

# A New National Identity



## California Standards

### History–Social Science

**8.4** Students analyze the aspirations and ideals of the people of the new nation.

**8.5** Students analyze U.S. foreign policy in the early Republic.

**8.6** Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

### Analysis Skills

**HI 1** Students explain the central issues and problems from the past.

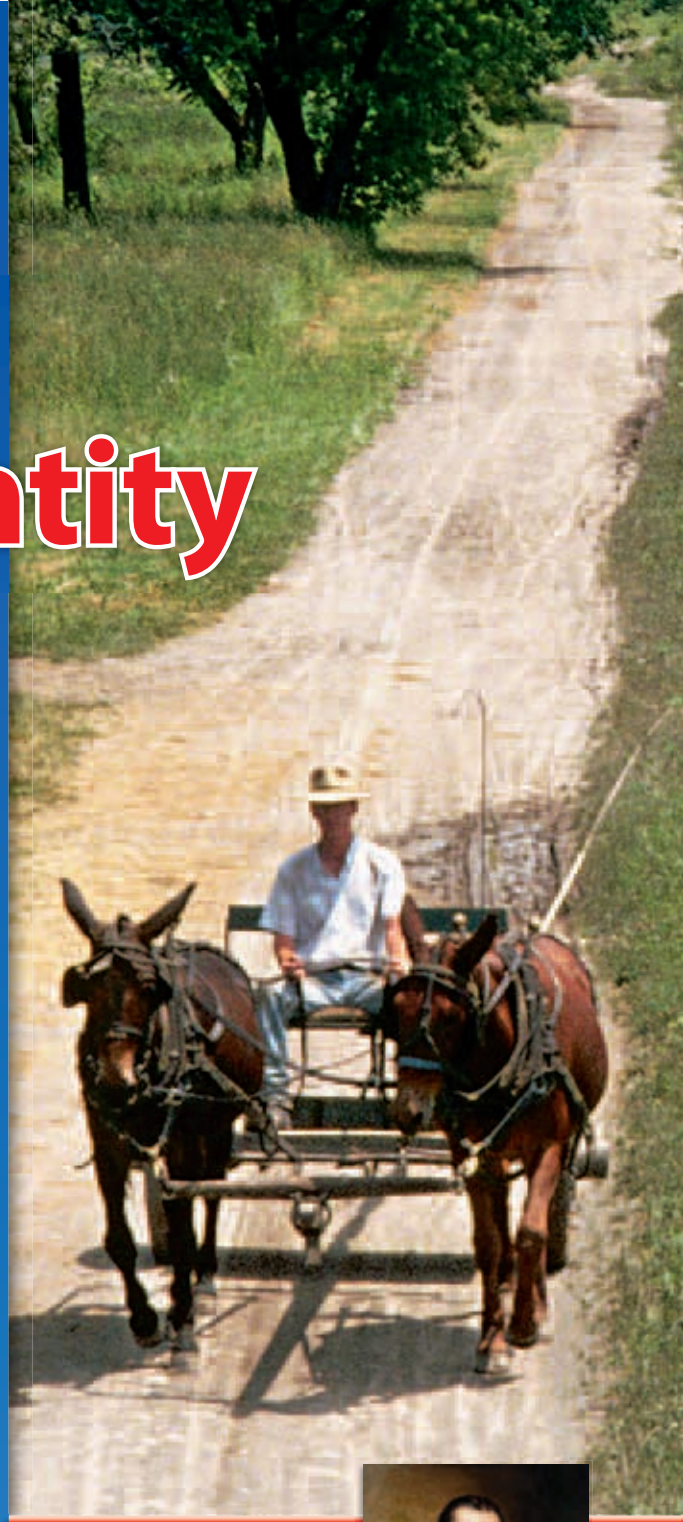
### English–Language Arts

**Writing 8.1.1** Create compositions that establish a controlling impression.

**Reading 8.2.0** Students read and understand grade-level appropriate material.

### 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.



**HOLT**

## 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 Granger 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.

Economics

Geography

Politics

Religion

Society  
and Culture

Science and  
Technology

**Focus on Themes** This chapter 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 music, literature, and public schools—events that changed the country’s **culture** and **politics**.

## Bias and Historical Events

**Focus on Reading** As you read this chapter, 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 or writer’s bias. Here are some steps you can take to do that.

Graphic organizers  
are available  
in the



1. The word *wickedest* is full of emotion.

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

*Frances Anne (Kemble) Butler, Journal*

2. She’s a British actress—perhaps she didn’t like the United States?

3. This information is based on her personal experience and she is recording it in her own personal journal.

4. Most of this statement is opinion. Where are the facts about the actual condition of the road?

### Steps to Recognize Bias

1. **Look at the words and images.** Are they emotionally charged? Do they present only one side or one point of view?
2. **Look at the writer.** What’s the writer’s back-ground and what does that tell you about the writer’s point of view?
3. **Look at the writer’s sources.** Where does the writer get his or her information? Does the writer rely on sources who only support one point of view?
4. **Look at the information.** How much is fact and how much is opinion? Remember, facts can be proven. Opinions are personal beliefs—they can easily be biased.



**ELA Reading 8.2.0** Students read and understand grade-level appropriate material.

# Key Terms and People

## Chapter 8

### Section 1

Rush-Bagot Agreement (p. 260)  
 Convention of 1818 (p. 260)  
 James Monroe (p. 261)  
 Adams-Onís Treaty (p. 261)  
 Simon Bolívar (p. 262)  
 Monroe Doctrine (p. 262)

### Section 2

nationalism (p. 264)  
 Henry Clay (p. 264)  
 American System (p. 264)  
 Cumberland Road (p. 265)  
 Erie Canal (p. 265)  
 Era of Good Feelings (p. 265)  
 sectionalism (p. 266)  
 Missouri Compromise (p. 267)  
 John Quincy Adams (p. 267)

### Section 3

Washington Irving (p. 270)  
 James Fenimore Cooper (p. 271)  
 Hudson River school (p. 272)  
 Thomas Cole (p. 272)  
 George Caleb Bingham (p. 272)

## Academic Vocabulary

**Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:**

circumstances (p. 262)  
 incentive (p. 265)

## You Try It!

The following passage is from the chapter 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.

*From  
 Chapter 8,  
 p. 273*

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 Chapter 8,** study the primary source documents carefully. Do you see any examples of bias?

# 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. 260

Convention of 1818, p. 260

James Monroe, p. 261

Adams-Onís Treaty, p. 261

Simon Bolívar, p. 262

Monroe Doctrine, p. 262



**HSS 8.4.1** Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.

**8.5.2** Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.

## 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 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 with 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?

## U.S. Boundary Changes, 1818–1819



**GEOGRAPHY SKILLS**

**INTERPRETING MAPS**

**Interactive Map**

KEYWORD: SS8 CH8

- Place** What territory did the United States acquire from Spain in 1819?
- Region** What western region was claimed by both the United States and Great 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 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.

### 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?

- <sup>1</sup> **interposition:** interference  
<sup>2</sup> **manifestation:** evidence  
<sup>3</sup> **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 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 European countries. 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, 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 U.S. would consider any European power's attempt to colonize or interfere with any nation 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

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Online Quiz

KEYWORD: SS8 HP8

### Reviewing Ideas, Terms, and People **HSS** 8.4.1, 8.5.2

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?
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** Copy the chart below. Use it to identify the foreign policy issues the United States had to deal with between 1817–1823 and the result of each.

Dispute	Year	Result

### FOCUS ON WRITING

5. **Determining Relationships** One of the main ways you can tell 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."



## 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. 264  
 Henry Clay, p. 264  
 American System, p. 264  
 Cumberland Road, p. 265  
 Erie Canal, p. 265  
 Era of Good Feelings, p. 265  
 sectionalism, p. 266  
 Missouri Compromise, p. 267  
 John Quincy Adams, p. 267



**HSS 8.4.1** Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.

**8.6.2** Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).

# Nationalism and Sectionalism

## 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 that came to be 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.

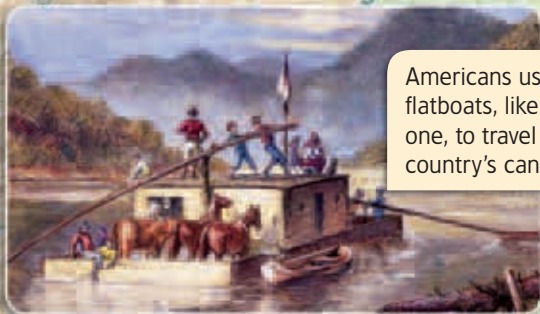
## Era of Good Feelings

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

### ACADEMIC VOCABULARY

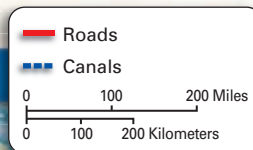
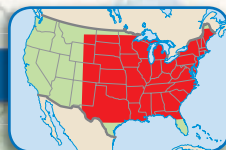
**incentive**  
something that leads people to follow a certain course of action

## U.S. Roads and Canals, 1850



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.



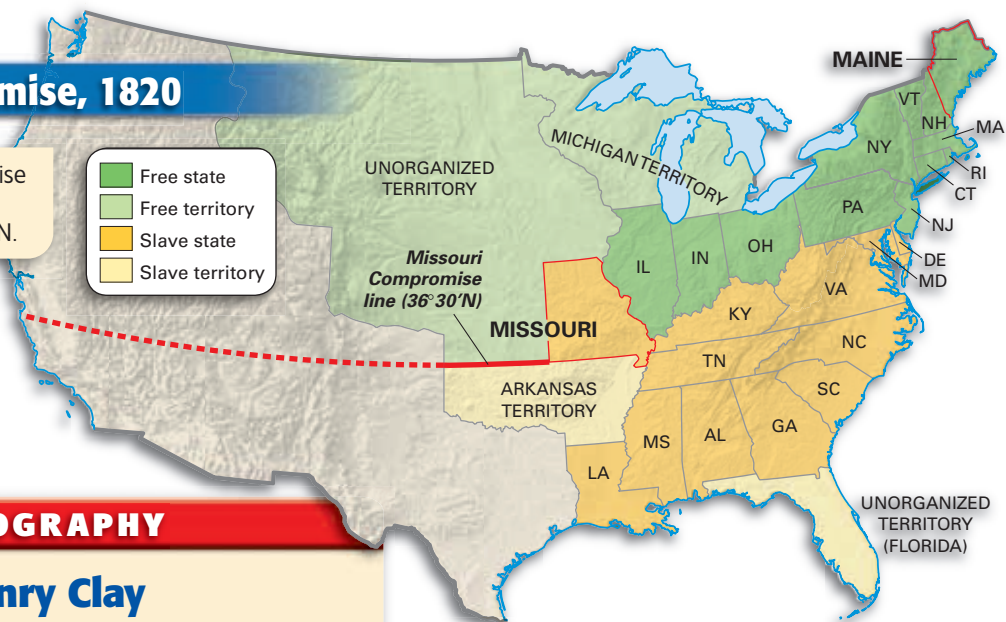
### GEOGRAPHY SKILLS INTERPRETING MAPS

- 1. Region** In what region of the United States were most canals located?
- 2. Movement** About how long was the National Road?

## The Missouri Compromise, 1820

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

- Free state
- Free territory
- Slave state
- Slave territory



### 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?

## Missouri Compromise

Even during the Era of Good Feelings, **disagreements between the different regions—known as sectionalism**—threatened the Union. One such disagreement between the industrial North and the agrarian South 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: SS8 HP8

### Reviewing Ideas, Terms, and People **HSS** 8.4.1, 8.6.2

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. **Identifying Cause and Effect** Copy the web diagram below. Use it to describe how the feeling of nationalism in the Era of Good Feelings affected the growth and development of the United States.



### 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?

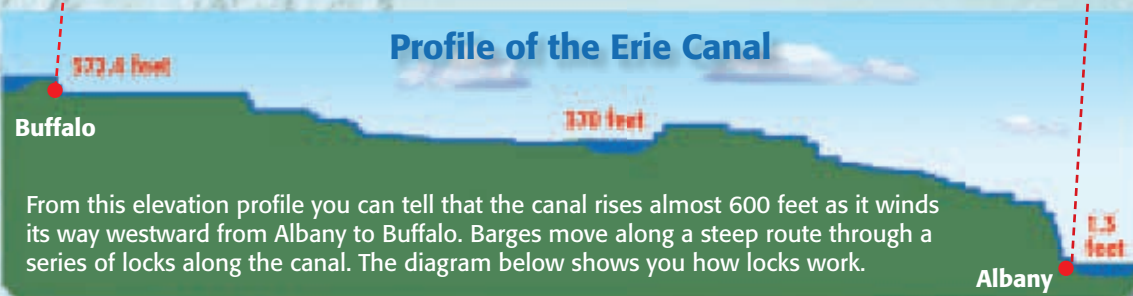
# History and Geography

## The Erie Canal

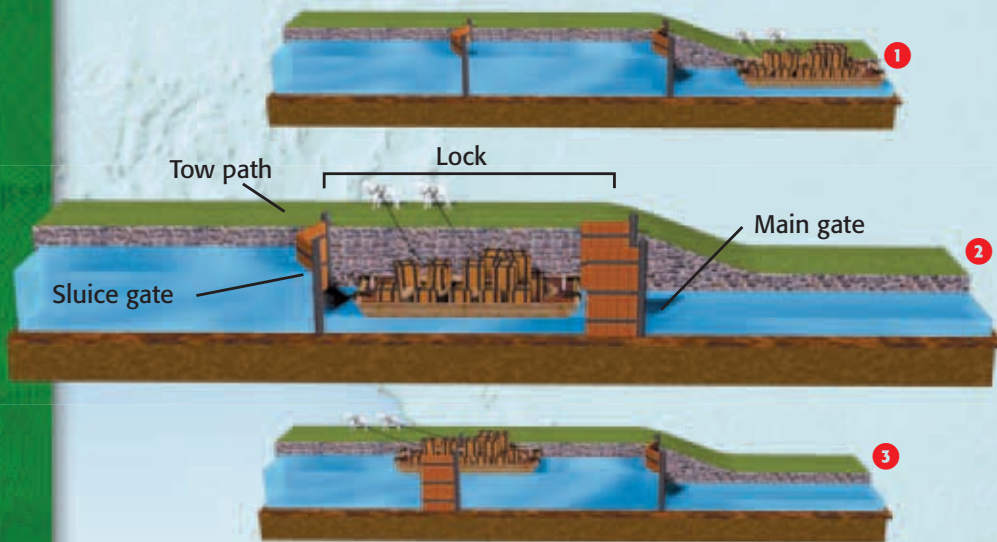
In 1825 New York opened the Erie Canal, which connected Buffalo on Lake Erie to Albany on the Hudson River. With the new canal, boats and barges could travel from New York Harbor in the east to the Great Lakes region in the west. Trade boomed, new cities formed, and settlers moved farther west as the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



363 miles

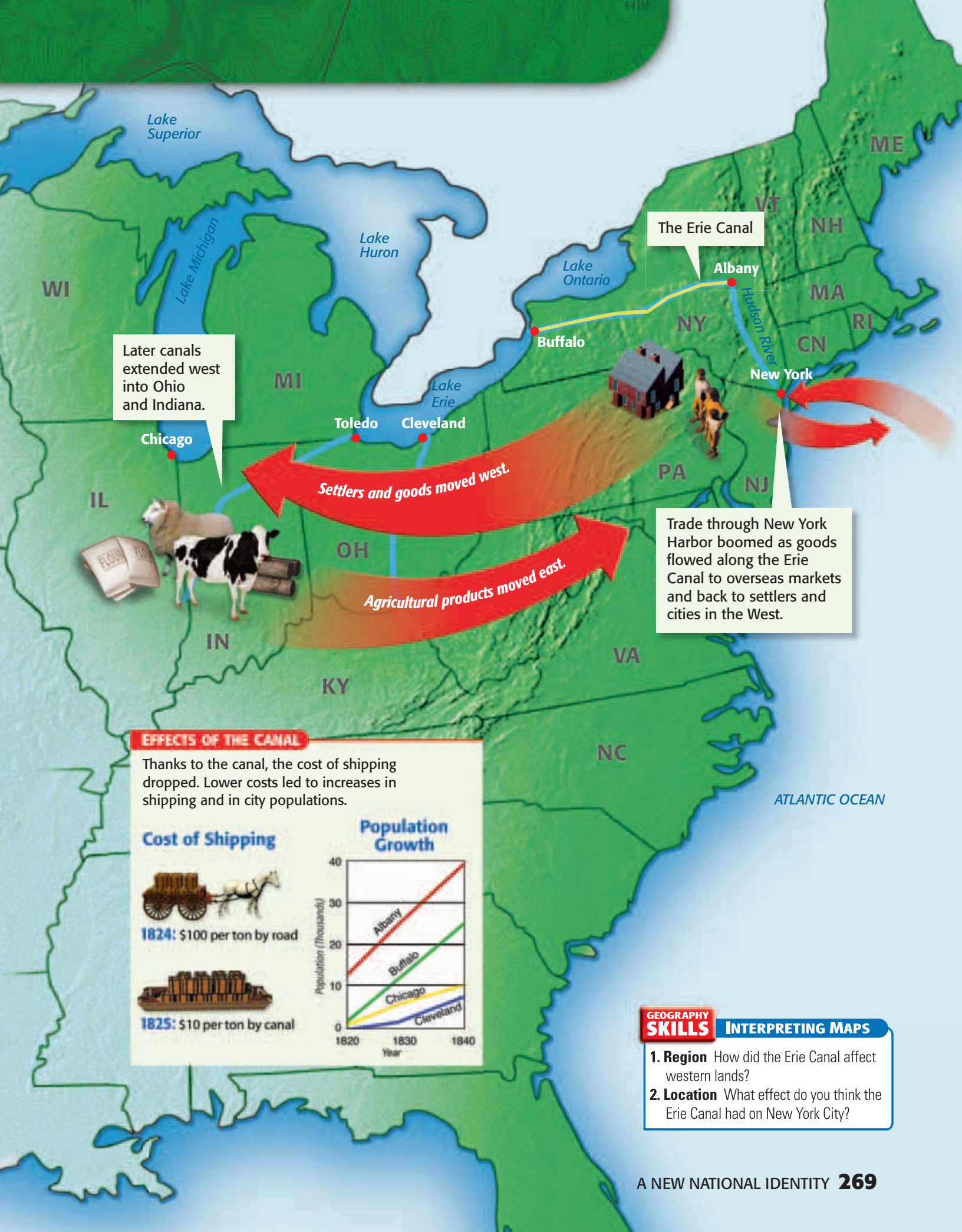


From this elevation profile you can tell that the canal rises almost 600 feet as it winds its way westward from Albany to Buffalo. Barges move along a steep route through a series of locks along the canal. The diagram below shows you how locks work.



### 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**

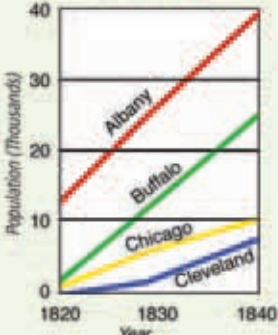


1824: \$100 per ton by road



1825: \$10 per ton by canal

**Population Growth**



**GEOGRAPHY SKILLS INTERPRETING MAPS**

- 1. Region** How did the Erie Canal affect western lands?
- 2. 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. 270

James Fenimore Cooper, p. 271

Hudson River school, p. 272

Thomas Cole, p. 272

George Caleb Bingham, p. 272

## 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.



**HSS 8.4.4** Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).



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. An important example of this style is *Fur Traders Descending the Missouri* by **George Caleb Bingham**. This painting shows the rugged, lonely lives of traders in the West.

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

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 and mid-1800s?

## Religion and Music

Through the early and mid-1800s, several waves of religious revivalism swept the United States. During periods of revivalism, meetings

## 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.

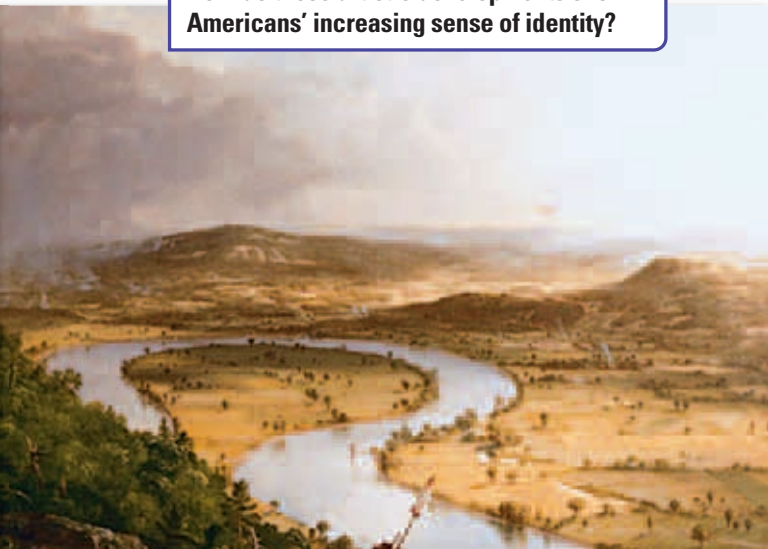
Eventually, the idea of a state-funded public school gathered support. In 1837 Massachusetts lawmakers created a state board of education. Other states followed this example, and the number of public schools slowly grew.

**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 9 you will read about the changing face of American democracy.

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**Online Quiz**  
KEYWORD: SS8 HP8

**Section 3 Assessment**

**Reviewing Ideas, Terms, and People** HSS 8.4.4

1. a. **Describe** What topics interested American writers in the early 1800s?  
b. **Draw Conclusions** Why is **Washington Irving** considered an important American writer?
2. 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?
3. 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?
4. 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** Copy the graphic organizer below and use it to identify the shared characteristics of the new American cultural identity that emerged in the early and mid-1800s.

Writers	
Painters	
Music	
Architecture	
Religion	

**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?**



**HSS 8.4.4** Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

**ELA Reading 8.3.7** Analyze a work of literature, showing how it reflects heritage.

### 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, **1** 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, **2** 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. **3**

### 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

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

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

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

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

### 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?

# Social Studies Skills

Analysis

Critical Thinking

Participation

Study



**HI1** Students explain the central issues of the past.

## Identifying 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 chapter 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 that were concerning the nation at 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.”

Apply the steps to identifying central issues to analyze Adams's statement and answer the following questions.

1. About what subject was Adams writing? What was 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 the central issue?

## Standards Review

## Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.



## Reviewing Vocabulary, Terms, and People

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

- |                          |                                                                                                                                  |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| 1. American System       | a. an agreement that limited naval power on the Great Lakes for both the United States and British Canada                        |
| 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. Rush-Bagot Agreement | 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

### SECTION 1 (Pages 260–263) **HSS** 8.4.1, 8.5.2

11. **a. Identify** What were the four main points of the Monroe Doctrine?
- b. Draw Conclusions** How did the United States compromise in its disputes with British Canada?
- c. Evaluate** Which of the issues that the United States faced with foreign nations do you think was most important? Why?

### SECTION 2 (Pages 264–267) **HSS** 8.4.1, 8.6.2

12. **a. Recall** What developments helped strengthen national unity in this period?
- b. Analyze** How was the disagreement over Missouri's statehood an example of sectionalism? How was the disagreement resolved?
- c. Predict** What effect might the election of 1824 have on national unity? Why?

### SECTION 3 (Pages 270–273) **HSS** 8.4.4

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?

## Reviewing Themes

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

## Using the Internet

go.hrw.com

KEYWORD: SS8 US8

16. **Activity: Researching** In this chapter, you learned about the development of a new, creative spirit in American arts. Artists created works that featured American scenes and characters. Enter the activity keyword and research the development of American culture in art and literature. Then create a visual display.

## Reading Skills

**Understanding Semantic Slanting** Use the Reading Skills taught in this chapter 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. (p. 267)

17. Which of the following used a slanted definition, according to the above selection?
- a.** Andrew Jackson      **c.** Henry Clay
- b.** supporters of Jackson      **d.** John Quincy Adams

## Social Studies Skills

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

[Henry Clay] developed a plan that came to be 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. (p. 264)

18. Which of the following is the central issue addressed by the American System?
- a.** economic unity
- b.** protective tariff
- c.** national bank
- d.** improving roads and canals

## FOCUS ON WRITING



19. **Writing a Character Sketch** 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.

# Standards Assessment

**DIRECTIONS:** Read each question and write the letter of the best response. Use the map below to answer question 1.

**1**



The present-day state that became part of the United States in the Adams-Onís Treaty of 1819 is shown on the map by the letter

- A W.
- B X.
- C Y.
- D Z.

**2** The principle that European nations could establish no more colonies in North and South America was set forth in the

- A Missouri Compromise.
- B Rush-Bagot Agreement.
- C Monroe Doctrine.
- D Convention of 1818.

**3** The Missouri Compromise had a significant effect on the United States because it

- A established the present border with Canada.
- B prohibited slavery north of Missouri's southern border.
- C led to the expansion of roads and canals.
- D settled conflicts between Native Americans in the West and the federal government.

**4** Greek- and Roman-style architecture became common in the United States in the early 1800s because of

- A the popularity of President George Washington, who liked the building style.
- B Americans' admiration for the ideals of Greek democracy and republicanism.
- C the nation's desire to build as strong a military as the Greeks and Romans had.
- D Americans' great feeling of nationalism after the War of 1812.

**5** Which painting would have been typical of an artist of the Hudson River school in the 1830s and 1840s?

- A a portrait of a famous American
- B a Native American hunting game
- C a portrait of an ancient Greek or Roman lawmaker
- D a scene showing America's natural beauty

## Connecting with Past Learning

**6** Which person that you learned about in Grade 7 made a contribution to his or her society similar to James Fenimore Cooper's contribution to American society?

- A Constantine
- B Lady Murasaki Shikibu
- C Mansa Musa
- D Confucius