

CHAPTER
10

The Jefferson Era 1800-1816

Section 1 **Jefferson Takes Office**

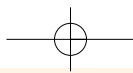
Section 2 **The Louisiana Purchase and Exploration**

Section 3 **Problems with Foreign Powers**

Section 4 **The War of 1812**



Albert Bierstadt's painting, *The Rocky Mountains* (1863), celebrates the beauty of the American West.



Interact *with* History



This painting gives a more realistic view of the West than that shown at the left.

Explorers often chose to travel by water.

In the early 1800s, it took about 20 seconds to load and fire a gun.

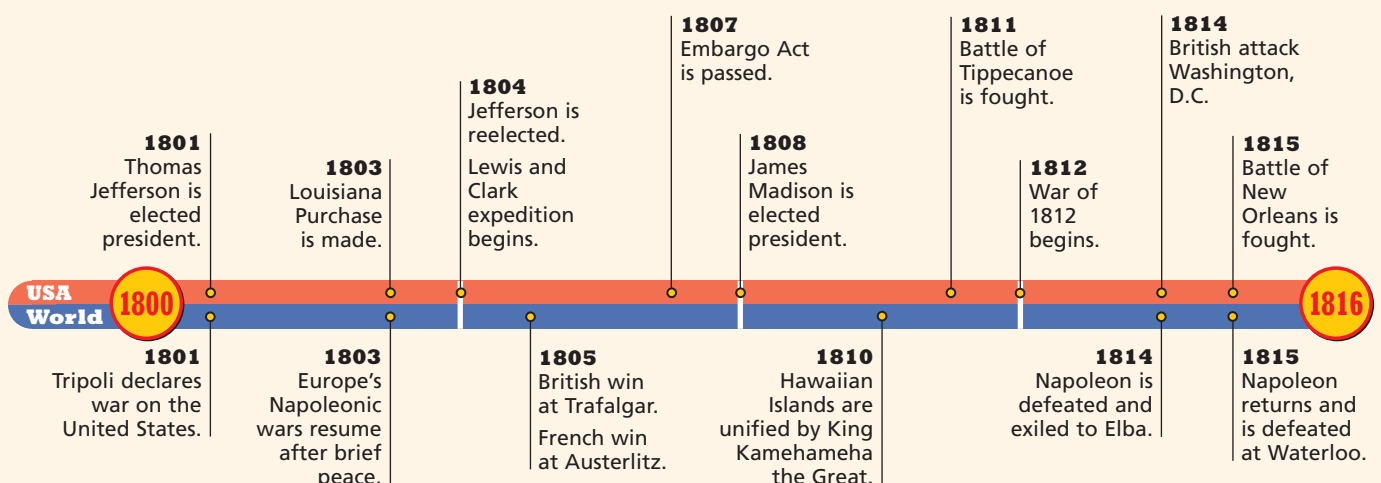
Adult grizzly bears might weigh as much as 900 pounds and run 30 miles per hour.

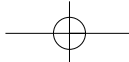
You have been chosen to participate in an expedition to the West in the early 1800s. You are excited and curious, but also a little scared. You know that you will see and experience many new things. But you know there are risks involved, too.

What Do You Think?

- Notice the land features in these scenes. What problems might they hold for an explorer?
- What other people might you meet on the expedition?
- How will you find food during the long winter?

What dangers will you face on an expedition west?





Chapter 10 SETTING THE STAGE

BEFORE YOU READ



Previewing the Theme

Expansion In 1801, Thomas Jefferson and his party—the Democratic-Republicans—took power. They reduced the size of the federal government, which they believed had become too powerful under the Federalists. They doubled the size of the country, however, by purchasing the Louisiana Territory. You will read about these dramatic changes in Chapter 10.




What Do You Know?

What parts of the United States today were not part of the country in 1800? What should leaders consider before they buy land for their countries?

THINK ABOUT

- where the money for the purchase will come from
- what should be done if people already live on the land


What Do You Want to Know?

 What details do you need to help you understand the nation's expansion in the early 1800s? Make a list of information you need in your notebook before you read the chapter.

READ AND TAKE NOTES

Reading Strategy: Summarizing When you study history, it is important to clearly understand what you read. One way to achieve a clear understanding is to summarize. When you summarize, you restate what you have read into fewer words, stating only

the main ideas and essential details. It is important to use your own words in a summary. Use the chart below to record your summaries of the main ideas and essential details in Chapter 10.

 See Skillbuilder Handbook, page R2.

The Jefferson Era	
Summaries	
Main Idea:	Thomas Jefferson is elected president.
Details:	Jefferson replaces Federalist policies with his own but has problems with the judiciary.
Main Idea:	
Details:	
Main Idea:	
Details:	
Main Idea:	
Details:	



HISTORY WORKSHOP

Making Explorers' Field Notes

On their expedition in the early 1800s, Lewis and Clark filled their journals with field notes—detailed observations and scientific illustrations of the land, plants, and wildlife they saw. Lewis made drawings of plants and animals. Clark drew detailed maps. For many years, their journals were the main source of information about the West.

ACTIVITY Create a journal of field notes that includes illustrations of plants, animals, and terrain found in your neighborhood. Then write a comparison article between your field notes and those of Lewis and Clark.

TOOLBOX

Each group will need:

drawing paper	ruler
poster board for covers	string
pencil and pen	hole punch and hole reinforcers
scissors	



STEP BY STEP

1 Form groups. Each group should consist of 3 to 4 students. The members of your group will do the following tasks:

- design and create a handmade journal
- take a walk in your neighborhood and record observations as field notes
- compare the field notes you have created with those of Lewis and Clark

2 Make your journal. Your group will need a journal to make field notes on the nature walk. Each page of the journal should be six inches wide and roughly eight inches long, approximately the size of the one used by Lewis and Clark. Cut 10–15 sheets of that size out of the drawing paper. Create a front and back cover for the journal using the poster board.

The scientific and artistic skills of Lewis and Clark made their journals both accurate and beautiful.



- 3 Put your journal together.** Punch three holes in the left side of the pages, including the covers. Place hole reinforcers around the holes to ensure that the pages won't tear. Bind the pages and the covers together with string.



- 4 Explore your neighborhood.** Take a walk in your neighborhood, in the area around your school, or in a nearby woods. You might want to divide the tasks of observing, drawing, describing, and mapping among the members of the group.

- 5 Model your field notes on those of Lewis and Clark.**

In their journals, Lewis and Clark included drawings of animals and plants, as well as detailed observations about them. Remember to draw the plants, insects, and animals as if you have never seen them before.

- 6 Make a map of your route.** In addition to the drawings, create a map of your walk. Include any interesting landmarks as well as a detailed description of the terrain. Remember to sketch the route as if it's unexplored territory.



HELP DESK

For related information, see pages 304–309 in Chapter 10.

Researching Your Project

- You can find copies of Lewis and Clark's journals in many libraries.

- Undaunted Courage* by Stephen Ambrose gives a fascinating account of the expedition.

For more about Lewis and Clark . . .



RESEARCH LINKS
CLASSZONE.COM

Did You Know?

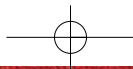
- The Corps of Discovery sent Jefferson six live specimens of animals, including a prairie dog.
- At one point, the men on the expedition consumed nine pounds of buffalo meat a day.
- Swarms of mosquitoes plagued the expedition. The explorers often found it impossible to eat without inhaling some of the pesky insects.
- Clark estimated that the expedition traveled 4,162 miles. His guess was only 40 miles off the actual distance.

REFLECT & ASSESS

- What process did your group use to observe, draw, and describe your route?
- How did you decide what information to include in your journal?
- How important are the illustrations to understanding the area in which your group took its walk?

WRITE AND SPEAK

Write and present a paper that compares and contrasts Lewis and Clark's journal with the one your group has completed. Also, explain how your journal might help someone who has just moved to your school or neighborhood.



1 Jefferson Takes Office

TERMS & NAMES

radical

Judiciary Act
of 1801

John Marshall

*Marbury v.
Madison*

unconstitutional
judicial review

MAIN IDEA

When Jefferson became president in 1801, his party replaced Federalist programs with its own.

WHY IT MATTERS NOW

Today's Democratic Party traces its roots to the party of Jefferson, the Democratic-Republicans.

ONE AMERICAN'S STORY

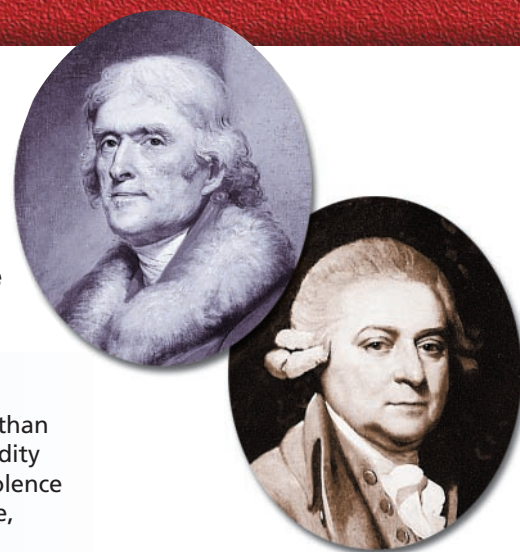
Supporters of John Adams and Thomas Jefferson—competitors in the presidential election of 1800—fought for their candidates with nasty personal attacks. Scottish immigrant James Callender, a Jefferson supporter, wrote some of the harshest criticisms. During the campaign, he warned voters not to reelect President John Adams.

A VOICE FROM THE PAST

In the fall of 1796 . . . the country fell into a more dangerous juncture than almost any the old confederation ever endured. The tardiness and timidity of Mr. Washington were succeeded by the rancour [bitterness] and insolence [arrogance] of Mr. Adams. . . . Think what you have been, what you are, and what, under [Adams], you are likely to become.

James Callender, quoted in *American Aurora*

Adams's defenders were just as vicious. One went so far as to claim that if Jefferson won, "the soil will be soaked with blood, and the nation black with crimes." In spite of the campaign's nastiness, the election ended with a peaceful transfer of power from one party to another. The 1800 election was more than a personal battle, though. It was a contest between two parties with different ideas about the role of government.

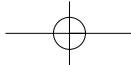


In the presidential election of 1800, Thomas Jefferson was the candidate of the Democratic-Republican Party. John Adams represented the Federalists.

The Election of 1800

The two parties contesting the election of 1800 were the Federalists, led by President John Adams, and the Democratic-Republicans, represented by Thomas Jefferson. Each party believed that the other was endangering the Constitution and the American republic.

The Democratic-Republicans thought they were saving the nation from monarchy and oppression. They argued, again and again, that the Alien and Sedition Acts supported by the Federalists violated the Bill of Rights. (See pages 290–291.) The Federalists thought that the nation was about to be ruined by **radicals**—people who take extreme political positions. They remembered the violence of the French Revolution, in which radicals executed thousands in the name of liberty.



When election day came, the Democratic-Republicans won the presidency. Jefferson received 73 votes in the electoral college, and Adams earned 65. But there was a problem. Aaron Burr, whom the Democratic-Republicans wanted as vice president, also received 73 votes.

Background

In 1804, the Twelfth Amendment solved this problem by creating separate ballots for president and vice president.

Reading History

A. Analyzing Points of View

Why did Hamilton think that Jefferson was the better choice for president?

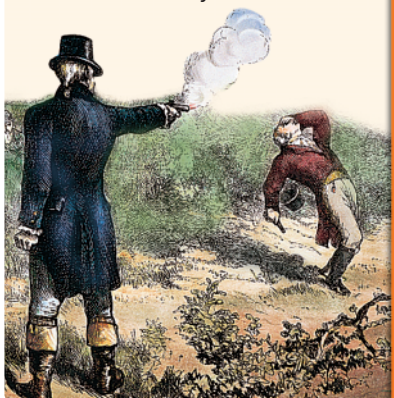
STRANGE but True

HAMILTON-BURR DUEL

In 1804, the Democratic-Republicans replaced Aaron Burr as their candidate for vice president. Burr then decided to run for governor of New York.

Alexander Hamilton questioned Burr's fitness for public office. He wrote that Burr was a "dangerous man . . . who ought not to be trusted with the reins of government."

Burr lost the election. Furious, he challenged Hamilton to a duel. Hamilton went to the duel but resolved not to fire. Burr, however, shot Hamilton, who died the next day.



Breaking the Tie

According to the Constitution, the House of Representatives had to choose between Burr and Jefferson. The Democratic-Republicans clearly intended for Jefferson to be president. However, the new House of Representatives, dominated by Jefferson's party, would not take office for some months. Federalists still held a majority in the House, and their votes would decide the winner.

The Federalists were divided. Some feared Jefferson so much that they decided to back Burr. Others, such as Alexander Hamilton, considered Burr an unreliable man and urged the election of Jefferson. Hamilton did not like Jefferson, but he believed that Jefferson would do more for the good of the nation than Burr. "If there be a man in the world I ought to hate," he said, "it is Jefferson. . . . But the public good must be [more important than] every private consideration."

Over a period of seven days, the House voted 35 times without determining a winner. Finally, two weeks before the inauguration, Alexander Hamilton's friend James A. Bayard persuaded several Federalists not to vote for Burr. On the thirty-sixth ballot, Jefferson was elected president. Aaron Burr, who became vice president, would never forget Hamilton's insults.

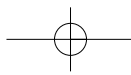
People were overjoyed by Jefferson's election. A Philadelphia newspaper reported that bells rang, guns fired, dogs barked, cats meowed, and children cried over the news of Jefferson's victory.

The Talented Jefferson

In over 200 years, the United States has had more than 40 presidents. Many of them were great leaders. But no president has ever matched Thomas Jefferson in the variety of his achievements.

Jefferson's talents went beyond politics. He was still a young lawyer when he became interested in the architecture of classical Greece and Rome. The look of our nation's capital today reflects that interest. When Washington, D.C., was being built during the 1790s, Jefferson advised its architects and designers.

Jefferson's passion for classical styles can also be seen in his plan of Monticello, his Virginia home. For this elegant mansion, Jefferson designed storm windows, a seven-day clock, and a dumbwaiter—a small elevator that brought bottles of wine from the cellar.



Jefferson was a skilled violinist, horseman, amateur scientist, and a devoted reader, too. His book collection later became the core of the Library of Congress. After his election, Jefferson applied his many talents and ideas to the government of the United States.

Jefferson's Philosophy

The new president had strong opinions about what kind of country the United States ought to be. But his first order of business was to calm the nation's political quarrels.

A VOICE FROM THE PAST

Let us, then, fellow-citizens, unite with one heart and one mind. . . . Every difference of opinion is not a difference of principle. . . . We are all Republicans, we are all Federalists.

Thomas Jefferson, First Inaugural Address

Reading History

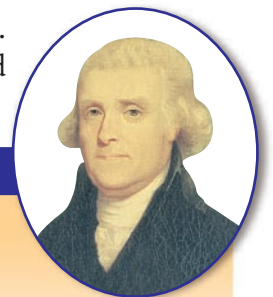
B. Summarizing

How did Thomas Jefferson try to unite the nation after he was elected?

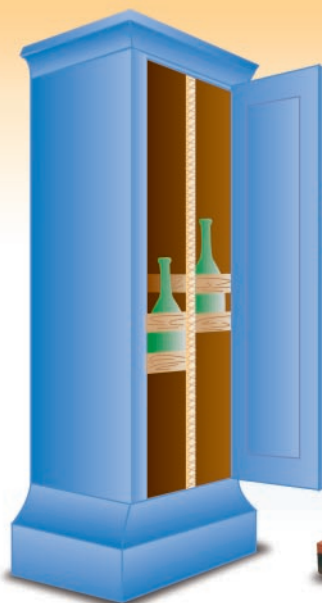
One way Jefferson tried to unite Americans was by promoting a common way of life. He wanted the United States to remain a nation of small independent farmers. Such a nation, he believed, would uphold the strong morals and democratic values that he associated with country living. He hoped that the enormous amount of available land would prevent Americans from crowding into cities, as people had in Europe.

As president, Jefferson behaved more like a gentleman farmer than a privileged politician. Instead of riding in a fancy carriage to his inauguration, Jefferson walked the two blocks from his boarding house to the Capitol. Though his chef served elegant meals, the president's guests ate at round tables so that no one could sit at the head of the table.

To the end, Jefferson refused to elevate himself because of his office. For his tombstone, he chose this simple epitaph: "Here was buried



The Talented Jefferson

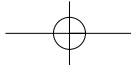


For his Virginia home, Jefferson designed a dumbwaiter to bring bottles from his wine cellar.



Jefferson improved the design of this early copy machine. As a user of the device wrote with one pen, a second pen made an exact copy.

Thomas Jefferson was a man of extraordinary talent. His architectural skill can be seen in the design of Monticello, shown here.



Thomas Jefferson, author of the Declaration of American Independence, of the statute of Virginia for religious freedom, and father of the University of Virginia.” Jefferson chose not to list his presidency. His belief in a modest role for the central government is reflected in the changes he made during his presidency.

Undoing Federalist Programs

Jefferson believed that the federal government should have less power than it had had under the Federalists. During his term of office, he sought to end many Federalist programs.

At the president’s urging, Congress—now controlled by Democratic-Republicans—allowed the Alien and Sedition Acts to end. Jefferson then released prisoners convicted under the acts—among them, James Callender. Congress also ended many taxes, including the unpopular whiskey tax. Because the loss of tax revenue lowered the government’s income, Jefferson reduced the number of federal employees to cut costs. He also reduced the size of the military.

Jefferson next made changes to the Federalists’ financial policies. Alexander Hamilton had created a system that depended on a certain amount of public debt. He believed that people who were owed money by their government would make sure the government was run properly. But Jefferson opposed public debt. He used revenues from tariffs and land sales to reduce the amount of money owed by the government.

Marshall and the Judiciary

Though Jefferson ended many Federalist programs, he had little power over the courts. John Adams had seen to that with the **Judiciary Act of 1801**. Under this act, Adams had appointed as many Federalist judges as he could between the election of 1800 and Jefferson’s inauguration in 1801. These last-minute appointments meant that the new Democratic-Republican president would face a firmly Federalist judiciary.

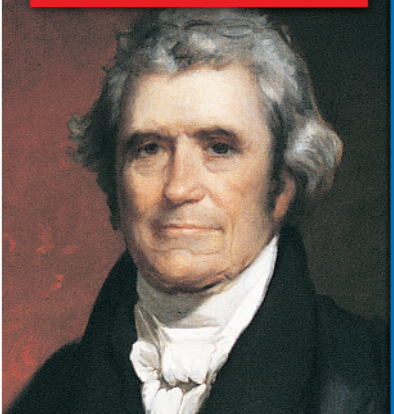
Jefferson often felt frustrated by Federalist control of the courts. Yet because judges received their appointments for life, the president could do little.

Before he left office in 1801, President Adams also appointed a new Chief Justice of the Supreme Court. He chose a 45-year-old Federalist, **John Marshall**. He guessed that Marshall would be around for a long time to check the power of the Democratic-Republicans. He was right. Marshall served as Chief Justice for over three decades. Under Marshall, the Supreme Court upheld federal authority and strengthened federal

Background

In addition to founding the University of Virginia in 1819, Jefferson designed its buildings and supervised their construction.

AMERICA'S HISTORY MAKERS



JOHN MARSHALL
1755–1835

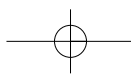
John Marshall was born, the first of 15 children, in Virginia’s backcountry. He had little formal schooling. He received most of his education from his parents and a minister who lived with the family one year.

Even so, the lasting strength of the U.S. Constitution is partly due to Marshall’s brilliant legal mind. In his long tenure as Chief Justice, John Marshall participated in more than 1,000 decisions and wrote 519 of them himself.

How does Marshall’s record as Chief Justice demonstrate his decision-making abilities?

Reading History

C. Analyzing Causes Why did the Federalists retain a great deal of power even after they were defeated by the Democratic-Republicans?



courts. One of the most important decisions of the Marshall Court was *Marbury v. Madison* (1803).

Marbury v. Madison

William Marbury was one of Adams's last-minute appointments. Adams had named him as a justice of the peace for the District of Columbia.

Marbury was supposed to be installed in his position by Secretary of State James Madison. When Madison refused to give him the job, Marbury sued. The case went to the Supreme Court, which ruled that the law under which Marbury sued was **unconstitutional**—that is, it contradicted the law of the Constitution.

Although the Court denied Marbury's claim, it did establish the principle of **judicial review**. This principle states that the Supreme Court has the final say in interpreting the Constitution. In his decision, Marshall declared, "It is emphatically the province and duty of the Judicial Department to say what the law is." If the Supreme Court decides that a law violates the Constitution, then that law cannot be put into effect.

Jefferson and Madison were angry when Marshall seized this new power for the Supreme Court, but they could hardly fight his decision. After all, he had decided *Marbury v. Madison* in their favor.

By establishing judicial review, Marshall helped to create a lasting balance among the three branches of government. The strength of this balance would be tested as the United States grew. In the next section, you will read about a period of great national growth.

Vocabulary

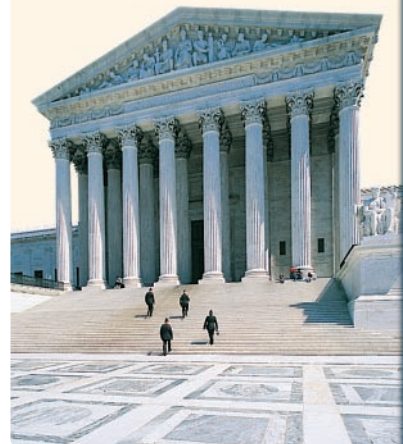
justice of the peace: a low-level official with limited authority, including the power to perform marriages

Now and then

THE SUPREME COURT TODAY

The principle of judicial review is still a major force in American society. In June 1999, the Supreme Court used this power to restrict the ability of the federal government to enforce its laws in the 50 states.

In one case, *Alden v. Maine*, the Court ruled that employees of a state government cannot sue their state even when the state violates federal labor laws—such as those that set guidelines for overtime wages.



Section 1 Assessment

1. Terms & Names

Explain the significance of:

- radical
- Judiciary Act of 1801
- John Marshall
- *Marbury v. Madison*
- unconstitutional
- judicial review

2. Taking Notes

Use a chart like the one below to list some of the changes made by Jefferson and his party.

Changes made by Democratic-Republicans
1.

What branch of government gave Jefferson trouble?

3. Main Ideas

- How was the tie between Jefferson and Burr settled after the election of 1800?
- In what ways did Jefferson's talents reach beyond politics?
- How did the opinions of Jefferson and Hamilton regarding the public debt differ?

4. Critical Thinking

Making Generalizations

How was Thomas Jefferson's philosophy reflected in his personal life?

THINK ABOUT

- how he behaved after being elected
- how he felt about his presidency later in life

ACTIVITY OPTIONS

TECHNOLOGY

ART

Read more about Thomas Jefferson. Design Jefferson's **Internet home page** showing his inventions or create a **model** of a building he designed.



2 The Louisiana Purchase and Exploration

TERMS & NAMES

Louisiana Purchase
Meriwether Lewis
William Clark
Lewis and Clark expedition
Sacagawea
Zebulon Pike

MAIN IDEA

Jefferson purchased the Louisiana Territory in 1803 and doubled the size of the United States.

WHY IT MATTERS NOW

Thirteen more states were eventually organized on the land acquired by the Louisiana Purchase.

ONE AMERICAN'S STORY

In 1790, Captain Robert Gray became the first American to sail around the world. Two years later, Gray explored a harbor in what is now Washington state. This harbor was later named Gray's Harbor, and Washington's largest river was named after Gray's ship, the *Columbia*.

New England merchants like Captain Gray had to sail all the way around South America to reach the profitable trading regions of the Oregon Country. (See the map on page 304.) In spite of the long trip, merchants from Boston soon began to appear there frequently. They appeared so often that the Native Americans they traded with began calling all white people "Bostons."

Gray's explorations helped to establish U.S. claims to the Pacific Northwest. In this section, you will learn how a lucky land purchase and a daring expedition further hastened westward expansion.



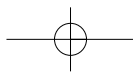
Robert Gray sailed his ship *Columbia* on trading voyages to the Northwest and China.

The West in 1800

In 1800, when Americans talked about the "West," they meant the area between the Appalachian Mountains and the Mississippi River. Thousands of settlers were moving westward across the Appalachians to settle in this region. Many moved onto land long inhabited by Native Americans. Even so, several U.S. territories soon declared statehood. Kentucky and Tennessee had become states by 1800, and Ohio entered the union in 1803.

Although the Mississippi River was the western border of the United States, there was a great deal of activity further west. In 1800, France and Spain were negotiating for ownership of the Louisiana Territory—the vast region between the Mississippi River and the Rocky Mountains.

The Pacific coast region and the Oregon Country, as you read in *One American's Story*, also attracted increasing attention. In California, Spain had a chain of 21 missions stretching from San Diego to San Francisco. Starting just north of San Francisco, Russian settlements dotted the Pacific coast all the way to Alaska. Great Britain also claimed land in the region.



ReadingHistory

A. Reading a Map Use the map on page 304 to find the location of New Orleans.

As the number of Westerners grew, so did their political influence. A vital issue for many settlers was the use of the Mississippi River. Farmers and merchants used the river to move their products to the port of New Orleans, and from there to east coast markets. Threats to the free navigation of the Mississippi and the use of the port at New Orleans brought America to the brink of war.

Napoleon and New Orleans

“There is on the globe one single spot the possessor of which is our natural and habitual enemy,” President Jefferson wrote. That spot was New Orleans. This strategic port was originally claimed by France. After losing the French and Indian War, France turned over the Louisiana Territory—including New Orleans—to Spain. But in a secret treaty in 1800, Spain returned Louisiana and the port to France’s powerful leader, Napoleon. Now Napoleon planned to colonize the American territory.

Background

In 1799, Napoleon was made the top official of the French Republic. In 1804, he became emperor.

In 1802, these developments nearly resulted in war. Just before turning Louisiana over to France, Spain closed New Orleans to American shipping. Angry Westerners called for war against both Spain and France. To avoid hostilities, Jefferson offered to buy New Orleans from France. He received a surprising offer back. The French asked if the United States wanted to buy all of the Louisiana Territory—a tract of land even larger than the United States at that time.

The Louisiana Purchase

A number of factors may have led Napoleon to make his surprising offer. He was probably alarmed by America’s fierce determination to keep the port of New Orleans open. Also, his enthusiasm for a colony in America may have been lessened by events in a French colony in the West Indies. There, a revolt led by Toussaint L’Ouverture (too•SAN loo•vehr•TOOR) had resulted in disastrous losses for the French. Another factor was France’s costly war against Britain. America’s money may have been more valuable to Napoleon than its land.

Jefferson was thrilled by Napoleon’s offer. However, the Constitution said nothing about the president’s right to buy land. This troubled Jefferson, who believed in the strict interpretation of the Constitution. But he also believed in a republic of small farmers, and that required land. So, on April 30, 1803, the **Louisiana Purchase** was approved for \$15 million—about three cents per acre. The purchase doubled the size of the United States. At the time, Americans knew little about the territory. But that would soon change.

ReadingHistory

B. Making Inferences Why did Jefferson purchase Louisiana even though the Constitution said nothing about the president’s right to buy land?

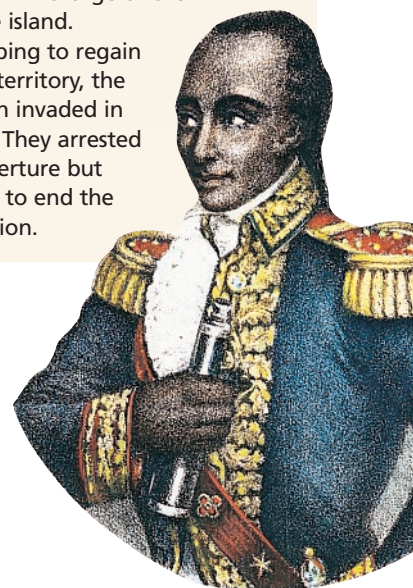
Connections TO WORLD HISTORY

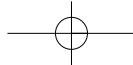
TOUSSAINT L’OUVERTURE

Toussaint L’Ouverture was born in Hispaniola, an island in the West Indies once colonized by both France and Spain. In 1791, L’Ouverture helped to lead a slave revolt against the French-controlled part of Hispaniola. A natural leader, L’Ouverture won admiration when he preached harmony between former slaves and planters.

In 1801, L’Ouverture overran the Spanish part of the island. He then freed all the slaves and put himself in charge of the entire island.

Hoping to regain their territory, the French invaded in 1802. They arrested L’Ouverture but failed to end the rebellion.





Lewis and Clark Explore

Since 1802, Thomas Jefferson had planned an expedition to explore the Louisiana country. Now that the Louisiana Purchase had been made, learning about the territory became even more important.

Jefferson chose a young officer, Captain **Meriwether Lewis**, to lead the expedition. In Jefferson's map-lined study, the two men eagerly planned the trip. Lewis turned to his old friend, Lieutenant **William Clark**, to select and oversee a volunteer force, which they called the Corps of Discovery. Clark was a skilled mapmaker and outdoorsman and proved to be a natural leader. The Corps of Discovery soon became known as the **Lewis and Clark expedition**.

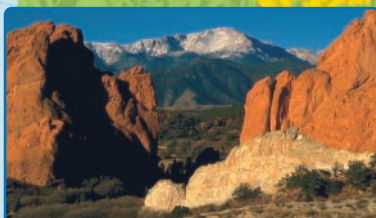
Clark was accompanied by York, his African-American slave. York's hunting skills won him many admirers among the Native Americans met by the explorers. The first black man that many Indians had ever seen, York became something of a celebrity among them.

Lewis and Clark set out in the summer of 1803. By winter, they reached St. Louis. Located on the western bank of the Mississippi River, St. Louis would soon become the gateway to the West. But in 1803, the city was a sleepy town with just 180 houses. Lewis and Clark spent the winter at St. Louis and waited for the ceremony that would mark the transfer of Louisiana to the United States. In March 1804, the American flag flew over St. Louis for the first time.

Vocabulary

corps (kor): a number of people acting together for a similar purpose

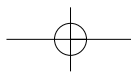
The Louisiana Purchase and Explorations, 1804–1807



The Rocky Mountain summit of Pikes Peak is 14,110 feet high.

GEOGRAPHY SKILLBUILDER Interpreting Maps

- 1. Location** What two rivers met at the starting point of the Lewis and Clark expedition?
- 2. Movement** How were Lewis and Clark's return routes different from each other?



AMERICA'S HISTORY MAKERS

MERIWETHER LEWIS

1774–1809

Meriwether Lewis was well qualified for the first overland expedition to the Pacific Northwest. In Virginia, he had become an expert hunter. From 1801 to 1803, he worked for President Jefferson, who had him trained in geography, mineralogy, and astronomy.

The journals Lewis kept tell what the West was like in the early 1800s and are still exciting to read. In one entry, dated September 17, 1804, Lewis describes the “immense herds of Buffalo, deer Elk and Antelopes which we saw in every direction feeding on the hills and plains.”



WILLIAM CLARK

1770–1838

William Clark was an army friend of Meriwether Lewis. Lewis personally chose him to be co-captain of the Corps of Discovery.

Clark's experience in his state militia and the U.S. Army had taught him how to build forts, draw maps, and lead expeditions through enemy territory.

He had less formal training than Lewis, but with his six feet of height and muscular build, he was a more rugged explorer.

Clark's leadership skills smoothed disputes. Also, his artistic skills made the expedition's maps and drawings both accurate and beautiful.

What were the different skills of Lewis and Clark that qualified them as co-leaders of the expedition?

Up the Missouri River

The explorers, who numbered about 40, set out from St. Louis in May of 1804. They headed up the Missouri River in one shallow-bottomed riverboat and two pirogues—canoes made from hollowed-out tree trunks. They had instructions from President Jefferson to explore the river and hoped to find a water route across the continent. Lewis and Clark were also told to establish good relations with Native Americans and describe the landscape, plants, and animals they saw.

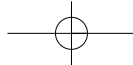
The explorers inched up the Missouri. The first afternoon, they traveled only about three miles. Sometimes the men had to pull, rather than row or sail, their boats against the current. In late October, they reached the Mandan Indian villages in what is now North Dakota.

The explorers built a small fort and spent the winter with the friendly Mandan. There, they also met British and French-Canadian trappers and traders. They were not happy to see the Americans. They suspected that the Americans would soon compete with them for the rich trade in beaver furs—and they were right.

In the spring of 1805, the expedition set out again. A French trapper, his 17-year-old-wife, **Sacagawea** (SAK•uh•juh•WEE•uh), and their baby went with them. Sacagawea was a Shoshone woman whose language skills and knowledge of geography would be of great value to Lewis and Clark—especially when they reached the area where she was born.

ReadingHistory

C. Making Inferences Why did Lewis and Clark travel on the Missouri River?



Lewis and Clark kept beautiful journals that provided priceless information about the West.

On to the Pacific Ocean

On their way west, the expedition had to stop at the Great Falls of the Missouri. Lewis called this ten-mile-long series of waterfalls “the grandest sight I ever beheld.” He described his approach to the falls.

A VOICE FROM THE PAST

I had proceeded on this course about two miles . . . when my ears were saluted with the agreeable sound of a fall of water and advancing a little further I saw the spray arise above the plain like a column of smoke. . . . (It) soon began to make a roaring too tremendous to be mistaken for any cause short of the great falls of the Missouri.

Meriwether Lewis, quoted in *Undaunted Courage*

To get around the Great Falls, the explorers had to carry their boats and heavy supplies for 18 miles. They built wheels from cottonwood trees to move the boats. Even with wheels, the trek took nearly two weeks. Rattlesnakes, bears, and even a hailstorm slowed their steps.

As they approached the Rocky Mountains, Sacagawea excitedly pointed out Shoshone lands. Eager to make contact with the tribe, Lewis and a small party made their way overland. Lewis soon found the Shoshone, whose chief recognized Sacagawea as his sister. The chief traded horses to Lewis and Clark, and the Shoshone helped them cross the Rocky Mountains.

The explorers then journeyed to the mighty Columbia River, which leads to the Pacific Ocean. In November 1805, Clark wrote in his journal, “Ocian in view! O! The joy.” They soon arrived at the Pacific Coast. There, they spent a rain-soaked winter before returning to St. Louis the following year.

The Lewis and Clark expedition brought back a wealth of scientific and geographic information. Though they learned that an all-water route across the continent did not exist, Americans received an exciting report of what lay to the west.

Pike’s Expedition

Lewis and Clark explored the northern part of the Louisiana Purchase. In 1806, an expedition led by **Zebulon Pike** left St. Louis on a southerly route. (Refer to the map on page 304.) Pike’s mission was to find the sources of the Arkansas and Red rivers. The Red River formed a boundary between Spanish territory and Louisiana.

Pike’s party of two dozen men headed westward across the Great Plains. When they reached the Arkansas River, they followed it toward the Rocky Mountains. From 150 miles away, Pike spied the Rocky Mountain peak that would later bear his name—Pikes Peak. However, he failed in his attempt to climb it. Then they turned south, hoping that they would eventually run into the Red River. Instead, they ran into the

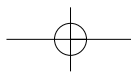
ReadingHistory

D. Finding Main Ideas

Why was the Lewis and Clark expedition valuable?

Background

The previous year, Pike had led a 5,000-mile expedition to search for the source of the Mississippi River.



EFFECTS: Exploration of the West, 1804–1807

- ▶ **1. Accurate maps**
Lewis and Clark and Pike produced the first good maps of the Louisiana Territory. Later travelers would use these maps to make their way west.
- ▶ **2. Growth of fur trade**
Exploration boosted interest in the fur trade. Hunters and trappers would add to the knowledge of the West.
- ▶ **3. Mistaken view of Great Plains**
Pike inaccurately described the treeless Great Plains as a desert. This led many Americans to believe that the Plains were useless for farming.



Compass used by Lewis and Clark

SKILLBUILDER Interpreting Charts

Why might Pike's description of the Great Plains have led to the idea that Native Americans east of the Mississippi should be moved there?

Vocabulary

Rio Grande:
Spanish for
big river

Rio Grande, which was in Spanish territory. There, they were arrested by Spanish troops.

The explorers returned to the United States after being released by Spanish officials in 1807. Though Pike and his men never explored the Red River, they did bring back valuable descriptions of the Great Plains and the Rio Grande River Valley.

The Effects of Exploration

The first American explorers of the West brought back tales of adventure as well as scientific and geographical information. As the chart above shows, this information would have long-lasting effects.

Early in Jefferson's presidency, events at home occupied much of the new president's time. In the next section, you will learn about foreign affairs during the same time period.

Section 2 Assessment

1. Terms & Names

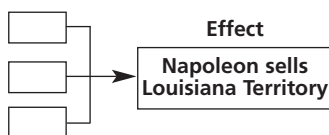
Explain the significance of:

- Louisiana Purchase
- Meriwether Lewis
- William Clark
- Lewis and Clark expedition
- Sacagawea
- Zebulon Pike

2. Taking Notes

Use a chart like the one below to record the factors that might have led Napoleon to sell the Louisiana Territory.

Causes



3. Main Ideas

- a. What groups might dispute European land claims in the West?
- b. Why was New Orleans important to Americans?
- c. How did Sacagawea help Lewis and Clark?

4. Critical Thinking

Recognizing Effects What were some of the effects of the explorations of the West in the 1800s?

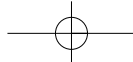
THINK ABOUT

- how other people might use the information brought back by the explorers
- the economic effects of the expedition

ACTIVITY OPTIONS

WORLD HISTORY GEOGRAPHY

Read more about New Orleans. Make an illustrated **time line** of the French, Spanish, and U.S. ownership of the city or create a **map** of its port.

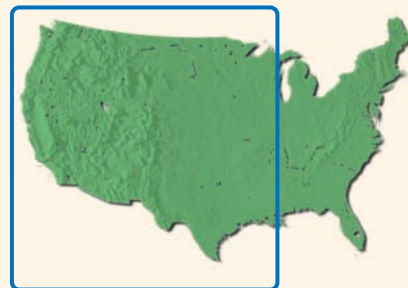


GEOGRAPHY *in* HISTORY

PLACE AND LOCATION

Native Americans on the Explorers' Route

When Thomas Jefferson bought the Louisiana Territory, Native Americans had already been living in that area for thousands of years. Before Lewis and Clark began their trip, Jefferson instructed them to deal with Native Americans in a peaceful manner and to make it clear that the United States wished to be "friendly and useful to them." On their journey, Lewis and Clark met almost 50 different tribes.



Sacagawea

In 1805, the explorers arrived in Shoshone territory near the Rocky Mountains. A Shoshone chief, Cameahwait, confirmed that there was no all-water route to the Pacific. Later, when Cameahwait recognized Sacagawea as his sister, he agreed to sell the explorers the horses they needed to cross the mountains.



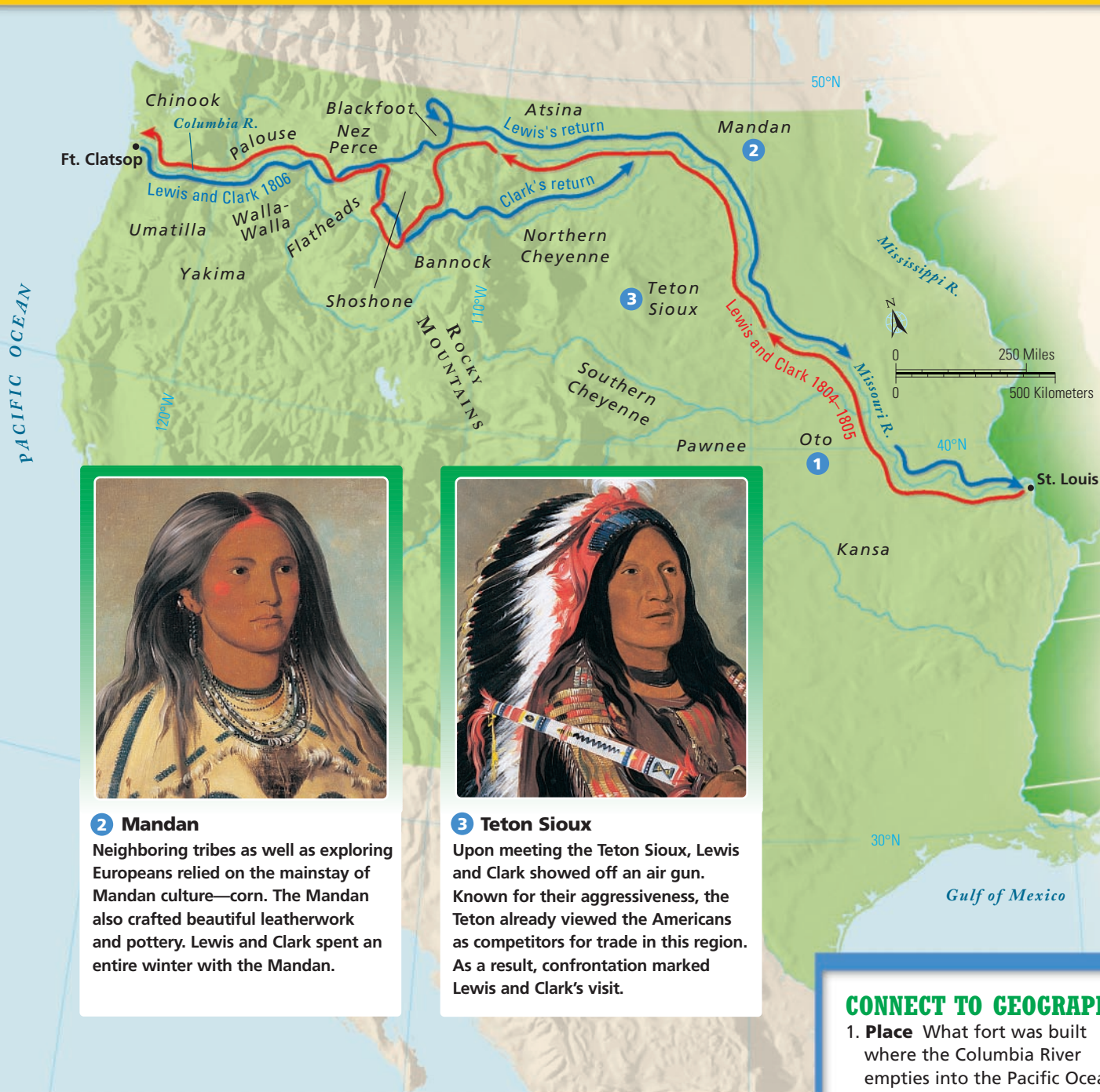
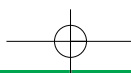
1 Oto

In 1804, Lewis and Clark met the Oto, a buffalo-hunting people. This was the first formal meeting of U.S. representatives with western Native Americans. Lewis told the Oto that they were "children" of a new great "father"—President Thomas Jefferson.

ARTIFACT FILE

Buffalo Robe Pictured to the right is a section of a Mandan buffalo robe. On it, a Mandan painted a battle scene between the Mandan and the Sioux.





2 Mandan

Neighboring tribes as well as exploring Europeans relied on the mainstay of Mandan culture—corn. The Mandan also crafted beautiful leatherwork and pottery. Lewis and Clark spent an entire winter with the Mandan.



3 Teton Sioux

Upon meeting the Teton Sioux, Lewis and Clark showed off an air gun. Known for their aggressiveness, the Teton already viewed the Americans as competitors for trade in this region. As a result, confrontation marked Lewis and Clark's visit.

CONNECT TO GEOGRAPHY

- Place** What fort was built where the Columbia River empties into the Pacific Ocean?
- Location** In what mountain range did the Shoshone tribe live?

G See Geography Handbook, page 4.

CONNECT TO HISTORY

- Forming Opinions** What do you think the Native Americans that Lewis and Clark met thought about the explorers?

On-Line Field Trip

The Peabody Museum in Cambridge, Massachusetts, holds an important collection of Native American artifacts. This rain hat was worn by Chinook whalers of the Northwest. The Chinook made these water-repellent hats out of cedar bark and bear grass.

For more about Native American artifacts . . .





3 Problems with Foreign Powers

TERMS & NAMES

impressment
Embargo Act
of 1807
Tecumseh
War Hawk

MAIN IDEA

Jefferson tried to avoid involvement in the problems of other nations.

WHY IT MATTERS NOW

British interference with the affairs of the United States led to the War of 1812.

ONE AMERICAN'S STORY

In 1804, U.S. Navy Lieutenant Stephen Decatur was on a daring mission overseas. The United States was at war with Tripoli, a state on the North African coast. The war, which began in 1801, was the result of repeated attacks on American merchant ships by African pirates. Decatur's mission was to destroy the U.S. warship *Philadelphia*—which had been captured by Tripoli—so that it could not be used by the enemy.

Decatur bravely sailed into Tripoli's harbor and set fire to the *Philadelphia*. He then managed to escape under enemy fire with only one man wounded. Decatur later issued this rallying cry for all Americans.

A VOICE FROM THE PAST

Our country! In her [relationships] with foreign nations may she always be in the right; but our country, right or wrong.

Stephen Decatur, 1816

Decatur's attack was one of the most celebrated events of the war, which ended in 1805. The conflict showed how hard it was for the United States to stay out of foreign affairs while its citizens participated so heavily in overseas trade. In this section, you will learn how President Jefferson handled problems with other nations.

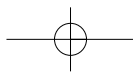
Jefferson's Foreign Policy

When Thomas Jefferson took office in 1801, he expected to concentrate on domestic concerns. In his inaugural address, he happily noted that America was “kindly separated by nature and a wide ocean from the exterminating havoc [wars] of one quarter of the globe.” Jefferson advised the United States to seek the friendship of all nations, but to enter into “entangling alliances with none.”

However, the president's desire to keep the United States separated from other nations and their problems was doomed to fail. For one thing, American merchants were busily engaged in trade all over the world. For



Stephen Decatur struggles in hand-to-hand combat with African pirates.



Reading History

A. Analyzing

Causes Why was it hard for the United States to avoid other nations' problems?

another, the Louisiana Purchase and the Lewis and Clark expedition were about to open the country to westward expansion. Expansion would bring Americans into closer contact with people from other nations who had already established settlements in the West.

Finally, the United States had little control over the actions of foreign nations—as North African interference with U.S. shipping had shown. Staying out of the ongoing conflict between France and England would be just as difficult.

Problems with France and England

For a long time, the United States managed not to get involved in the European wars that followed the French Revolution. At times, the nation even benefited from the conflict. Busy with affairs in Europe, France sold the Louisiana Territory to the United States. And American shippers eagerly took over the trade interrupted by the war.

By 1805, however, the British began to clamp down on U.S. shipping. They did not want Americans to provide their enemies with food and supplies. After the United States threatened to take action, the British decided to set up a partial blockade. This would only allow some American ships to bring provisions to Europe.

This partial blockade angered France, which enacted its own laws to control foreign shipping. These changes put American merchants in a difficult position. If they obeyed the British rules, their ships could be seized by the French. If they obeyed the French rules, their ships could be seized by the British.

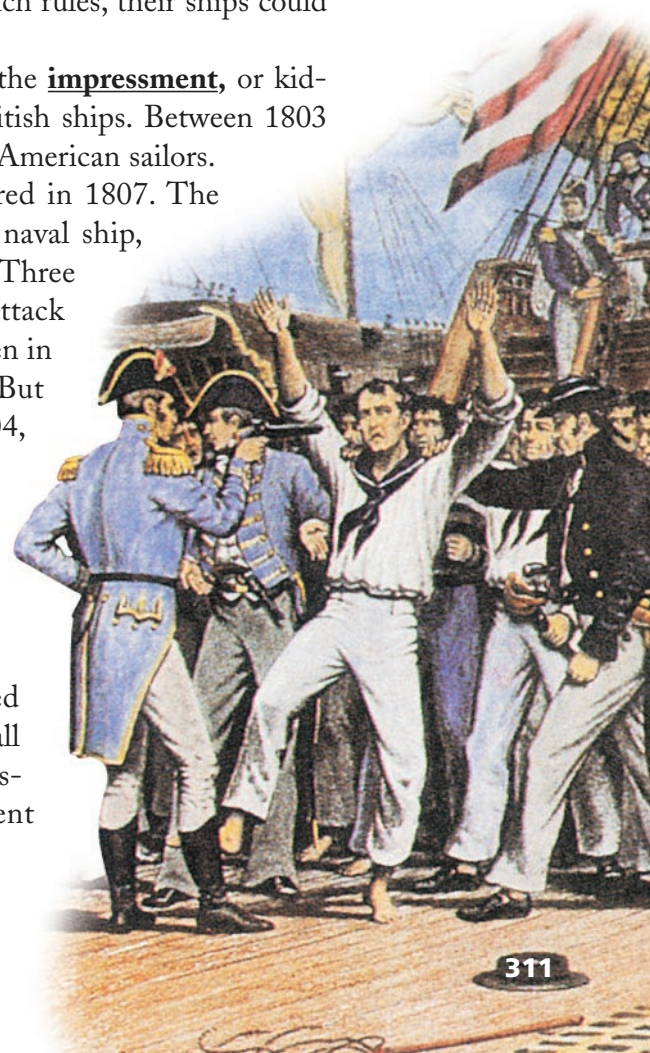
Britain also interfered with U.S. trade by the **impressment**, or kidnapping, of American sailors to work on British ships. Between 1803 and 1812, the British impressed about 6,000 American sailors.

One of the most famous incidents occurred in 1807. The British ship *Leopard* attacked an American naval ship, the *Chesapeake*, off the coast of Virginia. Three Americans lost their lives in the battle. The attack aroused widespread anger. Had Congress been in session, America might have declared war. But Jefferson, who had been re-elected in 1804, decided against it. One critic, furious at the president's caution, called Jefferson a “dish of skim milk curdling at the head of our nation.”

Trade as a Weapon

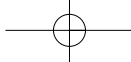
Instead of declaring war, Jefferson asked Congress to pass legislation that would stop all foreign trade. “Peaceable coercion,” as the president described his policy, would prevent further bloodshed.

British officers seize an American sailor at gunpoint.



Vocabulary

coercion: the practice of forcing someone to act in a certain way by use of pressure or threats



In December, Congress passed the **Embargo Act of 1807**. Now American ships were no longer allowed to sail to foreign ports. The act also closed American ports to British ships.

Jefferson's policy was a disaster. It was more harmful to the United States than to the British and French. American farmers and merchants were especially hard hit. Southern and Western farmers, for example, lost important markets for their grain, cotton, and tobacco. Shippers lost income, and many chose to violate the embargo by making false claims about where they were going. One New Englander said the embargo was like "cutting one's throat to cure the nosebleed."

The embargo became a major issue in the election of 1808. Jefferson's old friend James Madison won the election. By the time he took office, Congress had already repealed the embargo.

Madison's solution to the problem was a law that allowed merchants to trade with any country except France and Britain. Trade with these countries would start again when they agreed to respect U.S. ships. But this law proved no more effective than the embargo.

The Shawnee chief Tecumseh led Native American resistance to white rule in the Ohio River Valley.



Tecumseh and Native American Unity

British interference with American shipping and impressment of U.S. citizens made Americans furious. They also were angered by Britain's actions in the Northwest. Many settlers believed that the British were stirring up Native American resistance to frontier settlements.

Since the Battle of Fallen Timbers in 1794 (see page 283), Native Americans continued to lose their land. Thousands of white settlers had swarmed into Ohio and then into Indiana.

Tecumseh, a Shawnee chief, vowed to stop the loss of Native American land. He believed that the reason Native Americans continued to lose their land was because they were separated into many different tribes. He concluded that Native Americans had to do what white Americans had done: unite. Events in 1809 proved him right.

That September, William Henry Harrison, governor of the Indiana Territory, signed the Treaty of Fort Wayne with chiefs of the Miami, Delaware, and Potawatomi tribes. They agreed to sell over three million acres of land. But Tecumseh declared the treaty meaningless.

A VOICE FROM THE PAST

[Whites] have taken upon themselves to say this [land] belongs to the Miamis, this to the Delawares and so on. But the Great Spirit intended [Native American land] to be the common property of all the tribes, [and it cannot] be sold without the consent of all.

Tecumseh, quoted in *Tecumseh and the Quest for Indian Leadership*

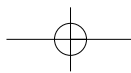
After the Treaty of Fort Wayne, many Native Americans began to answer Tecumseh's call for unity. But his efforts ultimately failed. In November 1811, while Tecumseh was away recruiting tribes for his alliance, the Shawnee were defeated by Harrison's forces at the Battle of

ReadingHistory

B. Recognizing Effects What were the results of the Embargo Act?

ReadingHistory

C. Forming Opinions Why did Tecumseh declare the Treaty of Fort Wayne meaningless?



Tippecanoe. It was a severe setback for Tecumseh's movement.

War Hawks

After the battle of Tippecanoe, Tecumseh and his warriors found a warm welcome with the British in Canada. At that point, the Native Americans and the British became allies. Tecumseh's welcome in Canada raised even higher the anti-British feelings in the West.

Leaders such as Congressman Henry Clay of Kentucky angrily demanded war against Britain. Westerners who called for war were known as **War Hawks**. They wanted British aid to Native Americans stopped, and they wanted the British out of Canada.


Conquering Canada would open up a vast new empire for Americans.

Other Americans sought war because of the British violations of American rights at sea. Future president Andrew Jackson said hostilities were necessary "for the protection of our maritime citizens impressed on board British ships of war," and to "open a market for the productions of our soil."


Urged on by Jackson and the War Hawks, Congress declared war on Britain on June 18, 1812. In the next section, you will read about the second—and final—war between the United States and Great Britain.

Causes of the War of 1812


Impressment of U.S. Citizens




Interference with American shipping



British support of Native-American resistance





WAR

SKILLBUILDER Interpreting Charts

Which cause of the War of 1812 was not related to activities on the sea?

Vocabulary

hawk: a person who favors the use of military force to carry out foreign policy

Section 3 Assessment

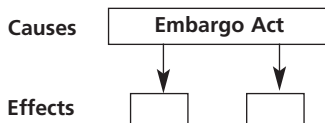
1. Terms & Names

Explain the significance of:

- impressment
- Embargo Act of 1807
- Tecumseh
- War Hawk

2. Taking Notes

Use a chart like the one below to record the effects of Jefferson's Embargo Act.



Why didn't the act work?

3. Main Ideas

- a. How did the British and French interfere with American shipping?
- b. How did Jefferson respond to the interference?
- c. Why did the War Hawks favor war?

4. Critical Thinking

Analyzing Points of View

Why did Tecumseh think it was important for Native Americans to unite?

THINK ABOUT

- what he learned about white men
- what Native Americans would lose if they did not act together

ACTIVITY OPTIONS

ART
SPEECH

Do research on the Battle of Tippecanoe. Draw a **comic strip story** of the battle or hold a **press conference** to describe the battle's outcome.



4 The War of 1812

TERMS & NAMES

Oliver Hazard Perry
Battle of the
Thames
Francis Scott Key
Treaty of Ghent

MAIN IDEA

Angered by Britain's interference in the nation's affairs, the United States went to war.

WHY IT MATTERS NOW

The War of 1812 showed that the United States was willing and able to protect its national interests.

ONE AMERICAN'S STORY

The war between the United States and Britain had begun in 1812. Two years later, British troops were marching toward Washington, D.C. Dolley Madison, the president's wife, stayed behind until the last minute. With bombs bursting in the distance, she hurried to save important historical objects from the White House.

A VOICE FROM THE PAST

I have had [a wagon] filled with . . . the most valuable portable articles belonging to the house. . . I insist on waiting until the large picture of General Washington is secured . . . It is done! and the precious portrait placed in the hands of two gentlemen of New York, for safe keeping.

Dolley Madison, from a letter sent to her sister

When the British troops arrived in the city, they set fire to many public buildings, including the White House and the Capitol. The next day, a violent storm caused even more damage. Fortunately, the heavy rains that accompanied the storm helped put out the fires. You will learn about other events of the War of 1812 in this section.

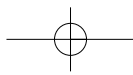
The War Begins

Britain did not really want a war with the United States because it was already involved in another war with France. To try to avoid war, the British announced that they would no longer interfere with American shipping. But the slow mails of the day prevented this news from reaching the United States until weeks after June 18th, when Congress approved Madison's request for a declaration of war.

The War of 1812 had two main phases. From 1812 to 1814, Britain concentrated on its war against France. It devoted little energy to the conflict in North America, although it did send ships to blockade the American coast. The second phase of the war began after the British defeated France in April 1814. With their European war nearly at an end, the British could turn their complete attention to the United States.



Before British troops set fire to the president's mansion, Dolley Madison saved priceless historical objects.

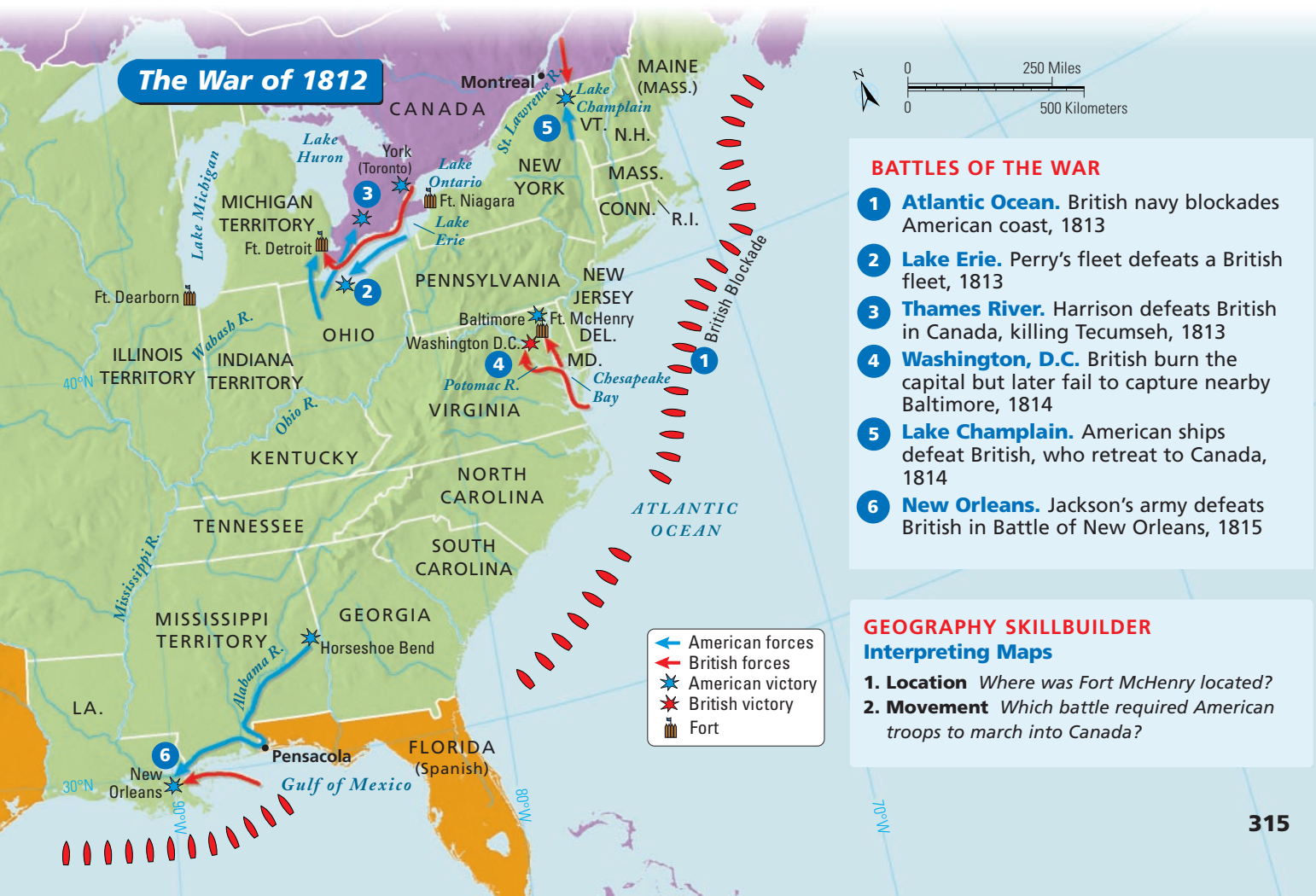


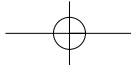
The United States military was weak when the war was declared. Democratic-Republicans had reduced the size of the armed forces. When the war began, the Navy had only about 16 ships. The army had fewer than 7,000 men. These men were poorly trained and equipped, and were often led by inexperienced officers. A young Virginia army officer complained that the older officers were victims of “sloth, ignorance, or habits of [excessive] drinking.”

The First Phase of the War

In spite of its small size, the United States Navy rose to the challenge. Its warships were the fastest afloat. American naval officers had gained valuable experience fighting pirates in the Mediterranean Sea. Early in the war, before the British blockaded the coast, ships such as the *Constitution* and the *United States* won stirring victories. These victories on the high seas boosted American confidence.

The most important U.S. naval victory took place on Lake Erie. In the winter of 1812–1813, the Americans had begun to build a fleet on the shores of Lake Erie. **Oliver Hazard Perry**, an experienced officer, took charge of this infant fleet. In September 1813, the small British force on the lake set out to attack the American ships. Commodore Perry, who had predicted that this would be “the most important day of my life,” sailed out to meet the enemy. Perry’s ship, the *Lawrence*, flew a banner declaring, “Don’t give up the ship.”





For two hours, the British and Americans exchanged cannon shots. Perry's ship was demolished and the guns put out of action. He grabbed his ship's banner and leaped into a rowboat. Under British fire, he and four companions rowed to another ship. In command of the second ship, Perry destroyed two of the enemy's ships and soon forced the British to surrender. After the battle, Perry sent a message to General Harrison: "We have met the enemy and they are ours."

***"Don't give up
the ship."***

Banner on Perry's
ship, the *Lawrence*

When General Harrison received Perry's note, he set out to attack the British. But when Harrison transported his army across Lake Erie to Detroit, he discovered that the British had retreated into Canada. Harrison pursued the British forces and defeated them at the **Battle of the Thames** in October. This victory put an end to the British threat to the Northwest—and also claimed the life of Tecumseh, who died in the battle fighting for the British.

ReadingHistory

A. Drawing Conclusions

What was the overall result of the Battle of the Thames?

The Second Phase of the War

After defeating Napoleon in April 1814, Britain turned its full attention to the United States. As you read in *One American's Story*, British forces burned the Capitol building and the president's mansion in August. The British then attacked Fort McHenry at Baltimore.

The commander of Fort McHenry had earlier requested a flag "so large that the British will have no difficulty in seeing it." Detained on a British ship, a Washington lawyer named **Francis Scott Key** watched the all-night battle. At dawn, Key discovered that the flag was still flying. He expressed his pride in what became the U.S. national anthem.

America's HERITAGE

THE STAR-SPANGLED BANNER

The "Star-Spangled Banner," inspired by the flag that flew over Fort McHenry (see below), continues to move Americans. On hearing this national anthem, patriotic listeners stand, take off their hats, and put their hands over their hearts. These actions pay respect to the American flag and the song that celebrates it.

Francis Scott Key's song enjoyed widespread popularity for more than 100 years before an act of Congress made it the national anthem in 1931.



A VOICE FROM THE PAST

Oh say can you see by the dawn's early light
What so proudly we hail'd at the twilight's last gleaming,
Whose broad stripes and bright stars through the perilous fight
O'er the ramparts we watch'd were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh, say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

Francis Scott Key, *Star-Spangled Banner*

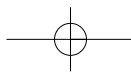
Meanwhile, in the north, the British sent a force from Canada across Lake Champlain. Its goal was to push south and cut off New England. The plan failed when the American fleet defeated the British in the Battle of Lake Champlain in September 1814.

In the south, the British moved against the strategic port of New Orleans. In December 1814, dozens of ships carrying 7,500 British troops approached Louisiana. To fight them, the Americans patched together an army under the command of General Andrew Jackson.

ReadingHistory

B. Reading a Map

Locate the battles of the second phase of the war on the map on page 315. Note how far apart the sites were.



Reading History

C. Making Inferences Why did Jackson fight the British at New Orleans after a peace treaty was signed?

The British attacked Jackson’s forces on January 8, 1815. Protected by earthworks, American riflemen mowed down the advancing redcoats. It was a great victory for Jackson. American casualties totaled 71, compared to Britain’s 2,000. Though the Battle of New Orleans made Jackson a hero, it was unnecessary. Slow mails from Europe had delayed news of the **Treaty of Ghent**, which ended the War of 1812. It had been signed two weeks earlier, on December 24, 1814.

The Legacy of the War

The treaty showed that the war had no clear winner. No territory changed hands, and trade disputes were left unresolved. Still, the war had important consequences. First, the heroic exploits of men such as Andrew Jackson and Oliver Perry increased American patriotism. Second, the war broke the strength of Native Americans, who had sided with the British. Finally, when war interrupted trade, the Americans were forced to make many of the goods they had previously imported. This encouraged the growth of U.S. manufactures.

The United States had also proved that it could defend itself against the mightiest military power of the era. For perhaps the first time, Americans believed that the young nation would survive and prosper. You will learn about the country’s growing prosperity in Chapter 11.

The Effects of the War

SKILLBUILDER Interpreting Charts
Which effect do you think resulted from the war's interruption of U.S. trade?

Section 4 Assessment

1. Terms & Names

Explain the significance of:

- Oliver Hazard Perry
- Battle of the Thames
- Francis Scott Key
- Treaty of Ghent

2. Taking Notes

Use a chart like the one shown to record military events of the War of 1812.

First Phase of War	Second Phase of War
1.	2.

Why was the war divided into two phases?

3. Main Ideas

- a.** What was the state of the U.S. military when the war began?
- b.** What were the results of General Harrison’s victory at the Battle of the Thames?
- c.** Where did the British focus their attacks during the second phase of the war?

4. Critical Thinking

Recognizing Effects What was the legacy of the War of 1812?

THINK ABOUT

- Americans’ feelings toward their country
- U.S. relations with Native Americans
- possible economic effects

ACTIVITY OPTIONS

LANGUAGE ARTS

ART

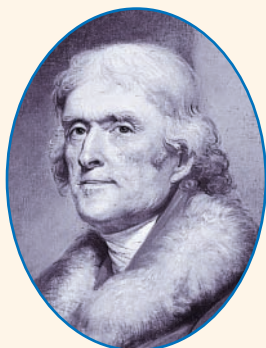
Research the U.S.S. *Constitution*. Write a **poem** to commemorate one of its victories or design a **model** to show its parts.



VISUAL

SUMMARY

The Jefferson Era



Jefferson Takes Office

Thomas Jefferson and his party, the Democratic-Republicans, win control of the government from the Federalists.

The Louisiana Purchase and Exploration

After Jefferson purchases Louisiana from France, Lewis and Clark are sent to explore the new American territory.

Problems with Foreign Powers

Other countries' interference makes it difficult for Jefferson to stay out of foreign affairs.

The War of 1812

When Britain continues to interfere in American affairs, the two nations battle in the War of 1812.



Chapter 10 ASSESSMENT

TERMS & NAMES

Briefly explain the significance of each of the following:

1. *Marbury v. Madison*
2. judicial review
3. Louisiana Purchase
4. Lewis and Clark expedition
5. impressment
6. Embargo Act of 1807
7. Tecumseh
8. War Hawk
9. Oliver Hazard Perry
10. Treaty of Ghent

REVIEW QUESTIONS

Jefferson Takes Office (pages 297–301)

1. What were the main parties in the election of 1800, and how did their views differ?
2. How did Jefferson envision the future of America?

The Louisiana Purchase and Exploration (pages 302–309)

3. What was the extent of U.S. territory after the Louisiana Purchase?
4. What difficulties did Lewis and Clark face on their expedition?
5. What troubles did Zebulon Pike have on his 1806–1807 trip?

Problems with Foreign Powers (pages 310–313)

6. Why did Jefferson have difficulty staying out of foreign affairs?
7. How did Tecumseh intend to prevent the loss of Native American land?
8. What were some of the causes of the War of 1812?

The War of 1812 (pages 314–317)

9. Which battle ended the British threat to the U.S. Northwest?
10. What event preceded the second phase of the war?

CRITICAL THINKING

1. USING YOUR NOTES

Using your completed chart, answer the questions below.

The Jefferson Era	
Summaries	
Main Idea:	Thomas Jefferson is elected president.
Details:	Jefferson replaces Federalist policies with his own but has problems with the judiciary.
Main Idea:	
Details:	
Main Idea:	
Details:	

- a. What were the major events of the Jefferson era?
- b. Based on these events, how would you describe the characteristics of the era?

2. ANALYZING LEADERSHIP

How do you think Thomas Jefferson's behavior as president might have affected the way future presidents viewed the office?

3. THEME: EXPANSION

How did the expansion of the United States affect its foreign policy?

4. RECOGNIZING PROPAGANDA

Before elections, supporters of different candidates sometimes make outrageous claims. How was the election of 1800 an example of this?

5. APPLYING CITIZENSHIP SKILLS

In what ways did Jefferson's behavior as president reflect his idea of good citizenship?

Interact *with* History

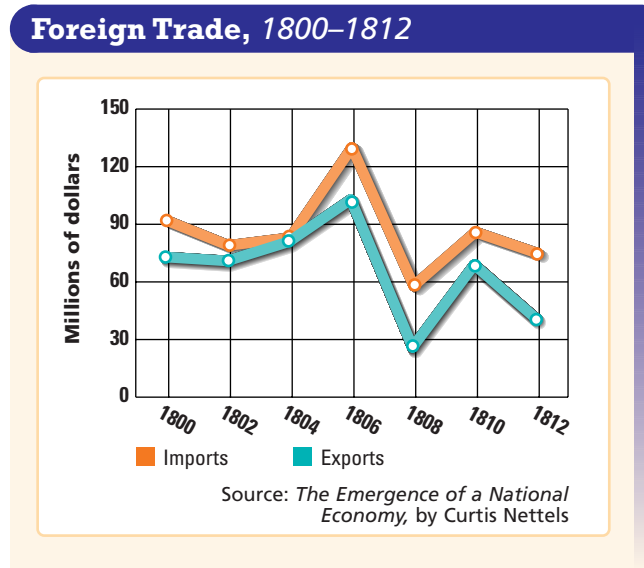
How did the dangers you predicted before you read the chapter compare to those experienced by people on expeditions west?



HISTORY SKILLS

1. INTERPRETING GRAPHS

Study the graph. Answer the questions.



Basic Graph Elements

- What do the numbers on the left side of the chart indicate?

Interpreting the Graph

- In what years did the value of U.S. trade decrease dramatically?
- What was the value of exports in 1806? in 1808?

2. INTERPRETING PRIMARY SOURCES

Examine the cartoon below, which comments on the United States trade policies you read about in Section 3.



- What does *Ograbme* spell when written backwards?
- What other clues tell you that this cartoon is about the embargo against Great Britain?

ALTERNATIVE ASSESSMENT

1. INTERDISCIPLINARY ACTIVITY: World History

Making a Time Line The history of the Jefferson Era is closely related to events in Europe that were occurring at the same time. Do research to learn about the Napoleonic Wars. Then make a time line with significant individuals and events from U.S. history listed on one side and significant individuals and events from the Napoleonic Wars listed on the other.

2. COOPERATIVE LEARNING ACTIVITY

Designing a Plan for Economic Action Form a group that will develop a plan to end British interference with U.S. shipping. Select a leader for your group. Then pick one member of your group to represent farmers, another to represent shippers, and another to speak for those who are demanding war. Discuss the interests of all these groups and then write down your policy statement and present it to the class. Use standard grammar, spelling, sentence structure, and punctuation in your policy statement. Be sure to consider:

- the superior power of the British Navy
- where the farmers will sell their products
- how the shippers will earn their money

3. TECHNOLOGY ACTIVITY

Creating a Multimedia Presentation Use the Internet, books, and other reference materials to create a multimedia presentation on one of the major battles of the War of 1812. Consider including the following:

- paintings or written descriptions of the battle
- pictures of the weapons that were used
- music from the time period
- recorded sound effects
- graphs showing battle statistics

For more about the War of 1812 . . .



4. HISTORY PORTFOLIO

Identify the dates that you consider to be the Jefferson Era. Then identify previous eras in American history and place them all in chronological sequence on a time line. Add your time line to your portfolio.

Additional Test Practice,
pp. S1–S33

