CHAPTER 9

The Jefferson Era

1800–1816

Why It Matters

In 1801 the Democratic-Republican Party took control of the nation's government. The Federalists—the party of Alexander Hamilton and John Adams—were now on the sidelines and played the role of critics to the Republican administration.

The Impact Today

Politicians today operate within the party system that took shape at that time.

- *While the two main parties have changed, each still works to win votes and gain power.*
- *If the people vote to change the party in power, the newly elected representatives take office peacefully and the government continues.*

The American Republic to 1877 *Video* *The chapter 9 video, "The True Story of Sacagawea," tells the story of the Shoshone woman who helped guide the Lewis and Clark expedition.*





1803
- Supreme Court establishes judicial review

1804
- Lewis and Clark begin expedition

1807
- Congress passes Embargo Act

United States PRESIDENTS

Jefferson 1801–1809



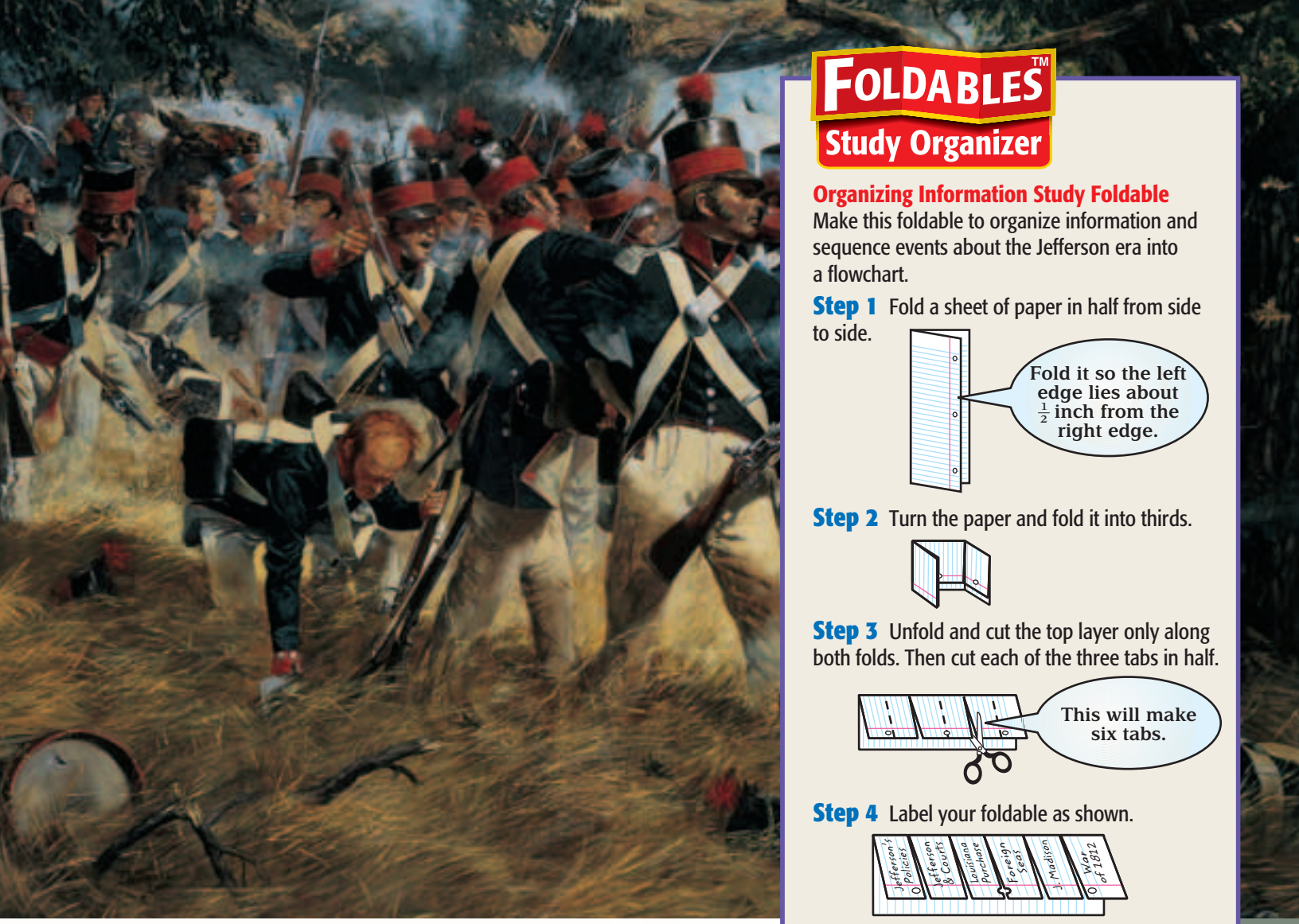
1800 1804 1808

World



1804
- Napoleon names himself emperor of France

1808
- Beethoven's *Fifth Symphony* performed



Battle of North Point by Don Troiani American soldiers battled British forces advancing on Baltimore.

FOLDABLES™ Study Organizer

Organizing Information Study Foldable
Make this foldable to organize information and sequence events about the Jefferson era into a flowchart.

Step 1 Fold a sheet of paper in half from side to side.

Step 2 Turn the paper and fold it into thirds.

Step 3 Unfold and cut the top layer only along both folds. Then cut each of the three tabs in half.

Step 4 Label your foldable as shown.

Reading and Writing As you read, select key facts about the events of the Jefferson era and write them under the tabs of your foldable.



Madison 1809–1817



1811
- Battle of Tippecanoe

1812
- U.S. declares war on Britain

1815
- Battle of New Orleans

1812 — 1816

1812
- Napoleon invades Russia



1814
- Congress of Vienna meets

1815
- Napoleon defeated at Waterloo

HISTORY Online

Chapter Overview
Visit tarvol1.glencoe.com and click on **Chapter 9—Chapter Overviews** to preview chapter information.

SECTION 1

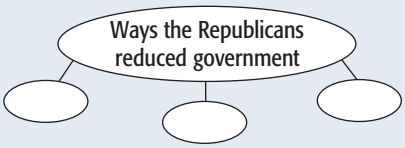
The Republicans Take Power

Guide to Reading

Main Idea
The election of 1800 marked the transfer of power from one political party to another through a democratic election.

Key Terms
laissez-faire, customs duties, judicial review

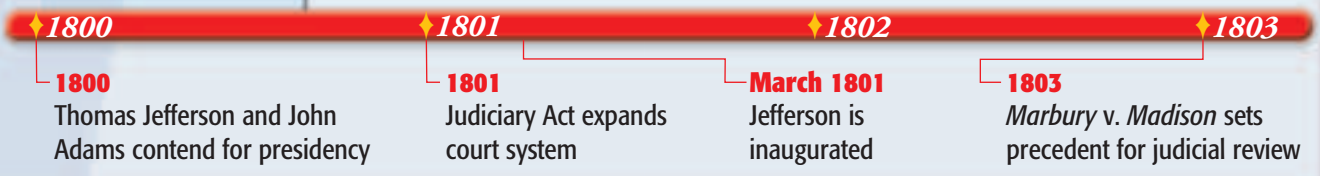
Reading Strategy
Organizing Information As you read the section, use a diagram like the one shown here to identify ways Republicans tried to reduce the role of government.



Read to Learn
- how the election deadlock of 1800 was resolved.
- how John Marshall strengthened the Supreme Court.

Section Theme
Government and Democracy Jefferson believed that a large federal government threatened liberty.

Preview of Events





Abigail Adams in the unfinished White House

AN American Story

In 1801 Washington, D.C., was slowly rising from a swampy site on the Potomac River. The nation's new capital had only two noteworthy buildings—the president's mansion (later called the White House) and the still-unfinished Capitol. Between them stretched about two miles of muddy streets on which pigs and chickens roamed freely.

Very few people liked being in Washington. It was hot and steamy in the summer, and the river and swamps were a breeding ground for mosquitoes. Abigail Adams called the new capital "the very dirtiest Hole."

The Election of 1800

The Federalist and Republican parties fought a bitter election campaign in 1800. Federalists supported President Adams for a second term and Charles Pinckney of South Carolina for vice president. Republicans nominated **Thomas Jefferson** for president and **Aaron Burr** of New York as his running mate.

The election campaign of 1800 differed greatly from campaigns of today. Neither Adams nor Jefferson traveled around the country making speeches about

why he should be elected. That would have been considered in bad taste. Instead the candidates and their allies wrote hundreds of letters to leading citizens and friendly newspapers to publicize their views. The letter-writing campaign, however, was not polite.

Federalists charged the Republican Jefferson, who believed in freedom of religion, as being "godless." Republicans warned that the Federalists would bring back monarchy. Federalists, they claimed, represented the interests of wealthy people with property.

Election Deadlock

When members of the Electoral College voted, Jefferson and Burr each received 73 votes. Because of this tie, the House of Representatives had to decide the election. At the time the electors voted for each presidential and vice-presidential candidate individually rather than voting for a party's candidates as a team.

In the House, Federalists saw a chance to prevent the election of Jefferson by supporting Burr. For 35 ballots, the election remained tied. Finally, at Alexander Hamilton's urging, one Federalist decided not to vote for Burr. Jefferson became president, and Burr became vice president.

To prevent another showdown between a presidential and a vice-presidential candidate, Congress passed the Twelfth Amendment to the Constitution in 1803. This amendment, ratified in 1804, requires electors to vote for the president and vice president on separate ballots.

(See page 246 for the entire text of the Twelfth Amendment.)

Jefferson's Inauguration

On March 4, 1801, the day of the inauguration, Jefferson dressed in everyday clothes. He left his boardinghouse and walked to the Senate to be sworn in as president. President Adams did not attend the ceremony. He had slipped out of the presidential mansion and left the city so he would not have to watch Thomas Jefferson become president.

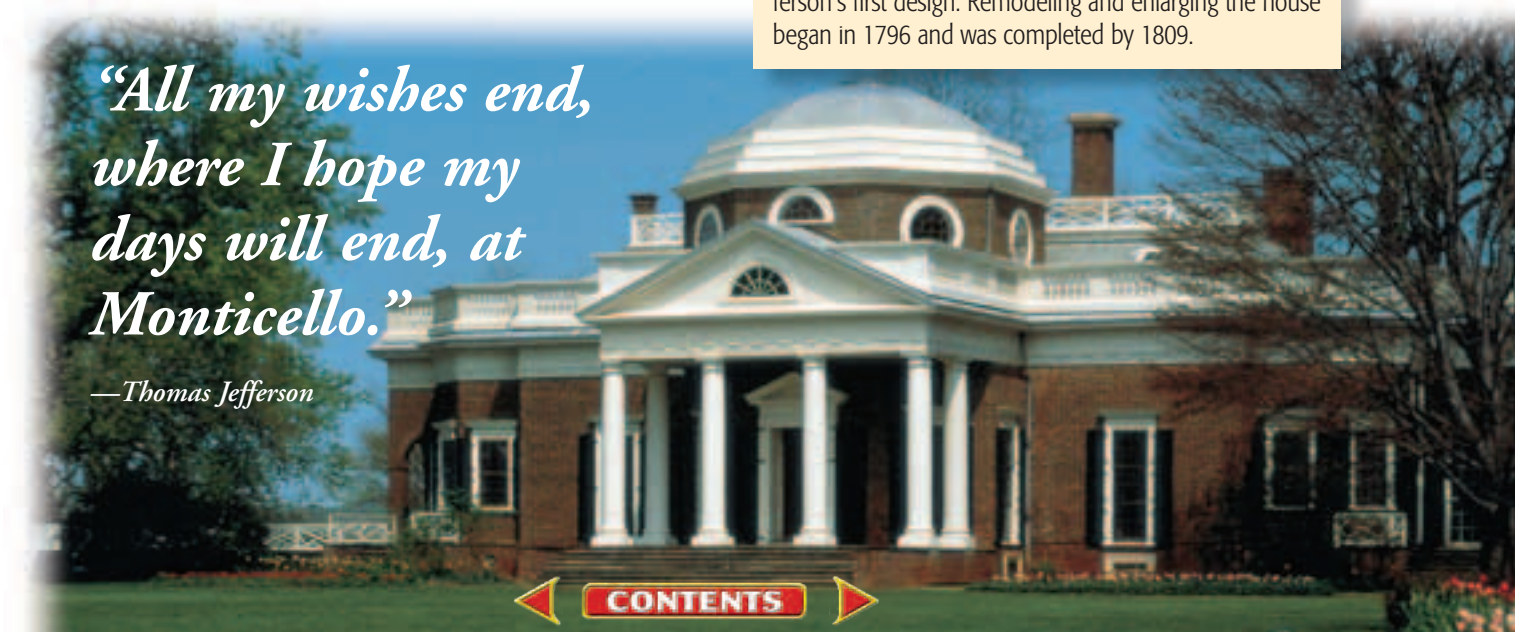
In his Inaugural Address, Jefferson tried to bridge the gap between the developing political parties and reach out to Federalists with healing words. "We are all Republicans, we are all Federalists," he said. Then he outlined some of his goals, which included "a wise and frugal government" and "the support of state governments in all their rights." Jefferson had long been a supporter of states' rights. He believed that a large federal government threatened liberty and that vigilant states could best protect freedom.

Jefferson believed in reducing the power and size of the federal government. These ideas were similar to the French philosophy of **laissez-faire** (leh•say FEHR), which means "let (people) do (as they choose)."

Reading Check **Describing** What does the Twelfth Amendment to the Constitution require?

America's *Architecture*

Monticello Thomas Jefferson had many talents, including being a skilled architect. He designed buildings at the University of Virginia and his home at Monticello. Construction on Monticello began in 1769, following Jefferson's first design. Remodeling and enlarging the house began in 1796 and was completed by 1809.



Linking Past & Present

The Nation's Capital, Washington, D.C.

The United States government moved to the new capital city of Washington, D.C., in 1800. Being located along the Potomac River, Washington was expected to emerge as a great trading city. However, growth was so slow that many thought the government should move to a larger city.



Washington, D.C., in 1803

Washington, D.C., today

Instead of trade, the driving force of the city's economy has become the federal government.

Jefferson's Policies

Thomas Jefferson had strong ideas about how to make the United States a success. He believed that the strength of the United States was its independent farmers. As long as most people owned their own property, they would fight to protect their rights and to preserve the republic. For this reason, Jefferson favored expanding the nation westward to acquire more land. He also believed the federal government should be kept small. He distrusted standing armies and wanted to reduce the size of the military.

Jefferson's Cabinet

When Jefferson entered office, he surrounded himself with men who shared his Republican principles. His secretary of state was his friend and fellow Virginian, James Madison. For secretary of the treasury, he chose **Albert Gallatin.** This Pennsylvanian had a grasp of financial matters that equaled Alexander Hamilton's.

The new government soon ended two unpopular Federalist measures. It allowed the Alien and Sedition acts to expire and repealed the Naturalization Act. For Republicans both acts were symbols of a federal government that threatened individual liberties.

Cutting Costs

Jefferson and Gallatin aimed to reduce the national debt that the Federalists had left. They scaled down military expenses. They cut the army by one-third and reduced the navy from 25 to 7 ships. By slashing spending Jefferson and Gallatin significantly lowered the national debt within a few years.

Jefferson and Gallatin also persuaded Congress to repeal all federal internal taxes, including the hated whiskey tax. At that point government funds would come only from **customs duties**—taxes on foreign imported goods—and from the sale of western lands.

The entire federal government in 1801 consisted of only a few hundred people. This was exactly how Jefferson thought it should be. In his view the responsibilities of the national government should be limited to delivering the mail, collecting customs duties, and conducting a census every 10 years.

Reading Check **Explaining** How did the changes that Jefferson made when he became president reflect his views about government?

Jefferson and the Courts

Jefferson hoped that some Federalists would support his policies. However, bitter feelings between the parties continued during his administration. Much of the ill will resulted from a fight over control of the federal courts.

HISTORY Online

Student Web Activity
Visit tarvol1.glencoe.com and click on **Chapter 9—Student Web Activities** for an activity on the history of the Supreme Court.

Judiciary Act of 1801

Before Jefferson took office, the Federalists passed the Judiciary Act of 1801. The act set up regional courts for the United States with 16 judges and many other judicial officials. In his last days as president, John Adams made hundreds of appointments to these positions, and the Federalist-controlled Congress approved them. Adams also asked **John Marshall,** his secretary of state, to serve as chief justice of the United States. By these actions Adams shut President-elect Jefferson out of the appointment process and ensured that Federalists would control the courts.

Adams and Marshall worked around the clock in the final hours of the Federalist government, processing the papers for these judicial appointments. The appointments could not take effect, however, until the papers (commissions) for these last-minute "midnight judges" were delivered. When Jefferson became president on March 4, a few of the commissions had not yet been delivered. He told Secretary of State Madison not to deliver them. One commission was addressed to William Marbury.

Marbury v. *Madison*

To force the delivery of his commission, Marbury took his case directly to the Supreme Court, which he claimed had jurisdiction as a result of the Judiciary Act of 1789. John Marshall wrote an opinion turning down Marbury's claim. He noted that the Constitution did not give the Court jurisdiction to decide Marbury's case.

In his opinion, Marshall set out three principles of **judicial review:** (a) The Constitution is the supreme law of the land. (b) When there is a conflict between the Constitution and any other law, the Constitution must be followed. (c) The judicial branch has a duty to uphold the Constitution. It must be able to determine when a federal law conflicts with the Constitution and to nullify, or cancel, unconstitutional laws.

Marshall not only extended the power of the Court, he also broadened federal power at the expense of the states. In *McCulloch* v. *Maryland* (1819), the Court held that the elastic clause allows Congress to do more than the Constitution expressly authorizes it to do. In *Gibbons* v. *Ogden* (1824) the Court held that federal law takes precedence over state law in interstate transportation. *(See the Supreme Court Case Summaries beginning on page 624 for more on these cases.)*

Reading Check **Summarizing** Summarize the court case that established judicial review.

SECTION 1 ASSESSMENT

HISTORY Online **Study Central™** To review this section, go to tarvol1.glencoe.com and click on **Study Central™**.

Checking for Understanding

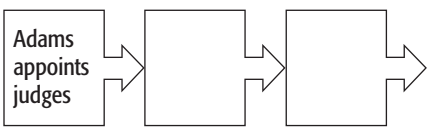
1. **Key Terms** Write a short paragraph in which you explain the terms **laissez-faire, customs duties,** and **judicial review.**
2. **Reviewing Facts** Explain how Jefferson cut government spending.

Reviewing Themes

3. **Government and Democracy** How did the judicial branch under Jefferson serve as a check on the executive and legislative branches?

Critical Thinking

4. **Identifying Central Issues** How was the deadlock in the presidential election of 1800 finally resolved?
5. **Determining Cause and Effect** Re-create the diagram below. In the boxes list the effects that came from the appointment of the "midnight judges."



Analyzing Visuals

6. **Analyzing Architecture** Examine the photograph of Monticello on page 279. Who lived there? What do you think gives Monticello its unique look? Explain.

Interdisciplinary Activity

Expository Writing A letter of recommendation is written to discuss the positive qualities of a person. Write a letter from John Adams to Thomas Jefferson about John Marshall. Address Marshall's skills and leadership qualities.

SECTION 2

The Louisiana Purchase

Guide to Reading

Main Idea
The Louisiana Purchase opened a vast area to exploration and settlement.

Key Terms
Conestoga wagon, secede

Reading Strategy
Classifying Information As you read, re-create the diagram below and describe the areas that Lewis and Clark, and Zebulon Pike explored.

Explorer	Region explored
Meriwether Lewis and William Clark	
Zebulon Pike	

Read to Learn
- how the United States expanded in the early 1800s.
- how Lewis and Clark led an expedition to explore the Louisiana Territory.

Section Theme
Geography and History The purchase of the Louisiana Territory doubled the nation's size.

Preview of Events

1804
October 1803 Senate ratifies Louisiana Purchase treaty

1805
May 1804 Lewis and Clark begin expedition

1806
September 1806 Lewis and Clark return to St. Louis

1807
November 1806 Zebulon Pike sights Pikes Peak



Conestoga wagon

AN American Story

Why did Americans risk everything they had to travel west? An English visitor, Harriet Martineau, observed: "The pride and delight of Americans is in their quantity of land. . . . The possession of land is the aim of all action . . . and the cure for all social evils. . . . If a man is disappointed in politics or love, he goes and buys land. If he disgraces himself, he betakes himself to a lot in the West. . . ."

Western Territory

During the early 1800s, more and more Americans moved west in search of land and adventure. These pioneers headed over the mountains into Kentucky and Tennessee and the less settled areas of the Northwest Territory. Most of these pioneers were farmers. They made a long and exhausting journey over the Appalachian Mountains. Pioneers had to trudge along crude, muddy roads or cut their way through dense forests.

Settlers loaded their household goods into **Conestoga wagons,** sturdy vehicles topped with white canvas. For these westward-bound pioneers, their two most valued possessions were a rifle for protection and hunting and an ax to hack their way through the dense forests.

In 1800 the territory of the United States extended only as far west as the Mississippi River. The area to the west of the river—known as the **Louisiana Territory**—belonged to Spain. It was an enormous area of land, anchored to the south by the city of New Orleans and extending west to the Rocky Mountains. Its northern boundaries remained undefined.

Many of the pioneers settled down and established farms along rivers that fed into the upper Mississippi River. They needed the river to ship their crops to markets. The Spanish allowed the Americans to sail on the lower Mississippi and trade in **New Orleans.** For the western farmers, this right was vital. The goods they sent downriver were unloaded in New Orleans and sent by ship to markets on the East Coast.

The French Threat

In 1802 the Spanish suddenly changed their policy. They refused to allow American goods to move into or past New Orleans. That same year, President Jefferson confirmed that Spain and France had made a secret agreement that transferred the Louisiana Territory to France.

This agreement posed a serious threat for the United States. France's leader, **Napoleon Bonaparte,** had plans for empires in Europe and the Americas. Jefferson was alarmed. He believed French control would jeopardize American trade on the Mississippi River. Jefferson authorized Robert Livingston, the new minister to France, to offer as much as $10 million for New Orleans and West Florida in order to gain control of the territory. Jefferson believed that France had gained Florida as well as Louisiana in its secret agreement with Spain.

Revolt in Santo Domingo

Napoleon had recognized the importance of Santo Domingo as a Caribbean naval base from which he could control an American empire. Events in Santo Domingo ended Napoleon's dream of a Western empire. Inspired by the ideas of the French Revolution, enslaved Africans and other laborers in Santo Domingo had revolted against the island's plantation owners. After fierce and bitter fighting, the rebels, led by **Toussaint-Louverture** (TOO•SA LOO•vuhr•TYUR), declared the colony an independent republic. Toussaint set up a new government.

In 1802 Napoleon sent troops to regain control. The French captured Toussaint but could not regain control of the island. By 1804, the French were driven out of Santo Domingo and the country regained its original name of Haiti.

Reading Check **Explaining** Why was the Mississippi River important to western farmers?

The Nation Expands

Without Santo Domingo, Napoleon had little use for Louisiana. The French also needed money to finance Napoleon's plans for war against Britain. The French believed they had something to sell that the United States might want to buy.

French foreign minister Charles de Talleyrand informed the American diplomats that the entire Louisiana Territory was for sale. Livingston and James Monroe, Jefferson's new special representative, were taken completely by surprise. Accepting the offer went far beyond what they were authorized to do, but the deal was too good to pass up. After a few days of negotiation, the parties agreed on a price of $15 million.

The Louisiana Purchase pleased Jefferson. The new territory would provide cheap and abundant land for farmers for generations to come. He worried, however, whether the purchase was legal. The Constitution said nothing about acquiring new territory. By what authority could he justify the purchase? Livingston wrote from Paris, urging Jefferson to accept the deal before Napoleon changed his mind. Jefferson decided the government's treaty-making powers allowed the purchase of the new territory. The Senate gave its approval in October 1803. With the ratification of the treaty, the size of the United States doubled.



Geography Skills

The purchase of the Louisiana Territory doubled the size of the United States. Americans quickly set out to explore the region and lands farther west.

1. **Place** What geographical barrier did Lewis and Clark have to cross in order to reach the Pacific Ocean?
2. **Region** What rivers flowed through the Louisiana Territory?

Geography

Lewis and Clark

Jefferson wanted to know more about the mysterious lands west of the Mississippi. Even before the Louisiana Purchase was complete, he persuaded Congress to sponsor an expedition to explore the new territory. Jefferson was particularly interested in the expedition as a scientific venture. Congress was interested in commercial possibilities and in sites for future forts.

To head the expedition, Jefferson chose his private secretary, 28-year-old **Meriwether Lewis.** Lewis was well qualified to lead this journey of exploration. He had joined the militia during the Whiskey Rebellion and had been in the army since that time. The expedition's co-leader was **William Clark,** 32, a friend of Lewis's from military service. Both Lewis and Clark were knowledgeable amateur scientists and had conducted business with Native Americans. Together they assembled a crew that included expert river men, gunsmiths, carpenters, scouts, and a cook. Two men of mixed Native American and French heritage served as interpreters. An African American named York rounded out the group.

The expedition left **St. Louis** in the spring of 1804 and slowly worked its way up the **Missouri River.** Lewis and Clark kept a journal of their voyage and made notes on what they saw and did.

Along their journey they encountered Native American groups. One young Shoshone woman named **Sacagawea** (SA•kuh•juh•WEE•uh) joined their group as a guide. After 18 months and nearly 4,000 miles, Lewis and Clark reached the Pacific Ocean. After spending the winter there, both explorers headed back east along separate routes.

When the expedition returned in September 1806, it had collected valuable information on people, plants, animals, and the geography of the West. Perhaps most important, the journey provided inspiration to a nation of people eager to move westward.

Pike's Expedition

Even before Lewis and Clark returned, Jefferson sent others to explore the wilderness. Lieutenant **Zebulon Pike** led two expeditions between 1805 and 1807, traveling through the upper Mississippi River valley and into the region that is now the state of Colorado. In Colorado he found a snow-capped mountain he called Grand Peak. Today this mountain is known as Pikes Peak. During his expedition Pike was captured by the Spanish but was eventually released.

Federalists Plan to Secede

Many Federalists opposed the Louisiana Purchase. They feared that the states carved out of the new territory would become Republican, reducing the Federalists' power. A group of Federalists in Massachusetts plotted to **secede**—withdraw—from the Union. They wanted New England to form a separate "Northern Confederacy."

The plotters realized that to have any chance of success, the Northern Confederacy would have to include New York as well as New England. The Massachusetts Federalists needed a powerful friend in that state who would back their plan. They turned to Aaron Burr, who had been cast aside by the Republicans for his refusal to withdraw from the 1800 election. The Federalists gave Burr their support in 1804, when he ran for governor of New York.

Burr and Hamilton

Alexander Hamilton had never trusted Aaron Burr. Now Hamilton was concerned about rumors that Burr had secretly agreed to lead New York out of the Union. Hamilton accused Burr of plotting treason. When Burr lost the election for governor, he blamed Hamilton and challenged him to a duel. In July 1804, the two men—armed with pistols—met in Weehawken, New Jersey. Hamilton hated dueling and pledged not to shoot at his rival. Burr, however, did fire and aimed to hit Hamilton. Seriously wounded, Hamilton died the next day. Burr fled to avoid arrest.

Reading Check **Summarizing** Why did France sell the Louisiana Territory to the United States?

SECTION 2 ASSESSMENT

HISTORY Online **Study Central™** To review this section, go to tarvol1.glencoe.com and click on **Study Central™**.

Checking for Understanding

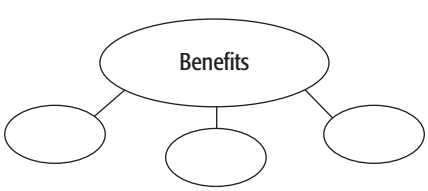
1. **Key Terms** Write a short paragraph in which you describe the terms **Conestoga wagon** and **secede.**
2. **Reviewing Facts** What European countries controlled the Louisiana Territory up until 1800?

Reviewing Themes

3. **Geography and History** Why were the Mississippi River and New Orleans important to the United States?

Critical Thinking

4. **Determining Cause and Effect** How do you think the Lewis and Clark expedition helped to prepare people who wanted to move west?
5. **Organizing Information** Create a diagram like the one below that lists the benefits of acquiring the Louisiana Territory in 1803.



Analyzing Visuals

6. **Geography Skills** Review the map on page 284. What was the farthest western point that the Lewis and Clark expedition reached? What is the straight-line distance between St. Louis and Pikes Peak?

Interdisciplinary Activity

Descriptive Writing Accurate descriptions and drawings in their journals made Lewis and Clark's observations valuable. Find an example of plants or animals nearby. Carefully draw and describe what you see.



Lewis collects the bitterroot and some 240 other plant specimens on the journey.

Sacagawea helps guide the expedition and communicates with many of the Native Americans they meet along the route.

As they travel through the Great Plains, the expedition sees animals that are unknown in the East, including prairie dogs, coyotes, and antelope. The men capture a prairie dog to ship to President Jefferson.

Into the Unknown

LEWIS AND CLARK In 1803 President Jefferson set up the Corps of Discovery to find a water route to the Pacific and explore the recently acquired Louisiana Purchase. In the spring of 1804, William Clark and Meriwether Lewis, with a company of recruits, set off from St. Louis.

1804 THE JOURNEY WEST

1 **MAY 14** The members of the Corps of Discovery, which number over 45, embark on the expedition, which would eventually cover nearly 7,700 miles.

2 **NOVEMBER** The explorers set up a winter camp near the villages of the Mandans and Hidatsas. Sacagawea, a Shoshone woman who had been kidnapped by the Hidatsa, joins the expedition.

1805

3 **APRIL 7** Lewis and Clark send a group back on the keelboat with reports and specimens of some of the plants and animals that were unknown in the East. The expedition continues in smaller boats.

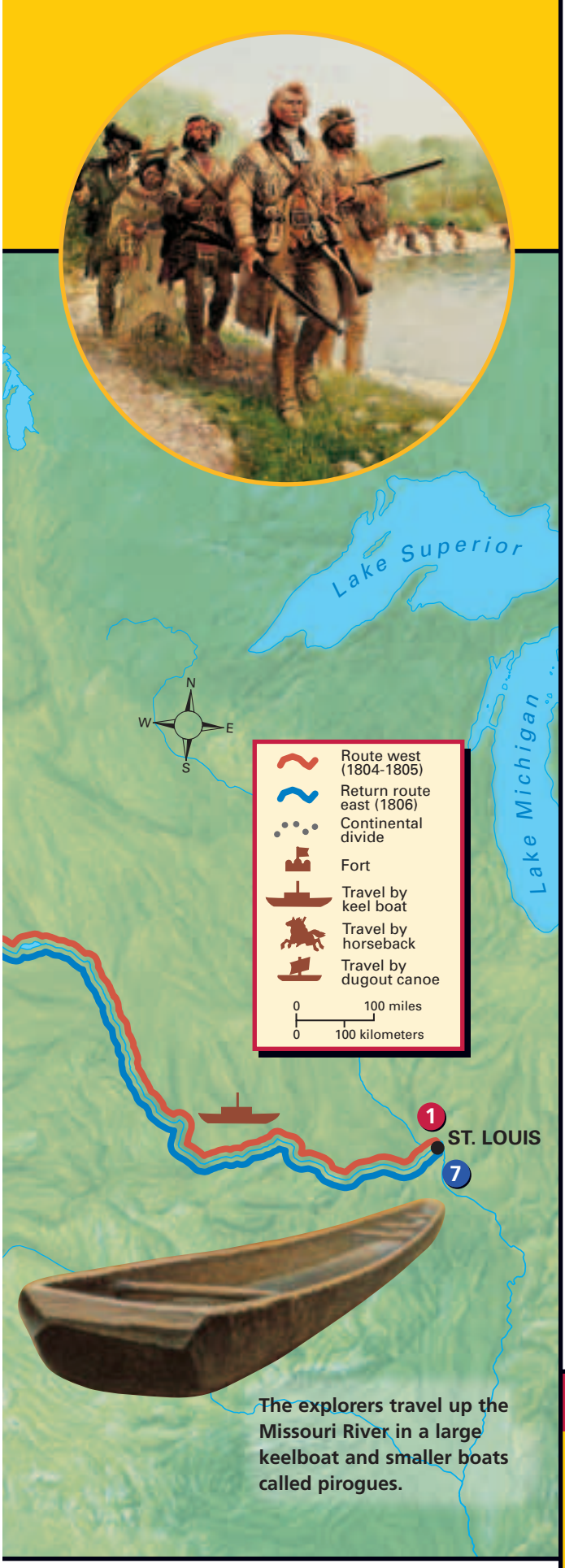
4 **AUGUST 12** Lewis realizes that there is no Northwest Passage—or river route—to the Pacific. The Corps continues on horseback.

5 **DECEMBER 25** The expedition celebrates Christmas in its new winter quarters, Fort Clatsop.

1806 THE RETURN TRIP

6 **JULY 3** The expedition splits into smaller units to explore more of the Louisiana Territory. They reunite on August 12.

7 **SEPTEMBER 23** The Corps of Discovery finally arrives back in St. Louis. The explorers had established peaceful contact with many Native Americans and accumulated a wealth of geographic information. Fur traders and others, armed with the new knowledge, soon start heading west.



The explorers travel up the Missouri River in a large keelboat and smaller boats called pirogues.

LEARNING from GEOGRAPHY

1. **What obstacles do you think would have been the most difficult for the expedition?**
2. **Write a paragraph that describes the importance of teamwork in helping the Corps of Discovery reach its goals.**

SECTION 3

A Time of Conflict

Guide to Reading

Main Idea
Between 1800 and 1815 the United States experienced rapid expansion as well as the challenge of war.

Key Terms
tribute, neutral rights, impressment, embargo, War Hawks, nationalism

Reading Strategy
Organizing Information As you read the section, re-create the diagram below and describe in the box the actions the United States took in each of these situations.

U.S. actions
- Demand for tribute
- Attack on *Chesapeake*
- Tecumseh's confederation

Read to Learn
- why Tecumseh built a confederacy among Native American nations.
- why the War Hawks wanted to go to war.

Section Theme
Global Connections The nation's neutrality was challenged.

Preview of Events

1804 — *1808* — *1812*

1804 Barbary pirates seize the U.S. warship *Philadelphia*

1807 The British navy attacks the American vessel *Chesapeake;* Congress passes the Embargo Act

1811 Harrison defeats the Prophet at Tippecanoe

1812 Madison asks Congress to declare war on Britain



American sailors

AN American Story

The floors of the oceans are littered with the remains of once-mighty ships and the unmarked graves of unlucky sailors who sank with them in the 1700s. Seafarer Francis Rogers described the terror of a storm in this journal entry: "The sky seemed all on fire and [all around] were such swift darting rays of lightning, flying in long bright veins, with inexpressible fury as was very frightful."

Americans in Foreign Seas

Despite the dangers of sea travel in the early 1800s, the livelihoods of many Americans depended on trade with foreign nations. In 1785 the American ship *Empress of China* returned to New York from China with a highly prized cargo of tea and silk. The goods sold for a fabulous profit. Soon ships from New York, Philadelphia, and especially New England were sailing regularly to China and India carrying furs and other goods. In the following years, American merchant ships sailed far and wide, making calls in South America, Africa, and lands along the Mediterranean Sea.

War between the French and British in the mid-1790s gave an additional boost to American shipping. Rather than risk capture or destruction by the enemy, many French and British merchant ships remained at home. American shippers profited from the situation and increased their trade. By 1800 the United States had almost 1,000 merchant ships trading around the world.

Barbary Pirates

Sailing in foreign seas was not without danger. In the Mediterranean, for example, ships had to be on guard for pirates from Tripoli and the other **Barbary Coast states** of North Africa. For years these Barbary pirates had been terrorizing the Mediterranean. They demanded **tribute,** or protection money, from European governments to let their ships pass safely.

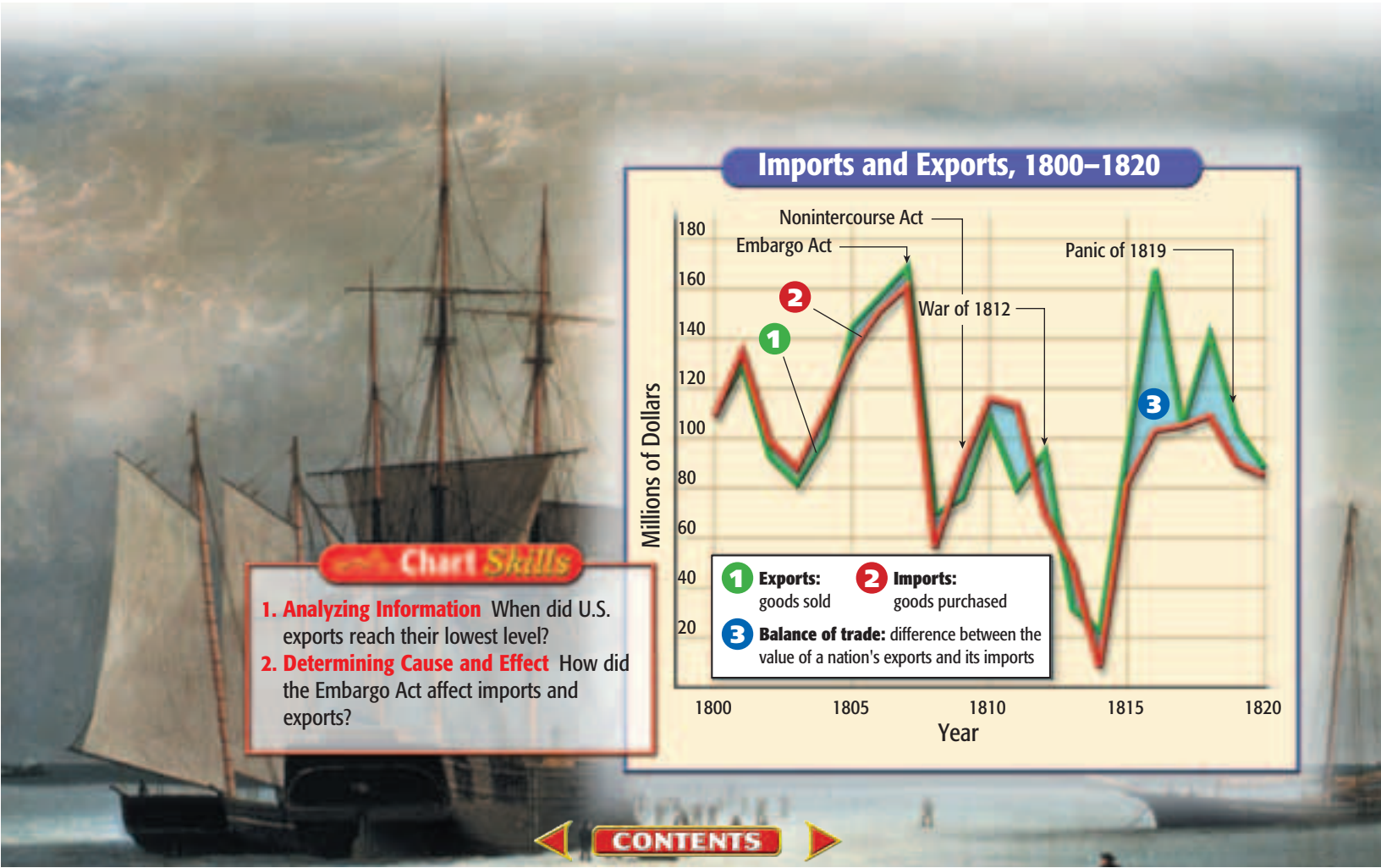
War With Tripoli

The United States, too, had paid tribute for safe passage—but not enough. In 1801 the ruler of Tripoli asked for more money from the United States. When President Jefferson refused, the ruler chopped down the flagpole of the American consulate—a declaration of war. Jefferson sent ships to the Mediterranean and blockaded, or closed off, Tripoli. The American fleet, however, was not powerful enough to defeat the Barbary pirates, and the conflict continued.

In 1804 the pirates seized the U.S. warship *Philadelphia* and towed it into Tripoli Harbor. They threw the captain and crew into jail. **Stephen Decatur,** a 25-year-old United States Navy captain, took action. Slipping into the heavily guarded harbor with a small raiding party, Decatur burned the captured ship to prevent the pirates from using it. A British admiral praised the deed as the "most bold and daring act of the age."

Negotiations finally ended the conflict with Tripoli in June 1805. Tripoli agreed to stop demanding tribute, but the United States had to pay a ransom of $60,000 for the release of the American prisoners.

Reading Check **Explaining** Why did Tripoli declare war on the United States?



Freedom of the Seas

Riding the wave of four successful years as president, Jefferson won reelection easily in 1804. Jefferson received 162 electoral votes to only 14 for his Federalist opponent, Charles Pinckney. His second term began with the nation at peace. Across the sea, however, Great Britain and France were already involved in a war that threatened to interfere with American trade.

The thriving foreign trade of the United States depended on being able to sail the seas freely. The nation had resolved the threat from the Barbary pirates. Now it was challenged at sea by the two most powerful nations in Europe.

Neutral Rights Violated

When Britain and France went to war in 1803, America enjoyed a prosperous commerce with both countries. As long as the United States remained neutral, shippers could continue doing business. A nation not involved in a conflict had **neutral rights**—the right to sail the seas and not take sides.

For two years American shipping continued to prosper. By 1805, however, the warring nations had lost patience with American "neutrality." Britain blockaded the French coast and threatened to search all ships trading with France. France later announced that it would search and seize ships caught trading with Britain.

American Sailors Kidnapped

The British needed sailors for their naval war. Conditions in the British Royal Navy were terrible. British sailors were poorly paid, poorly fed, and badly treated. Many of them deserted. Desperately in need of sailors, the British often used force to get them. British naval patrols claimed the right to stop American ships at sea and search for any sailors on board suspected of being deserters from the British navy.

This practice of forcing people to serve in the navy was called **impressment.** While some of those taken were deserters from the British navy, the British also impressed thousands of native-born and naturalized American citizens.

Attack on the *Chesapeake*

Quite often the British would lie in wait for American ships outside an American harbor. This happened in June 1807 off the coast of **Virginia.** A British warship, the *Leopard,* intercepted the American vessel *Chesapeake* and demanded to search the ship for British deserters. When the *Chesapeake*'s captain refused, the British opened fire, killing 3, wounding 18, and crippling the American ship.

As news of the attack spread, Americans reacted with an anti-British fury not seen since the Revolutionary War. Secretary of State **James Madison** called the attack an outrage. Many demanded war against Britain. Although President Jefferson did not intend to let Great Britain's actions go unanswered, he sought a course of action other than war.

A Disastrous Trade Ban

Britain's practice of impressment and its violation of America's neutral rights had led Jefferson to ban some trade with Britain. The attack on the *Chesapeake* triggered even stronger measures. In December 1807, the Republican Congress passed the **Embargo Act.** An **embargo** prohibits trade with another country. Although Great Britain was the target of this act, the embargo banned imports from and exports to *all* foreign countries. Jefferson wanted to prevent Americans from using other countries as go-betweens in the forbidden trade.

With the embargo, Jefferson and Madison hoped to hurt Britain but avoid war. They believed the British depended on American agricultural products. As it turned out, the embargo of 1807 was a disaster. The measure wiped out all American commerce with other nations. Worse, it proved ineffective against Britain. The British simply traded with Latin America for its agricultural goods.

The embargo clearly had not worked. On March 1, 1809, Congress repealed it. In its place Congress enacted the much weaker **Nonintercourse Act.** The new act prohibited trade only with Britain and France and their colonial possessions. It was no more popular or successful than the Embargo Act.

Jefferson Leaves Office

Following Washington's precedent, Jefferson made it clear in mid-1808 that he would not be a candidate for a third term. With Jefferson's approval the Republicans chose James Madison as their candidate for president. The Federalists nominated Charles Pinckney and hoped that anger over the embargo would help their party. Pinckney carried most of New England, but the Federalist ticket collected little support from the other regions. Madison won with 122 electoral votes to Pinckney's 47 votes.

Reading Check **Evaluating** How effective was the Embargo Act?

War Fever

James Madison did not take office as president under the most favorable conditions. At home and abroad, the nation was mired in the embargo crisis. Meanwhile Britain continued to claim the right to halt American ships, and cries for war with Britain grew louder.

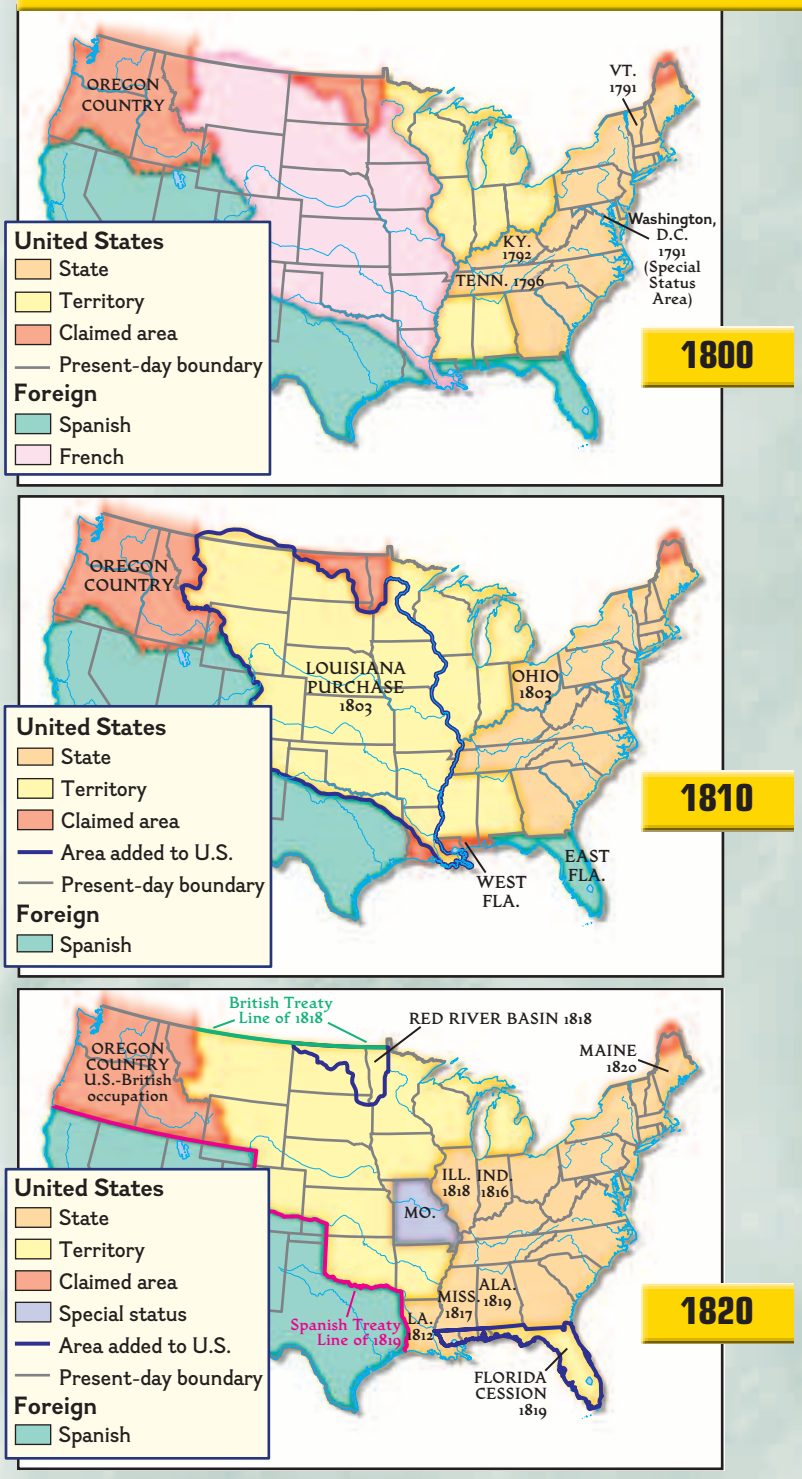
Closer to War

In 1810 Congress passed a law permitting direct trade with either France or Britain, depending on which country first lifted its trade restrictions against America. Napoleon seized the opportunity and promised to end France's trade restrictions.

Unfortunately for Madison, Napoleon had tricked the American administration. The French continued to seize American ships, selling them and pocketing the proceeds. Americans were deeply divided. To some it seemed as if the nation was on the verge of war—but it was hard to decide if the enemy should be Britain or France. Madison knew that France had tricked him, but he continued to see Britain as the bigger threat to the United States.

NATIONAL GEOGRAPHIC

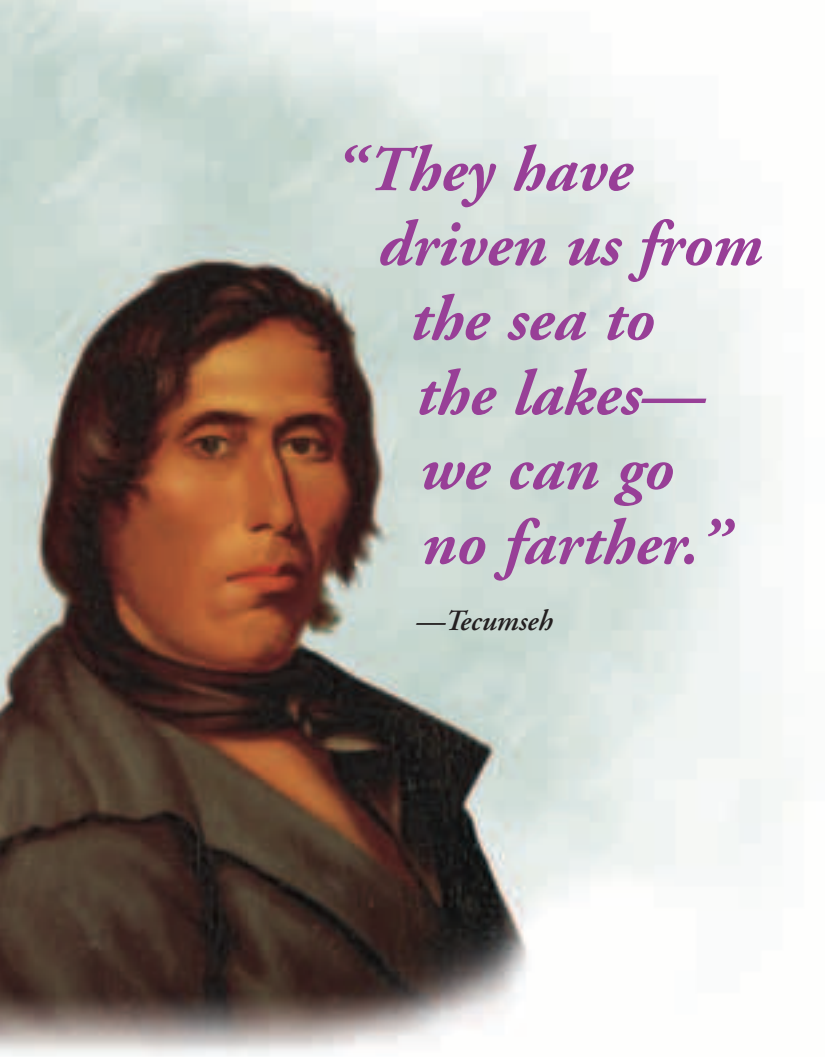
Territorial Growth, 1800–1820



Geography Skills

Between 1790 and 1820, the United States doubled its size and added 10 new states.

1. **Region** When did Indiana become part of the United States?
2. **Human-Environment Interaction** Describe the changes in French territory between 1800 and 1820.



"They have driven us from the sea to the lakes—we can go no farther."

—Tecumseh

Frontier Conflicts

While Madison was trying to decide how to resolve the difficulties with European powers, news arrived about problems in the West. **Ohio** had become a state in 1803. Between 1801 and 1810, white settlers continued to press for more land in the Ohio Valley. Native Americans had given up many millions of acres. Now the settlers were moving onto lands that had been guaranteed to Native Americans by treaty.

As tensions increased, some Native Americans began renewing their contacts with British agents and fur traders in Canada. Others pursued a new strategy. A powerful Shawnee chief named **Tecumseh** (tuh•KUHM•suh) built a confederacy among Native American nations in the Northwest. Tecumseh believed that a strong alliance—with the backing of the British in Canada—could put a halt to white movement onto Native American lands.

A commanding speaker, Tecumseh possessed great political skills. In his view, the United States government's treaties with separate Native American nations were worthless. "The Great Spirit gave this great island to his red children," he said. No one nation had the right to give it away.

Tecumseh had a powerful ally—his brother, known as **the Prophet.** The Prophet urged Native Americans everywhere to return to the customs of their ancestors. They should, he said, give up practices learned from the white invaders—wearing western dress, using plows and firearms, and especially drinking alcohol. The Prophet attracted a huge following among Native Americans. He founded a village at a site in northern Indiana, near present-day Lafayette, where the Tippecanoe and Wabash Rivers meet. It was called Prophetstown.

A Meeting With Harrison

The American governor of the Indiana Territory, **General William Henry Harrison,** became alarmed by the growing power of the two Shawnee brothers. He feared they would form an alliance with the British.

In a letter to Tecumseh, Harrison warned that the United States had many more warriors than all the Indian nations could put together. "Do not think that the redcoats can protect you; they are not able to protect themselves." Tecumseh sent word that he would reply in person.

A few weeks later, Tecumseh came to Harrison and spoke to the white people assembled there:

> "Brothers: Since the peace was made, you have killed some of the Shawnees, Winnebagoes, Delawares, and Miamis, and you have taken our land from us; and I do not see how we can remain at peace if you continue to do so. You try to force the red people to do some injury; it is you who are pushing them on to do mischief. You try to keep the tribes apart, and make distinctions among them. You wish to prevent the Indians from uniting."

The Battle of Tippecanoe

In 1811 while Tecumseh was in the South trying to expand his confederacy, Harrison decided to attack Prophetstown on the

Tippecanoe River. After more than two hours of battle, the Prophet's forces fled the area in defeat. The **Battle of Tippecanoe** was proclaimed a glorious victory for the Americans. Harrison acquired the nickname "Tippecanoe" and used it as a patriotic rallying cry when he ran for president in 1840.

Harrison's victory at the Battle of Tippecanoe, however, resulted in something the American people had hoped to prevent. Tecumseh now joined forces with the British troops. White settlers in the region claimed that the British had supplied Tecumseh's confederacy with guns. As a result, the rallying cry of the settlers became "On to Canada!"

War Hawks

Back in the nation's capital, President Madison faced demands for a more aggressive policy toward the British. The most insistent voices came from a group of young Republicans elected to Congress in 1810. Known as the **War Hawks,** they came from the South and the West. The War Hawks pressured the president to declare war against Britain.

While the War Hawks wanted to avenge British actions against Americans, they were also eager to expand the nation's power. Their **nationalism**—or loyalty to their country—appealed to a renewed sense of American patriotism. The leading War Hawks were **Henry**

TECHNOLOGY & History

The Conestoga Wagon

By the mid-1700s, sturdy Conestoga wagons transported settlers and their freight over the Appalachian Mountains. These wagons were first built in the Conestoga Creek region of Lancaster, Pennsylvania. As people pushed even farther westward, the Conestoga was seen rolling across the plains toward Oregon and California. ***Why did Conestoga wagons have a high front and back?***

1. Six to eight draft horses or a dozen oxen pull the wagon. The driver rides or walks beside the animals.
2. The boat-shaped wagon's high front and back keep goods from falling out on steep mountain trails.
3. A **toolbox** attached to the side of the wagon holds spare parts for needed repairs.
4. A white canvas cloth stretches over the hoops, or **wagon bows.** This cover protects passengers and cargo from heat, rain, and snow.
5. Broad **wheels** help keep the heavy wagon from being mired in the mud.

The average Conestoga wagon was 21 feet long, 11 feet high, and 4 feet in width and depth. It could carry up to 12,000 pounds of cargo.



Clay from Kentucky and **John Calhoun** from South Carolina, both in their 30s. Hunger for land heightened war fever. Westerners wanted to move north into the fertile forests of southern Canada. A war with Britain might make Canadian land available. Southerners wanted Spanish Florida.

The War Hawks urged major military spending. Through their efforts Congress quadrupled the army's size. The Federalists in the Northeast, however, remained strongly opposed to the war.

Declaring War

By the spring of 1812, Madison concluded that war with Britain was inevitable. In a message to Congress on June 1, he cited "the spectacle of injuries and indignities which have been heaped on our country" and asked for a declaration of war.

In the meantime the British had decided to end their policy of search and seizure of American ships. Unfortunately, because of the amount of time it took for news to travel across the Atlantic, this change in policy was not known in Washington. Word of the breakthrough arrived too late. Once set in motion, the war machine could not be stopped.

Reading Check **Explaining** Why did the War Hawks call for war with Britain?

NATIONAL GEOGRAPHIC

Land Taken from Native Americans



Geography Skills

1. **Region** During which of the three time periods was the largest amount of land taken along the Atlantic coast?
2. **Location** Which people lived nearest to the Red River?

SECTION 3 ASSESSMENT

HISTORY Online **Study Central™** To review this section, go to tarvol1.glencoe.com and click on **Study Central™**.

Checking for Understanding

1. **Key Terms** Write two paragraphs in which you use all of the following terms: **tribute, neutral rights, impressment, embargo, War Hawks, nationalism.**
2. **Reviewing Facts** Describe the negotiations that ended the war between the United States and Tripoli.

Reviewing Themes

3. **Global Connections** How did the conflict in Europe help the American shipping industry prosper?

Critical Thinking

4. **Determining Cause and Effect** How did frontier battles with Native Americans intensify Americans' anti-British feelings?
5. **Sequencing Information** Re-create the diagram below and list key events in the nation's effort to remain neutral in the war between France and Britain.

1805	June 1807	Dec. 1807	1809

Analyzing Visuals

6. **Geography Skills** Examine the maps that appear on page 291. When did Tennessee gain statehood? Which of the maps shows the territory gained from the Louisiana Purchase? In what year was Florida ceded to the United States?

Interdisciplinary Activity

Art Choose a side in the argument about war with Great Britain. Draw a political cartoon supporting your point of view.

Ignatia Broker (1919–1987)



Ignatia Broker was born on the White Earth Ojibway Reservation in Minnesota. She grew up hearing the stories of her people. She decided that one day she would tell others about Ojibway traditions. Through her writing, Broker passed on many Ojibway tales about "the purity of man and nature and keeping them in balance."

READ TO DISCOVER

Night Flying Woman tells the story of Oona, Ignatia Broker's great-great-grandmother. Oona was still a child when the Ojibway were forced to leave their land and find a new home. As you read, look for the ways in which Oona overcomes her fear of her latest home. What gives the Ojibway people faith that they will continue as a people?

READER'S DICTIONARY

fretful: worrisome, anxious, uneasy
A-wa-sa-si: a storyteller traveling with Oona's people
Ojibway: a Native American nation

Night Flying Woman

The next morning, very early, Grandfather, Oldest Uncle, and Father walked into the thick forest. Oona did not see them leave, for she was sleeping soundly. When Mother told her that they were gone, Oona looked at the forest fearfully. It seemed very unfriendly. She thought, "It has swallowed up my grandfather and father." She became **fretful.**

Mother said, "Daughter, look at the forest again but do not look and see only the dark and shadows. Instead, look at the trees, each one, as many as you can. Then tell me what you think."...

As Oona looked at the trees, she heard the si-si-gwa-d—the murmuring that the trees do when they brush their branches together. It was a friendly sound, and the sun sent sparkles through the si-si-gwa-d that chased the shadows. Suddenly the forest seemed different to Oona, and she knew that Grandfather, Oldest Uncle, and Father had gone into a friendly place....

A-wa-sa-si said, "The forests have never failed the **Ojibway.**... As long as the Ojibway are beneath, the trees will murmur with contentment. When the Ojibway and the Animal Brothers are gone, the forest will weep and this will be reflected in the sound of the si-si-gwa-d.... In each generation of Ojibway there will be a person who will hear the si-si-gwa-d, who will listen and remember and pass it on to the children. Remembering our past and acting accordingly will ensure that we, the Ojibway, will always people the earth. The trees have patience and so they have stood and have seen many generations of Ojibway. Yet will there be more, and yet will they see more."



From *Night Flying Woman: An Ojibway Narrative* by Ignatia Broker. Copyright © 1983 by the Minnesota Historical Society. Reprinted by permission.

ANALYZING LITERATURE

1. **Recall and Interpret** What sound did Oona hear in the forest? How did the sound affect Oona's feelings about the forest?
2. **Evaluate and Connect** What does Ignatia Broker in *Night Flying Woman* say about the importance of the past? Explain your answer.

Interdisciplinary Activity

Art Create a painting or drawing that shows the forest as Oona saw it. Use symbols to hint at the coming of the Europeans.

SECTION 4

The War of 1812

Guide to Reading

Main Idea
Beginning in 1812 the United States was at war with Britain. Fighting took place in the United States, in Canada, and at sea.

Key Terms
frigate, privateer

Reading Strategy
Taking Notes As you read the section, re-create the diagram below and in the boxes describe each battle's outcome.

Battle	Outcome
Lake Erie	
Washington, D.C.	
New Orleans	

Read to Learn
- how the British seized and set fire to Washington, D.C.
- why Andrew Jackson fought a battle after the war was over.

Section Theme
Government and Democracy The end of the War of 1812 produced a new spirit of nationalism.

Preview of Events

1812
June 1812 United States declares war on Britain

1813
September 1813 Perry defeats the British navy on Lake Erie

1814
August 1814 The British burn Washington, D.C.

1815
January 1815 American forces win the Battle of New Orleans



Madison peace medal

AN American Story

While President Madison awarded peace medals to Native Americans who supported the United States against the British, Congressional War Hawks could be heard singing:

Ye Parliaments of England,
Ye lords and commons, too,
Consider well what you're about,
And what you're goin' to do;
You're now at war with Yankees,
And I'm sure you'll rue the day
Ye roused the sons of liberty,
In North Americay.

War Begins

Despite their swaggering songs, the War Hawks did not achieve the quick victory they boldly predicted. The Americans committed a series of blunders that showed how unprepared they were for war. The regular army now consisted of fewer than 7,000 troops. The states had between 50,000 and 100,000 militia, but the units were poorly trained, and many states opposed "Mr. Madison's war." The military commanders, veterans of the American Revolution, were too old for warfare, and the government in Washington provided no leadership. The Americans also underestimated the strength of the British and their Native American allies.

The war started in July 1812, when **General William Hull** led the American army from **Detroit** into Canada. Hull was met by Tecumseh and his warriors. Fearing a massacre by the Native Americans, Hull surrendered Detroit to a small British force in August. Another attempt by General William Henry Harrison was unsuccessful as well. Harrison decided that the Americans could make no headway in Canada as long as the British controlled Lake Erie.

Naval Battles

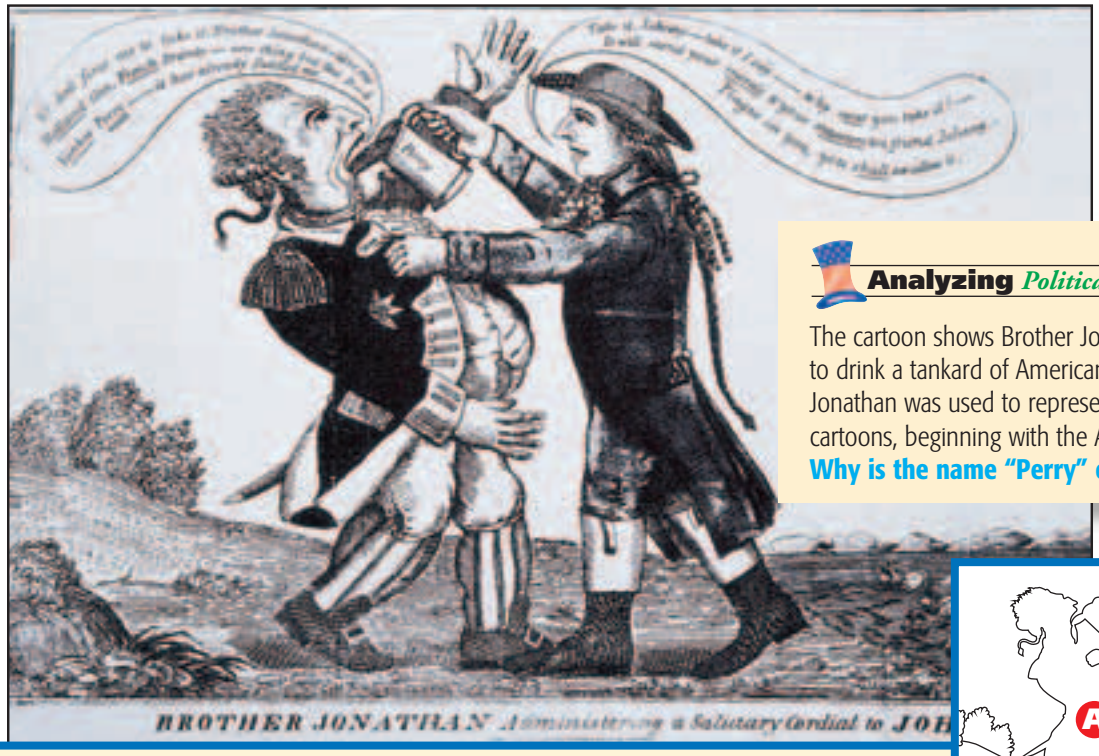
Oliver Hazard Perry, commander of the **Lake Erie** naval forces, had his orders. He was to assemble a fleet and seize the lake from the British. From his headquarters in Put-in-Bay, Ohio, Perry could watch the movements of the enemy ships. The showdown came on September 10, 1813, when the British ships sailed out to face the Americans. In the bloody battle that followed, Perry and his ships defeated the British naval force. After the battle, Perry sent General William Henry Harrison the message, "We have met the enemy and they are ours."

With Lake Erie in American hands, the British and their Native American allies tried to pull back from the Detroit area. Harrison and his troops cut them off. In the fierce **Battle of the Thames** on October 5, the great leader Tecumseh was killed.

The Americans also attacked the town of York (present-day Toronto, Canada), burning the parliament buildings. Canada remained unconquered, but by the end of 1813 the Americans had won some victories on land and at sea.

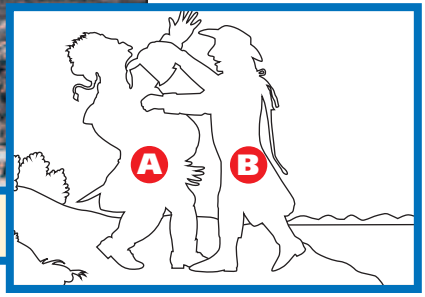
To lower the national debt, the Republicans had reduced the size of the navy. However, the navy still boasted three of the fastest **frigates,** or warships, afloat. Americans exulted when the *Constitution*, one of these frigates, destroyed two British vessels—the *Guerrière* in August 1812 and the *Java* four months later. After seeing a shot bounce off the *Constitution*'s hull during battle, a sailor nicknamed the ship "Old Ironsides."

American **privateers,** armed private ships, also staged spectacular attacks on British ships and captured numerous vessels. These victories were more important for morale than for their strategic value.



Analyzing *Political Cartoons*

The cartoon shows Brother Jonathan forcing John Bull to drink a tankard of American medicine. Brother Jonathan was used to represent Americans in many cartoons, beginning with the American Revolution.
Why is the name "Perry" on the tankard?



A John Bull represents Britain B Brother Jonathan represents the United States

Setbacks for Native Americans

With the death of Tecumseh in 1813, hopes for a Native American confederation died. In his travels two years before his death, Tecumseh had discussed plans for a confederation with the Creeks in the Mississippi Territory.

In March 1814, a lanky Tennessee planter named **Andrew Jackson** attacked the Creeks. Jackson's forces slaughtered more than 550 of the Creek people. Known as the **Battle of Horseshoe Bend,** the defeat broke the Creeks' resistance and forced them to give up most of their lands to the United States.

Reading Check **Evaluating** Do you think the United States was prepared to wage war? Explain.

The British Offensive

British fortunes improved in the spring of 1814. They had been fighting a war with Napoleon and had won. Now they could send more forces to America.

Attack on Washington, D.C.

In August 1814, the British sailed into Chesapeake Bay. Their destination was Washington, D.C. On the outskirts of Washington, D.C., the British troops quickly overpowered the American militia and then marched into the city. "They proceeded, without a moment's delay, to burn and destroy everything in the most distant degree connected with government," reported a British officer.

NATIONAL GEOGRAPHIC

The War of 1812 In Motion



Geography Skills

1. **Movement** How did the British navy strengthen the British land troops?
2. **Analyzing Information** Who won the Battle of New Orleans?

People In History

Dolley Madison 1768–1849



Born in North Carolina, Dolley Payne grew up in Virginia until, at age 15, her family moved to Philadelphia. There she married John Todd, Jr. As Dolley Todd, she gave birth to two children, but lost her husband and one child in 1793 during a yellow fever epidemic.

The following year she married James Madison. While her husband was secretary of state, Dolley Madison served as unofficial first lady for the widower president, Thomas Jefferson. She became the nation's official first lady when James Madison was elected president in 1808. During the War of 1812 she showed remarkable bravery. In 1814, as the British approached the capital, she refused to leave the executive mansion until she had packed up many valuable government documents, a painting of George Washington, and other priceless valuables.

The Capitol and the president's mansion were among the buildings burned. Watching from outside the city, President Madison and his cabinet saw the night sky turn orange. Fortunately a violent thunderstorm put out the fires before they could do more damage. August 24, 1814, was a low point for the Americans.

Baltimore Holds Firm

Much to everyone's surprise, the British did not try to hold Washington. They left the city and sailed north to Baltimore. Baltimore, however, was ready and waiting—with barricaded roads, a blocked harbor, and some 13,000 militiamen. The British attacked in mid-September. They were kept from entering the town by a determined defense and ferocious bombardment from Fort McHenry in the harbor.

During the night of September 13–14, a young attorney named **Francis Scott Key** watched as the bombs burst over Fort McHenry. Finally "by the dawn's early light," Key was able to see that the American flag still flew over the fort. Deeply moved by patriotic feeling, Key wrote a poem called "The Star-Spangled Banner." In 1931, Congress designated "The Star-Spangled Banner" as the National Anthem. *(See page 616 of the Appendix for an excerpt from "The Star-Spangled Banner.")*

Defeat at Plattsburgh

Meanwhile, in the north, General Sir George Prevost led more than 10,000 British troops into New York State from Canada. The first British goal was to capture Plattsburgh, a key city on the shore of Lake Champlain. The invasion was stopped when an American naval force on Lake Champlain defeated the British fleet on the lake in September 1814. Knowing the American ships could use their control of the lake to bombard them and land troops behind them, the British retreated to Canada.

After the Battle of Lake Champlain, the British decided the war in North America was too costly and unnecessary. Napoleon had been defeated in Europe. To keep fighting the United States would gain little and was not worth the effort.

The War Ends

American and British representatives signed a peace agreement in December 1814 in Ghent, Belgium. The **Treaty of Ghent** did not change any existing borders. Nothing was mentioned about the impressment of sailors, but, with Napoleon's defeat, neutral rights had become a dead issue.

Before word of the treaty had reached the United States, one final—and ferocious—battle

occurred at New Orleans. In December 1814, British army troops moved toward New Orleans. Awaiting them behind earthen fortifications was an American army led by Andrew Jackson.

On January 8, 1815, the British troops advanced. The redcoats were no match for Jackson's soldiers, who shot from behind bales of cotton. In a short but gruesome battle, hundreds of British soldiers were killed. At the **Battle of New Orleans,** Americans achieved a decisive victory. Andrew Jackson became a hero, and his fame helped him win the presidency in 1828.

American Nationalism

New England Federalists had opposed "Mr. Madison's war" from the start. In December 1814, unhappy New England Federalists gathered in Connecticut at the **Hartford Convention.** A few favored secession. Most wanted to remain within the Union, however. To protect their interests, they drew up a list of proposed amendments to the Constitution.

After the convention broke up, word came of Jackson's spectacular victory at New Orleans, followed by news of the peace treaty. In this moment of triumph, the Federalist grievances seemed unpatriotic. The party lost respect in the eyes of the public. Most Americans felt proud and self-confident at the end of the War of 1812.



The young nation had gained new respect from other nations in the world. Americans felt a new sense of patriotism and a strong national identity.

Although the Federalist Party weakened, its philosophy of strong national government was carried on by the War Hawks who were part of the Republican Party. They favored trade, western expansion, the energetic development of the economy, and a strong army and navy.

Reading Check **Analyzing** Did the Treaty of Ghent resolve any major issues? Explain.

SECTION 4 ASSESSMENT

HISTORY Online **Study Central™** To review this section, go to tarvol1.glencoe.com and click on **Study Central™**.

Checking for Understanding

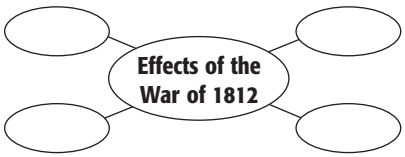
1. **Key Terms** Write a short paragraph in which you use the terms **frigate** and **privateer.**
2. **Reviewing Facts** Who won the Battle of Lake Champlain? Why was it an important victory?

Reviewing Themes

3. **Government and Democracy** Why did the Federalist Party lose support after the War of 1812?

Critical Thinking

4. **Drawing Conclusions** Why did people from the North, South, and the West feel differently about going to war with Britain?
5. **Determining Cause and Effect** Recreate the diagram below. In the ovals, list four effects that the War of 1812 had on the United States.



Analyzing Visuals

6. **Geography Skills** Study the map on page 298. On what lake did Perry defeat the British? Which battle—Lake Champlain or Thames—took place later in time?

Interdisciplinary Activity

Music Imagine if Francis Scott Key had been at the Battle of New Orleans instead of in Baltimore. Rewrite the first verse of "The Star-Spangled Banner" based on what occurred in that battle.

Study & Writing SKILLBUILDER

Writing a Journal

Why Learn This Skill?

Journal writing is personal writing with a casual style. What you write *on* is not as important as what you write *about*—your experiences, interests, and even your feelings.

Learning the Skill

A journal is a written account that records what you have learned or experienced. In the journal you can express your feelings about a subject, summarize key topics, describe difficulties or successes in solving particular problems, and draw maps or other visuals. To help you get started writing in your journal, follow these steps:

- As you read your textbook, jot down notes or questions about a specific topic or event. Then look for details and answers about it as you continue reading.
- Describe your feelings as you read a selection or look at a photograph. Are you angry, happy, frustrated, sad? Explain why.
- Ask yourself if drawing a map or flowchart would help you understand an event better. If so, draw in your journal.

Practicing the Skill

The following excerpt describes the burning of Washington, D.C., during the War of 1812. Read the excerpt, then use the following questions to help you write entries in your own journal.

> "[T]his was a night of dismay to the inhabitants of Washington. They were taken completely by surprise. . . . The first impulse of course tempted them to fly. . . . [T]he streets were . . . crowded with soldiers and senators, men, women, and children, horses, carriages, and carts loaded with household furniture, all hastening towards a wooden bridge which crosses the Potomac. The confusion . . . was terrible, and the crowd upon the bridge was such to endanger its giving way."

1. What is particularly interesting about this description?
2. What are your feelings as you read the excerpt?
3. Draw a map or other visual to help you understand the situation described here.



William Clark's journal

Applying the Skill

Writing a Journal Imagine that you have had the chance to take part in an American adventure. Make notes for a journal entry describing what you have done and seen.

Glencoe's **Skillbuilder Interactive Workbook CD-ROM, Level 1,** provides instruction and practice in key social studies skills.

CHAPTER 9 ASSESSMENT and ACTIVITIES

Chapter Summary

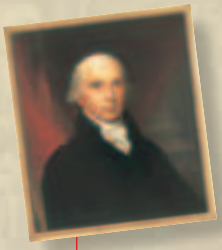
The Jefferson Era



1801
- Thomas Jefferson inaugurated as third president

1803
- *Marbury* v. *Madison* sets precedent for judicial review
- Louisiana Territory purchased from France
- Ohio becomes a state

1804
- Twelfth Amendment ratified
- Lewis and Clark expedition sets off from St. Louis
- Thomas Jefferson wins reelection



1807
- American ship *Chesapeake* attacked by British navy
- Congress passes the Embargo Act

1809
- James Madison becomes president



1811
- Harrison defeats the Prophet at Tippecanoe

1812
- U.S. declares war on Britain
- British navy blockades coast

1813
- Perry defeats British navy on Lake Erie
- Tecumseh killed at the Battle of the Thames



1814
- British burn Washington, D.C.
- Treaty of Ghent ends war with Britain

Reviewing Key Terms

On a sheet of paper, use all of the following terms to write several short, historically accurate paragraphs related to the information in the chapter. Use standard grammar and punctuation.

1. laissez-faire
2. impressment
3. embargo
4. nationalism
5. judicial review
6. secede

Reviewing Key Facts

7. What did Congress do to prevent a deadlock in presidential elections?
8. How did events in Santo Domingo (Haiti) influence American expansion?
9. How did the Embargo Act of 1807 hurt the United States?
10. Who were the War Hawks?
11. What effect did Tecumseh's death have on Native Americans?

Critical Thinking

12. **Analyzing Themes: Government and Democracy** Summarize the importance of the *Marbury* v. *Madison* decision.
13. **Analyzing Information** What were the boundaries of the Louisiana Territory?
14. **Comparing** Re-create the diagram below. In the boxes, describe the differences between the War Hawks and Federalists in their views of the War of 1812.

War of 1812	
View of War Hawks	View of Federalists



Geography and History Activity

Study the maps of territorial growth on page 291 and answer the following questions.

15. **Location** In what year did Mississippi become a state?
16. **Region** What three Southern states were admitted to the nation between 1810 and 1820?

Practicing Skills

17. Writing a Journal By the late 1700s, more than 55,000 Americans had crossed the mountains into Kentucky and Tennessee. Write entries for a journal for such a trip. Explain why you are enduring such hardships to move to new land.

Citizenship Cooperative Activity

18. Analyzing Current Events With a partner, choose a recent event for which you will be able to locate primary and secondary sources of information. Compare the primary source with one secondary source. Prepare a report for the class in which you describe the event and compare the information in the primary and secondary sources.

Economics Activity

19. Work in small groups to prepare an international trade map. Your map should show United States imports during the early 1800s from each of the major continents. What major ports were merchants sailing to during this time? What products were they bringing back to the United States? Your map should include the names of important ports, the countries where they were located, symbols to represent the different products, a map key to explain the symbols, and other information such as distances or major shipping routes.

Technology Activity

20. Using a Spreadsheet Search the library for information about the modern city of New Orleans. Make a database using the spreadsheet. Beginning in column B, label four columns as follows: 1) Street names; 2) Buildings; 3) Foods; 4) Sites. Beginning in row two, label rows as follows: 1) Spanish; 2) French. Fill in the spreadsheet with the information you find.

Alternative Assessment

21. Portfolio Writing Activity Review the chapter for information about the expedition of Lewis and Clark. Imagine that you had the chance to accompany them on their adventure. Write a letter home describing what you have done and seen. Be sure to include how you were affected by the land and the people you encountered.

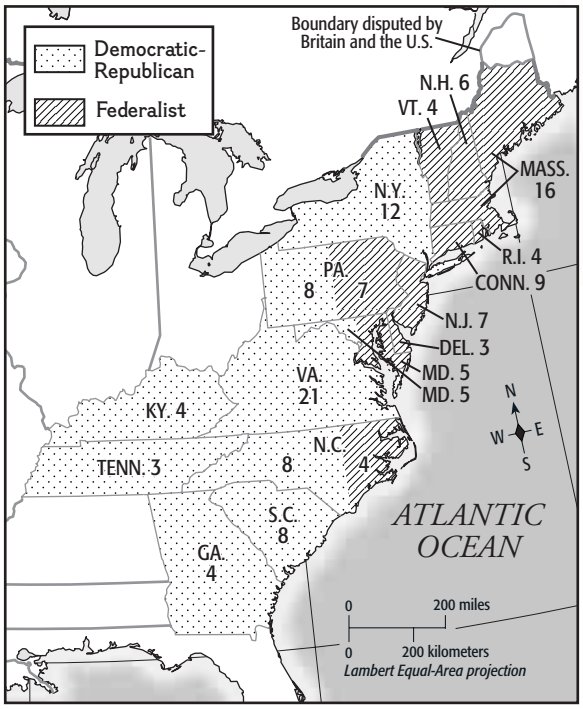
HISTORY Online

Self-Check Quiz

Visit tarvol1.glencoe.com and click on **Chapter 9—Self-Check Quizzes** to prepare for the chapter test.

Standardized Test Practice

Use the map below to choose the *best* answer to the question.



Which of the following statements about the election of 1800 is true?

F Federalists won Georgia's electoral votes.

G New Hampshire supported the Democratic-Republican ticket.

H Connecticut had seven electoral votes.

J Pennsylvania was one of the states that split its votes.

Test-Taking Tip:

Double-check all answer choices to make sure that you have chosen the best answer. Make sure that your answer choice is supported by information on the map. Check each choice against the map. Only one is correct.