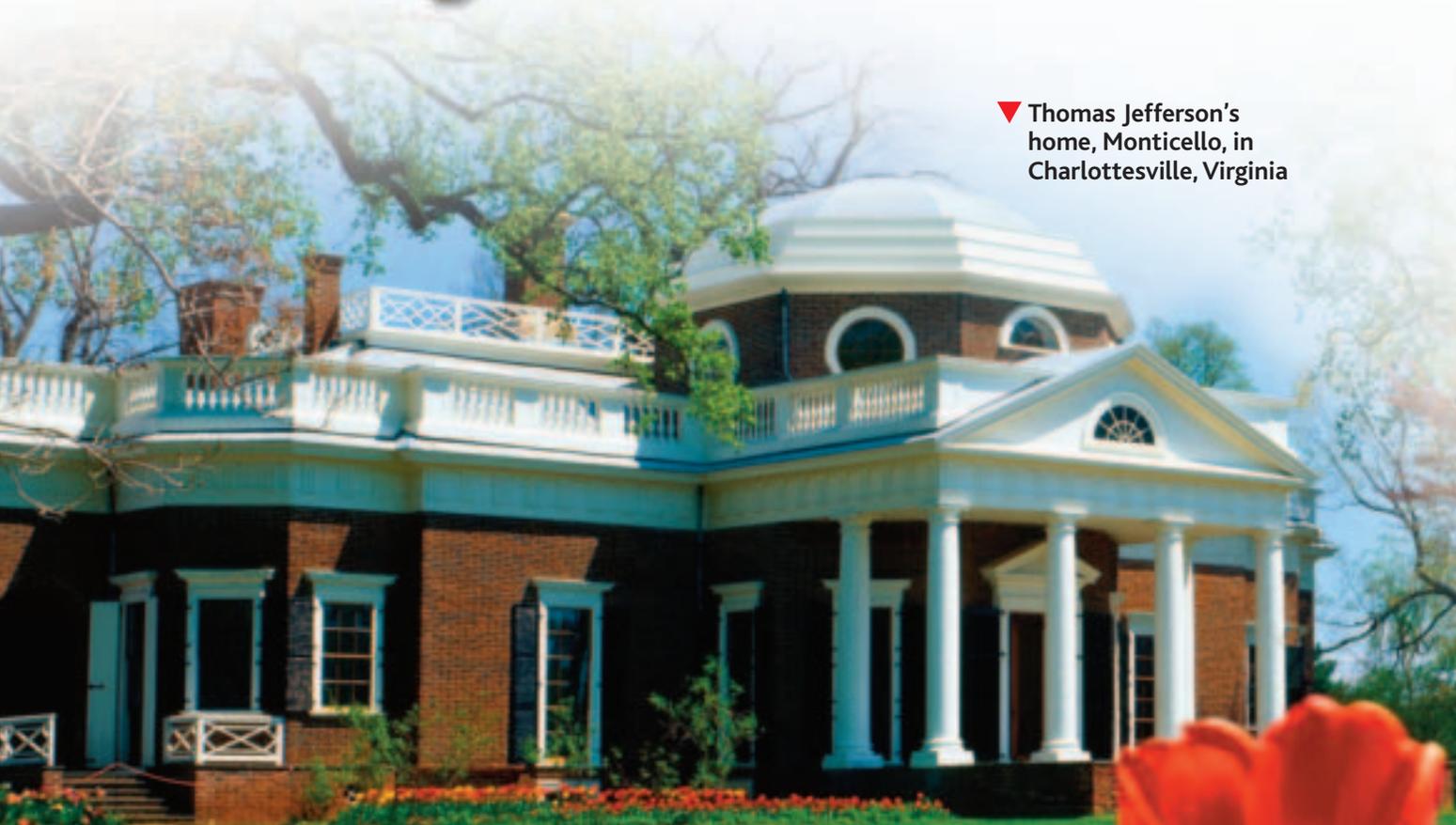


Chapter
6

The Age of Jefferson

▼ Thomas Jefferson's home, Monticello, in Charlottesville, Virginia



NATIONAL GEOGRAPHIC

Where & When?



1800

1802

1804

1801
Jefferson is inaugurated

1803
Senate ratifies Louisiana Purchase treaty

1804
Lewis and Clark begin expedition

The Big Ideas

Section 1

The Republicans Take Power

Political ideas and major events shape how people form governments. The election of 1800 marked the transfer of power from one political party to another through a democratic election.

Section 2

The Louisiana Purchase

Geography shapes the physical, economic, and political challenges a region faces. The Louisiana Purchase opened a vast area to exploration and settlement.

Section 3

Daily Life in Early America

Political, social, religious, and economic changes influence the way Americans think and act. A powerful wave of nationalism swept through American life. Americans began to create a distinct culture.

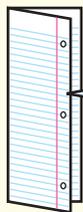


View the Chapter 6 video in the Glencoe Video Program.

FOLDABLES™ Study Organizer

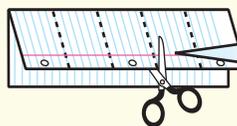
Organizing Information Make this foldable to organize information and sequence events about the Jefferson era into a flowchart.

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



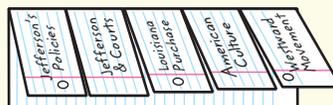
Fold it so the left edge lies about $\frac{1}{2}$ inch from the right edge.

Step 2 Cut the top layer only to make five tabs.



This will make five tabs.

Step 3 Label your foldable as shown.



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

Chapter 6

Get Ready to Read

Compare and Contrast



READING
SKILL

1 Learn It!

Good readers compare and contrast information as they read. This means they look for similarities and differences. They compare the ways in which people, places, or ideas are the same or different in order to understand how each is unique. Look for signal words in the text to let you know when the author is giving information for comparing or contrasting. Some comparison signal words are *similarly*, *at the same time*, and *likewise*. Contrast signal words include *however*, *rather*, *on the other hand*, *yet*, *but*, and *or*. Read the excerpt below and notice how the author uses contrast to discuss conflicting opinions.

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

— from page 307

Reading Tip

As you read, use other skills, such as summarizing and connecting, to help you understand comparisons and contrasts.

2 Practice It!

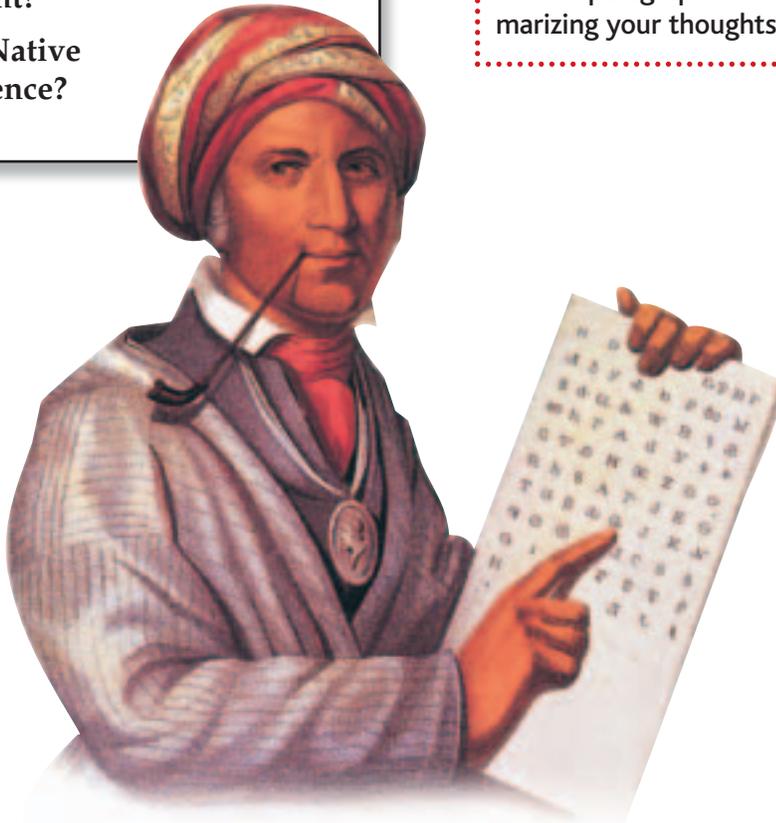
Read the section called “Conflict in the West” on page 329. Use the questions below to help you identify the different responses of Native American groups to white settlers who moved into their lands. Create a graphic organizer to record your answers.

- What did the Native Americans have in common?
- How were their reactions to white settlement different?
- What results did Native Americans experience?

Read to Write.....

Make a graphic organizer to record differences between living today and in 1803. Then, write a short paragraph summarizing your thoughts.

Sequoyah developed the alphabet for the Cherokee language. ▶



3 Apply It!

Compare and contrast political parties today and political parties at the time of Jefferson.

The Republicans Take Power

Guide to Reading



History Social Science Standards

US8.4 Students analyze the aspirations and ideals of the people of the new nation.

Looking Back, Looking Ahead

The presidency of Thomas Jefferson launched a new era, a time of many changes and rapid growth for the new nation.

Focusing on the **Main Ideas**

- The election of 1800 showed that power in the United States could be peacefully transferred even when political parties are in disagreement. (page 307)
- Jefferson worked to limit the scope of the federal government and shift control of the federal courts away from the Federalists. (page 308)

Locating Places

Washington, D.C.

Potomac River (puh • TOH • mihk)

Meeting People

Thomas Jefferson

Aaron Burr

Albert Gallatin

John Marshall

Content Vocabulary

laissez-faire (LEH • ZAY FEHR)

judicial review

Academic Vocabulary

require (rih • KWYR)

philosophy (fuh • LAH • suh • fee)

significant (sig • NIH • fih • kuhnt)

ensure (ihn • SHUR)

Reading Strategy

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



NATIONAL
GEOGRAPHIC

Who & When?

1800



Thomas Jefferson

1800

Jefferson and Adams contend for presidency

1801

Feb. 1801

Judiciary Act expands court system

1802

March 1801

Jefferson is inaugurated

John Marshall

1803



1803

Marbury v. Madison sets precedent for judicial review



Jefferson Becomes President

Main Idea The election of 1800 showed that power in the United States could be peacefully transferred even when political parties are in disagreement.

Reading Connection Do you think it is more important for the president to dress formally or casually? Why? Read to learn what changed when Jefferson became president.

An American Story

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

Very few people liked being in Washington. It was hot and humid in the summer, and the river and swamps were a breeding ground for mosquitoes. Abigail Adams, the wife of John Adams, called the new capital “the very dirtiest Hole.”

The Election of 1800 In 1800 Federalists supported President Adams for a second term and Charles Pinckney of South Carolina for vice president. Republicans nominated **Thomas Jefferson** for president and **Aaron Burr** of New York for vice president.

The election campaign of 1800 differed greatly from campaigns of today. Neither Adams nor Jefferson traveled around the country making speeches. Instead the candidates and their followers wrote letters to leading citizens and newspapers to publicize their views. The letter-writing campaign, however, was not polite.

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

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

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

To prevent another tie between a presidential and a vice-presidential candidate, Congress passed the Twelfth Amendment to the Constitution in 1803. This amendment, ratified in 1804, **requires** electors to vote for the president and vice president on separate ballots. (See page 262 for the entire text of the Twelfth Amendment.)

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

In his Inaugural Address, Jefferson tried to reach out to Federalists: “We are all Republicans, we are all Federalists,” he said. Then he outlined some of his goals, which included maintaining “a wise and frugal [economical] government” and “the support of state governments in all their rights.” He believed that a large federal government threatened liberty and that the states could best protect freedom.

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

Reading Check Describe What does the Twelfth Amendment to the Constitution require?





Jefferson's Policies

Main Idea Jefferson worked to limit the scope of the federal government and shift control of the federal courts away from the Federalists.

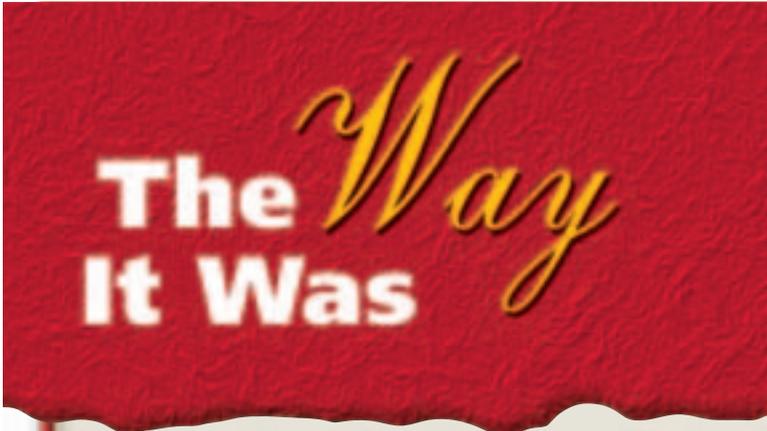
Reading Connection How should the federal government balance individual liberty with national interests? Read on to learn of changes Jefferson made to deal with this question.

In 1801, when Jefferson became president, the entire federal government consisted of only a few hundred people. This was exactly how Jefferson thought it should be. (Today nearly 3 million civilians work for the federal government.) In Jefferson's view, the national government should conduct foreign affairs and limit its domestic actions to delivering the mail, collecting customs duties, and taking a census every 10 years.

Jefferson Takes Charge When Jefferson entered office, he surrounded himself with men who shared his Republican principles. His secretary of state was his friend and fellow Virginian, James Madison. For secretary of the treasury, he chose **Albert Gallatin**, a Pennsylvanian with a strong grasp of financial matters.

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

Between the election and Jefferson's inauguration, Federalists in Congress passed the Judiciary Act of 1801. This act increased the number of federal judges. Outgoing President John Adams then filled many positions with Federalists.



▲ Abigail Adams in the unfinished White House

Washington in 1800

The United States government moved to the new capital city of Washington, D.C., in 1800. Being located along the Potomac River, Washington was expected to emerge as a great trading city, but the plans for a great city had not proceeded very far. The president's house, with laundry sometimes

hanging in the unfinished East Room, stood in an open field with two boxlike buildings for executive offices nearby. More than a mile away, across a swamp, stood the partly built Capitol. Members of Congress lived in crowded boardinghouses. The streets were mostly muddy wagon tracks, bordered with the stumps of trees that had been recently cut. Some Americans criticized the choice of Washington as the capital. They believed that the government should move to a larger city.

The judges that President Adams appointed were known as “midnight judges” because Adams supposedly signed appointments for judges until midnight on his last day in office. Through these appointments Adams **ensured** that Federalists would control the courts.

Marbury v. Madison The appointments could not take effect, however, until the legal papers (commissions) for these last-minute “midnight judges” were delivered. When Jefferson became president on March 4, a few of the commissions had not yet been delivered. He told Secretary of State Madison not to deliver them. One commission was addressed to William Marbury.

To force the delivery of his commission, Marbury took his case directly to the Supreme Court. Chief Justice **John Marshall** turned down Marbury’s claim. Marshall noted that the Constitution did not give the Court jurisdiction to decide Marbury’s case.

In his opinion, Marshall set out three principles of **judicial review**: (a) The Constitution is the supreme law of the land. (b) When a conflict arises between the Constitution and any other

History online
Student Web Activity Visit ca.hss.glencoe.com and click on *Chapter 6*—*Student Web Activities* for an activity on the history of the Supreme Court.

law, the Constitution must be followed. (c) The judicial branch has a duty to uphold the Constitution. The courts must be able to determine when a federal law conflicts with the Constitution and to nullify, or cancel, unconstitutional laws.

Marshall not only extended the power of the Court, he also broadened federal power at the expense of the states. In *McCulloch v. Maryland* (1819), the Court held that the elastic clause allows Congress to do more than the Constitution expressly authorizes it to do. In *Gibbons v. Ogden* (1824) the Court held that federal law takes precedence over state law in interstate transportation. (See the *Supreme Court Case Summaries* beginning on page 846 for more on these cases.)

Reading Check Explain How did the changes that Jefferson made reflect his views about government?

History online
Study Central Need help understanding Jefferson’s election and his policies? Visit ca.hss.glencoe.com and click on Study Central.

Section I Review

Reading Summary

Review the Main Ideas

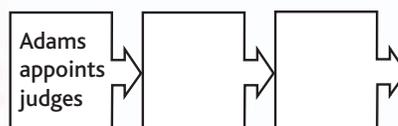
- In the presidential election of 1800, Republican Thomas Jefferson defeated Federalist John Adams.
- After taking office as the first Republican president, Jefferson began to implement his party’s ideas on how the government should function.

What Did You Learn?

1. Explain how Jefferson cut government spending.
2. Name the court case that established judicial review.
4. **The Big Ideas** How did Jefferson try to calm Federalist fears of Republican rule? **CA HI.2.**

Critical Thinking

3. **Cause and Effect** Re-create the diagram below and list the effects caused by the appointment of the “midnight judges.” **CA HI.2.**
5. **READING Compare and Contrast** Election campaigns have changed since 1800. Write an essay that compares and contrasts current campaigns with those of Jefferson’s time. **CA CSI.**



Connecting to the Constitution



US8.4.3 Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).

The Supreme Court and the Economy

Why It Matters People in the United States are free to own property; to make a profit; and to make their own choices about what to produce, buy, and sell. The Framers of the U.S. Constitution believed that economic freedom is a basic right of citizens. As a result, the Constitution laid the basis for an economy based on capitalism, or free enterprise.

Although capitalism is the basis of the American economic system, ours is a mixed economy—a system in which the government both supports and regulates private enterprise. Over the years, the American judicial system—headed by the Supreme Court—has made decisions that have encouraged business competition and private property ownership. However, the Court also has expanded the power of the government to regulate, or lay down rules for, the economy as a whole.

The Commerce Power Article I, Section 8 of the Constitution gives Congress the authority to regulate commerce. It is known as the commerce clause. Under the Articles of Confederation, each state jealously guarded its own commerce. Trade barriers among the states restricted commerce and stood in the way of a strong national economy. The Framers of the U.S. Constitution sought to avoid state rivalries by giving Congress the power to regulate all forms of commerce among the states. It also affirmed Congress's right to regulate trade with foreign nations.



“An unlimited power to tax involves, necessarily, a power to destroy; because there is a limit beyond which no institution and no property can bear taxation.”

—John Marshall, *McCulloch v. Maryland*, 1819

◀ John Marshall



▲ The young nation's growing trade meant new laws were needed to regulate commerce.

Over the years, the Supreme Court has expanded this commerce power to include a wide range of economic activities. The judiciary today consistently interprets *commerce* to mean nearly all activities concerned with the production, buying, selling, and transporting of goods. Appealing to the commerce clause, and with the Court's backing, Congress has passed many laws that prohibit, promote, and establish rules for many areas of business activity.

Judicial Review In exercising its authority, the Supreme Court has a major tool: the power of **judicial review**. This is the right to examine government laws and actions and to cancel them if they violate the Constitution. Article III of the Constitution states that the

“judicial power shall extend to all cases . . . arising under this Constitution.”

The Founders, however, did not clearly give the power of judicial review to the Court. In fact, the Supreme Court in its early days had a minor role in the federal government compared with the Congress and the Presidency. You might ask: How did the Supreme Court acquire the power to influence the economy as well as other areas of American society?

The Marshall Court The Court's role began to change when John Marshall was appointed Chief Justice of the Supreme Court in 1801. Marshall headed the Court until 1835 and helped increase its power. In the case *Marbury v. Madison* (1803), the Supreme Court

first established the power of judicial review and ruled an act of Congress unconstitutional. By doing this, the Court defined its role as the final authority on what the Constitution means.

In other important decisions, Marshall used federal power to overturn state restrictions on the economy. In this way, the Marshall Court gave legal support to free enterprise ideas and practices. In *Fletcher v. Peck* (1810) the Court declared a Georgia law unconstitutional because

it broke the **sanctity of contracts**—the idea that such written agreements are legally binding. The Supreme Court ruled that a land grant was a valid contract and could not be repealed even if corruption was involved. In *Dartmouth College v. Woodward* (1819), the Court again upheld the sanctity of contracts. In this case, the Court found it unconstitutional for New Hampshire's legislature to change the Dartmouth College charter and to change the college from a private school into a state university.

Finally, in *Gibbons v. Ogden* (1824), the Supreme Court struck down a New York law that gave a company the sole right to operate steamboats on New York waters. In taking this step, Marshall stated that federal power was superior to state power in all matters of **interstate commerce**, or trade among states. New York argued that the states had the right to control commerce involving only products. The Court, however, ruled that *all* forms of business across state lines came under the Constitution's commerce clause. This decision opened the way for Congress to involve itself in nearly all areas of the national economy.

Checking for Understanding

1. What is the commerce clause?
2. Why was *Gibbons v. Ogden* an important case?

Critical Thinking

3. **Conclude** Why is the idea of sanctity of contracts necessary to a capitalist economic system? **CA HI.6**
4. **Analyze** Why did the Supreme Court extend the commerce clause to include a wide range of economic activities? **CA HI.2**

The Louisiana Purchase

Guide to Reading



History Social Science Standards

US8.4 Students analyze the aspirations and ideals of the people of the new nation.

Looking Back, Looking Ahead

In the early 1800s, the United States experienced rapid growth. The Louisiana Purchase doubled the size of the nation and created remarkable opportunities.

Focusing on the **Main Ideas**

- As Americans moved west in the early 1800s, Spain and France made a secret agreement about land that affected American trade. *(page 313)*
- The Louisiana Purchase opened a vast area to exploration and settlement. *(page 314)*

Locating Places

Louisiana Territory
New Orleans
St. Louis
Missouri River

Meeting People

Meriwether Lewis
William Clark
Sacagawea (SA • kuh • juh • WEE • uh)
Zebulon Pike

Content Vocabulary

Conestoga wagon
(KAH • nuh • STO • H • guh)
secede (sih • SEED)

Academic Vocabulary

enormous (in • NAWR • muhs)
generation (JEH • nuh • RAY • shuhn)

Reading Strategy

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

Explorer	Region explored
Meriwether Lewis and William Clark	
Zebulon Pike	

NATIONAL
GEOGRAPHIC

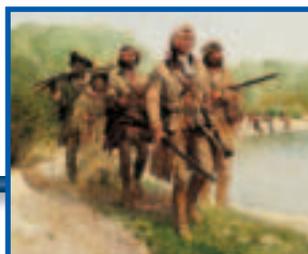
Who & When?

1804

Oct. 1803
Senate ratifies Louisiana Purchase treaty

May 1804
Lewis and Clark begin expedition

1805



1806

Sep. 1806
Lewis and Clark return to St. Louis

1807

Nov. 1806
Zebulon Pike reaches Pikes Peak



Western Territory

Main Idea As Americans moved west in the early 1800s, Spain and France made a secret agreement about land that affected American trade.

Reading Connection What challenges come with moving? Read to learn what the pioneers faced as they went west.

An American Story

Why did Americans risk everything they had to travel west? An English visitor, Harriet Martineau, observed:

“The pride and delight of Americans is in their quantity of land. . . . The possession of land is the aim of all action . . . and the cure for all social evils. . . . If a man is disappointed in politics or love, he goes and buys land.”

—from *Society in America*

Moving West During the early 1800s, more and more Americans moved west in search of land and adventure. These pioneers headed over the mountains into Kentucky and Tennessee and the less settled areas of the Northwest Territory. Most of these pioneers were farmers. They made a long and exhausting journey over the Appalachian Mountains.

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

In 1800 the territory of the United States extended only as far west as the Mississippi River. The area to the west of the river—known as the **Louisiana Territory**—belonged to Spain. It was an **enormous** area of land, extending

south to the city of **New Orleans** and west to the Rocky Mountains. Its northern boundaries remained undefined.

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

The French Threat In 1802 the Spanish suddenly changed their policy. They refused to allow American goods to move into or past New Orleans. That same year, President Jefferson learned that Spain and France had made a secret agreement that transferred the Louisiana Territory to France. Jefferson was alarmed. He thought French control would jeopardize American trade on the Mississippi River. He authorized Robert Livingston, the new minister to France, to negotiate for the purchase of New Orleans and other French territory.

Revolt in Santo Domingo The leader of France, Napoleon Bonaparte (nuh • POHL • yuhn BOH • nuh • PAHRT), hoped to use Santo Domingo as a Caribbean naval base from which he could control an American empire. However, a revolt in Santo Domingo ended Bonaparte’s dream of a Western empire.

Inspired by the ideas of the French Revolution, enslaved Africans and other laborers in Santo Domingo rebelled against the island’s plantation owners. After fierce and bitter fighting, the rebels, led by Toussaint-Louverture (TOO • SA LOO • vuhr • TYUR), declared the colony an independent republic. Toussaint set up an independent government.

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

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





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

The Nation Expands

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

Reading Connection Imagine you are preparing to lead an expedition to explore new lands. Who would you travel with? What research would you do? Read on to learn about Lewis and Clark's travels in the Louisiana Territory.

Without Santo Domingo, Napoleon had little use for Louisiana. The French believed they had something to sell that the United States might want to buy. French foreign minister Charles de Talleyrand informed American diplomats that the entire Louisiana Territory was for sale. Livingston and James Monroe, Jefferson's new special representative, were

taken completely by surprise. Accepting the offer went far beyond what they were authorized to do, but the deal was too good to pass up. After a few days of negotiation, the parties agreed on a price of \$15 million.

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

TECHNOLOGY & History

The Conestoga Wagon

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

- 1 Six to eight draft horses or a dozen oxen pull the wagon. The driver rides or walks beside the animals.
 - 2 The boat-shaped wagon's high front and back keep goods from falling out on steep mountain trails.
 - 3 A **toolbox** attached to the side of the wagon holds spare parts for needed repairs.
 - 4 A white canvas cloth stretches over the hoops, or **wagon bows**. This cover protects passengers and cargo from heat, rain, and snow.
 - 5 Broad **wheels** help keep the heavy wagon from being mired in the mud.
- The average Conestoga wagon was 21 feet long, 11 feet high, and 4 feet in width and depth. It could carry up to 12,000 pounds of cargo.



The Expedition West Very little was known about the area west of the Mississippi, and it excited Jefferson’s curiosity. Even before the Louisiana Purchase was complete, he persuaded Congress to sponsor an expedition to explore the new territory. Jefferson was particularly interested in the expedition as a scientific venture. Congress was interested in the natural resources in the territory and in sites for military forts.

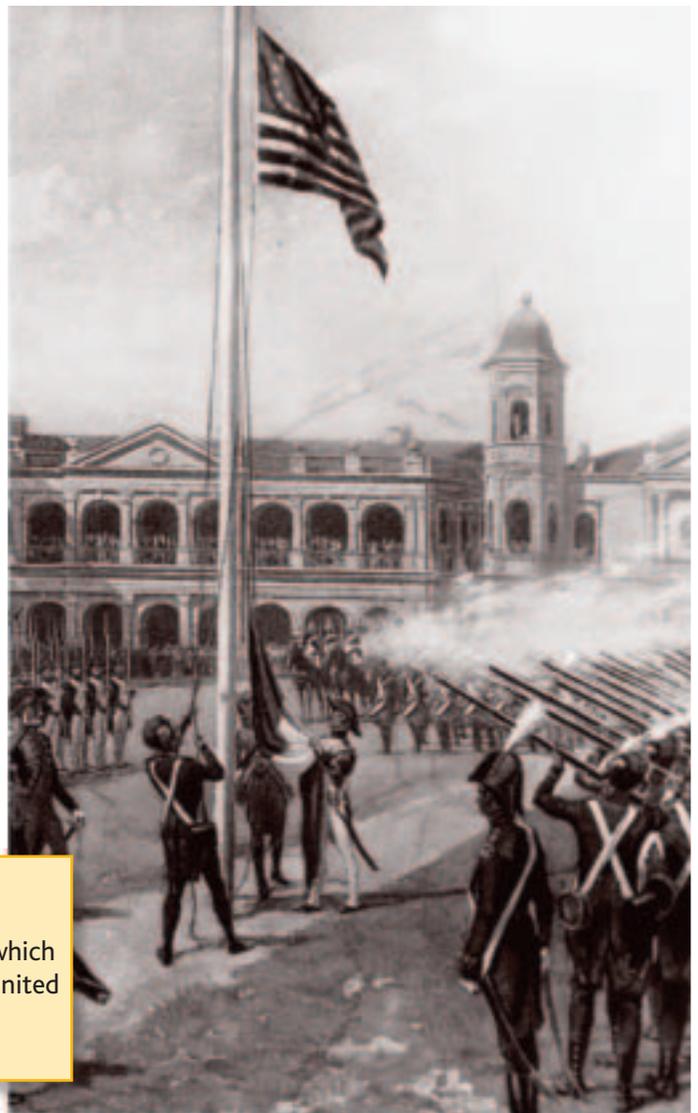
Who Were Lewis and Clark? To head the expedition, Jefferson chose his private secretary, 28-year-old **Meriwether Lewis**. Lewis was well qualified to lead this journey of exploration. He had joined the militia during the Whiskey Rebellion and had been in the army since that time. The expedition’s co-leader was **William Clark**, 32, a friend of Lewis’s from military service. Both Lewis and Clark were knowledgeable amateur scientists. Together they assembled a crew that included expert gunsmiths, carpenters, scouts, and a cook. Two men of mixed Native American and French heritage served as interpreters. Clark’s servant, an African American named York, rounded out the group. York’s skills in hunting and fishing made him a valuable member of the expedition. He was particularly successful in making friends with the Native Americans they met along the way.

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

Along their journey they encountered Native American groups. One young Shoshone woman named **Sacagawea** (SA • kuh • juh • WEE • uh) joined

their group as a guide. After 18 months and nearly 4,000 miles, Lewis and Clark reached the Pacific Ocean. After spending the winter there, both explorers headed back east along separate routes.

When the expedition returned in September 1806, they had collected and recorded valuable information on people, plants, animals, and the geography of the West. The expedition also helped the United States lay claim to the northern region between the Rocky Mountains and the Pacific Ocean known as Oregon. Within a few years, fur traders based in St. Louis were traveling to and settling in the Rockies. Perhaps most important, the journey provided inspiration to a nation of people eager to move westward.



Picturing History

Soldiers fire a salute during ceremonies in which Louisiana was officially transferred to the United States. **How did the Louisiana Purchase change the size of the United States?**

Pike's Expedition Even before Lewis and Clark returned, Jefferson sent others to explore the wilderness. Lieutenant **Zebulon Pike** led two expeditions between 1805 and 1807, traveling through the upper Mississippi River valley and into the region that is now the state of Colorado. In Colorado, Pike found a snow-capped mountain he called Grand Peak. Today this mountain is known as Pikes Peak. Pike's account of his expeditions gave Americans their first detailed description of the Great Plains and the Rocky Mountains.

Federalists Plan to Secede Many Federalists opposed the Louisiana Purchase. They feared that the states carved out of the new territory would become Republican, reducing the Federalists' power. A group of Federalists in Massachusetts plotted to **secede** (seh • SEED)—withdraw—from the United States. They wanted New England to form a separate “Northern Confederacy.” The plotters realized that to have any chance of success, the Northern Confederacy would have to include New York as well as New England.



The Louisiana Purchase and Western Exploration



Using Geography Skills

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

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

Federalists Support Burr In 1804 the Republican caucus nominated Thomas Jefferson for a second term as president. Jefferson and the Republicans, in doubt about Burr's loyalty to the party, did not nominate Burr for another term as vice president. Instead, they chose George Clinton of New York. Burr then decided to run for governor of New York. Many Federalists supported Burr as they were searching for a powerful ally in New York who would support their plan for the Northern Confederacy. Alexander Hamilton, however, threw his weight against Burr's election.

Burr and Hamilton Alexander Hamilton had never trusted Aaron Burr. Now Hamilton was concerned about rumors that Burr had secretly agreed to lead New York out of the Union. Hamilton called Burr "a dangerous man." When Burr lost the election for governor,

he blamed Hamilton and challenged him to a duel. In July 1804, the two men—armed with pistols—met in Weehawken, New Jersey. Hamilton hated dueling and pledged not to shoot at his rival. Burr, however, did fire and aimed to hit Hamilton. Seriously wounded, Hamilton died the next day. Burr fled to avoid arrest on the charge of murder.

The Northern Confederacy Fails With Burr on the run and with almost no support in the New England states, the plans for the Northern Confederacy failed. The results of the election of 1804 showed how thoroughly the Federalists had been discredited. Jefferson and Clinton captured 162 electoral votes to 14 for the Federalist candidates Charles Pinckney and Rufus King.

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

Section 2 Review

History online
Study Central Need help understanding the Louisiana Purchase and its exploration? Visit ca.hss.glencoe.com and click on Study Central.

Reading Summary

Review the Main Ideas

- American settlers in the West depended on the use of the lower Mississippi River and the port of New Orleans to trade their farm products. That control was threatened when France gained control of the Louisiana Territory.
- After the purchase of Louisiana from the French, President Jefferson sent Lewis and Clark and others to explore the new territory.

What Did You Learn?

- Which European countries controlled the Louisiana Territory until 1800?
- Name the famous Native American woman who Lewis and Clark met along their journey.
- The Big Ideas** Why was the French port of New Orleans important to the United States? **CA CS2.**
- Cause and Effect** How could the Lewis and Clark expedition prepare people who wanted to move west? Write a paragraph describing your conclusions. **CA HI2.**

Critical Thinking

- Organizing Information** Create a diagram like the one below that lists the benefits of acquiring the Louisiana Territory. **CA HR3.**



- ANALYSIS Assess** What was the relationship between the Louisiana Purchase and political power? How did Jefferson's political opponents react? Write an essay explaining your assessment. **CA CS1.**
CA 8WA2.3.c



US8.4.1 Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.

GEOGRAPHY & HISTORY



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

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

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



(f) From Curtis's Botanical Magazine, 1863, photo by Volkmar Wentzel, (c) Bates Littlehales, (b) I.E.S. Pascon, "Lewis and Clark at Three Forks," Courtesy of the Montana Historical Society, photograph by Don Beatty

INTO THE UNKNOWN

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

1804 THE JOURNEY WEST

- 1 MAY 14** The members of the Corps of Discovery, which number over 45, embark on the expedition, which would eventually cover more than 7,700 miles.
- 2 NOVEMBER** The explorers set up a winter camp near the villages of the Mandans and Hidatsas. Sacagawea, a Shoshone woman who had been kidnapped by the Hidatsa, joins the expedition.

1805

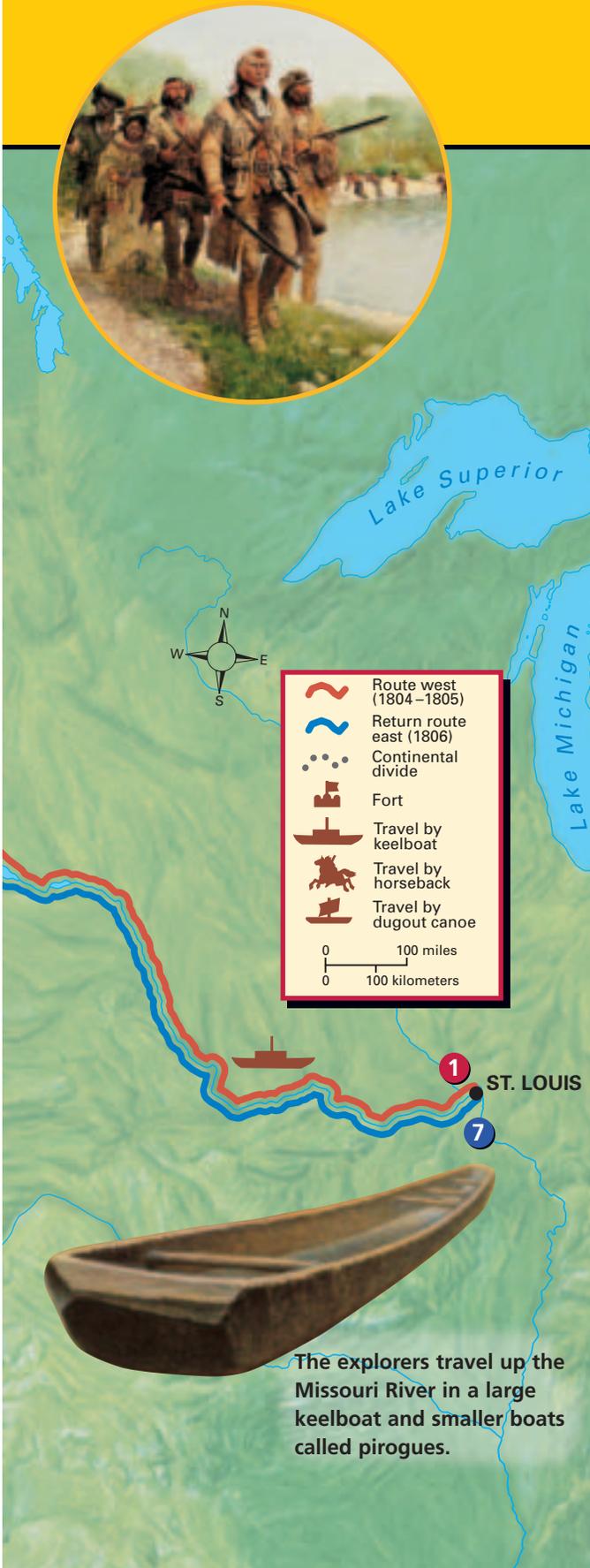
- 3 APRIL 7** Lewis and Clark send a group back on the keelboat with reports and specimens of some of the plants and animals that were unknown in the East. The expedition continues in smaller boats.
- 4 AUGUST 12** Lewis realizes that there is no Northwest Passage—or river route—to the Pacific. The Corps continues on horseback.
- 5 DECEMBER 25** The expedition celebrates Christmas in its new winter quarters, Fort Clatsop.

1806 THE RETURN TRIP

- 6 JULY 3** The expedition splits into smaller units to explore more of the Louisiana Territory. They reunite on August 12.
- 7 SEPTEMBER 23** The Corps of Discovery finally arrives back in St. Louis. The explorers had established peaceful contact with many Native Americans and accumulated a wealth of geographic information. Fur traders and others, armed with the new knowledge, soon start heading west.

LEARNING from GEOGRAPHY

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



Daily Life in Early America

Guide to Reading



US.8.4 Students analyze the aspirations and ideals of the people of the new nation.

Looking Back, Looking Ahead

The growth of nationalism and democracy led to the rise of a truly American culture.

Focusing on the **Main Ideas**

- A strong sense of national identity grew among Americans. (page 321)
- Americans began to create their own unique culture. (page 322)
- People living in different regions developed different ways to use and farm the land. (page 326)
- An increasing number of Americans chose to move west into new territory. (page 328)

Meeting People

Washington Irving
James Fenimore Cooper
George Caleb Bingham
Stephen C. Foster

Content Vocabulary

nationalism
planters

Academic Vocabulary

available (uh • VAY • luh • buhl)
unique (yu • NEEK)
occupy (AH • kyuh • py)
contrary (KAHN • TREHR • ee)
conflict (KAHN • FLIHKT)
migrate (MY • GRAYT)

Reading Strategy

Organizing Information As you read this section, use a diagram like the one shown list achievements in these fields.

Achievements			
Literature	Art	Music	Architecture

NATIONAL GEOGRAPHIC

Where & When?



1800

1815

1830

1804
Slavery banned in most Northern states

1820
Washington Irving publishes *The Sketch Book*

1830
Many Native Americans forced to move to land west of Mississippi River



US8.4.4 Discuss daily life, including traditions in art, music, and literature of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

Creating a Democratic Society

Main Idea A strong sense of national identity grew among Americans.

Reading Connection What type of school do you attend? Do you think education should be available to everyone? In the early years of the Republic, only a few groups of people had access to schools. Read on to learn more.

An American Story

Lewis and Clark returned to Washington, D.C., in 1806. The maps that they drew made it easier for new settlers to follow the way west. The United States, President Jefferson said, was “a rising nation, spread over a wide and fruitful land.”

Nationalism During the age of Jefferson, a spirit of nationalism spread throughout the United States. **Nationalism** is a feeling of pride in a nation and loyalty to its goals. At this time, the United States’s territory and population grew, and national prosperity increased as well. Americans felt confident and united about their new nation and its future.

As the country expanded, American society became increasingly democratic. This meant that the ideas of equality and natural rights influenced every part of American life. People excluded from power and influence—poor white males, women, and both enslaved and free African Americans—began to demand the basic dignity promised in the Declaration of Independence.

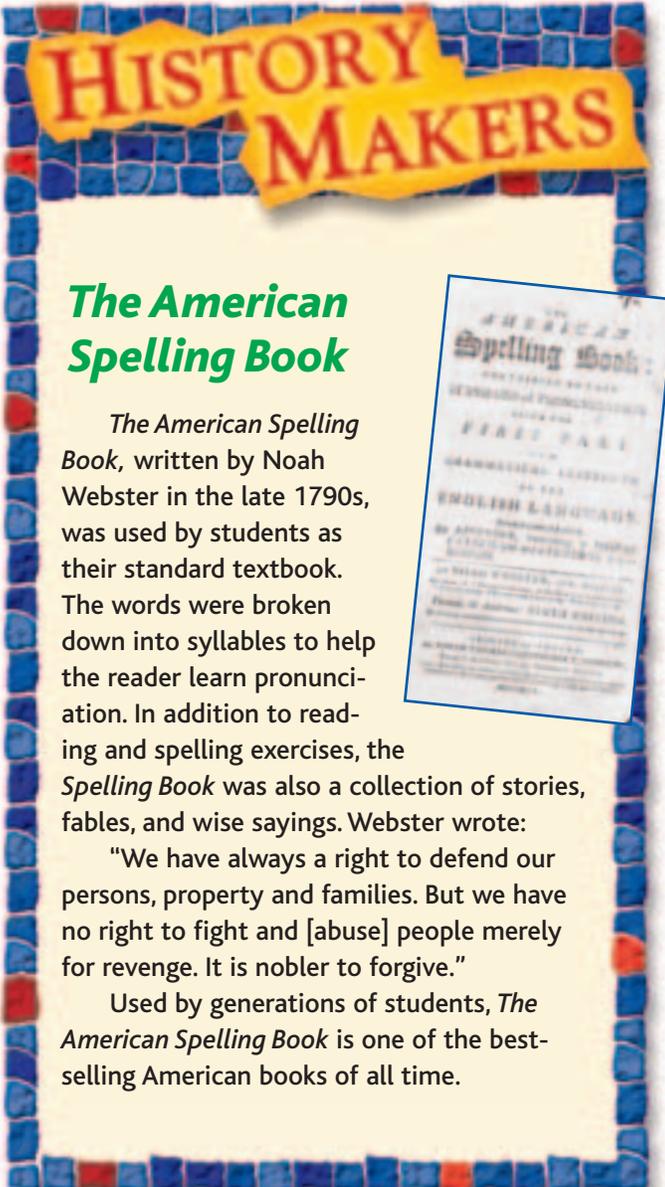
Education During the early republic, many Americans came to believe that a strong democracy depended on well-educated citizens. Jefferson expressed this belief when he said,

“If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be.”

—Letter to Charles Yancey, 1816

To advance education on the frontier, schools were provided for in the Northwest Ordinance of 1787.

Despite these intentions, many Americans did not have the opportunity to attend school in the early 1800s. Most schools were run by private groups and were open only to those who could afford to pay for them. Some students were educated at home or at dame schools. Dame schools were generally taught by women in their own homes. The teacher taught the children to read and write and other useful skills such as sewing.



The American Spelling Book

The American Spelling Book, written by Noah Webster in the late 1790s, was used by students as their standard textbook. The words were broken down into syllables to help the reader learn pronunciation. In addition to reading and spelling exercises, the *Spelling Book* was also a collection of stories, fables, and wise sayings. Webster wrote:

“We have always a right to defend our persons, property and families. But we have no right to fight and [abuse] people merely for revenge. It is nobler to forgive.”

Used by generations of students, *The American Spelling Book* is one of the best-selling American books of all time.





US8.4.4 Discuss daily life, including traditions in art, music, and literature of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

Massachusetts and Philadelphia, however, had public schools that provided free education. Their success increased demands for a nationwide system of public schools that would make education **available** to all citizens.

Religion A powerful influence on the growth of democracy was religion. During the early 1800s, a religious revival known as the Second Great Awakening swept the nation. At gatherings known as camp meetings, preachers offered a simple message that ordinary people could grasp. They stressed the equality of all believers before God and the promise of salvation for all who believed.

The Second Great Awakening had an important effect on the young republic. It gave people the determination to better their lives and improve society as a whole. Many Americans influenced by the Awakening joined movements to end slavery, curb drinking, and advance education.

Many African Americans were won to Christianity at this time. Inspired by the message of equality, they formed their own denominations and churches, including independent Baptist churches and the first African Methodist Episcopal Church.

Reading Check Explain What message was stressed by preachers during the Second Great Awakening?

An American Culture

Main Idea Americans began to create their own unique culture.

Reading Connection What kinds of music do you like? What do you enjoy reading? Read on to learn more about the music and literature of the early Republic.

The growth of nationalism and democracy in the early republic led to the rise of a truly American culture. Since colonial times, cultural life in the United States had been strongly influenced by Europe, chiefly Great Britain. During the first decade of the 1800s, Americans began to create their own art forms, including literature, painting, music, and architecture.

Literature During the early 1800s, American writers started to turn away from European influences. They began using settings and characters that were typically American. In 1820

Washington Irving wrote *The Sketch Book*, a collection of short stories that were mostly set in rural New York. One story, “Rip Van Winkle,” tells about a man who falls asleep in the woods for 20 years. Another story, “The Legend of Sleepy Hollow,” describes the schoolteacher Ichabod Crane’s encounter with a headless horseman.



History Through Art

Religious Camp Meeting by J. Maze Burbank A powerful influence on the growth of democracy was religion. At gatherings called camp meetings, preachers revived America’s commitment to religion. **What was this religious revival called?**



In this passage, Irving describes the terror that Ichabod Crane felt as he came upon the headless horseman late at night:

“Mounting a rising ground, which brought the figure of his fellow traveller in relief against the sky, gigantic in height, and muffled in a cloak, Ichabod was horror struck, on perceiving that [the rider] was headless! but his horror was still more increased, on observing, that the head, which should have rested on his shoulders, was carried before him on the pommel of the saddle! His terror rose to desperation; he rained a shower of kicks and blows upon [his horse] Gunpowder, hoping, by a sudden movement, to give his companion the slip—but the spectre started full jump with him. Away, then, they dashed, through thick and thin; stones flying, and sparks flashing, at every bound.”

—“The Legend of Sleepy Hollow”

Picturing History

Like other artists of the Hudson River School, Frederic Edwin Church showed scenes of nature untouched by settlement. **How was American art and literature changing during the early 1800s?**

Another New York author, **James Fenimore Cooper**, wrote novels such as *The Last of the Mohicans* and *The Deerslayer*. In these novels, a trapper folk hero of many names—Natty Bumppo, Leatherstocking, Deerslayer, and Pathfinder—is portrayed as strong, brave, resourceful, and honorable. When asked if he had ever shot an enemy that was capable of killing him, Deerslayer responded:

“To own the truth, I never did,” answered Deerslayer, “seeing that a fitting occasion never offered. The Delawares [a Native American group] have been peaceable since my sojourn with ‘em, and I hold it to be [wrong] to take the life of a man, except in open and [generous] warfare.”

—from *The Deerslayer*



US8.4.4 Discuss daily life, including traditions in art, music, and literature of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

WASHINGTON IRVING

1783–1859

JAMES FENIMORE COOPER

1789–1851

In the 1800s, American literature became more “American.” Writers, reflecting a sense of national pride, were turning away from European influences and writing about America. Authors such as James Fenimore Cooper and Washington Irving reveal the spirit of the expanding American frontier and of the possibilities for improvement and change.

Washington Irving was the first American writer to win international fame. *The Sketch Book* (1820), a collection of stories admired throughout Europe, included Irving’s two most famous tales, “Rip Van Winkle” and “The Legend of Sleepy Hollow.”

Irving was a born wanderer, even as a child. He later wrote, “I began my travels, and made many tours into foreign parts and unknown regions of my native city, to the frequent alarm of my parents.”

Although he wrote many works, Cooper is best known for his novels about Natty Bumppo’s frontier life. *The Leatherstocking Tales* is set in the huge expanse of the New York State frontier. Natty Bumppo is a trapper who is forced westward by the movement of settlers into his beloved fron-

tier. Cooper is the first American writer

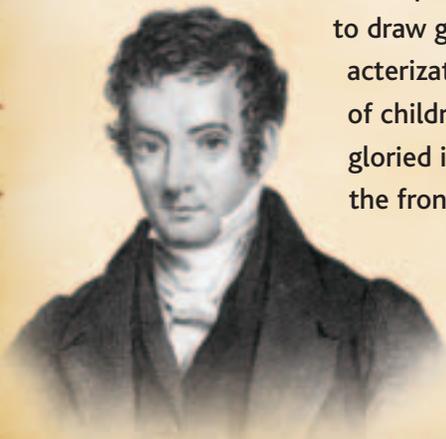
to draw greatly from American history for his setting and characterization. As a result of reading Cooper’s novels, generations of children—not only here but in France and Great Britain—gloried in the drama of Native Americans and pioneers on the frontier.

James
Fenimore
Cooper ▶



“Should we distrust the man, because his manners are not our manners, and that his skin is dark!”

—from *The Last of the Mohicans*



◀ Washington
Irving

Then and Now

Why do you think works by Irving and Cooper are still popular today?

Other writers, such as William Cullen Bryant of Massachusetts, wrote poetry. Bryant expressed a love for natural beauty. His poem “Thanatopsis” appeared in 1817. In it, he suggested that by studying nature, people could better understand life and death.

Art During the early 1800s, American artists turned their attention to American people and landscapes. **George Caleb Bingham** painted fur traders, riverboat workers, and political speakers.

Another artist, George Catlin, was one of several artists who lived among the Native Americans and painted scenes of their daily life. Thomas Doughty was one of the first successful landscape painters and a leader of the Hudson River School of painting. This school was made up of artists who liked to paint views of the Catskill Mountains and the Hudson River in New York.

Music In the early 1800s, Americans developed their own forms of music. Instruments such as banjos and pianos were used to play American

tunes. Musicals filled with American songs were performed in large cities and in barns, tents, or log cabins throughout the country.

One of the most successful American songwriters was **Stephen C. Foster**. Although born in Pennsylvania, Foster combined African and European music to create **uniquely** American melodies about life in the South, such as “My Old Kentucky Home” and “Swanee River.”

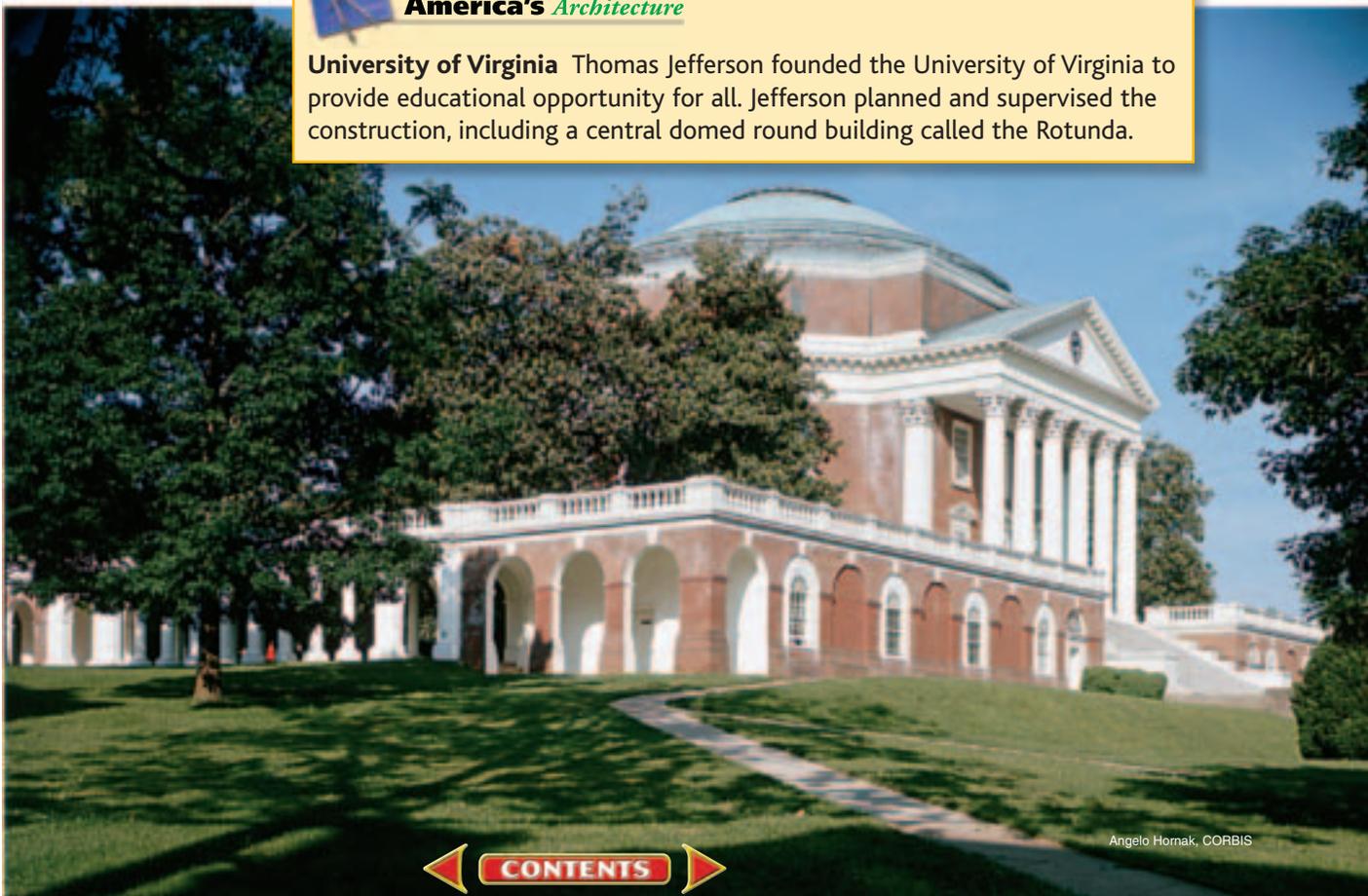
Architecture American architects of the early 1800s developed their own forms of building based on the classical styles of ancient Greece and Rome. Classical designs became the model for public buildings all over the country, including the Capitol in Washington, D.C. Thomas Jefferson used classical styles when he planned his home, Monticello, and buildings for the University of Virginia. A style known as Greek Revival also was used for private homes, such as plantation houses in the South.

Reading Check Describe What qualities did James Fenimore Cooper give his main character?



America's *Architecture*

University of Virginia Thomas Jefferson founded the University of Virginia to provide educational opportunity for all. Jefferson planned and supervised the construction, including a central domed round building called the Rotunda.





US 8.4.4 Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

A Rural Nation

Main Idea People living in different regions developed different ways to use and farm the land.

Reading Connection Do you live in a neighborhood that works together? Read on to see how people in the early years of the Republic experienced work and community.

During the early 1800s, most Americans lived in rural areas and made their living on the land. People, however, **occupied** the land in very different ways in different regions of the country.

Farm Life in the North During the early years of the republic, people in the North tended to cluster in villages and towns made up of neat rows of wooden frame houses, churches, and stores. Beyond these settlements were farm communities located within a relatively short traveling distance of each other. Northern farmers cut down forests and created fields marked

by hedges or stone walls. They produced enough crops and livestock to sell or exchange in nearby marketplaces for teas, sugar, window glass, and tools.

Farming was the North’s major economic activity, but not all rural people in the North worked on the land. Some labored in the small workshops, grain and sawmills, and iron forges that dotted the rural landscape. Others worked as craftspeople or day laborers in nearby towns.

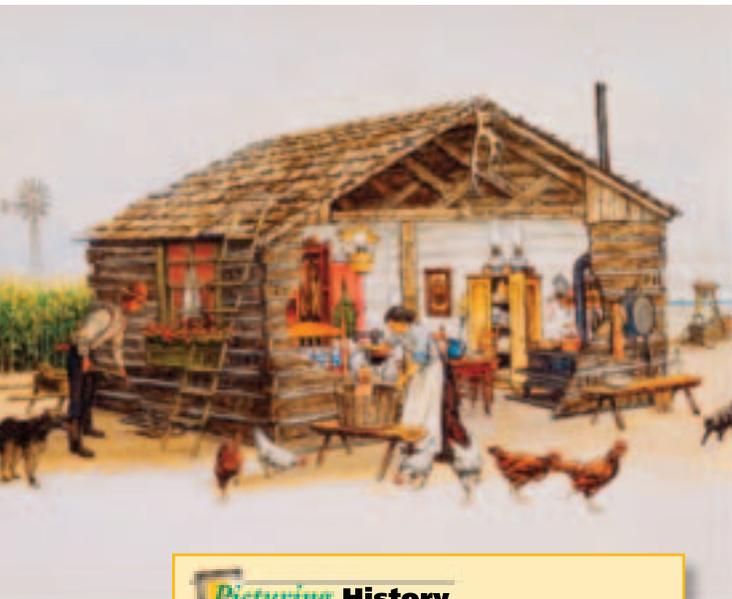
The South’s Plantation Culture While Northerners lived close together, Southerners lived on small farms or large plantations that were widely separated from each other. The South’s economy depended on slavery and growing cash crops.

Beginning in the 1790s, the growth at home and in Great Britain of the textile industry turned cotton into a major cash crop throughout the South. Cotton production boomed, leading to an increase in demand for enslaved labor.

Because of their wealth from agriculture, **planters**, or large landowners, became the South’s economic and social leaders. However, the planters were few in number. About three out of every four white Southerners was a small farmer who worked a small plot of land and had no enslaved workers.

Southern Slavery In time, slavery became “the peculiar institution” that set the South apart from the rest of the country. Most enslaved people in the South worked on farms and plantations. They labored together from dawn to dusk and were closely supervised. While enslaved men generally worked the fields, enslaved women cooked, cleaned, did laundry, sewed, and cared for the plantation’s children.

Still, many enslaved people never saw a farm or plantation. They lived and worked in the South’s towns and small cities. Enslaved people also carried out tasks other than farming. Some were coach drivers, household servants, and artisans. Others worked at ironworks or mined gold, coal, or salt.



Picturing History

Some people in the North lived in villages, but many lived and worked in rural areas.

What was the major economic activity in the North?



Picturing History

The South developed an economy based on commercial agriculture.

What became the major cash crop of the South?

Wherever they lived, enslaved people formed their own communities. During the evenings, they often shared in song, prayer, and dancing. As one slave recalled, “From sunup to sundown, we belonged to the master; but from sundown to sunup we were our own.”

The Rise of Urban Life Most Americans were rural dwellers, but an increasing number of them were living in cities. In the North, cities such as Boston, New York City, and Philadelphia were thriving Atlantic seaports that exported American farm products and imported European manufactured goods. The South had fewer towns and cities than the North. From ports such as New Orleans, Charleston, and Savannah, Southern agricultural goods were shipped to Northern and European markets.

Life in Northern Cities During the early 1800s, America’s cities had only a few small industries that made products, such as textiles, shoes, and metal goods. In the North, mills and factories grew and drew in workers from the farms or from overseas. Children also went to work in these industries.

With the rise of industries in the North, the gap between richer and poorer city residents widened. Prosperous merchants and businesspeople controlled urban economic and social life. A middle class of artisans, shopkeepers, and professionals shared modestly in the general prosperity. At the bottom was a growing working class, many of whose members had to struggle to survive. During the early 1800s, rising land values forced the lower classes into increasingly crowded tenements, or rented row houses. Meanwhile, more prosperous



urban dwellers stayed in their own detached dwellings in fashionable neighborhoods.

Free African Americans Northern cities attracted many free African Americans during the early 1800s. After the American Revolution, slavery in the North declined. Why did this happen? Farming in the North came to depend on families and paid workers, not enslaved labor. Many northerners came to believe that slavery was **contrary** to the nation’s ideals of equality and justice. By 1804 most northern states had passed laws ending slavery.

Still, free African Americans faced many obstacles to full equality. Only a few had voting rights. A small number owned their own homes or businesses. They were excluded from white churches and schools and increasingly from skilled jobs. African Americans responded by building their own churches, schools, newspapers, and charitable and social organizations. They used these institutions to develop their own culture and eventually to demand full freedom and equality.

Reading Check Identify What group made up the South’s political leaders?



Westward Movement

Main Idea An increasing number of Americans chose to move west into new territory.

Reading Connection If you could move somewhere new, where would you go? Would you drive, take a train, or fly to get there? Read to see how Americans in the early Republic realized their dreams on a new frontier.

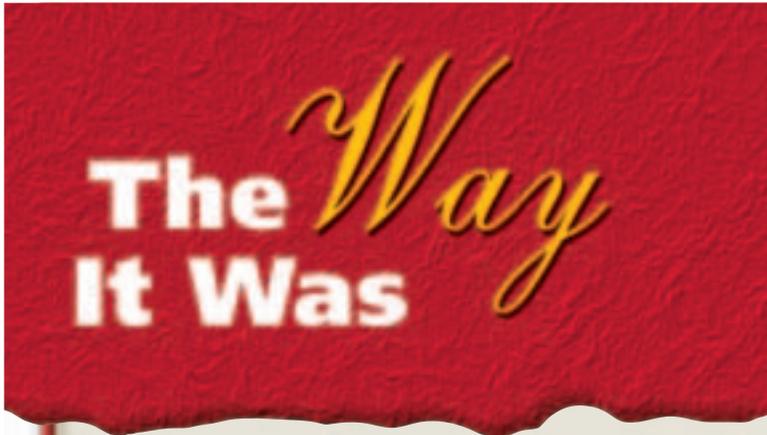
While the North and South developed different ways of life, Americans in ever larger numbers pushed westward beyond the Appalachian Mountains. They were eager to claim new land and establish farms in the West. They also wanted to escape the growing population and restricting laws and taxes of the East.

How Did the Settlers Travel? Some settlers came to the West by horseback or wagon along difficult overland routes. Others traveled on boats that floated down waterways, such as the

Ohio River and the Mississippi River. Upon arrival, settlers had to provide themselves with shelter, food, and clothing. They cut down trees, built log cabins, and cleared the land for farming. As expanding areas of land came under the farmers' plows, forests and wildlife increasingly gave way to human settlement.

What Was Life Like in the West? Living on the frontier was very rigorous. Pioneers wrestled with uncertain climate, limited supplies, and sometimes failing crops. Life could be lonesome. Settlements were far apart and often hard to reach. The few roads that existed were poor, and westerners found it difficult to transport goods and produce to eastern markets.

Despite hardships, pioneers still enjoyed themselves. Weddings, for example, were major events that drew people from the surrounding area. A short ceremony was followed by eating and dancing that lasted for days. The food was usually simple—bread and butter, fried pork, and wild fruits.



Moving West

Rich soil and cheap land drew many farmers to the Northwest. Between 1800 and 1840, thousands of settlers poured into the region.

Once the pioneers arrived, their survival depended upon the long-handled axe and the rifle. With the axe, the farmer cleared trees from the land and fashioned the wood from those trees into cabins and crude furniture.



▲ Life in the West meant work for every member of a pioneer family.

A good rifle was also essential. It was used for defense from enemies—human and otherwise—and for shooting game for food. Until the 1840s, the weapon most settlers chose was the “Kentucky Rifle.”

Conflict in the West As the settlers moved farther and farther west; they came into **conflict** with Native American groups that controlled the vast areas of land beyond the Appalachian Mountains. Native Americans were angry that land-hungry settlers began creating farms on tribal hunting grounds. As the pressures of settler expansion increased, Native Americans developed ways of resistance and survival.

Some Native American groups, like the Cherokee, tried to adjust peacefully to American settler ways. To defend their freedom and prevent further loss of land, the Cherokee adopted written laws and a constitution patterned after those of American states. Many Cherokee accepted Christianity and settled down as farmers, mill owners, and shopkeepers. Cherokee culture continued to flourish with the invention of a Cherokee alphabet by

Sequoya in 1821. Sequoya developed symbols to represent all syllables in Cherokee speech. Many Cherokee learned how to read and write. Sequoya even published a Cherokee newspaper and translated parts of the Bible into Cherokee. As Cherokee self-confidence grew, so did the hostility of their settler neighbors.

Meanwhile, other Native American groups were opposed to accepting settler ways. Wanting to preserve their traditional culture, the Shawnee and the Creek prepared for armed resistance. In the end, neither peaceful adaptation nor armed resistance was successful. By 1830, Native Americans faced cultural loss, military defeat, or forced **migration** to lands west of the Mississippi River.

 **Reading Check Explain** Why were people eager to move west?

Section 3 Review

History online
Study Central Need help understanding daily life in early America? Visit ca.hss.glencoe.com and click on Study Central.

Reading Summary

Review the **Main Ideas**

- During Jefferson's presidency, Americans developed a sense of pride, or nationalism.
- Literature, music, art, and architecture began to reflect distinctly American themes.
- Daily life in the young Republic was varied, based on regional differences and ethnicity.
- People were eager to take advantage of new land opportunities in the Louisiana Purchase.

What Did You Learn?

1. What was Jefferson's view of the relationship between education and democracy?
2. What institutions set the South apart from the rest of the country?

Critical Thinking

3. **Comparing** Create a table to describe economic activities and regional distinctions that developed in each area during this period. **CA HI.1.**

	Urban	Rural
North		
South		

4. **The Big Ideas** Describe how a distinct American identity and culture grew during this period. Be sure to include references to literature, art, music, and architecture. **CA 8RC2.0**

5. **Creative Writing** Imagine you can travel back in time. You are a newspaper reporter sent to write a story on either farming life in the South or the Native American experience after the Louisiana Purchase. Choose a topic and then identify people of the time to interview. Make a list of questions you would ask them and responses they might give you. **CA HI.1.**

Analyzing Primary Sources



US8.4 Students analyze the aspirations and ideals of the people of the new nation.

US8.4.2 Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).

Looking Westward

The early 1800s was an important time in America. For the first time in modern history, the political power of a country transferred peacefully from one political party to another. It also marked a time of great expansion and change for the United States. The United States looked westward, and also began to look beyond its borders. As you read these primary source selections, think about why this was a time of such rapid growth for the nation.

Meriwether Lewis views the Rocky Mountains. ▶



Reader's Dictionary

maritime (MAR • uh • TYM): bordering on the ocean

garrison (GAR • uh • suhn): fort

pirogue (PEE • ROHG): dugout boat resembling canoes

trodden (TRAH • duhn): stepped

esteem (ihs • TEEM): value

benediction (BEH • nuh • dihk • shuhn): blessing

avarice (A • vuh • ruhs): greed

maxim (MAK • suhm): rule of conduct

California in 1804

Sea captain William Shaler visited the coast of California while engaged in trade with China and recorded his observations.

[The Spanish are] masters of the **maritime** part of the country only. Beyond that range of mountains [the Sierra Madre] the country is remarkably fine, well watered, and covered with forests: these they have not as yet been able to penetrate, on account of their being thickly inhabited by warlike tribes of Indians. I am informed that the government [aims] to establish lines of missions and **garrisons** from San Francisco to New Mexico, and by the country of the Colorado Indians to the same place, and by these means to

complete the conquest of the country. But that is a project that does not seem likely to be very soon realized.

—from *Shaler's Journal*

The Explorations of Lewis and Clark

From 1804 to 1806, Meriwether Lewis and William Clark explored and mapped the Louisiana Territory.

Our vessels consisted of six small canoes, and two large [**pirogues**]. This little fleet, altho' not quite so respectable as those of Columbus or Capt. Cook, were still viewed by us with as much pleasure. . . .

We were now about to penetrate a country at least two thousand miles in width, on which the foot of civilized man had never **trodden**. The good or evil it had in store . . . was for experiment yet to determine. . . . [T]he picture which now presented itself to me was a most pleasing one. . . . I could but **esteem** this moment of my departure as among the most happy of my life.

—from an April 1805 entry in the journal of Meriwether Lewis, as he prepares to leave Fort Mandan on the upper Missouri River

Adams's Fourth of July Address

On July 4, 1821, Secretary of State John Quincy Adams took part in a ceremony held at the Capitol. Adams reads an original copy of the Declaration of Independence. He then gives a speech on American freedom and foreign policy.

Wherever the standard of freedom and Independence has been or shall be unfurled, there will her [America's] heart, her **benedictions** and her prayers be. But she goes not abroad, in search of monsters to



▼ William Clark's log book

destroy. She is the well-wisher to the freedom and independence of all. . . . [But if the United States involves itself in the affairs of other nations, even those fighting for freedom, the nation would become involved] in all the wars of interest and intrigue, of individual **avarice**, envy, and ambition, which assume the colors and usurp the standard of freedom. The fundamental **maxims** of her policy would insensibly change from *liberty* to *force*. . . . She might become the dictatress [ruler] of the world. She would be no longer the ruler of her own spirit.

DBQ Document-Based Questions

California in 1804

1. What area of California do the Spanish control?
2. Does Shaler think it will take a long time for the Spanish to settle California? Why or why not?

The Explorations of Lewis and Clark

3. Is Lewis looking forward to the exploration? How can you tell?
4. At the start of their expedition, how many boats did Lewis and Clark have?

Adams's Fourth of July Address

5. Was Adams calling for a stronger U.S. role in other countries' affairs? Explain.

Read to Write

6. Imagine the land that was soon to be settled by American pioneers. What would people need in the 1800s to settle and develop the land? What tools would be required? What skills? How would settlers deal with Native Americans who were already living there? Write a list of things that early settlers would need to bring with them, as well as recommendations for what to do once they arrived. **CA 8WA2.6**

Chapter 6

Assessment

Standard US8.4

Review Content Vocabulary

Define each of the terms below. Use them in a paragraph that discusses government in the early Republic.

1. laissez-faire
2. judicial review

Review the **Main Ideas**

Section 1 • The Republicans Take Power

3. What was the outcome of the election of 1800?
4. What Federalist measures were ended under Jefferson soon after he took office?

Section 2 • The Louisiana Purchase

5. How far west did U.S. territory extend in 1800?
6. Who sold the Louisiana Territory to the United States? How much did the United States pay for it?
7. How long did Lewis and Clark explore the Louisiana Territory?

Section 3 • Daily Life in Early America

8. What caused the surge of nationalism in the early Republic?
9. What effects did the Second Great Awakening have on American culture?
10. What land-use strategies were practiced by people in the North region?

Critical Thinking

11. **Analyze** Explain the significance of the *Marbury v. Madison* decision. Discuss why judicial review is important. **CA HI.1.**
12. **Explore** What was the relationship between the revolt in Santo Domingo and France's interests in North America? How did these events affect U.S. territorial expansion? **CA CSI.**

13. **Explain** What was the Federalist response to the Louisiana Purchase? What outcomes resulted from this political disagreement? How do you think this might affect future disagreements in the Republic? **CA HI.3.**

Geography Skills

Study the map and answer the questions that follow. **CA CS.3.**



14. **Location** Along what two state borders is Washington, D.C., located?
15. **Location** What city on the map is located approximately 40 miles northeast of Washington, D.C.?

Read to Write

16. **The Big Ideas Evaluate** Write an essay highlighting the impact of Jefferson's decision to buy the Louisiana Territory. Be sure to include references to politics, geography, trade, and migration. **CA 8WS2.4**
17. **Narrative Writing** Imagine you were selected to travel with Lewis and Clark. Use the information in this chapter as well as other sources to write letters to your family to describe what you are seeing. **CA 8WA2.1**
18. **Using Your FOLDABLES** You have been asked to give a speech to a large audience in Washington, D.C. Use the information from your completed chapter opener foldable to write a speech reviewing Jefferson's presidency. **CA HR3. CA LS1.0**

Using Academic Vocabulary

Synonyms are words that have the same or nearly the same meaning. Choose the synonym that best matches each term's precise meaning.

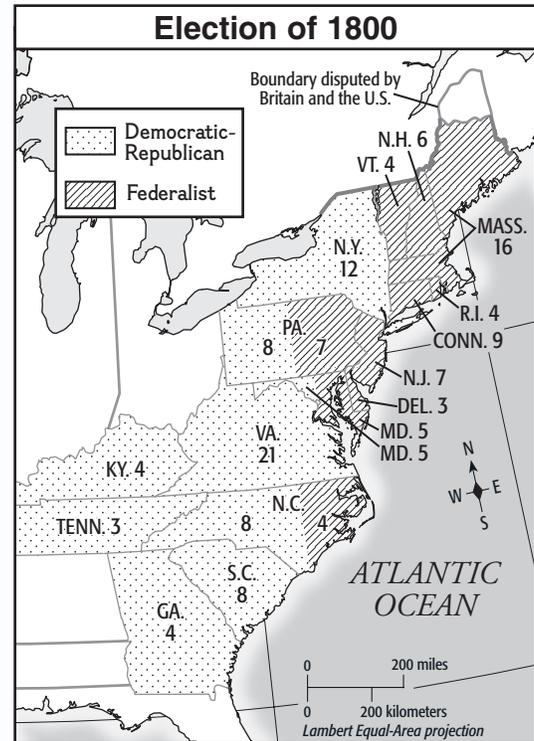
19. **ensure**
 a. open b. deliver c. guarantee
20. **unique**
 a. ordinary b. huge c. rare
21. **migrate**
 a. travel b. inhabit c. distribute

Reviewing Skills

22.  **Compare and Contrast** Review the descriptions of rural life in Section 3. Write an essay describing how people lived off the land in the North, South, and West. Note similarities and differences among the regions. **CA HR3.**
23.  **Predict** How would the Louisiana Purchase affect U.S. relationships with Native American cultures? Make three predictions based on what you've learned about their interactions from colonization through 1803. **CA HI2.**



Use the map below to answer the following questions.



24. Which of the following statements about the election of 1800 is true?
- A Federalists won Georgia's electoral votes.
 B New Hampshire supported the Democratic-Republican ticket.
 C Connecticut had seven electoral votes.
 D Pennsylvania was one of the states that split its votes.
25. Which states split their electoral votes between Jefferson and Adams?
- A Pennsylvania and Georgia
 B Tennessee and New Hampshire
 C North Carolina, New York, and Delaware
 D Pennsylvania, Maryland, and North Carolina