

# The Jefferson Era



## 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.

**8.8** Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

### English–Language Arts

**Writing 8.2.4.c** Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns.

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

### FOCUS ON WRITING



**A Letter of Recommendation** Americans love lists—the five best books of the year, the 10 best video games, the three best soccer players. As you read this chapter you will gather some information about Thomas Jefferson. Then you will write a letter to your newspaper telling why Jefferson should be on the newspaper’s “Top Ten American Presidents” list.



1800



**1801**

Thomas Jefferson takes office.

**1803**

U.S. Senate approves the Louisiana Purchase.

**1802** An army of former slaves led by Toussaint-Louverture defeats a French army in Haiti.





**HOLT**

## History's Impact

▶ **video series**

Watch the video to understand the impact of expanding frontiers on the growth of America.



### What You Will Learn...

In this chapter you will learn about the presidency of Thomas Jefferson. A man of many talents, Jefferson looked back to classical architecture to design his Virginia home, Monticello.

**1804**

Lewis and Clark begin their westward journey.

**1807**

Congress passes the Embargo Act.



**1812**

Congress declares war against Great Britain.



**1815**

The Battle of New Orleans is fought.

**1805**



**1810**

**1807**

The slave trade is abolished in the British Empire.



**1814**

Kurozumi Munetada founds an influential Shinto religious sect that stresses patriotism in Japan.

**1815**

Economics

Geography

Politics

Religion

Society  
and Culture

Science and  
Technology

**Focus on Themes** In this chapter you will learn about Thomas Jefferson’s presidency. You will read what happened when Jefferson’s first run to be president ended in a tie. After that, you will learn about his decision to buy Louisiana from the French,

see how he encouraged the exploration of the West, and discover why, during his second term, America found herself at war with Great Britain. You will see how America’s expanding **geography** and **politics** were intertwined.

## Public Documents in History

**Focus on Reading** Historians use many types of documents to learn about the past. These documents can often be divided into two types—private and public. Private documents are those written for a person’s own use, such as letters, journals, or notebooks. Public documents, on the other hand, are available for everyone to read and examine. They include such things as laws, tax codes, and treaties.

**Studying Public Documents** Studying public documents from the past can tell us a great deal about politics and society of the time. However, public documents can often be confusing or difficult to understand. When you read such a document, you may want to use a list of questions like the one below to be sure you understand what you’re reading.

Graphic organizers  
are available  
in the  


You can often figure out the topic of a public document from the title and introduction.

Public documents often use unfamiliar words or use familiar words in unfamiliar ways. For example, the document on the next page uses the word *augmented*. Do you know what the word means in this context? If not, you should look it up.

Many public documents deal with several issues and will therefore have several main ideas.

### Question Sheet for Public Documents

1. What is the topic of the document?
2. Do I understand what I’m reading?
3. Is there any vocabulary in the document that I do not understand?
4. What parts of the document should I re-read?
5. What are the main ideas and details of the document?
6. What have I learned from reading this document?



**ELA Reading 8.2.6** Use information from a variety of consumer and public documents to explain a situation or solve a problem.

# Key Terms and People

## You Try It!

The passage below was taken from a Post Office notice from 1815. Read the passage and then answer the questions that follow.

### Rates of Postage

Postmasters will take notice, that by an act of Congress, passed on the 23d instant, the several rates of postage are augmented fifty per cent; and that after the first of February next, the Rates of Postage for single Letters will be,

For any distance not exceeding 40 miles, 12 cents

Over 40 miles and not exceeding 90 miles, 15 cents

Over 90 miles and not exceeding 150 miles, 18 1/2 cents

Over 150 miles and not exceeding 300 miles, 25 1/2 cents

Over 300 miles and not exceeding 500 miles, 30 cents

Over 500 miles, 37 1/2 cents

Double letters, or those composed of two pieces of paper, double those rates.

Triple letters, or those composed of three pieces of paper, triple those rates.

Packets, or letters composed of four or more pieces of paper, and weighing one ounce or more, avoirdupois, are to be rated equal to one single letter for each quarter ounce.

After reading the document above, answer the following questions.

1. What is this document about?
2. What was the main idea or ideas of this document? What supporting details were included?
3. Look at the word *packets* in the last paragraph of the document. The word is not used here in the same way we usually use *packets* today. What does the word mean in this case? How can you tell?
4. Are there any other words in this passage with which you are unfamiliar? How might not knowing those words hinder your understanding of the passage?

## Chapter 7

### Section 1

John Adams (p. 228)

Thomas Jefferson (p. 228)

John Marshall (p. 232)

*Marbury v. Madison* (p. 232)

judicial review (p. 232)

### Section 2

Louisiana Purchase (p. 236)

Meriwether Lewis (p. 237)

William Clark (p. 237)

Lewis and Clark expedition (p. 237)

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### Section 3

USS *Constitution* (p. 240)

impressment (p. 241)

embargo (p. 241)

Embargo Act (p. 241)

Non-Intercourse Act (p. 242)

Tecumseh (p. 242)

Battle of Tippecanoe (p. 244)

War Hawks (p. 244)

James Madison (p. 245)

### Section 4

Oliver Hazard Perry (p. 247)

Battle of Lake Erie (p. 247)

Andrew Jackson (p. 248)

Treaty of Fort Jackson (p. 248)

Battle of New Orleans (p. 248)

Hartford Convention (p. 249)

Treaty of Ghent (p. 249)

## Academic Vocabulary

In this chapter you will learn the following academic words:

functions (p. 231)

consequences (p. 249)

As you read Chapter 7, look for passages from other public documents. What can these documents teach you about the past?

# Jefferson Becomes President

## What You Will Learn...

### Main Ideas

1. The election of 1800 marked the first peaceful transition in power from one political party to another.
2. President Jefferson's beliefs about the federal government were reflected in his policies.
3. *Marbury v. Madison* increased the power of the judicial branch of government.

### The Big Idea

Thomas Jefferson's election began a new era in American government.

### Key Terms and People

John Adams, p. 228

Thomas Jefferson, p. 228

John Marshall, p. 232

*Marbury v. Madison*, p. 232

judicial review, p. 232



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

**8.4.2** Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).

## If YOU were there...

You are a Maryland voter from a frontier district—and you are tired! For days, you and your friends have been wrangling over the presidential election. Who shall it be—John Adams or Thomas Jefferson? Your vote depends on your personal judgment.

### Which candidate would you choose for president?

**BUILDING BACKGROUND** John Adams had not been a popular president, but many still admired his ability and high principles. Both he and Thomas Jefferson had played major roles in winning independence and shaping the new government. Now, political differences sharply divided the two men and their supporters. In the election of 1800, voters were also divided.

## The Election of 1800

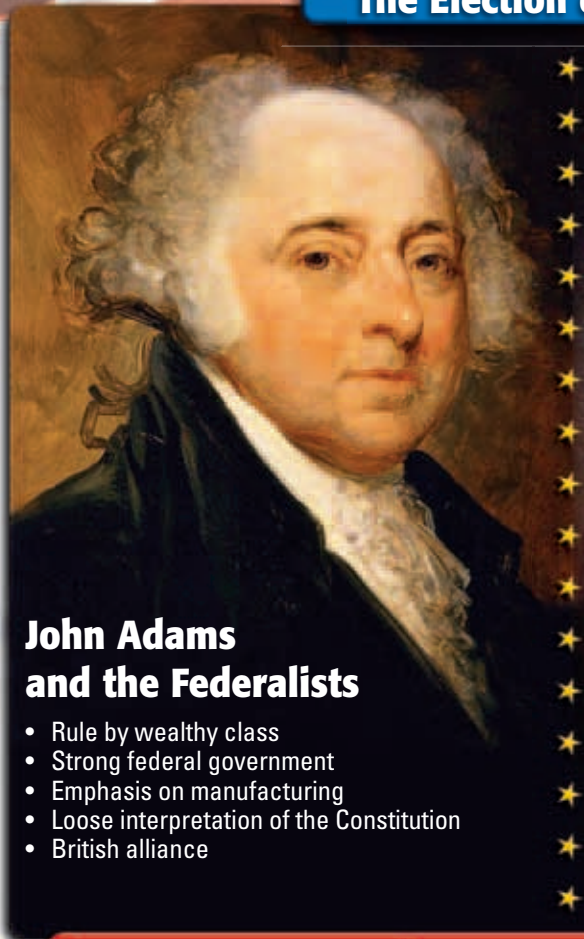
In the presidential election of 1800, Federalists **John Adams** and Charles C. Pinckney ran against Democratic-Republicans **Thomas Jefferson** and Aaron Burr. Each party believed that the American republic's survival depended upon the success of their candidates. With so much at stake, the election was hotly contested.

Unlike today, candidates did not travel around giving speeches. Instead, the candidates' supporters made their arguments in letters and newspaper editorials. Adams's supporters claimed that Jefferson was a pro-French radical. Put Jefferson in office, they warned, and the violence and chaos of the French Revolution would surely follow. Plus, Federalists argued, Jefferson's interest in science and philosophy proved that he wanted to destroy organized religion.

Democratic-Republican newspapers responded that Adams wanted to crown himself king. What else, they asked, could be the purpose of the Alien and Sedition Acts? Republicans also hinted that Adams would use the newly created permanent army to limit Americans' rights.

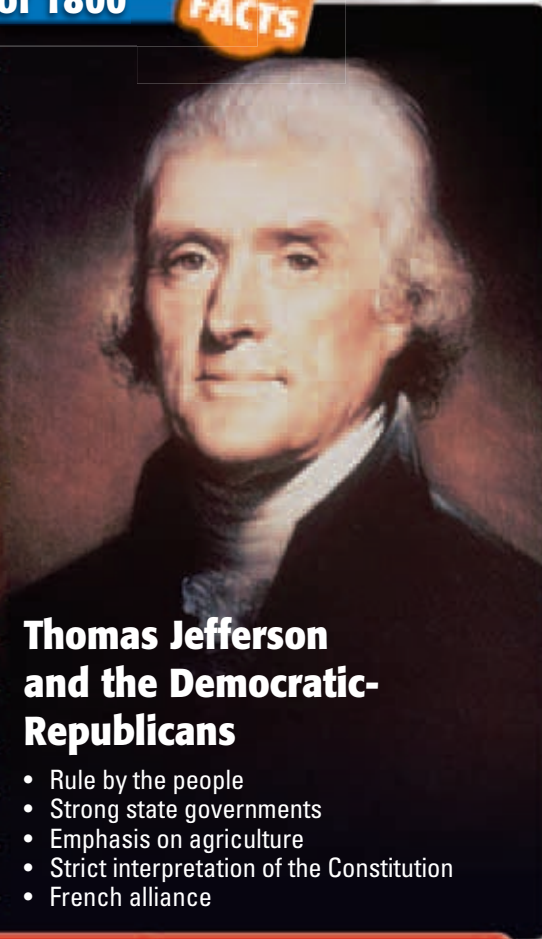
## The Election of 1800

QUICK  
FACTS



### John Adams and the Federalists

- Rule by wealthy class
- Strong federal government
- Emphasis on manufacturing
- Loose interpretation of the Constitution
- British alliance



### Thomas Jefferson and the Democratic- Republicans

- Rule by the people
- Strong state governments
- Emphasis on agriculture
- Strict interpretation of the Constitution
- French alliance

Adams receives 65 votes, and Pinckney receives 64 votes.

### Election Results

Jefferson and running mate Burr receive 73 votes each.

- Peaceful change of political power from one party to another
- The tied race led to the Twelfth Amendment (1804), which created a separate ballot for president and vice president.

When the election results came in, Jefferson and Burr had won 73 electoral votes each to 65 for Adams and 64 for Pinckney. The Democratic-Republicans had won the election, but the tie between Jefferson and Burr caused a problem. Under the Constitution at that time, the two candidates with the most votes became president and vice president. The decision went to the House of Representatives as called for in the Constitution.

The House, like the electoral college, also deadlocked. Days went by as vote after vote was called, each ending in ties. Exhausted

lawmakers put their heads on their desks and slept between votes. Some napped on the floor.

Jefferson finally won on the thirty-sixth vote. The election marked the first time that one party had replaced another in power in the United States.

The problems with the voting system led Congress to propose the Twelfth Amendment. This amendment created a separate ballot for president and vice president.

### READING CHECK Analyzing Information

What was significant about Jefferson's victory?

## Primary Source

### SPEECH

## Jefferson's Inaugural Address

On March 4, 1801, Thomas Jefferson gave his first inaugural address. In the following excerpt, Jefferson describes his thoughts on the nation's future.

By using phrases like these, Jefferson tries to reassure his political opponents.

Here Jefferson states his opinion of what is essential to good government.

This phrase shows Jefferson's determination to keep government small.

“Let us, then, fellow citizens, unite with one heart and one mind . . . [E]very difference of opinion is not a difference of principle. We have called by different names brethren<sup>1</sup> of the same principle. We are all republicans; we are all federalists.”

“Still one thing more, fellow citizens, a wise and frugal<sup>2</sup> Government, which shall restrain men from injuring one another, shall leave them otherwise free to regulate their own pursuits of industry and improvement, and shall not take from the mouth of labor the bread it has earned. This is the sum of good government . . .”

1. **brethren**: brothers 2. **frugal**: thrifty

### ANALYSIS SKILL

### ANALYZING PRIMARY SOURCES

What words and phrases indicate Jefferson's support for a small national government?

## Jefferson's Policies

When Jefferson took office, he brought with him a style and political ideas different from those of Adams and Washington. Jefferson wanted to reduce the powers of government, desired to promote the expansion of an agrarian economy, and was less formal than his predecessors.

### THE IMPACT TODAY

A monument to Thomas Jefferson was completed in 1943 and is one of the most frequently visited sites in Washington, D.C.

## Jefferson Is Inaugurated

Americans looked forward with excitement to Jefferson's first speech as president. People from across the nation gathered in the new capital, Washington, D.C., to hear him. Curious travelers looked with pride at the partially completed Capitol building and at the executive mansion (not yet called the White House). The two buildings dominated the surrounding homes and forests.

Small businesses dotted the landscape. At one of these, a modest boardinghouse, the president-elect was putting the finishing touches on his speech. On the morning of March 4, 1801, he left the boardinghouse and walked to the Capitol. The leader of a republic, Jefferson believed, should not ride in fancy carriages.

Jefferson read his speech in a quiet voice. He wanted to make it clear that he supported the will of the majority. He also stressed the need for a limited government and the protection of civil liberties.

From these humble surroundings in which Jefferson delivered his speech, Washington eventually grew into a large and impressive city. Over the years, the Capitol and the executive mansion were joined by other state buildings and monuments. Jefferson, who had long dreamed of a new national capital that would be independent of the interests of any one state, was pleased to be a part of this process of building a federal city.

## Jefferson in Office

President Jefferson faced the task of putting his republican ideas into practice. One of his first actions was to select the members of his cabinet. His choices included James Madison as secretary of state and Albert Gallatin as secretary of the treasury.

Jefferson would also benefit from the Democratic-Republican Party's newly won control of both houses of Congress. At Jefferson's urging, Congress allowed the hated Alien and Sedition Acts to expire. Jefferson

lowered military spending and reduced the size of the army. The navy was cut to seven active ships. Jefferson and Gallatin hoped that saving this money would allow the government to repay the national debt. Jefferson also asked Gallatin to find ways to get rid of domestic taxes, like the tax on whiskey. The Democratic-Republican-led Congress passed the laws needed to carry out these policies.

The entire national government in 1801 consisted only of several hundred people. Jefferson preferred to keep it that way. He believed that the primary **functions** of the federal government were to protect the nation from foreign threats, deliver the mail, and collect customs duties.

Jefferson did recognize that some of the Federalist policies—such as the creation of the Bank of the United States—should be kept. Although Jefferson had battled Hamilton over the Bank, as president he agreed to leave it in place.

**READING CHECK** **Summarizing** What policy changes did Democratic-Republicans introduce, and which Federalist policies did Jefferson keep?

## Marbury v. Madison

Although Republicans controlled the presidency and Congress, Federalists dominated the federal judiciary. In an effort to continue their control over the judiciary, Federalist legislators passed the Judiciary Act of 1801 shortly before their terms of office ended. This act created 16 new federal judgeships that President Adams filled with Federalists before leaving office. The Republican press called these people midnight judges, arguing that Adams had packed the judiciary with Federalists the night before he left office.

Some of these appointments were made so late that the documents that authorized them had not been delivered by the time Adams left office. This led to controversy once Jefferson took office. William Marbury, named as a justice of the peace by President Adams, did not receive his documents before Adams left office. When Jefferson took office, Marbury demanded the documents. On Jefferson's advice, however, the new secretary of state, James Madison, refused to deliver them. Jefferson argued that the appointment of the midnight judges was not valid.

### ACADEMIC VOCABULARY

**functions**  
uses or purposes



### Marbury v. Madison (1803)

**Background of the Case** Shortly before Thomas Jefferson took office, John Adams had appointed William Marbury to be a justice of the peace. Adams had signed Marbury's commission, but it was never delivered. Marbury sued to force Madison to give him the commission.

#### The Court's Ruling

The Court ruled that the law Marbury based his claim on was unconstitutional.

#### The Court's Reasoning

The Judiciary Act of 1789 gave the Supreme Court the authority to hear a wide variety of cases, including those like Marbury's. But the Supreme Court ruled that Congress did not have the power to make such a law. Why? Because the Constitution limits the types of cases the Supreme Court can hear. Thus, the law was in conflict with the Constitution and had to be struck down.

#### Why It Matters

*Marbury v. Madison* was important for several reasons. It confirmed the Supreme Court's power to declare acts of Congress unconstitutional. By doing so, it established the Court as the final authority on the Constitution. This helped make the judicial branch of government equal to the other two branches. Chief Justice John Marshall and later federal judges would use this power of judicial review as a check on the legislative and executive branches.

#### ANALYSIS SKILL

#### ANALYZING INFORMATION

1. What do you think it means to be the final authority on the Constitution?
2. How did *Marbury v. Madison* affect the Constitution's system of checks and balances?



Marbury brought suit, asking the Supreme Court to order Madison to deliver the appointment papers. Marbury claimed that the Judiciary Act of 1789 gave the Supreme Court the power to do so.

**John Marshall**, a Federalist appointed by John Adams, was the chief justice of the United States. Chief Justice Marshall and President Jefferson disagreed about many political issues. When Marshall agreed to hear Marbury's case, Jefferson protested, saying that the Federalists "have retired into the judiciary as a stronghold." Marshall wrote the Court's opinion in ***Marbury v. Madison***, a case that helped establish the Supreme Court's power to check the power of the other branches of government. The Constitution, Chief Justice Marshall noted, gave the Supreme Court authority to hear only certain types of cases. A request like Marbury's was not one of them. The law that Marbury's case depended upon was, therefore, unconstitutional.



**John Marshall** served as chief justice of the United States for 34 years.

In denying Marbury's request in this way, the Court avoided a direct confrontation with Jefferson's administration. But more importantly, it established the Court's power of **judicial review**, the power to declare an act of Congress unconstitutional. Marshall and later federal judges would use this power of judicial review to make the judiciary a much stronger part of the national government.

**READING CHECK** Analyzing Information

Why was *Marbury v. Madison* an important ruling?

**SUMMARY AND PREVIEW** A peaceful transfer of power took place in Washington after the election of 1800. In the next section you will read about the Louisiana Purchase.

**Section 1 Assessment**

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**Online Quiz**

KEYWORD: SS8 HP7

**Reviewing Ideas, Terms, and People** HSS 8.4.1, 8.4.2

1. **a. Identify** What were the political parties and who were their candidates in the election of 1800?
- b. Analyze** Why was the election of 1800 significant?
2. **a. Describe** What ideas for government did **Thomas Jefferson** stress in his inaugural address?
- b. Compare and Contrast** What similarities and differences did Jefferson's Republican government have with the previous Federalist one?
- c. Elaborate** Defend Jefferson's preference for keeping the national government small.
3. **a. Identify** Who was **John Marshall**?
- b. Draw Conclusions** Why is the power of **judicial review** important?
- c. Predict** How might the ***Marbury v. Madison*** ruling affect future actions by Congress?

**Critical Thinking**

4. **Categorizing** Copy the chart below. Use it to show how President Jefferson continued some Federalist policies while introducing Republican policies.

**Jefferson as President**

Federalist Policies	Republican Policies

**FOCUS ON WRITING**

5. **Gathering Ideas about a Person's Accomplishments** Look back through what you have just read to see what you have learned about Jefferson's decisions in office. Make a list of the traits you think each decision shows in Jefferson.

## Thomas Jefferson

### How would you inspire people to seek freedom?

**When did he live?** He was born on April 13, 1743. He died on July 4, 1826, within hours of the death of President John Adams, his rival and friend. The date was also the fiftieth anniversary of the Declaration of Independence.

**Where did he live?** He was born in Albemarle County, Virginia, where he inherited a large estate from his father. At age 26 he began building his elegant lifetime home, Monticello, which he designed himself. He spent much of his life away from home, in Philadelphia; Washington, D.C.; and Europe. Yet he always longed to return to his peaceful home.

**What did he do?** Jefferson wanted only three of his accomplishments listed on his tomb: author of the Declaration of American Independence, author of the Virginia Statute for Religious Freedom, and Father of the University of

Virginia. What did he *not* mention? Governor of Virginia, lawyer, revolutionary leader, writer, philosopher, inventor, architect, plant scientist, book collector, musician, astronomer, ambassador, secretary of state—and, of course, president of the United States.

**Why is he important?** Jefferson's powerful words in the Declaration of Independence have inspired people throughout the world to seek freedom, equality, and self-rule.

His most celebrated achievement as president (1801–1809) was the purchase of the Louisiana Territory from France. The

Louisiana Purchase of 1803 nearly doubled the size of the United States. Jefferson then sponsored the Lewis and Clark expedition to explore this new territory.

**Evaluating** Why has Thomas Jefferson been a hero to generations of Americans?

**Thomas Jefferson wrote the Declaration of Independence and later served as president of the United States.**

### KEY EVENTS

- **1767** Begins practicing law in Virginia
- **1769–1776** Serves in Virginia House of Burgesses
- **1776** Drafts the first version of the Declaration of Independence
- **1789** Appointed secretary of state by George Washington
- **1801** Inaugurated as president
- **1803** Authorizes the purchase of Louisiana from France
- **1809** Retires to Monticello



# The Louisiana Purchase

## What You Will Learn...

### Main Ideas

1. As American settlers moved West, control of the Mississippi River became more important to the United States.
2. The Louisiana Purchase almost doubled the size of the United States.
3. Expeditions led by Lewis, Clark, and Pike increased Americans' understanding of the West.

### The Big Idea

Under President Jefferson's leadership, the United States added the Louisiana Territory.

### Key Terms and People

Louisiana Purchase, p. 236

Meriwether Lewis, p. 237

William Clark, p. 237

Lewis and Clark expedition, p. 237

Sacagawea, p. 238

Zebulon Pike, p. 238



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

**8.8.2** Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokee's "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

## If YOU were there...

You and your family live on a small farm in Kentucky in about 1800. Raised on the frontier, you are a skillful hunter and trapper. One day at the trading post, you see a poster calling for volunteers to join the Corps of Discovery. This expedition will explore the vast region west of the Mississippi River. You think it would be exciting—but dangerous. You might never come home.

### Would you volunteer to join the Corps of Discovery?

**BUILDING BACKGROUND** As the 1800s began, the United States was expanding steadily westward. More lands were opened, and settlers moved in to occupy them. Americans were also curious about the vast lands that lay farther West. Adventurous explorers organized expeditions to find out more about those lands.

## American Settlers Move West

By the early 1800s, thousands of Americans settled in the area between the Appalachians and the Mississippi River. As the region's population grew, Kentucky, Tennessee, and Ohio were admitted to the Union. Settlers in these states depended upon the Mississippi and Ohio rivers to move their products to eastern markets.

New Orleans, located at the mouth of the Mississippi, was a very important port. Its busy docks were filled with settlers' farm products and valuable furs bought from American Indians. Many of these cargoes were then sent to Europe. At the same time, manufactured goods passed through the port on their way upriver. As American dependence on the river grew, Jefferson began to worry that a foreign power might shut down access to New Orleans.

“There is on the globe one single spot, the possessor of which is our natural and habitual enemy. It is New Orleans, through which the produce of three-eighths of our territory must pass to market.”

—Thomas Jefferson, quoted in *Annals of America*, Volume 4, 1797–1820

# The Louisiana Purchase and Western Expeditions



New Orleans was founded by the French in 1718. Over time, it became home to many languages and cultures.

**GO** [hrw.com](http://go.hrw.com)  
**Interactive Map**  
 KEYWORD: SS8 CH7

**GEOGRAPHY SKILLS INTERPRETING MAPS**

- 1. Location** What major port city was located at the southern tip of the Louisiana Purchase?
- 2. Human-Environment Interaction** Why might Lewis and Clark have followed the Missouri River?

Spain controlled both New Orleans and Louisiana. This region stretched west from the mighty Mississippi River to the great Rocky Mountains. Although Spain owned Louisiana, Spanish officials found it impossible to keep Americans out of the territory. "You can't put doors on open country," the foreign minister said in despair.

Years of effort failed to improve Spain's position. Under a secret treaty, Spain agreed to trade Louisiana to France, passing the problem on to someone else. One Spanish officer expressed his relief. "I can hardly wait to leave them [the Americans] behind me," he said.

**READING CHECK Analyzing Information**

Why was New Orleans important to settlers in the western regions of the United States?

## Louisiana

In 1802, just before handing over Louisiana to France, Spain closed New Orleans to American shipping. Angry farmers worried about what this would do to the economy. President Jefferson asked the U.S. ambassador to France, Robert R. Livingston, to try to buy New Orleans. Jefferson sent James Monroe to help Livingston.

## Napoléon and Louisiana

France was led by Napoléon (nuh-POH-lee-uhn) Bonaparte, a powerful ruler who had conquered most of Europe. He dreamed of rebuilding France's North American empire.

Napoléon's strategy was to use the French colony of Haiti, in the Caribbean, as a supply

base. From there he could send troops to Louisiana. However, enslaved Africans had revolted and freed themselves from French rule. Napoléon sent troops to try to regain control of the island, but they were defeated in 1802. This defeat ended his hopes of rebuilding a North American empire.

### Jefferson Buys Louisiana

The American ambassador got a surprising offer during his negotiations with French foreign minister Charles Talleyrand. When the Americans tried to buy New Orleans, Talleyrand offered to sell all of Louisiana.

With his hopes for a North American empire dashed, Napoléon had turned his attention back to Europe. France was at war with Great Britain, and Napoléon needed money for military supplies. He also hoped that a larger United States would challenge British power.

Livingston and Monroe knew a bargain when they saw one. They quickly accepted the French offer to sell Louisiana for \$15 million.

The news pleased Jefferson. But as a strict constructionist, he was troubled. The Constitution did not mention the purchase of foreign lands. He also did not like spending large amounts of public money. Nevertheless, Jefferson agreed to the purchase in the belief that doing so was best for the country.

On October 20, 1803, the Senate approved the agreement of the **Louisiana Purchase**, which roughly doubled the size of the United States. With the \$15 million in the French treasury, Napoléon boasted, "I have given England a rival who, sooner or later, will humble her pride."

#### READING CHECK Making Inferences

Why was the Louisiana Purchase important to the future of the United States?

## The Journey West

The time line and photographs you see here show some of the key events and places of the Lewis and Clark expedition. Read the journal entries to get an idea of what the explorers faced.



A large keelboat and two smaller boats were needed to get the supply-heavy expedition moving west.



Small boats helped the travelers move supplies across the Great Plains.

**May 14, 1804**

The expedition begins near St. Louis.

**August 3, 1804**

The first official council between representatives of the United States and Plains Indians is held.

**October 1804 – April 1805**

The expedition establishes Fort Mandan to spend the winter. There, the explorers meet a French fur trader and his wife, Sacagawea.

*April 7, 1805 We are about to penetrate a country at least 2,000 miles in width, on which the foot of civilized man had never trodden (walked upon).*

*—Meriwether Lewis*

## Explorers Head West

Americans knew little about western Native Americans or the land they lived on. President Jefferson wanted to learn more about the people and land of the West. He also wanted to see if there was a river route that could be taken to the Pacific Ocean.

### Lewis and Clark Expedition

In 1803 the president asked Congress to fund an expedition to explore the West. To lead it, he chose former army captain **Meriwether Lewis**. Lewis then chose his friend Lieutenant **William Clark** to be the co-leader of the expedition.

To prepare for the journey, Lewis spent weeks studying with experts about plants, surveying, and other subjects. This knowledge would allow him to take careful notes on what

he saw. With Clark, Lewis carefully selected about 50 skilled frontiersmen to join the Corps of Discovery, as they called their group.

In May 1804 the **Lewis and Clark expedition** began its long journey to explore the **Louisiana Purchase**. The Corps of Discovery traveled up the Missouri River to the village of St. Charles. Once past this village the men would receive no more letters, fresh supplies, or reinforcements.

Lewis and Clark used the Missouri River as their highway through the unknown lands. As they moved upstream, a lookout on the boats kept a sharp eye out for sandbars and for tree stumps hidden underwater. When darkness fell, the weary explorers would pull their boats ashore. They cooked, wrote in their journals, and slept. Swarms of gnats, flies, and mosquitoes often interrupted their sleep.



The expedition relied on 24 horses to cross the Rocky Mountains.



The explorers paddled down the Columbia River toward the Pacific in five canoes.

**August 12, 1805**

Lewis climbs the first ridge to the Continental Divide.

**September 1805**

The expedition nearly starves. Local peoples help the explorers.

**November 7, 1805**

The expedition reaches a bay of the Pacific Ocean.

*August 23, 1805 The hills or mountains were not like those I had seen, but like the side of a tree straight up.*  
-William Clark

**ANALYSIS SKILL**

**READING TIME LINES**

On what date did the explorers reach the western most point of their journey?

## Primary Source

### JOURNAL ENTRY

## September 17, 1804, Great Plains

While traveling across the Great Plains, Meriwether Lewis marveled at the richness of the land.

*“The shortness . . . of grass gave the plain the appearance throughout its whole extent of beautiful bowling-green in fine order . . . this scenery, already rich, pleasing, and beautiful was still farther heightened by immense herds of Buffaloe, deer Elk and Antelopes which we saw in every direction feeding on the hills and plains. I do not think I exaggerate when I estimate the number of Buffalo which could be compre[hend]ed at one view to amount to 3000.”*

—Meriwether Lewis, quoted in *Original Journals of the Lewis and Clark Expedition*, edited by Reuben Bold Theraites

ANALYSIS  
SKILL

### ANALYZING PRIMARY SOURCES

What did Lewis find so impressive about the Great Plains?

Insects were not the only cause of sleeplessness for the Corps of Discovery. As weeks passed without seeing any Native Americans, the explorers wondered what their first encounter would be like.

### Contact with Native Americans

During the summer of 1804 the Corps of Discovery had pushed more than 600 miles upriver without seeing any Native Americans. But when the men spotted huge buffalo herds in the distance, they guessed that Indian groups would be nearby. Many Indian groups depended on the buffalo for food, clothing, and tools.

Lewis used interpreters to talk to the leaders of each of the peoples they met. He told them that the United States now owned the land on which the Native Americans lived. Yet the explorers relied on the goodwill of the people they met. **Sacagawea** (sak-uh-juh-wee-uh),

a Shoshone from the Rocky Mountains, accompanied the group with her husband, a French fur trader who lived with the Mandan Indians and served as a guide and interpreter. Sacagawea helped the expedition by naming plants and by gathering edible fruits and vegetables for the group. At one point, the group met with Sacagawea's brother, who provided horses and a guide to lead the expedition across the mountains.

After crossing the Rocky Mountains, Lewis and Clark followed the Columbia River. Along the way they met the powerful Nez Percé. Like the Shoshone, the Nez Percé provided the expedition with food. At last, in November 1805, Lewis and Clark reached the Pacific Ocean. The explorers stayed in the Pacific Northwest during the rough winter. In March 1806 Lewis and Clark set out on the long trip home.

Lewis and Clark had not found a river route across the West to the Pacific Ocean. But they had learned much about western lands and paths across the Rockies. The explorers also established contact with many Native American groups and collected much valuable information about western plants and animals.

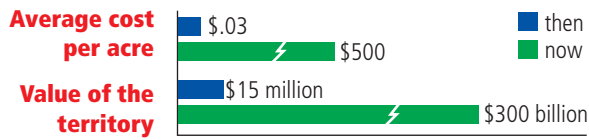
### Pike's Exploration

In 1806 a young army officer named **Zebulon Pike** was sent on another mission to the West. He was ordered to find the starting point of the Red River. This was important because the United States considered the Red River to be a part of the Louisiana Territory's western border with New Spain.

Heading into the Rocky Mountains, in present-day Colorado, Pike tried to reach the summit of the mountain now known as Pikes Peak. In 1807 he traveled into Spanish-held lands until Spanish cavalry arrested him. They suspected Pike of being a spy. When he was finally released, he returned to the United States and reported on his trip. Despite his imprisonment, he praised the opportunities for doing business with the Spanish in the Southwest. Pike's

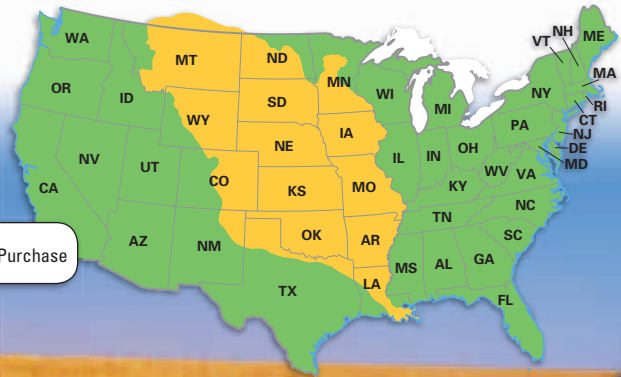
## The Louisiana Purchase

Lewis and Clark would be surprised to see what has become of the lands they explored. The lands of the Louisiana Purchase are rich with natural resources and support enormous agricultural production.



**Natural Resources** oil, natural gas, coal, gemstones, copper, iron ore, lead, zinc, silver, limestone, sulphur, diamonds, helium

**Major Agricultural and Livestock Production** rice, cattle, chicken, hogs, corn, wheat, sugarcane, cotton, dairy products, hay



ANALYSIS SKILL

### ANALYZING INFORMATION

Other than agricultural goods, what types of valuable resources are found in the former Louisiana Purchase?

report offered many Americans their first description of the Southwest.

### READING CHECK Supporting a Point of View

What would you do if you were Pike and found yourself in Spanish territory?

**SUMMARY AND PREVIEW** The Louisiana Purchase nearly doubled the size of the United States. In the next section you will learn about increasing tensions between the United States and Great Britain.

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Online Quiz

KEYWORD: SS8 HP7

## Section 2 Assessment

### Reviewing Ideas, Terms, and People **HSS** 8.4.1, 8.8.2

- a. Identify** What new states were added to the Union by the early 1800s?

**b. Explain** Why were New Orleans and the Mississippi River important to settlers in the West?
- a. Recall** What two reasons did Napoléon have for selling Louisiana to the United States?

**b. Summarize** Why was the **Louisiana Purchase** important to the United States?

**c. Predict** What are some possible results of expansion into the Louisiana Purchase?
- a. Describe** What areas did the **Lewis and Clark expedition** and the Pike expedition explore?

**b. Draw Conclusions** Why were **Meriwether Lewis** and **William Clark** chosen to lead the exploration of the Louisiana Purchase?

### Critical Thinking

- Sequencing** Copy the graphic organizer below. Use it to show what events led to the Louisiana Purchase and what steps the United States took to learn about the Louisiana Territory afterward.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### FOCUS ON WRITING

- Gathering Information about a Person's Actions** Make a list of Jefferson's actions—the ones that would put him on that top-ten list. Add any new character traits you have discovered.



# The Coming of War

## What You Will Learn...

### Main Ideas

1. Violations of U.S. neutrality led Congress to enact a ban on trade.
2. Native Americans, Great Britain, and the United States came into conflict in the West.
3. The War Hawks led a growing call for war with Great Britain.

### The Big Idea

Challenges at home and abroad led the United States to declare war on Great Britain.

### Key Terms and People

USS *Constitution*, p. 240  
 impressment, p. 241  
 embargo, p. 241  
 Embargo Act, p. 241  
 Non-Intercourse Act, p. 242  
 Tecumseh, p. 242  
 Battle of Tippecanoe, p. 244  
 War Hawks, p. 244  
 James Madison, p. 245



**HSS 8.5.1** Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.

## If YOU were there...

You are a tea merchant in Boston in 1807, but right now your business is at a standstill. A new law forbids trading with European nations. Now, Boston Harbor is full of empty ships. It seems to you that the law is hurting American merchants more than European ones! You know that some merchants are breaking the law and smuggling goods, just to stay in business.

**Would you obey the law or turn to smuggling?**

**BUILDING BACKGROUND** The United States tried to stay neutral in the conflicts between France and Great Britain, but it was impossible to avoid getting involved. French and British ships interfered with American trade across the Atlantic. The British also caused trouble along the western frontier. Many Americans began to urge war with Great Britain.

## Violations of Neutrality

During the late 1700s and early 1800s, American merchant ships fanned out across the oceans. The overseas trade, while profitable, was also risky. Ships had to travel vast distances, often through violent storms. Merchant ships sailing in the Mediterranean risked capture by pirates from the Barbary States of North Africa, who would steal cargo and hold ships' crews for ransom. Attacks continued until the United States sent the **USS Constitution**, a large warship, and other ships to end them.

The Barbary pirates were a serious problem, but an even larger threat soon loomed. When Great Britain and France went to war in 1803, each country wanted to stop the United States from supplying goods to the other. Each government passed laws designed to prevent American merchants from trading with the other. In addition, the British and French navies captured many American merchant ships searching for war supplies.

The real trouble, however, started when Britain began stopping and searching American ships for sailors who had run away from the British navy, forcing the sailors to return to British ships.

## The USS Constitution

### CONNECTING TO SCIENCE AND TECHNOLOGY

In the early years of the republic, foreign trade was critical to the nation's survival. In 1797 Congress decided to create a navy to protect American merchant ships. The powerful warship USS *Constitution* was a key part of the new navy and was undefeated in battle. It is the oldest commissioned warship in the world.

The main mast is 220 feet high.

Copper sheathing supplied by Paul Revere protected the hull.

People on the spar, or top, deck were exposed to enemy fire.

### ANALYSIS SKILL

### ANALYZING DIAGRAMS

1. Why do you think gunpowder was stored on the bottom deck?
2. What was the purpose of the copper sheathing?

The crew slept and ate on the berth deck.

Most of the ship's cannons were located on the gun deck.

Boys called "powder monkeys" carried gunpowder from the orlop, or lowest, deck up to the gunners.

Sometimes U.S. citizens were captured by accident. This **impressment**, or the practice of forcing people to serve in the army or navy, continued despite American protests.

Soon Britain was even targeting American navy ships. In June 1807, for example, the British ship *Leopard* stopped the U.S. Navy ship *Chesapeake* and tried to remove sailors. When the captain of the *Chesapeake* refused, the British took the sailors by force. The brazen attack on the *Chesapeake* stunned Americans.

### The Embargo Act

Great Britain's violations of U.S. neutrality sparked intense debate in America about how to respond. Some people wanted to go to war. Others favored an **embargo**, or the **banning of trade**, against Britain.

Jefferson, who had easily won re-election in 1804, supported an embargo. At his urging, in late 1807 Congress passed the **Embargo Act**. The law essentially banned trade with all foreign countries. American ships could not sail to foreign ports. American ports were also

closed to British ships. Congress hoped that the embargo would punish Britain and France and protect American merchant ships from capture.

The effect of the law was devastating to American merchants. Without foreign trade, they lost enormous amounts of money. Northern states that relied heavily on trade were especially hard hit by the embargo. Congressman Josiah Quincy of Massachusetts, in a speech before Congress, described the situation. "All the business of the nation is in disorder. All the nation's industry is at a standstill," he said.

The embargo damaged Jefferson's popularity and strengthened the Federalist Party. Angry merchants sent Jefferson hundreds of petitions demanding the repeal of the Embargo Act. One New Englander said the embargo was like "cutting one's throat to stop the nose-bleed." Even worse, the embargo had little effect on Britain and France.

### Non-Intercourse Act

In 1809 Congress tried to revive the nation's trade by replacing the unpopular act with the **Non-Intercourse Act**. This new law banned trade only with Britain, France, and their colonies. It also stated that the United States would resume trading with the first side that stopped violating U.S. neutrality. In time, however, the law was no more successful than the Embargo Act.

#### READING CHECK Comparing and Contrasting

In what ways were the Embargo Act and the Non-Intercourse Act similar and different?

## Conflict in the West

Disagreements between Great Britain and the United States went beyond the neutrality issue. In the West, the British and Native Americans again clashed with American settlers over land.

### The Conflict over Land

In the early 1800s, Native Americans in the old Northwest Territory continued to lose land as thousands of settlers poured into the region. The United States had gained this land in the Treaty of Greenville, but Indian leaders who had not agreed to the treaty protested the settlers' arrival. Frustrated Indian groups considered what to do. In the meantime, Britain saw an opportunity to slow America's westward growth. British agents from Canada began to arm Native Americans who were living along the western frontier. Rumors of British activity in the old Northwest Territory quickly spread, filling American settlers with fear and anger.

### Tecumseh Resists U.S. Settlers

Soon an Indian leader emerged who seemed more than capable of halting the American settlers. **Tecumseh** (tuh-KUH-m-suh), a Shawnee chief, had watched angrily as Native Americans were pushed off their land. A brilliant speaker, he warned other Indians about the dangers they faced from settlers. He believed that the Native Americans had to do what white Americans had done: unite.

## Time Line

### America's Road to War

**June 22, 1807** The British navy takes sailors from the U.S. Navy ship *Chesapeake*.

1807

**December 22, 1807**  
The United States responds to impressment by passing the Embargo Act.

1809

**January 9, 1809**  
Congress passes the Non-Intercourse Act.



## Primary Source

### POLITICAL CARTOON

The unpopularity of the Embargo Act prompted political cartoonists to show visually how the act was hurting American trade.

What do you think the turtle represents?

What is the turtle preventing this man from doing?

### ANALYSIS SKILL

#### ANALYZING PRIMARY SOURCES

How does the cartoonist emphasize the unpopularity of the Embargo Act?



What is "ograbme" spelled backward?

Tecumseh hoped to unite the Native Americans of the northwestern frontier, the South, and the eastern Mississippi Valley. He was helped by his brother, a religious leader called the Prophet. They founded a village called Prophetstown for their followers near the Wabash and Tippecanoe rivers.

### The Battle of Tippecanoe

The governor of the Indiana Territory, William Henry Harrison, watched Tecumseh's activities with alarm. Harrison called him "one of those uncommon geniuses which spring up occasionally to . . . overturn the

established order." The governor was convinced that Tecumseh had British backing. If true, Tecumseh could be a serious threat to American power in the West.

In 1810 Tecumseh met face to face with Harrison. The governor urged him to follow the Treaty of Greenville that had been signed in 1795. Tecumseh replied, "The white people have no right to take the land from the Indians, because the Indians had it first." No single chief, he insisted, could sell land belonging to all American Indians who used it. In response, Harrison warned Tecumseh not to resist the power of the United States.

1810



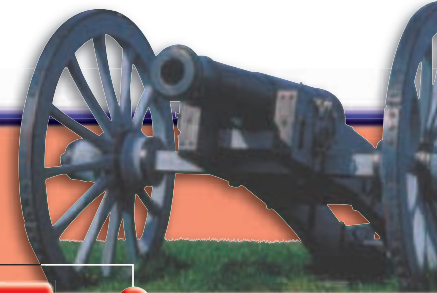
November 4, 1811

When the twelfth Congress convenes, Kentucky representative Henry Clay leads the call for war against Britain.

June 18, 1812

The United States declares war against Britain.

1812



### ANALYSIS SKILL

#### READING TIME LINES

What events led to war against Great Britain?

## Primary Source

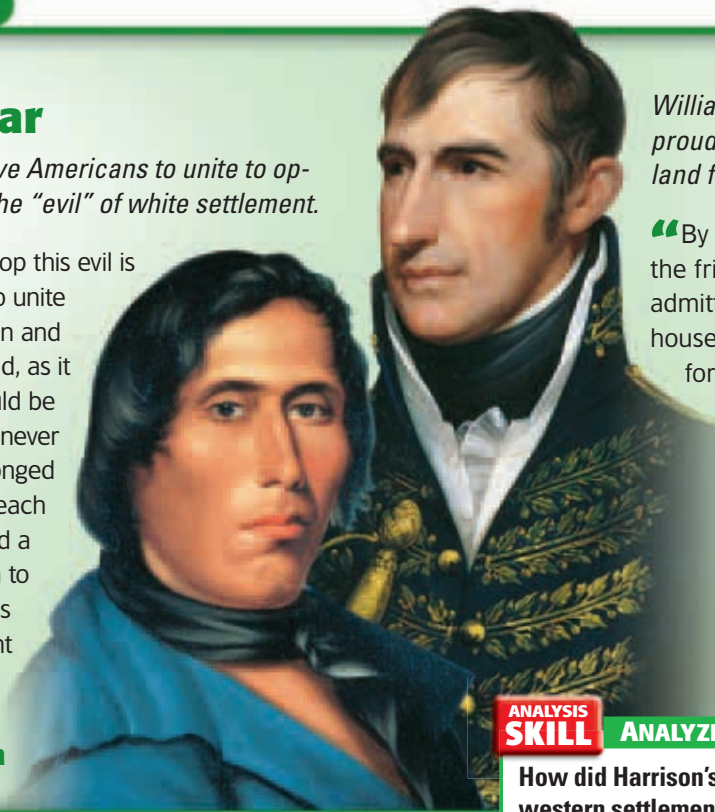
### POINTS OF VIEW

## Views of War

Tecumseh urged Native Americans to unite to oppose what he called the “evil” of white settlement.

“The only way to stop this evil is for all the red men to unite in claiming a common and equal right to the land, as it was at first, and should be yet. Before, the land never was divided, but belonged to all, for the use of each person. No group had a right to sell, not even to each other, much less to strangers who want all and will not do with less.”

—Tecumseh



William Henry Harrison was proud of his efforts to obtain land for settlers.

“By my own exertions in securing the friendship of the chiefs . . . by admitting them at all times to my house and table, my propositions for the purchase of their lands were successful beyond my . . . hopes . . . In the course of seven years the Indian title was extinguished to the amount of fifty millions of acres.”

—William Henry Harrison

ANALYSIS SKILL

### ANALYZING POINTS OF VIEW

How did Harrison’s and Tecumseh’s views on western settlement differ?

Tecumseh traveled south to ask the Creek nation to join his forces. In his absence, Harrison attacked. Harrison raised an army and marched his troops close to Prophetstown. Fighting broke out when the Prophet ordered an attack on Harrison’s camp on November 7, 1811.

The Indians broke through army lines, but Harrison maintained a “calm, cool, and collected” manner, according to one observer. During the all-day battle, Harrison’s soldiers forced the Indian warriors to retreat and then destroyed Tecumseh’s village. Said Chief Shabbona, “With the smoke of that town and loss of that battle, I lost all hope.” Although Tecumseh was safe, U.S. forces defeated Tecumseh and his followers in the **Battle of Tippecanoe**. The defeat destroyed Tecumseh’s dream of a great Indian confederation. He fled to Canada.

### READING CHECK Finding Main Ideas

Why were U.S. officials worried about Tecumseh’s actions?

## Call for War

The evidence of British support for Tecumseh further inflamed Americans. A Democratic-Republican newspaper declared, “The war on the Wabash [River] is purely BRITISH.” Many Americans felt that Britain had encouraged Tecumseh to attack settlers in the West.

### The War Hawks

Several young members of Congress—called **War Hawks** by their opponents—took the lead in calling for war against Britain. These legislators, most of whom were from the South and West, were led by Henry Clay of Kentucky, John C. Calhoun of South Carolina, and Felix Grundy of Tennessee. They saw war as the only answer to British insults. “If we submit,” Calhoun warned, “the independence of this nation is lost.” Calls for war grew. Leaders wanted to put a stop to British influence among Native Americans. They also wanted to invade

### FOCUS ON READING

What words did Calhoun use that had strong emotions tied to them for Americans? (See “The War Hawks” section.)

Canada and gain more land for settlement. Others were angered by British trade restrictions that hurt southern planters and western farmers. War Hawks gave emotional speeches urging Americans to stand up to Great Britain.

## The Opposition

The strongest opponents of the War Hawks were New England Federalists. British trade restrictions and impressment had hurt New England's economy. People there wanted to renew friendly business ties with Britain instead of fighting another war.

Other politicians argued that war with Great Britain would be foolish. They feared that the United States was not yet ready to fight powerful Britain. America's army and navy were small and poorly equipped compared to Britain's military. In addition, Americans could produce only a fraction of the military supplies Britain could. Senator Obadiah German of New York pleaded with the War Hawks to be patient: "Prior to any declaration of war . . . my plan would be, and my first wish is, to prepare for it—to put the country in complete armor."

## Declaring War

Republican **James Madison** was elected president in 1808. He faced the difficulty of continuing an unpopular trade war begun by Jefferson. He also felt growing pressure from the War Hawks. By 1812 he decided that Congress must vote on war. Speaking to Congress, Madison blasted Great Britain's conduct. He asked Congress to decide how the nation should respond.

When Congress voted a few days later, the War Hawks won. For the first time in the nation's brief history, Congress had declared war. Months later, Americans elected Madison to a second term. He would serve as commander in chief during the War of 1812.

**READING CHECK** Summarizing Why did the United States declare war in 1812?

**SUMMARY AND PREVIEW** Conflicts on the frontier and with Great Britain dominated U.S. foreign policy under Jefferson and Madison. In the next section you will read about the War of 1812.

## Section 3 Assessment

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Online Quiz

KEYWORD: SS8 HP7

### Reviewing Ideas, Terms, and People HSS 8.5.1 Critical Thinking

- a. Describe** In what ways did the war between France and Britain cause problems for the United States?

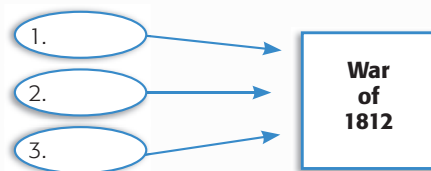
**b. Make Inferences** What were the reasons for the failure of the **Embargo Act**?

**c. Elaborate** Why do you think **embargoes** against Britain and France failed?
- a. Describe** What was **Tecumseh's** goal?

**b. Explain** What role did Great Britain play in the conflict between the United States and American Indians on the western frontier?
- a. Identify** Who were the **War Hawks**? Why did they support war with Britain?

**b. Elaborate** Would you have supported going to war against Great Britain? Explain your answer.

- 4. Identifying Cause and Effect** Copy the graphic organizer below. Use it to identify the causes of the War of 1812.



### FOCUS ON WRITING

- 5. Taking Notes** Take notes about any of Jefferson's actions and character traits you can identify during the buildup to war with Britain. Save this information for the top-ten list you will create at the end of the chapter.

# The War of 1812

## If YOU were there...

It's 1812, and the United States and Great Britain are at war. You are a sailor on an American merchant ship that has been licensed as a privateer. Your ship's mission will be to chase and capture ships of the mighty British navy. Even with the help of merchant ships like yours, the American navy is badly outnumbered. You know you face danger and may not survive.

## Do you think your mission will succeed?

### What You Will Learn...

#### Main Ideas

1. American forces held their own against the British in the early battles of the war.
2. U.S. forces stopped British offensives in the East and South.
3. The effects of the war included prosperity and national pride.

#### The Big Idea

Great Britain and the United States went to battle in the War of 1812.

### Key Terms and People

Oliver Hazard Perry, p. 247  
 Battle of Lake Erie, p. 247  
 Andrew Jackson, p. 248  
 Treaty of Fort Jackson, p. 248  
 Battle of New Orleans, p. 248  
 Hartford Convention, p. 249  
 Treaty of Ghent, p. 249



**HSS 8.5.1** Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.

**BUILDING BACKGROUND** Anger against Great Britain's actions finally provoked the United States into the War of 1812. Britain's great navy gave it a clear advantage at sea, but the war was also fought on several other fronts. Victories in major battles along the frontier gave Americans a new sense of unity.

## Early Battles

In the summer of 1812 the United States found itself in a war with one of the world's most powerful nations. Despite the claims by the War Hawks, the War of 1812 would not be a quick and easy fight.

### War at Sea

When the war began, the British navy had hundreds of ships. In contrast, the U.S. Navy had fewer than 20 ships. None of them was as powerful as the greatest British warships.

Most of the British navy's ships, however, were scattered around the globe. Although small, the U.S. Navy had well-trained sailors and powerful new warships such as the USS *Constitution*. American vessels defeated British ships several times in one-on-one duels. Such victories embarrassed the British and raised American morale. Eventually, the British ships blockaded America's seaports.

### Battles Along the Canadian Border

American leaders hoped to follow up victories at sea with an overland invasion of Canada. Three attacks were planned—from Detroit, from Niagara Falls, and from up the Hudson River valley toward Montreal.

# The War of 1812



## GEOGRAPHY SKILLS INTERPRETING MAPS

- 1. Location** According to the map, what major southern port was affected by the British blockade?
- 2. Region** Which battles took place in the Great Lakes region?

The attack from Detroit failed in August 1812 when British soldiers and Indians led by Tecumseh captured Fort Detroit. The other two American attacks failed when state militia troops refused to cross the Canadian border, arguing that they did not have to fight in a foreign country.

In 1813 the United States went on the attack again. A key goal was to break Britain's control of Lake Erie. The navy gave the task to Commodore **Oliver Hazard Perry**. After building a small fleet, Perry sailed out to meet the British on September 10, beginning

the **Battle of Lake Erie**. The battle ended when the British surrendered. Perry sent a message to General William Henry Harrison: "We have met the enemy and they are ours." Perry's victory forced the British to withdraw, giving the U.S. Army new hope.

With American control of Lake Erie established, General Harrison marched his army into Canada. At the Battle of the Thames River in October 1813, he defeated a combined force of British troops and Native Americans. Harrison's victory ended British power in the Northwest. Tecumseh's death



during the fighting also dealt a blow to the British alliance with Native Americans in the region.

### The Creek War

Meanwhile, war with American Indians erupted in the South. Creek Indians, angry at American settlers for pushing into their lands, took up arms in 1813. A large force attacked Fort Mims on the Alabama River, destroying the fort and killing close to 250 of its defenders. In response, the commander of the Tennessee militia, **Andrew Jackson**, gathered about 2,000 volunteers to move against the Creek nation.

In the spring of 1814 Jackson attacked the Creek along the Tallapoosa River in Alabama. Jackson's troops won this battle, the Battle of Horseshoe Bend. **The Treaty of Fort Jackson**, signed late in 1814, ended the Creek War and forced the Creek to give up millions of acres of their land.

**READING CHECK** **Comparing** What advantages did Great Britain and the United States have at the start of the war?

#### THE IMPACT TODAY

Inspired by the Americans' strength at Fort McHenry, Francis Scott Key wrote the national anthem, "The Star-Spangled Banner."

## Great Britain on the Offensive

Despite U.S. success on the western and southern frontiers, the situation in the East grew worse. After defeating France in April 1814, the British sent more troops to America.

### British Attacks in the East

Now reinforced, the British attacked Washington, D.C. President Madison was forced to flee when the British broke through U.S. defenses. The British set fire to the White House, the Capitol, and other government buildings.

The British sailed on to Baltimore, Maryland, which was guarded by Fort McHenry. They shelled the fort for 25 hours. The Americans refused to surrender Fort McHenry. The British chose to retreat instead of continuing to fight.

### The Battle of New Orleans

After the attack on Washington, the British moved against New Orleans. British commanders hoped to capture the city and thus take control of the Mississippi River.

Andrew Jackson commanded the U.S. forces around New Orleans. His troops were a mix of regular soldiers, including two battalions of free African Americans, a group of Choctaw Indians, state militia, and pirates led by Jean Lafitte.

The battle began on the morning of January 8, 1815. Some 5,300 British troops attacked Jackson's force of about 4,500. The British began marching toward the U.S. defenses, but they were caught on an open field. The British were cut down with frightening speed. More than 2,000 British soldiers were killed or wounded. The Americans, for their part, had suffered about 70 casualties.

**The Battle of New Orleans** made Andrew Jackson a hero and was the last major conflict of the War of 1812.

**READING CHECK** **Finding Main Ideas**

What happened at the Battle of New Orleans?

### First Lady Saves Washington's Portrait



Dolley Madison refused to leave Washington, D.C., until a famous portrait of the first president was saved from the executive mansion.

## Analyzing the War of 1812

QUICK  
FACTS

### Causes of the War

- Impresment of American sailors
- Interference with American shipping
- British military aid to Native Americans

### Effects of the War

- Increased sense of national pride
- American manufacturing boosted
- Native American resistance weakened

## Effects of the War

Before the battle of New Orleans, a group of New England Federalists gathered secretly at Hartford, Connecticut. **At the Hartford Convention**, Federalists agreed to oppose the war and send delegates to meet with Congress. Before the delegates reached Washington, however, news arrived that the war had ended. Some critics now laughed at the Federalists, and the party lost much of its political power.

Slow communications at the time meant that neither the Federalists nor Jackson knew about the **Treaty of Ghent**. The treaty, which had been signed in Belgium on December 24, 1814, ended the War of 1812.

Though each nation returned the territory it had conquered, the fighting did have

several **consequences**. The War of 1812 produced intense feelings of patriotism among many Americans for having stood up to the mighty British. The war also broke the power of many Native American groups. Finally, a lack of goods caused by the interruption in trade boosted American manufacturing.

### READING CHECK Analyzing Information

What were the main effects of the War of 1812?

**SUMMARY AND PREVIEW** The War of 1812 convinced Americans that the young nation would survive. In the next chapter you will see how the United States continued to grow.

### ACADEMIC VOCABULARY

**consequences**  
the effects of a particular event or events

## Section 4 Assessment

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Online Quiz

KEYWORD: SS8 HP7

### Reviewing Ideas, Terms, and People HSS 8.5.1

- a. Identify** What losses did American forces face in the early battles of the War of 1812? What victories did they win?  
**b. Make Generalizations** What role did American Indians play in the war?
- a. Describe** What attacks did the British lead against American forces?  
**b. Evaluate** What do you think were the two most important battles of the war? Why?
- a. Identify** What was the purpose of the **Hartford Convention**?  
**b. Draw Conclusions** How did the United States benefit from the War of 1812?

### Critical Thinking

- Comparing and Contrasting** Copy the chart below. Use it to compare and contrast the significant details of the major military battles during the War of 1812.

Battle	Details (Winner, Location, Importance)

### FOCUS ON WRITING

- Organizing Your Ideas** Reorder the items on your lists from least important to most important.

# History and Geography

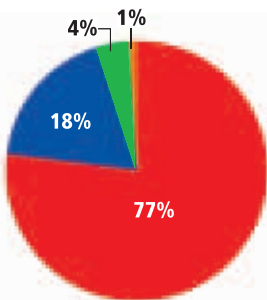
# America's Growth 1820

In 1803 the United States made the biggest land purchase in its history—the Louisiana Purchase. With this purchase, the country stretched west all the way to the Rocky Mountains. In 1819 the United States acquired Florida from Spain, gaining even more new territory. By 1820, the young American republic had roughly doubled in size, as you can see on the map. Explorers, traders, and settlers began to pour into the new lands in search of wealth, land, and a place to call home.

# 1820

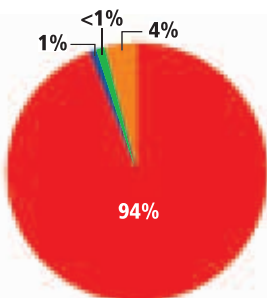
**The Oregon Country** Both the United States and Great Britain claimed the Oregon Country.

## America's Population, 1820: 10.1 million



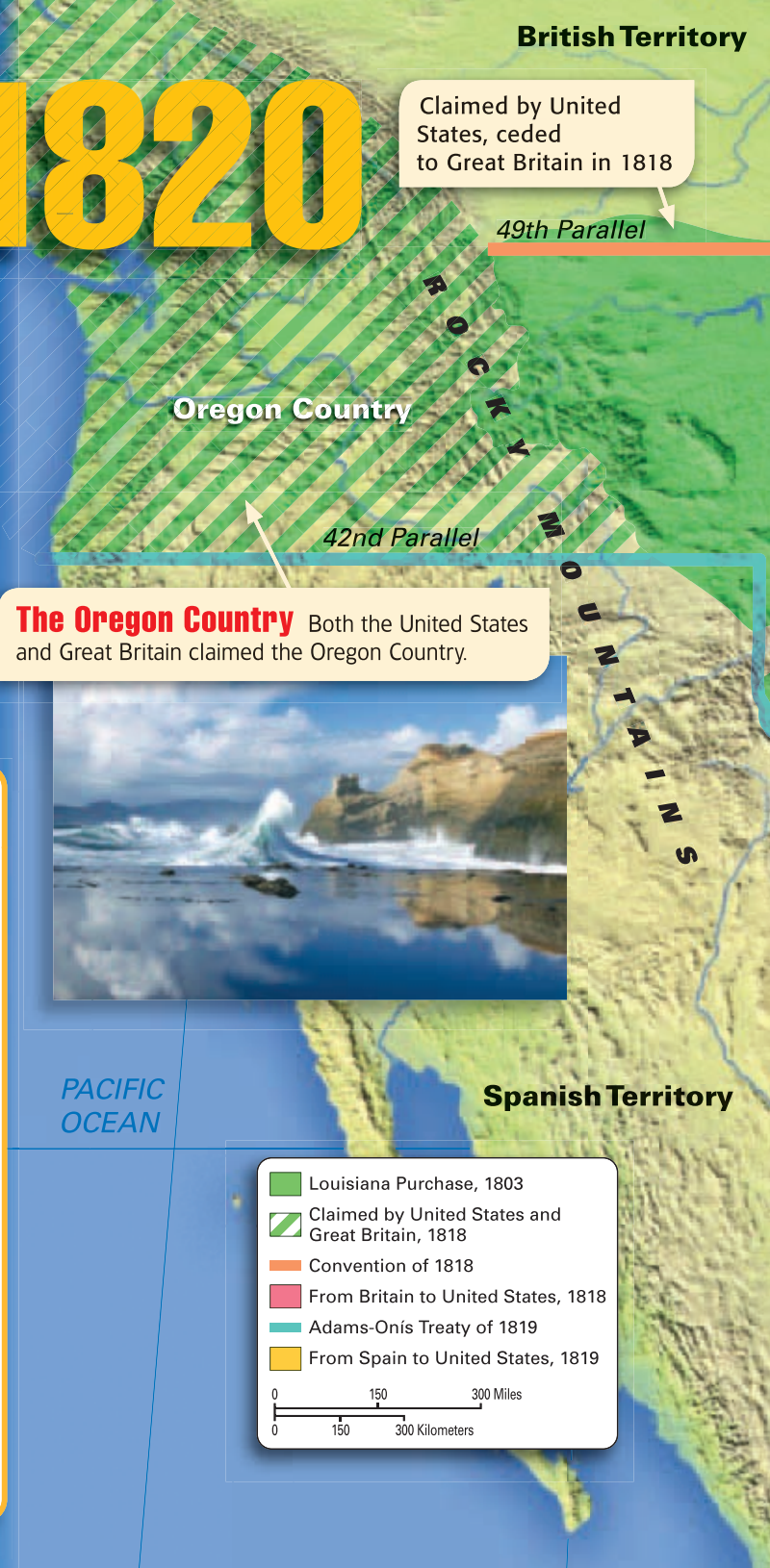
### Ethnic Groups, 1820

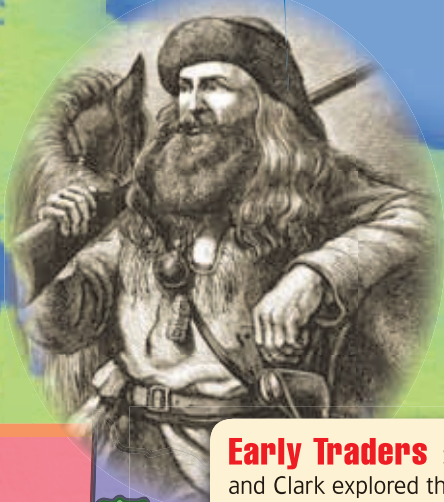
- White/European
- African American
- Native American
- Other



### Religions, 1820

- Protestant
- Catholic
- Jewish
- Other





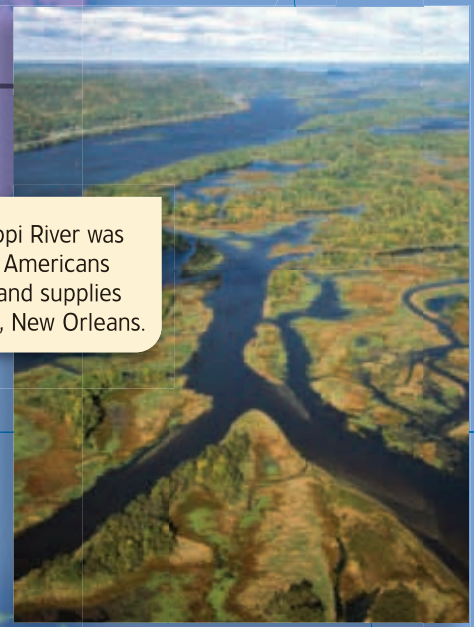
**Early Traders** Soon after Lewis and Clark explored the Louisiana Territory, American fur trappers and traders began setting up trading posts there. Many of these posts became towns later as settlers arrived.



**Through the Gaps** Settlers crossed the Appalachians through valleys called gaps. In time, roads were built through the gaps, making it easier for Americans to head west.



**The Mighty Mississippi** The Mississippi River was the great highway of the central United States. Americans west of the Appalachians shipped farm goods and supplies up and down the Mississippi and its major port, New Orleans.

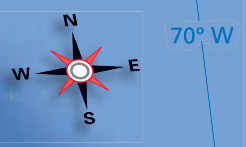


**GEOGRAPHY SKILLS**

**INTERPRETING MAPS**

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**Interactive Map**  
KEYWORD: SS8 CH7

- 1. Movement** In which main directions did the United States expand before 1820?
- 2. Region** Based on the map, why do you think the United States was interested in claiming the Oregon Country?



# Social Studies Skills

Analysis

Critical Thinking

Participation

Study



**HSS** Participation Skills Develop personal skills.

## Working in Groups to Solve Issues

### Define the Skill

You already know that the decision-making process is more difficult in a group than it is if just one person makes the decisions. However, group decision-making becomes an even greater challenge when controversial issues are involved.

Group members must have additional skills for the group to function effectively when conflict exists within it. These include respect for differing views, the arts of persuasion and negotiation, and an ability to compromise. A group may not be able to find solutions to controversial problems unless its members have these skills.

### Learn the Skill

Some of the biggest challenges Congress faced in the early 1800s were related to the war between Great Britain and France. Some Americans supported the British, while others favored the French. Both countries hoped for American help. When the United States would not take sides, they each began interfering with U.S. ships on the open seas.

As you read in this chapter, Congress tried to solve this problem by passing the Embargo Act. That solution was controversial, however. The northern states were hard hit by the law's ban on overseas trade. Their representatives in Congress demanded a less extreme action. The result was the Non-Intercourse Act. This law was a compromise between members who wanted to lift the trade ban and those who wanted to continue it. Congress was able to solve this problem because its members were able to work around their differences.

The skills Congress needed to reach its solution are valuable ones for any group that must make decisions involving controversial issues. They include the following attitudes and behaviors.

- 1 Willingness to take a position.** If an issue is controversial, it is likely that group members will have differing opinions about it. You have a right to state your views and try to persuade others that you are correct.
- 2 Willingness to listen to differing views.** Every other member has the same right you do. You have a duty to listen to their views, even if you do not agree. Disrespect for those whose views differ from yours makes it more difficult for the group to reach a solution.
- 3 Willingness to debate.** Debate is a form of “healthy” argument because it defends and attacks ideas instead of the people who hold them. Debating the group's differences of opinion is an important step in reaching a solution.
- 4 Willingness to negotiate and compromise.** If debate does not produce agreement, a compromise may be needed. Often it is better to have a solution that members may not like, but can accept, than to have no agreement at all.

### Practice the Skill

Check your understanding of the skill by answering the following questions.

1. Why would refusing to listen to other members make group decision-making more difficult?
2. Why is compromise often a better solution than forcing a decision on members who disagree?

## Visual Summary

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

**QUICK FACTS**

### The Nation at War and Peace

**1803**  
*Marbury v. Madison* gives the Supreme Court the power of judicial review.

**1803**  
The United States doubles its size by making the Louisiana Purchase.

**1807–09**  
Congress passes the Embargo and Non-Intercourse Acts.

**1811**  
William Henry Harrison defeats Tecumseh's forces at the Battle of Tippecanoe.

**1812**  
The War of 1812 begins between Great Britain and the United States.

**1814**  
Federalists hold the Hartford Convention to protest the War of 1812.

**1814**  
The Treaty of Ghent ends the War of 1812.

**1815**  
Andrew Jackson wins the Battle of New Orleans.

## Reviewing Vocabulary, Terms, and People

Complete each sentence by filling in the blank with the correct term or person.

- The War of 1812 ended soon after the U.S. victory over the British at the \_\_\_\_\_.
- After winning the election of 1800, \_\_\_\_\_ became the third president of the United States.
- The power of the Supreme Court to declare acts of Congress unconstitutional is known as \_\_\_\_\_.
- After U.S. neutrality was violated, the United States issued an \_\_\_\_\_ against trade with foreign nations.
- In 1803 Congress approved the \_\_\_\_\_, which added former French territory in the West to the United States.

## Comprehension and Critical Thinking

### SECTION 1 (Pages 228–232) HSS 8.4.1, 8.4.2

- Recall** What were the key issues in the election of 1800?
- Analyze** In what ways did *Marbury v. Madison* affect the power of the judicial branch?
- Evaluate** Which of Jefferson's new policies do you think was most important? Why?

### SECTION 2 (Pages 234–239) HSS 8.4.1, 8.8.2

- Describe** What was the purpose of the Lewis and Clark expedition?
- Draw Conclusions** What are three ways in which the United States benefited from the Louisiana Purchase?
- Evaluate** Do you think that Napoléon made a wise decision when he sold Louisiana to the United States? Explain your answer.

### SECTION 3 (Pages 240–245) **HSS** 8.5.1

- 8. a. Identify** What group led the call for war with Great Britain?
- b. Contrast** What arguments were given in favor of war with Great Britain? What arguments were given against war with Britain?
- c. Elaborate** In your opinion, why were the Embargo Act and the Non-Intercourse Act unsuccessful?

### SECTION 4 (Pages 246–249) **HSS** 8.5.1

- 9. a. Identify** What role did Andrew Jackson play in the War of 1812?
- b. Make Inferences** Why did the British want to capture the cities of Washington and New Orleans?
- c. Predict** In what ways might the U.S. victory over Great Britain in the war affect the status of the United States in the world?

## Reviewing Themes

- 10. Geography** Through what geographic regions did the Lewis and Clark expedition travel?
- 11. Politics** What impact did the Hartford Convention have on American politics?

## Using the Internet

[go.hrw.com](http://go.hrw.com)

KEYWORD: SS8 US7

- 12. Activity: Journal Entry** Prior to Lewis and Clark's expedition, some thought that woolly mammoths, unicorns, and seven-foot-tall beavers lived in the uncharted West. The Corps of Discovery set off to find out the truth about this uncharted land. They also wanted to search for a Northwest Passage that would speed commerce and bring wealth to the young nation. Enter the activity keyword. Research the Web sites and take the point of view of one of the explorers. Write a series of journal entries outlining the thoughts, feelings, discoveries, and events surrounding the journey. Include drawings of what you might have seen in the West in your journal entries.

## Reading Skills

### Understanding How Propaganda Creates Bias

Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

The Republican press called these people midnight judges, arguing that Adams had packed the judiciary with Federalists the night before he left office. (p. 231)

- 13.** Do you think the term “midnight judges” is biased? Why or why not?

## Social Studies Skills

**Working in Groups to Solve Issues** Use the Social Studies Skills taught in this chapter to answer the questions below.

- 14.** Organize into groups of two or three students. Decide which of the following reasons for the War of 1812 you think might have been most important in Congress's decision to declare war.
  - a.** impressment of American sailors
  - b.** trade barriers with Britain and France
  - c.** battles with Native Americans on the frontier
  - d.** gaining land in Canada

## FOCUS ON WRITING



### 15. Writing Your Letter of Recommendation

You already have a main idea and an opinion statement for your letter: Thomas Jefferson deserves to be on the list of the top-ten American presidents. Now, look at all your information and pick out three or four points—actions or character traits—that you think are the most important. Write a sentence on each of those points to add to your letter. Put the sentences in order, from the least important to the most important. Finally, conclude with one or two sentences that sum up why you think Thomas Jefferson was such an important president.

# Standards Assessment

**DIRECTIONS:** Read each question and write the letter of the best response.

1

“Though the will of the majority is in all cases to prevail, that will, to be rightful, must be reasonable . . . [T]he minority possess their equal rights, which equal laws must protect . . . Let us then, fellow citizens, unite with one heart and one mind . . . We have been called by different names brethren of the same principle. We are all republicans; we are all federalists.”

—President Thomas Jefferson,  
Inaugural Address, 1801

**What did Jefferson mean in making this statement?**

- A that the Federalists should not run a candidate in 1804
- B that citizens should support the nation despite their political differences
- C that the Republicans should not be punished for their views
- D that all Americans should join a political party

2 **The Supreme Court’s decision in the 1803 case *Marbury v. Madison* is an example of**

- A checks and balances.
- B reserved powers.
- C delegated powers.
- D dual sovereignty.

3 **What goal of President Jefferson led to the Louisiana Purchase?**

- A to learn more about the lands and peoples east of the Mississippi River
- B to increase the president’s constitutional powers in the area of foreign affairs

- C to help end the war between Great Britain and France
- D to allow Americans to ship goods overseas through the port of New Orleans

4 **The least important reason the United States went to war with Britain in 1812 was**

- A the hope of acquiring part of Canada.
- B to stop British influence among Indian groups on the frontier.
- C to protect the rights of U.S. ships on the high seas.
- D a desire to help the French.

5 **Most of the fighting in the War of 1812 took place**

- A in Europe.
- B in Canada.
- C in the United States.
- D at sea.

## Connecting with Past Learning

6 **Meriwether Lewis and William Clark have the most in common with**

- A Marco Polo.
- B Genghis Khan.
- C Hernán Cortés.
- D Francis Bacon.

7 **In Grade 7 you learned about Ferdinand Magellan. His accomplishments in world history were most like those of which American in the early 1800s?**

- A Andrew Jackson
- B Tecumseh
- C Zebulon Pike
- D Oliver Hazard Perry