

SSUSH7

The student will explain the process
of economic growth, its regional
and national impact in the first half
of the 19th century, and the
different responses to it.

SSUSH7

- a. Explain the impact of the Industrial Revolution as seen in Eli Whitney's invention of the cotton gin and his development of interchangeable parts for muskets.

Industrial Revolution

Industrial Revolution-

- Began in Britain in the 1750s and marked the beginning of the “industrial age.”
- The “revolution” occurred as machines replaced man-made goods by mass production.
- Began in the United States in the 1790s.

Inventors & Inventions

Eli Whitney-

New England inventor whose cotton gin and use of interchangeable parts revolutionized United States industry in the 1790s.

Interchangeable Parts-

The use of replacing parts with replicas of original pieces (e.g. Muskets).

Inventors & Inventions

Cotton Gin~



- Machine which allowed the cotton to be pulled apart from the seed.
- Revolutionized the cotton industry by lowering the cost of cotton production.
- Created “King Cotton” in the South.
- Perpetuated slavery.

Inventors & Inventions

Samuel F.B. Morse-

Invented the electric telegraph and code in 1837 sparking a surge in communications.

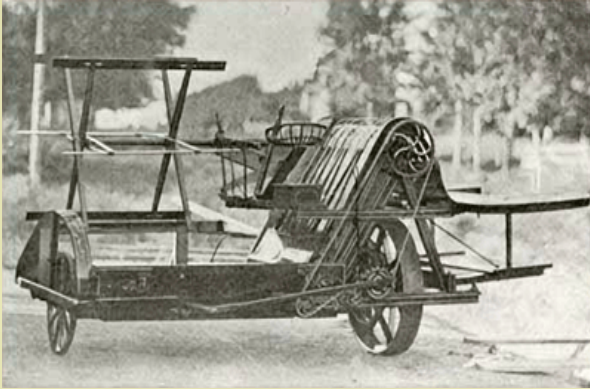


John Deere-

Invented the steel plow increasing the production of crops on farms.

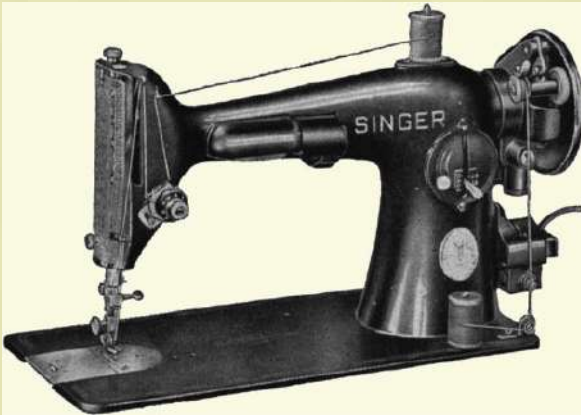


Inventors & Inventions



Cyrus McCormick-

Inventor of the mechanical reaper
which increased farm
production by 1840.



Isaac Singer-

Inventor of the sewing machine
which allowed the production
of clothing in the home.

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- b. Describe the westward growth of the United States; include the emerging concept of Manifest Destiny.

Manifest Destiny

- 1840's expansion fever gripped the country
- Americans began to believe their movement westward and southward was destined and ordained by God
- "Manifest Destiny" ~ John L. O'Sullivan



"the belief that the U.S.'
destiny was to expand to the
Pacific Ocean and into
Mexican territory"

Motivations for Expansion



- The desire of most Americans to own land.
- The discovery of gold and other valuable resources.
- The belief that the United States was destined to stretch across North America (Manifest Destiny).
 1. Economic motivations
 2. Racist beliefs about Native Americans and Mexican people.

Mexican-American War—American settlers in Texas fight to take control of what had been Mexico-controlled Texas. The U.S. eventually adds Texas as a state. When Mexico refuses President Polk's offer to buy Mexican land, Polk picks a fight with Mexico, thus starting the Mexican American war.



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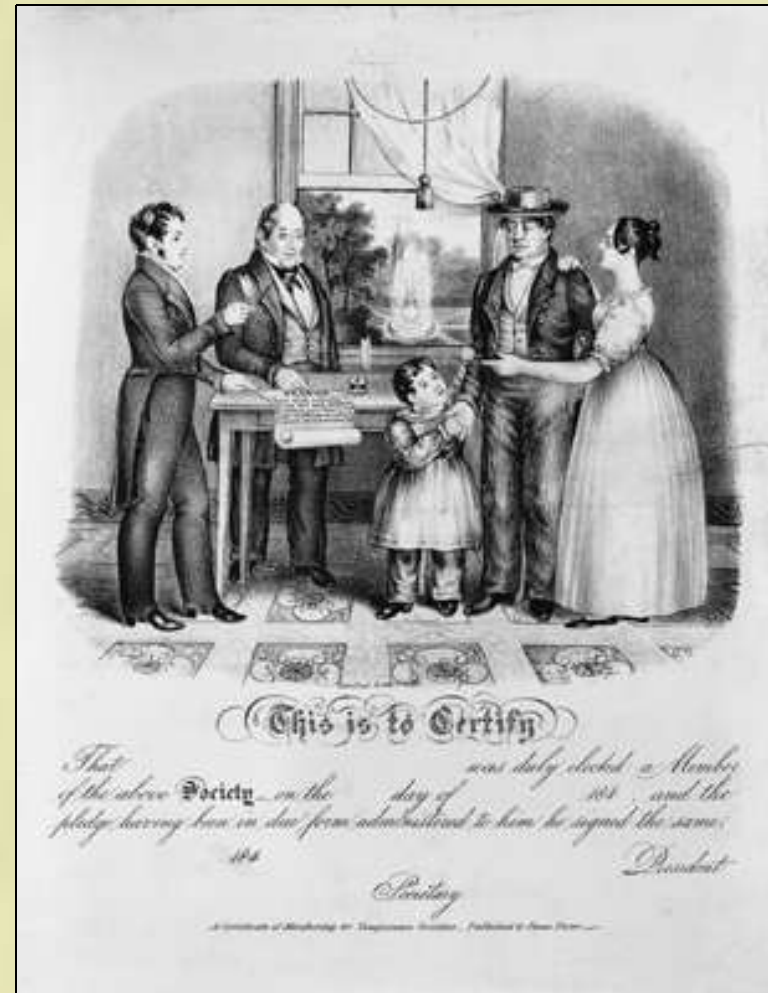
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- c. Describe reform movements,
specifically temperance,
abolitionism, and public school.

TEMPERANCE MOVEMENT

***Prohibition or limit
of alcohol***

ISSUE:
People should drink
less alcohol or it
should be completely
outlawed



The Drunkard's Progress



1846. & FOR BY N. LURRIER.

THE DRUNKARDS PROGRESS.

FROM THE FIRST GLASS TO THE GRAVE.

2A SPRUCE ST. N. Y.

TEMPERANCE MOVEMENT

IMPACT:

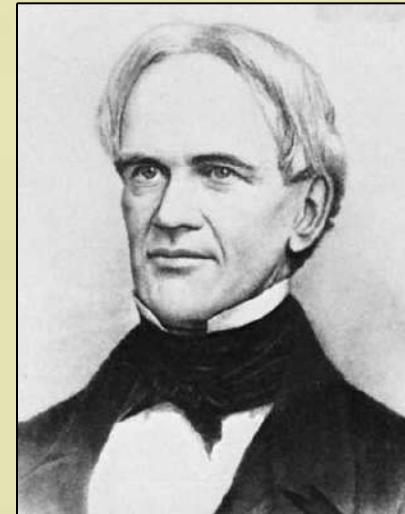
- per capita consumption cut in half between 1820 and 1840
- Protestant church organizations gain influence
- Women played a key role, leads to the women's movement



EDUCATION REFORM

ISSUE:

- Many areas didn't have free public schools
- School year was short
- Teachers were untrained



Horace Mann led the reforms in Massachusetts. Other states followed.

EDUCATION REFORM

IMPACT:

- Established the right of all children to an education
- More tax supported public schools
- Improved education by required teachers to be trained



reforms were still limited

1. no mandatory attendance
2. improvements only for white males
3. South far behind Northern advances

ABOLITION

Definition: the action or an act of abolishing a system, practice, or institution.

ISSUE:

- Abolitionists wanted to outlaw slavery.

IMPACT:

- Created a very controversial political issue over the future of slavery in the territories
- Made Southerners defend slavery more strongly.

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- d. Explain women's efforts to gain suffrage; include Elizabeth Cady Stanton and the Seneca Falls Conference.

WOMEN'S RIGHTS

Situation that existed

1. lacked legal & social equality
—could not vote (suffrage) sit on juries, own property, earn her own salary, no legal protection from abuse, not guardian of the children

2. “***cult of domesticity***”—women were valued as the moral guardians of the home, family, & society



WOMEN'S RIGHTS

WHAT WOMEN WANTED:

Full citizenship

- Voting rights
- Parental and custody rights

KEY LEADERS:

Elizabeth Cady Stanton
Lucretia Mott

SENECA FALLS CONVENTION



Seneca Falls,
NY



Led by: Lucretia Mott & Elizabeth Cady Stanton
adopted a "Declaration of Sentiments"

- Declaration of Women's Rights, including the right to vote (suffrage)
- modeled on the Declaration of Independence

IMPACT:

- very few small changes
- overshadowed by the bigger issue of Abolition



*This card was issued for the celebration
held at Seneca Falls in 1908 and
is added to this book by Harriet Stubs Wack*
Our Roll of Honor

Containing all the
Signatures to the "Declaration of Sentiments"

Set Forth by the First

Woman's Rights Convention,

held at

Seneca Falls, New York

July 19-20, 1848

LADIES:

Lucretia Mott
Harriet Cady Eaton
Margaret Pryor
Elizabeth Cady Stanton
Eunice Newton Foote
Mary Ann M'Clintock
Margaret Schooley
Martha C. Wright
Jane C. Hunt
Amy Post
Catherine F. Stebbins
Mary Ann Frink
Lydia Mount
Delia Mathews
Catherine C. Palne
Elizabeth W. M'Clintock
Malvina Seymour
Phebe Mosher
Catherine Shaw
Deborah Scott
Sarah Hallowell
Mary M'Clintock
Mary Gilbert

Sophronia Taylor
Cynthia Davis
Hannah Plant
Lucy Jones
Sarah Whitney
Mary H. Hallowell
Elizabeth Conklin
Sally Pitcher
Mary Conklin
Susan Quinn
Mary S. Mirror
Phebe King
Julia Ann Drake
Charlotte Woodward
Martha Underhill
Dorothy Mathews
Eunice Barker
Sarah R. Woods
Lydia Gild
Sarah Hoffman
Elizabeth Leslie
Martha Ridley

Rachel D. Bonnel
Betsey Tewksbury
Rhoda Palmer
Margaret Jenkins
Cynthia Fuller
Mary Martin
P. A. Culvert
Susan R. Doty
Rebecca Race
Sarah A. Mosher
Mary E. Vail
Lucy Spalding
Lovina Latham
Sarah Smith
Eliza Martin
Maria E. Wilbur
Elizabeth D. Smith
Caroline Barker
Ann Porter
Experience Gibbs
Antoinette E. Segur
Hannah J. Latham
Sarah Sisson

GENTLEMEN:

Richard P. Hunt
Samuel D. Tillman
Justin Williams
Elisha Foote
Frederick Douglass
Henry W. Seymour
Henry Seymour
David Spalding
William G. Barker
Elias J. Doty
John Jones

William S. Dell
James Mott
William Burroughs
Robert Smallbridge
Jacob Mathews
Charles L. Hoskins
Thomas M'Clintock
Saron Phillips
Jacob P. Chamberlain
Jonathan Metcalf

Nathan J. Milliken
S. E. Woodworth
Edward F. Underhill
George W. Pryor
Joel Bunker
Isaac VanTassel
Thomas Dell
E. W. Capron
Stephen Shear
Henry Hatley
Azallah Schooley

St. Louis Dispatch, Feb. 20, 1907

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The student will explain the process
of economic growth, its regional
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- e. Explain Jacksonian Democracy, expanding suffrage, the rise of popular political culture, and the development of American nationalism.

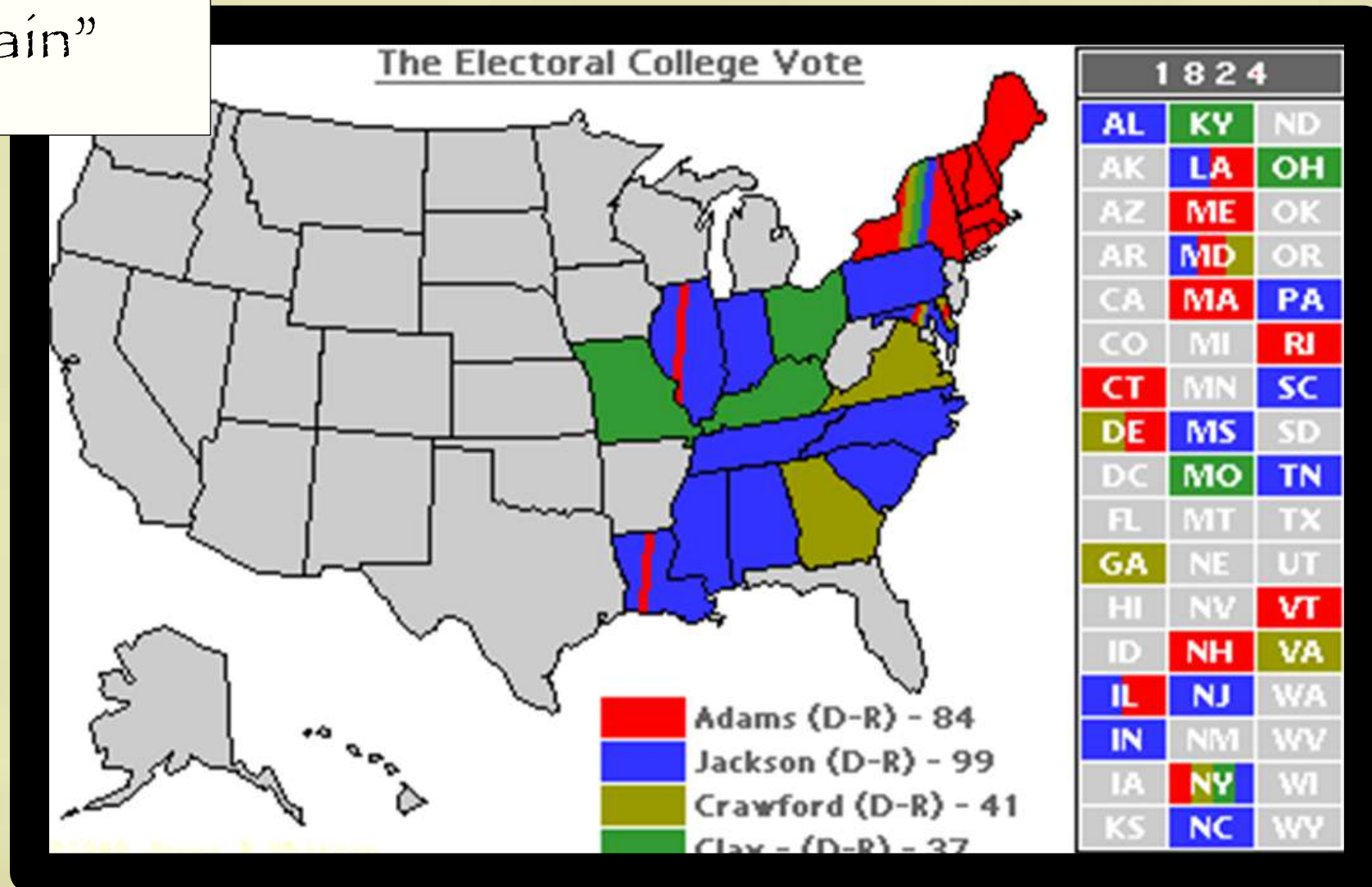
Election of 1824

Presidential Election of 1824-

- The rise of sectionalism began with the election candidates:
 - John Quincy Adams (Massachusetts)
 - William Crawford (Georgia)
 - Henry Clay (Kentucky)
 - Andrew Jackson (Tennessee)
- The Election was a tie (no candidate won the majority) and the election was decided by the House of Representatives.

Election of 1824

“A Corrupt Bargain”



Election of 1824

“Corrupt Bargain”~

- Only the top three candidates of the race were voted on by the House of Representatives.
 - Crawford dropped out due to health reasons.
- Henry Clay backed John Quincy Adams because of personal feelings toward Andrew Jackson.
- Clay made a deal to become the Secretary of State under Adams if the members of the House would vote for Adams
- Jackson supporters labeled the move a “corrupt bargain” because they felt the election was “stolen” from Jackson since he had the most votes

President John Quincy Adams

6th President

1825—1829

Party: National-Republican

Home State:

Massachusetts

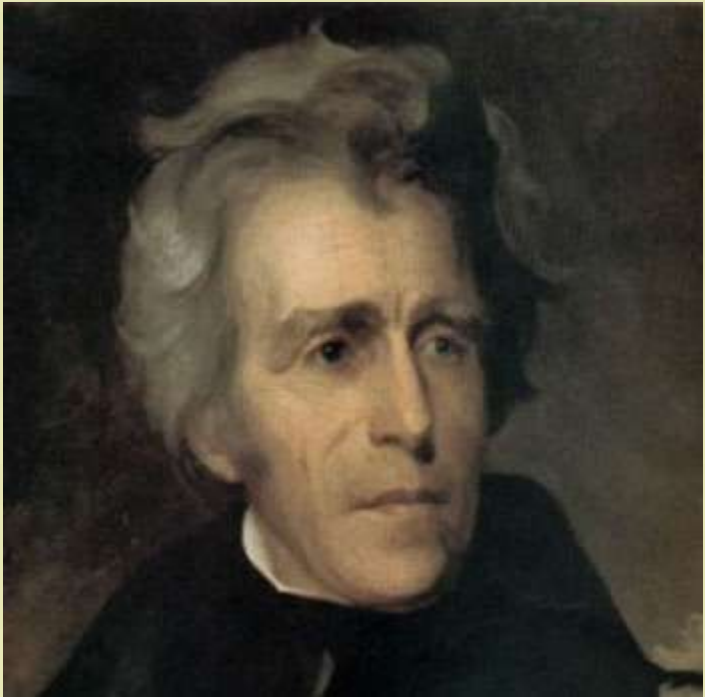
Vice President:

John C. Calhoun



Adams' Unpopularity

Unpopular Presidency-



Andrew Jackson

- Adams' presidency was very disappointing as Andrew Jackson's supporters in Congress made life difficult for the new president.
- Led to a very contested race in 1828.

Rise of Democracy

Rise of the Jacksonians~

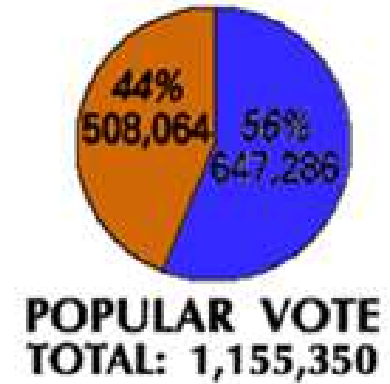
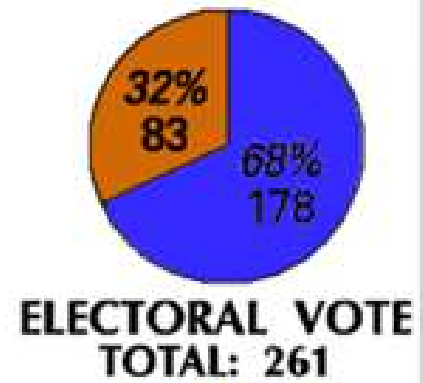
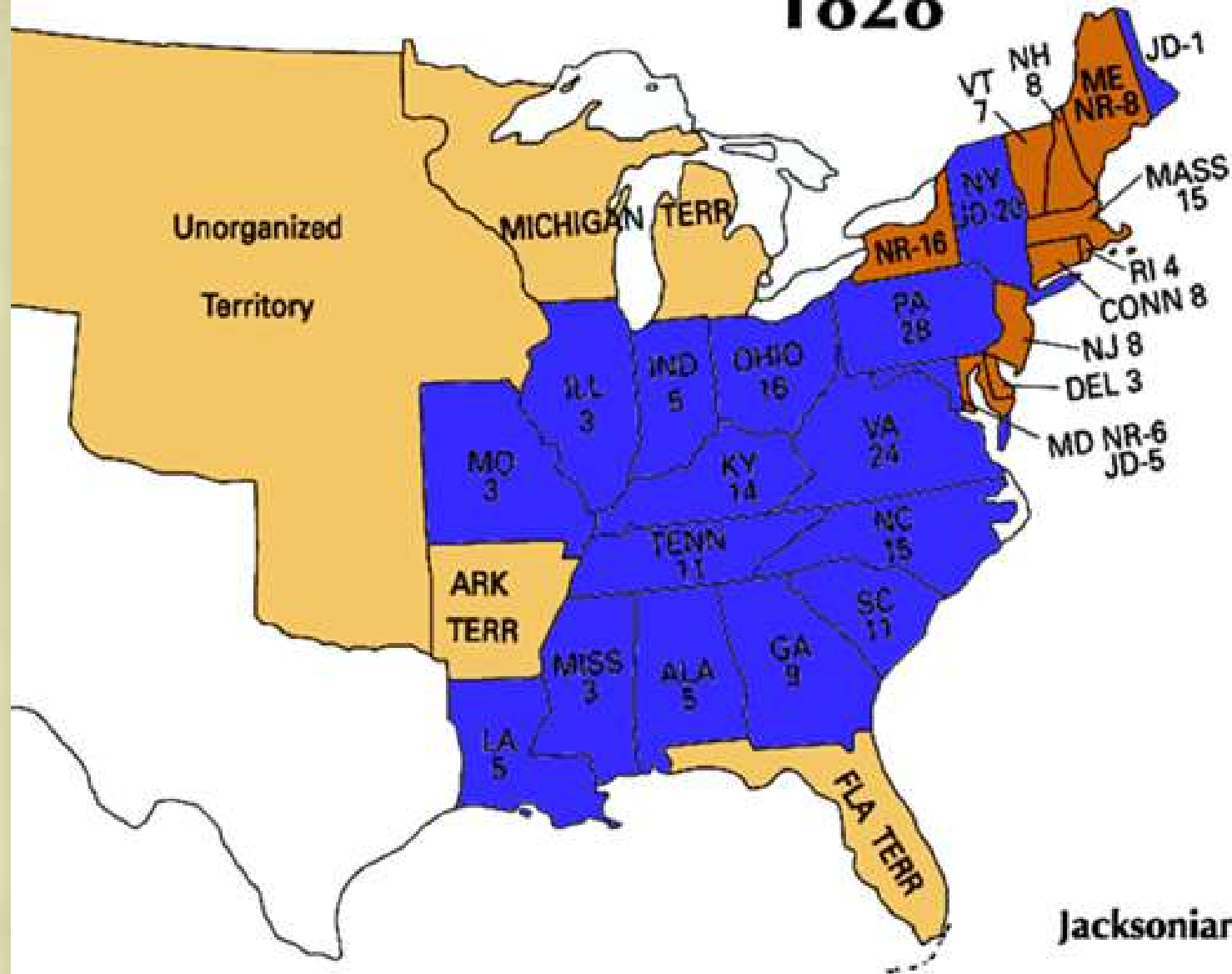
Jackson's supporters generally were southerners and westerners who favored "universal suffrage" who favored the right to vote for all white males, not just land owners.

Election of 1828


- The race was heated as both Jacksonians and supporters of Adams traded negative ads in newspapers.
 - First election with Campaign buttons, Rallies, & slogans were used
- The challenger, Jackson, carried the South and the West, while the incumbent, Adams, carried New England.
- Jackson easily won the presidency.




1828



 Territories

Jacksonian Democrat (Jackson) 

National Republican (J. Q. Adams) 

A New Political Party



Jackson's supporters broke with the Democratic-Republicans and formed the modern-day Democratic Party.

President Andrew Jackson

7th President

1829—1837

Party: Democratic

Home State:

Tennessee

Vice President:

John C. Calhoun &

Martin Van Buren



President Andrew Jackson

Domestic

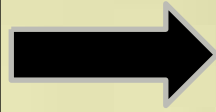
- Indian Removal Act of 1830
- “Nullification Crisis” (1830–1832)
- (Second) National Bank War (1832–1837)
- “Trail of Tears” (1836–37)
- Formed the Democratic Party (1832)
- Nickname – “Old Hickory”

Foreign

- Texas Revolution (1835)
- Annexation Debate over Texas (1835–1837)

Jacksonian Democracy

When Jackson entered office, he encouraged the use of the “spoils system”



He replaced the gov't officials from previous administrations with his own loyal party supporters (many were his personal friends)

Spoils System-

The policy of rewarding political supporters with positions within the government.



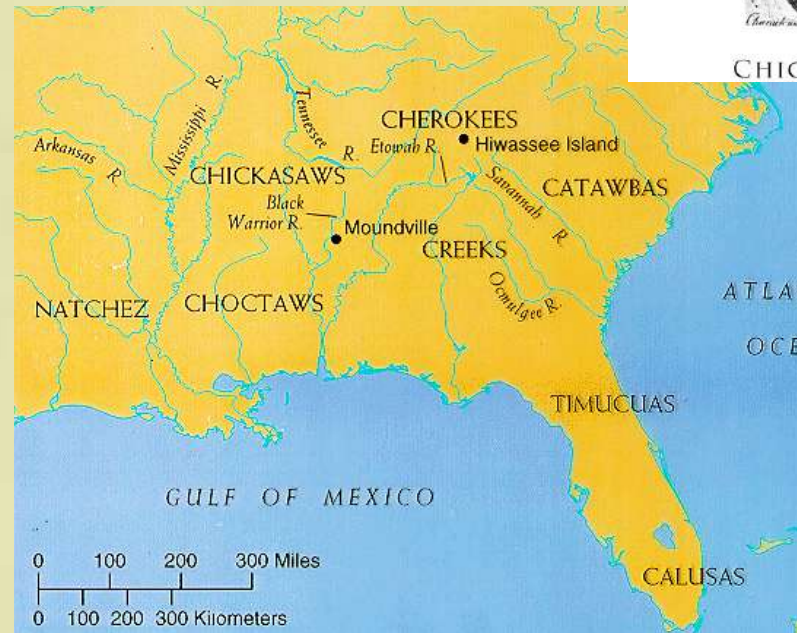
Indian Removal

By the time Jackson entered office, Americans were spreading West in search of new land to cultivate

Five “civilized tribes” in the South stood in the way of American westward expansion

The discovery of gold in north Georgia in 1828 led the Georgia government to seize Cherokee lands

The Cherokee sued in the Supreme Court (Cherokee Nation v. Georgia) and **won**



<https://www.youtube.com/watch?v=yUILLURVoPhw>

War on Native Americans

Worcester v. Georgia (1832)-

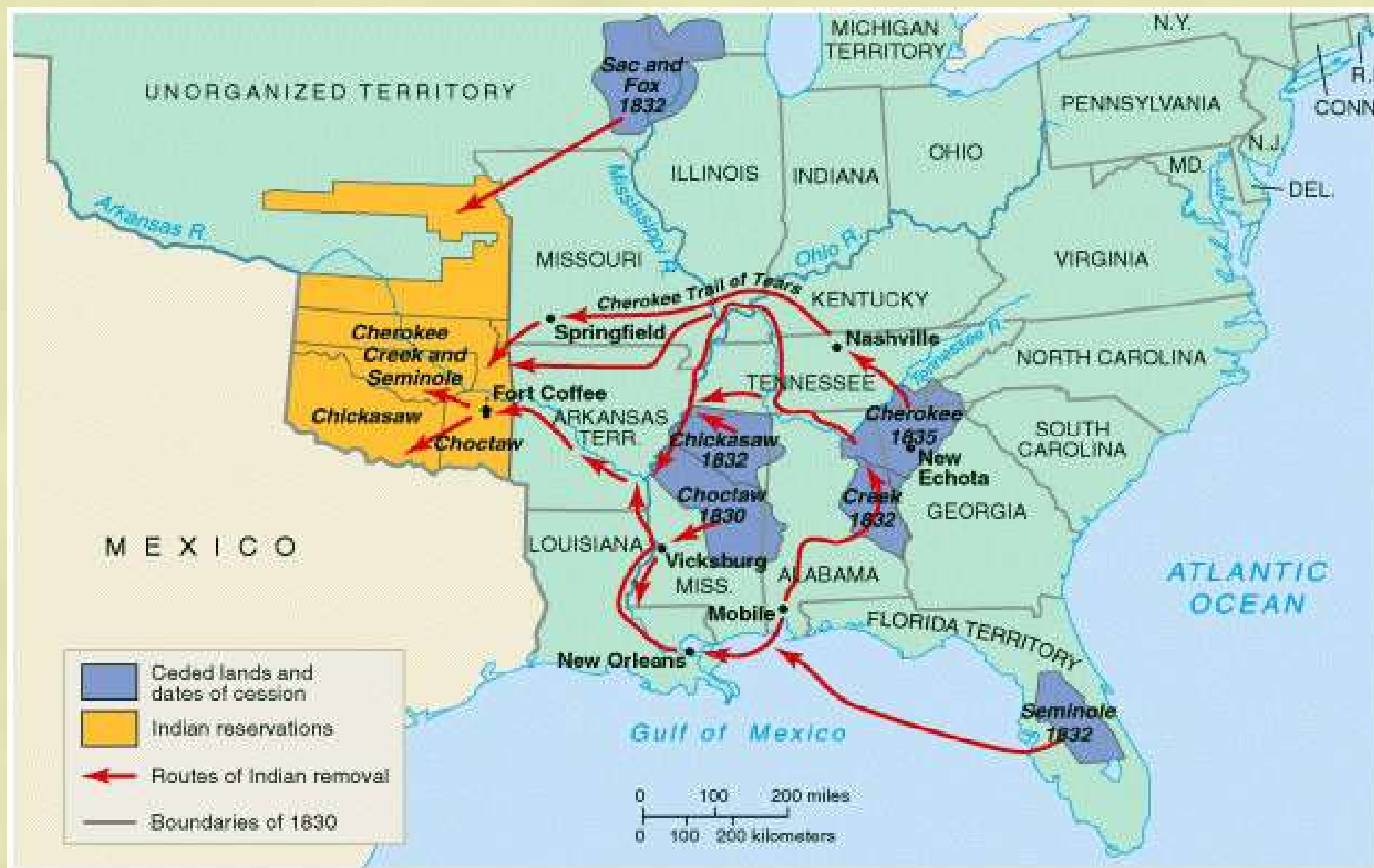
- Supreme Court case which supported the Cherokee Nation to remain in Georgia, but Jackson snubbed the decision.
- Chief Justice John Marshall battled Jackson in a war of words over the decision.

War on Native Americans

Indian Removal Act of 1830-

- Under the Act, the United States forced Native Americans off its traditional lands in support of white settlement.
- Native Americans were forced west of the Mississippi River.
- Fighting broke out, but many nations peaceably migrated.

War on Native Americans: Indian Removal Act of 1830



War on Native Americans

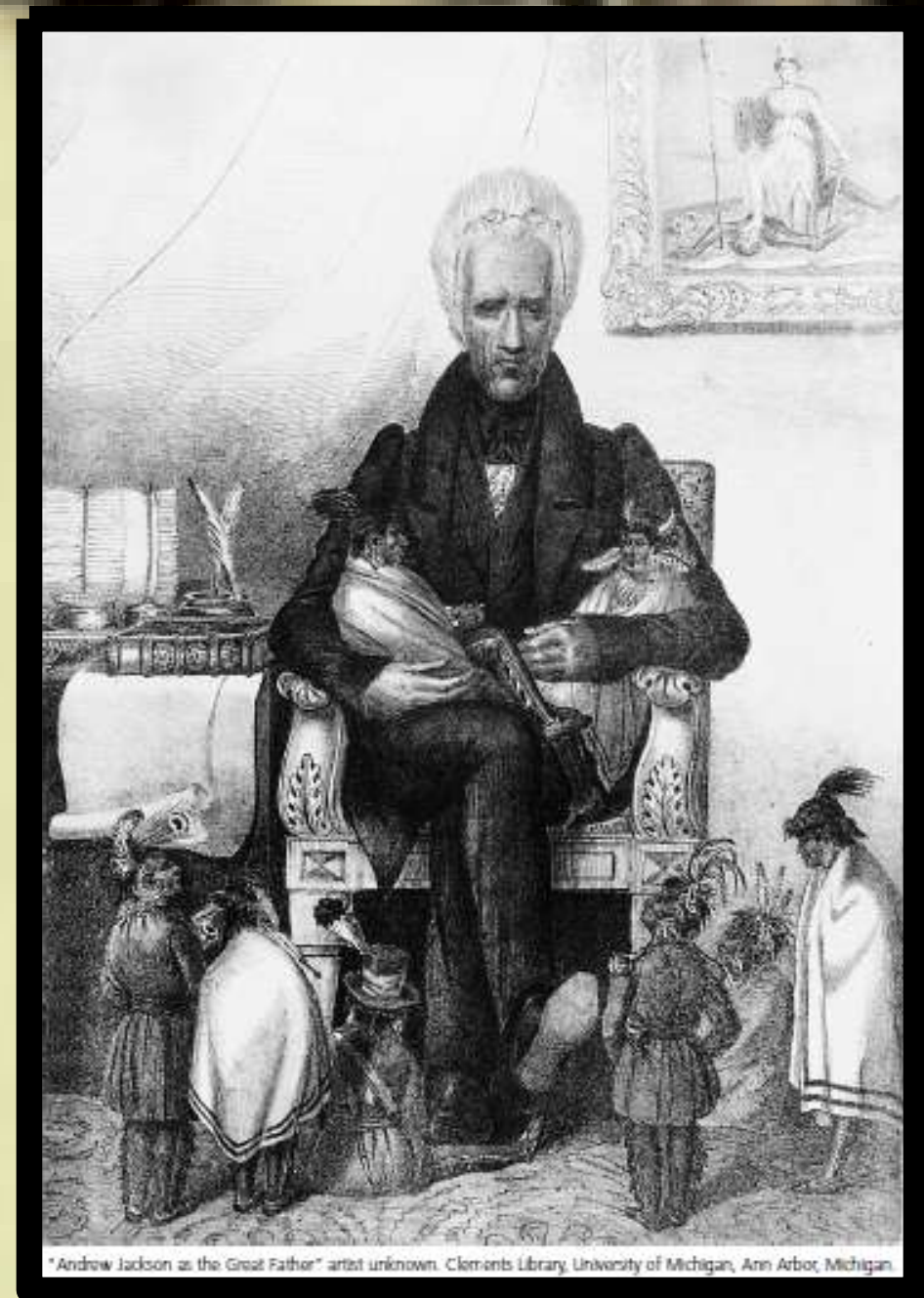
Trail of Tears (1837—38)-

- Forced relocation of Georgia's Cherokee Nation to Oklahoma.
- During the forced migration, nearly 25% died due to disease and starvation.



The Trail of Tears

1. How does this political cartoon depict Jackson?
2. How are Native Americans depicted in this cartoon?
3. What is the overall message of this



Practice Question

Which group was forcibly relocated by means of the “Trail of Tears”?

- A) Mexicans
- B) Shoshone
- C) African slaves
- D) Cherokee

Practice Question

The outcome of the election of 1824 between John Quincy Adams and Andrew Jackson was decided by

- A) the Electoral College
- B) the Senate
- C) the House of Representatives
- D) the “corrupt bargain”

Practice Question

Andrew Jackson supported the spoils system because he believed it

- A) Brought into government the country's most educated people
- B) Opened up government to more ordinary people
- C) Encouraged good workers to stay in their government jobs
- D) Attracted young thinkers into public service