Differentiated Instruction

**Section 1**

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.

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.

*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.

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**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.

**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.

**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
- interstate commerce

**Drawing the Country Together**

“...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.*

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

**Answer**

It disappeared after President James Monroe’s landslide election victory in 1816.
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 regions.

- Clay spoke for the 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.

**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.

## Building the National Economy

**Vocabulary Builder**

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

<table>
<thead>
<tr>
<th>High-Use Word</th>
<th>Definition and Sample Sentence</th>
</tr>
</thead>
</table>
| 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*. |
Building the National Economy

Chapter 10

Building the National Economy

p. 341

Instruction

- 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.

How Tariffs Work

<table>
<thead>
<tr>
<th></th>
<th>United States</th>
<th>Great Britain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of cloth</td>
<td>$6.00</td>
<td>$5.00</td>
</tr>
<tr>
<td>Cost to manufacture final product</td>
<td>$0.85</td>
<td>$0.50</td>
</tr>
<tr>
<td>Shipping costs</td>
<td>$0.20</td>
<td>$0.25</td>
</tr>
<tr>
<td>Tariff</td>
<td></td>
<td>$1.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$7.05</strong></td>
<td><strong>$7.25</strong></td>
</tr>
</tbody>
</table>

**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 chartera 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.

**Critical Thinking: Identify Economic Costs**

Why was the cost of cloth higher in the United States than in Britain?

**Identify Economic Costs**

The cost of cloth was higher in the United States because:

- The British could produce cloth more cheaply because they had well-established factories.
- The tariffs helped U.S. manufacturers compete with foreign manufacturers, but the higher prices hurt consumers.

**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.

**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.
Three Important Supreme Court Rulings

p. 343

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.

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

- 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.

Chapter 10 Section 1 343
Assess and Reteach

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

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.

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

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

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.

Section 1 Check Your Progress

1. (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.
2. (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?
3. 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?
4. To set up the Bank of the United States, the government granted it a ___.
5. Private businesses compete in the American economic system called ___.
6. Decide which is the best closing sentence for an essay on James Monroe. Explain your choice.

Writing
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.

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

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.