**Chapter 14—Forging the National Economy, 1790-1860**

**SHORT ANSWER**

*Identify and state the historical significance of the following:*

 1. Samuel Slater

ANS:

Student answers will vary.

 2. Cyrus McCormick

ANS:

Student answers will vary.

 3. Eli Whitney

ANS:

Student answers will vary.

 4. Carl Schurz

ANS:

Student answers will vary.

 5. Robert Fulton

ANS:

Student answers will vary.

 6. Samuel F. B. Morse

ANS:

Student answers will vary.

 7. DeWitt Clinton

ANS:

Student answers will vary.

 8. Catharine Beecher

ANS:

Student answers will vary.

 9. George Catlin

ANS:

Student answers will vary.

*Describe and state the historical significance of the following:*

 10. industrial revolution

ANS:

Student answers will vary.

 11. limited liability

ANS:

Student answers will vary.

 12. transportation revolution

ANS:

Student answers will vary.

 13. nativism

ANS:

Student answers will vary.

 14. cult of domesticity

ANS:

Student answers will vary.

 15. ecological imperialism

ANS:

Student answers will vary.

 16. factory system

ANS:

Student answers will vary.

 17. market revolution

ANS:

Student answers will vary.

 18. homesteaders

ANS:

Student answers will vary.

 19. domestic feminism

ANS:

Student answers will vary.

 20. scabs

ANS:

Student answers will vary.

 21. interchangeable parts

ANS:

Student answers will vary.

 22. rugged individualism

ANS:

Student answers will vary.

 23. cotton gin

ANS:

Student answers will vary.

 24. *Clermont*

ANS:

Student answers will vary.

 25. Boston Associates

ANS:

Student answers will vary.

 26. clipper ships

ANS:

Student answers will vary.

 27. Ancient Order of Hibernians

ANS:

Student answers will vary.

 28. "Molly Maguires"

ANS:

Student answers will vary.

 29. General Incorporation Law

ANS:

Student answers will vary.

 30. Pony Express

ANS:

Student answers will vary.

 31. *Commonwealth* v. *Hunt*

ANS:

Student answers will vary.

 32. Tammany Hall

ANS:

Student answers will vary.

 33. Order of the Star-Spangled Banner

ANS:

Student answers will vary.

 34. sewing machine

ANS:

Student answers will vary.

 35. Know Nothing Party

ANS:

Student answers will vary.

 36. Kentucky bluegrass

ANS:

Student answers will vary.

 37. "twisting the lion's tail"

ANS:

Student answers will vary.

**COMPLETION**

*Locate the following places by reference number on the map*:



 38. \_\_\_\_ Pennsylvania Canal

ANS: 6

 39. \_\_\_\_ Erie Canal

ANS: 5

 40. \_\_\_\_ Lake Michigan

ANS: 1

 41. \_\_\_\_ Ohio and Erie Canal

ANS: 8

 42. \_\_\_\_ Cumberland Road

ANS: 7

 43. \_\_\_\_ Lake Erie

ANS: 3

 44. \_\_\_\_ Lake Ontario

ANS: 4

 45. \_\_\_\_ Lake Huron

ANS: 2

**MULTIPLE CHOICE**

 46. Life on the frontier was

|  |  |
| --- | --- |
| a. | fairly comfortable for women but not for men. |
| b. | downright grim for most pioneer families. |
| c. | free of disease and premature death. |
| d. | rarely portrayed in popular literature. |
| e. | based on tight-knit communities. |

ANS: B REF: p. 276

 47. All of the following gave rise to a more dynamic, market-oriented, national economy in early nineteenth-century America *except*

|  |  |
| --- | --- |
| a. | the push west in search of cheap land. |
| b. | government regulation of all major economic activity. |
| c. | a vast number of European immigrants settling in the cities. |
| d. | newly invented machinery. |
| e. | better roads, faster steamboats, further-reaching canals, and tentacle-stretching railroads. |

ANS: B REF: p. 276

 48. Pioneering Americans marooned by geography

|  |  |
| --- | --- |
| a. | never took the time to explore the beauty of the natural landscape. |
| b. | grew to depend on other people for most of their basic needs. |
| c. | abandoned the rugged individualism of colonial Americans. |
| d. | never looked for any help beyond their immediate family. |
| e. | were often ill informed, superstitious, provincial, and fiercely individualistic. |

ANS: E REF: p. 276

 49. For women, life on the frontier was especially difficult because they

|  |  |
| --- | --- |
| a. | were more susceptible to disease and premature death than men. |
| b. | experienced extreme loneliness, and could go weeks without seeing another person. |
| c. | had to live in three-sided lean-to homes made of sticks. |
| d. | were required to help clear the land and do the housework. |
| e. | None of these |

ANS: B REF: p. 276

 50. In early-nineteenth-century America, the

|  |  |
| --- | --- |
| a. | annual population growth rate was much higher than in colonial days. |
| b. | urban population was growing at an unprecedented rate. |
| c. | birthrate was rapidly declining. |
| d. | death rate was increasing. |
| e. | center of population moved northward. |

ANS: B REF: p. 278

 51. The dramatic growth of American cities between 1800 and 1860

|  |  |
| --- | --- |
| a. | led to a lower death rate. |
| b. | contributed to a decline in the birthrate. |
| c. | resulted in unsanitary conditions in many communities. |
| d. | forced the federal government to slow immigration. |
| e. | created sharp political conflict between farmers and urbanites. |

ANS: C REF: p. 278

 52. *Ecological imperialism* can best be described as

|  |  |
| --- | --- |
| a. | the efforts of white settlers to take land from Native Americans. |
| b. | the aggressive exploitation of the West's bounty. |
| c. | humans' domination over the animal kingdom. |
| d. | the spread of technology and industry. |
| e. | the practice of using spectacular natural settings as symbols of America. |

ANS: B REF: p. 277

 53. George Catlin advocated

|  |  |
| --- | --- |
| a. | placing Indians on reservations. |
| b. | efforts to protect America's endangered species. |
| c. | continuing the rendezvous system. |
| d. | keeping white settlers out of the West. |
| e. | the preservation of nature as a national policy. |

ANS: E REF: p. 278

 54. The influx of immigrants to the United States tripled, then quadrupled, in the

|  |  |
| --- | --- |
| a. | 1810s and 1820s. |
| b. | 1820s and 1830s. |
| c. | 1830s and 1840s. |
| d. | 1840s and 1850s. |
| e. | 1860s and 1870s. |

ANS: D REF: p. 280

 55. The overwhelming event for Ireland in the 1840s was

|  |  |
| --- | --- |
| a. | the rebellion against British rule and potato famine. |
| b. | influx of immigrants from mostly Eastern European countries. |
| c. | the legalization of the Roman Catholic Church. |
| d. | the migration from the countryside to the city. |
| e. | the increasing use of English instead of Gaelic. |

ANS: A REF: p. 280

 56. Ireland's great export in the 1840s was

|  |  |
| --- | --- |
| a. | people. |
| b. | potatoes. |
| c. | wool. |
| d. | whiskey. |
| e. | music. |

ANS: A REF: p. 280

 57. Whether they were propertied or landless, immigrants were often enticed to leave their homelands by

|  |  |
| --- | --- |
| a. | letters from family or friends in the U.S., bragging about easy opportunities for wealth |
| b. | advertisements from companies promising big salaries to those who emigrate. |
| c. | greater prospects of finding a suitable husband or wife. |
| d. | word that there was free land available in the West. |
| e. | None of these |

ANS: A REF: p. 280

 58. When the Irish flocked to the United States in the 1840s, they stayed in the larger seaboard cities because they

|  |  |
| --- | --- |
| a. | preferred urban life. |
| b. | were offered high-paying jobs. |
| c. | were welcomed by the people living there. |
| d. | were too poor to move west and buy land. |
| e. | had experience in urban politics. |

ANS: D REF: p. 280

 59. Native-born Protestant Americans distrusted and resented the Irish mostly because these immigrants

|  |  |
| --- | --- |
| a. | were poor. |
| b. | were thought to love alcohol. |
| c. | were Roman Catholic. |
| d. | frequently became police officers. |
| e. | were slow to learn English. |

ANS: C REF: p. 281

 60. German immigrants in the early nineteenth century tended to

|  |  |
| --- | --- |
| a. | settle in eastern industrial cities. |
| b. | assimilate themselves well into American culture. |
| c. | become slave-owners. |
| d. | join the temperance movement. |
| e. | preserve their own language and culture. |

ANS: E REF: p. 284

 61. German immigrants to the United States

|  |  |
| --- | --- |
| a. | quickly became a powerful political force. |
| b. | came to escape economic hardships and autocratic government. |
| c. | were as poor as the Irish. |
| d. | contributed little to American life. |
| e. | were almost all Roman Catholics. |

ANS: B REF: p. 281

 62. All of the following are true statements about the relationship between Irish immigrants and U.S. citizens *except*

|  |  |
| --- | --- |
| a. | the Irish were seen as wage-depressing competitors for jobs. |
| b. | native workers hated the Irish. |
| c. | the Irish often saw signs on factory gates that said "No Irish Need Apply." |
| d. | race riots between blacks and Irish were common. |
| e. | Irish immigrants became fiercely supportive of the abolitionist cause. |

ANS: E REF: p. 281

 63. When German immigrants came to the United States, they

|  |  |
| --- | --- |
| a. | often became Baptist or Methodists. |
| b. | mixed well with other Americans. |
| c. | remained mostly in the Northeast. |
| d. | prospered with astonishing ease. |
| e. | dropped most of their German customs. |

ANS: D REF: p. 286

 64. Those who were frightened by the rapid influx of Irish immigrants organized

|  |  |
| --- | --- |
| a. | the Order of the Star-Spangled Banner. |
| b. | the "Molly Maguires." |
| c. | Tammany Hall. |
| d. | the Ancient Order of Hibernians. |
| e. | the Ku Klux Klan. |

ANS: A REF: p. 284

 65. The sentiment of fear and opposition to open immigration was called

|  |  |
| --- | --- |
| a. | the cult of domesticity. |
| b. | nativism. |
| c. | racism. |
| d. | rugged individualism. |
| e. | patriotism. |

ANS: B REF: p. 284

 66. Between 1830 and 1860, nearly \_\_\_\_ million Irish arrived in America.

|  |  |
| --- | --- |
| a. | 1 |
| b. | 2 |
| c. | 5 |
| d. | 8 |
| e. | 10 |

ANS: B REF: p. 281

 67. Irish immigrants typically worked in all of the following occupations *except*

|  |  |
| --- | --- |
| a. | domestic servants. |
| b. | construction workers. |
| c. | day laborers. |
| d. | silversmiths. |
| e. | saloon owners. |

ANS: D REF: p. 282

 68. Native-born Americans feared that Catholic immigrants to the United States would

|  |  |
| --- | --- |
| a. | want to attend school with Protestants. |
| b. | overwhelm the native-born Catholics and control the church. |
| c. | establish the Catholic Church at the expense of Protestantism. |
| d. | assume control of the Know-Nothing party. |
| e. | establish monasteries and convents in the West. |

ANS: C REF: p. 284

 69. All of the following are true statements about German immigrants *except*

|  |  |
| --- | --- |
| a. | they typically settled in Northeast coastal cities. |
| b. | they tended to be better educated than mainstream Americans. |
| c. | they supported public schools, the arts, and music. |
| d. | they championed freedom and fought to end slavery. |
| e. | they settled in compact colonies to preserve their language and culture. |

ANS: A REF: p. 284

 70. Immigrants coming to the United States before 1860

|  |  |
| --- | --- |
| a. | depressed the economy due to their poverty. |
| b. | found themselves involved in few cultural conflicts. |
| c. | had little impact on society until after the Civil War. |
| d. | settled mostly in the South. |
| e. | helped to fuel economic expansion. |

ANS: E REF: p. 285

 71. Identify the following statement that is *false.*

|  |  |
| --- | --- |
| a. | Land was cheap in America; this helped fuel the immigration flux. |
| b. | Money for capital investment was not plentiful in pioneering America. |
| c. | Foreign capital was dependent upon security in property rights, sufficient infrastructure, an adequate work force, and political stability. |
| d. | Even though capital was lacking, raw materials were widely developed and discovered in America. |
| e. | The country had a difficult time producing goods of high quality and cheap cost to compete with mass-produced European products. |

ANS: D REF: p. 285

 72. The "Father of the Factory System" in the United States was

|  |  |
| --- | --- |
| a. | Robert Fulton. |
| b. | Samuel F. B. Morse. |
| c. | Eli Whitney. |
| d. | Samuel Slater. |
| e. | Thomas Edison. |

ANS: D REF: p. 285

 73. Eli Whitney was instrumental in the invention of the

|  |  |
| --- | --- |
| a. | steamboat. |
| b. | cotton gin. |
| c. | railroad locomotive. |
| d. | telegraph. |
| e. | repeating revolver. |

ANS: B REF: p. 285

 74. A great deal of the cotton produced in the American South in the early nineteenth century was

|  |  |
| --- | --- |
| a. | produced by free labor. |
| b. | sold to New England textile mills. |
| c. | grown on the Atlantic tidewater plains. |
| d. | consumed by the southern textile industry. |
| e. | combined with wool to make linsey-woolsey fabrics. |

ANS: B REF: p. 288

 75. Most of the cotton produced in the American South after the invention of the cotton gin was

|  |  |
| --- | --- |
| a. | produced by free labor. |
| b. | sold to England. |
| c. | grown on the tidewater plains. |
| d. | consumed by the southern textile industry. |
| e. | of the long-staple variety. |

ANS: B REF: p. 288

 76. The American phase of the industrial revolution first blossomed

|  |  |
| --- | --- |
| a. | on southern plantations. |
| b. | in the New England textile industry. |
| c. | in rapidly growing Chicago. |
| d. | in railroads and ship building. |
| e. | in coal and iron mining regions. |

ANS: B REF: p. 288

 77. As a result of the development of the cotton gin

|  |  |
| --- | --- |
| a. | slavery revived and expanded. |
| b. | American industry bought more southern cotton than did British manufacturers. |
| c. | a nationwide depression ensued. |
| d. | the South diversified its economy. |
| e. | the textile industry moved to the South. |

ANS: A REF: p. 289

 78. The underlying basis for modern mass production was

|  |  |
| --- | --- |
| a. | unionized labor. |
| b. | Supreme Court rulings that favored laissez-faire. |
| c. | the use of interchangeable parts. |
| d. | the principle of limited liability. |
| e. | the passing of protective tariffs. |

ANS: C REF: p. 289

 79. The early factory system distributed its benefits

|  |  |
| --- | --- |
| a. | mostly to the owners. |
| b. | evenly to all. |
| c. | primarily in the South. |
| d. | to workers represented by unions. |
| e. | to overseas investors. |

ANS: A REF: p. 290

 80. Match each individual below with the correct invention.

|  |  |  |  |
| --- | --- | --- | --- |
| A. | Samuel Morse | 1. | telegraph |
| B. | Cyrus McCormick | 2. | mower-reaper |
| C. | Elias Howe | 3. | steamboat |
| D. | Robert Fulton | 4. | sewing machine |

|  |  |
| --- | --- |
| a. | A-3, B-1, C-4, D-2 |
| b. | A-1, B-2, C-4, D-3 |
| c. | A-1, B-4, C-2, D-3 |
| d. | A-4, B-2, C-3, D-1 |
| e. | A-2, B-1, C-4, D-3 |

ANS: B REF: p. 290 | p. 292 | p. 295 | p. 297

 81. By the time of the fabled London World's Fair in 1851, American products were prominent among the world's commercial wonders, which included all of the following *except*

|  |  |
| --- | --- |
| a. | Edison's phonograph. |
| b. | Goodyear's vulcanized rubber goods. |
| c. | Colt's firearms. |
| d. | Morse's telegraph. |
| e. | McCormick's reaper. |

ANS: A REF: p. 290

 82. The American workforce in the early nineteenth century was characterized by

|  |  |
| --- | --- |
| a. | substantial employment of women and children in factories. |
| b. | strikes by workers that were few in number but usually effective. |
| c. | a general lengthening of the workday from ten to fourteen hours. |
| d. | extensive political activity among workers. |
| e. | reliance on the system of apprentices and masters. |

ANS: A REF: p. 293

 83. All of the following are true statements about the workers in the Lowell factory system *except*

|  |  |
| --- | --- |
| a. | they were virtually all New England farm girls. |
| b. | they were carefully supervised on and off the job by watchful matrons. |
| c. | they lived in company boardinghouses and were forbidden to form unions. |
| d. | they worked five days a week for twelve to thirteen hours a day. |
| e. | they labored under grueling working conditions. |

ANS: D REF: p. 293

 84. One reason that the lot of adult wage earners improved was

|  |  |
| --- | --- |
| a. | support gained from the United States Supreme Court. |
| b. | the passage of minimum wage laws. |
| c. | the passage of laws restricting the use of strikebreakers. |
| d. | the enactment of immigration restrictions. |
| e. | the enfranchisement of the laboring man. |

ANS: E REF: p. 290

 85. In the case of *Commonwealth* v. *Hunt,* the supreme court of Massachusetts ruled that

|  |  |
| --- | --- |
| a. | corporations were unconstitutional. |
| b. | labor unions were not illegal conspiracies. |
| c. | labor strikes were illegal by violating the Fair Labor Acts. |
| d. | the Boston Associates' employment of young women in their factories was inhumane. |
| e. | the state could regulate factory wages and working conditions. |

ANS: B REF: p. 292

 86. The cult of domesticity

|  |  |
| --- | --- |
| a. | gave women more opportunity to seek employment outside the home. |
| b. | resulted in more pregnancies for women. |
| c. | restricted women's moral influence on the family. |
| d. | glorified the traditional role of women as homemakers. |
| e. | was especially strong among rural women. |

ANS: D REF: p. 294

 87. Early-nineteenth-century American families

|  |  |
| --- | --- |
| a. | were becoming more loosely knit and less affectionate. |
| b. | usually included three generations in the same household. |
| c. | taught their children to be unquestioningly obedient. |
| d. | usually allowed parents to determine choice of marriage partners. |
| e. | were getting smaller. |

ANS: E REF: p. 294

 88. One of the goals of the child-centered family of the 1800s was to

|  |  |
| --- | --- |
| a. | raise children who were obedient to authority. |
| b. | allow parents to spoil their children. |
| c. | raise independent individuals. |
| d. | increase the number of children. |
| e. | preserve childhood innocence. |

ANS: C REF: p. 294

 89. The effect of early-nineteenth-century industrialization on the trans-Allegheny West was to encourage

|  |  |
| --- | --- |
| a. | specialized, cash-crop agriculture. |
| b. | slavery. |
| c. | self-sufficient farming. |
| d. | heavy industry. |
| e. | higher tariffs. |

ANS: A REF: p. 295

 90. With the development of cash-crop agriculture in the trans-Allegheny West

|  |  |
| --- | --- |
| a. | subsistence farming became common. |
| b. | farmers began to support the idea of slave labor. |
| c. | farmers quickly faced mounting indebtedness. |
| d. | the South could harvest a larger crop. |
| e. | the issue of farm surpluses came to the fore. |

ANS: C REF: p. 296

 91. The first major transportation project, which ran sixty-two miles from Philadelphia to Lancaster, Pennsylvania, was the

|  |  |
| --- | --- |
| a. | Baltimore and Ohio Railroad. |
| b. | National (Cumberland) Road. |
| c. | Erie Canal. |
| d. | St. Lawrence Seaway. |
| e. | Lancaster Turnpike. |

ANS: E REF: p. 296

 92. After the construction of the Lancaster Turnpike and the Cumberland (National) Road, road building slowed somewhat because of

|  |  |
| --- | --- |
| a. | corruption in construction contracts. |
| b. | the inability to construct hard-surface highways. |
| c. | eastern states' opposition. |
| d. | the steamboat and canal boom. |
| e. | the reluctance of shippers to move their products by road. |

ANS: D REF: p. 296

 93. Western road building faced all of the following problems *except*

|  |  |
| --- | --- |
| a. | the expense. |
| b. | states' rights advocates' opposition. |
| c. | eastern states' opposition. |
| d. | competition from canals. |
| e. | wartime interruptions. |

ANS: D REF: p. 296

 94. The major application for steamboats transporting freight and passengers in the United States was on

|  |  |
| --- | --- |
| a. | New England streams. |
| b. | western and southern rivers. |
| c. | the Great Lakes. |
| d. | the Gulf of Mexico. |
| e. | coastal waterways. |

ANS: B REF: p. 297

 95. The canal era of American history began with the construction of the

|  |  |
| --- | --- |
| a. | Mainline Canal in Pennsylvania. |
| b. | James River and Kanasha Canal from Virginia to Ohio. |
| c. | Wabash Canal in Indiana. |
| d. | Suez Canal in Illinois. |
| e. | Erie Canal in New York. |

ANS: E REF: p. 298

 96. Construction of the Erie Canal

|  |  |
| --- | --- |
| a. | forced some New England farmers to move or change occupations. |
| b. | showed how long-established local markets could survive a continental economy. |
| c. | helped farmers so much that industrialization was slowed. |
| d. | was aided by federal money. |
| e. | created political tensions between the Northeast and the Midwest. |

ANS: A REF: p. 298

 97. Most early railroads in the United States were built in the

|  |  |
| --- | --- |
| a. | North. |
| b. | Old South. |
| c. | lower Mississippi Valley. |
| d. | Far West. |
| e. | Appalachian Mountains. |

ANS: A REF: p. 299

 98. Compared with canals, railroads

|  |  |
| --- | --- |
| a. | were more expensive to construct. |
| b. | transported freight more slowly. |
| c. | were generally safer. |
| d. | were susceptible to weather delays. |
| e. | could be built almost anywhere. |

ANS: E REF: p. 299

 99. In the new continental economy, each region specialized in a particular economic activity: the South \_\_\_\_ for export; the West grew grains and livestock to feed \_\_\_\_; and the East \_\_\_\_ for the other two regions.

|  |  |
| --- | --- |
| a. | raised grain, southern slaves, processed meat |
| b. | grew cotton, southern slaves, made machines and textiles |
| c. | grew cotton, eastern factory workers, made machines and textiles |
| d. | raised grain, eastern factory workers, made furniture and tools |
| e. | processed meat, southern slaves, raised grain |

ANS: C REF: p. 302

 100. In general, \_\_\_\_ tended to bind the West and South together, while \_\_\_\_ and \_\_\_\_ connected West to East.

|  |  |
| --- | --- |
| a. | steamboats, canals, railroads |
| b. | railroads, canals, steamboats |
| c. | canals, steamboats, turnpikes |
| d. | turnpikes, steamboats, canals |
| e. | turnpikes, railroads, steamboats |

ANS: A REF: p. 302

 101. All of the following were legal questions raised as a result of the new market economy *except*

|  |  |
| --- | --- |
| a. | how tightly should patents protect inventions? |
| b. | should the government regulate monopolies? |
| c. | can a democratic government still support slavery? |
| d. | who should own these new technologies? |
| e. | who should own the new transportation network? |

ANS: C REF: p. 302

 102. As the new continental market economy grew

|  |  |
| --- | --- |
| a. | individual households became increasingly self-sufficient. |
| b. | the home came to be viewed as a refuge from the workday world. |
| c. | traditional women's work became more highly valued and increasingly important. |
| d. | respect for women as homemakers declined. |
| e. | the home lost most of its importance for family life. |

ANS: B REF: p. 303

 103. A major economic consequence of the transportation and marketing revolutions was

|  |  |
| --- | --- |
| a. | a lessening of the gap between great wealth and poverty. |
| b. | a stabilization of the work force in industrial cities. |
| c. | the declining significance of American agriculture. |
| d. | a steady improvement in average wages and standards of living. |
| e. | the growing realization of the rags-to-riches American dream. |

ANS: D REF: p. 304

**MULTIPLE RESPONSE**

 104. America's early-nineteenth-century population was notable for its

|  |  |
| --- | --- |
| a. | restlessness. |
| b. | wastefulness. |
| c. | youthfulness. |
| d. | aggressiveness. |
| e. | thoughtfulness. |

ANS: A, C REF: p. 276

 105. Factors encouraging the growth of immigration rates in the first half of the nineteenth century included the

|  |  |
| --- | --- |
| a. | rapid growth rate of the European population. |
| b. | perception of America as the land of freedom and opportunity. |
| c. | introduction of transoceanic steamships. |
| d. | economic and political turmoil in Europe. |
| e. | religious oppression by European state churches. |

ANS: A, B, C, D, E REF: p. 280 | p. 286

 106. The growth of industry and the factory system in the United States was slowed by

|  |  |
| --- | --- |
| a. | the high price of land. |
| b. | the scarcity of labor. |
| c. | limited investment capital. |
| d. | a small domestic market. |
| e. | weak incentives for new technology. |

ANS: B, C REF: p. 285

 107. The Northeast became the center of early-nineteenth-century American industry because it had

|  |  |
| --- | --- |
| a. | a superior transportation system. |
| b. | abundant water power. |
| c. | investment capital available. |
| d. | a local supply of raw materials used in manufacturing. |
| e. | a relatively large labor supply. |

ANS: B, E REF: p. 288

 108. The growth of early-nineteenth-century American manufacturing was stimulated by the

|  |  |
| --- | --- |
| a. | War of 1812. |
| b. | Peace of Ghent. |
| c. | Louisiana Purchase. |
| d. | Tariff of 1816. |
| e. | rise of the Know-Nothing Party. |

ANS: A, D REF: p. 288

 109. By 1850, America's factory system was producing

|  |  |
| --- | --- |
| a. | textiles. |
| b. | boots and shoes. |
| c. | firearms. |
| d. | steel. |
| e. | sewing machines. |

ANS: A, C REF: p. 289

 110. The concentration of capital for investment in large-scale enterprises in the early nineteenth century was promoted by the

|  |  |
| --- | --- |
| a. | wider acceptance of the principle of limited liability. |
| b. | introduction of state corporate tax laws. |
| c. | legalization of labor unions. |
| d. | passage of state free incorporation laws. |
| e. | lowering of the capital gains tax. |

ANS: A, D REF: p. 290

 111. The turnpikes, canals, and steamboats as new transportation links generally encouraged

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| --- | --- |
| a. | lowering of freight rates. |
| b. | economic growth. |
| c. | rising land values. |
| d. | migration of peoples. |
| e. | states' rights. |

ANS: A, B, D REF: p. 298-299

 112. Clipper ships and the Pony Express had in common

|  |  |
| --- | --- |
| a. | the use of the most advanced technology. |
| b. | speedy service. |
| c. | a brief existence. |
| d. | low cost. |
| e. | support from the federal government. |

ANS: B, C REF: p. 301-302

 113. Advances in manufacturing and transportation brought

|  |  |
| --- | --- |
| a. | a narrowing of the gap between rich and poor in America. |
| b. | more prosperity and opportunity to most Americans. |
| c. | innumerable cases of rags-to-riches economic mobility for ordinary Americans. |
| d. | increased immigration from Europe to the United States. |
| e. | economic reliance on the export of manufactured goods. |

ANS: B, D REF: p. 303

**ESSAY**

 114. Compare and contrast the economic development of the Northeast with that of the South. What were some of the reasons that caused those differences in development?

ANS:

Student answers will vary.

 115. Compare and contrast the United States with Britain and Europe in the industrialization of its economy.

ANS:

Student answers will vary.

 116. To what extent did the American government contribute to and promote industrial growth and economic expansion in the early nineteenth century?

ANS:

Student answers will vary.

 117. To what extent did the impact of industrialization, urbanization, and the transportation revolution have on the development of American agriculture?

ANS:

Student answers will vary.

 118. Summarize the impact of the industrial revolution on American labor, on the rich and the poor, and on families and home life.

ANS:

Student answers will vary.

 119. Write your definition of *revolution.* Then use this definition to argue that the industrial revolution was or was not a revolutionary event.

ANS:

Student answers will vary.

 120. To what extent did each of the following play in the development of industrialization of the American economy: technology, immigration, investment, government aid, and internal improvements.

ANS:

Student answers will vary.

 121. Rank the following in terms of their contribution to industrialization: cotton gin, principle of interchangeable parts, and Erie Canal. Justify your ranking.

ANS:

Student answers will vary.

 122. Identify the single most significant development in (a) manufacturing technology, (b) transportation, (c) communications technology, and (d) business organization that encouraged industrialization in the United States. Explain your choice in each category.

ANS:

Student answers will vary.

 123. List the five most important inventions of the early nineteenth century and rank them in order of importance. Justify your ranking.

ANS:

Student answers will vary.

 124. Assess the validity of the following statement, "The Erie Canal was the single most important accomplishment contributing to economic expansion prior to the coming of the railroad."

ANS:

Student answers will vary.

 125. The text's authors claim that on the eve of the Civil War, "a truly continental economy had emerged ... [in which] the principle of division of labor ... applied on a national scale." Briefly explain the operation of this national economy and its political implications.

ANS:

Student answers will vary.

 126. If America is indeed a "nation of immigrants," why does it have a history of native prejudice toward new immigrant groups?

ANS:

Student answers will vary.

 127. Explain the impact of the market revolution on American workers, including women.

ANS:

Student answers will vary.

 128. What traits, fostered by America's early-nineteenth-century frontier experience, are less than admirable? Why did they become American traits?

ANS:

Student answers will vary.

 129. Compare and contrast the Irish and German immigrants of early-nineteenth-century America in terms of their motives for leaving Europe, pattern of settlement in the United States, impact on American life, and reception by native-born Americans.

ANS:

Student answers will vary.

 130. The text's authors state that "the West, with its raw frontier, was the most typically American part of America" in the early nineteenth century. Explain what they mean by this remark. Do you agree or disagree? Why?

ANS:

Student answers will vary.

 131. It has been claimed that the frontier acted as a "safety valve" for the East, allowing the discontented to begin an alternative life on the frontier. To what extent does this seem to have been true?

ANS:

Student answers will vary.

 132. Assess the validity of the following statement, "The cotton gin affected not only the history of America but that of the world."

ANS:

Student answers will vary.

 133. How did Eli Whitney make the American Civil War more likely, and at the same time, give the Union an advantage once the war began?

ANS:

Student answers will vary.