CHAPTER TEN
THE GROWTH OF DEMOCRACY, 1824–1840

CHAPTER OVERVIEW
This chapter covers the development of a number of factors that helped build national unity. A strong national party system and mass participation in politics developed. As president, Andrew Jackson advanced the powers of the presidency through national appeals. Economic growth, especially in transportation, created unifying forces. Writers, artists, and builders all promoted national themes in their works. Sectional differences, however, did not disappear as a force.

CHAPTER OBJECTIVES
After reading this chapter and applying the study methods recommended, students should be able to:

1. Discuss the political trends that dominated this era: the development of the two party system, mass participation in politics, and growth in presidential powers.
2. Summarize Jackson’s political views and effect on national government.
3. List the changes in transportation, communication, and commerce that helped unify the nation.
4. Summarize the changes in American arts and letters that helped promote national political unity.
5. Summarize the issues that worked toward sectionalism and against national economic growth and national political unity.
6. Making Connections: Trace the development of the concept of political parties from the Federalists and Jeffersonians to the Democrats and Whigs. Include their effects on the development of community.

CRITICAL THINKING/READING SKILLS

AMERICAN COMMUNITIES: Martin Van Buren Forges A New Kind Of Political Community. Who was Martin Van Buren and his Bucktail group? How was politics democratized in New York in the 1821 constitutional convention? What type of political community did they forge? How did this new style compare to the older style exemplified by DeWitt Clinton?

THE NEW DEMOCRATIC POLITICS: What were the basic concepts and changes in the new democratic politics? What was responsible for many of these changes? How were the changes in the country both divergent and unifying?

The Expansion and Limits of Suffrage: How did suffrage expand? In which areas did it not expand? What states extended suffrage and in what ways did they do it? What could they vote for? What was the situation for free blacks? What effect did “manhood” qualifications have on women?
The Election of 1824: How did changes manifest themselves in the 1824 election? What regions did each candidate represent? What was the result of the election and how was it decided? What was the “corrupt bargain?” What did Adams accomplish as president? Organizing Popular Politics: How did popular politics and the rise of the new party system complement each other? What was the crucial element in the success of the system? How was this connected to community?

The Election of 1828: What was the significance of the Election of 1828 to the new politics? Who were the candidates? What were the results? What coalitions did the Democrats achieve?

THE JACKSON PRESIDENCY: How was Jackson’s presidency representative of this new era that historians have titled the Age of the Common Man? What did Jackson, Old Hickory, represent in the popular mind? How well did he actually match this? What was the secret of the appeal?

A Popular Figure: Why was Jackson such a popular figure? How was Jackson’s inauguration an example of the mass participation in politics or to his critics, the “reign of King Mob”?

The Spoils System and the New Politics: What was the spoils system and how did it connect to the new politics? Why was it so controversial?

The Nation’s Leader vs. Section Spokesmen: Who were the prominent leaders and what sections did they come from? How did each typify the new politics compared to Jackson?

A Strong Executive: What executive power of the president did Jackson increase? What was the Eaton Affair? How and why did Jackson use the veto power as he did? How extensive was his use of it?

INTERNAL IMPROVEMENTS: Building an Infrastructure. What infrastructure was constructed from 1800 to 1840? What issues were involved?

The Transportation Revolution: What were the general areas of change in the transportation revolution? What specific and overall effects did these changes have? How were these improvements funded?

Canals and Steamboats: Why were canals and steamboats significant? How did canals change water routes? What was the Erie Canal and what effects did it have? What was the significance of Irish laborers? What were the effects of the steam boat?

Railroads: What effects did railroad construction have? Where were most railroads built? What problems were encountered? Why were railroads not as competitive until the 1850s?

The Legal Infrastructure: What laws and legal decisions were made at the federal and state levels in relation to commerce? What effects did the federal decisions have?

Commercial Agriculture in the Old Northwest: How was commercial agriculture encouraged by transportation improvements and new technologies? What was the impact on the Old Northwest? What regional specializations developed? What negative effects were there?

Effects of the Transportation Revolution: What were the effects of the transportation revolution?

JACKSON AND HIS OPPONENTS: The Rise of the Whigs. Who were the Whigs and what was their opposition to Jackson? What was the tension between nationalism and sectionalism?
Nullification Crisis: What led to the nullification crisis? How did Jackson respond? What views of nullification preceded Calhoun’s *Exposition and Protest*? What were the views Calhoun presented? How did the famous exchange of toasts illustrate the depth of the issue? What happened to Calhoun politically? What did South Carolina threaten to do and how serious was the situation? To what did the South Carolinian leaders attribute their success?

Indian Removal: What was the controversy between the president and the Supreme Court over Indian relations? Which tribe had accommodated to whites the most? What were the results of removal?

The Bank War: What were the causes of the Bank War? How did the Bank function? What political effects did it have? Who were the “sides” in this war? What was Jackson’s role in this war? What was the substance of his veto message?

Jackson’s Reelection in 1832: How did the Bank War issue affect the election? How did the results of the election for Jackson continue the Bank War? What did Jackson claim the election gave him?

Whigs, Van Buren, and the Election of 1836: What brought the Whigs into prominence as a party? Who were the candidates and what were the results of the 1836 election?

The Panic of 1837: What was the extent of the Panic? How had Jackson’s actions provoked the panic? What types of reactions were there from its victims? What was the view of the proper role of government in this type of situation? How did this compare to intervention to promote growth?

The Second American Party System: How did the basic pattern of the two party system develop? What were the elements of this pattern? How did the 1840 campaign and election illustrate this change?

Whigs and Democrats: What were the differences between these two parties? How were they different from their predecessors? What was the impact of Jackson’s style of appeal to the people? The Campaign of 1840: What type of campaign did the Whigs wage? How successful was it in terms of voter participation?

The Whig Victory Turns to Loss: The Tyler Presidency: What happened to Harrison? What was the “first” to happen here? What actions did Tyler follow that denied the Whigs a victory? Why did this occur? What sectional problem was evident in the Tyler debacle?

American Arts and Letters: What definitions of the American identity were being formulated by intellectual and cultural figures?

The Spread of the Written Word: What innovations were significant in improving the print media? What types of writings were the most popular?

Creating an American Culture: What were the major elements of the American culture? Who were the leaders? What cities were the centers? How did the cultured picture vary from one section to another? What were distinctly American themes that were developed?

Artists and Builders: What national themes appear in art? What was the Hudson River School and the most significant artists in it? Who were major western painters? What did the architectural record reflect about building America at this point? What was the significance of balloon frame construction?
CONCLUSION: What national impulse was seen in politics, economic growth, and the arts? What sectional conflicts were also present?

KEY TERMS/VOCABULARY
Identify the following terms:

1. Westward Expansion
2. suffrage
3. Election of 1824
4. corrupt bargain
5. Adams' foreign policy
6. Election of 1828
7. Nashville Junto
8. Democrats
9. Andrew Jackson
10. Bucktails
11. spoils system
12. John C. Calhoun
13. Nationalism vs. sectionalism
14. Daniel Webster
15. Henry Clay
16. Martin Van Buren
17. kitchen cabinet
18. John Henry Eaton
19. veto power
20. Maysville Road Bill
21. internal improvements
22. National Road
23. Erie Canal
24. Robert Fulton
25. Steamboat Act, 1838
26. Baltimore and Ohio Railroad
27. Dartmouth College v. Woodward, 1819
28. Gibbons v. Ogden, 1824
29. Charles River Bridge v. Warren Bridge, 1837
30. John Deere
31. Cyrus McCormick
32. Samuel F.B. Morse
33. Whigs
34. Tariff of 1816, 1824
35. Tariff of Abominations
36. nullification
37. Exposition of Protest
38. Tariff of 1832
39. Force Bill
40. Jacksonian Democracy
41. Tariff Act of 1833
42. Five Civilized Tribes
43. Sequoyah
44. Indian Policy
45. Cherokee Nation v. Georgia, 1831
46. Worcester v. Georgia, 1832
47. Indian Removal Act
48. Trail of Tears
49. Black Hawk War
50. Second Bank of the United States
51. Bank war
52. Nicholas Biddle
53. Anti-Masonic Party
54. Election of 1836
55. Van Buren as President
56. Specie Circular
57. Panic of 1837
58. Second American Party System
59. Election of 1840
60. William Henry Harrison
61. John Tyler
62. American Culture
63. Crockett Almanacs
64. Washington Irving
65. James Fenimore Cooper
66. Ralph Waldo Emerson
67. Hudson River School
68. Asher Durand
69. Thomas Cole
70. George Catlin
71. Albert Bierstadt
72. John James Audubon
73. Neoclassical architectural style

STUDY SKILLS ACTIVITIES

1. Cooperative Learning: The Supreme Court. Divide the class into seven groups. Assign a Supreme Court case to each group. Require each group to read the textbook and/or the case synopsis on pp. 145–148. Then have each group convey the information to the class. This may be in the form of role-playing or a skit. Students will be responsible for the information from each case.

2. Making Connections: The Nullification Crisis. Complete the chart on p. 149 and discuss the previous historical events that led to the nullification crisis. After completion of the chart, have students write an introductory paragraph answering the essay question at the bottom of the chart. If time permits, have students write an entire essay using their chart. Reinforce the essay with a follow-up question: How was the nullification crisis temporarily delayed?
3. Research Project: Have students research the “Peggy Eaton Affair.” How did this contribute to the friction between President Jackson and John C. Calhoun? What happened to Peggy Eaton after her marriage to John Eaton? Allow students time in class to briefly report their findings.

4. The American Party System: Ask students to recall THE FIRST AMERICAN PARTY SYSTEM from Chapter Eight. Refer to the OVERVIEW in Chapter Eight, if necessary. Then ask students to look at the OVERVIEW in Chapter Ten. Have students compare and contrast the party system as it evolved in the United States. What were the major differences?

5. Essay Writing: Use the prompt located at the end of Chapter Ten. This prompt directs the student. Make certain students understand that the most serious error on the national exam is NOT answering the question asked. The first step in answering the question is to READ THE QUESTION, several times. This question requires students to examine how new inventions and developments in transportation impacted the nation in terms of society and the economy. Refer to Map/Critical Viewing skills to aid students in writing the essay.

6. Essay Evaluation Checklist: To aid in essay evaluation the teacher or the student may use the checklist provided on p. 150.

7. Enrichment Assignment: As stated in an earlier chapter, have a movie night, “Brown Bag” lunch, or out-of-class activity that provides an opportunity to view videos that are available. The Motion Picture Analysis Worksheet from Chapter Two is available or have students write a movie critique. Suggested videos for Chapter Ten include Amistad and Ken Burns’ volume I Baseball.

8. Jacksonian Democracy Summary (p. 151): Assign each student a different letter of the alphabet and ask students to think of one word or idea beginning with that letter that is connected to Jacksonian Democracy. Use the responses for a class discussion review.
Fletcher v. Peck, 1810

The Case: The case involved conflicting land claims. Georgia sold over 35 million acres of its western lands in 1795 for the low price of 1 1/2 cents an acre. It was revealed that almost every member of the Georgia legislature, which authorized the sale, had been bribed. The land sales then became known as the Yazoo Land Frauds of 1795 because most of the land was located along the Yazoo River. The public elected virtually a new legislature at the next election and the new Georgia legislature in 1796 rescinded the previous sale on the grounds of fraud. The state of Georgia tried to untangle the mess in 1802 by ceding the territory to the United States for $1.25 million. In 1803 a United States commission suggested that five million acres of the Yazoo land be resold and the original shareholders reimbursed out of the revenues, but the sale was blocked in the United States Congress.

One of the original owners, Peck, had obtained some Yazoo land and sold it to Fletcher. Fletcher later sued to get his money back on the ground that because of the 1796 action of the legislature Peck had no claim to the land that he had sold. Peck insisted that his title to the land was valid. The case involved the legality of the sale of a tract of land made before the second legislature rescinded the original transaction. The case went to the Supreme Court in 1810.

Significance: Chief Justice John Marshall wrote the decision in 1810. The Georgia legislature could not interfere with a lawfully executed contract. He stated that the 1705 land grant was a valid contract even if fraudulently made. No matter how the original land speculators had obtained the land grant, Fletcher had made a legal contractual purchase with which the legislature could not interfere. The 1796 Georgia legislative act was unconstitutional because it impaired the obligation of contracts. The contract clause of the Constitution overrode the state law. This was the first Supreme Court decision to declare a states’ legislative act unconstitutional and it was widely denounced as an example of the court’s willingness to condone fraud in order to protect property rights.

*Side note: In 1814 Congress awarded the claimants to the land about $5 million for Federal title to the land. Within five years the United States created the states of Alabama and Mississippi from Yazoo territory ceded by Georgia to the United States government.

Martin v. Hunter’s Lessee, 1816

The Case: By 1816 the Virginia Court of Appeals had twice affirmed the state’s right to confiscate British-owned lands in Virginia despite the fact that Jay’s Treaty of 1795 signed by the federal government and Britain protected such property from expropriation. The case on which the Virginia court had ruled was Martin v. Hunter’s Lessee. The case involved Denny Martin, who had sold lands he claimed by inheritance from a British landholder to a group headed by the brother of Chief Justice John Marshall and David Hunter who received these same lands as a grant from the state after their expropriation.

The Virginia court held that its decision must stand on the grounds that the state and federal governments are equals, neither possessing the power to overrule the other. Marshall disqualified himself from participating.

Significance: Justice Joseph Story’s 1816 opinion reversed the Virginia decision for the second time. Story held that the Supreme Court derives its authority from the people of the U.S. not the states. Since there is but one Constitution of the United States there can be only one court with authority to interpret the Constitution in a way that applies uniformly throughout the nation. The Supreme Court asserted its power of review over state courts in decisions involving constitutional questions or federal treaties.
Dartmouth College v. Woodward, 1819

The Case: In 1816 the state legislature dominated by the Democratic-Republican Party of New Hampshire took over the board of trustees of Dartmouth College, which was controlled by loyal Federalists. The legislature revised the original royal charter of 1769 increasing the number of trustees to permit the appointment of men unsympathetic to the Federalists. The Democratic-Republicans believed the board had antidemocratic tendencies and wanted to provide a board of trustees with a veto power over the others.

The board of trustees sued to regain control. The trustees brought suit against William H. Woodward a former secretary-treasurer of Dartmouth. In 1819, Dartmouth graduate Daniel Webster argued on behalf of the plaintiffs before the United States Supreme Court.

Significance: The Supreme Court led by Chief Justice John Marshall ruled that the original charter was a contract within the meaning of the Constitution. The charter revision was unconstitutional and that the charter of a private corporation was protected by the Constitution. The people through their legislature could not alter it. Although this case applied to a college, its implication widened in later years when the same principle was used to limit states’ ability to interfere with business contracts. This sanctity of contracts encouraged growth of United States corporations.

Cohens v. Virginia, 1821

The Case: An act of Congress authorized the operation of a lottery in the District of Columbia. M. J. and P. J. Cohen proceeded to sell D.C. lottery tickets in the state of Virginia, violating state law. State authorities tried and convicted the Cohens. The Cohens appealed their conviction to the Supreme Court. The Virginia authorities claimed that the federal courts had no jurisdiction, since the Eleventh Amendment to the United States Constitution barred the federal courts from intervention in cases brought by citizens of one state against the government of another.

Significance: In a unanimous ruling the Supreme Court concluded it had jurisdiction to review state criminal proceedings. Chief Justice Marshall wrote that the Court was bound to hear all cases that involved constitutional questions, and that this jurisdiction was not dependent on the identity of the parties in the cases. Marshall argued that the Supreme Court possessed the power to review state court decisions to see “whether that judgment be in violation of the Constitution or the laws of the United States.” After establishing the court’s jurisdiction, Marshall declared the lottery ordinance a local matter and concluded that the Virginia court was correct to fine the Cohens brothers for violating Virginia law. The Supreme Court firmly established the right to review decisions of state courts that raised constitutional questions.

Gibbons v. Ogden, 1824

The Case: Two steamboat operators clashed over their respective charters to control steamboats in New York City harbor. Thomas Gibbons, the plaintiff in the case, had been operating with a charter from the federal government. He challenged a law that forced him to obtain an operating permit from the State of New York to navigate on that state’s waters. Aaron Ogden had a monopoly grant from the state of New York. Laws like this one were duplicated elsewhere which led to friction as some states would require foreign or out-of-state boats to pay substantial fees for navigation privileges.

Significance: The decision affirmed exclusive federal control of interstate commerce even in the absence of federal legislation or action. In 1824 John Marshall upheld the decision for Gibbons and found the New York law was invalid. Marshall cited the commerce clause and firmly
stated that commerce was not limited to mere buying and selling; it included transportation and navigation as well. It stated that the Constitution granted to Congress the power to “regulate commerce . . . among the several states.” More importantly Federal laws were superior to any state regulations. The decision led to a network of national transportation systems. This would eventually lead to the creation by Congress of the Interstate Commerce Commission.

Charles River Bridge v. Warren Bridge, 1837

The Case: In 1785, the Massachusetts legislature incorporated the Charles River Bridge Company to construct a bridge and collect tolls. In 1828, the legislature established the Warren Bridge Company to build a free bridge nearby. The Charles River Bridge Company sued to prevent the state of Massachusetts from authorizing the construction of a new bridge across the Charles River. The Company claimed that the legislature had defaulted on its initial contract.

Significance: In a 6 to 2 decision the Court held that the state had not entered into a contract that prohibited the construction of another bridge on the river at a later date. The Court held that the legislature neither gave exclusive control over the waters of the river nor invaded corporate privilege by interfering with the company’s profit-making ability. Chief Justice Roger B. Taney ruled that the community interest in creating new channels of travel and trade had priority. This ruling modified Marshall’s Dartmouth College ruling of 1819. Taney’s decision began to spell out the concept of the state’s power to promote the public welfare at the expense of private rights and interests. The Court established the legal concept of contracts and the community’s rights.

CRITICAL THINKING:

How did these Supreme Court decisions affect the idea of state law versus national law? How did this contribute to sectional divisions?

Cherokee Nation v. Georgia, 1831

The Case: In 1791 a United States treaty guaranteed the Cherokees full autonomy over their land in Georgia. The Cherokees took the most extensive steps to adopt white ways. They had prosperous farms, businesses, and plantations. They were almost totally literate in English. They also occupied land that white settlers coveted. Georgia secured a pledge from the federal government to remove all Indians from the state. When the government failed to act, Georgia enacted a statute in 1828 that overruled Cherokee laws and divided the Cherokee land. The Cherokees appealed to the Supreme Court, claiming that as a foreign nation with treaty rights, they had sovereignty over their lands.

Significance: Speaking for the court majority, Chief Justice John Marshall, in 1831, held that the high court had no jurisdiction in the case because the Cherokees were not, in fact a foreign nation, but a “domestic, dependent nation” possessing some sovereignty. This case did not end the controversy.

Worcester v. Georgia, 1832

The Case: In 1831, Georgia continued its attack on the Cherokee Nation by passing a law requiring all whites living in Cherokee territory to obtain a license and swear allegiance to the state. Samuel A. Worcester and Elizur Butler, two New England missionaries, refused to obey the law. They were arrested, convicted, and sentenced to four years imprisonment. The case reached the Supreme Court in 1832.
Significance: Chief Justice John Marshall ruled that since the Cherokees were under federal jurisdiction, Georgia had no power to pass any law affecting Cherokee territory. Marshall stated that the Cherokees could not be forced by the state of Georgia to give up its land against its will. He ordered Worcester and Butler released. Georgia, with the support of President Andrew Jackson, defied the decision, and then quietly freed the missionaries after they promised to leave the state. The Cherokees, who finally bowed to pressure from Georgia and the federal government in 1835 agreed to move west of the Mississippi into Indian Territory.

CRITICAL THINKING:

How did these Supreme Court rulings affect United States Indian Policy?
NULLIFICATION CRISIS

MAKING CONNECTIONS: Connect the events below to each other and to nullification. How does each event build on the other? How did each contribute to the nullification crisis?

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<th>EVENT</th>
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<td>Hartford Convention</td>
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<td>Jacksonian Democracy</td>
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<td>Supreme Court Decisions</td>
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Compose an introductory paragraph answering this question. How did earlier United States’ historical events lead to the nullification crisis? Include three of the following:

- Kentucky and Virginia Resolves of 1798
- Hartford Convention
- Supreme Court Decisions
- States’ rights
ESSAY EVALUATION CHECKLIST

This skills sheet is provided as a guide for evaluation of essays. It may be used by the teacher or by students. If students are using the checklist, have one student concentrate on the introductory paragraph, then pass the paper on to the next student who grades the first content paragraph, and so on.

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Criteria: 5 - outstanding
4 - above average
3 - average
2 - below average
1 - poor
MAP SKILLS/CRITICAL VIEWING ACTIVITIES

1. Population Trends: Westward Expansion, 1830
   a. What two areas of the country had more than ninety people per square mile in 1830?
   b. What was the growth of white and African American populations between 1800 and 1830?
   c. What was the total United States population in 1800? In 1830?
   d. How fast did the trans-Appalachian population grow in that same period?
   e. What fraction of the nation lived west of the original thirteen states?
   f. What areas of the trans-Appalachian area had 18-90 people per square mile?
   g. Which areas of the United States were the least populated?

2. The Growth of Universal White Manhood Suffrage?
   a. Which state was first to enact white male suffrage without tax or property qualifications?
   b. By 1840, what percent of white males could vote?
   c. Which states had no qualification other than age by the 1830s and 1840s?
   d. Which states kept both tax and property qualifications?
   e. How were free African Americans and women affected?

3. The Election of 1824
   a. How is the sectional nature of the 1824 presidential vote illustrated on this map?
   b. Which candidate had broader appeal?
   c. What was the result?
   d. Who won the election?

4. The Election of 1828
   a. What does the map illustrate about Jackson’s 1828 victory?
   b. What statement can you make about voter turnout?

5. Travel Times, 1800 and 1857
   a. How long did a trip from New York to Virginia take in 1800 and in 1857?
   b. What brought these changes?
   c. What effect did this have on linkages and national identity?

6. Commercial Links: Rivers, Canals, Roads, and Rail Lines, 1830
   a. What road took you from Baltimore to St. Louis?
   b. What road took you from Virginia through the Cumberland Gap to Boonesboro and Louisville?
   c. What were the beginning and end cities of the Natchez Trace? Of the Turnpike?
   d. If you wanted to go from Philadelphia to Pittsburgh, which roads could you travel?
   e. How would you get from Cleveland to Cincinnati?
   f. How was New York City connected to Lake Erie?
   g. Which areas had the most roads, canals, and rail lines? The least?

7. Southern Indian Cessions and Removals, 1830
   a. What five major southern Indian peoples were pressured to move?
   b. To what areas were they removed?
   c. What and where was the Trail of Tears?
   d. Which states gained the greatest amount of ceded land in the 1830s?

8. The Election of 1840
   a. In what areas did the Whigs do well?
   b. Who were the Whig and Democratic candidates?
   c. Who won the election?
   d. How were the Whigs robbed of their victory?
   e. Who was the first “accidental” president?
9. **The Impact of the Erie Canal on Household Textile Manufacture**
   a. What is household textile manufacturing?
   b. From 1820–1845, a change occurred in household textile manufacturing.
   c. Study the transparency. What inference can you make about the impact of the Erie Canal on household textile manufacture?

10. **Pre-Civil War Voter Turnout**
    a. What was the voter turnout in 1840? In 1852? In 1860?
    b. What do you think caused the decline between 1840 and 1852?

11. **Artists and Builders**
    a. Study the handout on the Hudson River School (p. 154). Ask students to locate an example of the Hudson River School in their textbook.
    b. As a project have students locate one sample of art by:
       i. Thomas Cole
       ii. Karl Bodmer
       iii. Asher Durand
       iv. George Catlin
       v. Albert Bierstadt
       vi. Thomas Moran
       vii. John James Audubon
       viii. George Caleb Bingham
    c. Expand the project to include architecture.
       i. What is neoclassical architectural style?
       ii. What are balloon-frame structures?
HUDSON RIVER SCHOOL

The Hudson River School may be traced to the 1825 Erie Canal Celebration when the United States began to turn its attention to its new national identity. Artist John Trumbull, who attended the Erie Canal Celebration, visited a shop that had three pictures of the Hudson River and Catskill Mountains region by a young painter, Thomas Cole. Cole was born in England and had begun his career as an engraver. In 1818, he immigrated to the United States and eventually became a citizen in 1834. He began his career in America by working as an itinerant portraitist in the early 1820s. At first he painted panoramas of American scenery. This type of artwork promoted by John Trumbull and others became popular with collectors who were used to purchasing only European Old Masters. Sharing in Cole’s fascination with the American countryside were Asher Durand and Karl Bodmer.

Others artists who painted the expanding west were considered members of the school because their landscapes were similar in composition to the panoramas of the Hudson River valley. These painters expressed the beauty of the Rocky and Sierra Mountains. They included George Catlin, George Caleb Bingham, Albert Bierstadt, Thomas Moran, and John James Audubon.

John James Audubon is famed for his Birds of America portfolio that included 435 hand-colored drawings of 1065 birds. His work as a painter and naturalist contributed to the growing popularity of American artists.

NEOCLASSICAL ARCHITECTURAL STYLE

The neoclassical architectural style was known as the Federal style in the United States. It includes the classical architecture of Greece and Rome and is represented in buildings such as those at the University of Virginia. Federal-style buildings are found throughout the cities and towns of the eastern seaboard. Houses of the era were generally square or rectangular, brick or frame, three stories high topped with low-hipped roofs. Columns and mouldings were narrow and delicate compared to the features of the earlier Georgian style. The neoclassical style included the Greek Revival style as seen in antebellum mansions of the southern United States. The Governor’s mansion in Austin, Texas, is an example of a Greek Revival structure.
READING QUIZ

MULTIPLE CHOICE:

1. The growth of a new kind of political community in New York state was largely due to this individual's organizational strengths:
   a. DeWitt Clinton
   b. Rufus King
   c. Martin Van Buren
   d. Daniel Webster

2. One of the changes that prompted a new political community in New York state was the:
   a. state convention which enacted nearly total manhood suffrage.
   b. the rise of education.
   c. patronage system that was tied together by family ties and political favors.
   d. the immigration of large numbers of Pennsylvanians.

3. One indication of the change in national and state politics is that by 1840, this percent of adult white males could vote:
   a. 50
   b. 75
   c. 90
   d. 100

4. Which one of the following candidates of the 1824 election is not correctly paired with the region he was identified with?
   a. Adams-New England
   b. Calhoun-South
   c. Jackson-West
   d. Clay-Northwest

5. Basically Jackson's view of the presidency was that
   a. it symbolized the popular will.
   b. of a monarchy.
   c. he served the Congress.
   d. of a preacher or reformer.

6. Which one of the following was NOT an effect of the Erie Canal:
   a. drew settlers to the west
   b. helped the growth of Chicago
   c. built more east-west links
   d. inspired other canal construction

7. This city benefited most from the Erie Canal:
   a. Cincinnati
   b. Pittsburgh
   c. Baltimore
   d. New York

8. The essay, Exposition and Protest, was directed against "abomination." Who was the author and what was the abomination?
   b. Jackson against Biddle and the National Bank
   c. John C. Calhoun against the Tariff of 1828
   d. Henry Clay against the spoils system

9. The force in Jackson's Force Act was using army firepower to
   a. enforce the collection of tariff duties.
   b. remove the Five Civilized Tribes west.
   c. control Panic of 1837 rioting.
   d. enforce the specie circular.
10. Which one of the following is the RESULT of the other three?
   a. Jackson’s defiance of Supreme Court
   b. “Trail of Tears”
   c. Southern states invalidate federal treaties
   d. Removal Act is passed

11. Which one of the following was the RESULT of the other three?
   a. National Bank calls in commercial loans
   b. Jackson issues the Specie Circular
   c. The Panic of 1837
   d. Foreign investors call in American loans

12. While short-lived, the Anti-Masonic party was the first third party in American history and its lasting contribution was
   a. the first to hold a national nominating convention.
   b. having its candidate personally campaign.
   c. developing buttons, posters and print “hoopla.”
   d. first to buy newspaper space for campaign ads.

13. You’ve got a coonskin hat on, hauling a real log cabin on a float, looking forward to toasting your cup of hard cider to “Tippecanoe and Tyler too.” What election rally are you in?
   a. Election of 1824
   b. Election of 1832
   c. Election of 1828
   d. Election of 1840

14. Which one of the following is NOT true of the Tyler presidency?
   a. a first for the vice-president stepping up to the presidency
   b. he vetoed most of his party’s legislation
   c. John C. Calhoun became his Secretary of State
   d. he temporarily mended sectional divisions

15. The most widely read literature in America from 1810 to 1850 was
   a. “penny papers.”
   b. religious literature.
   c. Crockett almanacs.
   d. “lady’s novels.”

16. The Hudson River School refers to the national themes of American
   a. artists.
   b. poets.
   c. writers.
   d. builders.

17. The most prevalent themes of American writers and artists were the
   a. wilderness and westward expansion.
   b. Pilgrims and Puritans.
   c. battles of the Revolution.
   d. presidential leaders and parties.

CHRONOLOGY AND MAP QUESTIONS:

18. You would have been able to attend the opening ceremonies and travel the Erie Canal in
   a. 1817.
   b. 1818.
   c. 1821.
   d. 1825.
19. Which one of the following events does NOT happen in 1830?
   a. Whig Party is organized.
   b. Jackson vetoes Maysville Road Bill.
   c. Congress passes the Removal Act.
   d. Baltimore and Ohio Railroad opened.

20. Which one of the following changes or inventions is NOT connected to the correct date?
   a. Erie Canal construction begins—1817
   b. First American steam powered press—1833
   c. McCormick Reaper patented—1834
   d. Morse operates first telegraph—1844

21. The largest number of people per square mile (above 90) in the United States in 1830 were concentrated in
   a. Massachusetts and New Jersey.
   b. Kentucky and Tennessee.
   c. North and South Carolina.

22. As people settled west of the Mississippi by 1830, they followed these rivers:
   a. Rio Grande and Brazos.
   b. Platte, Cumberland and Illinois.
   c. Red, Arkansas and Missouri.
   d. Tombigbee and Appalachian.

23. The first state to enact white male suffrage without tax or property qualifications was
   a. Rhode Island.
   b. Kentucky.
   c. Pennsylvania.
   d. Georgia.

24. Which one of the following was NOT a state that had white manhood suffrage without tax or property qualifications by 1840?
   a. Illinois
   b. Alabama
   c. Pennsylvania
   d. Connecticut

25. In the election of 1824, John Quincy Adams carried what section?
   a. New England
   b. Lower South
   c. West of Appalachians
   d. the Old Northwest

26. By the time Jackson was selected in 1828, voter turnout had
   a. increased 25 percent.
   b. increased 50 percent.
   c. doubled.
   d. tripled.

27. In 1800, traveling from New York to New Orleans took four weeks. By 1857 it took
   a. three weeks.
   b. two weeks.
   c. ten days.
   d. five days.

28. By 1830, the National Road and its extensions could be traveled from Baltimore to
   a. Cleveland.
   b. St. Louis.
   c. Louisville.
   d. Boonesboro.

29. The Erie Canal ran the length of this state:
   a. Pennsylvania
   b. Ohio
   c. Michigan
   d. New York
30. By 1830, rail lines covered this area the most heavily:
   a. West  
   b. South  
   c. Northeast  
   d. Old Northwest

31. Which one of the following was NOT a state in which members of the five civilized tribes ceded land?
   a. Georgia  
   b. Alabama  
   c. Florida  
   d. South Carolina

SHORT ESSAY:

32. Was President Jackson really a “common man”? Why or why not?
33. What were the economic consequences of the Bank War?
34. What is meant by the “Second American Party System”?

EXTENDED ESSAY:

35. How did the states compete for infrastructure projects?
36. How did Supreme Court decisions under John Marshall strengthen the federal government?
37. Analyze the effects of the “transportation revolution.”