

Chapter 7

Mark E. Gibson/CORBIS

Foreign Affairs in the Early Republic

Fort Niagara
in New York ▶



NATIONAL
GEOGRAPHIC

Where & When?



1810

1820

1830

1812
War with
Great Britain
begins

1814
The British burn
Washington, D.C.

1823
Monroe
Doctrine is
issued

CONTENTS

The Big Ideas

Section
1

A Time of Conflict

Political ideas and major events shape how people form governments. As the United States expanded its trade around the world, it faced a number of foreign challenges.

Section
2

The War of 1812

Political ideas and major events shape how people form governments. Although the United States gained no territory from its victory in the War of 1812, American self-confidence increased greatly.

Section
3

Foreign Relations

Political ideas and major events shape how people form governments. The wave of nationalism in Congress and among the American people influenced the nation's foreign affairs.

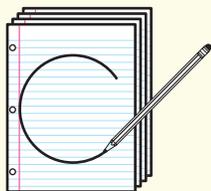


View the Chapter 7 video in the Glencoe Video Program.

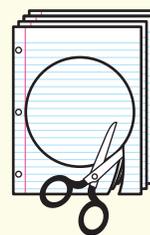
FOLDABLES™ Study Organizer

Identifying Make this foldable to help you identify and learn key terms.

Step 1 Stack four sheets of paper, one on top of the other. On the top sheet of paper, draw a large circle.

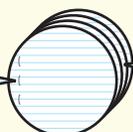


Step 2 With the papers still stacked, cut out all four circles at the same time.



Step 3 Staple the paper circles together at one point around the edge.

Staple here.



This makes a circular booklet.

Step 4 Label the front circle as shown and take notes on the pages that open to the right.



- **Reading and Writing**
- As you read the chapter, write the Content Vocabulary terms for each section in your foldable. Write a definition for each term. Then turn your foldable over (upside down) and write a short sentence using each term on the other side of the pages.

Get Ready to Read

Identifying Cause and Effect


**READING
SKILL**


Learn It!

Learning to identify causes and effects helps you understand how and why things happen in history. A *cause* is any person, event, or condition that makes something happen. What happens as a result is the *effect*. Use graphic organizers to help you sort and understand causes and effects in your reading. Read the following passage, and see how the information can be sorted.

CAUSE

The warring nations enforced a new strategy.

For two years, American shipping continued to prosper. By 1805, however, the warring nations enforced a new strategy. Britain blockaded the French coast and threatened to search all ships trading with France. France later announced that it would search and seize ships caught trading with Britain.

—from page 339

EFFECTS

Britain blockaded the French coast, threatening to search all ships.

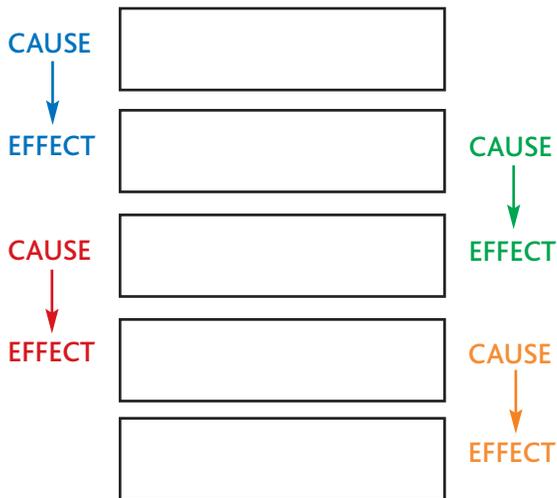
France announced it will search and seize all ships trading with Britain.

Reading Tip

To help you make sense of what you read, create different types of graphic organizers that suit your own learning style.

2 Practice It!

History is often a chain of causes and effects. The result, or effect, of one event can also be the cause of another effect. Read the passage called “Frontier Conflicts” from Section 1 on page 341. Then use the graphic organizer below, or create your own to show the chain of causes and effects explained in the passage.



Read to Write

Choose a major event from the chapter. Then write a brief paragraph explaining what caused this event.

▼ American merchant ships



3 Apply It!

Identify causes and effects in the War of 1812 as you read the chapter. Find at least five causes and their effects, and create a graphic organizer to record them.

A Time of Conflict

Guide to Reading



History Social Science Standards

US8.5 Students analyze U.S. foreign policy in the early Republic.

Looking Back, Looking Ahead

As the United States began to take a stronger role in world affairs, the new nation faced challenges.

Focusing on the **Main Ideas**

- In the early 1800s, the livelihoods of many Americans depended on foreign trade, but a war between Great Britain and France threatened U.S. shipping and trade. (page 339)
- President James Madison struggled with trade issues with France and Britain, as well as with tensions between Native Americans and white settlers. (page 341)

Meeting People

Stephen Decatur (dih • KAY • tuhr)

Tecumseh (tuh • KUHM • suh)

The Prophet

William Henry Harrison

Henry Clay

John Calhoun (kahl • HOON)

Locating Places

Barbary Coast states

Virginia

Ohio

Content Vocabulary

tribute (TRIH • byoot)

neutral rights

impresment

embargo (ihm • BAHHR • goh)

War Hawks

nationalism

Academic Vocabulary

resolve

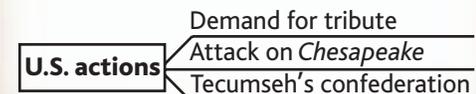
guarantee (GAR • uhn • TEE)

strategy

conclude

Reading Strategy

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



NATIONAL
GEOGRAPHIC

Where & When?



1804

1804

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

1808

1807

The British navy attacks the American vessel *Chesapeake*

1812

1811

Harrison defeats the Prophet at Tippecanoe

1812

Madison asks Congress to declare war on Britain



Freedom of the Seas

Main Idea In the early 1800s, the livelihoods of many Americans depended on foreign trade, but a war between Great Britain and France threatened U.S. shipping and trade.

Reading Connection Have you ever traveled by boat? If so, describe the experience. Read to learn what sailors on American merchant ships experienced in foreign seas.

An American Story

By the late 1700s, America faced challenges to its growing trade. In an address to Congress, President Thomas Jefferson described a problem with a country that was raiding American ships, as well as his response to that country.

“Tripoli, the least considerable of the Barbary States, had come forward with demands unfounded. . . . The . . . demand admitted but one answer. I sent a small squadron of frigates [warships] into the Mediterranean.”

—Thomas Jefferson,
“First Annual Message to Congress, 1801”

Barbary Pirates Sailing in foreign seas was dangerous. In the Mediterranean, for example, ships had to be on guard for pirates from Tripoli and the other **Barbary Coast states** of North Africa. For years these Barbary pirates had raided ships in the area. They demanded **tribute** (TRIH•byoot), or protection money, from European governments to let their ships pass safely.

In 1804 the pirates seized the U.S. warship *Philadelphia* and towed it into Tripoli Harbor. They threw the captain and crew into jail. **Stephen Decatur** (dih•KAY•tuhr), a 25-year-old U.S. Navy captain, took action. Slipping into the heavily guarded harbor with a small raiding party, Decatur burned the captured ship to prevent the pirates from using it. A British admiral

praised the deed as the “most bold and daring act of the age.” Negotiations finally ended the conflict with Tripoli in June 1805. Tripoli agreed to stop demanding tribute, but the United States had to pay a ransom of \$60,000 for the release of the American prisoners.

Although the United States had resolved the threat from the Barbary pirates, Americans faced other challenges on the seas. U.S. foreign trade depended on being able to sail the seas freely. By the time Jefferson won reelection in 1804, two powerful European nations were already involved in a war that threatened to interfere with American trade.

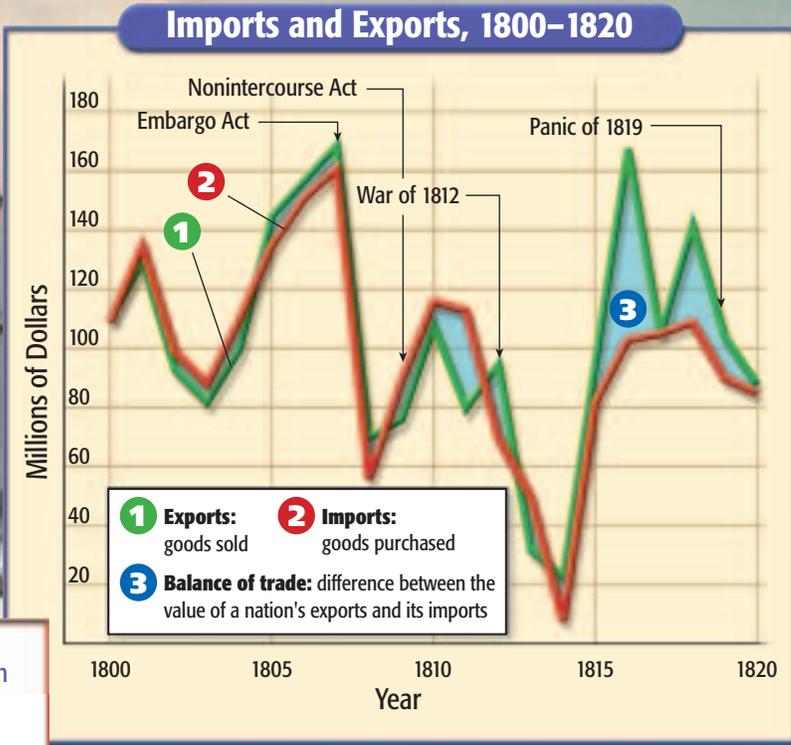
Neutral Rights Violated When Britain and France went to war in 1803, America enjoyed a profitable trade with both countries. As long as the United States remained neutral during the war, shippers could continue doing business. A nation not involved in a conflict had **neutral rights**—the right to sail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

For two years, American shipping continued to prosper. By 1805 however, the warring nations enforced a new strategy. Britain blockaded the French coast and threatened to search all ships trading with France. France later announced that it would search and seize ships caught trading with Britain.

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

The British would force sailors on these ships to serve in the British navy. This practice was called **impressment**. Although some of those taken were deserters from the British navy, thousands of native-born and naturalized American citizens were also impressed.





Understanding Charts

When Britain and France went to war in 1803, American trade prospered at first.

Cause and Effect How did the Embargo Act affect imports and exports?

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

A Disastrous Trade Ban Britain's practice of impressment and its violation of America's neutral rights led Jefferson to stop some trade with Britain. The attack on the *Chesapeake* triggered even stronger measures. In December 1807, the Republican Congress passed the Embargo Act. An **embargo** (ihm • BAHR • goh) prohibits trade with another country. The embargo banned imports from and exports to all foreign countries.

With the embargo, Jefferson and Madison hoped to hurt Britain but avoid war. They believed the British depended on American agricultural products. As it turned out, the

embargo of 1807 was a disaster. The measure wiped out American trade with other nations. Worse, it proved ineffective against Britain. The British simply traded with Latin America for its agricultural goods.

Jefferson Leaves Office Following Washington's precedent, Jefferson made it clear in mid-1808 that he would not be a candidate for a third term. With Jefferson's approval, the Republicans chose James Madison as their candidate for president.

The Federalists again nominated Charles Pinckney and hoped that anger over the embargo would help their party. Pinckney won most of New England, but the Federalist party had little support in other regions. Madison won with 122 electoral votes to Pinckney's 47 votes.

Reading Check Evaluate How effective was the Embargo Act? Would such an act work today?





US8.5.1 Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace. **US8.5.3** Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

War Fever

Main Idea President James Madison struggled with trade issues with France and Britain, as well as with tensions between Native Americans and white settlers.

Reading Connection Why does tension between different groups occur? Think about this as you read about the conflicts among the various groups in this section.

James Madison became president during a difficult time. At home and abroad, the nation was involved in the embargo crisis. Meanwhile, Britain continued to claim the right to halt American ships, and cries for war with Britain grew stronger.

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

Unfortunately for Madison, Napoleon had tricked the American administration. The French continued to seize American ships.

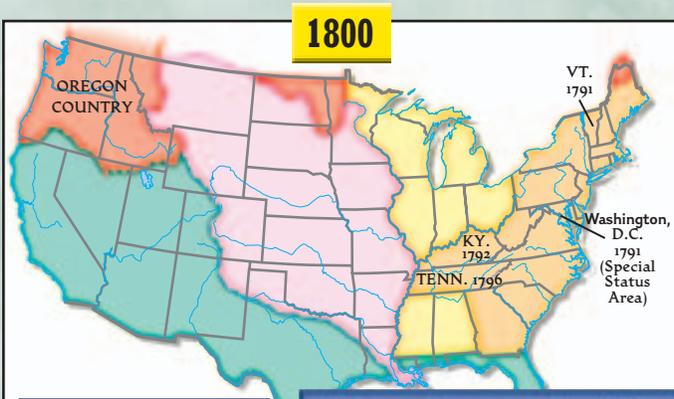
Americans were deeply divided. To some it seemed as if the nation was on the verge of war—but it was hard to decide if the enemy should be Britain or France. Madison knew that France had tricked him, but he continued to see Britain as the bigger threat to the United States.

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

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

NATIONAL GEOGRAPHIC

Territorial Growth 1800–1810



United States

- State
- Territory
- Claimed area
- Present-day boundary

Foreign

- Spanish
- French



United States

- State
- Territory
- Claimed area
- Area added to U.S.
- Present-day boundary

Foreign

- Spanish

Using Geography Skills

Between 1790 and 1810, the United States doubled its size.

- Place** When did Ohio become part of the United States?
- Region** Describe the changes in French territory between 1800 and 1810.

Primary Sources



Tecumseh's Prediction

When William Henry Harrison was serving as governor of Indiana, he told Tecumseh that only the president had the authority to return disputed lands to the Native Americans. Tecumseh replied:

"As the great chief [President Madison] is to determine the matter, . . . I hope the Great Spirit will put sense enough into his head to induce [make] him to direct you to give up this land. It is true he is so far off he will not be injured by the war . . . while you and I will have to fight it out."

—quoted in *The Old Northwest: A Chronicle of the Ohio Valley and Beyond*

Tecumseh's prediction came true.



Document-Based Question

Do Tecumseh's words show respect for President Madison? For Harrison? Explain.

Tecumseh and the Prophet A commanding speaker, Tecumseh possessed great political skills. In his view, the U.S. government's treaties with separate Native American nations were worthless. "The Great Spirit gave this great [land] to his red children," he said. Tecumseh felt no one nation had the right to give it away.

Tecumseh had a powerful ally—his brother, Tenskwatawa, known as **the Prophet**. The Prophet urged Native Americans everywhere to return to the customs of their ancestors. They should, he said, give up practices learned from

the white invaders—wearing western dress, using plows and firearms, and especially drinking alcohol. The Prophet attracted a huge following among Native Americans. He founded a village at a site in northern Indiana, near present-day Lafayette, where the Tippecanoe and Wabash Rivers meet. It was called Prophetstown.

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

In a letter to Tecumseh, Harrison warned that the United States had many more warriors than all the Indian nations could put together.

“Do not think that the redcoats can protect you, they are not able to protect themselves.”

—*Messages and Letters of William Henry Harrison*

Tecumseh sent word that he would reply in person.

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

“Brother, . . . Since the peace was made, you have killed some Shawnees, Delawares and Winnebagoes . . . You have taken land from us and I do not see how we can remain at peace if you continue to do so. You try to force red people to do some injury. It is you that are pushing them on to some mischief. You endeavor to make distinctions. You try to prevent the Indians from doing as they wish—to unite.”

—from *Tecumseh, an Indian Moses*

The Battle of Tippecanoe In 1811 while Tecumseh was in the South trying to expand his confederacy, Harrison decided to attack Prophetstown on the Tippecanoe River. After more than two hours of battle, the Prophet's forces fled the area in defeat. The Battle of Tippecanoe was proclaimed a glorious victory for the Americans. Harrison acquired the nickname "Tippecanoe" and his supporters used it as a patriotic rallying cry when he ran for president in 1840.

The Battle of Tippecanoe left about one fourth of Harrison's troops dead or wounded, but the impact on the Native Americans was far greater. Prophetstown was destroyed. The clash also shattered Native American confidence in the Prophet's leadership. Many, including Tecumseh, fled to Canada.

Tecumseh's flight to British-held Canada seemed to prove that the British were supporting and arming the Native Americans. To Harrison and to many white people who settled in the West, there seemed only one way to make the region secure from attack—to drive the British out of Canada and take over the province.

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

Primary Sources

Treaties with Native Americans

Many treaties between Native Americans and the U.S. government were signed during the early years of the new nation. These agreements included treaties with the Creeks (1790 and 1814); the Cherokee (1791 and 1794); the Oneida, Tuscarora, and Stockbridge (1794); and the Chickasaw (1805, 1816, and 1818).

Some treaties, like the Treaty of Greenville (1795), were signed to end conflicts. Other treaties ceded Indian land to the United States. White leaders and Indian leaders rarely trusted one another. Shawnee leader Blue Jacket is quoted as saying:

"From all quarters, we receive speeches from the Americans, and not one is alike. We suppose that they intend to deceive us."

—*American State Papers, Indian Affairs*

Blue Jacket ►



The treaties often proved impossible to enforce. Often, white settlers and soldiers crossed into territory and took land that was reserved for Native Americans. Some Native American chiefs were forced to sign a treaty under threat of military force, but they had no intention of abiding by the terms of the treaty. Some chiefs signed only to obtain badly needed items such as food, ammunition, and clothing. In addition, even if a Native American chief signed a treaty, that did not mean that the action was binding on anyone else in the tribe. Other members of the tribe could choose to ignore it.

DBQ Document-Based Question

How would you describe Blue Jacket's view of the white leaders?

Biography



US8.5.1 Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.

HENRY CLAY

1777–1852

JOHN C. CALHOUN

1782–1850



▲ Henry Clay

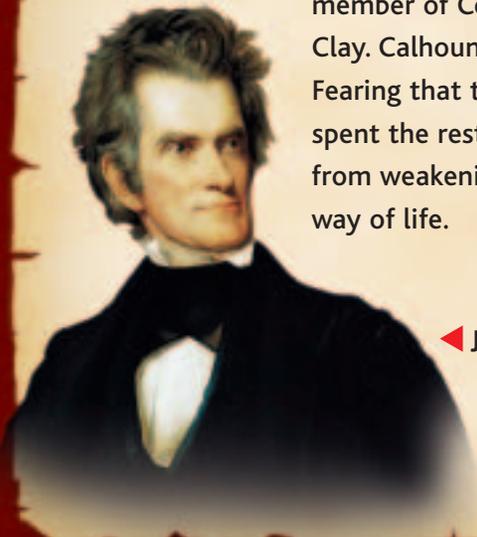
During their early years in Congress, Henry Clay and John C. Calhoun often joined in support of the young federal government. They were known as War Hawks because of the position they took on the War of 1812. Each argued in stirring speeches the need for a strong army and navy and for the establishment of a national bank.

Both Clay and Calhoun had long, distinguished careers in government. The careers of these two men reflected the conflict between nationalism and sectionalism in the early 1800s.

Born in Virginia, Clay moved to Kentucky, a state that kept him in Congress—and in the center of the political scene—for nearly 50 years. Clay was known as the Great Compromiser for his role in working out various agreements between leaders of the North and South. He served as a Kentucky state legislator, speaker of the U.S. House of Representatives, U.S. senator, and secretary of state.

Clay was a consistent champion of nationalism and devoted his career to strengthening the Union. Although nominated for president three times, the popularity of his opponents and weakness of his political party, the Whigs, kept him from achieving his lifelong goal of winning the presidency.

Calhoun represented South Carolina. He was an influential member of Congress and, at least for a time, a close friend of Henry Clay. Calhoun supported states' rights and the interests of the South. Fearing that the North intended to dominate the South, Calhoun spent the rest of his career trying to prevent the federal government from weakening states' rights and from interfering with the Southern way of life.



◀ John C. Calhoun

Then and Now

What political leaders represent the region in which you live? Do you think leaders should represent the views of the citizens who elected them?

The Push for War The War Hawks wanted revenge for British actions against Americans, and they were also eager to expand the nation's power. Their **nationalism**, or loyalty to their country, appealed to a renewed sense of American patriotism.

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

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

Declaring War By the spring of 1812, Madison concluded that war with Britain was inevitable. In a message to Congress in early June of 1812,

Madison asked for a declaration of war. His message emphasized national honor and the abuses suffered at the hands of the British.

“[T]housands of American citizens . . . have been torn from their country and from everything dear to them [and] have been dragged on board ships of war of a foreign nation.”

—from Madison's "War Message to Congress"

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

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

Section 1 Review

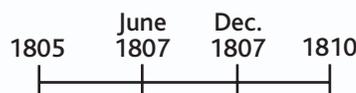
Reading Summary

Review the Main Ideas

- In the early 1800s, American merchant ships were threatened by pirates and the British navy. Great Britain's violation of America's neutral rights led to the passage of the Embargo Act, which greatly hurt American trade.
- The War Hawks in Congress pressured President Madison to go to war as conflicts with Native Americans in the West arose and the conflict with Britain at sea continued.

What Did You Learn?

1. Describe the negotiations that ended the conflict between the United States and Tripoli.
2. Who were the leading War Hawks?
3. **Sequencing Information** Re-create the time line below and list key events in the nation's effort to remain neutral in the war between France and Britain. **CA CS2.**
4. **The Big Ideas** How did the conflict in Europe help the American shipping industry prosper? **CA CS1.**
5. **Analyze** How did frontier battles with Native Americans intensify Americans' anti-British feelings? **CA HI2.**
6. **READING Cause and Effect** Write a short essay that identifies causes and effects in foreign affairs and the road to war during this period. **CA BRC2.0**



History Online
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America's Literature

Crossing the Panther's Path

By Elizabeth Alder

Before You Read

The Scene: This part of the book is set at Grouseland, Governor Harrison's home in Vincennes, Indiana.

The Characters: Tecumseh is a leader of the Shawnee. His translator is Billy Caldwell, a teenager whose parents are Native American and white. William Henry Harrison is governor of the Indiana Territory. Shabonee is Native American and a follower of Tecumseh.

The Plot: Billy wants to help Native Americans regain the Ohio River valley. He believes Tecumseh can unite the tribes and accomplish this goal. In this part of the story, Tecumseh meets with Harrison. He wants to try to change Harrison's plans to help whites take over more Native American lands.

Vocabulary Preview

adversary: person who supports a different side of an opinion or disagreement; enemy

disdain: a feeling that someone or something is below one's notice; contempt

dismay: confusion about how to deal with a situation

emphatically: in a forceful way

haughty: blatantly proud and scornful

wrath: great anger that is caused by something unjust

Have you ever wanted someone to listen to your side of a disagreement? In this excerpt, Tecumseh explains Native American views about the ownership of land. In return, Tecumseh learns firsthand what Harrison thinks of Native Americans.

◀ William Henry Harrison



As You Read

Sometimes many people witness an event. Some of them record what they saw and heard. In such cases, the authors of historical novels may use that information in their stories. At other times, there are few or no records of what happened. Then authors imagine what people said and did. As you read, think about how the author may have used facts and imagination in this story.



Tecumseh halted a stone's throw from the porch steps, pausing in a small grove of trees. William Henry Harrison came out and waited for Tecumseh. It was clear that he wanted the Shawnee to come to him. But Tecumseh was satisfied where he was. Harrison paced. Finally, he sent an emissary¹ to invite the Indian forward.

"I do not care to talk with a roof above us," Tecumseh answered the man. "Tell your chief I prefer the council to be held here where I stand."

When he received the message, Harrison uncrossed his arms and angrily pointed his finger in his emissary's face. Then he pointed to Tecumseh emphatically. It was clear that the governor of the Indiana Territory was not pleased. Other advisers intervened,² perhaps suggesting a conciliatory³ approach, and finally Harrison instructed men to carry out a table and chairs from the porch and set them at the edge of the grove.

Harrison strode forward then, followed by his advisers. The armed guard was close behind. Flipping his coattails out behind him, Harrison sat in one of the chairs provided. Tecumseh remained standing but signaled for his men to be seated in a semicircle behind him.

"Listen to me well," Tecumseh explained in English. His voice carried to the edge of the crowd that had gathered. He stood tall, his shoulders squared. A pair of eagle feathers adorned his hair and bands of silver encircled his wrists. It was a hot day, and his light brown skin glistened with sweat.

"I am a Shawnee. My forefathers were warriors. Their son is a warrior."

He spoke in measured⁴ tones. He would not rush through what he had come to say.

"From them I take my only existence. From my tribe I take nothing. I have made myself what I am. And I would that I could make the red people as great as the conceptions of my own mind, when I think of the Great Spirit⁵ that rules over us all," he said, shaking his head slowly. "I would not then come to Governor Harrison to ask him to tear up the treaty. But I would say to him, 'Brother, you have the liberty to return to your own country.'"

Harrison bristled⁶ when Tecumseh addressed him as "Brother."

¹ **emissary:** agent, representative

² **intervened:** came between as a way of changing something

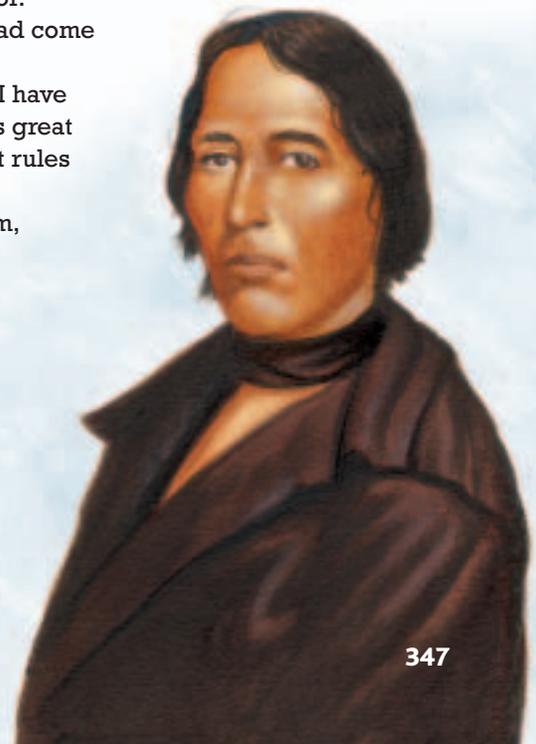
³ **conciliatory:** way of gaining goodwill or calm

⁴ **measured:** slow, unhurried, and careful

⁵ **Great Spirit:** God

⁶ **bristled:** swelled up and took on an angry appearance

Tecumseh ▶



Tecumseh paced across the open ground, sometimes facing Harrison, sometimes facing his own men. "You wish," he said in a richly modulated⁷ voice, "to prevent the Indians from doing as we wish, to unite and let them consider their lands as the common property of the whole. You take the tribes aside and advise them not to come into this measure. You want by your distinctions of tribes, in allotting to each a particular tract of land, to make them war with each other. You never see an Indian endeavor to make the white people do this. You are continually driving the red people; at last you will drive them into the Great Lake,⁸ where they can neither stand nor walk."

The governor's long face had reddened. He clasped the arms of his chair. Close by, his soldiers stood at attention, ready and menacing.

"Since my residence at Tippecanoe," Tecumseh continued, "we have endeavored to level all distinctions, to remove village chiefs, by whom all mischiefs are done. It is they who sell the land to the Americans.

"Brother," Tecumseh said accusingly, "these lands that were sold, and the goods that were given for them, were done by only a few. In the future, we are prepared to punish those who propose to sell land to the Americans. If you continue to purchase from them, it will make war among the different tribes, and I do not know what will be the consequences among the white people. Brother, I wish you would take pity on the red people and do as I have requested. If you will not give up the land and do cross the boundary of our present settlement, it will be very hard, and produce great trouble between us."

Tecumseh listed all the grievances the Indians held against the Americans. He protested the many treaties gained by guile⁹ and the use of alcohol. He spoke of treaties broken by settlers and soldiers alike and of outrageous massacres against peaceful Indians. He spoke of Chief Cornstalk and the betrayal that had embittered¹⁰ Indians throughout the Ohio Valley.

"The way," he said, nearly overcome with emotion, "the only way, to stop this evil is for the red men to unite in claiming a common and equal right in the land, as it was at first, and should be now—for it was never divided but belongs to all. No tribe has the right to sell, even to each other, much less to strangers."

Here Tecumseh chuckled bitterly, for the notion was preposterous to him. "Sell a country! Why not sell the air, the great sea, as well as the earth? Did not the Great Spirit make them all for the use of his children?"

The Americans murmured among themselves. Many were impressed by his eloquence.

"Everything I have told you is the truth," Tecumseh said.

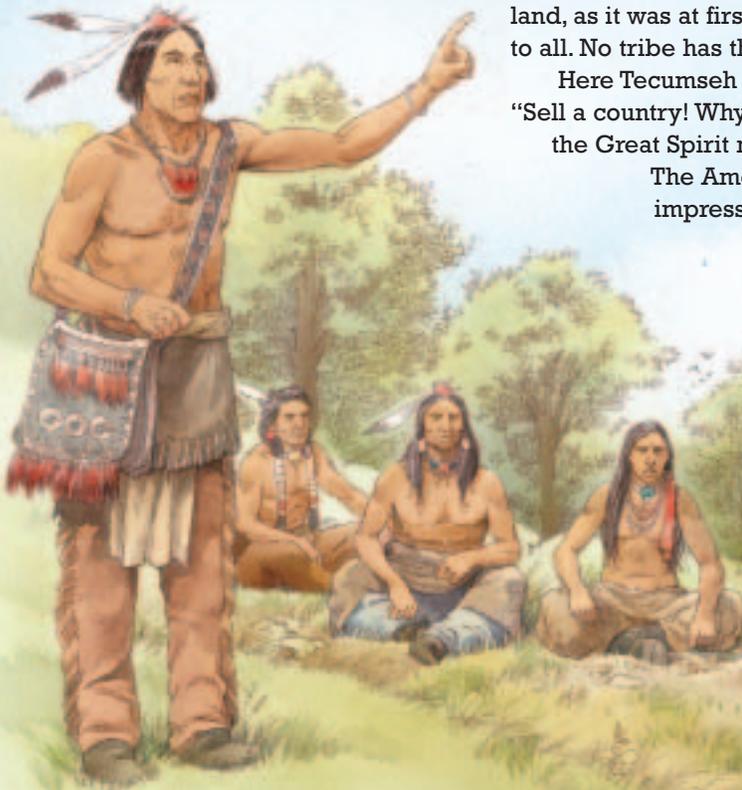
"The Great Spirit has inspired me.

⁷ **modulated:** varied speed and loudness

⁸ **Great Lake:** Lake Michigan

⁹ **guile:** deceit; trickery

¹⁰ **embittered:** badly disappointed



“Brother, I hope you will confess that you ought not to have listened to those bad birds who bring you ill news,” he admonished,¹¹ referring to the spies Harrison had sent to Tippecanoe.

Satisfied then that he had said what he had come to say, he concluded with the words many Indian statesmen used to close their arguments: “I have spoken.”

He sat down between Billy and Shabonee.

Harrison unfolded his long legs and rose to his full height. His father had been one of the signers of the Declaration of Independence, and the son’s demeanor¹² was haughty. Blue steel flashed from his eyes. “It is ridiculous,” he began contemptuously,¹³ “for you to declare that the Indians are all one people. Why then do you speak in different tongues? The land along the Wabash¹⁴ belongs to the Miami tribe. They decided to sell it, and they have been well paid. Tecumseh, you and your Shawnee have no business on that land—”

Before Harrison could finish, Tecumseh sprang to his feet shouting, “*You are a liar!* Everything you have said is false! The Indians have been cheated and imposed upon by you and the Seventeen Fires.¹⁵ Nothing you have said—before, or now at this council—can be trusted. You lie and you cheat!”

In his wrath, Tecumseh had spoken in the Shawnee language. Billy froze with horror. He felt the blood drain from his face. He had, after all, been introduced as the translator should the need arise, and in the first rush of Tecumseh’s words, Harrison had glanced toward him, silently demanding an answer. Did he dare translate this into English—before the governor of the territory, before his armed soldiers? A second wave of dismay washed over him as he saw Harrison turn back to Tecumseh. The American had stiffened, his nostrils flared, and Billy saw that there was no need for a translator. It was clear to everyone present what Tecumseh thought of his adversary.

One of the officers shouted, “Bring up the guard!”

Shabonee and the other chiefs leaped to their feet and drew their weapons. They encircled Tecumseh, shielding him with their bodies. As Harrison drew his sword from its scabbard,¹⁶ Tecumseh shouted orders to his men hidden in the woods. They burst forward, many with their knives and tomahawks in their hands. Others were already taking up positions at the edge of the trees, aiming their rifles.

American soldiers were raising their rifles, too. Billy’s heart hammered in his chest. His breathing was ragged—swift and shallow. He watched the two leaders glare at each other. It would take only the order “Fire!” on the American side, or for Tecumseh to shout the war cry, for Grouseland’s lawn to explode in a violent bloodletting. Tecumseh had not come for this. He had come to speak to this man, to change his heart as he had so many others. He had not expected to be treated with such disdain. It was true, Billy imagined, that Tecumseh hated Harrison and all that he represented. But he had not come here today to make war.

¹¹ **admonished:** expressed warning or disapproval in a gentle or earnest way

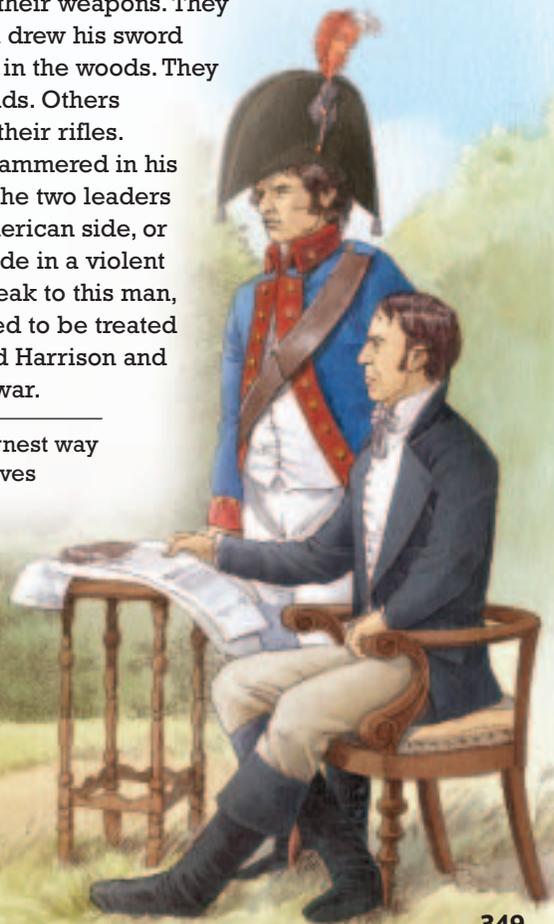
¹² **demeanor:** one’s attitude toward others as shown in how one behaves

¹³ **contemptuously:** in a way showing disdain, disrespect, or scorn

¹⁴ **Wabash:** river that begins in western Ohio and flows west across Indiana

¹⁵ **Seventeen Fires:** the United States

¹⁶ **scabbard:** a case in which to carry a knife, sword, or bayonet



Billy felt certain that Harrison also regretted what had happened. A council must never be allowed to degenerate¹⁷ into a skirmish. It would be a terrible blot on his career.

With a few curt words, Harrison asked Tecumseh to leave. "We shall speak tomorrow when our tempers have cooled," he said.

That evening, in the camp the Indians had made on the far side of the river, Tecumseh drew his inner circle together. "I should not have allowed my anger to drive me to speak as I did," he admitted. "The time for war has not yet come."

Billy slept little that night. He tossed and turned restlessly in his blanket. During the lonely hours of the night, he heard an owl call, and now and then the splash of a fish in the river. He had come to this council only because Tecumseh wouldn't listen to his protests. The youth had suspected from the beginning that Harrison would scoff at their entreaties¹⁸ and speak to them with contempt. Billy was now very certain that the American would be satisfied with nothing less than driving the Indians from their land. There would be no compromises. War would come.

"Shabonee...are you awake?" Billy whispered to the gigantic figure stretched out next to him.

Light from the dying fire glistened in Shabonee's eyes as he woke. "Mmmm," he answered.

"Will Tecumseh go to war soon?"

Shabonee moaned. He raised himself up and leaned on one elbow. "What?"

Billy repeated his question.

Shabonee rubbed his eyes. "He will pick up the tomahawk when he is ready."

"Do you think he'll include me among his men?" Billy asked.

"I think he likes you. You stood like a straight tree before the Long Knives today."

Billy chuckled. He had told Shabonee his Mohawk name. "Inside, I was quivering like the leaves of the cottonwood tree," he admitted. "There were so many rifles pointed at us." He rolled over on his back and stared up at the stars. "I *do* want to be a warrior for my people."

"Which people?" Shabonee asked. He knew the British wanted the fur trade.

"The Indians."

"Stay among us, then," Shabonee said in way of invitation, "and learn our ways."

Billy nodded thoughtfully. It was true. He still had so much to learn. Eight moons ago, when he had argued with his father, he had thought himself very wise. Since then, he had slowly come to know how little wisdom he truly possessed.

The next afternoon, Tecumseh met with Harrison again. Billy was not surprised to see that the American soldiers were heavily armed and tense, their numbers doubled. This time Tecumseh went forward alone with only Billy to help interpret. He had said he was sometimes unsure of his English, and there must be no misunderstanding today.

The Shawnee leader was most anxious to speak of the borders between his people and the Americans.

"This new boundary you have drawn will cause trouble between our peoples," Tecumseh said as soon as Billy concluded translating the formal opening statements. "The old line must remain," he insisted.

Billy had heard the talk in Detroit. He had read the newspaper articles. He knew that Harrison was determined to enlarge American territory by crossing into Indian lands. Now it became clear from the governor's speech that as long as the Americans felt themselves to be numerically superior and better armed, they would not hesitate to take what they wanted.

"The tribes will lose their annuities if they follow you," Harrison threatened.

Tecumseh scowled as Billy finished translating it into Shawnee. He asked that the term *annuities* be explained further. These were gifts of goods or money, Billy explained.

¹⁷ **degenerate:** break or sink down

¹⁸ **entreaties:** requests

Part of the annuities were paid in the form of alcohol. “It disgusts me to see the Americans use their cheap tricks against the Indian nations,” Tecumseh said when Billy finished. “You have no right to ply¹⁹ the chiefs with whiskey until they are befuddled. It is forbidden by the Greenville Treaty. You must blame yourself as the cause of trouble between us and the tribes who sold the land to you.” Tecumseh argued fiercely, “I want the present boundary line to continue. Should you cross it, I assure you it will be productive of bad consequences.”

Tecumseh nodded for Billy to begin translating his words, while he watched Harrison’s face to read any signs that might cross his features. He was answered only by Harrison’s stony expression. Billy ended the talks as Tecumseh instructed him. “Governor Harrison,” he said, “Chief Tecumseh desires that this disagreement be placed before the Great Chief of the Long Knives.”

Harrison coolly agreed. “Yes, I will send word of your position to President Madison; however, I can assure you that the President will protect with the sword what he considers fairly bought.”

“I do not wish to make war upon the United States,” Tecumseh said emphatically. “I wish only that illegal purchases of Indian lands cease. Your stance forces us to ally ourselves with the British. Tell your President what is in my heart that he may know my intentions.”

“I will tell the President what you have said,” Harrison answered. “But I say there is not the least probability that he will accede²⁰ to your terms.”

“As your Great Chief is to determine the matter, I hope the Great Spirit will put enough sense in his head to induce him to direct you to give up this land.”

Tecumseh put his hand on the stone head of the tomahawk that jutted from his belt. The muscles in his jaw tightened. He seemed resigned to the knowledge that none of his arguments would turn the hearts of the Americans. He looked to the east. He knew that the American President lived many days’ travel toward the rising sun. He had heard that Madison was a small man, undistinguished as a public speaker, who had never commanded soldiers in a battle. This seemed puzzling, for it was strength and eloquence and prowess²¹ in combat that marked a man for greatness among the Indian nations.



¹⁹ **ply:** to keep supplying something to

²⁰ **accede:** to give in to a request

²¹ **prowess:** skill and courage



Responding to the Literature

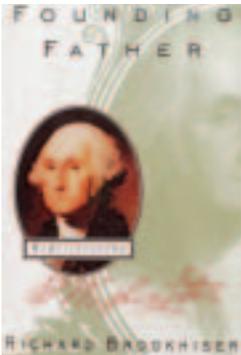
1. What did Tecumseh compare selling land to? Why?
2. What kept a war from starting at this meeting?
3. **Analyze** In the first three paragraphs, how do Tecumseh and Harrison each try to show that he is more powerful? **CA HI.2.**
4. **Explain** What are the literal and figurative meanings of this phrase: “The President will protect with the sword what he considers fairly bought”? **CA 8RW1.1**
5. **Read to Write** Compare the information on pages 341–342 with this selection. How did the author use both fact and imagination to write this story? Include examples to support your conclusions. List other people or events in the story that you could verify as being real or imaginary. **CA HR1.; HR3.**

Reading On Your Own...



From the California Reading List

Do you want to learn more about George Washington, Sacajawea, and the early years of the United States? You might be interested in the following books.

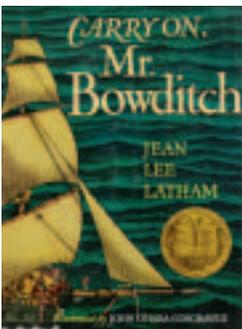


Biography

Founding Father: Rediscovering George Washington by Richard Brookhiser explores Washington as a person, a soldier, and a political leader. He explains why Washington was so important in forming the future of the United States. *The content of this book is related to History–Social Studies Standard US8.2.*

Nonfiction

Old Ironsides: Americans Build a Fighting Ship by David Weitzman invites readers to see how this great warship was built. As readers follow John Aylwin, a young worker on the ship, they learn what it took to make “Old Ironsides.” *The content of this book is related to History–Social Studies Standard US8.5.*



Historical Fiction

Carry On, Mr. Bowditch by Jean L. Latham tells the amazing tale of Nathaniel Bowditch. Although he had very little education, he mastered sea navigation during his voyages around the world. His book *American Practical Navigator* was used with few changes into the 1900s. *The content of this book is related to History–Social Studies Standard US8.6.*

Historical Fiction

Sacajawea: The Story of Bird Woman and the Lewis and Clark Expedition by Joseph Bruchac has Sacajawea and Clark taking turns describing events. The story also includes parts of the explorers’ journals and Shoshone tales. *The content of this book is related to History–Social Studies Standard US8.4.*



The War of 1812

Guide to Reading

Looking Back, Looking Ahead

Beginning in 1812, the United States went to war with Britain. Fighting took place in the United States, in Canada, and at sea.

Focusing on the **Main Ideas**

- In 1812 the United States was at war with Britain and was unprepared from the onset. (page 354)
- Even though the last battle of the war, the Battle of New Orleans, took place two weeks after the war had officially ended, the American victory there instilled a strong sense of national pride. (page 356)

Locating Places

Detroit
Lake Erie

Meeting People

William Hull
Oliver Hazard Perry
Andrew Jackson
Francis Scott Key

Content Vocabulary

frigate (FRIH • guht)
privateer (PRY • vuh • TIHR)

Academic Vocabulary

consist (kuhn • SIHST)
assemble (uh • SEHM • buhl)
economy (ih • KAH • nuh • mee)

Reading Strategy

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

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



**History
Social Science
Standards**

US8.5 Students analyze U.S. foreign policy in the early Republic.



Where & When?



1812

June 1812
United States declares war on Britain

1813

Sep. 1813
Perry defeats the British navy on Lake Erie

1814

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

1815

Jan. 1815
American forces win the Battle of New Orleans



US8.5.1 Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.

War Begins

Main Idea In 1812 the United States was at war with Britain and was unprepared from the onset.

Reading Connection Have you ever been unprepared for a quiz or test? Read to learn what happened when the United States was unprepared in the beginning of the War of 1812.

At the beginning of the war, the U.S. army consisted of fewer than 7,000 troops. The states had between 50,000 and 100,000 militia, but the units were poorly trained. Additionally, many states opposed “Mr. Madison’s war.” The Americans also underestimated the strength of the British and their Native American allies.

Fighting began in July 1812, when General **William Hull** led the American army from **Detroit** into Canada. Hull was met by Tecumseh and his warriors. Fearing a massacre by the Native Americans, Hull surrendered Detroit to a small British force in August.

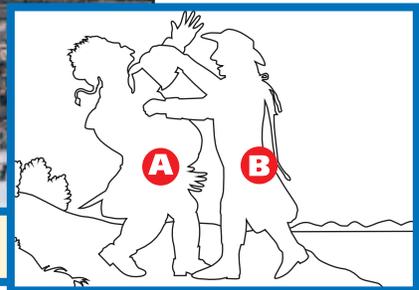
Another attempt by General William Henry Harrison was unsuccessful as well. Harrison realized that British control of Lake Erie prevented an American victory.

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

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



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



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

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

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

American **privateers** (PRY • vuh • TIHRZ), armed private ships, also staged spectacular attacks on British ships and captured numerous vessels. These victories were important for American morale.

Setback for Native Americans In March 1814, a lanky Tennessee planter named **Andrew Jackson** led an attack against the Creeks in present-day Alabama. Jackson’s forces slaughtered more than 550 of the Creek people. Known as the Battle of Horseshoe Bend, the defeat broke the Creeks’ resistance and forced them to give up most of their lands to the United States.

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





The British Offensive

Main Idea Even though the last battle of the war, the Battle of New Orleans, took place two weeks after the war had officially ended, the American victory there instilled a strong sense of national pride.

Reading Connection When was the last time you were moved by patriotic feelings? What did you feel? Read to learn how the national anthem was inspired by the War of 1812.

British fortunes improved in the spring of 1814. They had been fighting a war with Napoleon and had won. With the war against France over, the British were able to send much of their navy and many more troops to deal with the United States.

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

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

Primary Sources

“The Star-Spangled Banner”

On the night of September 13, 1814, Francis Scott Key, a young Maryland lawyer, watched from Baltimore Harbor as the British bombarded Fort McHenry. The shelling continued into the morning hours. A huge American flag waved over the fort. As the sun rose, Key strained to see if the flag still waved. To his great joy, it did. He took a letter from his pocket and began scribbling these words for a poem on the back:

“O! 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;



▲ The first Star-Spangled Banner, 1779–1818

And the rocket’s red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there;
O! say does that star spangled banner yet wave,
O’er the land of the free, and the home of the brave.”

DBQ Document-Based Question

Why was it important to Key that the flag still waved over the fort?

Biography



US8.5 Students analyze U.S. foreign policy in the early Republic.

DOLLEY MADISON

1768–1849

Born in North Carolina, Dolley Payne grew up in Virginia under the strict influence of her Quaker family and neighborhood. While still heeding the requirements of the Quaker lifestyle, Dolley's jubilant and warm personality greeted everyone she met. At age 15, her family moved to Philadelphia, and there she married John Todd, Jr. As Dolley Todd, she gave birth to two children. Later, Dolley lost her husband and one child during a yellow fever epidemic in 1793.

The following year she married James Madison. While her husband was secretary of state, Dolley Madison served as unofficial first lady for the widower president, Thomas Jefferson. She became the nation's official first lady when James Madison was elected president in 1808.

Dolley's tenure as first lady was punctuated by social gatherings and Wednesday evening "drawing rooms" attended by the time's most important citizens and politicians. Her character made even the most ill-at-ease feel at home in the White House, and her insight into political matters was well regarded and well used by her husband.

During the War of 1812 she showed remarkable bravery. In 1814 as the British approached the capital, she refused to leave the executive mansion until she had packed up many valuable government documents, a painting of George Washington, and other priceless valuables.



"I must leave [the White House] or the retreating army will make me a prisoner in it, by filling up the road I am directed to take. When I shall again write you, or where I shall be tomorrow, I cannot tell!!"

—Dolley Madison,
letter to her sister Anna Cutts,
August 23, 1814

Then and Now

Compare Dolley Madison to the present first lady. How are they similar? How are they different?



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

During the night of September 13–14, a young attorney named **Francis Scott Key** watched as the bombs burst over Fort McHenry. Finally, “by the dawn’s early light,” Key was able to see that the American flag still flew over the fort. Deeply moved by patriotic feeling, Key wrote a poem called “The Star-Spangled Banner.” In 1931 Congress designated “The Star-Spangled Banner” as the national anthem.

Defeat at Plattsburgh Meanwhile, in the north, General Sir George Prevost led more than 10,000 British troops into New York State from Canada. The first British goal was to capture Plattsburgh, a key city on the shore of Lake

History Through Art

Battle of North Point by Don Troiani At North Point, Americans soldiers battled British forces advancing on Baltimore. The clash slowed the British advance, giving the Americans time to reinforce their defenses around the city. **What happened when the British tried to enter Baltimore?**

Champlain. The invasion was stopped when an American naval force on Lake Champlain defeated the British fleet in September 1814. Knowing the American ships could use their control of the lake to bombard them and land troops behind them, the British retreated to Canada.

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

The War Ends American and British representatives signed a peace agreement on December 24, 1814, in Ghent, Belgium. The Treaty of Ghent did not change any existing borders. Nothing was mentioned about the impressment of sailors, but with Napoleon's defeat, neutral rights was no longer an issue.

Before word of the treaty had reached the United States, one final—and ferocious—battle occurred at New Orleans. In December 1814, British army troops moved toward New Orleans. Awaiting them behind earthen fortifications was an American army led by Andrew Jackson.

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

American Nationalism Most New England Federalists had opposed “Mr. Madison’s war” from the start. In December 1814, unhappy New England Federalists gathered in Connecticut at the Hartford Convention. A few favored secession. Most wanted to remain

within the Union, however. To protect their interests, they drew up a list of proposed amendments to the Constitution.

After the convention broke up, word came of Jackson’s spectacular victory at New Orleans, followed by news of the peace treaty. In this moment of triumph, the Federalist grievances seemed unpatriotic. The party lost respect in the eyes of the public. Most Americans felt proud and self-confident at the end of the War of 1812. The young nation had gained new respect from other nations in the world. Americans felt a renewed sense of patriotism and a strong national identity.

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

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

Section 2 Review

History online
Study Central Need help understanding the War of 1812? Visit ca.hss.glencoe.com and click on Study Central.

Reading Summary

Review the Main Ideas

- While at first unprepared and experiencing setbacks on the battlefield, American forces soon began to gain victories on land and at sea in the War of 1812.
- In 1814 the British succeeded in capturing Washington, D.C., but they lost a number of other important battles, including the one at New Orleans.

What Did You Learn?

1. Who won the Battle of Lake Champlain? Why was it an important victory?
2. What were the effects of the Battle of New Orleans?
4. **The Big Ideas** Why did the Federalist Party lose support after the War of 1812?
CA CSI.
5. **Creative Writing** Imagine if Francis Scott Key had been at the Battle of New Orleans instead of in Baltimore. Rewrite “The Star-Spangled Banner” based on what occurred in that battle.
CA 8WA2.1

Critical Thinking

3. **Determining Cause and Effect** Re-create the diagram below. In the ovals, list four effects that the War of 1812 had on the United States.
CA HI2.



6. **ANALYSIS Making Connections** Explain the relationship between Britain’s war with France and the War of 1812 and the Treaty of Ghent.
CA CSI.

What were people's lives like in the past?

What—and who—were people talking about? What did they eat? What did they do for fun? These two pages will give you some clues to everyday life in the U.S. as you step back in time with TIME Notebook.

Profile

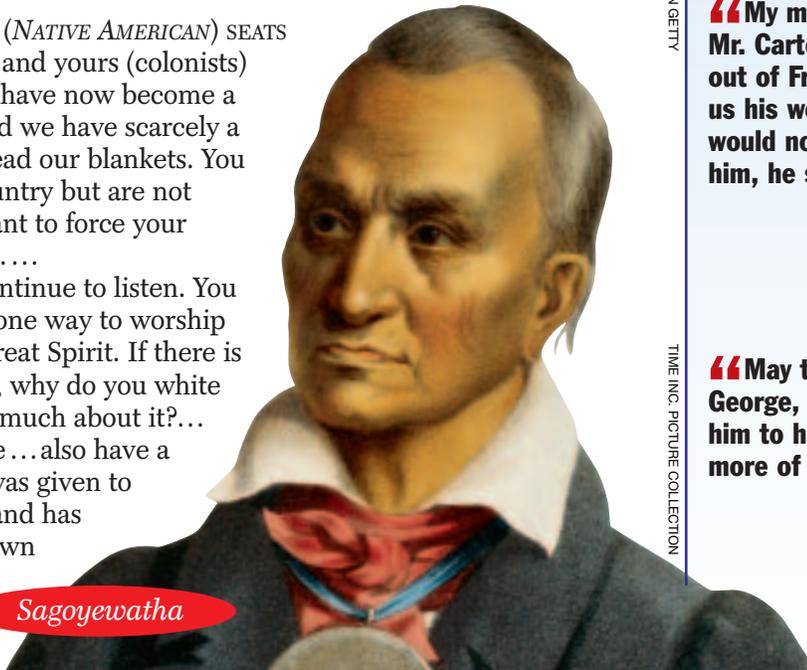
SAGOYEWATHA is the great Iroquois leader some call Red Jacket. Why? Because he fought with the British in the Revolutionary War. Sagoyewatha means "He Causes Them to Be Awake." Below is part of a speech Sagoyewatha delivered in 1805 to a group of religious leaders from Boston:

"BROTHERS, OUR (NATIVE AMERICAN) SEATS were once large and yours (colonists) were small. You have now become a great people, and we have scarcely a place left to spread our blankets. You have got our country but are not satisfied; you want to force your religion upon us. ...

Brothers, continue to listen. You say there is but one way to worship and serve the Great Spirit. If there is but one religion, why do you white people differ so much about it?...

Brothers, we ... also have a religion which was given to our forefathers and has been handed down to us, their children..."

Sagoyewatha



VERBATIM

WHAT PEOPLE ARE SAYING

“We are one.”

“Mind your business.”

FIRST OFFICIAL U.S. COIN, sayings are on the front and back of the coin minted in 1787



HULTON GETTY

“I die hard, but I am not afraid to go.”

GEORGE WASHINGTON, on his deathbed in 1799

“My mother and myself begged Mr. Carter not to sell this child out of Fredg [plantation], he gave us his word and honor that he would not, but as soon as we left him, he sold the child.”

JAMES CARTER, African American slave of Landon Carter, writing around 1790 about his sister, whom he never saw again

“May the Lord bless King George, convert him, and take him to heaven, as we want no more of him.”

REVEREND JOHN GRUBER, to his Baltimore congregation during the War of 1812

TIME INC. PICTURE COLLECTION

1790s WORD PLAY

Ahoy There!



BETTMANN/CORBIS

The **U.S.S. Constitution**, a powerful frigate, or warship, was launched in 1797 with a crew of 450 and 54 cannons. Want to join the crew? First, you must prove you can understand a sailor's vocabulary.

Match each word or phrase in the first column with its original meaning.

- | | |
|---|--|
| <ul style="list-style-type: none"> 1 Keel over 2 Try a new tack 3 Let the cat out of the bag 4 Mind your p's and q's 5 Shipshape | <ul style="list-style-type: none"> a. Sailors who do wrong are disciplined with a cat-o'-nine-tails whip that's kept in a red sack b. Putting a ship in for repair c. Bartenders keep track of what sailors drink and owe by marking numbers under "pints" and "quarts" d. The course or direction boats take into the wind e. Good condition |
|---|--|

ANSWERS: 1. b; 2. d; 3. a; 4. c; 5. e

NATIVE AMERICAN LIFE

Sports Story

GEORGE CATLIN is a white man with a strong interest in Native American life. This lawyer has made a name for himself as an artist, painting portraits of Native American leaders, families, and everyday Western life. Here he paints with words, telling us about a game (one the French call lacrosse) played by Choctaw men:

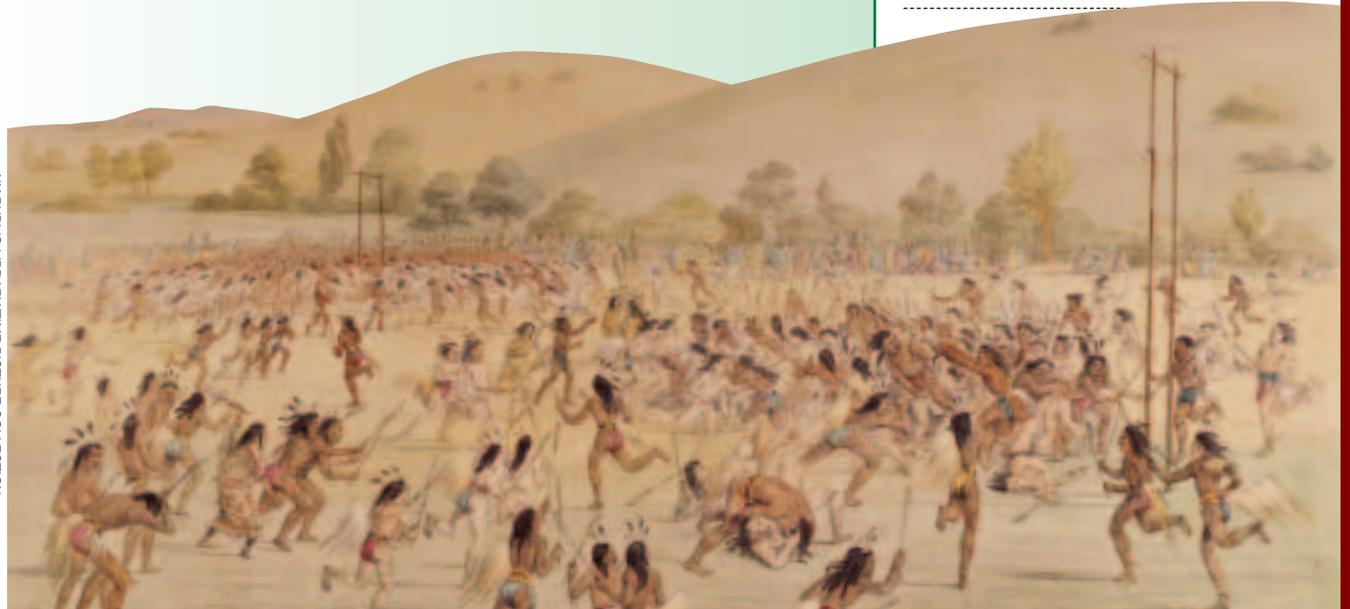
“EACH PARTY (TEAM) HAD THEIR GOAL MADE WITH TWO UPRIGHT POSTS, about 25 feet high and six feet apart, set firm in the ground, with a pole across at the top. These goals were about 40 to 50 rods (660-825 feet) apart. At a point just halfway between was another small stake, driven down, where the ball was to be thrown up at the firing of a gun, to be struggled for by the players ... who were some 600 or 700 in numbers, and were (trying) to catch the ball in their sticks, and throw it home and between their respective stakes. ... For each time that the ball was passed between the stakes of either party, one was counted for their game ... until the successful party arrived to 100, which was the limit of the game, and accomplished at an hour’s sun.”

RIGHT: George Catlin painted this picture of a 15-year-old Native American girl. Her name, *Ka-te-qua*, means “female eagle.”

BELOW: Painting by George Catlin of Choctaw athletes playing their version of lacrosse.



NATIONAL GALLERY OF ART



NY PUBLIC LIBRARY/TIME PICTURE COLLECTION

NUMBERS

U.S. AT THE TIME

30 Number of treaties that took away Native American land or moved their borders. The treaties were between the U.S. and the Creeks, Choctaws, and Chickasaws between 1789 and 1825

\$158 million The price the U.S. spent to fight the War of 1812

First Elizabeth Seton founds the Sisters of Charity, a Roman Catholic order, in 1809

First Mary Kies becomes the first woman to receive a U.S. patent in 1809 for a method of weaving straw with silk

\$3,820.33 Amount paid to Paul Revere for providing the U.S.S. Constitution with copper parts and a ship’s bell in 1797

45 feet Length of the dinosaur dug up by Lewis and Clark on their 1804 expedition

Foreign Relations

Guide to Reading

History Social Science Standards

US8.5 Students analyze U.S. foreign policy in the early Republic.

Looking Back, Looking Ahead

In Section 2, you learned about the War of 1812. In this section you will read about the United States's relations with foreign countries in the postwar period.

Focusing on the **Main Ideas**

- After the War of 1812, a new spirit of nationalism took hold in American society. (page 363)
- In 1823 the United States proclaimed its dominant role in the Americas with the Monroe Doctrine. (page 366)

Locating Places

Louisiana Territory
Oregon Country
Spanish East Florida
Mexico

Meeting People

James Monroe
John Quincy Adams
Andrew Jackson
Miguel Hidalgo (ee • DAHL • goh)
Simón Bolívar (see • MOHN buh • LEE • VAHR)
José de San Martín
(hoh • ZAY day SAHN mahr • TEEN)

Content Vocabulary

disarmament (dih • SAHR • muh • muhnt)
demilitarize (dee • MIH • luh • tuh • RYZ)
court-martial

Academic Vocabulary

establish (ih • TA • blihsh)
demonstrate (DEH • muhn • STRAYT)
policy (PAH • luh • see)

Reading Strategy

Organizing Information Create a diagram like the one below to list three disputed territories in North America.



NATIONAL
GEOGRAPHIC

Where & When?



1817

1818
U.S. and Britain
agree to occupy
Oregon jointly

1820

1819
Spain cedes
East Florida
to U.S.

1823

1821
Mexico
declares
independence
from Spain

1823
Monroe
Doctrine
issued



US8.5.1 Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace. **US8.5.2** Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.

Relations With European Powers

Main Idea After the War of 1812, a new spirit of nationalism took hold in American society.

Reading Connection Think about your favorite sports team. Do you feel they are better than or superior to any other team? Read on to find out about the feeling of national pride many Americans felt.

An American Story

Following the War of 1812, Americans felt buoyed by a new sense of pride and faith in the United States. In his Inaugural Address on March 4, 1817, President **James Monroe** expressed feelings of hope and optimism for the country.

“Never did a government commence under auspices so favorable. . . . If we look to the history of other nations, ancient or modern, we find no example of a growth so rapid, so gigantic, of a people so prosperous and happy. . . . If we persevere. . . we can not fail. . . to attain the high destiny which seems to await us.”

—from James Monroe’s Inaugural Address, 1817

Era of Good Feelings The absence of major political divisions after the War of 1812 helped forge this sense of national unity. As political differences seemed to fade away, a Boston newspaper called these years the Era of Good Feelings. The president himself symbolized these good feelings. Monroe had been involved in national politics since the American Revolution. He wore breeches and powdered wigs—a style no longer in fashion. With his sense of dignity, Monroe represented a united America free of political strife.

Early in his presidency, Monroe toured the nation. No president since George Washington had done this. He paid his own

expenses and tried to travel without an official escort. Everywhere Monroe went, local officials greeted him, and local people celebrated his visit. However, Monroe did not think this outpouring of support was meant for him personally. He wrote former President Madison that they revealed “a desire in the body of the people to show their attachment to the union.” During this time, Americans began to think of themselves as equal, or even superior, to Europeans. Abigail Adams, wife of the second president John Adams, wrote from England to her sister back in Massachusetts: “Do you know that European birds have not half the melody of ours? Nor is their fruit half so sweet, nor their flowers half so fragrant, nor their manners half so pure, nor their people half so virtuous.”

Despite such boasting, many Americans realized that the United States needed peaceful relations with the European powers to grow and develop. The young American republic had to put differences aside and **establish** a new relationship with the “Old World.”

Relations With Britain In the years after the War of 1812, President Monroe and his secretary of state, **John Quincy Adams**, moved to resolve long-standing disputes with Great Britain. In 1817, in the Rush-Bagot Treaty, the United States and Britain agreed to set limits on the number of naval vessels each could have on the Great Lakes. The treaty provided for the **disarmament** (dih • SAHR • muh • muhnt)—the removal of weapons—along an important part of the border between the United States and British Canada.

Setting a Northern Boundary The United States also worked with Britain to establish the American-Canadian boundary farther west. A second agreement with Britain, the Convention of 1818, set the boundary of the **Louisiana Territory** between the United States and Canada at the 49th parallel. The convention created a secure and **demilitarized** (dee • MIH • luh • tuh • RYZD) border—a border without armed forces.





Analyzing Political Cartoons

English cartoonist James Gillray shows European leaders carving up the world (above). American cartoonist David Claypoole Johnston portrays Andrew Jackson as a ruthless general (right).

What opinions are the cartoonists expressing?



Decades later, after lingering tensions had settled, the American-Canadian boundary became known as the longest unguarded border in the world. Through Adams's efforts, Americans also gained the right to settle in the **Oregon Country**, a vast area extending from California to Alaska.

Oregon Many Americans wanted control of the Oregon Country so they could gain access to the Pacific Ocean. In the early 1800s, four countries—Britain, Spain, Russia, and the United States—claimed this vast, rugged land. Spain and Russia eventually gave up their claims, leaving control of Oregon to Britain and the United States.

Both countries based their claims to the Oregon on the explorations of American and British fur trappers and traders. To prevent a war over Oregon, British and American diplomats worked to settle the dispute peacefully. In the Convention of 1818, Britain and the United States agreed to jointly occupy Oregon. This meant that people from both the nations could settle there.

In the following years, thousands of Americans streamed into the Oregon Country. The number of British settlers remained small, however. As the American presence grew, the question of who should own Oregon arose again. In the Treaty of 1846, Britain and the United States compromised by dividing Oregon into American and British portions at latitude 49°N.

Relations With Spain The United States also worked to settle border disputes with Spain. In the early 1800s, Spain owned East Florida and also claimed West Florida. The United States contended that West Florida was part of the Louisiana Purchase. In 1810 and 1812, Americans simply added parts of West Florida to Louisiana and Mississippi. Spain objected but took no action.

In April 1818, General **Andrew Jackson** invaded **Spanish East Florida**, seizing control of two Spanish forts. Jackson had been ordered to stop Seminole raids on American territory from Florida. In capturing the Spanish forts, however, Jackson went beyond his instructions.

Adams-Onís Treaty Luis de Onís, the Spanish minister to the United States, protested forcefully and demanded the punishment of Jackson and his officers. Secretary of War John Calhoun said that Jackson should be **court-martialed**—tried by a military court—for overstepping instructions. Secretary of State John Quincy Adams disagreed.

Although Secretary of State Adams had not authorized Jackson’s raid, he did nothing to stop it. Adams guessed that the Spanish did not want war and that they might be ready to settle the Florida dispute. He was right. For the Spanish, the raid had **demonstrated** the military strength of the United States. Already troubled by rebellions in Mexico and South America, Spain signed the Adams-Onís Treaty in 1819. Spain gave East Florida to the United States and abandoned all claims to West Florida.

The two countries also agreed on a border between the United States and Spanish possessions in the West. These lands had been in dispute since 1803, when the United States received the Louisiana Territory. In the Adams-Onís Treaty, the United States gave up its claims to Spanish Texas and took over responsibility for paying the \$5 million that American citizens claimed Spain owed them for damages. The treaty also extended the border northwest from the Gulf of Mexico to the 42nd parallel and then west to the Pacific, recognizing the United States’s claim to the Oregon Country. America had become a transcontinental power.

The Struggle for Frontier Lands In the early 1800s, Spain held most of the land west of the Mississippi River, with the exception of Oregon and the Louisiana Territory. Spanish officials tried to keep Americans and other foreigners out of this frontier area. However, they found it increasingly difficult to enforce this policy. When Mexico won its freedom from Spain in 1821, it gained control of this vast area of 75,000 Spanish-speaking inhabitants and 150,000 Native Americans. The Mexicans also faced the American push for expansion that Spain had tried to block.

Why Did Mexico Change Its Policy?

Economics finally won out over politics. In 1823 the Mexican government decided to welcome American traders and settlers into its frontier lands. It hoped that increased trade and population would boost the region’s economy. Shortly, Americans began arriving in the region to settle.

Mexican officials soon questioned the wisdom of their invitation. Most of the new settlers remained American, and many disliked and even resisted Mexican laws and customs. At the same time, in the United States, an increasing number of Americans were accepting the idea that the United States had a right to expand its territory from the Atlantic Ocean to the Pacific Ocean. This expansion, it was believed, would make the young country rich and more powerful. It would also provide security, because an enlarged United States would be bordered by the sea instead of by foreign powers. As a result, many Americans saw the advantage of obtaining Mexico’s frontier lands and extending United States territory to the Pacific.

Conflict With Mexico The United States tried to buy territory from **Mexico**, but the Mexicans refused. Relations between the two countries worsened when American settlers in Texas revolted against Mexican rule. Texas gained its independence in 1836 and U.S. statehood in 1845. These events greatly angered Mexico, which broke diplomatic ties with the United States. A dispute over the Texas-Mexico border caused more trouble. By the following year, Mexico and the United States were at war. Mexico was defeated and lost almost half of its territory to the United States. In 1848 the peace treaty ending the war gave the United States the area that today includes California, New Mexico, Arizona, and a number of other western states.

 **Reading Check Explain** Why was Andrew Jackson’s action considered by some to be unlawful?





U.S. 8.5.2 Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.

The United States and Latin America

Main Idea In 1823 the United States proclaimed its dominant role in the Americas with the Monroe Doctrine.

Reading Connection You recall how the American colonies felt about throwing off British rule. Read on to find out how many Latin American countries gained independence from Spain.

While working out its relations with Europe after the War of 1812, the United States pursued new policies with Latin America. These policies would guide the nation’s relations in the Western Hemisphere for years to come.

During the early 1800s, Spain controlled a vast colonial empire that included what is now the southwestern United States, Mexico, Central America, and all of South America except Portuguese-ruled Brazil. At this time, the

Spanish and Portuguese faced a series of challenges within their empires. Although the United States had given little thought to Europe’s Latin American colonies before 1800, it voiced support when those colonies began their struggles for independence from Spain and Portugal.

Mexico In the fall of 1810, a priest, **Miguel Hidalgo** (ee•DAHL•goh), led a rebellion against the Spanish government of Mexico. Hidalgo called for racial equality and the redistribution of land. The Spanish defeated the revolutionary forces and executed Hidalgo. Mexico finally gained its independence in 1821. Along with independence, Mexico also gained control of the northern frontier lands that included present-day Texas, Arizona, New Mexico, Nevada, Utah, western Colorado, California, and small parts of Wyoming, Kansas, and Oklahoma.

Bolívar and San Martín In South America, independence came largely as a result of the efforts of two men. **Simón Bolívar** (see•MOHN•buh•LEE•VAHR), also known as “the Liberator,” led the movement that won freedom for the present-day countries of Venezuela, Colombia, Panama, Bolivia, and Ecuador. **José de San Martín** (hoh•ZAY day SAHN mahr•TEEN) successfully achieved independence for Chile and Peru. By 1824 the revolutionaries’ military victory was complete, and most of South America had liberated itself from Spain. Portugal’s large colony of Brazil gained its independence peacefully in 1822.

In working for independence, Simón Bolívar and other Latin American leaders were inspired by the example of the United States. Americans, in turn, were glad to see European empires further weakened. They looked forward to increased trade between the United States and Latin America and to the spread of American ideals within the region.



▲ Miguel Hidalgo

History **online**
Student Web Activity Visit ca.hss.glencoe.com and click on *Chapter 7—Student Web Activities* for an activity on democratic movements in the Americas.

On July 4, 1821, Secretary of State John Quincy Adams gave a speech to Congress. He said: “Wherever the standard of freedom and Independence has been or shall be unfurled, there will her heart, her benedictions, her prayers be.” Adams meant that the United States should support colonies that wanted to gain their freedom. To demonstrate this support, President Monroe quickly recognized the independence of the Latin American republics.

The Monroe Doctrine In 1822 the Quadruple Alliance—France, Austria, Russia, and Prussia—discussed a plan to help Spain regain its American holdings. The possibility of increased European involvement in North America led President Monroe to consider action.

President Monroe declared in 1823 that the American continents were “not to be considered as subjects for future colonization by any

European powers.” Any foreign military expeditions sent to the Western Hemisphere would be seen as a threat to the United States, Monroe warned. No European country should interfere in United States affairs, at home or abroad.

The president’s proclamation, later called the Monroe Doctrine, was a bold act. The United States might not have been able to back up its new **policy** if challenged. The Monroe Doctrine marked the beginning of a long-term American policy of preventing other great powers from interfering in Latin American political affairs. By keeping the European powers out of the Americas, the Monroe Doctrine upheld George Washington’s policy of avoiding entangling alliances in European power struggles.

Reading Check Identify What event led to the creation of the Monroe Doctrine?

History Online
Study Central Need help understanding independence movements in the Americas? Visit ca.hss.glencoe.com and click on Study Central.

Section 3 Review

Reading Summary

Review the Main Ideas

- Following the War of 1812, Americans entered into a period known as the Era of Good Feelings in which they felt politically and economically secure.
- Latin American countries, inspired by the American Revolution, fought for independence from Spain.

What Did You Learn?

1. Why did America support the Latin American countries in their fight for independence?
2. What were the provisions of the Monroe Doctrine?
4. **The Big Ideas** Why do you think the United States wanted dominance over most of the territories in North America? **CA HI.1**

Critical Thinking

3. **Summarize** Draw a table like the one below and summarize what happened in each territorial dispute. **CA CSI.1**

Territory	Action
Oregon Country	
Louisiana Territory	
Spanish East Florida	
Texas	

5. **Persuasive Writing** Reread the section on the seizure of Spanish forts in Florida by Andrew Jackson. Choose a side either for or against Andrew Jackson’s actions, and write a letter to the president stating why you feel Jackson either should or should not be court-martialed. **CA 8WA2.1**



Analyzing Primary Sources



US8.5 Students analyze U.S. foreign policy in the early Republic.

Nationalism in the United States

In the early 1800s, the idea of being an American and part of a country called the “United States” was still new. If the United States was going to succeed as a country, people would need to think of themselves as being Americans. Feelings of nationalism—loyalty to a nation and the promotion of its interests above all others—began to grow. Some Americans expressed pride in their new nation in songs and poems. The War of 1812 helped bring about even stronger feelings of nationalism.

Read the passages on pages 368 and 369 and answer the questions that follow.



Flag flown at Fort McHenry during the War of 1812

Reader’s Dictionary

Ramilies, Nimrod: British ships

valor (VA • luhr): courage, bravery

maritime (MAR • uh • TYM): relating to ships and the sea

submission (suhb • MIH • shuhn): giving in to the will or power of another

intriguing (ihn • TREE • gihng): making secret plans

diminished (duh • MIH • nihshd): made less

strife (STRYF): conflict, struggle

prosecute (PRAH • sih • KYOOT): carry out

The Battle of Stonington

This excerpt is from a song by Philip Freneau that describes the British attack on Stonington, Connecticut, in 1814.

Three gallant ships from England came,
Freighted deep with fire and flame,
And other things we need not name,
To have a dash at Stonington. . . .

The **Ramilies** first began the attack,
And **Nimrod** made a mighty crack,
And none can tell what kept them back
From setting fire to Stonington. . . .

To have a turn we thought but fair.
We Yankees brought two guns to bear,
And, sir, it would have made you stare
To have seen the smoke at Stonington. . . .

The **Ramilies** then gave up the fray [fight],
And with her comrades sneaked away;
Such was the **valor** on that day
Of British [sailors] at Stonington. . . .

—Philip Freneau

War and Expansion

A number of young War Hawks were elected to Congress in 1810. In this speech, War Hawk Felix Grundy explains why the United States should go to war with Great Britain.

What, Mr. Speaker, are we now called on to decide? It is whether we will resist by force the attempt made by that government to subject our **maritime** rights to . . . her will; . . . Sir, I prefer war to **submission**. . . .

This war, if carried on successfully, 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. . . . That nation will lose her Canadian trade, and, by having no resting place in this country, her means of annoying us will be **diminished**. . . . I am willing to receive the Canadians as adopted brethren; . . . [I] therefore feel anxious not only to add the Floridas to the South, but the Canadas to the North of this empire.

—from a speech in the House of Representatives, December 1811

Against the Draft

In 1813 President Madison proposed a bill that would draft, or force, men into the army. Representative Daniel Webster of New Hampshire spoke against this bill. At the same time, he criticized the war.

Is this, sir, consistent with the character of a free government? Is this civil liberty? Is this the real character of our Constitution? No, sir, indeed it is not. . . .

If, sir, in this **strife** he [the draftee] fall; if, while ready to obey every rightful command of government, he is forced from his home

against right, not to contend for the defense of his country but to **prosecute** a miserable and detestable project of invasion, and in that strife he fall, 'tis murder.

—from a speech in the House of Representatives, December 9, 1814



▲ Daniel Webster

DBQ Document-Based Questions

The Battle of Stonington

1. How was the Battle of Stonington fought?
2. Who won the battle? How?

War and Expansion

3. What government is Grundy referring to in the first paragraph?
4. Whose empire does Grundy want the Floridas and the Canadas to belong to?

Against the Draft

5. What is a military draft?
6. How does Webster object to the draft?

Read to Write

7. Evaluate Grundy's and Webster's arguments about the War of 1812. What arguments does each man use to support his beliefs about the war? What do you think of each argument? Write a short essay on the topic. **CA 8WA2.4**

CA HR4

Chapter 7

Assessment

Standard US8.5

Review Content Vocabulary

Match each word with the correct definition below.

- | | |
|------------------|-------------------|
| 1. tribute | 5. nationalism |
| 2. frigate | 6. privateer |
| 3. disarmament | 7. embargo |
| 4. demilitarized | 8. neutral rights |

- a. armed private ship
- b. the removal of weapons
- c. money paid to gain protection from someone or something
- d. an order that prohibits trade with other countries
- e. without military occupation
- f. the ability to sail the seas and not take sides in a conflict
- g. a warship
- h. loyalty to one's country

Review the **Main Ideas**

Section 1 • A Time of Conflict

- 9. How did the Embargo Act of 1807 hurt the United States?
- 10. Who were the War Hawks?

Section 2 • The War of 1812

- 11. What were the important naval victories early in the War of 1812?
- 12. What battle occurred after the Treaty of Ghent was signed? What was its significance?

Section 3 • Foreign Relations

- 13. Which nations signed the Rush-Bagot Treaty?
- 14. What line of latitude did the United States and Great Britain agree upon as the border of the Oregon Territory?

Critical Thinking

- 15. **Evaluate** Why was the Florida territory so important to Spain and the United States? **CA HI.2.**
- 16. **Analyze** When was the Battle of Horseshoe Bend? Why was it important? **CA HI.1.**
- 17. **Compare** Describe the differences between the War Hawks and the Federalists in their views of the War of 1812. **CA HR.5.**

Geography Skills

In 1819 Spain ceded Florida to the United States in the Adams-Onís Treaty. Study the map and answer the questions that follow. **CA CS.3.**



- 18. **Region** When was the largest portion of Florida acquired from Spain?
- 19. **Location** What body of water blocked further expansion of Florida to the west?
- 20. **Movement** In what direction did the United States acquire the various parts of Florida?

Read to Write

21. **The Big Ideas Expository Writing** Using library or Internet resources, research the American Revolution and one of the Latin American wars for independence mentioned in Section 3. Compare and contrast the two wars for independence in a brief essay. **CA 8WA2.4**
22. **Creative Writing** Imagine you are a soldier during the War of 1812. Write a letter home to your family describing the things you see and how you feel about your place in the war. **CA 8WA2.1**
23. **Using Your FOLDABLES™** Use the information from your completed chapter foldable to create a brief study guide for the chapter. Your study guide should include at least five questions for each section. Questions should focus on the main ideas. Exchange your study guide with a partner and answer each of the questions. **CA 8RC2.0**

Using Academic Vocabulary

24. Use each of the following academic vocabulary words in a sentence.
- strategy establish
conclude policy

Building Citizenship

25. **Analyzing Current Events** With a partner, choose a recent event for which you will be able to locate primary and secondary sources of information. Compare the primary source with one secondary source. Prepare a report for the class in which you describe the event and compare the information in the primary and secondary sources. **CA HR4.**

Reviewing Skills

26. **Reading Skill Cause and Effect** What were the effects of Jackson's invasion of Spanish East Florida in 1818? Write a paragraph discussing the impact on U.S. territorial expansion. **CA 8RC2.0**

27. **Analysis Skill Compare and Contrast** Reread the sections in this chapter on Tecumseh. Summarize his point of view on American settlement of Native American lands and contrast that with what Harrison's view would have been. **CA HR5.**



Standards Practice

Read the passage below and answer the following questions.

The American continents, by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European powers.

We . . . should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety.

—The Monroe Doctrine

28. **To what nations did Monroe direct his statements?**
- A Russia
B Central America
C South America
D European nations
29. **The Monroe Doctrine sent a clear message from the United States. The doctrine was designed to**
- A preserve the United States's trade routes with Europe.
B prevent Central American countries from declaring war against the United States.
C prohibit European nations from colonizing any lands in the Western Hemisphere.
D protect the United States from invasion by European nations.

Launching the Republic

The early years of the United States saw the nation struggling to survive and expanding westward. A unique American culture continued to develop. Even in these early days, the issue of slavery divided the country.



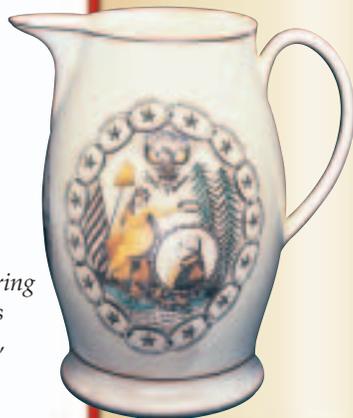
Chapter 5

The Federalist Era

- When**
- 1789–1800

Where

- New York
- Northwest Territory
- Great Britain
- Spain
- France



Pitcher honoring Washington's inauguration, 1789 ▶

Chapter 6

The Age of Jefferson

- 1800–1812

- Washington, D.C.
- Louisiana Territory
- Mississippi River
- France
- Santo Domingo
- Colorado
- the North
- the South

Lewis and Clark ▶



Chapter 7

Foreign Affairs in the Early Republic

- 1812–1830

- Mediterranean Sea
- Ohio
- Washington, D.C.
- Baltimore, Maryland
- Oregon
- Florida
- Mexico
- Texas
- Latin America

Chapter 5

The Federalist Era

Major Events

- **1789** Judiciary Act
- **1790s** Emergence of political parties
- **1791** Bill of Rights
- **1791** National Bank
- **1793** Proclamation of Neutrality
- **1794** Whiskey Rebellion
- **1794** Battle of Fallen Timbers
- **1794** Jay's Treaty
- **1796** Washington's Farewell Address
- **1796** XYZ Affair
- **1798** Alien and Sedition Acts
- **1798–1799** Virginia and Kentucky Resolutions

Chapter 6

The Age of Jefferson

- **1801** Judiciary Act
- **1801** Jefferson's Inaugural Address
- **1803** *Marbury v. Madison*
- **1803** Louisiana Purchase ratified
- **1804–1806** Lewis and Clark expedition
- **early 1800s** Second Great Awakening

William Clark's journal ▼



Chapter 7

Foreign Affairs in the Early Republic

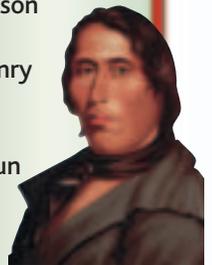
- **1807** Embargo Act
- **1809** Nonintercourse Act
- **1811** Battle of Tippecanoe
- **1812–1814** War of 1812
- **1814** British burn government buildings in Washington, D.C.
- **1815** Battle of New Orleans
- **1817** Rush-Bagot Treaty
- **1819** Adams-Onís Treaty
- **1821** Mexican independence
- **1823** Monroe Doctrine
- **1824** Most South American countries independent

Some Important People

- George Washington
- Thomas Jefferson
- Alexander Hamilton
- John Jay
- Edmond Genêt
- John Adams
- Charles de Talleyrand

- Thomas Jefferson
- Albert Gallatin
- John Marshall
- Napoleon Bonaparte
- Toussaint-Louverture
- Meriwether Lewis
- William Clark
- Sacagawea
- Zebulon Pike

- Thomas Jefferson
- James Madison
- Tecumseh
- William Henry Harrison
- Henry Clay
- John Calhoun
- Andrew Jackson
- James Monroe



Tecumseh ▲

How do these events and ideas affect our lives today?

- Most candidates for office today belong to a political party. They run on the policies supported by their party.

- Lands that were part of the Louisiana Purchase are now part of the United States.

- The Monroe Doctrine set the tone for future relations between the United States and Latin America.

What was happening in California at this time?

- **1796** First American ship sails into California waters

- **1812** Russian fur traders establish Fort Ross

- **1821** California becomes part of Mexico

Fort Ross ▶

