

A New National Identity

SECTION 1

American Foreign Policy 298

Primary Source The Monroe Doctrine

SECTION 2

Nationalism and Sectionalism 302

Biography Henry Clay

History and Geography The Erie Canal

SECTION 3

American Culture 308

Literature in History Literature of the American Frontier

FOCUS ON WRITING

A Character Sketch Nations, like people, have characters. For example, a nation might be described as peaceful or aggressive, prosperous or struggling. In this chapter you'll read about the United States as a new nation with a new identity, or character. Then you'll write a paragraph describing that character.



1816

James Monroe is elected president.



1815



1815

Napoléon returns to power in France but is defeated at the Battle of Waterloo.

History's Impact

▶ video series

Watch the video to understand the impact of the United States on its neighbors.

What You Will Learn...

A modern mule team pulls a packet-boat full of passengers along the Erie Canal. Once the canal was completed, passengers and cargo could travel more easily between the Great Lakes region and the east coast. In this chapter you will learn how Americans built canals and roads to try to unite the rapidly growing young nation.

1820

The Missouri Compromise allows Maine and Missouri to become states.

1823

The Monroe Doctrine is issued.

1824

John Quincy Adams is elected president.

**1820**

The Ganger Collection, New York

1821

Mexico and Peru gain their independence from Spain.

1825**1824**

Liberia is founded by freed American slaves.

**1830****1829**

The Ottoman Empire recognizes the independence of Greece.

American Foreign Policy

What You Will Learn...

Main Ideas

1. The United States and Great Britain settled their disputes over boundaries and control of waterways.
2. The United States gained Florida in an agreement with Spain.
3. With the Monroe Doctrine, the United States strengthened its relationship with Latin America.

The Big Idea

The United States peacefully settled disputes with foreign powers.

Key Terms and People

Rush-Bagot Agreement, p. 298
 Convention of 1818, p. 298
 James Monroe, p. 299
 Adams-Onís Treaty, p. 299
 Simon Bolívar, p. 300
 Monroe Doctrine, p. 300

TAKING NOTES

Create a chart like the one below. As you read, take notes on the foreign policy issues the United States had to deal with between 1817 and 1823.

Foreign Policy Issues

-
-
-
-
-
-
-

If YOU were there...

You are a Spanish settler living in West Florida in 1820. Your family has lived in Florida for many years. Only a few years ago, people in Spanish Florida were furious when American soldiers occupied the town of Pensacola. Now you hear that Spain has signed a treaty with the United States—Florida is no longer Spanish territory but rather part of the United States.

How would you feel about living under a new government?

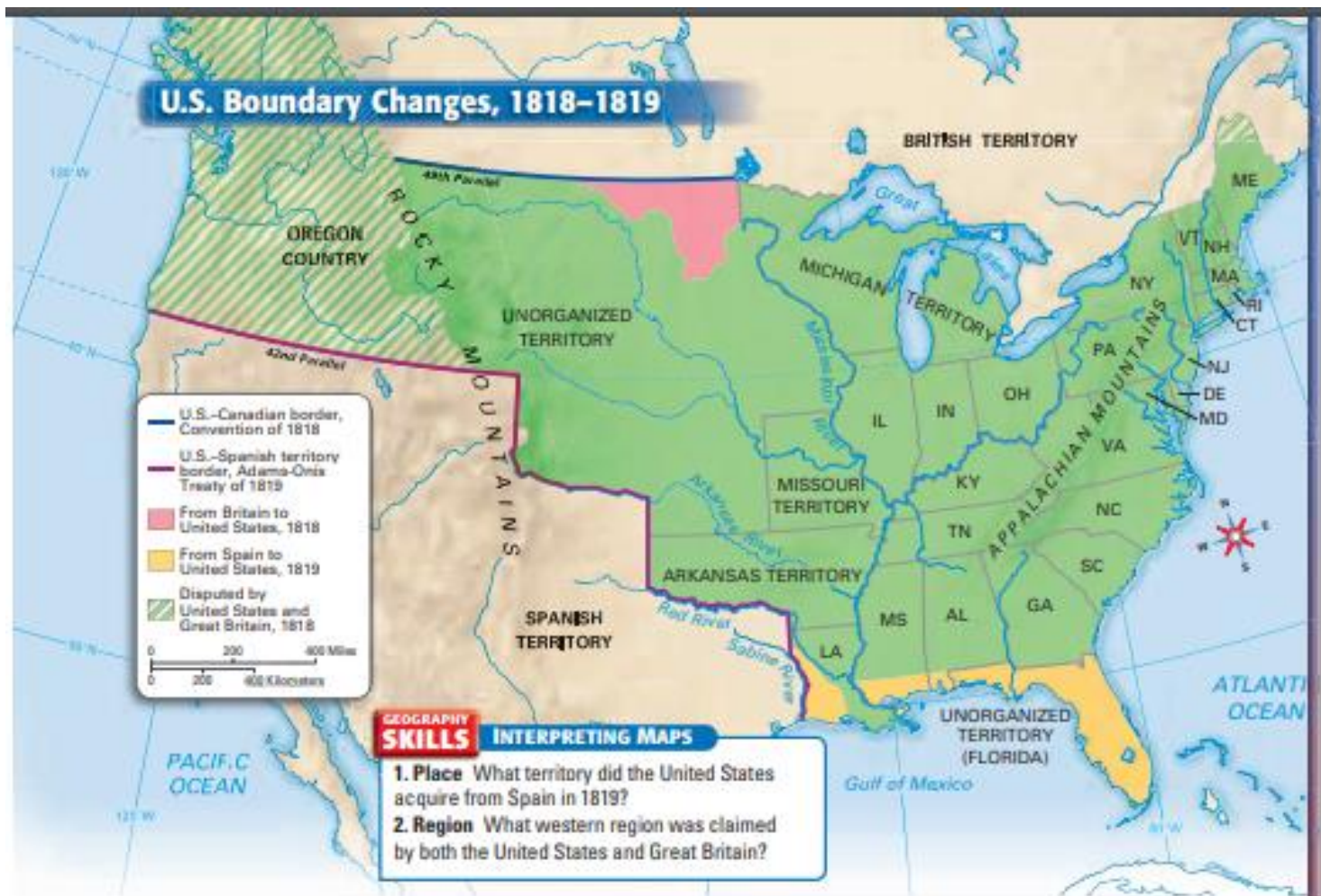
BUILDING BACKGROUND The War of 1812 left the United States stronger and more self-confident. The new nation had remained strong against a great European power. The United States then turned to diplomacy as a way to settle international issues.

Settling Disputes with Great Britain

The Treaty of Ghent had ended the War of 1812, yet there were issues left unresolved. The United States and British Canada both wanted to keep their navies and fishing rights on the Great Lakes. In the spring of 1817, the two sides compromised by establishing the **Rush-Bagot Agreement**, which limited naval power on the Great Lakes for both the United States and British Canada.

Another treaty with Britain gave the United States fishing rights off parts of the Newfoundland and Labrador coasts. This treaty, known as the **Convention of 1818**, also set the border between the United States and Canada at 49°N latitude as far west as the Rocky Mountains. Interest in the valuable fur trade in the Oregon Country was another issue resolved by this treaty. Both countries agreed to occupy the Pacific Northwest together, an agreement that would be tested in the years to come.

READING CHECK **Summarizing** What were the main disputes between the United States and Britain?



United States Gains Florida

The United States also had a dispute over its southern border with Spanish Florida. In 1818 Secretary of State John Quincy Adams, son of John and Abigail Adams, held talks with Spanish diplomat Luis de Onís about letting Americans settle in Florida. Meanwhile, President **James Monroe**, elected in 1816, had sent U.S. troops to secure the U.S.-Florida border. General Andrew Jackson led these soldiers.

At the same time, conflicts arose between the United States and the Seminole Indians of Florida. The Seminole often helped runaway slaves and sometimes raided U.S. settlements. In April 1818 Jackson's troops invaded Florida to capture Seminole raiders. This act began the First Seminole War. During the war Jackson took over most of Spain's

important military posts. Then he overthrew the governor of Florida. He carried out these acts against Spain without receiving direct orders from President Monroe. Jackson's actions upset Spanish leaders. Most Americans, however, supported Jackson.

Jackson's presence in Florida convinced Spanish leaders to negotiate. In 1819 the two countries signed the **Adams-Onís Treaty**, which settled all border disputes between Spain and the United States. Under this treaty, Spain gave East Florida to the United States. In return, the United States gave up its claims to what is now Texas. U.S. leaders also agreed to pay up to \$5 million of U.S. citizens' claims against Spain.

THE IMPACT TODAY

Florida was admitted as a U.S. state in 1845 and is now home to about 16 million people.

READING CHECK Summarizing How were the disagreements between the United States and Spanish Florida settled?

Primary Source

HISTORIC DOCUMENT

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 interposition¹ for the purpose of oppressing them . . . by any European power in any other light than as the manifestation² of an unfriendly disposition³ toward the United States.

ANALYSIS SKILL

ANALYZING PRIMARY 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?

- ¹ **interposition:** interference
- ² **manifestation:** evidence
- ³ **disposition:** attitude

ACADEMIC VOCABULARY

circumstances
surrounding situation

Monroe Doctrine

Meanwhile, Spain had other problems. By the early 1820s most of the Spanish colonies in the Americas had declared independence. Revolutionary fighter **Simon Bolivar**, 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 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, Secretary of State Adams and President Monroe decided to put together a document protecting American interests. The **Monroe Doctrine** was an exclusive statement of American policy warning European powers not to interfere with the Americas.

The doctrine was issued by the president on December 2, 1823, 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.
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.

Some Europeans strongly criticized the Monroe Doctrine, but few European countries challenged it. The doctrine has remained

important to U.S. foreign policy. The United States has continued to consider Latin America within its sphere of influence—the area a nation claims some control over. At times, it has intervened in Latin American affairs when its own interests, such as national security, were at risk.

READING CHECK Analyzing What effect did the revolutions in Latin America have on U.S. foreign policy?

SUMMARY AND PREVIEW In this section you learned that U.S. foreign policy was characterized by both compromise and strong leadership in the years following the War of 1812. In the next section you will learn about the rising sense of national pride that developed as the United States grew and expanded.

Section 1 Assessment

Online Quiz

KEYWORDS: SE1.H09

Reviewing Ideas, Terms, and People

1. **a. Identify** What issues were settled between the United States and Great Britain in 1817 and 1818?
b. Make Inferences Why would the United States and Britain agree to occupy the Pacific Northwest together?
c. Elaborate Why were the **Rush-Bagot Agreement** and the **Convention of 1818** compromises?
2. **a. Recall** What problems existed between Spain and the United States?
b. Analyze Why was the **Adams-Onís Treaty** important?
c. Evaluate Do you think that Andrew Jackson was right to act without orders? Explain your answer.
3. **a. Describe** What did the **Monroe Doctrine** state?
b. Contrast How did the Monroe Doctrine differ from Adams's Fourth of July Address?
c. Elaborate What do you think the newly independent Latin American countries thought of the Monroe Doctrine?

Critical Thinking

4. **Identifying Cause and Effect** Review your notes regarding U.S. foreign policy issues. Create a new chart and, for each issue, identify the nations involved, the agreement or doctrine, and the effects.

Nations	Agreement/Doctrine	Issue	Effects

FOCUS ON WRITING

5. **Determining Relationships** One of the main ways you can learn about someone's character is by how he or she treats others. As you read this section, start a list of words and phrases that describe how the United States acted in relationships with other nations. For example, lists might include words and phrases like "willing to compromise" and "firm."

Nationalism and Sectionalism

What You Will Learn...

Main Ideas

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

The Big Idea

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

Key Terms and People

nationalism, p. 302
 Henry Clay, p. 302
 American System, p. 302
 Cumberland Road, p. 303
 Erie Canal, p. 303
 Era of Good Feelings, p. 303
 sectionalism, p. 304
 Missouri Compromise, p. 305
 John Quincy Adams, p. 305

TAKING NOTES

As you read, take notes on how each of the following contributed to national unity.



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?

BUILDING BACKGROUND Peace, prosperity, and a growing country gave Americans a sense of national unity. In practical terms, building roads and canals also helped unify the nation. They made travel easier, linking people from different regions of the country. Nevertheless, some regional conflicts continued.

Growing Nationalism

Pleased by successful negotiations with foreign powers, Americans enjoyed a rising sense of nationalism. **Nationalism** is feelings of pride and loyalty to a nation. This new national unity found a strong supporter in U.S. representative **Henry Clay** from Kentucky.

Clay believed that a strong national economy would promote national feeling and reduce regional conflicts. He 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. These internal improvements would unite the country.

Some members of Congress believed that the Constitution did not permit the federal government to spend money on internal improvements. 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*

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, 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.

Meanwhile, Americans tried to make water transportation easier by building canals. One of the largest projects was the **Erie Canal**, which ran from Albany to Buffalo, New York.

Construction of the canal began in 1817 and was completed in 1825. Using shovels, British, German, and Irish immigrants dug the entire canal by hand. The canal cost millions of dollars, but it proved to be worth the expense. The Erie Canal allowed goods and people to move between towns on Lake Erie and New York City and the east coast. Its success served as an **incentive** for a canal-building boom across the country.

Era of Good Feelings

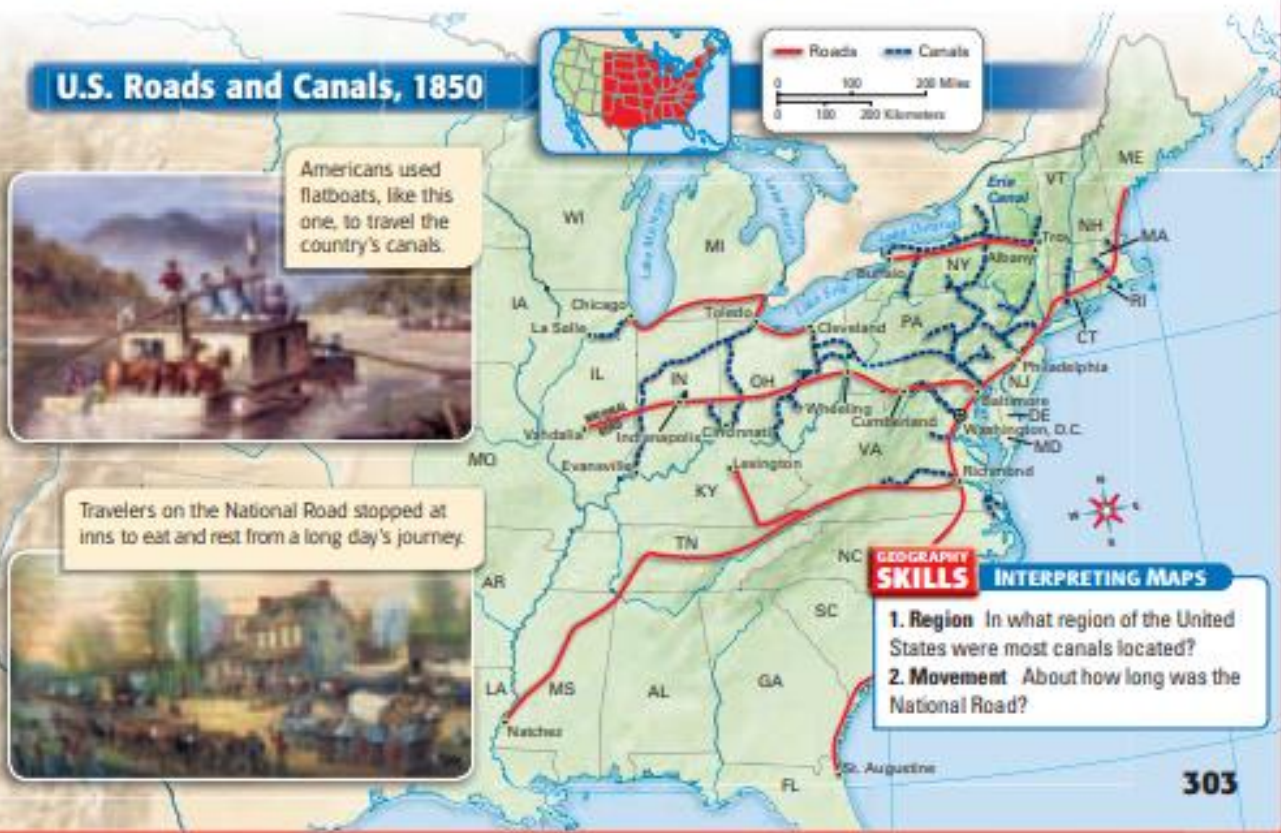
From 1815 to 1825 the United States enjoyed the **Era of Good Feelings**, a time of peace, pride, and progress. The phrase was coined

ACADEMIC VOCABULARY

incentive

something that leads people to follow a certain course of action

U.S. Roads and Canals, 1850



The Missouri Compromise, 1820

The Missouri Compromise banned slavery in the region north of 36° 30' N.



BIOGRAPHY

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.

Analyzing Why did Henry Clay work for compromises between regions?

GEOGRAPHY SKILLS

INTERPRETING MAPS

- Region** In which part of the country was slavery permitted?
- Human-Environment Interaction** Why did leaders choose 36° 30' as the compromise line?

Missouri Compromise

Even during the Era of Good Feelings, disagreements between the different regions—known as **sectionalism**—threatened the Union. 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.

by a Boston editor in 1817 during James Monroe's visit to New England early in his presidency.

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

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:

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.

READING CHECK **Drawing Conclusions** Why did Henry Clay propose the Missouri Compromise to resolve the issue of Missouri statehood?

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.

READING CHECK **Drawing Inferences** Why did Adams have weak support during his presidency?

FOCUS ON READING

How is the term **corrupt bargain** an example of semantic slanting?

SUMMARY AND PREVIEW Strong nationalistic feeling contributed to the development of America's politics and economy. In the next section you will read about the development of a new national culture.

Section 2 Assessment

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Online Quiz

KEYWORD: SF7 HP9

Reviewing Ideas, Terms, and People

1. **a. Describe** What was the **Era of Good Feelings**?
b. Analyze Explain the impact the *McCulloch v. Maryland* and *Gibbons v. Ogden* decisions had on the federal government.
c. Predict How would transportation improvements eventually aid the economy of the United States?
2. **a. Recall** What role did **Henry Clay** play in the debate over Missouri's statehood?
b. Explain What problem did Missouri's request for statehood cause?
c. 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. **Evaluating** Review your notes on nationalism during the Era of Good Feelings. Then copy the following graphic organizer, and use it to identify how threats to nationalism were resolved by the Missouri Compromise.



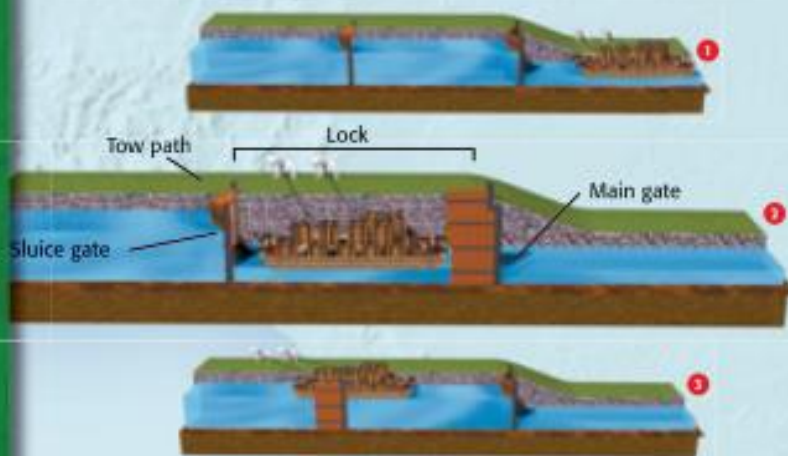
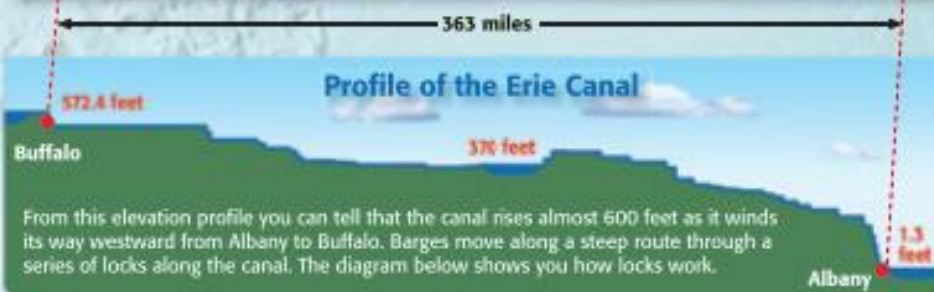
FOCUS ON WRITING

5. **Judging Self-Esteem** Another way you can tell about people's characters is by how they view themselves. Are they self-confident? Do they make healthy choices? As you read this section, think of the United States as a person and jot down notes about the view the United States had of itself. Is the new nation pleased with itself? Does it feel confident or confused?

History and Geography

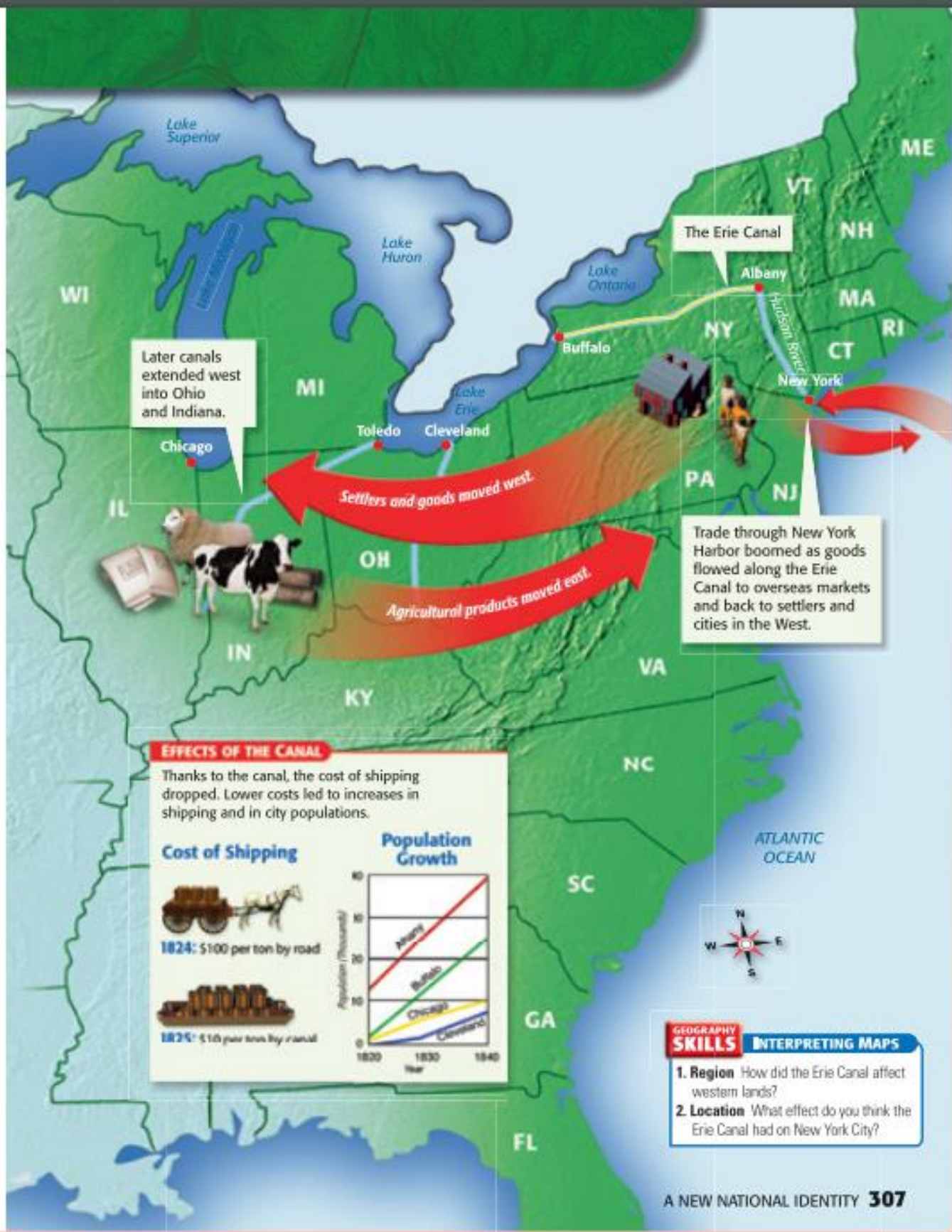
The Erie Canal

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 Canal Locks WORK

- 1 The 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.

The Erie Canal

Settlers and goods moved west.

Agricultural products moved east.

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

Year	Albany	Buffalo	Chicago	Cleveland
1820	~10	0	0	0
1830	~25	~10	~5	~2
1840	~45	~25	~15	~8

GEOGRAPHY SKILLS INTERPRETING MAPS

- Region** How did the Erie Canal affect western lands?
- Location** What effect do you think the Erie Canal had on New York City?

American Culture

What You Will Learn...

Main Ideas

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

The Big Idea

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

Key Terms and People

Washington Irving, p. 308
 James Fenimore Cooper, p. 309
 Hudson River school, p. 310
 Thomas Cole, p. 310
 George Caleb Bingham, p. 310

TAKING NOTES

As you read, take notes on the new developments in American culture in the 1820s and 1830s. Write your notes in a chart like the one below.

	Characteristics
Literature	
Visual arts	
Religious music	
Architecture	
Education	

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?

BUILDING BACKGROUND Until the early 1800s, Americans took most of their cultural ideas from Great Britain and Europe. But as American politics and the economy developed, so too did a new national culture. Writers and artists were inspired by American history and the American landscape.

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. Developments in education and architecture also reflected the growing national identity.

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

American Arts

Early to mid-1800s

American architects are inspired by ancient Greece and Rome.



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 1819–20 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 Analyzing 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

1827

John Audubon begins publishing *The Birds of America*, which is highly admired in England.



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.

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.

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.

READING CHECK Finding Main Ideas How did the style of American art change to reflect the American way of life in the early 1800s?

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 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.

READING CHECK Summarizing How did music reflect American interests in the early to mid-1800s?

Architecture and Education

American creativity extended to the way in which people designed buildings. Before the American Revolution, most architects followed the style used in Great Britain. After the

American Arts (continued)

1828

Noah Webster publishes his first dictionary of American—not British—English.



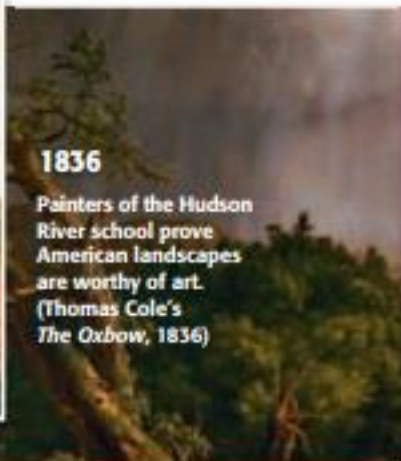
1830

George Catlin travels widely to paint images of Native American ways of life before they are lost.



1836

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



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.

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.

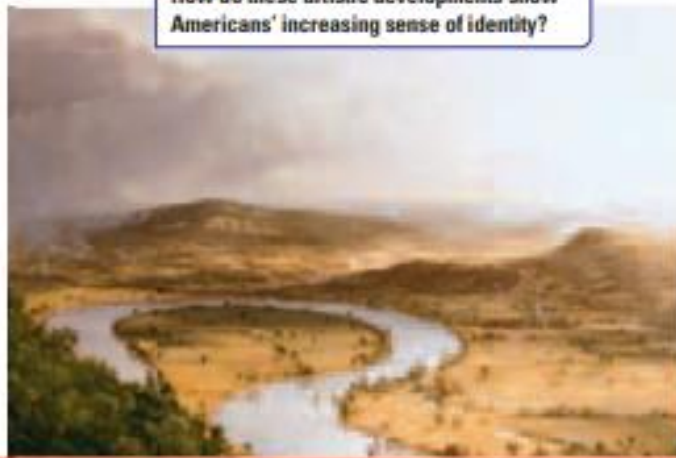
Eventually, the idea of a state-funded public school gathered support. In 1837 Massachusetts lawmakers created a state board of education. Other states followed this example, and the number of public schools slowly grew.

READING CHECK Identifying Points of View

Why did some Americans call for new architectural styles and more education after the American Revolution?

ANALYSIS SKILL ANALYZING INFORMATION

How do these artistic developments show Americans' increasing sense of identity?



SUMMARY AND PREVIEW As the United States grew, so did a unique national identity. In Chapter 10 you will read about the changing face of American democracy.

Section 3 Assessment

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Online Quiz

KEYWORD: SF7 HP9

Reviewing Ideas, Terms, and People

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

b. Draw Conclusions 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?

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

Critical Thinking

- 5. Categorizing** Review your notes about new developments in American culture. Copy the graphic organizer below and use it to show how these cultural developments reflected a new American identity.

Cultural Development → New Identity

Cultural Development → New Identity

Cultural Development → New Identity

Cultural Development → New Identity

Cultural Development → New Identity

FOCUS ON WRITING

- 6. Identifying Values** You can tell much about someone's values by what that person makes. For instance, you could guess that a person who creates a collage of personal mementos for a friend's birthday is creative and values personal relationships. As you read this section, make note of what the United States created and what it valued.

Literature of the American Frontier

GUIDED READING

WORD HELP

accoutrements dress and gear

rude crude, rough

attenuated made thin

indurated hardened

unremitted ongoing

gartered fastened

ingenious clever

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

2 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?

from *The Last of the Mohicans*

by James Fenimore Cooper (1789–1851)

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.

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. **1**

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, **2** 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.

from *The Legend of Sleepy Hollow*

by Washington Irving (1783–1859)

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 the 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.

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

CONNECTING LITERATURE TO HISTORY

- 1. Drawing 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. Making 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.

- 3. Drawing 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?

GUIDED READING

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?*