

Section 1

Step-by-Step Instruction

Review and Preview

Students have read about the territorial expansion of the United States. Now they will focus on how the federal government faced economic issues.

Section Focus Question

How was the power of the federal government strengthened during the Era of Good Feelings?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: Congress, the President, and the Supreme Court all acted to increase the authority of the federal government.*)

Prepare to Read

Build Background Knowledge

Ask students to look at the chart on p. 342 and recall what they know about tariffs. (*They are a charge on imports.*) Ask students to predict who benefits from tariffs on imports. After they make their predictions, address any misconceptions they may have. Remind them to confirm or revise their predictions after they read Section 1. Use the Idea Wave strategy (TE, p. T24) to elicit responses.

Set a Purpose

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.

All in One Teaching Resource, Unit 3, Reading Readiness Guide, p. 80

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE, p. T24) to call on students to share their group's perspectives. Students will return to these worksheets later.

Answer

Checkpoint It disappeared after President James Monroe's landslide election victory in 1816.



Drawing the Country Together

“There are existing powers in Congress to effectuate a comprehensive system of roads and canals, the effect of which would be to draw the different parts of the country more closely together.”

—Henry Clay, speech to House of Representatives, 1818

◀ Seaports like Charleston (left) were vital to America's growing economy.

Building a National Identity

Objectives

- Describe the feeling of national unity that followed the War of 1812.
- Explain how Congress tried to strengthen the national economy.
- Discuss how Supreme Court rulings supported federal power and economic growth.

Reading Skill

Analyze Cause and Effect Events in history are often linked by cause and effect. This means that one event makes another happen. However, you cannot assume that because events occur together or in sequence they have a cause-and-effect link. Ask yourself: Why did this event or result happen? What happened because of this event? The answers will show if a cause-and-effect relationship exists.

Key Terms and People

Henry Clay
John C. Calhoun
Daniel Webster
charter
dumping

contract
capitalism
interstate
commerce

Why It Matters With peace restored after the War of 1812, the United States focused more on internal affairs. American leaders wanted to build national unity and improve the nation's economy.

Section Focus Question: How was the power of the federal government strengthened during the Era of Good Feelings?

The Era of Good Feelings

With the end of the War of 1812, the Republicans took firm control of the government. The presidential election of 1816 resulted in a landslide victory for Republican candidate James Monroe of Virginia. He defeated Rufus King, the Federalist candidate, by 183 to 34 electoral votes. Stung by this defeat, the Federalist Party began to lose power. Within a few years, the party had disappeared.

President Monroe wanted to promote national unity. In the spring and summer of 1817, he made a goodwill circuit of the middle and northern sections of the country. He was warmly greeted in Connecticut and Massachusetts, the only states that had not voted for him in 1816. The old arguments over the War of 1812 seemed to have faded away.

While Monroe was in Boston, a local newspaper described the new sense of national unity as the “Era of Good Feelings.” The name stuck and was used to describe Monroe's two terms in office. When he ran for reelection in 1820, no candidate opposed him.

Checkpoint What happened to the Federalist Party after the War of 1812?

Differentiated Instruction

L1 English Language Learners **L1 Less Proficient Readers** **L1 Special Needs**

Vocabulary Development Give students added practice with key terms and high-use words. Have them make flashcards with the word on one side and its defini-

tion on the other. Pair students with a partner so that they can use the flashcards to quiz each other on the definitions.

Building the National Economy

After 1815, many Americans believed the federal government should take action to increase economic prosperity in all regions of the country. Even the Republicans began to see merit in certain federal programs. This was a change, because in previous years Republicans had been known for stressing states' rights. Support for federal measures to promote economic prosperity came from many regions.

These beliefs were expressed by a number of bright young members of Congress from different regions. Outstanding among those who favored federal action were **Henry Clay** of Kentucky, **John C. Calhoun** of South Carolina, and **Daniel Webster** of Massachusetts.

- Clay spoke for people in the West who thought the country needed better roads and canals to transport goods from one region to another.
- Calhoun spoke for the interests of the South. While first a defender of national unity, he later put more **emphasis** on the idea of states' rights.
- Webster became a spokesperson for the Northeast. At first, he opposed high tariffs, but he later came to support them as a way of protecting industry.

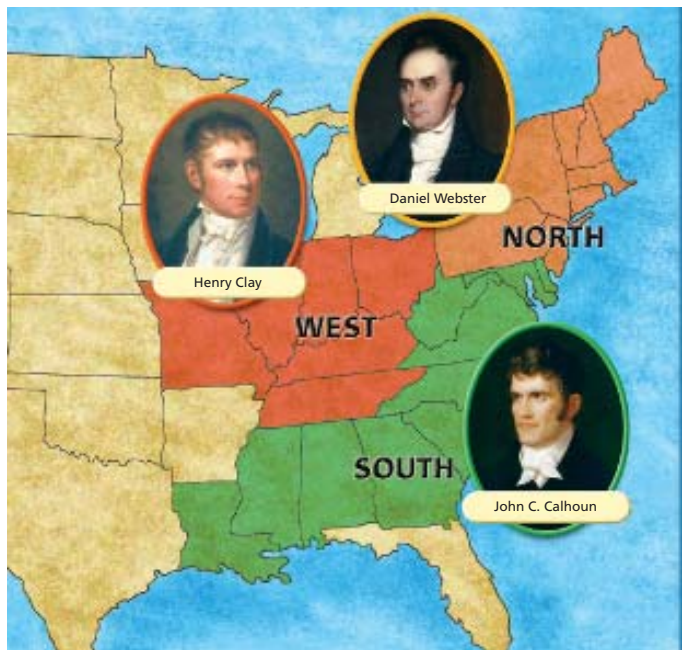


Analyze Cause and Effect

Explain what Americans believed was needed to make national unity grow. What would cause that growth to happen?

Vocabulary Builder

emphasis (EM fuh sis) *n.* special importance or significance



New Leaders Speak for Their Regions

During the Era of Good Feelings, three young members of Congress became spokespersons for their regions.

Daniel Webster - Massachusetts

He supported tariffs because they allowed New England's factories to compete against European manufacturers.

John C. Calhoun - South Carolina

He opposed tariffs because they raised the price of goods that southerners bought.

Henry Clay - Kentucky

He supported the construction of roads and canals because they would enable the three regions of the country to trade with one another.

Critical Thinking: Apply

Information Which of the three leaders would you expect to be the strongest supporter of slavery? Explain.

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Teach

The Era of Good Feelings

p. 340

Instruction

- **Vocabulary Builder** Before teaching this section, preteach the High-Use Words **emphasis** and **infrastructure**, using the strategy on TE p. T21. **Key Terms** Following the instructions on p. 7, have students create a See It–Remember It chart for the key terms in this chapter.
- **Concept Lesson** To help students better comprehend the concept of economic growth, which is important to the understanding of this chapter, use the Concept Lesson about *Economic Growth*. Distribute the Concept Organizer.

All in One Teaching Resources, Unit 3,

Concept Lesson, p. 92; Concept Organizer, p. 7

- Read The Era of Good Feelings with students, using the Structured Silent Reading strategy (TE, p. T22).
- Ask: **Why do you think the outcome of the War of 1812 led to a sense of national unity?** (Possible answer: People felt proud and patriotic because of how the country stood up to Britain.)

Independent Practice

Have students begin filling in the study guide for this section.



Interactive Reading and Notetaking Study Guide, Chapter 10, Section 1 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure that they understand why this period became known as the "Era of Good Feelings."

Vocabulary Builder

Use the information below to teach students this section's high-use words.

High-Use Word Definition and Sample Sentence

emphasis, p. 341 *n.* special importance or significance
The Bill of Rights puts an **emphasis** on individual freedom.

infrastructure, p. 343 *n.* basic public works, like bridges and roads, needed for a society to function
By building roads and bridges, the planners hoped to improve the country's **infrastructure**.

Answers

Reading Skill A strong economy that helped all parts of the nation prosper and depend on one another would lead to increased national unity.

Apply Information Calhoun; He represented the South, where slavery was important to the economy.

Building the National Economy

p. 341

Instruction

L2

- Have students read Building the National Economy with you. Remind them to look for cause-and-effect relationships between events.
- Ask: **What did many Americans believe the federal government should do to improve national unity?** (*take measures to strengthen the country's economy so that all regions prospered and had strong economic ties with other parts*)
- Ask: **What services did the second National Bank of the United States perform?** (*It restored order to the money supply and lent money to individuals.*)
- Display the History Interactive transparency How Tariffs Work. With students, discuss the arguments for and against protective tariffs and write them on the board. (*For—wealth produced by tariffs would enable one region to purchase goods from another region; the federal government could use the money to improve the infrastructure in the South and West; factory owners were losing business to imported goods; Against—people in the South, where there were not as many factories, had to pay higher prices.*)

Color Transparencies, How Tariffs Work

- Ask: **Why did Clay think his American System would appeal to all?** (*All sections would benefit financially. The profits gained in the North would enable northerners to buy products from the West and South.*)

Independent Practice

Have students continue filling in the study guide for this section.



Interactive Reading and Notetaking Study Guide, Chapter 10, Section 1 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure that they understand how the national economy developed. Provide assistance as needed.

Answer

Identify Economic Costs The British could produce cloth more cheaply because they had well-established factories.

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How Tariffs Work

By increasing the cost of imported goods, tariffs helped U.S. manufacturers to compete with foreign manufacturers. But the higher prices hurt consumers. **Critical Thinking: Identify Economic Costs** Why was the cost of cloth higher in the United States than in Britain?

| | United States | Great Britain |
|-----------------------------------|---------------|---------------|
| Cost of cloth | \$6.00 | \$5.00 |
| Cost to manufacture final product | \$0.85 | \$0.50 |
| Shipping costs | \$0.20 | \$0.25 |
| Tariff | — | \$1.50 |
| Total | \$7.05 | \$7.25 |

The Second Bank of the United States As you have read, Congress passed a law in 1791 creating the first Bank of the United States. In 1811, the Bank ceased to exist. Its **charter—a legal document giving certain rights to a person or company**—had run out. Without the Bank, the economy suffered. State banks made too many loans and issued too much money. This caused an increase in spending and led to rising prices.

To cure these problems, Congress established the second Bank of the United States in 1816. Like the first Bank, the new Bank was privately owned and had a charter to operate for twenty years. It lent money to individuals and controlled the money supply. This gave a boost to American businesses.

The Tariff of 1816 Another problem the nation faced after the War of 1812 was foreign competition. Most British goods had been kept out of the United States by the Embargo Act and the War of 1812. This helped American industry grow rapidly. New American factories made textiles, smelted iron, and produced many other products.

After the War of 1812, British manufacturers looked to sell their goods in the United States. They could still produce goods more cheaply than the Americans because they had well-established factories and more customers. This gave the British an opportunity to drive their American competitors out of business by dumping their goods in the United States. **Dumping is selling goods in another country below market prices.**

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Differentiated Instruction

L3 Gifted and Talented

Writing a Poem Have gifted writers compose a poem about the new sense of nationalism that developed in the 1800s. Have students summarize the main idea in a chorus that repeats throughout the poem. Have students read their poem to the class.

L3 Advanced Readers

Research A marker by Henry Clay's grave has a quotation from one of his speeches: "I know no North—no South—no East—no West." Suggest that students research Clay's career to learn what he meant and explore how well he practiced this philosophy. Invite students to share their conclusions with the class.

British dumping caused dozens of New England businesses to fail. As their investments collapsed, angry factory owners turned to Congress for help. They demanded protective tariffs to raise the price of foreign goods.

Congress responded with the Tariff of 1816, which put a tax on foreign textiles, iron, leather goods, paper, and other products. In 1818 and 1824, Congress passed even higher tariffs.

These tariffs were popular in the North, where most factories were located. However, the tariffs were deeply resented in the South, where they forced southerners to pay more for their goods. John C. Calhoun became a bitter foe of tariffs. He argued that they made northern manufacturers rich at the expense of the South.

Clay's American System As the debate over tariffs raged, Henry Clay came up with a plan that he believed would help the economy of each section of the country. He called his plan the American System. It proposed high tariffs and a federal program of public works.

Clay believed that high tariffs helped all regions of the country, not just the North. According to Clay, the wealth produced by tariffs would enable northerners to buy farm products from the West and the South. The tariff also would provide revenue for the federal government. The government could then use the money to build up the infrastructure—roads, bridges, and canals—in the South and West.

Clay's American System never fully became government policy. Presidents Madison and Monroe both refused to support some of Clay's projects. Also, southerners continued to oppose protective tariffs. They were not convinced by Clay's argument that high tariffs would aid the South in the long run.

Checkpoint According to Henry Clay, how would his American System benefit the economy?

Three Important Supreme Court Rulings

The Supreme Court also promoted national economic growth and the power of the federal government during this era. Led by Chief Justice John Marshall, a Federalist sympathizer, the Court issued a series of important rulings between 1819 and 1824.

In *McCulloch v. Maryland* (1819), the Court protected the second Bank of the United States. The case grew out of an attempt by the state of Maryland to put a tax on the branch of the Bank operating in that state. The Bank refused to pay the tax.

The Court's 1819 decision, written by Marshall, strengthened the power of the federal government. It ruled that states had no power to interfere with federal institutions. A tax, said the Court, was a dangerous interference because "the power to tax involves the power to destroy." Moreover, according to Marshall, a state cannot pass any law that violates a federal law. This reasoning would be used in future years to expand the power of the federal government.



British Leather Boots

The U.S. tariff on imports such as leather goods helped New England manufacturers to compete.

Vocabulary Builder

infrastructure (IHN frah struhk chahr) *n.* basic public works, like bridges and roads, needed for a society to function

Three Important Supreme Court Rulings

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Instruction

- Read Three Important Supreme Court Rulings together as a class. Remind students to look for details that answer the Section Focus Question.
- Ask: **How did the Supreme Court strengthen the power of the federal government?** (*by emphasizing the power of the federal government in cases in which states challenged it*)
- Ask: **How did the Supreme Court promote capitalism?** (*By protecting private contracts, it protected private businesses so they could compete in a free market.*)

Independent Practice

Have students complete the study guide for this section.



Interactive Reading and Notetaking Study Guide, Chapter 10, Section 1 (Adapted Version also available.)

Monitor Progress

As students complete the Notetaking Study Guide, circulate to make sure that they understand the importance of these three Supreme Court rulings. Provide assistance as needed. Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.



All in One Teaching Resources, Unit 3, Reading Readiness Guide, p. 80

History Background

Dartmouth College Behind the Dartmouth College case lay an echo of British-American history. It was King George III who granted Dartmouth a charter as a private school. With independence, the states inherited the rights of such charters.

In opposing New Hampshire's actions, the school insisted that the royal charter was still valid. Arguing, and winning, the case was the well-known Dartmouth graduate, Daniel Webster.

Answer

Checkpoint It stressed high tariffs to protect northern manufacturers, which would act as an incentive for northerners to buy more agricultural products from the West and South. The tariff would also provide more revenue for the federal government, which could in turn be used to improve the infrastructure.

Assess and Reteach

Assess Progress

Have students complete Check Your Progress. Administer the Section Quiz.

All in One Teaching Resources, Unit 3,
Section Quiz, p. 93

To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 10, Section 1

Reteach

If students need more instruction, have them read this section in the Notetaking Study Guide and complete the accompanying question.

Interactive Reading and Notetaking Study Guide, Chapter 10, Section 1 (Adapted Version also available.)

Extend

Have students complete the History Interactive activity online. Provide students with the Web Code below.

Extend Online

For: Help in starting the Extend activity
Visit: PHSchool.com
Web Code: myp-3061

Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

Answer

Checkpoint By protecting private contracts, the Court protected private businesses.



Interstate Commerce

No individual state could grant a monopoly to a steamboat company to use a river that divides two states, the Supreme Court ruled in *Gibbons v. Ogden*.

Two other decisions helped shape American life. In *Dartmouth College v. Woodward* (1819), the Court ruled that the charter of Dartmouth College in New Hampshire was a private contract. A **contract is an agreement between two or more parties that can be enforced by law**. Since the Constitution protected private contracts, New Hampshire could not change Dartmouth's charter. In protecting private contracts, the Court was protecting private businesses. In doing that, it helped promote **capitalism—the economic system in which privately owned businesses compete in a free market**.

In *Gibbons v. Ogden* (1824), the Court again supported federal power. It ruled that New York State could not give a steamboat company a monopoly to carry passengers on the Hudson River. The Court pointed out that travel on the Hudson River included stops in New Jersey as well as New York. Therefore, it was **interstate commerce—trade between two or more states**. Under the Constitution, only Congress can regulate interstate commerce. Again, the Court had strengthened the federal government at the expense of the states.

Checkpoint How did the Supreme Court ruling in *Dartmouth College v. Woodward* support economic growth?

Looking Back and Ahead Americans turned their attention to economic growth after the War of 1812. But while Americans were debating Henry Clay's American System, events in Latin America were drawing the concern of American leaders.

Progress Monitoring Online

For: Self-test with instant help
Visit: PHSchool.com
Web Code: mya-3061

Section 1 Check Your Progress

Comprehension and Critical Thinking

- (a) Recall** Which groups supported and which opposed tariffs?
(b) Draw Conclusions Do you think the American System offered a good solution to regional differences? Explain.
- (a) Recall** What did *McCulloch v. Maryland* decide?
(b) Compare What did the Supreme Court decisions in *McCulloch v. Maryland* and *Gibbons v. Ogden* have in common?

Reading Skill

- Analyze Cause and Effect** Reread the text following the headings "The Tariff of 1816" and "Clay's American System." What did Clay believe would result from high tariffs?

Key Terms

- Fill in the blanks with the correct key terms.
- To set up the Bank of the United States, the government granted it a _____.
 - Private businesses compete in the American economic system called _____.

Writing

- Decide which is the best closing sentence for an essay on James Monroe. Explain your choice.
Sentences:
(a) James Monroe, the fifth President of the United States, won two landslide victories.
(b) Clearly, James Monroe deserved to have his presidency called the Era of Good Feelings.
(c) James Monroe is, without a doubt, one of the greatest men ever elected President.

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Section 1 Check Your Progress

- (a)** supported—the North; opposed—the South
(b) Possible answers: Yes—all regions would have benefited. No—the benefits to the manufacturers might have been greater and happened sooner.
- (a)** States could not interfere with federal institutions or violate federal laws.
- benefits to all regions; revenues for the federal government
- charter
- capitalism
- Answer should support the choice.