

The Expanding Republic

1815–1840

Chapter Learning Objectives

1. What were the major aspects of the “market revolution”? What role did improvements in transportation, the development of the factory system, and banks and lawyers play in facilitating economic growth?
2. What changes in American politics led to the creation of the second American party system? What role did popular politics and partisan identity play in national and local campaigns? Who were the Democrats and Whigs, and what was Andrew Jackson’s political agenda while in office?
3. How did American culture change during the Jacksonian era?
4. What was the Second Great Awakening, and what major social reform movements did it fuel?
5. What were the causes and ramifications of the major issues faced by Jackson – Indian policy, the Tariff of Abominations and the nullification crisis, and the bank war and panic of 1837? How did Jackson’s administration seek to define the Democratic Party?
6. Dramatically raised the speed and lowered the cost of travel.
7. Improved transportation moved goods and products into wider markets and people to new destinations and facilitated the flow of politics through a heavy traffic in newspapers, periodicals, and books.
8. Enhanced public transport was expensive and produced uneven economic benefits, so administrations from Jefferson to Monroe were reluctant to fund it with federal dollars, relying instead on private enterprise.
9. Water travel was transformed with the introduction of Robert Fulton’s steamboat in 1807.
10. Steamboats were not benign advances. Boiler explosions led to terrible mass fatalities, and the engines’ need for wood deforested the banks of main rivers and polluted the air.
11. Canals were another innovation of the transportation revolution. New York and Pennsylvania led the way with state-sponsored canal enterprises.
12. In the 1830s, private railroad companies began to give canals stiff competition, and by the 1840s, the canal-building era was over.
13. Taken together, the advances in transportation by the 1830s were little short of revolutionary.

Annotated Chapter Outline

- I. The Market Revolution
 - A. Improvements in Transportation
 1. Between 1815 and 1840, networks of roads, canals, steamboats, and railroads

B. Factories, Workingwomen, and Wage Labor

1. Transportation advances promoted a rapid expansion of manufacturing after 1815 and spurred the development of manufacturing towns.
2. American factories targeted young women as employees, cheap to hire because of their limited employment options.
3. In the 1820s, a group of Boston entrepreneurs founded the town of Lowell, Massachusetts, where all aspects of cloth production – carding, fulling, spinning, weaving, and dyeing – were centralized.
4. A key innovation at Lowell was the close moral supervision of the female workers, who lived in company-owned boarding-houses with housemothers, with four to six girls per bedroom.
5. Despite the discomforts, young women left rural farms and flocked to factory towns in hope of gaining more autonomy.
6. Emboldened by their communal living arrangements and by their relative independence from the job as temporary employees, workers protested mill owners' efforts to speed up work and lower wages in the 1830s.
7. Other manufacturing enterprises of the 1820s and 1830s, such as shoemaking, employed women in ever larger numbers.
8. In the economically turbulent 1830s, the new shoe entrepreneurs cut women's wages, but because these employees worked in isolation, their efforts to protest management's move were significantly hampered.
9. Their protests failed to achieve wage increases, and isolated workers in New England continued to accept low wages and to shy away from organized protest.

C. Bankers and Lawyers

1. Entrepreneurs, who relied on innovation in the banking system to finance their ventures, benefited from the tremendous explosion in state-chartered banks during the 1820s and 1830s.
2. Banks stimulated the economy both by making loans to merchants and manufacturers and by enlarging the money supply.
3. Bankers exercised great power over the economy in deciding who would get loans and determining discount rates.
4. Accompanying the market revolution was a revolution in commercial law,

fashioned by politicians to enhance the prospect of private investment.

5. State lawmakers drafted a series of laws designed to aid an economy that gave priority to ambitious individuals interested in maximizing their own wealth.
6. Not everyone applauded these developments.
7. President Andrew Jackson and his followers believed that ending government-granted privileges was the way to maximize individual liberty and economic opportunity.

D. Booms and Busts

1. One aspect of the economy that the lawyer-politicians could not control was the threat of financial collapse.
2. When the financial bubble burst in 1819, the overnight rich suddenly became the overnight poor.
3. Some suspected that a precipitating cause of the panic of 1819 was the second Bank of the United States, which started to call in its loans and insisted that state banks do likewise.
4. The contraction of the money supply created tremors throughout the economy that were exacerbated by a parallel financial crisis in Europe in the spring of 1819.
5. Recovery from the panic of 1819 took several years.
6. By the 1820s, the booming economy was back on track, driven by increases in productivity and consumer demand for goods, an accelerating international trade, and a restless and calculating people moving goods, human labor, and investment capital in expanding circles of commerce.

II. The Spread of Democracy

A. Popular Politics and Partisan Identity

1. The election of 1828 was the first presidential contest in which popular votes determined the outcome; in twenty-two out of twenty-four states, voters – and not state legislatures – chose the electors in the electoral college, each elector committed in advance to a particular candidate.
2. The 1828 election inaugurated new campaign styles, as state-level candidates routinely gave speeches to woo the voters, appearing at rallies, picnics, and banquets.
3. Partisan newspapers defined the issues and publicized political personalities as never before.

4. By the mid-1830s, party lines had solidified, and the Whig and Democrat parties had crystallized.
- B. The Election of 1828 and the Character Issue
1. The campaign of 1828 was the first national election in which scandal and character questions reigned supreme.
 2. These stories were not smoke screens to obscure the “real” issues in the election but were real issues because voters used them to comprehend the kind of public officer each man would be.
 3. Jackson won a sweeping victory; his vice president was John C. Calhoun, who had just served as vice president under Adams but had broken with Adams’s policies.
 4. After 1828, national politicians no longer deplored the existence of political parties but came to see that parties mobilized and delivered voters, sharpened candidates’ differences, and created party loyalty that surpassed loyalty to individual candidates and elections.
- C. Jackson’s Democratic Agenda
1. Jackson continued to offer unprecedented hospitality to the public during his presidency, advancing his image as the president of the “common man.”
 2. Unlike past presidents, who tried to lessen party conflict by including men of different factions in their cabinets, Jackson appointed only loyalists.
 3. Jackson’s agenda emerged quickly once he was in office: He favored a Jeffersonian limited government, he anticipated rapid settlement of the nation’s interior, and he exercised full presidential powers over Congress.
- III. Cultural Shifts
- A. The Family and Separate Spheres
1. The centerpiece of new ideas about gender relations held that husbands found their status and authority in the new world of work, leaving wives to hearth and home.
 2. Men increasingly worked outside the home, bringing cash to the household.
 3. Women continued to engage in time-consuming labor, but housework was rendered invisible in an economy that evaluated work by how much cash it generated.
 4. In reality, wives contributed to family income in many ways, and the market intruded in these domestic spheres.
5. Disseminated through books and periodical publications, idealized notions about the sentimental, noncommercial, feminine home and the masculine world of work gained acceptance in the 1830s because of the cultural dominance of the middle and upper classes of the Northeast.
 6. Beyond white families of the middle and upper classes, however, these new gender ideals had limited applicability.
- B. The Education and Training of Youth
1. The market economy with its new expectations for men and women required fresh methods of training youth of both sexes.
 2. Northern states adopted public schooling between 1790 and the 1820s, and in the 1820s and 1830s, southern states followed suit.
 3. The fact that taxpayers paid for children’s education created an incentive to seek an inexpensive teaching force, ushering in the feminization of the teaching profession.
 4. Changing patterns in youth employment and training meant that large numbers of youngsters in the 1830s and later escaped the watchful eyes of their families.
- C. Public Life, the Press, and Popular Amusements
1. Innovations in printing technology as well as rising literacy rates created a brisk market in the 1830s for publications appealing to popular tastes.
 2. By the 1830s, there were eight hundred newspapers in print, sixty-five of them dailies.
 3. Starting in the 1830s, traveling lecturers crisscrossed the country, bringing entertainment and instruction to small-town audiences.
 4. Theater also blossomed in the 1830s, providing urban Americans with their most common form of shared entertainment.
 5. The popularity of theaters exemplified a general cultural turn toward the celebration of public speech.
- IV. Democracy and Religion
- A. The Second Great Awakening
1. The earliest manifestation of fervent piety marking the start of the Second Great Awakening appeared in 1801 in Kentucky; by the 1810s and 1820s, camp meetings had spread to the Atlantic seaboard states.

2. The gatherings attracted women and men hungry for a more immediate access to spiritual peace, one not requiring years of soul-searching.
 3. Ministers adopted an emotional style and invited an immediate experience of conversion and salvation.
 4. From 1800 to 1820, church membership doubled in the United States, much of it among the evangelical groups.
 5. The leading exemplar of the Second Great Awakening was lawyer-turned-minister Charles Grandison Finney, who directed his message primarily at men and women of the business classes.
 6. Finney argued that a reign of Christian perfection loomed, one that would require public-spirited outreach to the less-than-perfect to foster their salvation.
 7. Finney adopted Jacksonian-era tactics to sell his cause: publicity, argumentation, rallies, and speeches.
- B. The Temperance Movement and the Campaign for Moral Reform
1. The evangelical disposition — a combination of faith, energy, self-discipline, and righteousness — animated vigorous campaigns to eliminate alcohol abuse and eradicate sexual sin.
 2. Alcohol consumption had risen steadily in the decades up to the 1830s.
 3. Organized opposition to drinking first surfaced in the 1810s among health and religious reformers.
 4. In 1826, Lyman Beecher founded the American Temperance Society, which held that drinking led to poverty, idleness, crime, and family violence.
 5. In 1836, leaders of the temperance movement regrouped into a new society, the American Temperance Union, which demanded total abstinence from its adherents.
 6. The intensified war against alcohol moved beyond individual moral suasion into the realm of politics.
 7. More controversial than temperance was the social movement called “moral reform,” which first aimed at public morals in general but quickly narrowed to a campaign to eradicate sexual sin, especially prostitution.
 8. In 1833, a group of Finneyite women started the New York Female Reform Society, publishing a nationally distributed newspaper in which they condemned men who visited brothels or seduced innocent victims.
- C. Organizing against Slavery
1. More radical than the temperance and moral reform movements was the movement in the 1830s to abolish the sin of slavery.
 2. By the end of the 1820s, northern challenges to slavery surfaced with increasing frequency and resolve, beginning in the free black communities of Boston, Philadelphia, and New York.
 3. The *Liberator*, founded in 1831 in Boston by William Lloyd Garrison, took antislavery to new heights by advocating immediate and uncompensated abolition.
 4. In 1832, Garrison supporters started the New England Anti-Slavery Society; in Philadelphia and New York, antislavery groups became active in 1833.
 5. Many white northerners were not prepared to embrace the abolitionist call for emancipation because, although they might oppose the institution of slavery, most remained antiblack and therefore antiabolition.
 6. Women played a prominent role in abolition, just as they did in moral reform and evangelical religion.
 7. In the late 1830s, the cause of abolition divided the nation as did no other issue.
- V. Jackson Defines the Democratic Party
- A. Indian Policy and the Trail of Tears
1. Probably nothing defined Jackson’s presidency more than his efforts to “solve” what he saw as the Indian problem.
 2. Jackson declared in his first annual message in 1829 that removing the Indians to territory west of the Mississippi was the only way to save them.
 3. Prior administrations had tried different policies, including assimilationist programs and aggressive treaty making, dealing with the Indians as if they were foreign nations; Jackson, however, viewed Indians as subjects of the United States.
 4. Congress supported Jackson’s plan and passed the Indian Removal Act of 1830, appropriating \$500,000 to relocate tribes west of the Mississippi River.
 5. For northern tribes, their numbers diminished by years of war, gradual removal was already well under way.
 6. Southern tribes proved resistant to removal.

7. The Cherokee of Georgia responded with a legal challenge by suing the state of Georgia, which had announced that it would subject Indians to state law, before the Supreme Court.
 8. In the 1832 case of *Worcester v. Georgia*, the Supreme Court found for the Cherokees, recognizing their existence as a distinct community, not subject to the law of Georgia.
 9. An angry Jackson ignored the Court's decision and pressed for the Cherokee removal west.
 10. In May 1838, the deadline for voluntary evacuation, federal troops sent by Jackson's successor, Martin Van Buren, arrived to deport them.
 11. Under armed guard, the Cherokees embarked on a twelve-hundred-mile journey that came to be called the Trail of Tears.
- B. The Tariff of Abominations and Nullification
1. In 1828, Congress passed a revised tariff known as the Tariff of Abominations.
 2. South Carolina suffered in particular from this tariff, and many accused the government of overstepping its bounds by enacting a protectionist rather than a revenue-generating tariff.
 3. A group of South Carolina politicians, led by John C. Calhoun, drew up a statement outlining a doctrine called nullification, which stated that when Congress overstepped its powers, states had the right to nullify Congress's acts.
 4. Jackson ignored the South Carolina statement of nullification and shut out Calhoun, his new vice president, from influence or power.
 5. Strained to their limit, the South Carolina leaders took the radical step of declaring the federal tariff to be null and void in their state as of February 1, 1833.
 6. Jackson pushed through Congress a Force Bill, defining the Carolina stance as treason and authorizing military action to collect federal tariffs.
 7. Congress moved to pass a revised tariff more acceptable to the South, and South Carolina responded by withdrawing its nullification of the old tariff.
 8. The crisis passed, but the question of federal power versus states' rights was far from settled.
- C. The Bank War and the Panic of 1837
1. Along with the tariff and nullification, President Jackson had another political battle on his hands — over the Bank of the United States.
 2. In his first two annual messages to Congress, Jackson claimed that the bank concentrated undue economic power in the hands of a few.
 3. Jackson's opponents convinced the bank to apply for charter renewal in 1832, rather than waiting for its charter to expire in 1836, hoping to secure the future of the bank and bring political defeat to Jackson.
 4. The plan seemed to work at first: The bank applied for recharter, Congress voted to renew, and Jackson vetoed the renewal legislation.
 5. Jackson's brilliantly written veto, however, translated the bank controversy into a language of class antagonism and egalitarian ideas that strongly resonated with many Americans.
 6. Instead of voting Jackson out of office, as friends of the bank had wanted, Americans elected the president to a second term.
 7. The Jackson party still controlled Congress, so no override of his veto was possible.
 8. The bank would cease to exist after 1836.
 9. Unleashed and unregulated, the economy went into high gear during Jackson's second administration.
 10. Jackson decided to restrain the economy, and in 1836, the Treasury Department issued the Specie Circular, an order that public land could be purchased only with hard money.
 11. In response, bankers started to reduce their loans, fearing a general contraction of the economy.
 12. Failures in crop markets, a downturn in cotton prices on the international market, and the silver glut, all unrelated to Jackson's fiscal policies, fed the growing economic crisis.
 13. For more than five years after the panic of 1837, the United States suffered from economic hard times.
- D. Van Buren's One-Term Presidency
1. The election of 1836, which preceded the panic by six months, demonstrated the transformation of the Democrats from coalition to party.
 2. In 1836, the Democrats held a national convention that nominated Vice President Martin Van Buren of New York for president.

3. Sophisticated party organization was Van Buren's specialty.
4. Van Buren was a back-room politician, not a popular public figure, and the Whigs hoped that he might be defeatable.
5. No Whig commanded nationwide support.
6. Three candidates, each with a strong regional base, challenged Van Buren in the 1836 election, but together they were unable to deny Van Buren the majority vote.
7. Van Buren took office in March 1837, and a month later the panic hit.
8. By the time the Treasury Department moved to combat some of the worst ills of the panic, Van Buren's chances of a second term in office were virtually nil.
9. In 1840, the Whigs settled on William Henry Harrison to oppose Van Buren.
10. The campaign drew voter involvement as had no other presidential campaign.
11. Harrison won the election using campaign techniques developed by Jackson and the Democrats.

(pp. 358–359) and at the print of the steamboat explosion (p. 359) to suggest to them some of the negative consequences of this transportation revolution.

Next, introduce the idea of industrialization. Dispel the belief that early industrialization is best represented by large factories. Preface your remarks by noting that the success of increased and inexpensive industrial production in the early nineteenth century hinged on reducing production of an item into small, manageable tasks done by semi-skilled women or children. Draw your students' attention to the 1850 daguerreotype of a woman at the loom on page 362. Discuss Slater's Mill and the Lowell/Waltham system of factories as important cultural components of American industrialization but not as its essence. Preview your discussion of the "doctrine of separate spheres" when you discuss why women provided cheap labor and why they were unable to obtain greater wage gains through strikes. Also describe the increasing desire for a "protective" tariff by northern manufacturers and their representatives in Congress.

Then, explore how banking operated, giving special notice to the process of exchanging a bank's notes at a distant location. Explain how banks proliferated as a means to "grow" the economy prior to dismemberment of the second Bank of the United States and how they grew explosively once that one remaining brake on the economy was removed. Finally, confront the myth that the twentieth century's Great Depression had no precedent. Explain the business cycle and its low point. Discuss the cause, depth, and length of each of the depressions, giving special notice to the panic of 1837. If this lecture seems too large to fit your schedule, you may wish to limit it to a detailed discussion of one of the major economic changes: transportation, industrialization, or finance.

Lecture Strategies

LECTURE 1

Jacksonian Economic Improvements

This lecture focuses on the social aspects of the economic changes of Jacksonian America. First, discuss the evolution of the concept of the market from a place where goods were exchanged to an arena for commodity exchange. Explain that as the market drew in more Americans, basic institutions underwent fundamental change on several fronts. The economy quickened through a revolution in transportation infrastructure. Before the transportation revolution, market exchanges took place primarily on a local level because transportation was either excessively expensive or physically impossible. Outline how turnpikes operated and how they represented an improvement over common roads. Show how the building of the Erie Canal by the state of New York set off an explosion of similar canal-building experiments and how railroads began to compete with canals as transportation projects. Have students look at Map 11.1, "Routes of Transportation in 1840" (p. 356), to demonstrate the vying modes of transportation. You might have students look at *The Promise of Technology* feature "Early Steamboats"

LECTURE 2

The Culture of Jacksonian America

This lecture should focus on how a belief in the ability to shape one's own identity and future created a conscious desire to shape society as well. First, show how the economy intruded on perceptions of gender roles. Explain that work was redefined as labor for wages, a concept that obscured the importance of work done by women at home. Explain why home was redefined as a refuge from the world and how the middle-class woman's role was to preserve that refuge.

Next, describe the Second Great Awakening and the means used by ministers to promote salvation. Explore camp meetings, the use of emotion to elicit conversion, and the role of women in religious

affairs. Direct students to the picture of Charles G. Finney’s Broadway Tabernacle on page 374, and ask them what aspects of that setting worshippers might have found inviting. Move on to make the point that evangelical Protestantism, along with the causes of education, temperance, and moral reform, were frequently promoted by the striving mercantile classes, whose ideology of self-sufficiency and self-discipline meshed well with these movements for spiritual and social reform. Explain each of these movements, and include a discussion of abolitionism as well. Take special care to demonstrate why some perceived abolitionism as an extremist movement, and explain how both South and North reacted to it. Dispel the myth that all Northerners were inherent abolitionists, but emphasize the important role played by free blacks in northern communities. Place American abolitionism in an international context by having students review the *Beyond America’s Borders* feature “Transatlantic Abolition” (pp. 380–382). End this lecture by emphasizing the role that women played in all of these reform movements, and note the criticism they received from those who feared that these reforming women threatened the gender hierarchy. Here, you might want to have students review the *Documenting the American Promise* feature “American Women Speak Out in Public” (pp. 378–379).

LECTURE 3

Sectional Crisis and the Revolution in Partisan Politics

There were four major political developments during the Jackson administration, any one of which could constitute a full lecture. They include (1) increased political participation, (2) protective tariffs and the nullification crisis, (3) the politics of dealing with Native Americans (particularly the Cherokee removal), and (4) the “monster” bank. You can use the following lecture strategy, which presents these developments all at once to provide an overview, or you might narrow the focus of your lecture to one or two of these topics and add more detail.

To demonstrate the evolution of political parties and the ongoing sectional split, you should first explain the increase in political participation. Show how the politics of the Jacksonian era were in many ways a natural outgrowth of the ideals of Jefferson’s Republican Party, which sought universal white male suffrage. Next, explore how transportation improvements, coupled with the demands from commercial enterprises for increased literacy, created a communications revolution that brought political messages to the common man. Politicians

then organized networks of politically like-minded newspapers and tied them to their parties for patronage. Local organizations used rallies and other means derived from popular culture to lure potential voters to their cause.

Once you establish the means of participation, introduce specific political issues. Start with the issue of the protective tariff of 1828, and show how manufacturers desired a tariff barrier in order to eliminate foreign competition for the American market. Explain that Southerners, in particular, found themselves oppressed by the proposed tariff because it would raise the cost of goods to them without any immediate benefit. But also show that many argued that the Constitution allowed only tariffs that raised revenue to run the government: Anything above that or for any other purpose was unnecessary and unconstitutional. This issue ultimately led to the nullification crisis, in which South Carolina rescinded the protective tariff within its borders. In a showdown, the Jackson administration offered both carrot and stick, reducing the tariff to manageable levels but threatening military invasion if South Carolina did not back down. The crisis served notice that the Union was extremely fragile and was becoming more so with ongoing sectional antagonisms, particularly exacerbated by the abolitionist movement.

Jackson also pursued other issues such as the removal of all Indians east of the Mississippi River. Be sure to direct students to Map 11.3, “Indian Removal and the Trail of Tears” (p. 383). Also look at Jackson’s war with the second Bank of the United States, and show how it contributed to the further development of separate national parties. Refer to President Jackson’s farewell address to explain why Jackson saw the bank and other corporations as “monsters.” Finally, take a few minutes to dispel any misconceptions that today’s Republican Party traces its roots back to Thomas Jefferson’s Republican Party. You might consider drawing a time line to help students focus on the development of the different party systems in the United States.

Anticipating Student Reactions: Common Misconceptions and Difficult Topics

1. *Most, If Not All, Northerners Supported Abolitionism*

Although students usually understand that southern-bred abolitionists like the Grimké sisters were a

rarity, they believe that most, if not all, Northerners supported the abolition movement. Although many Northerners opposed slavery, most did not favor abolitionism because it seemed too radical. Southerners sought to keep the abolitionists' insurrectionary pamphlets out of the mail for fear of such literature falling into the hands of slaves, who might think that the northern public would support another Gabriel's rebellion. Explain to your students that northern whites generally opposed both slavery and emancipation. Slavery brought Africans to the United States; emancipation would allow their descendants to wander at their own will. Both Northerners and Southerners shared a deep-seated feeling of white superiority, and most sought ways to ensure that blacks occupied a powerless position in society.

2. *Today's Republican Party Originated with the Republican Party of Thomas Jefferson*

Some of your students will believe that today's Republican Party is the same as Thomas Jefferson's party. Although you will need to jump forward and back chronologically, devote part of a class to creating a time line (as suggested for Lecture 3) to delineate the periods of the first and second American party systems. Show the decline of the Federalists as a national party following the Hartford Convention, and then show the rise of the Whigs and Democrats out of Jefferson's Republican Party. Jump ahead and briefly show when the Whig Party declined and today's GOP was organized. One pedagogical tool (though not entirely accurate) is to talk about parties organized around principles of economic development (the parties of business – the Federalist, Whig, and modern Republican parties) as opposed to parties organized around maximizing personal liberty (the parties of the people – Jefferson's Republican, Jackson's Democratic-Republican, and modern Democratic parties).

3. *The Great Depression of the 1930s Was a Solitary Event without Precedent*

Many students fail to appreciate the repetition of the business cycle that marks the economy's journey through boom and bust during the 120 years before the twentieth century's most famous panic. (Economists invented the term *depression* in the early 1930s because it did not sound as dire as *panic*. Your students may be familiar with the modern term: *correction*.) You might consider drawing a time line for your class to show the major economic low points: 1819, 1837, 1857,

1873, 1893, and so on up to 1929. Take a few moments to explain the contributing factors, the length, and the depth of each of the depressions. Another useful pedagogic device is to show the correlation in the antebellum period between economic downturns and both destabilizing banking practices and fluctuating agricultural commodity prices.

In-Class Activities

Using Film and Television in the Classroom

When discussing Jacksonian Indian policy, consider showing segments from the second episode of the PBS documentary *The West*, "Empire upon the Trails," which covers the Indian removal and the Trail of Tears.

Class Discussion Starters

To encourage students to question the significance of the nullification crisis, ask them, "What if South Carolina had seceded because of the nation's tariff policies?" Would other southern states have followed South Carolina's lead? Would the Civil War have been fought earlier? Remind students that Jackson's support of the state of Georgia in its battle with the Supreme Court on the issue of the Cherokees ensured that at least one southern state would not fall within South Carolina's orbit. Ask students whether the nation would have been willing to risk a civil war over the tariff issue. Have them identify other national policies with which southern ideologues disagreed. Could the debates over internal improvements or the national bank have been enough to spark the Civil War? Or would only the crisis over the extension of slavery into the territories be serious enough to precipitate disunion? This exercise should encourage students to think seriously about the role of slavery in eventual secession and the course of the Civil War.

Historical Debates

Consider having students debate the legality of South Carolina's position on nullification. Were protective tariffs unconstitutional, as Calhoun and others argued? Did states have the authority to judge the constitutionality of acts of Congress? Is nullification constitutional? Is secession constitutional?

This exercise should prepare students for future discussions on secession, the coming of the Civil War, and the ultimate fate of Reconstruction.

Reading Primary Sources

Have students review the *Documenting the American Promise* feature “American Women Speak Out in Public” (pp. 378–379), and have them consider whether these women wholly rejected the kinds of criticism leveled by opponents such as Jonathan Sterns. Or did they, in any measure, internalize these criticisms? If students detect some measure of internalization, ask them to account for the women’s ability to take a public stand. On what sources could these women draw to speak in public, despite prevailing gender norms?

Additional Resources for Chapter 11

For Instructors

Transparencies

The following maps and images from chapter 11 are available as full-color acetates:

- Map 11.1 Routes of Transportation in 1840
- Map 11.2 The Election of 1828
- Map 11.3 Indian Removal and the Trail of Tears
- *View of Upper Village of Lockport, New York*
- *Abolitionist Purses*

Instructor’s Resource CD-ROM

The following maps, figure, and images from chapter 11, as well as a chapter outline, are available on disc in both *PowerPoint* and *jpeg* formats:

- Map 11.1 Routes of Transportation in 1840
- Map 11.3 The Election of 1828
- Map 11.3 Indian Removal and the Trail of Tears
- Figure 11.1 Western Land Sales, 1810–1860
- *View of Upper Village of Lockport, New York*
- *Shuttle with Spindle*

- *Election of 1828: Anti-Jackson Coffin Broadside*

Additional relevant images are available on disc in *jpeg* format only:

- *The Yankee Peddler, c. 1830*
- *Technology Celebrated*
- *Samuel Slater’s Spinning Frame*
- *Jackson Destroys the Bank*
- *Black Hawk (1767–1838)*

Using the Bedford Series with *The American Promise*

Available online at bedfordstmartins.com/usingseries, this guide offers practical suggestions for incorporating volumes from the Bedford Series in History and Culture and the Historians at Work Series into the U.S. history survey. Relevant titles for chapter 11 include:

- *Andrew Jackson vs. Henry Clay: Democracy and Development in Antebellum America*, by Harry L. Watson
- *The Cherokee Removal: A Brief History with Documents*, by Theda Perdue and Michael D. Green
- *William Lloyd Garrison and the Fight against Slavery: Selections from “The Liberator,”* edited with an introduction by William E. Cain

For Students

Reading the American Past

The following documents are available in chapter 11 of the companion reader by Michael P. Johnson, Johns Hopkins University:

1. David Crockett Hunts Bear in Western Tennessee: *A Narrative of the Life of David Crockett of the State of Tennessee*, 1834
2. President Andrew Jackson’s Parting Words to the Nation: *Farewell Address*, March 4, 1837
3. Cherokees Debate Removal: John Ross, *Answer to Inquiries from a Friend*, 1836; Elias Boudinot, *A Reply to John Ross*, 1837
4. Sarah Grimké on the Status of Women: *Letters on the Equality of the Sexes*, 1838
5. Elijah Lovejoy Confronts an Anti-Abolitionist Mob: *Letter to a Friend*, October 3, 1837

**Online Study Guide at
bedfordstmartins.com/roark**

The Online Study Guide helps students synthesize the material from the textbook as well as practice the skills historians use to make sense of the past. The following Map, Visual, and Document activities are available for chapter 11:

Map Activity

- Map 11.1 Routes of Transportation in 1840
- Map 11.3 Indian Removal and the Trail of Tears

Visual Activity

- *Charles G. Finney's Broadway Tabernacle*

Reading Historical Documents Activity

- American Women Challenge the Gender Barrier against Public Speaking

**Critical Thinking Modules at
bedfordstmartins.com/historymodules**

These online modules invite students to interpret maps, audio, visual, and textual sources centered on events covered in the U.S. history survey. Relevant modules for chapter 11 include:

- The Expansion of White Male Suffrage, 1800–1830
- The Transportation Revolution: Getting Goods to Market