

Growth and Expansion

Lesson 1 A Growing Economy

ESSENTIAL QUESTION

How does geography influence the way people live?

GUIDING QUESTIONS

1. *How did new technology affect the way things were made?*
2. *Why did agriculture remain the leading occupation of Americans in the 1800s?*
3. *How did the growth of factories and trade affect cities?*

Terms to Know

cotton gin a machine that removes the seeds from cotton fiber

interchangeable part a part of a machine or device that can be replaced by another part just like it

patent legal rights to an invention and its profits

capitalism economic system in which people and companies control production

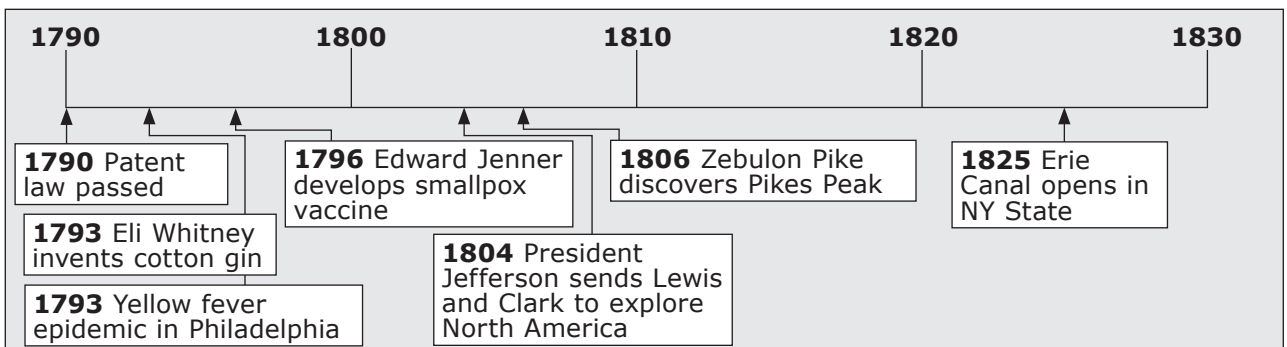
capital money or other resources used to create wealth

free enterprise a type of economy in which people are free to buy, sell, and produce whatever they want

Where in the world?



When did it happen?



Growth and Expansion

Lesson 1 A Growing Economy, *Continued*

Industrial Growth

Most Americans lived and worked on farms in colonial times. People used simple tools to make goods by hand. They made household items, furniture, and farm equipment.

In the mid-1700s, the way goods were made began to change. The changes began in Great Britain. The British began using machines. For example, they used a machine to make cloth. They built textile mills along rivers. The water from the river powered their machines.

People stopped working only in their homes or on their farms. They moved to cities to work in the mills and earn money. This big change in how people worked and how things were made is known as the Industrial Revolution.

The Industrial Revolution came to the United States around 1800. The changes began first in New England. There were three main reasons.

1. New England did not have good soil for farming. People were willing to give up farming and look for other kinds of work.
2. New England had rivers and streams for waterpower. People used waterpower to run machines in new factories.
3. New England had many ports that could ship goods.

Technology was an important part of the Industrial Revolution. There were new machines to make cloth. The water frame and the spinning jenny spun thread. Before, people had to do this by hand. The power loom wove thread into cloth. These machines saved time and money.

The invention of new machines changed the way people made goods. In 1793 Eli Whitney invented the **cotton gin**. The word *gin* is from the word "engine." The cotton gin made it easy and fast to remove the seeds from cotton. Now much more cotton was produced.

The government wanted Eli Whitney to make 10,000 muskets in two years. At that time, each musket was made by hand. It was made one at a time. The person who made the musket was carefully trained.

Whitney developed the idea of **interchangeable parts**. These were identical musket parts. Workers could put the parts together quickly. They did not need special training. If part of a musket broke, it could be replaced. The idea of interchangeable parts changed manufacturing.



Mark the Text

1. Underline the text that describes interchangeable parts. How did they help the economy?



Reading Check

2. How did New England's physical geography help the growth of industries?

Growth and Expansion

Lesson 1 A Growing Economy, *Continued*



Defining

3. What is a patent?

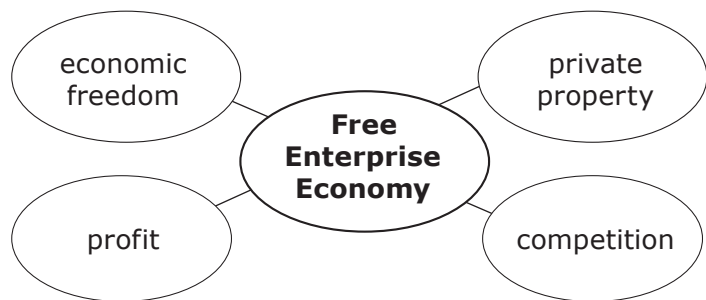
In 1790, the U.S. Congress passed a **patent** law. A patent gives the inventor the sole right to make money from his or her invention for a certain period of time.

The British, too, tried to protect their inventions. Textile workers could not leave the country. They could not tell others about British machines. Still, some people in Britain brought the information to the United States.

Samuel Slater was one of these people. In Britain, he memorized how to make the machines that made cotton thread. In the 1790s Slater built copies of those machines in the United States. Francis Cabot Lowell made Slater's idea even better. All the steps of making cloth, or textiles, were done in one factory. When all the manufacturing steps are done in one place, it is called a factory system.

The economic system of the United States encourages industrial growth. It is called **capitalism**. People put their **capital**, or money, into a business. They hope the business will make a profit.

The American economy is a **free enterprise** economy.



Agriculture Grows

Many people went to work in factories. Still, agriculture (farming) was the main economic activity in the United States in the 1800s. In the Northeast, farms were small. Families did all the work. They sold their products locally.

There were many farmers in the West. They raised such crops as corn and wheat. They produced pork.

The growth of textile industries increased the demand for cotton. Cotton was grown in the South. The cotton gin made it faster to process cotton. Southern farmers moved west to find new land to grow cotton. To grow more cotton, Southern farmers needed more enslaved workers. In 1790 there were 700,000 enslaved Africans in the United States. By 1810, there were 1.2 million.



Reading Check

4. Why did the number of enslaved people grow quickly between 1790 and 1810?

Growth and Expansion

Lesson 1 A Growing Economy, *Continued*

Economic Independence

Small investors began to invest money in new businesses. They hoped to make money in return. Large businesses called corporations were formed. Corporations are companies owned by many people. The corporations sold stock, or shares of ownership in a company. This helped to pay for industrialization.

The growth of factories and trade led to the growth of cities. Many cities grew up near rivers because factories could use water to power their machines. People could ship their goods to markets more easily. Older cities, such as New York and Boston, grew as centers of shipping and trade. In the West, towns such as Cincinnati and Pittsburgh were located on major rivers. These towns grew rapidly as farmers shipped their products by river.

Cities at that time had no sewers to carry away waste. Diseases such as cholera and yellow fever sometimes killed many people. Many buildings were made of wood, and few cities had fire departments. Fires spread quickly.

The good things cities had to offer usually outweighed the bad things. Cities had a variety of jobs to choose from. They also had places where people could enjoy free time, such as libraries, museums, and shops.

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Check for Understanding

List the four elements of the free enterprise system.

List two examples of new technology that helped drive the industrial revolution.

? Analyzing

5. Why did many cities grow along major rivers?

✓ Reading Check

6. Why were cities attractive to people?

FOLDABLES®

7. Place a three-tab Venn diagram Foldable along the dotted line to cover Check for Understanding. Write the title *Capitalism* on the anchor tab. Label the tabs *Industrial Revolution*, *Both*, and *Free Enterprise System*. Recall information about each and list facts to determine what they have in common. Use the Foldable to help answer Check for Understanding.

Growth and Expansion

Lesson 2 Moving West

ESSENTIAL QUESTION

How does geography influence the way people live?

GUIDING QUESTIONS

1. *What helped increase the movement of people and goods?*
2. *Why did Americans tend to settle near rivers?*

Terms to Know

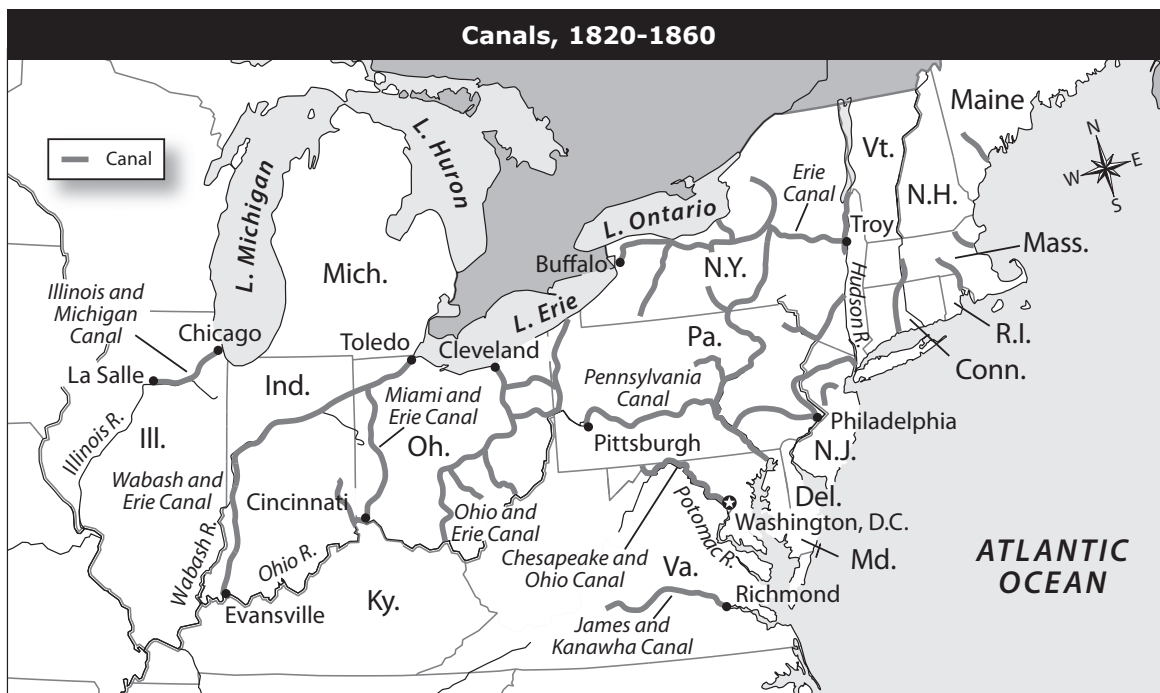
census the official count of the population

turnpike a road on which tolls are collected

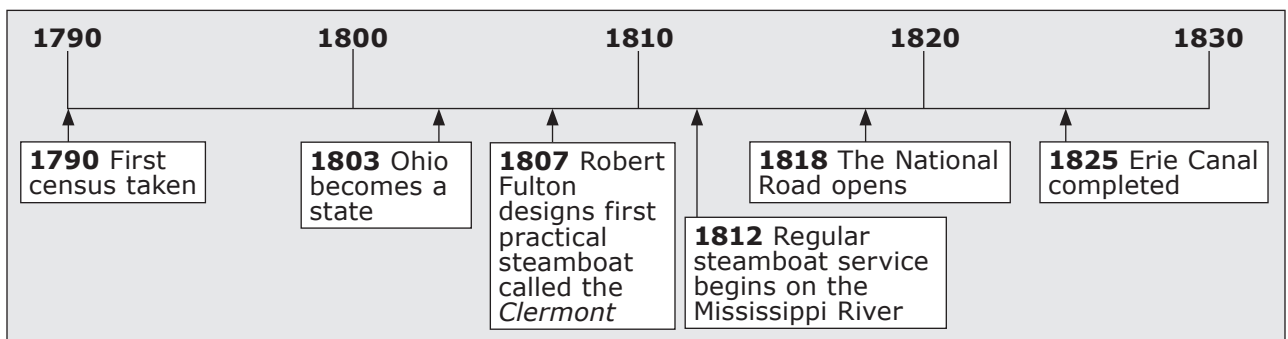
canal waterway made by people

lock a separate compartment in which water levels rise and fall in order to raise or lower boats on a canal

Where in the world?



When did it happen?



Growth and Expansion

Lesson 2 Moving West, *Continued*

Headed West

In 1790 the first **census** was taken. A census is an official count of the population. The census found that nearly 4 million people lived in the United States. Most Americans lived east of the Appalachian Mountains. That pattern soon changed. More settlers headed west.

Daniel Boone was an explorer. He was one of the early pioneers who went west. In 1769 he explored a Native American trail that crossed the Appalachian Mountains. It was called Warriors' Path. The path went through a break in the mountains called the Cumberland Gap. Beyond the path was the place that is now Kentucky.

Boone got 30 workers. They widened Warrior's Path and cleared rocks from the Cumberland Gap. They cut down trees in Kentucky. They marked the trail. The road was given a new name, the Wilderness Road. More than 100,000 people traveled on this road between 1775 and 1790.

Traveling west was not easy without roads. The United States needed roads. Roads were the way to move people and goods inland. Some companies built **turnpikes**. Travelers paid tolls, or fees, to use the turnpikes. This helped pay for building them.

Ohio became a state in 1803. The new state asked the federal government to build a road to connect it to the East. In 1806 Congress voted to give money to build a national road to the West.

Building started on the National Road in 1811. The route followed the path of a road George Washington had built in 1754.

The War of 1812 broke out, and the road was not built during that time. The first section of the National Road opened in 1818. The road went from Maryland to what is now West Virginia.

Traveling by wagon and horse on roads was rough and bumpy. Traveling on the rivers was quicker and more comfortable. It was also easier to carry large loads on boats and barges than in wagons.

There were some big problems with river travel, however. First, most large rivers in the northeast region flow from the north to the south. People and goods mostly traveled from east to west. Second, traveling upstream (south to north) was against the river current. Travel was slow.



Locating

1. Where did most people in the United States live in 1790?



Predicting

2. How do you think the National Road affected the population of Ohio?

Growth and Expansion

Lesson 2 Moving West, *Continued*

Describing

3. Place a one-tab Foldable along the dotted line to cover the text that begins with "Thousands of workers built the Erie Canal." Write the title *Locks and Canals* on the anchor tab. Define *lock* and define *canal*. Use the back of the tab to describe how the building of locks and canals affected the growth and economy of the United States.



Reading Check

4. Which regions were connected by the Erie Canal?

Travel by land	Travel by river
<ul style="list-style-type: none"> • Roads were rough and bumpy • It was hard to carry large loads 	<ul style="list-style-type: none"> • Travel was more comfortable • More goods could be carried on a boat • Rivers could not move people east to west • Traveling against the river current was hard and slow

Robert Fulton developed a steamship with a powerful engine. He called it the *Clermont*. It could travel upstream. In 1807 the *Clermont* traveled north on the Hudson River. It traveled from New York City to the city of Albany in 32 hours. That was a 150-mile trip (241 km). A ship using only sails would have taken four days to make the trip.

The use of steamboats changed river travel. Steamboats made transportation easier and more comfortable. Shipping goods by steamboat became cheaper and faster. Steamboats also helped river cities, such as St. Louis and Cincinnati, grow. By 1850 there were 700 steamboats carrying goods and passengers.

Steamboats improved river transportation. However, steamboats could not link the eastern and western parts of the country. De Witt Clinton and other officials made a plan to link New York City with the Great Lakes region. They would build a **canal** across the state of New York. A canal is a waterway built by people.

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Thousands of workers built the Erie Canal. Many were Irish immigrants. They built a series of **locks** along the canal. Locks are a way to raise or lower water levels.

The Erie Canal opened in 1825. The governor of New York boarded a barge in Buffalo, New York. He traveled eastward on the canal to Albany. Then he sailed down the Hudson River to New York City. Crowds cheered as officials poured water from Lake Erie into the Atlantic Ocean.

At first, there were no steamboats allowed on the Erie Canal. Their powerful engines could damage the canal. In the 1840s, canals were made stronger to allow steamboats to travel on them. Many other canals were built. By 1850, the United States had more than 3,600 miles (5,794 km) of canals. Canals lowered the cost of shipping goods. They

Growth and Expansion

Lesson 2 Moving West, *Continued*

linked parts of the United States. They helped towns and cities along their routes grow larger.

The Move West Continues

The United States added four new states between 1791 and 1803. The states were Vermont, Kentucky, Tennessee and Ohio.

Between 1816 and 1821, Indiana, Illinois, Mississippi, Alabama, and Missouri became states. By 1820 there were 2.4 million people west of the Appalachian Mountains.

Pioneers moved west to find a better life. Most pioneer families settled along the big rivers and canals. They could more easily ship their crops and goods to markets. People usually settled with others from their original home state.

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Check for Understanding

List three people who helped make travel to the West easier. Explain what they did.

Explain how America in 1790 was different from America in 1820.



Reading Check

5. How did improved transportation affect the economy and the growth of cities?



Reading Check

6. How did rivers and canals affect where settlers lived?



7. Place a two-tab Foldable to cover Check for Understanding. Write *Moving West* on the anchor tab. Label the right tab *East* and the left tab *West*. Draw an arrow across the tabs from right to left. List why people might have wanted to leave the East and list ways they traveled to the West. Use the Foldable to help answer Check for Understanding.

Growth and Expansion

Lesson 3 Unity and Sectionalism

ESSENTIAL QUESTION

Why does conflict develop?

GUIDING QUESTIONS

1. *How did the country change after the War of 1812?*
2. *How did the United States define its role in the Americas?*

Terms to Know

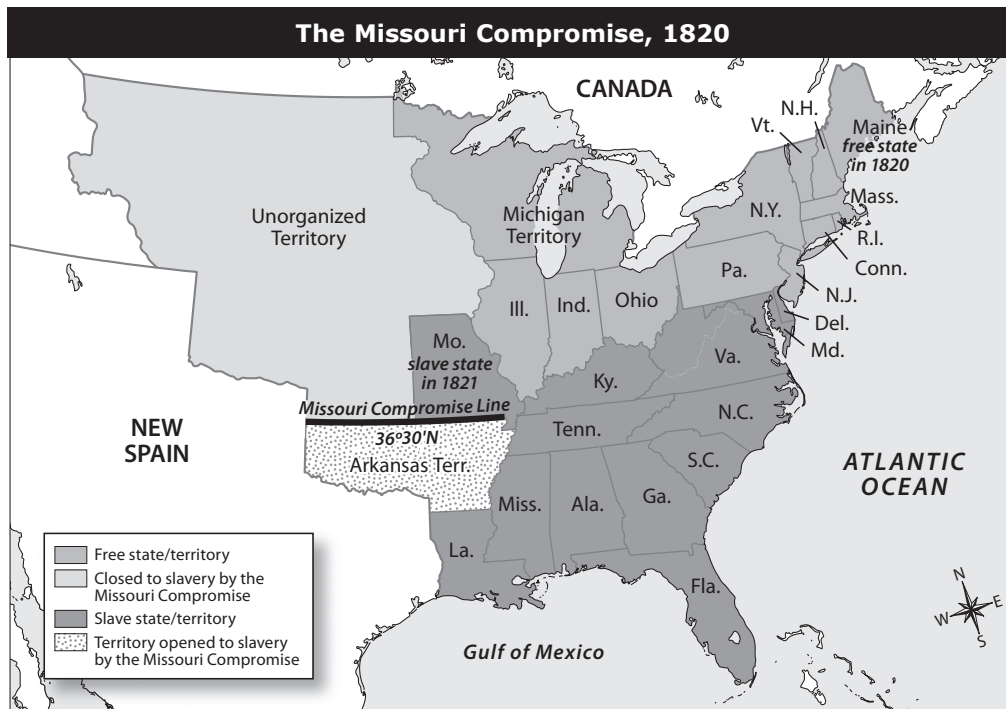
sectionalism rivalry based on the special interests of different areas

interstate commerce economic activity taking place between two or more states

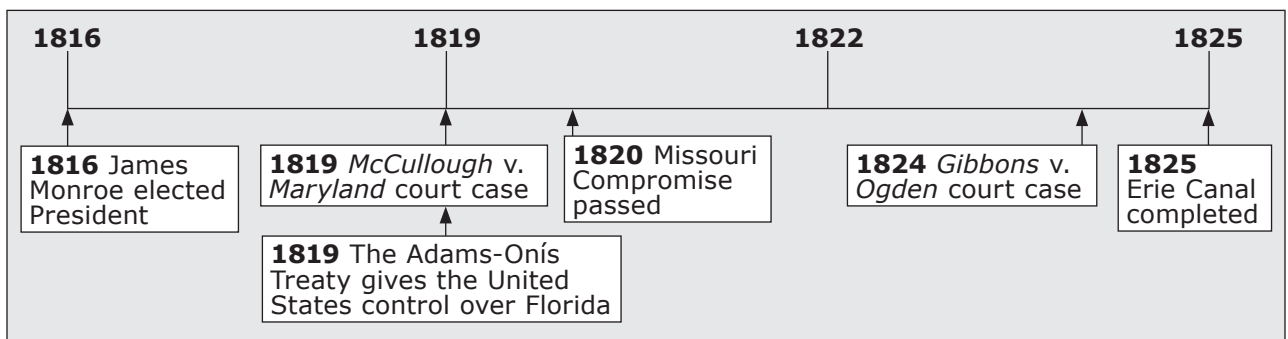
monopoly a market where there is only one seller

cede to transfer control of something

Where in the world?



When did it happen?



Growth and Expansion

Lesson 3 Unity and Sectionalism, *Continued*

National Unity

A feeling of national unity grew in the United States after the War of 1812. James Monroe, a Republican, easily won the election of 1816 because the Federalist Party had become weak.

A Boston newspaper called these years the Era of Good Feelings. President Monroe was a symbol of these good feelings. Other feelings at the time were those of loyalty to the nation, or nationalism. The Republicans wanted a strong federal government.

Henry Clay of Kentucky was a leader in the House of Representatives. Clay proposed the American System to help the economy in each section of the country, and also to increase the power of the federal government. Clay's system called for higher tariffs, a new national bank, and internal improvements such as new roads, bridges, and canals.

The First Bank of the United States ended in 1811. In 1816, Congress created the Second Bank of the United States. After the First Bank closed, many state banks made poor business decisions. They made too many loans. There was too much money around. This caused prices to rise. The Second Bank of the United States controlled how much money was available. It helped American businesses grow.

After the War of 1812, many people purchased goods from British factories. The British goods were better than American goods. They cost less, too. Britain hoped they could keep Americans from competing with them. They sent a lot of their products to America.

American manufacturers wanted to protect growing industries. They wanted high tariffs. The Republicans passed a protective tariff in 1816. This encouraged people to buy American-made goods.

Southerners did not like the tariffs. They felt the tariffs protected the Northern manufacturers. The Southerners felt forced to pay higher prices.

Most Americans felt loyal to the region where they lived. Now this feeling was stronger. Each section of the country had different goals and interests. These differences are called **sectionalism**.

Each section of the country had a voice in Congress. Henry Clay spoke for the West. John C. Calhoun of South Carolina spoke for the South. Daniel Webster of



Describing

1. What was the mood of the country after the War of 1812?



Explaining

2. Why was it necessary to create a Second Bank of the United States in 1816?



Mark the Text

3. Underline the text that describes Southerners' feelings about tariffs. Why did they feel this way?

Growth and Expansion

Lesson 3 Unity and Sectionalism, *Continued*



Defining

4. Underline the text that defines *monopoly*. What did the Supreme Court decide about interstate commerce?



Reading Check

5. What problem did the Missouri Compromise try to resolve?

Massachusetts spoke for the North. Each leader tried to protect the interests of his own section of the country.

The Supreme Court made decisions that backed the power of the national government. In *Fletcher v. Peck* (1810), the Court decided that courts could overrule decisions of a state's government if the decisions went against the Constitution. In *McCulloch v. Maryland* (1819), the Court ruled that a state could not tax property of the national government. In *Gibbons v. Ogden*, the Court ruled that only Congress could make laws governing **interstate commerce**, or trade between states. In this case, the state of New York had granted a **monopoly** to a steamship operator. He was running ships between New Jersey and New York. A monopoly is sole control over an industry. People who supported states' rights did not agree with the Court's rulings.

In 1819 there was a clash between the North and the South. Missouri wanted to enter the Union as a slave state. Congress disagreed. Henry Clay came up with a plan to solve this disagreement over slavery. The Missouri Compromise called for Missouri to be admitted as a slave state. Another new state, Maine, would be a free state. This meant that there would still be an equal number of slave and free states. This kept a balance of power in the Senate. Neither side could change the laws governing slavery.

The Missouri Compromise also dealt with slavery in the rest of the Louisiana Territory. The land south of Missouri could allow slavery, and the land north of it could not.

Foreign Affairs

Americans had a lot of pride in their country following the War of 1812.

In 1817, Britain and the United States made an agreement called the Rush-Bagot Agreement. It called for each country to limit the number of war ships on the Great Lakes.

The Convention of 1818 was an agreement between the United States and Britain. It set the boundary of the Louisiana Purchase between the United States and Canada at the 49th parallel. It made a secure border without armed forces. Americans got the right to settle in the Oregon Country.

The United States had a dispute with Spain over parts of Florida. Spain controlled Florida. The United States claimed

Growth and Expansion**Lesson 3** Unity and Sectionalism, *Continued*

that West Florida was part of the Louisiana Purchase. They argued that it belonged to the United States.

In 1810 and 1812, Americans took control of West Florida to Louisiana and Mississippi. Spain took no action. In 1818 General Andrew Jackson was ordered to stop Native American raids from East Florida. He invaded West Florida and continued into East Florida. He captured several Spanish forts. The Spanish realized they were not strong enough to hold on to Florida. The Adams-Onís Treaty was signed in 1819. In the treaty, Spain **ceded**, or gave up, Florida. At the same time, Spain was losing power in Mexico. In 1821 Mexico finally gained its independence.

Simón Bolívar won independence from Spain for the present-day countries of Venezuela, Colombia, Panama, Bolivia, and Ecuador. José de San Martín won freedom from Spain for Chile and Peru. By 1824, Spain had lost control of most of South America.

In 1822 several European countries talked about a plan to help Spain take back its American colonies. President Monroe did not want more European involvement in North America. In 1823 he issued the Monroe Doctrine. It said that European powers could no longer set up colonies in North America and South America.

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Check for Understanding

List the three parts of Henry Clay's American system.

What helped bring about feelings of sectionalism in the United States?

**Describing**

- 6.** What was the result of the Adams-Onís Treaty?

**Reading Check**

- 7.** Why did President Monroe issue the Monroe Doctrine?



- 8.** Place a two-tab Foldable to cover Check for Understanding. Write the title *After the War* on the anchor tab. Label the two tabs *American System* and *Foreign Affairs*. List two things you recall about each. Use the Foldable to help answer Check for Understanding.