The Development of a Uniquely American Identity (1790-1860):

Defining Elements of Art, Architecture, Changes in Transportation, Economic Developments, Immigration, Migration, Religion, Reform Movements, Science, and Literature In Early United States History

A Lesson for 11th Grade United States/ APUS History Students

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National Endowment for the Humanities
Picturing Early America
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A. K. A. -

One way to get through the “Laundry List” of names and terms in Chapter 14 (“Forging the National Economy, 1790-1860”) and Chapter 15 (“The Ferment of Reform and Culture, 1790-1860”) of The American Pageant by David Kennedy, Lizabeth Cohen, and Thomas Bailey

** All Unlabelled Images From This Source **
Essential Question:

How and to what extent did the United States of America develop a uniquely American identity during the Antebellum period?
Thesis:

Despite sectionalism and the ongoing debate over states' rights, uniquely American elements of art, architecture, changes in transportation, economic developments, immigration, migration, religion, reform movements, science, and literature gave rise to a distinctly American character during the period from 1790 to 1860.
Into:

Current perceptions of the U.S. Identity through brainstorming, art, poetry, creative writing, and analysis of iconography
Through:

Studying art, architecture, changes in transportation, economic developments, immigration, migration, religion, reform movements, science, and literature from 1790-1860
Beyond:

Lesson on “The 4 Myths of the Capitol Rotunda” and a Simulation / Model Congress of the Sectionalism of the Antebellum period
Week # 1

Monday – Intro. And American Identity
Tuesday – Iconography
Wednesday – Manufacturing & Women
Thursday – Immigration
Friday – Nativism / Workers & Wage Slaves
Week # 2

Monday – Transportation and Communication

Tuesday – The West: Movement, Farmers, and Caitlin

Wednesday – Utopias, Religion, and The 2nd Great Awakening

Thursday – Reform Movements (Without Abolitionism – in the next unit)

Friday – Education and Science
Week # 3

Monday – Literature and Transcendentalism

Tuesday – Art

Wednesday – Board Game Day

Thursday – Board Game Day

Friday - EXAM
Week # 4

Monday – Review Exam

Tuesday – Slide Lecture on “The 4 Myths of the Capitol Rotunda” / Review Sectionalism

Wednesday – Model Congress Simulation

Thursday – Model Congress Simulation

Friday – We're actually one day off as this unit plan will take place in early November and 1 day needs to be set aside for Veterans' Day
Day # 1

Homework from the prior Friday – Students make collages of a pictorial representation of what the “American Identity” means to them.

1) Share collages and ideas

2) Brainstorming ideas on the “American Identity”

3) In-Class Reading of “Poetry”
   - “America the Beautiful”
   - “America” by Walt Whitman

4) Ransom Note Poetry / “Found Poem” & Sharing of Poems
Ransom Note Poetry -

Supplies needed – a class set of 8.5 x 11” paper, glue sticks, scissors, and many old magazines.

Students need to flip through the pages of magazines quickly looking for words, phrases, clauses, or sentences that evoke within them a sense of the topic. For this assignment, the topic is the “American Identity”.

When students see something that conjures up images of the American Identity, they need to cut that word, phrase, clause, or sentence out of the magazine.

While this is happening, the teacher should remind students not to think too much, go quickly, that poems do not need to rhyme, and that there is a time limit, so HURRY.

After about 7-10 minutes of cutting, instruct students to start arranging their words into a poem.

Once they are satisfied with their arrangement, have the students glue their poems onto the blank paper thus creating a poem that resembles a “ransom note” - with many different fonts, colors, and paper styles from the magazines they have used.

Afterwards, while some students are still working, allow other students to read their “found poems” aloud to the entire class.
Day 1 Homework – Have students read the passage from Nathaniel Hawthorne’s *The House of the Seven Gables* which describes the Salem, Massachusetts Customs House and the introduction to *The Scarlet Letter*
Day # 2

1) Review U.S. Iconography

2) PowerPoint Lecture on Iconography
   a) Definition
   b) Mt. Vesuvius
   c) Federalist / Neo-Classical Architecture
   d) Fasces
   e) Portraits, Sculpture, and Symbols

3) Homework – Read selected letters from the Lowell Mill Girls
Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

<table>
<thead>
<tr>
<th>People</th>
<th>Objects</th>
<th>Activities</th>
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<tbody>
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Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

Designed and developed by the
Education Staff, National Archives and Records Administration,
Washington, DC 20408
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the main colors used in the poster?</td>
<td></td>
</tr>
<tr>
<td>2. What symbols (if any) are used in the poster?</td>
<td></td>
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<tr>
<td>3. If a symbol is used, is it</td>
<td></td>
</tr>
<tr>
<td>a. clear (easy to interpret)?</td>
<td></td>
</tr>
<tr>
<td>b. memorable?</td>
<td></td>
</tr>
<tr>
<td>c. dramatic?</td>
<td></td>
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<tr>
<td>4. Are the messages in the poster primarily visual, verbal, or both?</td>
<td></td>
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<tr>
<td>5. Who do you think is the intended audience for the poster?</td>
<td></td>
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<tr>
<td>6. What does the Government hope the audience will do?</td>
<td></td>
</tr>
<tr>
<td>7. What Government purpose(s) is served by the poster?</td>
<td></td>
</tr>
<tr>
<td>8. The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster?</td>
<td></td>
</tr>
</tbody>
</table>

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**Education Staff, National Archives and Records Administration,**

**Washington, DC 20408**
iconography  [ih-kuh-nohr-fuh-fee]  
–noun, plural -phies.

1. symbolic representation, esp. the conventional meanings attached to an image or images.

2. subject matter in the visual arts, esp. with reference to the conventions regarding the treatment of a subject in artistic representation.

3. the study or analysis of subject matter and its meaning in the visual arts; iconology.

4. a representation or a group of representations of a person, place, or thing, as a portrait or a collection of portraits.

Origin: 1620–30; < ML iconographia < Gk eikonographía.
fas·ces  [fas-eez]  
–noun (usually used with a singular verb)  
a bundle of rods containing an ax with the blade projecting, borne before Roman magistrates as an emblem of official power.  
Origin:  
1590–1600; < L, pl. of fascis bundle, pack
George Washington by Jean Antoine-Houdon, 1788
Lansdowne Portrait of George Washington by Gilbert Stuart, 1796
Lansdowne Portrait of George Washington by Gilbert Stuart, 1796
“George Washington” by Horatio Greenough, 1841
The Death of General Warren at the Battle of Bunker Hill by John Trumbull, 1786
The Spirit of '76 by Archibald Willard, circa 1875
Day # 3

1) Mingling on Terms from this chapter

2) PowerPoint Lecture on Manufacturing and Women's role in the emerging National Economy

3) Homework – Research current laws on immigration and the modern day debate regarding immigration
Mingling –

Students are given index cards with a question on one side of the card and the answer on the other side of the card.

Students must approach each other and review each one's question and answer.

Once the students have mastered the material, they switch cards and go on to repeat the process with another student.

The teacher should encourage students to “mingle” with as many students as is possible to go through as many of the questions that are in the room as is possible.

The teacher should also have extra “mingling cards” so that when students start to repeat the same question, they can exchange them for new questions and answers.
USS Constitution Defeats the HMS Guerrier by Thomas Birch, circa 1812-1815
Capturing A Sperm Whale, painted by William Page from a sketch by C.B. Hulsart, 1835
Day # 4

1) Debrief Homework with a discussion on current views and laws regarding immigration

2) PowerPoint Lecture regarding Immigration in the early 1800's with a focus on Irish and German immigrants of the 1840's and 1850's

3) Debate on what current U.S. Policy should be regarding:

What to do with illegal immigrants &

What should U.S. Immigration policy be

with emphasis on students' family stories and histories
COME TO STAY.
THE MORTAR OF ASSIMILATION — AND THE ONE ELEMENT THAT WON'T MIX.
Day # 5

1) Discuss “Nativism”

2) PowerPoint Lecture on Political Cartoons of the 19th Century regarding immigrants

3) Homework – Students must create a political cartoon regarding any (not necessarily their) stance on the current debate on immigration
**nativism**  [ney-ti-viz-uhm]

—noun
1. the policy of protecting the interests of native inhabitants against those of immigrants.
2. the policy or practice of preserving or reviving an indigenous culture.
3. Philosophy. the doctrine that innate ideas exist.
4. **innateness hypothesis.**

**Origin:**
1835–45, Americanism; native + -ism

**Related forms:**
* nativ·ist, noun, adjective
  * nativ·is·tic, adjective
NO IRISH NEED APPLY
IRISH GO HOME!
“They say they’re building a wall because too many of us enter illegally and won’t learn their language or assimilate into their culture...”
Day # 6

1) Sharing of Student Political Cartoons on Immigration

2) PowerPoint Lecture on Transportation and Communication Developments in the early 19th Century

3) Probate Activity – in small groups (3-4), using the handout on probate inventories provided, students analyze probate inventories from Wilmington, Delaware circa 1800 – 1825 looking at:

   What's in a house of that time period?

   How did the items get there?

   What was each individual's standard of living?, etc.

4) Homework - have students analyze a probate of someone with a similar last name using the same Handout on Probate Inventories.
BALTIMORE & SUSQUEHANNA
RAIL ROAD

The Passenger and Burden Trains of this Company,

ARE NOW RUNNING,
DAILY, BETWEEN

Baltimore & Wrightsville,
The termination of the Philadelphia & Columbia Rail-Road; connecting with that Road and with the Pennsylvania State Canals, at Columbia.

This Line of Rail-Road is connected in the most perfect and substantial manner, with the existing Rail and in the United States.
The Cars and Locomotives are of the best quality.

The Hours of Departure and Arrival
Of the Passenger Trains, at present, are as follows, viz:

Baltimore to Wrightsville, 10 A.M. and 2 P.M.; Wrightsville to Baltimore, 11 A.M. and 3 P.M.

Passengers from the West, by taking the Stage at Hagerstown, for York, in the Morning, arrive in Baltimore for Dinner. They, 

Arriving West, by leaving Baltimore at 9 o'clock A.M., arrive at Hagerstown the same Evening—and take the Canal Boats the next day.

D. C. H. BORDLEY, Superintendent.

Transportation Office Baltimore and Susquehanna Railroad Co.
Baltimore, Oct. 30, 1846.
Probate Activity in Class -

Have students analyze and compare and contrast the probates of Catharine Adams, William Alexander, Jonas Alrich, and William Anderson using

“www.math.udel.edu” to look at Wilmington, Delaware.

For the Homework Assignment,

Students can use:

“www.gunstonhall.org” to look at Virginia and Maryland (1740-1810)

“www.math.udel.edu” to look at Wilmington, Delaware

“www.research.history.org” for York County, VA in the 17th and 18th Centuries
HANDOUT: PROBATE INVENTORIES

What to Look For and QUESTIONS to ASK to get at BEHAVIOUR and Lifestyles

- What is listed first? What kinds of things were expensive? What were inexpensive?
  
  o How was property valued? What items were expensive? Mahogany? Silk? Silver?

  o Is one item much more expensive than other items?

  o Which items were luxury items? Any surprises?

- * How were items grouped together? What does this tell us about how they were arranged in the house and how they might have been used?

- *What can you learn about behavior?

  o Did people in this house drink tea or coffee or both?

  o Did they use silverware?

  o Did they read?

- *What kind of work were people doing in this house?

  o What kinds of work did women in this house do?

  o What kind of work did enslaved people do?
- Where were they doing it?

- Who was doing the work?

- FOR SLAVE-HOLDING HOUSEHOLDS: What can we learn about the lives of slaves—the work they did and how their labor was valued? How diverse was the slave population in terms of age, gender, and skill level? Were slaves in a given household related?

- Who else/what other parts of the nation/world were these people in touch with/in trade with? How might you tell? (from goods listed?)

- What goods/items listed were produced by/in the household and which were purchased?

- How much detail is provided? For example, does the inventory say "a lot of books" or does it list titles? What does this tell us about reading habits? What might it tell us about occupations? About how are books valued?

- Ask yourself "what is surprising?"
New Castle County  
Borough of Wilmington  
Probate Inventory  

Name: Catharine Adams  
Date of Inventory: January 23, 1824  
Appraisors: Robert Porter & George Jones  

<table>
<thead>
<tr>
<th>Item</th>
<th>Value in Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 dining table</td>
<td>7.50</td>
</tr>
<tr>
<td>1 cord table</td>
<td>4.50</td>
</tr>
<tr>
<td>1 looking glass</td>
<td>5.00</td>
</tr>
<tr>
<td>carpeting</td>
<td>6.75</td>
</tr>
<tr>
<td>8 windsor chairs</td>
<td>6.00</td>
</tr>
<tr>
<td>1 stove &amp; pipe</td>
<td>8.00</td>
</tr>
<tr>
<td>1 pair andirons</td>
<td>0.75</td>
</tr>
<tr>
<td>1 bureau &amp; wash stand</td>
<td>11.00</td>
</tr>
<tr>
<td>2 beds, bedsteads &amp; bedding</td>
<td>35.00</td>
</tr>
<tr>
<td>1 case of drawers</td>
<td>4.00</td>
</tr>
<tr>
<td>1 looking glass</td>
<td>2.25</td>
</tr>
</tbody>
</table>
New Castle County  
Borough of Wilmington  
Probate Inventory  

Name: William Alexander  
Date of Inventory: June 18, 1811  
Appraisors: Samuel Nichols & William Seal  

<table>
<thead>
<tr>
<th>Item</th>
<th>Value in Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>wearing apparel</td>
<td>6.00</td>
</tr>
<tr>
<td>cattail bed &amp;c</td>
<td>2.00</td>
</tr>
<tr>
<td>stove &amp; pipe</td>
<td>18.00</td>
</tr>
<tr>
<td>box</td>
<td>0.25</td>
</tr>
<tr>
<td>shovel &amp; tongs</td>
<td>0.50</td>
</tr>
<tr>
<td>spinning wheel &amp; reel</td>
<td>2.00</td>
</tr>
<tr>
<td>griddle</td>
<td>2.00</td>
</tr>
<tr>
<td>lott of [ca..]</td>
<td>0.50</td>
</tr>
<tr>
<td>[stillyard] &amp; pothooks</td>
<td>1.50</td>
</tr>
<tr>
<td>shoemakers tools &amp;c</td>
<td>2.00</td>
</tr>
<tr>
<td>doughtrough</td>
<td>1.00</td>
</tr>
</tbody>
</table>
New Castle County
Borough of Wilmington
Probate Inventory

Name: Jonas Alrichs
Date of Inventory: March 1, 1803
Appraisors: James Brobion & Joseph Baily

<table>
<thead>
<tr>
<th>Item</th>
<th>Value in Dollars</th>
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</thead>
<tbody>
<tr>
<td>wearing apparel</td>
<td>12.00</td>
</tr>
<tr>
<td>1 cradle &amp; old waiter</td>
<td>1.50</td>
</tr>
<tr>
<td>3 featherbeds, bedding &amp; bedsteads &amp; 2 suits of curtains</td>
<td>60.00</td>
</tr>
<tr>
<td>1 walnut desk &amp; 2 bookcases</td>
<td>12.00</td>
</tr>
<tr>
<td>1 mahogany bureau</td>
<td>16.00</td>
</tr>
<tr>
<td>1 looking glass</td>
<td>6.00</td>
</tr>
<tr>
<td>5 windsor chairs</td>
<td>5.00</td>
</tr>
<tr>
<td>1 walnut dining table</td>
<td>2.00</td>
</tr>
<tr>
<td>1 walnut tea table</td>
<td>4.00</td>
</tr>
<tr>
<td>1 walnut breakfast table</td>
<td>1.50</td>
</tr>
<tr>
<td>1 liquor case</td>
<td>8.00</td>
</tr>
</tbody>
</table>
New Castle County  
Borough of Wilmington  
Probate Inventory

Name: William Anderson (colored man)  
Date of Inventory: April 18, 1843  
Appraisers: Thomas Garrett & Isaac McConnell

<table>
<thead>
<tr>
<th>Item</th>
<th>Value in Dollars</th>
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<tbody>
<tr>
<td>stove &amp; pipe</td>
<td>5.00</td>
</tr>
<tr>
<td>feather bed</td>
<td>4.00</td>
</tr>
<tr>
<td>6 windsor chairs</td>
<td>3.00</td>
</tr>
<tr>
<td>1 bed &amp; bedding</td>
<td>3.50</td>
</tr>
<tr>
<td>4 old chairs</td>
<td>0.80</td>
</tr>
<tr>
<td>bedstead &amp; second</td>
<td>2.50</td>
</tr>
<tr>
<td>mahagony dining table</td>
<td>4.00</td>
</tr>
<tr>
<td>bureau</td>
<td>1.50</td>
</tr>
<tr>
<td>stained table</td>
<td>0.50</td>
</tr>
<tr>
<td>1 bolster, 1 pillow</td>
<td>0.50</td>
</tr>
<tr>
<td>one old table</td>
<td>0.25</td>
</tr>
</tbody>
</table>
Tips for Reading Probate Inventories: Dates, Money, Spelling and Archaic Words

from Emerson Baker's suggestions at:
http://www.salemstate.edu/history/Essex/essexprobate.html#otherinventories

Dates
Although Catholic Europe adopted the Gregorian Calendar on January 1, 1583, England
remained on the Julian Calendar until January 1, 1752. To further complicate matters, in the
seventeenth century Englishmen used March 25 (Conception Day) as the start of the
ecclesiastical, civic, and legal year. This makes March the first month, and February 12.

So, February 20, 1653 would be written as 20: 12: 1652 or sometimes 20: 12: 1652/3
and April 20, 1653 would be written as 20: 2: 1653

Money
British money, then as now is divided into £ (pounds) s (shillings) and d (pence). If you think the
British were late to change their calendar, they did not decimalize their currency until 1971. So,
in the 1600s, the following exchange rates were in effect:
20s = £1
12d = 1s

Spelling
Until Noah Webster published his dictionary in 1828, there was no "correct" way to spell words,
alone punctuate and capitalize. You will see that writers were often inconsistent in spelling the
same word, in the same inventories. If you are stumped by the meaning of a word, it may just be
the spelling is really odd. You may want to try reading the word or phrase outloud. Actually, you
can sometimes see traces of accents in spelling people chose to use.

Archaic Words
At other times, reading outloud simply won't help, as you are dealing with an archaic bit of
English, or an archaic meaning for a word. Your best bet here is the Oxford English Dictionary.
It is available in most public libraries. It is an amazing reference that give the meaning of all
English words, during different historical times.
Day # 7

1) Sharing of Probate Analysis

2) PowerPoint Lecture on Westward Migration and “The West”

3) Homework – Finalize and PRACTICE their Oral Presentations for the next 2 days and read about The Second Great Awakening
Westward the Course of Empire Takes Its Way by Emmanuel Leutze, 1861
Looking Down the Yosemite Valley, California by Albert Bierstadt, 1865
The Domes of Yosemite by Albert Bierstadt, 1867
Day # 8

1) Brief Lecture on The Second Great Awakening

2) Oral Presentations on Utopian Movements and Religion of the early 19th Century

Today's Topics given to Students creating board games on Ch. 15 - “The Ferment of Reform and Culture”

Topics: New Harmony, Brook Farm, Oneida, The Shakers, Millerites / Adventists, Unitarians
Oral Presentations should be done by groups of 3 students.

All 3 students must speak at least once during the presentation.

Presentations should be between 5 - 7 minutes.

At least one visual aid must be used during the presentation.
Day # 9

1) Oral Presentations on Reform Movements by students creating board games on Ch. 14 - “Forging the National Economy”

Day # 10

1) PowerPoint Lecture on Education and Science in the early 19\textsuperscript{th} Century

2) “Where's My Partner?” Activity on terms

3) Homework – Students critique a lesson from McGuffey's Reader regarding Patriotism
Where's My Partner? -

Students are given index cards with either a question or an answer on them.

Students must then circulate through the room looking for their “partner” - the person who either has the matching question or answer to their card.

Once all students have found their “partners”, the teacher goes through pair by pair to ensure that each group has the correct answers and questions. This also serves as a review to the students for each question and answer.

If there are an odd number of students in the class, the teacher should take a card and wait for their partner to find them.
Day # 11

1) Review critiques of lessons from McGuffey's Readers

2) Discussion / Direct Instruction on Transcendentalism

3) In-Class reading of “Oh Captain, My Captain” by Walt Whitman

4) Random in-class reading of any Emily Dickinson poem to the tune of “Gilligan's Island” to illustrate her exact meter

5) Homework: Assign selections from Last of the Mohicans by James Fenimore Cooper and Rip Van Winkle by Washington Irving. Additionally, students create a poem about an object using the format of:

Description of Object, Environment / Surroundings, Object's possible past / history, and ending with a prophecy of the Object's future
Day # 12

1) PowerPoint Lecture on American Art of the early and mid 19th Century

2) Homework – Write an essay about the difference between the Edward Savage painting “The Washington Family” and the 1840's print based on Savage's portrait explaining why the changes might have been made at that time in history.
The Oxbow by Thomas Cole, 1836
River in the Catskills by Thomas Cole, 1843
New England Scenery by Frederic Edwin Church, 1851
The Heart of the Andes by Frederic Church, 1859
Progress by Asher B. Durand, 1854
Washington Crossing the Delaware by Emmanuel Leutze, 1851
The Artist in his Museum by Charles Willson Peale, 1822
Admit M. Thomas Russell to Peale's Museum for 6 months commencing April 10th 1813 No. 397

NOT TRANSFERABLE.
Athenaeum: Unfinished George Washington by Gilbert Stuart, 1796
George Washington by Giuseppe Ceracchi, 1795
George Washington by Jean-Antoine Houdon, 1785
Landing of the Pilgrims, Plymouth 1620 by P. F. Rothermel, 1853
Congress Voting Independence by Edward Savage, circa 1803
Day # 13

1) Review student opinions about the change between “The Washington Family” portrait and 1840's print

2) PLAY Student Created Board Games on “Forging the National Economy (1790-1860)”

These games should be graded on creativity, neatness, amount of history covered, as well as how fun and entertaining they are for other students to play/popularity.
Day # 14

1) PLAY Student Created Board Games on “The Ferment of Reform and Culture (1790-1860)”

These games should be graded on creativity, neatness, amount of history covered, as well as how fun and entertaining they are for other students to play / popularity.
Day # 15

EXAM DAY ON UNIT -

This exam should have been made well in advance of beginning the unit so that special attention could be made while lecturing as well as developing “mingling” and “Where's My Partner?” cards.

Since different teachers will focus on different aspects of the unit, no exam is included.
CLOSURE -

1) Lecture on “The 4 Myths of the Capitol Rotunda” displaying the iconic images depicted by American artists in the capitol, each highlighting a different section of the nation. Though a unique American Identity had been established, the country was on the way to falling apart and Civil War due in part to the sectionalism portrayed in the Capitol Rotunda.

2) Model Congress Simulation on Sectionalism where students debate the major issues of the day including the gag rule and slavery, the Bank of the United States, tariff rates, the cost of Western land sales and the Homestead Act, as well as leadership in congress.
Landing of Columbus by John Vanderlyn, 1842
The Baptism of Pocahontas by John Gadsby Chapman, commissioned - 1837, placed - 1840