Patrick Henry
1736–1799

WHY HE MADE HISTORY Patrick Henry was a political activist and gifted speaker. His actions helped energize the colonists to seek freedom from England. He continued to serve his country after the war by holding several leadership positions.

As you read the biography below, think about how Patrick Henry's patriotism made him a leader in the fight for America's freedom.

"I know not what course others may take; but as for me, give me liberty or give me death!" These famous words spoken by Patrick Henry in 1775 represent his tremendous passion for freedom. A native of Virginia, Patrick Henry was a self-taught trial lawyer who developed his famous speaking skills by presenting cases in court. In 1764 Henry argued in front of Virginia's House of Burgesses in favor of broad voting rights. The next year Patrick Henry was elected to serve in the House of Burgesses. He became known as it's most radical and outspoken member.

In 1765, Great Britain forced the Stamp Act on the colonists. The Stamp Act was the British government's first attempt at taxing the colonists directly. Henry, like many others, did not agree with this tax. He stood before the House of Burgesses and boldly argued against the Stamp Act. The House passed four of his resolutions in opposition to the Stamp Act. The tax was repealed by Parliament the very next year.

Patrick Henry urged his fellow colonists to challenge the British government. His fiery speeches moved many colonists to arm themselves against...

VOCABULARY
repealed  to revoke or cancel a law
fiery  charged with emotion
the British. In 1775, he led the call for a Continental Congress, where he argued for independence from Great Britain.

After the outbreak of the American Revolution, Henry served as the governor of Virginia and helped create that state's constitution. Henry's dedication to public service led him to serve five terms as Virginia's governor.

Following the war, Patrick Henry continued his leadership in the newly formed United States of America. A fierce supporter of individual rights, Henry played an important role in adding the first ten amendments, or Bill of Rights, to the Constitution. While Henry was asked to serve in other important leadership positions, such as Chief Justice of the Supreme Court, his declining health forced him to turn down the offers. He died in 1799 at Red Hill Plantation, his home in Virginia.

**WHAT DID YOU LEARN?**

1. **Drawing Conclusions** Why did Patrick Henry oppose the Stamp Act?

2. **Supporting a Point of View** What do you think was Patrick Henry's greatest accomplishment? Provide reasons or examples to support your point of view.

**ACTIVITY**

3. Patrick Henry is remembered for his bold and empowering speeches. Choose a topic you feel strongly about. Do research. Write a short speech expressing your feelings about your topic. Be sure to support your position with facts from your research.
Crispus Attucks
c. 1723–1770

WHY HE MADE HISTORY Crispus Attucks was an escaped slave whose actions during the Boston Massacre made him a symbol of freedom.

As you read the biography below, think about how Crispus Attucks’s courage during the Boston Massacre served as an example for those fighting for independence.

“Don’t be afraid,” were the words reportedly spoken by Crispus Attucks shortly before his death. Killed in the infamous Boston Massacre in 1750, Attucks is believed by many to be the first casualty in the fight for American independence.

Crispus Attucks was born in Massachusetts, the son of an African father and an American Indian mother. Because of his heritage, Attucks was born a slave. He was owned by William Brown. Attucks longed to be free. When Brown would not allow him to purchase his freedom, he ran away. An ad was posted for Attucks, describing him as “6 feet, 2 inches high, short cur’l hair, his knees nearer together than common.” His master never found him.

In the years following his escape, Attucks worked as a sailor, commonly serving on whaling ships that sailed from Boston. It was while living near Boston Harbor that Attucks heard the rallying cries of fellow patriot, Samuel Adams. Adams wanted the colonists to protest the presence of the British troops. He felt the British were a threat to the colonists. Attucks agreed with Adams’s point of view. He and

VOCABULARY

casualty someone injured or killed in a military engagement

impressment the act of forcing someone into government service
other colonists had to compete with the British for the part-time jobs at the harbor. They also feared impressment, or forced service, in the British navy.

On the evening of March 5, 1770, Attucks and a group of men faced-off with a British soldier on guard at the house of customs. They challenged the soldier to fight without his weapon. More Redcoats rushed to the defense of the guard. They fired shots into the unarmed crowd. Attucks was the first man killed. Four more men were also killed. Known as the Boston Massacre, this event was one of the most important in the years leading up to the American Revolution. Led by Attucks, the colonists had stood strong against the British.

Crispus Attucks was given an honorable funeral with the other victims of the Boston Massacre. The people of Boston remembered him as a hero and a freedom fighter. In 1888, a monument was built on the Boston Common to honor Attucks.

WHAT DID YOU LEARN?

1. Drawing Conclusions Why did the people of Boston hail Attucks as a hero?

2. Evaluate Do you think Crispus Attucks was the first casualty of the American Revolution? Explain your answer.

ACTIVITY

3. Imagine that you have been given the honor of writing an epitaph for Crispus Attucks. What would you say? Be creative.
John Hancock

1737–1793

**WHY HE MADE HISTORY** John Hancock devoted a great deal of his wealth and his time to the cause of American freedom. He was a devoted member of his community and the first person to sign the Declaration of Independence.

As you read the biography below, think about how John Hancock’s civic virtue enabled him to serve his country.

Today many people remember John Hancock for his signature on the Declaration of Independence. Perhaps more importantly, he was a dedicated public official who served in the Massachusetts colonial legislature, the Continental Congress, and as governor of the state of Massachusetts. His civic virtue and patriotism made John Hancock an American hero.

John Hancock was raised by his uncle, the most successful merchant in Massachusetts. Hancock attended Harvard, and later went on to help his uncle run his business. When his uncle died in 1764, John Hancock inherited his entire fortune.

Hancock continued to run the mercantile company with the same honesty and integrity as his uncle. Well-respected in the community, Hancock was elected to serve in the colonial legislature of Massachusetts. It was there that he expressed his opposition to Britain’s Stamp Act.

In 1775 colonists proposed a plan to burn the city of Boston. They wanted to send a message to the British. Knowing he could lose his entire fortune, Hancock declared “his readiness to surrender his all, whenever the liberties of his country should
require it." Action was never taken, but Hancock had been willing. His wealth made people notice him, but it was his strong devotion to his community that made him a leader.

That same year, Hancock was elected to the presidency of the Continental Congress. It was in this position that, on July 4, 1776, John Hancock had the honor of being the first to sign the Declaration of Independence. His signature is the first and largest on that document. Hancock is reported to have claimed, "I guess King George will be able to read" it.

Hancock continued to serve his country in the Continental Congress during the American Revolution. After the war, he helped draft the constitution of Massachusetts and oversaw the ratification of the U.S. Constitution. John Hancock served nine terms as governor of Massachusetts before his death in 1793.

WHAT DID YOU LEARN?

1. **Explain** How did John Hancock demonstrate good citizenship?

2. **Make Inferences** Why do you think John Hancock was elected to the presidency of the Continental Congress?

ACTIVITY

3. Create a collage using pictures and words that describe John Hancock's accomplishments and personality.
As the United States first came together as a nation, it took the influence of a few brave men to help build a working government. Alexander Hamilton was one of these men. Known for his strong convictions and bold personality, Hamilton wrote pamphlets and articles to gain support for the new nation and its Constitution.

Born in the West Indies, Hamilton moved to New York in 1772 to attend college. He soon began writing essays and giving speeches in support of independence. In 1776, he became a captain in the army, taking part in the Battle of Long Island. Hamilton later joined General George Washington’s staff and served as the future president’s personal secretary.

After the war, Hamilton worked to forge support for a powerful central government. With the help of John Jay and James Madison, Hamilton wrote a series of articles called the Federalist Papers. He argued that America needed a strong federal government, and that less power should be given to the individual states. He later helped found the Federalist Party, which favored a strong federal government.

Under President Washington, Hamilton was appointed the nation’s first secretary of the treasury.
Alexander Hamilton, continued

in 1789. He got the president and Congress to charter the Bank of the United States in 1791. The bank helped stabilize and improve the U.S. economy.

Thomas Jefferson opposed the creation of a national bank, saying that the Constitution did not give Congress the power to do so. Hamilton argued for a view called loose construction, which allows the federal government to take any action as long as the Constitution does not specifically forbid it.

Hamilton remained an active participant in government and political life in the United States, even after he resigned from office. His strong opinions often put him at odds with other politicians, but Hamilton did not step down from his convictions. Instead, he wrote pamphlets that discredited or attacked these figures. One such politician was Vice President Aaron Burr. Disagreements with Burr over several matters led to a duel between the two men in 1804. Burr shot and killed Hamilton in the battle.

WHAT DID YOU LEARN?

1. What were two of Alexander Hamilton’s accomplishments?

2. Critical Thinking Alexander Hamilton’s picture appears on the $10 bill, though he was never President of the United States. Why is his picture there?

3. Write your own article to contribute to the Federalist Papers. Write a short paragraph about why you agree/disagree with Alexander Hamilton’s belief that the United States would benefit from a strong national government.
Abigail Adams

1744—1818

WHY SHE MADE HISTORY Abigail Adams was an early supporter of women’s rights. She wrote many letters to her husband, President John Adams, which described what society was like during that time.

As you read the biography below, think about how Abigail Adams’s desire to communicate with her husband recorded history at the same time.

As the wife of one president and mother of another, Abigail Adams witnessed American history in the making. But she also carved out her own niche as a writer and as one of the first people to advocate women’s rights.

Abigail Adams was born in 1744 in Weymouth, Massachusetts. Poor health kept her from receiving a proper education, but Abigail Adams was intelligent and interested in learning. She read many of the books in her family’s private library, and even taught herself French.

In 1764, Abigail married John Adams. During the 1770s, he spent a lot of time away from home, participating in the fight for independence. Abigail Adams, who stayed home to raise their four children and run the family farm, began writing many letters to her husband. She also wrote to other leaders of the Revolution, including Thomas Jefferson. Abigail was well versed in literature, history, and political philosophy. Her letters influenced these leaders, as well as expressed her ideas and feelings about life in the newly born nation.

While her husband was attending the Continental Congress of 1776, Abigail Adams wrote, “I desire
you would remember the ladies, and be more generous and favourable to them than your ancestors [were].” During this time, women had very few rights. Nationwide women’s suffrage would not occur until 1920.

John Adams, who was the first vice president, became president in 1797. He and Abigail and their children became the first presidential family to live in the White House in 1800. Her intelligence and personality earned Abigail Adams a reputation as one of the most distinguished and significant first ladies in American history. John Quincy Adams, John and Abigail’s eldest son, returned to the White House when he was elected president in 1824.

Many of the letters Abigail Adams wrote to her husband and others were later published by her grandson. Her writing provides a window into life, society, and politics during the founding of the nation. The letters illustrate what it was like to be a woman, a wife, and a mother in 18th century America. They reveal her interest in politics, her intelligence, and her avid patriotism.

**WHAT DID YOU LEARN?**

1. What did Abigail Adams write about in her many letters?

________________________________________________________________________

2. **Make Inferences** Why do you think these letters are important today?

________________________________________________________________________

**ACTIVITY**

3. Think about what you have read about Abigail Adams, and the letters she wrote. Write a personal letter to Abigail Adams. Use this as an opportunity to ask a question, or share a current event.
Sacagawea

As you read the biography below, think about how Sacagawea’s presence on the Lewis and Clark expedition made history.

Sacagawea, whose name is believed to mean “bird woman,” was a member of the Shoshone Indian tribe in what is now Idaho. When she was about 12 years old, she was kidnapped by a rival Indian tribe and eventually sold as a slave to Toussaint Charbonneau, a French-Canadian fur trader. Charbonneau made Sacagawea his wife and brought her along with him when he joined the expedition led by Meriwether Lewis and William Clark.

While Charbonneau spoke Hidatsa and French, Sacagawea spoke Hidatsa and Shoshone. Clark hired both of them to be interpreters for their expedition. Sacagawea helped Lewis and Clark communicate with the Shoshone Indians, her native tribe. She also helped them buy horses from the tribe.

During her travels with Lewis and Clark, Sacagawea gave birth to a son, Jean-Baptiste Charbonneau. This was fortunate for the expedition. Many Indians at this time had never seen white men. Indians viewed Lewis and Clark friendlier and welcomed them, because of Sacagawea. It was unheard of for a war party to travel with an Indian woman and a baby. This led the Native Americans to believe that the travelers were explorers, not warriors.
Sacagawea had another child, a daughter named Lisette, six years after the Lewis and Clark expedition. However Sacagawea was in poor health, and she died shortly after giving birth. Sacagawea died at a Missouri Fur Trading post, where she was with her husband. Less than a year after her death, Clark legally adopted Lisette and Jean-Baptiste.

Sacagawea is remembered today as a heroic guide and great female interpreter. In early 2000, the United States began circulating a dollar coin that featured Sacagawea's likeness. Many landmarks and monuments have also been named after Sacagawea.

WHAT DID YOU LEARN?
1. What key role did Sacagawea play in the expedition of Lewis and Clark?

2. **Summarize** Recall what you have learned from the passage, and write a summary of the life of Sacagawea.

ACTIVITY
Think about what kinds of things Lewis and Clark might have asked Sacagawea to translate for them on their journey. Write a few questions and answers that might have been exchanged during their expedition.
Aaron Burr was born in Newark, New Jersey, in 1756 and attended what is now known as Princeton University. He fought in the Revolutionary War as a lieutenant colonel in the Continental Army. Burr began practicing law in New York around 1782. At this time, Burr also became active in politics, joining the New York Assembly as a state attorney general. He was elected to the U.S. Senate in 1791.

Burr’s achievements in law and politics were seen as an asset for the Democratic-Republican Party. The party chose Burr to be Thomas Jefferson’s vice presidential running mate in 1796 and again in 1800. At that time, the presidential elections were conducted differently than they are today. The Electoral College would vote for two people. The person with the most votes became president, and the person with the second-most votes became vice president.

In 1796, Jefferson lost the presidency to John Adams, but received enough votes to become vice president. During the 1800 election, Burr and Jefferson tied for the number of votes. The U.S. House of Representatives broke the tie, electing Jefferson as president and Burr his vice president.
Aaron Burr, continued

Burr and Alexander Hamilton were bitter rivals. Hamilton often disagreed with Burr and Jefferson over political matters. When Burr ran for governor of New York in 1804, Hamilton opposed him. Burr accused Hamilton of attempting to slander him. Burr challenged Hamilton to a pistol duel, where he mortally wounded his opponent. Burr was accused, but never arrested, for the murder of Alexander Hamilton.

After Burr’s term as vice president ended, he left Washington to travel to the country. Though his intentions are still unclear, Burr gathered a group of soldiers, weapons, and supplies. Some historians think Burr was trying to raise an army to invade Mexico. Others think that Burr may have been planning to get some of the southwestern territories to secede from the United States.

Burr’s behavior was considered suspicious and his motives were questionable. He was accused of treason. Burr was later tried and found not guilty. However, Burr’s reputation was greatly affected by these series of events and his political career was ended. Aaron Burr died in 1836.

WHAT DID YOU LEARN?

1. What did you learn about Aaron Burr from your reading? Name two facts.

2. Compare and Contrast Think about the election of 1800 compared to what you know of today’s elections. How are they different? Which way do you think is better?

ACTIVITY
Imagine that you are in charge of Aaron Burr’s campaign. Make a poster or a flyer for Aaron Burr as vice president.
Tecumseh

C. 1768-1813

**Why He Made History** Tecumseh was a famous Shawnee Indian chief who fought to unite all the Native American tribes to stand up against the invasion by white settlers.

As you read the biography below, think about the courage Tecumseh must have had to defend his native people against invasion by the American settlers.

In the late 1700s, white settlers began exploring and staking claims in western North America. Tecumseh was born during this time, when Native American tribes faced conflict from the advancing settlers. Tecumseh grew to be one of the most recognized and remembered Native Americans in our history.

Tecumseh was the son of a Shawnee war chief. His name meant “shooting star” or “meteor.” Both Tecumseh and his brother Tenskwatawa struggled against the settlers to maintain their native land. They took part in many raids against the settlers in Ohio, Tennessee, and Kentucky.

Tecumseh led the Shawnee people to resist incursions into their territory by white settlers. In 1811 Tecumseh traveled through the South, attempting to recruit and persuade southeastern tribes to join his cause.

In the early 1800s, the governor of the Indiana Territory was William Henry Harrison. Harrison made a treaty with the Indians while also selling the native land to white settlers. Tecumseh was infuriated. He condemned Harrison's treaty and argued against the sale of Indian land. This conflict led to the Battle of Tippecanoe in 1811.
Harrison attacked the Indians during the Battle of Tippecanoe, which led to a victory for the settlers and Harrison himself. Tecumseh had missed the battle because he had traveled south to try to get other Indian tribes to join the battle. But Tecumseh was determined to fight back at all costs.

In 1812 Tecumseh returned to the Northwest and became an ally to the British troops. During the War of 1812 Tecumseh fought beside the British, where he was made a brigadier general. He led other American Indians to fight with the British during this war.

Tecumseh was killed on October 5, 1813, while commanding his Indian forces in Canada at the Battle of the Thames. Tecumseh’s courage and leadership make him a recognized Native American figure today.

WHAT DID YOU LEARN?

1. What was Tecumseh protesting? Why?

2. Make Judgments: Would you have preferred to be an American Indian, or a new American settler during Tecumseh’s time? Explain your answer.

ACTIVITY

Imagine that Tecumseh has been awarded a “person of the year” award by his Native American tribe. Write a short acceptance speech for Tecumseh to recite to his people. Include as many details as you can from what you have read.
Dolley Payne Madison was born in 1768 to a Quaker family in Virginia. She married a lawyer and Quaker named John Todd in 1790. The couple had two children, but John and their youngest son both died from yellow fever in 1793. The following year, Dolley married James Madison. She was expelled from the Society of Friends because James Madison was not a Quaker.

In 1801 Thomas Jefferson appointed James Madison secretary of state. Dolley Madison often helped President Jefferson with state functions, such as entertaining guests. Both Jefferson and Vice President Aaron Burr were widowers, and Dolley Madison took on the role as unofficial first lady for the Jefferson administration.

Dolley was known for her charm, tact, and elegance. She was very outgoing and loved parties and social events. When James Madison became president in 1809, Dolley Madison continued her role as Washington's hostess. The Madisons entertained in their home and held weekly salons. She insisted on formal etiquette and kept her guests comfortable.

During the War of 1812, British troops invaded Washington, D.C., and attacked the White House. Dolley Madison was able to save many valuable...
belongings, including the White House silver and important official papers, from being destroyed by the British invaders.

After James Madison's two terms as president, he and Dolley retired to their plantation in Virginia. When James Madison died in 1836, Dolley moved back to Washington, D.C. She died in 1849.

WHAT DID YOU LEARN?

1. From what you have learned in this passage, list two adjectives that describe Dolley Madison.

2. Draw Conclusions Why do you think that entertaining guests might have been so important during Dolley Madison's time?

ACTIVITY

Imagine that you are helping Dolley Madison entertain during an event at the White House. On a separate sheet of paper, create a simple invitation to this social event. Include the name or title of the event, the date and time, and a description of what might be expected at the party.
John Marshall
1755–1835

**WHY HE MADE HISTORY** John Marshall was the fourth chief justice of the Supreme Court. He strengthened the Supreme Court and helped make it what it is today.

As you read the biography below, think about how John Marshall's vision of the United States was carried out in his reforms of the Supreme Court.

Although he had almost no formal education and had studied law for only six weeks, John Marshall became one of the most important justices ever to sit on the Supreme Court.

John Marshall was born in Virginia in 1755, the first in a family of 15 children. His father was a friend of George Washington, and his mother was related to Thomas Jefferson. During the Revolutionary War, Marshall and his father both fought and served under General Washington. This experience shaped Marshall's future as a loyal patriot of the United States.

After his military service, Marshall studied law briefly. In 1780, he was appointed to the Virginia state legislature, where he served until 1797. He then served in the U.S. House of Representatives and was secretary of state under President John Adams.

In 1801, President Adams appointed Marshall to be chief justice of the Supreme Court. At the time, the Supreme Court didn’t have its own offices and had to meet in a small room in the basement of the Capitol. The Court did not have much power, but that would change under Marshall’s tenure.

**VOCABULARY**

Federalist supporter of the Federalist Party; believer in a strong national government

judicial review the Supreme Court’s power to declare acts of Congress unconstitutional
As chief justice, Marshall transformed the Supreme Court into the governmental body responsible for interpreting the Constitution. He also increased the authority of the Supreme Court, putting the judicial branch on an equal footing with the executive and legislative branches.

John Marshall was a Federalist. He believed the United States needed a strong, central government. This idea drove Marshall to make some of the reforms that he did. Under Marshall, the Supreme Court ruled that Congress had implied powers, which meant powers that were not specifically stated in the Constitution. Marshall also strengthened the federal government by ruling that federal law overruled state law.

Perhaps Marshall's most important decision was in the case of *Marbury v. Madison* (1803). His ruling established the power of judicial review, which allows the Supreme Court to declare an act of Congress unconstitutional, and therefore no longer in force.

John Marshall died in 1835, still serving as chief justice. He held this position for 34 years, longer than any other chief justice before him or since.

**WHAT DID YOU LEARN?**

1. What kinds of reforms did John Marshall make to the Supreme Court?

2. **Analyze** What might have driven John Marshall to make the changes that he did?

**ACTIVITY**

3. Think about what you have read about John Marshall, his patriotism, and his devotion to American justice. Use magazine clippings and construction paper to make a collage of the U.S. flag.
The Age of Jackson

Daniel Webster

1782–1852

WHY HE MADE HISTORY Despite being terrified of public speaking as a child, Daniel Webster became known as one of the greatest orators in history. His efforts to preserve the Union came at the cost of his own popularity, but preserved the ideals he held most dear.

As you read the biography below, think about how Daniel Webster’s persuasive speeches helped tame the disagreements between the North and the South.

Daniel Webster was born to a poor family in New Hampshire. Despite their lack of wealth, Webster’s parents valued education and sent him to some of the finest schools.

As a child Webster struggled with public speaking. In his time school children were required to stand and speak when giving an answer in class. Webster was terrified of this. It was not until he attended Dartmouth College that he developed his reputation as one of the finest orators in the history of the United States. In fact, he was asked to deliver an important Independence Day speech shortly after his graduation in 1801.

Webster’s speaking skills served him well as he ventured into politics. After working as a lawyer he became a leader of the Federalist Party. He served two terms in the House of Representatives and then served in the Senate. When the Federalist Party disbanded, Webster found himself a member of the National Republican Party. He believed in a strong federal government and defended the tariff that the South opposed. Although he and President Andrew

VOCABULARY
orator public speaker
Jackson disagreed on many issues, Webster joined Jackson in defeating South Carolina's attempts to nullify the tariff.

Later in life Webster served twice as Secretary of State. He was first named to that post under William Henry Harrison, but he held the position after Harrison died in office and John Tyler became president.

As Secretary of State for President Millard Fillmore, Webster supervised the enforcement of the Fugitive Slave Act. He also argued for the Compromise of 1850. This position angered the North, but prevented the South from seceding from the Union at the time. Webster realized this would damage his own popularity in the North and with his own party, but he was determined to save the Union at any cost. Many historians believe this is the reason Webster was never elected president.

In 1852 Webster died from an injury he received after falling from his horse. The writer Ralph Waldo Emerson wrote that Webster was "a man within and without, the strong and perfect body of the first ages, with the civility and thought of the last."

WHAT DID YOU LEARN?

1. **Compare and Contrast** How did Daniel Webster and Andrew Jackson differ in their views? How were they alike?

2. **Expressing and Supporting a Point of View** Do you agree with Webster's decision to try to reach a compromise to prevent secession? Why or why not?

**ACTIVITY**

You are a speech writer. Write a speech for or against preserving the Union. Use colorful quotes from historical figures in your speech.
The Age of Jackson

John C. Calhoun
1782–1850

WHY HE MADE HISTORY Some historians have described John C. Calhoun as an "intellectual giant of political life in his day." But Calhoun's support of slavery has made him an unpopular figure in American history.

As you read the biography below, think about how John C. Calhoun's devotion to his home state of South Carolina led him to drastically change his political views.

Like many politicians, John C. Calhoun began his career after law school. He served first in South Carolina's legislature and later in the U.S. House of Representatives. Calhoun soon earned the nickname "cast-iron man," which referred to his unflinching determination. This nickname would suit him throughout his life.

Shortly after his election to Congress in 1810, Calhoun sided with Henry Clay and other war hawks to push for a new war with Britain. Following that conflict, known as the War of 1812, Calhoun remained a nationalist. He argued for a large military, encouraged manufacturing, and promoted a strong federal government.

In 1824 Calhoun became vice president under John Quincy Adams. Despite his earlier nationalist views, Calhoun's political beliefs became increasingly separatist. He disagreed with Adams often over the role of the federal government. Calhoun began to associate with Adams's rival Andrew Jackson. When Jackson was elected president in 1828, Calhoun was once again elected vice president.

Shortly after their inauguration, Calhoun and Jackson also began to disagree. Calhoun developed

VOCABULARY
- war hawk one who clamors for war
- nullification to cancel or make ineffective

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his theory of **nullification**. He believed that states had the power to nullify, or reject, actions taken by the federal government. This view also came to be known as “states’ rights.”

Calhoun fought against new tariffs on manufactured goods. He believed the tariffs benefited only the North and actually hurt the South’s cotton industry. Jackson was a firm believer in a strong federal government and thought it was dangerous for states to have too much power. Although a compromise was eventually reached, Calhoun resigned in 1832.

Calhoun remained active in politics and served as a senator and as secretary of state for President John Tyler. He was a powerful speaker and often argued in favor of states’ rights. His part in the fight to keep slavery legal has made Calhoun an unpopular figure in American history.

**WHAT DID YOU LEARN?**

1. **Recall** What were some of the things that John C. Calhoun accomplished during his lifetime?

2. **Expressing and Supporting a Point of View** What do you think was the main reason Calhoun fought so hard for slavery? Provide reasons or examples to support your point of view.

**ACTIVITY**

Make a two-column chart labeled “North” on the left and “South” on the right. List issues that were important to each region of the United States during Calhoun’s time.
Sequoyah

c. 1760–1843

**WHY HE MADE HISTORY** Sequoyah developed a written syllabary for the Cherokee language. This achievement helped the Cherokee people become a powerful force at a time when the rights of American Indians were being ignored.

As you read the biography below, think about how Sequoyah's sense of responsibility led him to develop a written Cherokee language.

Did you know that many American Indian languages were only spoken languages? The Cherokee language was one such language. A man named Sequoyah changed this for his fellow Cherokee.

Known as Sogwali to the Cherokee and George Guess to most Americans of his time, he was given the name Sequoyah by missionaries. Sequoyah was born in Tennessee but came to live in the Cherokee country in Georgia. He worked as a trader and also as a blacksmith and silversmith. In his work as a trader, Sequoyah had many meetings with white Americans. He was curious about their way of communicating through writing. Although many Cherokee believed the writing to be a form of witchcraft, Sequoyah saw the benefits of a written language.

Sequoyah's first attempt at creating a written language was to invent a symbol for each spoken word. Sequoyah soon realized this would create too many symbols. He began studying the sounds of the spoken Cherokee language. After a long time, he came up with 86 different syllables, or sound units, and created symbols for each syllable.

**VOCABULARY**

*syllabary* a set of characters, each one representing a syllable
Sequoya’s daughter became the first to read and write with the syllabary. A group of Cherokee warriors believed Sequoya and his daughter were dealing with a form of witchcraft. They were put on trial. After proving that the symbols represented the Cherokee language, Sequoya was asked to teach the symbols to the warriors. The warriors learned the written language within a week. The gift of literacy soon spread throughout the Cherokee Nation. Before long, newspapers were published in the Cherokee language.

Sequoya was moved west to Oklahoma with other Cherokee by the U.S. government. He continued teaching thousands of Cherokee to read and write. Having a written language helped unite the Cherokee people throughout the country and made them leaders among other Native Americans.

Sequoya died around 1843 but will always be remembered for his contributions to the Cherokee Nation. The large sequoia trees of the western United States are named in his honor.

WHAT DID YOU LEARN?

1. **Draw Conclusions** Why might the Cherokee warriors have thought the symbols created by Sequoya were witchcraft?

2. **Expressing and Supporting a Point of View** What do you think was the most important outcome of the Cherokee having a written language? Provide reasons or examples to support your point of view.

**ACTIVITY**

Find a copy of the Cherokee syllabary. Work with a partner to sound out the symbols. Do research to find Cherokee words that Sequoya may have used in trading.

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