

**TERMS & NAMES**

1. Eli Whitney, p. 212
2. Industrial Revolution, p. 212
3. John Quincy Adams, p. 220
4. nationalism, p. 220
5. Missouri Compromise, p. 222
6. Andrew Jackson, p. 224
7. spoils system, p. 226
8. Trail of Tears, p. 229
9. Bank of the United States (BUS), p. 232
10. Whig Party, p. 234

**MAIN IDEAS**

1. Development of interchangeable parts, division of labor and power-driven machinery, mass production of goods.
2. Northeast favored the tariff; South and West opposed it.
3. It laid the groundwork for the government's authority to regulate interstate transportation and communication systems. It also led to future rulings favoring competition over monopolies.
4. Missouri's admission as a free state or a slave state would upset the existing sectional balance.
5. Easing of voting requirements increased number of voters. Over three times as many white males voted in 1828 as in 1824, and they elected Andrew Jackson.
6. Assimilating the Native Americans into white culture, allowing them to live in their own areas, or moving them to lands farther west.
7. He declared South Carolina's actions treasonous, threatened to hang Calhoun, and secured congressional approval to use the military to enforce the tariff.
8. He mistrusted the bank, regarding it as insensitive to the needs of common people and believing its financial strength and power threatened American democracy.

**TERMS & NAMES**

For each term or name below, write a sentence explaining its significance during the early 19th century.

- |                          |                                    |
|--------------------------|------------------------------------|
| 1. Eli Whitney           | 7. spoils system                   |
| 2. Industrial Revolution | 8. Trail of Tears                  |
| 3. John Quincy Adams     | 9. Bank of the United States (BUS) |
| 4. nationalism           | 10. Whig Party                     |
| 5. Missouri Compromise   |                                    |
| 6. Andrew Jackson        |                                    |

**MAIN IDEAS**

Use your notes and the information in the chapter to answer the following questions.

**Regional Economies Create Differences**

(pages 212–218)

1. What key changes in technology and methods of organizing manufacturing spurred the Industrial Revolution?
2. How did people in the Northeast, the South, and the West react to the Tariff of 1816?

**Nationalism at Center Stage** (pages 219–223)

3. Cite two ways in which the *Gibbons v. Ogden* decision set the stage for future Supreme Court rulings.
4. Why did conflict arise when Missouri requested admission into the Union?

**The Age of Jackson** (pages 224–229)

5. What changes occurred in the voting population and in voting patterns between the presidential elections of 1824 and 1828?
6. What alternatives did Jackson have in shaping a policy to tackle the problem of Native Americans?

**States' Rights and the National Bank**

(pages 230–235)

7. What measures was Jackson willing to take in response to South Carolina's threat to secede in 1832?
8. Why did Jackson oppose the Bank of the United States?

**CRITICAL THINKING**

1. **USING YOUR NOTES** Create a continuum similar to the one below, labeled with *compromise* at one end and *confrontation* at the other. Mark where you think Andrew Jackson, Henry Clay, and John C. Calhoun would fall on the continuum. Support your ratings by citing historical events in which these men played critical roles.



2. **HYPOTHESIZING** What do you think would have happened if the Indian Removal Act of 1830 had not been passed, and Native Americans had remained on their lands? Use evidence to support your answer.
3. **ANALYZING PRIMARY SOURCES** Read the quotation from John C. Calhoun. How does his choice of words reflect issues of the time? Explain your response.

**“I never use the word ‘Nation’ in speaking of the United States. We are not a Nation, but a Union, a confederacy of equal and sovereign States.”**

**VISUAL SUMMARY BALANCING NATIONALISM AND SECTIONALISM**

**CRITICAL THINKING**

1. **Using Your Notes Possible Responses:** Jackson—near the confrontation end. Calhoun—near the confrontation end. Clay—near the compromise end. Examples should be supported by specific details from the text.
2. **Hypothesizing** Students may hypothesize that the Cherokee and other tribes would have retained their strong leadership and organization, and that the U.S. government would have set a precedent of protecting Native Americans from white settlers and might later be obliged to uphold that trust.
3. **Analyzing Primary Sources Possible Responses:** By differentiating the terms *nation* and *union*, Calhoun accents the issue of states' rights, and the issue of northern control over the southern states. He accentuates the opposing views of the U.S. as one country versus several states acting as a united force by agreement.

## Standardized Test Practice

Use the quotation below and your knowledge of U.S. history to answer question 1.

“Every man is equally entitled to protection by law; but when the laws undertake to add to these natural and just advantages artificial distinctions, to grant . . . exclusive privileges, to make the rich richer and the potent more powerful, the humble members of society—the farmers, mechanics, and laborers—who have neither the time nor the means of securing like favors to themselves, have a right to complain of the injustice of their Government. There are no necessary evils in government. Its evils exist only in its abuses. If it would confine itself to equal protection, and, as Heaven does its rains, shower its favors alike on the high and the low, the rich and the poor, it would be an unqualified blessing. In the act [to recharter the Second Bank of the United States] before me there seems to be a wide and unnecessary departure from these just principles.”

—Andrew Jackson, from *A Compilation of the Messages and Papers of the Presidents, 1789–1902*

- The excerpt suggests that Jackson’s vision of government’s role in a democracy is to —
  - address the rights and concerns of all citizens.
  - increase the power of wealthy citizens.
  - provide a national bank for its citizens.
  - support only the poor citizens.
- Which reason best explains why the theory of nullification was widely supported in the South?
  - Southerners believed that states had the right to determine whether federal laws were constitutional.
  - Southerners wanted to continue buying manufactured goods from Britain.
  - Southerners wanted to divide the United States into two separate countries.
  - Southerners did not want to pay the high tariffs that Congress passed.
- Two politicians who each were elected president after campaigning as the candidate of the “common man” were —
  - John C. Calhoun and Andrew Jackson.
  - William Henry Harrison and John Tyler.
  - Andrew Jackson and William Henry Harrison.
  - Andrew Jackson and Henry Clay.

ADDITIONAL TEST PRACTICE, pages S1–S33.

 TEST PRACTICE CLASSZONE.COM

## ALTERNATIVE ASSESSMENT

-  **INTERACT WITH HISTORY** Recall your discussion of the question on page 211:

*Would you support the federal or state government?*

Now that you know more about the nullification theory and the fight over tariffs and states’ rights, would you change your response to this question? Discuss your thoughts with a small group. Then write a three-paragraph essay. State whether or not you would change your response and support your position with information from the chapter.

-  **INTERNET ACTIVITY CLASSZONE.COM**

Choose a technological development of the early 1800s and write an application to patent it. Visit the Chapter Assessment links for research leads. Possible inventions include the cotton gin, the steam engine, and the spinning mule.

- Include a picture of what you are applying to patent and refer to it in your application. (Draw a picture yourself or download or copy one.)
- Describe how the invention works, what it accomplishes, what kind of labor it requires, and its effects on how people live or work.
- Display the patent application in your classroom.

*Balancing Nationalism and Sectionalism* 237

## Standardized Test Practice

- Letter A is the correct answer. Letters B and D are incorrect because Jackson advocates equal protection. Letter C is incorrect because Jackson opposed rechartering the National Bank.
- Letter F is the correct answer. The South wanted to determine its own affairs and make its own decisions. Because the North had a greater population density, and much of the southern population was made up of slaves, the North had greater representation. Nullification allowed for each state to consider void any act of Congress it deemed unconstitutional.
- Letter C is the correct answer.

UNIT

PROJECT

## CONSTITUTION

## Tips for Teaching

- Remind students about the struggles of the new nation.
- Ask them to think about how a government should handle divisions in society.
- Review each group’s constitution.

 Formal Assessment

• Chapter Test, Forms A, B, and C, pp. 124–135

## ALTERNATIVE ASSESSMENT

## 1. INTERACT WITH HISTORY

## Rubric

Essays should . . .

- demonstrate the ability to re-evaluate the question based on information learned in the chapter
- convey an understanding of the debates surrounding federal and state governments
- include examples to support the response

## 2. INTERNET ACTIVITY

## Rubric

Applications should . . .

- identify the invention and provide details about how it works and why it is important
- include facts obtained through the provided links
- exhibit grade level skill and presentation