

Unity and Sectionalism

Essential Question

How were nation-building issues resolved in the early 1800s?

Reading Guide

Content Vocabulary

sectionalism (p. 322)

state sovereignty (p. 322)

American System (p. 323)

Academic Vocabulary

intense (p. 322)

internal (p. 322)

Key People and Events

Missouri Compromise (p. 323)

McCulloch v. Maryland (p. 324)

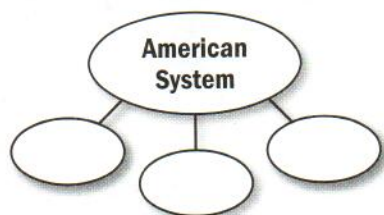
Gibbons v. Ogden (p. 324)

Adams-Onís Treaty (p. 326)

Monroe Doctrine (p. 326)

Reading Strategy

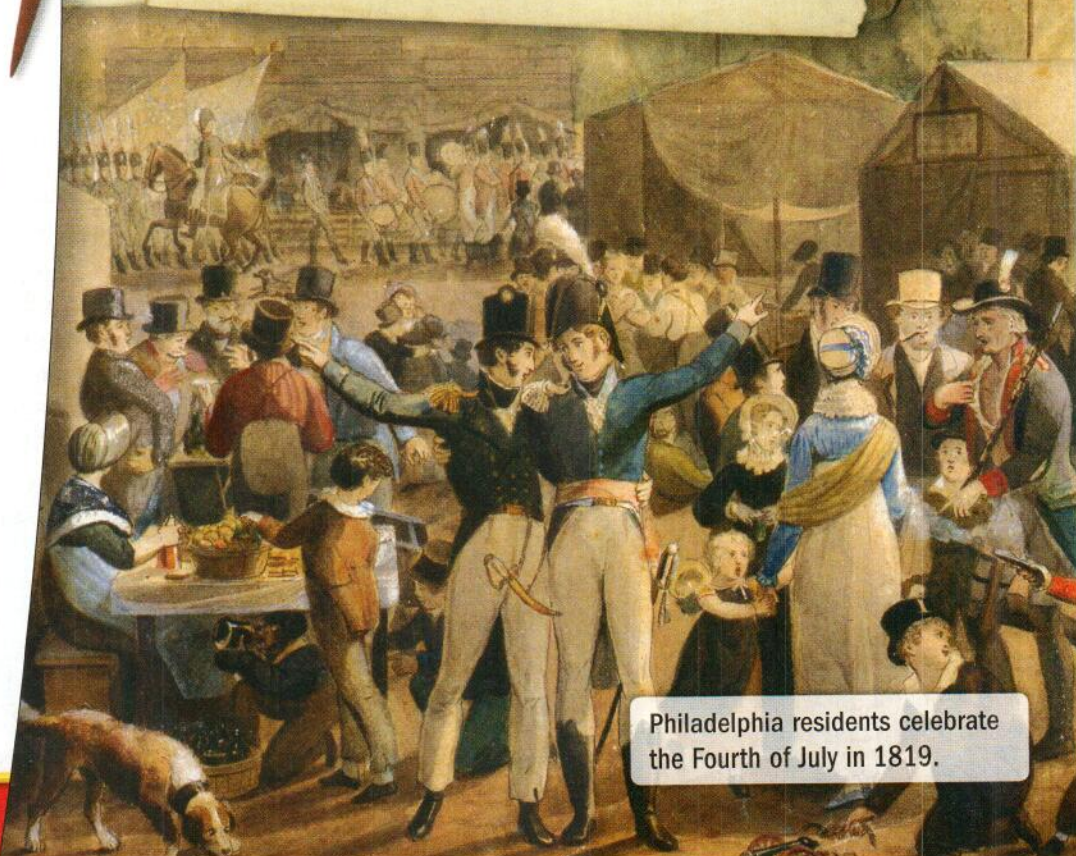
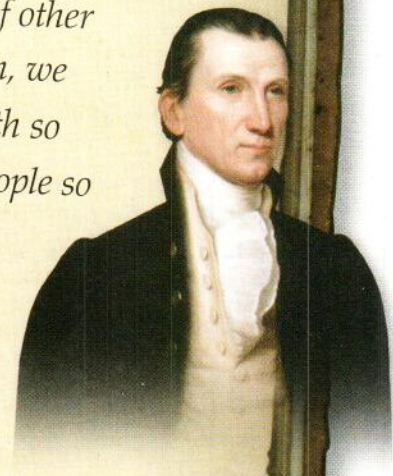
Taking Notes As you read, create a diagram like the one below to list the three parts of Henry Clay's American System.



American Diary

"If we look to the history of other nations, ancient or modern, we find no example of a growth so rapid—so gigantic; of a people so prosperous and happy. In [thinking about] what we still have to perform, the heart of every citizen must expand with joy when he reflects how near our Government has approached to perfection."

—from James Monroe's Inaugural Address, March 1817



Philadelphia residents celebrate the Fourth of July in 1819.

The Era of Good Feelings

Main Idea After the War of 1812, a new spirit of nationalism spread throughout the United States.

History and You Do you believe your favorite sports team is better than any other team? Read on to find out about the national pride many Americans felt for their country.

The absence of major political divisions after the War of 1812 helped forge a sense of national unity. In the 1816 presidential election, James Monroe, the Republican candidate, faced almost no opposition. The Federalists, weakened by doubts of their loyalty during the War of 1812, barely existed as a national party. Monroe won the election by an overwhelming margin.

Although the Federalist Party had almost disappeared, many of its programs had gained popularity. Support grew for tariffs to protect industries and a national bank.

Political differences among citizens, however, seemed to fade. A Boston newspaper called these years the Era of Good Feelings. President James Monroe symbolized these good feelings. Monroe had been involved in national politics since the American Revolution. He wore breeches, or short pants, and

powdered wigs—styles no longer in fashion at that time. With his sense of dignity, Monroe represented a united America, free of political strife.

Early in his term, Monroe toured the nation. No president since George Washington had done so. Monroe even paid for the trip using his own expenses and tried to travel without an official escort. Local officials everywhere greeted the president and celebrated his visit.

Monroe arrived in Boston, the former Federalist stronghold, in the summer of 1817. About 40,000 well-wishers cheered him. John Adams, the second president, invited Monroe to his home. Abigail Adams praised the new president's "unassuming manner."

Monroe did not think the demonstrations were meant for him personally. He wrote James Madison that they revealed a "desire in the body of the people to show their attachment to the union."

Two years later Monroe continued his tour throughout the country. He traveled as far south as Savannah and as far west as Detroit. In 1820 President Monroe won reelection, receiving all but one electoral vote.

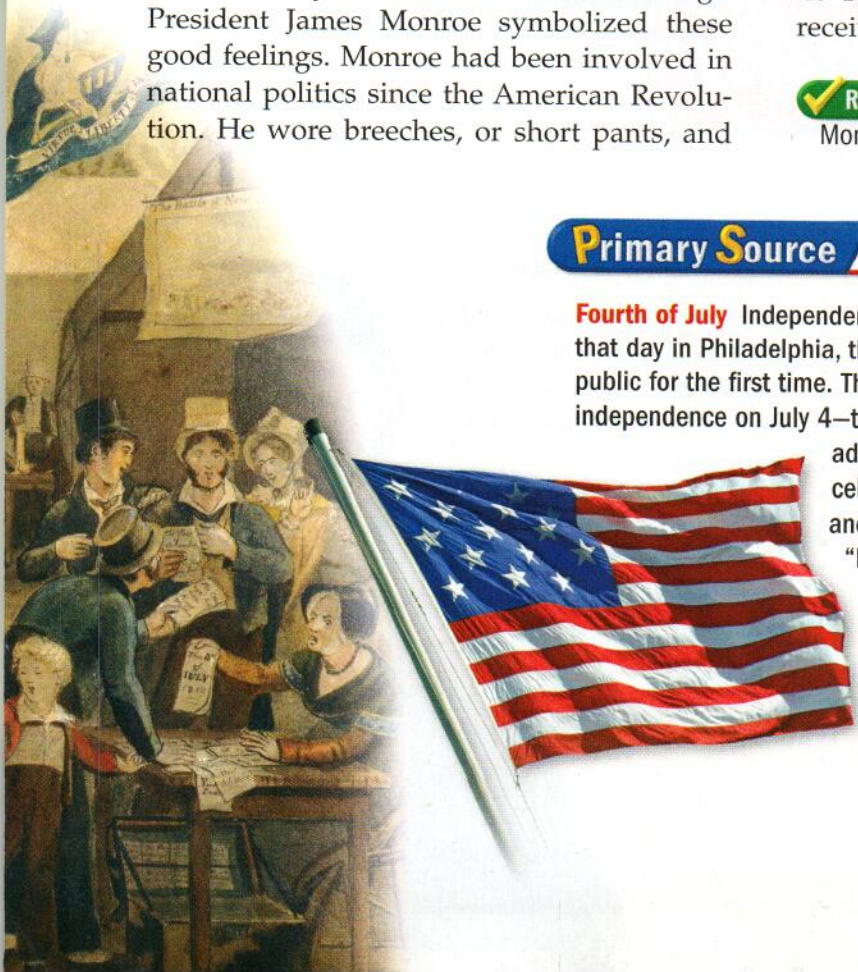
Reading Check Summarizing Why did James Monroe appeal to people?

Primary Source Celebrating Independence

Fourth of July Independence Day was first observed on July 8, 1776. On that day in Philadelphia, the Declaration of Independence was read in public for the first time. The next year, Philadelphia honored the nation's independence on July 4—the day the Declaration of Independence was adopted by the Continental Congress. People celebrated the occasion with bonfires, parades, and fireworks. In 1826 Thomas Jefferson wrote: "Let the annual return of this day forever refresh our recollections of [our] rights, and an undiminished devotion to them."

Critical Thinking

Making Connections How do people express patriotism for the United States today?



Sectionalism and the American System

Main Idea Regional differences brought an end to the Era of Good Feelings.

History and You Why do people support certain political leaders? Read about three influential spokespeople in Congress during the early 1800s.

Regional differences soon brought an end to the Era of Good Feelings. Most Americans felt a strong allegiance to the region where they lived. They thought of themselves as Westerners or Southerners or Northerners. This **sectionalism**, or loyalty to their region, grew more **intense** over national policies.

Most white Southerners, for example, supported slavery. They argued that states were given the right in the Constitution to govern themselves. Southerners believed the federal government and people in the North were interfering with a state's right to maintain the institution of slavery.

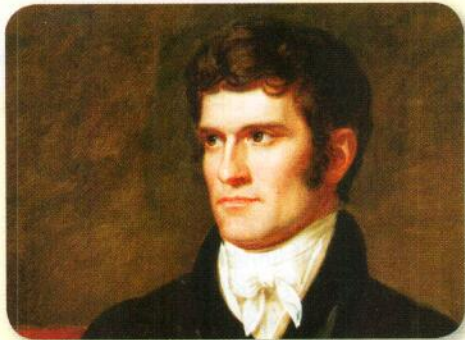
The different regions also disagreed strongly on the need for tariffs, a national bank, and **internal** improvements. Internal improvements were federal, state, and privately funded projects, such as canals and roads, to develop the nation's transportation system. Three regional spokespersons emerged in Congress.

John C. Calhoun

John C. Calhoun, a planter from South Carolina, had called for war with Great Britain in 1812. He remained a nationalist for some time after the war. Calhoun supported internal improvements, the development of industries, and a national bank. He believed that these programs would benefit the South.

In the 1820s, however, Calhoun's views began to change. He emerged as a chief supporter of **state sovereignty**, the idea that states have autonomous power, or the right to govern themselves. Calhoun became a strong opponent of national programs.

People IN HISTORY



John C. Calhoun

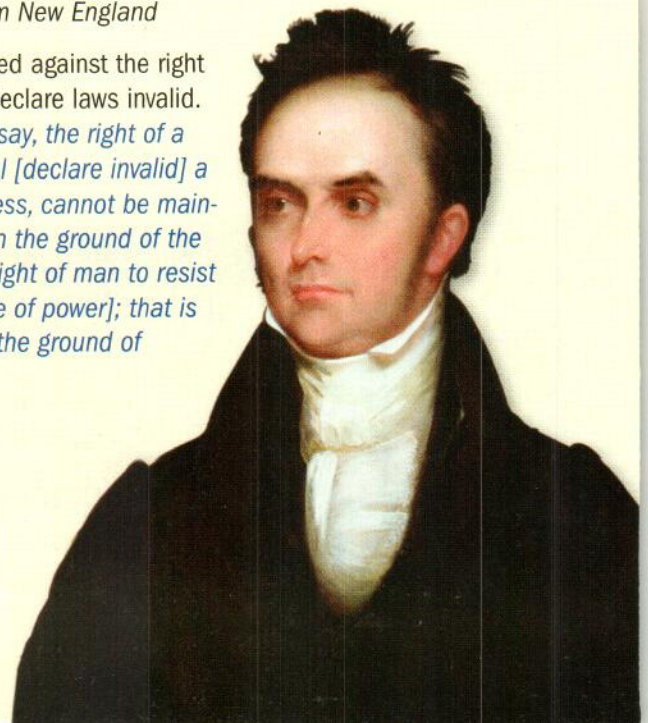
Politician from South Carolina

Calhoun was a fierce supporter of states' rights. He believed that if the federal government passed a law where it overstepped its authority over states, then people had the right to refuse to obey it. *"Let it never be forgotten that, where the majority rules without restriction, the minority is the subject."*

Daniel Webster

Politician from New England

Webster argued against the right of states to declare laws invalid. He stated, *"I say, the right of a state to annul [declare invalid] a law of Congress, cannot be maintained, but on the ground of the unalienable right of man to resist [the cruel use of power]; that is to say, upon the ground of revolution."*



Calhoun and other Southerners opposed high tariffs. Calhoun argued that tariffs raised the prices of manufactured goods that they could not make for themselves and that high tariffs protected inefficient manufacturers.

Daniel Webster

Daniel Webster was first elected to Congress in 1812 to represent his home state of New Hampshire. He later represented Massachusetts in both the House and the Senate. Webster at first supported free trade and the shipping interests of New England. In time Webster came to favor the Tariff of 1816, which protected American industries from foreign competition. He also supported other policies that he thought would strengthen the nation and help the North.

Webster gained fame as one of the greatest public speakers of his day. As a U.S. senator, he spoke eloquently in defense of the nation as a whole against sectional interests. In one of his most memorable speeches, Webster

declared, "Liberty and Union, now and forever, one and inseparable!"

Henry Clay

Henry Clay of Kentucky was another leading War Hawk. He became speaker of the House of Representatives in 1811 and a leader who represented the interests of the Western states. He also served as a member of the delegation that negotiated the Treaty of Ghent, ending the War of 1812. Above all, Henry Clay became known as the national leader who tried to resolve sectional disputes.

The Missouri Compromise

Sectional tension reached new heights in 1820. The issue was whether to allow slavery in states when they joined the Union. The South wanted Missouri admitted as a slave state, whereas Northerners wanted it to be free of slavery. The issue was further complicated when Maine, still a part of Massachusetts, also applied for statehood.

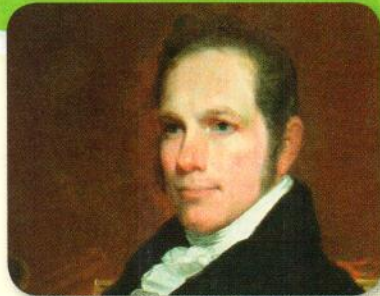
Eventually Henry Clay helped work out a compromise that preserved the balance between North and South. The **Missouri Compromise**, reached in March 1820, provided for the admission of Missouri as a slave state and Maine as a free state. Slavery was banned in the rest of the Louisiana Territory north of the 36°30'N parallel.

Henry Clay believed his policies would benefit all sections of the nation. In an 1824 speech, he called his program the "American System." The **American System** included three parts: (1) a protective tariff, (2) a program of internal improvements, and (3) a national bank. Not everyone saw Clay's program in such positive terms. Many Southerners did not see the benefits of the tariff or internal improvements.

In the end, little of Clay's American System went into effect. Congress eventually adopted some internal improvements, but they were not on the scale Clay hoped for. Congress created a Second National Bank in 1816, but it remained controversial.

Henry Clay

Politician from
Kentucky



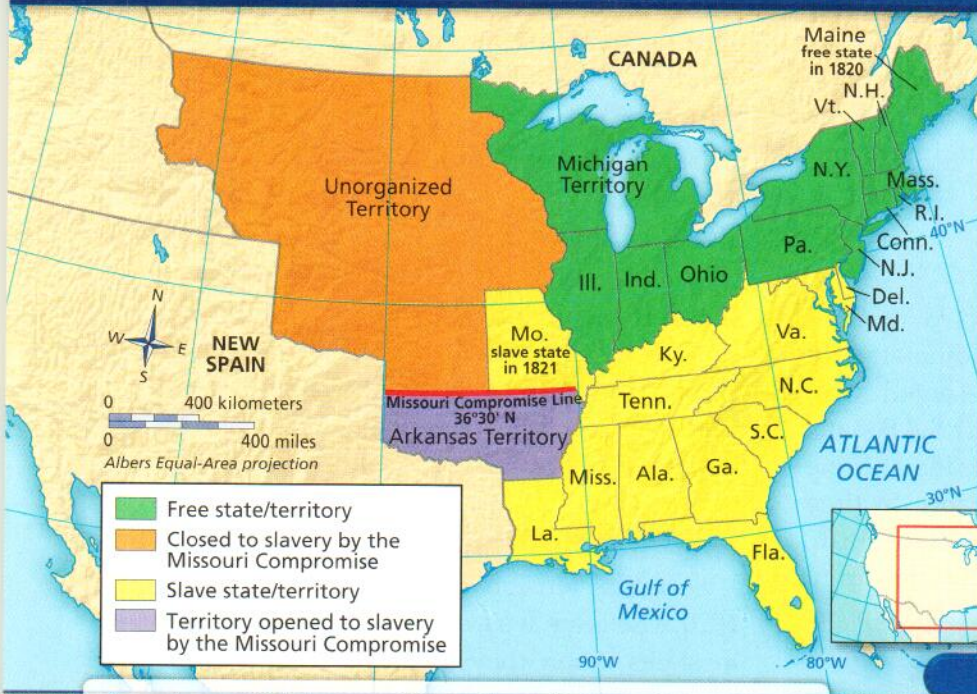
Clay's ability to resolve arguments earned him the nickname "The Great Compromiser." He was a strong nationalist. In a speech on the Senate floor, he said: *"If the . . . sad event of the dissolution [breaking up] of this Union is to happen, that I shall not survive to behold the sad and heart-rending [distressing] spectacle."*

CRITICAL Thinking

- 1. Comprehending** According to Webster, when might a state declare the federal government's laws invalid?
- 2. Contrasting** Describe the differences in the three men's views about the power of government.
- 3. Analyzing** How does Clay's statement reflect nationalist views?

The Missouri Compromise

NATIONAL GEOGRAPHIC



A Compromise on Slavery Missouri's application for statehood sparked a national debate over the issue of slavery. Northern Congressional leaders sought to restrict the entry of Missouri as a slave state. Southern leaders retaliated by blocking Maine's application for statehood. The Missouri Compromise allowed for Missouri to be admitted as a slave state and Maine as a free state.

"All know that permitting the slaves of the South to spread in the West . . . will dilute [weaken] the evil everywhere . . . getting finally rid of it."

—Thomas Jefferson in a letter, December 1820

"Freedom and slavery are the parties which stand this day before the senate, and upon its decision the empire of the one or the other will be established in the new state which we are about to admit into the Union."

—Senator Rufus King, February 1820

Map Skills

Location Was the Unorganized Territory open or closed to slavery?

Maps in Motion See StudentWorks™ Plus or glencoe.com.

McCulloch v. Maryland

The Supreme Court also became involved in sectional and states' rights issues at this time. Its decisions strengthened the power of the national government. The state of Maryland imposed a tax on the Baltimore branch of the Second National Bank of the United States, a federal institution. The Bank refused to pay the state tax. The case, **McCulloch v. Maryland**, reached the Court in 1819.

Speaking for the Court, Chief Justice John Marshall ruled that Maryland had no right to tax the Bank. Marshall argued that the Constitution gave certain powers to the federal government, such as collecting taxes, borrowing money, and regulating commerce. Marshall claimed that the national bank helped the federal government carry out these powers.

Next, Marshall stated that the government could use any method that was necessary to carry out its powers, as long as it was

not forbidden by the Constitution. Finally, Marshall claimed that a state government could not interfere with a federal agency that was using its constitutional powers in that state. The tax was interfering with the bank and its constitutional powers and was, thus, unconstitutional.

Gibbons v. Ogden

Another Supreme Court case, **Gibbons v. Ogden**, established that states could not enact legislation that would interfere with congressional power over interstate commerce. People who supported states' rights believed that the Court's decisions in these cases increased federal power at the expense of state power. Nationalists welcomed the rulings' support for federal power.

Reading Check Explaining Describe how the Supreme Court's decisions affected the power of the federal government.

Foreign Affairs

Main Idea The United States defined its role in the Americas with the Monroe Doctrine.

History and You Have you ever had to take a stand on an issue with a friend? Read about American foreign policies in the early 1800s.

The War of 1812 heightened Americans' pride in their country. Americans also realized that the United States had to establish a new relationship with the "Old World."

Relations With Britain

In the 1817 Rush-Bagot Treaty, the United States and Britain agreed to limit the number of naval vessels on the Great Lakes and remove weapons located along the border of the United States and British Canada.

The Convention of 1818 set the boundary of the Louisiana Territory between the United

States and Canada at the 49th parallel. The convention also created a secure and demilitarized border. In other words, each country agreed to maintain its border without armed forces. Through Secretary of State John Quincy Adams's efforts, Americans also gained the right to settle in the Oregon Country.

Relations With Spain

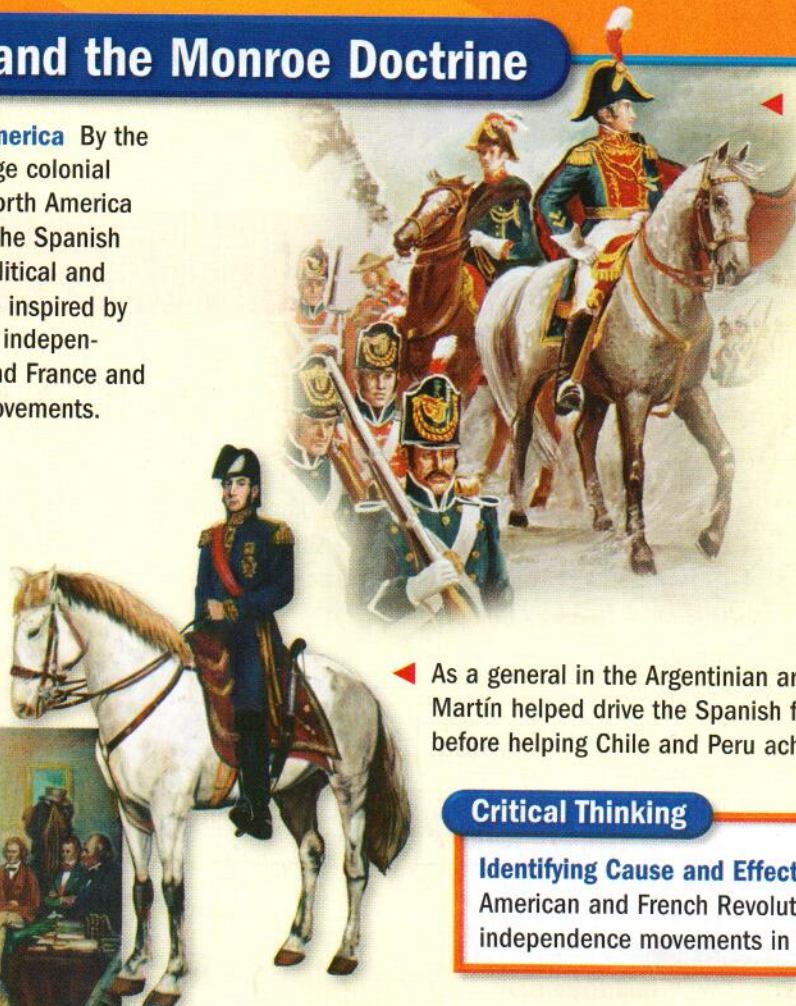
Spain owned East Florida and also claimed West Florida. The United States argued that West Florida was part of the Louisiana Purchase. In 1810 and 1812, Americans simply added parts of West Florida to Louisiana and Mississippi. Spain objected but took no action.

General Andrew Jackson was ordered to stop Seminole raids on America from Florida. In April 1818, Jackson invaded Spanish East Florida and seized two Spanish forts. Secretary of State Adams had not authorized Jackson's actions, but he did nothing about them.

Latin America and the Monroe Doctrine

Seeking Freedom in Latin America By the early 1800s, Spain had a large colonial empire that extended from North America to South America. People in the Spanish colonies wanted their own political and economic freedom. They were inspired by the successful revolutions for independence in the United States and France and began their own liberation movements.

In 1823 President Monroe and his advisers developed the Monroe Doctrine to prevent further European colonization in the Western Hemisphere. ▼



◀ Simón Bolívar and other Venezuelans declared independence from Spain on July 5, 1811, before driving them from the colony. Bolívar also helped Colombia, Panama, Bolivia, and Ecuador win their freedom.

◀ As a general in the Argentinian army, José de San Martín helped drive the Spanish from Buenos Aires before helping Chile and Peru achieve independence.

Critical Thinking

Identifying Cause and Effect How did the American and French Revolutions influence the independence movements in South America?

Jackson's raid demonstrated American military strength. Secretary of State Adams believed that the Spanish did not want war and wanted to settle the dispute. His assumption was correct.

Adams-Onís Treaty and Mexico

With the **Adams-Onís Treaty** in 1819, the United States gained East Florida, and Spain also abandoned all claims to West Florida. In return the United States gave up its claims to Spanish Texas and agreed to border boundaries. As a result, the United States gained a territory in the Pacific Northwest.

Meanwhile Spain was losing power in its vast empire, especially in Mexico. In the fall of 1810 a priest, Miguel Hidalgo (ee•DAHL•goh), led a rebellion in Mexico. Hidalgo called for racial equality and the redistribution of land. The Spanish defeated the revolutionary forces and executed Hidalgo. In 1821 Mexico finally gained its independence.

Bolívar and San Martín

Simón Bolívar, also known as “the Liberator,” led the independence movement that

won freedom for the present-day countries of Venezuela, Colombia, Panama, Bolivia, and Ecuador. José de San Martín successfully achieved independence for Chile and Peru. By 1824, Spain lost control of most of South America.

The Monroe Doctrine

In 1822 the Quadruple Alliance—France, Austria, Russia, and Prussia—discussed a plan to help Spain regain its American holdings. The possibility of increased European involvement in North America led President Monroe to take action.

The president issued a statement, later known as the **Monroe Doctrine**, on December 2, 1823. The United States would not interfere with any existing European colonies in the Americas. However, North and South America “are henceforth not to be considered as subjects for future colonization by any European powers.” The Monroe Doctrine became an important element in American foreign policy.

 **Reading Check** **Making Inferences** Why was the Monroe Doctrine issued?

Section 3 Review

History ONLINE
Study Central™ To review this section, go to glencoe.com.

Vocabulary

1. Define the following terms using complete sentences:
sectionalism, intense, internal, state sovereignty, American System.

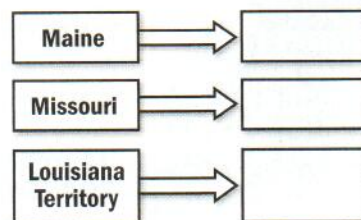
Main Ideas

2. **Describing** Describe the overall feeling in the U.S. after the War of 1812.
3. **Listing** What issues divided the country at the end of the Era of Good Feelings?

4. **Explaining** Why was the Monroe Doctrine issued?

Critical Thinking

5. **Organizing** Use a diagram like the one below to show the effects of the Missouri Compromise.



6. **Persuasive Writing** If you had been a congressperson at the time, do you think you would have supported the ideas of John C. Calhoun or Henry Clay? Write a paragraph explaining who you would support and why.

7. Answer the Essential Question

How were nation-building issues resolved in the early 1800s?