**CHAPTER 10**

**The Market Revolution**

**Learning Outcomes**

* 1. Describe the economic system known as the American System.

**Objectives**

1. Explain the role of a national bank in the development of the American System.
2. Discuss the development of the Monroe Doctrine as America’s dominant foreign policy after 1823.
3. Describe why opponents disapproved of the American System.
   1. List the three specific parts of the Market Revolution in early-nineteenth-century America, and evaluate how the United States developed during this era.

**Objectives**

1. Discuss the transportation and communications revolution that took place in America in the first decades of the 1800s.
2. Describe the changes that technology brought about in farming in the South, New England, and the West.
3. Describe the industrialization of America and the resultant market revolution.
4. Detail the social changes associated with the Market Revolution.
   1. Describe the growth of America’s middle class during the first half of the 1800s, and discuss some of the stronger movements toward reform during the era.

**Objectives**

1. Describe the development of a thriving middle class in America.
2. Explain how the Second Great Awakening and trends such as transcendentalism and utopian communities contributed to reform movements in America.
3. Discuss the Latter-Day Saints and the major reform movements in America during the early 1800s.
4. Discuss the significance of the Seneca Falls Convention, the start of the women’s movement.

**Chapter Summary**

The years following the War of 1812 were important to the development of a uniquely American economy. The Market Revolution which was aided by numerous transportation, communication, and technological innovations, refers to the time when an increasing number of farmers willingly turned away from the ideal of being self-sufficient in order to focus on a single crop that could be sold at market. This change encouraged specialization and the growth of a dynamic string of market hubs within the United States.

The nation established a second National Bank, passed protective tariffs, and strove to produce everything needed within its own borders. Supporters of the American System pushed for federally funded “internal improvements,” but many Americans were not ready for such a thing. The U.S. also projected power, at least in theory, abroad when it claimed that the Western hemisphere would be safe from future European colonization.

The process known as the Market Revolution centered on internal markets. A great deal of internal migration took place, as people left farms and moved to the cities. The Market Revolution was made up of three parts: (1) a transportation and communications revolution, (2) a transition to commercialized farming, and (3) industrialization. Each transition provoked significant social changes.

Transportation capabilities expanded as turnpikes, canals, steamboats, and railroads streamed across a landscape that soon would be dotted with telegraph lines. The South embraced cotton with zeal, further increasing the region's dependency on slavery. The newest territories and states in the west opened up their land for large-scale commercial farming, serving as a source of raw materials and food. Back east, and in New England particularly, farmers transformed from self-sufficiency to being part of a market economy, cultivating specialized crops or products. Industrialization shaped both the city and the countryside. As urban centers grew, forests fell to fuel the factories that created the mechanized farming tools that vastly improved the agricultural output of the nation. Increased numbers of women and immigrants joined an evolving labor force, predominately in the more developed north. Working class protesters, men, and women pioneers in labor organizing met with both failures and successes.

Reform movements, in one form or another, swept the nation. The creation of a stable middle class provided opportunities for reformers, a role where women, otherwise denied political participation, could effect change. The central theological idea behind the Second Great Awakening was that an individual’s soul could be saved through human agency and his or her acceptance of responsibility for a sinful nature. This meant that divine revelation was not the only path to salvation. The Second Great Awakening spread the gospel that meaningful changes could be made in society. Calls for altering the status quo also came from the Transcendentalists and Utopian societies. New religious groups such as the Mormons found that their beliefs met with savage resistance from their neighbors. Overall, women played a significant role in reform efforts at the time whether over temperance, education, or prisons.

The largest antislavery movement in the first decades of the nineteenth century was the American Colonization Society, a group founded in 1816 to advocate for the removal of America’s black population, repatriating them to Africa. The establishment of the nation of Liberia in 1847 was the result of the ACS’s efforts.

In 1848, the Seneca Falls Convention adopted a Declaration of Sentiments, which was modeled after the Declaration of Independence and articulated the injustices that women faced in American society.

**Chapter Outline**

I. Economic Nationalism

* 1. The American System
  2. A New National Bank
  3. A Protective Tariff
  4. Court Cases
  5. A Protected Hemisphere
  6. Opponents of the American System

II. The Market Revolution

1. The Transportation and Communications Revolution
2. The Turnpike Era
3. The Canal Era
4. The Steamboat Era
5. The Railroad Era
6. The Communications Revolution
7. Commercialized Farming
8. Changes in the South
9. Changes in the West
10. The West and Slavery
11. The New England Transition
12. Industrialization
13. The Mechanization of Agriculture
14. The Mechanization of Machine Tools
15. Factories
16. Social Changes Associated with the Market Revolution
17. The Growth of Cities
18. Environmental Costs of the Market Revolution
19. Women and Immigrants in the Labor Force
20. Challenges to the Protestant Consensus
21. A New Working Class
22. Protest Movements

III. Reformers

1. The Creation of the Middle Class
2. The Second Great Awakening
3. The Theology
4. How it Spread
5. Why a Revival?
6. The Transcendentalists
7. Utopianism
8. The Latter-Day Saints
9. The Reform Impulse
10. The Benevolent Empire
11. Female Reform Societies
12. Temperance
13. Education
14. Prison Reform
15. Abolition
16. The Women’s Movement

IV. Looking Ahead…

**Suggested Lecture Topics**

* 1. The American System: Growth of a Nation
  2. The American Agricultural Revolution of the Early 1800s
  3. The Second Great Awakening: Increasing America’s Religious Diversity
  4. The Transcendentalists and Utopianism: The Search for a Perfect World
  5. Turnpikes, Canals, Steamboats, Trains: Americans on the Move
  6. Religion, Reform, and More Reform: The Cultural Transformation of America
  7. Seneca Falls: The Start of the Women’s Movement

(10-2a). There were four reasons why the opening of the Erie Canal was a landmark development:

1. Financial
2. Copycats
3. Creating a major metropolis
4. A change in farming

Canal building was a critical part in the transportation revolution. Have students create a timeline of the four significant transportation improvements (turnpike, canals, steamboats, and railroads). Be sure to have students provide one or two specific examples for each category, including the pros and cons for each transportation method. Have students turn this in either in list form or as a three-to-five-paragraph in-class writing exercise.

**The Reasons Why…**

**Research Topics—Projects and Papers**

Students might choose to complete a project to be presented in class or to write a more traditional research paper. Or the instructor could decide which task they would prefer to have them do. Below are a few topics that are relevant to this chapter. Students may, of course, choose to develop their own topics.

1. A Study of Canals. Research the Erie Canal and others constructed in the same time period in the Northeast. Ask students to prepare a paper in which they describe each one, tell how it was constructed and financed, and evaluate its effectiveness. In addition, find out why each one became obsolete. Students can entitle their paper: “What Killed the Canals?”
2. Check out the status of Walden Woods today. Discuss the influence Thoreau had on future civil disobedience and environmental movements.
3. Locate drawings, paintings, etc. which illustrate the farm machinery that was developed during the Market Revolution. Compile these into a notebook and provide annotations naming and describing each one. Give the name of the person who invented each of these, and describe how each item helped to revolutionize American agriculture.
4. The Second National Bank. Less than thirty years from the time period the students are currently studying, President Andrew Jackson will vow: “The Bank is trying to kill me. But I will kill it.” Examine the way in which the Bank operated in its early years, so that students will be prepared to study Jackson’s battle with the Bank.

**Additional www Resources**

“Traveling the Erie Canal, 1836,” EyeWitness to History.

<http://www.eyewitnesstohistory.com/eriecanal.htm>

“The Walden Woods Project,” The Thoreau Institute at Walden Woods.

<http://www.walden.org/>

“Seneca Falls Convention: First Women’s Rights Convention,” Historynet.com.

<http://www.historynet.com/seneca-falls-convention-first-womens-rights-convention.htm>

**Primary Source Discussions**

**Assignment Name: First-Hand Description of a Lowell Mill Job by a Female Worker**

*Introduction:* Harriet Hanson Robinson was one of the lucky ones. She began work in Lowell’s mill when she was ten and stayed until she was twenty-four. She married a newspaper editor, and she obviously gained an education, because she expresses herself very well. This brief excerpt from her autobiography paints a clear picture of life in the early Lowell mills.

*Visit URL:* *http://legacy.fordham.edu/halsall/mod/robinson-lowell.asp*

[Read a first-hand description of a Lowell mill job from one of the young female workers](http://legacy.fordham.edu/halsall/mod/robinson-lowell.asp) and then take a brief quiz to check your understanding.

*Reflection Questions*:

1. From her writing, what did Harriet Robinson seem to like best about her mill job? What did she like least?
2. How important would it be for a young woman in the early 1800s to actually have possession of some tangible currency?

**Assignment Name: Excerpts from Henry David Thoreau’s Walden**

*Introduction:* Henry David Thoreau was similar to many Transcendentalists living during his time. All were questioning the meaning of life and their place in it. The path Thoreau chose led him to Walden Wood and the banks of Walden Pond, where he spent two years of his life and wrote his classic, *Walden*.

*Visit URL:* *http://thoreau.eserver.org/walden00.html*

[Read portions of Thoreau’s *Walden*](http://thoreau.eserver.org/walden00.html) and then take a brief quiz to check your understanding.

*Reflection Questions*:

1. What modern celebrity has battled to maintain the existence of Walden Pond? How much do you think Thoreau himself has influenced the environmentalist movement?
2. Find a few quotes from Thoreau’s writings that show his disdain for the trappings of modern life.
3. What do you think Thoreau would say about the public’s fascination today with the foibles and wasted lives of our celebrities?
4. From Thoreau’s “Conclusion,” summarize what you think he realized during his time at Walden Pond.

**Assignment Name: Primary Source Assignment: Seneca Falls Declaration 1848**

*Introduction:* The Declaration of Sentiments was issued at the Seneca Falls convention of 1848. It was based on the Declaration of Independence, and asserted that all of the privileges of citizenship claimed by American men were due to American women as well. The Declaration of Sentiments—and the women who created it—initiated the women's rights movement in the United States.

*Visit URL:* *http://college.cengage.com/history/wadsworth\_9781133309888/unprotected/ps/declarations.html*

[The Seneca Falls Declaration (1848)](http://college.cengage.com/history/wadsworth_9781133309888/unprotected/ps/declarations.html)

*Instructions:* After reading the introduction and the primary source provided, answer the questions below.

1. How does the structure of the Seneca Falls Declaration parallel that of the Declaration of Independence?
2. List five of the main charges levied against man.
3. Upon what bases do the signers rest their claims for equality of the sexes?
4. What changes are called for in regards to laws?
5. Why was the call for the franchise for women so controversial at the time?