



Chapter 10

The Age of Jefferson

1801-1816

What's Ahead

Section 1
Republicans in Power

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The Louisiana Purchase

Section 3
New Threats From Overseas

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The Road to War

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The War of 1812

Republican Presidents in the early 1800s tried to serve the needs of ordinary Americans while limiting the role of government. During this time, events that affected France and Britain reached beyond their borders. As a result, the United States had the opportunity to double its size by purchasing the Louisiana territory from France. The young nation also faced war with Britain again. Although there was no clear winner in the war, many Americans became more proud of their growing nation.

Why Study History?

During the early 1800s, each branch of the new government was learning its responsibilities and limits. It was at this time that the power and importance of the Supreme Court began to emerge. To learn more about the powerful influence of the "highest court in the land," see this chapter's *Why Study History?* feature, "Supreme Court Decisions Affect You."



American Events



● **1801**
Thomas Jefferson becomes President

● **1804**
Lewis and Clark begin to explore Louisiana

● **1807**
Embargo Act bans trade with foreign nations

1800

1802

1804

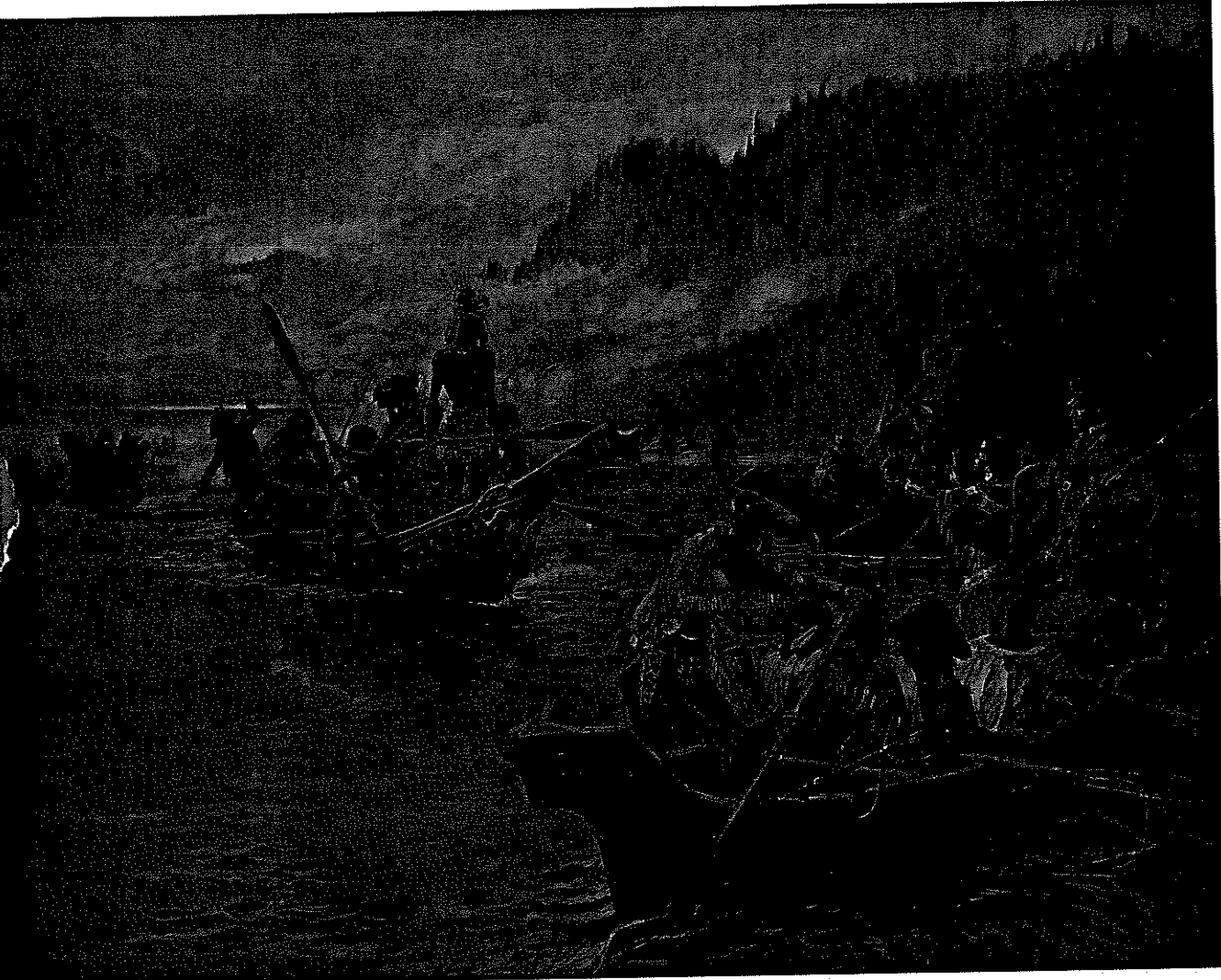
1806

1808

World Events



▲ **1803 World Event**
France and Britain go to war



Viewing HISTORY

Lewis and Clark on the Lower Columbia

In 1803, President Thomas Jefferson doubled the size of the United States by purchasing the Louisiana territory. He sent Meriwether Lewis and William Clark to explore the land and establish friendship with Native Americans. In this painting by Charles M. Russell, Lewis (right) stands by the Native American Sacajawea as she addresses Chinook Indians. ★ Do you think Native Americans welcomed Lewis and Clark? Explain.

●1811●

Harrison fights Native Americans at Tippecanoe

●1812●

War begins between United States and Britain

●1815●

Jackson defeats British at New Orleans

1808

1810

1812

1814

1816



1810 World Event
Simón Bolívar leads revolt against Spanish rule in South America



Republicans in Power

As You Read

Explore These Questions

- What were Jefferson's ideas about government?
- How did he reduce the power of government?
- Why was *Marbury v. Madison* important?

Define

- democratic
- laissez faire
- judicial review

Identify

- John Marshall
- *Marbury v. Madison*

SETTING the Scene

When Thomas Jefferson became President of the United States in 1801, nearly nine out of ten Americans were farmers. This fact gave Jefferson confidence in the nation's future. Even though Jefferson came from a wealthy family, he believed in the importance of ordinary people, especially farmers. In a letter to James Madison, he expressed his faith in the American people:

“Educate and inform the whole mass of the people. Enable them to see that it is their interest to preserve peace and order, and they will preserve them. . . . They are the only [ones to rely on] for the preservation of our liberty.”

A More Democratic Style

As President, Jefferson tried to protect and expand the rights of ordinary citizens. He felt that the Federalists promoted the interests of the wealthy few, but neglected the needs of others. Jefferson was determined to make the government more democratic. **Democratic** means ensuring that all people have the same rights.

Jefferson's personal style matched his democratic beliefs. The new President preferred quiet dinners to the formal parties that Washington and Adams had given. He wore casual clothes and greeted people by shaking hands instead of bowing. With his informal manner, Jefferson showed that the President was an ordinary citizen.

Some Federalists worried about Jefferson's democratic beliefs. They knew that he supported the French Revolution and they feared that he might bring revolutionary change to the United States. They were also afraid that he might punish Federalists who had used the Alien and Sedition acts to jail Republicans.

In his inaugural address, Jefferson tried to quiet Federalists' fears. Though a minority, Federalists “possess their equal rights, which equal laws must protect,” he told the nation. He called for an end to the political disputes of past years. “We are all Republicans, we are all Federalists,” the President said. Jefferson was determined to unite the country, not divide it further.

Reduced Role of Government

Jefferson had no plan to punish Federalists. He did, however, want to change their policies. In his view, the Federalists had made the national government too large and too powerful. Jefferson wanted to reduce government power by cutting the federal budget and by reducing the federal debt.

Connections With Civics

When Jefferson became President in 1801, there were fewer than 1,000 federal employees. Today, the United States government employs more than 2 million people—not counting those in the military.

Jefferson believed in an idea known as *laissez faire* (leh-s ay FAYR), from the French term for “let alone.” According to *laissez faire*, government should play as small a role as possible in economic affairs. *Laissez faire* was very different from the Federalist idea of government. Alexander Hamilton, you recall, wanted government to promote trade and manufacturing.

President Jefferson tried to reduce the role of government in people’s lives. He decreased the size of government departments and cut the federal budget. With the approval of Congress, he reduced the size of the army and navy. He also asked Congress to repeal the unpopular whiskey tax.

The Sedition Act expired the day before Jefferson took office. Jefferson hated the law, and he pardoned those who were in jail because of it. He also asked Congress to restore the law allowing foreign-born people to become citizens after only a five-year waiting period. Jefferson acted to change other Federalist policies as well.

Jefferson did not discard all Federalist programs, however. He kept the Bank of the United States, which he had once opposed. The federal government also continued to pay off state debts that it had taken over when Washington was President. In addition, Jefferson let many Federalists keep their government jobs.

A Stronger Supreme Court

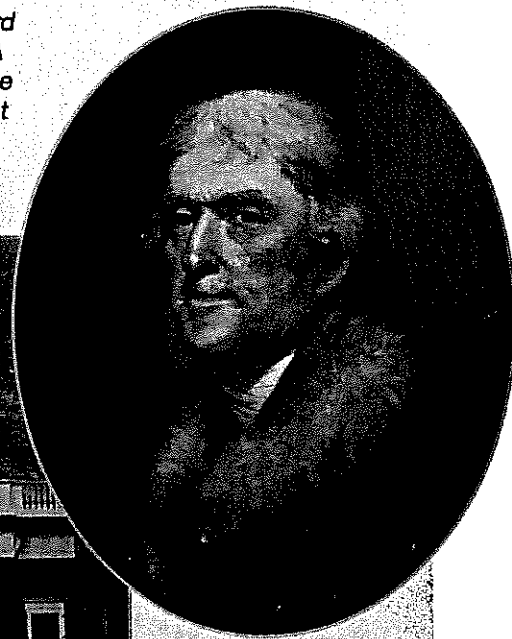
The election of 1800 gave Republicans control of Congress. Federalists, however, remained powerful in the courts.

Several months passed between Jefferson’s election and his inauguration on March 4, 1801. During that time, Federalists in the old Congress passed a law increasing the number of federal judges. President Adams then appointed Federalists to fill these new judicial positions.

One of the judges that Adams appointed was **John Marshall**, the Chief Justice of the Supreme Court. Like Jefferson, Marshall

Biography Thomas Jefferson

Jefferson, author of the Declaration of Independence and third President of the United States, was a man of many talents. A skilled architect, he designed his own home, Monticello, in the classical style of ancient Greece and Rome. Jefferson felt that it was important for citizens in a democracy to be well educated. ★ Why do you think Jefferson placed so much value on education?



◀ Monticello; home of Thomas Jefferson

Why Study History?



Because Supreme Court Decisions Affect You

Historical Background

In the early 1800s, the Supreme Court was not as respected as it is today. In fact, for a while, the justices met in the basement of the Capitol because the designers of Washington, D.C., had not provided a meeting place for the Court. However, under the strong leadership of Chief Justice John Marshall, the Supreme Court gained respect and power.

Connections to Today

Today, the Supreme Court is very important as the final authority on cases involving the Constitution. By exercising its power of judicial review (see page 269), the Supreme Court decides whether or not laws are constitutional. Supreme Court justices interpret the Constitution and define and limit our constitutional rights.

Connections to You

Supreme Court cases often involve young people like you. One recent example is the case of *Veronia School District v. Acton*.

In 1991, a seventh grader in Oregon wanted to join his school football team. The school required that he submit to a drug test. The student refused, and the school did not allow him to play on the team. The boy's parents sued, arguing that the school

had violated the Fourth Amendment's protection against unreasonable searches. The case eventually went to the Supreme Court.

In a 6-3 decision, the Court agreed with the school. It ruled that schools can require athletes to undergo drug tests, just as they

require physical examinations and vaccinations. The Court said that schools have a special responsibility to prevent drug abuse and to protect students' health.

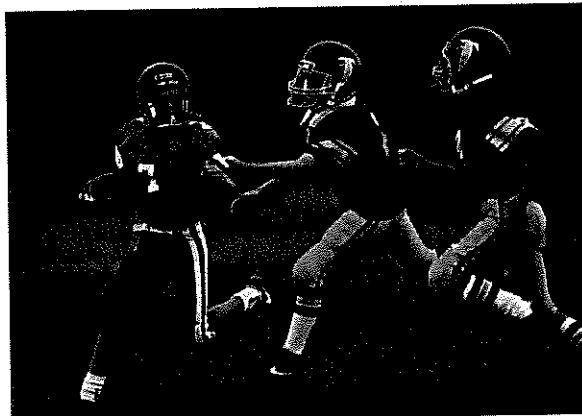
This 1995 decision did not affect just one student in

one school. The Court's ruling applied to student athletes across the nation. Indirectly, it also had an impact on other issues regarding the rights of students in American schools.

- 1. Comprehension** (a) How did *Veronia School District v. Acton* involve the Constitution? (b) Why did the Supreme Court agree with the Oregon school's policy?
- 2. Critical Thinking** How do you think the decision affected sports programs in other schools?

Activity

Researching Use library or Internet sources to research a recent Supreme Court case. Report to the class on the issue, the Court's decision, and possible effects of the decision.



was a rich Virginia planter with a brilliant mind. Unlike Jefferson, however, Marshall was a Federalist. He wanted to make the federal government stronger.

The framers of the Constitution expected the courts to balance the powers of the President and Congress. However, John Marshall found the courts to be very weak. In his view, it was not clear what powers the federal courts had.

Marbury v. Madison

In 1803, Marshall decided a case that increased the power of the Supreme Court. The case involved William Marbury, another one of the judges appointed by Adams. Adams made the appointment on his last night as President.

The Republicans refused to accept this "midnight judge." They accused Federalists of using unfair tactics to keep control of the courts. Jefferson ordered Secretary of State James Madison not to deliver the official papers confirming Marbury's appointment.

Marbury sued Madison. According to the Judiciary Act of 1789, only the Supreme Court could decide a case that was brought against a federal official. Therefore, the case

of *Marbury v. Madison* was tried before the Supreme Court.

An Important precedent

In its decision, the Supreme Court ruled against Marbury. Chief Justice Marshall wrote the decision, stating that the Judiciary Act was unconstitutional. The Constitution, Marshall argued, did not give the Supreme Court the right to decide cases brought against federal officials. Therefore, Congress could not give the Court that power.

The Supreme Court's decision in *Marbury v. Madison* set an important precedent. It gave the Supreme Court the power to decide whether laws passed by Congress were constitutional and to reject laws that it considered to be unconstitutional. This power of the Court is called **judicial review**.

Jefferson was displeased that the decision gave more power to the Supreme Court. He felt that the decision upset the balance of power that existed among the three branches of government. Even so, the President and Congress accepted the right of the Court to overturn laws. Today, judicial review remains one of the most important powers of the Supreme Court.

★ Section 1 Review ★

Recall

1. **Identify** (a) John Marshall, (b) *Marbury v. Madison*.
2. **Define** (a) democratic, (b) *laissez faire*, (c) judicial review.

Comprehension

3. Explain how Jefferson's ideas on government differed from Federalist ideas.
4. Describe three steps Jefferson took to reduce the power of government.
5. (a) What precedent did *Marbury v. Madison* set?

(b) How did the precedent affect the balance of power in American government?

Critical Thinking and Writing

6. **Analyzing a Primary Source** "We are all Republicans; we are all Federalists." (a) What did Jefferson mean by these words? (b) Why did he need to make such a statement?
7. **Drawing Conclusions** Today, the federal government protects consumers by regulating the quality of certain goods. Would a *laissez-faire* economist agree with this policy? Why or why not?



Activity Writing a Letter Welcome to the United States! You are a newly arrived immigrant from Europe. Write a letter to your friends in Europe describing your feelings about President Jefferson and the Republican government.



The Louisiana Purchase



Explore These Questions

- Why was control of the Mississippi River important to western farmers?
- How did the United States gain Louisiana?
- What did the Lewis and Clark expedition achieve?

Define

- expedition
- Continental Divide

Identify

- Pinckney Treaty
- Toussaint L'Ouverture
- Louisiana Purchase
- Lewis and Clark
- Sacajawea
- Zebulon Pike

SETTING the Scene

One day, President Jefferson received several packages. Inside, he found hides and skeletons of animals, horns of a mountain ram, and a tin box full of insects. There were also cages of live birds and squirrels, as well as gifts from the Mandan and Sioux Indians.

All of these packages were from Meriwether Lewis and William Clark. Jefferson had sent the two to explore the land west of the Mississippi River. Almost two years before, President Jefferson had purchased the territory for the United States. The packages confirmed his belief that the new lands were a valuable addition to the nation.

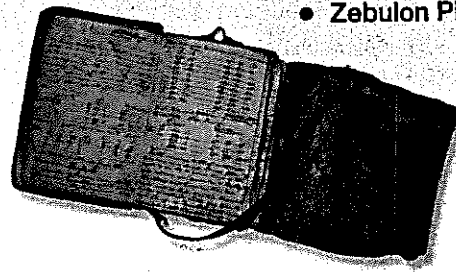
Control of the Mississippi

By 1800, almost one million Americans lived between the Appalachian Mountains and the Mississippi. Most were farmers.

With few roads west of the Appalachians, western farmers relied on the Mississippi to ship their wheat and corn. First, they sent their produce down the river to New Orleans. From there, oceangoing ships carried the produce to ports along the Atlantic coast.

Threats from Spain and France

Spain sometimes threatened to close the port of New Orleans to Americans. In 1795, President Washington sent Thomas Pinckney to find a way to keep the vital port open. In the **Pinckney Treaty**, Spain agreed to let



◀ William Clark's Journal

Americans ship their goods down the Mississippi and store them in New Orleans. The treaty also settled a dispute over the northern border of Spanish Florida.

For a time, Americans sent their goods to New Orleans without a problem. Then, however, Spain signed a treaty with Napoleon Bonaparte, the ruler of France. The treaty gave Louisiana back to France. President Jefferson was alarmed. Napoleon had already set out to conquer Europe. Jefferson feared that Napoleon might now try to build an empire in North America.

Revolt in Haiti

President Jefferson had good reason to worry. Napoleon wanted to grow food in Louisiana and ship it to French islands in the West Indies. However, events in Haiti soon ruined Napoleon's plan.

Haiti was the richest French colony in the Caribbean. There, enslaved Africans worked sugar plantations that made French planters wealthy. Inspired by the French Revolution, the African slaves in Haiti decided to fight for their liberty. **Toussaint L'Ouverture** (too SAN loo vehr TYOOR) led the revolt. By 1801, Toussaint and his followers had nearly forced the French out of Haiti.

Napoleon sent troops to retake Haiti. Although the French captured Toussaint, they

did not regain control of the island. In 1804, Haitians declared their independence. Napoleon's dream of an empire in the Americas ended with the loss of Haiti.

Buying Louisiana

Meanwhile, President Jefferson decided to try to buy the city of New Orleans from Napoleon. Jefferson wanted to be sure that American farmers would always be able to ship their goods through the port. The President sent Robert Livingston and James Monroe to buy New Orleans and West Florida from the French. Jefferson said they could offer as much as \$10 million.

A surprising deal

Livingston and Monroe negotiated with Talleyrand, the French foreign minister. At first, Talleyrand showed little interest in their offer. However, changing conditions in

Haiti and in Europe were causing Napoleon to alter his plans for the future.

After losing Haiti, Napoleon had abandoned his plan for an empire in the Americas. He also needed money to pay for his very costly wars in Europe. Suddenly Talleyrand asked Livingston if the United States wanted to buy all of Louisiana, not just New Orleans.

Livingston and Monroe carefully debated the matter. They had no authority to buy all of Louisiana. However, they knew that Jefferson wanted control of the Mississippi. They agreed to pay the French \$15 million for Louisiana. When he signed the treaty with France, Livingston proudly declared,

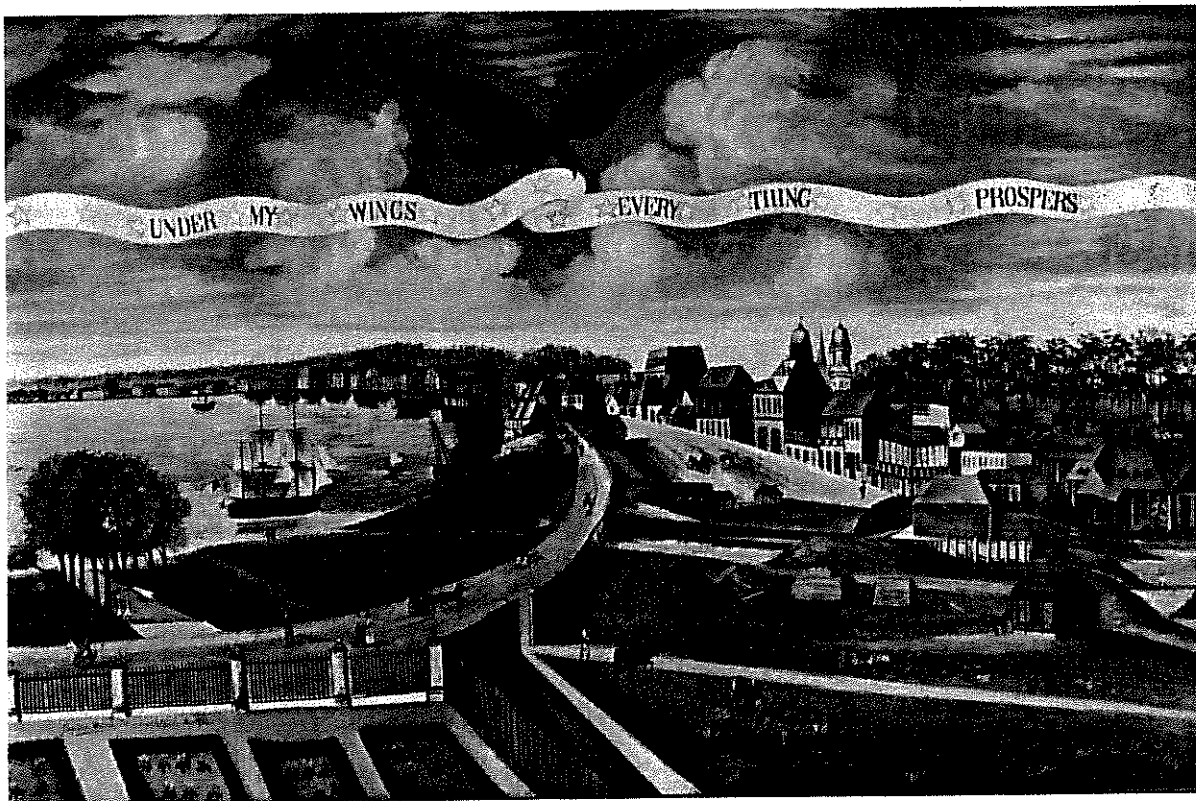
“ We have lived long, but this is the noblest work of our whole lives. . . . From this day the United States take their place among the powers of the first rank. ”



A View of New Orleans

New Orleans, shown here in an 1803 painting by John L. Boqueta de Wolseri, grew prosperous by controlling trade on the Mississippi River. The city's strategic location near the Gulf of Mexico was one reason for the Louisiana Purchase.

★ How does this 1803 painting show the prosperity of New Orleans?



Was the purchase constitutional?

Jefferson was pleased by the news from France, but he was not sure that he in fact had the constitutional power to purchase Louisiana. He had always insisted that the federal government had only those powers spelled out in the Constitution. The document said nothing about a President's power to buy land.

After giving it much thought, Jefferson decided that he did have the authority to buy Louisiana. The Constitution, he reasoned, allowed the President to make treaties. At his request, the Senate quickly approved a treaty making the **Louisiana Purchase**. In 1803, the United States took control of the vast lands west of the Mississippi.

Jefferson Plans an Expedition

The United States owned Louisiana now, but few Americans knew anything about the territory. In 1803, Congress provided money for a team of explorers to study the new lands. Jefferson chose Meriwether Lewis, his private secretary, to head the expedition. An **expedition** is a long journey or voyage of exploration. Lewis asked William Clark, another Virginian, to go with him. About 50 men made up the original band.

Jefferson gave Lewis and Clark careful instructions. He asked them to map a route to the Pacific Ocean. He also told them to study the climate, wildlife, and mineral resources of the new lands. The President requested a detailed report on the following:

“Climate as characterized by the thermometer, by the proportion of rainy, cloudy, and clear days, by lightning, hail, snow, ice... by the winds prevailing at different seasons, the dates at which particular plants put forth or lose their flower, or leaf, times of appearance of particular birds, reptiles or insects.”

Jefferson also instructed Lewis and Clark to learn about the Indian nations who lived in the Louisiana Purchase. For decades, these Native Americans had carried on a very busy trade with English, French, and

Spanish merchants. Jefferson hoped that the Indians might trade with American merchants instead. Therefore, he urged Lewis and Clark to tell the Indians of “our wish to be neighborly, friendly, and useful to them.”

The Lewis and Clark Expedition

In May 1804, **Lewis and Clark** started up the Missouri River from St. Louis. In time, their trip would take them to the Pacific Ocean. (Follow their route on the map on page 273.)

Across the plains

At first, the expedition's boats made slow progress against the Missouri's swift current. One night, the current tore away the riverbank where they were camping. The party had to scramble into the boats to avoid being swept downstream.

Lewis and Clark kept journals on their travels. They marveled at the broad, grassy plains that stretched “as far as the eye can reach.” Everywhere, they saw “immense herds of buffalo, deer, elk, and antelopes.”

As they traveled across the plains, the expedition met people of various Indian nations. Lewis and Clark had brought many gifts for Native Americans. They carried medals stamped with the United States seal. They also brought mirrors, beads, knives, blankets, and thousands of sewing needles and fishhooks.

During the first winter, Lewis and Clark stayed with the Mandans in present-day North Dakota. The explorers planned to continue up the Missouri in the spring. However, they worried about how they would cross the steep Rocky Mountains.



Connections With Science

Acting as botanist for the expedition, Meriwether Lewis collected and preserved many plants. He carefully dried and pressed each specimen. Of the more than 200 specimens Lewis brought back, 39 still remain at the Academy of Natural Sciences in Philadelphia.

Skills FOR LIFE

Critical
Thinking

Managing
Information

Communication

Maps, Charts,
and Graphs

Following Map Routes

How Will I Use This Skill?

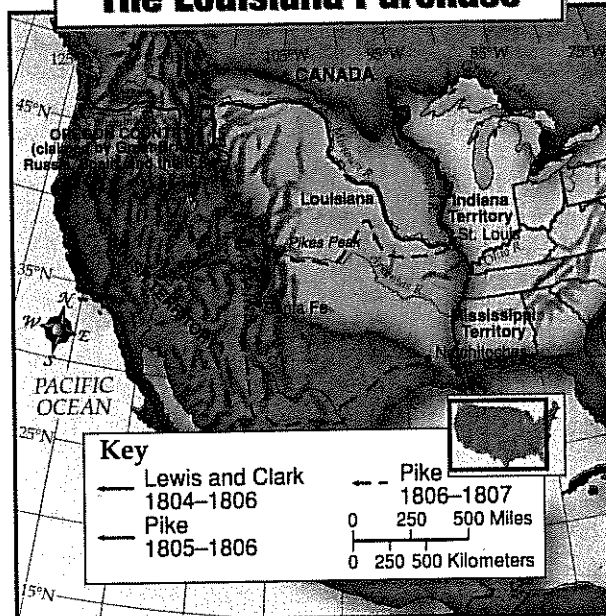
You can use map routes to find your way through a school or office building. With a road map, you can chart a route from home to other places. You can also give directions to others.

LEARN the Skill

You can follow a map route by using the steps below.

- 1 Identify the map's subject and symbols that indicate routes.
- 2 Use the directional arrow that identifies N, S, E, and W to determine in what direction a route goes. Recognize other directions, such as northeast (NE), the direction between N and E. Other directions are southeast (SE), southwest (SW), and northwest (NW).
- 3 Use the scale of miles to determine the distance of a route.
- 4 Choose the map route you will follow and describe it in terms of direction and distance.

The Louisiana Purchase



PRACTICE the Skill

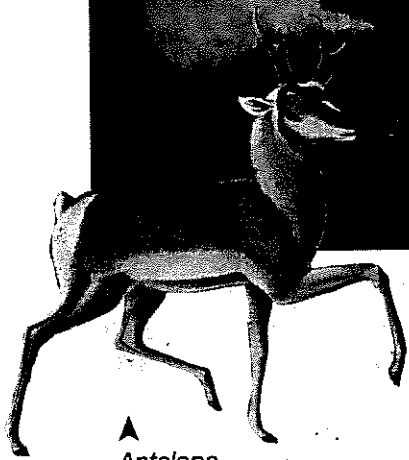
Using the steps and the map above, answer the following questions.

- 1 What does the map show? What symbols represent routes?
- 2 In what general direction did Lewis and Clark travel from St. Louis?
- 3 About how many miles did Lewis and Clark travel in order to reach the Pacific Ocean?

- 4 Describe Pike's route from St. Louis to Natchitoches.

APPLY the Skill

Using a map of your community, describe the route that you follow to travel from home to school or to any other destination, such as a library or a park.



▲ Antelope

Viewing HISTORY The Way West

In this painting, Lewis, Clark, and Sacajawea stand at the Great Falls of the Missouri River in 1804. Accompanying them is York, an enslaved African American in the service of Clark. After serving as a valuable member of the Lewis and Clark expedition, York was freed. He returned to the West to live with the Native Americans.

★ **Why did Lewis and Clark include Sacajawea in the expedition?**

Over the Rockies

A Shoshone woman, **Sacajawea** (sahk uh juh WEE uh), was also staying with the Mandans that winter. The Shoshones (shoh SHOH neez) lived in the Rockies. Sacajawea and her French Canadian husband agreed to accompany Lewis and Clark and serve as translators.

In early spring, the party set out. In the foothills of the Rockies, the landscape and wildlife changed. Bighorn sheep ran along the high hills. The thorns of prickly pear cactus jabbed the explorers' moccasins. One day, a grizzly bear chased Lewis while he was exploring alone.

Sacajawea contributed greatly to the success of the expedition. She gathered wild vegetables and advised the men where to fish

and hunt. She knew about the healing qualities of plants and herbs, so the expedition relied on her for medical help.

In the mountains, Sacajawea recognized the lands of her people. One day, Lewis met some Shoshone leaders and invited them back to camp. Sacajawea began to "dance and show every mark of the most extravagant joy." One of the men, she explained, was her brother. The Shoshone people supplied the expedition with food and horses. The Shoshones also advised Lewis and Clark about the best route to take over the Rockies.

In the Rocky Mountains, Lewis and Clark crossed the **Continental Divide**. A continental divide is a mountain ridge that separates river systems flowing toward opposite sides of a continent. In North America,

some rivers flow east from the Rockies into the Mississippi, which drains into the Gulf of Mexico. Other rivers flow west from the Rockies and empty into the Pacific Ocean.

To the Pacific

After building canoes, Lewis and Clark's party floated toward the Columbia River. It carried them into the Pacific Northwest.

On November 7, 1805, Lewis and Clark finally reached their goal. Lewis wrote in his journal: "Great joy in camp. We are in view of the ocean, this great Pacific Ocean which we have been so long anxious to see." On a nearby tree, Clark carved, "By Land from the U. States in 1804 & 5."

The return trip to St. Louis took another year. In 1806, Americans celebrated the return of Lewis and Clark. The explorers brought back much useful information about the Louisiana Purchase.

Pike Explores the West

Before Lewis and Clark returned, another explorer set out from St. Louis. From 1805 to 1807, **Zebulon Pike** explored the upper Mississippi River, the Arkansas River, and parts of present-day Colorado and New

Mexico. In November 1806, Pike viewed a mountain peak rising above the Colorado plains. Today, this mountain is known as Pikes Peak.

Continuing further westward into the Rocky Mountains, Pike came upon a small river. It was the Rio Grande. Pike had entered into Spanish territory. Spanish troops soon arrested Pike and his men and took them into Mexico.

After being questioned and detained for a while, the Americans were escorted through Texas back into the United States. Pike's maps and journals had been confiscated by the Spanish. Still, Pike was able to remember enough to write a report. The report greatly expanded Americans' knowledge about the Southwest.

The journeys of Zebulon Pike and Lewis and Clark excited Americans. It was a number of years, however, before settlers moved into the rugged western lands. As you will read, they first settled the region closest to the Mississippi River. Soon, the territory around New Orleans had a large enough white population for the settlers to apply for statehood. In 1812, this territory entered the Union as the state of Louisiana.

★ Section 2 Review ★

Recall

1. **Locate** (a) Mississippi River, (b) St. Louis, (c) Missouri River, (d) Rocky Mountains, (e) Columbia River, (f) Pikes Peak.
2. **Identify** (a) Pinckney Treaty, (b) Toussaint L'Ouverture, (c) Louisiana Purchase, (d) Lewis and Clark, (e) Sacajawea, (f) Zebulon Pike.
3. **Define** (a) expedition, (b) Continental Divide.

Comprehension

4. Why did western farmers oppose Spanish and French control of New Orleans?

5. Why was the United States able to buy Louisiana at a very low price?
6. Did Lewis and Clark accomplish what President Jefferson had asked them to do? Explain.

Critical Thinking and Writing

7. **Drawing Conclusions** Was Jefferson's purchase of Louisiana based on a strict or loose interpretation of the Constitution? Explain.
8. **Making Decisions** If you had been a Native American leader of the time, would you have welcomed Lewis and Clark in friendship? Explain the reasons for your decision.



Activity Writing a Diary Westward Ho! You are with Lewis and Clark as they travel to the Pacific. Write several diary entries describing what you see and feel as you explore Louisiana and meet the Native Americans who live there.

New Threats From Overseas

As You Read

Explore These Questions

- How did overseas trade grow in the late 1700s?
- How did war in Europe hurt American trade?
- Why was the Embargo Act a failure?

Define

- impressment
- embargo
- smuggler

Identify

- Barbary States
- Stephen Decatur
- Embargo Act
- Nonintercourse Act

SETTING the Scene

James Brown, a young American sailor, wrote a letter. It was smuggled from a British ship and carried to the United States. The message described a desperate situation:

“ Being on shore one day in Lisbon, Portugal, I was [seized] by a gang and brought on board the [British ship] *Conqueror*, where I am still confined. Never have I been allowed to put my foot on shore since I was brought on board, which is now three years. ”

Brown’s situation was not unusual. In the early 1800s, the British navy forced thousands of American sailors to serve on their ships. This was only one of many dangers that Americans faced as their sea trade began to thrive.

The British navy seized American sailors.



Trading Around the World

After the Revolution, American overseas trade grew rapidly. Ships sailed from New England ports on voyages that sometimes lasted three years. Everywhere they went, Yankee captains kept a sharp lookout for new goods to trade and new markets in which to sell. One clever trader sawed up the winter ice from New England ponds, packed it deep in sawdust for insulation, and carried it to India. There, he traded the ice for silk and spices.

In 1784, the *Empress of China* became the first American ship to trade with China. Before long, New England merchants built up a profitable trade with China. Yankee traders took ginseng, a plant that grew wild in New England, and exchanged it for Chinese silks and tea. The Chinese used the roots of the ginseng plant for medicines.

Yankee merchants sailed up the Pacific coast of North America in the 1790s. In fact, Yankee traders visited the Columbia River more than 10 years before Lewis and Clark. So many traders from Boston visited the Pacific Northwest that Native Americans called every white man “Boston.” Traders bought furs from Native Americans. Then they sold the furs for large profits in China.

War With Tripoli

American traders ran great risks, especially in the Mediterranean Sea. For many years, pirates from nations along the coast of

North Africa attacked vessels from Europe and the United States. The North African nations were called the **Barbary States**. To protect American ships, the United States paid a yearly tribute, or bribe, to the rulers of the Barbary States.

In the early 1800s, Tripoli, one of the Barbary States, demanded a larger bribe than usual. When President Jefferson refused to pay, Tripoli declared war on the United States. In response, Jefferson ordered the navy to blockade the port of Tripoli.

During the blockade, the American ship *Philadelphia* ran aground near Tripoli. Pirates boarded the ship and hauled the crew to prison. The pirates planned to use the *Philadelphia* to attack other ships.

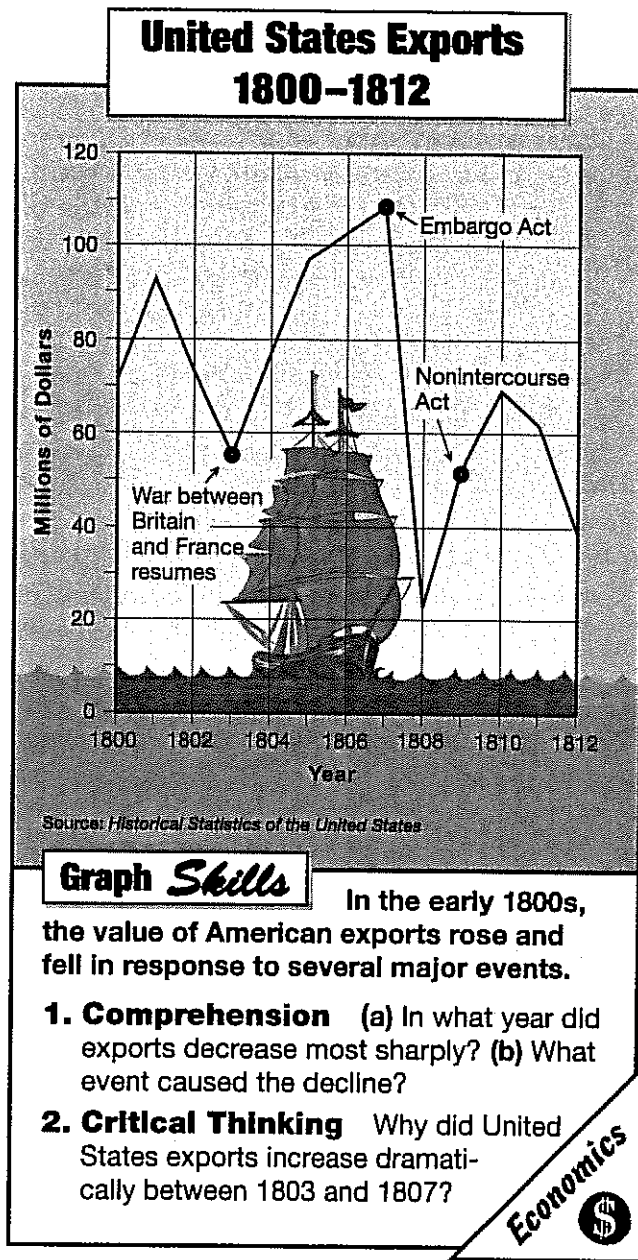
Then, **Stephen Decatur**, a United States Navy officer, took action. Very late one night, Decatur and his crew quietly sailed a ship into Tripoli harbor. When they reached the captured American ship, they set it on fire so that the pirates could not use it.

In the meantime, American marines landed on the coast of North Africa. They then marched 500 miles (805 km) to launch a surprise attack on Tripoli. The war with Tripoli lasted until 1805. In the end, the ruler of Tripoli signed a treaty promising not to interfere with American ships.

American Neutrality Is Violated

During the early 1800s, American ships faced another problem. In 1803, Britain and France went to war again. At first, Americans profited from the war. British and French ships were too busy fighting to engage in trade. American merchants took advantage of the war to trade with both sides. As trade increased, American shipbuilders hurried to build new ships.

Of course, neither Britain nor France wanted the United States to sell supplies to its enemy. As in the 1790s, they ignored American claims of neutrality. Each nation tried to stop American trade with the other. Napoleon seized American ships bound for England, and the British stopped Yankee traders on their way to France. Between



1805 and 1807, hundreds of American ships were captured.

The British navy also seized American sailors and forced them to serve on British ships. This practice of forcing people into service, called **impressment**, was common in Britain. For centuries, impressment gangs had raided villages and forced young men to serve in the navy.

Because the British navy needed more men to fight France, British ships stopped and searched American vessels. British officers seized all British sailors serving on American ships. They also impressed thousands of American sailors.



The Road to War

As You Read

Explore These Questions

- Why did the Prophet and Tecumseh unite Native Americans?
- How did fighting on the frontier lead to war with Britain?
- Why did War Hawks want war with Britain?

Define

- neutral
- nationalism

Identify

- Treaty of Greenville
- Tecumseh
- the Prophet
- William Henry Harrison
- Battle of Tippecanoe
- War Hawks
- Henry Clay

SETTING the Scene

James Madison was a quiet, scholarly man. He had helped to write the Constitution and to pass the Bill of Rights. As President, he hoped to keep the United States out of war.

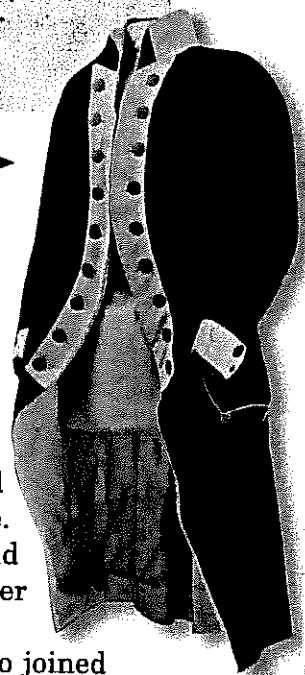
Many Americans, however, felt that Madison's approach was too timid. They argued that the United States must stand up to Native Americans and foreign countries. How could the nation grow if Native Americans stood in the way? How could the nation win respect if it allowed the British and French navies to seize American ships? The cost of war might be great, said one member of Congress. Yet, he continued, who would count in money "the slavery of our impressed seamen"?

This kind of talk aroused the nation. In the early 1800s, the United States went to war with several Native American nations. By 1812, many Americans were also calling for war with Britain.

Conflict With Native Americans

Thousands of white settlers had moved into the Northwest Territory in the 1790s. The large number of newcomers caused problems for Native Americans. The settlers ignored treaties the United States had signed with Indian nations of the region. They built farms on Indian lands. They hunted the animals that Indians depended on for food.

In the 1790s, U.S. infantry soldiers wore coats such as the one shown here.



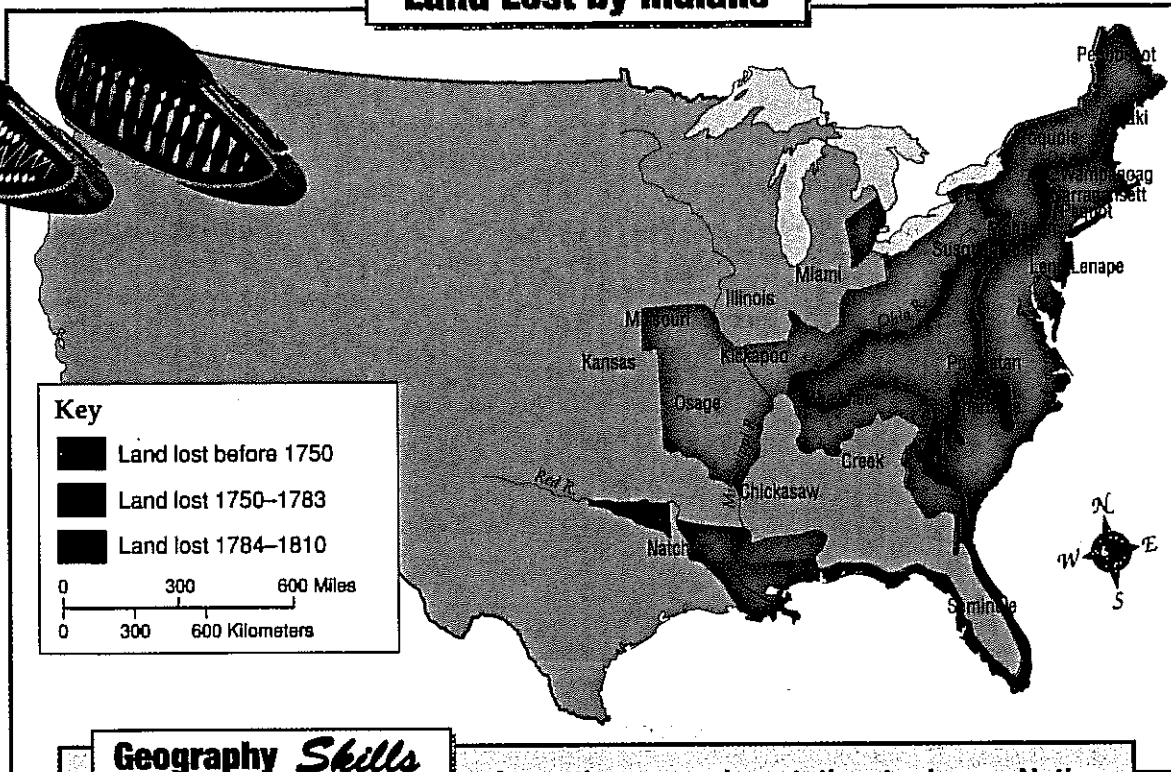
Fighting often broke out between the Native Americans and settlers. Isolated acts of violence led to larger acts of revenge. As a result, both sides killed innocent people who had not taken part in acts of violence. In this way, warfare spread and minor conflicts grew into larger ones.

In 1791, the Miamis of Ohio joined with other Indian nations. Little Turtle, a skilled fighter, led the Miami nation. Armed with muskets and gunpowder supplied by the British, the Miamis drove white settlers from the area.

In 1794, President Washington sent General Anthony Wayne with a well-trained army into Miami territory. The Native American forces gathered at a place called Fallen Timbers. They thought that Wayne would have trouble fighting there because fallen trees covered the land. However, Wayne's army pushed through the tangle of logs and defeated the Indians.

In 1795, leaders of the Miamis and a number of other Indian nations signed the **Treaty of Greenville**. They gave up land that would later become part of Ohio. In return, they received \$20,000 and the promise of more money if they kept the peace.

Land Lost by Indians



Geography Skills

As settlers moved west, they took over Native American lands. Warfare was a frequent result.

- 1. Location** On the map, locate the lands of the: (a) Iroquois, (b) Miami, (c) Cherokee, (d) Shawnee.
- 2. Movement** When did Indian nations west of the Ohio River begin to lose their lands?
- 3. Critical Thinking** In what direction did many Native Americans move after they lost their lands? Explain.

Tecumseh's Confederation

Ohio joined the Union in 1803. By then, white settlers were pushing beyond Ohio into Indiana Territory. Many Native Americans grew angry. They wanted to keep settlers from taking more Indian land. Among those who felt this way were two Shawnee leaders: **Tecumseh** (tih KUHM suh) and his brother, called **the Prophet**.

Unity and the Old Ways

The Prophet said that he had journeyed to the spirit world. There, he learned the path that Indians must take if they were to live happily. Both the Prophet and Tecumseh said that white customs corrupted the Native American way of life. They said that many

Indians depended on white trade goods, such as muskets, cloth, cooking pots, and whiskey. They believed that by returning to the old ways, Indians could gain the power to resist white invaders.

In 1808, the Prophet built a village for his followers along Tippecanoe Creek in Indiana Territory. Indians traveled from lands as far away as Missouri, Iowa, and Minnesota to hear his message. His teachings brought hope to many.

In the early 1800s, Tecumseh and the Prophet organized many Native American nations into a confederation, or league. The Prophet was the spiritual leader of the confederation and Tecumseh was its spokesperson. Tecumseh and the Prophet

persuaded Native Americans to unite against white settlers:

“The whites have driven us from the great salt water, forced us over the mountains. . . . The way. . . to check and stop this evil is for all red men to unite in claiming a common equal right in the land.”

Tecumseh also impressed white leaders. **William Henry Harrison**, governor of Indiana Territory, grudgingly admitted, “He is one of those uncommon geniuses which spring up occasionally to produce revolutions and overturn the established order of things.”

Showdown at Tippecanoe

Rivalries among Native American nations kept Tecumseh from uniting all Indians east of the Mississippi River. Still, white settlers were alarmed at his success.

In 1811, Governor Harrison marched 1,000 soldiers against Tecumseh’s town on

the Tippecanoe Creek. The Prophet was in charge because Tecumseh was away organizing Indians in the South. The Prophet led a surprise night attack on Harrison’s troops. Neither side won a clear victory in the battle that followed. Still, whites celebrated the **Battle of Tippecanoe** as a major victory.

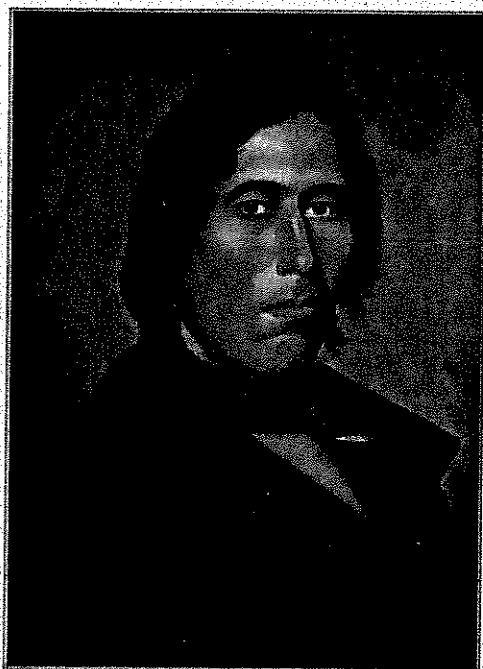
Growing Conflict With Britain

The fighting with Native Americans caused relations between the United States and Britain to worsen. The British were supplying guns and ammunition to the Native Americans on the frontier. They were also encouraging Indians to attack United States’ settlements.

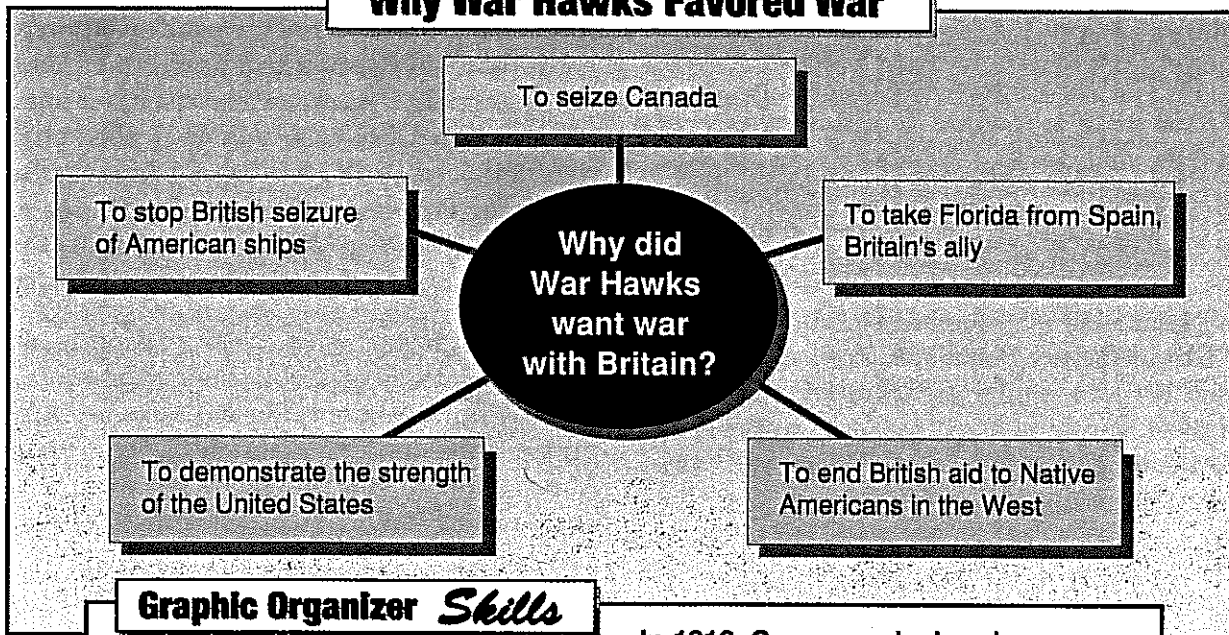
Meanwhile, the United States and Britain also continued to disagree over trade. When the embargo against Britain and France was set to expire in 1810, the United States made a very daring offer. If either the British or French would stop seizing

Biography Tecumseh and the Prophet

Tecumseh (left) and the Prophet (right) felt that no Indian nation could sell land unless all other Indian nations agreed. Tecumseh said, “Sell a country! Why not sell the air, the great sea, as well as the earth?” ★ **Why did Tecumseh and the Prophet dislike the Treaty of Greenville?**



Why War Hawks Favored War



Graphic Organizer Skills

In 1812, Congress declared war against Britain. The War Hawks had several reasons for wanting this war.

- 1. Comprehension** What lands did the War Hawks hope to gain as a result of war with Britain?
- 2. Critical Thinking** What could Britain have done to try to avoid war with the United States?

American ships, the United States would halt trade with the other nation.

Seizing the chance, Napoleon quickly announced that France would respect the United States' policy of staying **neutral**, or uninvolved in the war between Britain and France. As promised, the United States continued trade with France, but stopped all shipments to Britain.

The War Hawks

While President Madison did not want war, other Americans were not as cautious. Except in New England, where many merchants wanted to restore trade with Britain, anti-British feeling ran strong. Members of Congress from the South and the West called for war with Britain. They were known as **War Hawks**.

War Hawks had a strong sense of nationalism. Nationalism is pride in or devotion to one's country. War Hawks felt that Britain was treating the United States as if it were still a British colony. They were willing to fight a war to defend American rights.

Arguments for war

Henry Clay of Kentucky was the most outspoken War Hawk. Clay wanted war for two reasons. He wanted revenge on Britain for seizing American ships. He also wanted to conquer Canada. "The militia of Kentucky are alone [able] to place Montreal and Upper Canada at your feet," Clay boasted to Congress. Canadians, Clay believed, would be happy to leave the British empire and join the United States.

War Hawks saw other advantages of war with Britain. South of the United States, Florida belonged to Spain, Britain's ally. If Americans went to war with Britain, War Hawks said, the United States could seize Florida from Spain.

War Hawks had yet another reason to fight Britain. They pointed out that Britain was arming Native Americans on the frontier and encouraging them to attack settlers. The War Hawks felt that winning a war against Britain would bring lasting peace and safety to American settlers on the frontier.

Congress Declares War

In 1811, the United States and Britain drifted closer to war. To prevent Americans from trading with France, British warships blockaded some American ports. The British continued to board American ships and impress American seamen. In May 1811, near New York Harbor, a brief battle broke out between an American frigate and a British warship. The Americans crippled the British ship and left 32 British dead or wounded.

The War Hawks urged that Congress prepare for a war against Britain. One of the most radical and outspoken of the War Hawks was Felix Grundy, a Congressman from Tennessee. In December 1811, he gave a very emotional speech describing what he saw as the benefits of war:

“This war... will have its advantages. We shall drive the British from our continent—they will no longer have an opportunity of intriguing with our Indian neighbors.”

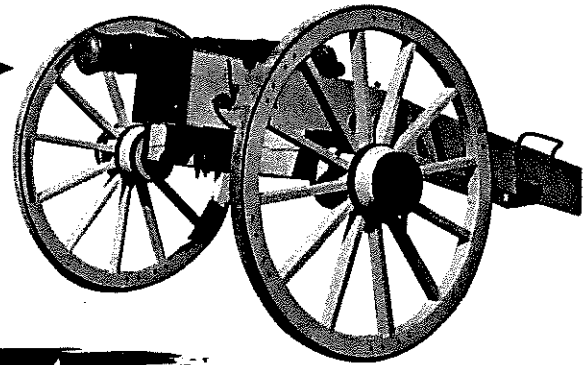
Grundy hoped that a war with Britain would achieve other more ambitious goals. Like most War Hawks, he dreamed of win-

ning additional land for the United States. He closed his speech with these words: “I therefore feel anxious not only to add the Floridas to the South, but the Canadas to the North of this empire.”

Others in Congress opposed the strong views of the War Hawks. John Randolph of Virginia warned that the people of the United States would “not submit to be taxed for this war of conquest and dominion.” Representatives of New England were especially concerned. They feared that the British navy would attack New England seaports.

President Madison at last gave in to war fever. In June 1812, he asked Congress to declare war on Britain. The House voted 79 to 49 in favor of war. The Senate vote was 19 to 13. Americans soon discovered, however, that winning the war would not be as easy as declaring it.

Cannon used in the war against Britain



★ Section 4 Review ★

Recall

1. **Locate** Native American lands lost (a) from 1750 to 1783, (b) from 1784 to 1810.
2. **Identify** (a) Treaty of Greenville, (b) Tecumseh, (c) the Prophet, (d) William Henry Harrison, (e) Battle of Tippecanoe, (f) War Hawks, (g) Henry Clay.
3. **Define** (a) neutral, (b) nationalism.

Comprehension

4. Why was there conflict between Native Americans and white settlers?

5. How did the Battle of Tippecanoe help lead to war between Britain and the United States?
6. What did the War Hawks hope to gain from a war with Britain?

Critical Thinking and Writing

7. **Identifying Main Ideas** What ideas did the Prophet and Tecumseh use to unite many Native Americans?
8. **Defending a Position** In 1812, would you have favored or opposed war with Britain? Explain the reasons for your position.



Activity Writing a Speech You are a Native American leader of the early 1800s. Write a speech explaining why you are against white settlement and what you think Native Americans can do to stop it. Deliver your speech to the class.



The War of 1812



Explore These Questions

- How was the United States unready for war with Britain?
- What were the major turning points of the war in the West?
- What were the results of the war?

Identify

- Oliver Hazard Perry
- Battle of Lake Erie
- Andrew Jackson
- Battle of Horseshoe Bend
- Dolley Madison
- Battle of New Orleans
- Richard Allen
- Hartford Convention
- Treaty of Ghent

SETTING the Scene

Many Americans welcomed the news of war with Britain. In some cities, they fired cannons and guns and danced in the streets. One New Jersey man wrote a song calling for a swift attack on Canada:

“On to Quebec’s embattled halls!
Who will pause, when glory calls?
Charge, soldiers, charge, its lofty
walls. And storm its strong artillery.”

Other Americans were less enthusiastic. New Englanders, especially, talked scornfully of “Mr. Madison’s war.” In fact, before the war ended, some New Englanders would threaten to leave the Union and make a separate peace with Britain.

Unready for War

The American declaration of war took the British by surprise. They were locked in a bitter struggle with Napoleon, and could not spare troops to fight the United States. As the war began, however, the United States faced difficulties of its own.

Because Jefferson believed in a small federal government and had reduced spending on defense, the United States was not ready for war. The navy had only 16 ships to fight against the huge British fleet. The army was small and ill equipped. Moreover, many of the officers knew little about the military. “The state of the Army,” commented a member of Congress, “is enough to make any man

who has the smallest love of country wish to get rid of it.”

Since there were few regular troops, the government relied on volunteers to fight the war. Congress voted to give them \$124 and 360 acres of land for their service. The money was high pay at the time—equal to a year’s salary for most workers.

Attracted by money and the chance to own their own farm, young men eagerly enlisted. They were poorly trained, however, and did not know how to be good soldiers. Many deserted after a few months.

Fighting at Sea

The British navy blockaded American ports to stop Americans from trading with other countries. The small American navy was unable to break the blockade. Still, several sea captains won stunning victories.

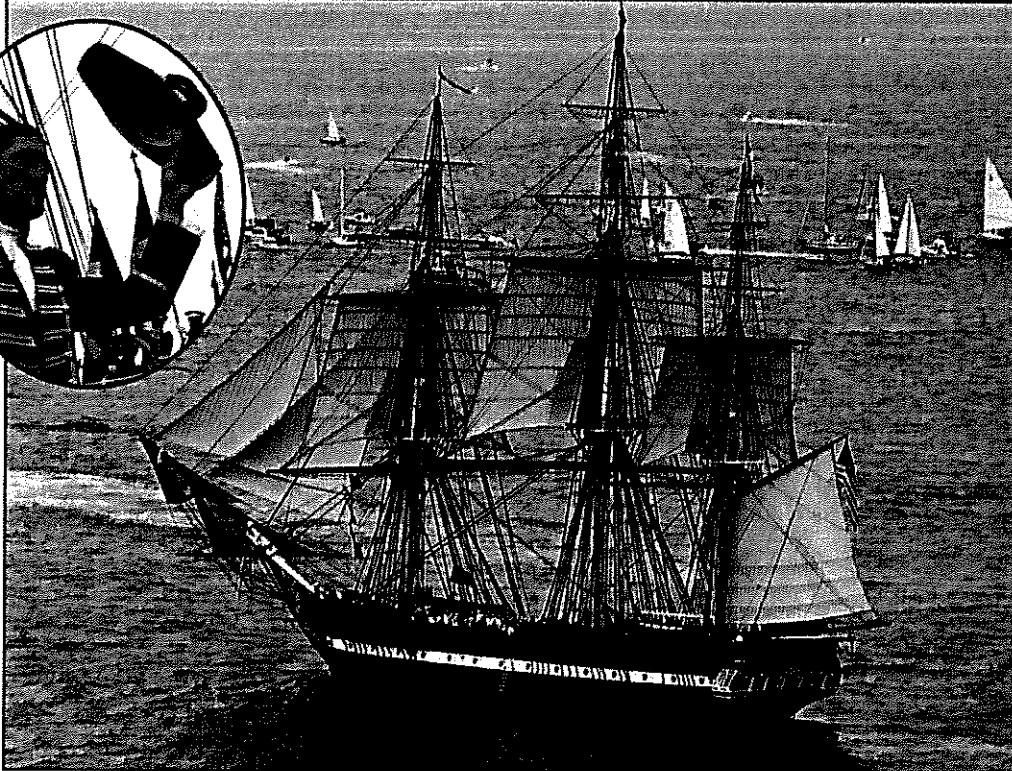
One famous battle took place early in the war, in August 1812. As he was sailing near Newfoundland, Isaac Hull, captain of the *Constitution*, spotted the British ship *Guerrière* (gai ree AIR). For nearly an hour, the two ships jockeyed for position.

At last, the guns of the *Constitution* roared into action. They tore holes in the sides of the *Guerrière* and shot off both masts. When the smoke cleared, Hull asked the British captain if he had “struck” his flag—that is, lowered his flag in surrender. “Well, I don’t know,” replied the stunned British captain. “Our mizzenmast is gone, our mainmast

The USS Constitution

The USS Constitution became known as "Old Ironsides" because British cannonballs often bounced off her thick wooden hull. In 1905, the ship was docked in Boston and opened to the public. In 1997, the ship underwent major restoration. Today, the United States Navy invites you to come aboard and tour "Old Ironsides." In the nearby museum, you can relive history by commanding a ship, hoisting a sail, or firing a cannon.

★ *To learn more about this historic ship, write: USS Constitution Museum, Charlestown Navy Yard, Charlestown, MA 02129.*



is gone. And, upon the whole, you may say we *have struck our flag.*"

American sea captains won other victories at sea. These victories cheered Americans, but did little to win the war.

War in the West

One goal of the War Hawks was to conquer Canada. They were convinced that Canadians would welcome the chance to throw off British rule and join the United States. The United States planned to invade Canada at three different points: Detroit, the Niagara River, and Montreal.

Invasion of Canada

General William Hull moved American troops into Canada from Detroit. The Canadians had only a few untrained troops to ward off the invasion. However, they were led by a clever and skillful British leader, General Isaac Brock.

Brock paraded his soldiers in red coats to make it appear that experienced British troops were helping the Canadians. He also let a message with false information fall into American hands. It exaggerated the number of Indians who were fighting with the Canadians. Brock's scare tactics worked. Hull retreated from Canada.

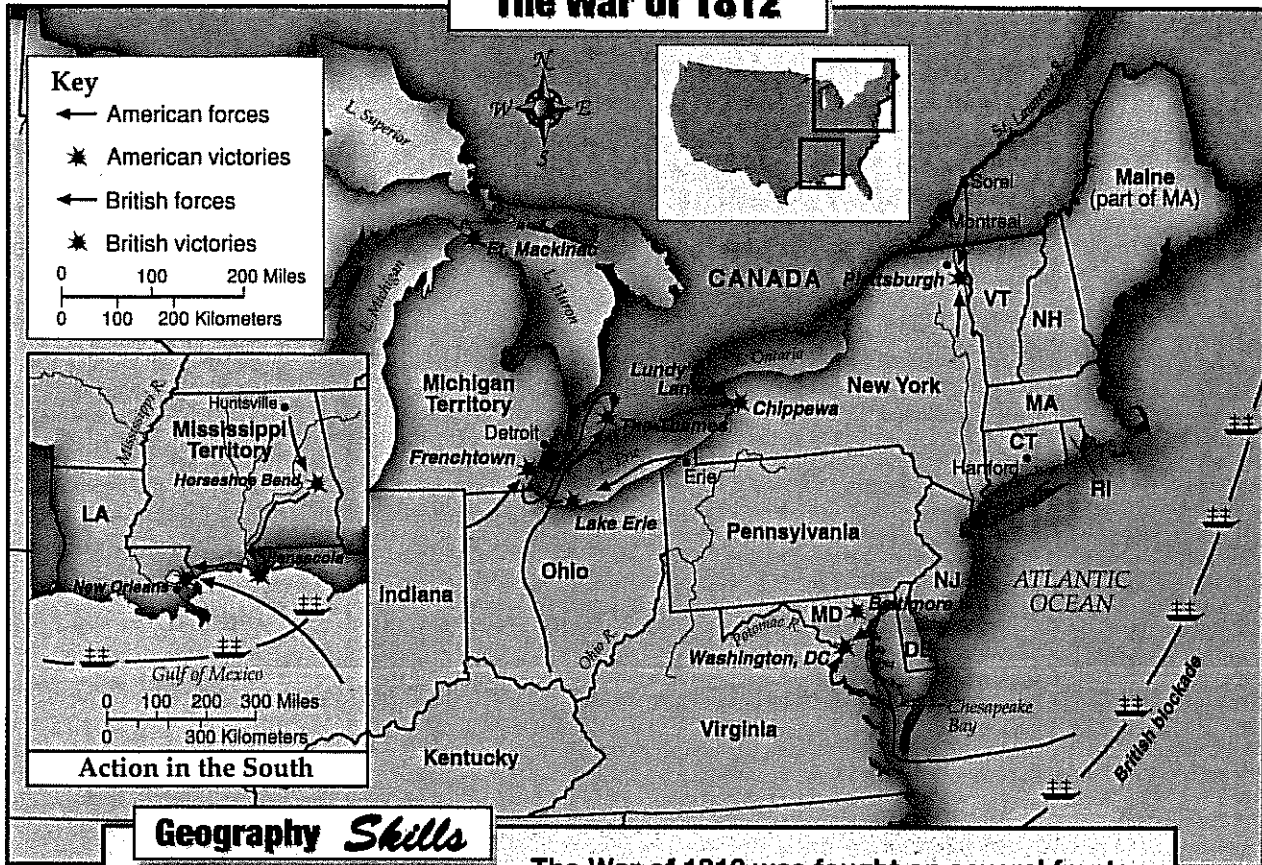
Other attempts to invade Canada also failed. Americans were wrong in thinking that the Canadians would welcome them as liberators from British rule. Instead, the Canadians fought fiercely and forced the Americans into retreat.

Battle of Lake Erie

In 1813, the Americans set out to win control of Lake Erie. Captain **Oliver Hazard Perry** had no fleet, so he designed and built his own ships. In September 1813, he sailed his tiny fleet against the British.

During the **Battle of Lake Erie**, the British battered Perry's own ship and left it

The War of 1812



Geography Skills

The War of 1812 was fought on several fronts.

- 1. Location** On the map, locate the following battle sites: (a) Plattsburgh, (b) Lake Erie, (c) The Thames, (d) Horseshoe Bend, (e) Washington, D.C., (f) Baltimore, (g) New Orleans.
- 2. Movement** Using the Inset map, describe the route that American forces followed from Huntsville to New Orleans
- 3. Critical Thinking** How did the British blockade hurt the economy of the United States?

helpless. Perry took his flag down and rowed over to another American ship. There, he raised the colors again and continued to fight. Finally, the Americans won the battle. Captain Perry wrote his message of victory on the back of an envelope: "We have met the enemy and they are ours."

Native American losses

After losing control of Lake Erie, the British and their ally Tecumseh retreated from Detroit into Canada. General William Henry Harrison, veteran of Tippecanoe, pursued them. The Americans won a decisive victory at the Battle of the Thames. Tecumseh died in the fighting. Without Tecumseh's

leadership, the Indian confederation soon fell apart.

Still, the Creeks, Tecumseh's allies in the South, continued their fight against the settlers. **Andrew Jackson**, a Tennessee officer, took command of American troops in the Creek War. In 1814, with the help of the Cherokees, Jackson won a crushing victory at the **Battle of Horseshoe Bend**. The leader of the Creeks walked alone into Jackson's camp to surrender:

"I am in your power. Do unto me as you please. . . . If I had an army I would yet fight, and contend to the last. . . . But your people have destroyed my nation."

For the time being, the fighting ended. Once again, Native Americans had to give up land to whites.

Final Battles

In 1814, Britain and its allies defeated France. With the war in Europe over, Britain could send more troops and ships against the United States.

The British burn Washington

In the summer of 1814, British ships sailed into Chesapeake Bay and landed an invasion force about 30 miles (48 km) from Washington, D.C. American troops met the British at Bladensburg, Maryland. President Madison himself watched the battle. To his dismay, the battle-hardened British quickly scattered the untrained Americans. The British met little further resistance as they continued their march to the capital.

In the White House, Dolley Madison waited for her husband to return. Hastily, she scrawled a note to her sister:

“ Will you believe it, my sister? We have had a battle or skirmish near Bladensburg and here I am still within sound of the cannon! Mr. Madison comes not. May God protect us. Two messengers covered with dust come bid me fly. But here I mean to wait for him. ”

Soon after, British troops marched into the capital. Dolley Madison gathered up important papers of the President and a portrait of George Washington. Then, she fled south. She was not there to see the British burn the White House and other buildings.

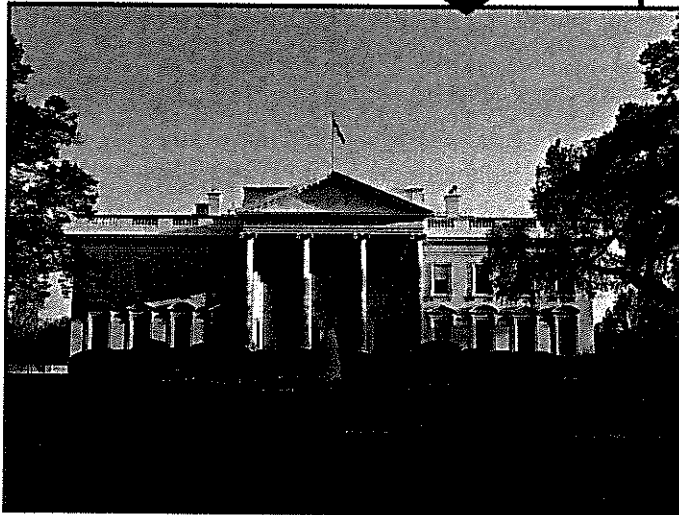
From Washington, the British marched north toward the city of Baltimore. The key to Baltimore's defense was Fort McHenry.

Linking Past and Present

Past



Present



The White House

After capturing Washington in August 1814, the British burned the White House. Margaret Smith, a resident of the city, recalled the sad scene: “Who would have thought that this mass so solid, so magnificent, so grand . . . [should] be thus irreparably destroyed.” In fact, the White House was not destroyed. A torrential thunderstorm put out the flames and saved the structure. Today, the White House continues to serve as the official residence of Presidents of the United States. ★ How do you think the burning of the White House affected American morale?

Viewing HISTORY Battle of New Orleans

In this engraving, Andrew Jackson stands atop the American defense works as he spurs his troops to victory. The Battle of New Orleans was the bloodiest engagement of the War of 1812. Neither side knew that the war had ended two weeks earlier. ★ Why did it take so long for the news of war's end to reach New Orleans?

From evening on September 13 until dawn on September 14, British rockets bombarded the harbor.

When the early morning fog lifted, the “broad stripes and bright stars” of the American flag still waved over Fort McHenry. The British withdrew. Francis Scott Key, who witnessed the battle, wrote a poem about the bombardment. Later, “The Star-Spangled Banner” was set to music and adopted as the national anthem of the United States.

Battle of New Orleans

In late 1814, the British prepared to attack New Orleans. From there, they hoped to sail up the Mississippi. However, Andrew Jackson was waiting for the British. Jackson had turned his frontier fighters into a strong army. He took Pensacola in Spanish Florida to keep the British from using it as a base. He then marched through Mobile and set up camp in New Orleans.

Jackson’s force included thousands of frontiersmen. Many of them were expert riflemen. In addition, citizens of New Orleans joined the army to defend their city from the approaching British. Among the volunteers were hundreds of African Americans.

The American soldiers dug trenches to defend themselves. On January 8, 1815, the British attacked. Again and again, British soldiers marched toward the American

trenches. More than 2,000 British fell under the deadly fire of American sharpshooters and cannons. Only seven Americans died.

All over the United States, Americans cheered the victory at the **Battle of New Orleans**. Andrew Jackson became a national hero. His fame did not dim even when Americans later learned that the battle could have been avoided. It took place two weeks after the United States and Britain had signed a treaty in Europe ending the war.

African Americans in the War

African Americans served alongside other Americans in the fight against the British. African American soldiers helped win the Battle of New Orleans. Following the British attacks on Washington and Baltimore, African American volunteers helped defend Philadelphia against a possible attack. Bishop **Richard Allen** and the Reverend Absalom Jones recruited more than 2,000 men to help build Philadelphia’s fortifications. The state of New York, meanwhile, organized two regiments of black volunteers to serve in the army.

African Americans also served with distinction in the United States Navy. They helped win the Battle of Lake Erie as well as other naval battles. Commander Nathaniel Shaler praised one particular black sailor

