

Section 1: American Foreign Policy

SETTLING DISPUTES WITH GREAT BRITAIN

After the War of 1812 ended, both the United States and Great Britain wanted to retain their navies and freedom to fish on the Great Lakes. The **Rush-Bagot Agreement** resolved that issue. The **Convention of 1818** gave America certain fishing rights, and it established the border between the United States and Canada. In this treaty, both countries agreed to occupy the Pacific Northwest together.

THE UNITED STATES GAINS FLORIDA

The United States also debated its border with Spanish Florida. President **James Monroe** sent General Andrew Jackson and troops to protect the U.S.-Florida border. Seminole Indians often aided runaway slaves and sometimes raided U.S. settlements. Under Jackson's command, U.S. troops invaded Florida to catch Seminole raiders, starting the First Seminole War.

Jackson also captured most of Spain's key military posts. Jackson took these actions without a direct command from the president. The Spanish were upset, but most Americans backed Jackson. In 1819, Secretary of State John Quincy Adams and Spanish diplomat Luis de Onís negotiated the **Adams-Onís Treaty**. This treaty settled all border disputes between the United States and Spain.

THE MONROE DOCTRINE

By the early 1820s most Latin American countries had won independence from Spain. **Simon Bolívar**, called the Liberator, led many of these battles. The United States saw the struggles as comparable to the American Revolution. United States leaders supported the Latin Americans in their struggles with European powers.

Monroe developed the **Monroe Doctrine** to guard against European countries interfering with the new Latin American nations. The document spells out the relationship between European nations and the United States in the Western Hemisphere. The doctrine states that the United States will intervene in Latin American affairs when its own security is at risk. Few European nations challenged the doctrine.

Section 2: Nationalism and Sectionalism

GROWING NATIONALISM

Americans appreciated a rising sense of **nationalism** based on favorable negotiations with foreign nations. **Henry Clay** firmly supported this nationalism. Clay developed the **American System** to help create a stronger national economy and reduce regional disagreements. He pushed for a protective tariff and a national bank that would back a single currency to encourage interstate trade. The tariff funds could help improve roads and canals.

The mainly dirt roads in the United States made travel hard in the early 1800s. The **Cumberland Road** stretched from Cumberland, Maryland, to Wheeling, on the Ohio River in present-day West Virginia. By 1850 its extension reached Illinois.

Building of the **Erie Canal** started in 1817 and was finished in 1825. Water transportation was often faster, less expensive, and easier than road travel. British, German, and Irish immigrants dug the entire canal by hand. At that time, the United States enjoyed the **Era of Good Feelings**.

THE MISSOURI COMPROMISE

Disagreements between the North and South, known as **sectionalism**, threatened the Union. When Missouri applied to enter the Union, the Union contained 11 free states and 11 slave states. The Senate's balance would favor the South if Missouri entered as a slave state. Henry Clay persuaded Congress to agree to the **Missouri Compromise**. Missouri entered the Union as a slave state, and Maine entered as a free state. This kept an equal balance in the Senate. Slavery was banned in new territories or states north of Missouri's southern border.

THE ELECTION OF 1824

Senator Andrew Jackson gained the most popular votes, but not enough electoral votes to win the election. The House of Representatives chose **John Quincy Adams** as president. Jackson's supporters claimed that Adams had made a "corrupt bargain" with Representative Henry Clay to win. Later, Adams named Clay secretary of state. The election controversy cost Adams support among Americans.

Section 3: American Culture

AMERICAN WRITERS

Americans expressed their thoughts and feelings in literature and art. They took spiritual comfort in religion and music. The strengthening national identity was shown in education and architecture.

Washington Irving often wrote about American history. He cautioned Americans to learn from the past and prepare for the future. He often used a humorous style of writing called satire. In "Rip Van Winkle," one of his most famous short stories, Irving expresses his idea that Americans must use past lessons to deal with the future.

James Fenimore Cooper wrote about characters who lived on the frontier, including Native Americans. By placing some characters in historical events, he popularized historical fiction.

A NEW STYLE OF ART

The works of Irving and Cooper inspired painters. By the 1830s the **Hudson River school** had appeared. **Thomas Cole** portrayed the American landscape's unique traits. Other painters followed his lead. **George Caleb Bingham** created a painting that shows the rough lives of western traders as well as the landscape.

RELIGION AND MUSIC

Religious revivalism fanned out across America through the early and mid-1800s. Leaders met with large crowds to reawaken religious faith. People sang songs known as spirituals at revival meetings. Spirituals are a kind of folk hymn from both white and African American music traditions. Popular folk music showed the unique views of the nation. "Hunters of Kentucky" honored the Battle of New Orleans. It was used successfully in the presidential campaign of Andrew Jackson in 1828.

ARCHITECTURE AND EDUCATION

In pre-Revolution America, most American architects modeled their designs on the style used in Great Britain. After the Revolution, Thomas Jefferson said that Americans should base their building designs on those of ancient Greece and Rome. Many architects agreed with Jefferson and used Greek and Roman styles.

Americans also found education important. In 1837 Massachusetts set up a state board of education. Other states followed Massachusetts and started their own education systems.