
Chapter 9

Economic Transformation

1820–1860

Teaching Resources

Chapter Instructional Objectives

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

1. How did industrialization affect the American economy?
2. How and why did a transportation revolution occur before 1860?
3. Why did Americans move to cities during the first half of the nineteenth century?
4. How did the rise of factories affect the social relationships of Americans?
5. What challenges and opportunities faced immigrants in the United States?

Chapter Annotated Outline

- I. The American Industrial Revolution
 - A. The Division of Labor and the Factory
 1. Two great changes defined the early nineteenth century American economy: the growth and mechanization of industry (the Industrial Revolution) and the expansion and integration of markets (the **Market Revolution**).
 2. Industrialization came to the United States between 1790 and 1820 as merchants and manufacturers increased output of goods by reorganizing work and building **factories**.
 3. The “outwork system” was a more efficient **division of labor** and lowered the price of goods, but it eroded workers’ control over the pace and conditions of work.
 4. For tasks not suited to outwork, factories were created where work was concentrated under one roof and divided into specialized tasks.
 - B. The Textile Industry and British Competition
 1. British textile manufacturers were particularly worried about American competition; Britain prohibited the export of textile machinery and the emigration of mechanics who knew how to build it, but many **mechanics** disguised themselves as ordinary laborers and set sail.
 2. Samuel Slater brought to America a design for an advanced cotton spinner; the opening of his factory in 1790 marked the advent of the American Industrial Revolution.
 3. America had an abundance of natural resources, but British companies were better established and had less-expensive shipping rates, lower interest rates, and cheaper labor.
 4. Congress passed protective legislation in 1816 and 1824, levying high taxes on imported goods; tariffs were reduced again in 1833, and some textile firms went out of business.
 5. American producers used two other strategies to compete with their British rivals. First, they improved on British technology; second, they found less expensive workers.
 6. By copying the machines of British textile mills, Francis Cabot Lowell’s Boston Manufacturing Company was able to build the Waltham factory, the first American factory to perform all the operations of cloth

- making under one roof at higher speeds than British mills and with fewer workers.
7. The Boston Manufacturing Company pioneered a labor system that became known as the “Waltham plan,” in which the company recruited farm women and girls as textile workers who would work for low wages.
 8. By the early 1830s more than 40,000 New England women worked in textile mills; women often found this work oppressive, but many gained a new sense of freedom and autonomy.
 9. By combining improved technology, female labor, and tariff protection, the Boston Manufacturing Company sold textiles more cheaply than the British.
- C. American Mechanics and Technological Innovation
1. By the 1820s American-born craftsmen had replaced British immigrants at the cutting edge of technological innovation.
 2. The most important inventors in the Philadelphia region were members of the Sellars family, who helped found the Franklin Institute of Philadelphia in 1824.
 3. Mechanic institutes were established in other states, which disseminated technical knowledge and encouraged innovation; in 1820 the U.S. Patent Office issued about two hundred patents each year, but by 1860 it was awarding four thousand patents annually.
 4. American mechanics pioneered the development of **machine tools**, thus fueling the spread of the Industrial Revolution.
 5. In the firearms industry, Eli Whitney and others developed interchangeable and precision-crafted parts that enabled large-scale production.
 6. The expansion in the availability of machines allowed the American Industrial Revolution to come of age; the volume and availability of output caused some products—Remington rifles, Singer sewing machines, and Yale locks—to become household names.
 7. After the 1851 Crystal Palace Exhibition in London, Americans built factories in Britain and soon dominated many European markets.
- D. Wage Workers and the Labor Movement
1. The Industrial Revolution changed the nature of work and workers’ lives. Many American **craft workers** had developed an “**artisan republican** ideology,” a collective identity based on the principles of liberty and equality. They saw themselves as small-scale producers, equal to one another and free to work for themselves. But as the outwork and factory systems spread, more and more workers took jobs as dependent wage earners.
 2. Some journeymen formed unions and bargained with their employers, particularly with the hope of setting a ten-hour workday.
 3. The Working Men’s Party, founded in 1828, called for the abolition of banks, equal taxation, and a system of public education.
 4. By the mid-1830s, building-trades workers had won a ten-hour workday from many employers and from the federal government.
 5. Artisans whose occupations were threatened by industrialization—shoemakers, printers, and so on—were less successful, and some left their employers and set up specialized shops.
 6. The new industrial system divided the traditional artisan class into two groups: self-employed craftsmen and wage-earning craftsmen.
 7. Under English and American common law, it was illegal for workers to organize themselves for the purpose of raising wages because they prevented other workers from hiring themselves out for whatever wages they wished.
 8. In 1830, factory workers banded together to form the Mutual Benefit Society to seek higher pay and better conditions. In 1834, the National Trades Union was founded.
 9. Union leaders devised a “**labor theory of value**” and organized strikes for higher wages; similar labor actions were taken by women textile workers as well.
 10. By the 1850s, labor supply exceeded demand, and unemployment rose to 10 percent, resulting in a major recession and the Panic of 1857.
- II. The Market Revolution
- A. The Transportation Revolution Forges Regional Ties
1. The National Road and other interregional, government-funded highways were too slow and expensive to transport goods and crops efficiently.
 2. Americans developed a water-borne trans-

portation system of unprecedented size, beginning with the government-subsidized Erie Canal.

3. The canal had three things in its favor: the support of city merchants, the backing of the governor, and the gentleness of the terrain west of Albany.
 4. The Erie Canal altered the ecology and economy of the entire region.
 5. The Erie Canal brought prosperity to central and western New York, linked the economies of the Northeast and Midwest, and prompted a national canal boom.
 6. The invention of the steamboat by Robert Fulton ensured the success of the waterborne transportation system.
 7. The national government played a key role in the creation of this interregional system of transportation and communication; the passage of the Post Office Act of 1792 allowed letters and banknotes to be carried from one end of the country to the other and the Supreme Court encouraged interstate trade by striking down state restrictions on commerce in *Gibbons v. Ogden* (1824).
 8. The development of the railroad created ties between the Northeast and the Midwest, and by the 1850s railroads became the main carriers of freight.
 9. By the 1830s Midwestern entrepreneurs were producing goods that vastly increased output—John Deere plows, McCormick and Hussey reapers—to replace the ones Americans had been importing from Britain and the Northeast. By 1847 entrepreneurs like Deere were creating factories that relied on **mass production** to manufacture the plows.
 10. Southern investors concentrated their resources in cotton and slaves, preferring to buy manufactures from the Northeast and Britain.
 11. The Southern economy remained predominantly agricultural and generated less per capita income for Southerners than did the more industrial Northern economy.
- B. The Growth of Cities and Towns
1. Because of the expansion of industry and trade, the urban population grew fourfold between 1820 and 1840.
 2. The most rapid growth occurred in the new industrial towns that sprang up along the fall line; for example, Lowell, Massachusetts; Hartford, Connecticut; Trenton, New Jersey; and Wilmington, Delaware.
 3. Western commercial cities such as New Orleans, Pittsburgh, Cincinnati, and Louisville grew almost as rapidly because of their location at points where goods were transferred from one mode of transport to another.
 4. By 1860 the largest cities in the United States were New York, Philadelphia, St. Louis, and Chicago, in that order.
 5. The old Atlantic seaports—Boston, Philadelphia, Baltimore, Charleston, and especially New York City—remained important for their foreign commerce and, increasingly, as centers of finance and manufacturing.
 6. New York's growth stemmed primarily from its control of foreign trade; by 1840 New York handled almost two-thirds of foreign imports and almost half of all foreign trade.
- III. Changes in the Social Structure
- A. The Business Elite
1. The Industrial Revolution shattered the traditional rural social order and created a society composed of distinct regions, classes, and cultures.
 2. In the large cities the richest 1 percent of the population owned 40 percent of all tangible property and an even larger share of the stocks and bonds.
 3. The government taxed tangible property but almost never taxed stocks, bonds, or inheritances; thus, government policies allowed the rich to accumulate even more wealth at the expense of the poor.
 4. The wealthiest families began to consciously set themselves apart, and many American cities became segregated communities divided geographically along the lines of class, race, and ethnicity.
- B. The Middle Class
1. A distinct middle-class culture emerged as the per capita income of Americans rose about 2.5 percent per year between 1830 and the Panic of 1857.
 2. Middle-class Americans secured material comfort for themselves and education for their children, and they stressed discipline, morality, and hard work.
 3. The business elite and the middle class celebrated work as the key to a higher standard of living for the nation and social mobility for the individual.

4. The ideal of the “**self-made man**” became a central theme of American popular culture.
- C. Urban Workers and the Poor
1. The bottom 10 percent of the labor force, the casual workers, owned little or no property, and their jobs were unpredictable, seasonal, and dangerous.
 2. Other laborers had greater job security, but few prospered; many families sent their children out to work, and the death of one parent often sent the family into dire poverty.
 3. Over time, urban factory workers and unskilled laborers lived in well-defined neighborhoods of crowded boardinghouses or tiny apartments, often with filthy conditions.
 4. Many wage earners turned to alcohol as a form of solace; grogshops and tippling houses appeared on almost every block in working-class districts, and police were unable to contain the lawlessness that erupted.
- D. The Benevolent Empire
1. During the 1820s Congregational and Presbyterian ministers linked with merchants and their wives to launch a program of social reform and regulation.
 2. The **Benevolent Empire** targeted drunkenness and other social ills, but it also set out to institutionalize charity and combat evil in a systematic fashion.
 3. The benevolent groups encouraged people to live well-disciplined lives, and they established institutions to assist those in need and to control people who were threats to society.
 4. Upper-class women were an important part of the Benevolent Empire through sponsorship of charitable organizations.
 5. Some reformers believed that one of the greatest threats to morality was the decline of the traditional Sabbath.
 6. Popular resistance or indifference limited the success of the Benevolent Empire.
- E. Charles Grandison Finney: Revivalism and Reform
1. Presbyterian minister Charles Grandison Finney conducted emotional revivals that stressed conversion rather than instruction; Finney’s ministry drew on and accelerated the Second Great Awakening.
 2. Finney’s message that man was able to choose salvation was particularly attractive to the middle class.
 3. Finney wanted to humble the pride of the rich and relieve the shame of the poor by celebrating their common fellowship in Christ.
 4. The business elite joined the “Cold Water” movement, establishing savings banks and Sunday schools for the poor and helping to provide relief for the unemployed.
 5. The initiatives to create a harmonious community of morally disciplined Christians were not altogether effective; skilled workers argued for higher wages more than sermons and prayers and Finney’s revival seldom attracted poor people, especially Irish Catholics.
 6. Revivalists from New England to the Midwest copied Finney’s evangelical message and techniques and the movement swept through Pennsylvania, North Carolina, Tennessee, and Indiana.
 7. The **temperance movement** proved to be the most effective arena for evangelical social reform; the American Temperance Society adapted methods that worked well in the revivals and helped the consumption of spirits to fall dramatically.
 8. Evangelical reformers celebrated religion as the moral foundation of the American work ethic; religion and the ideology of social mobility held society together in the face of the disarray created by the market economy, industrial enterprise, and cultural diversity.
- F. Immigration and Cultural Conflict
1. Between 1840 and 1860, millions of immigrants—Irish, Germans, and Britons—poured into the United States.
 2. Most avoided the South, and many Germans moved to states in the Midwest, while other Germans and most of the Irish settled in the Northeast.
 3. The most prosperous immigrants were the British, followed by the Germans; the poorest were from Ireland.
 4. Many Germans and most Irish were Catholics who fueled the growth of the Catholic Church in America.
 5. Because of the Protestant religious fervor stirred up by the Second Great Awakening, Catholic immigrants met with widespread hostility; in 1834 Samuel F. B. Morse published *Foreign Conspiracy against the Liberties of the United States*, which warned of a Catholic threat to American republican institutions.

6. Anti-Catholic sentiment intensified: mobs of unemployed workers attacked Catholics, and the Native American Clubs called for limits on immigration.
7. Social reformers often supported the anti-Catholic movement because they wanted to prevent the diversion of tax resources to Catholic schools and to oppose alcohol abuse by Irish men.
8. In most large northeastern cities, differences of class and culture led to violence and split the North, similar to the way that race and class divided the South.

Key Terms

Market Revolution The dramatic increase between 1820 and 1850 in the exchange of goods and services in market transactions. The Market Revolution resulted from the combined impact of the increased output of farms and factories, the entrepreneurial activities of traders and merchants, and the development of a transportation network of roads, canals, and railroads. (272)

division of labor A system of manufacture that assigns specific—and repetitive—tasks to each worker. The system was first implemented between 1800 and 1830 in the shoe industry and soon became general practice throughout the manufacturing sector of the U.S. economy. Although it improved productivity, it eroded workers' control and sense of achievement. (272)

factory A structure first built by manufacturers in the early nineteenth century to concentrate all aspects of production—and the machinery needed to increase output—in one location. (273)

mechanic A term used in the nineteenth century to refer to a skilled craftsman and inventor who built and improved machinery and machine tools for industry. Mechanics developed a professional identity and established institutes to spread their skills and knowledge. (274)

machine tools Cutting, boring, and drilling machines used to produce standardized metal parts, which were then assembled into products like sewing machines. The rapid development of machine tools by American inventors in the early nineteenth century was a factor in the rapid spread of industrialization. (278)

craft worker An artisan or other worker who has a specific craft or skill, for example, a mason, a cabinetmaker, a printer, or a weaver. (279)

artisan republicanism An ideology that celebrated small-scale producers, men and women who owned their own shops (or farms) and defined the ideal republican society as one constituted by, and dedicated to the welfare of, independent workers and citizens. (280)

labor theory of value The belief that human labor produces value. Adherents argued that the price of a product should be determined not by the market (supply and demand) but by the amount of work required to make it, and that most of the price should be paid to the person who produced it. The idea was popularized by the National Trades' Union and other labor leaders in the mid-nineteenth century. (280)

mass production A system of factory production that often combines sophisticated machinery, a disciplined labor force, and assembly lines to turn out vast quantities of identical goods at low cost. In the nineteenth century, the textile and meatpacking industries pioneered mass production, which eventually became the standard mode for making consumer goods from cigarettes and automobiles to telephones, radios, televisions, and computers. (286)

self-made man A nineteenth-century ideal that celebrated men who rose to wealth or social prominence from humble origins through self-discipline, hard work, and temperate habits. (289)

Benevolent Empire A broad-ranging campaign of moral and institutional reforms inspired by Evangelical Christian ideals and endorsed by upper-middle-class men and women in the 1820s. Ministers who promoted benevolent reform insisted that people who had experienced saving grace should provide moral guidance and charity to the less fortunate. (290)

temperance, temperance movement A long-term series of activities by reform organizations to encourage individuals and governments to limit the consumption of alcoholic beverages. Leading temperance groups include the American Temperance Society of the 1830s, the Washingtonian Association of the 1840s, the Women's Christian Temperance Union of the late nineteenth century, and Alcoholics Anonymous, which was founded in the 1930s. (293)

Lecture Strategies

1. Students often have difficulty understanding how technological innovation developed. Write a lecture that explores the contributions and careers of

- people such as Eli Whitney and Robert Fulton. Describe technological innovation as a process of borrowing and creative adaptation. Examine Britain's contribution to America's Industrial Revolution.
2. How entrepreneurs translated their innovations into business success is often unclear to students. Write a lecture that examines entrepreneurial activity during the 1820s and 1830s. Consider the significant contributions of British models, sources of start-up capital, the role of family connections, and the role of government.
 3. Students often see the Industrial Revolution as monolithic. Write a lecture that discusses regional differences in response to the Industrial Revolution. How did communities in New England differ, and why? Discuss the ways in which regional specialization of production was complementary and ways in which it was not; for example, local farmers provided the new manufacturing towns with food, raw materials, and labor (young women) in exchange for cash. Discuss how people in the regions viewed each other and their differences.
 4. Students rarely comprehend the magnitude of the transformation in the North brought about by the growth of industry. Write a lecture that discusses changes in business from preindustrial days to the emergence of corporate business firms. Discuss technological changes in production and their impact on productivity, workers' lives, and consumers. Explain how this process produced our modern faith in technology. Large-scale industrial production also appears to have led to a boom-and-bust cycle in the economy; explore this cycle and its manifestations in the 1830s, 1840s, and 1850s.
 5. Write a lecture that focuses on the contributions of women to the Industrial Revolution and the formation of unions in the United States. Discuss the Lowell mill girls and the Waltham plan and how women's attitudes changed over the 1820s and 1830s. Be sure to point out how men viewed women during the mid-nineteenth century.
 6. Write a lecture that clarifies for students how the Industrial Revolution changed every aspect of life in the United States. Discuss the social impact of the economic change from agricultural labor to factory labor on workers. Consider work patterns and the impact on the family. Explore changes in gender relationships and the fact that middle-class women and children now played a role in earning income for the family.
 7. Write a lecture that explores the impact of the Industrial Revolution on the city and the development of urban America. Explain how urban patterns of work and residence changed, and how laborers came to have their own neighborhoods separate from their employers. Discuss the roots of social problems such as alcoholism, crime, and urban poverty. This may lead to a discussion of the degree to which such problems triggered social reform.
 8. Write a lecture that helps students understand the significance of the transformation from subsistence agriculture to a market economy. Discuss where this occurred most rapidly and why. Discuss the impact on farmers, and explain how production for a market economy required new skills, such as accounting and planning. Discuss the impact on the family and gender roles.
 9. The nineteenth-century middle class was not the same as the middle class of today. Write a lecture that explains how the Industrial Revolution led to the rise of the middle class, who middle-class people were, how they lived, what they did, and what they thought about American society and its social divisions.
 10. To emphasize the importance of religion to nineteenth-century reform movements, write a lecture that traces the connection between religion and reform. Explore the degree to which reform resulted from the business class's desire to establish greater social control and the degree to which it was the response of women who wished to protect the family and gain a greater public role. Discuss whether these motives were complementary.
 11. Write a lecture that discusses the theological underpinnings of reform, and show how Charles Grandison Finney transformed the concept of salvation. Discuss how other churches responded to Finney. Explain the successes and failures of the reform movement.
 12. The immigrant experience draws many students' interest. Write a lecture that develops this topic, with further discussion of the Irish potato famine and the events in Germany that led large numbers of immigrants to come to America. Discuss the immigrant voyage and the reasons immigrants chose one destination over another. Compare their expectations with the situations and opportunities they encountered. Discuss the degree to which life in the United States changed them and the degree to which they changed the United States.

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 American Industrial Revolution (pp. 272–280)

- How did American textile manufacturers compete with British manufacturers? How successful were they?
 - Americans had the advantage of abundant natural resources. The nation's farmers produced a wealth of cotton and wool, and fast-moving rivers existed for transportation and cheap energy.
 - The U.S. federal government attempted to assist American industry through tariffs.
 - But the British had cheap labor, and undersold American competitors.
 - Because of cheap transatlantic shipping and low interest rates in Britain, raw cotton could be imported from the United States, manufactured into clothing, and resold at bargain price.
- In what ways did the emerging industrial economy conflict with artisan republicanism?
 - Outwork and factory systems led to a decrease in the standard of living, and loss of social equality, independence as a craftworker, working class identity, and the ability to control labor conditions.
- How did wage laborers respond to the new economy?
 - Wage workers responded by forming unions to protect their working rights. Strikes sometimes occurred when workers felt threatened by their employers.

The Market Revolution (pp. 280–288)

- What roles did government—state and national—play in the development of America's transportation networks?
 - State:* Governments chartered private companies to build roads and turnpikes. The New York legislature funded the Erie Canal in 1817. Governments passed taxes, sold bonds, and charged tools to pay for the project.
 - National:* Congress funded large improvements, such as the National Road in 1811.

- From the evidence provided in the text, could it be argued that the construction of the Erie Canal was the central economic event of the first half of the nineteenth century? Why or why not?
 - Construction of the Erie Canal was the central economic event of the first half of the nineteenth century because of its unprecedented size (364 miles), scope, and cost compared to any other single economic venture before the transcontinental railroad of the 1860s.
 - Its regional impact was profound in terms of unifying the nation culturally and physically, while improving the economy of the northeastern and northwestern sectors and bringing migrants westward to settle the Midwest on lands obtained from Indians.
- Describe the different types of cities that emerged in the United States in the first half of the nineteenth century. How do you explain the differences in their development?
 - Western commercial cities like Pittsburgh and New Orleans expanded as regional hubs for the shipment of goods to the American West. They quickly became industrial centers as well.
 - Because of industrial growth, large urban Atlantic coastal cities, such as New York, grew as ports for the shipping and financial industry, and as centers of new arrivals of immigrants.
 - Smaller, internal cities grew as regional hubs for local farmers who shipped surplus grain and other goods for market resale abroad.
 - Differences in development:* Some cities grew large because of their location on water routes of communication, including inland cities on the fall line where rivers descended to coast.

Changes in the Social Structure (pp. 288–298)

- Identify the social classes created by the economic revolution, and describe their defining characteristics.
 - Business elite:* They were wealthy, removed physically and ideologically from lower social classes and the middle class, and reclusive. The managers and owners of industry, they inhabited separate residential neighborhoods in large cities, and were exploiters of cheap immigrant laborers.
 - Middle class:* They engaged in ordinary economic transactions of society, including conspicuous consumption for material comfort as their incomes rose during the market revolution. They viewed themselves as self-made men,

based on a hard work ethic and moral and mental discipline from heavy drinking and gambling. They possessed a strong belief in public education.

- *Urban workers and the poor:* Urban workers were dependent on the upper classes for work, engaged in manual or skilled labor, believed in artisan republican ideology, joined unions and went on strike, and inhabited working class neighborhoods. The poor suffered terribly from disease, inhabited substandard housing in slums, had a high rate of alcoholism, crime and fighting, and high unemployment, and experienced a lack of government social services.
2. What were the main goals of the Benevolent Empire? To what extent were they achieved?
 - The primary goal of the Benevolent Empire was conservative social reform, which took the form of moral discipline against vice, the temperance movement, the Sabbath movement, the religious Christian movement, and movements against poverty, adultery, and prostitution. New secular, charitable institutions were created, and churches were used to combat social problems.
 - There was a popular resistance to moral reform, as well as a lack of strong government support. The class bias of reformers limited the effectiveness of some reforms, such as the teaching of Christianity to slaves or persuading working-class men to stop drinking alcohol and attend church on their only day off each week.

Chapter Writing Assignments

These questions appear at the end of Chapter 9 in the textbook. They are provided in the Computerized Test Bank with suggested responses, for your convenience.

1. Weigh the relative importance of the Industrial and Market revolutions in changing the American economy. In what ways was the economy different in 1860 from what it had been in 1800? How would you explain those differences?
 - The 1800 economy was preindustrial, dependent on Atlantic seaport trade with Europe. The United States was a nation of independent farm families disconnected from larger market economy.
 - The 1860 economy was an industrial and manufacturing economy based on mass production and the use of cheap urban labor. Geographical regions were more interdependent, and there was increased agricultural output because of improvements in transportation systems and an increase of exports to Europe.
2. What was the impact of the economic revolution on the lives of women in various social groups and classes?
 - American private and government interests engaged in capitalism to create transportation improvements and a manufacturing industrial infrastructure based on mass production. The removal of Native Americans from the southeast enabled the increase of cotton production, the key export fueling American industrial growth before 1860.
 - The elite class gained wealth, led increasingly reclusive lives, possessed servants and performed no labor, increasingly took part in the social reform movement, feared the lower classes, and experienced a decrease in the birthrate.
 - Middle-class women left the workforce and became full-time homemakers, increasing their literacy and conspicuous consumption and decreasing the birthrate. Their desire for education and work life increased, as did their participation in church (Second Great Awakening) and social reform movements of the Benevolent Empire.
 - For working-class women, the working conditions became worse as a result of urban locations, long hours, low pay, and the harsh environment of factory employment. They increasingly entered the industrial workforce, experienced a decrease in birthrate, joined unions, and went on strike. Disease and alcoholism increased, while life expectancy decreased. Some women enjoyed work life because it provided a sisterhood with female workers, larger living quarters, distance from a patriarchal family, and it delayed marriage.
 - Poor women found that their housing and work conditions became worse as cycles of unemployment increased from market revolution and industrial growth.
3. Did the Industrial and Market revolutions make America a more or less republican society? How so?
 - Economic revolutions worked against the creation of a republican society based on social equality, participation in government, and public spiritedness. The revolutions created strong class differences that decreased the sense of social equality. Economic inequality increased, as

did gaps in wages and life expectancy, residential segregation by class, and recurrent periods of unemployment. An increase of individualism and economic self-interest decreased a sense of public spiritedness, reducing the effectiveness of government and private reforms of social ills.

- Industrial and market revolutions required cotton as a key product for U.S. and British mass production in factories and resale. Lands were taken from Indians and labor from Africans, resulting in an increase of Indian genocide and land loss, and an African holocaust of slavery and erosion of rights as free people.

Class Discussion Starters

1. Why was the development of machine tools so important to the Industrial Revolution in the United States?

Possible answers

- a. Machine tools accelerated the rate of industrialization by providing a greater ability to interchange parts.
- b. Machine tools produced machinery so rapidly and cheaply that mechanization spread easily throughout the United States.
- c. Machine tools could be sold to other countries that were behind the United States in industrialization.

2. Many factors contributed to business success in the 1820s and 1830s. What decisions and choices could a young man of the middle or upper class make to increase his potential for business success?

Possible answers

- a. An upper- or middle-class man could choose where, throughout the United States, to locate his business.
- b. A man's choice of marriage partner and family alliances could help him achieve business success.
- c. An upper- or middle-class man could opt to receive skills training.

3. The South could have taken a different course and chosen to become involved in the Industrial Revolution in the 1820s and 1830s. Why didn't it?

Possible answers

- a. In the short run, Southerners could make more money growing cotton.

- b. Southerners preferred the plantation ideal to involvement in factory development.
- c. Southerners believed that slaves would not work in factories.
- d. Southerners were not forced to adapt to changes brought by waves of immigrants from abroad.

4. What were the possible solutions to the high cost of labor for American manufacturers?

Possible answers

- a. Manufacturers could employ young farm women, who were available because of poor agriculture in New England and a shortage of men, who often moved west to farm. Women traditionally appeared docile and easy to manage, and their families needed the additional income.
- b. Industries could relocate to the South and use slave labor. However, the immature transportation networks in the South meant that higher transportation costs often negated any labor savings.
- c. Manufacturers could employ European immigrants, especially in the 1840s. Before then New England Federalists suspected that immigrants were sources of radicalism.
- d. There was an increasing use of technology to automate and organize factory processes.

5. How did the Industrial Revolution alter the relationship among the social classes?

Possible answers

- a. Living arrangements changed when a working man no longer lived in his master's home as an apprentice.
- b. As a result of residential changes, employers and laborers came to know less of each other's personal lives.
- c. Laborers and employers lost their sense of a common mission; labor mobility increased, as did the willingness of employers to release their employees; the machines themselves came between the human groups.
- d. Labor organization increased as workers came to identify more with each other than with their employers.

- e. Unskilled laborers had fewer opportunities for social mobility because opportunity for education was limited.
 - f. Lack of skills diminished workers' sense of self-worth, embittering them against the upper classes; meanwhile, the employers' work resembled the tasks of the laborers less and less, allowing the managers to feel superior.
6. What new skills were required of those aspiring to the merchant and business class in order to compete successfully in a market economy?

Possible answers

- a. Businessmen needed the ability to understand business plans and develop economic projections.
 - b. Better accounting methods and record keeping were needed so as to understand which endeavors were successful and which were not.
 - c. Businessmen needed to be able to access market information (such as information about new roads or labor shortages), which could come through newspapers or through personal contacts, such as family and friends. This information allowed entrepreneurs to see new opportunities and take advantage of them.
7. Why might a middle-class manager join a revivalist church?

Possible reasons

- a. A manager might want to get a more personal sense of salvation.
- b. A manager might wish to please an employer who belonged to such a church, for instance to convince him that he shared the employer's attitudes toward temperance and hard work.
- c. Social pressure may have been applied from his employer and family.
- d. A middle-class man might want access to Sunday school for his children.
- e. The church could serve as a social outlet for a man and his family, or provide him with a place to exercise his a strong sense of community.

Classroom Activities

1. Divide the class into two social groups: German and Irish immigrants and native-born Anglo American Protestants. Ask each group to meet

separately to discuss the general perspective of each social category. After they have discussed these issues (and perhaps generated a list of values or ideas held by each social group), reconvene the class. Then make pointed statements about the Irish and Germans or about American Protestants designed to stir debate between both groups. Some instructors also like to show a clip from the film *Gangs of New York* to get the students directly interested in the discussion. You may wish to end the exercise by drawing connections to modern immigrant debates and issues occurring in the United States and France.

2. Divide the class into four sections based on the social classes congealing in the mid-nineteenth century: the urban elite, middle class, working class, and urban poor. Ask the students to meet in their groups and create a list of their groups' problems, and advantages or opportunities, within the emerging market and industrial economy of the United States during the mid-nineteenth century. Bring the class back together and call on individuals to relate one of their problems or opportunities. Be sure to write these on the board so that each student can compile a list of ideas from this brainstorming and group activity.
3. Show the film *Gangs of New York*. Tell the students before you show the film that they are to take notes on the connections they see between the film and the textbook chapter. After the film is over, generate a discussion about immigration and urban America.
4. Form the conditions for a class debate on either immigration or the social reform movement. The characters can be benevolent reformers vs. the urban working class or Irish immigrants vs. Anglo American nativists. Divide the class into two groups to prepare potential arguments for both sides. During the debate keep track of the arguments offered by the students by writing their thoughts on the board. After the exercise is over, generate a general discussion about immigration, social reform, and nativism.

Oral History Exercise

- Create an oral history exercise based on the aftermath of the New York City Draft Riots of 1863. Several primary accounts of the oral statements of witnesses to the event exist. Provide the students copies of the testimony and ask them how oral history shapes our interpretation of the riots, and how

oral forms of evidence supplement the use of written evidence by historians to understand the past.

Working with Documents

COMPARING AMERICAN VOICES

A Debate over Catholic Immigration (p. 296)

1. According to Beecher, what specific dangers does Catholicism pose to American republican institutions? Why would he argue that Protestant churches do not pose the same dangers?
 - The dangers of Catholicism include the centralized power of church in shaping civil and social duties like voting, the erosion of independence as worshipper, becoming slaves of the Catholic clergy, and the church's opposition to the republican value of liberty.
 - Protestant churches do not pose the same dangers because Protestant worship is based on morality and free inquiry, and allows for the individualism of congregants and separation between church and state.
2. Does Brownson disagree with Beecher's criticism of the social and political impact of Catholicism? Or does he simply think Catholicism is good and necessary, while Beecher believes it is dangerous? Explain your answer.
 - Brownson believes the Catholic Church safeguards democracy by increasing religious diversity in America.
 - It is the passions of people, and not the Catholic Church itself, that erode republican values.
 - The Catholic Church exists to take care of the people, not to compel the people to care for it.
 - The Catholic Church is necessary to sustain popular liberty by a religion free from popular control.
3. Given Brownson's statement that "the people must have a master," what would be his view of democracy and popular government?
 - He views democracy as based on distinct class differences necessitating allegiance by lower orders to those of hierarchy and wealth.
 - He fears the self-interested will of the masses inherent to popular government and democracy in a republic like the United States, that is, the ignorant leading the nation to despotism.

4. Do you think the leaders of the Benevolent Empire would agree with any parts of Brownson's social and political philosophy? Why or why not?
 - The leaders would agree that the masses require leadership to avoid anarchy, vice, and the erosion of republican values and institutions.
 - They would also agree that religion played a central role in the social reform movement as a source of leadership, institutional energy, and values.

VOICES FROM ABROAD

Ernst Stille: German Immigrants in the Midwest (p. 282)

1. What does it suggest about the immigrant experience that so many people from a cluster of villages in Prussia ended up in contact with one another in Cincinnati, Ohio?
 - Immigrants came in groups and created networks of mutual assistance, helped relatives and friends leave and resettle, and remained in close-knit neighborhoods for cultural reasons of shared ethnicity and work-related activities in an English-speaking, anti-immigrant nation.
2. What is Ernst Stille's opinion about what it takes to be successful in America? What will be the key factors in determining whether he achieves his dream of owning a farm?
 - Stille believes in working long hours at menial labor, changing jobs if necessary, remaining healthy, and managing temporary economic setbacks inherent to an industrial economy.
 - Key factors for his achievement will be the U.S. economy avoiding cyclical downturns, disease outbreaks remaining minimal, and wages remaining high.

Reading American Pictures

How Did Americans Dramatically Increase Farm Productivity? (p. 275)

1. The picture at the top shows the wheat harvest at Bishop Hill, a commune founded in Illinois in 1848 by Swedish Pietists (see Chapter 11 for a discussion of rural communes). What tools are the men using to cut the wheat? What are the women's tasks? Do you think these communalists harvested wheat significantly more efficiently than individual farm families had done for a hundred years?

- The men are using hand tools—wooden scythes to cut the wheat.
 - The women are gathering and binding the wheat.
 - The communalists were engaging in a preindustrial mode of production in use for hundreds of years in North America and the rest of the world.
2. Now look at the picture of McCormick’s Reaper, taken from an advertisement. Using this machine, the farmer and his son could harvest as much in a day as the nineteen workers at Bishop Hill. How did it achieve such a dramatic increase in productivity?
- The increase of productivity stemmed from the use of horse and machine power to process the harvest.
3. Look closely at the reaper in the advertisement. What is the purpose of the letters inscribed on each part of the machine? What does this tell you about the standardization of parts that was crucial to the Industrial Revolution? Why do you think the manufacturer provided this information to potential buyers?
- The letters helped the farmer understand how the machine works, how it was manufactured, and how to fix it or order new parts. The manufacturer provided the information to demonstrate the efficiency, sound workmanship, and simplicity of the machine.
 - The standardization of parts as symbolized by the reaper was a key aspect of the mass production system of the Industrial Revolution. Standardized parts made possible the rapid production of similar goods, making production costs cheaper and items more affordable for farm families.

Electronic Media

Web Sites

- *The Eli Whitney Museum & Workshop*
www.eliwhitney.org/
This site presents the impact of technology on American society in the early nineteenth century as seen through the life and work of Eli Whitney, the inventor of the cotton gin.
- *The Erie Canal*
www.canals.state.ny.us/cculture/index.html.
The site explores the history of the canal from its creation to the present day.

- *Pioneering the Upper Midwest: Michigan, Minnesota, and Wisconsin, ca. 1820–1910*
<http://memory.loc.gov/ammem/umhtml/umhome.html>

This Library of Congress site provides primary accounts and other documents of the era to illuminate the settlement of the upper Midwest.

Films

- *Little Women* (1994, Columbia Pictures, 115 minutes)
Directed by Gillian Armstrong, this film recreates Louisa May Alcott’s book chronicling the values of the white middle class during the mid-nineteenth century.
- *Gangs of New York* (2002, Miramax Films, 168 minutes)
Directed by Martin Scorsese, this reenactment of the Five Points district of New York City also illuminates the historical context of immigration and nativism in 1846.

Literature

- Tyler Anbinder, *Five Points* (New York: Penguin, 2001)
Historical fiction at its best. Anbinder illuminates the challenges faced by Irish immigrants in New York City (as seen in *Gangs of New York*).

Additional Bedford/St. Martin’s Resources for Chapter 9

FOR INSTRUCTORS

Transparencies

The following maps and images from Chapter 9 are available as full-color acetates:

- Technology Celebrated
- Wheat Farming at Bishop Hill, Illinois
- Diagram of McCormick’s reaper from *The Cultivator*, May 1846
- Map 9.1 New England’s Dominance in Cotton Spinning, 1840
- Map 9.2 Western Land Sales, 1830–1839 and 1850–1862
- Map 9.3 The Transportation Revolution: Roads and Canals, 1820–1850
- Map 9.4 The Railroads of the North and South, 1850–1861
- Map 9.5 The Nation’s Major Cities, 1840

Instructor's Resource CD-ROM

The following maps, figures, and images from Chapter 9, as well as a chapter outline, are available on disc in both PowerPoint and jpeg formats:

- Map 9.1 New England's Dominance in Cotton Spinning, 1840
- Map 9.2 Western Land Sales, 1830–1839 and 1850–1862
- Map 9.3 The Transportation Revolution: Roads and Canals, 1820–1850
- Map 9.4 The Railroads of the North and South, 1850–1861
- Map 9.5 The Nation's Major Cities, 1840
- Technology Celebrated
- Wheat Farming at Bishop Hill, Illinois
- Diagram of McCormick's reaper from *The Cultivator*, May 1846
- Woodworker, c. 1850

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 9 include

- *Attitudes Toward Sex in Antebellum America: A Brief History with Documents*, by Helen Lefkowitz Horowitz, *Smith College*

FOR STUDENTS

Documents to Accompany *America's History*

The following documents and illustrations are available in Chapter 9 of the companion reader by Melvin Yazawa, *University of New Mexico*:

1. *Niles' Weekly Register*, Calculating the Value of Children's Labor (1816)
2. A Mill Worker Describes Her Work and Life (1844)
3. Harriet Martineau, *Morals of Manufactures* (1837)
4. The "Factory Girls" (1844, 1845)

5. Joseph Whitworth, *The American System of Manufactures* (1854)
6. Jessup W. Scott, *Western Railroads* (1845)
7. A Satire on Western Boosterism (1845)
8. Alexis de Tocqueville, *The Rise of an Industrial Aristocracy* (1831)
9. *The American Whig Review*, Influence of Trading Spirit on Social and Moral Life (1845)
10. Freeman Hunt, *Advice for Businessmen* (1856)

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 map, visual, and documents activities are available for Chapter 9:

Map Activity

- Map 9.3 The Transportation Revolution: Roads and Canals, 1820–1850

Visual Activity

- Reading American Pictures: *How Did Americans Dramatically Increase Farm Productivity?*

Reading Historical Documents Activities

- Comparing American Voices: *A Debate Over Catholic Immigration*
- Voices from Abroad: Ernst Stille: *German Immigrants in the Midwest*

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 9 include

- The Transportation Revolution: Getting Goods to Market

