they passed, all well dressed, lively, genteel in their appearance. . . . I went in among the young girls, and talked with many of them. No one expressed herself as tired of her employment, or oppressed with work: all talked well, and looked healthy.”

Source: *An Account of Col. Crockett's Tour to the North and Down East*, Davy Crockett, 1835.

**Recognizing Points of View** (a) What was the condition of the workers at Lowell, according to Crockett? (b) Why do you think a representative from Tennessee would have been interested in conditions at mills in Massachusetts?

## ACTIVITY BANK

### Interdisciplinary Activity

**Exploring the Arts** With a partner, create a skit, dance, or song about the difficulties of travel in the early 1800s.

### Career Skills Activity

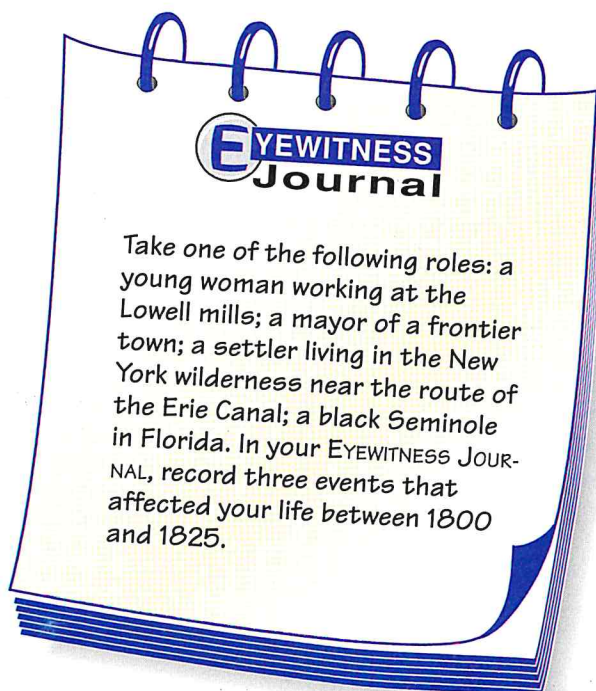
**Engineers** Draw a diagram or prepare a demonstration to show how early factories harnessed the force of water to create power to run machines.

### Citizenship Activity


**Understanding Regional Politics** Sectional politics is still an issue in the United States. Prepare a report in which you describe the needs of your own region. Consider such questions as: Does your region have special resource or energy needs? How do the needs of your region compare with the needs of other regions? What policies would benefit your region?

### Internet Activity


Use the Internet to find sites dealing with the National Road, now called Route 40. Using your Web research, create a tourist map of the road showing the towns it passes through, nearby hotels and restaurants, and historic or interesting information about it.







# History Through Literature




## Rip Van Winkle



by Washington Irving

### Introduction

Washington Irving (1783–1859) was the first American to make a living as a popular writer. “Rip Van Winkle” is Irving’s best-loved tale. The story is a humorous fantasy about a lazy farmer in a small New York village. One night in the early 1770s, Rip Van Winkle wanders up into the Catskill Mountains, falls asleep—and does not wake up for 20 years! In the selection below, Rip returns to his old village after his long nap.



### Vocabulary

Before you read the selection, find the meaning of these words in a dictionary: **yore**, **assemblage**, **incomprehensible**, **metamorphosed**, **buff**, **disputatious**, **tranquillity**, **haranguing**, **vehemently**.

He had now entered the skirts of the village. A troop of strange children ran at his heels, hooting after him and pointing at his gray beard. The dogs, too, not one of which he recognized for an old acquaintance, barked at him as he passed. The very village was altered; it was larger and more populous. There were rows of houses which he had never seen before, and those which had been his familiar haunts had disappeared....

He now hurried forth and hastened to his old retreat, the village inn—but it too was gone. A large, rickety, wooden building stood in its place, with great gaping windows, some of them broken and mended with old hats and petticoats, and over the door was painted, “the Union Hotel, by Jonathan Doolittle.” Instead of the great tree that used to shelter the quiet little Dutch town of yore, there now was reared a tall, naked pole, with something on the top that looked like a red nightcap,\* and from it was fluttering a flag, on which was a singular assemblage of stars and stripes—all this was strange and incomprehensible. He recognized on the sign, however, the ruby face of King George...but even this was singularly metamorphosed. The red coat was changed for one of blue and buff, a sword was held in the hand instead of a scepter, the head was decorated with a cocked hat, and underneath was painted in large characters, GENERAL WASHINGTON.

There was, as usual, a crowd of folk about the door, but none that Rip recollected. The very character of the people seemed changed. There was a busy, bustling, disputatious tone about it, instead of the accustomed...drowsy tranquillity. He looked in vain for the sage Nicholas Vedder, with his broad face, double chin, and fair long pipe...or Van Bummel, the schoolmaster, doling forth the contents of an ancient newspaper. In place of these, a lean...fellow, with his pockets full of handbills, was haranguing vehemently about rights of citizens—elections—members of congress—liberty—Bunker’s Hill—heroes of seventy-six—and other words, which were [strange] to the bewildered Van Winkle.

\*“Liberty poles” and “liberty caps” were popular symbols of both the American and French revolutions.