Chapter 8
Creating a Republican Culture
1790–1820

Teaching Resources

Chapter Instructional Objectives
After you have taught this chapter, your students should be able to answer the following questions:

1. What were the origins and operation of the emerging market economy in America?
2. How did Americans' pursuit of republican ideals after the Revolution transform the nation into a more egalitarian society?
3. Why and how did the role of women change in republican society?
4. How did Anglo Americans shape the institution of slavery during the Revolution and early Republican eras?
5. In what ways did the Missouri Compromise impact the United States?
6. How did Protestant Christianity act as a force for social change in the early republic?

Chapter Annotated Outline

I. The Capitalist Commonwealth

A. Banks, Manufacturing, and Markets
   1. For merchants, farmers, and political leaders, republicanism meant capitalism. But to create a dynamic market economy, Americans needed a banking system.
   2. In 1791 Congress chartered the First Bank of the United States; however, it did not survive. When the bank's twenty-year charter expired in 1811, President Madison did not seek its renewal.
   3. Merchants, artisans, and farmers petitioned their state legislatures to charter new banks; by 1816 there were 246 state-chartered banks with $68 million in bank-notes in circulation.
   4. Many banks issued notes without adequate specie reserves and made ill-advised loans to insiders.
   5. The Panic of 1819, sparked by a sharp drop in world agricultural prices, gave Americans their first taste of the business cycle's periodic expansion and contraction of profits and employment.
   6. The Panic of 1819 also revealed that artisans and yeomen as well as merchants now depended on regional or national markets, and merchant-entrepreneurs developed a rural-based manufacturing system similar to the European outwork, or putting-out, system.
   7. The economic advances that the economy enjoyed during this time stemmed primarily from innovations in organization and marketing rather than in technology.
   8. The penetration of the market economy into rural areas motivated farmers to produce more goods.
   9. As the rural economy turned out more goods, it significantly altered the environment; by the mid-nineteenth century, most of the forests in southern New England and eastern New York were gone and mill dams altered the flow of New England's rivers.

B. Transportation Bottlenecks and Government Initiatives
   1. Improved inland trade became a high priority for the new state governments, who endeavored to overcome geographic impediments to getting goods to market.
   2. States chartered corporations to dredge rivers and build turnpikes and canals.
3. Only after 1819, when the Erie Canal linked central and western New York to the Hudson River, could inland farmers easily sell their goods in eastern markets.
4. Western settlers paid premium prices for land along navigable rivers, and farmers and merchants built barges to float goods to the port of New Orleans.

C. Public Policy: The Commonwealth System
1. Throughout the nineteenth century, state governments had a much greater impact on the day-to-day lives of Americans than did the national government.
2. As early as the 1790s, state legislatures devised an American plan of mercantilism, known as the commonwealth system, as it aimed to increase the “common wealth” of citizens.
3. State legislatures granted hundreds of corporate charters to private businesses to build roads, bridges, and canals to connect inland market centers to seaport cities.
4. Incorporation often included a grant of limited liability, and transportation charters included the power of eminent domain.
5. By 1820 innovative state governments had embraced the new political economy of the commonwealth system, which used state incentives to encourage business and improve the general welfare.

II. Toward a Democratic Republican Culture
A. Social and Political Equality for White Men
1. After independence, many Americans in the northern states embraced a democratic republicanism that celebrated political equality and social mobility, at least for white males.
2. These citizens, primarily members of the middle class, also redefined the nature of the family and of education by seeking more egalitarian marriages and more affectionate ways of rearing and educating their children.
3. Some Americans from long-distinguished families questioned the morality of a social order based on mobility and financial success.
4. The expansion of the suffrage changed the tone of politics; Americans increasingly rejected the deferential political views of Federalists who called for “a speaking aristocracy in the face of a silent democracy.”
5. As legislators eliminated property qualifications for voting by white men, they erected barriers for women and black men; regardless of their wealth, custom and prejudice ruled out their participation in public affairs.

B. Toward a Republican System of Marriage
1. The controversy over women’s political rights mirrored a debate over authority with the household. European and American husbands had long dominated their wives and controlled the family’s property.
2. Women argued that the subordination of women was at odds with the republican belief in equal natural rights.
3. Economic and cultural changes eroded customary paternal authority, as parents could no longer use land as an incentive to control their children’s lives and marriages.
4. Young men and women began to be influenced by the new cultural attitude of sentimentalism, which originated in Europe as part of the Romantic movement and celebrated the importance of “feeling.”
5. As the passions of the heart overwhelmed the cool logic of the mind, a new marriage system appeared.
6. Rather than seeking to control them, fathers now sought to protect the best interests of their children in their marriages.
7. Theoretically, the republican ideal of “companionate” marriage gave wives equality with their husbands; in reality, husbands still controlled the property and governments accepted no obligation to prevent domestic abuse.
8. Though few sought divorces, before 1800 most petitioners for divorce charged their spouses with neglect, abandonment, or adultery; after 1800 emotional grounds dominated divorce petitions.

C. Republican Motherhood
1. The main responsibilities of a married woman were running the household and raising the children.
2. At the beginning of the nineteenth century, the United States experienced a sharp decline in the birthrate; causes included migration of men, leaving women without mates for life or delaying marriage, and thus childbirth; and an increase in the deliberate limitation on the size of families (birth control).
3. Fewer children meant fathers could provide more adequately for each, while
mothers were no longer willing to spend all their active years bearing and rearing children.

4. Political leaders called on women to become “Republican wives” and “Republican mothers” who would correctly shape the characters of American men.

5. Christian ministers readily embraced the idea of republican motherhood, though most, but not all, urged their audiences to dismiss the idea of public roles for women, such as voting and officeholding.

D. Raising and Educating Republican Children

1. Unlike the English custom of primogeniture, most American states required the estate of a man be divided among all his children if he died without a will.

2. Some felt that Republicanism encouraged American parents to relax parental discipline and give their children greater freedom.

3. A rationalist mode of childrearing became the preference among families in the well-to-do and the rapidly expanding middle class, influenced by the Enlightenment belief that children were “rational creatures” who could be trained to act properly and responsibly.

4. By contrast, many poor families influenced by the Second Great Awakening had much stricter, authoritarian childrearing practices.

5. The values taught within families were crucial because most education took place within the home.

6. In the 1790s Bostonian Caleb Bingham called for “an equal distribution of knowledge to make us emphatically a ‘republic of letters,’” and Thomas Jefferson and Benjamin Rush proposed ambitious schemes for a comprehensive system of primary and secondary schooling; ordinary citizens thought such educational proposals smacked of elitism.

7. Although the constitutions of many states encouraged the use of public resources to fund primary schools, there was not much progress until the 1820s.

8. To instill self-discipline and individual enterprise in students, reformers chose textbooks that praised honesty and hard work while condemning gambling, drinking, and laziness. American history was also required learning.

9. Noah Webster championed the goal of American intellectual greatness and his “blue-backed speller,” first published in 1783, gave Americans of all backgrounds a common vocabulary and grammar.

10. Other than Washington Irving, no American author was well known in Europe; not until the 1830s and 1840s would American-born authors, part of the American Renaissance, make a significant contribution to the great literature of the Western world.

III. Aristocratic Republicanism and Slavery

A. The Revolution and Slavery, 1776–1800

1. The Patriots’ struggle for independence from Britain raised the prospect of freedom for enslaved Africans; many slaves sought freedom by fleeing behind British lines.

2. Many slaves also fought for the Patriot cause in return for the promise of freedom.

3. In 1782 Virginia passed an act allowing manumission; within a decade, 10,000 slaves had been freed.

4. Quakers and Christian evangelical churches advocated emancipation, and Enlightenment philosophy also worked to undermine slavery and racism.

5. By 1804 every state north of Delaware had enacted laws to provide for the termination of slavery.

6. Emancipation came slowly because whites feared competition for jobs and housing and a melding of the races.

7. In the South, slaves represented a huge financial investment, and resistance against freedom for blacks was strong. Manumission occurred, but in 1792 the Virginia legislature made it more difficult by arguing that slavery was a “necessary evil” required to maintain white supremacy and the luxurious planter lifestyle.

8. The debate over emancipation among southern whites ended in 1800 when a group of slaves was hanged for planning an uprising.

9. Southern whites redefined republicanism so that it only applied to the “master race.”

B. The North and the South Grow Apart

1. Both in theory and in practice, republicanism in the South differed significantly from that in the North, and European visitors commonly noted the poverty and lack of strong work ethic there.

2. Some southerners admitted that slavery
corrupted their society and contributed to the ignorance and poverty of the mass of the white population.

3. Slavery quickly found its way into national politics and remained a contested issue; when Congress ended American participation in the Atlantic slave trade in 1808, northerners called for the regulation of the interstate trade in slaves and the emancipation of illegally imported slaves while southerners mounted a defense of their labor system.

4. After 1800 political conflict over slavery increased as the North ended slavery, and the South expanded its slave-based agricultural economy into the lower Mississippi Valley as the decline of the tobacco economy was replaced with the cotton boom.

5. In 1817 the founders of the American Colonization Society proposed to end slavery by encouraging southern planters to emancipate their slaves; the Society would then arrange for their resettlement in Africa to prevent racial conflict. Most free blacks rejected the idea of colonization.

6. Lacking support from either blacks or whites, the American Colonization Society was a dismal failure, transporting only 6,000 African Americans to Liberia, a colony it established on the west coast of Africa.

C. The Missouri Crisis, 1819–1821

1. When Missouri applied for admission to the Union as a slave state in 1819, Congressman James Tallmadge of New York proposed a ban on the importation of slaves into Missouri and the gradual emancipation of its black inhabitants; when Missouri whites rejected Tallmadge’s proposals, the northern majority in the House of Representatives blocked the territory’s admission to the Union.

2. To underline their commitment to slavery, southerners used their power in the Senate (where they held half the seats) to withhold statehood from Maine, which was seeking to separate itself from Massachusetts.

3. Southerners advanced three constitutional arguments: they raised the principle of equal rights for the states; they argued that slavery was purely an internal state affair; and they maintained that Congress had no authority to infringe on the property rights of slaveholders.

4. Henry Clay finally put together a series of political arguments known collectively as the Missouri Compromise; the compromise set a precedent for admission of states to the Union in pairs—one free and one slave—and southern congressmen accepted legislation that prohibited slavery in the rest of the Louisiana Purchase north of latitude 36°30’, the southern boundary of Missouri.

5. The task of reconciling regional differences had become difficult, and the specter of civil war lurked in the background.

IV. Protestant Christianity as a Social Force

A. A Republican Religious Order

1. In 1776 the Virginia constitutional convention issued a Declaration of Rights guaranteeing all Christians the “free exercise of religion.”

2. After the Revolution, an established church and compulsory religious taxes were no longer the norm in America.

3. Thomas Jefferson’s Bill for Establishing Religious Freedom made all churches equal before the law but granted financial support to none.

4. The separation of church and state was not complete because most church property and ministers were exempt from taxation.

5. Many states enforced religious criteria for voting and holding office, although the practice was often condemned by Americans.

B. The Second Great Awakening

1. Churches that prospered in the new nation were those that proclaimed doctrines of spiritual equality and governed themselves in a relatively democratic fashion.

2. Through revivals, Baptist and Methodist preachers reshaped the spiritual landscape of the South and the Old Southwest, and revivalists were particularly successful at attracting those who had never belonged to a church.

3. During the Second Great Awakening, the Congregationalist, Episcopalian, and Quaker churches grew slowly in membership, while the Methodist and Baptist Churches grew spectacularly and became the nation’s largest religious denominations.

4. Methodist “circuit riders” established new
churches in remote areas by bringing families together for worship and then appointing lay elders to enforce moral discipline until the circuit rider’s return.

5. Evangelical ministers adopted “practical preaching” methods, theatrical gestures, and a flamboyant style to attract converts.

6. Christian republicanism in the South added a sacred dimension to the ideology of aristocratic republicanism, while Southern blacks adapted the teachings of the Protestant churches to their own needs.

7. Black Christianity developed as a complex mixture of stoical endurance and emotional fervor, and encouraged slaves to affirm their spiritual equality with whites.

8. Ministers began stressing human ability and individual free will, making American religious culture more compatible with republican doctrines of liberty and equality.

9. For some, individual salvation became linked with social reform through the concept of “religious benevolence.”

10. Unlike the First Great Awakening, the Second Great Awakening fostered cooperation between denominations.

11. Protestants across the nation saw themselves as part of a single religious movement that could change the course of history through politics.

12. Because the Second Awakening aroused such pious enthusiasm in many Americans, religion became a central force in political life; some urged the United States to become an evangelical Christian nation dedicated to religious conversion at home and abroad.

C. Women’s New Religious Roles

1. The upsurge in religious enthusiasm provided women with new opportunities to demonstrate their piety and even to found new sects—for example, those of Mother Ann Lee and Jemima Wilkinson.

2. Women in more mainstream churches (who formed the majority in many denominations) became active in religion and charitable work partly because they were excluded from other spheres of public life and partly because ministers relied increasingly on women to do the work of the church.

3. The new practice of having church services for males and females together was accompanied by greater moral self-discipline.

4. Women’s religious activities and organizations were scrutinized and sometimes seen as subversive of the social order.

5. By the 1820s mothers across the nation had founded local maternal associations to encourage Christian childrearing.

6. Religious activism advanced female education as churches established seminaries and academies where girls received intellectual training and moral instruction.

7. Women gradually displaced men as public school teachers because women had few other opportunities and were willing to accept lower pay.

8. Along with republican and capitalist values, this Protestant religious impulse formed the core of an emerging national identity, even as the citizens of the North and the South defined republicanism and economic progress in distinctly different ways.

Key Terms

capitalism A system of economic production based on the private ownership of property and the contractual exchange for profit of goods, labor, and money (capital). Although some elements of capitalism existed in the United States before 1820, a full-scale capitalist economy—and society—emerged only with the Market Revolution (1820–1850) and reached its pinnacle during the final decades of the century. See Market Revolution. (237)

business cycle The periodic rise and fall of business activity that is characteristic of market-driven, capitalist economies. To increase profits, producers increase production and lower wages, which means workers cannot buy all the goods they produce. The surplus prompts a cutback in output and an economic recession. In the United States, major periods of expansion (1802–1818, 1824–1836, 1846–1856, 1865–1873, 1896–1914, and 1922–1928) were followed either by relatively short financial panics (1819–1822 and 1857–1860) or extended economic depressions (1837–1843, 1873–1896, and 1929–1939). (239)

middle class In Europe, the class of traders and townspeople who were not part of either the aristocracy or the peasantry. The term was introduced in America in the early nineteenth century to describe both an economic group (of prosperous farmers, artisans, and traders) and a cultural outlook (of self-discipline, hard work, and social mobility). (243)
suffrage The right to vote. The classical republican ideology current before 1810 limited suffrage to those who held property and thus had “a stake in society.” However, between 1810 and 1860, state constitutions extended the vote to virtually all adult white men and some free black men. Over the course of American history, suffrage has expanded as barriers of race, gender, and age have fallen. (243)

sentimentalism A European cultural movement that emphasized emotions and a physical appreciation of God, nature, and people. Sentimentalism came to the United States in the early nineteenth century and was a factor in the shift to marriages based on love rather than on financial considerations. (244)

companionate marriage A marriage based on equality and mutual respect—both republican values. Although husbands in these marriages retained significant legal power, they increasingly came to see their wives as loving partners rather than as inferiors or dependents. (245)

republican motherhood The idea that the primary political role of American women was to instill a sense of patriotic duty and republican virtue in their children and mold them into exemplary republican citizens. (248)

American Renaissance A burst of American literature during the 1840s, highlighted by the novels of Herman Melville and Nathaniel Hawthorne; the essays of Ralph Waldo Emerson, Henry David Thoreau, and Margaret Fuller; and the poetry of Walt Whitman. (252)

manumission From the Latin manumittere, “to release from the hand,” the legal act of relinquishing property rights in slaves. In 1782, the Virginia assembly passed an act allowing manumission; and within a decade, planters had freed ten thousand slaves. Worried that a large free black population would threaten the institution of slavery, the assembly repealed the law in 1792. (252)

established church A church given privileged legal status by the government. Historically, established churches in Europe and America were supported by public taxes, and were often the only legally permitted religious institutions. (258)

Lecture Strategies

1. Write a lecture that discusses the development of American democracy in the early nineteenth century. Explain the advances made in religious freedom, suffrage, and education. Discuss the limits to the expansion of liberty and participatory democracy for minority groups, such as women, African American slaves and free people, and Native Americans.

2. Write a lecture that probes the roles and status of women and how, as a result of republicanism, ideas about women were changing during the early nineteenth century. Demonstrate how women used new attitudes about femininity to create opportunities and to gain power in the public and private spheres. Discuss the raising of children in the new republic. Explain the reasons for new childrearing practices. Compare these new methods with more traditional ones. Note the influence of parental education, wealth, and religious beliefs in determining the methods used to raise children.

3. Create a lecture that explains the political changes impacting the United States during the early 1800s as a result of debates over the institution of slavery. Discuss the legacy of the Revolution and its impact on slavery, the political conflicts it caused between North and South over time, and the eventual compromises made by the opposing factions in Congress during the Missouri Compromise of 1820. Be sure to comment on the impact of the compromise on American society and politics. Later in the semester you can build on this important lecture on slavery to discuss the causes of the Civil War.

4. Write a lecture that explains the impact of the Second Great Awakening on American society, culture, and politics. Focus on the democratization of Protestant churches and the corresponding rise in church membership as a result of the revival movement. Describe the techniques church leaders employed to unite people from diverse backgrounds in national religious organizations. Define the religious benevolence of Protestant evangelical ministers. Discuss their methods and goals for creating a new society. Be sure to comment on the impact of the Awakening on blacks and women and explain why minorities were so attracted to the movement.

Reviewing the Text

These questions are from the textbook and follow each main section of the narrative. They are provided in the Computerized Test Bank with suggested responses, for your convenience.
The Capitalist Commonwealth (pp. 238–243)

1. How did the development of a market economy change the lives of artisans and farm families?
   - With the development of a market economy, it became clear that the lives of artisans and farm families were dependent on the prosperity of the market, and suffered during downturns like the Panic of 1819.
   - The market economy penetrated rural America, creating new risks and new opportunities.
   - The market economy increased trade between regional and national markets, and fostered the development of an outwork system and the expansion of household production for market sale.
   - American farmers now worked harder and longer, and not only for self-consumption or barter in a local economy as they had done before 1800.

2. What challenges did the promoters of the Commonwealth system face? How did they use government at state and national levels to promote economic growth and the market economy?
   - Promoters petitioned state legislatures for assistance. Legislatures granted special charters, rights, and laws to private companies to promote economic growth and the market economy.
   - As a large and undeveloped nation, the United States lacked an efficient transportation system, and needed to raise large amounts of revenue to fund infrastructure improvements.

3. Why did many Americans believe that the grant of special privileges and charters to private businesses was in conflict with republican principles?
   - Special privileges violated the equal rights of all citizens and restricted the sovereignty of the people to shape governmental affairs and national development.

Toward a Democratic Republican Culture (pp. 243–252)

1. In what ways did American culture become more democratic in the early nineteenth century? How did the social and political status of women and African Americans change in relation to the status of white males?
   - The continuing absence of a hereditary aristocracy increased social mobility for the white middle class, creating a system of status based on financial success.
   - Voting rights increased for white men.
   - The emerging middle class redefined the nature of family and education by seeking more egalitarian marriages and more affectionate ways of rearing and educating children.
   - Blacks and women were explicitly limited in their legal and political rights through new state laws designed to narrow opportunities for both groups and restrict suffrage to white men.

2. How did republican ideas shape marital relations and expectations?
   - The notion of political equality called into question patriarchal authority, giving women more social latitude for advocating rights for social and political equality.
   - As patriarchal authority over the family decreased, young men and women began to create companionate marriages and choose their own marriage partners for love, affection, and happiness.

3. How did the nature of fathering change in the period? Why did it change?
   - Patriarchal authority diminished as fathers lost their central role as shapers of their families’ financial future, largely because of a lack of abundant land.
   - Rather than dictate to their children, fathers began to act as paternalists and protect them from their own behavior.

Aristocratic Republicanism and Slavery (pp. 252–258)

1. How did the aristocratic republicanism of the South differ from the democratic republicanism of the North? How did slavery affect the culture and values of the white population of the South?
   - The presence of slaves exposed the blatant contradiction of the southern slave society with republican values.
   - Because of the regional importance of slavery, southern republicanism was based more on property rights than a respect for liberty.
   - Slavery helped to create a southern culture based on racism toward blacks and racial solidarity with whites across class lines.
   - The focus on establishing slave plantations mitigated against the creation of educational institutions, and in general corrupted southern culture through the idleness of rich planters who relied
on slave labor and engaged in extravagant displays of wealth.

2. What compromises over slavery did the members of Congress make to settle the Missouri crisis? How did the compromises over slavery in 1820–1821 compare with those made by the delegates to the Constitutional Convention in 1787?

- Maine entered Union as a free state in 1820, and Missouri as a slave state in 1821, balancing the number of free and slave states.
- Southern senators accepted the prohibition of slavery in the northern section of the Louisiana Purchase, the lands north of latitude 36°30".
- The task of compromise had become more difficult. It took only two months in 1787 but over two years in 1820 to resolve the issue.

**Protestant Christianity as a Social Force**

*(pp. 258–265)*

1. How did republicanism affect the organization, values, and popularity of American churches?

- Republicanism forced lawmakers to devise new relationships between church and state.
- The idea of an established church and compulsory religious taxes lost credibility and usefulness.
- The popularity of churches decreased as a result of republicanism.
- The values of church became less conservative as republican-minded individuals condemned religious restrictions.
- Church organization broadened and loosened as churches responded to value changes created by republicanism.

2. Why did Protestant Christianity and Protestant women emerge as forces for social change? In what areas did women become active?

- The Second Great Awakening and its democratic religious emphasis strengthened connections between the American people and Protestant Christianity, swelling the ranks of new churches and sects of Protestantism and making the congregants active reformers.
- The Second Great Awakening appealed directly to women and their quest for social and political equality.
- The Second Great Awakening increased the confidence and role of women as a positive force for social change achieved through active efforts in the church, public arena, educational institutions, and home.

**Chapter Writing Assignments**

These questions appear at the end of Chapter 8 in the textbook. They are provided in the Computerized Test Bank with suggested responses, for your convenience.

1. Explain how the republican ideas of the Revolutionary era shaped American society and culture in the late eighteenth and early nineteenth centuries. What regional differences in the social development of republicanism emerged? How can we account for these differences?

- Republican ideas impacted all aspects of American society, politics, and economy.
- The idea of equality increased the development of capitalism and a market economy in the capitalist commonwealth.
- Republicanism also increased racial solidarity among whites and racism and exclusion toward blacks, thereby strengthening slavery as an institution.
- Relations between men and women and parents and children became less conservative, patriarchal, and coercive, and based more on love, affection, companionate marriage, and paternalism.
- Republicanism eroded the idea of an established church, producing a climate conducive to the rise of other Protestant sects during the Second Great Awakening.
- Women increased their rights to education, divorce, and playing an active role in public by calling on the need to apply republican values to U.S. society.
- Regional differences included a much more property rights–based idea of republicanism in the slave-based South, where free labor and a respect for liberty were minimal.
- Slavery and heavy southern investments in the institution over industrial development accounted for the main value differences in republicanism between North and South.

2. Trace the relationship between America’s republican culture and the surge of evangelism called the Second Great Awakening. In what ways are the goals of the two movements similar? How are they different?

- Similarity of goals: Both broadened the level of participation of average people in forces of so-
cial change, influenced individuals to become more moral in daily pursuits, provided an environment of fellowship, and inspired an emotional impact.

- **Differences**: Republicanism did not seek to convert people to Christianity, but actually made problematic the idea of an established church. While republicanism denied women and blacks a role to play in the new nation, the Second Great Awakening opened up opportunities for both groups to achieve a religious equality with white men.

3. The text argues that by 1820, a distinct American identity had begun to emerge. How would you describe this identity? What were the forces for unity? And what were the points of contention?

- Identity was based on republicanism and strong faith in equality among whites in society and politics.
- Slavery had produced a race-based society where whites exercised class and racial solidarity by excluding blacks from political rights and enslaving them.
- There was a strong rural and capitalist identity based on Indian removal and the growth of a market and transportation system utilized by white immigrants heading to the trans-Mississippi west.
- Slavery was a force of unity and contention: it united whites racially but divided the white population regionally, politically, and economically as slavery became more profitable and entrenched in the South by 1820. The Missouri Compromise is a case in point.
- Desire to economically develop the nation into a market economy united Americans in a capitalist ethos, but also divided them over the constitutional and moral methods to achieve national wealth.
- Religion was a strong force of unity and contention: the Second Great Awakening united Americans in a fervid faith in Protestant Christianity, but also created competing Protestant sects.

**Class Discussion Starters**

1. What forces turned America into a capitalist society during the early years of the republic?

   Possible answers
   a. There was a tremendous increase in banking and credit.
   b. Rural manufacturing developed.
   c. Americans desired economic independence from Britain.
   d. States invested in internal improvements that fostered trade.
   e. Legal innovations occurred, such as limited liability and eminent domain.

2. What are some differences and similarities in women’s lives today compared with the early nineteenth century?

   Possible answers
   
   **Differences**
   a. Women now have their civil rights protected under the law.
   b. There are greater economic opportunities for women today.
   c. Women have a broader spectrum of socially acceptable ways of life and spheres of activity.

   **Similarities**
   a. Women are still paid less than men for performing the same job.
   b. We still living in a patriarchal society.
   c. Domestic duties and childrearing are still largely the responsibility of women.

3. What similarities are there between families in the early republic and families today?

   Possible answers
   a. The number of children per family is decreasing among some groups.
   b. Women are marrying later.
   c. Parents save for their children’s future (inheritance).
   d. Parents tend to treat their children in a benevolent manner.
   e. Parents emphasize the education of their children.

4. Why did the pursuit of republican ideals change American society?

   Possible answers
   a. It increased equality among classes.
   b. It increased suffrage among white men.
c. It called for increased education.

d. It changed traditional family life.

e. It introduced new ways of raising children.

f. It changed women's role in the public and private spheres.

5. What effects did the Second Great Awakening have on American society?

Possible answers

a. Intolerance toward non-Protestant beliefs, including Catholicism, increased.

b. It resulted in the development of benevolent reform movements.

c. There was an increase in church membership and the number of churches, and churches became the social centers of communities in rural areas.

d. The number of colleges (seminaries) increased.

e. The number of blacks in Protestant sects increased.

f. Women gained greater importance and power in church affairs.

6. What caused the great emotionalism of religious revivals?

Possible answers

a. People felt filled with the Holy Spirit.

b. Attendees were intoxicated and overly emotional.

c. People had poor diets and were in poor health, and the camp environment proved exhausting.

d. With few chances of attending religious services on the frontier, people could be overwhelmed by the atmosphere and rhetoric of a revival.

e. Revivals provided a safe and accepting environment for emotional display.

Classroom Activities

1. Divide the class into two sections based on the ideological, geographical, and political divisions surrounding the Missouri Compromise of 1820. You might also instruct the students to imagine that the classroom is Congress and they are politicians of the era from different sections of the nation (South, Northeast, West). Ask one or more students to take the perspective of Indians and African American slaves and comment on their role in the history of this important political issue.

2. Select a historical document, in the form of a visual image, relating to the textbook chapter and distribute it to students at the start of class. Ask several probing questions about the primary image and allow students time to formulate and provide their answers in a general discussion format. If possible, encourage students to respond to one another, and pose their own questions to the class as a whole. As usual, end the discussion by drawing the students into document analysis by asking them to illuminate the limitations of the visual document in question.

3. To help the students understand the major changes impacting women during the era, divide the class into two groups: men vs. women. Be sure to include members of both genders in both categories. Then ask the class to provide their historical perspective on the role of women within American society based on questions you provide orally or in print.

Oral History Exercise

• For extra credit or as part of the course grade, ask students to select an older relative or friend and ask them to discuss their knowledge of early American history and their family's activities in the past. You may wish to require students to draw up a list of questions and submit them as part of the assignment. Provide instruction on how to conduct a professional interview and develop a transcript. Students will learn not only the difficulties of practicing oral history as a professional skill, but also some interesting connections between real families and the more intangible historical material in the textbook chapter.

Working with Documents

COMPARING AMERICAN VOICES

The Trials of Married Life (p. 246)

1. What problems do these women share? How might their problems be related to larger social and economic changes in the nineteenth century?

• Problems include absence from their parental home, men losing interest in wives over time, a lack of independence and control of the household, and the necessity of maintaining a cheerful image despite depression over marriage.

• Problems stem from the rise of the market economy in the early nineteenth century, as well as the continuing domination of men over women in private and public life despite changes brought by republicanism. The rise of the com-
panionate marriage ideal elevated female expectations of a happy marriage.

2. Was Emma Willard correct? Did the emotional problems experienced by these women stem, at least in part, from their overly optimistic expectations of love-based marriage? Or was something else the cause of their unhappiness?
   • Male attitudes of patriarchy and immersion within the market economy, as much as female optimism of companionate marriage, explain their unhappiness.

3. What was Caroline Gilman’s advice to wives? Did the other women follow her advice?
   • She advised wives to submit to their husbands and repress their emotional distress, and practice “self-government . . . a good wife must smile.”
   • Some of the other women appear to have argued with their husbands, while others wrote letters of complaint to friends and relatives, or documented their unhappiness in diaries.

4. Do these selections prove that most American women had unfulfilled marriages? Or were these isolated cases? Would you expect to find more records of unhappy marriages than happy ones?
   • The sample selection is too small to prove that most American women had difficult marriages. But together they reflect certain patterns in the evidence that suggest that married life remained dominated by rigid gender roles that divided men and women from one another.
   • One might expect to find more records of unhappy than happy marriages simply because women who were unhappy tended to write more about their problems than women who were happy and had no complaints.

VOICES FROM ABROAD

Frances Trollope: A Camp Meeting in Indiana (p. 262)

1. What is Trollope’s opinion about what she witnessed “in the back-woods of Indiana”? Did she see what she expected to see? What clues does the narrative provide?
   • She views the backwoods as wild, crude, and rural, and the people as very devout and almost mesmerized by the religious teachings.
   • She was surprised by the fervid religiosity and the presence of African American people at the camp meeting. She did expect to hear the Methodist preachers condemn mankind for cultural depravity.

2. Who attended the camp meeting? How would you explain the different dress and deportment of the African American believers?
   • Camp meetings were attended largely by rural men and women, male preachers, and African American people.
   • Blacks brought their own spiritual system based on African traits to the Second Great Awakening. White organizers may also have given them fine clothes to facilitate their public role at the camp meeting.

3. How did the worship at this nineteenth-century camp meeting differ from that in, say, a New England Congregational church in the eighteenth century? How do you explain the difference?
   • The camp meeting was more participatory and physical, and focused on appealing to women with pagan-like overtones symbolized by the burning torches and emotional appeals of the religious message. Eighteenth century forms of worship were more staid, unemotional, and patriarchal.
   • The impact of the Second Great Awakening infused an emotional and individualistic current into Puritan religious discourse; now individuals had the power to save themselves from original sin through good works.

4. How does Trollope describe the words of the Methodist preacher? How did the Methodists’ theology differ from that of earlier Calvinists?
   • The preacher focused on the “enormous depravity of man.” Trollope described his words as emotional, individualistic based, and almost hypnotic in their impact on the female congregants.
   • Methodists believed that people could enter heaven through good works on earth and had the power individually to interpret the teachings of Christianity.

Reading American Pictures

Changing Middle-Class Families: Assessing the Visual Record (p. 250)

1. Count the number of children in each painting and look closely at their mothers. Given the decline in birthrates discussed in the text, how many more children is Mrs. Caverly likely to bear? Why?
• Mrs. Caverly is likely to have four more children: pre-1790 indicates 8 to 9 children; post-1790 indicates 6 children.

• Causes of the declining birthrate include men’s westward migration and the resulting lack of marriage partners for women, women marrying later and having fewer children, couples deliberately limiting family size to provide adequate inheritance and have more time for their own pursuits, and women desiring individualism and freedom from constantchildbearing.

2. How are the children posed in each painting? What do their poses reveal about how adults thought of children? In the paintings, is there evidence of change in that thinking from the colonial era to the nineteenth century?

• Children in the Cheney painting are posed and dressed as unemotional adults, with parents as the center of image; children in the Caverly image are occupying center stage and playing, revealing a shift in how childhood and childrearing were viewed, from patriarchal Puritan obedience and original sin in the eighteenth century to affectionate paternalistic parenthood and companionate marriage after 1790.

3. Mrs. Caverly is depicted with a Bible, and her husband is reading a newspaper. What do these clues suggest about the roles of women and men in the 1830s? From your reading of the text, how does this symbolism reflect important social and cultural changes at the time?

• Men’s roles were to work in public and take part in public political discourse, while women’s duties lay in the private world of church, home, and childrearing, maintaining a sanctuary for their husbands.

• The Bible suggests the impact of the Second Great Awakening on the role of women within U.S. society. The newspaper suggests the importance of the rise of a market economy for American families. Both symbols suggest a clarifying and solidifying of gender roles by the early nineteenth century.

4. Whom do you see first when you look at the painting of the Cheneys? Is there a similar visual center in the image of the Caverlys? Notice the differences in the physical settings and in the placement of the family members. Compare the two backgrounds: why is one plain and gray, and the other decorated and filled with objects? What do the differences tell you about the changing values of the middle class?

• The colonial middle class centered itself around the patriarchal father who ruled the household through custom and law, as demonstrated by the elevated height of the father in the Cheney image. The absolute authority of parents over children is reflected in the placement of the parents in the center of the image.

• The values of the early-nineteenth century middle class had evolved from colonial beginnings to reflect a more companionate marriage, an emotional view of children, and the importance of the home as a refuge from the outside market economy.

• The different colors of the homes and the presence of more objects of leisure in the Caverly image indicate the growing impact of the market economy on middle class values in the form of conspicuous consumption, and a rise of sentimentalism inspired by the Enlightenment and Second Great Awakening

Electronic Media

Web Sites

• Second Bank of the United States
  odur.let.rug.nl/~usa/E/usbank/bank04.htm
  This site examines the developments surrounding the formation and duration of the Second Bank of the United States.

• A Midwife’s Tale
  www.pbs.org/amex/midwife
  This Web site of information and primary documents supplements a PBS film about women’s roles during the early Republican era.

Films

• A Midwife’s Tale: The Life of Martha Ballard (1999, PBS documentary, 120 minutes)
  This film provides an intimate portrayal of family life and the activities of a midwife on the Maine frontier.

• Lewis and Clark: The Corps of Discovery (1997, PBS documentary, 120 minutes)
  Directed by Ken Burns, this film documents the expedition to open the Louisiana Purchase in 1803.
Literature


A historical account that traces the journey of the explorers across the North American continent.

Additional Bedford/St. Martin’s Resources for Chapter 8

FOR INSTRUCTORS

Transparencies

The following maps and images from Chapter 8 are available as full-color acetates:

- *The Fourth of July in Philadelphia*, c. 1811
- Map 8.1 The Expansion of Voting Rights for White Men, 1800 and 1830
- The Cheneys, c. 1795
- The Caverlys, 1836
- Map 8.2 The Status of Slavery, 1800
- Map 8.3 The Missouri Compromise, 1820–1821
- Map 8.4 The Second Great Awakening, 1790–1860

Instructor’s Resource CD-ROM

The following maps, figures, and images from Chapter 8, as well as a chapter outline, are available on disc in both PowerPoint and jpeg formats:

- Map 8.1 The Expansion of Voting Rights for White Men, 1800 and 1830
- Map 8.2 The Status of Slavery, 1800
- Map 8.3 The Missouri Compromise, 1820–1821
- Map 8.4 The Second Great Awakening, 1790–1860
- *The Fourth of July in Philadelphia*, c. 1811
- The Cheneys, c. 1795
- The Caverlys, 1836
- The Reverend Richard Allen

Using the Bedford Series with *America’s History*, Sixth Edition

Available online at bedfordstmartins.com/usingseries, this guide offers practical suggestions for incorporating volumes from the Bedford Series in History and Culture into the U.S. History Survey. Relevant titles for Chapter 8 include

- *Margaret Fuller: A Brief Biography with Documents*, by Eve Kornfeld, San Diego State University

FOR STUDENTS

Documents to Accompany *America’s History*

The following documents and illustrations are available in Chapter 8 of the companion reader by Melvin Yazawa, *University of New Mexico*:

1. John Marshall, Decision on *Fletcher v. Peck* (1810)
2. Daniel Webster, Argument for the Plaintiff in *Dartmouth College v. Woodward* (1818)
5. Hugh Henry Brakenridge, *Modern Chivalry* (1792)
6. Unidentified Artist, Congressional Pugilists (1798)
7. Benjamin Rush, The Education of Republican Women (1798)
8. James Madison, Original Intent and Slavery (1819)
10. James Madison and the American Colonization Society (1819)
11. Reverend George Baxter, Defending the Rival at Cane Ridge, Kentucky (1802)

Online Study Guide at bedfordstmartins.com/henretta

The Online Study Guide helps students synthesize the material from the text as well as practice the skills historians use to make sense of the past. The following visual and documents activities are available for Chapter 8:

Visual Activity

- Reading American Pictures: *Changing Middle-Class Families: Assessing the Visual Record*

Reading Historical Documents Activities

- Comparing American Voices: *The Trials of Married Life*
- Voices from Abroad: Frances Trollope: *A Camp Meeting in Indiana*
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 8 include

• The Expansion of White Male Suffrage, 1800–1830
Part Instructional Objectives

After you have taught Part Three, your students should be able to answer the following questions:

1. How did the Industrial Revolution affect the regions of the United States—North, South, and West—differently?
2. What effects did the factory have on American social structure?
3. How and why did reform movements arise in response to social and economic change in both the antebellum and Reconstruction eras?
4. What impact did democratization have on the American party system?
5. Why did sectional discord between the North and the South culminate in war?
6. How and why did the Civil War end with the North victorious?
In America, a French visitor remarked in 1839, “all is circulation, motion, and boiling agitation. Enterprise follows enterprise [and] riches and poverty follow.” Indeed, as we shall see in Part Three, American society was rapidly changing in basic ways. In 1820, the United States was predominately an agricultural nation; by 1877, it boasted one of the world’s most powerful industrial economies. Two other sets of dramatic events marked this era. The first was the creation of a genuinely modern polity: a democratic political system with competitive political parties. Second, many Americans developed a complex social identity that was both staunchly nationalistic and resolutely sectional. These profound transformations affected every aspect of life in the northern and midwestern states and brought important changes in the South as well. Here, in brief, is an outline of that story.

### Economy

An economic revolution, powered by advances in industrial production and a vast expansion in the market system, transformed the nation’s economy. Factory owners used high-speed machines and a new system of

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<tr>
<th>1820</th>
<th>Waltham textile factory opens (1814)</th>
<th>Business class emerges</th>
<th>Spread of universal white male suffrage</th>
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<tr>
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<td>Eric Canal completed (1825)</td>
<td>Rural women and girls recruited as factory workers</td>
<td>Rise of Andrew Jackson and Democratic Party</td>
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<td></td>
<td>Market economy expands nationwide</td>
<td>Mechanics form craft unions</td>
<td>Anti-Masonic Party rises and declines</td>
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<td>Cotton belt emerges in South</td>
<td>Protective tariffs passed (1824, 1828)</td>
<td>American Colonization Society (1817)</td>
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<td>Benevolent reform movements</td>
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<td>Revivalist Charles Finney</td>
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<td>Missouri Crisis and Compromise (1819–1821)</td>
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<td>David Walker’s Appeal . . . to the Colored Citizens of the World (1829)</td>
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<td>Domestic slave trade moves African Americans west</td>
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130 Part Three: Economic Revolution and Sectional Strife, 1820–1877
labor discipline to boost the output of goods dramatically. Simultaneously, enterprising merchants made use of a new network of canals and railroads to create a vast national market. Manufacturers produced 5 percent of the country’s wealth in 1820 but more than 30 percent in 1877, and now sold their products throughout the nation.

**Society**

The new economy created a class-based society in the North and Midwest. A wealthy elite of merchants, manufacturers, bankers, and entrepreneurs struggled to the top of the social order. Once in charge, they tried to maintain social stability through a paternalistic program of benevolent reform. However, a rapidly growing urban middle class created a distinct material and religious culture and spearheaded movements for radical social reform. Moreover, a mass of propertyless workers, many of them impoverished immigrants from Germany and Ireland, joined labor unions to win better wages and working conditions. Thanks to the interstate slave trade, Southern planters extended the plantation society of the Chesapeake and Carolinas as far south and west as Texas.

**Government**

The rapid growth of political parties sparked the creation of a democratic polity open to many social groups. Between 1790 and 1830, farmers, workers, and entrepreneurs persuaded governments to improve transportation, shorten workdays, and award valuable corporate charters. Catholic immigrants from Ireland and Germany entered the political arena to protect their religions and cultures from restrictive legislation advocated by Protestant nativists and reformers.

With Andrew Jackson at its head, the Democratic Party advanced the interests of southern planters, farmers, and urban workers. In the 1830s and 1840s, the Jacksonians led a political and constitutional revolution that cut government aid to financiers, merchants, and corporations. To contend with the Democrats, the Whig Party (and, in the 1850s, the Republican Party) devised a competing program that stressed economic development, moral reform, and individual social mobility. This party competition engaged the energies of the electorate and helped unify a fragmented social order.

**Culture**

Between 1820 and 1860, a series of reform movements, many with religious roots and goals, swept across America. Dedicated men and women preached the gospel of temperance, Sunday observance, prison reform, and dozens of other causes. Some Americans pursued their social dreams in isolated utopian communities, but most reformers worked within society. Two interrelated groups—abolitionists and women’s rights activists—demanded radical changes: the immediate end of slavery and the overthrow of the patriarchal legal and political order. As southern planters increasingly defended slavery as a “positive good,” antislavery advocates turned to political action. During the 1840s and 1850s, they demanded free soil in the western territories and charged that a “slave power conspiracy” threatened free labor and republican values throughout the nation.

**Sectionalism**

The economic revolution and social reform sharpened sectional divisions: The North developed into an urban industrial society based on free labor, whereas the South remained a rural agricultural society dependent on slavery. Following the Mexican War (1846–1848), northern and southern politicians struggled bitterly over the expansion of slavery into the vast territories seized from Mexico and the lands of the Louisiana Purchase. The election of Republican Abraham Lincoln in 1860 prompted the secession of the South from the Union and the onset of sectional warfare. The conflict became a total war, a struggle between two societies as well as two armies. And because of new technology and the mobilization of huge armies, the two sides endured unprecedented casualties and costs.

The fruits of victory for the North were substantial. During Reconstruction, the Republican Party ended slavery, imposed its economic policies and constitutional doctrines, and extended full democratic rights to former slaves. In the face of massive resistance from white Southerners, northern leaders gradually abandoned the effort to secure African Americans the full benefits of freedom. These decades, which began with great optimism and impressive achievements, thus ended on the bitter notes of a costly war, an acrimonious peace, and a half-won freedom.