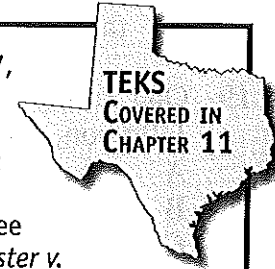




# THE AGE OF JACKSON



- **History 1A** Identify the major eras and events in U.S. history through 1877, including religious revivals such as the Second Great Awakening, the Age of Jackson, [and] reform movements....
- **History 5F** Explain the impact of the election of Andrew Jackson, including expanded suffrage.
- **History 5G** Analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, *Worcester v. Georgia*, and the Trail of Tears.
- **History 7A** Analyze the impact of tariff policies on sections of the United States before the Civil War.
- **History 7D** Identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John C. Calhoun, Henry Clay, and Daniel Webster.
- **Economics 12C** Explain the reasons for the increase in factories and urbanization.
- **Economics 14A** Explain why a free enterprise system of economics developed in the new nation, including minimal government intrusion, taxation, and property rights.
- **Economics 14B** Describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries.
- **Government 17B** Explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis....
- **Citizenship 21A** Identify different points of view of political parties and interest groups on important historical and contemporary issues.
- **Citizenship 22B** Describe the contributions of significant political, social, and military leaders of the United States such as ... Elizabeth Cady Stanton.
- **Citizenship 24B** Evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, abolition, the labor reform movement, and care of the disabled.
- **Culture 25B** Describe religious motivation for immigration and influence on social movements, including the impact of the Second Great Awakening.
- **Culture 26A** Describe developments in art, music, and literature that are unique to American culture such as the Hudson River School artists, John James Audubon, ... and other cultural activities in the history of the United States;
- **Science, Technology, and Society 27A** Explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts.
- **Science, Technology, and Society 27B** Analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States.
- **Science, Technology, and Society 27C** Analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally.
- **Science, Technology, and Society 28A** Compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history.
- **Science, Technology, and Society 28B** Identify examples of how industrialization changed life in the United States.

- 18 The decision in *Gibbons v. Ogden* (1824) basically addressed which of the following issues?
- F the issue of congressional privileges Govt 18(B)
  - G the regulation of interstate commerce
  - H the right of states to tax a federal property
  - J the Supreme Court's right to declare Congressional acts unconstitutional
- 19 One similarity in the foreign policies of Presidents George Washington, Thomas Jefferson, and James Monroe was that they —
- A favored France over England Hist 5(E)
  - B sought colonies in other parts of the world
  - C came to the defense of Latin American nations
  - D sought to avoid involvement in European political struggles
- 20 Which power did the U.S. Supreme Court establish in *Marbury v. Madison*?
- F judicial review Govt 18(A)
  - G hearing appeals from lower federal courts
  - H deciding cases involving two or more states
  - J judicial independence through lifetime tenure
- 21 President George Washington pursued a foreign policy of neutrality during his administration because he believed that —
- A treaties were prohibited by the Constitution Hist 5(E)
  - B the United States should not expand by force
  - C the nation should develop its own interests in the Western Hemisphere
  - D alliances should be established with both France and England
- 22 Under John Marshall's leadership the Supreme Court issued decisions that —
- F declared racial segregation laws unconstitutional Citi 22(A)
  - G gave states the power to tax the Bank of the United States
  - H increased the ability of Congress to limit the powers of the President
  - J emphasized the supremacy of federal laws over state laws
- 23 During the early 1800s, major improvements to a nationwide system of trade were advanced with the —
- A construction of canals STS 27(B)
  - B use of gasoline-powered boats on rivers
  - C completion of the transcontinental railroad
  - D construction of an interstate highway system
- 24 Which was an important leadership quality of President George Washington?
- F strong support for the emerging party system Citi 22(A)
  - G a willingness to listen to different points of view
  - H a failure to make his own decisions
  - J eagerness to engage in conflict with European powers

## — IMPORTANT IDEAS —

- A. **Andrew Jackson**, a popular military hero, accused John Quincy Adams and Henry Clay of stealing the election of 1824 by a “**corrupt bargain**.”
- B. Jackson was elected President in 1828. He saw himself as the representative of the “**common man**” and invited the public to attend his inauguration.
- C. In these years, state governments ended property requirements for voting, allowing all adult white males to vote. Political parties adopted new tactics to reach more voters: popular rallies, parades, and nominating conventions.
- D. Jackson favored the “**spoils systems**”— replacing government officials with his own supporters. This policy gave more citizens a role in government and prevented the creation of a permanent class of government officials.
- E. Jackson proposed the **Indian Removal Act** in 1830. The act required the Indians to adopt Western ways or move West. The Cherokees refused to do so and appealed their case to the Supreme Court. **John Marshall** ruled in their favor. In *Worcester v. Georgia*, the Court again ruled in favor of the Cherokees. This could not prevent Jackson from removing the Cherokees. The delay in their move led to thousands of Cherokee deaths along the “**Trail of Tears**.”
- F. Southerners opposed the **Tariff of Abominations** and the **Tariff of 1832**. **John C. Calhoun** wrote that a state had the right to **nullify** within its borders a federal law it believed was unconstitutional. In 1832, South Carolina threatened to **secede** but backed down when President Jackson threatened to use force.
- G. Jackson opposed the **Second National Bank**, which he felt favored the rich in the North. He withdrew government funds and refused to renew its charter.
- H. The American **free enterprise system** is based on respect for private property, minimal government interference in the economy, and the free interaction of producers and consumers. Prices are set by the interaction of consumer demand and the available supply from producers.
- I. The **Industrial Revolution** started in the 1760s in Britain and spread to the United States. It began in the textile industry, but soon transferred to other industries. Work shifted from homes to factories, where workers could be supervised and where water and steam power could be used to run machines.
- J. The **Age of Jackson** was a period of reform. Protestant preachers traveled the countryside and preached for days at camp meetings in the **Second Great Awakening**. **Abolitionists** sought to end slavery. **Dorothea Dix** campaigned to improve conditions in mental hospitals. Other reformers belonged to the **Temperance Movement**, which sought to ban the drinking of alcohol.
- K. During this period, women met at the **Seneca Falls Convention** (1848) where they demanded equality with men, including the right to vote.
- L. This period was also a golden age of literature and art, with such prominent writers as **Nathaniel Hawthorne**, **Herman Melville**, and **Edgar Allan Poe**, and the painters of the **Hudson River School**, including **Thomas Cole**.

In this chapter, you will learn about Andrew Jackson, the first person from the American West to be elected President, and about America's first "Age of Reform." Many historians view Jackson's Presidency as a turning point in the progress of American democracy. It was the "Era of the Common Man," marked by a growth in the involvement of the average citizen in public life. It was also a time when Native American Indians were forced westward, and the threat of secession was avoided.

## KEY TERMS AND PEOPLE IN THIS CHAPTER

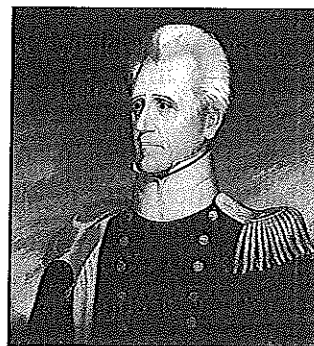
- |                               |                         |                            |
|-------------------------------|-------------------------|----------------------------|
| ■ Andrew Jackson              | ■ "Trail of Tears"      | ■ Horace Mann              |
| ■ Henry Clay                  | ■ Nullification Crisis  | ■ "Second Great Awakening" |
| ■ Battle of New Orleans       | ■ John C. Calhoun       | ■ Abolitionists            |
| ■ Age of "Common Man"         | ■ Compromise Tariff     | ■ Seneca Falls Convention  |
| ■ "Spoils System"             | ■ Industrial Revolution | ■ Elizabeth C. Stanton     |
| ■ "Jacksonian Democracy"      | ■ Mass Produced         | ■ Susan B. Anthony         |
| ■ Indian Removal Act          | ■ Eli Whitney           | ■ Dorothea Dix             |
| ■ <i>Worcester v. Georgia</i> | ■ Interchangeable Parts | ■ Temperance Movement      |

## ESSENTIAL QUESTIONS

- What was "Jacksonian Democracy"?
- How did Jackson's policies affect the political, economic, and social life of the nation?
- How did social and economic life change as the United States began to move from an agrarian to an industrial society?

## THE PRESIDENCY OF ANDREW JACKSON: 1829-1837

In 1824, General **Andrew Jackson**, the hero of the War of 1812, won the popular vote, but fell short of enough of votes in the Electoral College to win the election. The contest was decided in the House of Representatives, which selected **John Quincy Adams** (*son of President John Adams*) as President. When Adams later appointed Speaker of the House **Henry Clay** as his Secretary of State, Jackson accused Adams and Clay of making a "corrupt bargain." The Democratic-Republicans split between the supporters of Jackson, who called themselves "**Democrats**," and his opponents, who called themselves "**Whigs**."



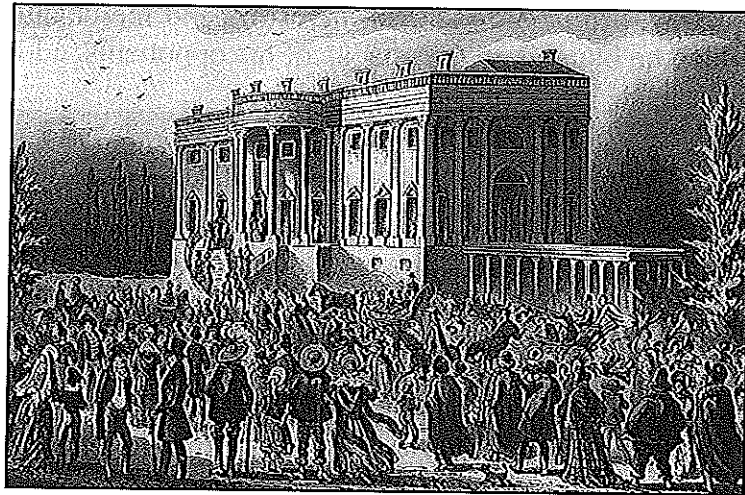
General Andrew Jackson

## THE AGE OF JACKSON

A native of Tennessee, Andrew Jackson was not born to wealth. He defeated British forces at the **Battle of New Orleans** in 1815. Later, he spent several years fighting Native American Indians in Georgia and Florida. After his defeat in the **election of 1824**, Jackson and his supporters spent the next four years campaigning for the Presidency. They introduced new campaign tactics, like popular rallies, parades, and nominating conventions.

**The Age of the "Common Man."** Jackson was finally elected President in 1828. His supporters were the "common people" — laborers, farmers, and frontiersmen. Jackson saw himself as the spokesman of the "common man" — the average American.

**The Inauguration.** Jackson invited the public to visit the White House for his inauguration. A crowd of 20,000 people, many in muddy boots, passed through the building. Some broke glassware and china dishes in their struggle to get refreshments.



*Large crowds of people trampled through the White House after Jackson's inauguration.*

**The Expansion of Democracy.** Jackson's two terms in office saw an expansion of American democracy. This was a time in which state governments were changing their requirements for voting. When the republic was founded, most states required white adult males to own some property in order to vote. Now, these property qualification were lifted.

### DEMOCRATIC CHANGES UNDER JACKSON

#### Voting Rights.

In the 1820s, states eliminated the requirement that voters own property, so that most white males over 21 could vote.

#### Choosing a President.

Selection of Presidential candidates by party leaders was replaced by nominating conventions, where popularly elected members of each political party chose their candidates.

#### Campaign Methods.

With increased numbers of voters, new campaign methods emerged. Candidates held dinners, rallies, and public meetings. Jackson invited ordinary people to his inauguration.

**The "Spoils System."** Jackson believed the President should act as the voice of the common people. To make government more responsive to popular needs, Jackson favored the "spoils system." Supporters who helped in his election campaign were appointed to government posts in place of existing officials.

Jackson believed in changing office-holders to give average citizens more experience in government. He felt circulating government posts was less likely to lead to government corruption and abuse than reliance on permanent government officials after their election. Other Presidents had replaced some government officials, but Jackson did so on a much larger scale than before.

## "JACKSONIAN DEMOCRACY"

Historians often refer to the end of property qualifications, the "spoils system," and new forms of campaigning as "**Jacksonian Democracy**." Politics became an activity of ordinary citizens. Jackson was a Westerner, a man born outside the upper classes of society. Jackson believed that the nation had been corrupted by special interests. He despised the wealthy, privileged bankers, investors and merchants of the Northeast. His wife's death, which he blamed on the attacks of his opponents, added to his bitterness.

## JACKSON AND NATIVE AMERICAN INDIANS

Before becoming President, Jackson had served on the frontier, fighting the Creeks and the Seminoles. Jackson believed that Native American tribes might ally with foreign invaders and therefore posed a danger to the nation. In 1817, he negotiated the removal of Eastern Cherokees in exchange for lands further west. He further believed that Indian removal was the only way for Indians to preserve their traditions and maintain a separate identity. One of Jackson's first acts as President was to propose the **Indian Removal Act (1830)** to remove tribes still east of the Mississippi River. Under this proposal, the Cherokees, Creeks, Choctaws, Chickasaws, and Seminoles would trade their lands for new lands west of the Mississippi. In addition, the federal government would provide them with money, rifles, and provisions for one year. Most of the tribes signed new treaties with the federal government.

### THE CIVILIZED CHEROKEE NATION

The Cherokees lived in North Carolina, Tennessee, Georgia, and South Carolina. President Washington had announced a policy to "civilize" the Native Americans. A tribe would be "civilized" if its members learned to read and write, became Christian, learned to farm, and adopted a democratic government. Once a tribe was considered civilized, it was to be protected by the federal government. The Cherokees took up Washington's challenge. One of their leaders, Sequoyah, impressed by the ability of settlers to communicate over distances, developed an 86-character alphabet that represented syllables in spoken Cherokee. The Cherokees adopted a written Constitution with an elected government and published their own newspaper.



*Sequoyah (1770–1840)*

Based on their accomplishments, the Cherokees rejected Jackson's proposal. When the State of Georgia tried to remove them, the Cherokees took their case to the U.S. Supreme Court. In *Cherokee Nation v. Georgia*, they claimed they were an "independent" nation, protected by treaty. John Marshall held that the tribe was a "dependent" nation subject to federal, not state, law. The Cherokees won their case, but Jackson was determined to remove them anyway. He concluded a treaty with some Cherokee tribe members, giving them two years to relocate to Oklahoma.

**Worcester v. Georgia.** Meanwhile, Georgia passed a law in 1830, stating that any white person living among Indians without a license from the governor would be sent to prison. State legislators feared white missionaries were encouraging Indians to resist removal. Samuel Worcester, a missionary, was arrested and sentenced to prison for four years for living among the Cherokees. Worcester sued to obtain his freedom. His case came before the U.S. Supreme Court in 1832.

## ACTING AS AN AMATEUR HISTORIAN



In *Worcester v. Georgia*, John Marshall freed Worcester and declared:

"The Cherokee Nation is a distinct community, occupying its own territory, with boundaries accurately described, in which the laws of Georgia can have no force, and the citizens of Georgia have no right to enter without the [permission] of the Cherokees themselves. The whole [relationship] between the United States and this nation is, by our Constitution and laws, [placed] in the government of the United States. The act of Georgia under which the plaintiff was prosecuted is void.... The acts of Georgia are [against] the Constitution, laws, and treaties of the United States."

Based on this excerpt, why did the U.S. Supreme Court free Worcester?

Cherokee leaders delayed moving. Ironically, because of this legal delay, the Cherokees were now forced to move in late fall and winter, when the weather had turned bitterly cold.

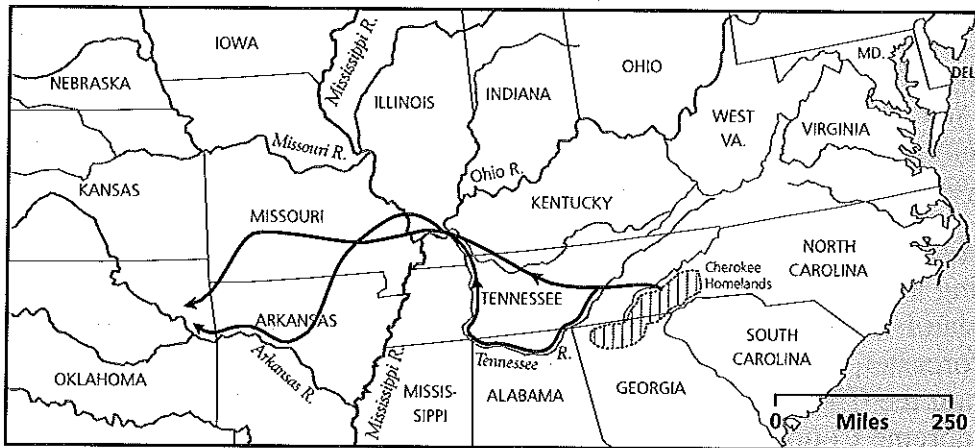
In 1837, federal troops were called in to escort 16,000 Cherokees to their new home in Indian Territory. One-fourth of them died from exposure, starvation, and fevers, during the march along the 800-mile journey, known as the "Trail of Tears."



The "Trail of Tears" journey of the Cherokee.



## THE "TRAIL OF TEARS"



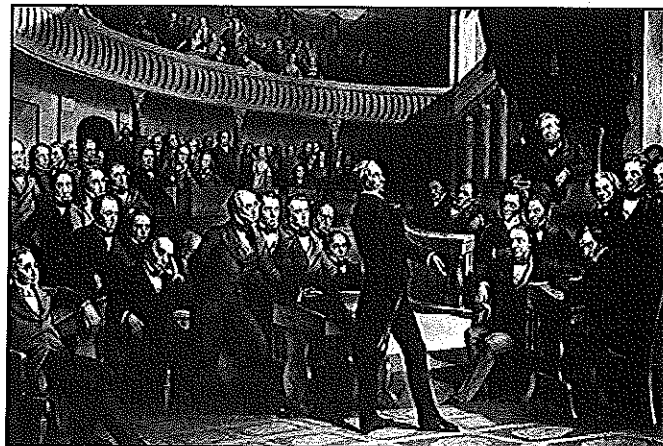
## THE NULLIFICATION CRISIS

During Jackson's Presidency, the nation faced a crisis arising out of the tariff issue and states' rights. You will recall that Northern manufacturers favored a high tariff to protect their industries from foreign competition. Southern states, which sold cotton and other crops to England, opposed a high tariff on imports.

**The Tariff of Abominations.** In the spring of 1828, Jackson's supporters demanded changes in the tariff rates proposed by President John Quincy Adams. To embarrass Adams, some members of Congress increased duties on raw materials, while lowering the tariff on manufactured textiles — displeasing both the South and Northeast. They thought the bill would be rejected, but it actually passed.

The **Tariff of 1828**, became known as the **Tariff of Abominations**. A leading spokesmen against the tariff was Vice President **John C. Calhoun** (1782–1850). He secretly published *The Exposition and Protest*, an essay pronouncing the tariff unconstitutional. Calhoun argued that each state had the right to **nullify** (*cancel*) an unconstitutional federal law in its own territory. Calhoun saw the Union as a "compact" of states.

**The Webster-Hayne Debate.** Calhoun's ideas surfaced again in 1830. When a Senator proposed that sales of public lands in the West be halted, Senator Hayne of South Carolina advanced Calhoun's nullification theory. Senator **Daniel Webster** denounced this theory, telling the Senate that the Union was not a compact of states, but the work of the American people. Webster saw the American people as the creators of the federal Union.



*Daniel Webster speaks to the Senate.*



Webster also pointed out that the Constitution assigned the task of determining a law's constitutionality to the Supreme Court, not to the states. He ended his speech with the stirring words: "Liberty and Union, now and forever, one and inseparable."

Several months later, the nation learned President Jackson's views when he confronted his Vice President, John C. Calhoun, with a toast to "Our federal Union — it must be preserved." Calhoun replied with a toast to "the Union — next to our liberty, most dear."

**South Carolina Threatens Secession.** In 1832, a new tariff lowered duties by ten percent. South Carolina, believing the tariff was still too high, put Calhoun's **nullification theory** into practice. A state convention passed a law, the **Ordinance of Nullification**, voiding the tariff, banning the collection of its duties in South Carolina, and threatening to secede from the Union if the federal government tried to enforce it.

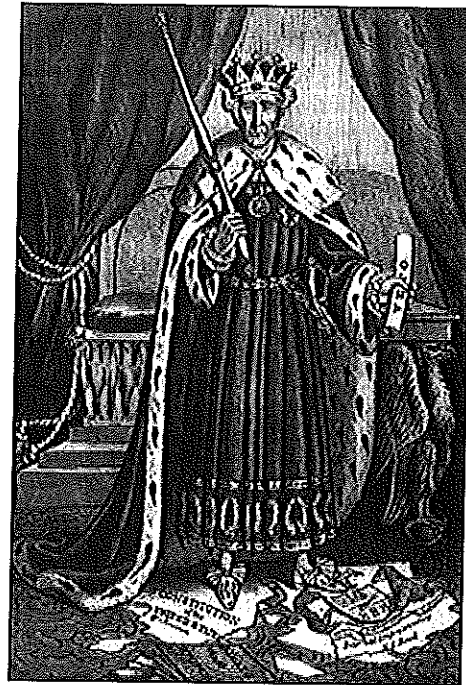
President Jackson immediately spoke out against nullification, calling it nothing more than treason. He acted quickly by dispatching U.S. naval ships to Charleston harbor and ordered that federal fortifications there be strengthened. To bolster Jackson, Congress responded with the **Force Bill**, giving the President the power to use military force against South Carolina. Jackson also issued a warning in his "Proclamation to the People of South Carolina," which called resistance to federal law a form of treason.

**Henry Clay** finally proposed a compromise through a reduction in tariffs over the next ten years. Faced with the use of federal troops, South Carolina withdrew its nullification law and averted a national crisis. Jackson showed that, despite his support for states' rights, he would use force to preserve the Union.

## JACKSON DECLARES WAR ON THE BANK

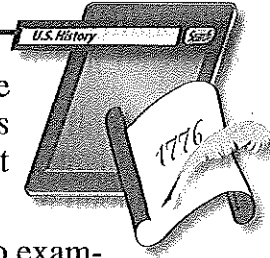
President Washington had introduced a National Bank as part of Hamilton's financial plan. A Second National Bank had been chartered in 1816. Jackson greatly disliked the National Bank. He thought it gave an unfair monopoly to wealthy moneyed interests in the Northeast.

Although the Bank was found to be constitutional by the Supreme Court in *McCulloch v. Maryland*, Jackson set out to eliminate it. When Jackson was re-elected President in 1832, he ordered the removal of all federal deposits from the National Bank. This massive withdrawal of funds had the effect of crippling the National Bank. Jackson ordered these funds to be placed in state banks, which he felt were more agreeable to lending money to farmers. When it came up for renewal, Jackson refused to renew the National Bank's charter. Although many Americans admired Jackson, others thought he was far too dictatorial in the way he handled the bank and other matters.



*This cartoon shows how many felt Jackson acted as a monarch.*

## ACTING AS AN AMATEUR HISTORIAN



- ★ Look up information on the Internet about the journey of the Cherokees along the Trail of Tears. Then write a journal entry as if you were a Cherokee boy or girl, describing what you might have experienced on the journey.
- ★ Use primary sources from your school library or the Internet to examine different points of view on Jackson's policies. Make a political cartoon to illustrate one of these viewpoints.
- ★ To understand past events, it is important to be able to identify different points of view. Write a page comparing the four points of view shown below concerning the removal of the Native American Indians to the West. Two of these sources are from Jackson's day and two give more recent points of view.

### Jackson Addresses Congress

"I suggest for your consideration setting apart an ample district west of the Mississippi and outside the limits of any state, to be guaranteed to the Indian tribes as long as they shall occupy it. But they should be distinctly informed that if they remain within the limits of the Eastern states they must be subject to our laws."

— Jackson's Message to Congress  
December 7, 1829

### Cherokee Refuse to Leave

"We wish to remain on the land of our fathers. We have a perfect right to remain without interruption. Shall we be compelled by a civilized people, with whom we have lived in peace for the last forty years, and for whom we have willingly bled in war, to say good-bye to our homes, our streams, and our beautiful forests? No. We are still firm."

— Memorial of the Cherokee Nation  
August 21, 1830

### A Modern Historian

"The idea of Indian removal goes back several decades and originated with Thomas Jefferson. Jackson favored it for several reasons: to protect the American people and provide for greater security for the U.S., and to prevent the wiping out of Indian life and culture that would occur if the tribes were to remain in the eastern states."

— Robert Remini  
*The Jacksonian Era*, 1989

### A Recent Editorial

"Jackson not only menaced the Indians, but disregarded a treaty which demanded the return of Creek territory. Jackson stubbornly refused to acknowledge Creek ownership of any land. During his Presidency, he failed to recognize tribes as civilized sovereign nations. Jackson stands as a symbol of the injustices that occurred during white expansion."

— Editorial, *The American Indian Nation*,  
June, 1987



## LEARNING WITH GRAPHIC ORGANIZERS



Complete the graphic organizer below by describing some of the events associated with Jackson's Presidency and their importance.

Election of 1828	"Jacksonian Democracy"	Indian Removal Act
Event: _____	Event: _____	Event: _____
_____	_____	_____
_____	_____	_____
Importance: _____	Importance: _____	Importance: _____
_____	_____	_____
_____	_____	_____
_____	_____	_____

KEY EVENTS DURING THE JACKSON PRESIDENCY		
<b>"Trail of Tears"</b> Event: _____ _____ _____ Importance: _____ _____ _____ _____	<b>Nullification Crisis</b> Event: _____ _____ _____ Importance: _____ _____ _____ _____	<b>War on the Bank</b> Event: _____ _____ _____ Importance: _____ _____ _____ _____

## RISE OF THE FREE ENTERPRISE SYSTEM

In this section, you will learn how the American economy developed. Every society must answer three basic economic questions to determine how to use its limited resources:

1  
What should  
be produced?

2  
How should it  
be produced?

3  
Who gets what  
is produced?

In the United States, Americans have a free enterprise system to answer these three basic economic questions. In a **free enterprise system**, individuals are free to produce and sell whatever they wish; they are also free to buy and use whatever they can afford. The three basic economic questions are answered by the free interplay between **producers** (*those who make and sell goods and services*) and **consumers** (*those who buy and use goods and services*).

In the **free enterprise system**, individuals enjoy the freedom of making their own economic decisions. People have the right to own property and to use their property as they see fit. Some individuals invest their money in businesses to produce and sell goods and services. They hope to make a **profit** (*extra money after all expenses are paid*).

Under a free enterprise system, several producers often make the same goods or offer the same services. This gives consumers a choice. This forces producers to attract consumers to their product by providing higher quality items at reduced prices. Less efficient producers will go out of business because they cannot compete successfully. In a free enterprise system, government involvement is limited to setting rules and acting as a referee to settle disputes. Government also collects taxes needed for defense and other essential public services. However, government interference is less in a free enterprise system than under other economic systems.

The roots of the free enterprise system can be traced to Great Britain. Although Britain practiced mercantilism, the British still enjoyed the freest economy in Europe. Americans inherited the free enterprise system from them. In America, there was even less government involvement and more land and natural resources available than in Britain.

## THE START OF THE INDUSTRIAL REVOLUTION

The Industrial Revolution first began in Great Britain. It gradually spread to other parts of Europe, the United States, and later, the rest of the world.

## THE INDUSTRIAL REVOLUTION BRINGS CHANGE

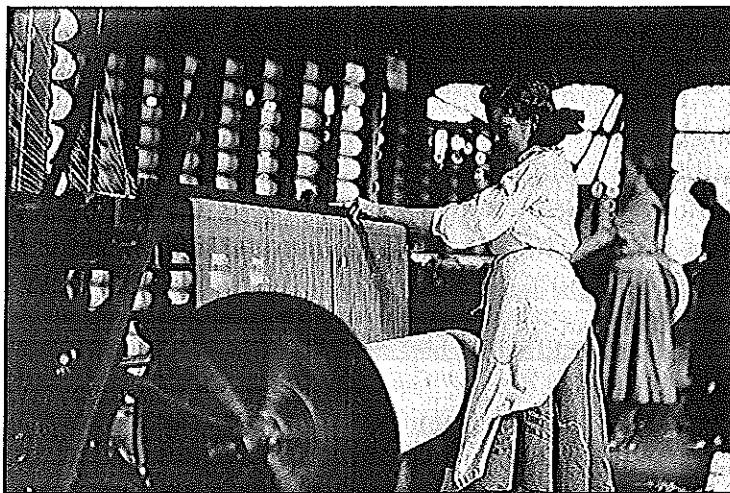
Before the Industrial Revolution, weavers and craftsmen worked at home, spinning wool, cotton and linen by hand into finished cloth. This was known as the **domestic system**. The Industrial Revolution began in Great Britain in the 1760s. Britain already enjoyed many advantages, including a powerful middle class, a colonial empire to supply it with raw materials, plentiful coal to run its machines, and a prosperous agriculture in which fewer people were needed to work on farms.

### NEW INVENTIONS PROPEL CHANGE

Two important British inventions helped trigger the Industrial Revolution. The **spinning jenny** (1764) allowed several threads to be spun at once, permitting many threads to be made quickly and inexpensively. James Watt's improved **steam engine** (1769) made steam power available for mechanical purposes. Steam power could be used to drive many machines at once. The steam engine led in turn to the construction of large factories, the invention of the steamboat, and the development of railroad trains.

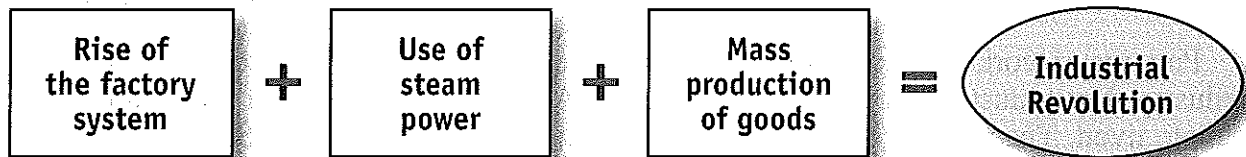
### THE SHIFT FROM HOME TO FACTORY

You have already learned that in the 1790s, **Samuel Slater** had begun producing cotton thread by machine in a factory in New England. In Massachusetts, **Francis Cabot Lowell** (1775–1817), a successful merchant, and other investors built new factories during the War of 1812. In factories, workers could be supervised and could use machines driven by water or steam power, resulting in increased production. As the production of textiles and other goods increased, their prices fell.



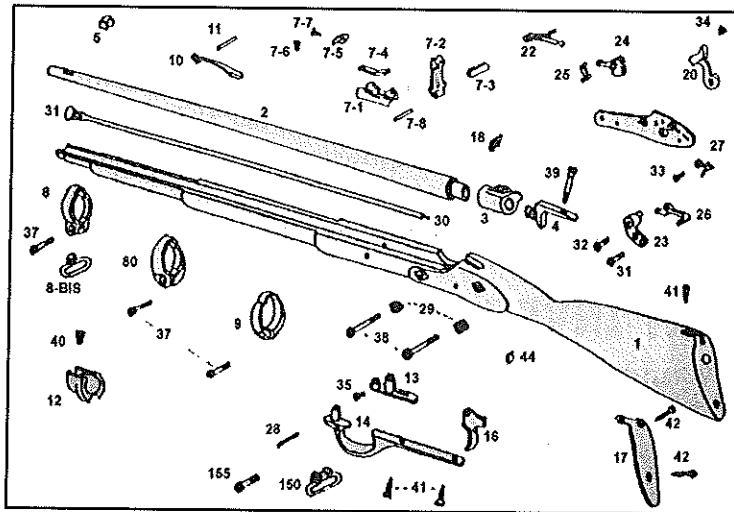
*A young female Lowell factory worker.*

With lower prices, consumer demand rose for textiles. People could now afford factory-made clothes. Producers were able to produce for mass markets at home and internationally, not just for a few local customers. As demand grew, more and more factories were built, employing ever larger machines and greater numbers of workers. These changes set in motion the chain reaction known as the Industrial Revolution:



## MASS PRODUCTION AND INTERCHANGEABLE PARTS

Using machinery and steam power, factories produced thousands of yards of cloth each day. Soon, factories also began producing other types of goods. Factory goods were **mass produced** — the manufacture of goods in large quantities using standardized designs, so that all the goods produced are the same. As you learned in the last chapter, Eli Whitney made an important contribution in the standardizing of parts, making them interchangeable from one item to another. This made manufacturing easier and less costly.



*Whitney made parts interchangeable,  
revolutionizing manufacturing.*

As the Industrial Revolution spread, more and more goods were made in factories. People began buying more manufactured goods, rather than relying on making almost everything for themselves.

**The Development of Railroads.** In England and America, inventors applied the steam engine to a wheeled wagon moving along a track, creating the first railroad locomotive. The railroad revolutionized land transportation. By 1840, railroad lines criss-crossed parts of America. The most important of these was the **New York Central**, which ran parallel to the Erie Canal. The railroad expanded land transportation just as the Erie Canal had expanded water transport.

**The Telegraph.** The spread of railroads was accompanied by the invention of the **telegraph** (*a device for sending and stopping electrical impulses*), which provided a faster way to communicate. The telegraph, which received its first practical demonstration in 1844, made instant communication with the entire nation a reality. Thanks to the telegraph, daily newspapers could now publish next-day accounts of speeches, elections, and battles.

## ECONOMY AND SOCIETY BY THE 1830s

American society was still largely rural in the 1830s. Most Americans lived on farms or in small rural villages. Very few Americans lived in cities. Most farmers still grew crops to meet their own needs, although the market for cash crops was growing in importance.

Patterns of work and family life were nonetheless beginning to be affected by the rise of industry. The Industrial Revolution changed the American economy and affected the way people lived. These changes occurred at different places in the United States at different times.



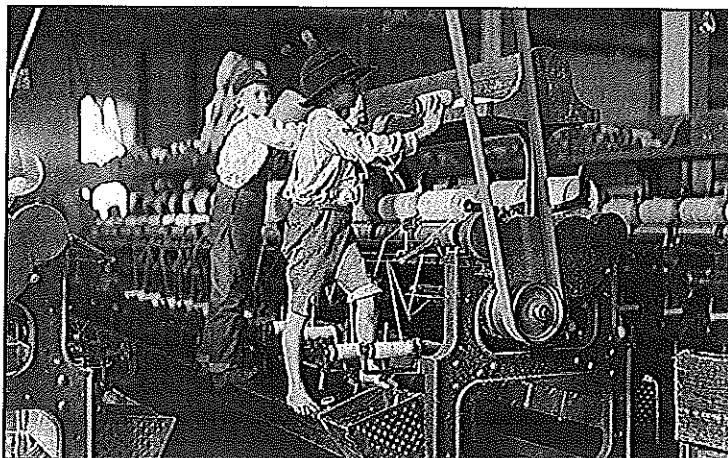
## THE NATURE OF WORK

The mass production of goods in factories required new work habits. Pre-industrial craftsmen had worked at home and performed a variety of tasks. They could divide their time between tasks as they wished. Factory work was tedious and monotonous: workers, including children, often performed the same simple task for 12 hours each day. Factory work was also highly disciplined: workers had to arrive at the factory on time and pay close attention to their work throughout the day. In 1820, there were only 350,000 factory workers in the United States; by 1860, there were already two million.

## THE WORKING CONDITIONS OF WOMEN AND CHILDREN

During these years, women were an important part of the workforce. Farm women had to work in the fields as well as cook, clean, make clothes, and care for their children. Other women worked outside the home as servants, laundresses, cooks, or factory workers. With the rise of industry, even more women found work outside the home. For example, the Lowell factories in New England employed young single women as workers.

Children were expected to respect and obey their parents. Often they worked on the farm, in addition to helping with household chores. With the rise of industry, some children worked long hours in mines and factories. Industrial society also required more educated leaders and managers. People became more aware of childhood as a distinct stage of life, with its own special needs.



*Young children work in a textile mill.*

## AMERICA'S FIRST AGE OF REFORM

The period from the 1820s to the Civil War witnessed the growth of several new reform movements. The spread of "Jacksonian Democracy," as well as the new challenges of industrialization, helped stimulate these movements.

### RELIGIOUS REVIVAL: THE "SECOND GREAT AWAKENING"

There was a revival of strong religious feelings, sometimes called the "Second Great Awakening." Methodists, Baptists and other Protestant groups held outdoor religious services and won new converts.



The new Protestant Evangelicals emphasized the ability of each person to achieve salvation. They deliberately borrowed the tactics of mass politics — setting up mass meetings, giving out handbills, advertising in newspapers, and printing religious pamphlets. Roving preachers set up “circuit routes” throughout rural areas, where they set up camps.

New Protestant groups, like the Mormons in upstate New York, also appeared. Members of these groups saw social reform as part of God’s plan. This new religious movement centered on reform and repairing moral injustices. The “Second Great Awakening,” being as moralistic as it was, played an important role in stirring reform movements to end slavery, reform prisons, and ban alcoholic beverages.

## ACTING AS AN AMATEUR HISTORIAN

In the decades after independence Evangelical Protestantism quickly spread throughout the nation. Preachers encouraged religious emotions at meetings. Methodist preacher Peter Cartwright (1785–1872), in his autobiography *The Backwoods Preacher*, described a typical revival:



“They would erect a shed, sufficiently large to protect 5,000 people from wind and rain, and cover it with boards or shingles; seat the shed, and here they would [come] together from 40 to 50 miles around. Ten, twenty, and sometimes thirty ministers, of different denominations, would preach night and day, four or five days together; and I have known these camp-meetings to last three or four weeks. Great good resulted from them. I have seen more than a 100 sinners fall like dead men under one powerful sermon, and I have heard more than 500 Christians all shouting the high praises of God; and I will venture to assert that many happy thousands were awakened and converted to God at these meetings.”

- ★ Describe in your own words what happened at one of these meetings.
- ★ Why did Cartwright believe these revivals did “great good”?

## ABOLITIONISTS

One of the first targets of reform, greatly encouraged by Protestant Evangelicals, was slavery. Reformers known as **abolitionists** sought to end slavery. You will learn more about the abolitionists in the next chapter.

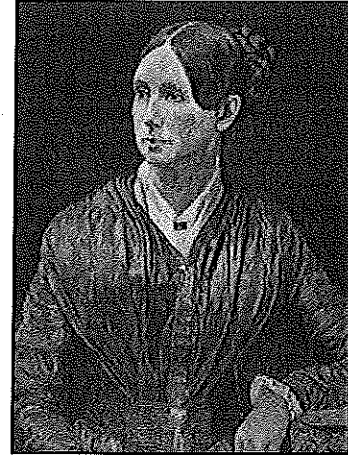
## PRISON REFORM

When Andrew Jackson became President, America’s prisons generally did not try to reform their prisoners. Most city and county jails punished criminals by simply placing drunks, thieves and murderers together in one large room. Debtors were also sometimes thrown into prison. Prisons were often dirty and unhealthy; some prisons required their inmates to keep a strict silence; guards beat prisoners; and food was of poor quality. Reformers campaigned for better prison conditions in the 1830s and 1840s, based on the view that criminals could be rehabilitated.

**Eliza Farnham** was the warden of a women's prison in New York State in the 1840s. She believed in treating prisoners fairly. She allowed prisoners to talk, opened a prison library, and established a school inside the prison to teach prisoners to read and write.

## IMPROVED TREATMENT FOR MENTAL ILLNESS

In the 1800s, most people lacked the knowledge needed to care for those with mental illness. Many mentally ill patients were locked in unheated rooms, chained to their beds and beaten into obedience. Some were even sent to jail. **Dorothea Dix** (1802–1887) led the fight for better treatment of the mentally ill. Dix was distressed to learn that they were often housed with criminals or abused. Her report to the state legislature of Massachusetts revealed these shocking conditions. Dix toured other states to report on their treatment of the mentally ill. Dix also campaigned for general prison reform. Some states established separate buildings to house those with mental disorders. These patients were permitted to work outdoors and to enjoy recreation. Further improvements in treatment were delayed until mental illness was better understood in the next century.



*Dorothea Dix*

## TEMPERANCE MOVEMENT

Many Americans worried that drinking alcoholic beverages ruined people's health, disrupted family life, led to unemployment, and promoted "ungodly" behavior. Some Protestant preachers denounced drinking alcohol as a sin. In 1826, the American Temperance Society was founded. Its chief objective changed from moderation to total abstinence from alcoholic drinks. In 1851, Maine became the first state to ban the drinking of alcohol.



*Excessive drinking was considered a serious social issue.*

## EDUCATION:

### THE COMMON SCHOOL MOVEMENT

Before the Industrial Revolution, most American children received little formal schooling. Wealthy children were taught reading, writing, arithmetic, foreign languages, and prayers by a private tutor. Reformers like **Horace Mann** of Massachusetts fought to provide free public elementary school to every child. He and other reformers insisted that elementary school should be both free and compulsory. These reformers wanted American children of all social classes to mix together in the same common schools. Mann also introduced the first schools to train teachers.

## WOMEN'S RIGHTS MOVEMENT

In the middle 1800s, men held most positions of authority in American society. Women were generally excluded from public life and left in charge of the home and children. Men held final authority, both in household decisions and in public life. Women were denied equality of citizenship: they lacked the right to vote or to hold public office.

**Legally.** Women were denied full equality of citizenship. They lacked the right to vote, to serve on juries, and to hold public office.

**Socially.** Women were expected to care for their home and children. They received little schooling. In fact, almost no colleges were willing to accept women.

### HOW WOMEN WERE TREATED IN THE 1800s

**Economically.** Once a woman married, her husband usually took control of her income and property. Women were paid less than men for the same work. Higher paying jobs were not open to women.

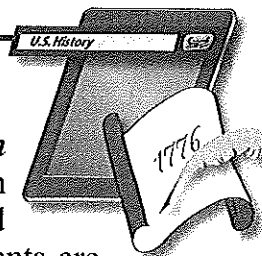
Some women began to see this lack of equality and opportunity as a serious problem that also needed reform. Women reformers began to organize themselves in the struggle for equality. **Elizabeth Cady Stanton, Lucretia Mott** and other reformers organized the **Seneca Falls Convention** in New York in 1848. This convention passed the *Declaration of Sentiments*. It called on men not to withhold a woman's rights, take her property, or refuse her the right to vote.

## ACTING AS AN AMATEUR HISTORIAN

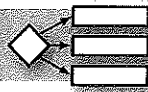
The following passage is from the *Declaration of Sentiments*:

"We hold these truths to be self-evident: *that all men and women* are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of Government becomes destructive of these ends...."

How was this similar to and different from the Declaration of Independence?



The Seneca Falls Convention was treated with scorn by the press and many religious leaders. Despite this, the *Declaration of Sentiments* was a major turning point. It launched the movement to change women's role in American life. The focus of the Women's Rights Movement quickly turned to securing **suffrage** (*the right to vote*). The fact that women did not have the right to vote was seen as a recognition of their inferior status in society. Women reformers saw this denial as a violation of basic democratic principles.



## LEARNING WITH GRAPHIC ORGANIZERS



Complete the graphic organizer below. For each reform movement, indicate its goal, characteristics, and important leaders.

Temperance Movement	Education Reform	Prison Reform
Goals: _____	Goals: _____	Goals: _____
_____	_____	_____
_____	_____	_____
Characteristics: _____	Characteristics: _____	Characteristics: _____
_____	_____	_____
_____	_____	_____
Leaders: _____	Leaders: _____	Leaders: _____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**THE AGE OF REFORM**

Treating Mental Illness	Women's Rights
Goals: _____	Goals: _____
_____	_____
_____	_____
Characteristics: _____	Characteristics: _____
_____	_____
_____	_____
Leaders: _____	Leaders: _____
_____	_____
_____	_____
_____	_____

## LITERATURE AND ART

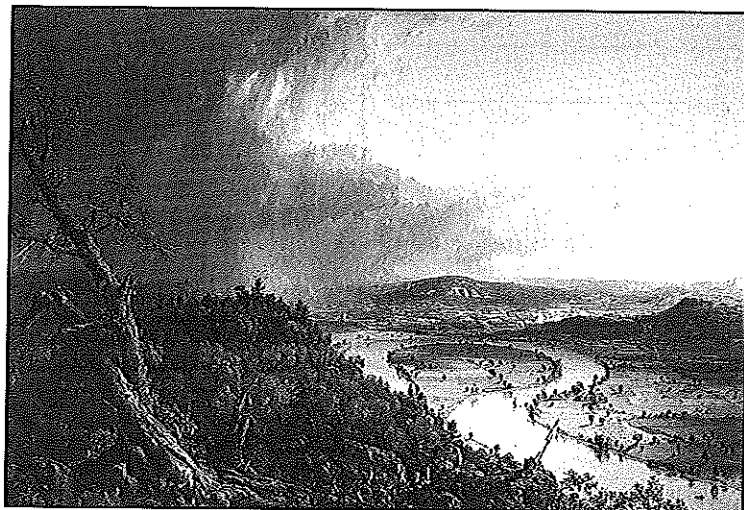
The emerging national spirit made this period a “Golden Age” of literature and art.

### AMERICAN LITERATURE

During this period, such masterpieces as Nathaniel Hawthorne’s *The Scarlet Letter* and *The House of Seven Gables*, Herman Melville’s *Moby-Dick*, Henry David Thoreau’s *Walden*, and Walt Whitman’s *Leaves of Grass* were published. **Washington Irving**, the author of stories about old New York such as *Rip Van Winkle* and *The Headless Horseman*, was the first American writer to achieve fame in Europe. Irving was followed by **James Fenimore Cooper**, author of the adventure story *The Last of the Mohicans*. **Nathaniel Hawthorne** wrote about Puritan New England, while **Herman Melville**’s novel about whaling, *Moby-Dick*, is considered by many to be the greatest American novel ever written. The whaling ship was seen as a metaphor for the United States. **Edgar Allan Poe** perfected the art of writing suspenseful short stories.

### AMERICAN ART

A group of New York City-based landscape painters, known as the **Hudson River School**, flourished in these same years. The school was founded in 1825 by **Thomas Cole** (1801–1848), an English immigrant. Inspired by the natural beauty of New York’s Hudson River Valley and the Adirondack and Catskill Mountains, the artists of the Hudson River School achieved fame by painting romantic landscapes.



A painting by Thomas Cole, a noted Hudson River School artist.

Rather than using nature as a mere backdrop for history paintings or portraits, nature took center stage in their canvasses. Their scenes show the power and beauty of America’s wilderness. Human figures were almost dwarfed into insignificance by the majesty and grand proportions of nature. Their art interpreted themes of discovery and exploration, and played a key role in helping to change Americans’ view of nature. Their landscapes promoted a more sympathetic view of nature and may have even encouraged further Western expansion. Other artists of the Hudson River School included **Frederick Edwin Church** (1826–1900), **Albert Bierstadt** (1830–1902), **Thomas Moran** (1837–1926), and **Asher Durand** (1796–1886).

American artist **John James Audubon** drew birds, mammals, plants, and other subjects from nature. From 1820 to 1838, he drew hundreds of species of birds, giving special attention to the relationship between animals and their habitats.

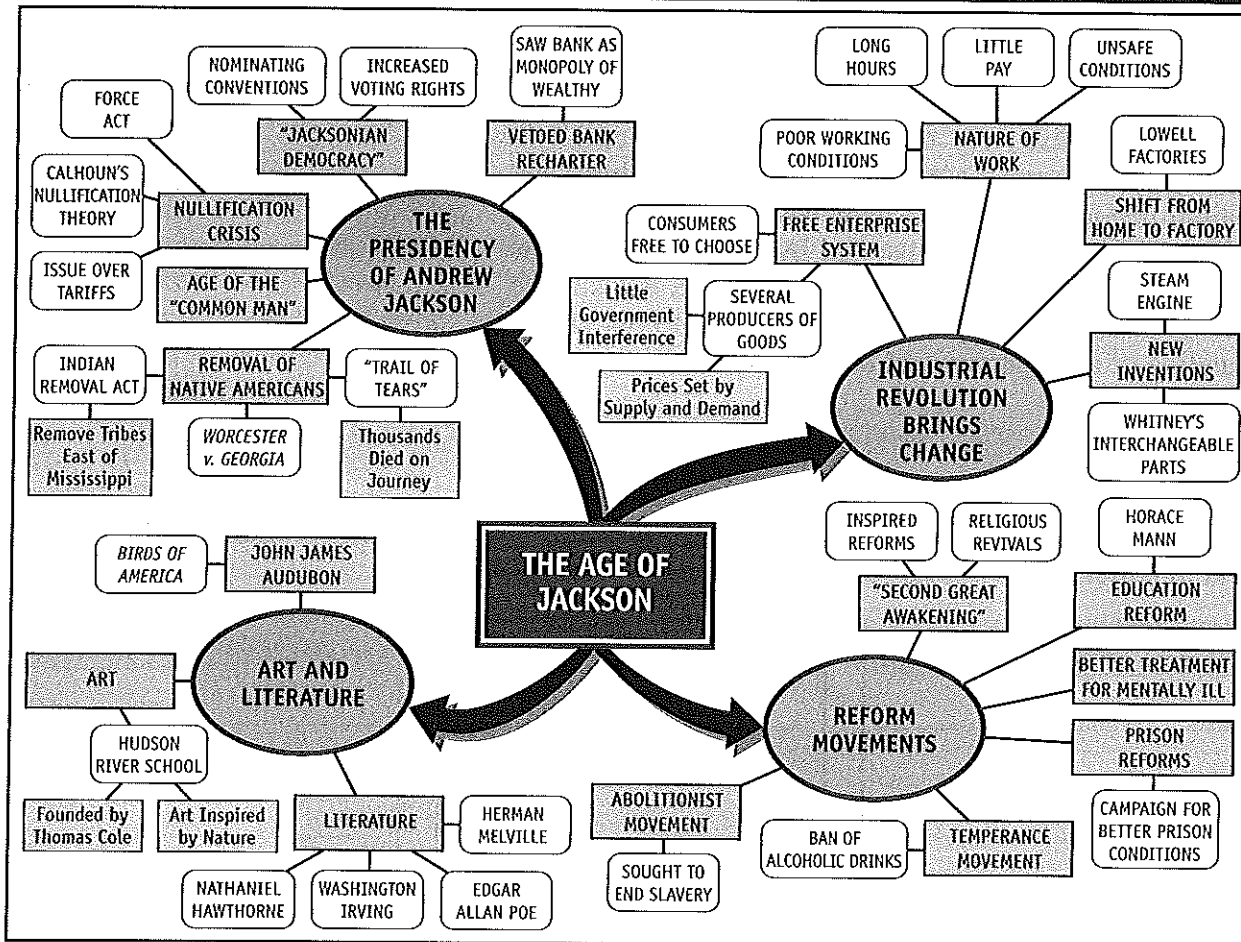
A black and white illustration of a Native American man sitting on a large log. He is wearing a dark tunic with a light-colored collar and a sash. He holds a bow in his right hand and an arrow pointing downwards in his left. A dog with dark and light patches lies down next to him on the right. The background shows a dense forest with trees and foliage. The style is that of a woodcut or engraving.

*James Audubon (1785–1851)*

# LEARNING WITH GRAPHIC ORGANIZERS

[illegible]

# CHAPTER 11 CONCEPT MAP



## CHAPTER STUDY CARDS

### Presidency of Jackson

- ★ **Election of 1828.** Jackson emerges as victor.
- ★ **Age of the "Common Man."**
  - Jackson believed he symbolized the common man in America.
- ★ **"Jacksonian Democracy."**
  - States ended property qualifications for voting.
  - Nominating conventions.
  - "Spoils System."
  - New campaign methods: dinners, rallies, public meetings.

### Presidency of Jackson (Continued)

- ★ **Indian Removal Act (1830).** Government given power to relocate Native Americans from east to west of the Mississippi River.
  - Removal of Cherokees.
  - Cherokees take case to Supreme Court.
  - *Cherokee Nation v. Georgia*.
  - *Worcester v. Georgia*. (see next page)
  - **"Trail of Tears."** Thousands died from cold, starvation and disease along the 800-mile journey.
- ★ **Bank.** Jackson disliked moneyed interests and declared "war" on the National Bank.



## CHAPTER STUDY CARDS

### Worcester v. Georgia (1832)

- ★ **Issue:** Georgia claimed jurisdiction over the Cherokees. They claimed Cherokee lands were within their jurisdiction. The Cherokees claimed they were independent.
- ★ **Supreme Court.** Established Indian tribes standing as "domestic dependent nations."
- ★ Court ruled states couldn't pass laws regulating Indians on lands within state borders.
- ★ Despite winning the case, the Cherokees lost in reality. Six years after decision, they were forced to move to lands in the west.

### Jackson and the Nullification Crisis

**Issue:** Does a state have the power to nullify (*cancel*) a federal law within its borders?

### Tariff Crisis (1832–1833)

- ★ **Tariff of Abominations (1828).**
- ★ **Calhoun's Exposition and Protest (1828).**
- ★ **Webster-Hayne Debate, 1830.**
- ★ **Tariff of 1832.**
  - South Carolina threatened to secede.
  - President Jackson threatened force.
  - South Carolina backs down.
- ★ **Compromise Tariff of 1833.**

### Economy and American Society

- ★ **Free Enterprise System.**
  - Individuals free to produce and sell whatever they wish.
  - People go into business to make a profit.
  - Prices are set by supply and demand.
- ★ **Industrial Revolution.** Began in England.
  - Factory work replaces home production.
  - Mass Production in factories.
  - Use of steam engine in factories.
- ★ **Traditional Role of Women and Children.**
  - Women and children had few rights.

### The Age of Reform

- ★ **Religious Revival.**
  - "Second Great Awakening."
- ★ **Abolitionist Movement.**
  - Sought to abolish slavery.
- ★ **Prison Reform.**
- ★ **Treatment of Mentally Ill.**
- ★ **Temperance Movement.**
- ★ **Women's Rights Movement.**
  - Seneca Falls Convention (1848).
  - Issued the *Declaration of Sentiments*.
  - Elizabeth Cady Stanton, Lucretia Mott.

## CHECKING YOUR UNDERSTANDING

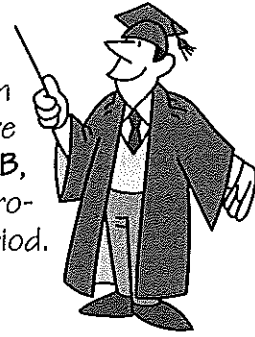
Use the quotation and your knowledge of social studies to answer the following question.

"The Cherokees are nearly all prisoners. They have been dragged from their homes and encamped at the forts and military places, all over the nation.... The propert[ies] of many [have] been taken and sold before their eyes for almost nothing."

- 1 This quotation from an eyewitness on the "Trail of Tears" describes events resulting from the —
  - A Intolerable Acts
  - B Lewis and Clark Expedition
  - C Quartering Act
  - D Indian Removal Act

Hist 5(G)

**EXAMINE the question.** This question tests your understanding of a statement that describes abuses committed against the Cherokees. **RECALL what you know.** You should remember that the Indian Removal Act gave the federal government the power to relocate Native Americans to lands in the West. **APPLY what you know.** Choices A, B, and C are wrong, since none of these deal with abuses to the Cherokees. All three of these choices involve acts from an earlier time period. The best answer is **Choice D**.



*Now try answering some additional questions on your own.*

- 2 What was President Jackson's response to the nullification crisis?  
F He admitted that the Union was a "compact" of states. Govt 17(B)  
G He conceded South Carolina's right to secede.  
H He offered to raise tariffs to keep South Carolina in the Union.  
J He threatened to use force against South Carolina if it did not repeal its nullification policies.
- 3 During Andrew Jackson's Presidency, the "spoils system" resulted in —  
A federal laws being nullified by the states Hist 5(F)  
B the expansion of the right to vote to all free males  
C an end to political corruption in the federal government  
D rewarding supporters of elected officials with government jobs
- 4 Which is a characteristic of the free enterprise system?  
F Most private property is held in common. Econ 14(A)  
G Government officials make most economic decisions.  
H There is a general agreement on all tax policies.  
J Individuals enjoy freedom to produce and buy most goods and services.
- 5 In the 1840s, Seneca Falls, New York, became the scene of an important convention for —  
A women's rights Citi 24(B)  
B labor union organization  
C temperance reform  
D prison reforms
- 6 Which set of events is in the correct chronological order? Hist 1(B)  
F Seneca Falls Convention → Indian Removal Act → "Trail of Tears" → "First Great Awakening"  
G War of 1812 → "Trail of Tears" → Seneca Falls Convention → Indian Removal Act  
H Lewis and Clark Expedition → Indian Removal Act → "Trail of Tears" → Seneca Falls Convention  
J Boston Massacre → Indian Removal Act → "Trail of Tears" → Purchase of Louisiana from France

- 7 Prior to 1850, what was the primary reason that the North developed an economy increasingly based on manufacturing while the South continued to rely more on an agricultural-based economy?
- A Protective tariffs applied only to Northern seaports. Econ 12(D)  
 B Slavery in the North promoted rapid economic growth.  
 C Manufacturers failed to make a profit in the South.  
 D Geographic conditions supported different types of economic activity.
- 8 Which was an important effect of the “Second Great Awakening”?
- F Andrew Jackson was elected President. Citi 25(B)  
 G President Jackson refused to renew the National Bank.  
 H Protestant Evangelicals sought to end slavery and achieve other reforms.  
 J Congress supported the First Amendment separating Church and state.
- 9 Which Congressional leader proposed the Missouri Compromise, the Compromise Tariff of 1833, and helped to resolve the disputed election of 1824?
- A John Quincy Adams C John C. Calhoun Hist 7(D)  
 B Henry Clay D Daniel Webster

Use the passage and your knowledge of social studies to answer the following question.

“We have been obliged to preach woman’s rights, because instead of listening to what we had to say on temperance, many have questioned the right of a woman to speak on any subject. In all courts and legislatures, all business waits until that point [is] settled. Now, it is not settled in the mass of minds that woman has any rights on this footstool, and much less a right to stand on an even pedestal with man, look at him as an equal, and rebuke the sins of her day and generation. Let it be understood, that we are a woman’s rights society; we believe it is a woman’s duty to speak whenever she feels the [urge] to do so....”

— First Annual Meeting of the Woman’s State Temperance Society, Rochester, New York, 1853

- 10 According to this document, which constitutional right was denied women?
- F freedom of the press H freedom of speech Citi 24(B)  
 G the right to bear arms J freedom of religion
- 
- 11 In the early 1800s, urbanization was mainly the result of the —
- A shortage of land for new farms Econ 12(C)  
 B federally funded national roads  
 C impact of industrialization  
 D migration of Native American Indians
- 12 Which political leader argued that states could nullify federal laws?
- F John Quincy Adams H Henry Clay Hist 7(D)  
 G John C. Calhoun J Daniel Webster

Use the table and your knowledge of social studies to answer the following question.

Election of 1824	
John Quincy Adams	113,122
Andrew Jackson	151,271
Henry Clay	47,531
William Crawford	40,856

Election of 1828	
John Quincy Adams	500,897
Andrew Jackson	642,533

Source: *U.S. Historical Statistics of the U.S.*

- 13 What factor best explains the large increase in voters between the election of 1824 and 1828?
- A Former slaves were emancipated and allowed to vote.
  - B An amendment was enacted ending voting fees.
  - C Women were given the right to vote.
  - D Many states had put an end to property qualifications.
- 14 Why did President Jackson support the introduction of a “spoils system”?
- F It would end vetoing bills he disliked
  - G It would have to be enforced by Supreme Court decisions
  - H It would remove Native American Indians from their traditional lands.
  - J It would open up jobs in government to average citizens.
- 15 The *Declaration of Sentiments*, adopted at the Seneca Falls Convention in 1848, was significant because it —
- A promoted the idea of equal rights for women
  - B demanded the immediate abolition of slavery
  - C called for the prohibition of alcoholic beverages
  - D asked government to restrict harmful business practices
- 16 Which best describes the contribution to American culture made by James Audubon?
- F He was inspired by the beauty of the Catskill Mountains.
  - G His novel ranks as one of the greatest books ever written.
  - H His drawings mark the most important work on birds ever published.
  - J He is blamed for the destruction of several species of American birds.
- 17 An increase in the number of factories in the early-1800s in the United States contributed to —
- A an increase in the urban population
  - B an increase in dependence on foreign laborers
  - C a decrease in the amount of water and air pollution
  - D a decrease in dependence on steam power

Use the chart and your knowledge of social studies to answer the following question.

Year	Inventor	Invention
1798	Eli Whitney	System of interchangeable parts for guns
1807	Robert Fulton	First commercially successful steamboat
1829	Joseph Henry	Electromagnet, used in telegraphs & relays
1830	Peter Cooper	First U.S. steam locomotive
1835	Samuel Colt	First repeating revolver
1844	Samuel F.B. Morse	First telegraph
1846	Richard M. Hoe	Rotary printing press
1846	Elias Howe	First sewing machine

18 Based on the information in the chart, what conclusion can be drawn about how inventions changed life in the United States?

- F Most inventions were made to increase factory production.
- G The greatest changes occurred in the way people communicated.
- H American inventors lacked the creativity shown by British inventors.
- J American inventions affected a wide range of products and industries.

STS 27(C)

Use the passages and your knowledge of social studies to answer the following question.

The Declaration of Independence (1776)	The Seneca Falls Declaration of Sentiments (1848)
<p>“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness — That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed, —That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it....”</p>	<p>“We hold these truths to be self-evident; that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, ...”</p>

19 In what way did the ideas of the *Declaration of Sentiments* differ from the ideas found in the Declaration of Independence?

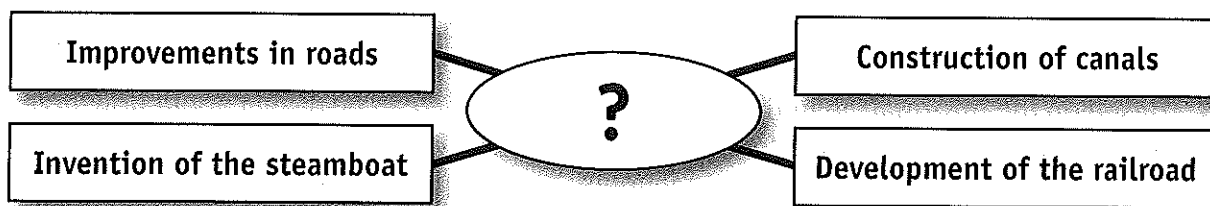
- A The *Declaration of Sentiments* was written by Thomas Jefferson.
- B The Declaration of Independence granted voting rights to men and women.
- C The Declaration of Independence supported the idea of nullification.
- D The *Declaration of Sentiments* included the equality of men and women.

Citi 24(B)

## 224 MASTERING THE GRADE 8 SOCIAL STUDIES TEKS

- 20 What was one of the South's objection to the higher tariffs enacted by Congress?  
**F** They would allow them access to cheap foreign imports. **Hist 7(A)**  
**G** They would prevent domestic manufacturing from growing.  
**H** They would redistribute wealth among American social classes.  
**J** They would made it more difficult to export crops.
- 21 The use of interchangeable parts in the manufacture of goods advanced the growth of the manufacturing industry because it —  
**A** allowed the continuation of the domestic system **STS 27(A)**  
**B** permitted large quantities of goods to be mass produced at lower cost  
**C** made it possible for unskilled workers to operate machines  
**D** brought an end to the common abuse of factory workers

Use the diagram and your knowledge of social studies to answer the following question.



- 22 Which title belongs in the center of this diagram?  
**F** Technological Innovations in Manufacturing **STS 27(B)**  
**G** Noteworthy European Scientific Inventions  
**H** Effects of the Factory System  
**J** Changes in Transportation
- 23 Which is the best description of the works of the Hudson River School?  
**A** They excelled in portrait paintings. **Cult 26(A)**  
**B** They glorified the majesty of nature.  
**C** They introduced abstract painting.  
**D** Their themes involved meetings during the "Second Great Awakening."
- 24 During the early 1800s, major improvements to the nation's system of trade were made with all of the following except the —  
**F** construction of canals **STS 27(B)**  
**G** use of steamboats on rivers  
**H** completion of a Transcontinental Railroad  
**J** construction of toll roads
- 25 Which Supreme Court case best completes the partial outline below?
- I.** \_\_\_\_\_

**A.** Heard under Chief Justice John Marshall

**B.** Concerned the relationship between the Cherokee people and a state

**C.** The Court ordered that Indian nations were subject to federal, not state law.
- A** *Marbury v. Madison* **C** *Gibbons v. Ogden* **Hist 5(G)**  
**B** *McCulloch v. Maryland* **D** *Worcester v. Georgia*