

## Module 9

# A New National Identity



### Essential Question

Why did America's national identity change in the early 1800s?

About the Photo: The Erie Canal, completed in 1825, improved travel between cities and helped to unify the country.

In this module you will learn about the factors that contributed to the emergence of a distinctly American identity.

### What You Will Learn ...

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<b>The Big Idea</b> Nationalism helped guide American foreign policy in the early 1800s.	
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<b>The Big Idea</b> As the United States grew, developments in many cultural areas contributed to the creation of a new American identity.	

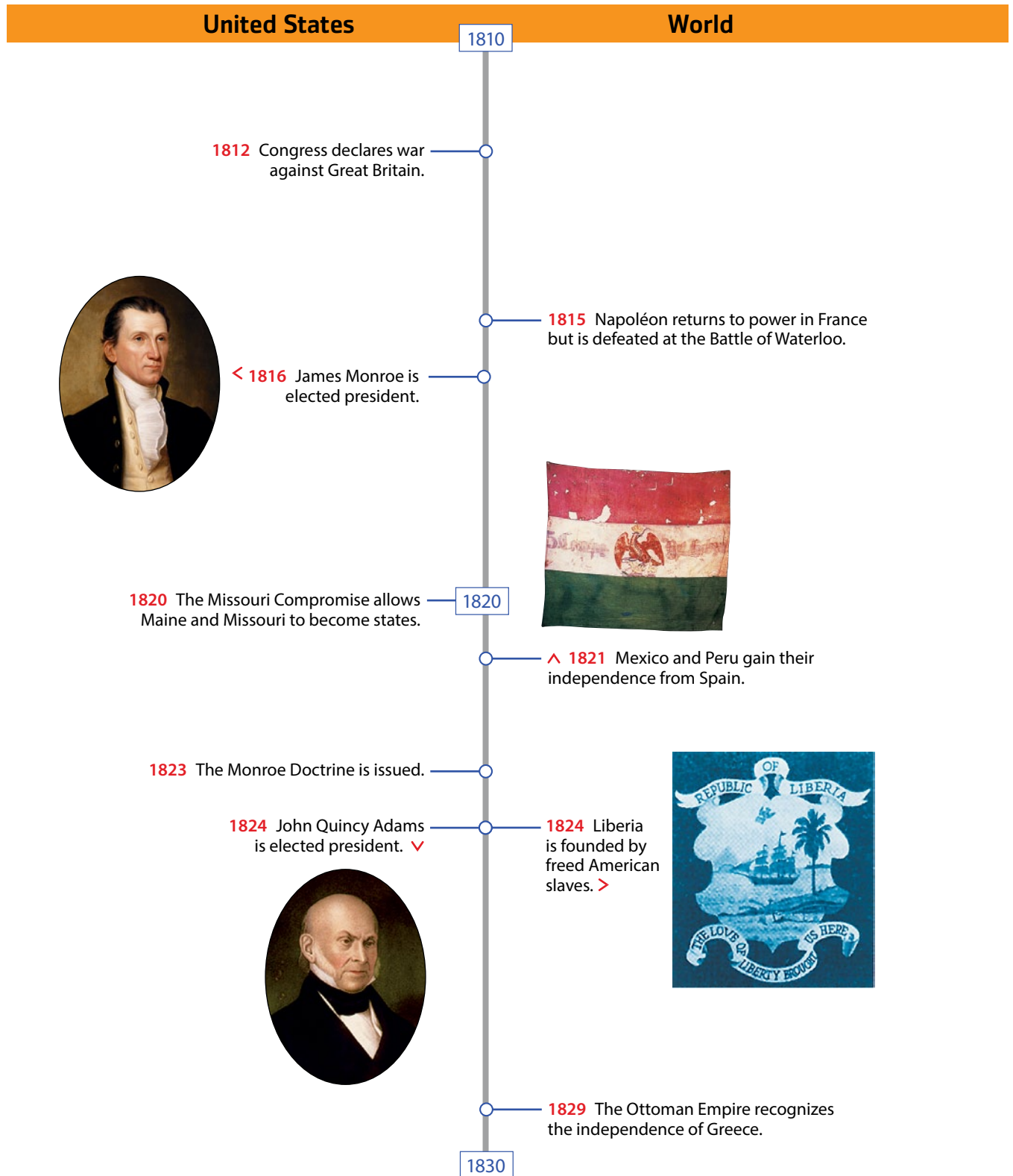
### Explore ONLINE!



#### VIDEOS, including...

- James Monroe
- Building the Erie Canal

- ✓ Document-Based Investigations
- ✓ Graphic Organizers
- ✓ Interactive Games
- ✓ Image with Hotspots: We Owe Allegiance to No Crown, 1814
- ✓ Image Carousel: Key Features of the American System
- ✓ Image with Hotspots: The Oxbow
- ✓ Image Carousel: Portraying America



# Reading Social Studies

## THEME FOCUS:

### Politics, Society and Culture

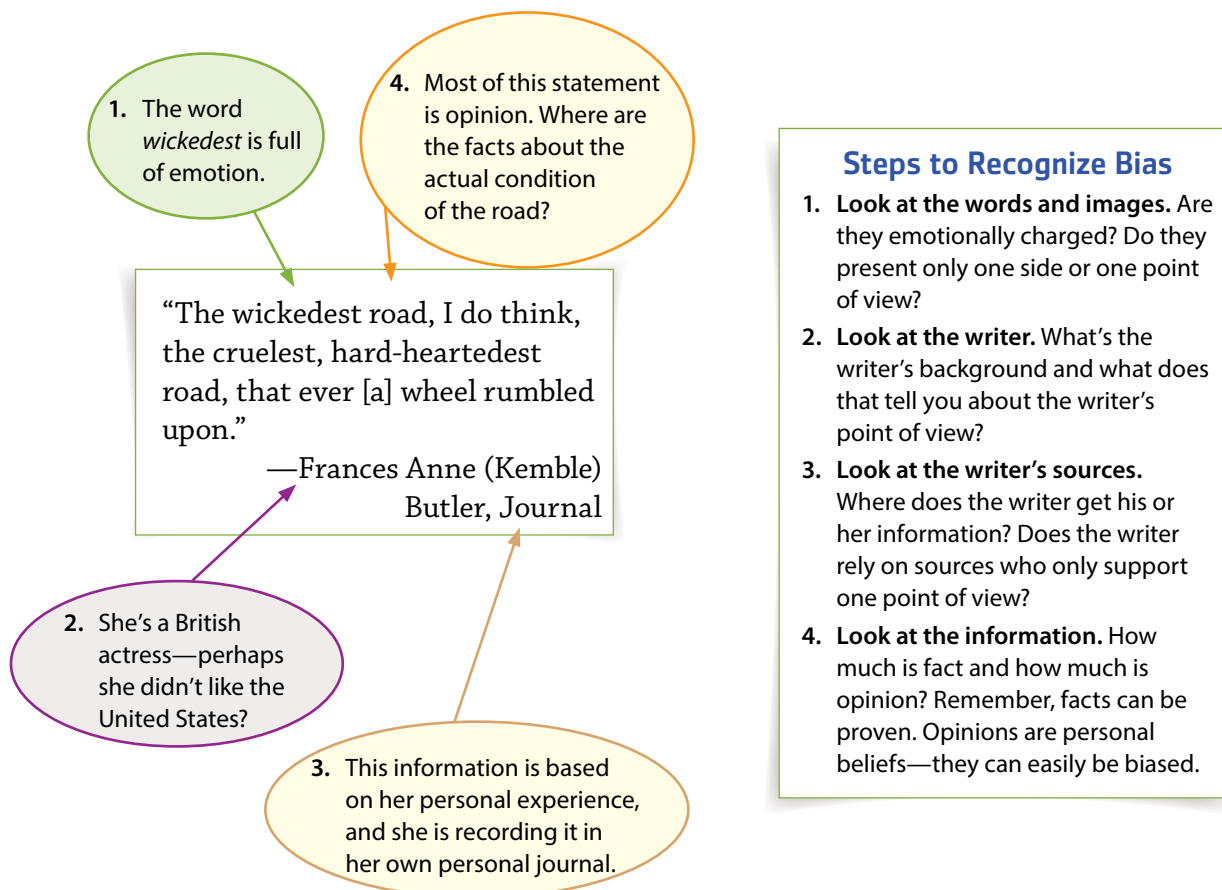
This module is titled “A New National Identity” because it explains how the United States government established relations with European powers and how Americans developed a strong sense of national pride even as they struggled with important state issues. You will learn about the Monroe Doctrine, the Missouri Compromise, the Cumberland Road project, and the rise of American music, literature, and public schools—events that changed the country’s culture and politics.

## READING FOCUS:

### Bias and Historical Events

As you read this module, you will find that some people supported the idea of using federal dollars to create new and better roads. Others, however, did not think federal dollars should be used that way. People who can only see one side of an issue or situation may become biased, or prejudiced against the opposite view.

**Recognizing Bias** To understand the events and people in history, you have to be able to recognize a speaker’s or writer’s bias. Here are some steps you can take to do that.



# You Try It!

The following passage is from the module you are getting ready to read. As you read the passage, think about living during the early to mid-1800s when there were no public schools.

**Architecture and Education** Americans also embraced educational progress. Several early American political leaders expressed a belief that democracy would only succeed in a country of educated and enlightened people. But there was no general agreement on who should provide that education.

Eventually, the idea of a state-funded public school gathered support. In 1837, Massachusetts lawmakers created a state board of education. Other states followed this example, and the number of public schools slowly grew.

After you read the passage, answer the following questions.

1. You are the editor of your town's newspaper in the year 1835. You think schools should be financed by the state government rather than the federal government. You decide to write an editorial to express your opinion. Which of the phrases below would reveal your personal bias to your readers? Why? What words in each statement create bias?
  - a. overbearing federal government
  - b. protecting state interests
  - c. powerful federal government
  - d. concerned state citizens
2. If you were going to write the editorial described in question 1, how could you avoid biased statements? How do you think this might affect people's reactions to your writing?

**As you read Module 9**, study the historical documents carefully. Do you see any examples of bias?

## Key Terms and People

### Lesson 1

nationalism  
Era of Good Feelings  
Simon Bolívar  
Monroe Doctrine

### Lesson 2

Henry Clay  
American System  
Cumberland Road  
Erie Canal  
sectionalism  
Missouri Compromise  
John Quincy Adams

### Lesson 3

Washington Irving  
James Fenimore Cooper  
Hudson River school  
Thomas Cole  
George Caleb Bingham

# American Foreign Policy

## The Big Idea

Nationalism helped guide American foreign policy in the early 1800s.

## Main Ideas

- Success in foreign affairs contributed to a growing sense of American nationalism.
- The Monroe Doctrine was a major shift in American Foreign Policy.

## Key Terms and People

nationalism  
Era of Good Feelings  
Simon Bolívar  
Monroe Doctrine

### Reading Check

Summarize  
What events contributed to a growing sense of nationalism among Americans?

## If YOU were there . . .

You are a fur trader living in the Pacific Northwest in 1817. You have been extremely successful in your trade for many years. Now you hear that Great Britain and the United States have signed a treaty agreeing to occupy the Pacific Northwest together, opening the region to more settlers. Recently, you have discovered that several new fur traders are trapping on the lands you consider your hunting area.

**What effect will this treaty have on your livelihood?**

## Growing Nationalism

American foreign policy in the early 1800s reflected a growing spirit of nationalism. **Nationalism** is a feeling of pride and loyalty to a nation. It is the belief that the interests of the nation as a whole are more important than regional interests or the interests of other countries.

In 1817 James Monroe took office as the fifth president of the United States. His presidency lasted two terms, from 1817 to 1825. During this time, the economy grew rapidly, and a spirit of nationalism and optimism prevailed. One Boston newspaper called the time the “**Era of Good Feelings.**”

The good feelings at home were boosted by successes in foreign affairs. Americans were proud of their victory in the War of 1812. It made them confident in the strength of their young but growing country. Moreover, Monroe’s administration achieved a series of diplomatic successes. With the Rush-Bagot Treaty and the Convention of 1818, the United States secured its northern border and convinced Britain to share territory in the Pacific Northwest. With the Adams-Onís Treaty, Monroe secured Florida for the United States.

Settled and secure at home, Americans were ready to take their place on the world stage. Nationalist feelings would soon drive a major shift in U.S. foreign policy.

## Historical Source

### We Owe Allegiance to No Crown, 1814

After the United States won the War of 1812, American artist John Archibald Woodside painted this image.

Lady Liberty carries a liberty pole and crown.



The young man plants his foot on a broken crown.

### Analyze Historical Sources

How does Woodside's painting express national pride?

**Academic Vocabulary**  
circumstances  
surrounding situation

## Monroe Doctrine

Despite Monroe's skillfully won agreements with Britain and Spain, the United States still faced foreign policy issues. These issues focused on the nation's neighbors to the south in Central and South America.

Spain had colonized Central and South America in the 1600s and 1700s. By the early 1820s, however, most of the Spanish colonies in the Americas had declared independence. Revolutionary fighter **Simon Bolívar**, called "the Liberator," led many of these struggles for independence. The political **circumstances** surrounding the revolutions reminded most American leaders of the American Revolution. As a result, they supported these struggles.

After Mexico broke free from Spain in 1821, President Monroe grew worried. He feared that rival European powers might try to take control of newly independent Latin American countries. He was also concerned about Russia's interest in the northwest coast of North America.

Secretary of State Adams shared President Monroe's concerns. In a Fourth of July speech before Congress, Adams said that the United States had always been friendly with European powers, and that the country did not want to be involved in wars with them. He implied that he supported the newly independent countries but said the United States would not fight their battles.

Great Britain was also interested in restraining the influence of other European nations in the Americas. This was because



President from 1817–1825, James Monroe helped shape U.S. foreign policy for the next century.

Britain had formed close trading ties with most of the independent Latin American countries. Britain wanted to issue a joint statement with the United States to warn the rest of Europe not to interfere in Latin America.

Instead, President Monroe and Secretary of State John Quincy Adams responded by declaring a new foreign policy for the United States. The policy was designed to protect American interests. In time, it would be called the Monroe Doctrine.

The **Monroe Doctrine** stated that the United States would view any European attempts to further colonize the Americas “as dangerous to our peace and safety.” On December 2, 1823, Monroe issued the doctrine during his annual message to Congress.

The Monroe Doctrine had four basic points.

1. The United States would not interfere in the affairs of European nations.
2. The United States would recognize, and not interfere with, European colonies that already existed in North and South America.

## DOCUMENT-BASED INVESTIGATION Historical Source

### The Monroe Doctrine

President James Monroe established the foundation for U.S. foreign policy in Latin America in the Monroe Doctrine of 1823.

In this phrase, Monroe warns European nations against trying to influence events in the Western Hemisphere.

Monroe notes here the difference between existing colonies and newly independent countries.

*The occasion has been judged proper for asserting . . . that the American continents . . . are henceforth not to be considered as subjects for future colonization by any European powers . . .*

*The political system of the allied powers is essentially different . . . from that of America. We . . . declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety . . .*

*With the existing colonies . . . we have not interfered and shall not interfere. But with the governments who have declared their independence and maintained it, and whose independence we have . . . acknowledged, we could not view any **interposition**<sup>1</sup> for the purpose of oppressing them . . . by any European power in any other light than as the **manifestation**<sup>2</sup> of an unfriendly **disposition**<sup>3</sup> toward the United States.*

<sup>1</sup> *interposition*: interference

<sup>3</sup> *disposition*: attitude

<sup>2</sup> *manifestation*: evidence

### Analyze Historical Sources

1. What warning did President Monroe give to European powers in the Monroe Doctrine?
2. How does Monroe say the United States will treat existing European colonies?



This political cartoon depicts the Monroe Doctrine, which forbade European powers from interfering with the nations of the Western Hemisphere.

*How does the cartoon depict the United States in relation to the nations of Europe and Latin America?*

**Reading Check**  
**Analyze** What effect did the revolutions in Latin America have on U.S. foreign policy?

3. The Western Hemisphere was to be off-limits to future colonization by any foreign power.
4. The United States would consider any European power's attempt to colonize or interfere with nations in the Western Hemisphere to be a hostile act.

The Monroe Doctrine was a bold statement to the great powers of Europe. It declared the Americas closed to any future European colonization. The United States would stay out of European affairs, but it would serve as leader and protector of the Americas. Some Europeans strongly criticized the Monroe Doctrine, but few European nations challenged it.

Over the next century, the Monroe Doctrine would guide American foreign policy. It was used to justify the westward expansion of the United States as well as expansionist foreign policies in Central and South America. The United States had taken its first steps toward becoming a world power.

**Summary and Preview** In this lesson you learned how a growing sense of nationalism guided a major shift in U.S. foreign policy. In the next lesson you will learn how national pride shaped domestic policy.

## Lesson 1 Assessment

### Review Ideas, Terms, and People

1. **a. Identify** What is nationalism?  
**b. Describe** What circumstances characterized the Era of Good Feelings?  
**c. Predict** How might the Era of Good Feelings have been different if Americans had lost the War of 1812?
2. **a. Describe** What were the main points of the Monroe Doctrine?  
**b. Contrast** How did the Monroe Doctrine differ from Adams's Fourth of July Address?  
**c. Draw Conclusions** How did the Monroe Doctrine likely impact U.S. foreign policy?  
**d. Elaborate** What do you think the newly independent Latin American countries thought of the Monroe Doctrine?

### Critical Thinking

3. **Identify Cause and Effect** In this lesson, you learned about nationalism and changes in U.S. foreign policy. Create a chart like the one below and use it to identify the causes and effects of foreign policy changes.

**U.S. Foreign Policy**

Causes	Effects



# Nationalism and Sectionalism

## The Big Idea

A rising sense of national unity allowed some regional differences to be set aside and national interests to be served.

## Main Ideas

- Growing nationalism led to improvements in the nation's transportation systems.
- The Missouri Compromise settled an important regional conflict.
- The outcome of the election of 1824 led to controversy.

## Key Terms and People

Henry Clay  
 American System  
 Cumberland Road  
 Erie Canal  
 National Road  
 sectionalism  
 Missouri Compromise  
 John Quincy Adams

## If YOU were there . . .

You live near the western end of the newly completed Erie Canal in New York State in 1831. In fact, your older brothers helped build the canal. Every day you watch as mules pull the canal boats along the still water of the canal. Sometimes the boats carry passengers traveling from city to city. You have never been far from your home, and you are curious about their journey.

**What would you like to ask the travelers on the canal boat?**

## Nationalism Guides Domestic Policy

The swell in nationalist feelings that arose in the early 1800s soon found its way into government policies. This new pride in the nation found a strong supporter in U.S. representative **Henry Clay** from Kentucky.

Clay believed that the nation's unity and future depended upon a strong national economy. He developed a plan eventually known as the **American System**—a series of measures intended to make the United States economically self-sufficient. The three main measures of the plan were:

1. **Establish a protective tariff**, a tax on imported goods that would protect American businesses from foreign competition. Congress passed such a tariff in 1816. By making European goods more expensive, the tariff encouraged Americans to buy less expensive American-made products.
2. **Establish a national bank** that would promote a single currency, making trade easier. At the time, most regional banks issued their own money. In 1816, Congress set up the second Bank of the United States.
3. **Improve the country's transportation systems**, which were essential for a strong economy. Poor roads, great distances, and geography slowed the movement of goods and made trade difficult and costly.



## Henry Clay 1777–1852

Known as the silver-tongued Kentuckian, Henry Clay was a gifted speaker. He became involved in local politics early in his life, and by age 29 he was appointed to the U.S. Senate. Throughout his career in the Senate, he was dedicated to preserving the Union. The Missouri Compromise and a later agreement, the Compromise of 1850, helped to ease sectional tensions, at least temporarily.

### Analyze

Why did Henry Clay work for compromises between regions?

Clay also proposed that the national government could spend the money it raised from a protective tariff and from selling public lands in the West to improve roads and canals. These improvements would strengthen the economy and unite North, South, East, and West.

However, some members of Congress opposed the plan. They argued that there was nothing in the Constitution granting the national government power to spend money on internal improvements. Still, Clay argued that the possible gains for the country justified federal action.

**Roads and Canals** In the early 1800s most roads in the United States were made of dirt, making travel difficult. British actress Frances Kemble described one New York road she had struggled along during a visit in the 1830s.

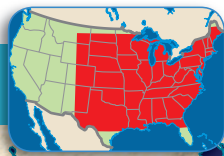
“The wickedest road, I do think, the cruellest, hard-heartedest road, that ever [a] wheel rumbled upon.”

—Frances Anne (Kemble) Butler, *Journal*

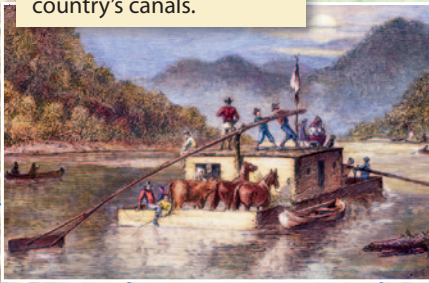
Great distances and the lack of good roads made travel, trade, and communication difficult between North and South, East and West. Those settlers living in states west of the Appalachians found it especially difficult to ship goods east across the mountains.

To improve the nation’s roads, Congress agreed with Clay and invested in road building. The **Cumberland Road** was the first road built by the federal government. It ran from Cumberland, Maryland, to Wheeling, a town on the Ohio River in present-day West Virginia. Construction began in 1815. Workers had to cut a 66-foot-wide band, sometimes through forest,

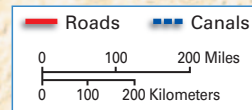
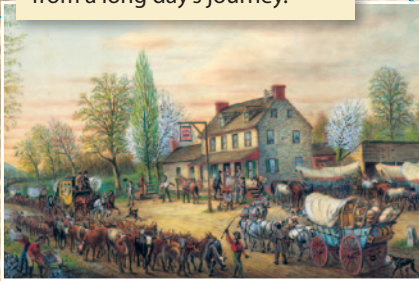
## U.S. Roads and Canals, 1850



Americans used flatboats like this one to travel the country's canals.



Travelers on the National Road stopped at inns to eat and rest from a long day's journey.



### Interpret Maps

- 1. Place** What physical and human features likely made Buffalo, New York, a center of trade?
- 2. Human-Environment Interaction** How did people modify the environment to improve transportation between Albany and Buffalo, New York?

to make way for the road. Then they had to use shovels and pickaxes to dig a 12- to 18-inch roadbed, which they filled with crushed stone. All of the work had to be done without the benefit of today's bulldozers and steamrollers.

By 1818 the road reached Wheeling. By 1833 the **National Road**, as the expansion was called, stretched to Columbus, Ohio. By 1850 it reached all the way to Illinois. The National Road and smaller roads allowed people to travel and transport goods more easily, but land transportation remained slow and costly.

Boats offered faster and cheaper transportation, but geographic features could also be a challenge along water routes. Many rivers had changes

## Academic Vocabulary

**incentive** something that leads people to follow a certain course of action

in elevation and, in some places, rapids and waterfalls made boat travel impossible. To help solve these problems, Americans built canals, human-made waterways that connected bodies of water.

In fact, the **incentive** for canal building caused so many to be built that the period from 1825 to 1850 is often called the Age of Canals. The most notable was the **Erie Canal**, a canal that created a waterway in New York between Albany and Buffalo, connecting the Hudson River with Lake Erie. Construction on the canal began in 1817 and was completed in 1825. It was 40 feet wide, 4 feet deep, and crossed 363 miles of wilderness and hilly terrain. Most of the laborers were American-born, but some were British, German, and Irish immigrants. With the help of hand tools, oxen, horses, and mules, they dug mile after mile through forests, fields, and swampland.

The opening of the Erie Canal sparked Americans' first major westward migration. It gave settlers and industries access to the fertile land and resources in the upper Ohio Valley and the Great Lakes region. People and manufactured goods moved west along the canal. In turn, farm products, timber, and other raw materials flowed east from the Great Lakes region to factories and mills in New York City.

Construction of the Erie Canal topped \$7 million, but it proved a quick success and dramatically changed trade and settlement patterns. It cut the time and cost of shipping a ton of goods from Buffalo to New York City from 20 days to 6 days and from about \$100 to less than \$10. This helped establish New York City as a great city for industry and trade. Located where the Hudson River meets the Atlantic Ocean, New York was at the perfect geographic location to serve as a gateway between domestic and foreign trade. Smaller cities and towns sprouted up along the course of the Erie Canal and in the Great Lakes region. Trade and passenger traffic boosted local economies.

The Erie Canal also functioned as a communication highway. News and ideas travelled the waterway along with people and products. Ideas about women's rights and the abolition of slavery flourished in canal communities, as did new religious groups such as the Latter-Day Saints, or Mormons. Their ideas spread along the canal. Moreover, settlers bound for western lands brought with them different languages, customs, and religions. At a time of rising nationalist feelings, this flow of ideas helped create a bond between East and West.

**Supreme Court Rulings** From 1801 until 1835, John Marshall served as Chief Justice of the Supreme Court. Marshall was a firm believer in a strong national government. His Court made two key rulings that reflected nationalist feelings and strengthened the national government.

The emphasis on national unity was strengthened by two Supreme Court case decisions that reinforced the power of the federal government. In the 1819 case *McCulloch v. Maryland*, the Court asserted the implied powers of Congress in allowing for the creation of a national bank. In the 1824 case *Gibbons v. Ogden*, the Court said that the states could not interfere with the power of Congress to regulate interstate commerce.

## Reading Check

**Draw Inferences**  
How did new roads and canals affect the economy?

## Missouri Compromise

At the same time nationalism was unifying the country, sectionalism threatened to drive it apart. **Sectionalism** is loyalty to the interests of one region of a country over the interests of the country as a whole. Regional economic and cultural differences had created some political divisions within the United States. For instance, white southerners developed an economy and culture based on cotton production and slavery. In the Northeast, wealth was based on manufacturing and trade. In the West, settlers wanted cheap land and strong transportation systems. At the level of national government, sectional interests based on regional differences often led to disagreements.

One such disagreement arose in 1819 when Congress considered Missouri's application to enter the Union as a slave state. At the time, the Union had 11 free states and 11 slave states. Adding a new slave state would have tipped the balance in the Senate in favor of the South.

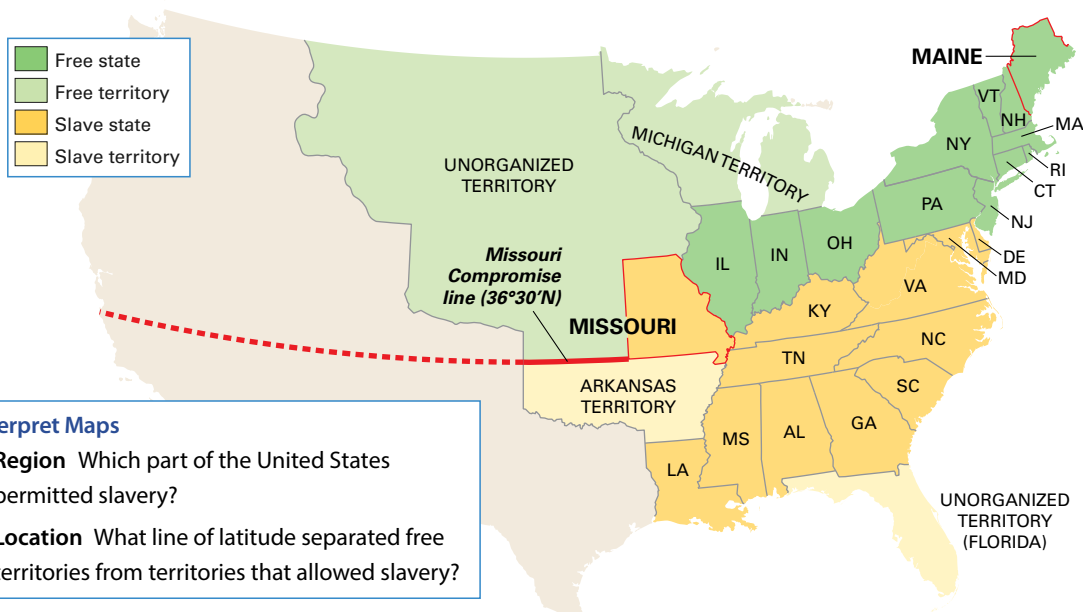
To protect the power of the free states, the House passed a special amendment. It declared that the United States would accept Missouri as a slave state, but importing enslaved Africans into Missouri would be illegal. The amendment also set free the children of Missouri slaves. Southern politicians angrily opposed this plan.

North Carolina senator Nathaniel Macon wanted to continue adding slave states. "Why depart from the good old way, which has kept us in quiet, peace, and harmony?" he asked. Eventually, the Senate rejected the amendment. Missouri was still not a state.

Henry Clay convinced Congress to agree to the **Missouri Compromise**, which settled the conflict that had arisen from Missouri's application for statehood. This compromise had three main conditions:

[Explore ONLINE!](#)

### The Missouri Compromise, 1820



**Reading Check**  
**Draw Conclusions**  
Why did Henry Clay propose the Missouri Compromise to resolve the issue of Missouri statehood?

**Reading Check**  
**Draw Inferences**  
Why did Adams have weak support during his presidency?

1. Missouri would enter the Union as a slave state.
2. Maine would join the Union as a free state, keeping the number of slave and free states equal.
3. Slavery would be prohibited in any new territories or states formed north of 36°30' latitude—Missouri's southern border.

Congress passed the Missouri Compromise in 1820. Despite the success of the compromise, there were still strong disagreements between the North and South over the expansion of slavery.

## The Election of 1824

Soon, a presidential election also brought controversy. Andrew Jackson won the most popular votes in 1824. However, he did not have enough electoral votes to win office. Under the Constitution, the House of Representatives had to choose the winner. When the House chose **John Quincy Adams** as president, Jackson's supporters claimed that Adams had made a corrupt bargain with Henry Clay. These accusations grew after Adams chose Clay to be secretary of state. The controversy weakened Adams's support.



From 1825 to 1829, John Quincy Adams, son of John and Abigail Adams, served as the sixth president of the United States.

**Summary and Preview** In this lesson you learned how strong nationalistic feelings guided government policies, and how feelings of sectionalism challenged national unity. In the next lesson you will read about the development of a new national culture.

### Lesson 2 Assessment

#### Review Ideas, Terms, and People

1. **a. Describe** How did national interests shape the policies related to regional commerce in the American System?  
**b. Analyze** Explain the impact the *McCulloch v. Maryland* and *Gibbons v. Ogden* decisions had on the federal government.  
**c. Predict** How would the National Road and the Erie Canal eventually contribute to the U.S. economy? to the westward expansion of trade and settlement?  
**d. Make Inferences** How did national goals, interests, and advances in transportation change perceptions of places and regions in the early 1800s?
2. **a. Describe** How was American society affected by sectionalism?  
**b. Recall** What role did Henry Clay play in the debate over Missouri's statehood?  
**c. Explain** What problem did Missouri's request for statehood cause?

**d. Elaborate** Was the Missouri Compromise a good solution to the debate between free states and slave states? Explain your answer.

3. **a. Identify** Who were the candidates in the presidential election of 1824? How was the winner determined?  
**b. Draw Conclusions** Why did John Quincy Adams lose popular support following the election of 1824?

#### Critical Thinking

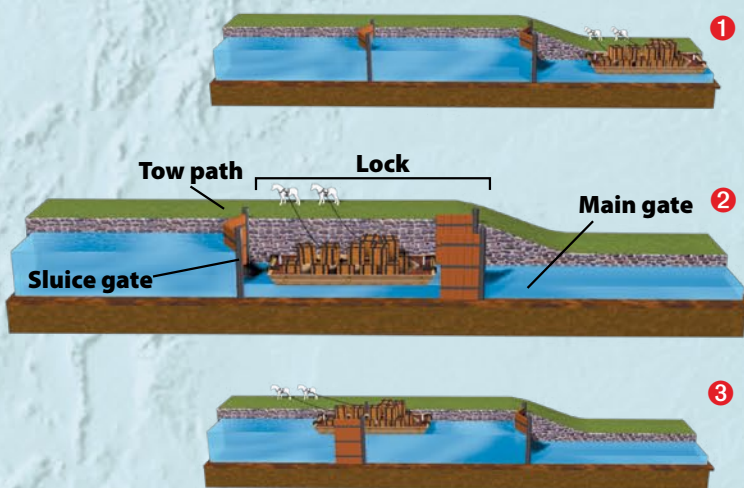
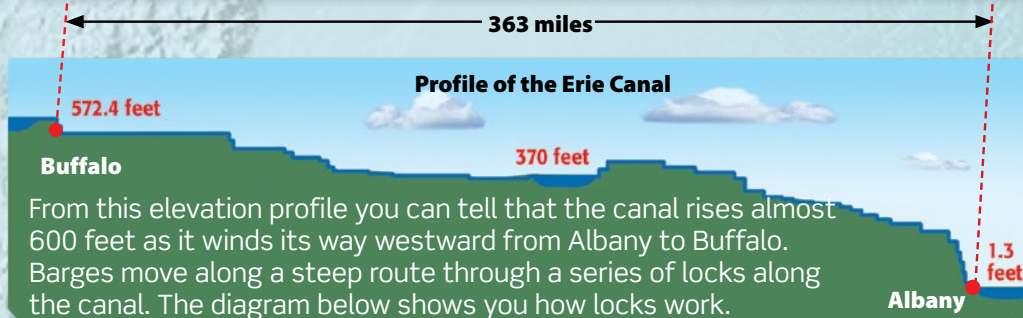
4. **Evaluate** In this lesson you learned about how nationalism and sectionalism affected national unity. Create a chart like the one below and use it to identify how the Missouri Compromise resolved threats to nationalism.



# History and Geography

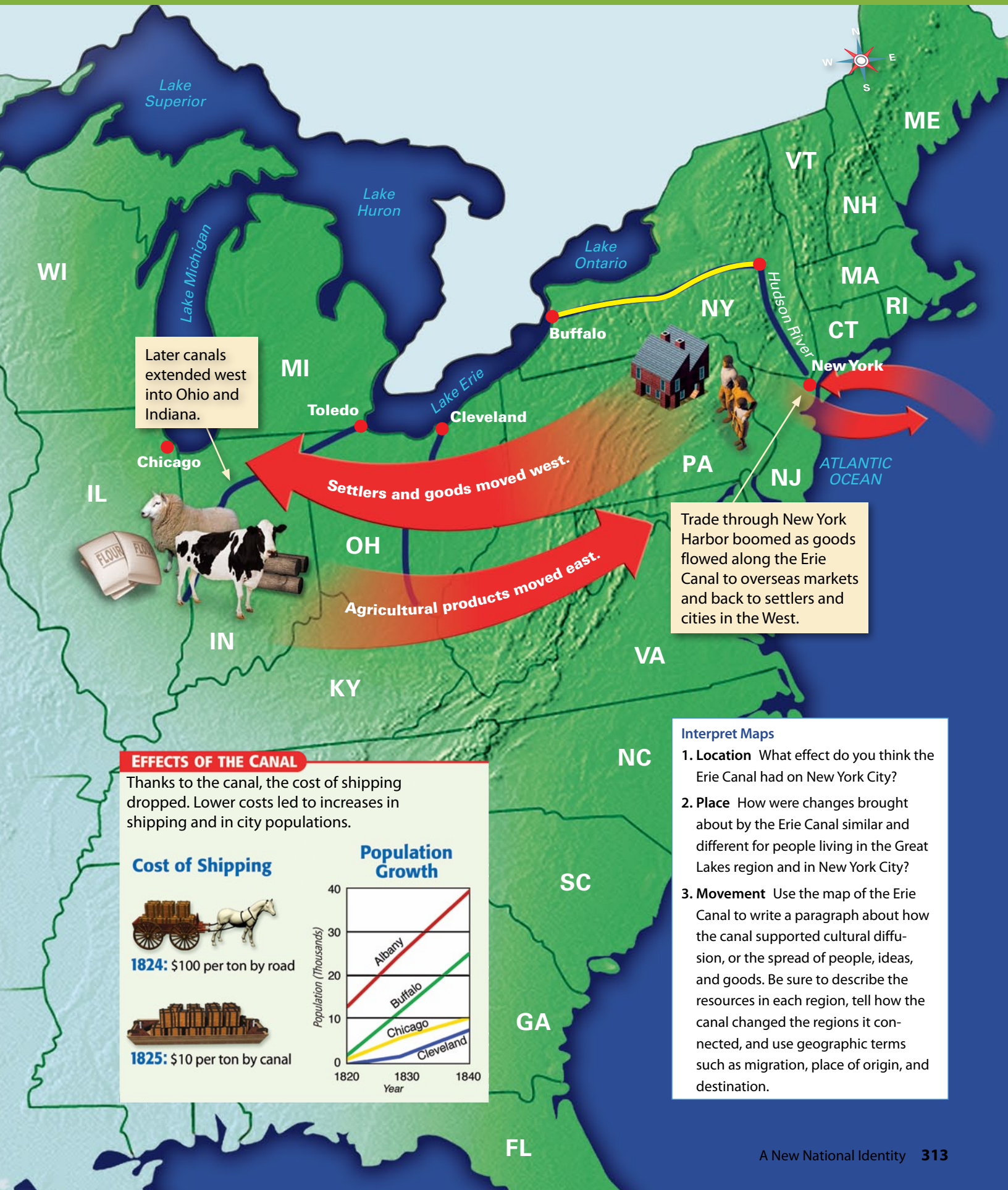
## The Erie Canal

In 1825 New York opened the Erie Canal, which connected Buffalo on Lake Erie to Albany on the Hudson River. With the new canal, boats and barges could travel from New York Harbor in the east to the Great Lakes region in the west. Trade boomed, new cities formed, and settlers moved farther west as the Erie Canal helped open up the Midwest region to farming and settlement.



### How a Canal Lock Works

1. A barge enters the lock through the main gate.
2. Water flows into the lock through the sluice gate to raise the boat to the next level.
3. The barge leaves the lock as mules help pull it across the water.



Later canals extended west into Ohio and Indiana.

Trade through New York Harbor boomed as goods flowed along the Erie Canal to overseas markets and back to settlers and cities in the West.

**EFFECTS OF THE CANAL**

Thanks to the canal, the cost of shipping dropped. Lower costs led to increases in shipping and in city populations.

**Cost of Shipping**

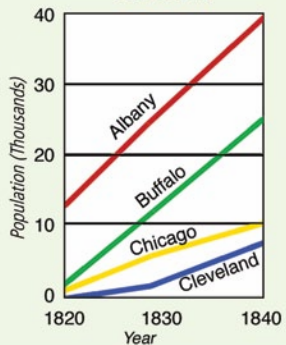


1824: \$100 per ton by road



1825: \$10 per ton by canal

**Population Growth**



**Interpret Maps**

- 1. Location** What effect do you think the Erie Canal had on New York City?
- 2. Place** How were changes brought about by the Erie Canal similar and different for people living in the Great Lakes region and in New York City?
- 3. Movement** Use the map of the Erie Canal to write a paragraph about how the canal supported cultural diffusion, or the spread of people, ideas, and goods. Be sure to describe the resources in each region, tell how the canal changed the regions it connected, and use geographic terms such as migration, place of origin, and destination.



# American Culture

## The Big Idea

As the United States grew, developments in many cultural areas contributed to the creation of a new American identity.

## Main Ideas

- American writers created a new style of literature.
- A new style of art showcased the beauty of America and its people.
- American ideals influenced other aspects of culture, including religion and music.
- Architecture and education were affected by cultural ideals.

## Key Terms and People

Washington Irving  
James Fenimore Cooper  
Hudson River school  
Thomas Cole  
George Caleb Bingham

## If YOU were there . . .

You live in Philadelphia in 1830. Though you've lived in the city all your life, you dream about the West and the frontier. Now you've discovered a wonderful writer whose stories tell about frontier life and events in American history. You can't wait to read his next exciting adventure. You think that perhaps someday you could be a frontier hero, too.

**Why would the frontier seem so exciting?**

## American Writers

Like many people the world over, Americans expressed their thoughts and feelings in literature and art and sought spiritual comfort in religion and music. Writers and artists were inspired by American history and the American landscape.

One of the first American writers to gain international fame was **Washington Irving**. Born in 1783, he was named after George Washington. Irving's works often told about American history. Through a humorous form of writing called satire, Irving warned that Americans should learn from the past and be cautious about the future.

Irving shared this idea in one of his best-known short stories, "Rip Van Winkle." This story describes a man who falls asleep during the time of the American Revolution. He wakes up 20 years later to a society he does not recognize. Irving published this and another well-known tale, "The Legend of Sleepy Hollow," in an 1819–1820 collection.

In some of his most popular works, Irving combined European influences with American settings and characters. His work served as a bridge between European literary traditions and a new type of writer who focused on authentically American characters and society.

Perhaps the best known of these new writers was **James Fenimore Cooper**. Cooper was born to a wealthy

New Jersey family in 1789. Stories about the West and the Native Americans who lived on the frontier fascinated him. These subjects became the focus of his best-known works.

Cooper's first book was not very successful, but his next novel, *The Spy*, was a huge success. Published in 1821, it was an adventure story set during the American Revolution. It appealed to American readers' patriotism and desire for an exciting, action-filled story.

In 1823 Cooper published *The Pioneers*, the first of five novels featuring the heroic character Natty Bumppo. Cooper's novels told of settling the western frontier and included historical events. For example, his novel *The Last of the Mohicans* takes place during the French and Indian War. By placing fictional characters in a real historical setting, Cooper popularized a type of writing called historical fiction.

Some critics said that Cooper's characters were not interesting. They particularly criticized the women in his stories; one writer labeled them "flat as a prairie." Other authors of historical fiction, such as Catharine Maria Sedgwick, wrote about interesting heroines. Sedgwick's characters were inspired by the people of the Berkshire Hills region of Massachusetts, where she lived. Her works include *A New-England Tale* and *Hope Leslie*.

**Reading Check**  
**Analyze** How did American writers such as Irving and Cooper help create a new cultural identity in the United States?

## A New Style of Art

The writings of Irving and Cooper inspired painters. These artists began to paint landscapes that showed the history of America and the beauty of the land. Earlier American painters had mainly painted portraits. By the 1830s, the Hudson River school had emerged. The artists of the **Hudson River school** created paintings that reflected national pride and an appreciation of the American landscape. They took their name from the subject of many of their paintings—the Hudson River valley.

Painters of the Hudson River school proved American landscapes were worthy of art.  
(Thomas Cole's *The Oxbow*, 1836)





In 1827 John Audubon began publishing *The Birds of America*, which was highly admired in England.



George Catlin traveled widely to paint images of Native American ways of life before they were lost.

Landscape painter **Thomas Cole** was a founder of the Hudson River school. He had moved to the United States from Britain in 1819. He soon recognized the unique qualities of the American landscape. As his work gained fame, he encouraged other American artists to show the beauty of nature. “To walk with nature as a poet is the necessary condition of a perfect artist,” Cole once said.

Artists devoted themselves to other distinctly American subjects, too. John James Audubon began studying and drawing birds in the United States at the age of 18. Audubon’s *The Birds of America* is a collection of 435 types of American birds.

By the 1840s the style of American painting was changing. More artists were trying to combine images of the American landscape with scenes from people’s daily lives. Painters like **George Caleb Bingham** and Alfred Jacob Miller travelled west to paint scenes of the American frontier, including trappers, traders, settlers, and Native Americans.

## Religion and Music

Through the early and mid-1800s, several waves of religious revivalism swept the United States. During periods of revivalism, meetings were held for the purpose of reawakening religious faith. These meetings sometimes lasted for days and included large sing-alongs.

At many revival meetings people sang songs called spirituals. Spirituals are a type of folk hymn found in both white and African American

**Reading Check**  
Find Main Ideas  
How did the style of American art change to reflect the American way of life in the early 1800s?

**Reading Check**  
Summarize How did music reflect American interests in the early to mid-1800s?

folk-music traditions. This type of song developed from the practice of calling out text from the Bible. A leader would call out the text one line at a time, and the congregation would sing the words using a familiar tune. Each singer added his or her own style to the tune. The congregation of singers sang freely as inspiration led them.

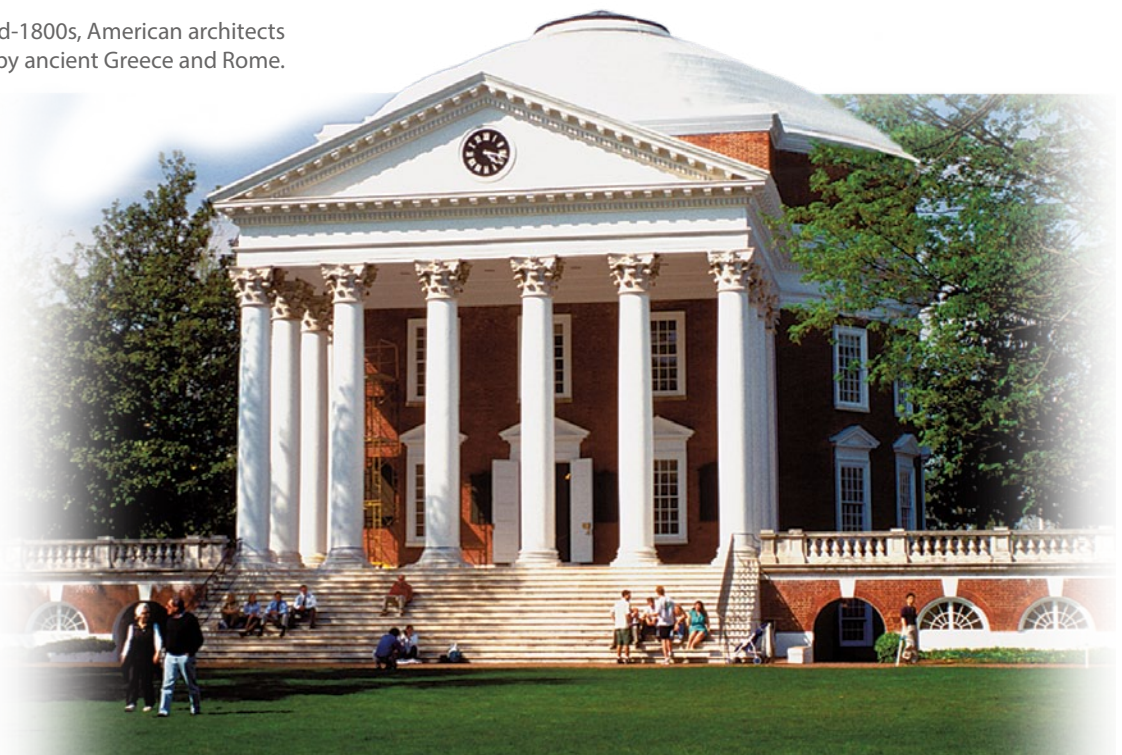
While spirituals reflected the religious nature of some Americans, popular folk music of the period reflected the unique views of the growing nation in a different way. One of the most popular songs of the era was “*Hunters of Kentucky*,” which celebrated the Battle of New Orleans. It became an anthem for the spirit of nationalism in the United States and was used successfully in Andrew Jackson’s campaign for the presidency in 1828.

## Architecture and Education

American creativity extended to the ways in which people designed buildings. Before the American Revolution, most architects followed the style used in Great Britain. After the Revolution, leaders such as Thomas Jefferson called for Americans to model their architecture after the styles used in ancient Greece and Rome. Many Americans admired the ancient civilization of Greece and the Roman Republic because they contained some of the same democratic and republican ideals as the new American nation did.

As time went by, more architects followed Jefferson’s ideas. Growing American cities soon had distinctive new buildings designed in the Greek and Roman styles. These buildings were usually made of marble or other stone and featured large, stately columns.

In the early to mid-1800s, American architects were inspired by ancient Greece and Rome.

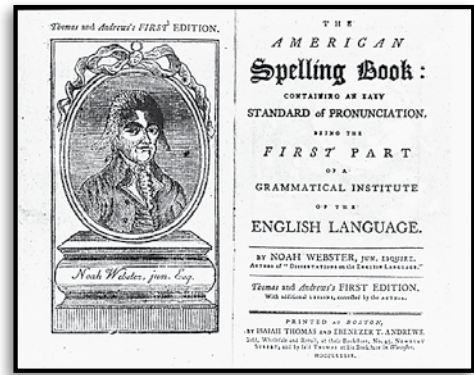


Americans also embraced educational progress. Noah Webster, well known for his dictionary of American English published in 1828, spent much of his life working to provide children with a distinctly American education.

Several early American political leaders expressed a belief that democracy would only succeed in a country of educated and enlightened people. But there was no general agreement on who should provide that education.

Eventually, the idea of a state-funded public school gathered support. In 1837 Massachusetts lawmakers created a state board of education. Other states followed this example, and the number of public schools slowly grew.

**Summary and Preview** As the United States grew, so did a unique national identity. In Module 10 you will read about the changing face of American democracy.



Noah Webster publishes *The American Spelling Book* in 1783 in an effort to promote American education.

**Reading Check**  
Identify Points of View Why did some Americans call for new architectural styles and more education after the American Revolution?

### Lesson 3 Assessment

#### Review Ideas, Terms, and People

- a. **Describe** What topics interested American writers in the early 1800s?

b. **Explain** Why is Washington Irving considered an important American writer?
- a. **Identify** What influence did Thomas Cole have on American painters?

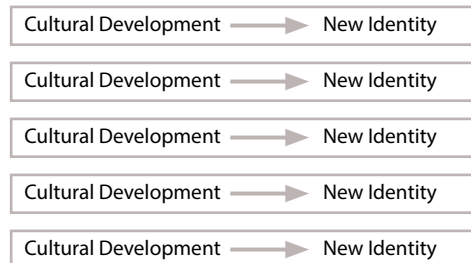
b. **Describe** How did American painting styles change from the early period to the mid-1800s?
- a. **Describe** What effect did religious revivalism have on American music?

b. **Elaborate** Why do you think folk songs like “Hunters of Kentucky” were popular?
- a. **Identify** On what historical examples did many American architects model their buildings? Why?

b. **Predict** What might be some possible results of the growing interest in education in the United States?

#### Critical Thinking

- Categorize** In this lesson, you learned about new developments in American culture in the early 1800s. Create a graphic organizer similar to the one below and use it to show how cultural traits, beliefs, and characteristics reflected a new American identity.



# Literature in History

## Literature of the American Frontier

### WORD HELP

**accoutrements** dress and gear

**rude** crude; rough

**attenuated** made thin

**indurated** hardened

**unremitted** ongoing

**gartered** fastened

**ingenious** clever

❶ *What do you learn about Natty Bumppo in the first paragraph?*

❷ A “girdle of wampum” is a belt strung with beads. Wampum were used by Native Americans for both money and decoration.

**Make a list of the items Bumppo wears and carries. What does each item suggest about him?**

**About the Reading** *The Last of the Mohicans* is one of five novels known as the Leatherstocking Tales. These novels follow the life and adventures of American pioneer Natty Bumppo (also known as Leatherstocking, Hawkeye, and the Deerslayer). Bumppo is the perfect woodsman: resourceful, honest, kind to both his friends and his enemies, but always a loner at heart.

**As You Read** Try to imagine what Natty Bumppo looks like.

### From *The Last of the Mohicans*

by James Fenimore Cooper (1789–1851)

On that day, two men were lingering on the banks of a small but rapid stream . . . While one of these loiterers showed the red skin and wild accoutrements of a native of the woods, the other exhibited, through the mask of his rude and nearly savage equipments, the brighter though sunburnt and long-faded complexion of one who might claim descent from a European parentage. ❶

The frame of the white man, judging by such parts as were not concealed by his clothes, was like that of one who had known hardships and exertion from his earliest youth. His person, though muscular, was rather attenuated than full; but every nerve and muscle appeared strung and indurated by unremitted exposure and toil. He wore a hunting shirt of forest green, fringed with faded yellow, and a summer cap of skins which had been shorn of their fur. He also bore a knife in a girdle of wampum, ❷ like that which confined the scanty garments of the Indian, but no tomahawk. His moccasins were ornamented after the . . . fashion of the natives, while the only part of his underdress which appeared below the hunting frock was a pair of buckskin leggings that laced at the sides, and which were gartered above the knees with the sinews of a deer. A pouch and horn completed his personal accoutrements, though a rifle of great length, which the theory of the more ingenious whites had taught them was the most dangerous of all firearms, leaned against a neighboring sapling.

# Literature in History, continued

## WORD HELP

**dominant** prevailing; ruling

**apparition** a ghostlike form that appears suddenly

**collating** comparing

**spectre** ghost

**allege** to firmly state

**purport** sense; gist

❶ A Hessian trooper is a German mercenary soldier from the American Revolution.

**How and when is the horseman said to have died?**

❷ **Why does the horseman ride forth each night?**

❸ **What is happening “at all the country firesides”? What does this suggest about how early Americans entertained themselves?**

**About the Reading** “The Legend of Sleepy Hollow” has been called one of the first American short stories. Even though it is based on an old German folktale, its setting—a small village in the Hudson River valley—is American through and through. Irving’s knack for capturing the look and feel of the region made the story instantly popular—as did the tale’s eerie central character, a horseman without a head.

**As You Read** Try to picture both the ghost and the setting.

## From “The Legend of Sleepy Hollow”

by Washington Irving (1783–1859)

The dominant spirit, however, that haunts this enchanted region, and seems to be commander in chief of all the powers of the air, is the apparition of a figure on horseback without a head. It is said by some to be the ghost of a Hessian trooper, ❶ whose head had been carried away by a cannon ball, in some nameless battle during the revolutionary war, and who is ever and anon seen by the country folk, hurrying along in the gloom of night, as if on the wings of the wind. His haunts are not confined to the valley, but extend at times to the adjacent roads, and especially to the vicinity of a church at no great distance. Indeed, certain of the most authentic historians of those parts, who have been careful in collecting and collating the floating facts concerning this spectre, allege, that the body of the trooper having been buried in the church yard, the ghost rides forth to the scene of battle in nightly quest of his head, ❷ and that the rushing speed with which he sometimes passes along the hollow, like a midnight blast, is owing to his being belated, and in a hurry to get back to the church yard before day break.

Such is the general purport of this legendary superstition, which has furnished materials for many a wild story in that region of shadows; and the spectre is known, at all the country firesides, by the name of The Headless Horseman of Sleepy Hollow. ❸

### Connect Literature to History

1. **Draw Inferences** The writing of the period reflects a new national culture and identity. What do these passages suggest about the thoughts, feelings, or lives of early Americans?
2. **Make Predictions** *The Last of the Mohicans* takes place during the French and Indian War. Whose side do you think Natty Bumppo would most likely take—that of the French and Indians, that of the English, or neither? Explain your answer.
3. **Draw Conclusions** Both of these stories were very popular in their time. Why do you think these stories were so popular? What is it about the stories that makes them entertaining?

# Social Studies Skills

## Identify Central Issues

### Define the Skill

The reasons for historical events are often complex and difficult to determine. An accurate understanding of them requires the ability to identify the central issues involved. A *central issue* is the main topic of concern in a discussion or dispute. In history, these issues are usually matters of public debate or concern. They generally involve political, social, moral, economic, or territorial matters.

Being able to identify central issues lets you go beyond what the participants in an event said and gain a more accurate understanding of it. The skill is also useful for understanding issues today and for evaluating the statements of those involved.

### Learn the Skill

In this module you learned about the dispute that arose over Missouri's admission to the Union. Yet that was not what this controversy was really about. Recognizing the central issue in this dispute helps you understand why each side fought so hard over just one state.

Use the following steps to identify central issues when you read about historical events.

1. Identify the main subject of the information.
2. Determine the nature and purpose of what you are reading. Is it a primary source or a secondary one? Why has the information been provided?
3. Find the strongest or most forceful phrases or statements in the material. These are often clues to the issues or ideas the speaker or writer thinks most central or important.
4. Determine how the information might be connected to the major events or controversies of the time.

### Practice the Skill

Soon after the Missouri Compromise passed, Secretary of State John Quincy Adams wrote:

“The impression produced upon my mind by the progress of this discussion [the dispute over Missouri] is that the bargain between freedom and slavery contained in the Constitution . . . is morally and politically vicious, . . . cruel and oppressive. . . I have favored this Missouri Compromise, believing it to be all that can be effected [accomplished] under the present Constitution, and from an extreme unwillingness to put the Union at hazard [risk]. But perhaps it would have been a . . . bolder course to have persisted in the restriction upon Missouri till it should have terminated [ended] in a convention of the states to . . . amend the Constitution. This would have produced a new Union of thirteen or fourteen states unpolluted with slavery. . . If the Union must be dissolved, slavery is precisely the question upon which it ought to break. For the present, however, this contest [issue] is laid to sleep.”

Identify the central issues in the quote from Adams and answer the following questions:

1. What is Adams's subject? What is his reason for making these remarks?
2. What did Adams believe was the most important issue in the dispute? What strong language does he use to indicate this?
3. What evidence suggests Adams did not think the breakup of the Union was the central issue?



# Module 9 Assessment

## Review Vocabulary, Terms, and People

Match the word in the left column with the correct definition in the right column.

- |                         |  |
|-------------------------|--|
| 1. American System      | a. loyalty to the interests of one region of a country over the interests of the country as a whole                              |
| 2. George Caleb Bingham | b. American artist known for his focus on the American landscape and people  |
| 3. Simon Bolívar        | c. sense of pride and devotion to a nation   |
| 4. Henry Clay           | d. a group of American artists in the mid-1800s who focused on the American landscape  |
| 5. Erie Canal           | e. a leader of independence movements in Latin America, known as “the Liberator”   |
| 6. Hudson River school  | f. the plan to raise tariffs in order to finance internal improvements such as roads and canals                                  |
| 7. James Monroe         | g. president who promoted the acquisition of Florida, closer ties to Latin America, and presided during the Era of Good Feelings |
| 8. Monroe Doctrine      | h. project that connected the Hudson River to Lake Erie and improved trade and transportation                                    |
| 9. nationalism          | i. representative from Kentucky who promoted improvements in transportation and the Missouri Compromise                          |
| 10. sectionalism        | j. U.S. declaration that any attempt by a foreign nation to establish colonies in the Americas would be viewed as a hostile act  |

## Comprehension and Critical Thinking

### Lesson 1

11. a. **Identify** What were the four main points of the Monroe Doctrine?  
b. **Summarize** How did nationalism guide foreign policy in the early 1800s?  
c. **Draw Conclusions** Why do you think the Monroe Doctrine had such a lasting impact on U.S. foreign policy?

### Lesson 2

12. a. **Recall** What developments helped strengthen national unity in this period?  
b. **Summarize** Under the American System, how did the national government use taxing and spending to influence the economy?

- c. **Analyze** How was the disagreement over Missouri’s statehood an example of sectionalism? How was the disagreement resolved by Congress?  
d. **Predict** What effect might the election of 1824 have on national unity? Why?

### Lesson 3

13. a. **Describe** How did popular music show the interests of Americans in the early 1800s?  
b. **Make Inferences** Why do you think new American styles of art and literature emerged?  
c. **Elaborate** Which element of American culture of the early 1800s do you find most appealing? Why?

# Module 9 Assessment, continued

## Review Themes

- Politics** How did the relations of the United States with foreign nations lead to a rise in nationalism?
- Society and Culture** What led to the creation of a uniquely American culture?

## Reading Skills

**Bias and Historical Events** Use the Reading Skills taught in this module to answer the question about the reading selection below.

When the House chose John Quincy Adams as president, Jackson's supporters claimed that Adams had made a corrupt bargain with Henry Clay. These accusations grew after Adams chose Clay to be secretary of state.

- Which of the following used a biased definition, according to the above selection?
  - Andrew Jackson
  - Henry Clay
  - supporters of Jackson
  - John Quincy Adams

## Social Studies Skills

**Identify Central Issues** Use the Social Studies Skills taught in this module to answer the question about the reading selection below.

[Henry Clay] developed a plan eventually known as the American System—a series of measures intended to make the United States economically self-sufficient. To build the economy, he pushed for a national bank that would provide a single currency, making interstate trade easier. Clay wanted the money from a protective tariff to be used to improve roads and canals.

- Which of the following is the central issue addressed by the American System?
  - economic unity
  - protective tariff
  - national bank
  - improving roads and canals

## Focus on Writing

- Write a Character Sketch** Nations, like people, have characters. For example, a nation might be described as peaceful or aggressive, prosperous or struggling. Write a paragraph describing your overall impression of the nation's character. Write one sentence describing each of these aspects of the United States: its relationships with others, its feelings about itself, and its values.

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